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FOCUS ONE

Focus is a rich, varied, carefully levelled course for upper secondary students. Specially designed to motivate older teens, it helps them to track their level and achieve the exam results they need. With its unique blended learning package, Focus is the flexible course that gets results.

MOTIVATION

- Language is brought to life through grammar animations, interactive videos and culturally relevant clips
- Learning is tracked via personalised reporting in the online Gradebook
- Development of language and exam strategies are carefully levelled to the GSE

MEMORY

- The unique approach to vocabulary acquisition via the Word Store helps new words stick in students' memories
- Language acquisition is driven by careful recycling of vocabulary and grammar
- Exam skills are reinforced by Cambridge and PTE General practice booklets

MEANING

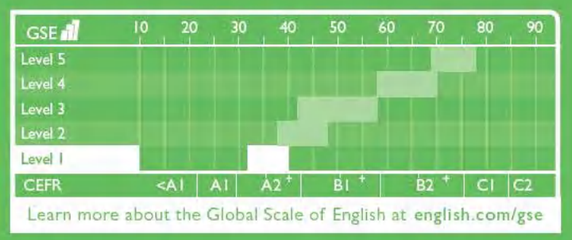
- English is made relevant to students' own lives by frequent personalisation
- Meaningful practice is provided by the extensive selection of editable worksheets, assessment programme and tests

FOR STUDENTS

Students' Book | Workbook | MyEnglishLab

FOR TEACHERS

Teacher's Book | MultiROM | Class CDs | ActiveTeach



Learn more about the Global Scale of English at **english.com/gse**

www.english.com/focus

Progress

Progress accurately measures student progress in English, highlighting strengths and weaknesses to inform teaching.

ISBN 978-1-292-11004-2

FOCUS 1 TEACHER'S BOOK

FOCUS

P REILLY | B TRAPNELL

PEARSON

GLOBAL SCALE of English

TEACHER'S BOOK 1

PATRICIA REILLY | BEATA TRAPNELL

ALWAYS LEARNING

PEARSON

FOCUS

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Introduction

Dear Teacher,

We are writing to you to introduce *Focus*, our new course for upper secondary students. This course is the fruit of our many years' teaching, writing and developing materials. Our aim has been to produce a set of materials that will help you to be the best teacher you can be. In other words, we want to help you to create the optimum conditions for your students to learn English.

Of course, we accept that everybody's teaching context is unique and the perfect English course is an unattainable dream. That said, 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've gone for a 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.

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*.

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. 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 video clip. Flexibility = choice. We think you will appreciate the range of choice in *Focus*.

Credibility

So, while we are sure that a reliable and flexible course will help you, it's this third characteristic that really counts. We'd like to take this opportunity to summarise our thinking on this and explain what lies at the heart of *Focus*. We can do this by grouping our thoughts under three words beginning with *M*: *Motivation*, *Memory* and *Meaning*.

Motivation
Then the other one percent has to do with your methods. 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.

Memory
Systematic recycling of new language is a core feature of *Focus*. There is a particular emphasis on vocabulary. In the process of building their own 'Word Store', students using *Focus* will devote valuable time to new vocabulary, as well as learning a variety of ways of recording it.

Meaning
We are strongly opposed to mechanistic practice and drills where form dominates and meaning is irrelevant. Don't practise 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*.

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 unit walkthrough

Vocabulary lesson

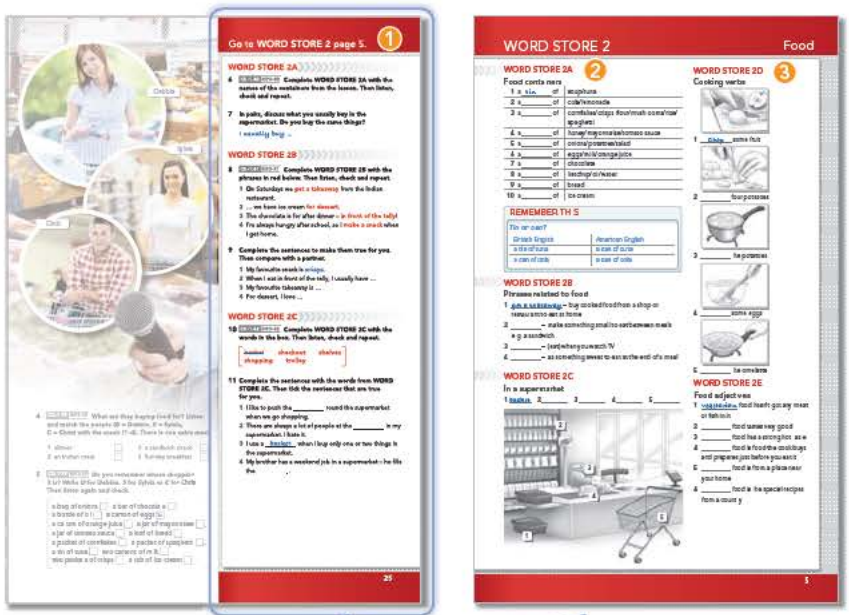
Every unit begins by focusing on vocabulary, which is then recycled throughout the unit.

1. Real life quotations can be used as a conversation starter for introducing the unit or as a tool to find out what students already know.
2. The UNIT LANGUAGE AND SKILLS menu describes the flow of the unit. It highlights the language skills practised, as well as the extra resources available.
3. The FOCUS EXTRA section directs students to additional practice materials such as the WORD STORE booklet, the Workbook or MyEnglishLab and the *Focus* website, where they can find the audio recordings for the unit.
4. The SHOW WHAT YOU KNOW box reviews vocabulary students should already know, to ensure they all begin the unit at the same level.

Vocabulary and Word Store

In the WORD STORE booklet attached to the back of the Students' Book, there are additional vocabulary exercises which accompany the Vocabulary, Listening and Reading lessons in the unit.

1. When students reach the WORD STORE section of a Vocabulary lesson, they flip open the booklet at the back of the Students' Book and leave it open alongside the main Students' Book page.
2. Students use Exercises A, B and C in the Vocabulary lesson to practise key topical vocabulary and collocations. Students can use the WORD STORE page to complete additional supporting exercises, which provide students with a personal mini dictionary they can refer to as and when necessary.
3. Exercise D comes at the end of the Listening lesson and extends knowledge of new language presented. Exercise E is a language extension activity linked to the end of the Reading lesson.



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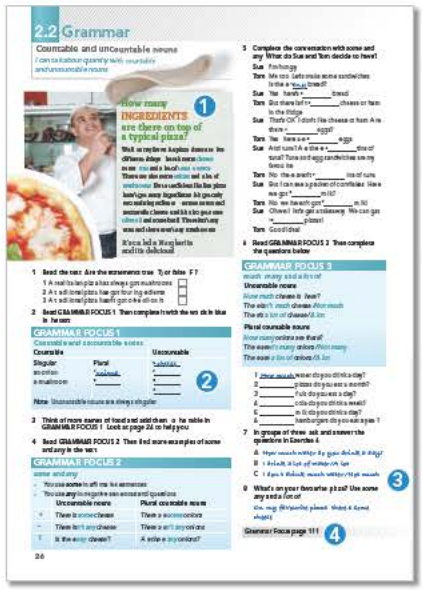
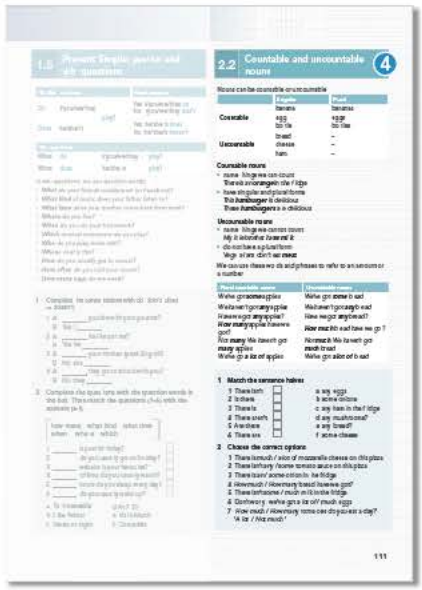
Grammar lessons

The second and fifth lessons of every unit are both Grammar lessons. These lessons are supported by grammar animation videos, which make them more attractive and motivate students to focus on the grammar being covered.

1. The grammar in each lesson is presented in context and highlighted, to make it easily identifiable.
2. The GRAMMAR FOCUS boxes give students explanations of how to use the grammar, as well as clear examples. This is followed by a variety of exercises which provide practice with new structures in contexts relevant to students' lives.
3. Each lesson ends with a production exercise, where students actively use the grammar from the lesson.
4. The GRAMMAR FOCUS reference 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 Grammar lessons has its own section in GRAMMAR FOCUS, which includes a detailed explanation of the structure and additional practice exercises.





Grammar animation videos

Grammar animation videos are used to support new structures through lively animations. The animated 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.

1. Key language and structures from the Grammar lessons are used in context in the videos, showing students how they are used in real-life situations.
2. There is one animation per unit, except for Units 6 and 7, where one animation covers the grammar from both lessons in the unit (these animations should be used alongside Lessons 6.5 and 7.5). Further teacher's notes on how to use the grammar animations are available on pages 16–17 of the Teacher's Book.
3. Each video is accompanied by a teacher's commentary, where the grammar point is clearly explained. Students can use the video and commentary to analyse the grammar point at their own pace.

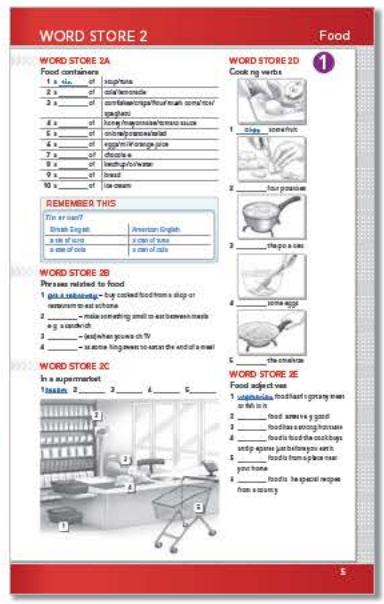
Listening lesson

The Listening lesson offers varied tasks and opportunities for students to practise listening skills with new vocabulary, as well as with exam-type tasks.

1. WORD STORE Exercise D in the Listening lesson consolidates new language. Students can also access the audio from the unit at English. com/focus, to review and practise.

2. EXAM FOCUS exercises are exam-specific tasks, which help students prepare for the *Cambridge English: Key (KET) for Schools* exam.

3. The PRONUNCIATION FOCUS boxes in the Listening lessons focus students' attention on different aspects of pronunciation, such as long and short vowel sounds or shifting stress in word families.



Reading lesson

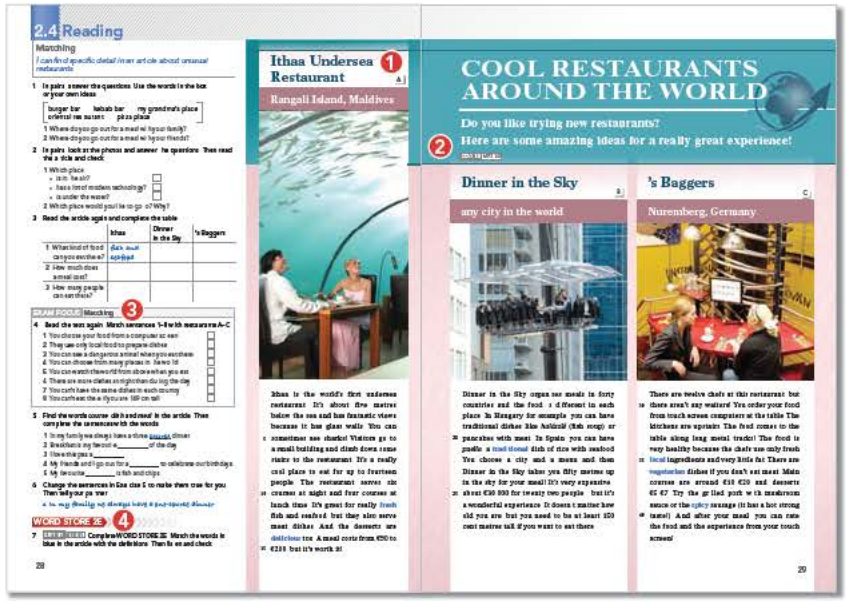
The Reading lessons feature a variety of reading texts, which also present factual information that is interesting and relevant to teenagers.

1. The Reading lessons place key language in the context of English speaking countries and their culture, in current and interesting texts.

2. Audio files accompany each text, allowing additional listening practice to support reading.

3. EXAM FOCUS reading exercises are designed to mirror the *Cambridge English: Key (KET) for Schools* exam tasks, and help students practise their reading skills for the exam.

4. WORD STORE Exercise E is a language extension activity, linked to the end of the Reading lesson.



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Speaking Lesson

The Speaking lessons prepare students for everyday interactions such as asking for and giving advice, giving an opinion or asking for information.

1. These lessons are supported by interactive speaking videos, which give students opportunities to practise functional language.
2. Exercises in the Speaking lesson focus students' attention on how functional language is used.
3. The SPEAKING FOCUS box highlights useful functional language from the unit and also presents additional useful phrases.
4. Pairwork activities encourage students to use the functional language from the lesson and increase their confidence in using the language.

Interactive speaking video

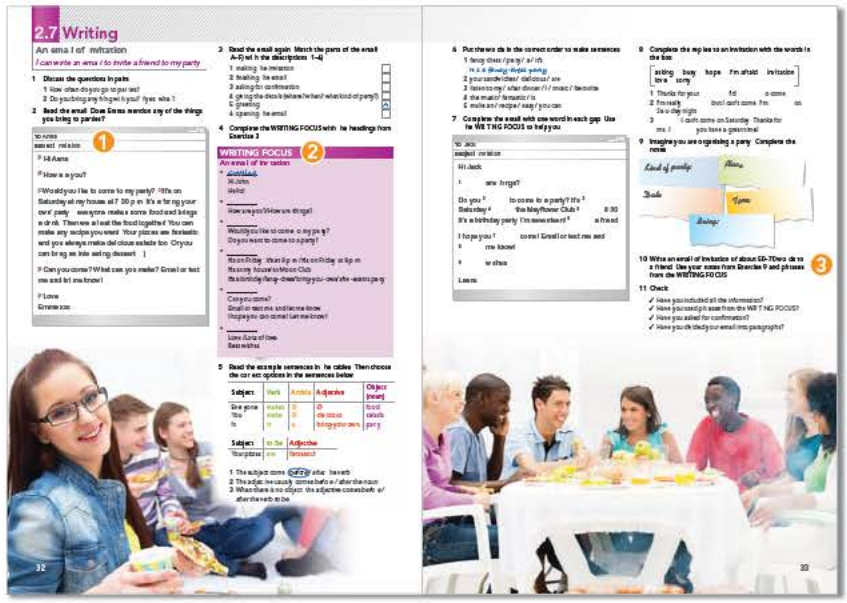
Interactive speaking videos accompany most of the Speaking lessons, making them more attractive and dynamic. The goal of these videos is to help students focus on and practise functional language in everyday situations.

1. The interactive speaking videos have three parts. First, the complete conversation is acted out, setting the context for students to see the language in use.
2. Then, while character A acts out a shorter version of the conversation, the other half remains silent and timed. This gap in the conversation gives students an opportunity to play the role of character B by performing their lines.
3. Students then switch roles and repeat. It is recommendable to use the interactive videos at the end of the Speaking lesson, once the other speaking activities have been completed. Students can practise either in pairs, as a group or individually and can repeat the exercise as many times as they like.

Writing lesson

Each Writing lesson begins with a motivating text, based on the lesson's writing goal, providing a model for students' own writing.

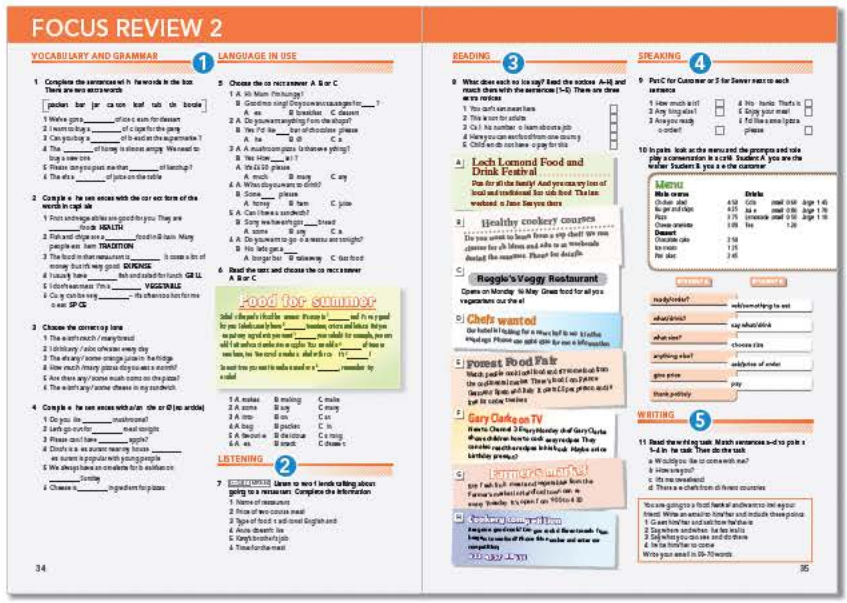
1. Useful language for the writing task is presented though varied and relevant texts.
2. The WRITING FOCUS box includes exercises which help students to focus, develop and organise their ideas.
3. Exam-style writing tasks provide students with realistic opportunities to practise their writing skills.



Review lesson

The Review lesson has two parts: a review of grammar and vocabulary, and an integrated four skills section.

1. The VOCABULARY AND GRAMMAR and LANGUAGE IN USE sections focus on reviewing vocabulary and grammar structures from the unit. The LANGUAGE IN USE SECTION reviews functional language from the unit.
2. Exam-style listening tasks help students to review and practise listening skills.
3. The reading tasks in the review lessons focus on reading skills and language use practice, through exercises developed to mirror the exam style.
4. Carefully developed speaking activities guide students to review and practise speaking skills.
5. The writing exercises are based on the *Cambridge English: Key (KET) for Schools* exam tasks.



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Word practice and Word store

The WORD PRACTICE and WORD STORE exercises in the WORD STORE booklet can be used as part of the unit review.

1. WORD PRACTICE sections appear in every unit and review language from the current and the previous unit.

2. All other WORD STORE activities are tied into the Vocabulary, Grammar, Listening and Reading lessons of the unit, giving students additional practice in structures and new language.

Workbook

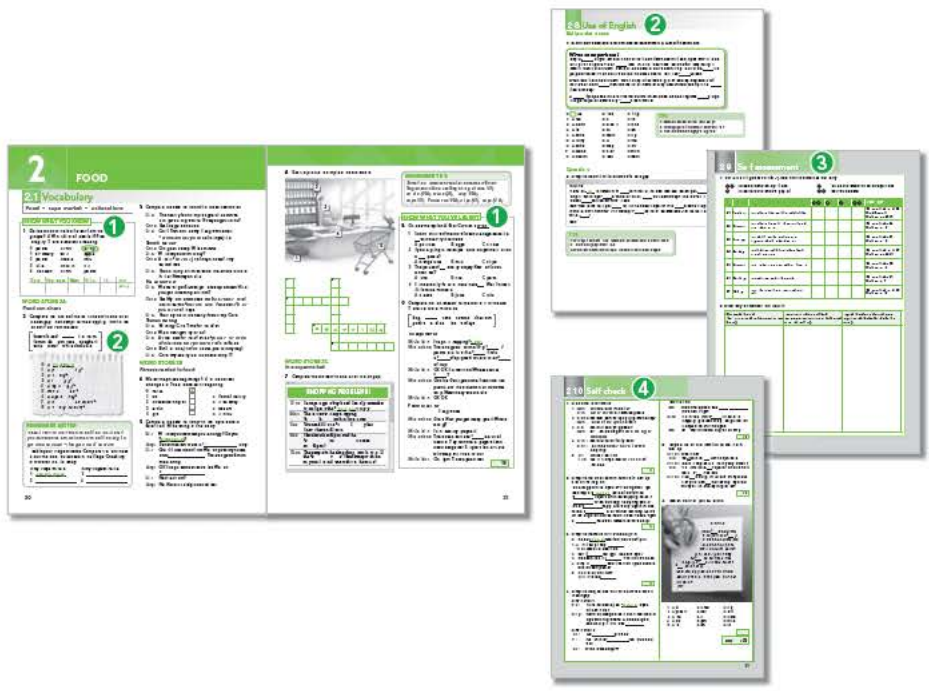
The Workbook mirrors the Students' Book lessons and provides extra practice exercises focusing on Vocabulary, Reading, Writing, Speaking and Grammar lessons from each unit. It is also designed to help students prepare for their exam. Tips on exam strategies for Listening, Reading, Writing, Speaking and Use of English can be found in the EXAM STRATEGIES section at the back of the Workbook.

1. The SHOW WHAT YOU KNOW and SHOW WHAT YOU'VE LEARNT sections help students to consolidate new language and be aware of their own learning.

2. Workbook exercises consolidate use of language presented in the Students' Book. In addition, a USE OF ENGLISH or WORD PRACTICE page complements the page in the WORD STORE booklet. Additional resources at the back of the Workbook include a FUNCTION PHRASE BANK for writing, a VOCABULARY BANK and VOCABULARY PRACTICE exercises.

3. The Workbook encourages students to actively assess how much they have learnt, through the SELF-ASSESSMENT page in every unit.

4. After assessing their own learning, students can do the SELF-CHECK page to verify how much they have learnt in relevance to the unit goals.



Focus Assessment Package

Test type	Quantity	Total marks	Timing
Placement test	1	100	60 mins
Grammar quiz	16	15	10–20 mins
Vocabulary quiz	8	15	10–20 mins
Unit tests			
Vocabulary and Grammar (A/B)	8	40	25–35 mins
Dictation, Listening and Reading (A/B)	8	30	20–30 mins
Writing	8	30	30–45 mins
Review tests			
Vocabulary, Grammar and Use of English (A/B)	4	50	35–40 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
Progress (optional) Beginning, middle and end of course	3	GSE score	60 mins

Overview of package

The *Focus* Assessment Package provides a wide range of tests which can be used at different points in the course. Each level 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 of 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 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 tasks 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 Word 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 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.

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Tests on MyEnglishLab

All of the Unit tests can be taken through the MyEnglishLab platform. On MyEnglishLab, all students take the A test. The B test becomes remediation for those students who need it.

Most parts of the test are automatically scored, and students get instant detailed feedback showing them where they went wrong or how to improve if you have allowed a 'try again' option. The free writing and speaking parts need to be teacher-graded. You assign each part separately, so you can choose whether to add these or not.

Placement test

The *Focus* Placement tests are designed to help the teacher to place students at the right level of the *Focus* series. Each test contains 100 multiple-choice questions and is designed to last for an hour. If students get less than 60 percent of the answers right, they should use the lower level indicated in the title, e.g. for the *Focus 2/ Focus 3* test they should use *Focus 2*. If they get more than 70 percent of the answers right, they should use the higher level indicated in the title. 60–70 percent of right answers puts students in the middle of the two levels and your decision as to where to place these students should depend on the level of the rest of the class.

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 Students' 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.

Vocabulary quizzes

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

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 and Grammar; Dictation, Listening and Reading; Writing. The Vocabulary and Grammar and Dictation, Listening and Reading parts 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 and Use of English; Writing; Speaking. The Vocabulary, Grammar and Use of English parts have 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 notes for the teacher with questions, which are incorporated into the Answer key.

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.

Each 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 notes for the teacher with questions, which are incorporated into the Answer key.

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

Using *Progress* to track progress

Progress is an optional addition to the *Focus* corpus. It is a standardised package of three tests that allows uniform testing and comparison of results to improve learning outcomes and accurately show learners' progress.

The tests can be conveniently taken either at school or at home, and results are delivered very quickly. *Progress* is scored on Global Scale of English and empirically aligned to the CEFR to accurately measure small amounts of progress within a CEFR band. The test reports overall scores and scores by skill, highlighting strengths and weaknesses to help students and teachers focus learning. For more information, see pearsonelt.com/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 which 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 profi ciency levels.

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

Assessment for learning

Focus 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 teachers to 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*, 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 the unit objectives, to help students understand the goals. There is 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.

The lesson objectives in the Students' Book and the SHOW WHAT YOU KNOW sections in the Workbook serve a similar purpose at a lesson level. These are supported by SHOW WHAT YOU'VE LEARNT sections which help students see how far they've come in one lesson.

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 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.

The Workbook units finish with a SELF-ASSESSMENT page, followed by a SELF-CHECK. The SELF-ASSESSMENT page asks students to reflect on their learning for each of the learning objectives in the unit and points them to where they can go to revise any point or get more help. Students also note down new vocabulary items they want to learn, which helps reinforce the intention and focus their attention on an achievable goal, and their out-of-class English experience during that unit, which will help them think about the wider opportunities for learning and using English. The SELF-CHECK pages are a traditional review of the grammar and vocabulary from the unit and will help students to confirm their self-assessment.

Components

Student's Book and Word Store

Focus 1 Students' Book contains eight thematic units, each of which is ten pages long and divided into the following sections: Vocabulary, Grammar, Listening, Reading, Speaking and Writing. Additionally, the Students' Book opens with an Intro unit consisting of eight individual lessons that help students revise the material from the preceding level. Each main unit is followed by a two-page FOCUS REVIEW section, which revises the material covered in that unit. The majority of the task types in this section are exam oriented. The GRAMMAR FOCUS section at the back of the book contains grammar explanations for each grammar point, with additional practice exercises. The Students' Book also comes with a twenty-four-page WORD STORE booklet inserted at the back. By completing the exercises in the WORD STORE, students compile their own mini dictionaries of the most important words and phrases from the unit. The WORD STORE also contains a wealth of support material such as a list of phrasal verbs with example sentences, a list of prepositional phrases and additional Use of English activities focusing on language from the unit.

Class CDs

The audio material is an important element of *Focus*. The class CDs include dialogues and listening activities from the Students' Book, which include use of all the vocabulary from the WORD STORE.

The words and phrases from the word lists are also recorded in MP3 format and can be downloaded from www.english.com/focus.

Workbook

The Workbook has been specifically developed to help students pass their exams. It activates all of the language introduced in the Students' Book. It mirrors the organisation of the Students' Book and its helpful features include:

- Exam strategies: explanation of the different exam task types students will encounter, as well as coaching students in the best techniques to use in the actual exam.
- Function phrase bank, writing: reference for the writing exercises in the Workbook.
- Function phrase bank, speaking: a collection of phrases from the SPEAKING FOCUS boxes in the Students' Book, providing reference for the speaking exercises in the Workbook.
- Vocabulary and Grammar sections, as well as practice exercises, containing the following features:
  - SHOW WHAT YOU KNOW: catch-up exercises that ensure that all students start with the same input.
  - SHOW WHAT YOU'VE LEARNT: test-format exercises that help students assess whether they have mastered the material adequately.
  - VOCABULARY BANK: this section at the back of the book contains all the vocabulary from the course which is organised by topic and lexical set, followed by practice exercises. Students are advised to do the exercises from this section once they have completed the corresponding unit in the Students' Book.
- Skills sections: each unit provides further exam oriented practice of Reading, Listening, Speaking, Writing and Use of English.

  The LISTENING LANGUAGE PRACTICE sections include exercises that further exploit the audio scripts from the Students' Book Listening lessons.

  Both the READING and LISTENING LANGUAGE PRACTICE sections also contain exercises which practise the language items from the respective WORD STORE sections in the Students' Book.

  Speaking exercises help students memorise and practise the functions introduced in the Students' Book and in the interactive speaking videos.

  Writing sections include a model text which students use for their homework assignments and a SHOW THAT YOU'VE CHECKED box that helps students check their written assignments before handing them in.
- SELF-CHECK sections: these sections in every unit help students prepare for the tests in the Assessment Package. And as the key to these sections is provided in the Workbook, students can assess their progress and decide if they need further practice.

MyEnglishLab

This is an online Workbook which can be accessed by teachers and students at http://myenglishlab.com. It provides additional motivating material for self-study and allows teachers instant access to their students' scores.

MyEnglishLab:

- contains the same material as the paper Workbook in an interactive format
- contains all the video content of the course
- has self-check and remediation functionality to save teachers time
- allows students to monitor their own progress
- is intuitive and easy to use
- requires an Internet connection.

You can also add *Progress*, an optional separate test component to help track students' progress in a granular way (see full description on page 12).

Teacher's Book

The Teacher's Book contains a wealth of additional material for teachers. The introductory pages provide information about the unique features of the Students' Book as well as the other course components, including the video elements. They contain a Unit walkthrough (see pages 5–10) which gives a visual presentation of how the Students' Book units work, ideas on how to use the Word Store at the back of the Students' Book and what additional resources and material are available as part of the Students' Book.

The Teacher's Book contains slightly reduced reproductions of the Students' Book pages, complete with answers, suggestions for extra activities and detailed information about the contents of all the other components that can be used with a given lesson.

It also contains the Students' Book audio script and the Workbook answer key.

The Culture notes provide a wealth of information connected with the people, history and photos in the Students' Book.

The bank of photocopiable activities contains the following:

- vocabulary and grammar activities
- gapped Students' Book texts
- Test yourself pairwork activities
- activities providing support for the speaking and writing tasks from the Focus Review sections.

ActiveTeach

The ActiveTeach is an Interactive Whiteboard Software which includes many innovative features and a wealth of materials. It contains the Students' Book pages in electronic format, where all exercises have the in-built functionality for teachers to check and/or show answers. The majority of activities are interactive exercises in which students can fill in gaps, drag and drop, match items, as well as check their answers. Open-ended practice tasks also include sample answers students can follow when preparing their own dialogues, monologues or written assignments.

Additional games are available to aid extra practice in the classroom and teachers can save their work and notes directly into the software. Included are instant links to all of the audio and video from the course, along with optional subtitles for the teacher to use if he or she wishes to. Most teacher's resource materials are accessible on the ActiveTeach in downloadable formats, such as photocopiable activities and audio or video scripts. The Assessment Package can also be downloaded either in PDF or editable Word, with all documents clearly organized by unit.

Video

Available either via MyLab, ActiveTeach or the Teacher's multi-rom, the video element of *Focus* is particularly rich and varied. The three types of video available are:

- Grammar animations: every Grammar lesson is illustrated through these lively animations. Key language is used in context in these videos, providing evidence for students of how the language is used in real-life situations. The animation is followed by teacher commentary on the grammar point, which provides a brief, simple resume of the language and serves as further back-up for the practice activities done in class. However, the animations can be played either at the beginning of the Grammar lesson, to show the grammar in context, after the teacher has explained the grammar point in detail or at the end of the class, as a tool for review. Students can also access the animation and the teacher's commentary to analyse the grammar point at their own pace and as many times as they need.
- Interactive speaking videos: these videos accompany most Speaking lessons and demonstrate a conversation that appears on the Students' Book page in the Speaking sections. Each interactive speaking video is filmed with native speakers, who model the conversation in order for students to visualise the context. The same conversation is then repeated with optional subtitles, although only one actor speaks their half of the conversation and the other part remains silent and timed. This gap in the conversation allows students to take on a role of either Student A or Student B and act out the missing part of the conversation or work in pairs and perform both parts A and B. Students may like to repeat this exercise several times, either individually or as a group. This provides a simple but effective tool for improving speaking and pronunciation fluency, as well as helping students to focus on using functional language in everyday conversations (such as asking for directions, giving an opinion or buying food). We recommend using the interactive videos at the end of the Speaking lesson, once the speaking activities in the Students' Book have been completed.
- Newsfeed service: this consists of current, authentic television news clips, which are delivered periodically throughout the school year and are accompanied by worksheets at Elementary (CEFR A2) and Intermediate (CEFR B2) levels. Designed for students to watch and work with at home, teachers can also choose to work with them in class if they wish. They provide a uniquely motivating source of authentic language input, selected for their immediacy and relevance to students' lives. The authentic clips are selected for their interest level for the students, while the accompanying tasks and activities are provided at two levels: Elementary (CEFR A2) and Intermediate (CEFR B2).

Assessment Package

The Assessment Package is more than just a collection of tests. It offers a coherent system of evaluation and grading which covers a wide range of test types which reflect common external exams. All tests can be used as assessment for learning or assessment of learning. (See pages 11–13 for more detail.)

Grammar animations

What are the grammar animations?

The grammar animations are a new and innovative resource for teaching grammar. They appear in each Grammar lesson, so there are two grammar animations in each unit (apart from Units 6 and 7, where one animation covers both lessons). They are available on the Teacher's Multi-Rom, the ActiveTeach, the Teacher's website and the Student's website, which means they can be used by both teachers and students, in the classroom or outside the classroom. Each animation is composed of two parts: the animated cartoon, which presents the target grammar structure in context, and the teacher's explanation, which reinforces understanding and learning of the structure.

Why are the grammar animations an innovative resource to teach grammar?

In the modern image-driven world, using video in the classroom is one of the most effective ways to engage and motivate students. There is a tradition of teaching speaking via videos with real characters, and methodologists of language teaching agree the method is very effective as students can see the target language in a visual context and identify with the characters. However, such methods are rarely used in teaching grammar, despite it being proven that seeing the target grammar structures in a video context enables students to understand them better and remember them longer.

The grammar animations not only add more context to the grammar lessons but also provide a context that is very different and really appeals to students. The videos are short and up-to-date, the plots engaging and the characters funny. In the *Focus 1* grammar animations students will meet not only ordinary teenagers like them (also teenagers from different countries) in different social situations, but also such characters as a private investigator, young people who travelled to Mongolia and a fruitarian, and they will hear amusing stories about a man who created a very special football team with people of different ages or about a couple who are looking for a pet-sitter.

The teacher's explanation is concise and ready to use.

How to use the grammar animations in the classroom

- The grammar animations do not compete with the on-page context in the lesson – they add much more for the teacher and the student. The fact that the video context is not connected with the on-page context of the lesson and is not a part of the flow of the lesson makes it a priceless resource, as it can be used when the teacher finds it necessary, independently of the other resources.
- Depending on the lesson plan, the teacher can decide to work with the animation at the beginning of the lesson as an introduction, after explaining the grammar point via the dialogue or text on the page or at the end of the lesson.
- Some groups might find the grammar animation the most attractive part of the lesson, so it is a great tool to be used when the students' attention begins to fall or as a certain 'prize' for students.
- Teachers very often decide to cover the grammar point on more than one lesson, as the grammar often causes problems. Then the animation can be a good starting point at the beginning of the second lesson. It can also be used for revision when needed.
- The teacher's part can, but does not have to, be used during the lesson. Some teachers may prefer to explain the grammar point in the students' L1 or compare it to structures in the students' L1.

  Other teachers find it really helpful, as some students might need to hear the explanation more than once and they have a concise explanation at hand and ready to use: they can make students watch it and then answer their questions. The video can be stopped at any place, which gives the teacher two possibilities: play the whole video or stop it after the animation, before the teacher's part starts.
- The topic of the animation is consistent with the topic of the unit and new vocabulary is avoided, which makes students feel comfortable while watching the animation. The easy lexical context enables students to focus on the grammar structures without being distracted by new lexis.
- Subtitles can be switched on or off, which gives the teacher more options to work with a given animation and adjust the lesson to the level of the group.

How to use the grammar animations outside the classroom

- As the grammar animations are available on the Student's website, they can be used by students outside the classroom. This makes them an invaluable resource for students.
- Students who were absent from school have a ready grammar explanation and the grammar in context to watch at home. This is especially good for auditory learners, who like hearing the explanation and watching language in a video context more than reading the dry information on the page.
- Weaker students who find the grammar explanation insufficient can always watch the animation at home at their own pace.
- Students who revise before tests or exams can use this resource to go through the grammar points covered. The explanations are concise and the video that has already been watched quickly reminds them of a given grammar topic. Timewise, it's probably one of the most efficient ways of revising grammar.

Suggested teaching procedure

Example: grammar animation for Lesson 2.2, countable and uncountable nouns

Introduction

- Explain to students that they are going to watch an animated cartoon which will give them more context for the grammar.
- Play the video and stop after the introduction [00:31]. Ask students a few warm-up questions like: *Who are the people? What is the mother making for dinner? Who's invited for dinner?* Make sure students understand that the family have invited Ella's (the daughter's) friend for dinner. Elicit or explain the meaning of *fruitarian*, then ask for examples of what a fruitarian might eat, to revise some food vocabulary. The questions asked in each lesson should revise vocabulary from the unit if possible.

Comprehension

- Play the video with the subtitles off and ask students to watch and listen carefully. Ask a few general comprehension questions like: *Who's Stewart? Can he eat the vegetable curry/the pancakes? Can they make a salad for Stewart? Where do they have dinner in the end?*
- Play the whole video once again, with subtitles. Ask students to pay special attention to the food words (countable and uncountable nouns).

Video practice

- Explain to students that the animation provides more context for the topic of the lesson and remind them that the lesson is about countable and uncountable nouns. Ask them if they can remember any countable and uncountable nouns from the video. Make a list in two columns on the board. Don't worry if students don't remember all the nouns – use the script to read out the sentences with the target language and put more nouns on the board. It's a good idea to elicit some target language from the cartoons and put it on the board; it will serve as prompts for the speaking exercise at the end.
- If you realise that students still don't understand the difference between countable and uncountable nouns, use the teacher's part to remind them what the difference is. If you feel they are doing well and can list a few examples and provide explanation, then you can omit the teacher's part.
- You can play the animation for a third time in weaker groups or if students really want to watch it. Then pause after sentences where there are countable and uncountable nouns. Ask students to decide what patterns are used with each (e.g. *Is there or are there? Much or many? Some or any?*). You can ask them to repeat a sentence, turning the subtitles off, especially where they had problems with a given example.

Extra practice

- Explain to students that they are going to prepare similar dialogues in groups. Explain that the dialogues won't have to be exactly the same, but they'll have to use some of the language on the board.
- Divide students into groups of four and let them prepare for the dialogue. Students should present their dialogues in front of the class, to make it more engaging.

If you are short of time, some elements of the introduction and extra practice can be omitted.

0	0.1 **p. 4** Grammar: Imperatives Vocabulary: Alphabet; Classroom language	0.2 **p. 5** Grammar: *to be*; Subject pronouns Vocabulary: Numbers; Countries and nationalities; Age	0.3 **p. 6** Grammar: Demonstrative pronouns; Plural nouns Vocabulary: Colours; Adjectives; Objects
	Vocabulary	**Grammar**	**Listening**
1 Family and friends	**pp. 12–13** Free time and routines; Collocations **Reading:** Descriptions of free-time activities	**p. 14** Present Simple: affirmatives and negatives	**p. 15** People's typical weekends **Exam Focus:** Multiple choice **Pronunciation:** The letter *c* **Vocabulary:** Prepositions
2 Food	**pp. 24–25** Food; Supermarket; Collocations **Listening:** An interview in a supermarket	**p. 26** Countable and uncountable nouns	**p. 27** Food and recipes **Exam Focus:** Gap fill **Pronunciation:** /iː/ and /ɪ/ **Vocabulary:** Cooking verbs
3 Work	**pp. 36–37** Jobs; Collocations with *job* and *work*; Prepositions **Listening:** Descriptions of jobs	**p. 38** Present Continuous	**p. 39** Peace Corps volunteers **Exam Focus:** True/False **Pronunciation:** Silent letters **Vocabulary:** Collocations – *learn* and *teach*
4 People	**pp. 48–49** Appearance; Personality; Adjective order **Reading:** Descriptions of appearance and personality	**p. 50** Comparative and superlative adjectives	**p. 51** The most important events in people's lives **Exam Focus:** Multiple choice **Pronunciation:** Numbers **Vocabulary:** Collocations – life events
5 Education	**pp. 60–61** Schools; Phrases about school; *do/get/be* **Reading:** An unusual school	**p. 62** *must/mustn't*; *should/ shouldn't*	**p. 63** Different parts of a school **Exam Focus:** Gap fill **Pronunciation:** /ð/ and /θ/ **Vocabulary:** Parts of a school
6 Sport and health	**pp. 72–73** Types of sport; Verb collocations **Listening:** Sports	**p. 74** Past Simple: affirmatives	**p. 75** Expressing an opinion **Exam Focus:** Multiple choice **Pronunciation:** The letter *a* **Vocabulary:** Likes and dislikes
7 Travel	**pp. 84–85** Holiday and transport; Accommodation; Collocations **Reading:** Types of holiday	**p. 86** Present Perfect with *ever/ never*	**p. 87** Travel conversations **Exam Focus:** Multiple choice **Pronunciation:** The letter *o* **Vocabulary:** Travel
8 Nature	**pp. 96–97** Landscape; Wildlife; Environmental problems **Reading:** Wonders of nature	**p. 98** Future with *will*	**p. 99** The weather **Exam Focus:** Matching **Pronunciation:** Predicting the weather **Vocabulary:** Weather nouns and adjectives

Focus review **Unit 1** pp. 22–23 **Unit 2** pp. 34–35 **Unit 3** pp. 46–47 **Unit 4** pp. 58–59 **Unit 5** pp. 70–71 **Unit 6** pp. 82–83

pp. 108–119 Grammar Focus

WORD STORE **pp. 1–17 Word practice and Word stores 0–8** **pp. 18–20 Prepositions**

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
pp. 16–17 Family life **Exam focus:** Multiple choice **Vocabulary:** Nouns, verbs and adjectives; Verb collocations	**p. 18** Present simple: *yes/no* and *wh-* questions	**p. 19** Preferences	**pp. 20–21** An informal email
pp. 28–29 Unusual restaurants **Exam focus:** Matching **Vocabulary:** Food adjectives	**p. 30** Articles	**p. 31** Ordering food	**pp. 32–33** An email of invitation
pp. 40–41 Dream jobs **Exam focus:** Information transfer **Vocabulary:** Nouns, verbs and adjectives; Collocations – money	**p. 42** Present Simple and Present Continuous	**p. 43** Describing a photo	**pp. 44–45** An email of request
pp. 52–53 Clothes and personality **Exam focus:** Gapped text **Vocabulary:** Appearance and personality adjectives; Clothes	**p. 54** *have to/don't have to*	**p. 55** Shopping for clothes	**pp. 56–57** A personal profile
pp. 64–65 A different kind of school **Exam focus:** Right/Wrong/Doesn't say **Vocabulary:** Nouns, verbs and adjectives; Compound nouns	**p. 66** Past Simple: *was/were, could*	**p. 67** Organising a trip	**pp. 68–69** A personal email
pp. 76–77 Challenges some sportspeople face **Exam focus:** Gapped text **Vocabulary:** Nouns, verbs and adjectives; Sportspeople	**p. 78** Past Simple questions and negatives	**p. 79** Advice	**pp. 80–81** A description of an event
pp. 88–89 A fundraising adventure **Exam focus:** Multiple choice **Vocabulary:** Nouns, verbs and adjectives; Collocations	**p. 90** Present Perfect with *just/already/yet*	**p. 91** Asking for and giving directions	**pp. 92–93** An email of enquiry
pp. 100–101 Different texts about nature **Exam focus:** Right/Wrong/Doesn't say **Vocabulary:** Nouns and adjectives	**p. 102** *be going to*	**p. 103** Agreeing and disagreeing	**pp. 104–105** Expressing an opinion; Presenting arguments

Unit 7 pp. 94–95 **Unit 8** pp. 106–107

pp. 120–127 Word lists

p. 21 Phrasal verbs, days of the week and months **p. 22 Pronouns and numerals** **p. 23 Irregular verbs** **p. 24 Key to phonetic symbols**

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 Work in groups of three. Don't speak in 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.

0.1 In class

Grammar: Imperatives
Vocabulary: Alphabet • Classroom language

1 CD•1.2 MP3•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 CD•1.3 MP3•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 CD•1.4 MP3•4 **Listen and circle the word you hear.**

1 a pin b (pen)
2 a (book) b back
3 a disc b (desk)

4 **Read the classroom language and translate the verbs in red.**

1 **Think** of a sport.
Tell the group your idea.
Speak in 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. Then find more examples of the imperative in Exercise 4.**

REMEMBER THIS

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

Grammar Focus page 108

6 **Write sentences. Use the correct form of the imperative.**

1 ✓ work in groups of three / ✗ speak in 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 Focus page 108

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

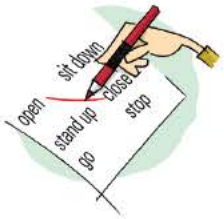
~~ask~~ do finish listen read use

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 conversation.
B: *Let's listen* to the conversation before we read it. OK?

9 **In pairs, 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**.

EXTRA ACTIVITIES

• Play *Bingo* with vocabulary and the 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 names of countries and nationalities as they can.

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0.2 I'm from ...

Grammar: *to be* • Subject pronouns
Vocabulary: Numbers • Countries and nationalities • Age

Caledonia School of English, Edinburgh

Students' page

We're students at the Caledonia School of English.

Andrew isn't a student. He's a teacher. He's Scottish. He's thirty-four years old.

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

Lukas is twenty-one. He's German. He's from Frankfurt.

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

Mei is Chinese. She's twenty-three. She's from Beijing.

1 Write the numbers.

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

WORD STORE page 22

2 CD•1.5 MP3•5 Listen and repeat the numbers.

3 Read the website. Then match the people in the photos with the countries.

1 Spain (Andrea) 2 Scotland (Andrew) 3 Germany (Lukas) 4 Russia (Boris and Daria) 5 China (Mei)

WORD STORE 0.2 page 1

4 CD•1.6 MP3•6 Complete WORD STORE 0.2. Complete the tables with the nationalities in the box. Then listen 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	we are = [5] we're
	you are = [2] you're	you are = you're
	he is = [3] he's	they are = they're
	she is = [4] she's	
	it is = it's	
–	I am not = I'm not	we are not = we aren't
	you are not = you aren't	you are not = you aren't
	he is not = he isn't	they are not = they aren't
	she is not = she isn't	
	it is not = it isn't	
?	Am I ...?	Yes, I am./No, I'm not.
	[6] Are you ...?	Yes, you are./No, you aren't.
	Is he/she/it ...?	Yes, he/she/it is./No, he/she/it isn't.

6 Ask and answer in pairs. Use the nationalities in the box.

American Brazilian German Swiss Portuguese Russian ~~Spanish~~

What nationality is:
1 Penelope Cruz
2 Paolo Coelho? He's Brazilian.
3 Cristiano Ronaldo? He's Portuguese.
4 Angela Merkel? She's German.
5 Garry Kasparov ? He's Russian
6 Roger Federer? He's Swiss.
7 Dakota and Elle Fanning? They're American.

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

7 Read REMEMBER THIS. Then ask and answer 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 Focus page 108

5

REFERENCES

CULTURE NOTES ››› *p. 136*

EXTRA ACTIVITIES

• After Ex. 6, students choose three more famous people and use the verb *to be* and the nationalities from Word store 0.2 to describe the people to the class. The class listens and tries to guess who they are.
• In pairs, students compare the lists of countries and nationalities they prepared at home and then make an alphabetical list on the board.

WORKBOOK

p. 4

NEXT CLASS

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

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0.3 Favourites

Grammar: Demonstrative pronouns • Plural nouns
Vocabulary: Colours • Adjectives • Objects

1 **In pairs, match the words in the box with the colours. Then name other colours you know.**

black blue brown green grey
orange pink purple red yellow

grey orange black yellow blue pink green purple red brown

2 **In pairs, match an adjective from A with the opposite in B.**

A: beautiful ~~big~~ fantastic fast new old

B: old slow ~~small~~ terrible ugly young

big – small

3 **Look at Amy and Mike. Which things do you think they have got?**

4 CD•1.7 MP3•7 **Listen and tick the things that belong to Amy.**

5 CD•1.7 MP3•7 **Listen again and complete the sentences with the names of the correct objects.**

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're great.

6 **Read REMEMBER THIS.**

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 Focus page 108

7 CD•1.8 MP3•8 **Complete the text with *this, that, these* or *those*. Then listen and check.**

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!

8 CD•1.9 MP3•9 **Complete the sentences 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. Some words don't have a singular form (e.g. *sunglasses, headphones*): *skateboard – skateboards* *watch – watches*
- Some nouns have irregular plural forms. *man – men* *woman – women* *child – children*

Grammar Focus page 108

9 **Draw four things that are yours and two things that are not yours. Then, in pairs, take turns to describe your things to your partner. Can he/she 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's my beanbag!

Exercise 2
beautiful – ugly
fantastic – terrible
fast – slow
new – old
old – young

REFERENCES
AUDIO SCRIPT ››› p. 144

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. 5

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

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0.4 My family

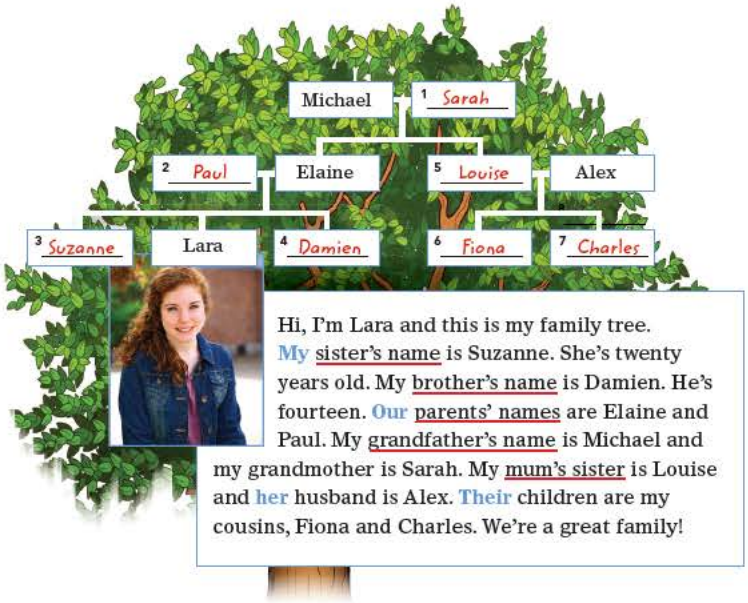
Grammar: Possessive adjectives • Possessive 's
Vocabulary: Family

1 Complete the table with the words in the box. What other names of family members do you remember?

brother cousin daughter ~~father~~ grandfather uncle wife

♀	♂
mother/mum	1 father/dad
2 daughter	son
sister	3 brother
4 wife	husband
aunt	5 uncle
grandmother	6 grandfather
7 cousin	cousin

2 Read the text and complete Lara's family tree.

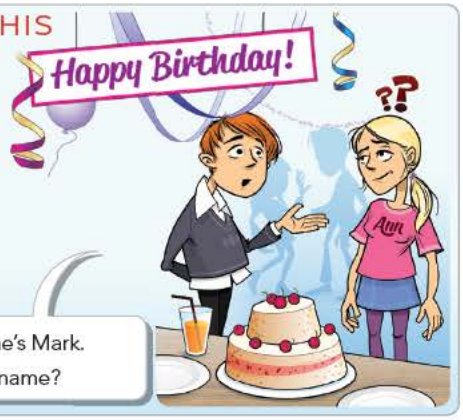


Hi, I'm Lara and this is my family tree. My sister's name is Suzanne. She's twenty years old. My brother's name is Damien. He's fourteen. Our parents' names are Elaine and Paul. My grandfather's name is Michael and my grandmother is Sarah. My mum's sister is Louise and her husband is Alex. Their children are my cousins, Fiona and Charles. We're a great family!

3 Complete REMEMBER THIS with the pronouns in blue in the text in Exercise 2. Then complete the cartoon caption.

REMEMBER THIS

I	1 my
you	your
he	his
she	2 her
it	its
we	3 our
they	4 their



Grammar Focus page 109

4 CD•1.10 MP3•10 Complete the sentences. Then listen and check.

1 Dave is good at music. That's his guitar.
2 Is this your pen? Or is it Kate's pen?
3 We love football. Our favourite team is Arsenal.
4 This skateboard is Marta's. It's a present from her parents.
5 My brothers' names are Simon and Rob. They are fourteen and eighteen years old, but their birthday is on the same day!
6 My favourite pop group is London Grammar. What's your favourite group?

5 Read REMEMBER THIS. Then find more examples of the possessive 's in the text in Exercise 2.

REMEMBER THIS

Possessive 's: singular

My mum's sister is Louise.
My dad's sisters aren't in the photo.
Charles's dog is Rover.

Possessive s': plural

Our parents' names are Elaine and Paul.
My grandparents' car is blue.

Note:

My mother's English. 's = is
My mother's car is old. 's = possessive

Grammar Focus page 109

6 Choose the correct options.

1 This is *Carlos* / (*Carlos's*) house. *Carlos* / (*Carlos's*) from Spain. *Carlos* / (*Carlos's*) mum is English and *he* / (*his*) dad is Spanish. (*He's*) / *His* from Madrid.
2 My *friends* / (*friends'*) / *friend's* names are Lucy and Kevin. *They* / (*Their*) favourite sports are football and tennis. *Kevin* / (*Kevin's*) favourite sport is football and *Lucy* / (*Lucy's*) favourite sport is tennis. *She* / (*Her*) favourite tennis star is Roger Federer. My (*friends*) / *friends'* / *friend's* are crazy about sports.
3 (*Lucy's*) / *Lucys'* father's from Ireland. (*Her*) / *His* mother's Polish. (*She's*) / *She* from Poznań. *His* / (*Her*) name is Magda. (*Magda's*) / *Magda* forty years old. (*She's*) / *She* my Maths teacher.

7 Ask and answer the questions in pairs.

1 What's your mum's name?
2 What colour is your dad's car?
3 What's your best friend's favourite band?
4 What are your friends' favourite sports?
5 Who are your cousins' favourite singers?
6 What are your grandparents' names? What are their favourite colours?

REFERENCES
CULTURE NOTES ››› *p. 136*

EXTRA ACTIVITIES
- Students draw their family trees and label them.
- Students use the pictures from magazines to invent short paragraphs about people, e.g. *This is Paolo's father. He's from Italy. This is his dog. Its name's Boris.*

WORKBOOK
p. 5

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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 and complete the questions.

3 cook 2 dance 6 paint 7 roller-skate
1 sing 5 speak 4 swim

2 CD•1.11 MP3•11 Listen. Tick (✓) what Jon and Mia can do and cross (✗) what they can't do.

	roller-skate	speak a foreign language	sing	dance
Jon	✓	✓	✗	✓
Mia	✓	✓	✗	✗

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

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

4 Read REMEMBER THIS. Then complete the cartoon captions.

REMEMBER THIS

can

+	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.

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

6 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 In pairs, 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 dance the tango?

8 In pairs, ask and answer your questions from Exercise 7. 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/can't dance the tango. She ...*

Grammar Focus page 109

REFERENCES
AUDIO SCRIPT ››› *p. 144*

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

WORKBOOK
p. 6

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.

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0.6 At home

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

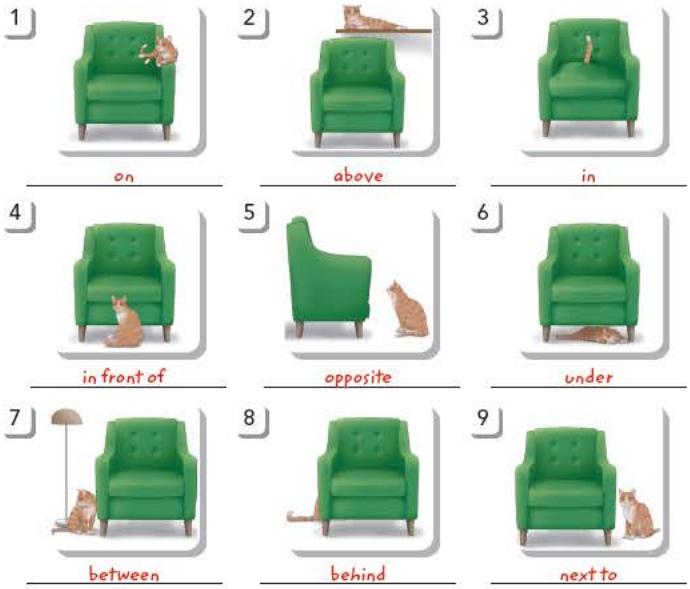
WORD STORE 0.6 page 1

1 **Complete WORD STORE 0.6. Label the picture with the words in the box.**

~~armchair~~ bath bed carpet chair cooker desk dishwasher fridge lamp poster shower sink sofa table toilet wall wardrobe window

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

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



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

3 **Read the text and look at the photos. Can people live in this house? Why?/Why not?** *No, because everything is upside down.*

The Upside Down House

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. Then complete the cartoon captions 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 Focus page 109

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 **In pairs, 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. Then, in pairs, take turns to read your sentences to your partner. Can he/she guess which sentence is false?**

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

9

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. 6

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0.7 Gadgets

Grammar: *have got*
Vocabulary: Gadgets

1 Which gadgets can you see in the photos? In pairs, take turns to tell your partner about your favourite gadget.

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 CD•1.12 MP3•12 Listen to a conversation. Are the statements true (T) or false (F)?

1 Ellen has got an old games console. T
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 have 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 Focus page 110

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

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

Phil, 15

My hobby is photography. I've got a digital camera and I can also use my smartphone to take photos. I've got all my photos on my laptop.

Kate, 16

Music is great! I've got a piano and I can sing too. I'm in a band with friends. We've all got mobile phones and we can take photos and make videos of our music with our phones. I've got all my music on my phone!

Steve, 17

Skateboarding is my hobby! I've got a fantastic MP3 player, so I can listen to my favourite songs when I skateboard. I haven't got a laptop, but I can watch skateboarding videos and chat to my friends on my tablet.

5 Complete the sentences with the correct form 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 In pairs, ask and answer questions about what gadgets you've got.

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

7 Tell the class about your partner.

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

REFERENCES
AUDIO SCRIPT ››› p. 144

EXTRA ACTIVITIES
Students think of their six top possessions. In pairs, they take turns to describe the possessions to their partner and the partner has to guess which possession it is.

WORKBOOK
p. 7

NEXT CLASS
Ask students to think of their favourite and least favourite days of the week and months to discuss in the next class.

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0.8 Times and dates

Vocabulary: Days of the week • Months and seasons • Times • Ordinal numbers

WORD STORE page 21

1 CD•1.13 MP3•13 **DAYS OF THE WEEK**

Complete the days of the week. Then put them in the correct order. Listen, check and repeat.

Tuesday Friday Monday Sunday Thursday

Saturday Wednesday

WORD STORE page 21

2 CD•1.14 MP3•14 **MONTHS AND SEASONS**

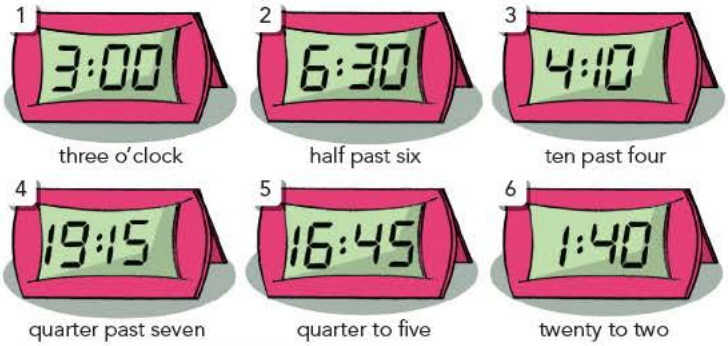
Listen and repeat the months. Then match the months with the seasons.

January February March April May June July
August September October November December

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

3 CD•1.15 MP3•15 **TELLING THE TIME**

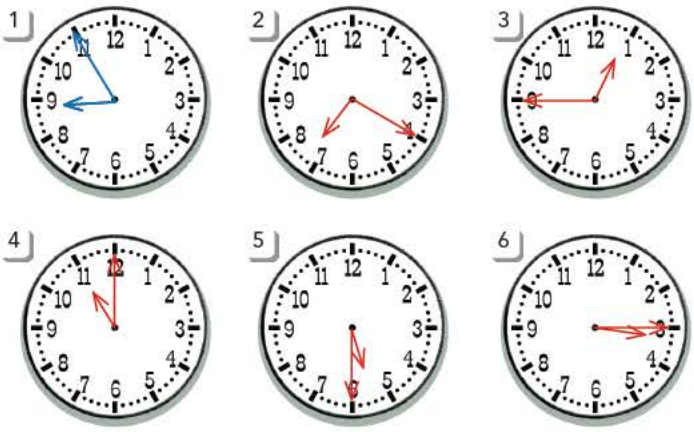
Look at the clocks. Then listen and repeat the times.



REMEMBER THIS

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

4 CD•1.16 MP3•16 **What time is it? Listen and draw the times.**



WORD STORE page 22

5 CD•1.17 MP3•17 **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 CD•1.18 MP3•18 **Listen and circle the dates you hear.**

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

7 CD•1.19 MP3•19 **Read REMEMBER THIS. Then listen and write the dates.**

REMEMBER THIS

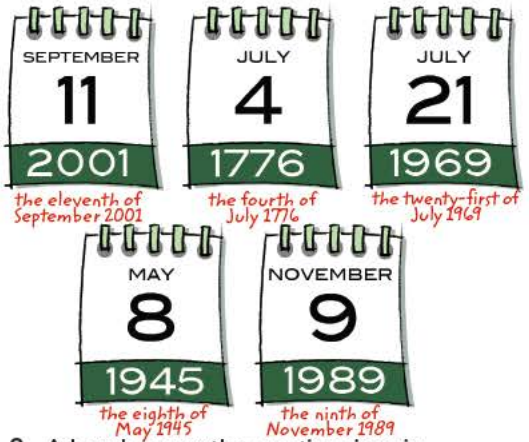
Days

- 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 CD•1.20 MP3•20 **Say the dates. What are these dates famous for? Then listen and check.**



9 **Ask and answer the questions in pairs.**

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 8
11.09.2001 – the attack on the World Trade Centre in New York
04.07.1776 – the United States Declaration of Independence
21.07.1969 – the first man on the Moon
08.05.1945 – the end of World War II in Europe
09.11.1989 – the fall of the Berlin Wall

REFERENCES

CULTURE NOTES ››› *p. 136*
AUDIO SCRIPT ››› *p. 144*

EXTRA ACTIVITIES

- Students think of five different times, days and dates which are important to them and tell the class. 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. 7

NEXT CLASS

Ask students to do Show what you know 1.1 in the WB, p. 8.

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1 FAMILY AND FRIENDS

Like father, like son.

A PROVERB

UNIT LANGUAGE AND SKILLS

Vocabulary:
- *Show what you know* – free-time and routine activities
- collocations – *have, go* and *play*
- verb + noun collocations
- verb + preposition collocations

Grammar:
- Present Simple: affirmatives and negatives
- adverbs of frequency
- Present Simple: *yes/no* and *wh-* questions

Listening:
- an interview about people's typical weekends
- multiple choice

Reading:
- a magazine article about family life
- multiple choice

Speaking:
- preferences

Writing:
- an informal email

FOCUS EXTRA

- Grammar Focus pages 110–111
- WORD STORE booklet pages 2–3
- Workbook pages 8–19 or MyEnglishLab
- MP3s – www.english.com/focus

12

Exercise 1
1 the shops, the city centre, the hairdresser's
2 television, a film, a play
3 basketball, cards, the drums
4 an article, a blog, a text message
5 a podcast, the radio, an album
6 lunch, a shower, a dog

1.1 Vocabulary

Free time and routines • Collocations

I can talk about free time activities and routines.

SHOW WHAT YOU KNOW

1 **In pairs, think of as many words or phrases as you can that start with verbs 1–6. Then compare with the class.**

1 go to *the cinema* 3 play _____ 5 listen to _____
2 watch _____ 4 read _____ 6 have _____

2 **Tell your partner which things from Exercise 1 you do. Find the things you both do.**

We go to the cinema.

3 **Read about Mike. Tick the things he does in the table on page 13.**

4 **Read about Mike's sister, Tina. Tick the things she does in the table on page 13. Then find four things both Mike and Tina do.**

Information

In my free time I go out with friends or listen to music. In good weather we go to the park and have a picnic or just go for a walk. In bad weather we go to the gym at the sports centre or to the cinema. Sometimes we play computer games or watch DVDs. I love spending time with my friends – we always have fun. My sister Tina is different.

5

EXTRA ACTIVITIES

- Photocopiable resource 1 (free time activities – 10 mins) p. 164, 177
- Photocopiable resource 49 (Test yourself pairwork activities), p. 176, 225
- Students write a list of their five favourite activities. In groups, they compare lists. They try to make one list for the group's five most popular activities.
- Students write *true/false* sentences about Mike and Tina and exchange with a partner. They answer the questions and then check in pairs.

WORKBOOK

p. 8–9

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Go to WORD STORE 1 page 3.

	Mike	Tina	You
1 go for a walk	✓		
2 go out with friends	✓		
3 go to the park/cinema/gym	✓		
4 have a picnic	✓		
5 have fun/a good time	✓	✓	
6 listen to music	✓	✓	
7 play computer games	✓	✓	
8 play the guitar		✓	
9 read books/magazines		✓	
10 spend time at home		✓	
11 talk about things		✓	
12 visit friends		✓	
13 watch DVDs	✓	✓	
14 write a blog		✓	

5 **Complete the table for you. Who are you more similar to, Mike or Tina?**

Information

When I am not at school, I visit my friends or stay at home. I spend a lot of time in my room. I read books, magazines or things on the Internet. I listen to music. I also play the guitar. On Saturday morning I have a guitar lesson. I love my guitar! Sometimes my friends come over in the afternoon and we watch DVDs or play computer games. We talk about different things – for example, books and films. We also write a blog about new things like CDs or DVDs. We have a good time. My brother Mike's different; he never spends time at home.

NEXT CLASS

- Ask students to do Show what you know 1.2 in the WB, p. 10.
- 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.

WORD STORE 1A

6 CD•1.21 MP3•21 **Complete WORD STORE 1A with the verbs in red in the table in Exercise 3. Then listen, check and repeat.**

7 **Complete the sentences with *go*, *have* or *play*. Then choose the options that are true for you.**

1 I *can / can't* play the guitar.
2 I ___play___ *computer games / chess* with my friends.
3 I ___go___ shopping with *my friends / my family / alone*.
4 I ___go___ to the cinema with *my parents / my friends*.
5 I ___have___ fun *at the weekend / on weekdays*.
6 I ___go___ out with *my friends / my family* on Sundays.

WORD STORE 1B

8 CD•1.22 MP3•22 **Complete WORD STORE 1B with the underlined verbs in the table in Exercise 3. The first letter of each verb is given. Then listen, check and repeat.**

9 **Complete what Kitso says about his free time with words from WORD STORES 1A and 1B.**

My name is Kitso. I'm from a small town in Botswana in Africa. In my free time, I never [1]spend time alone; I go [2]___out___ with friends. We usually go [3]___to___ the youth club. At the club we [4]___play___ the drums. Sometimes we go to the river for a swim and we [5]___have___ a picnic. I haven't got a computer, but I have lots of apps on my mobile phone and I can [6]___play___ games or go on the Internet. I have [7]___fun___ in my free time.

WORD STORE 1C

10 CD•1.23 MP3•23 **Complete WORD STORE 1C with the prepositions in the box. Then listen, check and repeat.**

about at (x2) for in ~~to~~ with (x2)

11 **Complete the sentences with words from WORD STORE 1C. Then tick the sentences that are true for you.**

1 I stay ___at___ home in the evening.
2 I listen ___to___ music a lot.
3 I go out ___with___ friends every weekend.
4 My friends and I talk ___about___ films.
5 I spend time ___with___ my grandparents at the weekend.

12 **In pairs, take turns to tell your partner about your free time. Use words and phrases from WORD STORES 1A, 1B and 1C.**

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1.2 Grammar

Present Simple: affirmative and negative

I can use the Present Simple to talk about facts, routines, likes and dislikes.

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

My mate Ella and me

She reads news websites on her laptop every day. I play computer 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 GRAMMAR FOCUS 1. Then complete it with the verbs in blue in Jamie's blog.

GRAMMAR FOCUS 1

Present Simple

+	I/You/We/They	1 play computer 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, -ch, -x* add *-es*: *go → goes; relax → relaxes*
- verbs ending in a consonant + *-y* change *y* to *-ies*: *study → studies*
- *have* is irregular: *have → has*

3 Complete the sentences with the correct form of the verbs in brackets. Then tick the sentences that 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 the guitar.
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.
7 I don't speak (not speak) Spanish.

4 CD 1.24 MP3 24 **Listen to the verbs in the box and put them in the correct column.**

likes plays watches goes relaxes reads
loves helps dances drinks studies

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

5 CD 1.25 MP3 25 **Listen, check and repeat.**

6 CD 1.26 MP3 26 **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 Read GRAMMAR FOCUS 2. Then complete the rule with *after* and *before*.

GRAMMAR FOCUS 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 Write true sentences about you. Use the correct form of the verbs in brackets and adverbs 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) computer 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 Focus page 110

Exercise 8
2 never looks
3 am often
4 never plays
5 sometimes watches
6 usually go
7 always goes
8 is usually

REFERENCES
AUDIO SCRIPT ››› p. 145

EXTRA ACTIVITIES
- Photocopiable resource 49 (Test yourself pairwork activities), p. 176, 226
- Students discuss the days of the week they chose and what they do/don't do on those days.

WORKBOOK
p. 10

NEXT CLASS
Ask students to bring in a picture of a person from a magazine to use in the next class.

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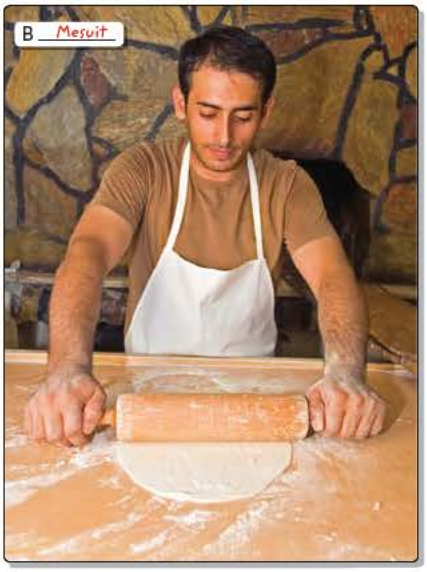
1.3 Listening

Multiple choice

I can identify details in a radio interview about people's typical weekends.



1 **What do you like to do at the weekend? Discuss the questions in pairs.**

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?

2 **Match verbs 1–3 with words a–c to make phrases. Which person in the photos does each thing?**

1 coach	A	a in a restaurant
2 work	B	b photos
3 take	C	c a football team

3 CD•1.27 MP3•27 **Listen to three short interviews and match the speakers (1–3) with the photos (A–C).**

EXAM FOCUS Multiple choice

4 CD•1.27 MP3•27 **Listen again. For questions 1–3, choose the correct answer, A, B or C.**

1 When does Simon play football?

2 What does Lena do with her photographs?

3 What does Mesut do at the restaurant?

5 **In your opinion, which person has the best weekend? Why?**

PRONUNCIATION FOCUS

6 CD•1.28 MP3•28 **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 CD•1.29 MP3•29 **Listen and put the words in the correct column in the table in Exercise 6.**

place typical exercise watch kitchen picture coach club Facebook

8 CD•1.30 MP3•30 **Listen, check and repeat.**

WORD STORE 1D

9 CD•1.31 MP3•31 **Complete WORD STORE 1D with *at*, *in* or *on*. Then listen, check and repeat.**

10 **Think about your typical weekend. Make a list of your activities. Then, in pairs, talk about your weekend.**

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

REFERENCES

AUDIO SCRIPT ››› *p. 145*

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. 11

NEXT CLASS

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

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1.4 Reading

Multiple choice

I can find specific details in a magazine article about family life.

1 **Look at the activities in the box. In pairs, discuss who usually does these things in your family.**

clean the house/flat | do the shopping
look after the children | wash the car
wash the dishes | work in the garden

2 **Look at the title of the article and the photos. What do you think the article is about?**

a a typical family on a typical weekday
b how to look after young children
c a father who looks after his children

3 **Read the article quickly. Match 1–5 with a–e to make sentences.**

1 Tom is [b]
2 Billy and Eve are [d]
3 Sharon is [a]
4 Tom works [e]
5 Carol works [c]

a Billy's teacher.
b Carol's husband.
c for a construction company.
d Carol and Tom's kids.
e as a programmer.

EXAM FOCUS Multiple choice

4 **Read the article again. For questions 1–5, choose the correct answer, A, B or C.**

1 Billy and his dad
(A) play together.
B read books.
C play computer games.

2 Tom
A doesn't work.
B works at the weekend.
(C) does a little work every day.

3 The playgroup teacher thinks
A a good mother stays at home and looks after her children.
B a father only stays at home if his wife earns a lot of money.
(C) there are different families.

4 When Carol comes home from work,
A she goes out to play tennis.
(B) Tom goes out to play tennis.
C Billy and Eve go to bed.

5 In the evening, Carol and Tom
A go out for dinner.
B go to bed early.
(C) spend time together.

CD›1.32 MP3›32

A day in the

It's eight o'clock in the morning. Tom Martin's wife gets up and gets ready for work. Tom stays at home with his kids, Billy, aged two years, and Eve, aged two months.

About 1.4 million fathers in the UK stay at home to look after their children. Tom, thirty-eight, is one of them. His wife Carol works for a construction company. After two years at home with their babies, she's happy to be back at work.

Tom, Billy and Eve have breakfast together. Then they look at picture books or Tom and Billy play ball in the park. Every day at eleven, Tom takes Billy to **playgroup** for two hours. Then he goes back home with Eve and works for an hour or two when the baby sleeps. Tom's a **programmer**, so it is easy to

REFERENCES
CULTURE NOTES ››› *p. 136*

EXTRA ACTIVITIES
• Photocopiable resource 2 (family and everyday life – 10 mins) p. 164, 178

• Students discuss who does what on their lists of chores in the home.
• In pairs, students write five true/false sentences about the text. They exchange them, decide what is true/false and then they check the answers. If you like, ask some pairs to read out their sentences.

WORKBOOK
p. 12–13

NEXT CLASS
Ask students to do Show what you know 1.5 in the WB, p. 14.

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life of an at-home dad

Sharon Rivers, the playgroup teacher, says 'This situation is quite **normal** these days. In some families the mum **looks after** the children, but in many families, it's the dad. Some fathers want to stay at home and look after their children; some fathers stay at home because their wife **earns** more money. The important thing is that they all love their children.'

When Carol comes home from work, Tom goes out for a game of tennis. In the evening, the family have dinner together. Billy and Eve go to bed at eight and then Carol and Tom can relax together and talk about their day.

So, what is Tom's **advice** to young fathers?

'We have about fifty years to work and make money, but only a few years to watch our babies **grow**. Don't **miss** this important time.'

5 **Look at the words in blue in the article. What part of speech are they?**

1 **playgroup**	(noun)	verb	adjective
2 **programmer**	(noun)	verb	adjective
3 **normal**	noun	verb	(adjective)
4 **look after**	noun	(verb)	adjective
5 **earn**	noun	(verb)	adjective
6 **advice**	(noun)	verb	adjective
7 **grow**	noun	(verb)	adjective
8 **miss**	noun	(verb)	adjective

6 **Complete the sentences with the correct form of the words in Exercise 5.**

1 She has a good job and earns a lot of money.
2 I can't go out tonight because I have to look after my baby brother.
3 Children grow very fast in the first years.
4 Can you give me advice about what to see in London?
5 It's the last episode of *Sherlock Holmes* tonight and I don't want to miss it!
6 My mum is a programmer in an international company.
7 In my family, a normal weekday starts at 7 a.m.
8 My older sister loves small children and she works as a playgroup teacher.

7 **What is your opinion of at-home dads?**

I think it's a good idea because men can also look after the children.

WORD STORE 1E

8 CD•1.33 MP3•33 **Complete WORD STORE 1E with the words in the box. Then listen, check and repeat.**

after back for from to (x2) ~~up~~

9 **Complete the sentences with the correct prepositions and times to make them true for you.**

1 I get up at … in the morning at the weekend.
2 I come home from school at …
3 My father goes to the shops at …
4 I always go to bed at … on school nights.
5 My mother goes back home at …

I get up at 11 a.m. in the morning at the weekend.

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1.5 Grammar

Present Simple: *yes/no* and *wh-* questions

I can ask questions using the Present Simple.

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?

1 **In pairs, look at the photo of Ryan and the headline and answer the questions.**

1 Who is Ryan? *a seventeen-year-old rock star*
2 What does Ryan's father do? *a musician*

2 CD•1.34 MP3•34 **Listen to the first part of an interview with Ryan and complete it with questions a–c.**

a Does your father help you?
b Where do you practise your music?
c Do you live with your parents?

Journalist: [1] *c*
Ryan: Yes, I do.
Journalist: [2] *a*
Ryan: Yes, he does. He sometimes writes songs for me.
Journalist: [3] *b*
Ryan: I practise in my father's studio! When I shut the door, the neighbours can't hear anything!

3 **Read the GRAMMAR FOCUS. Then complete it with the words in blue in Exercise 2.**

GRAMMAR FOCUS

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 [2] *do*./No, I 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 ?

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

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

6 CD•1.35 MP3•35 **Match questions 1–6 with Ryan's answers a–f. Then listen to the second part of the interview and check.**

1 Where do you buy your clothes? d
2 What time does your day usually start? e
3 What kind of music do you like? a
4 When do you study? f
5 Who is your favourite rock star? c
6 Which stars do you follow on Twitter? b

a I like different kinds of music: rock, reggae, pop, jazz, classical ...
b I hate Twitter. I never look at it.
c Hannah Reid in London Grammar. She's got a fantastic voice.
d At local shops in town.
e At about 7 a.m. I get up and practise the guitar.
f Early in the morning and at weekends.

7 **Complete the 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 read every week?
9 *What* is your favourite film?

8 **In pairs, ask and answer the questions in Exercise 7.**

A: *When is your birthday?*
B: *It's on 19 January.*

Grammar Focus page 111

REFERENCES
CULTURE NOTES ››› p. 137

EXTRA ACTIVITIES
- Photocopiable resource 3 (Present Simple questions – 10 mins) p. 164, 179
- In pairs, students make guesses about their partner and write five sentences about activities they think they don't do. Then they ask *yes/no* questions to find out if they were correct.

WORKBOOK
p. 14

NEXT CLASS
Ask students to make two lists with the headings *Likes* and *Dislikes*. They write films, books, music and sports under the headings.

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1.6 Speaking

Preferences

I can ask and answer questions about likes and dislikes.

1 Read the conversation 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 CD•1.36 MP3•36 **Read the SPEAKING FOCUS and complete the conversations on the right. 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 …

Conversation 1

Natalie: [1] Do you like reading?
Mike: Yes, I do. I read a lot.
Natalie: And [2] who's your favourite author?
Mike: 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!
Mike: Oh no! The vampire stories? I think they're [4] awful !

Conversation 2

Kate: 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*.
Kate: So do you [7] like films?
Jack: Sure. And you?
Kate: Yes, me too. But I [8] prefer real-life films, not fantasy.

3 Choose the correct options.

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 sentences 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 In pairs, choose one of the topics in the box. Ask and answer about your likes and dislikes. Use expressions from the SPEAKING FOCUS.

books computer games film music sport

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

19

REFERENCES
CULTURE NOTES ››› *p. 137*

EXTRA ACTIVITIES
Students discuss their *Likes* and *Dislikes* lists.

WORKBOOK
p. 15

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1.7 Writing

An informal email

I can write to someone and tell them about me and my interests.

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

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 schoolday? What do you usually do at the weekend?

See you in October.

Regards,

Lorenzo

Cotherstone High School

Student exchange with Liceo Scientifico Leonardo da Vinci in Italy

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

3 **Read Joe's email. Does he answer Lorenzo's questions?** Yes, he does. **Is Joe a good exchange partner for Lorenzo? Why?/Why not?** Yes, he is, because he likes the same things and is the same age.

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 Andrew Garfield. He's great in the *Spider-Man* movie.

On a typical schoolday I get up at 7.00 (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

EXTRA ACTIVITIES

Ask students to form pairs and assign each pair a paragraph from Joe's email in Ex. 3. Ask each pair to copy out their paragraph but to miss out some key words (at least five words per paragraph). Students swap their paragraphs with other pairs and complete the missing words.

WORKBOOK

p. 16

NEXT CLASS

- Ask students to do Word practice 1.8 in the WB, p. 17.
- Ask students to revise for Focus review 1 and study the Word list on p. 120.

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4 **Write one more question for each topic Lorenzo did not ask Joe about.**

What's your favourite food?

5 **In pairs, exchange your questions from Exercise 4. Answer your partner's questions.**

My favourite food is pizza with lots of cheese!

6 **Complete the WRITING FOCUS with examples from Joe's and Lorenzo's emails.**

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*
- Use 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* ?
- Use 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 are writing to a good friend)

7 **Which exchange students in Group 2 are good for the students in Group 1?**

Group 1

1 I can't stand vampire films, but I often watch real-life programmes on TV.
2 I like all music, but I prefer old bands.
3 I play the piano and I really like classical music.
4 I don't like going out. I like staying at home and reading books.
5 I go out with my friends every day after school.

Group 2

A I spend a lot of time with my friends. We go to cafés and the cinema. 5
B I love old music like Mozart and Beethoven. 3
C I enjoy watching DVDs. I especially like films about real people. 1
D I like relaxing at home on my own. 4
E I prefer music from the 1960s, like my gran's old Beatles' records! 2

8 **Read the email from Lucy, an exchange student. Then write a reply of about 100 words, answering Lucy's questions.**

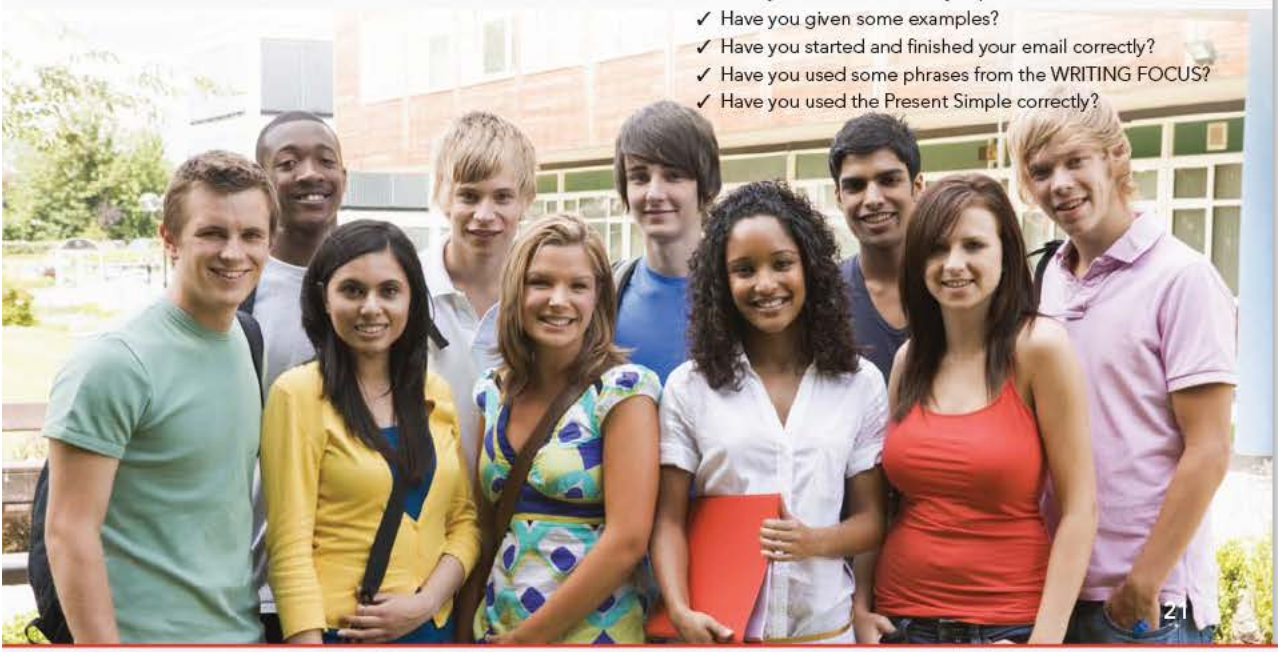
To:
From: Lucy

Hi!

I'm a student at Marwell High School in England and I'm your exchange student! Write to me and tell me about yourself. How old are you? What are you interested in? What's a typical schoolday like at your school? What would you like to know about me?

9 **Check.**

- ✓ Have you answered all Lucy's questions?
- ✓ Have you given some examples?
- ✓ Have you started and finished your email correctly?
- ✓ Have you used some phrases from the WRITING FOCUS?
- ✓ Have you used the Present Simple correctly?



WORD LIST ACTIVITIES

- Write jumbled words from different categories in the word list on the board e.g. *tfnaays* (fantasy), and put the categories in columns on the board. In teams, students have to unjumble the words and put them in the correct categories.
- Divide the class into teams. Dictate sentences using verb phrases with missing words. In pairs or groups, students write down and complete the sentences.

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FOCUS REVIEW 1

VOCABULARY AND GRAMMAR

1 Complete the sentences with the words in the box.

go have spend visit watch write

1 Do you ___have___ a big lunch on Sunday?
2 Two of my friends ___write___ a blog about music.
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 outdoors.

2 Complete the sentences with prepositions.

enqiurer • 31 May
1 What do you usually do ___at___ the weekend?

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

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

musicmad • 15 minutes ago
4 I often go ___for___ a walk in the morning.

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

xswot • 3 days ago
6 I get ready ___for___ school!

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

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___ (you/usually/have) for breakfast?
6 ___Do your parents listen___ (your parents/listen) to pop music?
7 Where ___does your boyfriend live___ (your boyfriend/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)

LANGUAGE IN USE

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

1 I usually ___ at home from school at four o'clock.
A be (B) come C stay
2 On Thursdays George sometimes ___ chess with his granddad.
A does B makes (C) plays
3 What time do you get ___ at the weekend?
(A) up B down C on
4 In some families fathers ___ after the children.
(A) look B see C watch
5 What ___ does your tennis lesson start?
A place (B) time C hour

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 snooker. We always [4]_____ a good time. 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 CD•1.37 MP3•37 **Listen to three people talking about celebrating their birthdays. Choose the correct answer, A, B or C.**

1 Where does the boy have cake?
A B C

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

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

REFERENCES
AUDIO SCRIPT ››› *p. 145*

EXTRA ACTIVITIES
- Photocopiable resource 4 (Language in use – 15 mins) p. 164, 180
- Photocopiable resource 5 (Speaking – 15 mins) p. 165, 181
- Photocopiable resource 6 (Writing – 10 mins) p. 165, 182

WORKBOOK
Self-assessment 1.9, p. 18

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READING

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

Morning blues? No!

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

Linda Hurley, one of her school's champion basketball players, says the morning is not a problem for her. Today she tells us her tips for happy mornings.

- I pack my schoolbag in the evening, so I don't 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 proper 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 tips help you. You too can have a happy morning – every morning!

1 Linda is
- A a teacher at the school.
- (B) a sporty girl.
- C a coach for a basketball team.

2 Linda gets ready for school
- A in the morning.
- B in the afternoon.
- (C) in the evening.

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

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

5 Before school Linda always
- A takes her dog for a walk.
- B goes for a walk with her brother.
- (C) spends some time outdoors.

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 **t**hink of Jennifer Lawrence?
4 I like Nicholas Hoult. I think he's **b**rilliant!
5 What **a**bout you?
6 I don't **l**ike football very much.
7 I can't **s**tand rap.

10 Imagine you are taking part in a language course in the UK. You meet someone new. In pairs, talk about the things you like and dislike.

Student A	Student B
Say hello and introduce yourself.	Reply and introduce yourself.
Ask B what music he/she likes.	Reply. Ask A about the same thing.
Reply. Ask B what films he/she likes.	Reply. Ask A about his/her favourite sport.
Reply. Ask B about his/her favourite sport.	Reply.

WRITING

11 Read the email from your new online English friend, Mark. Then write a reply of about 50–70 words, 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 1.10 in the WB, p. 19.
- Ask students to prepare for Unit test 1 (*Focus* Assessment Package).

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2 FOOD

You are what you eat.

A PROVERB

UNIT LANGUAGE AND SKILLS

Vocabulary:
- *Show what you know* – food
- food containers
- phrases related to food
- in a supermarket

Grammar:
- countable and uncountable nouns
- singular and plural
- quantifiers – *some, any, much, many* and *a lot of*
- articles – *a/an, the* and no article

Listening:
- an interview about healthy fast food recipes
- gap fill

Reading:
- an article about unusual restaurants
- matching

Speaking:
- ordering food

Writing:
- an email of invitation

FOCUS EXTRA

- Grammar Focus pages 111–112
- WORD STORE booklet pages 4–5
- Workbook pages 20–31 or MyEnglishLab
- MP3s – www.english.com/focus

2.1 Vocabulary

Food • Supermarket • Collocations

I can talk about the food I like and don't like.

SHOW WHAT YOU KNOW

1 **Complete the table with the food words in the box. Add at least one more word to each group.**

apple bread carrot cheese chicken egg ice cream juice ~~mushroom~~ orange potato strawberry tea tuna water

Fruit	apple, orange, strawberry
Vegetables	carrot, potato
Dairy	cheese, ice cream
Meat	chicken
Fish	tuna
Drinks	juice, tea, water
Other	mushroom, bread, egg

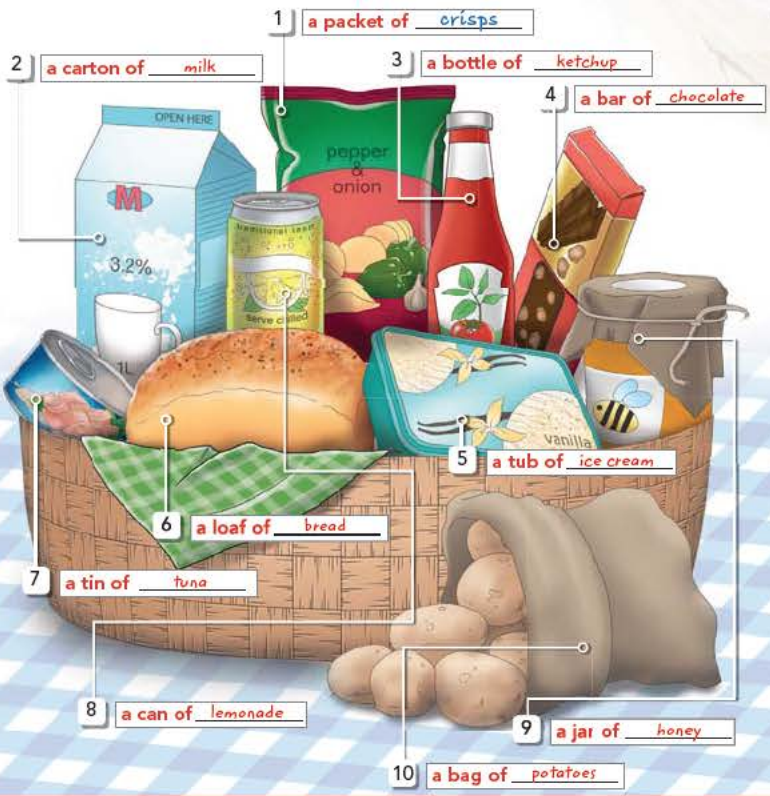
2 **In pairs, ask and answer questions to find out how similar or different you are.**

A: Do you like apples?

B: Yes, I do./No, I don't. Do you like ...?

3 CD•1.38 MP3•38 **Listen and complete the phrases with the words in the box. Then listen again and repeat.**

bread chocolate ~~crisps~~ honey ice cream ketchup lemonade milk potatoes tuna



REFERENCES

AUDIO SCRIPT ››› p. 145

EXTRA ACTIVITIES

- Photocopiable resource 7 (food – 15 mins) p. 165, 183
- Photocopiable resource 50 (Test yourself pairwork activities), p. 176, 227
- Students work in groups 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 the most correct items wins.

WORKBOOK

p. 20–21

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Go to WORD STORE 2 page 5.

4 CD•1.39 MP3•39 **What are they buying food for? Listen and match the people (D = Debbie, S = Sylvia, C = Chris) with the meals (1–4). There is one extra meal.**

1 dinner [S]
2 an Indian meal [C]
3 a sandwich snack [ ]
4 Sunday breakfast [D]

5 CD•1.39 MP3•39 **Do you remember whose shopping it is? Write *D* for Debbie, *S* for Sylvia or *C* for Chris. Then listen again and check.**

a bag of onions [S], a bar of chocolate [S],
a bottle of oil [S], a carton of eggs [D],
a carton of orange juice [D], a jar of mayonnaise [C],
a jar of tomato sauce [S], a loaf of bread [C],
a packet of cornflakes [D], a packet of spaghetti [S],
a tin of tuna [C], two cartons of milk [D],
two packets of crisps [C], a tub of ice cream [D]

WORD STORE 2A

6 CD•1.40 MP3•40 **Complete WORD STORE 2A with the names of the containers from the lesson. Then listen, check and repeat.**

7 **In pairs, discuss what you usually buy in the supermarket. Do you buy the same things?**

I usually buy ...

WORD STORE 2B

8 CD•1.41 MP3•41 **Complete WORD STORE 2B with the phrases in red below. Then listen, check and repeat.**

1 On Saturdays we **get a takeaway** from the Indian restaurant.
2 ... we have ice cream **for dessert**.
3 The chocolate is for after dinner – **in front of the telly**!
4 I'm always hungry after school, so I **make a snack** when I get home.

9 **Complete the sentences to make them true for you. Then compare with a partner.**

1 My favourite snack is crisps.
2 When I eat in front of the telly, I usually have ...
3 My favourite takeaway is ...
4 For dessert, I love ...

WORD STORE 2C

10 CD•1.42 MP3•42 **Complete WORD STORE 2C with the words in the box. Then listen, check and repeat.**

~~basket~~ checkout shelves shopping trolley

11 **Complete the sentences with the words from WORD STORE 2C. Then tick the sentences that are true for you.**

1 I like to push the trolley round the supermarket when we go shopping.
2 There are always a lot of people at the checkout in my supermarket. I hate it.
3 I use a basket when I buy only one or two things in the supermarket.
4 My brother has a weekend job in a supermarket – he fills the shelves.

NEXT CLASS

- Ask students to do Show what you know 2.2 in the WB, p. 22.
- Ask students to bring pictures of their favourite dishes.

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2.2 Grammar

Countable and uncountable nouns

I can talk about quantity with countable and uncountable nouns.

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 traditional 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 and there aren't any mushrooms.

It's called a Margherita and it's delicious!

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

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

2 **Read GRAMMAR FOCUS 1. Then complete it with the words in blue in the text.**

GRAMMAR FOCUS 1

Countable and uncountable nouns

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 in GRAMMAR FOCUS 1. Look at page 24 to help you.**

4 **Read GRAMMAR FOCUS 2. Then 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 conversation with *some* and *any*. What do Sue and Tom decide to have?**

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 GRAMMAR FOCUS 3. Then complete the questions below.**

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 fruit 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 **In groups of three, ask and answer the questions in Exercise 6.**

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

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

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

Grammar Focus page 111

EXTRA ACTIVITIES

- Photocopiable resource 8 (countable and uncountable nouns – 15 mins) p. 165, 184
- Using students' pictures of their favourite dishes, elicit which foods are countable/uncountable and make two lists on the board.

WORKBOOK

p. 22

NEXT CLASS

If you have access to the Internet, find a video clip of someone making a simple recipe. Write five short comprehension questions.

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2.3 Listening

Gap fill

I can identify specific detail in a radio programme about food and recipes.

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

2 CD•1.43 MP3•43 **Listen to the first part of a radio programme. What is it about?**

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

3 CD•1.44 MP3•44 **Look at the photo of the Spanish omelette. In pairs, decide what the main ingredients are. Then listen to the second part of the programme and check.**

eggs, potatoes and olive oil

WORD STORE 2D

4 CD•1.45 MP3•45 **Complete WORD STORE 2D with the verbs in the box. Then listen and check.**

boil ~~chop~~ fry mix slice

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 CD•1.46 MP3•46 **In pairs, look at the photo of the fruit pancakes. Read the recipe and try to complete it. Then listen to the third part of the programme and check.**

EXAM FOCUS Gap fill

7 CD•1.47 MP3•47 **Listen to the whole programme again and complete the information.**

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

8 **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 CD•1.48 MP3•48 **Listen and repeat.**

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

11 CD•1.49 MP3•49 **Listen and choose the word you hear.**

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

Good for breakfast, lunch or tea

Fruit pancakes

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 out the pancake.
- 5 Put fruit on top of the pancake.

REFERENCES

CULTURE NOTES ››› p. 137
AUDIO SCRIPT ››› p. 146

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. They then ask and answer the questions in pairs.

WORKBOOK

p. 23

NEXT CLASS

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

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2.4 Reading

Matching

I can find specific detail in an article about unusual restaurants.

1 **In pairs, answer the questions. Use the words in the box or your own ideas.**

burger bar kebab bar my grandma's place
oriental restaurant pizza place

1 Where do you go out for a meal with your family?
2 Where do you go out for a meal with your friends?

2 **In pairs, look at the photos and answer the questions. Then read the article and check.**

1 Which place:
- is in the air? B
- has a lot of modern technology? C
- is under the water? A

2 Which place would you like to go to? Why?

3 **Read the article again and complete the table.**

	Ithaa	Dinner in the Sky	's Baggers
1 What kind of food can you eat there?	fish and seafood	different dishes in each country	fresh healthy food
2 How much does a meal cost?	€90–€200	about €30,000 for 22 people	main courses about €10–€20, desserts €5–€7
3 How many people can eat there?	up to 14 people	22 people	

EXAM FOCUS Matching

4 **Read the text again. Match sentences 1–8 with restaurants A–C.**

1 You choose your food from a computer screen. C
2 They use only local food to prepare dishes. C
3 You can see a dangerous animal when you eat there. A
4 You can choose from many places in the world. B
5 You can watch the world from above when you eat. B
6 There are more dishes at night than during the day. A
7 You can't have the same dishes in each country. B
8 You can't eat there if you are 149 cm tall. B

5 **Find the words *course*, *dish* and *meal* in the article. Then complete the sentences with the words.**

1 In my family we always have a three-course dinner.
2 Breakfast is my favourite meal of the day.
3 I love this pasta dish.
4 My friends and I go out for a meal to celebrate our birthdays.
5 My favourite dish is fish and chips.

6 **Change the sentences in Exercise 5 to make them true for you. Then tell your partner.**

1 In my family we always have a one-course dinner.

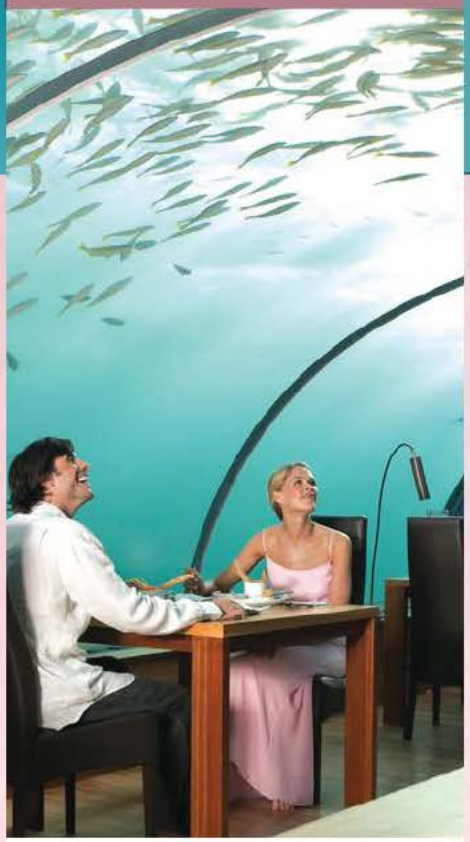
WORD STORE 2E

7 CD•1.51 MP3•51 **Complete WORD STORE 2E. Match the words in blue in the article with the definitions. Then listen and check.**

Ithaa Undersea Restaurant

A

Rangali Island, Maldives



Ithaa is the world's first undersea restaurant. It's about five metres below the sea and has fantastic views because it has glass walls. You can sometimes see sharks! Visitors go to a small building and climb down some stairs to the restaurant. It's a really cool place to eat for up to fourteen people. The restaurant serves six courses at night and four courses at lunch time. It's great for really fresh fish and seafood, but they also serve meat dishes. And the desserts are delicious too. A meal costs from €90 to €200, but it's worth it!

REFERENCES

CULTURE NOTES ››› *p. 137*

EXTRA ACTIVITIES

- Photocopiable resource 9 (food – 10 mins) p. 166, 185
- Elicit ideas about what makes a restaurant unusual or special. Students describe the best or most unusual restaurant 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. *How many metres below the sea is Ithaa?* (5 m) *What animals can you sometimes see?* (sharks). If nobody can answer, allow them to look in their books. The first team to answer gets an extra point.

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COOL RESTAURANTS AROUND THE WORLD

Do you like trying new restaurants?
Here are some amazing ideas for a really great experience!

CD•1.50 MP3•50

Dinner in the Sky

B

any city in the world

Dinner in the Sky organises meals in forty countries and the food is different in each place. In Hungary, for example, you can have traditional dishes like *halászlé* (fish soup) or pancakes with meat. In Spain, you can have *paella*, a traditional dish of rice with seafood. You choose a city and a menu and then Dinner in the Sky takes you fifty metres up in the sky for your meal! It's very expensive – about €30,000 for twenty-two people – but it's a wonderful experience. It doesn't matter how old you are, but you need to be at least 150 centimetres tall if you want to eat there.

's Baggers

C

Nuremberg, Germany

There are twelve chefs at this restaurant, but there aren't any waiters! You order your food from touch screen computers at the table. The kitchens are upstairs. The food comes to the table along long metal tracks! The food is very healthy because the chefs use only fresh local ingredients and very little fat. There are vegetarian dishes if you don't eat meat. Main courses are around €10–€20 and desserts €5–€7. Try the grilled pork with mushroom sauce or the spicy sausage (it has a hot strong taste!). And after your meal, you can rate the food and the experience from your touch screen!

WORKBOOK
p. 24–25

NEXT CLASS
• Ask students to do Show what you know 2.5 in the WB, p. 26.

• 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.*

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2.5 Grammar

Articles

I can use the articles a/an and the with nouns.

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, Spain
When	3 on the last Wednesday in August

2 Read the GRAMMAR FOCUS. Then underline all the articles in the text.

GRAMMAR FOCUS

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

3 CD·1.52 MP3·52 Read the text and choose the correct options. 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* (no article).

The Hokitika Wildfoods Festival

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 the countryside. You can't buy wild food in 6 *a* supermarket! At 7 *the* festival, you can try 8 *Ø* different kinds of wild food, for example, crocodile. It's 9 *a* popular festival and thousands of people go!

5 Discuss the questions in pairs.

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

Grammar Focus page 112

EXTRA ACTIVITIES

- Photocopiable resource 50 (Test yourself pairwork activities), p. 176, 228
- Elicit the names of different food festivals around the world and make a list on the board. Discuss what happens at the festivals and why they are celebrated.
- After students have read all three texts, read out the sentences you have prepared. Students identify the festivals.
- Students find out about another food festival in pairs and write a short text, with missing articles. They exchange with another pair and complete the texts.

WORKBOOK

p. 26

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2.6 Speaking

Ordering food

I can order food and drink in a café.

1 CD•1.53 MP3•53 **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 CD•1.54 MP3•54 **Listen and tick the prices you hear. Then listen again and repeat.**

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

3 CD•1.55 MP3•55 **Read and listen. Then complete the conversation. What does Ben have to eat and drink?**

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

4 CD•1.55 MP3•55 **Read the SPEAKING FOCUS. Put C for Customer and S for Server next to the sentences. Then listen again and check.**

SPEAKING FOCUS

Ordering food

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

5 **Match questions 1–6 with answers 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 **In pairs, role play a conversation to order food. Use the SPEAKING FOCUS to help you.**

Student A: You are the server.
Student B: You are the customer. Look at the menu and decide what you want.

REFERENCES

AUDIO SCRIPT ››› *p. 147*

EXTRA ACTIVITIES

In pairs, students prepare a short conversation using phrases from the Speaking focus box, and gap some of the words in the phrases. They then give their conversation to another pair to complete and read out.

WORKBOOK

p. 27

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.

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2.7 Writing

An email of invitation

I can write an email to invite a friend to my party.

1 **Discuss the questions in pairs.**

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?**

To: Anna
Subject: Invitation

[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

3 **Read the email again. Match the parts of the email (A–F) with the 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

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

WRITING FOCUS

An email of invitation

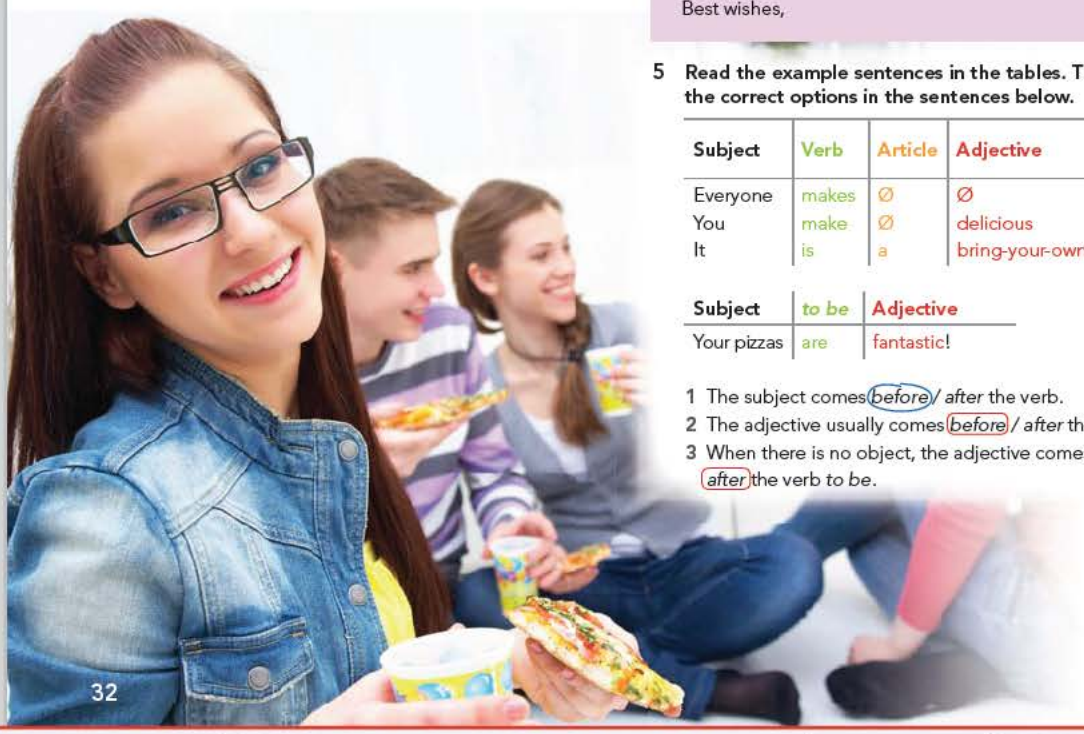
- Greeting
  Hi John,
  Hello!
- Opening the email
  How are you?/How are things?
- Making the invitation
  Would you like to come to my party?
  Do you want to come to a party?
- Giving the details
  It's on Friday. It's at 8 p.m./It's on Friday at 8 p.m.
  It's at my house/at Moon Club.
  It's a birthday/fancy-dress/bring-your-own/after-exams party.
- Asking for confirmation
  Can you come?
  Email or text me and let me know.
  I hope you can come! Let me know!
- Finishing the email
  Love,/Lots of love,
  Best wishes,

5 **Read the example sentences in the tables. Then choose the correct options in the sentences below.**

Subject	Verb	Article	Adjective	Object (noun)
Everyone	makes	Ø	Ø	food.
You	make	Ø	delicious	salads.
It	is	a	bring-your-own	party.

Subject	to be	Adjective
Your pizzas	are	fantastic!

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*.



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EXTRA ACTIVITIES

In pairs, students think of a theme for a party, e.g. *pirates, undersea, ghosts*. Ask them to make notes about the decoration, the costumes, the food, the music and the entertainment. Students share their ideas with the class and vote on which theme they liked best.

WORKBOOK

p. 28

NEXT CLASS

- Ask students to do Use of English 2.8 in the WB, p. 29.
- Ask students to revise for Focus review 2 and study the Word list on p. 121.

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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

7 **Complete the email with one word in each gap. Use the WRITING FOCUS to help you.**

To: Jack
Subject: Invitation

Hi Jack,

[1] *How* are things?

Do you [2] *want* to come to a party? It's [3] *on* Saturday [4] *at* the Mayflower Club [5] *at* 8.30. It's a birthday party. I'm seventeen! [6] *Bring* a friend.

I hope you [7] *can* come! Email or text me and [8] *let* me know!

[9] *Best* wishes,

Laura

8 **Complete the replies to an invitation with the words in the box.**

asking	busy	hope	I'm afraid	invitation	
love	sorry				

1 Thanks for your *invitation* . I'd *love* to come.
2 I'm really *sorry* , but I can't come. I'm *busy* on Saturday night.
3 *I'm afraid* I can't come on Saturday. Thanks for *asking* me. I *hope* you have a great time!

9 **Imagine you are organising a party. Complete the notes.**

10 **Write an email of invitation of about 50–70 words to a friend. Use your notes from Exercise 9 and phrases from the WRITING FOCUS.**

11 **Check.**

✓ Have you included all the information?
✓ Have you used phrases from the WRITING FOCUS?
✓ Have you asked for confirmation?
✓ Have you divided your email into paragraphs?

Exercise 6
2 Your sandwiches are delicious.
3 I listen to my favourite music after dinner.
4 The music is fantastic.
5 You can make an easy recipe.

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WORD LIST ACTIVITIES

• Divide the class into teams. Play *Hangman* with various items 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 *takeaway, snack, in front of the telly* and *dessert* and then give examples of food for each category.

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FOCUS REVIEW 2

VOCABULARY AND GRAMMAR

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

packet bar jar carton loaf tub tin bottle

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 Fruit and vegetables are good for you. They are *healthy* foods. **HEALTH**
2 Fish and chips are a *traditional* food in Britain. Many people eat them. **TRADITION**
3 The food in that restaurant is *expensive*. It costs a lot of money, but it's very good. **EXPENSE**
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 options.

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.

LANGUAGE IN USE

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

1 A: Hi, Mum. I'm hungry!
B: Good morning! Do you want sausages for ___?
A tea (B) breakfast C dessert
2 A: Do you want anything from the shops?
B: Yes, I'd like ___ bar of chocolate, please.
A the B Ø (C) a
3 A: A mushroom pizza. Is that everything?
B: Yes. How ___ is it?
A: It's £6.50, please.
(A) much B many C any
4 A: What do you want to drink?
B: Some ___, please.
A honey B ham (C) juice
5 A: Can I have a sandwich?
B: Sorry, we haven't got ___ bread.
A some (B) any C a
6 A: Do you want to go to a restaurant tonight?
B: No, let's get a ___.
A burger bar (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 on	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 CD•1.56 MP3•56 **Listen to two friends talking about going to a restaurant. Complete the information.**

1 Name of restaurant: *Starlight*
2 Price of two-course meal: *£16/sixteen pounds*
3 Type of food: traditional English and *oriental*
4 Anna doesn't like: *hot and spicy (food)*
5 Katy's brother's job: *waiter*
6 Time for the meal: *7/seven*

REFERENCES
AUDIO SCRIPT ››› *p. 147*

EXTRA ACTIVITIES
- Photocopiable resource 10 (Language in use – 15 mins) p. 166, 186
- Photocopiable resource 11 (Speaking – 8 mins) p. 166, 187
- Photocopiable resource 12 (Writing – 15 mins) p. 166, 188

WORKBOOK
Self-assessment 2.9, p. 30

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READING

8 What does each notice say? Read the notices (A–H) and match them with the sentences (1–5). There are three extra notices.

1 You can't eat meat here. C
2 This is not for adults. F
3 Call this number to learn about a job. D
4 Here you can eat food from one country. A
5 Children do not have to pay for this. E

A **Loch Lomond Food and Drink Festival**
Fun for all the family! And you can try lots of local and traditional Scottish food. The last weekend in June. See you there.

B **Healthy cookery courses**
Do you want to learn from a top chef? We run classes for children and adults at weekends during the summer. Phone for details.

C **Reggie's Veggy Restaurant**
Opens on Monday 18 May. Great food for all you vegetarians out there!

D **Chefs wanted**
Our hotel is looking for a new chef to work in the evenings. Phone 020 9986 4320 for more information.

E **Forest Food Fair**
Watch people cook local food and try some food from the continental market. There's food from France, Germany, Spain and Italy. It costs £5 per person and is free for under twelves.

F **Gary Clarke on TV**
New to Channel 3. Every Monday chef Gary Clarke shows children how to cook easy recipes. They can also read the recipes in his book. Maybe a nice birthday present?

G **Farmer's market**
Buy fresh fruit, meat and vegetables from the Farmer's market in Hardford town centre every Tuesday. It's open from 9.00 to 4.30.

H **Cookery competition**
Are you a good cook? Can you cook different meals, from burgers to seafood? Phone this number and enter our competition!
022 4357 88931

SPEAKING

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

1 How much is it? 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 I'd like a small pizza, please. C

10 In pairs, look at the menu and the prompts and role play a conversation in a café. Student A, you are the waiter. Student B, you are the customer.

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	STUDENT B
ready/order?	ask/something to eat
what/drink?	say what/drink
what size?	choose size
anything else?	ask/price of order
give price	pay
thank politely	

WRITING

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

a Would you like to come with me?
b How are you?
c It's next weekend.
d There are chefs from different countries.

You are 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. b
2 Say where and when the festival is. c
3 Say what you can see and do there. d
4 Invite him/her to come. a
Write your email in 50–70 words.

NEXT CLASS
- Ask students to do Self-check 2.10 in the WB, p. 31.
- Ask students to prepare for Unit test 2 and Review test 1 (*Focus* Assessment Package).

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3 WORK

Practice makes perfect.

A PROVERB

UNIT LANGUAGE AND SKILLS

Vocabulary:
- *Show what you know* – jobs
- jobs with suffixes
- collocations – *job* and *work*
- *work* + prepositions

Grammar:
- Present Continuous
- Present Simple and Present Continuous

Listening:
- a radio programme about voluntary work
- true/false

Reading:
- an article about unusual jobs
- information transfer

Speaking:
- describing a photo

Writing:
- an email of request

FOCUS EXTRA

- Grammar Focus pages 112–113
- WORD STORE booklet pages 6–7
- Workbook pages 32–43 or MyEnglishLab
- MP3s – www.english.com/focus

3.1 Vocabulary

Jobs • Collocations with *job* and *work* • Prepositions

I can talk about jobs and work.

SHOW WHAT YOU KNOW

1 In pairs, name as many jobs as you can in sixty seconds. Then compare with the class.

2 Label the photos with ten of the jobs in the box. Which jobs are not in the photos?

accountant architect artist builder dentist doctor engineer factory worker farmer gardener hairdresser journalist lawyer mechanic ~~nurse~~ plumber receptionist scientist shop assistant soldier sports instructor taxi driver teacher vet waiter

REFERENCES

AUDIO SCRIPT ››› *p. 147*

EXTRA ACTIVITIES

- Photocopiable resource 13 (jobs and work – 15 mins) p. 167, 189
- Photocopiable resource 51 (Test yourself pairwork activities), p. 176, 229
- 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.
- Divide the class into teams. Write the following categories on the board: *Long hours, Children, From home, Part-time, Well-paid, Badly-paid, In a team* and *International company*. The teams race to see how many jobs they can write down for each category in five minutes.

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Go to WORD STORE 3 page 7.

3 CD•2.1 MP3•57 **Listen and repeat the jobs. Check that you understand the words.**

4 **Think of five people you know. Then, in pairs, take turns to tell your partner about their jobs.**

My neighbour is a builder.

REMEMBER THIS

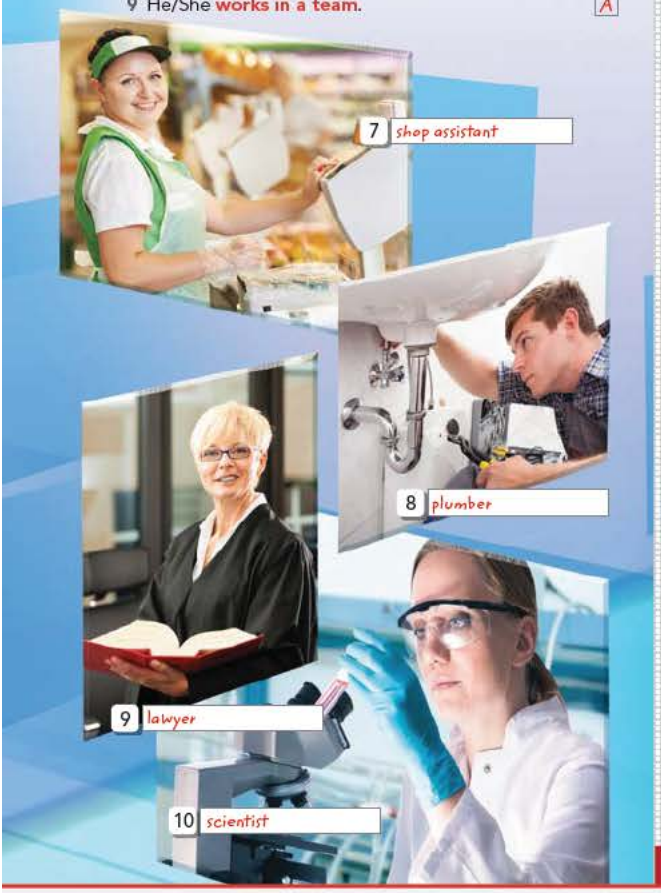
When you talk about jobs, use the article ***a/an***.
My mum is a scientist.

5 CD•2.2 MP3•58 **Listen to four people talking about their jobs. Match the speakers (A–D) with four of the photos (1–10).**

A 6 B 7 C 2 D 3

6 CD•2.2 MP3•58 **Listen again and match the speakers (A–D) with the sentences (1–9).**

1 He/She **works long hours.** A
2 He/She **works with children.** D
3 He/She **works for an international company.** A
4 He/She **works in a supermarket.** B
5 He/She **works from home.** C
6 He/She's got **a badly-paid job.** B , D
7 He/She's got **a well-paid job.** A
8 He/She's got **a part-time job.** D
9 He/She **works in a team.** A



WORD STORE 3A

7 CD•2.3 MP3•59 **Complete WORD STORE 3A with the jobs in Exercise 2. Then listen, check and repeat.**

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

1 You need a *mechanic* when your car doesn't work.
2 A *nurse* looks after people in hospital.
3 An *engineer* can help build roads and bridges.
4 I've got a sore tooth – I need to go to the *dentist*.
5 At a hotel, the *receptionist* gives you the key to your room.
6 A *plumber* can repair the water pipe in the bathroom.

WORD STORE 3B

9 CD•2.4 MP3•60 **Look at Exercise 6 again. Complete WORD STORE 3B with *job* or *work*. Then listen, check and repeat.**

10 **Complete the sentences with names of people you know. Then tell your partner.**

1 _____ works long hours.
2 _____ has got a part-time job.
3 _____ works full-time.
4 _____ has got a well-paid job.
5 _____ works hard and is badly paid.
6 _____ works nine to five.

1 My mum works long hours.

WORD STORE 3C

11 CD•2.5 MP3•61 **Complete WORD STORE 3C with prepositions from Exercise 6. Then listen, check and repeat.**

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

1 Would you like to work *for* a big company or a small company? Why?
2 Would you like to work *from* home? Why?/ Why not?
3 Would you like a full-time or a part-time job? Why?
4 Do you prefer to work *in* a team or alone? Why?
5 Would you like to work *with* children? Why?/ Why not?
6 Would you prefer to work *in* an office or outside? Why?

WORKBOOK
p. 32–33

NEXT CLASS
- Ask students to do Show what you know 3.2 in the WB, p. 34.
- Ask students to look for a photo in a magazine or newspaper of people working and to bring it to the next class.

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3.2 Grammar

Present Continuous

I can talk about actions happening at the time of speaking.

1 **Look at the men in the picture. What are their jobs? Use the words from the box on page 36.** Dan, Nick and Frank: builders, Joey: plumber, Pete: gardener

2 CD•2.6 MP3•62 **Read and listen to Frank's telephone conversation with Mrs Vincent, the owner of the house. Does Frank tell her the truth?** no

3 **Read the GRAMMAR FOCUS. Then complete it with the words in blue in Exercise 2.**

GRAMMAR FOCUS

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

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

+	*I* [1] *'m standing* *in the living room.* *He* [2] *'s sleeping* . *They* [3] *are working* *too.*
–	*He* [4] *isn't playing* *in the house.* *We* [5] *aren't fishing*!
?	*What* [6] *is* *he* *doing* *exactly?* [7] *Are* *they* *working* *on the roof?* *Yes, they are /No, they aren't.*

REMEMBER THIS

To form the ***-ing*** form of a verb:

- add ***-ing*** to the verb: *stand* → ***standing***
- if the verb ends in *-e*, drop *-e*: *make* → ***making***
- if the verb ends in a short vowel + a consonant, double the final consonant: *fit* → ***fitting***

4 **Complete the sentences about the picture. Use the correct form of the verbs in the box.**

drink eat fry not fit not sleep ~~not stand~~ not work run

1 Frank *isn't standing* in the house. He *is frying* a fish.
2 Dan and Nick *aren't working* on the roof. They *are eating* sandwiches.
3 Joey *isn't fitting* the shower. He *is drinking* coffee.
4 The dog *isn't sleeping* in the house. It *is running* round the garden.

5 **Use the prompts to make questions.**

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

6 **In pairs, ask and answer the questions in Exercise 5.**

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

Grammar Focus page 112

EXTRA ACTIVITIES

- Photocopiable resource 51 (Test yourself pairwork activities), p. 176, 230
- Students work in pairs. Using the photos brought to the class, they describe the types of jobs they can see and what the people are doing.
- Students write *true/false* sentences about the picture and text on page 38. They exchange sentences or read them out for the rest of the class to say if they are true or false.

WORKBOOK

p. 34

NEXT CLASS

Ask students to write a description of what is happening in one of the photos on page 39.

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3.3 Listening

True/False

I can identify specific detail in a radio programme about volunteers abroad.

1 Read *US TODAY* and answer the questions.

1 Which country is the Peace Corps from? the USA
2 What does the Peace Corps do? It sends volunteers abroad and promotes peace and friendship.
3 Where do the volunteers work? in health, education and agriculture

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 local people. They work with children and adults. They teach subjects such as English, Business Skills and Information Technology. They can work in health, education or agriculture.

2 What kind of information is missing in each sentence? Match the sentences (1–6) with the descriptions (a–f).

1 More than 9000 Peace Corps volunteers are working around the world today. c
2 The first speaker, Amy, is in South Asia. a
3 Amy is helping to build a new school. f
4 Terri and her co-workers are producing fresh vegetables for people in hospital. b
5 Richard is learning (street) Spanish from the children. d
6 Peace Corps volunteers meet people who are different (from you). e

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

3 CD•2.7 MP3•63 **Listen and complete the sentences in Exercise 2.**

EXAM FOCUS True/False

4 CD•2.7 MP3•63 **Listen again. Are the statements true (T) or false (F)?**

1 Peace Corps volunteers live and work in fifty-seven 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 bake bread. T
6 Richard says being a volunteer is easy. F

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

I would like to do voluntary work abroad because:
- I love travelling.
- I want to learn about the world.
- I would like to teach 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 CD•2.8 MP3•64 **Listen and circle the silent letter in each word. Then listen again and repeat.**

1 plumber
2 lawyer
3 writer
4 government
5 climber
6 listen
7 know

WORD STORE 3D

7 CD•2.9 MP3•65 **Complete WORD STORE 3D with *learn* or *teach*. Then listen, check and repeat.**

8 Complete the sentences with the correct form of *learn* or *teach*.

1 My brother teaches Maths in a big secondary school. He is teaching me Maths now because I have a test tomorrow.
2 This year in History, we are learning about the French Revolution.
3 My grandmother is learning to use the computer. Today, I'm teaching her to send emails.

REFERENCES
CULTURE NOTES ››› *p. 138*
AUDIO SCRIPT ››› *p. 147*

EXTRA ACTIVITIES
- Ask students to read out the descriptions they have prepared. The rest of the class try to identify the photo.
- Divide the class into two groups. One group should list all the advantages of volunteer work. The other must list the disadvantages. A spokesperson for each group explains their views. Which group had the most convincing arguments?

WORKBOOK
p. 35

NEXT CLASS
Ask students to think of their dream job and make notes about it. Ask them to think about: *location, hours, salary.*

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3.4 Reading

Information transfer

I can find specific details in texts about dream jobs.

1 **Look at the title of the article and the photos. In pairs, answer the questions.**

1 What do you think the people's jobs are?
2 What do they do in their jobs?
3 Which job do you think is more exciting? Why?

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

3 **Look at the words in blue in the article. What part of speech are they?**

1 **demanding**	noun	verb	(adjective)
2 **employer**	(noun)	verb	adjective
3 **factory**	(noun)	verb	adjective
4 **customer**	(noun)	verb	adjective
5 **earn**	noun	(verb)	adjective
6 **company**	(noun)	verb	adjective
7 **resort**	(noun)	verb	adjective
8 **responsible**	noun	verb	(adjective)
9 **salary**	(noun)	verb	adjective

4 **Look at the words in blue in text A and choose the correct answer, A, B or C.**

1 If a job is *demanding*,
(A) it's difficult and you work hard.
B it's well-paid.
C it's easy and you don't work much.
2 An *employer* is
A a friend from work.
B a worker in a shop or business.
(C) a person or business people work for.
3 A *factory* is *not*
(A) an owner of a business.
B a business that makes things.
C a building where they produce things.
4 A *customer* is
A a shop assistant.
(B) a shopper.
C an owner of a business.
5 When you *earn* money,
A you use money to buy things.
B you put money in a bank.
(C) you get money for work.

5 **Match the words in blue in text B with the definitions.**

1 a business that makes and/or sells things – company
2 money from an employer for work (usually every month) – salary
3 having a duty or job to do something – responsible
4 popular places for tourists – resorts

6 **Read the article again and answer the questions. Write *E* for Ella or *T* for Tommy.**

1 Who says he/she doesn't work hard? E
2 Who travels in his/her job? T
3 Who is doing the job for a short time only? E
4 Who says his/her job can have a negative aspect? T
5 Who has a job of testing a product for sale? E
6 Who uses the money to pay for his/her education? E
7 Who needs to fill in questionnaires in his/her job? T
8 Who meets a lot of people in his/her job? T

EXAM FOCUS Information transfer

7 **Read text A again and the email below. Then complete Becky's notes.**

From Sophie
To Becky

Ella's got a fantastic job this summer in The Bed Store. She only works Monday to Wednesday and she sleeps all the time! Do you want to go and watch her sleeping this afternoon?! The shop is in Grove Street. See you there at 2.30?

place: [1] The Bed Store
salary: [2] £30 a day
number of days a week: [3] three/3
address: [4] Grove Street
meet Sophie: [5] 2.30

8 **Why does each person think he/she has a 'dream job'? Discuss your ideas.**

9 **In pairs, decide which job, A or B, these sentences are about.**

I don't like water.
I wouldn't like people to see me in my pyjamas.
That job is scary!
It's a very lazy job.
That job is boring.
That job is a lot of fun.

10 **Tell the class which job you would/wouldn't like to do and why.**

I wouldn't like to be a waterslide tester because I can't swim.

WORD STORE 3E

11 CD·2.11 MP3·67 **Complete WORD STORE 3E with a verb from the article. Then listen, check and repeat.**

REFERENCES

CULTURE NOTES ››› p. 138

EXTRA ACTIVITIES

• Photocopiable resource 14 (collocations related to work – 10 mins) p. 167, 190

• In pairs, students use the notes they made to describe their dream job (without saying what it is). Their partner tries to guess the job.

• Students write four sentences about Ella and Tommy (two sentences about each person), e.g. *My job isn't very demanding.* (Ella) *I work in hot countries.* (Tommy). The class guesses which person each sentence is about.

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CD•2.10 MP3•66

You call this WORK?

Do you sometimes dream of a job that is easy and fun? Here are some great jobs.

A

A DREAM JOB

Ella, twenty-one, gets her pay for 'sleeping'.

I work from nine to five, but my job is not very **demanding**! What do I do? Well, every day, I go to work and I sleep – I sleep in a huge, comfortable bed. I know it doesn't sound like work, but my **employer** is a **factory** that makes beds. They want to test the beds and advertise the comfortable ones. So, some days, I sleep in the shop window so **customers** can watch me! I write a blog about the experience. It's only for a month and I need the money for my studies. I **earn** thirty pounds a day.

B

WOOSH!

Tommy, thirty, tests waterslides for a travel company.

I think I've got the best job in the world. No one believes me when I tell them what I do. I fly to holiday **resorts** round the world and test water slides! I write down the answers to questions like: *How high is the slide? How fast do you go? Is it fun?* And I ask people their opinion about the water slides, so I meet lots of people. I'm also **responsible** for testing safety. This year I'm working in Spain, Turkey, Mexico and the USA. I earn a good **salary** and I have lots of fun. It can be a bit unpleasant when it's cold, but apart from that, it's great. I love it!

WORKBOOK

p. 36–37

NEXT CLASS

- Ask students to do Show what you know 3.5 in the WB, p. 38.

- Ask students to write three true and three false sentences about themselves using the Present Simple and Present Continuous.

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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? 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 11.00, I always **have** coffee and a cake.

But this summer everything's different. Our town **is organising** an arts festival. 100 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 Read the GRAMMAR FOCUS. Then complete the examples with the words in blue in the text.

GRAMMAR FOCUS

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 keys.*
At 11.00, 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

We don't use these verbs in the Present Continuous:
believe, hate, know, like, love, mean, need, prefer, understand, want.

3 Complete the sentences with the Present Simple or 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 Emily's email with the Present Simple or Present Continuous form of the verbs in brackets.

Hi Freddie,

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. It's so quiet now. 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,
Emily

5 Write true sentences. Use the Present Simple or Present Continuous.

1 I / do / a lot of sports
I do/don't do a lot of sports.
2 I / learn / to play a musical instrument / at the moment
3 my best friend / live / near me
4 my parents / work / in a big company
5 we / go / on holiday abroad / every year
6 my English teacher / talk / at the moment

6 Write questions for the sentences in Exercise 5. Then ask and answer in pairs.

A: Do you do a lot of sports?
B: Yes, I do./No, I don't.

Grammar Focus page 113

Exercise 5
2 I'm (not) learning to play a musical instrument at the moment.
3 My best friend lives/doesn't live near me.
4 My parents (don't) work in a big company.
5 We (don't) go on holiday abroad every year.
6 My English teacher isn't talking at the moment.

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?

REFERENCES
CULTURE NOTES ››› *p. 138*

EXTRA ACTIVITIES
- Photocopiable resource 15 (Present Simple and Present Continuous – 15 mins) p. 167, 191
- In pairs, students listen to their partner's *true/false* sentences and guess which are true.

WORKBOOK
p. 38

NEXT CLASS
Ask students to choose a job and imagine that they are at work right now. Students write a few sentences about where they are, what they have to do in their job and what they're doing at the moment.

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3.6 Speaking

Describing a photo

I can describe the people in a photo and say what they are doing.

1 **Look at Photo A and answer the questions. Then compare your answers in pairs.**

1 Who is in the photo?
2 Where are they?
3 What are they doing?

2 CD•2.12 MP3•68 **Listen to a student describing Photo A. Compare his answers with yours.**

3 CD•2.12 MP3•68 **Listen again and tick the questions the student answers.**

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 CD•2.12 MP3•68 **Read the SPEAKING FOCUS. Then listen again and underline the phrases you hear.**

SPEAKING FOCUS

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/right ...
In the background ...
We can also see ...
He's/She's wearing ...

What you think

Perhaps/Maybe ...
I think he/she is .../they are ...

REMEMBER THIS

You use the **Present Continuous** to say what people are doing in a photo.

5 **Work in pairs. Student A, describe Photo B. Student B, describe Photo C. Follow the instructions below and use the phrases in the SPEAKING FOCUS.**

1 Say who is in the photo and where they are.
2 Say what the people are doing.
3 Try to say more. Use some of the questions in Exercise 3 to help you.

6 **Would you like to do the job in your photo? Why?/Why not?**

Exercise 1
1 There are two middle-aged men in the photo. They are mechanics.
2 They are in a garage.
3 They are repairing or servicing a car.

REFERENCES
AUDIO SCRIPT ››› *p. 148*

EXTRA ACTIVITIES
• Students read out the sentences they wrote at home. The class try to guess what the job is.
• Students write a description of a job they would like to do and read it to the class.

WORKBOOK
p. 39

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3.7 Writing

An email of request

I can write an email to ask someone to do something.

1 CD•2.13 MP3•69 **Listen to the conversation between Rose and her boss, Jeremy. What does Jeremy want Rose to do? Complete the notes.**

- 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 is Rose's problem and how do you think she decides to solve it?** *She has an exam and has to leave the office.*

3 **Read the first email. 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.

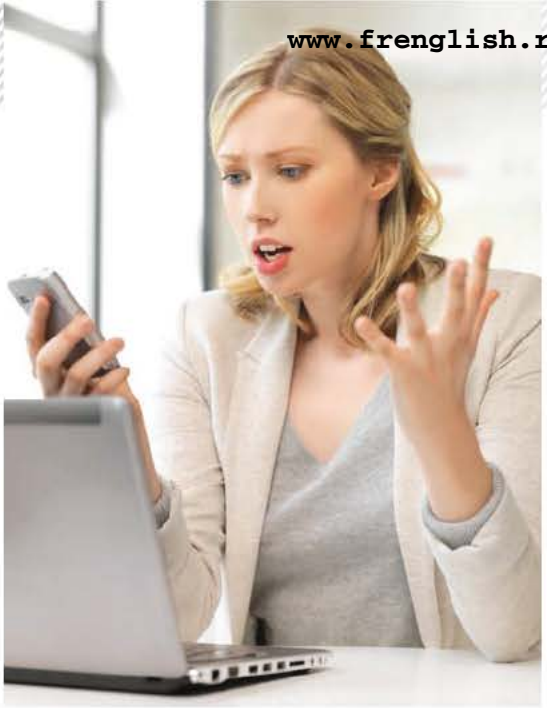
To Greg Sutter
From Rose Orton
Subject Tomorrow's meeting

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 the second email. 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 the second email again and match the parts (A–C) with the descriptions (1–3).**

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 from the second email.**

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.

REFERENCES
AUDIO SCRIPT ››› *p. 148*

EXTRA ACTIVITIES
Ask each student to think of two problems or tasks which they need help with. These can be in a personal, a work or an educational situation. Students form pairs and ask their partner to help them with their problem. They must use language from the Writing focus.

WORKBOOK
p. 40

NEXT CLASS
- Ask students to do Word practice 3.8 in the WB, p. 41.
- Ask students to revise for Focus review 3 and study the Word list on p. 122.

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7 Number the sentences in the correct order to make another email from Rose.

Jack,

a Could you please finish the report for me? 3
b Thank you very much. 6
c So sorry to bother you. 5
d Can you do me a favour? 1
e Could you also check some of the information about the sales? 4
f I'm writing a report and I have to go to a meeting now. 2

Rose

8 Put the words in the correct order to make sentences.

1 need / problem / help / got / I / a / some / I've / and
2 me / you / favour / do / could / a?
3 you / please / could / me / help?
4 think / do / please / could / you / me / you / help?
5 you / much / very / thank
6 to / you / bother / sorry

9 Rewrite the sentences 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. (could/please)
4 Ask him to sign them. (also/please)

10 Write requests for these things. Try to use a different way to make a request for each one.

You'd like Dave to:
1 help you with a report.
2 email you a file.
3 get you a sandwich from the café.
4 get you a coffee.

11 Read the information and write an email of about 100 words to a colleague. Ask him/her to do the things you cannot do.

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.

12 Check.

✓ Have you included all the points in the question?
✓ Have you used language from the WRITING FOCUS?
✓ Have you introduced your requests correctly?
✓ Have you included an appropriate conclusion?
✓ Have you organised your email well?

Exercise 8
1 I've got a problem and I need some help.
2 Could you do me a favour?
3 Could you help me, please?
4 Do you think you could help me, please?
5 Thank you very much.
6 Sorry to bother you.

Exercise 9
2 Do you think you could phone the plumber?
3 Could you please give these papers to Mr Flynn?
4 Could you also ask him to sign them, please?

45

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 2 minutes for other suffixes. The team with the most jobs are the winners.
- Students choose words from the list and write anagrams. They exchange with a partner and write the words. Then they say which category they belong to.

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FOCUS REVIEW 3

VOCABULARY AND GRAMMAR

1 Read the descriptions and complete the jobs.

1 This person helps people who aren't well. n u r s e
2 You tell this person what you want to eat in a restaurant. w a i t e r
3 This person repairs cars. m e c h a n i c
4 You ask this person for help in a shop. s h o p a s s i s t a n t
5 This person works in an office and has lots of clients. l a w y e r
6 This person gives you your keys in a hotel. r e c e p t i o n i s t

2 Complete the second sentence so that it has the opposite meaning to the first sentence.

1 He's 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 She's got a demanding job.
Her job is ___easy___.
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	not work	order	phone
prepare	serve	talk	

Dan's café is very busy today. A big group of people [1]_____ a party. One of them [2]_____ food for the whole group. The waiters [3]_____ drinks. The chef [4]_____ desserts. Dan, the manager, [5]_____ on the phone. He [6]_____ a plumber because the toilet [7]_____.

4 Complete the sentences with the Present Simple or Present Continuous form of the verbs in brackets.

1 Matt's got a good job. He ___earns___ (earn) a lot of money.
2 Alex and Rachel are engineers. They ___work___ (work) 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 ___believes___ (believe) 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.

Exercise 3
1 are having
2 is ordering
3 are serving
4 is preparing
5 is talking
6 is phoning
7 isn't working

LANGUAGE IN USE

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 An au pair looks ____ children.
Karen was late today; she came to the office ____ the first meeting.
A at B after C in
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 A photographer is coming today to ____ photos of all the staff.
As an au pair, I ____ children to their after-school activities.
A take B make C go

LISTENING

7 CD•2.14 MP3•70 **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 His job is well-paid. F
5 Charlie likes his co-workers. T

REFERENCES
AUDIO SCRIPT ››› *p. 148*

EXTRA ACTIVITIES
- Photocopiable resource 16 (Language in use – 15 mins) p. 167, 192
- Photocopiable resource 17 (Speaking – 5 mins) p. 168, 193
- Photocopiable resource 18 (Writing – 10 mins) p. 168, 194

WORKBOOK
Self-assessment 3.9, p. 42

NEXT CLASS
- Ask students to do Self-check 3.10 in the WB, p. 43.
- Ask students to prepare for Unit test 3 (*Focus* Assessment Package).

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READING

8 **Read the advertisement and the email below. Then complete Dave's notes.**

Summer jobs

Are you looking for a summer job? Here are some ideas.

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! We work with many farms in the south of England. We have our own buses too. Contact John Jones at teenjobs.com or on 07023354129.

From Gary
To Dave

How's this for a summer job for you and me? I'm in the USA in July, but can do the next month. Sounds fun! Can you phone and ask about pay?

Summer job

job in: agriculture
month: [1] August
fruit: [2] apples
transport: [3] bus
speak to: [4] John Jones
ask about: [5] pay

SPEAKING

9 **Describe the photo. Use the words in the box and the prompts.**

buy clothes shop customer help pay for shop assistant smile

The photo shows …
They are in …
The man/woman is …

WRITING

10 **Read the information and write an email of about 100 words to a colleague. Ask him/her to do the things you cannot do.**

You are working in an office during your summer break. You have to go to the dentist this afternoon. Things you'd like your colleague to do while you are away:

- Photocopy a report to give to a customer.
- Phone a customer to arrange an appointment for tomorrow morning.
- Google a good local restaurant and book a table for the boss tomorrow.

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4 PEOPLE

If you want a friend, be a friend.

A PROVERB

UNIT LANGUAGE AND SKILLS

Vocabulary:
- *Show what you know* – describing a face
- appearance
- adjective order
- personality adjectives

Grammar:
- comparative and superlative adjectives
- *have to/don't have to*

Listening:
- people talking about important events in their lives
- multiple choice

Reading:
- a magazine article about clothes and personality
- gapped text

Speaking:
- shopping for clothes

Writing:
- a personal blog

FOCUS EXTRA

- Grammar Focus pages 114–115
- WORD STORE booklet pages 8–9
- Workbook pages 44–55 or MyEnglishLab
- MP3s – www.english.com/focus

4.1 Vocabulary

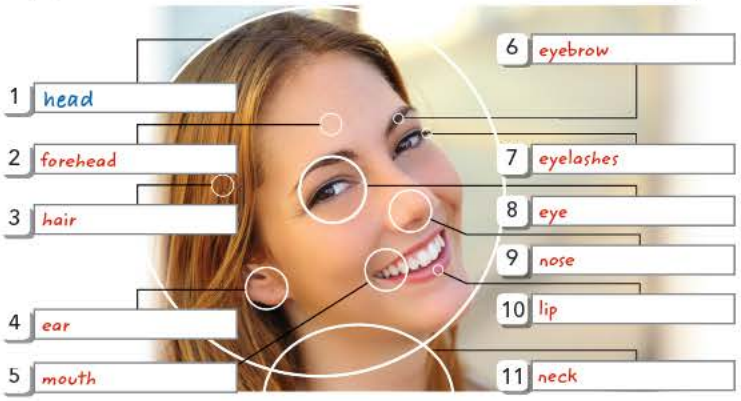
Appearance • Personality • Adjective order

I can describe what people look like and say what they are like.

SHOW WHAT YOU KNOW

1 Label the photo with the words in the box.

ear eye eyebrow eyelashes forehead hair ~~head~~ lip mouth neck nose



2 Write sentences to describe your face.

I've got red hair and big green eyes. My ears are small.

Twins

We usually think that twins are similar, but they can be very different! Read about James and Daniel.

REFERENCES

CULTURE NOTES ››› *p. 138*
AUDIO SCRIPT ››› *p. 148*

EXTRA ACTIVITIES

- Photocopiable resource 19 (appearance – 10 mins) p. 168, 195
- Photocopiable resource 52 (Test yourself pairwork activities), p. 176, 231
- Elicit ways of describing people from students. Write the words and phrases on the board and ask students to describe someone in the class. The class listens and guesses who it is.
- Students write more sentences about people they know, using two or three adjectives for each noun, e.g. *My sister has got short curly dark hair and very big brown eyes.*

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Go to WORD STORE 4 page 9.

3 Read about James and Daniel and complete the table.

	James	Daniel
Hair	short curly black	short curly blond hair
Eyes	brown eyes	brown eyes
Height	tall	tall
Build and looks	well-built good-looking	well-built good-looking

4 In pairs, answer the questions.

1 Do you know any twins? Are they similar of different?
2 Who are you like: Daniel or James? Explain why.

James

What does he look like?

He's got short curly black hair and brown eyes.

What is he like?

He's very **sociable** and he's got lots of friends. He's **clever** too. He's studying for A levels* at school and he wants to go to university. He's **confident** and **funny** – he's got a great sense of humour and he often tells jokes. He's a very **positive** person.

Daniel

What does he look like?

He's got short curly blond hair and brown eyes.

What is he like?

He's **shy**, so he doesn't like big groups of people, but he's got some good friends. He's **serious** and thinks a lot about things. He's **kind** too and always helps his friends. He isn't at school any more – he's got a job and he's learning to be an engineer.

So have the twins got anything in common?

Yes! They're both tall, good-looking and well-built. They're also young, fit and sporty and they've both got good friends. They're both **interesting** people.

*A levels – exams that students take when they are eighteen in England, Wales and northern Ireland

WORD STORE 4A

5 CD•2.15 MP3•71 Complete WORD STORE 4A with the underlined adjectives in the text. Then listen, check and repeat.

WORD STORE 4B

6 CD•2.16 MP3•72 Analyse the order of adjectives in WORD STORE 4B. Then listen and complete sentences 1–4.

1 Sally's tall and she's got straight black hair.
2 Jack is young and slim. He's got medium-length curly fair hair.
3 Jess is pretty and fit and she's got green eyes.
4 Tom is middle-aged and bald. He's got brown eyes.

7 Put the adjectives in brackets in the correct order.

1 She's got long straight black (black, long, straight) hair and small brown (brown, small) eyes.
2 He's got very big green (very big, green) eyes and medium-length wavy brown (wavy, brown, medium-length) hair.
3 He's got short wavy red (short, red, wavy) hair and beautiful big blue (blue, beautiful, big) eyes.
4 She's got medium-length fair (fair, medium-length) hair and small blue (small, blue) eyes.
5 He's bald and he's got big black (big, black) eyes.
6 She's got short curly grey (grey, curly, short) hair and big brown (brown, big) eyes.

8 Write about a classmate. Use WORD STORE 4A and 4B. Read your description 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 brown eyes.

WORD STORE 4C

9 CD•2.17 MP3•73 Complete WORD STORE 4C with the adjectives in red in the text. Then listen, check and repeat.

10 Complete the sentences with adjectives from WORD STORE 4C.

1 My mother never thinks bad things can happen, she's very positive.
2 I always believe in myself. I'm really confident.
3 My father never smiles. He always looks serious.
4 My best friend loves people. He/She is very sociable.
5 My best friend is doing well at school because he/she is clever.
6 My brother loves telling jokes. He's funny!
7 I don't like going to parties. I'm a little shy.

11 Which sentences in Exercise 10 are true for you? Tell your partner.

WORKBOOK
p. 44–45

NEXT CLASS
• Ask students to do Show what you know 4.2 in the WB, p. 46.

• Ask students to think of different adjectives to describe their appearance and personality, e.g. *I'm short with blue eyes and I'm shy.*

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4.2 Grammar

Comparative and superlative adjectives

I can use adjectives to make comparisons.

1 **In pairs, choose one of the people from the photos below and answer 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'S THE MOST IMPORTANT THING?

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.

3 **Read the GRAMMAR FOCUS. Then look at the words in blue in the text and complete the examples.**

GRAMMAR FOCUS

Comparative and superlative adjectives

	Adjective	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.

4 **Complete the sentences 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.
6 My sister is better (good) at Maths than me.
7 My best friend is prettier (pretty) than me.

5 **Guess which sentences in Exercise 4 are true for your partner. Then ask and answer in pairs.**

A: Is your best friend kinder than you?
B: Yes, he/she is/No, he/she isn't.

6 **Complete the quiz with the superlative form of the adjectives in brackets. Then, in pairs, guess the correct answers.**

Record breakers!*

1 How tall is the tallest (tall) person in the world?
A 2 m 72 cm B 2 m 60.3 cm (C) 2 m 51.4 cm

2 What nationality is Skye Broberg, the ____ (flexible) person in the world?
A American (B) Australian C English most flexible

3 Chanel Tapper has got the ____ (long) tongue in the world. How long is it?
A 6.75 cm B 8.75 cm (C) 9.75 cm longest

4 What is the ____ (difficult) language to learn?
(A) Arabic B Japanese C Chinese most difficult

5 How old is the ____ (old) university student in Britain?
A 70 B 83 (C) 91 oldest

6 Who are the ____ (famous) people in the world?
A film stars (B) pop stars C sports stars most famous

* in 2013

7 CD•2.18 MP3•74 **Listen and check your answers to Exercise 6.**

8 **Complete the sentences with the correct form of the adjectives in brackets. Then finish the sentences to make them true for you.**

1 The most expensive (expensive) thing I have is ...
2 The fittest (fit) person I know 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.

9 **Write questions for the sentences in Exercise 8. Then, in pairs, ask and answer.**

What is the most expensive thing you have?

G mma F s pa e 1 3

REFERENCES
CULTURE NOTES ››› *p. 138*

EXTRA ACTIVITIES
- Photocopiable resource 20 (superlative adjectives – 10 mins) p. 168, 196
- Elicit different adjectives to describe appearance and personality. Students then work in pairs and compare each other using the comparative form of the adjectives.

WORKBOOK
p. 46

NEXT CLASS
Ask students to think about what people say are the most important events in their lives.

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4.3 Listening

Multiple choice

I can identify specific detail in short monologues about important events in life.

1 In pairs, label the four life events in the photos with phrases from the box.

buy your first flat ~~fall in love~~ get married
get your first job go on your first date
learn to drive leave home

2 When do the life events from Exercise 1 happen in your country? Discuss in pairs.

People usually leave home when they are twenty.
You can learn to drive when you are ...

3 CD•2.19 MP3•75 Listen to four people and tick the life events they talk about.

	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 CD•2.19 MP3•75 Listen again and match the speakers (1–4) with the sentences (a–f). There are two extra sentences.

1 Sara d 3 Grace f
2 Mike a 4 Simon e

a thinks learning to drive helps you get a better job.
b wants to get married now.
c says getting your first job is less important than leaving home.
d would like to leave home next year.
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 CD•2.19 MP3•75 Listen again and choose the correct answer, A, B or C.

1 Sara thinks the best age to leave home is
A sixteen. (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 thirteen. C eighteen.
4 Simon has got
A his own car.
(B) a job in a shop.
C a lot of money.

6 What is the most important life event for you? Discuss in pairs.

PRONUNCIATION FOCUS

7 CD•2.20 MP3•76 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

8 CD•2.21 MP3•77 Listen and circle the numbers you hear in Exercise 7.

WORD STORE 4D

9 CD•2.22 MP3•78 Complete WORD STORE 4D with the verbs in the box. Then listen, check and repeat.

buy fall get go learn ~~leave~~

REFERENCES
AUDIO SCRIPT ››› *p. 149*

EXTRA ACTIVITIES
Elicit important life events from 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 answers.

WORKBOOK
p. 47

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 of them on their phones to class.

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4.4 Reading

Gapped text

I can understand the structure of a text.

WORD STORE 4E

1 CD•2.23 MP3•79 **Complete WORD STORE 4E with the words in the box. Then listen, check and repeat.**

boots a coat a dress a hat a jacket
jeans jumper a scarf a shirt ~~shoes~~ a skirt
socks a suit a tie a top a tracksuit
trainers trousers a T-shirt

2 **In pairs, ask and answer questions about your favourite clothes.**

What clothes do you:
- most often/sometimes/never wear?
- wear when you go out with friends?
- wear when you go to school?

3 **Look at the photos on page 53 and describe what the celebrities are wearing.**

Who do you think is:
1 a casual dresser? Robert Pattinson
2 an original dresser? Lady Gaga
3 a smart dresser? Emma Watson

4 **Read the article and check your answers to Exercise 3.**

5 **Read the article again and answer the questions.**

1 What clothes do casual dressers wear? comfortable
2 What kind of people usually wear casual clothes?
3 What kind of clothes do original dressers wear?
4 Why do you think Lady Gaga wears crazy clothes?
5 What kind of clothes do smart dressers wear?
6 What kind of clothes does People Tree make?

6 **Read the sentences. What do the underlined pronouns refer to?**

1 John is my friend. He lives in Chicago. His house is big.
He = John His = John's
2 Tom and Marie work in a hospital. Their jobs are interesting. They are doctors. Their = Tom and Marie's They = Tom and Marie
3 Kate is a teacher. She enjoys sport. Her favourite sport is basketball. She = Kate Her = Kate's
4 The fashion is new. It's really popular at the moment. Its fans are usually teens. It = fashion Its = fashion's

7 **Underline all the pronouns in sentences a–e. Then complete gaps 1–3 in the article with the sentences. There are two extra sentences.**

a She always wears great outfits and her clothes look fantastic.
b It's one of the most interesting fashions at the moment.
c He often wears an open shirt on top of his T-shirt.
d He is making a new film in Australia at the moment.
e They are sociable and fun.

8 **Match the pictures with the underlined adjectives in the article.**

1 untidy

2 talented

3 generous

4 relaxed

5 stylish

6 outrageous

9 **Complete the second sentence with the adjectives in Exercise 8 and the adjectives in blue in the article.**

1 She always has lots of good ideas.
She's very creative .
2 He gives thousands of euros to charity.
He's very generous .
3 They're always calm and never worried.
They're relaxed .
4 She works for a big company now but she wants to start her own business.
She's very ambitious .
5 My brother never puts his clothes and things in his cupboards – his bedroom is very untidy .
6 Sarah can play the guitar, the piano and the violin and she can sing – she's very talented .
7 I help my parents in their shop on Saturdays because they are always very busy at weekends.
8 Her clothes are very unusual and crazy.
She looks outrageous .

10 **Discuss the questions in pairs.**

1 Which of the celebrities in the article has the best style? Why?
2 Clothes say a lot about a person's personality. Do you agree?

Exercise 5
2 sporty and energetic
3 clothes that make people look at them
4 to be the centre of attention
5 formal
6 clothes from organic materials

REFERENCES

CULTURE NOTES ››› *p. 138*

EXTRA ACTIVITIES

• Photocopiable resource 21 (personality adjectives – 10 mins) p. 169, 197

• Elicit the names of different items of clothing or use the items/photos students 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 each category.
• Write the adjectives from Ex. 8 on the board. Divide the class into groups and ask them to write the type of clothes they think a person who has each of these characteristics would wear. Students then compare their lists.

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CD•2.24 MP3•80

WHAT DO YOUR CLOTHES SAY ABOUT YOU?

Do you ever look at someone and think, 'I bet he's a fun person,' or 'She's a creative person'? Well, you could be right! It seems our clothes say a lot about our personality.

Casual dressers love comfortable clothes. They live in jeans and a T-shirt and they often wear tracksuits and trainers because they are sporty and **energetic**; they often go jogging or spend time in the gym. Casual dressers are usually relaxed, positive people and it's easy to spend time with them. They are often kind and generous with their time and money. Robert Pattinson is a typical casual dresser. [1] c He says James Dean (an actor and teen style icon from the 1950s) inspires his look.

Robert Pattinson

Lady Gaga

Original dressers like clothes that make people look at them, like a crazy hat, a fun skirt or a mad jacket! They love having people around them. [2] e They love to be the centre of attention. They are usually talented and **creative** people. Lady Gaga is one of the most original dressers in the world. She uses wigs, make-up and all kinds of materials such as feathers, beads, shells and even pieces of meat to make her clothes. Her costumes are usually outrageous!

Smart dressers like formal clothes such as suits. Smart clothes are well-designed and fit well; the material is good quality and never looks untidy. Smart dressers are usually clever, confident and **busy** people. They can be very **ambitious** – they want to be **successful**.

Emma Watson is a smart and stylish dresser. [3] a She also designs and models clothes for the fair trade eco-fashion label, People Tree. People Tree supports poorer farmers in Africa and India by buying organic materials from them to make their clothes.

Emma Watson

WORKBOOK
p. 48–49

NEXT CLASS
- Ask students to do Show what you know 4.5 in the WB, p. 50.
- Ask students to find out about laws for young people in their country, e.g. when they can marry/leave school/ buy a house.

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4.5 Grammar

have to/don't have to

I can talk about obligation with have to *and* don't have to.

1 In your country, can you do these things when you are sixteen?

get married 16 (UK) | leave school 16 (UK) | learn to drive 17 (UK)

2 Read *UK TODAY*. At what age can you do the things in Exercise 1 in the UK?

UK TODAY

Young people have to be in education until they are eighteen years old. They have to stay at school until they are sixteen years old, but after sixteen, they don't have to stay at school; they can train for a job as an apprentice.

A young person can get married when he or she is sixteen, but he or she has to get permission from his or her parents.

You can learn to drive a car when you are seventeen. You don't have to have 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 find examples of *have to/has to* and *don't have to/doesn't have to* in *UK TODAY*.

GRAMMAR FOCUS

have to/don't have to

You use ***have to/has to*** to talk about:

- laws and obligation.
  You don't have to be seventeen to drive a moped.
  She has to stay at school until she's sixteen.
- 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?*

4 Complete the text with the correct form of *have to*.

Did you know?

Read our FAQs about eighteen-year-olds to find out more!

- 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? No, you [4] *have to* be twenty-one years old to do that.

- [5] *Do you have to* (you) get your parents' permission to have a tattoo? No, you [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 Which of these things do your parents say you have to or don't have to do?

- make your bed
- do the washing-up
- be home by 11 p.m. at the weekend
- tell your parents who you are going out with
- go to bed by 10 p.m. during the week
- babysit your younger brother or sister

I have to .../I don't have to ...

6 In pairs, ask and answer questions about the activities in Exercise 5.

A: *Do you have to make your bed?*
B: *Yes, I do./No, I don't.*

7 Tell the class about your partner.

Olga has to make her bed, but she doesn't have to ...

Grammar Focus page 114

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?

REFERENCES
CULTURE NOTES ››› *p. 139*

EXTRA ACTIVITIES
- Photocopiable resource 52 (Test yourself pairwork activities), p. 176, 232
- Elicit some of the laws about young people in the students' country. Write them on the board using *can*, *have to* and *don't have to*.
- Students write about their ideal school and say what they can, have to and don't have to do there.

WORKBOOK
p. 50

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4.6 Speaking

Shopping for clothes

I can go shopping for clothes.

1 **Read the statements. Which ones are true for you?**

I love wearing all the latest fashions.

Shopping for clothes is really boring!

My mum buys all my clothes.

I hate trying on clothes in the shop; I buy all my clothes online!

I usually go shopping for clothes with a friend.

2 CD•2.25 MP3•81 **Read and listen to two conversations. Then answer the questions.**

1 What do Simon and Rosie want to buy? Simon: loose fit jeans, size 30; Rosie: a black T-shirt in S or M

2 Who is successful? Simon

Conversation 1

Assistant: Can I help you?
Simon: I'm looking for a new pair of jeans.
Assistant: Do you want slim fit or loose fit?
Simon: Loose fit, please.
Assistant: How about this pair? They're the fashion this year.
Simon: Yes, they're great. They're exactly what I'm looking for.
Assistant: What size are you?
Simon: I'm a 30.
Assistant: Here you are. Would you like to try them on? The changing rooms are over there.
Simon: Thanks. … Yes, these are perfect. How much are they?

Conversation 2

Rosie: Excuse me, could you help me, please?
Assistant: Yes, sure.
Rosie: Have you got this T-shirt in small or medium?
Assistant: What colour are you looking for?
Rosie: Black.
Assistant: We've only got black in large or extra large. How about red?
Rosie: No, thanks! It's not really what I want. I don't like red.

3 **Read Conversation 1 and put the shop assistant's phrases in the SPEAKING FOCUS in order.**

4 **Read the conversations and complete the customer's phrases in the SPEAKING FOCUS.**

SPEAKING FOCUS

Shop assistant

1 Can I help you?
7 The changing rooms are over there.
5 What size are you?
3 How about (this pair/these)?/What about this one?
2 Do you want slim fit or loose fit jeans?
6 Would you like to try it/them on?
4 They're the fashion this year.

Customer

Excuse [1] *me*, could you help me, [2] *please*?
I'm looking for a new pair of [3] *jeans*.
They're exactly what I'm [4] *looking* for/want/need.
I'm a (size) 30.
[5] *Have* you got this T-shirt in small/medium/large?
Have you got these in black/a different colour?
It's/They're great/fantastic/perfect.
It's [6] *not* really what I want.
Where are the changing rooms?

5 **Match the questions with the answers.**

1 Can I try this on? d
2 Have you got this in medium? f
3 What size are you? a
4 Excuse me, can you help me? c
5 Are you looking for a specific colour? b
6 How about these trainers? e

a I'm a 10 or 12.
b I'm not sure … green or blue.
c Yes, of course.
d Yes, the changing rooms are over there.
e No, they're not really what I want.
f No, sorry. We've only got it in large.

6 **In pairs, choose one of the situations below. Use the SPEAKING FOCUS to role play a conversation about shopping. Take turns to be the shop assistant and customer.**

1 You want to buy some blue trainers in size 39.
2 You are looking for black or brown trousers. You see trousers you like, but they are green.
3 You want a white T-shirt in medium or large.

REFERENCES

CULTURE NOTES ››› *p. 139*

EXTRA ACTIVITIES

Write one of the conversations in Exercise 2 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 conversation. 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 conversation?

WORKBOOK

p. 51

NEXT CLASS

Ask students to look for a personal profile online and make notes about the information included.

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4.7 Writing

A personal profile

I can write a personal profile on a blog.

1 **Match the information people sometimes give about themselves in a personal profile (1–5) with the extracts from an email (a–e).**

1 information about your family c
2 a physical description e
3 information about your favourite band a
4 a description of your personality d
5 a list of your ambitions b

a They play rock and I'd love to see them in concert.
b One day I'd like to be a teacher.
c I've got five cousins, but I don't often see them.
d I'm quite a creative person.
e I'm not very tall and I've got medium length hair.

2 **Read Emily's profile. Match three of the points (1–5) in Exercise 1 with the paragraphs (A–C).**

Hi! I'm Emily.

[A] 2 I'm sixteen years old. I'm quite tall – I'm 1.65 m and I'm slim. I've got long wavy brown hair and blue eyes.

[B] 4 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 (especially tennis). But I'm not very fit. I also spend quite a lot of time shopping for clothes! And of course, I love fashion (that's why I'm writing this blog!). My friends say I'm kind and I've got a good sense of humour. I like laughing a lot. 🙂

[C] 1 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 Emily's profile again and complete the table.**

	Emily
Age	16
Height	1.65 m
Build	slim
Hair and eyes	long brown wavy hair, blue eyes
Personality	positive, sociable, good sense of humour
Interests	sports, going out with friends
Family	brother (14) and sister (10)

4 **Complete the WRITING FOCUS with examples from Emily's profile.**

WRITING FOCUS

A personal profile

- Start your profile with a physical description:
  1 I'm quite tall.
- Write about your personality:
  2 I'm a positive person.
- Write 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 in the correct place.**

1 He's got short red hair. (very)
He's got very short red hair.
2 I'm serious. (not very)
3 I like computer games. (quite)
4 I enjoy watching films. (not really)
5 I've got long blond hair. (really)
6 My best friend is fit. (very)

6 **Rewrite the sentences with the adjectives and adverbs in brackets in the correct place.**

1 I've got black hair (wavy, short).
I've got short wavy black hair.
2 I've got wavy hair (beautiful, blond).
3 He's got eyes (blue, big).
4 I'm tall (not very), but I'm well-built (quite).
5 She's got brown hair (curly, long) and a smile (big, lovely).

Exercise 5
2 I'm not very serious.
3 I quite like computer games.
4 I don't really enjoy watching films.
5 I've got really long blond hair.
6 My best friend is very fit.

Exercise 6
2 I've got beautiful wavy blond hair.
3 He's got big blue eyes.
4 I'm not very tall, but I'm quite well-built.
5 She's got long curly brown hair and a lovely big smile.

EXTRA ACTIVITIES

Ask students to come up with two other headings which they think should be included in a personal profile, based on their online research. Write them on the board. Does everyone agree with these headings? Which ones should and shouldn't be included in a profile?

WORKBOOK

p. 52

NEXT CLASS

- Ask students to do Use of English 4.8 in the WB, p. 53.
- Ask students to revise for Focus review 4 and study the Word list on p. 123.

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7 Look at the photos of Rob, Emily's boyfriend, and complete his personal profile.

Hi! I'm Rob.

I'm seventeen years old.

I've got [1] short brown hair and I'm slim. I usually wear a T-shirt and blue [2] jeans.

I love spending time hanging out with [3] friends or [4] watching films!

I'm learning [5] to drive and soon I hope to pass my test. I'm writing this blog about it!

So that's me!

8 Choose the correct options to complete Emily's comment on Rob's blog.

Emily 5.53 p.m.

Look at those clothes! You are SO [1] *unfashionable*/ *unkind*, Rob!

You should try not to be so [2] *serious*/ *confident*. You're always studying. And you never come to parties with me – you're really [3] *unsociable*/ *generous*! But I love you!

9 In pairs, complete the sentences to make them true for you and your partner.

1 I've got long dark hair, but … has got …
2 … is … than me.
3 … and I both like …
4 I enjoy … , but … likes …

10 Complete the table for you and your best friend.

	You	Your best friend
Age		
Height		
Build		
Hair and eyes		
Personality		
Interests		
Family		

11 Read the writing task and write your post in about 100 words.

Tell us about you and your best friend! Are you the same or different? Do you look similar? Do you have similar ambitions? Are your personalities similar? Post a comment below.

12 Check.

✓ Have you answered all the questions in the task?
✓ Have you used phrases from the WRITING FOCUS?
✓ Have you used paragraphs?
✓ Have you checked your grammar and spelling?

WORD LIST ACTIVITIES

- Dictate short definitions of the adjectives from the Word list about appearance, personality, clothes and style, leaving a gap at the end of the definition. Students then complete the definition with the correct adjective. They can continue this in pairs or small groups.
- In groups, students play *Hangman* with the vocabulary from the Word list.
- Draw a blank face on the board with arrows pointing to where things should be. Students copy the face and race to draw in the missing features and write the words for them beside the arrows.

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FOCUS REVIEW 4

VOCABULARY AND GRAMMAR

1 Choose the correct options.

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 *successful* / (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 *organic* / (stylish).

2 Read the descriptions and complete the adjectives.

1 This describes someone who helps other people. k i n d
2 This describes someone who wants to get a very good job. a m b i t i o u s
3 This describes someone who has a good imagination and can make things. c r e a t i v e
4 This describes someone who likes going out and meeting people. s o c i a b l e
5 This describes someone who does well in tests. c l e v e r

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 Steve ___doesn't have to___ make his bed because his mother always makes it for him.
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 If you are fourteen years old, you ___have to___ go to school. You can finish school when you're sixteen in the UK.

LANGUAGE IN USE

5 Choose the correct answer, A, B or C, to complete both sentences.

1 Tina exercises a lot. She's very ____ .
These trousers ____ me. I'll take them.
A slim B well (C) fit
2 The wig is on ____ of the table.
I like your skirt and ____ . Are they new?
(A) top B shirt C boots
3 John is ____-built. He's very strong.
I'm not feeling very ____ . I think I'll go to the doctor's.
A medium B slim (C) well
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 We usually ____ pizza on Friday evening.
I like Pete because we always ____ fun together.
A eat (B) have C make

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

1 A: What does Jamie look like?
B: He's ____ . Everyone says he's very attractive.
A ugly (B) good-looking C energetic
2 A: What have you got on your feet?
B: Two pairs of ____ . My boots are a bit big.
(A) socks B trainers C shoes
3 A: Why are there clothes and books all over your room?
B: It's ____ because I'm studying for my exams.
(A) untidy B outrageous C comfortable
4 A: Is that John's friend Mark over there?
B: No, Mark has got blond ____ .
A lips (B) hair C ears
5 A: Sally is very ____ .
B: Yes, she always says good things about everyone.
A talented B relaxed (C) positive
6 A: Do you fancy going to the ____ ?
B: No, I'm not very sporty.
A cinema (B) gym C restaurant

REFERENCES
AUDIO SCRIPT ››› *p. 149*

EXTRA ACTIVITIES
- Photocopiable resource 22 (Language in use – 15 mins) p. 169, 198
- Photocopiable resource 23 (Speaking – 5 mins) p. 169, 199
- Photocopiable resource 24 (Writing – 12 mins) p. 169, 200

WORKBOOK
- Self-assessment 4.9, p. 54

NEXT CLASS
- Ask students to do Self-check 4.10 in the WB, p. 55.
- Ask students to prepare for Unit test 4 and Review test 2 (*Focus* Assessment Package).

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READING

7 **What does each notice say? Read the notices (A–F) and match them with the sentences (1–4). There are two extra notices.**

1 You can get fit with this. F
2 You don't always have to pay here. E
3 You need to send information here. C
4 You can learn about the history of fashion in this class. B

A
Diana's Clothes Shop
Lots of casual clothes at cheap prices this Saturday. Come and buy all your T-shirts and jeans for the year!

B
Love clothes? Join our course: 500 years of clothes. Monday and Wednesday evenings at Hardbrick College.

C
Your website!
We want to know your opinions about new beauty products. Email us and we can put them on the school magazine website.

D
Creative person wanted to join fashion design team. Please apply online to angelafashion.com.

E
Hair Affair
Are you bored with your hair? We can help change your look. Good prices and an experienced, creative team! Come on a Monday evening and you can get a free haircut with our new apprentice, Shona.

F
Jogging Club
Don't jog alone! Meet at 7.30 every morning in the park and jog for half an hour with other people. It's much more fun.

LISTENING

8 CD•2.26 MP3•82 **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

SPEAKING

9 **Choose the correct reply, A, B or C.**

1 Can I help you?
(A) Yes, I'm looking for a dress.
B No, it's not really what I want.
C I'm not sure. Red or green.
2 What size are you?
A I want loose fit.
B No, thanks.
(C) I'm a 14, I think.
3 Can I try this on?
A I'm looking for that.
(B) Sure, the changing rooms are there.
C Yes, it's perfect.
4 Have you got this in small?
A No, I don't like blue.
(B) No, sorry. Only in medium.
C Yes. It's in large.
5 How much is this?
A It's medium.
B It's green.
(C) It's £20.

10 **In pairs, use the notes to role play the conversation in a shop. Student A, you are the shop assistant. Student B, you are the customer.**

STUDENT A	STUDENT B
what/look for?	
	choose jeans/a jumper/a jacket
what/size?	
	give size
what/colour?	
	give colour
want/try on?	
	agree to try on
	ask price
give price	

WRITING

11 **Your brother is going to stay in London with your English friend, Joe. Write an email of about 50–70 words to Joe and tell him about your brother's:**

- appearance
- personality
- interests.

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5 EDUCATION

Learn to walk before you run.

PROVERB

UNIT LANGUAGE AND SKILLS

Vocabulary:
- *Show what you know* – classroom objects, school subjects and people at school
- schools
- phrases about school
- collocations – *do, get* and *be*

Grammar:
- *must/mustn't*
- *should/shouldn't*
- Past Simple: *was/were*
- Past Simple: *could*

Listening:
- a conversation about parts of a school
- gap fill

Reading:
- a text about an unusual school
- right/wrong/doesn't say

Speaking:
- organising a trip

Writing:
- a personal email

FOCUS EXTRA

- Grammar Focus pages 115–116
- WORD STORE booklet pages 10–11
- Workbook pages 56–67 or MyEnglishLab
- MP3s – www.english.com/focus

60

5.1 Vocabulary

Schools • Phrases about school • *do/get/be*

I can talk about schools.

SHOW WHAT YOU KNOW

1 **Put the words in the box under the appropriate heading. Then add more words to each group.**

~~blackboard~~ Chemistry coursebook desk Geography head teacher IT (Information Technology) form teacher IWB (interactive whiteboard) Maths PE (Physical Education) Physics pupil Science

Classroom objects	Subjects	People
blackboard coursebook, desk, IWB	Chemistry, Geography, IT, Maths, PE, Physics, Science	head teacher, form teacher, pupil

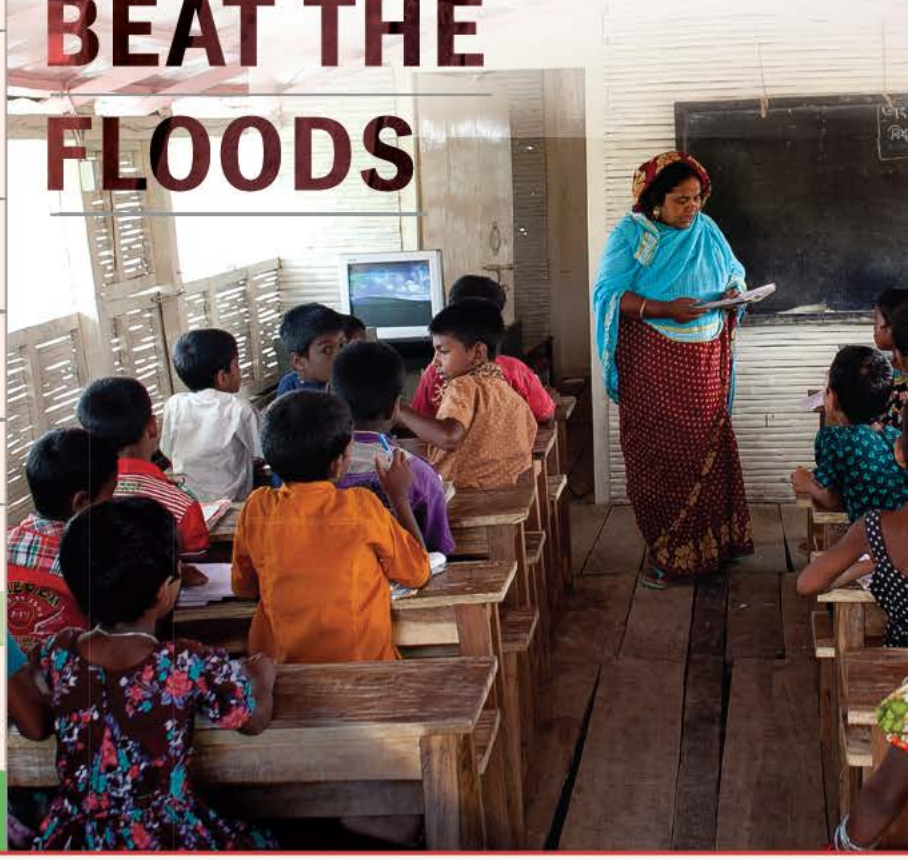
2 **Complete the sentences to make them true for you. Then, in pairs, compare your answers.**

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 …

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

1 Why do some children have to leave school at eleven? There are no secondary schools.
2 Why do many children in Bangladesh miss school for four months of the year? because of the rain
3 Do the children go to boat schools at the weekend? Yes, they do. They go to school six days a week.
4 How do the children feel about the floating schools? They are proud of them.

BOAT SCHOOLS BEAT THE FLOODS



REFERENCES

CULTURE NOTES ››› *p. 139*

EXTRA ACTIVITIES

- Photocopiable resource 25 (different types of schools – 5 mins) p. 170, 201
- Photocopiable resource 26 (school and education – 10 mins) p. 170, 202
- Photocopiable resource 53 (Test yourself pairwork activities), p. 176, 233
- 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.

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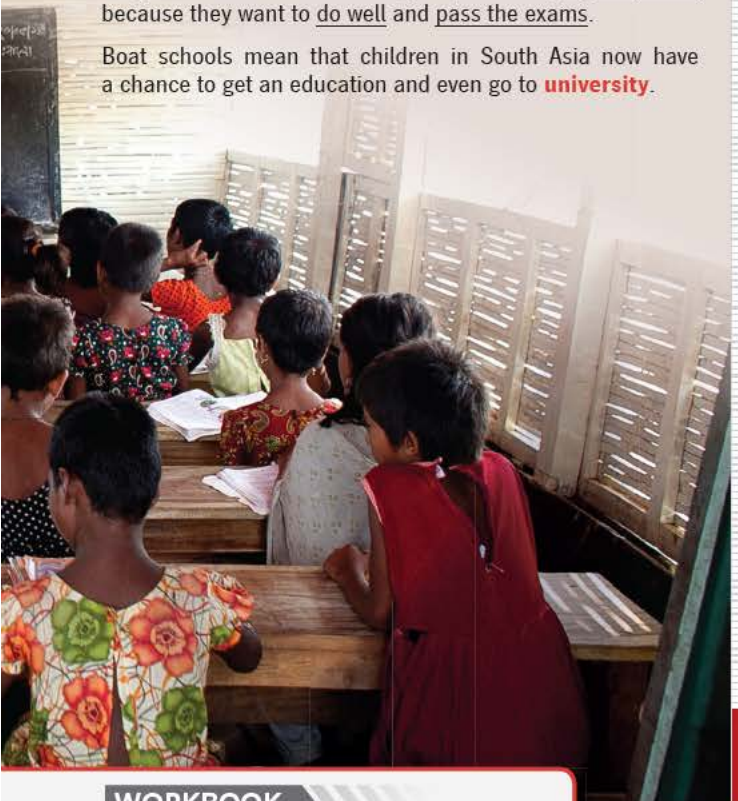
Go to WORD STORE 5 page 11.

The United Nations says that every child has the right to an education. But millions of children around the world don't go to school. The government in their country doesn't have the money to build **state schools**. In some places there is a **primary school** for children up to eleven years old, but there is no **secondary school**, so students have to leave school when they are still very young. In some countries, like Bangladesh in South Asia, a lot of children miss school between July and October because of all the rain.

But now a non-profit organisation in Bangladesh is solving the problem. When schools on land close because of the floods, the organisation runs free 'floating schools'. Twenty special boat schools travel up and down the rivers and pick up children from all the villages. They are **mixed schools** for boys and girls. Each school has one classroom for thirty students and a teacher. Children go to their boat schools for two or three hours a day, six days a week.

The students are very proud of their floating schools. They never miss a class and they are always on time for lessons! They do their homework and try very hard to get good marks because they want to do well and pass the exams.

Boat schools mean that children in South Asia now have a chance to get an education and even go to **university**.



WORD STORE 5A

4 CD•2.27 MP3•83 **Complete WORD STORE 5A with the words in red in the text. Then listen, check and repeat.**

5 **Complete the text with words from WORD STORE 5A.**

In Britain children go to [1] nursery school when they are three or four and then they go to [2] primary school from age five to eleven. Some students go to [3] middle school from eleven to thirteen, but most students go to [4] secondary school from twelve to sixteen or eighteen. Some parents pay for their children to go to [5] private schools, but most students go to [6] state schools.

After school, students go to [7] university or they can learn a skill like building at [8] technical college or they can try and get a job. Most state schools are [9] mixed – they are for boys and girls – but some are [10] single-sex schools for either boys or girls only.

WORD STORE 5B

6 CD•2.28 MP3•84 **Complete WORD STORE 5B with the underlined phrases in the text. Then listen, check and repeat.**

7 **Complete the sentences with phrases from WORD STORE 5B.**

1 You have to work hard if you want to do well in the exams.
2 Sarah loves Maths and always gets good marks in the Maths tests.
3 I work hard, but I still do badly in the English tests.
4 I am always on time for lessons – I am never late!
5 In England children usually start school at the age of five and they can leave after the age of sixteen.
6 My brother doesn't work hard, but he always passes his exams.
7 I love Biology and I always try not to miss a class.

WORD STORE 5C

8 CD•2.29 MP3•85 **Read the text in Exercise 3 again and complete WORD STORE 5C with *be*, *do* or *get*. Then listen, check and repeat.**

9 **Complete the text with the correct form of *be*, *do* or *get*.**

In Guatemala many children don't [1] get an education because there is no school in their village. But now many students, like Carlos, are building their own schools. They fill old plastic bottles with rubbish and then use them as 'eco-bricks' to make walls. Carlos [2] is very proud of his new 'bottle school'. He [3] is always on time. He never [4] gets bad marks because he wants to [5] do well in the exams.

WORKBOOK
p. 56–57

NEXT CLASS
Ask students to do Show what you know 5.2 in the WB, p. 58.

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5.2 Grammar

must/mustn't, don't have to, should/shouldn't

I can talk about rules and give advice.

1 Do you know any unusual schools? What do people learn there?

2 Look at the photos and read the school rules. Which school are they for, A or B? *B*

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 GRAMMAR FOCUS 1. Then complete the rules for becoming a stunt performer with *must* or *mustn't*.

GRAMMAR FOCUS 1

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 something is not necessary, we use ***don't have to***, 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. (It's not allowed.)

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 CD•2.30 MP3•86 Listen and check.

5 Complete the sentences with *must, mustn't* or *don't have to* to make them true for you. Then compare your answers in pairs.

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 conversations. Does B give good advice? *yes*

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 GRAMMAR FOCUS 2. Then complete the conversations with ***should*** or ***shouldn't*** and the words in brackets.

GRAMMAR FOCUS 2

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 Complete the sentences to make them true for you. Use the ideas in the box.

be friendly and helpful	cheat in exams
do extra activities	do your homework
run inside the school	wear a uniform
use a mobile phone in class	use a tablet

At my school:
1 you must _____ .
2 you mustn't _____ .
3 you don't have to _____ .
4 you should _____ .
5 you shouldn't _____ .

G mma F s pa e 1 4

REFERENCES
CULTURE NOTES ››› *p. 139*
AUDIO SCRIPT ››› *p. 149*

EXTRA ACTIVITIES
Photocopiable resource 53 (Test yourself pairwork activities), p. 176, 234

WORKBOOK
p. 58

NEXT CLASS
Ask students to think about the favourite parts of their school, e.g. *classroom, playground, sports field,* and how they would describe them.

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5.3 Listening

Gap fill

I can identify specific detail in conversations about schools.

1 Which parts of a school can you see in the photos?

canteen (B) classroom (C) corridor (D) gym hall library
playground science lab (A) sports field (E) staff room (F)

A

B

C

D

E

F

2 CD•2.31 MP3•87 Jane is showing Mark round the school. Listen to the first part of their conversation. Where are they? How do you know? They're in a science lab. 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 the gaps (1–3) with the descriptions (a–c).

Jane: There is a lot of special [1] c here. Students do [2] b 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] a in here too, over your school uniform, to protect it.

a something you wear on top of your clothes
b something students do in Science classes
c something students use in Science classes

4 CD•2.31 MP3•87 Complete the conversation in Exercise 3 with the words in the box. Then listen again and check.

1 equipment 2 experiments 3 overall

5 CD•2.32 MP3•88 Listen to the second part of the conversation. What three other places does Jane describe? Don't worry about words you don't understand. canteen, library, (assembly) hall

EXAM FOCUS Gap fill

6 CD•2.32 MP3•88 Listen again and complete the information.

1 Price of cola: £1.20
2 Jane eats in: the playground
3 Borrowing time for CDs: a week
4 Number of teachers in school: 20
5 Lesson in hall : drama

7 Complete the sentences with the correct form of the words in the box.

borrow do give ~~have~~ meet use

1 Let's have a meeting to discuss our summer holiday.
2 I want to borrow *Lord of the Rings* from the school library, but I have to give it back after three days.
3 On Thursdays we do experiments in our Science lesson.
4 Do you use computers 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 my friends for a drink in the canteen during the eleven o'clock break at school.

PRONUNCIATION FOCUS

8 CD•2.33 MP3•89 Listen to the /th/ sound and put the words in the box in the correct column.

/ð/	/θ/
the	think

three then bathroom they thin together mother thousand thing tooth there those author this thanks other Thursday father

9 CD•2.34 MP3•90 Listen again and check.

Exercise 8
/ð/: then, they, together, mother, there, those, this, other, father
/θ/: three, bathroom, thin, thousand, thing, tooth, author, thanks, Thursday

WORD STORE 5D

10 CD•2.35 MP3•91 Complete WORD STORE 5D with the words in Exercise 1. Then listen, check and repeat.

REFERENCES
CULTURE NOTES ››› p. 139
AUDIO SCRIPT ››› p. 149

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.

WORKBOOK
p. 59

NEXT CLASS
Ask students to find out about another unusual school and bring pictures to class.

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5.4 Reading

Right/Wrong/Doesn't say

I can find specific detail in an article about a different kind of school.

1 **In pairs, discuss the questions about your school.**

1 How many students are there?
2 What courses can students study?
3 What activities can students do?
4 Are there any compulsory (something that you have to do) activities?
5 Do students take part in any volunteer programmes?

2 **Read the title and the introduction of the article. Choose the phrase that describes what the article is about.**

a learning to sail a tall ship
b a school on a sailing ship
c sailing around the world

3 **In which paragraph can you find this information? Read the article and match the paragraphs (A–F) with the information (1–6).**

1 the courses B
2 the students C
3 the school on the ship A
4 activities on the boat D
5 volunteer projects F
6 activities in the ports the students visit E

EXAM FOCUS Right/Wrong/Doesn't say

4 **Read the text again. Are the statements right (R), wrong (W) or does the text not say (DS)?**

1 Students must know how to sail before they join the ship. DS
2 Students come from different parts of the world. R
3 All the students do the same courses. W
4 Students don't have to speak English well. R
5 Besides studying, students also have to do jobs on the ship. R
6 Students go home to their parents for the holidays. DS
7 Students don't usually meet any local people when they stop in ports. W

5 **In pairs, answer the questions in Exercise 1 for Class Afloat. Then compare Class Afloat with your school.**

In my school there are ... students. Class Afloat has up to sixty students.

CD•2.36 MP3•92

School Ahoy!

Imagine sailing to over twenty different ports around the world while you are studying subjects you love! Impossible? Well, that is exactly what the students in Class Afloat do.

A **Class Afloat** is a Canadian school on a tall ship! The ship is sixty-four metres long and nine metres wide and it can take up to sixty students. The classrooms are well-equipped and comfortable and there's even a library! It isn't necessary to know anything about sailing – students can learn on the ship.

B Not all the students are Canadian – there's usually a mix of nationalities. This year, there are also students from Mexico, the USA, Germany and Turkey. There's a mix of ages too. There are secondary school students – usually they're sixteen to eighteen years old – first year university students and students who are doing a gap year programme.

C The teachers design special study programmes for each student. Because the school is a ship, you can do some exciting courses – for example, Marine Biology (studying the animals and plants in the sea) and History or Geography courses about the places you visit. Students also learn all about sailing! All the classes are in English, so you must have a good level of English.

D Students don't just study. They must also clean, cook and sail the ship. In their free time, students can rest, read or watch a film. In the evenings, they relax with friends, have club meetings and sometimes they have a karaoke night.

E Every sixteen to twenty days, the ship stops in a port for three to six days. In port there's lots to do – home stays, camping trips, museum tours, cultural events, hiking, etc. They also go snorkelling and do other water sports. Parents can meet up with the students in one port every term.

F Students also participate in two volunteer programmes in Senegal and the Dominican Republic. They help local families in different ways, for example, with basic health matters or starting a business. Students learn how, with just a little money and time, they can make changes that improve other people's lives.

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. Then students can vote for the school they would most like to attend.

WORKBOOK

p. 60–61

NEXT CLASS

- Ask students to do Show what you know 5.5 in the WB, p. 62.
- Ask students to bring in photos of themselves when they were much younger.

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6 **Complete the sentences with the correct form of the words in blue in the article.**

1 My teacher says I have to work harder to *improve* my marks in the next test.
2 Everyone in the school has to *participate* in the end-of-year sports competition.
3 My bed at home is very *comfortable*
4 I am *designing* an invitation for my birthday party.
5 My new dress fits me *exactly* .
6 My gym is not very *well-equipped* but we have a really good running machine.
7 My father and uncle always talk about business *matters* when they are together.

7 **Discuss the questions in pairs.**

1 In your opinion, what are the good and bad things about Class Afloat?
2 Would you like to study in Class Afloat? Why?/ Why not?

WORD STORE 5E

8 CD•2.37 MP3•93 **Complete WORD STORE 5E. Match the words to make compound nouns. Then listen, check and repeat.**

9 **Write a sentence for each of the compound nouns in WORD STORE 5E.**

When I was younger, I loved going on camping trips.

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5.5 Grammar

Past Simple: *was/were, could*

I can talk about the past with the verbs be and can.

1 **In pairs, look at the photo in text A and answer the questions. Then read text A and check.**

1 Who is the person in the photo? Johnny Depp
2 What do you know about him?
3 What is he most famous for?

THE STARS AND SCHOOL

A **JOHNNY DEPP** is a famous film star now, but what was he like at school? Was he a good student? School wasn't a good experience for Johnny. The problem was that he was at over twenty different schools and often the students weren't very friendly. So school was often a lonely place for Johnny. His two favourite things were music and acting. He couldn't play the piano, but he could play the guitar. He could also sing very well and he was in a band called The Kids. His dream was to be a musician after school. His band was successful, but they couldn't get a record deal. Luckily, Johnny was also a great actor.

B **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.

C **ALBERT EINSTEIN** was a very famous scientist. From an early age, he [1]was good at Maths and Science and he [2]couldn't 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.

Exercise 3
2 The other students weren't always nice. They were often unfriendly.
3 Johnny wasn't always happy. Sometimes he was lonely.
4 Johnny's favourite things weren't Maths and History. They were music and acting.
5 Johnny could sing very well.
6 The band was successful but they couldn't get a record deal.

2 **Read GRAMMAR FOCUS 1 and 2 and complete the examples with the vers in blue in text A. Then find more examples in the text.**

GRAMMAR FOCUS 1

Past Simple: *be*

+	*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 lonely for him.*
- *wasn't = was not, weren't = were not*

GRAMMAR FOCUS 2

Past Simple: *can*

+	*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 **Read text A again and correct the sentences.**

1 School was fun for Johnny.
School wasn't fun for Johnny. It wasn't a good experience.
2 The other students were always nice.
3 Johnny was always happy.
4 Johnny's favourite things were Maths and History.
5 Johnny couldn't sing well.
6 The band wasn't very successful.

4 CD•2.38 MP3•94 **Read text B and choose the correct options. Then listen and check.**

5 CD•2.39 MP3•95 **In pairs, complete text C with *was/wasn't, were/weren't* or *could/couldn't*. Then listen and check.**

6 **Complete the questions with *was, were* or *could*. Then ask and answer in pairs. Write down the answers.**

When you were at primary school:
1 were the other students friendly?
2 was your teacher nice?
3 could you speak English?
4 were you good at Science?
5 could you understand everything?
6 were you quiet or noisy?
7 was school fun?
8 were you good at sports?

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

When Ricardo was at primary school, the other students were friendly. His teacher was ...

Grammar Focus page 115

REFERENCES
CULTURE NOTES ››› *p. 139*

EXTRA ACTIVITIES
- Photocopiable resource 27 (*was/were and could* – 10 mins) p. 170, 203
- Use the photos brought in by students to highlight the past of the verb *to be*. Ask students what they *could* and *couldn't do* when they were the age they were in the photo. In pairs, students then write about their partner and what they *could* and *couldn't* do in the past. They then tell the class.

WORKBOOK
p. 62

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5.6 Speaking

Organising a trip

I can ask for information to organise a school trip.

1 **Read the information below about the Eden Project and Shakespeare's house. Which is the best place to visit on a school trip? Why?**

2 CD•2.40 MP3•96 **Ben is organising a trip for his class. Read and listen. Which place do they want to visit?** Shakespeare's house

Clerk: Good morning. Can I help you?
Ben: Good morning. I'd like some information.
Clerk: Certainly, what would you like to know?
Ben: What are your opening times?
Clerk: We're open from [1] 9 a.m. to [2] 5 p.m.
Ben: And how much does it cost to get in?
Clerk: For adults it costs [3] £15.90 and for children it costs [4] £9.50. There are also discounts for groups.
Ben: Can I book online?
Clerk: Yes, you can. There's a discount if you book online.
Ben: Are there any guided tours?
Clerk: No, but you can download an app to your phone. It's got lots of great information.
Ben: And where is the house exactly?
Clerk: It's on Henley Street, near the train station.
Ben: OK, thanks very much.
Clerk: You're welcome.

3 CD•2.40 MP3•96 **Complete the conversation in Exercise 2. Then listen again and check.**

4 **Read the conversation in Exercise 2 again and complete the SPEAKING FOCUS with the underlined phrases.**

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 an app?
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.
Children under (5) 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. Then answer the questions about a place you visited on a school trip.**

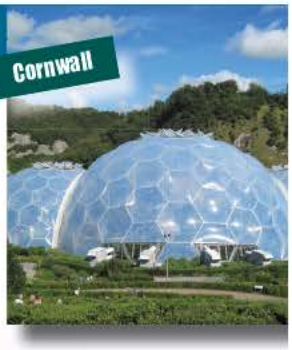
1 how / cost / much / it / to / in / does / get?
How much does it cost to get in?
2 any / there / are / tours?
3 book / online / I / can?
4 is / where / exactly / it?
5 there / is / app / an?

6 **In pairs, role play a conversation asking for information about the Eden Project.**

Exercise 5
2 Are there any tours?
3 Can I book online?
4 Where is it exactly?
5 Is there an app?

Eden Project

Cornwall

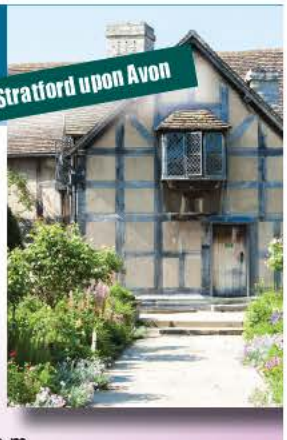


Explore the rainforest, walk through the Mediterranean area, have fun in the education centre and learn about plants. There are also fantastic concerts and the longest zip wire in England!

Opening times: 9.30 a.m.–6 p.m., 7 days a week all year
Tickets: Adults: £23.50 (£19.95 online)
Children 5–16 years old: £13.50 (£11.50 online)
Children under 5: free
Students: £11.50
Discounts for groups of ten or more – contact 01726811911
Guided tours: Choose from three different tours – £100–£125

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 the Eye Shakespeare app to your phone to get the most from your visit!

Opening times: 9.00 a.m.–5 p.m.
Tickets: Adults: £15.90 (10% discount online)
Children 5–16 years old: £9.50 (10% discount online)
Family: £41.50
Students: £14.90
Discounts for groups of ten or more – contact 01789204016

REFERENCES
CULTURE NOTES ››› *p. 139*

EXTRA ACTIVITIES
Students write a conversation about places of interest in their own country and ask for and give information about them in pairs. Pairs then act out their conversation for the class.

WORKBOOK
p. 63

NEXT CLASS
Ask students to think about the typical things they would write about in an email to a friend.

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5.7 Writing

A personal email

I can write to someone and tell them news about school.

1 **Which of these topics would you *not* write about in an email to a friend about a new school?**

- the other students
- activities you are doing
- your favourite film
- your news
- 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 the parts of the email (A–E) with the descriptions (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 **Complete the email with one word in each gap.**

[1] Hi Sandy,

How are you? How's [2] everyone ? I hope they're all well.

I'm [3] getting on fine at school at the moment. We've got a new teacher for Maths. What [4] else ? I won my swimming competition!

What are you [5] up to at the moment? What's your [6] news ? Are you doing anything interesting?

I hope to [7] hear from you soon. I [8] miss you all!

Bye for now,

Maddy

EXTRA ACTIVITIES

Ask students to write two true and two false sentences about Jen's email in Ex. 2. Can the class remember the correct information?

WORKBOOK

p. 64

NEXT CLASS

- Ask students to do Word practice 5.8 in the WB, p. 65.
- Ask students to revise for Focus review 5 and study the Word list on p. 124.

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6 **Read examples A–D. Then choose the correct options.**

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.

1 I'm learning to play the guitar (*and*) / *but* the drums.
2 I'm really angry (*because*) / *so* I can't go to the concert on Saturday.
3 It's my best friend's birthday today, *because* / (*so*) we're going to a club later.
4 We have to play hockey in sports lessons now *and* / (*but*) I don't like it!

7 **Complete the text with *and, but, because* or *so*.**

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.

8 **Read the email from your English friend, Carrie. Then write a reply of about 100 words, answering Carrie's questions.**

From: Carrie
To:
How's your new school? Have you got any new friends? Are there any interesting clubs? Do you do the same subjects? Tell me all your news!

9 **Check.**

✓ Have you answered all the questions?
✓ Have you used phrases from the WRITING FOCUS?
✓ Have you started and finished your email correctly?
✓ Have you checked your grammar and spelling?

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 phrases for each verb 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). They then work in pairs and read out their definitions for their partner to guess the words. Alternatively, students can write the definitions in pairs and play as a class.
- 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.

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FOCUS REVIEW 5

VOCABULARY AND GRAMMAR

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

book cheat do get have miss pass

1 To ___get___ the most from school, you should study hard.
2 Let's ___have___ a meeting to organise the party.
3 I have to ___do___ my homework before I can watch TV.
4 You can ___book___ online before you go to the museum.
5 It's not a good idea to ___cheat___ in exams.

2 Choose the correct options.

1 My parents pay for me to go to a *state* / (*private*) school.
2 I'm (*proud*) / *afraid* of passing all my exams. My parents were very happy too.
3 I love water sports, especially (*diving*) / *riding*.
4 Please write the answers on the *desk* / (*blackboard*) so everyone can see.
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 with the verbs in the box.

doesn't have to must mustn't should shouldn't

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 students wear a uniform. It's the rule.
At our school you ___must___ wear a uniform.

4 Complete the sentences with the correct form 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?

LANGUAGE IN USE

5 Complete the email with one word in each gap.

Hi!

Thanks for your email.

Tell me more about your school. What age [1] ___do___ you start school in your country? We start when we're five years old, but when my mum [2] ___was___ young, the children could start at six. Now we [3] ___have___ to stay at school until we're seventeen, but my mum [4] ___could___ leave school at fifteen! I enjoy school and I never [5] ___miss___ lessons! Do you like school? What are your favourite subjects? I like History, so I always [6] ___do___ well in History tests! I usually pass my exams and [7] ___get___ good marks. Maths isn't the same! I should work harder for that!

That's all for now! I [8] ___must___ do my Maths homework! Ugh!

Marcus

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 don't ____ the test.
A do badly (B) fail 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 CD•2.41 MP3•97 **Listen to Emily talking to her friend about the teachers in her school photo. Match the teachers (1–5) with the subjects they teach (a–h). There are three extra subjects.**

1 Mr Banks [c]
2 Mr Jacobs [f]
3 Miss Rowe [g]
4 Mrs Finlay [a]
5 Mr Smith [d]

a English
b Science
c Maths
d IT
e Spanish
f PE
g History
h Drama

REFERENCES
AUDIO SCRIPT ››› *p. 150*

EXTRA ACTIVITIES
- Photocopiable resource 28 (Language in use – 15 mins) p. 170, 204
- Photocopiable resource 29 (Speaking – 10 mins) p. 170, 205
- Photocopiable resource 30 (Writing – 12 mins) p. 171, 206

WORKBOOK
- Self-assessment 5.9, p. 66

NEXT CLASS
- Ask students to do Self-check 5.10 in the WB, p. 67.
- Ask students to prepare for Unit test 5 (*Focus* Assessment Package).

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READING

8 **Read the text. Are the statements right (R), wrong (W) or does the text not say (DS)?**

1 Green School is completely environmentally friendly. R
2 All the school's energy comes from the sun. W
3 Adults can study at the Green School in the evenings. DS
4 At Green School, students also learn about growing food. R
5 There aren't any rules about how many students must be from Bali. W
6 Now some students live in green houses near the school. DS

Green School

Green School in Bali is an unusual school.

It was an experiment in 2010 by John and Cynthia Hardy. Their idea was to make a school that was totally environmentally friendly. Everything in the school is 'green' – that means it's good for the environment. The classrooms are made of bamboo wood and the light is from the sun. The school uses solar power and water power from their river.

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 has a cow, some pigs and a buffalo. The students also study building, making furniture and traditional art and dance.

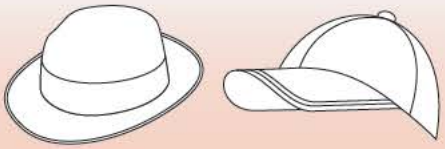
The Hardys want the local community to be a part of Green School. They have a rule that twenty percent of the students must be from Bali because they want local children to learn about protecting the environment. The children are often poor, so people from all over the world pay for them to go to the school. The idea of green living is becoming more popular and now people are building green 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.

SPEAKING

9 **Work in pairs. Student A, you work at the museum. Student B, you want to visit the museum. Use your information to role play the conversation.**

STUDENT A

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 extra discount at clothesmuseum.com or phone 020 3456 75284.

STUDENT B

- when/open?
- what/see/now?
- shop?
- ticket prices?
- book/online?

WRITING

10 **Read the email from your English friend, Carl. Then write a reply of about 100 words, answering Carl's questions.**

I'm sure you're in your new house now! How are you and what's your new school like? Do you do the same lessons? Are the teachers nice?

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6 SPORT AND HEALTH

Health is better than wealth.

A PROVERB

UNIT LANGUAGE AND SKILLS

Vocabulary:
- *Show what you know* – sports
- types of sport
- collocations – *do, go* and *be*
- collocations – sport and health

Grammar:
- Past Simple: affirmatives (regular and irregular verbs)
- Past Simple: questions and negatives (regular and irregular verbs)

Listening:
- a conversation about Physical Education
- multiple choice

Reading:
- an article about two sportspeople
- gapped text

Speaking:
- asking for and giving advice

Writing:
- a description of an event

FOCUS EXTRA

- Grammar Focus pages 116–117
- WORD STORE booklet pages 12–13
- Workbook pages 68–79 or MyEnglishLab
- MP3s – www.english.com/focus

6.1 Vocabulary

Types of sport • Verb collocations

I can talk about sport and health.

SHOW WHAT YOU KNOW

1 In pairs, add as many sports as you can to the table in sixty seconds.

Summer sports	skateboarding,
Winter sports	hockey,
Both	basketball,

2 Which sports do you like? Which don't you like? Tell your partner.

3 In pairs, look at the photos of Harry, Sally and Luke. What sports are their favourite? Choose from the words in the box.

badminton cycling football ice skating jogging karate kayaking kung fu sailing skiing swimming table tennis tennis volleyball yoga Zumba

Harry: karate Sally: cycling Luke: kayaking

Harry

Sally

REFERENCES

CULTURE NOTES ››› *p. 140*

EXTRA ACTIVITIES

- Photocopiable resource 31 (types of sport – 15 mins) p. 171, 207
- Photocopiable resource 54 (Test yourself pairwork activities), p. 176, 235
- In pairs, students make sentences using the underlined words and phrases in Ex. 5, e.g. *My brother takes part in lots of skiing competitions.* They then read their sentences to the class and see how many sentences are similar.

WORKBOOK

p. 68–69

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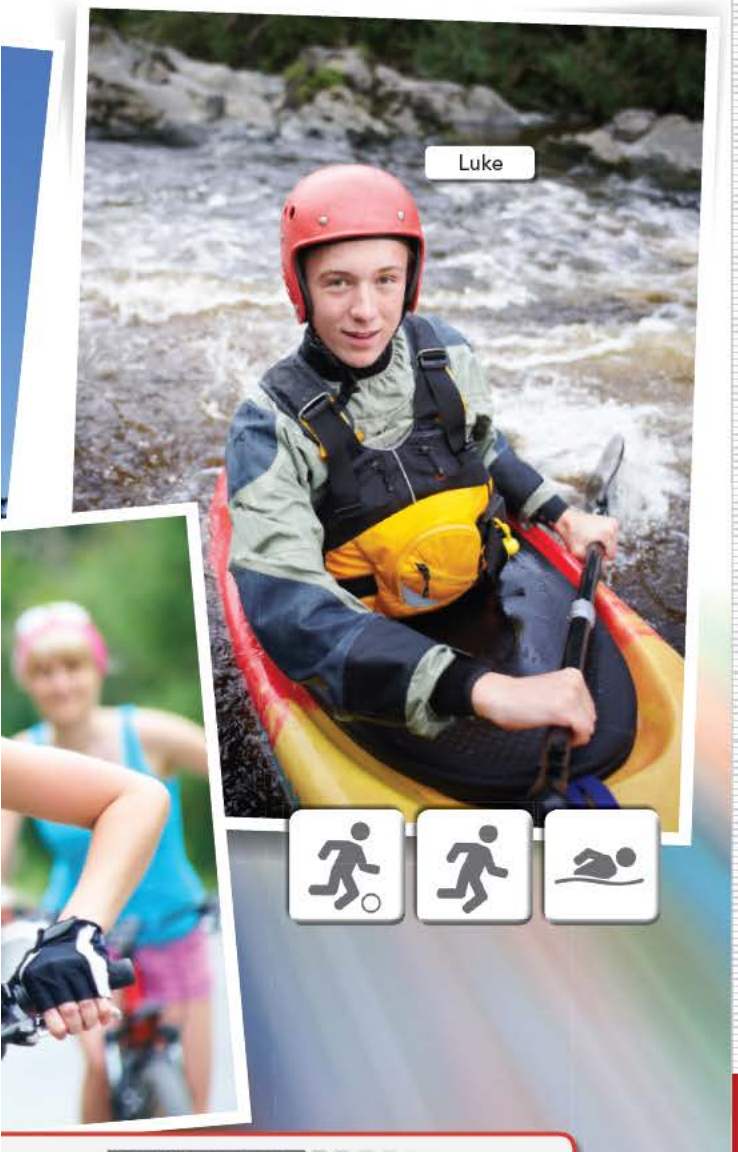
Go to **WORD STORE 6** page 13.

4 In pairs, look at the icons for each photo and guess what other sports Harry, Sally and Luke do.

Harry: badminton, tennis, ice skating
Sally: table tennis, volleyball, skiing
Luke: football, jogging, swimming

5 CD•3.1 MP3•98 Complete the sentences with *Harry, Sally* or *Luke*. Then listen and check.

1 Harry goes ice skating on Monday evenings.
2 Luke goes jogging before school three times a week. After jogging he has a healthy breakfast.
3 Sally plays table tennis for a team. Her team often wins.
4 In summer, Luke goes swimming and kayaking. He has a very healthy lifestyle.
5 Sally and his/her friends go skiing in winter. They go to the gym to play volleyball twice a week, to keep fit.
6 Harry plays tennis or badminton every week.
7 Luke plays football at the weekend with his friends.
8 Harry takes part in karate competitions.



WORD STORE 6A

6 CD•3.2 MP3•99 Complete WORD STORE 6A with the sports in Exercises 1 and 3. Then listen, check and repeat.

WORD STORE 6B

7 CD•3.3 MP3•100 Look at the phrases in red in Exercise 5 and complete WORD STORE 6B with *go, play* or *do*. Then listen, check and repeat.

8 In pairs, follow the instructions.

1 Make a list of at least six sports you or your friends do.
2 For each sport on your list write *go, play* or *do*.
3 Tell your partner about the sports you do, when you do them and who you do them with.

In winter I go skiing with my family.
I play tennis with my friend Daniel on Mondays.

WORD STORE 6C

9 CD•3.4 MP3•101 Look at the underlined phrases in Exercise 5 and complete WORD STORE 6C. Then listen, check and repeat.

10 Complete the questions with the verbs in WORD STORE 6C. Then ask and answer in pairs.

1 Do you have a healthy breakfast? What do you have?
2 What do you do to keep fit?
3 Do you play for a sports team? What sport do you play?
4 Do you have a healthy lifestyle? What do you do?
5 How often do you go to the gym?
6 Do you take part in any sports competitions? What kind?

11 Complete the text with one word in each gap. Use WORD STORES 6B and 6C to help you.

EXAMS AND YOUR HEALTH

- Don't study all night. You learn better when you're not tired.
- Try to have a [1] healthy diet. A healthy [2] breakfast first thing in the morning gives you energy for the whole day.
- Exercise is important. You're never too busy to [3] go jogging or swimming. If you don't have time to [4] play tennis or football, walk or cycle to school. Or [5] go to the gym for an hour.
- If there isn't a gym near your home, [6] do exercises for ten minutes every morning.
- And take regular breaks when you're studying.

12 In pairs, find these things in the text in Exercise 11.

- two things you already do
  I have a healthy diet.
- two things you'd like to do
  I'd like to do more exercise.

NEXT CLASS

- Ask students to do Show what you know 6.2 in the WB, p. 70.
- Ask students to bring in photos of a great or interesting holiday they have been on or an exciting or dangerous activity they have taken part in.

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6.2 Grammar

Past Simple: affirmatives

I can use the Past Simple to describe events in the past.

PASSION OR MADNESS?

When you look at mountains like this, do you think, 'I'd love to climb that!' or are you one of those people who say, 'Anyone who wants to climb that is mad!'?

These are Trango Towers (6,286 m) in the Karakoram in Pakistan. British climber Martin Boysen tried to climb them in 1975 and nearly died. In 1976 he tried again and became the first climber to reach the top.

In 1990 Japanese climber Takeyasu Minamiura climbed to the top of one side of the mountain. But that wasn't his main aim. He wanted to paraglide to the bottom.

On 9 September Minamiura jumped off the top of Trango Towers, but his paraglider hit the wall and he fell forty-five metres until the glider caught on a piece of rock and saved his life. And there he hung. The fall broke his glasses, but he was OK. When his hands stopped shaking, he took his radio and contacted his friends. He asked them to send a helicopter to rescue him.

1 Read the first part of a story. Who was the first person to climb Trango Towers? Martin Boysen

2 Read GRAMMAR FOCUS 1 and look at the verbs in blue in the story. Then write the Past Simple form of the verbs below.

GRAMMAR FOCUS 1

Past Simple: regular verbs

To form the **Past Simple** of regular verbs:

- add *-ed* to the end of the verb.
  jump → jumped
- add *-d* to the end of regular verbs that end in *-e*.
  save → saved
- double the final letter and add *-ed* if the verb ends with a single 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	7 ask –	asked
2 climb –	climbed	8 shout –	shouted
3 want –	wanted	9 help –	helped
4 like –	liked	10 save –	saved
5 stay –	stayed	11 cry –	cried
6 decide –	decided	12 start –	started

3 CD•3.5 MP3•102 Listen and put the Past Simple form of the verbs in Exercise 2 in the correct column.

/t/	/d/	/ɪd/
looked	climbed	wanted

4 CD•3.6 MP3•103 Listen, check and repeat.

5 CD•3.7 MP3•104 Read GRAMMAR FOCUS 2 and complete it with the underlined verbs in the article. Then listen, check and repeat.

GRAMMAR FOCUS 2

Past Simple: irregular verbs

1 become –	became	4 catch –	caught	6 break –	broke
2 hit –	hit	5 hang –	hung	7 take –	took
3 fall –	fell				

6 Complete the sentences with the Past Simple form of the verbs in the box.

break drink fall ~~go~~ have say run take

1 We went swimming yesterday afternoon.
2 We took part in a Zumba competition.
3 'I have to train really hard,' 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.

7 Read the second part of the story about Minamiura. Complete it with the Past Simple form of the verbs in brackets.

Two of his friends [1] walked (walk) twelve miles to a Pakistani army base to get help and they [2] flew (fly) to Trango Towers. They [3] saw (see) Minamiura, but winds [4] stopped (stop) the helicopter from landing. The two friends [5] planned (plan) a daring rescue – they [6] went (go) to Trango Glacier and [7] looked (look) for Boysen's fourteen-year-old ropes to help them climb the glacier.
Minamiura [8] spent (spend) six days without food and water before his friends [9] reached (reach) him and [10] brought (bring) him down the mountain. They [11] arrived (arrive) back on 18 September, forty-nine days after Minamiura [12] started (start) his adventure on Trango Towers.

Grammar Focus page 116

Exercise 3
/t/: looked, liked, asked, helped
/d/: climbed, stayed, saved, cried
/ɪd/: wanted, decided, shouted, started

REFERENCES

CULTURE NOTES ››› *p. 140*

EXTRA ACTIVITIES

- Photocopiable resource 32 (Past Simple: affirmative – 10 mins) p. 171, 208
- Photocopiable resource 54 (Test yourself pairwork activities), p. 176, 236
- Dictate a list of 20–30 regular verbs in the infinitive and elicit the Past Simple forms. Write them on the board in three columns, under the headings */t/*, */d/* and */ɪd/*. In pairs, students take turns to choose an infinitive for their partner to say the Past Simple form.
- Distribute the photos the students brought in among the class so that no one is using their own photo. Students write about what they think the person in the photo did or what happened. They read out their descriptions and find out if they were correct.

WORKBOOK

p. 70

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6.3 Listening

Multiple choice

I can find specific details in conversations.

1 **What can you remember? In pairs, 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 **In pairs, look at the photo and answer the questions.**

1 Do you have PE at school?
2 What kinds of activities do you do?
3 Do you enjoy it? Why?/Why not?

3 **Read the questions in Exercise 4. Match the underlined words and phrases with the ones with a similar meaning in a–f below.**

a wants [8]
b hates [1]
c likes [3]
d PE is necessary [5]
e has fun in [7]
f thinks it isn't important [2]

4 CD•3.8 MP3•105 **Listen to two students discussing PE. Tick the correct speaker for each question.**

Who:	Alfie	Millie
1 can't stand team sports?	✓	
2 doesn't care about winning?	✓	
3 enjoys PE lessons?		✓
4 likes Science more than 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 like to do kung fu at school?		✓

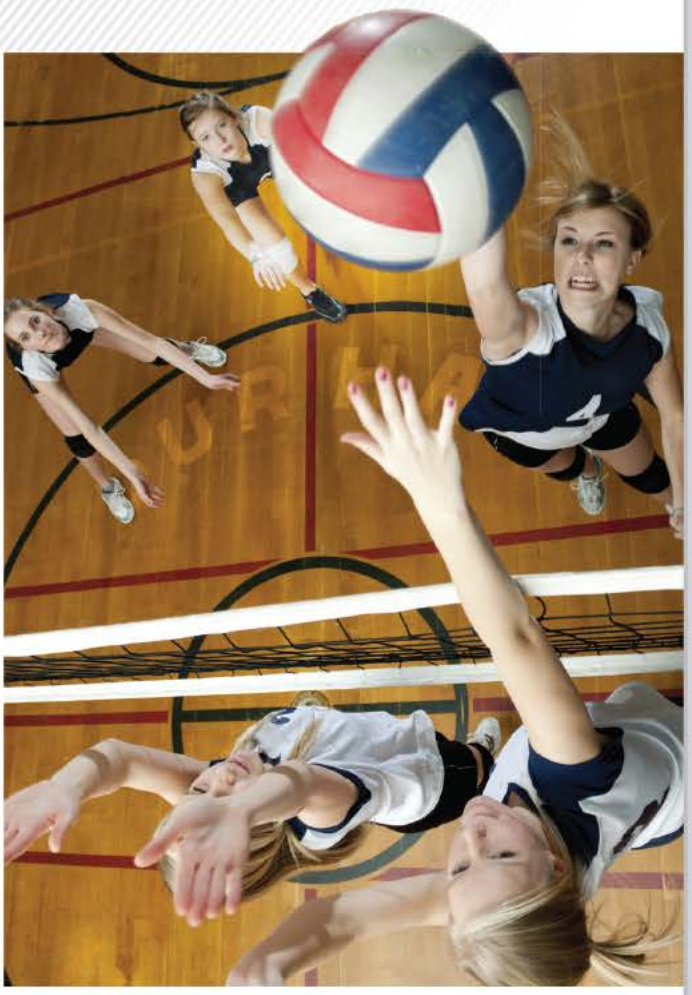
EXAM FOCUS Multiple choice

5 CD•3.8 MP3•105 **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 likes competition.
B she likes team games.
(C) she thinks it's relaxing.
4 Millie thinks PE is important because
A students don't have enough time after school.
B students can get good grades.
(C) students need exercise during the day.
5 Alfie thinks that at school there should be
A less sport.
B better instructors.
(C) different sports.

6 **Look at the questions in Exercise 4. Who do you agree with – Alfie or Millie? Discuss in pairs.**

I agree with ... I also ...



PRONUNCIATION FOCUS

7 CD•3.9 MP3•106 **In English the letter *a* is pronounced in many ways. Listen and repeat.**

/ɔ:/	/æ/	/eɪ/	/ɑ:/
water *ball, talk*	badminton *bat, match*	skating *game, play*	martial arts *hard, last*

8 CD•3.10 MP3•107 **Listen and put the words in the correct column in the table in Exercise 7.**

ball bat game hard last match play talk

9 CD•3.11 MP3•108 **Listen, check and repeat.**

WORD STORE 6D

10 CD•3.12 MP3•109 **Complete WORD STORE 6D with words and phrases from Exercises 3 and 4. Then listen, check and repeat.**

11 **Complete the sentences to make them true for you. Then compare your answers with a partner.**

1 I like _____ 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. 140*
AUDIO SCRIPT ››› *p. 150*

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 phrase. Students mingle and interview five other students about different activities and express their opinions. Put example questions on the board, e.g. *What three things do you love the most? What do you hate doing? What kind of music are you into? Is there anything you can't stand?*

WORKBOOK

p. 71

NEXT CLASS

Ask students to do some online research and find information about a disabled athlete they admire.

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6.4 Reading

Gapped text

I can understand the structure of a text.

1 **In pairs, look at the photos and discuss the questions.**

1 Who are the people? Lionel Messi and Natalia Partyka
2 What do you know about them?

2 **Read the article. Are the statements true (T) or false (F)?**

1 Lionel Messi is from Brazil. F
2 Lionel Messi had a health problem when he was a child. T
3 Lionel Messi started to play for Barcelona's first team at the age of nineteen. F
4 Lionel Messi helps children in need. T
5 Natalia Partyka has got one leg. F
6 Natalia Partyka's older brother played table tennis. F
7 Natalia Partyka didn't play in the Paralympics in Beijing. F
8 Natalia Partyka won a silver medal at the Paralympics in London in 2012. F

3 **Read the sentences in Exercise 4 and look at the underlined words and phrases. Then match statements 1–7 below with sentences A–D.**

1 The sentence before is probably about a man. D
2 The sentence before is probably about a woman. A
3 The sentence before is probably about two or more people. B
4 Something was expensive. D
5 Perhaps the person did or said something unusual. A
6 The sentence before probably says something like 'one (person)' or 'the first one'. C
7 The sentence before is probably about a bad result. B

EXAM FOCUS Gapped text

4 **Read the article again. Complete gaps 1–3 with sentences A–D. There is one extra sentence.**

A Her parents weren't surprised and they helped her from the start.
B It was the worst result in their career.
C The other one was the South African swimmer Natalie du Toit.
D It cost too much for his family and even for the local football club.

CD•3.13 MP3•110

A little

'All kids need is a little help, a little hope and somebody who believes in them.' Magic Johnson, the American basketball player, said this about children in sport. But what if a child is born without an arm or with a serious illness? Is there still hope for them? What kind of help do they need? Here are the stories of two children who had someone who believed in them.

Lionel ('Leo') Messi started playing football at a local club in Rosario, Argentina, at the age of five. When he was eleven he stopped growing. Doctors discovered he had a hormone problem. He needed expensive treatment. 1 D Then the director of FC Barcelona noticed the boy and invited him to move to Spain. The club promised to pay for his treatment. So Lionel and his father moved to Europe. Messi grew and trained. He started playing for the Barcelona first team before he

5 **Complete the sentences with the words in blue in the article.**

1 The Paralympics is an international sports competition for disabled athletes.
2 Wimbledon is the oldest tennis tournament in the world.
3 Many athletes became champions because someone believed in them.
4 The Leo Messi Foundation pays for the treatment of poor Argentinian children with serious health problems.
5 The American swimmer Michael Phelps won eight gold medals at the 2008 Olympic Games in Beijing.
6 Tennis star Venus Williams couldn't play in the 2011 US Open because of her illness.

REFERENCES

CULTURE NOTES ››› p. 140

EXTRA ACTIVITIES

• Students write a short paragraph about a disabled athlete they admire. Ask them to include one false piece of information in the description. Students read their descriptions to the class and the class guesses which piece of information is false.
• Dictate sentences with missing prepositions, similar to those in Ex. 6. Students complete the sentences with the correct prepositions and continue by writing similar gapped sentences for each other in pairs.

WORKBOOK

p. 72–73

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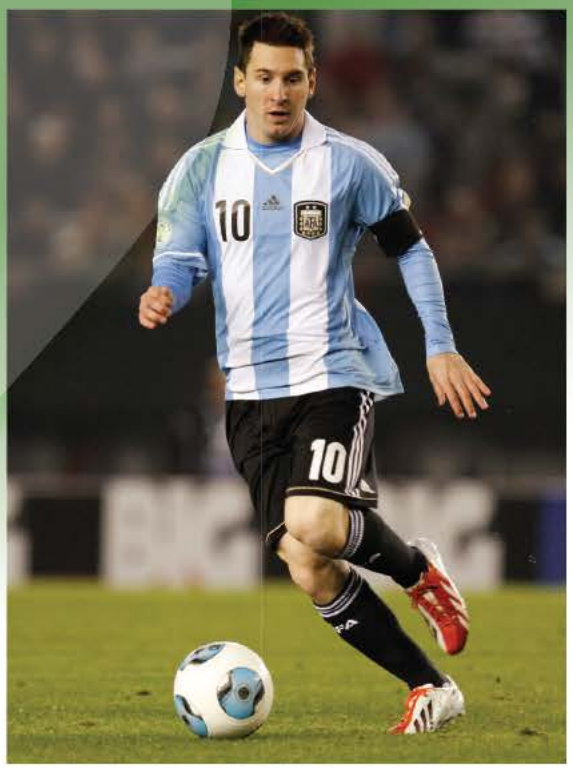
help, a little hope



was eighteen. Then, at the age of nineteen, he became the youngest Argentinian to play in the World Cup. Soon he was one of the most famous footballers in the world. In 2007 Messi started a foundation which pays for medical help for poor children.

How can a girl born without a hand become a table tennis star? When **Natalia Partyka** was seven, she wanted to play Ping-Pong like her older sister. [2] A Six months after she started training, Natalia took part in the first national **tournament** for **disabled** players. After that she never looked back. The Polish table tennis player won her first international medal at the age of ten. When she was fifteen, she **won** gold and silver medals at the Paralympics in Athens in 2004. Four years later, in Beijing, she was one of only two **athletes** who took part in the Olympics and the Paralympics at the same time. [3] C . At the 2012 Paralympics in London Natalia won gold and bronze.

6 Complete the sentences with prepositions from the article.

1 The Brazilian footballer Pelé first played in the World Cup Final at the age of seventeen.
2 Great South American football players often move to Europe early in their careers.
3 The largest stadium in the world is the Rungrado May Day Stadium in Pyongyang, North Korea.
4 Not many athletes take part in both the Olympics and the Paralympics.
5 A good coach believes in his players.
6 Most sportspeople need sponsors to pay for their equipment.
7 In football, when someone scores a goal, everyone shouts at the same time.

7 Discuss the questions in pairs.

1 What sport were you interested in when you were a child?
2 Who is your favourite athlete? What sport does he/she do?
3 Would you like to be a professional sportsperson? Why?/Why not?

WORD STORE 6E

8 CD•3.14 MP3•111 **What do you call different sportspeople? Complete WORD STORE 6E with more examples from the lesson. Then listen, check and repeat.**

NEXT CLASS

- Ask students to do Show what you know 6.5 in the WB, p. 74.
- Ask students to search for three facts about the Olympics.

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6.5 Grammar

Past Simple: questions and negatives

I can make questions and negatives in the Past Simple.

1 CD•3.15 MP3•112 **In pairs, do the quiz. 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

CROWN OF OLIVE LEAVES

3 What did an athlete win at the ancient Olympics?
A a gold medal
B a silver cup
(C) a crown of olive leaves

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 720BC.

5 Women didn't take part in Olympic events, but in 396BC 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.

HORSE CHARIOT

2 **Read the GRAMMAR FOCUS. Then complete the examples with the verbs in blue in the quiz.**

GRAMMAR FOCUS

Past Simple questions and negatives

Questions: ***did*** **+ subject + infinitive**

- *Yes/No questions*
  [1] *Did competitors in the ancient Olympics Games wear clothes?*
  Yes, they did./No, they didn't.
- *Wh- questions*
  Where [2] *did the first Olympic Games take place?*
  What did an athlete [3] *win at the ancient Olympics?*

Negatives: ***didn't*** **+ infinitive** (*didn't = did not*)
Women [4] *didn't take part in Olympic events.*

3 **Complete the questions with the Past Simple form of the verbs in brackets.**

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 CD•3.16 MP3•113 **Match the answers (a–g) with the questions (1–7) in Exercise 3. Then listen and check.**

6 a Because of World War II.
1 b In Athens.
5 c In 1924 in Chamonix, France.
7 d In 2000.
2 e No, they didn't. Women first took part in the Olympics in 1900.
3 f Tennis, golf, croquet and sailing in 1900, then swimming in 1912.
4 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.

5 **Complete the sentences to make them true for you. Use the affirmative or negative form of the verbs in brackets.**

1 I _____ (learn) to swim when I was a little child.
2 I _____ (like) PE lessons in primary school.
3 I _____ (go) skiing last year.
4 I _____ (take) part in a competition last month.
5 I _____ (try) bungee jumping during my last holiday.
6 I _____ (watch) the 2012 London Olympics on TV.

6 **Write questions for the sentences in Exercise 5. Then ask and answer in pairs.**

A: *When did you learn to swim?*
B: *When I was six years old.*

G mma F s pa e 1 6

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 5
1 learnt/learned/didn't learn
2 liked/didn't like
3 went/didn't go
4 took/didn't take
5 tried/didn't try
6 watched/didn't watch

REFERENCES
CULTURE NOTES ››› *p. 141*
AUDIO SCRIPT ››› *p. 150*

EXTRA ACTIVITIES
• Photocopiable resource 33 (Past Simple: all forms – 15 mins) p. 171, 209

• Ask students what they found out about the Olympics and write the information on the board. Students make sentences using the facts, e.g. *The first Olympics didn't take place in Egypt. They took place in Athens.*

WORKBOOK
p. 74

NEXT CLASS
Ask students to bring in pictures of healthy/unhealthy food and activities.

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6.6 Speaking

Advice

I can ask for and give advice about a healthy lifestyle.

1 **In pairs, look at the photo and answer the questions.**

1 Who are the two people? *a doctor and her patient*
2 Where are they? *at the doctor's*
3 What do you think is happening?

2 **Who says each phrase, the doctor or the patient?**

D How are you feeling today?
P I feel terrible.
D I have a headache every morning.
P I feel dizzy.
D Everything seems fine.
D Tell me a bit about your lifestyle.

3 CD•3.17 MP3•114 **Read and listen to the conversation. Check your answers to Exercises 1 and 2. Then find the advice the doctor gives Tony.**

Tony: Good morning, Doctor.

Doctor: Good morning, Tony. How are you feeling today?

Tony: I feel terrible, Doctor. I'm always tired, I have a headache every morning, I feel dizzy.

Doctor: OK. Let me examine you … Well, everything seems fine. Tell me a bit about your lifestyle. Are you getting enough sleep?

Tony: Well, I have exams in two weeks' time, so I'm working hard. I stay up late to study and get up early to go to university. At the weekend, I sleep late, but sometimes I stay up all night – there are a lot of parties at the moment.

Doctor: Well, it's important to get eight hours of sleep every night. Tell me, what sports do you do?

Tony: I play Ping-Pong sometimes. And I watch a lot of football on TV!

Doctor: That's not *doing* sports, Tony! You must do some kind of sport regularly. Exercise is very important.

Tony: So should I start jogging in the park?

Doctor: Good idea. It's important to spend some time outdoors. And you should also eat a lot of fresh fruit and vegetables.

Tony: I do, Doctor. I like fruit.

Doctor: OK, that's good. Make sure you eat well … and Tony, you really shouldn't stay up all night. You need your sleep!

Tony: OK, Doctor. Thanks. Goodbye.

4 **Complete the SPEAKING FOCUS with the underlined phrases in the conversation.**

SPEAKING FOCUS

Asking for advice

What **should I** do/eat/wear?

[1] *Should* I start jogging in the park?

Giving advice

\+ **You (really)** [2] *must* do some kind of sport regularly.
It's [3] *important* **to** spend some time outdoors.
Make [4] *sure* you always do some stretching exercises.
You [5] *should* **also** eat fresh fruit and vegetables.

– **You (really)** [6] *shouldn't* stay up all night.

5 **Complete the advice with one or two words in each gap. Tick (✓) the things you should do. Cross (✗) the things you shouldn't do.**

1 *Make* sure you do an hour of exercise every day. ☐
2 You *should* eat five kinds of fruit and vegetables a day. ☐
3 You really *shouldn't* train too hard at the beginning. ☐
4 It's *important* to have a healthy diet. ☐
5 You *shouldn't* eat so much sugar. It's bad for your teeth. ☐
6 It's *important* to get enough sleep every day. ☐

6 **In pairs, role play a conversation. Use the SPEAKING FOCUS to help you.**

Student A: You want to prepare for a sporting event. Ask your coach for advice on these points:
• diet • training • rest • equipment

Student B: You are the coach. Give Student A 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. Students could then vote for the best piece of advice.

• Ask students to write sentences about the photos they have brought in, using language from the Speaking focus. Students then take it in turns to show their photos to the class and read out their sentences.

WORKBOOK

p. 75

NEXT CLASS

Ask students to bring in photos of a sporting event they have taken part in or one which interests them.

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6.7 Writing

A description of an event

I can write a simple description of a sports 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. A lot of 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 much better!

Then I just concentrated on running. I reached the finish line in three hours and forty-two 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 the charity Children in Need.
g find my friends in the crowd.
h my feet were so sore.

REFERENCES

CULTURE NOTES ››› *p. 141*

EXTRA ACTIVITIES

Ask students to think of a charity which they would like to raise money for. This could be a specific organisation or a general idea, e.g. Doctors without Borders or an animal charity. Write the names of the charities on the board and take a class vote on the charity most students would support.

WORKBOOK

p. 76

NEXT CLASS

- Ask students to do Use of English 6.8 in the WB, p. 77.
- Ask students to revise for Focus review 6 and study the Word list on p. 125.

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4 **Choose the correct options.**

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 slipped and fell. We couldn't believe it! [4] *In the end* / *Suddenly*, Brompton won 16–12.

5 **Put the events (a–l) in the correct order (1–12).**

a Suddenly, I heard people shout my name. 9
b My dad drove me to the pool. 3
c They called my name and I went to the start. 6
d We had to wait a long time for the prizes. 11
e My mum gave me a big breakfast. 2
f I swam faster, passed my friend and won the race. 10
g I swam for about ten minutes to warm up before the race. 5
h I was very excited when I woke up because of the swimming competition that day. 1
i My friend passed me and I knew he was winning. 8
j I changed into my swimming trunks. 4
k Finally, at half past three, I received my prize and we all went home. 12
l At first I swam quite fast, but then I got tired and I slowed down. 7

6 **Read the email from your English friend, Olly, and the list of possible points to include below. Which three are not important to include?**

To:
From: Olly

In your last email you told me about a sports event. Did you take part? What was it like? Did you win?

Possible points to include

- what the event was
- where the event was
- what the weather was like
- how many people there were
- how you felt
- if your friends won their races too
- what you did later that day
- what training you're going to do next week

7 **Write an email of about 100 words to Olly, answering his questions.**

8 **Check.**

✓ Have you answered all the questions?
✓ Have you included some points from Exercise 6?
✓ Have you used phrases from the WRITING FOCUS?
✓ Have you checked your grammar and spelling?
✓ Have you organised your email well?

WORD LIST ACTIVITIES

- Divide the class into teams and give the class clues to a word from the list, e.g. a verb that means 'to save somebody's life' (*rescue*). Students can continue to play in small groups.
- Students write gap-fill sentences with words from the list. In pairs, they then swap their sentences, complete them and check their answers with their partner.

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FOCUS REVIEW 6

VOCABULARY AND GRAMMAR

1 Complete the sentences with the words in the box.

basketball ice skating sailing skiing
table tennis volleyball yoga 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.

feel get stay take win

1 I want to *take* part in a swimming competition next month.
2 If you want to run a marathon, you must *get* enough sleep!
3 Do you think Chris can *win* a medal?
4 You were ill last week, weren't you? Do you *feel* better today?
5 Don't *stay* up late the night before the match!

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 tournament, so he *trained* (train) hard every day.
4 I *felt* (feel) dizzy, so I *went* (go) to see the doctor.
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	Ben
Hi, Ben. How [1] *was the match* (the match/be)?	We [2] *won* (win) 3–1. It's a pity you [3] *didn't see* (not see) it!
So [4] *did you score* (you/score) any of the goals?	Yes, [5] *I did*! In the fifteenth minute!
Congratulations! [6] *Did George play* (George/play)?	No, [7] *he didn't*. He's ill.
How about Tom?	He [8] *played* (play) really well, but he [9] *didn't score* (not score).
Too bad. So, [10] *was the coach* (the coach/be) happy?	Yes, [11] *he was*! He [12] *said* (say) we [13] *were* (be) a fantastic team!

LANGUAGE IN USE

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

1 My brother ___ three different team sports.
A makes
B takes
C does

2 Mel wants to take ___ in a bicycle race in the summer.
A break
B part
C place

3 Christine ___ stand water sports.
A can't
B doesn't
C isn't

4 Dave started playing football ___ the age of five years and six months.
A in
B on
C at

5 ___ you do a lot of sports during your last holidays?
A are
B do
C did

6 Choose the option, A, B or C, which has a similar meaning to the underlined words.

1 I <u>really like</u> skiing.
A am into
B believe in
C support

2 Kevin <u>returned without a medal</u>.
A doesn't win
B didn't win
C don't win

3 <u>It's a good idea to</u> do a sport regularly.
A You should
B You can
C You have to

4 Jack took part in the marathon, but he didn't <u>complete</u> it.
A run
B win
C finish

5 I've got a really great <u>swimming instructor</u>.
A swimmer
B swimming coach
C swimming champion

REFERENCES
AUDIO SCRIPT ››› *p. 151*

EXTRA ACTIVITIES
- Photocopiable resource 34 (Language in use – 15 mins) p. 172, 210
- Photocopiable resource 35 (Speaking – 13 mins) p. 172, 211
- Photocopiable resource 36 (Writing – 12 mins) p. 172, 212

WORKBOOK
Self-assessment 6.9, p. 78

NEXT CLASS
- Ask students to do Self-check 6.10 in the WB, p. 79.
- Ask students to prepare for Unit test 6 and Review test 3 (*Focus* Assessment Package).

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READING

7 **Read the email and the advert below. Then complete Kenny's notes.**

From: Jess
To: Kenny

It's Dave's swimming competition on Saturday. Do you want to go? His race is in the morning. We can get the train – it's only twenty minutes. I'll be in the station café at 9.30. And bring some sandwiches. We can have lunch in the park after the competition! See you on Saturday.

Swimming competition

Stokewood Pool
10.30–5.30 Saturday, 5 February

Tickets: Morning or afternoon session: **£2.50**
All day: **£5.00**

Swimming competition

place: Stokewood Pool

date: [1] 5 February

travel by: [2] train

meeting place: [3] station café

ticket price: [4] £2.50

take: [5] sandwiches

LISTENING

8 CD•3.18 MP3•115 **Listen to a conversation and complete the information.**

1 David's new sport: squash
2 An expensive sport: golf
3 David wants a sport that is: outside
4 Length of a sailing course: two days
5 Time of dancing lessons: 6 p.m.

SPEAKING

9 **In pairs, role play a conversation. Student A, you want to do a new sport. Student B, recommend a sport.**

STUDENT A	STUDENT B
recommend/new sport?	
	recommend a sport
why?	
	say why
equipment?	
	give advice on equipment
training?	
	give advice on training

WRITING

10 **Read the email from your English friend, Cathy. Then write a reply of about 100 words, answering Cathy's questions.**

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!

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7 TRAVEL

The first step is the hardest.

A PROVERB

UNIT LANGUAGE AND SKILLS

Vocabulary:
- *Show what you know* – forms of transport and travel verbs
- types of holiday and transport
- collocations – journeys and holidays
- accommodation

Grammar:
- Present Prefect with *ever/never*
- Present Perfect and Past Simple
- Present Perfect with *just/yet/already*

Listening:
- recordings in various places related to travelling
- multiple choice

Reading:
- an article about a fundraising adventure
- multiple choice

Speaking:
- asking for and giving directions

Writing:
- an email of enquiry

FOCUS EXTRA

- Grammar Focus pages 117–118
- WORD STORE booklet pages 14–15
- Workbook pages 80–91 or MyEnglishLab
- MP3s – www.english.com/focus

7.1 Vocabulary

Holiday and transport • Accommodation • Collocations

I can talk about different kinds of holidays and transport.

SHOW WHAT YOU KNOW

1 In pairs, put the words in the box under the appropriate heading.

~~bike~~ boat bus car coach cycle drive ferry fly motorbike plane sail ship ride train tram underground

Forms of transport	bike boat, bus, car, coach, ferry, motorbike, plane, ship, train, tram, underground
Travel verbs	cycle, drive, fly, sail, ride

HOME CONTACT US TYPE OF HOLIDAYS

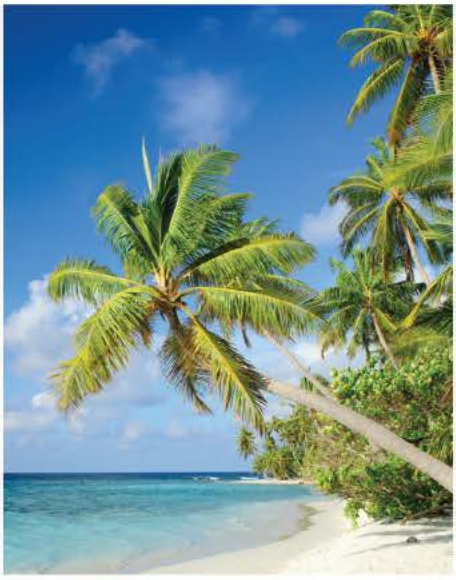
HARVEY'S HOLIDAYS

se he s ar h bar to find you perfect holid .
ook oda f r a tas ic sa in s
o mo e nfor a ion, o b o a flight or t bo k
h ld y clic HERE

Our top offers:

Beach holidays ★★★

If you want a beach holiday, we can offer you a choice of some of the most beautiful beaches in the world. Why not experience the soft white sand and clear water of St Vincent in the Caribbean? The beaches are perfect, the water is warm and you can relax at your luxury hotel.



Tours ★★★

Do you fancy a tour of some great cities? Try our Essential Europe Tour! It includes two nights in Rome, Venice, Lucerne, Paris and London. You travel by plane and by coach and we make all the arrangements for you. You stay in three-star hotels, eat in fantastic restaurants and visit all the top tourist sights and museums with an experienced guide

REFERENCES

CULTURE NOTES ››› p. 141
AUDIO SCRIPT ››› p. 151

EXTRA ACTIVITIES

- Photocopiable resource 37 (holidays and travel – 15 mins) p. 173, 213
- Photocopiable resource 38 (holidays and travel – 10 mins) p. 173, 214
- Photocopiable resource 55 (Test yourself pairwork activities), p. 176, 237
- Write *air, land* and *sea* on the board and ask students to write types of transport for each category. Play *Hangman* with travel verbs and then make sentences using the verbs and transport vocabulary, e.g. *I cycle to school. We use planes to travel long distances.*
- Students choose their favourite things to do on each type of holiday in the texts and write sentences. Take a class vote on the best and worst holiday on offer, asking students to explain their reasons.

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Go to **WORD STORE 7** page 15.

2 **Read the website. On which holiday can you do these things?**

1 visit local towns – activity holidays
2 eat at good restaurants – tours
3 travel on two continents – backpacking holidays
4 travel round by car – camping holidays
5 relax by the sea – beach holidays
6 go to museums – tours

Activity holidays ★★★

If you prefer to be active when you are on holiday, then try an activity holiday. This fantastic holiday offers you a chance to go mountain biking, hiking, climbing and kayaking in Sardinia, Italy. You stay in a friendly guesthouse and eat fresh local food. You can also book excursions into nearby towns to visit the sights and local markets.

Backpacking holidays ★★★

If you prefer to stay in youth hostels or bed and breakfasts (B & Bs) on a backpacking holiday, we can plan your trip and book all your transport and accommodation. With an InterRail card, you can travel cheaply by train everywhere in Europe. In America, you can go by bus, by plane or by train. We can help you find the best solution for your budget.

Camping holidays ★★★

Go on a camping holiday in Denmark! You can travel round the country by car and stay at fantastic campsites for great prices. We can book your car and campsites, provide tents, sleeping bags and cooking equipment. You only need to bring some warm clothes as nights can be cold!

WORD STORE 7A

3 CD•3.19 MP3•116 **Complete WORD STORE 7A with the words in red in the website. Then listen, check and repeat.**

4 **In pairs, discuss which type of holiday is best for these people.**

1 Annie loves culture and good food. tour
2 Peter hasn't got much money, but he wants to see the sights in Europe. backpacking holidays
3 James loves the outdoors, but he is tired and just wants to relax. beach holiday
4 Sue and Jane want to be independent. They have a free week and want to escape to the countryside. camping holiday
5 Sam is a great hiker and wants to learn how to rock climb. activity holiday

The best type of holiday for Annie is ...

5 **What is the best form of transport for these journeys? Why?**

1 from home to school
2 from home to the station
3 on a skiing holiday to the mountains
4 on a camping holiday
5 on a trip abroad

WORD STORE 7B

6 CD•3.20 MP3•117 **Complete WORD STORE 7B with the correct form of the underlined phrases in the website. Then listen, check and repeat.**

WORD STORE 7C

7 CD•3.21 MP3•118 **Complete WORD STORE 7C with the types of accommodation in the website. Then listen, check and repeat.**

8 CD•3.22 MP3•119 **Listen to four people and complete the table.**

Name	Type of holiday	Who with?	Travelled by?	Where?
Mike	backpacking holiday	Sam	train	France & Spain
Sally	tour	3 friends	coach	Europe
Dominic	activity holiday	cousin George	plane & bus	Italy
Magda	beach holiday	family	car & ferry	Greece

9 **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?

WORKBOOK
p. 80–81

NEXT CLASS
Ask students to do Show what you know 7.2 in the WB, p. 82.

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7.2 Grammar

Present Perfect with *ever/never*

I can talk about actions that happened some time in the past.

1 CD•3.23 MP3•120 **Richard and Suzy are talking about where to go on holiday. Read and listen to the first part 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. You can even ride a camel. I bet you haven't ridden a camel.
R: Actually, I have ridden a camel and I've ridden an elephant too.
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 rode an elephant 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 Suzy wants to go to Australia. T
3 You can do lots of different activities on the holiday. T
4 Richard rode an elephant in Egypt. F

2 **Read GRAMMAR FOCUS 1. Then complete the examples with the words in blue in the conversation.**

GRAMMAR FOCUS 1

Present Perfect

Form: ***have/has* + Past participle**

\+ *I/You/We/They* 1 *have ridden* *a camel.*
He/She/It has ridden an elephant.

– *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* *ridden an elephant.*
  She hasn't ridden an elephant.
- 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.**

	Infinitive	Past Simple	Past participle
Regular	1walk	walked	walked
	2chat	chatted	chatted
	3try	tried	tried
Irregular	4be	was/were	been
	5have	had	had
	6do	did	done
	7go	went	gone/been
	8ride	rode	ridden

Exercise 6
Have you ever been to a concert? When did you go there?
Have you ever tried a new sport? When did you try it?
Have you ever visited a foreign country? When did you visit it?
Have you ever won a competition? When did you win it?
Have you ever worked for money? When did you work for money?

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~~)
*She's never **been** sailing.* (NOT ~~gone~~)

4 CD•3.24 MP3•121 **Complete the second part of the conversation 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 *'s never ridden* (never/ride) a camel either. I'm sure she'd love to come too.
R: Good idea!

5 **Read GRAMMAR FOCUS 2. Then complete it with *Present Perfect* or *Past Simple*.**

GRAMMAR FOCUS 2

Present Perfect and Past Simple

- You use the 1 *Present Perfect* to talk about finished actions in time up to now. You never say when they happened.
- If you know when something happened, use the 2 *Past Simple*.

Have you ever ridden a camel?
Yes, I rode a camel last year.

6 **Write questions with *Have you ever ...?* and the phrases in the box. Then, in pairs, ask and answer the questions following the example.**

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.

Grammar Focus page 117

REFERENCES
CULTURE NOTES ››› *p. 142*

EXTRA ACTIVITIES
- Photocopiable resource 39 (Present Perfect with *ever/never* – 15 mins) p. 173, 215
- Students play *Grammar tennis*. In pairs or small groups, A says a verb, B puts the verb into the Past Simple, A gives the past participle of the verb and B makes a correct sentence in the Past Simple or Present Perfect.

WORKBOOK
p. 82

NEXT CLASS
Make copies of the audio script for the conversations in Ex. 2 in Lesson 7.3.

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7.3 Listening

Multiple choice

I can identify detail in short travel conversations.

1 **Read the sentences and check you understand the words in green. Then, in pairs, look at the photos and decide in which place you might hear each sentence.**

C 1 Have you got any **luggage**?
A 2 Can I have a look at some **brochures**?
B 3 Which **platform** does the 8.45 train to London leave from?
C, D 4 Can I see your **passport**, please?
C, D 5 I'd like to **check in**, please.
C 6 Is the **flight** on time?
B, C 7 **Passengers** must wait in the waiting room.
B, C 8 I can't find my **ticket**.
D 9 Do you have a **booking**?

2 CD•3.25 MP3•122 **Listen to four recordings. Where does each of them take place? Match the recordings (1–4) with the photos (A–D).**

1 C 2 B 3 A 4 D

4 **In pairs, think about your dream holiday. Decide:**

- where to go and how to travel.
- what bookings to make.
- what information you need.
- what to take.

EXAM FOCUS Multiple choice

3 CD•3.25 MP3•122 **Listen again and choose the correct answer, A, B, or C.**

1 Where is the passenger travelling to?
A Frankfurt
B Rome
C Madrid

2 Which platform is the train arriving on?
A 3
B 4
C 11

3 Where does the woman want to go?
A Barcelona
B Basque Country
C She is not sure.

4 How many nights has the man booked for?
A one
B two
C three

PRONUNCIATION FOCUS

5 CD•3.26 MP3•123 **In English the letter *o* is pronounced in different ways. Listen and repeat.**

/əʊ/	/ɒ/	/ʌ/	/ɔː/
hotel, home, photo, brochure	off, hot, clock, holiday, hostel	come, money, Monday, month, some	or, door, morning, short, platform

6 CD•3.27 MP3•124 **Listen and put the words in the correct column in the table in Exercise 5.**

brochure clock door holiday home hostel
hot Monday money month morning platform
photo short some

7 CD•3.28 MP3•125 **Listen, check and repeat.**

WORD STORE 7D

8 CD•3.29 MP3•126 **Complete WORD STORE 7D with the words in green in Exercise 1. Then listen and check.**

REFERENCES

CULTURE NOTES ››› p. 142
AUDIO SCRIPT ››› p. 151

EXTRA ACTIVITIES

- After doing Ex. 3, students write an extra question for each conversation for the rest of the class to answer.
- Give out the copies of the audio script and ask students to practise the conversations in pairs.

WORKBOOK

p. 83

NEXT CLASS

Ask students to research different ways of fundraising for charities.

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7.4 Reading

Multiple choice

I can understand a magazine article about a fundraising adventure.

1 **In pairs, look at the photos and the title of the article. What do you think it is about?**

2 **Read the introduction and check your answer to Exercise 1. Then answer the questions.**

1 Why are Michiel and Joost taking this trip?
2 How many kilometres is their journey?
3 How long do they expect their trip to take?
4 How many countries does their trip take them to?

3 **Read the article and match headings 1–5 with paragraphs A–E.**

1 Our bikes
2 The most amazing things on the trip
3 The lessons we have learnt
4 Our reasons for the trip
5 The worst things on the trip

EXAM FOCUS Multiple choice

4 **Read the text again and choose the correct answer, A, B or C.**

1 Michiel and Joost
A have been to the Antarctic.
(B) have been to the Arctic.
C have reached Ushuaia.

2 One of the reasons for their trip is
A to cycle from the Arctic to the Antarctic.
B to visit towns and villages in South America.
(C) to tell the world about the problems of getting clean water.

3 During the trip
(A) they have stayed in people's homes.
B they have visited many different water projects.
C they appeared on television in Guatemala.

4 Before the trip started,
A Michiel had a problem with his bike.
(B) they didn't practise at all.
C they practised hard.

5 Their bikes are good
(A) because they are comfortable to ride.
B but they feel all the bumps in the road.
C because the frame is metal.

6 They say that travelling by bike is
A much slower than going by car.
B not as interesting as going by coach.
(C) a good way to meet people.

Cycling for water

CD•3.30 MP3•127

Dutch friends Michiel Roodenburg and Joost Notenboom are on a 30,000-kilometre cycling trip from the Arctic to the Antarctic! They started on 4 July in northern Alaska and now, nineteen months later, they are in Chile. They hope to finish their journey in a month's time when they reach Ushuaia, in Argentina, the southernmost city in the world. Their journey has already taken them through fifteen different countries! Here, they tell us all about their amazing adventure to raise money for their organisation, Cycle for Water.

Exercise 2
1 to raise money for their organisation, Cycle for Water
2 30,000
3 20 months
4 15

REFERENCES
CULTURE NOTES ››› *p. 142*

EXTRA ACTIVITIES
• In pairs, students write five *true/false* sentences about the text and swap with another pair to answer their questions.
• Elicit other ways of raising funds for charity and write them on the board. In groups, students choose a charity fundraising event and either a) imagine what they would do to plan the event or b) imagine they have attended the event and are writing about what happened and what they did.

WORKBOOK
p. 84–85

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A [4]
There's a world water crisis and we want people to know about it. We also want to raise money for our organisation, Cycle for Water. It provides clean, safe water for towns and villages in Central and South America. We've carried a bottle of water from the Arctic all the way! At the end of the trip, we plan to pour it into the Antarctic.

B [2]
We've met so many wonderful people! People have invited us to stay in their homes, given us food, laughed with us and shared our story. When we were in San Francisco, CNN asked us to go on their news show – that was really cool too. We also went to visit one of our water projects in San Juan La Laguna in Guatemala. It was fantastic to see the difference it makes to people's lives.

C [5]
The beginning of the trip was really tough because we didn't train before we started and it was hard work pulling a heavy trailer behind our bikes. There were also millions of mosquitoes, dogs chased us and Michiel's bike broke. Luckily, after a few weeks things got much better!

D [1]
We've got bamboo bikes. The frame is bamboo, not metal. It's very strong and flexible so you don't feel the bumps in the road. They're really comfortable bikes to ride and they're environmentally friendly.

E [3]
When you travel by bike, you meet people more quickly than you do when you are in a car or a coach. It is the best way to experience a place and you don't harm the environment in any way. It's a great way to learn about how people live and to learn about the world.

NEXT CLASS
Ask students to do Show what you know 7.5 in the WB, p. 86.

5 **Match the words in the box with the pictures.**

bumps frame mosquito pour trailer

1 bumps

2 pour

3 trailer

4 frame

5 mosquito

6 **Complete the sentences with the correct form of the words and phrases in blue in the article.**

1 Modern cars have a very light frame, so they are more economical.
2 Please drive slowly because there are a lot of bumps in the road.
3 If you want to experience London, take a bus, not the underground.
4 Our cycling trip was really tough – we had to cycle for eight hours a day!
5 Most plastics are flexible and so they don't break easily.
6 We reached the end of the journey after 605 days on the road.
7 Electric cars are the most environmentally friendly cars.
8 They stole our money, but they didn't degree us.

7 **Discuss the questions in pairs.**

1 Would you like to go on a trip like Michiel and Joost's? Why?/Why not?
2 What kind of organisation would you like to raise money for? Why?

WORD STORE 7E

8 CD•3.31 MP3•128 **Complete WORD STORE 7E. Look at the underlined phrases in the article and match 1–6 with a–f to make collocations. Then listen, check and repeat.**

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7.5 Grammar

Present Perfect with *just/already/yet*

I can use the Present Perfect with just, already and yet.

1 **Discuss the questions in pairs.**

1 How many countries have you visited?
2 Which countries would you like to visit? Why?

2 **In pairs, look at the photo, read the text and match the questions with the answers. What did you find most suprising?**

1 Who is Charles Veley? e
2 When did he start travelling? Why? c
3 How many countries has he visited? a
4 Where is he now? When did he arrive there? d
5 Has he been to Scott Island yet? b

a He has already been to 805 countries and he's not stopping! The United Nations recognises only 193 countries. Charles visited all of these and then started travelling to islands, provinces and protectorates. He calls these countries too.
b No, he hasn't been there yet! Only six people have ever been there! He'd like to visit the tiny island near the Antarctic some time.
c He started travelling in 2000 – he decided to visit all the countries in the world.
d He has just arrived in Heligoland, small islands near Germany. He arrived there only a few hours ago.
e He is the world's most-travelled person – he's travelled to more countries than anyone else in the world!

3 **Read the GRAMMAR FOCUS. Then complete the examples with the words in blue in the text.**

GRAMMAR FOCUS

Present Perfect with *just/already/yet*

- You use ***just*** to talk about things that happened a very short time ago.
  He [1] *has just arrived in Heligoland.*
- You use ***already*** in affirmative sentences for things that happened earlier than expected.
  He [2] *has already been to 805 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 he been to Scott Island yet?*
  No, he [4] *hasn't been there yet.*

4 **Complete the text with the correct form of the verbs in brackets. Then choose the correct word, *just*, *already* or *yet*.**

The Hotel in the Heavens

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 only (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 **Use the prompts to write questions. 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 **Mike is getting ready for a trip. Look at his list and write questions. Then answer them.**

To do:
- pack case ✗
- buy camera ✓
- book room ✗
- read guidebook ✓
- get new passport ✗

Has Mike packed his case yet?
No, he hasn't.

7 **Complete the sentences to make them true for you.**

1 I've just …
2 I've already …
3 I haven't … yet.
I've just finished reading an article about travelling.

G mma F s pa e 1 8

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 he packed his case yet? No, he hasn't.
- Has he bought a camera yet? Yes, he has.
- Has he booked a room yet? No, he hasn't.
- Has he read the guidebook yet? Yes, he has.
- Has he got a new passport yet? No, he hasn't.

REFERENCES
CULTURE NOTES ››› *p. 142*

EXTRA ACTIVITIES
- Photocopiable resource 55 (Test yourself pairwork activities), p. 176, 238
- Students write sentences using *just, already* and *yet*, e.g. *My dad has just got a new job. Our Maths teacher has already given us our homework.*

WORKBOOK
p. 86

NEXT CLASS
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).

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7.6 Speaking

Asking for and giving directions

I can ask for and give simple directions to a place.

1 **In pairs, match sentences 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 High Street. F
3 The town hall is in Shakespeare's 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 High Street, opposite the post office. D

2 CD•3.32 MP3•129 **Listen to the first part of a 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 CD•3.33 MP3•130 **Read the SPEAKING FOCUS and listen to the second part of the conversation. Underline the phrases you hear.**

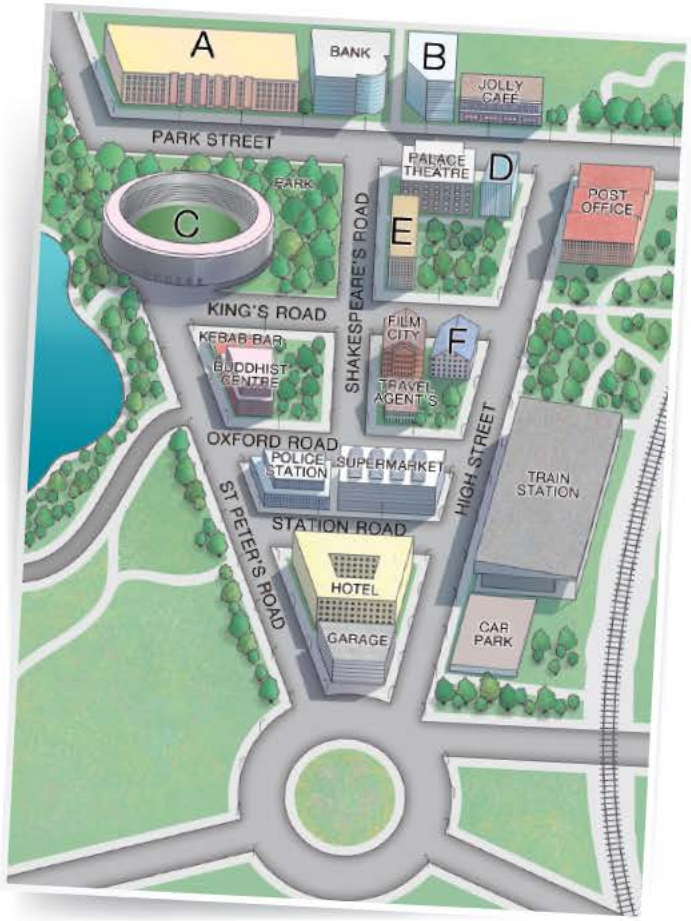
SPEAKING FOCUS

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 (High 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).
It's next door.
It's on the corner of (Shakespeare's Road) and (King's Road).



4 CD•3.34 MP3•131 **Look at the map and complete the conversation with phrases from 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's 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 **In pairs, look at the map. Decide where you are and where you want to go to. Take turns to ask for and give directions.**

REFERENCES

CULTURE NOTES ››› *p. 142*
AUDIO SCRIPT ››› *p. 152*

EXTRA ACTIVITIES

• Students write questions about the places on the map in Ex. 4, e.g. *Where's the supermarket?* They then work in pairs and give their questions to their partner to answer.
• In pairs, using their own maps (or map apps), students ask for and give directions to various places.

WORKBOOK

p. 87

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7.7 Writing

An email of enquiry

I can write a formal email of enquiry.

1 **Read Laura's email and answer the questions.**

1 What did Laura leave in the hotel? her watch
2 What does she want the hotel to do? send the watch to her by courier

2 **Read the email again. Match the parts of the email (A–F) with the 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]

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,
Laura Dryden

3 **Compete the WRITING FOCUS with the words in purple in the email.**

WRITING FOCUS

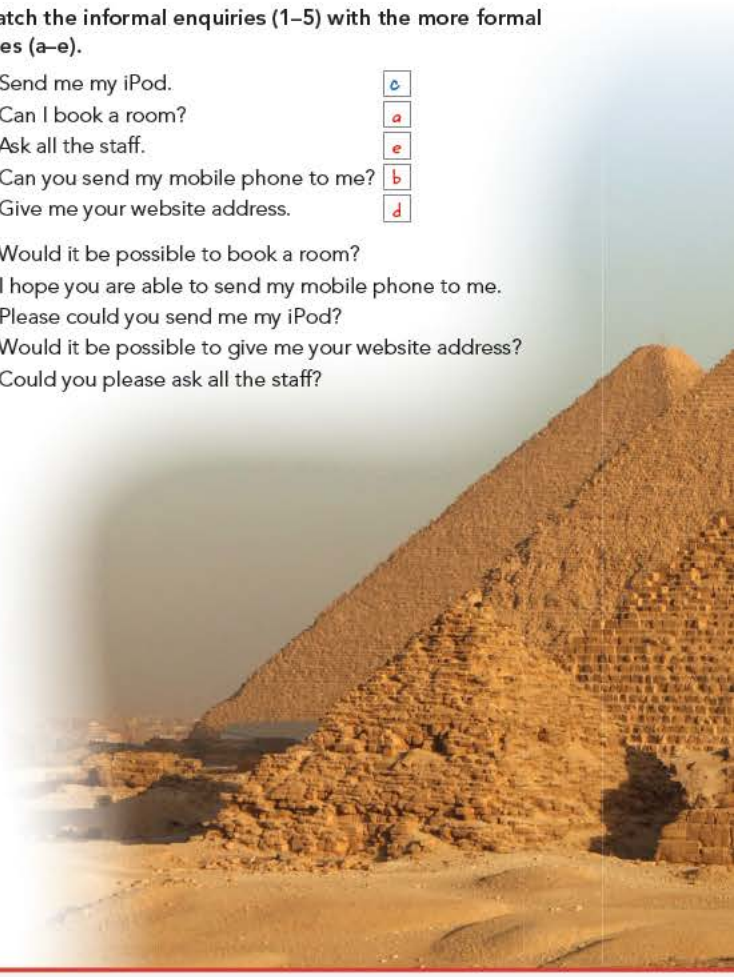
A formal email

- 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 …/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 the informal enquiries (1–5) with the more 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?



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EXTRA ACTIVITIES

In pairs, students write one true and two false sentences about the information given in the email. They then compare sentences with the rest of the class. Students correct the false sentences.

WORKBOOK

p. 88

NEXT CLASS

- Ask students to do Word practice 7.8 in the WB, p. 89.
- Ask students to revise for Focus review 7 and study the Word list on p. 126.

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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?

6 **Choose the correct answer, A, B or C.**

1 Thank you for ___ me.
A help B your helping (C) your help
2 I am writing ___ enquire about the concert tickets.
A enquire B for enquiring (C) to enquire
3 Please phone me ___ 2099678425.
A in (B) on C at
4 Would it ___ possible to contact me soon?
(A) be B to be C for being
5 Thank you for your letter ___ to my request.
(A) in response B for responding C respond
6 Please reply ___ this email.
A at B for (C) to
7 I look forward ___ from you.
A hearing B for hear (C) to hearing
8 I ___ be happy to help you.
A am (B) would C have

7 **You are writing to a travel agent. Write polite sentences about these things. Try to use different polite expressions for each sentence.**

1 You are contacting this travel agent because a friend recommended him.
2 You want to enquire about holidays in Egypt.
3 You want to make a reservation at a five star hotel.
4 You want some information about excursions.
5 You want to pay extra for first class on the plane.
6 You want the travel agent to reply to your email.

8 **You left your MP3 player in a restaurant. Write an email of enquiry of 80–130 words to the manager. Include the information below.**

- Say when you were there and which table you sat at.
- Describe your MP3 player.
- Ask the manager if they have found it.
- Give your contact details.
- Ask the manager to send you the MP3 player.

9 **Check.**

✓ Have you written a polite, formal email?
✓ Have you included all the points in the question?
✓ Have you used phrases from the WRITING FOCUS?
✓ Have you organised your email well?
✓ Have you checked spelling and punctuation?

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?/Please could you post it to me?
5 Would it be possible to organise a guide?

WORD LIST ACTIVITIES

- Write *Forms of transport*, *Types of trips* and *Accommodation* in three columns on the board. In small groups, students have three minutes to write as many items under each heading as they can. The team with the most correct answers are the winners.
- Play *Mime* with holiday activities, things to take on holiday, places to visit and giving directions. One student mimes a word or phrase for the others to guess. This can be done in groups or as a whole class.
- Dictate short sentences with missing words, e.g. *When you plan your holiday, you should ___ a hotel so that you have somewhere to stay.* (book). Students complete the sentences. They can continue the activity in pairs or small groups.

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FOCUS REVIEW 7

VOCABULARY AND GRAMMAR

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

arrive book drive fly go make ride stay

1 I want to ___make___ a booking.
2 I must remember to ___book___ my flight to Italy.
3 We can ___go___ climbing in the mountains.
4 What time does the train ___arrive___ at the station?
5 Why don't you ___stay___ in a hotel?
6 Let's ___drive___ from Paris to London in my 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 try some new sports. **ACTIVE**
2 Can you make a ___reservation___ at the hotel? **RESERVE**
3 I've never been ___kayaking___. Have you? **KAYAK**
4 The price doesn't include ___accommodation___. **ACCOMMODATE**
5 Who makes the holiday ___arrangements___ in your family? **ARRANGE**
6 I'm going on a ___backpacking___ holiday with my friends. **BACKPACK**

3 Use the prompts to write sentences.

1 Jane / never / ride / an elephant
2 you / ever / try / hang-gliding?
3 we / not be / up in a hot-air balloon
4 Kathy / already / visit / over twenty countries
5 they / not ride / a camel / yet
6 Sam / ever / break / 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) an elephant yet.
b Sam ___rode___ (ride) an elephant for the first time yesterday.
5 a ___Has Sue ever broken___ (Sue/ever/break) her leg?
b When ___did Matt break___ (Matt/break) his arm?

Exercise 3
1 Jane has never ridden an elephant.
2 Have you ever tried hang-gliding?
3 We haven't been up in a hot-air balloon.
4 Kathy has already visited over twenty countries.
5 They haven't ridden a camel yet.
6 Has Sam ever broken his arm?

LANGUAGE IN USE

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

1 A: Excuse me, where's the post office?
B: It's not far. ___ left into Cranmer Road and it's on the right.
A Take (B) Turn C Get
2 A: How did you get from Britain to France?
B: We went on a ___. It took six hours.
(A) ferry B tram C tube
3 A: We went to Germany ___.
B: Oh, did you enjoy it?
A yet B already (C) last year
4 A: What was the best part of your holiday in Madrid?
B: One day we went on ___ to visit Toledo. It's about seventy kilometres from Madrid.
A an adventure (B) an excursion C foot
5 A: What's your favourite kind of holiday?
B: ___, because I love relaxing by the sea.
A An adventure holiday C A cycling trip
(B) A beach holiday

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

Hi Chris!
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, but 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 done

REFERENCES
AUDIO SCRIPT ››› *p. 152*

EXTRA ACTIVITIES
- Photocopiable resource 40 (Language in use – 15 mins) p. 173, 216
- Photocopiable resource 41 (Speaking – 12 mins) p. 174, 217
- Photocopiable resource 42 (Writing – 80 mins) p. 174, 218

WORKBOOK
Self-assessment 7.9, p. 90

NEXT CLASS
- Ask students to do Self-check 7.10 in the WB, p. 91.
- Ask students to prepare for Unit test 7 (*Focus* Assessment Package).

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READING

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

HITCHBOT

Have you ever seen a hitchhiker standing by the side of a road? Hitchhiking is popular with young people because it doesn't cost anything – drivers stop and take you on all or part of your journey. Of course, it's not like a bus or train because it can take a long time, but hitchhikers say they meet some amazing people. Now drivers in Canada might see an unusual hitchhiker – Hitchbot, a hitchhiking robot. One of its inventors, David Harris Smith, has hitched across Canada three times and says he had some of the best experiences of his life. Smith and a colleague, Frauke Zeller, have built Hitchbot because they wanted to see if people would stop and give the robot a lift and talk to it. The robot can chat about things it has learnt, about its inventors and about its journey. It has access to Wikipedia and it runs on solar power. You might think it's a joke, but Smith and Zeller's experiment has a serious point – can robots and people get on together?

Hitchbot's journey started in Nova Scotia in July. It has already completed a third of its 6,000 mile journey to Victoria. It's now near Lake Superior. More than 57,000 people are following its journey on Facebook and Twitter and travellers have posted lots of photos on the website. Hitchbot has also done some shopping, eaten motor oil and had fun with travellers. Nobody knows when it will finish its journey – Zeller and Smith want Hitchbot to get as many rides as possible. It hasn't been in a self-driving car yet, but anything is possible!

1 Hitchhiking isn't like travelling by bus or train because it's
A free.
B quicker.
C boring.

2 When Smith hitchhiked, he
A didn't have a good time.
B had some incredible experiences.
C took a long time to travel across Canada.

3 Hitchbot
A can't talk about many things.
B can only describe its inventors.
C can talk about many different things.

4 Hitchbot
A has nearly completed its journey.
B has completed about 2,000 miles.
C has already travelled 57,000 miles.

5 Hitchbot hasn't
A been to any shops.
B posted photos on the website.
C had fun.

LISTENING

8 CD•3.35 MP3•132 Listen to four conversations and choose the correct answer, A, B or C.

1 Where does the conversation take place?

2 Where is the man sleeping tomorrow night?

3 Which cases has the woman got?

4 How much does the passenger's new ticket cost?

A £15.00 B £15.50 C £50.00

SPEAKING

9 In pairs, look at the map. Student A, you want to go to the market. Student B, give directions to Student A.

WRITING

10 Read the email and write a reply of about 100 words to Mr Soames.

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.

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8 NATURE

Colours are the smiles of nature.

LEIGH HUNT (1784–1859), AN ENGLISH POET

UNIT LANGUAGE AND SKILLS

Vocabulary:
- *Show what you know* – animals and plants
- landscape
- wildlife
- environmental problems

Grammar:
- future with *will*
- *be going to*

Listening:
- a radio weather forecast
- matching

Reading:
- three short texts related to nature
- right/wrong/doesn't say

Speaking:
- agreeing and disagreeing

Writing:
- expressing an opinion and presenting arguments

FOCUS EXTRA

- Grammar Focus page 119
- WORD STORE booklet pages 16–17
- Workbook pages 92–103 or MyEnglishLab
- MP3s – www.english.com/focus

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8.1 Vocabulary

Landscape • Wildlife • Environmental problems

I can talk about wildlife and the countryside.

SHOW WHAT YOU KNOW

1 Put the words in the box under the appropriate heading.

~~bush~~	crocodile	fish	flower
grass	monkey	penguin	tree

Animal	Plant
crocodile, fish, monkey, penguin	bush, flower, grass, tree

2 In pairs, add as many other words to the table as you can in sixty seconds.

4 WONDERS OF NATURE

ASIA

The Valley of Flowers

The Valley of Flowers lies about 4,000 metres above sea level in the Himalayas. You have to walk seventeen kilometres to get there. The valley is famous for its mountain flowers. It changes colour almost every day, when different kinds of plants begin to flower. This lovely spot is home to many rare animals – bears, snow leopards and different kinds of butterflies.

AFRICA

The Congo Rainforest

Not many places on Earth are as full of life as the Congo rainforest, the world's second largest tropical forest. It covers two million square kilometres in six countries along the river Congo. About 10,000 kinds of tropical plants grow here. Many of them are unique to the Congo area. Rare animals such as forest elephants, chimpanzees and three kinds of gorillas live in the jungle.

REFERENCES

AUDIO SCRIPT ››› p. 153
CULTURE NOTES ››› p. 142

EXTRA ACTIVITIES

- Photocopiable resource 43 (landscape features – 10 mins) p. 174, 219
- Photocopiable resource 44 (wildlife – 10 mins) p. 174, 220
- Photocopiable resource 56 (Test yourself pairwork activities), p. 176, 239
- 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 are the winners.
- After doing Ex. 4, in pairs, students write three more questions about each place in the texts. They swap their questions with

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Go to WORD STORE 8 page 17.

3 In pairs, match photos A–D with the words in the box.

coral reef C | jungle/forest A, B | mountain A | river B, D | sea C | valley A | waterfall D

4 Read the article and answer the questions.

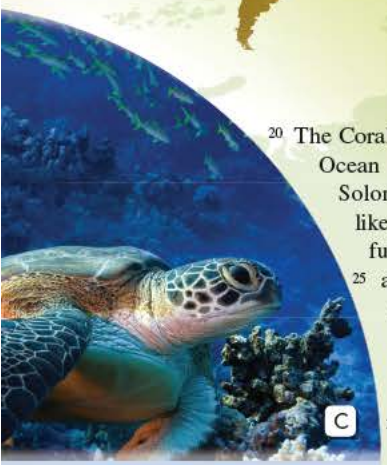
1 How can tourists travel to the Valley of Flowers? walking
2 How large is the Congo rainforest? 2 million km²
3 How many kinds of turtles are there in the world? How many live in the Coral Triangle? 7, 6
4 Why are the sea snails in the Coral Triangle unusual? They eat coral and look like it.
5 Why are the plants in the Iguazu Falls unusual? They can only live in running water.

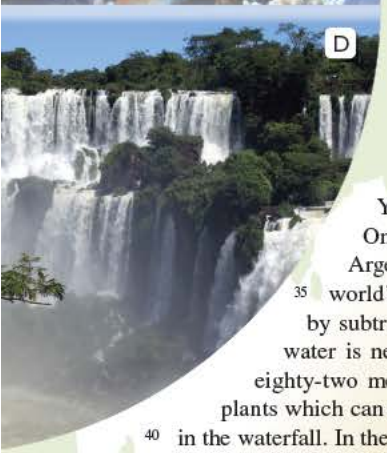
5 Which places from the article would you most like to see? Why?

THE PACIFIC

The Coral Triangle

The Coral Triangle is an area in the Pacific Ocean between Indonesia and the Solomon Islands. Its coral reefs are like underwater gardens. They are full of wonderfully rich life. There are 600 kinds of coral and 2,000 kinds of fish. Six of the world's seven types of sea turtles swim in the sea here. There are whales, sharks and strange sea snails which eat coral and look like bits of coral!





SOUTH AMERICA

Iguazu Falls

You can hear it from miles away. On the border between Brazil and Argentina lies Iguazu, one of the world's largest waterfalls, surrounded by subtropical rainforest. The curtain of water is nearly three kilometres wide and eighty-two metres in the highest place. Rare plants which can only live in running water grow in the waterfall. In the 1986 film *The Mission*, you can see Robert de Niro climbing the Iguazu Falls.

WORD STORE 8A

6 CD•3.36 MP3•133 Complete WORD STORE 8A with the singular form of the words in red in the article. Then listen, check and repeat.

7 Complete the sentences with words from WORD STORE 8A.

1 Great Britain is an island.
2 The Baltic is a cold sea with not very much salt.
3 Mont Blanc is the highest mountain in Europe.
4 The Amazon rainforest is the largest forest in the world.
5 The Nile is the world's longest river.

WORD STORE 8B

8 CD•3.37 MP3•134 Label the pictures in WORD STORE 8B with the underlined words in the article. Then listen, check and repeat.

9 Which of the animals in WORD STORE 8B live in your country?

WORD STORE 8C

10 CD•3.38 MP3•135 Check you understand the words in red. In pairs, guess which groups of problems 1–4 exist in each of the four places in the article. Then listen and check.

1 illegal hunting, cutting down trees — B
2 illegal fishing, water pollution, global warming — C
3 noise and air pollution from helicopters — D
4 not many problems, because it's so high up — A

11 CD•3.39 MP3•136 Complete the sentences with the correct form of the words in the box. Then listen and check.

air | climate | cut | destroy | ~~noise~~ | protect

1 The helicopters made a lot of noise and polluted the air.
2 People also cut down trees, and this destroys the natural environment of those animals.
3 Climate change can destroy coral reefs completely.
4 We really should do everything we can to protect the environment.

12 CD•3.40 MP3•137 Complete WORD STORE 8C with the words in red in Exercises 10–11. Then listen, check and repeat.

13 Choose the correct options.

1 Cutting *down* / *up* trees *destroys* / *protects* the environment.
2 Modern cars *make* / *do* less noise than old ones.
3 Oil from ships can cause dangerous *air* / *water* pollution.
4 Illegal *fishing* / *hunting* is a danger to elephants.
5 Climate *warming* / *change* is perhaps the world's greatest problem today.

another pair and answer them.
• In small groups, students research (on phones or computers) another natural wonder and write a short article with follow-up questions about it. They then swap with another group or write it up for a wall display.

WORKBOOK
p. 92–93

NEXT CLASS
• Ask students to do Show what you know 8.2 in the WB, p. 94.

• Ask students to research two facts about polar bears and problems they are facing.

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8.2 Grammar

Future with *will*

I can use will *to talk about the future and predict future events.*

1 **What do you know about polar bears? Choose the correct options. Then read the text and check your answers.**

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 **Read the GRAMMAR FOCUS. Then complete the examples with the words in blue in the text.**

GRAMMAR FOCUS

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 sentences with *will* or *won't*. Then compare with a partner.**

1 People _____ 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 **In pairs, ask and answer 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 solve 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

You 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 **Write sentences about topics 1–5 with *get* or *become* and the comparative form of an adjective from the box. Then 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 **In pairs, ask and answer questions about your future.**

Will you … in the next ten years?

- get married
- have children
- make many new friends
- have your own flat or house
- earn a lot of money

A: Will you get married in the next ten years?
B: Yes, I will./No, I won't.

G mma F s pa 1 8

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REFERENCES
CULTURE NOTES ››› p. 143

EXTRA ACTIVITIES
- Photocopiable resource 45 (future with *will* – 15 mins) p. 174, 221

- Use the facts students have found out about polar bears to lead in to the text.

WORKBOOK
p. 94

NEXT CLASS
Ask students to bring their phones if they have recording apps on them.

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8.3 Listening

Matching

I can identify specific detail in a weather forecast.

1 CD•3.41 MP3•138 **Look at pictures 1–7 on the right. Listen and repeat.**

2 CD•3.42 MP3•139 **Make adjectives from the nouns. Then listen and repeat.**

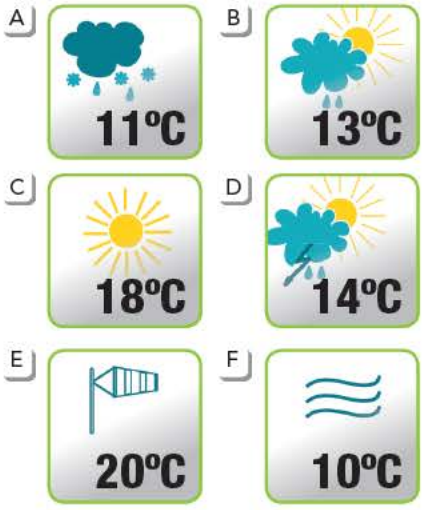
1 north – northern
2 south – southern
3 east – eastern
4 west – western

3 **Find these places on the map. Which place do you think will be the coldest? Why?**

- Southern England (with Cornwall)
- the Midlands
- Northern England
- Northern Ireland
- Wales
- Scotland

EXAM FOCUS Matching

4 CD•3.43 MP3•140 **Listen to a weather forecast and match the pictures (A–F) with the places 1–4. There are two extra pictures.**



1 Southern England C
2 Wales and the Midlands D
3 Northern England B
4 Scotland A

5 CD•3.43 MP3•140 **Listen again. Are the statements true (T) or false (F)?**

1 Cornwall will be the warmest place tomorrow. T
2 In Northern England a wind from the sea will bring rain. T
3 The day will be very rainy in the Highlands. T
4 It will snow in all of Scotland. F

6 CD•3.44 MP3•141 **Complete the sentences from the weather forecast with the words in the box. Then listen and check.**

~~cloudy~~ foggy rainy sunny windy

1 It will be cloudy with showers most of the day.
2 We can expect a sunny day with some cloud.
3 The morning will be foggy, but the fog should soon clear.
4 And that strong west wind will bring rainy weather from the Atlantic.
5 Saturday will be a windy day.

PRONUNCIATION FOCUS

7 CD•3.45 MP3•142 **Listen and repeat.**

degrees during clear expect
forecast temperature weather

8 CD•3.46 MP3•143 **Listen and repeat.**

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.

9 **In pairs, 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 …)

WORD STORE 8D

10 CD•3.47 MP3•144 **Complete WORD STORE 8D with the correct nouns and adjectives. Then listen and check.**

REFERENCES

CULTURE NOTES ››› p. 143
AUDIO SCRIPT ››› p. 153

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 forecast, using their phones.

WORKBOOK

p. 95

NEXT CLASS

Ask students to research information on national parks and nature reserves around the world and to bring in photos.

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8.4 Reading

Right/Wrong/Doesn't say

I can find specific detail in short texts about national parks.

1 **Discuss the questions in pairs.**

1 Have you ever been to a national park?
2 Tell your partner:
- where you went
- when you went there
- what you saw.

2 **In pairs, look at the photos and the headings in the texts on page 101 and answer the questions. Then read the texts and check your answers.**

1 Where are these national parks?
2 What do you think you will be able to see there?

EXAM FOCUS Right/Wrong/Doesn't say

3 **Read the texts again. Are the statements right (R), wrong (W) or do the texts not say (DS)?**

1 In the Nature Reserve it is all right to give fish to the seabirds. W
2 It is quite normal for seabirds to be afraid of people. R
3 Ellen saw wolves while she was walking in the National Park. W
4 Ellen has visited this park once before. DS
5 A mountain in North America has names in two languages. R
6 The pubs in the Yorkshire Dales are well-known all over the world. DS
7 A famous sports event once took place in the Yorkshire Dales. R

4 **In pairs, take turns to tell your partner which of the places from the texts you would like to see and why.**

I would like to see ... because ...

5 **Match the words in blue in the texts with the definitions.**

1 birdwatching (n) – observing wild birds as a hobby
2 nuisance (n) – someone or something that annoys you or causes problems
3 rare (adj) – which you don't see very often; unusual
4 original (adj) – the one which existed first, at the beginning
5 take a break (phrase) – have a holiday
6 fear (n) – an emotion when you are afraid of something
7 glacier (n) – a very large area of ice that moves slowly down a mountain valley
8 cooperation (n) – agreement to do what someone wants you to do

6 **Complete the sentences with prepositions from the texts.**

1 When I have to spend hours on a bus, I (read a long book).
2 I like (playing the piano) and I can do it for hours.
3 On my way to school, I walk past (the zoo).
4 (Pandas) have a natural diet of (bamboo).
5 (Human food) is not good for wild animals.
6 I love (travelling) and I'm very interested in (visiting new places).
7 I'm fit, but I don't have the legs for (cycling up mountains).
8 Let's go to (the beach) – we can relax by (the sea) and have a swim.

7 **Look at Exercise 6 again. Change the words in brackets to make true sentences. Then tell the class.**

When I have to spend hours on a bus, I listen to music.

8 **Complete the collocations with adjectives from text C.**

1 an incredible place
2 breathtaking landscapes
3 lovely, peaceful countryside
4 picturesque villages
5 the amazing Yorkshire Dales
6 a very special place

9 **In pairs, make notes about a national park or nature reserve under the headings below.**

Place:
(The Lake District) is in (North West England).

Landscape:
There is/There are ...

Wildlife:
... live there.

Activities:
You can ...

Adjectives:
It's a (really) ... place.

10 **In pairs, tell the class about the national park you chose. Use your notes from Exercise 9.**

WORD STORE 8E

11 CD•3.49 MP3•146 **Complete WORDS STORE 8E with adjectives from the texts. Then listen, check and repeat.**

Exercise 2
1 A Farne Islands (England); B Alaska (USA); C Yorkshire Dales (England)
2 A water birds; B wolves, ice bridges; C beautiful landscape, villages, birds

REFERENCES
CULTURE NOTES ››› *p. 143*

EXTRA ACTIVITIES
- After doing Ex. 3, students write two more questions about each text in pairs. They swap them with another pair.
- Students write sentences about places they have visited using the collocations in Ex. 8. They read them out to their partners, who listen and ask questions.
- Students work in pairs. Using the information they have found about national parks around the world, they write an article for a travel guide. They read out their articles and the class votes for the best place to go.

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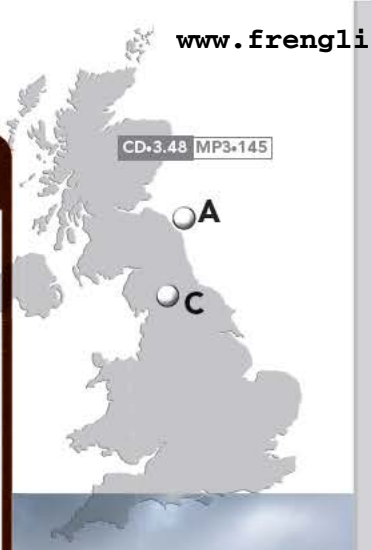
CD•3.48 MP3•145



Farne Islands Nature Reserve

A

PLEASE DO NOT FEED SEA BIRDS

Water birds have a natural diet of fish and sea plants. Human food, especially bread, is not good for their health. Wild birds need to know how to find their own food. If you feed them, they may lose this important skill. When you feed animals, they may lose their natural fear of humans. This is dangerous for the birds and may be a nuisance to people – if, for example, a bird tries to take your sandwich! Thank you for your understanding and cooperation.

HELP US KEEP OUR WILDLIFE WILD AND SAFE!

B

To: Peggy

Subject: Denali National Park

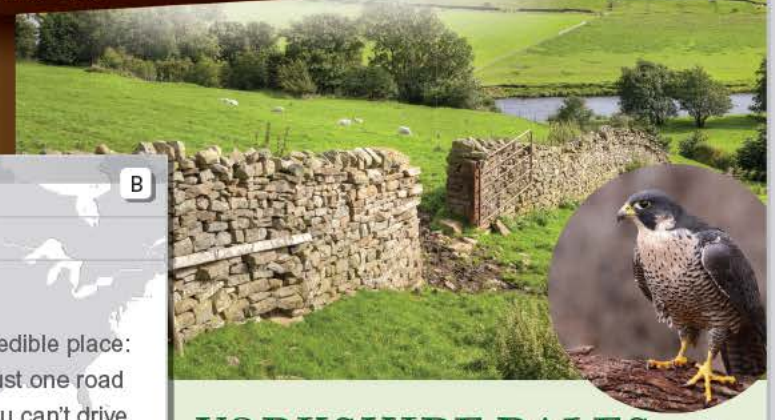
Hi Peggy,

I'm in Denali National Park in Alaska. It's an incredible place: twenty-four square kilometres of wild land with just one road across it. Yesterday we were on the park bus (you can't drive your own car here) when, suddenly, three WOLVES ran past us along the road! One of them looked right up at me and I could see what a truly wild, dangerous, beautiful animal it was. It was amazing, but I was happy to be inside the bus.

Tomorrow I'm going to take a helicopter ride to the Yanert Glacier to see ice pools, ice bridges and ice falls! Doesn't that sound cool? Wish you were here!

Ellen XXX

PS 'Denali' is the original Indian name for Mount McKinley, the highest mountain in North America. You can see it wherever you are over here!



C

YORKSHIRE DALES NATIONAL PARK

A very special place

The Yorkshire Dales have some of the most breathtaking landscapes in Britain. You can walk, cycle or ride for hours through the lovely, peaceful countryside, over hills and fields with their characteristic stone walls. You can relax by a river or waterfall and have lunch in an old pub in one of the picturesque villages.

The Yorkshire Dales, with their many rare birds, are ideal for anyone interested in birdwatching. This is your opportunity to see peregrine falcons.

Take a break in the amazing Yorkshire Dales this year! Follow the route of riders in the 2014 Tour de France or, if you don't think you have the legs for that, try an easier valley route.

You can find loads of ideas on our site to help you plan your visit to this very special place.

101

WORKBOOK

p. 96–97

NEXT CLASS

Ask students to do Show what you know 8.5 in the WB, p. 98.

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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.

8.5 Grammar

be going to

I can use be going to to talk about plans.

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

1 What plans has Holly 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?/Why not?

Bob
Thirty-three days, sixteen hours, forty-six minutes left till the holidays! What are you going to do this summer? Any plans?
Yesterday at 22.14

Holly
I'm going to work as a volunteer in the Scottish Highlands.
5 hours ago

Ben
??
2 hours ago

Holly
I'm going to look after Highland ponies … and the people who want to ride them, but don't know how to ride!
1 hour ago

Ben
Are they going to pay you?
30 minutes ago

Holly
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 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 **Read the GRAMMAR FOCUS. Then complete the examples with the words in blue in the posts.**

GRAMMAR FOCUS

be 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 CD•3.50 MP3•147 **Listen to Lucy and Luke talking about their weekend. Tick the correct speaker for each activity.**

	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 **Use the prompts to write sentences with *be going to* about Lucy and Luke.**

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 **Use the prompts to write questions with *be going to*. Then match the questions with the answers.**

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

7 **Complete the sentences to make them true for you. Use *be going to*.**

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 …

Grammar Focus page 119

REFERENCES
AUDIO SCRIPT ››› *p. 153*

EXTRA ACTIVITIES
• Photocopiable resource 56 (Test yourself pairwork activities), p. 176, 240

• In pairs or small groups, students write about their short-term, mid-term and long-term plans for the future.

WORKBOOK
p. 98

NEXT CLASS
Ask students to study the language of agreeing and disagreeing in the Speaking focus on p. 103.

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8.6 Speaking

Agreeing and disagreeing

I can agree and disagree in a discussion and express my opinion.

1 **In pairs, match two sentence endings to each beginning.**

1 You waste energy when you [b] [c]
2 You save energy when you [a] [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?**

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 2012 about 7,000 cities and towns in 152 countries on all the continents took part in Earth Hour.

3 CD•3.51 MP3•148 **Listen to Alice and Leo talking about Earth Hour. Who thinks it's a good idea? Who doesn't think it's a good idea?**

Alice thinks it's a good idea, Leo doesn't.

4 CD•3.51 MP3•148 **Read the SPEAKING FOCUS and complete the conversation. Then 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 options.**

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 **In pairs, read A's opinions in Exercise 5 aloud. Agree or disagree. Give your opinion.**

EXTRA ACTIVITIES

- In pairs, students act out the conversation in Ex. 4.
- Elicit discussion points about the environment and write them on the board, e.g. *pollution, endangered species, nuclear energy*. Students prepare their ideas and make notes to take part in a class debate. This can also be done in smaller groups. Students should use the language of agreeing/disagreeing.

WORKBOOK

p. 99

NEXT CLASS

Ask students to find out information about vegetarianism. *What is it? Why do people choose not to eat meat?*

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8.7 Writing

Expressing an opinion; presenting arguments

I can express my opinion in writing with reasons and explanations.

1 **Read the sentences and check you understand the words in purple. Then, in pairs, tick the things you do to protect the environment. Compare your ideas with other pairs.**

To protect the environment we should:

- **sort** our **rubbish** for **recycling**. ☐
- **turn off the light**, the computer and all other electronic equipment when we're not using it. ☐
- **save water** – for example, **turn off the water tap** when we clean our teeth. ☐
- walk and cycle more. ☐
- buy **recycled** things. ☐
- plant trees. ☐
- buy less and **throw away** less. ☐

2 **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

[A] **In my opinion**, the best thing we can do for our planet is to become vegetarians.
[B] **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.
[C] **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.
[D] **Finally**, remember the animals themselves! Animals on large 'factory farms' have a terrible life and a terrible death.
[E] You don't even have to stop eating meat completely. Just eat less. You'll help save the Earth and feed everyone on it!

3 **Read the blog again. Match the parts of the blog (A–E) with the descriptions (1–5).**

1 Add another argument. C
2 Repeat your opinion and/or encourage the reader to do something. E
3 Add the final argument. D
4 State your opinion. A
5 Give the first explanation/argument. B

4 **Complete the WRITING FOCUS with the words in purple in the blog.**

WRITING FOCUS

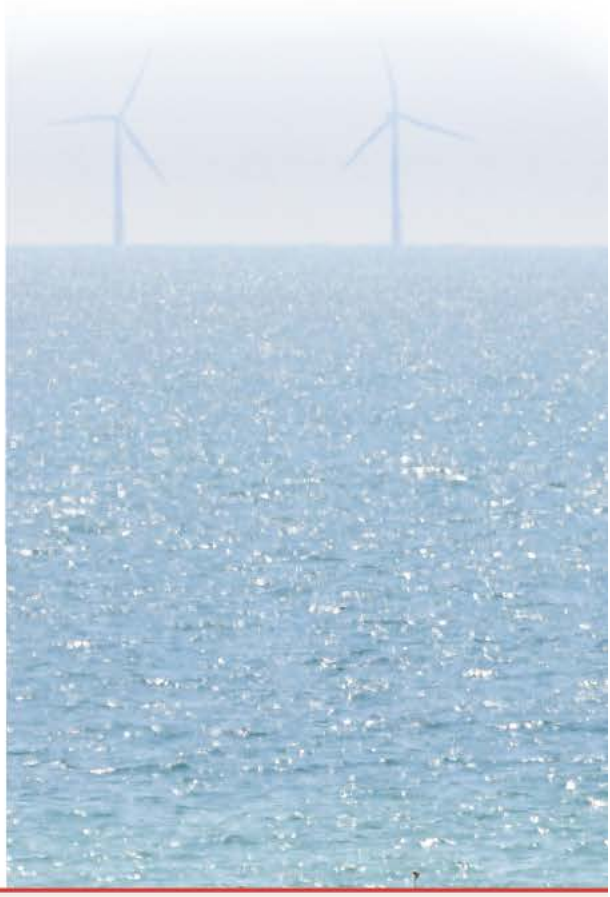
Expressing an opinion; presenting arguments

- 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, …

5 **Replace the words in purple in the blog with different phrases from the WRITING FOCUS.**

Exercise 2
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 5
In my opinion = I think/I believe/ It seems to me/ In my view
First of all = Firstly
In addition = Secondly/Also
Finally = Lastly



EXTRA ACTIVITIES

After doing Ex. 2, ask students to form pairs. With books closed, ask them to make a list of all the arguments the writer puts forward in the blog (*producing meat causes waste of foodstuffs, also causes waste of water, will be able to feed more people, uses a lot of land, tropical forests being destroyed, suffering of animals*). Which pair can remember the most arguments?

WORKBOOK

p. 100

NEXT CLASS

- Ask students to do Use of English 8.8 in the WB, p. 101.
- Ask students to prepare for Focus review 8 and study the Word list on p. 127.

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6 Put the sentences in order to make 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]

7 Read the topics of three blog entries about the environment. Then match the topics (a–c) with the arguments (1–9).

a We need more wind farms.
b Plastic bags are bad for the environment.
c Many people don't recycle.

1 We throw away too much rubbish. [b]
2 The view will be terrible. [a]
3 Birds and sea animals eat them. [b]
4 We can make new things from old things. [c]
5 We need new energy. [a]
6 It takes up to 1,000 years for them to disappear. [b]
7 They produce clean energy. [a]
8 There aren't many places left to throw away our rubbish. [c]
9 We can use other bags. [b]

8 Write one more point for each topic in Exercise 7. It can be for or against the idea.

a _____
b _____
c _____

9 Match these suggestions with the topics in Exercise 7.

1 Go online and join our group, More Clean Energy! You will help the environment. a
2 Make sure you put your rubbish in the right bags or boxes. It will make a difference. c
3 So don't buy plastic bags in supermarkets. Soon, they will stop selling them! b

10 Choose one of the topics from Exercise 7 and write a blog of about 100 words about it.

In your blog, you should:
- express your opinion.
- give at least two arguments to support your opinion.
- encourage readers to take action.

Divide your blog into these paragraphs:
- Give your opinion. Do you agree or disagree with the idea in the title?
- Give your first argument. Why do you agree or disagree?
- Give your second reason for agreeing or disagreeing.
- Advise the reader what he/she can do.

11 Check.

✓ Have you included all the points in the task?
✓ Have you divided your blog into paragraphs?
✓ Have you used phrases from the WRITING FOCUS?
✓ Have you checked your grammar and spelling?

WORD LIST ACTIVITIES

- Prepare (or ask students to prepare) anagrams of words from the list. Students solve the anagrams and then say what category each word belongs to.
- Divide the class into teams. Give teams in turns a word or phrase from the list. They have to use it correctly in a sentence or give the translation. Give a point for each correct answer. The team with the most points at the end are the winners.

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FOCUS REVIEW 8

VOCABULARY AND GRAMMAR

1 Read the descriptions and complete the landscape words.

1 You can take a boat along this. r i v e r
2 You find this between mountains and hills. v a l l e y
3 People like walking through the trees in this. f o r e s t
4 You can climb this. m o u n t a i n
5 You can see this when water drops a long way very quickly. w a t e r f a l l
6 This is completely surrounded by water. i s l a n d

2 Choose the correct options.

1 Animals die out when people (destroy) / *disappear* their habitats.
2 Electric cars (pollute) / *recycle* the air less than petrol or diesel cars.
3 We should *save* / (sort) all our rubbish so it's easier to recycle.
4 Remember to always turn off the water tap so you don't (waste) / *save* water.
5 We live near the airport and the aeroplanes (make) / *do* such a lot of noise.
6 Global warming is causing the ice in the Arctic to (melt) / *grow*.

3 Complete the sentences with *be going to* and the verbs in the box.

feed not work plant take throw visit

1 We *are going to take* a break in the Scottish Highlands this year.
2 I *am going to feed* my dog now and then I can go out.
3 Our class *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* away 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 rain this week.
5 *You won't be able to* (you/not/can) see the lions at this time of day.
6 *Will mountain gorillas disappear* (mountain gorillas/disappear) from the Congo rainforest because of the search for oil?

LANGUAGE IN USE

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

1 One of the causes of global warming is ____ .
A planting trees
(B) cutting down trees
C saving trees

2 Tigers are in danger as a result of ____ .
A illegal fishing
B air pollution
(C) illegal hunting

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 <u>are planning to see</u> the Coral Triangle this winter.
(A) are going to see
B will see
C have seen

2 <u>You have a point</u>, but my opinion's different.
A I agree with you
(B) I see what you mean
C I'm not sure

3 We saw some very <u>rare</u> butterflies.
A lovely
B famous
(C) unusual

4 <u>It's a good idea</u> to buy and consume less.
A We can
(B) We should
C We'll be able to

5 <u>I don't think we can</u> 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

REFERENCES
AUDIO SCRIPT ››› *p. 154*

EXTRA ACTIVITIES
- Photocopiable resource 46 (Language in use – 15 mins) p. 175, 222
- Photocopiable resource 47 (Speaking – 15 mins) p. 175, 223
- Photocopiable resource 48 (Writing – 10 mins) p. 176, 224

WORKBOOK
Self-assessment 8.9, p. 102

NEXT CLASS
- Ask students to do Self-check 8.10 in the WB, p. 103.
- Ask students to prepare for Unit test 8 and Review test 4 (*Focus* Assessment Package).

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READING

7 **Read the texts. Are the statements right (R), wrong (W) or do the texts not say (DS)?**

1 Adelie penguins are not very big. R
2 There aren't many of them now. W
3 At Longleat Safari Park all animals live in special buildings. DS
4 The Safari bus is free. DS
5 You can see the park with a guide just for you. R
6 There are more tigers as pets than in the wild. R
7 It may soon be illegal to keep tigers as pets. DS

Adelie penguins are smaller than most other penguins. They are 45–75 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.

Visit Longleat Safari Park!

Open since 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 gorilla colony, 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.

There are only about 3,200 tigers still living in the wild in the whole world. But there are many more – perhaps 10,000 – 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! Firstly, 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 can't give them the medical care they need, and many die. Finally, they can be dangerous to people – it's in their nature!

LISTENING

8 CD•3.52 MP3•149 **Listen to Jack talking to a friend about tourist attractions in his area. Match the places (1–5) with the attractions (a–h).**

1 Nature Reserve f
2 Kirkland Hills d
3 New Foresth g
4 Brown's Island c
5 Headland Beac a

a butterflies
b wolves
c rare flowers
d waterfall
e pigs
f seabirds
g wild ponies
h glacier

SPEAKING

9 **In pairs, do the task.**

A friend of yours is trying to decide where to go and what to do on holiday. Talk about the different things he could do and see and then decide which would be best. Look at the photos to help you.

WRITING

10 **Read the post about a new shopping centre and write your comment in about 100 words.**

Have you heard? They're going to build a new shopping centre on Green Park! What do you think and why? Write your comment below.

Yesterday at 14.22

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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.*
Check *the word in the dictionary.*
Don't *look at the text.*
Don't run *in the corridors.*

We use *let's* + infinitive to make suggestions:
Let's talk about school.

1 Complete the sentences with the imperative form of the verbs in brackets.

1 Don't work (not work) in pairs now. Work (work) in groups of three. And speak (speak) in English, please!
2 Please listen (listen) to the conversation and choose (choose) the correct answers.
3 Do (do) the exercise together.
4 Please think (think) of a book, but don't tell (not tell) anyone the title.

2 Choose the correct answer, A or B.

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 in English. B Don't speak in English.
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, *to be*

Subject pronouns

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)		I	'm not (am not)	
You/We/They	're (are)	Spanish.	You/We/They	aren't/'re not (are not)	Spanish.
He/She/It	's (is)		He/She/It	isn't/'s not (is not)	

Yes/No questions			Short answers
Am	I		Yes, I am. No, I'm not.
Are	you/we/they	Spanish?	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 are is	I you/we/they he/she/it	from?
How old	am are is	I you/we/they he/she/it	?
What nationality	am are is	I you/we/they 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, plural nouns

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

	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.*

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1 Choose the correct options.

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.

0.4 Possessive adjectives, Possessive 's

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 someone:
***Mark's** photos*
***the students'** headphones*

We add:

- 's to singular nouns:
  *My **mum's** favourite pop group is the Beatles*
- ' to regular plural nouns:
  *This is my **grandparents'** new house.*
- 's to irregular plural nouns:
  *The **children's** room is over there.*

Be careful: '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 and 's or '.

aunt (x2) father grandparents
mother parents uncle

1 Your mum is your grandparents' daughter.
2 Your cousin is your uncle/aunt and uncle's/aunt's daughter or son.
3 Your sister is your mother's/father's daughter.
4 Your grandmother is your mother's/father's mother or your father's/mother'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 '*Can* you cook?' 'Yes, I *can*!'
2 I don't want to go roller-skating! I *can't* roller-skate!
3 My sister *can* sing and she *can* dance too.
4 My dad *can* run very fast, but he *can't* swim, so we never go to the swimming pool.
5 '*Can* Suzie draw comics?' 'No, she *can't*.'

0.6 Prepositions, there is/there are

Prepositions

We use these prepositions to say where things are: *behind, between, in, in front of, next to, on, opposite, over, under*:
*There's a supermarket **opposite** our school.*

there is/there are

We use *there is/there are* to say where things are:
***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?

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1 **Complete the text with prepositions.**

My bedroom is very small. There aren't many things [1]in it. There's a window [2]opposite the door. My desk is [3]under the window. My bed is [4]next to the desk. My favourite posters are [5]over the bed [6]on the wall. [7]Between my bed and the opposite wall there's a green carpet.

2 **Choose the correct options.**

1 There is / are a flower on my desk.
2 Is there / There is any milk in the fridge?
3 There isn't / aren't any chairs in the room.
4 There is / are two dogs outside.
5 There's / There isn't any water in this bottle. It's empty.
6 How many girls there is / are there in your class?

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, skateboarding!
6 I've got a piano, but I can't play it!

1.2 Present Simple: affirmatives and negatives

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 Warsaw. 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 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 Present Simple form 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
2 don't / every day / I / sports / watch
3 studies / my brother / at the weekend / never
4 on weekdays / I / go out / sometimes
5 every day / Sam / play / computer games / doesn't
6 on Saturday nights / always / fun / he / has

1.2 Exercise 2
1 My sister sometimes plays the piano.
2 I don't watch sports every day.
3 My brother never studies at the weekend.
4 I sometimes go out on weekdays.
5 Sam doesn't play computer games every day.
6 He always has fun on Saturday nights.

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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?
What	does	he/she/it	play?

In *wh-* questions, we use question words:

- ***What*** *do your friends usually post on Facebook?*
- ***What kind*** *of music does your father listen to?*
- ***What time*** *does your mother come back from work?*
- ***Where*** *do you live?*
- ***When*** *do you do your homework?*
- ***Which*** *musical instrument do you play?*
- ***Who*** *do you play chess with?*
- ***Whose*** *coat is this?*
- ***How*** *do you usually get to school?*
- ***How often*** *do you visit your cousin?*
- ***How many*** *eggs do we need?*

1 **Complete the conversations with *do*, *don't*, *does* or *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 questions with the question words in the box. Then match the questions (1–6) with the answers (a–f).**

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	banana	bananas
	egg	eggs
	bottle	bottles
Uncountable	bread	–
	cheese	–
	ham	–

Countable nouns

- name things we can count:
  There is an ***orange*** *in the fridge.*
- have singular and plural forms:
  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
We've got ***some*** *apples.*	*We've got* ***some*** *bread.*
We haven't got ***any*** *apples.*	*We haven't got* ***any*** *bread.*
Have we got ***any*** *apples?*	*Have we got* ***any*** *bread?*
How many *apples have we got?*	***How much*** *bread have we got?*
Not ***many****. We haven't got* ***many*** *apples.*	*Not* ***much****. We haven't got* ***much*** *bread.*
We've go ***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 options.**

1 There is *much* / *a lot of* mozzarella cheese on this pizza.
2 There isn't *any* / *some* tomato sauce on this pizza.
3 There is *an* / *some* onion in the fridge.
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 *'How much* / *How many* tomatoes do you eat a day?'
'A lot. / *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's ***a restaurant*** *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****.*
- something we have mentioned before:
  There's a café and a restaurant on this street. ***The restaurant*** *is very expensive.*

We do not use an article:

- when we are talking about something in general:
  Juice *is very healthy.*
  I hate shopping in ***supermarkets****.*
- with months, days of the week, cities and most countries:
  every ***August*** *on* ***Sundays*** *near* ***Valencia***
  from the south of ***Italy***

1 Choose the correct options.

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 delicious!
8 My mum usually cooks something special on Ø/ *the* Sundays. It's usually a/ *the* three-course meal.

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

1 ___ϕ___ Cairo is ___a___ city in ___ϕ___ Egypt. ___The___ city is very old.
2 We go to ___ϕ___ Italy every year in ___ϕ___ August.
3 A: What is the Tomatina?
B: It's ___a___ festival in ___ϕ___ 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 ___ϕ___ tuna.
7 I recommend this dish. ___The___ tuna salad is also fantastic.
8 ___ϕ___ people from many countries come to ___the___ festival because it's lots of fun!

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)		I	'm not (am not)	
You/We/They	're (are)	teaching.	You/We/They	aren't (are not)	teaching.
He/She/It	's (is)		He/She/It	isn't (is not)	

Yes/No questions			Short answers
Am	I		Yes, I am. No, I'm not.
Are	you/we/they	teaching?	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 are is	I you/we/they he/she/it	teaching?

1 Put the *-ing* form of the verbs in the box in the correct column.

build chop dig fit give have look ride sell

play – playing	come – coming	run – running
building looking selling	giving having riding	chopping digging fitting

2 Complete the questions with the Present Continuous form of the verbs in brackets. Then match the questions (1–6) with the answers (a–f).

1 _____ (dog/run) round the garden? d
2 _____ (you/make) me a sandwich? e
3 _____ (they/sit) on the roof? f
4 _____ (he/fry) a fish? c
5 _____ (she/take) a shower? a
6 _____ (we/go) to the beach? b

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.

3.2 Exercise 2
1 Is the dog running
2 Are you making
3 Are they sitting
4 Is he frying
5 Is she taking
6 Are we going

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3 Choose the correct options.

1 My wife *are* / *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* / *she isn't*. She's crying!
4 He *isn't* / *aren't* fishing right now; 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 are you *wear* / *wearing* my coat?
8 We *is* / *are* planning our holiday in Greece. Do you want to come with us?

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 options.

1 In some schools children often *learn* / *are learning* German. I like it, but *I'm preferring* / *prefer* English.
2 Today we *learn* / *are learning* about German culture.
3 This summer my sister *works* / *is working* in a local pub.
4 I'm a teacher. 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.

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 computer 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-syllable	kind	kinder	the kindest
	nice	nicer	the nicest
	fit	fitter	the fittest
one- and two-syllable ending in -y	funny	funnier	the funniest
	easy	easier	the easiest
two-syllable or longer	serious	more serious	the most serious
	difficult	more difficult	the most difficult
irregular	good	better	the best
	bad	worse	the worst
	far	further	the furthest

- We use *less* + comparative adjective 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**.*

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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 — a
4 You look the most attractive — b
a in this skirt than in those jeans. b in this dress.

5 This scarf is more stylish — b
6 This scarf is the most stylish — a
a thing I have. b than that one.

7 She is funnier than — b
8 She is the funniest — a
a person in our family. b 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 answer, A, B or C for each group of sentences.**

1 I *A* or go to university. I don't know yet.
2 I *C* because my parents give me money.
3 I need money, so I *A* .

A have to get a job
B can get a job
C don't have to get a job

4 What a mess! Your birthday party is tonight, so you *A* .
5 It's OK, you *A* tonight. You can do it later.
6 A: Mum, I'm bored!
B: Well, you *B* and clean the kitchen!

A don't have to tidy your room
B can tidy your room
C have to tidy your room

7 I'm sure it's the right size, but you *B* if you want to.
8 You look great in this shirt, but you *C* tonight. Wear something less formal.
9 I don't know if this is my size. I *A* and see.

A have to try it on
B can try it on
C don't have to wear it

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** come with us. You can stay at home.*
- 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** work so hard.*
- 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?

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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 six because I __must__ be at school at 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 your phones in class. Never do that!
8 To be a vet, you __must__ like animals. It's 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 __should__ 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?

The Past Simple form of *can* is *could*.

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?

1 Choose the correct options.

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 well, but that *was* / *could* interesting, too!
8 Your sister *could* / *was* Miss Teen London. *Could* / *Were* you jealous?

2 Complete the sentences with *was/wasn't, were/weren't* or *could/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__ very bad at it.
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 yet.
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!

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6.2 Past Simple: affirmatives

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** in the Himalayas in 1988.*
*I **had** eggs for breakfast.*

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 in Word Store, page 23.

1 Put the Past Simple form of the verbs in the box in the correct column.

arrive cycle fit marry plan stay try walk

work – worked	like – liked	stop – stopped	cry – cried
stayed walked	arrived cycled	fitted planned	married tried

2 Complete the sentences with the Past Simple form of the verbs in brackets.

1 We __played__ (play) tennis for two hours yesterday.
2 Last weekend my son __broke__ (break) his arm and __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 He __shouted__ (shout) for help, but no one heard him.
8 They __said__ (say) they wanted to stay at home.

3 Complete the sentences with the Past Simple form 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 my birthday.
5 He __carried__ my suitcase. Such a gentleman!
6 We __stopped__ for a short break.

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?

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: __Did__ you take part in that competition?
B: No. 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 2012 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 preferred hockey.

2 Choose the correct answer, A, B or C, for each group of sentences.

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

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7.2 Present Perfect with *ever/never*

Present Perfect

- 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 116.

Irregular verbs

There are many irregular verbs (e.g. *go, say, run*). There is a list of irregular verbs in Word Store, page 23.

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.*

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 Spain 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 Choose the correct options.

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.

A: Last 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!

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.

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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/just done it, don't worry.
2 A: Has Charles been to Scott Island yet/already ?
  B: No, he 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 500 countries, but he hasn't been to the English 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.

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** coral reefs?*

Affirmative			Negative		
I/You/He/ She/It/We/ They	'll (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 *will* and the verbs in the box.

[can die disappear get 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.

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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)			I	'm not (am not)		
You/ We/ They	're (are)	going to	travel.	You/ We/ They	aren't (are not)	going to	travel.
He/ She/It	's (is)			He/ She/It	isn't (is not)		

Yes/No questions				Short answers
Am	I			Yes, I am. No, I'm not.
Are	you/ we/ they	going to	travel?	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				
	am	I		
Where	is	he/she/it	going to	travel?
	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 ___am___ 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 *be going to* and the correct form of the verbs in brackets.

1 We _____ (not visit) Cornwall this weekend.
2 How many trees _____ (they/cut down)?
3 We _____ (not see) the Himalayas.
4 She _____ (travel) round Europe by car.
5 _____ (we/visit) any museums?
6 You _____ (swim) in the coral reef! That's amazing!

8.5 Exercise 2
1 aren't going to visit
2 are they going to cut down
3 aren't going to see
4 is going to travel
5 Are we going to visit
6 are going to swim

Culture notes

0.2 In class

Penelope 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'Oréal.

Paolo Coehlo (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. He showed great talent from an early age and was signed by his first club when he was only sixteen years old. Manchester United signed him in 2001 and when he moved to Real Madrid in 2009, they paid the highest transfer fee ever. Ronaldo is now one of the highest-paid footballers in the world.

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 2014 she was voted the world's most powerful woman 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 and has also won over 260 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 ninth time and the ATP World Tour Fans' Favourite award for the eleventh time in 2013.

Dakota Fanning (b. 1994) and **Elle Fanning** (b. 1998) 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 Gooners. Arsenal's biggest rivals are Tottenham Hotspur, Manchester and Chelsea.

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

1.4 Reading

Sherlock Holmes is a fictional detective. He was invented by Sir Arthur Conan Doyle, a writer and doctor from Edinburgh, Scotland. The first Sherlock Holmes novel appeared in 1887. Sherlock Holmes is famous for being very intelligent, logical, excellent at disguises and for his ability to use forensic science to solve cases. He is helped by his friend Dr Watson. In total, there are four books and fifty-six short stories featuring Holmes – in fact, he died in one of the novels, but the public pressurised Conan Doyle to write more and he brought Holmes back to life. There have been radio shows, TV series and films made about him and he is still popular today.

Twitter is a social networking service which was created by Jack Dorsey, Evan Williams, Biz Stone and Noah Glass in 2005. Users can send short messages of up to 140 characters. These messages are called 'tweets'. Once you have signed up to the site, you can read and post tweets, but you can only read tweets if you are not a member.

1.5 Grammar

London Grammar is an electronic pop band which was formed when its three members, **Hannah Reid**, Dan Rothman and Dominic Major (called Dot), met at university in Nottingham. They chose the band name because they wanted a name with London (where Hannah and Dan were from) in the title and they thought 'Grammar' sounded good with it. Their first EP (a recording that is longer than a single, but shorter than an album) became very popular and the band won an Ivor Novello award for the song *Strong* from their album *If You Wait*.

1.6 Speaking

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 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*.

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 the ancient world and mythology.

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 in high school. In 2003 she won five Grammy awards in one ceremony and she has sold more than 50 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 50 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.

Unit 2 Food

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 fried in olive oil. They are then removed, mixed with eggs and then slowly fried until ready. It is a popular dish for a snack or a picnic. Some people like to add onions, ham or sausage to the mix.

2.4 Reading

Halászlé or fisherman's soup is a traditional Hungarian dish. It is a fish soup and is quite hot and spicy with a lot of paprika. All the parts of the fish are used to make the stock, including the head, fins, tail and bones. They are boiled with onions, peppers and tomatoes. After two hours, the stock is ready to be strained and then carp is added to it. It is served with bread and white wine.

Paella is a traditional Spanish dish. It originated in Valencia, on the east coast. It is a rice dish with different ingredients such as rabbit, chicken, artichokes, paprika, saffron and garlic. The rice is usually yellow due to the saffron. There are variations such as seafood paella with prawns, mussels and squid, and meat paella. It is cooked in a large pan called a *paellera*.

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Unit 3 Work

3.3 Listening

The French Revolution took place from 1789 to 1799. It was a time of enormous political and social change in France. Many people lived in great poverty and were resentful about the wealth and privileges of the aristocracy and the church. This led to unrest and revolt. After the first major revolt, the royal family, the nobility and the clergy no longer had all the power and money. Many nobles fled to other countries and many were sent to the guillotine. The revolution helped to bring about freedom, equality and solidarity, and had a great influence on world history.

3.4 Reading

Google Maps is a useful web mapping tool provided by Google. It offers maps and route planners and is one of the world's most popular applications for smartphones. The images used on Google Maps are regularly updated and are rarely more than three years old.

Versailles is a town in France, about twenty kilometres from Paris. It is famous for its palace of the same name. The palace is renowned for its Hall of Mirrors, the King's Grand Apartments, the Museum of the History of France and its beautiful gardens. More than six million people visit Versailles every year. Louis XIII started work there by building a hunting lodge and over the years Louis XIV, XV and XVI made additions and alterations to it.

Antoni Gaudí (1852–1926) was a Spanish architect, sculptor and designer, famous for his distinctive style. He is seen as the leader of Catalan Modernism. He was born near Barcelona and his most famous work is the Sagrada Familia, the cathedral in Barcelona. It was started in 1882 and Gaudí took over the project in 1883, combining his own special interpretation of Gothic and Art Nouveau styles. The basilica still isn't finished and was only a quarter finished when he died. Gaudí is also famous for the Park Güell, the Casa Batlló, and the use of glass, iron and ceramics in his work.

Google Street View is an application used in Google Maps and Google Earth which shows views from different positions of many streets, important sites and buildings around the world. It was launched in 2007 and is regularly updated. Many people and official bodies around the world have complained that it is an invasion of privacy. You can request an image of your house to be blurred on Street View.

Global Positioning System (**GPS**) is a space-based satellite navigation system. It provides location and time information anywhere in the world with sufficient GPS satellites. It is maintained by the United States government and is freely available to anyone with a GPS receiver. It is commonly used in car navigation systems but also has many commercial and military uses. It has been in operation since 1993 and uses more than twenty-four satellites in various orbits around the globe. Other countries such as Japan, Russia, India and China are now developing their own GPS systems. The European Union is also developing the Galileo positioning system.

3.5 Grammar

Siesta is the Spanish word for '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

4.1 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.

4.2 Grammar

Johnny Depp (b. 1963) is an American actor. He is probably most famous for his role as Captain Jack Sparrow in *Pirates of the Caribbean* but he has played many wide-ranging and varied characters, such as Edward Scissorhands, Willy Wonka in *Charlie and the Chocolate Factory* and Sweeny Todd. He has won several important awards and has been nominated for many more. He is also a musician and plays the guitar and drums.

4.4 Reading

Robert Pattinson (b. 1986) is an English actor who was born in London. He is most famous for his role as Edward Cullen in *The Twilight Saga*. He was also in *Harry Potter and the Goblet of Fire*. When he was younger, he used to be a model. He is also a musician and a songwriter; he plays both the piano and guitar. He sang one of his own songs, *Never Think*, on the *Twilight* soundtrack.

James Dean (1931–1955) was an American actor. His mother died when he was only nine years old and his father sent him to live with aunt and uncle. He was killed in a car accident when he was only twenty-four years old. He was famous for his role as teenager Jim Stark in *Rebel Without a Cause*. He also starred in *East of Eden* and *Giant*. He became a Hollywood legend when he died and was the first actor to be awarded an Oscar after his death. Lots of teenagers identified with James Dean as he portrayed the typical moody, problematic and misunderstood youth of the time.

Lady Gaga (b. 1986) is an American pop singer-songwriter who was born in New York. Her full name is Stefani Joanne Angelina Germanotta. She is famous for her outrageous costumes and elaborate concerts and videos. Some of her most famous songs are *Just Dance*, *Poker Face*, *Paparazzi* and *Born This Way*. Her second album *Born This Way* was top of the music charts in more than twenty countries. She often reinvents herself and causes controversy. She once wore an outfit to the MTV awards which was entirely made of raw meat.

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Students' Book audio script

Starter unit

0.3 Favourites

CD·1.7 MP3·7 **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're great.

0.5 Abilities

CD·1.11 MP3·11 **Exercise 2, page 8**

I = Interviewer J = Jon

I: Jon, can you roller-skate?
J: Yes, I can. I can roller-skate 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 roller-skate?
J: Yes, she can. She is 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

CD·1.12 MP3·12 **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.

0.8 Times and dates

CD·1.16 MP3·16 **Exercise 4, page 11**

1
A: What time is it?
B: It's five to nine.

2
A: What time is it?
B: It's twenty past seven.

3
A: What time is it?
B: It's quarter to one.

4
A: What time is it?
B: It's eleven o'clock.

5
A: What time is it?
B: It's half past five.

6
A: What time is it?
B: It's quarter past three.

CD·1.18 MP3·18 **Exercise 6, page 11**

1 It's the first of January.
2 It's the sixth of March.
3 It's the twenty-first of May.
4 It's the second of December.
5 It's the ninth of July.
6 It's the thirtieth of August.
7 It's the twenty-third of April.

CD·1.19 MP3·19 **Exercise 7, page 11**

1 the twenty-second of January nineteen oh one
2 the third of September nineteen thirty-nine
3 the sixth of August nineteen fifty-seven
4 July the fourteenth, seventeen eighty-two
5 the twelfth of April nineteen sixty-one

CD·1.20 MP3·20 **Exercise 8, page 11**

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

Unit 1 Family and friends

1.2 Grammar

CD·1.26 MP3·26 **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

CD·1.27 MP3·27 **Exercises 3 and 4, page 15**

R = Reporter S = Simon L = Lena M = Mesut

R: It's Friday afternoon and I want to know what people do at a typical 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.
R: And what is your name?
L: My name's Lena.
R: Hello, Lena. What do you do on a typical 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 on a typical 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

CD·1.37 MP3·37 **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

CD·1.39 MP3·39 **Exercises 4 and 5, page 25**

I = Interviewer D = Debbie S = Sylvia C = Chris

I: I'm in a busy supermarket and I want to know what's in people's trolleys.
Hello. I'm from Channel 3. Can I ask you some questions?
D: Sure.
I: Thanks. What's your name?
D: I'm Debbie …
I: Hi, Debbie. What's in your trolley today?
D: I've got things for breakfast. We always have a big breakfast on Sundays. I've got a carton of eggs, a packet of cornflakes, two cartons of milk and a carton of orange juice. And I've also got a tub of ice cream!
I: Ice cream for breakfast?
D: Er … no. But on Saturdays, we get a takeaway from the Indian restaurant and we have ice cream for dessert!
I: OK, bye! … And what's your name?
S: Sylvia.
I: What's in your trolley, Sylvia?
S: Well, today I've got a packet of spaghetti, a bag of onions, a jar of tomato sauce, a bottle of oil and a bar of chocolate … I love spaghetti. It's so easy to cook!
I: And the bar of chocolate?
S: Oh, the chocolate is for after dinner – in front of the telly!

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I: Thanks, Sylvia. … Now I'm at the checkout with Chris? What's in your shopping basket, Chris?
C: Um… a loaf of bread, a tin of tuna, a jar of mayonnaise and two packets of crisps.
I: A loaf of bread, a tin of tuna and a jar of mayonnaise? Let me guess: you want to make a sandwich!
C: Yes, I'm always hungry after school, so I make a snack when I get home – tuna sandwiches and crisps, my favourite.
I: Great, thanks.

2.3 Listening

CD·1.43 MP3·43 Exercise 7, page 27

P = Presenter KG = Kate Grant

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.

CD·1.44 MP3·44 Exercise 3, page 27

P = Presenter KG = Kate Grant

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, mix some eggs together.
P: OK, so you mix the eggs. How many eggs do you need?
KG: You need six eggs for four people. Mix the eggs and 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.

CD·1.46 MP3·46 Exercise 6, page 27

P = Presenter KG = Kate Grant

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 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 tea! Try it with some ice cream! It's yummy!
P: That's great, Kate! Thanks a lot.

CD·1.47 MP3·47 Exercise 7, page 27

P = Presenter KG = Kate Grant

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.
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, mix some eggs together.
P: OK, so you mix the eggs. How many eggs do you need?
KG: You need six eggs for four people. Mix the eggs and 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.
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 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 tea! Try it with some ice cream! It's yummy!
P: That's great, Kate! Thanks a lot.

2.6 Speaking

CD•1.54 MP3•54 **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

CD•1.56 MP3•56 **Exercise 7, page 34**

K = Katy A = Anna

K: Hello.
A: Hi, Katy. Our exams finish on Friday! Do you want to go out for a meal to celebrate?
K: Oh hi, Anna. Yes, that's a great idea. There's a new restaurant in the town centre. It's called Starlight. Why don't we go there?
A: Starbright?
K: No, Starlight. S-T-A-R-L-I-G-H-T. The owner is a TV chef.
A: Really? I'm sure it's very expensive!
K: Not really. There are two menus. A three-course meal costs twenty-five pounds but a two course meal is only sixteen pounds. There's another menu for ten pounds but that's only at lunchtime.
A: OK. That sounds good. What sort of food do they serve there?
K: Well, they serve a lot of oriental food. But they also serve traditional English food.
A: I'm not too keen on hot and spicy but I'll be fine with grilled chicken! I hope they have some good desserts.
K: My brother's a waiter there and he says the desserts are fantastic!
A: Excellent! What time do you want to eat?
K: Well, they open at 6.30, so how about we go at 7.00? I get hungry quite early!
A: Me too! See you then.

Unit 3 Work

3.1 Vocabulary

CD•2.2 MP3•58 **Exercises 5 and 6, page 37**

A Not many people believe that I like my job, but I think it's really interesting. I like numbers. I work long hours, sometimes nine – ten hours a day. My children say I work all the time. But it's a well-paid job. I'm an accountant. I work for a big international company. I work in a team with a small group of other people. I enjoy that.

B The work is hard and not very interesting. The supermarket is open from early in the morning until late at night so my working hours change – from 6 in the morning to 2 p.m. or from 2 p.m. to 10 p.m. I'm always very tired when I get home! The job is badly-paid but I like it because shop assistants meet a lot of people.

C I like writing about real people and situations. I travel a lot, so sometimes I don't see my family for a long time. But I often work from home, and then I see my family all the time. That's the life of a journalist. The money is OK, I think, not very bad and not very good.

D I'm an artist and most of the time I paint, but I also work with children. I've got a part-time job at a centre for problem families. I work there two days a week. I do drawing and painting with the children. The work is very badly paid.

3.3 Listening

CD•2.7 MP3•63 **Exercises 3 and 4, page 39**

P = Presenter A = Amy T = Terry 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 Sri Lanka in South Asia. Hi Amy. Can you tell us about your work for 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 Terry. 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.

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P: Thanks, Terry. 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

CD·2.12 MP3·68 **Exercises 2–4, page 43**

The photo shows two mechanics in a garage. They're servicing or repairing a car. The car has no wheels. The men are working in a team. The man on the left is 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

CD·2.13 MP3·69 **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

CD·2.14 MP3·70 **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 gaining experience, 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, congratulations. It all sounds like really good news. Say hi to Charlie from me.

Unit 4 People

4.1 Vocabulary

CD·2.18 MP3·74 **Exercise 7, page 49**

Here are some amazing records from 2013!
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 the most flexible person 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. Chanel Tapper's tongue is 9.75 cm long – she's got the longest tongue in the world!
Chinese and Japanese are very difficult languages to learn, but experts say the most difficult language in the world to learn is Arabic.
Bertie Gladwin is Britain's oldest university student – he's ninety-one years old! That's over seventy years older than most students!
The first three most famous people are pop stars: Michael Jackson, Lady Gaga and Justin Bieber. After that comes the film star Jennifer Aniston.

4.3 Listening

CD•2.19 MP3•75 **Exercises 3–5, page 51**

1 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.

2 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.

3 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. I remember my first date – I was so nervous! I'm fifteen now and my boyfriend Paul and I are in love. Of course, we don't want to get married yet! We want to do lots of things before we get married – study, travel. Anyway, it's better to get married when you're older – around thirty or later. I just hope Paul and I are still together when we're eighteen years old – and when we're eighty years old!

4 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 fifteen 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

CD•2.26 MP3•82 **Exercise 8, page 59**

A: It's nice to have a big family, isn't it? I've got an older sister and two older brothers! How about you?
B: Yes, I agree. My family's pretty big. I've got one older sister, one younger sister and a younger brother. Oh, and I live next door to my cousin, Katy. She's a lot younger than me.
A: You're lucky. My cousins live a long way away.
B: My little brother and sister are … well, little! They're untidy and a bit stupid! But my older sister, Sara, is fantastic. She's like my best friend.
A: Is she a lot older than you?
B: 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!
A: Interesting! And what's Sara like? Is she like you?
B: 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!
A: And is she sporty like you too?
B: Well, in a way. She loves sport but my favourite sport is tennis and Sara loves swimming.
A: Do you go out with her a lot?
B: 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.
A: She sounds lovely! I'd like to meet her!

Unit 5 Education

5.2 Grammar

CD•2.30 MP3•86 **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 life or the lives of the people in their team. They must always make sure the stunt is safe.

5.3 Listening

CD•2.31 MP3•87 **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.

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CD·2.32 MP3·88 **Exercise 5 and 6, page 63**

M = Mark J = Jane

M: Wow! It's really crowded in here!
J: That's because it's people's favourite place. We all meet our friends here and the teachers don't come because it's so noisy!
M: Is it cheap here?
J: Oh yes, really cheap. A full meal costs about £2.50 and of course, you can get snacks for around £1.00. A cola is about 1.20.
M: But there isn't anywhere to sit down – it's so busy.
J: Some people take their food into the park and eat it there. I usually go and sit in the playground and chat to my friends.
J: OK, now let's go in here. Now we mustn't talk loudly inside and you mustn't use your mobile phone. Switched off?
M: Yes. It's very big, and there are lots of books. Can you take them out?
J: Yes, you can borrow books for three days, so you can read them at home. You can also borrow DVDs and CDs for a week. You can use the computers too.
M: That's good. Where next?
J: Well, now we're in the biggest place in the school. We have a big school meeting here every morning before classes – it's called assembly. Everyone has to come – that's 350 people! Twenty of those are teachers, the rest students. The head teacher gives us important information. Sometimes people come to give us speeches as well.
M: Do you ever have lessons in here?
J: Not really, apart from Drama classes. Some after school clubs happen in here too. Of course, we usually do exams in here too – but let's not think about that now!
M: No, that's a good idea. I think it's a great school. I'm glad I'm coming!

Focus review 5

CD·2.41 MP3·97 **Exercise 7, page 70**

A: Can I see your school photograph Emily?
B: Sure. It's good, isn't it? That's me.
A: Oh yes, you look very smart! Are those your teachers in front?
B: Nearly all of them. Mr Banks – he teaches Maths – he was ill that day. He isn't there. But everyone else is.
A: I remember him. He spoke to you at your sports day. He was really nice.
B: Yeah. We all like him a lot. The tall man at the end is Mr. Jacobs. He was at sports day too. He's our PE teacher. He isn't a Drama teacher but he helps at our drama club sometimes. He gives us special exercises to relax!
A: Who's the lady in the middle?
B: That's our head teacher, Miss Rowe. She's also a History teacher and she gives us advice about jobs and college too. Then, next to her is Miss Finlay. She's my favourite teacher. We have English lessons with her and next year I want to go on a school trip to Spain with her.
A: Is Mr Smith in the photo? I think you said he was your Science teacher.
B: Yes. That's him with the short blond hair! No, he teaches IT. My Science teacher was ill that day too!

Unit 6 Sport and health

6.3 Listening

CD·3.8 MP3·105 **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 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

CD·3.15 MP3·112 **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.

CD·3.16 MP3·113 **Exercise 4, page 78**

A: OK, here's the first question: the International Olympic Committee organised the first modern Olympic Games in 1896. Where did they take place?
B: In Athens.
A: That's right. And did women take part in the first modern Olympics?
B: No, they didn't. Women first took part in the Olympics in 1900.
A: Very good. Question three: which sports did women do at first?
B: Tennis, golf, croquet and sailing in 1900, then swimming in 1912.
A: That's correct. Now here's a more difficult one: when did the first disabled athlete win an Olympic medal?
B: 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.
A: Brilliant. Question five: When and where did the first Winter Olympics take place?
B: In 1924 in Chamonix, France.
A: Excellent. Now, the Olympics didn't take place in 1940 or 1944. Why not?
B: Because of World War II.
A: Of course. And finally: when did the triathlon become an Olympic sport?
B: In 2000.
A: Congratulations, that's 100 percent – all your answers were correct answers! Well done!

Focus review 6

CD·3.18 MP3·115 **Exercise 8, page 83**

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! You have to run fast! But it's great fun.
L: Mmm, maybe I should try it. I'd like to try something new.
D: Me too. How about golf?
L: Golf? That's so boring. And expensive.
D: You're right, it's not cheap. But I'd like to do something outside, not in the gym. 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 so 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 on Mondays and Wednesdays at 6 p.m.
D: Lucy, you planned this! OK then, I give in. Let's go dancing.

Unit 7 Travel

7.1 Vocabulary

CD·3.22 MP3·119 **Exercise 8, page 85**

Mike
I went backpacking with my best friend, Sam. We bought an InterRail card and travelled by train in Spain and France. We didn't book seats before we left but we had no problems – luckily!

Sally
I went on a tour with three friends. We travelled by coach to some cities in Europe. The tour guides were fantastic and I learnt a lot.

Dominic
I went on an activity holiday with my cousin George. We flew to Milan in Italy and took a bus to the activity centre. We tried lots of different activities. It was fun!

Magda
I went on a fantastic beach holiday with my parents. My father decided to go by car so we had to take a ferry to get to Kos, a Greek island. We relaxed on the beach and went on excursions to see some amazing Roman ruins. Awesome!

7.3 Listening

CD·3.25 MP3·122 **Exercises 2 and 3, page 87**

1

A: Check in here for flights to Frankfurt, Madrid and Rome. Good morning, madam. Where are you travelling to today?
B: Well, actually I need to stop over in Frankfurt and then fly on to Rome tomorrow.
A: That's fine. Can I have a look at your ticket and your passport, please?
B: Here you are.

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A: Have you got any luggage?
B: Yes, just this one. Can I have a window seat?
A: 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 3 and not Platform 4 as originally announced. That's Platform 3 for the 11.15 to Manchester. This train is calling at Milton Keynes, Crewe and Manchester Piccadilly. All passengers for Manchester Piccadilly, please go to Platform 3.

3
A: Good morning. Can I help you?
B: Yes, I'd like to book a holiday to Spain.
A: OK, where in Spain would you like to go?
B: I can't decide. Maybe Barcelona or Granada. My friend told me that the Basque country is beautiful.
A: Why don't you look at these brochures? There are some great deals.
B: Does this price include the cost of accommodation?
A: Yes, in a three-star hotel.
B: OK, I'll think about it. Thanks.

4
A: Good evening, sir. Would you like to check in?
B: Yes, please. I've got a booking for two nights. My name's Brown, Tom Brown.
A: Ah, yes. But I see you booked for three nights.
B: Oh yes, that's right. I'd like to stay for three nights.
A: That's fine. Can I see your passport, please?
B: Sure, here you are.
A: OK, you're in room 305. Here's your room key. Enjoy your stay.
B: Thanks.

7.6 Speaking

CD·3.32 MP3·129 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.

CD·3.33 MP3·130 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 High Street.
C: OK.
J: Walk along High 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's Road and King's Road.
C: Great. See you there at seven?

Focus review 7

CD·3.37 MP3·132 Exercise 8, page 95

1
A: Good morning. Can I help you?
B: Yes, I'd like to book a holiday to Sardinia.
A: OK, how many nights would you like to go for?
B: Um … seven nights.
A: And what sort of accommodation are you looking for?
B: Oh, it depends on the price.
A: 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.
B: OK, thanks. That sounds perfect. Can I book it now?
A: Yes, of course.

2
A: Hi, how can I help you?
B: I'd like to check in.
A: Have you booked?
B: No, I haven't.
A: I'm afraid we're full tonight, but we've got places tomorrow.
B: OK, I'll book in for two nights starting tomorrow. Do you know any other campsites near here where I could stay tonight?
A: No, but there is a great guesthouse two kilometres away. Shall I phone to see if they have any rooms?
B: Yeah, that would be great. It's for two people.
A: OK, you can stay there tonight, I've reserved for you. I'll give you directions.
B: Thanks, that's great.

3
A: I'd like to check in.
B: Sure. Can I see your passport and ticket, please?
A: Here you are.
B: And have you got any luggage?
A: Yes, here it is. Can I check in both cases?
B: I'm sorry, we can only check in the big case. You have to take the small one as hand luggage.
A: Next time I want to travel with no luggage! Is the flight on time?
B: Yes, it is. Here's your passport and boarding card. Have a good flight.
A: Thanks.

4

A: Tickets, please.
B: I'm sorry, I can't find my ticket!
A: 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?
B: To Liverpool.
A: OK, that's fifteen pounds, please.
B: OK, here you are.
A: Don't lose that ticket!
B: Right!

Unit 8 Nature

8.1 Vocabulary

CD·3.38 MP3·135 **Exercise 10, page 97**

P = Presenter MC = Mark Cragdale

P: Today we are talking to Mark Cragdale from the World Wildlife Fund. Mark, we talked earlier about some of the wonders of the natural world. These places are so precious but are they safe?

MC: Unfortunately not. I think we can say nothing on earth is completely safe from humans. Of course, governments often try to protect those natural wonders. The Valley of Flowers, for example, is a national park and it's actually doing quite well. It's very high up in the mountains, there are no farms or houses, or cars. In Argentina, the government stopped tourist helicopter trips to the Iguaçu Falls because the helicopters made a lot of noise and polluted the air.

But the Congo region is a different story; it's a much larger area and has more problems – especially illegal hunting of gorillas and elephants. People also cut down trees in the rainforest and this destroys the natural environment of those animals. So the situation there is not good.

In the Coral Triangle, problems include illegal fishing, which also affects other animals such as turtles. Global warming is very dangerous for the coral reefs. Coral can only live in water of exactly the right temperature; if the water gets even a little bit too warm, it dies. So climate change can destroy coral reefs completely. And there is also the problem of water pollution.

So we really should do everything we can to protect the environment in those unique places.

CD·3.39 MP3·136 **Exercise 11, page 97**

1 In Argentina, the government stopped tourist helicopter trips to the Iguaçu Falls because the helicopters made a lot of noise and polluted the air.
2 People also cut down trees in the rainforest, and this destroys the natural environment of those animals.
3 Coral can only live in water of exactly the right temperature; if the water gets even a little bit too warm, it dies. So climate change can destroy coral reefs completely.
4 So we really should do everything we can to protect the environment in those unique places …

8.3 Listening

CD·3.43 MP3·140 **Exercises 4 and 5, page 99**

A: And here's Nick Newman with the late-night weather.

B: 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

CD·3.50 MP3·147 **Exercise 3, page 101**

L = Luke Lu = Lucy

L: Hi, Lucy. Have you got any plans for this weekend?
Lu: Yes, I'm going to spend the weekend in Wales.
L: Wales? That sounds nice. Are you going to visit a friend there?
Lu: 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.
L: That sounds great. Not like my weekend.

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Lu: Why? What about you? What are you going to do?
L: Me? I'm going to study. I've got a Geography test on Monday.
Lu: Oh poor you! But aren't you going to have any fun at all?
L: 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.
Lu: Oh yes. Zoe and I are going to see it too.

Focus review 8

CD·3.52 MP3·149 **Exercise 8, page 107**

L = Lauren 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 nature reserve. Where I live, we have wolves in our nature reserve but here 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 a long time ago you could find wild pigs there. Now people go there to see the wild ponies. They live all year 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 rare flowers there. When you come back, walk for a kilometre along Headland Beach and you might see some colourful butterflies. They are unique to that area. I think it's because of the climate.

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Workbook answer key

0.1 In class

1
1 read
2 text
3 page
4 speak
5 English
6 English
7 lessons
8 write
9 words
10 notebook
11 repeat
12 work
13 pairs
14 work
15 friend

2
1a Listen
1b choose
2a Read
2b complete
3a Work
3b Ask
4 Match
5 repeat

3
Conversation 1:
1 Don't tick
2 Underline
3 Don't talk
4 Ask
5 Don't ask

Conversation 2:
1 Work
2 Think
3 Don't tell
4 Don't say
5 Don't speak

0.2 I'm from ...

1
1 Turkish
2 French
3 Sweden
4 Vietnamese
5 Greece
6 Hungarian
7 Japanese
8 Irish

2
1 eighteen
2 twenty-two
3 thirty-eight
4 fifty-one
5 twelve
6 five
7 seventy-three
8 sixty-nine

3
1:
a How old are they?
b Are they from Paris?
c No, they aren't/are not.
d They're/are from Lille.

2:
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.

0.3 Favourites

1
1 ugly
2 slow
3 terrible
4 small
5 new

2
1 orange
2a pink
2b red
3 brown
4 black
5 yellow
6 white
7 grey
8a green
8b purple

3
1 photos
2 T-shirt
3 beanbag
4 headphones
5 skateboard
6 sunglasses
7 watch

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

0.4 My family

1
1 sister
2 daughter
3 husband
4 uncle
5 cousin
6 brother
7 grandmother

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

3
1a Where
2a What
3a Who
4a Where
5a Who

4
1b mum's
2b boys'
3b sister's
4b grandparents'
5b Steve's

0.5 Abilities

1
1 use
2 sing
3 dance
4 cook
5 paint
6 play
7 draw
8 Run
9a swim
9b ski

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.

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.

0.6 At home

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

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

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

0.7 Gadgets

1
1 player
2 reader
3 stick
4 phone
5 console
6 player
7 –
8 phone

2
1 My sister has got
2 Have you got
3 No, I haven't
4 I've/have got
5 have you got
6 it's/ has got
7 my dad's/has got
8 Has your mum got
9 No, she hasn't
10 I haven't/have not got
11 you've/ have got
12 Have you got
13 Yes, I have
14 I haven't/have not got

0.8 Times and dates

1
1 Wednesday
2 Saturday
3 Sunday
4 Monday
5 Tuesday
6 Friday

2
1a It's (a) quarter past nine on the
1b fifth of
1c March
2a It's (a) quarter to twelve on the
2b seventh of
2c July
3a It's twenty-five past ten on the
3b fifteenth of
3c November
4a It's twenty-five to nine on the
4b twenty-first of
4c June
5a It's ten past six on the
5b thirtieth of
5c January
6a It's ten to five on the
6b twenty-second of
6c April

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

1.1 Vocabulary

1
1 play
2 listen
3 watch
4 read
5 read
6 go
7 have
8 listen

2
1 play
2 have
3 have
4 play
5 go
6 have
7 have
8 have
9 play
10 play
11 go

3
1a go
1b concerts
2a have
2b bath
3a go
3b cinema
4a play
4b piano
5a play
5b chess
6a have
6b breakfast
7a go
7b party
8a go
8b youth club
9a go
9b out

4
1 read
2 visit
3 watch
4 read
5 watch
6 spend
7 write
8 watch

6
1 at
2 –
3 at
4 in
5 to
6 –
7 out
8 for
9 about
10 at
11 with
12 at

7
1 Ø
2 a
3 the
4 Ø
5 the
6 a
7 a
8 a
9 the
10 the
11 the
12 Ø

8
1 B
2 A
3 B
4 C
5 A
6 C
7 A
8 B
9 B
10 A

1.2 Grammar

1
1 drink
2 go
3 writes
4 reads
5 plays
6 loves

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

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

4
1 Mark often goes to a party on Fridays.
2 My sister doesn't play a musical instrument.
3 I am always tired on Monday mornings.
4 Susan always goes to the park on Sunday.
5 Louise doesn't usually get up early on Saturday.

5
1 always watches
2 is often
3 are often hungry
4 is never
5 often relaxes
6 never plays

1.3 Listening language practice

1
1 What's your
2 Can you describe your
3 What do you

2
a run
b coach
c take
d look at
e post
f comment

3
1 take
2 look at
3 post
4 comment
5 coach

4
1 A
2 B
3 A
4 B

5
1 in
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

1
C

2
1 B
2 A
3 C
4 A
5 C
6 C

3
1 tears
2 advance
3 most
4 off
5 from
6 side

4
1 mother of three children
2 walls of the house
3 day of the week
4 colour of your coat

Раздел 1

Подраздел 1.1

Подраздел 1.2

Подраздел 1.3

Подраздел 1.4

Подраздел 1.5

Подраздел 1.6

Подраздел 1.7

Подраздел 1.8

Подраздел 1.9

Подраздел 1.10

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Подраздел 1.98

Подраздел 1.99

Подраздел 1.100

2. [illegible] of [illegible]

1
1 [illegible] C
2 C [illegible] C
3 A [illegible] A
4 C [illegible] A

2
1 are
2 any/ [illegible]uc
3 [illegible]or
4 Do
5 on
6 go
7 [illegible]
8 a
9 [illegible]
10 [illegible]

2. [illegible]Se f [illegible]heck

1
1 can
2 packet
3 mush [illegible]ooms
4 cheese
5 bar

2
1 [illegible]
2 [illegible]
3 checkout
4 [illegible]ack
5 [illegible]

3
1 [illegible]
2 [illegible]
3 [illegible]o[illegible]al
4 [illegible]
5 [illegible]

4
Conve [illegible]s[illegible]t [illegible]n 1:
a a [illegible]

Conve [illegible]s[illegible]t [illegible]n 2:
a [illegible]ny
b [illegible]some

Conve [illegible]s[illegible]t [illegible]n 3:
a [illegible]ther [illegible]any
b much

5
1 An
2 [illegible]
3 a
4 –
5 [illegible]

6
1 [illegible] C
2 C [illegible] A
3 A

3. [illegible]ocabul [illegible]y

1
1 mechan [illegible]
2 [illegible]
3 nu [illegible]e
4 [illegible]awyer
5 pl [illegible]mber
6 ga [illegible]ener
7 [illegible]ass [illegible]tant
8 [illegible]

2
1 builder
2 [illegible]
3 ha [illegible]r [illegible]sser
4 ac [illegible]or
5 ar [illegible]st
6 [illegible]
7 accountant

3
1 [illegible]eacher
2 [illegible]
3 [illegible]wo[illegible]ker
4 [illegible]d[illegible]iver
5 yet
6 dent [illegible]t
7 [illegible]

4
1 [illegible]
2 work
3 [illegible]
4 work
5 work
6 work
7 work
8 [illegible]
9 work
10 [illegible]ork
11 work
12 [illegible]
[illegible]

5
1 boss
2 manager
3 chef
4 ch [illegible]fs

6
1 f [illegible]om
2 at
3 [illegible]
4 [illegible]
5 [illegible]

7
1 [illegible]
2 act
3 [illegible]

8
1 f [illegible]om
2 [illegible]
3 ac [illegible]r [illegible]ss
4 [illegible]
5 pa [illegible]d
6 ha [illegible]d
7 p [illegible]umber
8 a
9 par [illegible]
10 a [illegible]a[illegible]dener

3[illegible]r [illegible]mmar

1
1 [illegible]
2 i [illegible]n t
3 [illegible]
4 [illegible]
5 [illegible]
6 a [illegible]n t
7 [illegible] [illegible]not

2
1 [illegible]
2 [illegible]
3 isn' [illegible]
4 [illegible]
5 is [illegible]he)
6 [illegible]
7 isn' [illegible]r [illegible]ading
8 [illegible]
9 [illegible]' [illegible]
0 am ( )
[illegible]' [illegible]wast [illegible]g

3
Conversa [illegible]i [illegible]n:
a a [illegible]e [illegible]ou [illegible]
b [illegible] [illegible]wa [illegible]ing

Conversa [illegible]on
a a [illegible]e [illegible]ou [illegible]sing
b 'm not

Conversa [illegible]i [illegible]n:
a A [illegible]e
b a [illegible]e [illegible]

Conversa [illegible]i [illegible]n
a is [illegible]aul [illegible]
b he [illegible]

4
Conversa [illegible]i [illegible]n:
a I [illegible]m [illegible]
b [illegible]orking [illegible]day
Yes, he is

Conversa [illegible]i [illegible]n
a [illegible] you cook [illegible]ng
b J [illegible]e is [illegible]p [illegible]za
Whe [illegible]he [illegible]
d They a [illegible]e [illegible]
p [illegible]zas

5
1 d [illegible]hat [illegible]you
r adi [illegible]g
2 f [illegible] [illegible]chool
3 g [illegible]is [illegible]
t [illegible]nni [illegible]St [illegible]ve
4 c Why a [illegible]e [illegible]ou [illegible]
down
5 b [illegible]hey [illegible]e [illegible]
a new [illegible]ouse
6 e [illegible]you [illegible]
emails

3[illegible] [illegible]nguage [illegible]

1
A bui ding
B [illegible]
C [illegible]each [illegible]ng

2
1 work
2 [illegible]each
3 gr [illegible]w
4 worki [illegible]g
5 [illegible]
6 work
7 make
8 make

3
1 [illegible]e
2 a
3 b
4 d
5 c

4
1 on
2 [illegible]
3 [illegible]
4 child [illegible]en
5 money
6 [illegible]
7 a [illegible]ouse

5
1 A [illegible]
1 [illegible]t each
2 A [illegible]aches
2 [illegible]l earns
3 A [illegible]
3 [illegible]t each
4 A [illegible]
4 [illegible]t [illegible]ach [illegible]g

3. [illegible]

1
1 T
2 [illegible]
3 MA
4 T
5 N
6 MA
7 T
8 N
9 T
10 [illegible]

2
1 A
2 N
3 N
4 V
5 A
6 V

3
1 B
2 A
3 B
4 A
5 B
6 A

4
1 £40
2 [illegible] [illegible]
3 Mrs [illegible]ing
4 [illegible] 2 3460

5
1 [illegible]
2 even
3 [illegible]
4 who [illegible]
5 [illegible]act

6
1 at [illegible]
2 even
3 [illegible]
4 [illegible]act
5 who [illegible]

7
1 Do you [illegible]lo[illegible]
of [illegible] one [illegible]hop [illegible]
assis [illegible]n[illegible]
2 My [illegible]oesn [illegible]
[illegible]e ough [illegible]pa[illegible]
[illegible]ent [illegible]
3 We [illegible]abou [illegible]40 [illegible]
a day.
4 Doe [illegible]rs [illegible]isher [illegible]
a [illegible]ood sa a y?
5 Paul wa [illegible]ts [illegible]
some [illegible]oney [illegible]p y [illegible]
[illegible]a ew [illegible]omput r [illegible]
6 [illegible]
sal y [illegible]she loves [illegible]
he [illegible]job.

3. [illegible]ammar

1
1 A [illegible]e
2 does
3 doesn [illegible]
4 do
5 [illegible]
6 do
7 am

2
1 meet [illegible]re [illegible]
2 [illegible]s hav ng [illegible]
3 [illegible]s doing [illegible]
4 have, [illegible]
5 send [illegible]send [illegible]g

3
Conve [illegible]s[illegible]t [illegible]n 1:
a [illegible]you [illegible]mum [illegible]orki [illegible]g
b Doe [illegible]

Conve [illegible]s[illegible]t [illegible]n 2:
a [illegible]Tom help [illegible]g
b Do you bel eve
c do you [illegible]ant

Conve [illegible]s[illegible]t [illegible]n 3:
a do you [illegible]
b Do you [illegible]nders [illegible]nd

4
1 Do you [illegible]
2 works
3 [illegible]oves
4 [illegible]
5 are [illegible]pen ng
6 are [illegible]ooki g
7 Ar [illegible]you [illegible]

5
1 [illegible]m [illegible]
2 [illegible]
3 need
4 don' [illegible]
5 [illegible]eave
6 [illegible]open [illegible]g

3. [illegible]peaki [illegible]g [illegible] language pr [illegible]ct [illegible]e

1
1 [illegible]
2 Maybe
3 [illegible]
4 can
5 On
6 Pe [illegible]aps
7 [illegible]'

2
1 d
2 a
3 f
4 b
5 e
6 c

3
1 [illegible]ows
2 are [illegible]
3 are [illegible]wea [illegible]ing
4 [illegible]
5 are [illegible]a king
6 [illegible]s [illegible]nd ng
7 [illegible]
8 don' like

4
1 weari [illegible]g
2 pa [illegible]- ime
3 [illegible]
4 happy
5 ask [illegible]g
6 [illegible]
7 back [illegible]r und
8 [illegible]
9 [illegible]kes
10 Pe [illegible]aps

3. [illegible] [illegible]

1
1 need
2 [illegible]avour
3 pl ase
4 [illegible]
5 [illegible]
6 but
7 Thanks

2
1 Do [illegible]ou [illegible]ou [illegible]
cou [illegible]check th s [illegible]
emai [illegible] [illegible]l ase?
2 Do [illegible]ou [illegible]ou [illegible]
cou [illegible]come [illegible]wo k [illegible]
ear y [illegible] [illegible]
p [illegible]ase?
3 Could [illegible]ou [illegible]l ase [illegible]
send [illegible] [illegible]
you [illegible]c mmen [illegible]nd [illegible]
sugges [illegible]o s [illegible]
4 p m. [illegible]
4 Could [illegible]ou [illegible]
wo k unt l [illegible]. [illegible]
even [illegible]g?

3
1 Could [illegible]ou [illegible]
[illegible]. [illegible]
even [illegible]g?
2 Do [illegible]ou [illegible]ou [illegible]
cou [illegible]check th s [illegible]
emai [illegible] [illegible]l ase?
3 Could [illegible]ou [illegible]l ase [illegible]
send [illegible]
you [illegible]c mmen [illegible]nd [illegible]
sugges [illegible]o s [illegible]
4 p m?
4 Do [illegible]ou [illegible]ou [illegible]
cou [illegible]come [illegible]wo k [illegible]
ear y [illegible] [illegible]
p [illegible]ase?

3[illegible] [illegible]pr [illegible]ct [illegible]ce

1
1 co [illegible]a [illegible]
2 honey [illegible]
3 j [illegible]m [illegible]
4 on [illegible]ons [illegible]
5 t [illegible]na [illegible]
6 b [illegible]ead [illegible]
7 sa [illegible]ad [illegible]
8 wa [illegible]e [illegible]
sec [illegible]t [illegible] [illegible]monade

2
1 I [illegible]the
superma [illegible]e [illegible]nd [illegible]et
a [illegible]/ [illegible]
[illegible]pu [illegible]shopp [illegible]g
in.
2 I [illegible]ix [illegible]
[illegible]
[illegible]
make [illegible].
3 [illegible]; want
a [illegible]
[illegible].
4 We need [illegible]oaf [illegible]
[illegible]
t e sandwi [illegible]es.
5 Pu [illegible]he [illegible]paghet [illegible]
t e ho [illegible]at r [illegible]
[illegible]
6 [illegible]vege [illegible]ri n [illegible]
I [illegible]' [illegible]at [illegible]
mea [illegible].
7 Let s get [illegible]
choco [illegible]a e [illegible]ce [illegible]
cr a [illegible]dessert [illegible]
8 I always eat co [illegible]flake [illegible]
[illegible]
[illegible]

3
1 e [illegible]ecep [illegible]oni t [illegible]
2 c [illegible]u se [illegible]
3 f [illegible] [illegible]
4 b spo [illegible]t [illegible]
5 d bui der [illegible]
6 a [illegible]a [illegible]ener

3[illegible]0[illegible]e [illegible]check

1
1 [illegible]
2 j [illegible]u [illegible]alist
3 mechani [illegible]
4 sold [illegible]r
5 wa t [illegible]ss

2
1 l wyer
2 [illegible]
3 a [illegible]sis [illegible]nt
4 accoun [illegible]nt
5 ins [illegible]ruc [illegible]r

3
1 bad [illegible]y-p [illegible]id
2 par [illegible]t [illegible]e
3 in
4 [illegible]
5 l [illegible]ng

4
1:
A e [illegible]ou [illegible]ak ng

2:
a I'm [illegible]ot [illegible]orking
b [illegible]

3:
a [illegible]
b [illegible]s / [illegible]avi [illegible]g

5
1 [illegible]s / [illegible]
2 [illegible]oves
3 doesn [illegible]oes [illegible]ot [illegible]
want
4 [illegible]
5 [illegible]m [illegible]am [illegible]d eam ng

6
1 B
2 C
3 A
4 B
5 A

4. [illegible]ocabul [illegible]y

1
1 ha [illegible]r
2 [illegible]
3 eyeb [illegible]ows
4 eyes
5 eye [illegible]shes
6 ea s
7 nose
8 mouth
9 lips
10 [illegible]eck

2
Appearance [illegible]andsome [illegible]
[illegible]
B i d: [illegible]port [illegible]fit w [illegible]ll-built [illegible]
Ha r [illegible]avy bald
Ha r [illegible]ed um [illegible]
- [illegible]short
Ha r [illegible]nd [illegible]ye [illegible]ol ur [illegible]
g ey b own
Ha r [illegible]: [illegible]ond [illegible]
r d
Eye co [illegible]ou [illegible]g een [illegible]
[illegible]

3
1a [illegible]
1b [illegible]andsome
2a [illegible]
2b [illegible]
3a cu y
3b [illegible]
4a ong
4b s o t
5 [illegible]at
5b [illegible]
6a [illegible]
6b s o t

4
a 2 [illegible] 3
b 4 [illegible] 4
c 2 [illegible] m [illegible]
d 3 [illegible] n 2
e 2 [illegible] o 4
f 4 [illegible] [illegible]1
g 1 [illegible] [illegible]2
h 2 [illegible] [illegible] 2
i 1 [illegible] [illegible] 3
j 2 [illegible] [illegible] 4

5
1 s y
2 [illegible]
3 c ever
4 pos ive
5 [illegible]
6 ki d

6
1 A
2 A
3 A
4 B
5 C
6 C
7 A
8 B
9 C
10 [illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[

3
1 was
2 Co d
3 wer
4
5 wer
6 wer
7 wasn’
8 was
9 wer
10 as
1 wer
12 cou n t
14
15
16 asn’
17 asn’
18

4
1:
1
2 couldn ho e
3 my hone as

2:
1 David as
2 We you
3 couldn it
4 David asn’ appy

3:
1 Why you
2 ad ’ find
3 Wher hey
4 The on

5
1 Cou you swi hen
you en?
2 Why as
angry ght
3 S on ’
me wit
homework.
4 Nikki coul
hen he
anywher .

5. peaki g language

1
1a next
1b ack r u d
1 l ks
2a
2b op
2c
2d xcit g
3 who

2
1 Gunwha f
2 ni e y- ve
3
4
5 ven
6
7 audi
8 en
9

3
1 D
2 F
3 E
4 B
5 C
6 A

4
1 G
2 F
3 B
4 D
5 H
6 A
7 D
8 E

5
a
b cos
c much
d book
e wel ome
g open ng
h

5
1
a because
b but
and
d so

2
1 hope
2 fine
3
4 e se
5 abou you
6
7 up
8 p ans
9 can’
0
soon

3
a up
b
fine
hope
b hear
d
a o er
b news
l ve

4
1 but
2 because
3 so
4 and
5 so
6 because
7 but
8 but
9 because
0 and

5 pr ct ce

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

2
1 hat
2 d es
3
4 sca
5 shoes
6
7
8
9 sh rt
10

3
1 p yg ound
2
3 c asssr om
4 Physi s
5
6 Geog phy
7
8

4
1 neve
2 /
3 badl
4 bad good
5 fai pass

5 0 e check

1
1 p oud
2 unive y
3 stays
4 pass
5 sta e

2
1
2 c asses
3 si e sex
4 Mixed
5

3
a on
b
a do
b homewo
b lesson
a do
b bad
a
b exam

4
1
2
3 don’ have
4
5 have

5
1 wer
2 wer n’
3
4
5 wasn’

6
1 C
2 A
3 C
4 B
5 A

6. ocabul y

1
1
2
3
4
5
6 yoga
7
8 ho ey

2
1 ka eboa d g
2 ce
3 Zumba
4 kung fu
5 , kiing
6 ayak ng
7
8 bas etbal

3
1 go
2 go
3 pl y
4 do
5 do
6 do
7 go
8 pl y
9 go
10 do
1 pl y
12 pl y

4
1 Have
2
3 mea s
4 Go
5 eam
6
7 eep

5
1
2
3
4 beat

6
: pool,
race ap
trunks
Tenn s: sho s mat h,
e ow, cou

7
1 6 C
2 A 7 B
3 C 8 A
4 A 9 A
5 10 C

6. ammar

1
1b as
2a W s
2b asn’
2c wer
3a
3b
3c was
3d as

2
1 cha ed
2 agr ed
3 pl nned
4
5
6 wan ed
7 cr d
8 aske
9 wat hed
10 l ked

3
1 age
2 when
3 las
4 ago
5
6 n ht

4
1
2 pl y ed
3 did
4 wat hed
5 he ed
6 g ve
7 look
8 dr nk
9 went
10 l st

5
1 I doing yoga
at ge .
2 I Phi when we
wer in choo
3 l st ned
he new CD en imes
eeke d.
4
firs job ge
went .
5 I ough this ap op
wo onths go.
6 I wa hi g
bor g.

6
1
2 went
3 ha d
4 ago
5
6 age

6. ist ning language pr ct e

1
1
2
3 ca e
4
5 want
6

2
1 don’ who wins
2 go
3 no
4 don’ th n)

3
a mat er
b uch
c
d
e

4
1
2a such
2b
3

5
A
a
b nj y
c ca e bout
d
e Ar you
1
2
3 n oy

B
a ca e bout
b ot
c
d ’
1 ’
2 ca e bout
3 ot

6.

1
B

2
1 C
2 A
3 D

3
1 b
2 a
3 d
4 c

4
1 ma e
2 back
3 r gai
4 aga nst

5
1 By th s
2 imes
3 ame
4

6
1 l yed
2 footba rs
3 j gger
4 ycl st
5 sailo
6 ski s iing

6

1
a Does,
b doe n
c l aves
a Do
b do
a does uy
b doesn’ uy
a Do ear
b don’

2
1 ’ now
2 ’
3 ’ idy
4 ’ arn
5 ’
6 ’

3
1 ’ ’ m
2 ’
3 gg e ome
4 ’
5 ’ ee
6 you phone
7 she ay
8 ’ ound
9 ’
0 ’ peak

4
1 you have ood
?
2 Yes, id.
3 I want come
home.
4 Whe you ?
5 I have wn
r om.
6 you know
the ?
7 No ’
8 B t idn have
9 What you in
the even g?
0 I go ut

5
1 do
2
3 you
4 you
5
6 get

6 peak g nguage

1
1 d
2 a
3 b

2
1 i po tant
2 S hou
3 r al y
4
5 S hou
6 make

3
1 C
2 C
3 A
4 B

4
1 should
2 portant
3 You ’
4 Mak su e
5 also
6
7 should

6.

1
1 Aft r
2 nd
3 At
4 hat
5

2
1 At
2 Aft r
3 S
4
5 fir t
6 hen
7

3
1 because
2 on
3 pl ased
4
5
6 up
7

4
1 or
2 dr ss up as
3 mpossi e
4 because
5
6 emembe d
7 pl ased

6.

1
1 B
2 A
3 B
4 C
5 B
6 A
7 C
8 B

2
1
2 ook ng
3 went
4 did
5
6
7 did
8 mor
9 pl y
10

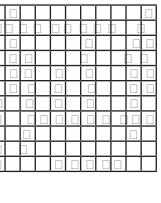
6. 0 Self heck

1
1 do
2 go
3
4 pl y
5 keep (/)

2
1
2
3
4
5 s am

3
1
2 pl yed
3 had
4 went
5 a e

4
1 Yes e da me
, aw fil
at a and had
a g od .
2a D d ou lay ny
spor s schoo
week?
2b No, We
had xams eek.
3a D d mon
?
3b Yes, . He ame
firs by seconds.



3
1 A
2 B
3 B
4 A
5 B

4
1 mag ca
2 monot nous
3
4 demand g
5 magni cent

5
1
2
3 ri h eningl
4

6
1 dange us
2
3
4 peaceful
5 char ct ri t
6

8. ammar

1
1
2 want
3
4 et
5 want as e
6 l n ing get

2
1 at
2
3 r ue
4
5
6 ead
7

3
1 I m
Ma hs.
2a How
yo
yo r a ty?
2b ot oi g have
a yea
3a Is oi g hel
us
3b , isn .
4a Ar St ve and
go g sit
wee nd?
4b es, .

4
1
2 My ad
give
3 Ar you oi g
have
4 Yes, am
5 ot oi g d ve
6 how you
get
7 um is
d ive

5
1 C
2 C
3 A
4 A
5 C
6 B

8. peaki g anguage

1
1 agr e
2 t nk
3 Mayb
4 Absol y
5

2
1 Absol y
2 agr e
3 ght
4 Mayb
5 di ag e
6
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VOCABUL RY BANK PRACTICE EXERCISES

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Teacher's notes

Unit 1 Family and friends

1 Free time
(1.1 Vocabulary)

Aim: to practise words related to free time activities
Interaction: 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 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.

Answers:
1 at **2** play **3** go **4** about **5** have **6** drums **7** friends **8** with **9** to **10** shopping

2 A day in the life of an at-home dad
(1.4 Reading)

Aim: to practise nouns related to family and everyday life
Interaction: individual
Type of activity: gap-filling
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)** Tell them to fill in the gaps with the words from the box. Give them eight minutes to complete the task. **(3)** Check answers with the class. You can listen to the recording from the SB (CD 1, track 32) to check.

Answers:
1 morning **2** home **3** fathers **4** breakfast **5** day **6** hours **7** mum **8** families **9** children **10** wife **11** work **12** evening **13** bed **14** money **15** time

3 My life
(1.5 Grammar)

Aim: to practise 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 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, demonstrate a question on the board for Student A and then for Student B. **(3)** Give students five minutes to read the profile and prepare the questions. **(4)** Students work in pairs and ask and answer their questions to complete the text. **(5)** If you like, check answers with the class. Ask different students to say the answer for each gap.

Optional follow up: In pairs or individually, students 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?* They work with a new partner and interview each other. Check 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

4 Family and friends
(Focus review 1, Language in use)

Aim: to practise functional language from the unit
Interaction: individual
Type of activity: multiple choice and gap-filling
Time: 15 minutes
Materials: one worksheet per student

In class: (1) Copy one worksheet for each student. **(2)** Tell students that they are going to work individually and hand out the worksheets. **(3)** Get them to read the instructions for each of the three exercises. For Ex. 1, ask them to choose one correct answer (A, B or C) that completes each gapped sentence correctly. For Ex. 2, ask them to complete the sentences with the missing words by adding as many letters as there are lines. For Ex. 3, ask them complete the sentences using the words in the box. **(4)** Give students ten minutes to do the exercises. **(5)** Check answers with the class.

Answers:
1: 1 A **2** A **3** C **4** C **5** A **6** B **7** A **8** B **9** C **10** C
2: 1 Chess **2** weekend **3** drum **4** author **5** great **6** studio **7** picnic **8** Fantasy **9** midnight **10** aunt
3: 1 play **2** clean **3** prefer **4** take **5** go **6** listen **7** go **8** wash **9** have **10** stay

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5 Our interests
(Focus review 1, Speaking)

Aim: to practise giving personal information and talking about 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 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 answers with the class. **(4)** Go to Ex. 11 on page 23 in the SB.

Optional follow up: (1) Ask students to talk in pairs about themselves, 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 The 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 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 packet of crisps?* 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 rice?* NOT *Have you got rice?*
(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 *Bingo* list. The first student to cross off all their items shouts *Bingo!* Students can then play in groups.

8 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, 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 to ask and answer questions in their pairs. **(5)** If you like, check answers with the 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:
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.
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.

9 Cool restaurants around the world
(2.4 Reading)

Aim: to practise words related to food
Interaction: individual
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)** Tell students to fill in the gaps with words related to food. 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 students eight minutes to complete the task. **(3)** Check answers with the class. They can listen to the recording from the SB (CD 1, track 50) to check.

Answers:
1 meals **2** food **3** dishes **4** seafood **5** menu **6** meal **7** eat **8** chefs **9** order **10** healthy **11** fresh **12** fat **13** vegetarian **14** courses **15** taste

10 Food
(Focus review 2, Language in use)

Aim: to practise functional language from the unit
Interaction: individual
Type of activity: multiple choice and gap-filling
Time: 15 minutes
Materials: one worksheet per student

In class: (1) Copy the worksheet for each student. **(2)** Tell students that they are going to work individually and hand out the worksheets. **(3)** Get them to read the instructions for each of the three exercises. For Ex. 1, ask them to choose one answer (A, B or C) that completes each gapped sentence correctly. For Ex. 2, ask them to complete the sentences with the missing words by adding as many letters as there are lines. For Ex. 3, ask them to complete the sentences using the words in the box. **(4)** Give students ten minutes to do the exercises. **(5)** Check answers with the class.

Answers:

1: **1** C **2** B **3** C **4** A **5** A **6** B **7** B **8** A **9** C **10** A
2: **1** waiter **2** Spaghetti **3** hungry **4** slice **5** menu **6** Tuna **7** dessert **8** basket **9** orange **10** spicy
3: **1** seafood **2** ingredients **3** bar **4** unhealthy **5** chef **6** rice **7** two-course **8** strawberries **9** omelette **10** vegetarian

11 In a café
(Focus review 2, Speaking)

Aim: to practise phrases for ordering food in a restaurant
Interaction: individual
Type of activity: gap-filling and guided speaking
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 answers with the 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

12 Food festival
(Focus review 2, Writing)

Part 1
Aim: to practise 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 answers with the 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 answers with the class. **(4)** Go to Ex. 11 on page 35 in the SB.

Unit 3 Work

13 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 answers with the class.

Answers:
1 adults **2** alone, team **3** home **4** hours **5** part, full **6** help people, wear a uniform **7** well, badly **8** outside

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.

14 You call this work?
(3.4 Reading)

Aim: to practise verb collocations related to work
Interaction: individual
Type of activity: gap-filling
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)** Tell students to fill in the gaps with the verbs from the box. Give students eight minutes to complete the task. **(3)** Check answers with the class. They can listen to the recording from the SB (CD 2, track 10) to check.

Answers:
1 work **2** go **3** test **4** write **5** earn **6** fly **7** write **8** ask **9** meet **10** earn **11** have

15 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 answers with the 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 computer 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.

16 Work
(Focus review 3, Language in use)

Aim: to practise functional language from the unit
Interaction: individual
Type of activity: multiple choice and gap-filling
Time: 15 minutes
Materials: one worksheet per student

In class: **(1)** Copy the worksheet for each student. **(2)** Tell students that they are going to work individually and hand out the worksheets. **(3)** Get them to read the instructions for each of the three exercises. For Ex. 1, ask them to choose one answer (A, B or C) that completes each gapped sentence correctly. For Ex. 2, ask them to complete the sentences with the missing words by adding as many letters as there are lines. For Ex. 3, ask them to complete the sentences using the words in the box. **(4)** Give students ten minutes to do the exercises. **(5)** Check answers with the class.

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Answers:

1: **1** B **2** A **3** A **4** C **5** B **6** C **7** A **8** B **9** B **10** C
2: **1** instructor **2** hospital **3** team **4** journalist **5** office **6** farmer **7** hotel **8** mechanic **9** Colleague **10** plumber
3: **1** dream job **2** advertise **3** look after **4** favour **5** owner **6** boring **7** volunteer **8** factory **9** responsible **10** questionnaire

17 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 in the box. **(3)** Get students to check the questions in pairs. **(4)** Check answers with the 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.

18 Can you help me, please?
(Focus review 3, Writing)

Aim: to practise 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 in the box. Set a time limit of two to three minutes **(3)** Get students to check the questions in pairs. **(4)** Students complete the grid with the sentences. **(5)** Check answers with the class. **(6)** Go to Ex. 10 on page 47 in the SB.

Answers:
1 also **2** problem **3** favour **4** help **5** think **6** sorry **7** Could **8** you2
Introduction: 2, 3, 7
Requests: 1, 4, 5
Conclusion: 6, 8

Unit 4 People

19 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 question *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.

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

20 Record breakers
(4.2 Grammar)

Aim: to practise superlative adjectives
Interaction: pairs
Type of activity: guessing game
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 worksheets and Students B their worksheets. Tell students not to look at each other's worksheets. **(2)** Explain that students should play a guessing game in pairs and keep score for each other. **(3)** First, Students A read out their quiz questions and three possible answers, A, B and C. Students B decide what the correct answer is. **(4)** Then Students B read out their questions and possible answers for Students A to guess. **(5)** Students compare the score to check who the winner is.

21 What do your clothes say about you?
(4.4 Reading)

Aim: to practise personality adjectives
Interaction: individual
Type of activity: gap-filling
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)** Tell students to fill in the gaps with the personality adjectives using the jumbled letters given in brackets. Give students eight minutes to complete the task. **(3)** Check answers with the class. They can listen to the recording from the SB (CD 2, track 24) to check.

Answers:
1 energetic **2** relaxed **3** generous **4** sociable
5 talented **6** creative **7** clever **8** confident
9 ambitious

22 People
(Focus review 4, Language in use)

Aim: to practise functional language from the unit
Interaction: individual
Type of activity: multiple choice and gap-filling
Time: 15 minutes
Materials: one worksheet per student

In class: **(1)** Copy the worksheet for each student. **(2)** Tell students that they are going to work individually and hand out the worksheets. **(3)** Get them to read the instructions for each of the three exercises. For Ex. 1, ask them to choose one correct answer (A, B or C) that completes each gapped sentence correctly. For Ex. 2, ask them to complete the sentences with the missing words by adding as many letters as there are lines. For Ex. 3, ask them to complete the sentences using the words in the box. **(4)** Give students ten minutes to do the exercises. **(5)** Check answers with the class.

Answers:
1: **1** B **2** C **3** A **4** A **5** B **6** C **7** B **8** A **9** A **10** A
2: **1** tongue **2** bald **3** busy **4** date **5** wig **6** election **7** mad **8** unsociable **9** fair **10** socks
3: **1** quality **2** make-up **3** scarf **4** forehead **5** twins **6** comfortable **7** identity card **8** middle-aged **9** changing room **10** confident

23 Shopping for clothes
(Focus review 4, Speaking)

Part 1
Aim: to practise phrases related to shopping
Interaction: individual
Type of activity: word completion
Time: 3–4 minutes
Materials: one worksheet per student (A or B)

In class: **(1)** Divide students into pairs, Student A and Student B. Tell them that they are going to work individually at first and give each student a worksheet. **(2)** Students read the questions and fill in the gaps with words related to shopping. Some letters of each missing word have been given to help them. There are as many lines as there are letters in each word. **(3)** Get students to check their answers in pairs. **(4)** Check answers with the class.

Answers:
1 help **2** try **3** size **4** much **5** What **6** Have

Part 2
Aim: to practise phrases related to shopping
Interaction: pairs
Type of activity: matching
Time: 5 minutes
Materials: one worksheet per student (A or B)

In class: **(1)** Tell students to read the sentences spoken by a shop assistant and a customer in a clothes shop written in the speech bubbles. Explain that they are going to look for pairs of speech bubbles: one from Student A's worksheet and one from Student B's worksheet. **(2)** Student A reads out their speech bubbles one by one. Student B finds the correct replies on their worksheet and reads them out as well. **(3)** Then it is Student B's tum to read their speech bubbles and Student A's task is to find the right replies. **(4)** When they have found all six pairs, ask one Student A and one Student B to present the exchanges to the whole class. **(5)** Go to Ex. 9 and 10 on page 59 in the SB.

Answers:

A: Good moming. Can I help you?
B: Good morning. I'm looking for a yellow scarf.
A: I'd like to try them on.
B: The changing room is over there.
A: How much are these black trousers?
B: They're £16.50.
A: What size is your sister?
B: She's a 12.
A: Have you got a darker green?
B: Yes we have. Here it is.
A: How about this pair?
B: It is exactly what I want.

24 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. Give them five minutes to do the task. **(4)** Check answers with the class.

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(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. 11 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

25 School days
(5.1 Vocabulary)

Aim: to practise words for different types of schools
Interaction: pairs
Type of activity: word completion and matching
Time: 5 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 they are going to work individually at first. **(2)** Ask them to fold the worksheets along the dotted line and only look at the photographs. They complete the missing letters below each photo. **(3)** Tell students they are going to work in pairs now. **(4)** Students A read out the definitions from the table in the other part of the worksheet and Students B respond to each definition saying the right words from their set of photos. Students A check if the answer is correct. **(5)** Then Students B read out their definitions and Students A give the defined words. Students B check if the answer is correct.

Answers:
Student A: 1 nursery school **2** technical college **3** private school **4** middle school
Student B: 1 university **2** state school **3** secondary school **4** mixed school

26 Floating schools
(5.1 Vocabulary)

Aim: to practise words related to school and education
Interaction: individual
Type of activity: gap-filling
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)** Students fill in the gaps with the words related to school and education. Give students eight minutes to complete the task. **(3)** Check answers with the class.

Answers:
1 education **2** state **3** primary **4** secondary **5** leave **6** miss **7** mixed **8** classroom **9** class **10** homework **11** marks **12** exams **13** university

27 Could you …?
(5.5 Grammar)

Aim: to practise *was/were* and *could*
Interaction: groups of five 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. **(3)** 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.* **(4)** Students ask one another questions and when someone answers *Yes, I could,* students fill in the gap with their name. **(5)** When everyone has completed all the five gaps with names, ask one or two students to read out their sentences.

28 Education
(Focus review 5, Language in use)

Aim: to practise functional language from the unit
Interaction: individual
Type of activity: multiple choice and gap-filling
Time: 15 minutes
Materials: one worksheet per student

In class: (1) Copy the worksheet for each student. **(2)** Tell students that they are going to work individually and hand out the worksheets. **(3)** Get them to read the instructions for each of the three exercises. For Ex. 1, ask them to choose one correct answer (A, B or C) that completes each gapped sentence correctly. For Ex. 2, ask them to complete the sentences with the missing words by adding as many letters as there are lines. For Ex. 3, ask them to complete the sentences using the words in the box. **(4)** Give students ten minutes to do the exercises. **(5)** Check answers with the class.

Answers:
1: 1 A **2** C **3** A **4** B **5** C **6** C **7** A **8** B **9** A **10** C
2: 1 Geography **2** improve **3** library **4** Kindergarten **5** musician **6** desk **7** uniform **8** brain **9** genius **10** discount
3: 1 head teacher **2** nursery school **3** state school **4** get lost **5** cheat **6** experiments **7** improve **8** opening times **9** missed **10** staff room

29 At 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

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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 answers with the 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

30 An email to a friend
(Focus review 5, Writing)

Aim: to practise 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 answers with the class. **(5)** Go to Ex. 10 on page 71 in the SB.

Answers:
1 On the first day I could not find my classroom.
2 I hope to hear from you soon. **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** I miss you all! **10** I am getting on well.
Asking about someone: 6, 8
Giving news: 1, 4, 7, 10
Asking about the other person: 3, 5
Signing off: 2, 9

Unit 6 Sport and health

31 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. Explain that each student only has some of the crossword clues, and they will work with their partner to find the rest. **(3)** Students work in pairs. They take turns to mime or define their sports so that their partner can complete the remainder of the crossword. They mustn't say the actual missing word. **(4)** When everyone has finished, check answers with the class.

Answers:
Across: 1 kayaking **5** volleyball **6** ice skating **7** skiing **8** swimming **9** football
Down: 1 karate **2** badminton **3** jogging **4** tennis

32 Passion or madness?
(6.2 Grammar)

Aim: to practise regular and irregular Past Simple forms
Interaction: individual
Type of activity: gap-filling
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)** Explain that in the text, most of the Past Simple verb forms have been removed and students should complete the gaps with the Past Simple (regular or irregular) form of the verb given in brackets. Give students eight minutes to complete the task. **(3)** Check answers with the class.

Answers:
1 tried **2** died **3** became **4** climbed **5** wanted **6** jumped **7** hit **8** fell **9** caught **10** saved **11** hung **12** broke **13** stopped **14** took **15** contacted **16** asked

33 Find someone who …
(6.5 Grammar)

Aim: to practise 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 and write it on the board: *Did you phone a friend yesterday evening*? If you like, do another example with the whole class. **(3)** Check answers with the 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 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. John 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?

34 Sport and health
(Focus review 6, Language in use)

Aim: to practise functional language from the unit
Interaction: individual
Type of activity: multiple choice and gap-filling
Time: 15 minutes
Materials: one worksheet per student

In class: (1) Copy the worksheet for each student. **(2)** Tell students that they are going to work individually and hand out the worksheets. **(3)** Get them to read the instructions for each of the three exercises. For Ex. 1, ask them to choose one answer (A, B or C) that completes each gapped sentence correctly. For Ex. 2, ask them to complete the sentences with the missing words by adding as many letters as there are lines. For Ex. 3, ask them to complete the sentences using the words in the box. **(4)** Give students ten minutes to do the exercises. **(5)** Check answers with the class.

Answers:

1: 1 B **2** A **3** C **4** B **5** A **6** A **7** C **8** C **9** A **10** B
2: 1 martial arts **2** prize **3** individual **4** cycling **5** coach **6** climb **7** champion **8** examine **9** sponsor **10** jogger
3: 1 save **2** age **3** illness **4** diet **5** stadium **6** cyclist **7** sailing **8** regular **9** equipment **10** headache

35 What should I do?
(Focus review 6, Speaking)

Part 1
Aim: to practise asking for and giving advice
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 answers with the 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
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 to ask for and give advice. Remind them to give a reason for their advice. **(2)** Ask some pairs to act out their conversations in front of the class. **(3)** Go to Ex. 9 on page 83 in the SB.

36 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 them 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 students three to four minutes to complete the task. **(3)** Get them to check answers in pairs. **(4)** Check answers with the 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 *swimmers* 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

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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. 10 on page 83 in the SB.

Unit 7 Travel

37 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 and write them on the board. **(2)** Divide students into pairs and give each student a role card. 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 role cards 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 kind of holiday. Then it is Student B's turn.

Optional follow up: Students write about a holiday they went on giving similar information.

38 Harvey's holidays
(7.1 Vocabulary)

Aim: to practise words related to holidays and travel
Interaction: individual
Type of activity: gap-filling
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)** Tell students to fill in the gaps with the words related to travel and holidays. The first letters of each missing word have been given to help them. Give students eight minutes to complete the task. **(3)** Check answers with the class.

Answers:
1 cities **2** coach **3** arrangements **4** sights **5** guide **6** hiking **7** guesthouse **8** book **9** visit **10** local **11** youth **12** breakfast **13** accommodation **14** travel **15** plane **16** round **17** campsites **18** tents **19** bags **20** equipment

39 Have you ever …?
(7.2 Grammar)

Aim: to practise the 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, write them 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?* **(5)** Check 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?

40 Travel
(Focus review 7, Language in use)

Aim: to practise functional language from the unit
Interaction: individual
Type of activity: multiple choice and gap-filling
Time: 15 minutes
Materials: one worksheet per student

In class: (1) Copy the worksheet for each student. **(2)** Tell students that they are going to work individually and hand out the worksheets. **(3)** Get them to read the instructions for each of the three exercises. For Ex. 1, ask them to choose one answer (A, B or C) that completes each gapped sentence correctly. For Ex. 2, ask them to complete the sentences with the missing words by adding as many letters as there are lines. For Ex. 3, ask them to complete the sentences using the words in the box. **(4)** Give students ten minutes to do the exercises. **(5)** Check answers with the class.

Answers:
1: **1** C **2** A **3** C **4** B **5** C **6** A **7** B **8** B **9** C **10** B
2: **1** ferry **2** excursion **3** travel agency **4** campsite **5** island **6** museum **7** budget **8** safe **9** taxi **10** airport
3: **1** abroad **2** brochures **3** three-star **4** youth hostel **5** coach **6** foreign **7** luggage **8** mosquito **9** sleeping bag **10** platform

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41 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 answers with the 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 to ask each other how to get to certain places and giving directions. **(3)** Ask some pairs to act out their conversations in front of the other students. **(4)** Go to Ex. 9 on page 95 in the SB.

42 An email of enquiry
(Focus review 7, Writing)

Aim: to practise 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 an email 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 in the correct order. **(5)** Check answers with the class. **(6)** Go to Ex. 10 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

43 Geography quiz
(8.1 Vocabulary)

Aim: to practise words related to landscape.
Interaction: pairs
Type of activity: quiz
Time: 10 minutes
Materials: one worksheet per pair

In class: (1) Divide students into pairs. Cut off the answer key and give each pair one worksheet. **(2)** Tell students to look at the photos and fill in the missing words in each quiz question. **(3)** Check answers with the class. **(4)** Tell each pair to try and answer the quiz questions by choosing A, B or C. **(5)** When all the pairs have finished, distribute the answer key and ask pairs to count the correct answers to see which pair has achieved the highest score.

44 Wonders of nature
(8.1 Vocabulary)

Aim: to practise names of animals
Interaction: individual
Type of activity: gap-filling
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)** Tell students to fill in the gaps with names of animals using the jumbled letters given in brackets. Give students eight minutes to complete the task. **(3)** Check answers with the class.

Answers:
1 bears **2** leopards **3** butterflies **4** elephants **5** chimpanzees **6** gorillas **7** fish **8** turtles **9** whales **10** sharks **11** snails

45 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

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48 Opinion in a blog post
(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 post, fill in the missing letters and match the paragraphs with their functions. **(3)** Get students to check the answers in pairs. **(4)** Students complete the grid with the expressions in bold. **(5)** Check answers with the class. **(6)** Go to Ex. 10 on page 107 in the SB.

Answers:
1 opinion **2** First **3** addition **4** Finally **5** seems
1 c **2** d **3** a **4** b
In my view = In my opinion, Firstly = First of all, Secondly = In addition, Lastly = Finally, I believe = It seems to me

Units 1–8 Test yourself pairwork activities

49–56 Vocabulary and grammar
(Units 1–8)

Aim: to practise vocabulary and grammar from the unit
Interaction: pairs
Type of activity: gap-filling and information exchange
Time: 10 + 10 minutes
Materials: one worksheet per student (A or B)

In class: **(1)** Divide students into pairs. **(2)** Give out the worksheets. **(3)** Explain that students should individually complete the exercises. **(4)** In pairs, students take turns to check each other's answers.

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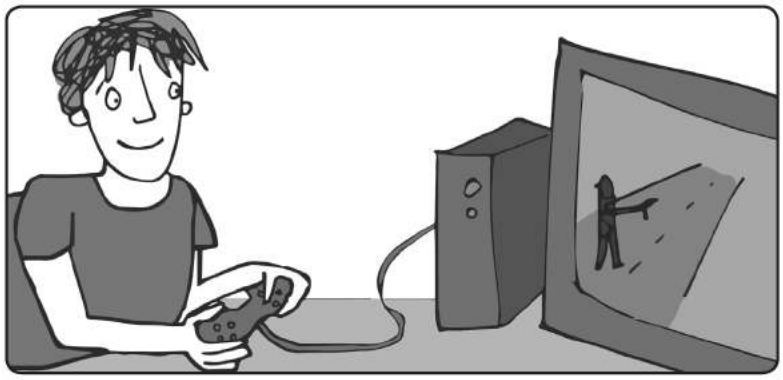
Resource 1 Free time

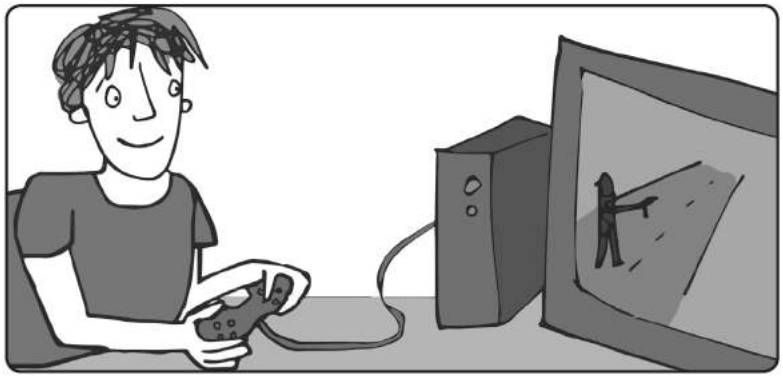
1.1 Vocabulary (free time activities)

about play to with drums
go have shopping at friends



	In your free time:	You	Your partner
1	do you usually stay _____ home in the evening?		
2	do you _____ computer 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 the town centre?		

about play to with drums
go have shopping at friends



	In your free time:	You	Your partner
1	do you usually stay _____ home in the evening?		
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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 the town centre?		

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Resource 2 A day in the life of an at-home dad

1.4 Reading (family and everyday life)

work fathers wife morning breakfast hours families
children home evening bed money day time mum

It's eight o'clock in the [1]_____ . Tom Martin's wife gets up and gets ready for work. Tom stays at [2]_____ with his kids, Billy, aged two years, and Eve, aged two months.

About 1.4 million [3]_____ in the UK stay at home to look after their children. Tom, thirty-eight, is one of them. His wife Carol works for a construction company. After two years at home with their babies, she's happy to be back at work.

Tom, Billy and Eve have [4]_____ together. Then they look at picture books or Tom and Billy play ball in the park. Every [5]_____ at 11.00, Tom takes Billy to playgroup for two [6]_____ . Then he goes back home with Eve and works for an hour or two when the baby sleeps. Tom's a programmer, so it is easy to work at home.

Sharon Rivers, the playgroup teacher, says, 'This situation is quite normal these days. In some families the [7]_____ looks after the children but in many [8]_____, it's the dad. Some fathers want to stay at home and look after their [9]_____; some fathers stay at home because their [10]_____ earns more money. The important thing is that they all love their children.'

When Carol comes home from [11]_____, Tom goes out for a game of tennis. In the [12]_____, the family have dinner together. Billy and Eve go to [13]_____ at eight and then Carol and Tom can relax together and talk about their day.

So, what is Tom's advice to young fathers? 'We have about fifty years to work and make [14]_____, but only a few years to watch our babies grow. Don't miss this important [15]_____.'

work fathers wife morning breakfast hours families
children home evening bed money day time mum

It's eight o'clock in the [1]_____ . Tom Martin's wife gets up and gets ready for work. Tom stays at [2]_____ with his kids, Billy, aged two years, and Eve, aged two months.

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Resource 3 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 (birthday: 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 computer 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 (birthday: [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 computer 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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Resource 4 Family and friends

Focus review 1, Language in use

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 ___ 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?
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 Most singers don't ___ money from their music.
A do
B take
C earn

2 Complete the words. Write one letter in each gap.

1 **C**_ _ _ _ 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**_ _ _ _ _ _ .
3 A **d**_ _ _ is a musical instrument. You hit it to make sounds.
4 Someone who writes books is an **a**_ _ _ _ _ .
5 Something **g**_ _ _ _ is very big or very good.
6 Musicians record songs in a **s**_ _ _ _ _ .
7 When you have a **p**_ _ _ _ _ , you eat some food in a park or in the countryside.
8 **F**_ _ _ _ _ _ books like *The Hobbit* are not about real life events.
9 When it's **m**_ _ _ _ _ _ _ , it's twelve o'clock at night.
10 Your **a**_ _ _ is your mother's or your father's sister.

3 Complete the sentences with the verbs in the box.

clean	go	go	have	listen
play	prefer	stay	take	wash

1 Can your sister _____ the guitar?
2 We _____ the flat once a week.
3 I don't like watching TV. I _____ reading vampire stories.
4 My father can't _____ photos with his mobile because it's very old.
5 Do you _____ on holiday every summer?
6 I never _____ to music when I do my homework.
7 Do you want to _____ to a concert with me on Friday night?
8 Can you _____ the dishes after lunch?
9 I usually wake up late in the morning and I haven't got time to _____ a shower.
10 I'm tired. I want to _____ at home tonight.

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Resource 5 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 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 _____ .

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Resource 6 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?
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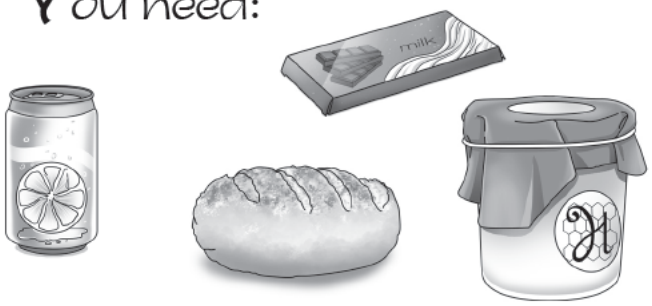
Resource 7 The shopping game

2.1 Vocabulary (food)

Student A

You need:



You have got:

Student C

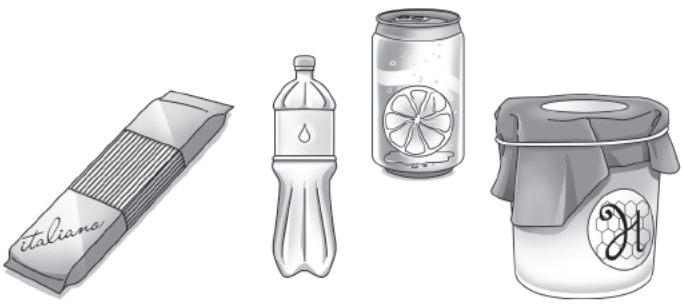
You need:

You have got:

Student B

You need:

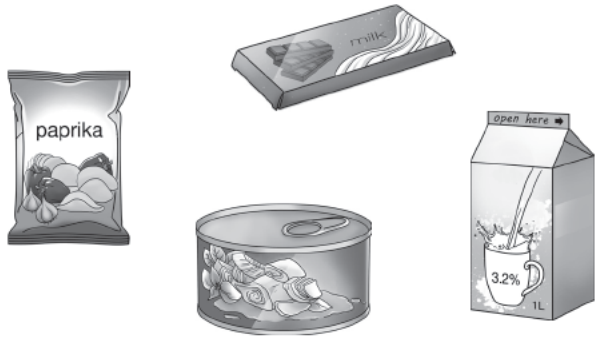
You have got:



Student D

You need:

You have got:



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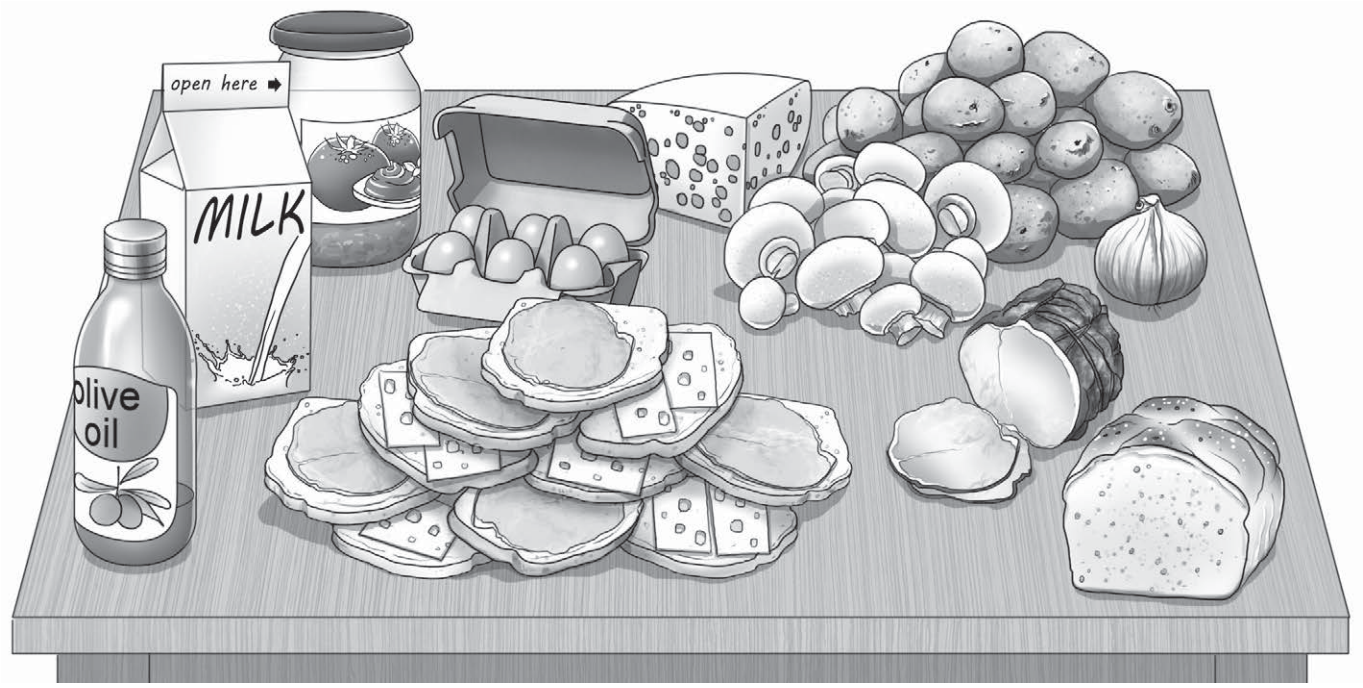
[illegible]

[illegible]

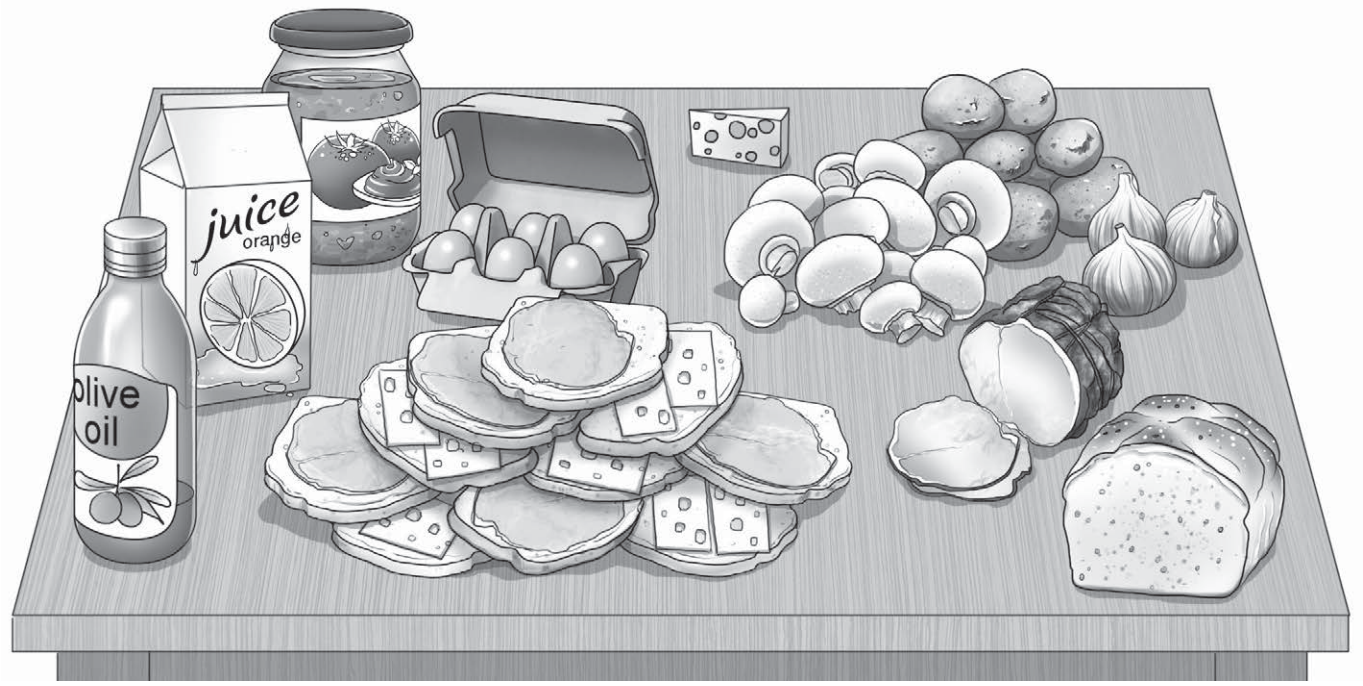
Student A

[illegible]



Student B

[illegible]



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Resource 9 Cool restaurants around the world

2.4 Reading (food)

Dinner in the Sky organises [1]m _ _ _ _ in forty countries and the [2]f _ _ _ is different in each place. In Hungary, for example, you can have traditional [3]d _ _ _ _ _ like *halászlé* (fish soup) or pancakes with meat. In Spain, you can have *paella*, a traditional dish of rice with [4]s _ _ _ _ _ _ .

You choose a city and a [5]m _ _ _ and then Dinner in the Sky takes you fifty metres up in the sky for your [6]m _ _ _ ! It's very expensive – about €30,000 for twenty-two people – but it's a wonderful experience. It doesn't matter how old you are but you need to be at least 150 centimetres tall if you want to [7]e _ _ there.

There are twelve [8]c _ _ _ _ at this restaurant but there aren't any waiters! You [9]o _ _ _ _ your food from touch screen computers at the table. The kitchens are upstairs. The food comes to the table along long metal tracks! The food is very [10]h _ _ _ _ _ _ because the chefs use only [11]f _ _ _ _ local ingredients and very little [12]f _ _ . There are [13]v _ _ _ _ _ _ _ _ _ dishes if you don't eat meat. Main [14]c _ _ _ _ _ _ are around €10–€20 and desserts €5– €7. Try the grilled pork with mushroom sauce or the spicy sausage (it has a hot strong [15]t _ _ _ _ !). And after your meal, you can rate the food and the experience from your touch screen!

Dinner in the Sky organises [1]m _ _ _ _ in forty countries and the [2]f _ _ _ is different in each place. In Hungary, for example, you can have traditional [3]d _ _ _ _ _ like *halászlé* (fish soup) or pancakes with meat. In Spain, you can have *paella*, a traditional dish of rice with [4]s _ _ _ _ _ _ .

You choose a city and a [5]m _ _ _ and then Dinner in the Sky takes you fifty metres up in the sky for your [6]m _ _ _ ! It's very expensive – about €30,000 for twenty-two people – but it's a wonderful experience. It doesn't matter how old you are but you need to be at least 150 centimetres tall if you want to [7]e _ _ there.

There are twelve [8]c _ _ _ _ at this restaurant but there aren't any waiters! You [9]o _ _ _ _ your food from touch screen computers at the table. The kitchens are upstairs. The food comes to the table along long metal tracks! The food is very [10]h _ _ _ _ _ _ because the chefs use only [11]f _ _ _ _ local ingredients and very little [12]f _ _ . There are [13]v _ _ _ _ _ _ _ _ _ dishes if you don't eat meat. Main [14]c _ _ _ _ _ _ are around €10–€20 and desserts €5–€7. Try the grilled pork with mushroom sauce or the spicy sausage (it has a hot strong [15]t _ _ _ _ !). And after your meal, you can rate the food and the experience from your touch screen!

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Resource 10 Food

Focus review 2, Language in use

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 At the checkout, you ___ .
A cook some food.
B try new food.
C pay for your food.

4 Put the cheese ___ to keep it cold.
A in the fridge
B on the shelf
C in the trolley

5 I don't want to cook tonight. Let's ___ a pizza from a takeaway restaurant.
A order
B serve
C prepare

6 It takes ___ least twenty minutes to make pancakes for a large family.
A in
B at
C on

7 A recipe ___ .
A tells you the price
B gives you instructions
C recommends a restaurant

8 Students often go to kebab bars because they are ___ .
A messy
B cheap
C dangerous

9 My favourite restaurant is ___ , next to the cathedral.
A upstairs
B in the countryside
C in the main square

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. Write one letter in each gap.

1 The man who brings food to your table in a restaurant is a **w**_ _ _ _ _ .
2 **S**_ _ _ _ _ _ _ _ is long, thin pasta that people often eat with tomato sauce.
3 You eat something when you are **h**_ _ _ _ _ .
4 When you **s**_ _ _ _ bread or ham, you cut it into thin pieces.
5 A list of things you can eat in a restaurant is a **m**_ _ _ .
6 **T**_ _ _ is a very popular type of fish. You usually buy it in tins.
7 A **d**_ _ _ _ _ _ is usually sweet. You eat it after the main course.
8 You can put and carry your shopping in a **b**_ _ _ _ _ in a supermarket.
9 An **o**_ _ _ _ _ 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**_ _ _ _ , like an Indian curry.

3 Complete the sentences with the words in the box.

bar	**chef**	**ingredients**	**omelette**
rice	**seafood**	**strawberries**	**two-course**
	unhealthy	**vegetarian**	

1 Special lunch offer: Italian pasta with _____ , only £9.99.
2 You can find the list of _____ here.
3 Buy a(n) _____ of milk chocolate and win an iPad!
4 Many people think that traditional British food is _____ .
5 I'd like to work as a(n) _____ in a big restaurant.
6 Do you want to have your chicken with potatoes or with _____ ?
7 We always have a(n) _____ dinner on my grandmother's birthday.
8 Excuse me, are these _____ British?
9 This _____ is absolutely delicious.
10 She doesn't eat meat; she's a(n) _____ .

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Resource 11 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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Resource 12 Food festival

Focus review 2, Writing

Part 1

1	You can	a	to come to a food festival?
2	How	b	you?
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	Would you like	e	if you want to come.
6	It starts at	f	win a cookery book.
7	Do you	g	a top chef to cook for us.
8	How are	h	me know if you can come.
9	Text me	i	are things?
10	The ticket	j	want to come with me

Greetings	• •
Invitation	• •
Details of an event	• •
Special attractions	• •
Confirmation	• •

Part 2

- Why don't you come to a festival of exotic/Chinese/French/Indian/Polish/Italian/Japanese/Arab/ _____ food?
- 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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Resource 13 Guess my job!

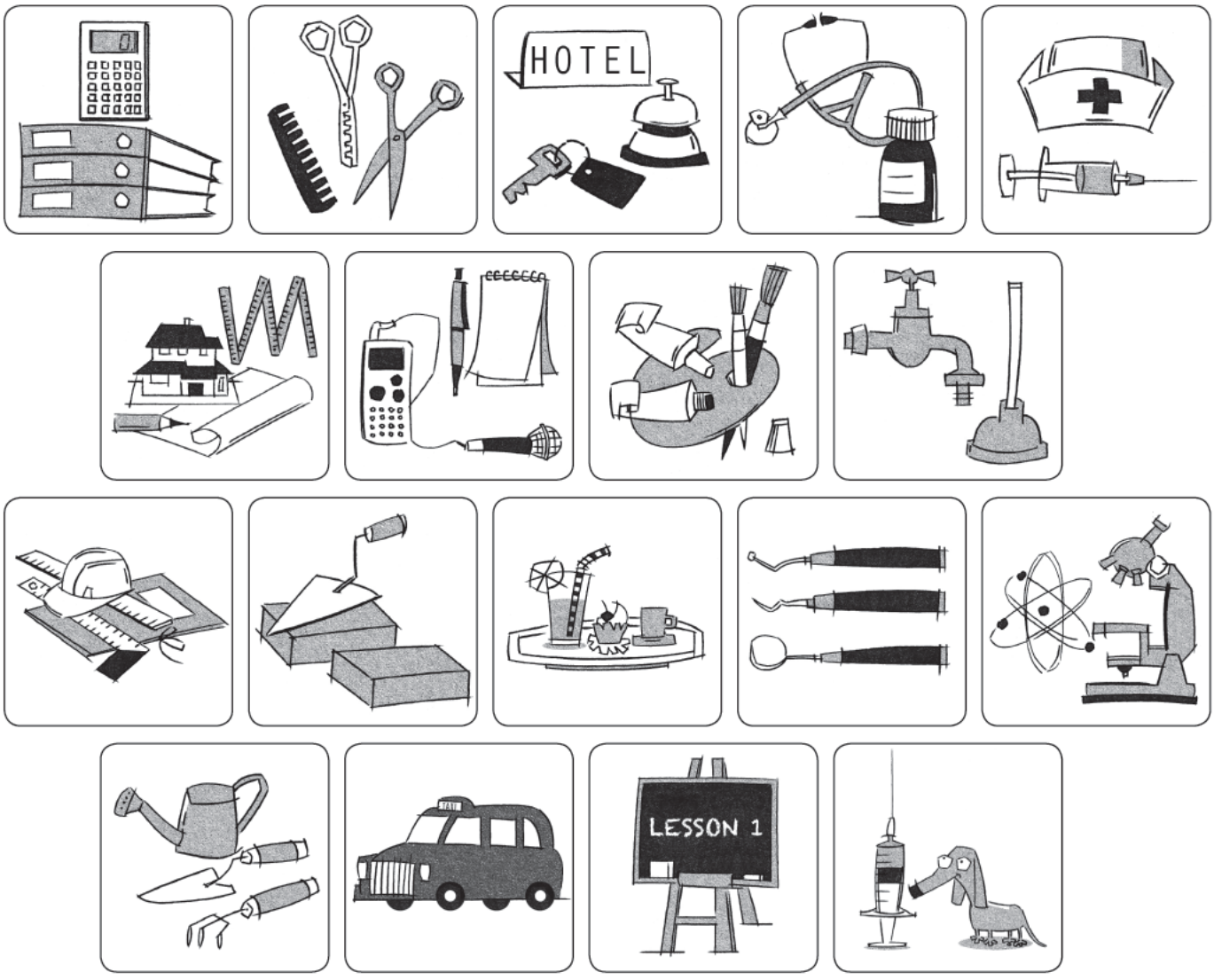
3.1 Vocabulary (jobs and work)

Part 1

well full team badly adults part outside 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 _____ ?
4 Do you work long _____ ?
5 Do you work _____-*time* /_____-*time*?
6 Do you *use your hands*/_____/_____ ?
7 Is your job ____-*paid*/____-*paid*?
8 Do you work *inside*/_____ ?
9 _____ ?
10 _____ ?

Part 2



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Resource 14 You call this work?

3.4 Reading (verb collocations)

fly go earn (x2) write (x2) work ask meet test have

I [1]_____ from nine to five but my job is not very demanding! What do I do? Well, every day, I [2]_____ to work and I sleep – I sleep in a huge, comfortable bed. I know it doesn't sound like work but my employer is a factory that makes beds. They want to [3]_____ the beds and advertise the comfortable ones. So, some days, I sleep in the shop window so customers can watch me! I [4]_____ a blog about the experience. It's only for a month and I need the money for my studies. I [5]_____ thirty pounds a day.

I think I've got the best job in the world. No one believes me when I tell them what I do. I [6]_____ to holiday resorts round the world and test water slides! I [7]_____ down the answers to questions like: *How high is the slide? How fast do you go? Is it fun?* And I [8]_____ people their opinion about the water slides, so I [9]_____ lots of people. I'm also responsible for testing safety. This year I'm working in Spain, Turkey, Mexico and the USA. I [10]_____ a good salary and I [11]_____ lots of fun. It can be a bit unpleasant when it's cold but apart from that, it's great. I love it!

fly go earn (x2) write (x2) work ask meet test have

I [1]_____ from nine to five but my job is not very demanding! What do I do? Well, every day I [2]_____ to work and I sleep – I sleep in a huge, comfortable bed. I know it doesn't sound like work but my employer is a factory that makes beds. They want to [3]_____ the beds and advertise the comfortable ones. So, some days I sleep in the shop window so customers can watch me! I [4]_____ a blog about the experience. It's only for a month and I need the money for my studies. I [5]_____ thirty pounds a day.

I think I've got the best job in the world. No one believes me when I tell them what I do. I [6]_____ to holiday resorts round the world and test water slides! I [7]_____ down the answers to questions like: *How high is the slide? How fast do you go? Is it fun?* And I [8]_____ people their opinion about the water slides, so I [9]_____ lots of people. I'm also responsible for testing safety. This year I'm working in Spain, Turkey, Mexico and the USA. I [10]_____ a good salary and I [11]_____ lots of fun. It can be a bit unpleasant when it's cold but apart from that, it's great. I love it!

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[redacted]

[redacted]

Student A

1 computer 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 computer 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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Resource 16 Work

Focus review 3, Language in use

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 I'd like to be a famous pop star and ___ round Europe.
A visit
B travel
C organise

6 I work for my uncle's company, so he's my ___ .
A worker
B customer
C employer

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 a(n) ___ there.
A au pair
B waitress
C hairdresser

9 That shop ___ the best birthday cakes.
A digs
B sells
C tests

10 Brighton is a popular ___ resort in the south of England.
A hotel
B travel
C holiday

2 Complete the words. Write one letter in each gap.

1 You need a good **i**_ _ _ _ _ _ _ _ to teach you how to do a new sport.
2 Doctors and nurses work at a **h**_ _ _ _ _ _ _ .
3 A **t**_ _ _ is a group of people who work together.
4 A **j**_ _ _ _ _ _ _ _ writes articles for a newspaper or a magazine.
5 A secretary works in an **o**_ _ _ _ _ .
6 A **f**_ _ _ _ _ grows vegetables and fruit in the countryside.
7 You can rent a room at a **h**_ _ _ _ to stay for a few days.
8 A **m**_ _ _ _ _ _ _ can repair your car.
9 **C**_ _ _ _ _ _ _ _ is another word for *co-worker*.
10 A **p**_ _ _ _ _ _ can repair your toilet or your shower.

3 Complete the sentences with the words in the box.

advertise	**boring**	**dream job**	**factory**
favour	**look after**	**owner**	**questionnaire**
responsible	**volunteer**		

1 What's your sister's _____ ?
2 They can't _____ alcohol on television before 10 p.m.
3 Every Saturday morning, I _____ my neighbour's daughter.
4 Could you do me a(n) _____ ?
5 My grandfather is the _____ of two beautiful Labradors.
6 My brother has a summer job in a supermarket. It's a(n) _____ job but he's saving money for a holiday.
7 Mary isn't paid for her work at the animal shelter; she's a(n) _____ .
8 My dad works in a(n) _____ where they make cars.
9 Jenny is _____ for customer relations at the company.
10 Can you fill in this _____ ?

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Resource 17 At work

Focus review 3, Speaking

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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Resource 18 Can you help me, please?

Focus review 3, Writing

could favour think also you problem sorry help

1 Could you _____ help me with this email?
2 I've got a(n) _____ with the computer.
3 Could you do me a(n) _____ ?
4 Can you _____ me with the photocopier?
5 Do you _____ you could give me their phone number?
6 _____ to bother you.
7 _____ you help me?
8 Thank _____ very much.

Introduction	• • •
Requests	• • •
Conclusion	• •

could favour think also you problem sorry help

1 Could you _____ help me with this email?
2 I've got a(n) _____ with the computer.
3 Could you do me a(n) _____ ?
4 Can you _____ me with the photocopier?
5 Do you _____ you could give me their phone number?
6 _____ to bother you.
7 _____ you help me?
8 Thank _____ very much.

Introduction	• • •
Requests	• • •
Conclusion	• •

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Resource 19 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 20 Record breakers

4.2 Grammar (superlative adjectives)

Student A

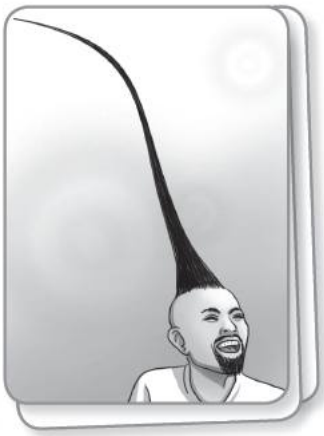
1 How old is the oldest gymnast?
A 92
Ⓑ 89
C 76

2 How heavy is the biggest cabbage?
Ⓐ 63 kg
B 55 kg
C 37 kg

3 How high is the highest hairstyle?
A 50 cm
B 71 cm
Ⓒ 114 cm

4 How long is the longest bridge?
A 121 km
B 74 km
Ⓒ 165 km

5 How tall is the tallest dog?
Ⓐ 2 m 20 cm
B 2 m 10 cm
C 2 m



Student B

1 How heavy is the biggest bike?
A 1000 kg
B 920 kg
Ⓒ 750 kg

2 How tall is the smallest horse?
Ⓐ 45 cm
B 35 cm
C 56 cm

3 How old is the youngest professional drummer?
A 3
Ⓑ 5
C 4

4 How long is the longest snake?
A 4 m
B 6 m
Ⓒ 8 m

5 How many balls can the best juggler juggle?
Ⓐ 10
B 20
C 15

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[illegible]

Student A

Casual dressers love comfortable clothes. They live in jeans and a T-shirt and they often wear tracksuits and trainers because they are sporty and [1]_____ (**CEEEGINRT**); they often go jogging or spend time in the gym. Casual dressers are usually [2]_____ (**ADEELRX**), positive people and it's easy to spend time with them. They are often kind and [3]_____ (**EEGNORSU**) with their time and money.

Original dressers like clothes that make people look at them, like a crazy hat, a fun skirt or a mad jacket! They love having people around them. They are [4]_____ (**ABCEILOS**) and fun. They love to be the centre of attention. They are usually [5]_____ (**ADEELNTT**) and [6]_____ (**ACEEIRTV**) people.

Smart dressers like formal clothes such as suits. Smart clothes are well designed and fit well; the material is good quality and never looks untidy. Smart dressers are usually [7]_____ (**CEELRV**), [8]_____ (**CDEFINNOT**) and busy people. They can be very [9]_____ (**ABIIMOSTU**) – they want to be successful.

Student B

Casual dressers love comfortable clothes. They live in jeans and a T-shirt and they often wear tracksuits and trainers because they are sporty and [1]_____ (**CEEEGINRT**); they often go jogging or spend time in the gym. Casual dressers are usually [2]_____ (**ADEELRX**), positive people and it's easy to spend time with them. They are often kind and [3]_____ (**EEGNORSU**) with their time and money.

Original dressers like clothes that make people look at them, like a crazy hat, a fun skirt or a mad jacket! They love having people around them. They are [4]_____ (**ABCEILOS**) and fun. They love to be the centre of attention. They are usually [5]_____ (**ADEELNTT**) and [6]_____ (**ACEEIRTV**) people.

Smart dressers like formal clothes such as suits. Smart clothes are well designed and fit well; the material is good quality and never looks untidy. Smart dressers are usually [7]_____ (**CEELRV**), [8]_____ (**CDEFINNOT**) and busy people. They can be very [9]_____ (**ABIIMOSTU**) – they want to be successful.

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Resource 22 People

Focus review 4, Language in use

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

1 Can you see that girl with ___ hair?
A tall
B curly
C young

2 I'm sure Gary spends a lot of time in the gym. He's very ___ .
A ugly
B pretty
C sporty

3 My brother is a bit ___ – he finds it difficult to talk to people he doesn't know.
A shy
B calm
C naive

4 Doris is a lot of fun. She's got a great ___ of humour.
A sense
B model
C record

5 This ___ is big, but it looks good on my head.
A tie
B hat
C jacket

6 Most people wear a ___ to do sport.
A coat
B skirt
C tracksuit

7 What ___ are you, medium or large?
A fit
B size
C label

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 organic

9 Excuse me, can I try these trousers ___ ?
A on
B in
C up

10 I'd like to ___ in love and get married before I finish university.
A fall
B drop
C break

2 Complete the words. Write one letter in each gap.

1 You need a **t**_ _ _ _ _ to speak and taste food. It's inside your mouth.
2 A person who hasn't got any hair is **b**_ _ _ .
3 A person who has a lot of things to do is very **b**_ _ _ .
4 A **d**_ _ _ is a situation when you go out with your boyfriend or girlfriend.
5 A **w**_ _ is hair to wear on your head that is not your own.
6 An **e**_ _ _ _ _ _ _ is the situation when people vote for a new government etc.
7 A **m**_ _ idea is completely crazy.
8 An **u**_ _ _ _ _ _ _ _ _ person doesn't like being with other people or going to parties.
9 Blond and light brown hair is **f**_ _ _ .
10 You wear **s**_ _ _ _ on your feet inside your shoes or boots.

3 Complete the sentences with the words in the box.

changing room	**comfortable**	**confident**
forehead	**identity card**	**make-up**
middle-aged	**quality**	**scarf** **twins**

1 This dress is very cheap but it's not good _____ .
2 Students can't wear _____ at my school.
3 Put on your hat and _____ and let's go for a walk in the snow.
4 Wash your face – your _____ is dirty.
5 My sisters are _____ . They're ten today.
6 These shoes are very _____ .
7 To get a tattoo, you need to have an _____ which shows that you're eighteen.
8 It can be difficult for _____ people to find a job.
9 I want to try on this T-shirt – where's the _____ ?
10 Henry is very _____ and thinks he will win the race easily.

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Resource 23 Shopping for clothes

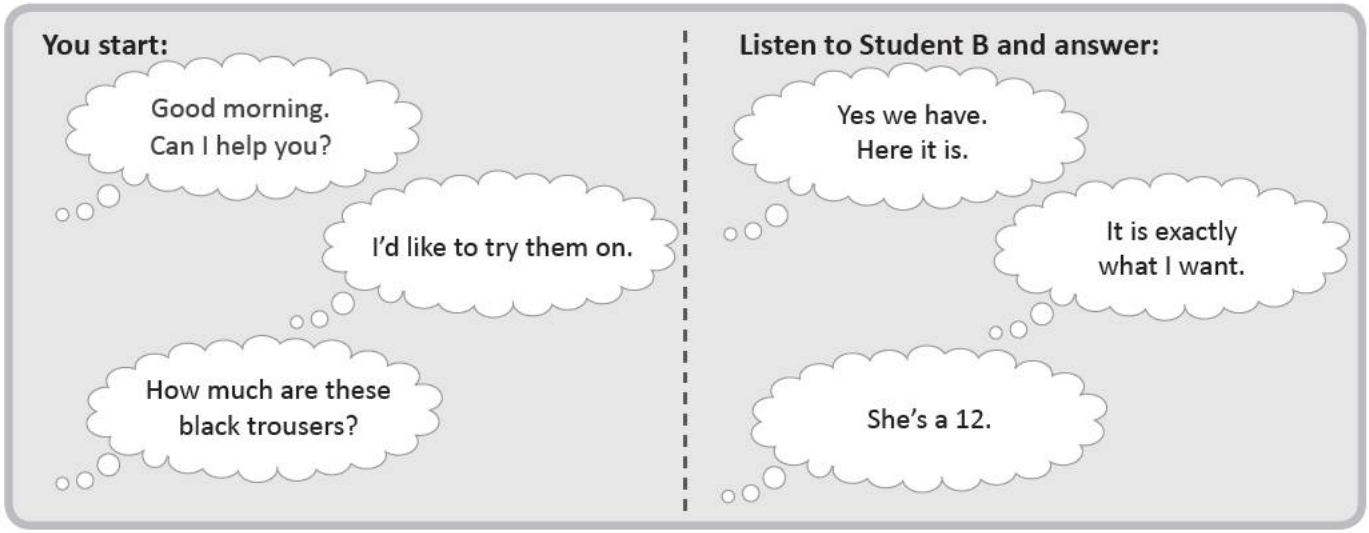
Focus review 4, Speaking

Student A

Part 1

1 How can I _ _ l _ you?
2 Would you like to t _ _ it on?
3 Could I have a bigger _ i _ _ ?
4 How _ _ _ h is it?
5 _ _ _ t size are you?
6 _ a _ _ you got a shirt like this, but in red?

Part 2

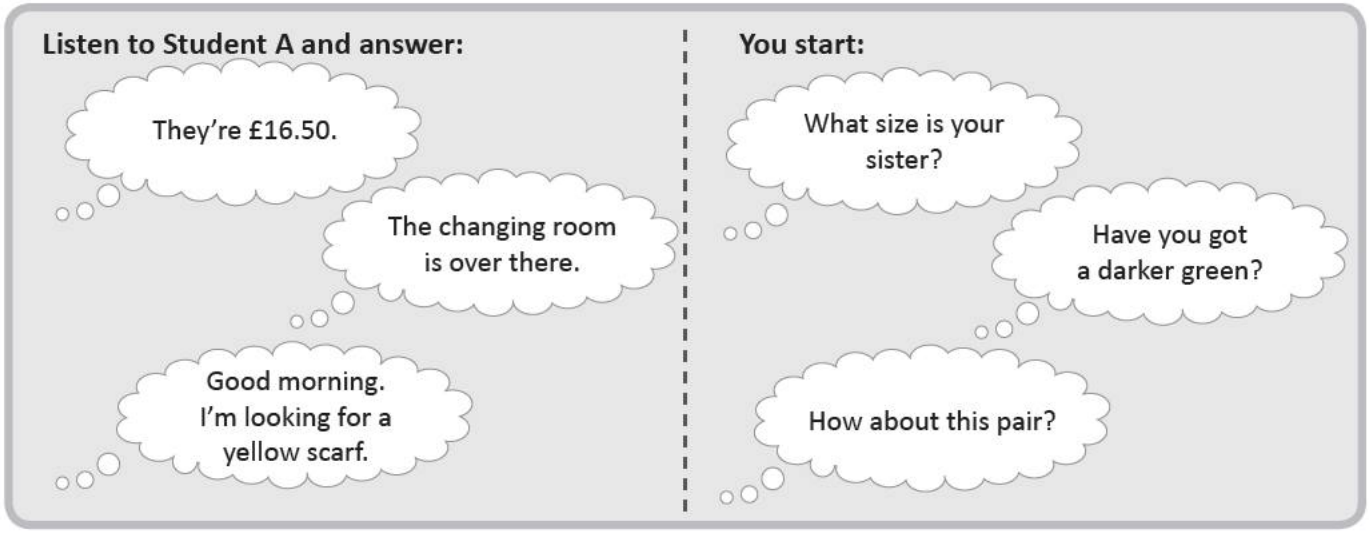


Student B

Part 1

1 How can I _ _ l _ you?
2 Would you like to t _ _ it on?
3 Could I have a bigger _ i _ _ ?
4 How _ _ _ h is it?
5 _ _ _ t size are you?
6 _ a _ _ you got a shirt like this, but in red?

Part 2



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Resource 24 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 hanging 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 hanging 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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Resource 25 School days

5.1 Vocabulary (types of schools)

Student A

1 n _ _ s _ r _
s _ _ o _ _

2 t _ c _ n _ _ a _
c _ _ _ _ g _

3 _ r _ v _ t _
_ c _ _ _ _

4 _ _ d d l _
_ _ h _ _ _

DEFINITION	ANSWER
a You go there when you are eleven years old, until you are sixteen or eighteen.	**secondary school**
b You go there, when you are eighteen years old, to study.	**university**
c Both boys and girls go to this type of school.	**mixed school**
d You don't have to pay to go to this type of school.	**state school**

Student B

1 _ n _ _ e _ s _ _ _

2 s _ _ t _ s _ h _ _ _

3 s _ c _ _ d _ r _
_ c _ _ _ _

4 _ _ x _ d _ c _ o _ _

DEFINITION	ANSWER
a Your parents pay for you to go to this school.	**private school**
b You go to this school when you are three or four years old.	**nursery school**
c You go to this school between the ages of eleven and thirteen.	**middle school**
d You can learn a skill here after you finish school.	**technical college**

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[illegible]

[illegible]

The United Nations says that every child has the right to [1]_ _ _ _ _ _n. But millions of children around the world don't go to school. The government in their country doesn't have the money to build [2]_ _t_ schools. In some places there is [3]_ _m_ _ _ school for children up to eleven years old but there is no [4]_ _ _ _d_ _ _ school so students have to [5]_e_v_ school when they are still very young. In some countries, like Bangladesh in South Asia, a lot of children [6]_ _ _s school between July and October because of all the rain.

But now a non-profit organisation in Bangladesh is solving the problem. When schools on land close because of the floods, the organisation runs free 'floating schools'. Twenty special boat schools travel up and down the rivers and pick up children from all the villages. They are [7]_ _x_ _ schools for boys and girls. Each school has one [8]_ _s_ _ _ _ for thirty students and a teacher. Children go to their boat schools for two or three hours a day, six days a week.

The students are very proud of their floating schools. They never miss [9]_ _ _ and they are always on time for lessons! They do their [10]_ _m_w_ _ _ and try very hard to get good [11]m_ _k_ – they want to do well and pass the [12]_x_m_ .

Boat schools mean that children in South Asia now have a chance to get education and even go to [13]_ _ _v_ _s_ _y .

The United Nations says that every child has the right to [1]_ _ _ _ _ _n. But millions of children around the world don't go to school. The government in their country doesn't have the money to build [2]_ _t_ schools. In some places there is [3]_ _m_ _ _ school for children up to eleven years old but there is no [4]_ _ _ _d_ _ _ school so students have to [5]_e_v_ school when they are still very young. In some countries, like Bangladesh in South Asia, a lot of children [6]_ _ _s school between July and October because of all the rain.

But now a non-profit organisation in Bangladesh is solving the problem. When schools on land close because of the floods, the organisation runs free 'floating schools'. Twenty special boat schools travel up and down the rivers and pick up children from all the villages. They are [7]_ _x_ _ schools for boys and girls. Each school has one [8]_ _s_ _ _ _ for thirty students and a teacher. Children go to their boat schools for two or three hours a day, six days a week.

The students are very proud of their floating schools. They never miss [9]_ _ _ and they are always on time for lessons! They do their [10]_ _m_w_ _ _ and try very hard to get good [11]m_ _k_ – they want to do well and pass the [12]_x_m_ .

Boat schools mean that children in South Asia now have a chance to get education and even go to [13]_ _ _v_ _s_ _y .

Resource 27 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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Resource 28 Education

Focus review 5, Language in use

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 ___ my best in the exam, but I couldn't answer a lot of questions.
A did
B made
C tested

4 The guided ___ of the museum starts in five minutes.
A trip
B tour
C ticket

5 All the classes for first year students are ___ . They have to attend them.
A comfortable
B volunteer
C compulsory

6 Do you want to participate ___ the workshop on Saturday?
A on
B at
C in

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 You should be proud ___ your exam results. Your grades are really good!
A of
B in
C with

10 You can ___ a great new app from this website.
A book
B cheat
C download

2 Complete the words. Write one letter in each gap.

1 You learn about countries and continents in **G**_ _ _ _ _ _ _ _ .
2 If your marks **i**_ _ _ _ _ _ , they get better.
3 You can borrow books from a **l**_ _ _ _ _ _ .
4 **K**_ _ _ _ _ _ _ _ _ _ _ is a type of school for very young children.
5 A **m**_ _ _ _ _ _ _ is a person who plays an instrument or writes songs.
6 Pupils sit at a **d**_ _ _ to do their homework.
7 Special clothes that you have to wear to school or work are called a **u**_ _ _ _ _ _ .
8 You need your **b**_ _ _ _ to think and take decisions.
9 A **g**_ _ _ _ _ is someone very, very intelligent or good at something.
10 If you get a **d**_ _ _ _ _ _ _ _ , you pay less for things.

3 Complete the sentences with the words in the box.

cheat	**experiments**	**get lost**	**improve**
head teacher	**missed**	**nursery school**	
opening times	**staff room**	**state school**	

1 We've got a new _____ at our school this year.
2 In my country, children start _____ at the age of four.
3 You don't have to pay anything for your education if you go to a(n) _____ .
4 Call me if you _____ .
5 I'm sure our teacher will know if you _____ in the exam – don't do it!
6 I love it when we do _____ in our Chemistry class.
7 Shelley hopes to _____ her marks by studying hard for the end of year exams.
8 The _____ are Monday to Friday, 9 p.m. to 5 p.m.
9 Andrew _____ the Physics exam because he was ill.
10 Mrs Brown isn't teaching right now. She's probably in the _____ .

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Resource 29 At 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 ten 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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Resource 30 An email to a friend

Focus review 5, Writing

1 find / on the first day / the classroom / I could not _____
2 from you / hope / to hear / soon / I _____
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 you / miss / all / I! _____
10 well / I / am getting on _____

Asking about someone	• • •
Giving news	• • • •
Asking about the other person	•
Signing off	• •

1 find / on the first day / the classroom / I could not _____
2 from you / hope / to hear / soon / I _____
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 you / miss / all / I! _____
10 well / I / am getting on _____

Asking about someone	• • •
Giving news	• • • •
Asking about the other person	•
Signing off	• •

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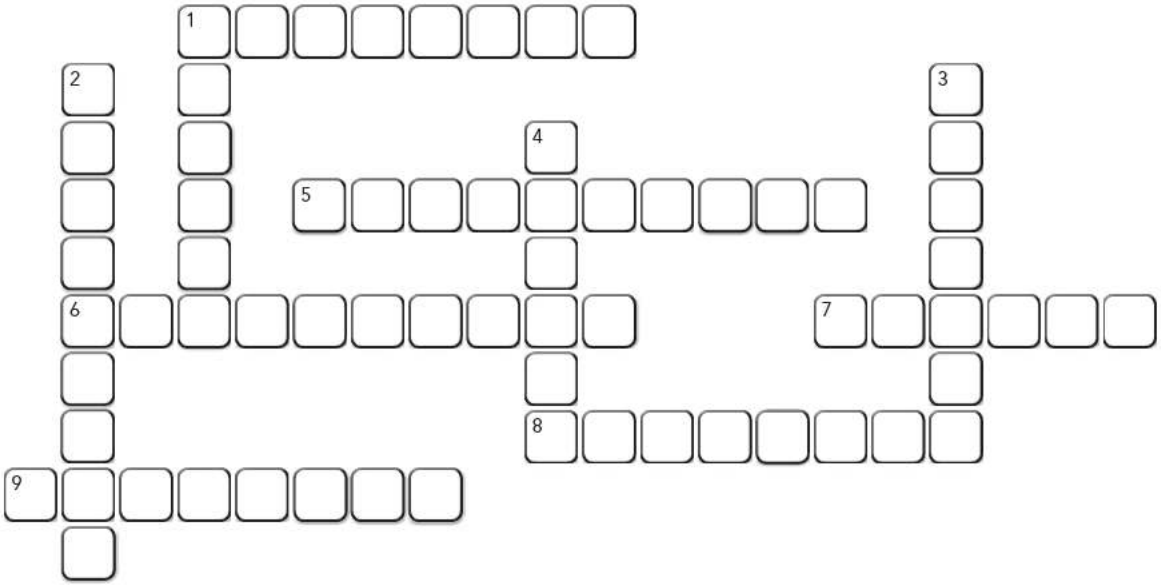
Resource 31 Sports crossword

6.1 Vocabulary (types of sport)

Student A



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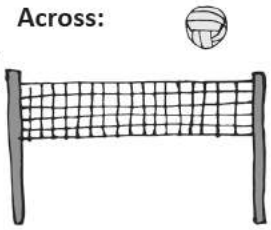
5 

7

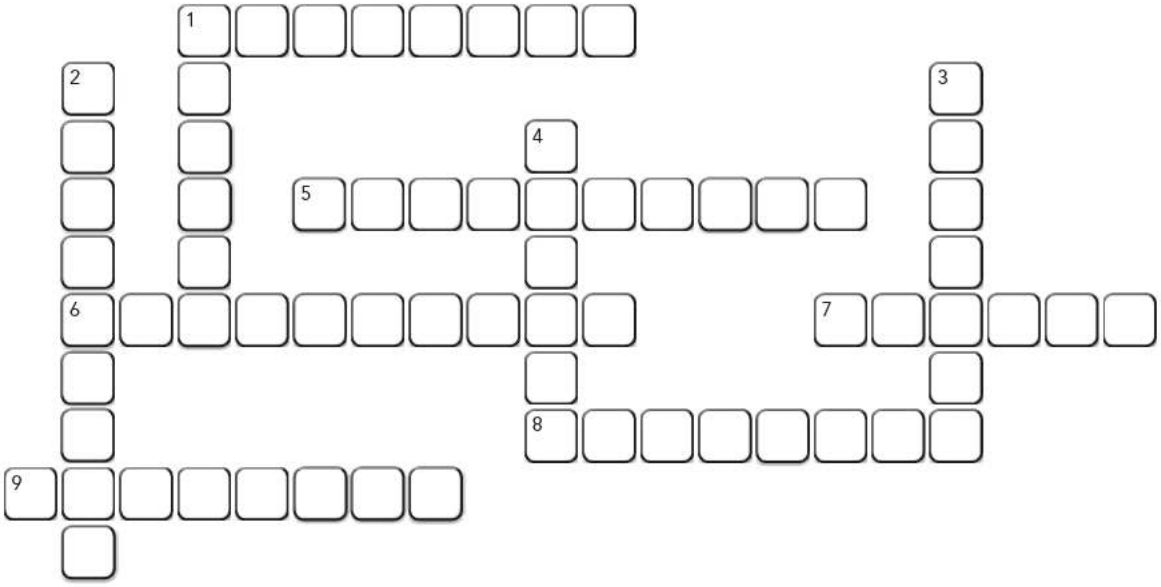
9

Down:

1

3

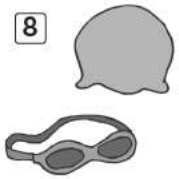
Student B



Across:

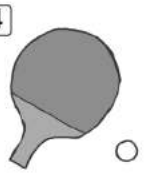
1

6

8 

Down:

2

4 

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[illegible]

[illegible]

When you look at mountains like this, do you think, 'I'd love to climb that!' or are you one of those people who say, 'Anyone who wants to climb that is mad!'?

These are Trango Towers (6,286 m) in the Karakoram in Pakistan. British climber Martin Boysen [1]_____ (try) to climb them in 1975 and nearly [2]_____ (die). In 1976, he tried again and [3]_____ (become) the first climber to reach the top.

In 1990, Japanese climber Takeyasu Minamiura [4]_____ (climb) to the top of one side of the mountain. But that wasn't his main aim. He [5]_____ (want) to paraglide to the bottom.

On 9 September, Minamiura [6]_____ (jump) off the top of Trango Towers but his paraglider [7]_____ (hit) the wall and he [8]_____ (fall) 45 m until the glider [9]_____ (catch) on a piece of rock and [10]_____ (save) his life. And there he [11]_____ (hang). The fall [12]_____ (break) his glasses but he was OK. When his hands [13]_____ (stop) shaking, he [14]_____ (take) his radio and [15]_____ (contact) his friends. He [16]_____ (ask) them to send a helicopter to rescue him.

When you look at mountains like this, do you think, 'I'd love to climb that!' or are you one of those people who say, 'Anyone who wants to climb that is mad!'?

These are Trango Towers (6,286 m) in the Karakoram in Pakistan. British climber Martin Boysen [1]_____ (try) to climb them in 1975 and nearly [2]_____ (die). In 1976, he tried again and [3]_____ (become) the first climber to reach the top.

In 1990, Japanese climber Takeyasu Minamiura [4]_____ (climb) to the top of one side of the mountain. But that wasn't his main aim. He [5]_____ (want) to paraglide to the bottom.

On 9 September, Minamiura [6]_____ (jump) off the top of Trango Towers but his paraglider [7]_____ (hit) the wall and he [8]_____ (fall) 45 m until the glider [9]_____ (catch) on a piece of rock and [10]_____ (save) his life. And there he [11]_____ (hang). The fall [12]_____ (break) his glasses but he was OK. When his hands [13]_____ (stop) shaking, he [14]_____ (take) his radio and [15]_____ (contact) his friends. He [16]_____ (ask) them to send a helicopter to rescue him.

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Resource 33 Find someone who …

6.5 Grammar (Past simple: all forms)

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 34 Sport and health

Focus review 6, Language in use

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 In the 1990s, my uncle John was a successful sportsman. One day, he ___ ten points in one match.
A scored
B trained
C completed

7 What time does the first ___ of the match finish?
A career
B line
C half

8 I don't believe ___ anything this sports magazine says.
A at
B on
C in

9 After the fifteen-kilometre race, Joanna's legs were very ___ .
A sore
B dizzy
C disabled

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. Write one letter in each gap.

1 Kung fu and karate are examples of **m**_ _ _ _ _ **a**_ _ _ .
2 You get a **p**_ _ _ _ when you win something.
3 You do **i**_ _ _ _ _ _ _ _ _ sports when you are on your own.
4 You need a bike to go **c**_ _ _ _ _ _ .
5 A person who gives you instructions on how to do something correctly is a **c**_ _ _ _ .
6 When you go up a mountain, you **c**_ _ _ _ it.
7 A **c**_ _ _ _ _ _ _ is a person who wins an important competition.
8 When a doctor looks at your body to check if you're OK, they **e**_ _ _ _ _ _ your body.
9 A person or company who gives money to help organise a sports event is a **s**_ _ _ _ _ _ .
10 A **j**_ _ _ _ is a person who goes running to keep fit and doesn't run very fast.

3 Complete the sentences with the words in the box.

age	**cyclist**	**diet**	**equipment**
headache	**illness**	**regular**	**sailing**
save	**stadium**		

1 Despite his terrible injuries, doctors were able to _____ his life.
2 Frank started playing tennis at the _____ of twelve.
3 Don't worry! It's not a serious _____ – you'll be better soon.
4 Do you have a healthy _____ ? Do you eat fruit every day?
5 I live next to a big _____ . I can sometimes hear the football fans there.
6 The _____ put on his helmet and got on his bike.
7 _____ was my father's favourite activity when he was younger.
8 You should take _____ breaks when you work on a computer.
9 My school spent a lot of money on _____ for the school gym.
10 I have a horrible _____ . Could you get me an aspirin?

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Resource 35 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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Resource 36 Best tournament ever!

Focus review 6, Writing

Part 1

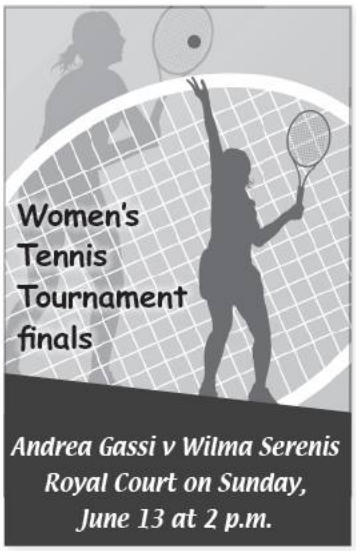
Type of sports event	• It was the W_ _ _d Cup.
	• I saw the volleyball f_ _ _ _s last night on TV.
	• There were over 2,000 runners in a m_r_t_ _ _ in our town.
Time and place	• It took p_ _ _ _ yesterday at the swimming p_ _ _ .
	• The tournament h_ _p_ _ _d last week at our school _ y_ .
	• The match st_ _ _e_ at 6 p.m. and _i_ _s_ _d at 11 p.m.
Description of an event	• One of the s_i_ _ _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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Resource 37 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 out three times.
- went mountain biking, kayaking and climbing.

2 YOU went on **a 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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[illegible]

[illegible]

Tours

Do you fancy a tour of some great [1]**c**_____ ? Try our Essential Europe Tour! It includes two nights in Rome, Venice, Lucerne, Paris and London. You travel by plane and by [2]**c**_____ and we make all the [3]**a**_____ for you. You stay in three-star hotels, eat in fantastic restaurants and visit all the top tourist [4]**s**_____ and museums with an experienced [5]**g**_____ .

Activity holidays

If you prefer to be active when you are on holiday, then try an activity holiday. This fantastic holiday offers you a chance to go mountain biking, [6]**h**_____ , climbing and kayaking in Sardinia, Italy. You stay in a friendly [7]**g**_____ and eat fresh local food. You can also [8]**b**_____ excursions into nearby towns to [9]**v**_____ the sights and [10]**l**_____ markets.

Backpacking holidays

If you prefer to stay in [11]**y**_____ hostels or bed and [12]**b**_____ (B & Bs) on a backpacking holiday, we can plan your trip and book all your transport and [13]**a**_____ . With an InterRail card, you can [14]**t**_____ cheaply by train everywhere in Europe. In America, you can go by bus, by [15]**p**_____ or by train. We can help you find the best solution for your budget.

Camping holidays

Go on a camping holiday in Denmark! You can travel [16]**r**_____ the country by car and stay at fantastic [17]**c**_____ for great prices. We can book your car and campsites, provide [18]**t**_____ , sleeping [19]**b**_____ and cooking [20]**e**_____ . You only need to bring some warm clothes as nights can be cold!

Tours

Do you fancy a tour of some great [1]**c**_____ ? Try our Essential Europe Tour! It includes two nights in Rome, Venice, Lucerne, Paris and London. You travel by plane and by [2]**c**_____ and we make all the [3]**a**_____ for you. You stay in three-star hotels, eat in fantastic restaurants and visit all the top tourist [4]**s**_____ and museums with an experienced [5]**g**_____ .

Activity holidays

If you prefer to be active when you are on holiday, then try an activity holiday. This fantastic holiday offers you a chance to go mountain biking, [6]**h**_____ , climbing and kayaking in Sardinia, Italy. You stay in a friendly [7]**g**_____ and eat fresh local food. You can also [8]**b**_____ excursions into nearby towns to [9]**v**_____ the sights and [10]**l**_____ markets.

Backpacking holidays

If you prefer to stay in [11]**y**_____ hostels or bed and [12]**b**_____ (B & Bs) on a backpacking holiday, we can plan your trip and book all your transport and [13]**a**_____ . With an InterRail card, you can [14]**t**_____ cheaply by train everywhere in Europe. In America, you can go by bus, by [15]**p**_____ or by train. We can help you find the best solution for your budget.

Camping holidays

Go on a camping holiday in Denmark! You can travel [16]**r**_____ the country by car and stay at fantastic [17]**c**_____ for great prices. We can book your car and campsites, provide [18]**t**_____ , sleeping [19]**b**_____ and cooking [20]**e**_____ . You only need to bring some warm clothes as nights can be cold!

Resource 39 Have you ever ...?

7.2 Grammar (Present Perfect with *ever/never*)

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		

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 40 Travel

Focus review 7, Language in use

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 under
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 Have you got a lot of ___ in your passport?
A visas
B trailers
C guidebooks

7 Excuse me, could you tell me the ___ to the train station?
A road
B way
C street

8 I'm an experienced hiker. I ___ to the countryside as often as I can.
A reach
B escape
C stay

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. Write one letter in each gap.

1 A **f**_ _ _ _ is a type of ship that can carry people and cars across a river or sea.
2 An **e**_ _ _ _ _ _ _ _ is a short trip when people travel to visit a place.
3 A **t**_ _ _ _ _ **a**_ _ _ _ _ is a company that helps you find hotel rooms and buy tickets.
4 You can sleep in a tent at a **c**_ _ _ _ _ _ _ .
5 A piece of land surrounded by water is an **i**_ _ _ _ _ .
6 A **m**_ _ _ _ _ is a special building where you can see objects important for cultural or historical reasons.
7 The money that you can spend on something is called your **b**_ _ _ _ _ .
8 When something is **s**_ _ _ , it is not dangerous.
9 A **t**_ _ _ is a special car with a driver that you can stop in the street to go somewhere.
10 Passengers go to an **a**_ _ _ _ _ _ to catch a plane.

3 Complete the sentences with the words in the box.

abroad	**brochures**	**coach**	**foreign**
luggage	**platform**	**mosquito**	
sleeping bag	**three-star**	**youth hostel**	

1 We're planning another trip _____ next year.
2 Let's pick up some holiday _____ at the travel agent's.
3 We stayed at a(n) _____ hotel in London.
4 Young people often stay at the _____ because it's cheap.
5 We travelled by _____ from the airport to the hotel.
6 People who like learning languages often travel to _____ countries.
7 How much _____ can you take with you on the plane?
8 There was a(n) _____ in my bedroom and I didn't sleep well.
9 Gina needs to buy a new _____ before she goes camping.
10 Which _____ does the train leave from?

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Resource 41 How do I get to …?

Focus review 7, Speaking

Student A

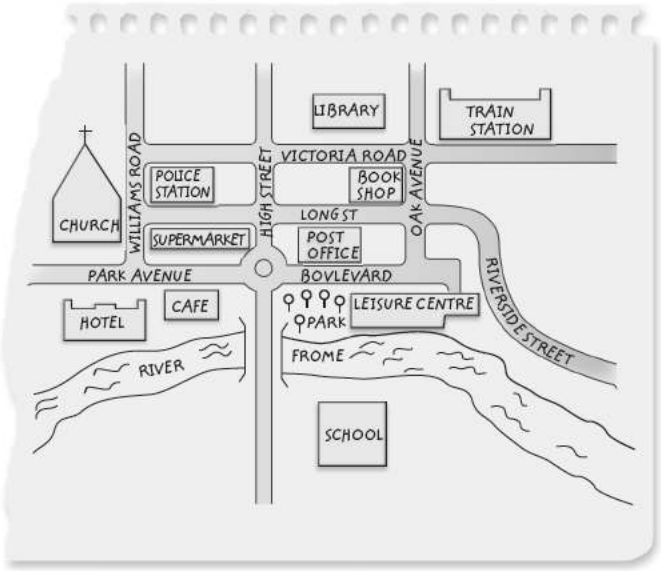
Part 1

way get past where turn along turning

1 Take the second _____ on the left.
2 Walk _____ the bookshop and turn right.
3 How do I _____ to the town hall?
4 Walk _____ Victoria Road.
5 Excuse me, _____ is the train station?
6 Can you tell me the _____ there?
7 Go across the road and _____ left into High Street.

Asking for directions	• • •
Giving directions	• • • •

Part 2



You are in front of the school. Ask Student B for directions to:
- the museum
- the hospital.

Student B

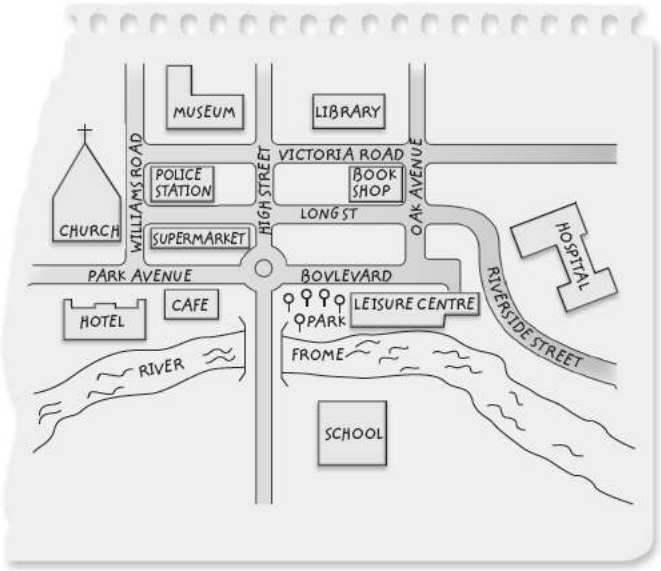
Part 1

way get past where turn along turning

1 Take the second _____ on the left.
2 Walk _____ the bookshop and turn right.
3 How do _____ to the town hall?
4 Walk _____ Victoria Road.
5 Excuse me, _____ is the train station?
6 Can you tell me the _____ there?
7 Go across the road and _____ left into High Street.

Asking for directions	• • •
Giving directions	• • • •

Part 2



You are in front of the school. Ask Student A for directions to:
- the train station
- the post office.

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Resource 42 An email 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(n) _____ on this train on 2 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(n) _____ on this train on 2 October and I think I _____ the bag on the floor in the first carriage.

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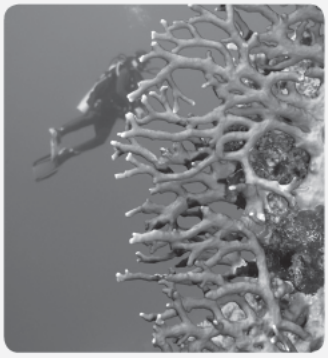
Resource 43 Geography quiz

8.1 Vocabulary (landscape features)

① The biggest _____ in the world is in

A South America.
B Australia.
C Asia.



② Niagara is a famous _____ between

A Canada and Alaska.
B the USA and Mexico.
C the USA and Canada.

③ Everest, the highest _____ in the world is

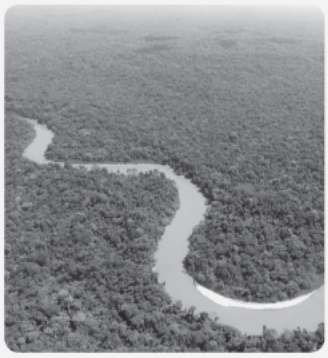
A 8,848 m high.
B 7,748 m high.
C 9,948 m high.

④ The biggest tropical _____ in the world is in

A South America.
B Africa.
C Southeast Asia.

⑤ The Yellow _____ takes its name from the colour of

A the fish.
B the sand.
C the water.



⑥ The Dead _____ is actually

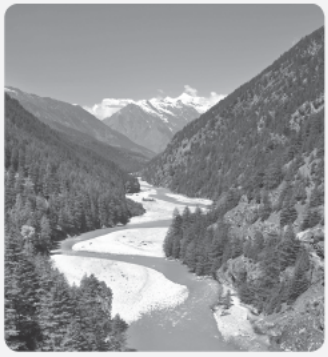
A a waterfall.
B a lake.
C an ocean.

⑦ The biggest _____ in Europe is

A Sicily.
B Great Britain.
C Corsica.

⑧ How many capital cities are there in the Danube _____?

A 5
B 6
C 4



Answers:

1 coral reef B
2 waterfall C
3 mountain A
4 rainforest A
5 River C
6 Sea B
7 island B
8 valley C

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[illegible]

[illegible]

The Valley of Flowers lies about 4,000 metres above sea level in the Himalayas. You have to walk seventeen kilometres to get there. The valley is famous for its mountain flowers. It changes colour almost every day when different kinds of plants begin to flower. This lovely spot is home to many rare animals:[1]_____ (**ABERS**), snow[2]_____ (**ADELOPRS**) and different kinds of[3]_____ (**BEEFILRSTTU**).

Not many places on Earth are as full of life as the Congo rainforest, the world's second largest tropical forest. It covers two million square kilometres in six countries along the river Congo. About 10,000 kinds of tropical plants grow here. Many of them are unique to the Congo area. Rare animals, such as forest[4]_____ (**AEEHLNPST**),[5]_____ (**ACEEHIMNPSZ**) and three kinds of[6]_____ (**AGILLOSR**), live in the jungle.

The Coral Triangle is an area in the Pacific Ocean between Indonesia and the Solomon Islands. Its coral reefs are like underwater gardens. They are full of wonderfully rich life. There are 600 kinds of coral and 2,000 kinds of[7]_____ (**FHIS**). Six of the world's seven types of[8] sea_____ (**ELRSTTU**) swim in the sea here. There are[9]_____ (**AEHLSW**),[10]_____ (**AHKRSS**), and strange sea[11]_____ (**AILNSS**) which eat coral and look like bits of coral!

The Valley of Flowers lies about 4,000 metres above sea level in the Himalayas. You have to walk seventeen kilometres to get there. The valley is famous for its mountain flowers. It changes colour almost every day when different kinds of plants begin to flower. This lovely spot is home to many rare animals:[1]_____ (**ABERS**), snow[2]_____ (**ADELOPRS**) and different kinds of[3]_____ (**BEEFILRSTTU**).

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The Coral Triangle is an area in the Pacific Ocean between Indonesia and the Solomon Islands. Its coral reefs are like underwater gardens. They are full of wonderfully rich life. There are 600 kinds of coral and 2,000 kinds of[7]_____ (**FHIS**). Six of the world's seven types of[8] sea_____ (**ELRSTTU**) swim in the sea here. There are[9]_____ (**AEHLSW**),[10]_____ (**AHKRSS**), and strange sea[11]_____ (**AILNSS**) which eat coral and look like bits of coral!

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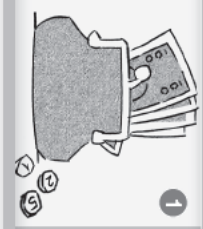
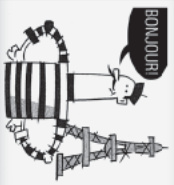
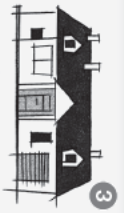
Resource 45 In the future

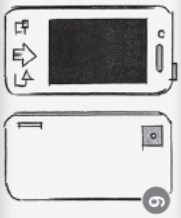
8.2 Grammar (future with *will*)

START









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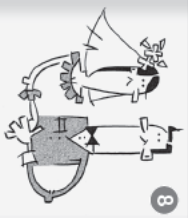

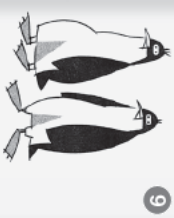

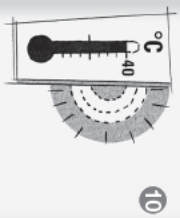

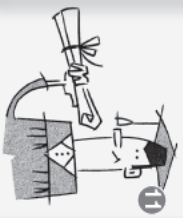

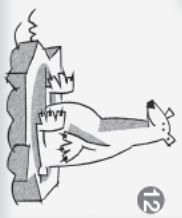

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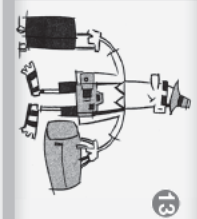

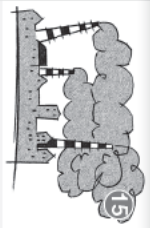

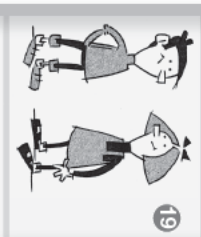

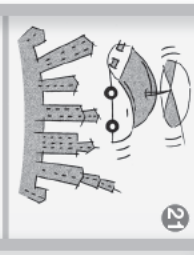

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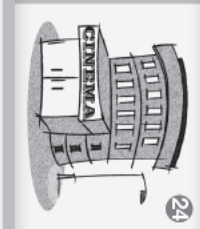

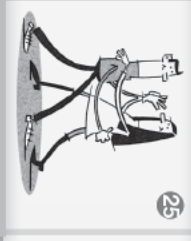

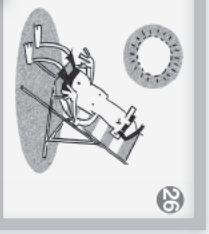

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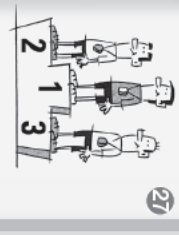

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Resource 46 Nature

Focus review 8, Language in use

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 These islands are famous ___ their population of penguins.
A in
B for
C with

3 Take showers instead of baths. You will ___ a lot of water.
A use
B save
C waste

4 The storm suddenly stopped and there was a ___ sky.
A warm
B foggy
C clear

5 The park is___ the border between Spain and Portugal.
A on
B at
C in

6 Glaciers in Europe will ___ when the temperature rises.
A melt
B cover
C die out

7 This is a very ___ species. You can only find it in the south of the island.
A picturesque
B rare
C dangerous

8 The jungle is disappearing because too many companies are cutting down ___ .
A cereal
B fields
C trees

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. Write one letter in each gap.

1 A **b**_ _ _ _ _ _ _ _ is an insect with large wings. It is usually colourful.
2 A text describing what the weather will be like is a **f**_ _ _ _ _ _ _ .
3 I love being in the countryside because it's so **p**_ _ _ _ _ _ _ . There's no noise at all!
4 A **s**_ _ _ _ _ is a short, light rain.
5 A **h**_ _ _ is smaller than a mountain.
6 Australia and Asia are **c**_ _ _ _ _ _ _ _ _ .
7 A place that produces energy is a **p**_ _ _ _ **p**_ _ _ _ .
8 A **c**_ _ is a large animal that people keep for its milk or meat.
9 A **s**_ _ _ _ is a fish that has sharp teeth and eats smaller fish.
10 An animal's natural environment is its **h**_ _ _ _ _ _ .

3 Complete the sentences with the words in the box.

breathtaking	**coral reefs**	**foggy**	**forecast**
landscape	**sea level**	**tap**	**valley**
waterfall	**wildlife**		

1 We have to watch the _____ to see if the weather will be dry tomorrow.
2 The _____ in Cornwall is truly amazing.
3 There was a(n) _____ view from the top of the castle.
4 Don't leave the _____ running – you're wasting water!
5 You must visit the _____ of butterflies if you ever go to Rhodes in Greece.
6 The village is located 100 metres above _____ .
7 You can see beautiful _____ if you go on holiday to Australia.
8 It was so _____ on the drive home, that we couldn't see the road!
9 The highest _____ in the world is in Venezuela.
10 Cutting down trees destroys the habitats of many species of _____ .

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Resource 47 What do you think?

Focus review 8, Speaking

Student A

Part 1

point sure right think opinion seems mean agree

A: We are going to organise a rock concert for Earth Day. What do you [1]_____ about it?
B: I'm not [2]_____ . I don't see how a concert could help to make our environment better and cleaner.
A: 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.
B: 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.
A: 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.
B: Well, maybe you're [8]_____ . Let's organise a concert then.

Asking for an opinion	•	
Expressing an opinion	•	•
Agreeing	•	•
Agreeing in part	•	•
Disagreeing	•	

Part 2

Situation 1
You want to organise a trip to the zoo to learn more about animals in danger of extinction.

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

A: We are going to organise a rock concert for Earth Day. What do you [1]_____ about it?
B: I'm not [2]_____ . I don't see how a concert could help to make our environment better and cleaner.
A: 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.
B: 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.
A: 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.
B: Well, maybe you're [8]_____ . Let's organise a concert then.

Asking for an opinion	•	
Expressing an opinion	•	•
Agreeing	•	•
Agreeing in part	•	•
Disagreeing	•	

Part 2

Situation 1
Student A wants to organise a trip to the zoo to learn more about animals in danger of extinction. 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 48 Opinion in a blog post

Focus review 8, Writing

a [1]**In my o____ ,** we should do all we can to save the city's botanical garden. The council wants to destroy it in order to build a car park.

b [2]**F____ of all**, the botanical garden in our city is the best place for people to relax. Every day, a lot of people, both young and old, like to walk around the garden. There are a lot of benches there to sit and rest.

c [3]**In ad____** , the collection of rare plants and trees is unique. Scientists and students come from all over the country to study them.

d [4]**F____ ,** the environment is much more important than cars and drivers. [5]**It s____ to me** that we should protect our green spaces and use our cars less. Sign your name on the list if you want to save the botanical garden. The council *must* listen to the people of this city.

Which paragraph:

1 adds another argument? ☐
2 encourages the reader to do something? ☐
3 states the writer's opinion? ☐
4 gives the first argument? ☐

Opinion expression	Synonym
In my view,	
Firstly,	
Secondly,	
Lastly,	
I believe,	

a [1]**In my o____ ,** we should do all we can to save the city's botanical garden. The council wants to destroy it in order to build a car park.

b [2]**F____ of all**, the botanical garden in our city is the best place for people to relax. Every day, a lot of people, both young and old, like to walk around the garden. There are a lot of benches there to sit and rest.

c [3]**In ad____** , the collection of rare plants and trees is unique. Scientists and students come from all over the country to study them.

d [4]**F____ ,** the environment is much more important than cars and drivers. [5]**It s____ to me** that we should protect our green spaces and use our cars less. Sign your name on the list if you want to save the botanical garden. The council *must* listen to the people of this city.

Which paragraph:

1 adds another argument? ☐
2 encourages the reader to do something? ☐
3 states the writer's opinion? ☐
4 gives the first argument? ☐

Opinion expression	Synonym
In my view,	
Firstly,	
Secondly,	
Lastly,	
I believe,	

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[illegible]

[illegible]

[illegible]

1. [illegible] _____ [illegible]
2. [illegible] _____ [illegible]
3. [illegible] _____ [illegible]
4. [illegible] _____ [illegible]
5. [illegible] _____ [illegible]
6. [illegible] _____ [illegible]
7. [illegible] _____ [illegible]
8. [illegible] _____ [illegible]

[illegible]

[illegible]

[illegible]

1. [illegible]
2. [illegible]
3. [illegible]
4. [illegible]

[illegible]

1. [illegible] _____ [illegible]
2. [illegible] _____ [illegible]
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8. [illegible]

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[illegible]	[illegible]

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1. [illegible] _____ [illegible]
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4. [illegible] _____ [illegible]
5. [illegible] _____ [illegible]

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[illegible] [illegible]

1. [illegible]
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3. [illegible]
4. [illegible]
5. [illegible]
6. [illegible]
7. [illegible]
8. [illegible]

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[illegible]	[illegible]
[illegible]	[illegible]

[illegible]

[illegible]

1. [illegible] _____ [illegible]
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3. [illegible] _____ [illegible]
4. [illegible] _____ [illegible]
5. [illegible] _____ [illegible]

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[illegible]

[illegible]

[illegible] [illegible] [illegible] [

[illegible]

[illegible]

[illegible]

[illegible]

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