

Gateway

Teacher's Book Premium Pack
2nd Edition

Your Premium Pack includes:

- **Presentation Kit**
- **Digital Student's Book**
- **Online Workbook**
- **Test Generator**
- **Resource Centres**
- **Flipped classroom videos**
- **Life skills videos**
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**Anna Cole
Peter Smith**



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Gateway

Teacher's Book

2nd Edition

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Welcome

Introduction by David Spencer



Before I tell you about *Gateway 2nd Edition*, let me tell you a bit about myself.

After studying Modern Languages, I trained to be a secondary school teacher. And I'm still teaching in a secondary school now, over 25 years later. Being in the classroom every day is a great help when writing a course like *Gateway*. On the one hand, the daily

contact with teenagers gives me ideas and inspiration. On the other hand, it keeps me realistic about what actually works in the classroom.

If you don't know *Gateway* already, the course is designed to lead teenage students to success in exams, particularly school-leaving exams. It's also designed to prepare students for further study and the world of work.

In *Gateway 2nd Edition* we've kept many of the features that have made *Gateway* so popular. Each unit has a clear, logical structure. The whole approach to grammar and vocabulary and to the development of the four skills is carefully staged to be both teacher- and student-friendly. Each level offers a wide range of strategies that will help students pass their exams.

But *Gateway 2nd Edition* has several exciting new features. Firstly there are the **Flipped classroom videos**, which bring grammar points from the Student's Book to life.

Then there is a whole new focus on **Life skills**, with a special section in each unit preparing teenagers for many, varied facets of life, complete with its own tailor-made video featuring British teenagers.

Meanwhile *Gateway 2nd Edition* offers brand-new, up-to-date texts to motivate you and your students. Reading texts include **Critical thinking** questions to get students reflecting on what they've just read. And for all these features, new and old, we've refreshed the design and made it even clearer and easier to use.

With *Gateway 2nd Edition* we want to support you in the classroom and in your professional development. Via the **Gateway Facebook page**, you can keep in direct contact with me and the *Gateway* team and with other teachers from around the world. We have news, teaching tips and occasional competitions, plus access to teaching videos and webinars. You can also find out about any upcoming *Gateway* talks in your part of the world. So far I've spoken in over 20 countries and hope to continue being able to share activities and ideas with you all.

I hope you and your students enjoy teaching and learning with *Gateway 2nd Edition*!

Dave



www.facebook.com/macmillangateway

Key concepts of *Gateway 2nd Edition*

1 Preparation for school-leaving exams

Gateway 2nd Edition prepares secondary school students for both international and school-leaving exams. Throughout the units there are plenty of exam-style activities and preparation tasks as well as **Exam success** tips. These tips lead the students to more in-depth help in the Exam success section at the end of book. After every two units there are **Gateway to exams** pages which revise the exam techniques they have learnt and give them more practice in doing typical exam tasks. *Gateway 2nd Edition* is closely mapped to the CEFR and the course comes with both a **Test generator** and **printable tests**.

2 Content-based material and critical thinking

Gateway 2nd Edition provides material which helps to develop other areas of knowledge, as well as English-language skills. The most important criteria for choosing texts is that they should be genuinely interesting and appealing to students of the age group. Texts are then used to provide a realistic and meaningful context for the grammar and vocabulary to be studied within the unit. Students are also encouraged to think critically about what they have read, to question the content and personalise the topic of the text.

3 Life skills

We now have two pages at the heart of each unit which prepare students for life outside the classroom. We help students in areas as wide-ranging as personal and physical well-being, citizenship, social skills, money and finance, and the world of work. Each Life skills section has a motivating video with British teenagers demonstrating the topic and ends with students performing a **Life task**, an activity that has direct relevance to the students' lives outside the classroom.

4 The active role of the learners

Students are encouraged to participate actively in their own learning throughout the course. Here are just some of the ways this is done:

Exam success boxes in the Student's Book and **Study skills** boxes in the Workbook encourage students to reflect on the best way to learn before they are guided to the suggestions at the back of the book.

Students hypothesise about grammar rules before they are directed to the relevant information in the **Grammar reference** section at the end of each unit.

Students are invited to express personal reactions and/or think critically after reading or listening.

On the Gateway to exams pages which appear after each two units there is a 'Can do' progress check where students evaluate their own progress and decide what steps to take next to maximise their learning.

5 Grammar in context

The target grammar in each unit is given meaningful context through the reading and listening texts. The approach is one of guided discovery. Students are then directed to the **Grammar reference** section at the end of the unit to check their hypotheses.

An alternative approach to grammar presentation is now offered by the **Flipped classroom videos**.

After the grammar presentation stage, the students work through carefully graded exercises which help them to internalise the grammar, starting with exercises where students simply identify correct usage and ending with exercises where students use the grammar in active, oral communication.

The Grammar reference section appears directly at the end of the unit, providing a useful checkpoint for students when reviewing the unit. **Grammar revision** exercises facing the Grammar reference section make this part of the Student's Book interactive and ideal for self-study, for example for revision and self-testing before exams.

6 The Flipped classroom

In the traditional classroom, the teacher explains new content in the class and students do practice at home. The Flipped classroom refers to students learning new content outside the classroom, via video presentations, and then doing practice in the class. This makes it easier for the teacher to give more personalised help and attention during the practice stage. It also means students can go at their own speed during the presentation stage.

In Gateway 2nd Edition we have created a series of **Flipped classroom videos** to help you to find more time in lessons and to add variety to your teaching. The videos are short grammar presentations linked to one of each unit's **Grammar guides**. Students can watch the presentation at home, as many times as they want. There are interactive

tasks in the Gateway 2nd Edition Online Workbook or printable worksheets on the Resource centre to help the students to check that they've understood, and for you to check that they have actually watched the video.

The videos are a flexible teaching tool and can also be used for revision, or when students miss a class, or with the whole class in lesson-time, for variety. The Flipped classroom videos have the added bonus that they encourage students to take responsibility for their own progress and become independent learners.

7 Developing vocabulary

The course revises, extends and practises the most important lexical sets connected to typical topics that appear in school-leaving and international exams, so that students can talk and write about these topics with ease and will have less difficulty reading or listening to texts dealing with these topics. The course also develops the students' active vocabulary unit-by-unit by looking at 'systems' of vocabulary, such as word formation, collocation, phrasal verbs, and dependent prepositions. This approach is a key factor in helping students with Use of English tasks.

8 Developing skills

The emphasis of Gateway 2nd Edition is very much on developing the skills, not just testing them. In terms of speaking and writing, the approach taken is step-by-step preparation for the final, exam-style task at the end of the activity. Initial exercises are more receptive, working on a model text or dialogue. Students then analyse the words and expressions used and have guided, controlled practice of these before creating their own texts or performing their own dialogues. Words and expressions that are useful to complete these tasks successfully are highlighted in the **Speaking bank** and **Writing bank**. **Pronunciation**, an integral part of developing oral skills, is integrated into each unit at the most appropriate stage.

With reading and listening, there is attention to the strategies that help students to understand texts more easily. To develop reading and listening in a comprehensive way, there is a wide variety of text genres and task types.



The *Gateway 2nd Edition* Student's Book offers ten units and a Starter Unit with Grammar and Vocabulary reference and revision sections in the Language checkpoint at the end of each unit. Exam-style activities appear throughout, with consolidation and practice every two units in the Gateway to exams pages.

7 Wildlife watch

Vocabulary

Wild animals and insects

1a Work with a partner. What do you think these photos show? Use words in the box to help you. Use your dictionary if necessary.

alligator • bear • bee • eagle • jellyfish • lizard
shark • snake • spider • tiger • wolf

1b 40 Listen and repeat.

2a Put the words from 1 in the correct columns.

Land	Water	Air

2b How many other animals and insects can you add to the columns in three minutes?

3 SPEAK Work with a partner and answer the questions.

1 Which animals and insects is 1 like? 2 Which sing?

The natural world

4a Match the words to the features in the picture.

field • flowers • forest • grass • hill • island • lake
mountain • river • sky • valley • waterfall

4b 40 Listen and repeat.

5 LISTEN 40 Listen. What can you hear? Use a word from 1a or 4b for each sound.

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

6 SPEAK Work with a partner. Take it in turns to ask and answer the questions. If the answer is yes, give the name and any other information.

1 Are there any mountains or hills near your home?
2 Do you live near a forest?
3 Is there a lake near where you live?
4 Do you live on an island, or is there an island near your home?
5 What ever or rivers are near your home?
6 Are there any big waterfalls in your country?

Unit themes and topics are designed to appeal to teenagers, and are introduced clearly at the beginning of each unit.

The first exercise gives students the opportunity to test their prior knowledge by introducing topic-related vocabulary.

Original, memorable and engaging images enhance students' learning experience.

Vocabulary is brought to life with skills activities, allowing students to personalise the language.

Reading tasks focus on stimulating topics using recognisable and relevant contexts.

Typical reading tasks include exam-style comprehension questions such as multiple-choice, True/False or inserting sentences into a text.

The **Critical thinking** activity embedded in every Reading lesson goes beyond traditional comprehension exercises to guide students towards the use of higher-order thinking skills. It also gives students the opportunity to develop analytical skills and use them in an authentically communicative way.

Reading

1a Work with a partner. What can you see in the photo? Do you know anything about this man, Bear Grylls? If so, what?

1b READ Read the article quickly. Does it mention any of your ideas in 1a? What is the main topic?

WILD BEAR

PREPARES TO ATTACK AGAIN!

Bear Grylls never stops. Last year, he wrote another book, *A Survival Guide for Life*. He also starred in very own *Bear Grylls Survival Academy*. And soon he's going to be back on TV with a new series, *Get Out Alive with Bear Grylls*.

And Bear? Is he going to watch them from a comfortable TV studio? No way! He's going to travel with them and show them how to survive in extreme conditions. And he's also going to be the one who decides which pair should win the prize. He wants to see teamwork and determination. Above all, he wants to see how ordinary people can become heroes.

So, what does Bear do when he isn't making TV shows in the wild? Well, he loves spending time with his wife and three sons. He also runs and does yoga – he does exercise for about 60 minutes a day, six days a week. Doing yoga helps his back – he broke it in three places when he jumped from a plane and his parachute didn't work. And what about cooking? Because Bear is famous for eating wild animals and insects, his friends can't go to his house for dinner when they know that he's cooking!

new series is going to be quite different from his others. For a start, he isn't going to be alone in the wild. In fact, he's going to take 20 people to New Zealand's South Island. These people are going to compete in pairs and the winning pair is going to win a prize of \$500,000! The contestants are going to have to make fires and a shelter, go through obstacles, keep safe and dry at night, and, of course, find food. That isn't going to be easy. People who watch Bear in action know that in the wild he has to eat some very unusual things to survive – snakes, scorpions and insects of all types. Bear chose New Zealand's South Island because of its forests, mountains and rivers. The weather can be quite stormy and slippery, too. So, all in all, for the contestants it's going to be a difficult test, both physically and emotionally.

Bear Grylls loves to be out in the wild.

2 Read the article again and choose the best answers.

1 Bear's new series is different because ...
a it isn't about survival.
b he teaches people about survival in his new school.
c he isn't the only person in it.

2 The winners of the series ...
a get \$500,000 each.
b need to do a variety of things to win.
c need to eat snakes and scorpions to win.

3 New Zealand is perfect for the series because ...
a it has beautiful geographic features.
b the weather there is usually extremely good.
c it isn't easy to survive there.

4 The idea of the programme is to show that ...
a we can all become heroes.
b we are all heroes.
c being a hero is nothing special.

5 At home, Bear ...
a does yoga with his family.
b does about six hours of exercise a week.
c doesn't rest.

6 Bear's friends ...
a never receive invitations to eat at Bear's home.
b are worried that Bear will prepare unusual food.
c know that Bear never cooks at home.

CRITICAL THINKING

Think! Then compare ideas with your class.

Can you think of somebody who you think is a real-life hero? In your opinion, what makes a hero?

4 What do the underlined words in the text mean? Guess and then check in your dictionary.

5 SPEAK What about you?
1 What are your favourite outdoor activities?
2 Could you survive in the wild? Why/Why not?

I like walking in the mountains.

I prefer playing football and tennis.

Grammar in context

be going to

- 1 Read the sentences and answer the question.
- He's **going to take** twenty people to New Zealand.
 - He **isn't going to stay** in the TV studio.
 - Is he **going to go** with the contestants?

We use **be going to** to talk about future plans and intentions. What part of the verb comes after **be going to**?

GRAMMAR GOSSIP > PAGE 103

- 2a **LISTENING** 11 Listen to the dialogue. How is going to be pronounced?

A: What are you **going to** do tomorrow?
B: I'm **going to** meet my friends.
A: Are you **going to** go out?
B: No, we're **going to** watch TV.

- 2b **11** Listen again and repeat the dialogue. Practise saying **going to**.

- 3 Complete the dialogue with the missing words.

Al: What do you think? What **(a)** going to happen in Ben Grylls' programme tonight?
Jo: I don't know. But I think they **(b)** going to show him in the Sahara tonight.
Al: What's he going to **(c)**? There isn't much water there.
Jo: No, there isn't. And he **(d)** going to find much food in the desert. I hope he **(e)** going **(f)** get insects!
Al: So, **(f)** you going to watch it tonight?
Jo: Yes, I **(g)**. But I'm **(h)** going to watch the part where he's eating because we're going to **(i)** dinner while we watch!

- 4 Match the people with their future plans. Write sentences with **be going to**.
Katie: going to buy a pet spider.

- | | |
|-------------------|-----------------------------------|
| 1 Katie | a make a TV series about wildlife |
| 2 Rose and Tyler | b live on an island. |
| 3 Jacob | c jump down a waterfall. |
| 4 Brandon and Sam | d buy a pet spider. |
| 5 Zak | e write a book about bees. |
| 6 Lily | f build a house in the country. |

Flipped classroom: watch the grammar presentation video.

- 5a Make questions with **be going to**.

- Rose and Tyler live on an island?
Are Rose and Tyler going to live on an island?
- What Jacob do?
What is Jacob going to do?
- Brandon and Sam jump down a waterfall?
Are Brandon and Sam going to jump down a waterfall?
- Zak buy a pet spider?
Is Zak going to buy a pet spider?
- What Lily do?
What is Lily going to do?
- Katie write a TV series about wildlife?
Is Katie going to write a TV series about wildlife?
- Who build a house in the country?
Who is going to build a house in the country?

- 5b **11** WORK WITH A PARTNER. Take it in turns to ask and answer the questions.

Are Rose and Tyler going to live on an island?

No, they aren't.



The **Grammar guide** box highlights sentences from the reading text. Students are asked to work out key information about the form and use of the grammar. The students are then referred to the **Grammar reference** section in the **Language checkpoint** at the end of the unit to check their ideas.

The **Flipped classroom** grammar presentation video provides a versatile and flexible learning tool, and an alternative grammar presentation which gives students greater control over their learning. Ideal for visual learners, research shows that the Flipped classroom can create a more effective language-learning environment.

Students progress to controlled grammar practice.

The final grammar activity asks students to use the new grammar in active, oral communication.

- 6a **11** WORK WITH A PARTNER. Imagine you are going to spend 48 hours in the wild. Look at the objects. Talk about how each one is going to be useful.

The water is going to be useful for drinking.



- 6b You can only take three of the nine objects. Individually, decide which three objects you want to take.

- 6c Work in a group of three. Compare your ideas in 6b. Decide together which three objects your group is going to take and why.

- 7a Think of two big plans you have for the future and write them down. Give your sentences to your teacher.

I'm going to be a famous adventurer.
My brother and I are going to climb a mountain.
I'm going to write a novel.

- 7b Listen to your teacher read out some of your sentences. Who do you think wrote each sentence?

Vocabulary

the weather

- 1a Work with a partner. Match the adjectives to the pictures.

cloudy • cold • dry • foggy • hot • icy • snowy
stormy • sunny • warm • wet/rainy • windy



- 1b Now match the nouns with the adjectives in 1a.

cloud • fog • ice • rain • snow • storm • sun • wind

- 2 Complete the sentences with the correct forms of the words given.

- At the moment, it's **(rain)**.
- It's very **(sun)** here in August.
- Yesterday, it was **(wind)**.
- There is usually **(snow)** here in January.
- Here we never have big **(storm)**.
- We don't have much **(fog)** here.
- It's **(cloud)** here in July.

- 3a **11** WORK WITH A PARTNER. Are the sentences in 2 true or false for where you live? Correct the false sentences.

At the moment, it isn't rainy. It's sunny.

- 3b What is your favourite weather and why?

The second vocabulary set in a unit is often not a traditional lexical set. It may examine a 'system' of vocabulary and often bridges the gap between vocabulary and grammar.

Students are given the opportunity to practise the language they have encountered in the activity.

Gateway to life skills lessons equip students with the necessary transferable skills for life beyond the classroom. Each unit has a Life skills lesson that allows students both controlled and freer language practice, using what they have learnt in previous lessons in a cumulative way.

The Life skills lesson is introduced to students with clear objectives.

Students are shown the key concepts of the Life skills lesson in a clear and concise form and have the chance to explore issues of universal interest and importance.

Engaging video activities show real teenagers talking about the Life skills topic in the form of street interviews, presentations and vlogs.

Using INFOGRAPHICS

LIFE SKILLS OBJECTIVES

- To interpret information presented visually and numerically
- To learn about infographics
- To present information using visuals and numbers

KEY CONCEPTS

Icon [in: Picture 1] colour coding [in: Picture 3] pie chart [in: Picture 2] diagram [in: Picture 4] photograph [in: Pictures 3 and 6] bar graph [in: Picture 7] line graph [in: Picture 8]

1 Work with a partner. Look at the photo. It shows an Amur tiger, also known as the Siberian tiger. Do you know anything about this tiger? Can you guess anything about it, e.g. where it lives, what it eats, etc.?

2a Look at these statements about the Amur tiger. What do the underlined words mean? Use your dictionary if necessary.

1 A big male Amur tiger is about 350 cm long.	T/F
2 Amur tigers live mainly in Russia.	T/F
3 Amur tigers are carnivorous.	T/F
4 The population of Amur tigers in Russia fell in the 1990s.	T/F
5 The population of Amur tigers in China is rising.	T/F
6 Amur tigers live at the top of mountains.	T/F
7 The Amur tiger is an endangered species.	T/F

2b Look at the information below. Are the sentences in 2a True (T) or False (F)?

THE AMUR TIGER

AN ENDANGERED SPECIES

POPULATION DISTRIBUTION:

- In Russia 90% (approximately 450)
- In China 10% (approximately 22)

EATING HABITS:

stag, deer, boar

POPULATION AND DISTRIBUTION:

Approximately 450 in Russia. Approximately 22 in China.

HABITAT:

Lives in forest areas near mountain rivers at an altitude of 400-1200 metres above the sea.

BODY OF A MALE:

Maximum length 330cm
Weight approximately 300 kilos/660 pounds

CHANGES IN THE AMUR TIGER POPULATION:

Approximate numbers of Amur tigers in Russia

Year	Population
1993	32
1994	28
1995	25
1996	22
1997	20
1998	18
1999	16
2000	14
2001	12
2002	10
2003	8
2004	6
2005	4
2006	2

Approximate numbers of Amur tigers in China

Year	Population
1993	1
1994	2
1995	3
1996	4
1997	5
1998	6
1999	7
2000	8
2001	9
2002	10
2003	11
2004	12
2005	13
2006	14

3 Read this text about infographics. Answer the questions. When you finish, compare answers with a partner.

- What are infographics?
- Why are they useful?
- Which historic examples of infographics does the text give?

4 Read the text again and answer these questions.

- How do infographics improve the presentation of information?
- What different types of visuals can we use for infographics?
- Why is the map of the London Underground a good example of infographics?
- How and why did NASA use infographics in the 1970s?

5 Watch or listen to a presentation about another endangered species: the Northern White Rhino. Complete this information about the animal.

1 Lives:	
2 Weight in kilos (male):	
3 Body colour:	
4 Eating habits:	
5 Status:	
6 Population in 1960:	
7 Population now:	

LIFE TASK

You are going to prepare a presentation to make people aware of another endangered species. Work in a small group.

Follow this plan:

- Choose an animal in danger of extinction. A good place to start looking is at the website of the World Wildlife Fund.
- Find interesting information about your animal. For example, find out about:
 - eating habits
 - body
 - population and distribution
 - habitat
 - changes in the population
 - endangered status
 - reasons for being endangered
 - how to help
- Find or create graphs, pictures, diagrams, pie charts, etc. to present your information.
- Give your presentation, explaining the information.

Students have many opportunities to give and share their opinions.

The Life skills lesson culminates in a productive Life task such as giving a presentation, creating a poster or making a plan. It gives students the opportunity to use language in an authentic and collaborative context while practising a useful and transferable Life skill.



Macmillan Life Skills winner of the ELTon award for Innovation in teacher resources!

Go to macmillanenglish.com/life-skills/resources to explore our collection of Life Skills resources.

Listening

Grammar in context

- 1 Work with a partner. Answer the questions.
 - 1 Do you like visiting zoos, safari parks and/or wildlife centres? Why/Why not?
 - 2 When was the last time that you went to one of these places?
 - 3 What can you usually do in these places?
- 2 **1.77** Listen to a radio advert for a wildlife centre and answer the questions.
 - 1 What's the name of the wildlife centre?
 - 2 Do they have giant pandas there?
 - 3 Which days is the wildlife centre open?
 - 4 How much does it cost if you're 14 years old?
- 3 **1.78** Listen again. Are these sentences true (T) or false (F)? Correct the false sentences.
 - 1 There is a safari area where you can drive, and another where you can walk. T/F
 - 2 There are five shops and four restaurants at the wildlife centre. T/F
 - 3 You can travel on a special bus there. T/F
 - 4 On 20th March, they are going to have some new animals. T/F
 - 5 Somebody is going to make a TV programme at the wildlife centre. T/F
 - 6 The wildlife centre is open five hours a day. T/F
 - 7 A ticket for a 14-year-old is £15. T/F

will/won't

- 1 We use **will** and **won't** to talk about future facts and predictions. Read the sentences and answer the questions.
 - a You'll have a great time!
 - b Have a valid day out that you **won't** forget!
 - c What **will** the kids do if the car windows are open?
- 1 What are the contractions for **will** and **will not**?
- 2 What part of the verb comes after **will** and **will not**?

GRAMMAR IN CONTEXT

- 2a What's your opinion? Complete the predictions with **will** or **won't** and the verb given.



- 1 Polar bears (disappear) soon
- 2 The weather (change) a lot in the future
- 3 Next summer, it (be) very hot
- 4 Lots of people (drive) electric cars in 20 years
- 5 There (be) food for everybody in the future
- 6 The ice at the North Pole (disappear) in the next 25 years
- 7 People (live) most in the future

- 2b **1.79** Work with a partner. Compare your sentences.

Polar bears won't disappear soon

I disagree. I think they will disappear!

Students listen to a wide variety of realistic types of recording which include dialogues, radio programmes, adverts and interviews.

The second Grammar in context lesson functions in the same way as the previous one allowing students to discover grammar rules for themselves.

There is a wide variety of listening tasks, all of which appear in listening exams, such as True/False, completing notes and matching.

Photos are used to engage students and bring the grammar to life.

Students are given lots of opportunities to use new grammar in active, oral communication. This activity usually involves personalisation. Students work in pairs or small groups and find out new things about their classmates.

- 3 **1.80** Work with a partner. Take it in turns to ask and answer these questions. Use short answers to reply.
 - 1 Will it be sunny tomorrow?
 - 2 Will Argentina win the next football World Cup?
 - 3 Will fashions change much in the next five years?
 - 4 Will people live on the moon one day?
 - 5 Will this class finish late today?
 - 6 Will school be open on Sunday?
 - 7 Will scientists find a cure for cancer?
 - 8 Will humans go to Mars?

Will it be sunny tomorrow?

Yes, it will!

- 4a Look at these questions. Think of two similar questions.



Will you ...	Me	Student 1	Student 2
get married?			
live in another country?			
go to university?			
have children?			
appear on TV?			
be rich and famous?			
drive a sports car?			

- 4b Answer each question by completing yes or no in the 'Me' column.

- 4c **1.81** Use the questions to interview two other students and note down their answers.

Will you get married?

Yes, I will.

Present continuous for future

- 5 We can use the **present continuous** (1) to talk about things that are happening now or (2) to talk about fixed plans for the future. Read the sentences. Which are (1) and which are (2)?
 - a What are you **doing** next weekend?
 - b Why **is** the lion **moving** that nose?
 - c He **can't** hear you because he's **listening** to the radio.
 - d On 20th March we're **opening** a new section.

GRAMMAR IN CONTEXT

- 6 Complete the dialogue with the correct form of the present continuous for future.

Marc: Hi, Lucy. What **(do)** you **(do)** tonight?
 Lucy: I **(go)** to my cousin's party.
 Marc: **(do)** you **(take)** her anything?
 Lucy: Yes. This afternoon I **(mail)** a card for her.
 Marc: I **(do)** (not do) anything this afternoon. Can I come and help?
 Lucy: No way! I know you! You don't want to help me. You just want free cards! Anyway, you **(help)** Tom with his maths homework this afternoon.
 Marc: You're right! I promised him yesterday. I completely forgot!

- 7a Complete the questions using the correct form of the present continuous for future.

- 1 What **(do)** you **(do)** tonight?
- 2 What are **(do)** you **(do)** after school tomorrow?
- 3 Where **(go)** you **(go)** on Saturday?
- 4 What **(do)** you **(do)** this weekend?
- 5 What **(do)** you **(do)** meet on Sunday?
- 6 What time **(do)** you **(do)** school today?

- 7b **1.82** Work with a partner. Ask and answer the questions.

What are you doing tonight?

Nothing special. I'm doing my homework.

Developing speaking

Making suggestions and plans

1 **DISCUSS** Work with a partner and answer the questions.



- What places can you see in the photos?
- What other places can you go to at the weekend or at the holidays?
- What can you do in each of these places?

2 **LISTEN** Listen to two people talking about next week. Answer the questions.

- Where do they decide to go?
- When do they decide to go?
- Where do they decide to meet?
- What time do they decide to meet?

3 **COMPLETE** Complete the dialogue. Listen again if necessary.

Jack: Next week we're on holiday. Are you doing anything?

Paul: No, nothing special.

Jack: Shall we go out one day?

Paul: Yes, sure.

Jack: Why don't we go and (a) _____?

Paul: OK. Let's go on (b) _____.

Jack: Sorry, I'm busy on (c) _____ I'm taking my

little brother to the (d) _____.

Paul: What about (e) _____? Are you free then?

Jack: Yes, that's fine.

Paul: Let's meet (f) _____ at (g) _____.

Jack: OK. See you then!

4 Look at the words and expressions in the Speaking bank. Which three expressions do not appear in the dialogue in 3?

SPEAKING BANK

- Useful expressions to make suggestions and plans
- Asking about somebody's plans
 - Are you doing anything (on + day/tat + time)?
 - Are you free (on + day/tat + time/there)?
 - Do you want to (verb in the infinitive)?
 - Making suggestions
 - Why don't we (verb in the infinitive)?
 - Shall we (verb in the infinitive)?
 - Let's (verb in the infinitive).
 - What about (noun/verb + -ing)?
 - Accepting suggestions
 - Yes, sure/that's fine.
 - OK / Great.
 - Rejecting suggestions
 - Sorry, I can't.
 - Sorry, I'm busy.

5a **STUDENT** Work with a partner. Act out the dialogue in 3 but use different words for a-g.

5b Change roles and act out the dialogue again.

EXAM SUCCESS

When you do a speaking exam in pairs, is it important to listen to what your partner says? Why/Why not?

> EXAM SUCCESS page 153

6 **PRACTICE MAKES PERFECT** **STUDENT** Work with a partner. Do the role-play using the dialogue in 3 and the Speaking bank to help you.

Student A: Begin the activity. Look at page 155.

Student B: Look at page 156.

Next week you and your partner are on holiday. You want to go out together one day. Decide where to go and on which day. Agree where and when to meet.

The Developing speaking lesson develops students' oral skills with a highly-structured and supportive approach to speaking.

The Speaking bank highlights and analyses key language for students to refer to during the productive phase of the speaking task.

There are two Exam success boxes in each unit. They ask students to reflect on the best way to do a specific exam task. Students can discuss the question in pairs and they are then directed to a special section at the end of the book where useful strategies and tips are explained.

Students are given extensive practice of the language they have learnt in the Practice makes perfect activity.

Students are given help in planning and organising the information they need to use in their writing activities. Model texts give students realistic examples of different genres of written texts.

The Writing bank highlights and analyses the key language of the writing task and gives help in planning and organising the information they need to include. Students refer to it during the productive stage.

The Practice makes perfect activity gives students further practice and refers them to the Writing bank at the end of the book for more extensive support and guidance.

Developing writing

A short message

1 **STUDENT** Look at this email message. What three things does George want to know?

Hi, Dan!
Good to hear from you! And it's great news that we're meeting at the weekend! I know we're meeting at the stadium, but what time are we meeting? I think the last time I went to the stadium was when we went to the stadium to see that Justin Timberlake concert. What American football game are we going to see on Saturday? By the way, I saw Ben the other day. You know he never goes out during the week but he's usually free at the weekend. Shall we invite him to come too? Let me know what you think. That's all for now. See you on Saturday!
George

2 Read this reply to George's message. Does it contain the three pieces of information that George wanted to know? Is it clear?

Hi George,
We're meeting at five o'clock on Saturday afternoon. The game is at 5.30, so we'll have time to get hot dogs and stuff before the start. We're going to see the Miami Dolphins play the New York Giants. They say American football is really good. I didn't know that Ben was around this weekend. Sure, let's invite him to come with us. I'll call him tomorrow when I get home after school.
See you soon!
Dan

3 Read the information in the Writing bank. Look at the two messages again and find an example sentence for each piece of information.

WRITING BANK

- Basic English word order
- Affirmative and negative sentences in English often follow this basic order: subject + verb + object.
 - In questions, only the auxiliary verb (and not the main verb) goes before the subject.
 - Adjectives go before nouns.
 - Adverbs of frequency go before the main verb.
 - Adverbs of frequency usually go after the verb to be.

4 Find mistakes with word order in each sentence and correct them.

- My friends and I go always to the lake at the weekend.
- Where will you go your friends on Saturday morning?
- I think that in Lima lives Jo.
- In my opinion, this is a place very normal to live.
- We never are ready for changes in the weather.
- When we got to the sofa, part started the rain.

5 Read this message. Make a note of the three main things that Paula wants to know.

Hi!
I can't believe that in three weeks I'm going to be there in your house. It's going to be brilliant! What will the weather be like in August? Will it be sunny? I need to know so that I can decide what clothes to bring. In general, can you tell me about the area where you live? Oh, and are we going to do any sport when I'm there? I always go walking or running when I can.
Write back soon,
Paula

6 Work with a partner. Imagine that Paula is writing to you. Make notes with information to give her in your reply.

PRACTICE MAKES PERFECT

2 Look at the task. Use the emails in 2 and 5 as a model. Use the Writing bank for reference and to check your message.

Read the message from your friend Paula. Write a short message to her and answer all her questions.

WRITING BANK > PAGE 159

EXAM SUCCESS

Is it easy to read your handwriting? Show it to other students. Do they agree? How important is good handwriting in an exam?

> EXAM SUCCESS page 153

Language checkpoint: Unit 7

Grammar reference

be going to

Form	
Affirmative	I/You/He/She/We/They + am/are/is + going to + verb I'm going to survive.
Negative	I/You/He/She/We/They + am not/aren't/isn't + going to + verb She isn't going to read.
Question	Am/are/is + I/you/he/she/we/they + going to + verb? Are we going to eat?
Short answers	Yes, I/you/he/she/we/they + am/are/is No, I/you/he/she/we/they + am not/aren't/isn't Yes, I am. No, they aren't.

- Use**
- We use **be going to** to talk about plans and intentions for the future.
We're going to go to New Zealand.
I'm going to make a fire.
 - After **be going to**, we use the verb in the infinitive.
She's going to stay outside.
They're going to travel together.

will/won't

Form	
Affirmative	I/You/He/She/We/They + will (I) + verb I will go.
Negative	I/You/He/She/We/They + will not (won't) + verb They won't win.
Question	Will + I/you/he/she/we/they + verb? Will he pass?
Short answers	Yes, I/you/he/she/we/they + will No, I/you/he/she/we/they + won't Yes, she will. No, they won't.

- Use**
- We use **will** and **won't** to talk about the future and make predictions.
We'll pass our exam.
It'll be sunny tomorrow.
 - The contraction of **will** is **'ll**. The contraction of **will not** is **won't**.
 - After **will** and **won't**, we use the verb in the infinitive without **to**.
They won't win the competition.
I'll write a book one day.

Present continuous for future

- We use the present continuous to talk about future plans that are confirmed.
Tomorrow, I'm visiting the safari park. I bought the tickets yesterday.
- When we use the present continuous to talk about the future we often use time expressions like *tomorrow, next week or on Friday*.

Vocabulary

Wild animals and insects alligator • bear • bee • eagle • jellyfish • lizard • scorpion • shark • snake
spider • tiger • wolf
The natural world field • flowers • forest • grass • hill • island • lake • mountain • river • sky • valley
waterfall
The weather cloudy/cloudy • cold • dry • fog/foggy • hot • icy/icy • rainy/rainy • snowy/snowy • storm/stormy
sunny/sunny • warm • wet • windy/windy
Other words and phrases > page 100

Each unit has a **Language checkpoint** with tables and explanations for quick reference or deeper reflection. Teachers and students can test progress by using the exercises on the review page opposite the reference page.

The **Grammar reference** at the end of each unit enables students to revise for tests more easily, and consolidates understanding of what they have studied.

A checklist of the main vocabulary in the unit is followed by a reference to the wordlist at the back of the book which contains all the new words and phrases that appear in the unit.

Grammar revision at the end of each unit enables students to revise for tests more easily, and consolidates understanding of what they have studied.

The revision section includes marking points to help track where more work may be needed.

There is also a **Vocabulary revision** section. The revision sections can be used for self-study as well as in class.

Grammar revision

be going to / 7 points

1 Look at Daniel's plans. Write sentences and questions with the correct form of **be going to**.

Mon - visit a friend in hospital.
Tue - do homework.
Wed - tidy bedroom.
Thurs - go for a run.
Fri - call friends.

1 On Monday/visit his mum in hospital.
On Monday, he isn't going to visit his mum in hospital.
2 On Tuesday/do the shopping.
3 On Tuesday/do homework.
4 On Wednesday tidy bedroom?
5 Yes. [Write a short answer for the question in 4].
6 On Thursday go for a run.
7 What/do on Friday?
8 On Friday/have a party.

will/won't / 7 points

2 Complete the dialogue with **will** or **won't**.

Journalist: Professor, in your opinion, what (a) happen to polar bears in the future? (b) they disappear completely?
Professor: No, they (c) . But the future (d) be good for them because thousands of polar bears (e) disappear.
Journalist: Why?
Professor: In (f) be easy for polar bears to survive because the icy regions where polar bears live (g) disappear.

Present continuous for future / 7 points

3 Complete the sentences with the correct form of the present continuous. Then choose P if they talk about the present and F if they talk about the future.

1 Why you (not play) tennis? P/F
2 We tomorrow morning. P/F
3 This summer, we (fly) to London. P/F
4 I when I finish school (go) to university. P/F

Vocabulary revision

WILD ANIMALS AND INSECTS / 7 points

1 Complete the words with vowels.

1 w _ l f B _ e _ e
2 j _ l l y f _ s h 6 l l _ g _ t _ r
3 s _ p _ d _ e _ 7 l _ z _ a _ r _ d _
4 b _

THE WEATHER / 7 points

2 Choose the correct alternative.

1 At the top of Everest it's very cold.
2 Today, there were a lot of white clouds.
3 In the Sahara, it's very dry.
4 They couldn't see anything because it was really windy.
5 Last night, there was a terrible storm.
6 It is raining a lot in Britain in the winter.
7 40°C is really warm.

THE NATURAL WORLD / 8 points

3 Label the pictures.

a b c d e f g h

Totals: / 40 points

Unit 7

103

✓ Gateway to exams: Units 7-8

Speaking

► TIP FOR SPEAKING EXAMS

In pair activities, remember
It is important to listen to what your partner says. In a conversation, we listen to the other person and then respond to what they say to us.

► EXAM SUCCESS page 153

1 Work with a partner. Match the sentences with the correct use.

- 1 Shall we meet in the library? a
- 2 Are you free tomorrow evening? b
- 3 Yes, sure. c
- 4 Why don't we do our homework together? d
- 5 Sorry, I'm busy. e
- 6 Are you doing anything on Thursday evening? f
- 7 Good!

- a asking about somebody's plans
- b making suggestions
- c accepting suggestions
- d rejecting suggestions

2 **PAIRS** Work with a partner. Use expressions in 1 and the prompts below to prepare and practise a dialogue.

Student A	Student B
Ask your partner what they are doing tomorrow evening.	Say that you have nothing planned.
Suggest doing something together.	Accept. Suggest a place to meet.
Accept the suggestion. Suggest a time to meet.	Reject the suggestion and explain why.
Suggest a different time.	Accept. Say goodbye.
Say goodbye.	

Writing

► TIP FOR WRITING EXAMS

In writing exams, remember
Good handwriting and presentation are very important. You will probably lose marks if the examiner finds it difficult to read your work.

► EXAM SUCCESS page 153

3 You receive this message from Tim. What information does he want to know?

Hi!
We're going to start a school newspaper next term. Do you want to write something for us? I know you're interested in nature and animals, so you could maybe write something connected with that. Or maybe you could write something about a world problem that you're interested in. What do you think? Anyway, we're having a meeting to talk about our ideas next week. Why don't you come? Do you know anyone else who may be interested? We need lots of people to help. That's all for now. See you soon!
Tim

4 Make notes with information to give to Tim.

5 Write your reply to Tim.

Every two units the **Gateway to exams** pages allow students to test their progress and at the same time develop their skills through targeted training tasks for exams.

Useful exam tips cover all of the skills – **Writing, Speaking, Listening, Reading** and give guidance for **Use of English** tasks, providing invaluable reminders and hints for students to approach their exams fully prepared.

Use of English

► TIP FOR USE OF ENGLISH

In cloze activities, remember
The words that you need are usually prepositions, articles, auxiliary verbs, pronouns or linking words.

► EXAM SUCCESS page 153

6 Read the email quickly and answer the questions.

- 1 Where did Sue go last Saturday?
- 2 Why did she like it?
- 3 What didn't she like?

Hi Joe,
Last Saturday, I went to a special concert. It was great! A lot of my favourite groups and singers were there. The concert was to raise money to help poor people in Africa. I think it's important that the richest countries in the world help some of the poorest.
Anyway, the concert was really exciting. I always think that going to concerts is better than listening to a CD. But I like all the music. There was one new singer who I hated. I can't remember his name but she was really bad! The other problem was that I couldn't always see very well because there was a big group of tall boys just in front of me. Apart from that, I had a great time.
What about you? What did you do last Saturday? Write back and tell me.
All the best,
Sue

7 Read Sue's email again. Complete the missing words.

Speaking

► TIP FOR SPEAKING EXAMS

In cloze activities where you describe a photo, remember
If you don't know a word for something in the photo, explain it with other, simpler words.

► EXAM SUCCESS page 153

8 Work with a partner. Look at the two lists of words. How can we use these words to describe a photo?

Let A: perhaps, I think, he/she/it looks, he/she/it doesn't look, maybe ...
Let B: in front of, on the right, on the left, in the middle, at the top, at the bottom ...

9 **PAIRS** Work with a partner. Take turns to describe photos a and b on page 156.

'CAN DO' PROGRESS CHECK UNITS 7-8



1 How well can you do these things in English now? Give yourself a mark from 1 to 4.

- 1 = I can do it very well
- 2 = I can do it quite well
- 3 = I have some problems
- 4 = I can't do it

- a I can talk about the future using be going to, will and the present continuous
- b I can understand written and spoken texts about animals and the natural world
- c I can talk about the weather
- d I can make suggestions and plans
- e I can write short messages
- f I can compare people and things using comparative and superlative adjectives
- g I can talk about feelings and personalities
- h I can understand a simple written and spoken text about social problems
- i I can describe photos
- j I can write a basic formal letter of opinion

2 Now decide what you need to do next to improve.

- 1 Look again at my book/notes
- 2 Do more practice exercises
- 3 Ask for help
- 4 Other

Students are referred to the **Exam success** pages at the back of the book for more detailed exploration of the skills they have been learning and the best way to approach a specific exam task.

The **'Can do' progress check** empowers students by encouraging them to measure their own progress against a checklist of tasks they are able to do successfully after every two units. It also acts as a useful summary of the language topics and skills covered so far.

Course components Digital Student's Book

For students
PLUS
Gradebook
for teachers

The *Gateway 2nd Edition* Digital Student's Book offers a content-rich interactive learning experience for your students, facilitating dynamic and engaging lessons.

Contains:



Interactive
Student's Book
activities

Students can work through interactive versions of the Student's Book exercises, developing their language skills through collaborative or individual learning.



Complete
class audio

Enhanced Student's Book pages are easy to navigate, and contain embedded audio and video, as well as interactive activities.



Integrated
video



Note-taking
function

The Notes functionality enables students to put language into meaningful written practice, take presentation notes, or even add links for further research.

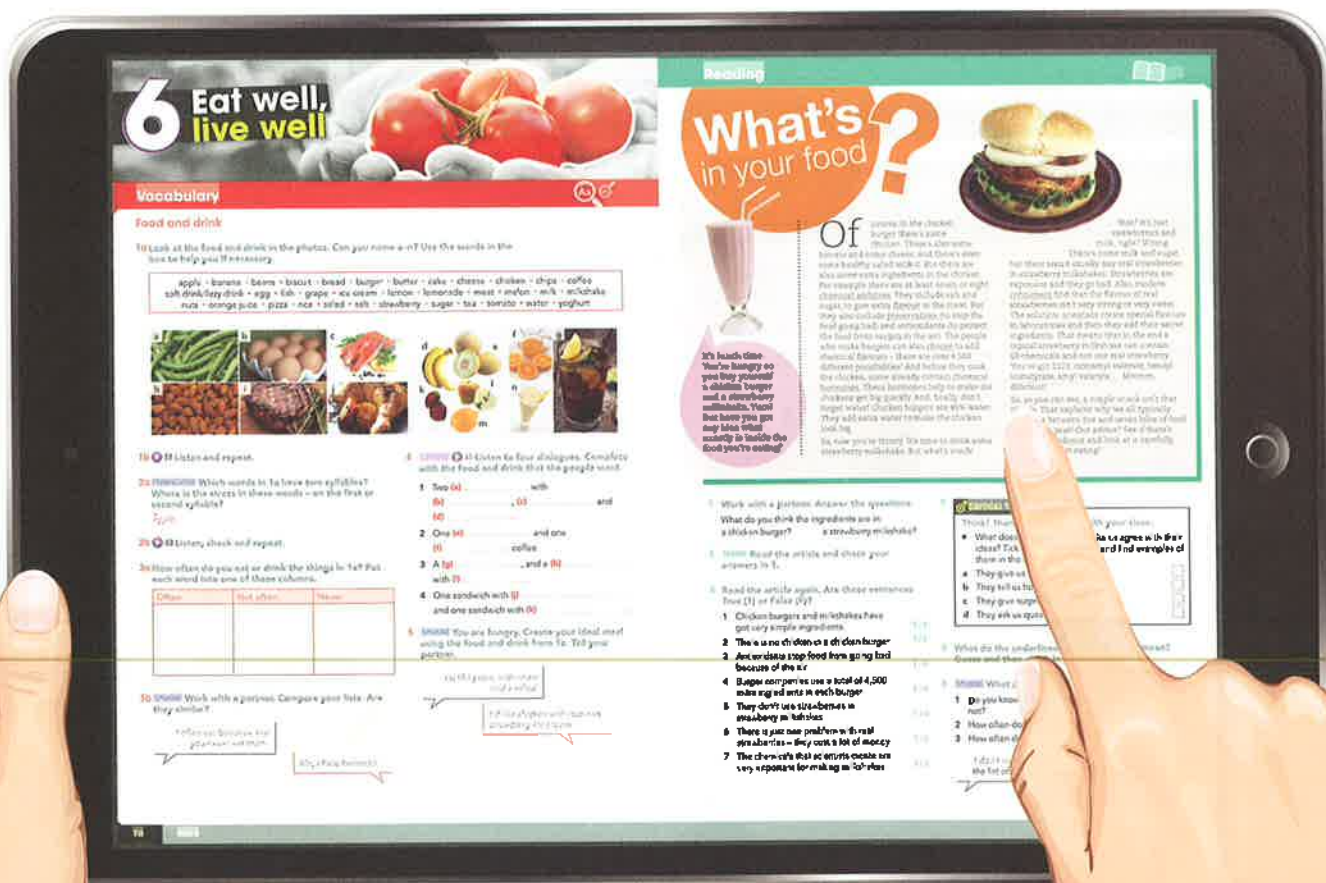


Automated
marking

Gradebook

Gradebook

Completed exercises will be automatically marked and grades synced to your teacher Gradebook when online.



Bring *Gateway 2nd Edition* to life in the classroom with your complete presentation and teaching tool.

Contains:



Interactive Student's Book activities



Complete class audio



Integrated video



Additional vocabulary presentation tool



Answer key feature



Note pad feature

Pages contain interactive versions of many of the Student's Book exercises with automated marking offering instant feedback.

Class audio and video can be played at the click of a button.

The built-in tools allow you to annotate and customise your presentations in advance.

The interactive vocabulary presentation tool provides additional support for presenting the Student's Book core vocabulary.

Gateway to life skills: The world around you

Making your house GREEN

LIFE SKILLS OBJECTIVES

- To understand how the things we do at home can affect the environment
- To learn about positive action we can take at home to help the environment
- To think of practical steps at home to protect the environment

KEY CONCEPTS

the environment (n). The environment is the natural world around us. Pollution (n). Pollution has a bad effect on nature. to recycle (v). When plastic bags are old, recycle them to make new ones. synthetic (adj). This makes synthetic products from artificial ingredients, not natural ones.

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

- Do you use shampoo or shower gel in natural or artificial containers?
- Do you reuse or recycle a empty shampoo or shower gel container?
- Do you buy food or drink with plastic packaging?
- Do you eat organic food?
- Do you buy canned or fresh food?
- Do you leave the tap running when you brush your teeth?

1b Do the photos in 1a show things that are good or bad for the environment? Why? Discuss with your partner.

2 READ Read this text and check your answers to 1b. Why is each thing good or bad?

In the bathroom

We use approximately 50 litres of water per person each day for personal washing. The water from your shower or bath is dirty and contains chemicals from the shampoo or gel that you use. Across the world, there are 12,000 cubic kilometres of polluted fresh water and half of our main A river is seriously polluted or without enough water.

Positive action!

- Don't spend a long time in the shower. A five-minute shower uses 25 litres of water!
- Use natural products in the bathroom when possible. Natural shampoos or gels contain hundreds of synthetic chemicals.
- Reuse or recycle empty shampoo or shower gel containers. We throw away five billion containers every year!
- Don't leave the tap running when you brush your teeth. We use up to 10 or 15 litres when we leave the tap running. Use a glass of water instead.

In the kitchen and dining room

Forming with synthetic chemicals has an impact on the environment by killing insects and other animals. Meanwhile, we throw away 80 million food and drink cans every day in the UK. We also throw away 45,000 tonnes of plastic packaging every year. This plastic ends up in our oceans and pollutes a lot.

Positive action!

- Buy and consume fresh, organic food and drink. The environment by killing insects and other animals.
- Don't always buy food that comes in cans or plastic packaging. Instead of buying pre-packed sandwiches, make your own! That helps you to reduce the amount of rubbish you produce.
- Reuse packaging where possible. Separate paper, plastic and metal. Reuse and recycle cans.

3 Read the text again. Why do these numbers appear in the text?

1 50 litres	the number of litres that we use
2 80	the number of cans that we use
3 one million	the number of cans that we use
4 18	the number of cans that we use

7b Put the sentences in 7a in the order that you hear the information. Watch or listen again to check.

1	3	5
2	4	6

8 SPEAK Work with a partner. How often do you and your family do the things that appear in the video? Use always, sometimes, never when you answer.

9 Work with a partner. Look at this sign. What other ways of saving energy at home can you think of?

SAVE ENERGY!
Turn it off when you leave the room!

10 **VIDEO** **10** Some teenagers talk about ways of saving energy at home. Watch the video or listen. Do they talk about any of your ideas in 9?

11 **11** Watch or listen again. Are these sentences True (T) or False (F)? Current the false sentences.

- "Standby power" is the electricity that something uses when it is on. T/F
- Washing warm clothes at home is bad. T/F
- Certain heating or home security products use a lot of energy. T/F
- It can be good to use a dishwasher instead of washing dishes by hand. T/F
- You save energy and money when you turn off lights. T/F
- Televisions in the UK use 150,000 units of electricity a year when they are on standby. T/F

LIFE TASK

You want to tell other teenagers how about they can do at home to protect the environment. In groups, prepare a booklet to give them ideas how to do this.

Follow this plan:

- Make a list of ideas for each room in a house or flat. Use the ideas in the text and the video. Add your own ideas and search for others on the Internet.
- Organise your ideas in a logical way. Think about how to describe the ideas.
- Write a title for the booklet and for different sections.
- Make your booklet!

Gateway 2nd Edition offers a Flipped classroom grammar presentation video and a Life skills video in each unit. These integrate effectively into Student's Book lesson stages to enrich classes.



Flipped classroom videos

David Spencer, the author of *Gateway 2nd Edition*, delivers engaging grammar presentations that accompany one Grammar in context section for each unit. The presentations take a visual approach, introducing concepts and making new structures accessible through examples, timelines and diagrams.

Flipped classroom approach

By presenting the grammar outside the class, Flipped classroom allows more time for in-class practice. To find out more about the Flipped classroom approach, go to macmillangateway2.com

Flexible tool

The videos are a versatile and efficient resource for teachers which can also be used flexibly as a useful tool for mixed-ability groups or for revision.



Life skills videos

The Life skills videos form part of the Life skills lessons. They show British teens demonstrating or discussing the Life skills topic in a way that has direct relevance to all students' lives. There are comprehension tasks on the Student's Book page and further exploitation exercises and activities for the video in the Resource Centre. The video formats are fun and appeal to teens, featuring:

- vlogs
- school projects
- street interviews

After watching the video, students complete the Life task – a project or presentation in which they can apply what they have learnt during the Life skills lesson.



The Workbook offers consolidation of the core language in the Student's Book, with extra listening, Study skills and a special cumulative Revision page in each unit.

Reading

STUDY SKILLS

What can you do when there are new words in a text and you don't have a dictionary?

STUDY SKILLS page 103

1 Look at the picture and the title of the text, and choose the correct answer.

The text is ...

a an advert for a wildlife book
b a review of a wildlife TV series
c the story of a mouse.

2 Read the text and check your answer.

ON TV NEXT WEEK -

HIDDEN KINGDOMS!

Are you going to watch *Hidden Kingdoms* on television next week? It's going to be a wildlife series with a difference so don't miss it!

Wildlife programmes usually follow the lives of huge animals like elephants, bears, whales and eagles. But in *Hidden Kingdoms*, you're going to see the lives of some tiny animals. Modern technology is going to show you the world from their level. For example, the first programme is going to follow the life of a zebra mouse in Africa. You're going to watch the mouse from a camera that moved right beside it. You're going to see the light in its big eyes as it tried to run from a big lizard behind it. Then, in the US, you are going to watch another tiny mouse, a grasshopper mouse, fight a scorpion.

The BBC produced the series and it is both educational and beautifully filmed. The narrator is the famous actor and presenter, Stephen Fry. At the end of the programme you are going to learn how the cameramen filmed the animals. They're going to talk about how they filmed the zebra mouse while it was running like the wind away from the lizard. They dug big holes in the ground for the cameramen. The cameras moved along tracks like little trains. The mouse was fast and the cameramen's eyes couldn't see it. But the camera could! Their film is going to show us the lizard's mouth, leg and wing right above us. It is going to show us the zebra mouse from the scorpion's tail hitting the grasshopper mouse again and again. Is the lizard going to eat the scorpion? Is the scorpion going to eat the grasshopper mouse? I'm not going to tell you. Watch the programme next week and find out! I promise that you're going to love it.

3 Choose the best answers.

1 Most wildlife programmes ...
a are not educational.
b are different from *Hidden Kingdoms*.
c only show small animals.

2 The series is about ...
a only the biggest and strongest wild animals.
b amazing animals eating their food.
c wildlife that is too small and fast for us to see.

3 Stephen Fry is ...
a a BBC producer.
b a wildlife teacher.
c an actor and narrator.

4 The cameramen had to ...
a hide from the bigger animals.
b film an animal that is very small and very fast.
c travel to and from the area.

5 The writer makes us want to watch the programme because ...
a he says it's educational for school children.
b we want to know what is going to happen to the mice.
c he gives some examples of the beauty of the filming.

6 CRITICAL THINKING

Which opinions of nature programmes are positive (P) and which negative (N)?

1 They help us understand the importance of saving animals.
2 They cost a lot of money to make.
3 They are sometimes boring.
4 They show us only a few animals.
5 They are beautifully filmed.
6 They help us see things we can't usually see.

7 Match the underlined words in the text with these definitions.

1 not see
2 you feel this when you are frightened
3 someone who explains what is happening that you don't see
4 teaches us a lot
5 a very large sea animal
6 say you will definitely do something

Study skills boxes help students to improve their studying habits. Two Study skills boxes appear in every unit, offering guidance on reading, listening, grammar, writing, speaking and vocabulary, with further help at the back of the book.

Critical thinking activities embedded in every Reading lesson go beyond the traditional comprehension exercises to guide students towards the use of higher-order thinking skills.

Reading texts present a fresh slant on the topics covered in the Student's Book and contextualise new grammar.

The form of the grammar from the Student's book is reviewed and then practised in controlled activities featuring the target structure in context.

Grammar challenge boxes provide students with more demanding practice of the target language for that unit, and grammar structures presented in the earlier units.

Grammar exercises are carefully staged to guide students' learning and build their confidence in using the target language.

Grammar in context

1 Complete the gaps in the grammar table with these words.

	Am - aren't - going to - isn't
Affirmative	I/You/He/She/We/They + am/are/is + swim.
Negative	I/You/He/She/We/They + am not/isn't/aren't + going to + swim.
Question	(d) /Are/is + I/you/he/she/we/they + going to + swim?
Short answers	Yes, I/you/he/she/we/they + am/are/is. No, I/you/he/she/we/they + am not/aren't.

2 What form is the verb after be going to?

a the past b the infinitive c the affirmative

3 Circle the correct alternative.

1 I am going watch ~~to watch~~ a film about bears in Canada.
2 They are going to take the train to Vancouver.
3 He is not go ~~going~~ to build his house in the forest.
4 Our friends are going to climb ~~climbing~~ that mountain tomorrow.
5 She isn't going to swim with the alligators.
6 My son is going to cycle ~~cycles~~ to Africa this summer.

4 Look at Will's plans for his summer holiday. Use his notes to write about what he is and isn't going to do.

1 cycle to Plymouth and take a ferry to Spain ✓
2 ride through France X
3 stay in expensive hotels X
4 camp or find cheap hotels ✓
5 cycle when it's very hot X
6 get a plane back from Morocco ✓

7 He's going to cycle to Plymouth and he's going to take a ferry to Spain.

8 Write questions using the prompts below and give answers that are true for Charlie.

1 you'd do homework tonight ✓
Are you going to do homework tonight?
Yes, I am.

2 your parents see a film this weekend X

3 you go out with friends on Friday ✓

4 your best friend Emily talk to the teacher after school X

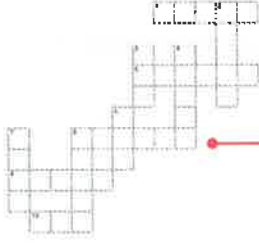
5 your friends have something to eat soon ✓

9 Write sentences about what Grace is going or not going to do on her safari holiday using the prompts below.

1 walk with rhinos ✓
2 sleep in a hotel ✓
3 eat in restaurants ✓
4 swim in a pool ✓
5 swim in a lake ✓
6 camp outside ✓

Vocabulary and listening

1 Use the clues to complete the crossword with weather adjectives.



Across

- 1 The fields are cold and white. It's
- 5 It's going to rain. The sky is
- 6 There's rain and wind, the sea is dangerous. It's
- 9 It's the wet season, so it's
- 10 There was no rain last month. The land is

Down

- 2 The leaves fall off the trees when it's
- 3 You can skate, but it's hard to walk when it's
- 4 It's so you can't see far in front of you.
- 6 It's 40°C, even under the trees. That's
- 7 It's not cold and not hot, just nice and
- 8 You're going to need your sunglasses. It's

2 Complete the table with weather adjectives.

Season	Spring	Summer	Autumn	Winter
Weather	d	h	f	s
	st	h	wa	i

3 Listen to the weather forecast. Choose the best answer.

- The next forecast will be
- a better than this one.
- b tomorrow.
- c later today.

4 Listen again and complete the table with the letters. You do not need all of them.

Yesterday	Today	Tomorrow

- 5 Listen again and answer the question.
- Which two types of weather does the announcer predict will cause problems on the roads?
- a very strong winds
 - b ice on the roads
 - c very high temperatures
 - d water on the roads

Vocabulary extension

6 Match these weather words with the definitions (1-6). Use your dictionary if you need it.

gizzard lightning raindrop shower snow/sleet thunder

- 1 a loud noise that you sometimes hear in the sky in a storm
- 2 bright flashes of light you sometimes see in the sky in a storm
- 3 a short period of time when it rains
- 4 a light wind
- 5 a single drop of water from the sky
- 6 a single piece of snow

7 Complete the sentences with the words from 6.

- 1 There was a noise so we could sail across the lake.
- 2 The first fell at nine and by ten it was raining hard.
- 3 He ran inside when he heard the
- 4 It was only a little so we didn't get very wet.
- 5 The hit a tree and started a fire
- 6 You can't catch a - it turns into water in your hand.

I can understand people talking about the weather. Unit 7

Exercises support the Student's Book and give extra practice in developing vocabulary, often through the use of images, puzzles and other engaging tasks.

Vocabulary extension boxes expand on the vocabulary taught in the Student's Book, offering students more challenge. These activities are particularly valuable in mixed-ability classes.

Listening tasks recycle the vocabulary of the unit. The task types match those in the Student's Book, giving students further opportunity to develop particular exam skills.

Describing pictures sections form part of each Developing speaking page and provide students with carefully staged practice of exam-style image description.

The audio model gives students examples of useful language and provides guidance on how best to tackle an exam-style task. There is then another image on the same theme, which they can describe using the model to help them.

Pronunciation boxes help students really focus on an aspect of pronunciation relevant to that speaking topic, heightening their awareness of the common sounds, intonation and stress of English and providing them with an audio model.

Developing speaking

1 Listen to the dialogue and tick (✓) their plans for the weekend.

- 1 go to the countryside on Sunday
- 2 visit their grandparents
- 3 see a friend
- 4 travel by train
- 5 have lunch at a friend's house
- 6 meet at the station

2 Put the words in order to find phrases from the dialogue.

- 1 anything are Saturday you on doing
- 2 we London to go shall
- 3 don't train the catch us the why in morning
- 4 visit when Jasmine there we're let's
- 5 sandwiches about taking what some

3 Complete the table with these expressions.

Great. OK. Sorry-I can't. Sorry, I'm busy. Yes, sure. Yes, that's fine.

accepting suggestions Great

rejecting suggestions Sorry, I can't

4 Circle the correct alternative.

- 1 Why don't we take a bus to the sports centre?
- 2 Let's get some tickets for the concert in the park.
- 3 What about buying some food for a picnic?
- 4 Do you want to come over to watch a DVD?
- 5 Are you free on Sunday at four o'clock?

Pronunciation

5 Listen and underline the schwa sounds in the sentences.

- 1 Saturday morning
- 2 sports centre
- 3 Let's have a picnic
- 4 cinema
- 5 What about lunch?
- 6 river boat ride

Describing pictures

Look at the photo and write your answers to the questions in your notebook. If you're not sure of something, use I think and/or I imagine.



- 1 Where is it?
- 2 What can you see in the picture?
- 3 Do you think the person is enjoying their visit? Why/Why not?
- 4 Do you think the animal is happy? Why/Why not?
- 5 Is there a place like this near where you live? Do you ever go there?
- 6 Do you think places like this are a good idea or not? Can you give a reason for your answer?

7 Listen to a student talk about the photo. What are his answers to the questions?

8 Now look at the second photo and answer the same questions.



I can make, accept and reject suggestions. Unit 7

Developing writing

1. Correct eight mistakes with word order in Anna's email message.

Hi Mary,
Good to from you here! I'm looking forward to seeing you on Saturday. I know we're meeting at 10 am, but where are we meeting? Are you going to go shopping? I go often shopping on Saturdays. I want to buy some jeans new. Are you going to dinner here with us? We eat us daily fish and chips on Saturdays. Let me know what you think!
I love you
Anna

2. Read the email messages and underline the three pieces of information that Bailey wants to know.

Hi Angela,
It was great to see you today. I had a great time! The film was really good and the food was delicious. And it was fun looking at the shops. Did your mum like the present? I hope your journey home wasn't too long and difficult. Have the units delayed because of the weather? We're making some arrangements for next weekend. Shall we go to the cinema again? I am home and I'll meet you at the station again.
Have a good one!
Bailey

3. Match the extracts from Angela's reply to Bailey with the information you underlined in 2. There are three extra extracts.

1 My favourite film is The Hobbit - it's a fantastic story. It was some present for my mum.
2 That's a great idea. I've heard a lot about the new Amy Adams film. Perhaps we could see that?
3 Everything went fine. It was quite an ordeal, but I got a seat and the weather was fine.
4 It was a good one. Thanks for the gift. She loved it. The car it was really pretty.
5 Yes, I'd like to! Why don't we do our homework together? I'm sure you can help me a lot!
6 No, I don't usually catch the bus to school - I get the bus if it's late or when I'm tired. But today it was late.

STUDY SKILLS
Why is it important to know who you are writing to when you write a text in English?
→ STUDY SKILLS page 103

Cumulative revision pages provide essential recycling of language from not only the preceding unit but also earlier units in the book.

Revision: Units 1-2-3-4-5-6-7

GRAMMAR

1. Complete the sentences with will or won't and these verbs.

be - disappear - go - get - join - show

1 My brother tomorrow. He looks very ill. He even says he won't go to school.
2 I think that other. She has to arrive a lot when she's late.
3 Tigers are endangered and I think they soon.
4 It tonight because it's too warm.
5 I'm taking an umbrella because the weather forecast said that it.
6 This has changed last because she never practices.

2. Circle the correct alternative.

1 It isn't going to rain today. The sky is blue.
2 Jack will be coming 12 o'clock Thursday.
3 Please don't forget to call me.
4 The teacher always says that we should be late.
5 She goes to the gym twice a week at home late.
6 I'll phone you when I see you.

3. Write the sentences again using the word given. It should have the same meaning.

1 My plan is to have Dan to the party going. Dan to the party.
2 We arranged to meet Jan in London meeting. Jan in London.
3 It's necessary for me to finish it soon. have. I it soon.
4 Why don't we go to the theatre tomorrow? shall. to the theatre tomorrow?
5 During my visit I saw Frank while. I saw Frank.

4. Use one word to complete each sentence.

1 you see the new TV set last night? yes in December. It's a new model.
2 It.

VOCABULARY

1. Write the correct words.

1 A big bird that can see small insects on the ground is a.
2 They are very colourful and grow in the garden. flowers.
3 This is where a river flows down a mountain. valley.
4 The big fish has the sharp teeth. shark.
5 The place has water all round it. lake.
6 You sometimes find it in the back of a shoe. it has a little black hole.

2. Complete the sentences with words for animals and insects.

1 An is a bird that has a long neck.
2 A is a small insect that can fly.
3 A is a bird that has a long beak.
4 A is a small insect that can fly.
5 A is a bird that has a long beak.
6 A is a small insect that can fly.

3. Circle the correct alternative.

1 You must find a way to solve the problem.
2 The teacher was full of knowledge about the subject.
3 There was a great deal of the top of the mountain.
4 The mountain was very high.

4. Complete the sentences with the correct form of the words given.

1 I like this. the weather.
2 The going to be. (good) today?
3 The don't get much. (happy) the is.
4 She looks happy. (a) mood.
5 They're at the end of the road. (a) road.
6 They're at the end of the road. (a) road.

Further analysis and highlighting of key language for the same type of writing task as is covered in the Student's Book.

Gateway to exams pages appear every two units, offering Reading, Listening, Use of English and Writing tasks. The topics and tasks reflect what has been covered in the preceding two units, providing students with the opportunity to further develop their exam skills, while recycling key grammar and vocabulary.

Gateway to exams: Units 7-8

Reading

1. Read the text and choose the best answer A, B or C.

THE BUMBLEBEE

I think the bumblebee is the most interesting insect. The bumblebee is a type of large bee. It's not the same as a honey bee. Its body is rounder and fatter and it's got bright yellow and black bands on its back. Bumblebees don't produce very much honey, so there isn't enough for people to collect and eat. These bees aren't dangerous and they hardly ever sting. When honey bees sting, they die, but after a sting a bumblebee won't die. A bumblebee can sting several times.

Most bumblebees live in small colonies or groups of about 50 bees and they have a queen. The queen lays eggs after sleeping all winter. People should realize that these bees are very important to the world, while they are eating flowers looking for food, they help new flowers to grow by spreading pollen. Without the bumblebees many flowers and fruit would not grow.

There are about 250 types of bumblebees in the world, but they are having a lot of problems. These types are now extinct and scientists believe many others will disappear in a few years. There are many reasons for this. One of the main reasons is that many flowers that they get when they visit certain flowers. Scientists are going to do more studies on the future to try to find the best way to protect bumblebees against this danger.

Another reason is that a lot of huge cities are disappearing. This means there are fewer places where bumblebees can find food. Gardens are a very good habitat for bumblebees and we should make our gardens better places for them to visit. Many of the flowers that bumblebees like to visit are in our gardens. The best flowers are the ones that are brightly coloured - especially purple, blue and pink. Scientists say that bumblebees can see the colour red. I'm going to plant flowers in a line inside my backdoor window this year. It will be great to see and hear the bees, and help the environment, too.

1. The bumblebee looks
a. fatter and more dangerous than a honey bee.
b. round and brightly coloured.
c. large and black.

2. Bumblebees do not normally
a. eat too much honey.
b. sting people when they collect the honey.
c. make very much honey.

3. Bumblebees
a. are very dangerous.
b. have a queen.
c. live alone.

4. The queen bee stops
a. after they've laid their eggs.
b. between March and May.
c. in the winter, then lay their eggs.

5. There are
a. fewer types of bumblebees than there were.
b. more than 250 types of bumblebees.
c. 25 types of bumblebees in danger of extinction.

6. Bumblebees are useful because
a. they are good for the environment.
b. we need the honey.
c. they make our gardens peaceful places.

7. Bumblebees will come into our garden when
a. they are not in danger.
b. we plant the flowers they like.
c. they can find flowers.

8. Bumblebees help
a. bees to make honey.
b. bees to grow.
c. people to have beautiful gardens.

Listening

2. Listen to the dialogue and decide if the statements are True (T), False (F) or Not mentioned (NM).

1 The boy is going someplace with his parents on Saturday. T, F, NM
2 The dog owner looks after dogs that don't have homes. T, F, NM
3 It wasn't at the zoo. T, F, NM
4 The boy is going to choose a dog next week. T, F, NM
5 The girl's mum does not allow pets. T, F, NM
6 The girl's brother is going to get a dog called Buster. T, F, NM
7 The boy's friend decided to get a white dog. T, F, NM
8 The girl is going to visit the boy's house next week. T, F, NM

Use of English

2. Complete the missing words in the text.

The village I live in is pretty, but there are a lot of things for young people to do. There are (a) shops, but there aren't many. The shops in Redden Town are much bigger (b) than ours. Most of us go shopping there. The problem is it's further than our shops in the village and it's a bit (c) to go there.

Another problem in our village is that it's (d) everything. There are a lot of shops and there isn't a place for young people to go. Luckily the council is (e) to build a sports centre near the river.

When Ben happens, I (f) meet my friends. When Ben does some sports like table tennis, they're going to build a hall at the new club. It won't (g) expensive to join and I think it'll be (h) best thing to happen here this year!

Writing

4. You receive the message from Ben. Underline the things he wants to know and write your reply.

Hi Daniel,
I'm really excited about our summer day in the mountains. I've got a few questions. What are you going to do there? What's the weather? It'll be good this weekend, but it's colder up the mountain. Should I bring some extra clothes? What about food? Are you going to have a picnic? Do I need to bring some sandwiches? When back soon. I want to be prepared. See you Saturday.
Ben

Common mistakes boxes provide error correction practice, with the focus on the language of the preceding two units. They highlight mistakes often made by students at this level, giving them the opportunity to recognise and reflect on any such errors they may be making in their own work.

Course components

Online Workbook

For students
PLUS
Gradebook
for teachers

All the printed Workbook content and more in a fully-interactive format for flexible self-study.

Contains:



Interactive
Workbook activities



Complete
Workbook audio



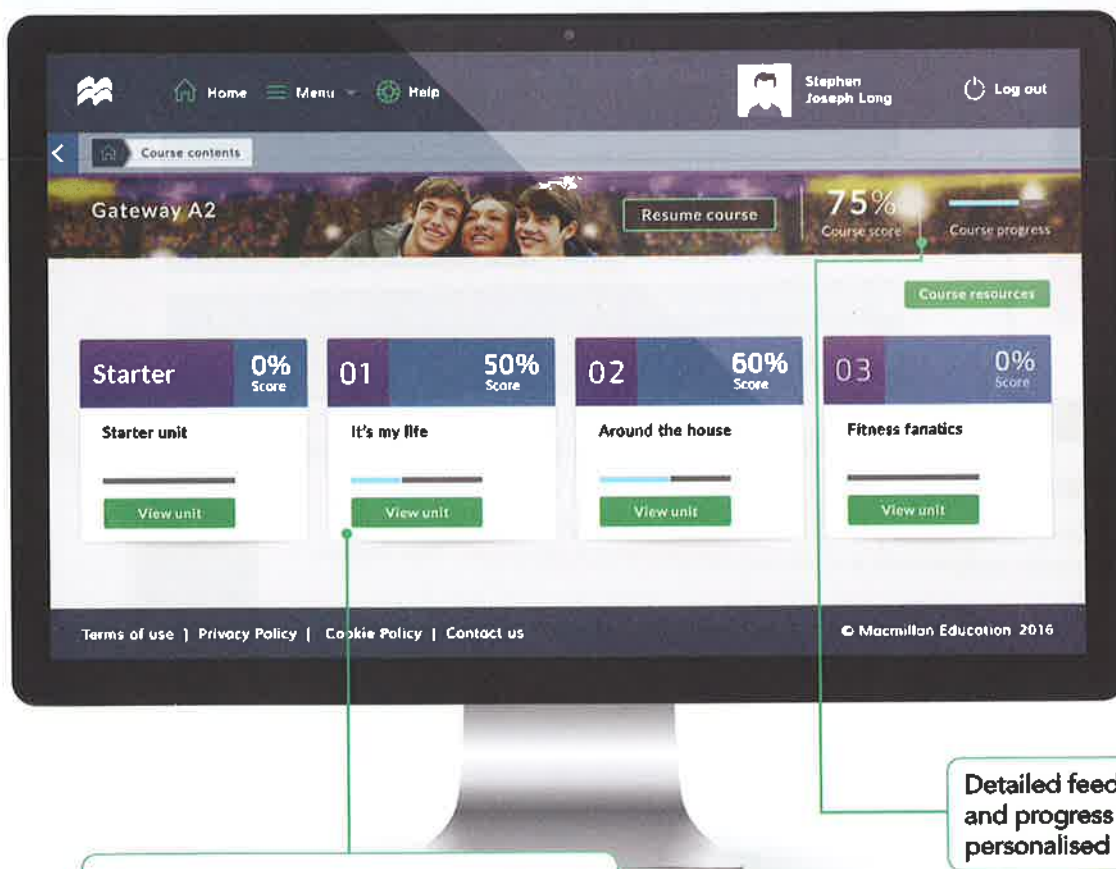
Integrated
video



Automated marking
for instant feedback

Gradebook

Gradebook



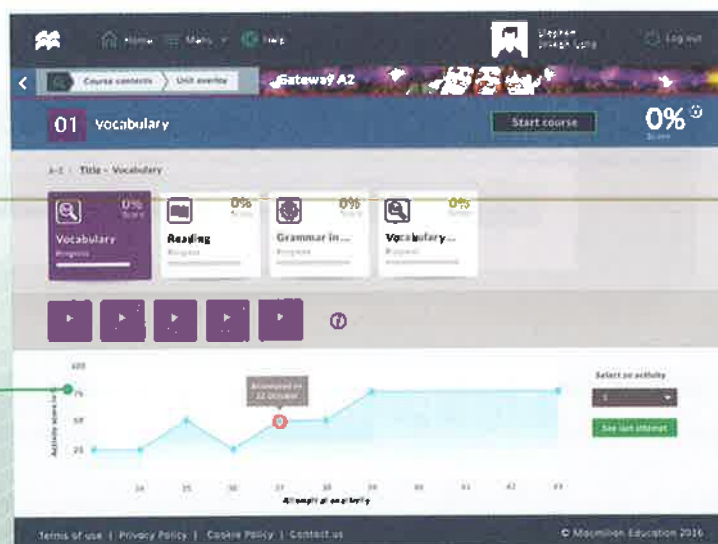
Multiple classes and levels can be managed in a single location, and the content-locking feature gives you control over how you set tasks for your students.

Detailed feedback on activity scores and progress all help to create a highly-personalised self-study environment.

Multiple attempts keep students motivated, allowing them to consolidate what they have learned in class in an engaging way. Students can also access the Flipped classroom videos and activities on the Online Workbook, making this an excellent tool for developing independent learning.

The messaging and notification features allow you to correspond with your students, send homework reminders and notify your classes when results are available.

Results are automatically collated in the Gradebook and displayed in an easy-to-read, easy-to-compare way. Learner progress can be monitored at a glance, highlighting areas where students may require additional support or assistance.



The Resource Centres contain a wealth of downloadable worksheets, multimedia assets and additional resources to support your *Gateway 2nd Edition* core course content.



Student's Resource Centre

For students, the Student's Resource Centre provides complementary materials to consolidate learning and encourage independent study including:

- Teen-focused culture worksheets to inspire a broader cultural perspective
- A graded Macmillan Reader, with extra activities and extended reading support
- Study skills materials to encourage students to take control of their learning
- Life skills video worksheets and Flipped classroom video worksheets provide additional support for students to use with the videos.

Teacher's Resource Centre

The Teacher's Resource Centre is your go-to place for resources to deliver dynamic lessons for homework assignments and to support you in the classroom. The flexible content includes:

- Audio and video files and scripts
- Complete answer keys
- Teacher tips and videos
- Extra grammar worksheets and communication activities
- Everyday English worksheets
- Optional CLIL and literature lessons
- Teacher notes and guides to accompany all material

Sounds: The Pronunciation App

This award-winning app helps students practise and play with pronunciation wherever they are. Carefully selected wordlists from the *Gateway 2nd Edition* course are now available to download within the app.



Extensive resources for assessing your students' progress and preparing them for international and school-leaving examinations.



Test Generator

The Test Generator allows you to create customised tests from an extensive database of exercises.

- Aligned closely to CEFR learning outcomes
- Includes a range of reading, writing, speaking and listening tasks typical of international and school-leaving exams
- Comes with the option to save tests in progress and to preview before printing
- Allows for maximum flexibility in choosing the test content
- Teacher-version of tests complete with answer keys

Printable tests

A comprehensive range of Printable tests are available on the Teacher's Resource Centre in both PDF and editable Word format. Tests matched to the course level can be selected and then customised to meet the specific needs of your school and classes.

- One diagnostic test per level
- Ten Unit tests, three Review tests and one End-of-year test for tracking progress
- Aligned closely to CEFR learning outcomes and international and school-leaving exams
- Complete answer keys, audio and audioscripts for all tests
- Two levels of difficulty for each test



Here are some great tips to help you throughout the year. These tips give you strategies for classroom management, planning and student training that you can use again and again to improve your students' results and get the best out of your teaching.

CRITICAL THINKING

A key critical-thinking skill can be summed up in a one-word question – *Why?* Encouraging students to think critically, not just simply rephrasing some information, helps them really interact with a reading or listening text. It can have a very positive effect on the learning process: classes are more interesting and engaging and students become reflective thinkers. Students who are trained to question why things are as they are, are more likely to produce more detailed written work and have more meaningful conversations in the long term.

USING A DICTIONARY

Spend time at the beginning of the year teaching students how to refer to a dictionary quickly and effectively. To do this, enter the website www.macmillandictionary.com and type in an example word, e.g. *school*. Point out that this word is mainly used as a noun, but can be used in different situations as different parts of speech, as shown in the box on the right. Explain that in the Macmillan Dictionary, entries with five or more meanings have a 'menu' at the top to make it easier to find a specific meaning. Draw students' attention to the fact that *school* is written in red and has three stars below. Tell them that the words in red are the 7,500 most frequently-used words in English and are given a rating of one to three stars to show their frequency. The dictionary also gives examples of how a word is used in context. Finally, point out how a dictionary can help with pronunciation: not only do the phonetic script and stress marks tell the students how a word is pronounced, but they can also click on the audio icon to hear the word spoken.

MONITORING

It is important to monitor students from the very beginning of the course. Monitoring means observing students in an unobtrusive way. Help with any language difficulties and note down common problem areas (grammar, pronunciation and vocabulary), as well as good use of language. Comment on this to individuals or collect errors and, without saying who made each error, ask students to correct them later in the class.

WORD STRESS

A stressed syllable is longer and louder, e.g. *proDUCer*. The pitch to a stressed syllable is usually higher and it is said more clearly. The unstressed syllables of a word have the opposite features of a stressed syllable. It is helpful for students to practise words which are similar, but have different stress patterns in word families. Point out to students that these differences are marked in good learner dictionaries with a mark before the stressed syllable, e.g. '*product*'.

The sound and stress of a word is just as important to teach as its meaning and spelling. Stressing the wrong syllable can make a word difficult to understand. Remember to use a simple, clear way of marking stress, e.g. *o o*, and drill vocabulary. Integrate word stress into your classes whenever you can and your students will become more confident speakers.

EFFECTIVE LISTENING

Always remind students that before they listen to a text for the first time, they should try to form a general idea of what it is about. Students should try to predict content (from key words in the questions, photos and titles or notes that they have to complete, for example). Students can then use this information to guess what the text is going to be about. This skill helps students listen more effectively because they formulate ideas about the text in advance and listen to confirm, refine or reject those ideas.

HOMEWORK

The golden rule for assigning homework is KISS: Keep It Short and Simple. Homework should be set every lesson. Write the homework on the board at the beginning or in the middle of the lesson, when you have all the students' attention and there is still time to ask questions. Set a clear due date and keep records of who is doing their homework. Review and correct homework at the beginning of the next class. Students can either check their own or another student's work.

✱ PROJECTS AND PRESENTATIONS

Doing projects in class can be fun and provide a welcome break from classroom routine. Collaborative projects mean students of different levels work together and this can improve teamwork. A variety of communication skills are practised (recording a video message, making a poster, giving a presentation, etc.).

Projects are usually organised into three stages:

- 1 Students brainstorm ideas and pool their knowledge.
- 2 Students choose from these ideas and say who will write about what. Each student then researches information and illustrations for their contribution.
- 3 Students discuss how they will present their project and the resources they need. They then organise their different texts and images, and check and correct their writing.

If students present their projects in class, set a time limit for each presentation and spread them over two classes. Ask other students in the class to give feedback at the end of each presentation and share any additional thoughts/ experiences related to the topic. It is a good idea to keep the best examples of previous students' work to show new groups. These provide a clear idea of what is expected.

Students can self-evaluate using the checklist below and you can also use this for your own assessment: (See below for checklist form).

LIFE TASK:	NAME:				
	DATE:				
CRITERIA	1	2	3	4	COMMENTS
GROUP WORK					
I took my turn when asked.					
I shared the work with my team.					
I participated in the final task.					
WRITING					
I wrote a draft and then corrected it.					
I paid attention to spelling and grammar, punctuation marks and capital letters.					
My work was well presented and illustrated.					
SPEAKING					
I always spoke English.					
My audience understood my message.					
I enjoyed presenting my contribution.					

1 = EXCELLENT

2 = GOOD

3 = SATISFACTORY

4 = EXCELLENT

MARKING WRITTEN WORK

The table below provides a list of symbols and acronyms you can use to mark students' work. Using these makes marking quicker and enables you to assess where students' strengths and weaknesses lie. Give students a copy of this so they understand your annotations on their written work.

ABBREV.	MEANING	EXAMPLE
WW	wrong word	My bed is very ideal. WW
T	wrong tense	I am sitting in my chair every day. T
^	missing word(s)	When my friends^here, we play.
Sp	wrong spelling	The chair was not comfortable. Sp
WO	word order	It's got windows enormous. WO
P	punctuation	There's a bed a table and a TV. P
V	wrong verb form	She haven't got a lamp. V
~	join to make one sentence	It has got a chair. ~ It has got a table.
?	What does this mean?	I hang on the Internet. ?

ERROR CORRECTION

A really important skill for language teachers is error correction. It is important not to over-correct as this will interrupt fluency-based activities and can make students lose confidence. Not correcting at all, however, leads to bad habits and decreases students' communicative abilities. Teachers must distinguish between 'errors' and 'mistakes'. A mistake is a slip, i.e. you know the correct thing to say, but say the wrong thing by accident. Mistakes are not critical to correct unless they are repeated too often. Errors are when the student does not know the correct form, term or usage. Decide whether it is better to correct errors on the spot or at the end of the activity. If you correct on the spot, it must be quick, e.g. ask students to repeat the sentence, echo the sentence up to the error for students to finish, write the word on the board and underline it, etc. Encourage self-correction where possible. Alternatively, you can spend a few minutes of the lesson on error correction. Write the errors on the board without saying who made each mistake (change some of the words if necessary) and elicit correct answers from the class.

FAST FINISHERS

If students finish early, check their work and tell them how many answers are wrong, but not which ones. This will keep them busy while the others catch up. It will also train students to look at their answers again, which is a good exam strategy.



There are a number of methodological and practical tips which are strategically placed within the Teacher's notes in the *Gateway 2nd Edition* Teacher's Book to be of most use to the teacher not just during planning, setting up and evaluating activities, but also helping 'on the spot' in certain language or pronunciation areas.

CLASSROOM TIPS AND PLANNING

Model dialogues	p32	Pyramid discussions	p65	Role-plays	p112
Testing before you teach	p32	Using a pro-forma	p66	News stories	p121
Dictogloss	p39	Agreeing and disagreeing	p78		
Structured dialogues	p42	Checking answers in pairs	p98		

LANGUAGE

Nationalities	p30	Past continuous	p88	Superlative adjectives	p122
Present simple	p37	Countable and uncountable nouns	p94	Clothing vocabulary	p128
Present simple questions and short answers	p41	Making uncountable nouns countable	p95	<i>remind</i> vs <i>remember</i>	p129
<i>do</i> vs <i>make</i>	p50	<i>a lot of</i> , <i>much</i> , <i>many</i>	p99	Contractions	p130
Present continuous	p53	<i>should</i>	p99	<i>gone</i> vs <i>been</i>	p130
Telephone English	p54	<i>be going to</i>	p107	Agreeing with a negative statement	p130
Irregular plural nouns	p59	<i>will/won't</i>	p110	Possessive 's in shop names	p131
Modal verbs	p65	Present continuous for future	p111	<i>stationery</i> vs <i>stationary</i>	p135
Countries and nationalities	p70	Making suggestions	p112	The passive	p141
Past simple	p72	Comparatives in spoken English	p118	First conditional	p145
Articles	p82	<i>news</i>	p121		
Past simple: negative	p84				

STUDENT TRAINING

Recording new vocabulary: mind maps	p47	Text titles	p71	Fillers	p124
Multiple-choice cloze activities	p49	True/False/Not Mentioned listening activities	p75	The target audience	p124
Re-telling actions or a story	p51	Learning spelling	p76	Multiple-choice listening activities	p133
Self-checking	p56	Active listening	p89	Dialogue activities	p135
Gist reading	p60	Inference in listening	p98	Self-evaluation	p146
Inference in reading	p60	Missing sentences in a dialogue	p100	Writing a plan	p147
Information-gap activities	p67	Improving spoken English	p113		

PRONUNCIATION

The /ə/ sound	p29	Alliteration	p59	Past continuous: <i>was</i> and <i>were</i>	p88
Question intonation	p30, p41	The /ɑ:/ sound	p61	Intonation in exclamations	p89
		<i>have to</i> , <i>has to</i> , <i>mustn't</i>	p65	<i>be going to</i>	p107
The /θ/ sound	p31	Silent letters	p72	Contracted form of <i>will</i>	p110
The /k/ sound	p35	The -ed ending	p76, p116	Sentence stress	p118
The /u:/sound	p35	Spelling and pronunciation	p82	Polite intonation	p135
-s and -es	p37	Three-syllable words	p82		
Word stress	p47, p93				

The Common European Framework of Reference (CEFR) is a widely used standard created by the Council of Europe. *Gateway 2nd Edition* is carefully mapped to the CEFR helping teachers identify students' actual progress and helping them to set their learning priorities.

Gateway 2nd Edition offers a wide range of teaching materials in various components which give teachers the opportunity to develop all aspects of their students' language ability. The CEFR can be used to track their progress.

On pages 25–27 are the A1 and A2 descriptors (description of competences) covered in the A2 level of *Gateway 2nd Edition*. B1 descriptors are also available in the *Gateway B1 Teacher's Book*.

A basic level of confidence with the A1 descriptors is expected as students start using *Gateway 2nd Edition A2* and, by the end of the course, students should be competent with the A2 and some of the B1 descriptors.

In the Teacher's Resource Centre you will also find a list of unit-by-unit CEFR descriptors with suggested targets which can be used for self-assessment. Students can use these at any point to get a detailed picture of their own individual progress.

WHAT IS A EUROPEAN LANGUAGE PORTFOLIO (ELP)?

The European Language Portfolio (ELP) was developed by the Language Policy Unit of the Council of Europe

- to support the development of learner autonomy, plurilingualism and intercultural awareness and competence;
- to allow users to record their language learning achievements and their experience of learning and using languages.

If you are using portfolios as a way of evaluating your students' coursework over the year, you will find a wide variety of opportunities within each *Gateway 2nd Edition* unit to provide material for the dossier.

A portfolio is a means to document a person's achievements. Artists, architects or designers collect samples of their work in portfolios and students are encouraged to do the same. Most of the time, these samples will be texts created by the students, but they could also include photos of classroom scenes, wall displays, audio recordings and videos. All these documents provide evidence of a student's performance, e.g. during a discussion, an oral presentation or a role-play.

Within each unit, there are several opportunities for students to practise speaking and record their conversations for the dossier in their portfolio. Students could record their conversations, date them and include them in their portfolio.

They then assess their performance in each speaking activity and give themselves a mark according to the following self-assessment criteria:

CONTENT (1–5)

Did I say what I wanted to say? Was I interesting? Did I speak in English for a long time? Did I hesitate a lot?

VOCABULARY AND GRAMMAR (1–5)

Did I use different words? Did I use words I've learned recently? Were my sentences well constructed? Did I make a lot of errors?

COOPERATION (1–5)

Did I listen to my partner? Did we help each other if we had problems? Did we both speak for approximately the same length of time?

IN ENGLISH! (1–5)

When I didn't know how to say something, did I use English to solve my problem? Did we use English to talk about whose turn it was to speak?

The portfolio consists of three parts: the **Language Passport** with information about a student's proficiency in one or more languages, i.e. qualifications; the **Language Biography** where students reflect on their learning process and progress and say what they can do in their foreign language(s); and the **Dossier**, which is a collection of materials and data put together by students to document and illustrate their learning experiences.

Although it may be a demanding task to set up in the beginning, the overall aim is for students to be involved in planning, collecting and evaluating their own work, thereby taking responsibility for their own learning. This in turn may lead to increased participation and autonomy on the part of the learner.

Listening		page number									
A1	I can understand when someone speaks very slowly to me and articulates carefully, with long pauses for me to assimilate meaning.	6, 7	26								
A1	I can understand simple directions how to get from X to Y, by foot or public transport.										
A1	I can understand questions and instructions addressed carefully and slowly to me and follow short, simple directions.	9	28	42	65						
A1	I can understand numbers, prices and times.		34	48		72			110	124	136
A2	I can understand what is said clearly, slowly and directly to me in simple everyday conversation; it is possible to make me understand, if the speaker can take the trouble.	20, 22	26, 32	48			78				
A2	I can generally identify the topic of discussion around me when people speak slowly and clearly.	22	31, 32		52	66, 74			104, 110	126	
A2	I can understand phrases, words and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local area, employment).	14, 17	26, 28, 32	40, 48	52, 60	66	83, 86			118, 124	
A2	I can catch the main point in short, clear, simple messages and announcements.							98	110		
A2	I can understand the essential information in short recorded passages dealing with predictable everyday matters which are spoken slowly and clearly.	19	26, 31		58, 60	66			112	118	

Reading		page number									
A1	I can understand information about people (place of residence, age, etc.) in newspapers.	8							105, 109, 113		
A1	I can locate a concert or a film on calendars of public events or posters and identify where it takes place and at what time it starts.										
A1	I can understand short simple messages on postcards, for example holiday greetings.				61						
A2	I can identify important information in news summaries or simple newspaper articles in which numbers and names play an important role and which are clearly structured and illustrated.	18	27, 30, 38	41	53, 56	67, 70	79	93, 97	105, 113	119, 122	131, 134
A2	I can understand a simple personal letter in which the writer tells or asks me about aspects of everyday life.	23						87	101	113	
A2	I can understand simple written messages from friends or colleagues, for example saying when we should meet to play football or asking me to be at work early.							87	101		
A2	I can find the most important information on leisure time activities, exhibitions, etc. in information leaflets.	15	30, 35	44, 45, 49	61	70, 71	79, 82, 83				
A2	I can skim small advertisements in newspapers, locate the heading or column I want and identify the most important pieces of information (price and size of apartments, cars, computers).			45, 49		71			108, 109		
A2	I can understand feedback messages or simple help indications in computer programmes.	15									
A2	I can understand short narratives about everyday things dealing with topics which are familiar to me if the text is written in simple language.	15	35, 38	41, 44	53, 56, 59	67, 75	90	93	105		131, 134

Speaking: Spoken Interaction		page number									
A1	I can introduce somebody and use basic greeting and leave-taking expressions.	7									
A1	I can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.	7, 8	34	40	52	69, 74	78		111, 112	118, 120, 121, 124	130, 137

Speaking: Spoken Interaction		page number									
A1	I can make myself understood in a simple way but I am dependent on my partner being prepared to repeat more slowly and rephrase what I say and to help me to say what I want.			34	40	59				125	
A1	I can make simple purchases where pointing or other gestures can support what I say.									126	
A1	I can handle numbers, quantities, cost and time.	7, 9		34	48	65		86		126	
A1	I can ask people for things and give people things.										142
A1	I can ask people questions about where they live, people they know, things they have, etc. and answer such questions addressed to me provided they are articulated slowly and clearly.	8	22		40	55	66	78		120	137
A1	I can indicate time by such phrases as 'next week', 'last Friday', 'in November', 'three o'clock'.	9	14, 17					87, 91			
A2	I can make simple transactions in shops, post offices or banks.									126	142
A2	I can use public transport : buses, trains, and taxis, ask for basic information and buy tickets.					52, 55, 60, 65					
A2	I can get simple information about travel.					52, 60, 65					
A2	I can order something to eat or drink.							86			
A2	I can make simple purchases by stating what I want and asking the price.									126	142
A2	I can ask for and give directions referring to a map or plan.										
A2	I can ask how people are and react to news.						74				
A2	I can make and respond to invitations.							91			
A2	I can make and accept apologies.										
A2	I can say what I like and dislike.		14, 19, 22		43, 45	53	71				
A2	I can discuss with other people what to do, where to go and make arrangements to meet.							87	100		
A2	I can ask people questions about what they do at work and in free time, and answer such questions addressed to me.		20, 21, 22	28, 38	45	54, 55, 64	66, 69	87	92	104	120, 123, 125

Speaking: Spoken Production		page number									
A1	I can give personal information (address, telephone number, nationality, age, family, and hobbies)	7, 10	21	34, 39			73	78	99		
A2	I can describe myself, my family and other people.	7, 8, 10								112, 117	
A2	I can describe where I live.	8	17						92		
A2	I can give short, basic descriptions of events.		21	26		60	71, 74	83	95	107, 112	
A2	I can describe my educational background, my present or most recent job.		14, 15				66				
A2	I can describe my hobbies and interests in a simple way.		14		40, 43, 45						

Speaking: Spoken Production		page number									
A2	I can describe past activities and personal experiences (e.g. the last weekend, my last holiday).				54, 55, 59, 60, 64	74	91				

Speaking: Strategies		page number									
A1	I can say when I don't understand.	6									
A1	I can very simply ask somebody to repeat what they said.	6									
A2	I can ask for attention.										
A2	I can indicate when I am following.					74		100			
A2	I can very simply ask somebody to repeat what they said.			48							

Vocabulary: Language Quality		page number											
A2	I can make myself understood using memorised phrases and single expressions.		23	34	48	60, 61	74	86, 87	100	112, 113	126	138	
A2	I can link groups of words with simple connectors like 'and', 'but' and 'because'.		22										139
A2	I can use some simple structures correctly.	10, 11, 12, 13	16, 17, 20, 21, 24, 25	28, 32, 33, 36, 37	42, 46, 50, 51	58, 62, 63, 64	72, 73, 76, 77	80, 81, 84, 88	99, 102, 103	106, 111, 112, 114, 115	120, 124, 128, 129	132, 133, 136, 137, 140, 141	
A2	I have a sufficient vocabulary for coping with simple everyday situations.	12, 13	14, 17, 24, 25	26, 29, 36, 37	40, 43, 50, 51	52, 55, 62, 63	66, 76, 77	78, 81, 88, 89	92, 94, 95, 102, 103	104, 107, 114, 115	118, 121, 128, 129	130, 133, 140, 141	

Writing		page number									
A1	I can fill in a questionnaire with my personal details (job, age, address, hobbies).				45						127
A1	I can write a simple postcard (for example with holiday greetings).					61					
A1	I can write sentences and simple phrases about myself, for example where I live and what I do.		14, 20, 22, 23	29							
A2	I can write short, simple notes and messages.								101		
A2	I can describe an event in simple sentences and report what happened when and where (for example a party or an accident).			35			75				
A2	I can write about aspects of my everyday life in simple phrases and sentences (people, places, job, school, family, hobbies).		14, 21, 23	35	47, 49	59					139
A2	I can fill in a questionnaire giving an account of my educational background, my job, my interests and my specific skills.										127
A2	I can briefly introduce myself in a letter with simple phrases and sentences (family, school, job, hobbies).		19, 23	39		61					
A2	I can write a short letter using simple expressions for greeting, addressing, asking or thanking somebody.							87, 91	101		
A2	I can write simple sentences, connecting them with words such as 'and', 'but', 'because'.		22					87			
A2	I can use the most important connecting words to indicate the chronological order of events (first, then, after, later).						75				

KEY LEARNING OUTCOMES

CEF

Students will be able to:

- talk about classroom objects and people using adjectives
- ask for and give basic personal information
- talk about people using the verb *to be*, subject pronouns and possessive adjectives
- tell the time, and talk about days and months using ordinal numbers
- understand a basic text about a family

UNIT OVERVIEW

 **Vocabulary**

Classroom objects
Colours

 **Speaking**

The alphabet and spelling
Classroom expressions
PRONUNCIATION the letters of the alphabet

 **Vocabulary**

Some English-speaking countries and nationalities

 **Speaking**

Saying hello

 **Grammar in context**

to be
Subject pronouns and possessive adjectives

 **Speaking**

Telling the time

 **Vocabulary**

Days, months and ordinal numbers
The family
Basic descriptions

 **Grammar in context**

have got
Possessive 's
Demonstrative pronouns

DIGITAL OVERVIEW

Presentation Kit

- ▶  **Vocabulary tool:** Classroom objects; Basic descriptions
- ▶ **Interactive versions of Student's Book activities**
- ▶ **Integrated audio and answer key for all activities**
- ▶ **Workbook pages with answer key**

Teacher's Resource Centre

- ▶ **Grammar communication activity Starter unit:** What a great party!
- ▶ **Worksheets for this unit, including:**
 - Everyday English worksheet Starter unit

Student's App

Gateway 2nd Edition wordlist for the award-winning Sounds App (available for download)

✓ TESTING AND ASSESSMENT

Resources for exam preparation and measuring student progress

- ▶ Printable test (Diagnostic test)

Vocabulary p6

(Aa) (Bb)

Talking about classroom objects and colours

WARMER

Start the first class of the year with a dynamic warmer. Throw a ball to a student and ask him/her to introduce him/herself and name his/her favourite activity, e.g. *reading, football, dancing, skating, computer games*, etc. He/she then throws the ball to another student who does the same. This activity can be repeated in subsequent classes with students naming their favourite food, musical group, TV show, etc.

Draw attention to the unit title on page 6 of the Student's Book. Drill the pronunciation of *starter* /'stɑ:t(r)ə(r)/ and remind students that the schwa /ə/ sound is the most common sound in the English language.

v Classroom objects

1a In pairs, students match the words to the pictures. Check the answers.

Answers

board (1) • board rubber (4) • CD player (6) • chair (2)
computer (5) • desk (3) • dictionary (14) • notebook (8)
pen (10) • pencil (9) • pencil sharpener (12)
rubber (13) • ruler (11) • textbook (7)

1b 01 Play the track for students to listen and repeat. Remind students that for compound nouns, the stress is on the first syllable, e.g. *textbook*. See p150 for the audioscript for this exercise.

TEACHER DEVELOPMENT: PRONUNCIATION

The /ə/ sound

Some students may have difficulty pronouncing the /ə/ sound. Drill this sound by asking them to think of how they feel when they are tired, i.e. they let their shoulders go and say *ugh*.

+ EXTRA ACTIVITY

Play the track again and ask students to underline the stressed syllables in the words in exercise 1a and circle the schwa /ə/ sound. See the Answers above for answers – the /ə/ sounds are in bold.

2a SPEAKING Students play a drawing game in pairs.

Student A draws a classroom object and Student B names the object.

2b Students change roles and repeat.

>>> FAST FINISHERS

Students think of other classroom objects to add to the vocabulary in this lesson and look up the English words in their dictionaries, e.g. *noticeboard, poster*, etc. If you are using the Presentation Kit, elicit *interactive whiteboard* and ask students to add it to their vocabulary list.

Colours

3 SPEAKING In pairs, students look at the pictures again and say the name of the classroom objects that match each colour.

Answers

1 CD player 2 board 3 dictionary 4 computer, pen
 5 board rubber, pencil 6 ruler 7 chairs
 8 desk, pencil sharpener 9 rubber 10 textbook
 11 notebook

Speaking p6

Revising the alphabet and classroom expressions

The alphabet and spelling

1a PRONUNCIATION 02 Play the track for students to listen and say why the letters are in different lists.

Answer

They are categorised according to the vowel sound in the name of the letter.

1b 02 Students listen again and practise saying the lists.

2 LISTENING 03 Students listen and write the letters. Elicit what the words are. See p150 for the audioscript for this exercise.

Answers

2 T-W-E-L-V-E 3 T-W-E-N-T-Y
 4 E-I-G-H-T 5 T-H-I-R-T-E-E-N

3 Students write each word from exercise 2 in numerals.

Answers

1 4 2 12 3 20 4 8 5 13

+ EXTRA ACTIVITY

Ask students to write the phonetic symbols for each vowel sound in the alphabet and think of a word for each sound, e.g. *say* /seɪ/, *me* /mi:/, *bed* /bed/, *my* /maɪ/, *go* /gəʊ/, *two* /tu:/, *car* /kɑ:(r)/.

Classroom expressions

4 Students look at the classroom expressions and translate them into their own language. Then they compare their answers in pairs before you check them as a class.

Answers

Students' own answers

5 SPEAKING In pairs, students take turns to spell other numbers. Remind them to use the classroom expressions from exercise 4 if necessary. Draw students' attention to the model dialogue.

HOMEWORK

Assign students page 4 in their Workbook or the relevant sections of the Online Workbook.

Vocabulary p7



Talking about some English-speaking countries and nationalities

- 1a** Students use the words in the box to complete the table.
- 1b** 04 Play the track for students to listen, check and repeat. Ask students to underline the main stress in each word. See p150 for the audioscript for this exercise.

Answers

- 1** The United Kingdom (UK) **2** Ireland **3** American
4 Canadian **5** Australian
- 2** In pairs, students write a list of other English-speaking countries. Elicit answers and write a class list on the board.

Suggested answers

New Zealand, South Africa, Belize, Singapore, India, parts of the Caribbean (Antigua & Barbuda, Bahamas, Barbados, Dominica, Grenada, Guyana, Jamaica, St Lucia, Trinidad and Tobago etc.), many African countries (Kenya, Botswana, Ghana, Cameroon, Nigeria, Rwanda, etc.)

+ EXTRA ACTIVITY

Ask students to underline the main stress in each word in exercise 1a (see Answers above). Provide dictionaries to help them (the Macmillan Essential Dictionary has a reference list of countries, nationalities and languages at the back).

Answers

London, Dublin, Washington DC, Ottawa, Canberra, England, Ireland, United States of America, Canada, Australia, British, English, Irish, American, Canadian, Australian

TEACHER DEVELOPMENT: LANGUAGE

Nationalities

Highlight the following rules and conventions:

- Most nationalities end in *-(i)an*, e.g. *Canadian*, *Australian*, *American*. The stress comes before the *-(i)an* sound.
- A lot of nationalities end in *-ish*, e.g. *British*, *English*, *Irish*. These are generally two-syllable words and the stress is on the first syllable.
- A few nationalities end in *-ese*, e.g. *Chinese*, *Portuguese*, *Japanese*. The stress is always on the *-ese* sound.
- The word for the language is often the same as for the nationality, e.g. *You speak German, Portuguese, Japanese, Spanish*.

HOMEWORK

Assign students page 5 in their Workbook or the relevant sections of the Online Workbook.

Speaking p7



Introducing yourself

Saying hello

- 1** **LISTENING** 05 Play the track for students to listen and complete the dialogue. Elicit answers from the class. See p150 for the audioscript for this exercise.

Answers

I'm (a) Jayden.
 (b) J-A-Y-D-E-N.
 He's (c) 18.

- 2** **SPEAKING** In pairs, students practise the dialogue in exercise 1.

3a Students match the questions with the answers.

- 3b** 06 Play the track for students to listen, check and repeat. See p150 for the audioscript for this exercise.

Answers

1 d **2** c **3** a **4** b

TEACHER DEVELOPMENT: PRONUNCIATION

Question intonation ↗ ↘

There is a final rising pitch for a Yes/No question: *Are you English?* and a final falling pitch for a *Wh*-question: *What's your name?* A high or rising pitch indicates an open situation, whereas a falling pitch indicates a closed situation.

- 4** **LISTENING** 07 Play the track for students to listen to two dialogues and choose the correct alternatives. See p150 for this exercise.

Answers

1 Amy, English, 16 **2** Catrin, 15, Australian

- 5a** **SPEAKING** In pairs, students substitute the names, ages and nationalities in the dialogue in exercise 1 with real information about themselves. They then practise the dialogue in pairs.

- 5b** Students act out their dialogue for the class. Draw attention to the model dialogue.

Grammar in context p8



Using *to be*, subject pronouns and possessive adjectives

Test before you teach

Do this activity to find out how much students already know about the verb *to be*. If they seem to be familiar with its form and use, move quickly through the exercises in the Grammar guide with the whole class.

Write these questions on the board: **1** *Who are you?* **2** *How old are you?* **3** *What does your dad do?* **4** *Is your mum a teacher?* **5** *Are your classmates 17 years old?* **6** *Where are the desks in your school?* Ask students to write the answers individually and monitor carefully.

Example answers

- 1 I'm Ben. 2 I'm 14. 3 He's a mechanic.
4 No, she isn't. 5 No, they aren't.
6 They're in the classrooms.

to be

- 1 Students read sentences 1–6 and complete the verb table. Remind students that we do not contract the verb in affirmative short answers.

Answers

- a 'm/am b 's/is c 'm/am not d Are e am
f 'm/am not

- 2 Students complete the sentences with the correct form, affirmative or negative, of the verb *to be* and make true sentences.

Answers

- 1 is 2 'm/am 3 are/aren't 4 are 5 is/isn't
6 is/isn't 7 aren't 8 'm/am not

- 3 **LISTENING** ▶ 08 Ask students to look at the table. Play the track for them to listen and read the dialogue. Elicit the person's surname. See p150 for the audioscript for this exercise.

Answer

Storm

- 4 **SPEAKING** One student chooses a person from the table in exercise 3 and their partner asks questions to guess who they are. Draw attention to the model dialogue before they begin.

Subject pronouns and possessive adjectives

- 5 Students match the subject pronouns in 1–7 with the possessive adjectives in a–g. Elicit answers from different students.

Answers

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

- 6 Students read the text and choose the correct alternatives.

Answers

- a My b your c Their d They e Our f Her
g She h Its i It

Refer students to the Grammar reference on page 12 if necessary.

HOMEWORK

Assign students page 6 in their Workbook or the relevant sections of the Online Workbook.

Speaking p9

Telling the time

- 1 Students look at the clocks and complete the times. Ask them to use the large clock on the right to help them.

Answers

- 1 o'clock 2 half 3 quarter 4 to 5 five past
6 twenty-five past three

- 2 **SPEAKING** Individually, students write five times and then take turns to ask a partner the time and answer with a time from their list. Draw attention to the model dialogue.

Answers

Students' own answers

- 3 **SPEAKING** In pairs, students take turns to ask and answer the questions. Ask a more confident pair to model the questions and answers for the class.

Answers

Students' own answers

Vocabulary p9

Talking about days, months and ordinal numbers

>> FAST TRACK

You could ask students to do exercise 1a at home. Then they can check their answers in class in exercise 1b.

- 1a Students use the words in the box to complete the table.

- 1b ▶ 09 Play the track for students to listen, check and repeat. See p150 for the audioscript for this exercise.

Answers

Days: 2 Tuesday 3 Wednesday 4 Thursday 7 Sunday

Months: 2 February 3 March 5 May 6 June 7 July
9 September 10 October 11 November

Ordinal numbers: 2nd second 3rd third 5th fifth 6th sixth
7th seventh 9th ninth 10th tenth 11th eleventh

TEACHER DEVELOPMENT: PRONUNCIATION

The /θ/ sound

Some students may have difficulty pronouncing the /θ/ sound, e.g. *fifth*. Encourage them to put their finger on their lips and say the sound. Their tongue should lightly touch their finger.

- 2 **SPEAKING** In pairs, students practise saying the ordinal numbers.

Answers

- 1 sixteenth 2 nineteenth 3 twenty-first
4 twenty-second 5 twenty-third 6 twenty-fifth
7 thirtieth 8 thirty-first

- 3 **SPEAKING** In pairs, students ask and answer the questions. Draw attention to the model dialogue.

Answers

- 1 It's the first of January.
2-6 Students' own answers

TEACHER DEVELOPMENT: CLASSROOM TIPS

Model dialogues

Model dialogues and example sentences for the speaking activities show students what is expected of them and contain useful language structures. You also can use these to highlight pronunciation, e.g. ask students to underline the stressed words in a sentence, and do a choral drill (all students repeat the sentence together) or individual drill (individuals repeat the sentence).

HOMEWORK

Assign students page 7 in their Workbook or the relevant sections of the Online Workbook.

Vocabulary p10



Talking about family and describing people

The family

- 1 Students look at the family tree and read the text. Ask students to look up any words they don't know in their dictionaries. Review the meaning of the words in red with the class.
2 Students look at the family tree and complete the sentences.

Answers

- 1 sister 2 nephew 3 aunt and uncle 4 grandfather
5 granddaughter

>>> FAST FINISHERS

Students look at the family tree and write another gap-fill sentence similar to those in exercise 2 to test the class.

- 3 **SPEAKING** Individually, students draw their own family tree and describe it to their partner. Draw attention to the model dialogue.

+ EXTRA ACTIVITY

Students write some sentences about their family tree. They should include at least six different relationships.

v Basic descriptions

- 4 Students look at the words and decide if each word describes Jake or Carl. Draw attention to the example.

Answers

Jake: beard, blue eyes, fair hair, glasses, long hair, moustache, tall
Carl: brown eyes, dark hair, short, short hair, thin

- 5 **SPEAKING** In pairs, students take turns to describe themselves to each other using words from exercise 4. You could give an example by describing yourself to the class.

HOMEWORK

Assign students page 8 in their Workbook or the relevant sections of the Online Workbook.

Grammar in context pp10-11



Using **have got**, **possessive 's** and **demonstrative pronouns**

Test before you teach

Take an object from your bag (e.g. a pencil, a book, a rubber, etc.) and gesture to show it is yours. Write on the board: *I ... a ...* and elicit a sentence from the students, e.g. *I have got a book*. Ask students to make questions with *have got* about other objects in your bag and give short answers. Ask students to work in pairs and ask and answer questions with *have got* about objects in their partner's bags or rucksacks. If students seem familiar with this structure, do the Grammar guide exercise together as a class.

TEACHER DEVELOPMENT: CLASSROOM TIPS

Testing before you teach

It is a good idea to start a lesson with a diagnostic activity to establish how much of the target vocabulary or grammar students already know. Monitor closely to establish which areas you will need to focus on most in the subsequent 'teach' stage of the lesson.

have got

- 1 Students read the sentences and complete the verb table.

Answers

- a has got b hasn't got c Has ... got d has
2 Students complete the sentences with the correct form of *have got* so they are true. Elicit sentences from different students.

Answers

- 1 have/haven't got 2 have/haven't got
3 has/hasn't got 4 have/haven't got
3 Students complete the questions with the correct form of *have got*.

Answers

- 1 Has ... got 2 Has ... got 3 Have ... got
4 Has ... got
4 **SPEAKING** In pairs, students take it in turns to ask and answer the questions in exercise 3. Draw attention to the model dialogue.

Answers

- 1 Yes, she has. 2 No, she hasn't. 3 No, they haven't.
4 Yes, she has.

Possessive 's

- 5 Students read sentences a–e and choose the correct alternative to complete the rules in 1 and 2.

Answers

- 1 add 's 2 just add an apostrophe (')
6 Students put the apostrophe in the correct place in the sentences about Will Smith's family. Point out to students that *children* is an irregular plural and therefore the possessive form is *children's*.

Answers

- 1 Smith's 2 mother's 3 parents' 4 Willow's
5 grandparents' 6 children's 7 Jada's brother's

CULTURAL INFORMATION

Will Smith is an American actor, producer and rapper. He has enjoyed success in film, television and music. His children, Jaden and Willow, both started appearing in films when they were young.

Demonstrative pronouns

- 7a Students look at the pictures and read the sentences. Elicit when each demonstrative pronoun is used.
7b Students look at the pictures and complete the phrases with *this*, *that*, *these* or *those*.

Answers

- 1 This 2 Those 3 These 4 That

Refer students to the Grammar reference on page 12 if necessary.

HOMEWORK

Assign students page 9 in their Workbook or the relevant sections of the Online Workbook.

Language checkpoint

>> FAST TRACK

The extra support provided on the Grammar and Vocabulary reference sections makes the Grammar and Vocabulary revision sections ideal for setting as homework. You could get students to complete the whole revision page or just certain exercises for homework.

Grammar revision p13

to be

- 1 Students complete the dialogue with the correct form of *to be*.

Answers

- a Are b 'm/am not c 'm/am d Is e isn't/is not
f 's/is

have got

- 2 Students complete the dialogue with the correct form of *have got*.

Answers

- a Have ... got b have c 've/have got d Has ... got
e hasn't f hasn't got

Subject pronouns, possessive adjectives, possessive 's, demonstrative pronouns

- 3 Students choose the correct alternative in each sentence.

Answers

- 1 My 2 Her 3 They 4 These 5 boy's 6 Becky's

HOMEWORK

Assign students page 10 in their Workbook or the relevant sections of the Online Workbook.

Vocabulary revision p13

CLASSROOM OBJECTS

- 1 Students name the classroom objects.

Answers

- 1 ruler 2 rubber 3 notebook 4 board
5 pencil sharpener 6 CD player

DAYS, MONTHS, ORDINAL NUMBERS

- 2 Students complete the lists.

Answers

- 1 third 2 Tuesday 3 June 4 eighth 5 Saturday

THE FAMILY

- 3 Students write the correct words.

Answers

- 1 uncle 2 grandmother 3 cousin 4 mother
5 grandson/granddaughter 6 nephew/niece

BASIC DESCRIPTIONS

- 4 Students complete the description with some of the words from the box.

Answers

- a short b long c blue d beard e glasses

HOMEWORK

Assign students page 11 in their Workbook or the relevant sections of the Online Workbook.

KEY LEARNING OUTCOMES

CEF

Students will be able to:

- talk about routine actions using the present simple and adverbs of frequency
- ask for and give basic personal information
- talk about school and what they do and where they go in their free time
- understand simple texts about life at school
- write a short, informal email

UNIT OVERVIEW

Vocabulary

The school day
Free-time activities

Reading

The BRIT School
CRITICAL THINKING Comparing ideas about consulting a forum

Grammar in context

Present simple affirmative and negative
Prepositions of time
PRONUNCIATION Third person present simple endings: /s/, /z/ and /ɪz/
Places to go in a town

Vocabulary

Life skills

Personal well-being:
Dealing with stress

Listening

Free-time activities

Grammar in context

Adverbs of frequency
Present simple questions
PRONUNCIATION Question intonation

Developing speaking

Introducing yourself

Developing writing

An informal email

Exam success

Reading: True/False/
Not mentioned activities
Listening: Matching activities

DIGITAL OVERVIEW

Presentation Kit

- ▶ **Flipped classroom video Unit 1:** Present simple affirmative and negative
- ▶ **Life skills video Unit 1:** Dealing with stress
- ▶  **Vocabulary tool:** The school day; Free-time activities; Places to go in a town
- ▶ **Interactive versions of Student's Book activities**
- ▶ **Integrated audio and answer key for all activities**
- ▶ **Workbook pages with answer key**

Teacher's Resource Centre

- ▶ **Flipped classroom video Unit 1:** Present simple affirmative and negative
- ▶ **Life skills video Unit 1:** Dealing with stress
- ▶ **Grammar communication activity Unit 1:** Questions and answers
- ▶ **Worksheets for this unit, including:**
 - Grammar Practice worksheet Unit 1
 - Flipped classroom video worksheet Unit 1: Present simple affirmative and negative
 - Literature worksheet Units 1 and 2
 - Culture worksheet Unit 1
 - Life skills video worksheet Unit 1
 - Everyday English worksheet Unit 1

Student's App

Gateway 2nd Edition wordlist for the award-winning Sounds App (available for download)

✓ TESTING AND ASSESSMENT

Resources for exam preparation and measuring student progress

- ▶ Test Generator Unit 1
- ▶ Printable test Unit 1
- ▶ Gateway to exams Units 1 and 2 (end of Unit 2)

Vocabulary p14



Talking about the school day and free-time activities

>> FAST TRACK

You could ask students to do exercise 3 at home so that less confident students can take the necessary time to look up the vocabulary in the Macmillan Online Dictionary. Students could also note down the times they do each activity and practise saying the times in preparation for doing exercise 4 in class.

WARMER

Tell students to look at the unit title and the photo strip, and predict what they think the unit is going to be about (*free-time activities, school and home life, etc.*)

Write these sentences on the board and ask students to complete them with the words *live* or *life*:

- I _____ in [name of your country].
- I love _____ concerts.
- I love my _____.

Check their answers and encourage students to say similar sentences. Ask students to say which one is a verb, noun or adjective. Drill the pronunciation and ask students to think of a word that rhymes with each one.

Answers

- live /lɪv/ (verb – rhymes with *give*)
- live /laɪv/ (adjective that means 'not recorded' – rhymes with *five*)
- life /laɪf/ (noun – rhymes with *knife*)

v The school day

- 1a In pairs, students match some of the words in the box to the pictures. Encourage students to look up any words they don't know in the Macmillan Online Dictionary. Check the answers. Ask students which subjects we write with capital letters.

Answers

chemistry (b) • geography (d) • history (e)
information and communication technology (ICT) (f)
maths (a) • physical education (PE) (c)

- 1b 10 Play the track for students to listen and repeat. See p150 for the audioscript for this exercise.

TEACHER DEVELOPMENT: PRONUNCIATION

The /k/ sound

Remind students that the letters 'ch' in *chemistry* are pronounced like the 'k' in *kick* and not like the 'ch' in *church*. Write the phonetic spelling on the board: /'kemɪstri/ and drill the pronunciation.

- 2 **SPEAKING** In pairs, students discuss which of the school subjects in exercise 1 are in their school timetable today and say which are their favourite subjects. Elicit answers from students around the class and ask the class to vote for their favourite subject.

- 3 Ask students to put the activities in a logical order. Draw students' attention to the examples. Encourage students to look up any words they don't know in their dictionary. Ask students to compare their answers in pairs or small groups before you check in open class. Drill the pronunciation of the different activities, paying attention to the long vowel sound /u:/ in *school*.

Suggested answers

- have breakfast
- go to school (by bike/bus/car/train/on foot)
- start school
- have a break
- have lunch
- finish school
- go home
- do homework
- have dinner
- go to bed

TEACHER DEVELOPMENT: PRONUNCIATION

The /u:/ sound

With the long /u:/ sound, the tongue is close to the back of the roof of the mouth. Ask students to make and hold the sound, adding rising and falling intonation as if they have just heard some interesting gossip. Explain that paying attention to pronunciation will help their listening, as well as their speaking.

>>> FAST FINISHERS

Students think of more school-day activities, e.g. *have a shower, surf the Internet, play sport*, and look up the English words in the Macmillan Essential Dictionary or the Macmillan Online Dictionary. They can tell the rest of the class their new words when everyone has finished.

- 4 **SPEAKING** In pairs, students say when they do the activities on a typical school day. Draw attention to the model sentence. Walk around, monitoring students and helping them with any difficulties.

v Free-time activities

- 5a In pairs, students match some of the words in the box to the photos.
- 5b 11 Check the answers. Then play the track for students to listen and repeat. See p150 for the audioscript for this exercise.

Answers

draw (b) • play the guitar/piano (c) • read (a)
take photos (d)

+ EXTRA ACTIVITY

Write these words on the board and ask students to say what free-time activities are associated with them: *camera, pencil, CD, DVD, comics and magazines, saxophone, basketball, computer, bag*.

- 6 **LISTENING** 12 Tell students that they are going to hear four students talking about some free-time activities. Play the track for students to listen and find out what free-time activity is the subject of each dialogue. Draw students' attention to the different options a–g. See p150 for the audioscript for this exercise.

Answers

1 c 2 b 3 e 4 g

- 7 Individually, students complete the sentences with true information about themselves and their free-time activities. You could do the first one together as an example. Remind students that verbs to express likes and dislikes are usually followed by the gerund (verb + ing) or a noun/pronoun.
- 8 **SPEAKING** In pairs, students share and compare their answers from exercise 7 to see how similar they are. Find out which is the most similar pair in the classroom and ask students to read out sentences about their free-time activities.

HOMEWORK

Assign students page 12 in their Workbook or the relevant sections of the Online Workbook.

Reading p15



Skimming and scanning for global and specific information

>> FAST TRACK

You could ask students to do exercise 3 at home. You might want to discuss the Exam Success question with the class before they do the exercise.

WARMER

Play the game *Snowman* with words to revise vocabulary from the previous lesson. Divide the class into two teams: A and B. Team A chooses a word or phrase from the previous lesson and one student draws a short line on the board for each letter. Team B says a letter and the student either writes the letter on the correct line or draws one part of the Snowman. If the drawing is completed before the word is guessed, Team A wins. Repeat the process with Team A guessing the word.

- 1 In pairs, students look at the photo of a school called the BRIT School and answer the questions.

Example answers

- 1 I can see some students sitting on the floor. They are wearing dance or sports clothes.
- 2 It doesn't look similar to my school. It hasn't got desks and chairs and they don't have a school uniform.

CULTURAL INFORMATION

The BRIT School for Performing Arts and Technology – which teaches 14 to 19-year-olds – is located in Croydon, in London, England. It was established in 1991 and is one of the only performing arts and technology schools in the country that is free to attend. The school is funded by the British Government with support from the British Record Industry Trust.

- 2 Draw students' attention to the forum (a website where people can express their ideas and opinions) and ask who it is for (4 TEENS = for teenagers). Ask students to quickly read the comments and choose an opinion a–d. Set a time limit of two minutes and tell students not to worry about unknown vocabulary at this stage. Elicit opinions from students around the class.
- 3 Ask students to read the forum more carefully and decide if the sentences are True (T), False (F) or Not Mentioned (NM). Ask students to compare their answers in pairs before you check in open class. Encourage students to read out the key sentences that helped them decide on their answers.

Answers

1 F (They study the usual subjects ...) 2 NM

3 NM 4 T 5 T

6 F (... they learn to use new technology ...) 7 T

✓ **EXAM SUCCESS** Students discuss the difference between *False* and *Not Mentioned*. They then turn to page 152 of their Student's Book (Reading: *True/False/Not mentioned* activities) to compare their answer.

- 4 **CRITICAL THINKING** Individually, students read the questions and make notes before comparing their ideas with the rest of the class.

Example answers

Advantages: a forum can give you useful information and advice/you can contact people in other countries/you can read other people's opinions/people can say what they want/you can make friends

Disadvantages: the information isn't always true/can have hackers and give you spam/official websites have more detail

- 5 Students match the underlined words in the forum with the definitions.

Answers

1 a friend of mine 2 awesome 3 guys 4 industries

- 6 **SPEAKING** What about you? In pairs or small groups, students take it in turns to ask and answer the questions. Draw attention to the example sentences. Elicit some opinions from different pairs/groups.

HOMEWORK

Assign students page 13 in their Workbook or the relevant sections of the Online Workbook.

Grammar in context p16-17



Using the present simple and prepositions of time

>> FAST TRACK

You could ask students to do exercise 5a at home. Then they could do the pairwork in exercise 5b at the beginning of the next lesson.

**Test before you teach: Flipped classroom**

Set the Flipped classroom video for homework before the lesson. You can check the students'

Flipped classroom video answers on the Flipped classroom worksheet which you can give them to complete while watching the video or in the Online Workbook. This will allow you to assess the needs of the students before the class. Students can then move on to the relevant grammar practice activities in their Student's Book.

Talk to students about this change in the classroom model. Go over the guidelines for watching the videos and discuss the procedure in class. After the students have completed several Flipped classroom lessons, encourage students to evaluate if they think the learning video has been effective and helpful.

Present simple affirmative and negative

- 1a** Ask students to read the sentences and say which are affirmative or negative.

Answers

Affirmative: 1, 2, 4, 7, 8

Negative: 3, 5, 6

- 1b** Ask students to choose the correct alternatives and remind them that if both alternatives are correct, they can mark both.

Answers

1 he, she, it **2** without -s **3** both

TEACHER DEVELOPMENT: LANGUAGE

Present simple

In general terms, the present simple is used to describe permanent and repeated events or actions. Facts, habits and routines are often expressed using this tense.

In the affirmative form, the third person singular form is created simply by adding -s. However, with verbs that end in s, x, z, sh, ch or o, we add -es, and with verbs that end in a consonant + y, we change the y to -ies.

With the exception of the verb to be, we use the auxiliary do or does to form negative sentences (and questions) in the present simple. Auxiliaries are verbs which combine with other verbs to form various tenses. When the auxiliary is combined with another verb, the auxiliary agrees with the subject and the other verb appears in the infinitive.

- 2a** **PRONUNCIATION** **13** Play the track for students to match each group of verbs (1-3) with the correct sound (a-c). See p150 for the audioscript for this exercise.

Answers

- 1** starts, likes, asks (b) **2** studies, plays, goes (c)
3 finishes, watches, relaxes (a)

- 2b** **13** Play the track again for students to listen and practise saying the different ways the verb endings are pronounced.

TEACHER DEVELOPMENT: PRONUNCIATION

-s and -es

The endings -s and -es (including the spelling -ies) in third person singular verbs and plural nouns are pronounced either /s/, /z/ or /ɪz/. The pronunciation depends on the final sound of the simple form of the word.

- /ɪz/ after /s/, /z/, /ʃ/, /ʒ/, /tʃ/, /dʒ/, /ks/, /z/. When a word ends in these sibilant (hissing) sounds, the -es ending is pronounced as a separate syllable. This is because these sounds are so similar to the sound of the -es ending, that the ending must be pronounced as a separate syllable in order to be heard clearly. Similarly, when -s is added to words ending in -ce, -ge, -se or -ze, the final -es is usually pronounced as a separate syllable.
- /s/ after voiceless* sounds /p/, /t/, /k/, /f/, /θ/, /tʃ/, /dʒ/.
- /z/ after all other sounds.

*A voiced consonant is a sound made as the vocal cords vibrate, as opposed to a voiceless consonant, where the vocal cords are relaxed.

- 3a** Students complete the sentences with the present simple affirmative form of the verbs.

Answers

- 1** listen **2** goes **3** have **4** gets **5** finishes
6 watch **7** takes

- 3b** Students now make the sentences in exercise 3a negative.

Answers

- 1** I don't listen to music when I do my homework.
2 My friend doesn't go to school by bus.
3 We don't have lunch at school.
4 His sister doesn't get up at 7.30 am.
5 Our last class doesn't finish at 5 pm.
6 They don't watch films in their Spanish lessons.
7 Dylan doesn't take photos in his free time.

- 4** Ask students to complete the text with the present simple form of the verbs given.

Answers

- a** studies **b** doesn't study **c** take **d** draw **e** says
f work **g** gets **h** doesn't think **i** loves

- 5a** Individually, students write a minimum of six true sentences about what they do, or don't do at the weekend. Remind students to use the words in the table to help them and to make their sentences affirmative and negative. Draw students' attention to the example sentences.

5b SPEAKING In pairs, students share and compare their answers to see if they are similar or different. Ask students to then tell the class about their partner. Draw students' attention to the model sentences.

Prepositions of time

6 Students look at sentences a–h and complete rules 1–7 with *on*, *at* or *in*.

Answers

1 on 2 at 3 in 4 on 5 in 6 in 7 at

7a Students complete the text with *on*, *at* or *in*.

Answers

a at b on c in d in e at f At g in h on

7b SPEAKING In pairs, students talk about the similarities and differences between Wang Yong and themselves. Draw students' attention to the example sentences. Elicit similarities and differences from students around the class and then ask students if they like Wang Yong's life.

Refer students to the Grammar reference on page 24 if necessary.

HOMEWORK

Assign students page 14 in their Workbook or the relevant sections of the Online Workbook.

Vocabulary p17



Talking about places in a town

>> FAST TRACK

If students are familiar with the target vocabulary, you could do exercise 2a as a class activity by inviting individual students to read a sentence and the rest of the class to call out the answer. Confirm their answer each time by playing the corresponding section of the audio.

V Places to go in a town

1a In pairs, students match some of the words to the photos. Encourage them to check they understand the other words and look up any unknown words in the Macmillan Online Dictionary. Check the answers.

Answers

library (a) • sports centre (b) • swimming pool (d) theatre (c)

1b 14 Play the track for students to listen and repeat. See p150 for the audioscript for this exercise.

2a Students read the descriptions and decide which places in exercise 1a are being described.

2b 15 Play the track for students to listen and check. See p150 for the audioscript for this exercise.

Answers

- | | |
|--------------------------------|-------------------|
| 2 It's a shopping centre. | 7 It's a theatre. |
| 3 It's a cinema. | 8 It's a stadium. |
| 4 It's a fast-food restaurant. | 9 It's a museum. |
| 5 It's a library. | 10 It's a park. |
| 6 It's a sports centre. | |

3 SPEAKING In pairs, students tell their partner three places from exercise 1 that they like going to and three places from exercise 1 that they don't like going to. Draw attention to the example sentences. Elicit opinions from students around the class.

+ EXTRA ACTIVITY

Students mime an activity you can do in one of the places in exercise 1. Their partner tries to guess the place.

HOMEWORK

Assign students page 15 in their Workbook or the relevant sections of the Online Workbook.

Gateway to life skills pp18–19



Dealing with stress

To understand stress, to identify what makes you stressed and to choose appropriate techniques to deal with stress.

>> FAST TRACK

You could set exercise 1c as homework to be given in at the next lesson.

1 BACKGROUND INFORMATION

Scientists are calling the teen generation 'Generation Stress' because they believe that many teenagers are stressed beyond their years. Findings show that stress is starting earlier and continuing through adulthood.

In this lesson, students take a step towards understanding what stress is, identifying what makes them stressed and how they can deal with it. Learning good lifelong habits early on will help them in both their personal lives and future careers and may lead to happier and healthier lives.

WARMER

Brainstorm words connected to stress (*worried, nerves, sad, depressed, headache, angry*). Ask students to open their books and look at the different words and phrases in Key concepts. Write the following phrases on the board: *It's stressful when ...; I am stressed out because ...; ... makes me stressed*. Ask students to imagine that they are someone else they know – a teacher, friend, someone in their family – and complete the sentences. In pairs, students compare their answers. Elicit a few sentences around the class.

- 1a** Ask students to match the adjectives (1–5) to the photos. Revise useful vocabulary for talking about photographs and write these prompts on the board to help students give their answers: *the photo to the right/left; the first/second photo; the photo in the middle*, etc.

Answers

1 b 2 a 3 c 4 e 5 d

- 1b** Students match the halves to make logical sentences. Ask students to compare in pairs before you check their answers in open class.

Answers

1 b 2 a 3 e 4 d 5 c

- 1c** Nominate a few students around the class to say which sentences are true for them. Ask students to complete sentence beginnings 1–5 with information about themselves. Monitor, helping students with any language difficulties. In pairs, students compare their sentences. Invite students around the class to read out their answers.

- 2 READING** Draw students' attention to the website text and elicit what FAQ means (Frequently Asked Questions). Ask students to match the questions with the paragraphs. Set a time limit of one minute to stop students reading the text in detail at this stage.

Answers

1 C 2 A 3 D 4 B

- 3** Students read the text in exercise 2 again and complete the sentences with the words in the box.

Answers

1 sleep 2 breakfast 3 time, plan 4 food 5 pet 6 exams

- 4**  **LISTENING**  **16** Tell students that they are going to watch or listen to three teenagers talking about stress in their lives. See p151 for the videoscript/audioscript for this exercise.

Draw their attention to the table and ask students to make some notes in their notebooks about *What makes me stressed*. In pairs, students share their ideas.

Play the video or audio track for students to find out if the teenagers say similar or different things. Give students a minute to compare their ideas in pairs.

Play the video or audio track again for students to complete the table. Ask students to compare their answers in pairs before you check in open class.

Answers

	What makes me stressed	How I deal with stress
Kieran	Doing school work on time and the social life at school.	Taking photos, playing the piano and the guitar.
Amelia	Working in a café at weekends. No time for homework or friends.	Walking in the park or to school or work.
George	Parents want me to go shopping and look after my brother and sister.	Doing sport, going for a run or swimming. Playing a video game with a friend.

EXTRA ACTIVITY

Play a few sentences of the track or video where Kieran speaks in the first section *What makes me stressed* and do this *Dictogloss* activity:

Ask students to listen intensively and write down as many words as they can. Then, in pairs, students try to combine their versions to get the version as close to the original as possible. Play the section one more time. Then give students two minutes to write their final version. Ask pairs to combine to make groups of four to work together on the final version. Groups swap texts to peer-correct any mistakes they see (misspelled words, bad punctuation, etc.) and count them. The team with the fewest mistakes is the winner.

TEACHER DEVELOPMENT: CLASSROOM TIPS

Dictogloss

Dictogloss is a dictation activity where learners listen to a short text (less than 100 words) and then reconstruct it. It is a multiple-skills activity where students practise listening, writing and speaking (when they are comparing in groups). In this activity, students get a chance to work intensively on the key features of spoken discourse, e.g. contractions, intonation, fillers such as *you know*, *the thing is ...*, as well as words such as *this*, *that*, *here*, *there*, which refer backwards or forwards and are very much a context-dependent feature of talk.

- 5a** In pairs, students look at the list of ways of dealing with stress and add ideas from the text on page 18 and ideas of their own.

Suggested answers

From text: do sport and exercise, talk to people about how you feel, make a plan/timetable, eat breakfast, do things you love (chatting to friends, surfing the Internet, reading), be positive

Other ideas: breathe deeply, don't compare yourself to others, limit your time on social networks and have real relationships

- 5b** Individually, students choose three favourite ideas from the list in exercise 5a and make notes on why they like these ideas.

5c SPEAKING In pairs, students use the ideas in exercise 5b to talk about how they deal with stress. Draw students' attention to the model dialogue. Encourage students to share their ideas on how to deal with stress in open class.

LIFE TASK



Tell students they are going to prepare a video message/write an email to a friend who is stressed.

Step 1

Divide the class into groups of three and ask them to share their ideas about how to deal with stress which they discussed in exercise 5c and choose the ones they like best. Ask students to decide which ideas would work better during the week and which would work better at the weekend.

Step 2

Students read the instructions and plan and organise how they are going to divide up the task equally.

Step 3

Set a time limit for students to prepare their video message. If students write an email, they could swap their texts for other groups to read and comment on. If students record their message, organise where you are going to record and estimate the time you are going to need.

Listening p20



Listening for gist and specific information

WARMER

Ask students to recall the school subjects they learned at the beginning of the unit. In pairs, they group the subjects by number of syllables.

Answers

1 syllable: art, French, maths

2 syllables: English, German, music, PE, physics, Spanish

3 syllables: chemistry, history, ICT

4 syllables: biology, geography

1 SPEAKING In pairs, students think of a typical Saturday morning and talk about what they do and where they go.

✓ EXAM SUCCESS Students discuss why it is important to read the names and information in a matching activity before they listen. Ask students to turn to page 152 (Listening: matching activities) to compare their ideas.

2 LISTENING 17 Tell students they are going to hear two people talking about where their friends go on Saturday morning. Ask students to match each person (1–5) with the correct place (a–h). Highlight to students that there are eight places to choose from, but only five speakers. See p151 for the audioscript for this exercise.

Answers

1 g 2 b 3 d 4 f 5 c

3 17 Ask students to look at the information and write as many names as they can before you play the track. Then play the track again for them to answer the remaining questions. Check the answers and then ask students if the activities are similar or different to the ones they discussed in exercise 1.

Answers

a Sam b Sophia c Matthew d Ben e Isabel

HOMEWORK

Assign students page 15 in their Workbook or the relevant sections of the Online Workbook.

Grammar in context pp20–21



Using adverbs of frequency and present simple questions

Test before you teach

Elicit a few activities that students do regularly, e.g. *brush my teeth, go to school, play football, play the piano, read, watch TV*, etc. Ask students to write sentences saying how often they do these things in a typical day, e.g. *I always brush my teeth. I sometimes play football. I never play the piano*, etc. Monitor to see how comfortable students are with using adverbs of frequency. If they seem to be familiar with their use, then move through the Grammar guide exercises quickly in open class.

Adverbs of frequency

1a Students look at the sentences and read about adverbs of frequency. They then put the adverbs of frequency in order from 0% to 100%.

Answers

2 hardly ever 3 sometimes 4 often 5 usually 6 always

1b Students look at sentences a–b and complete the rules in 1 and 2.

Answers

1 after 2 before

2 Students write the sentences again with the adverb of frequency in the correct place, making them true for themselves. Draw attention to the example sentence.

Example answers

2 I sometimes go to the theatre.

3 I am never late for class.

4 I always do my homework.

5 I often go out with my friends on Friday.

6 I am usually relaxed.

7 I often watch football on TV.

3a Individually, students try to guess their partner's answers in exercise 2 and write their guesses in their notebooks.

Draw attention to the example sentence.

3b SPEAKING Put students in pairs. Students take it in turns to read their sentences to their partner to see if their guesses were correct. Draw attention to the model dialogue.

3c Students tell the class about themselves and their partner. Draw attention to the example sentence. Nominate a few more confident students to speak first.

✚ EXTRA ACTIVITY

Students write questions about school activities using adverbs of frequency. Then they interview each other and answer with Yes/No and an adverb of frequency. Remind students of QASV for making questions (question word, auxiliary, subject, main verb).

Present simple questions

>> FAST TRACK

You could do exercises 7a, b and c as a class activity by inviting different students to say the correct questions and others to read out the answers. Each time, ask the rest of the class if they agree and play the corresponding section of the audio for students to repeat.

4a Students read the questions and decide which ones we can answer with short answers.

Answers

1 Yes 2 No 3 No 4 Yes

4b Students decide if the statements are true or false.

Answers

1 True 2 True 3 True 4 False

TEACHER DEVELOPMENT: LANGUAGE

Present simple questions and short answers

There are two types of questions: Yes/No questions and Wh- questions.

We use short answers for Yes/No questions. In short answers, we repeat the auxiliary, e.g. *Does she work at the shop? Yes, she does./No, she doesn't.*

Wh- questions are different from Yes/No questions because they ask for information.

We make questions in the present simple by adding the auxiliary *do* before the subject (exceptions are the verb *to be* and modal verbs such as *can*).

(Question word +) *Do/Does* + subject + infinitive (+ complement)?

5a Students choose the correct alternative.

5b PRONUNCIATION 18 Play the track for students to check their answers. Ask them to pay attention to the intonation in the questions and decide if the intonation in these questions goes up ↗ or down ↘. See p151 for the audioscript for this exercise.

Answers

1 Do 2 Does 3 Does 4 Does 5 Do 6 Does

The intonation goes up: questions that can be answered with a 'yes' or 'no' answer (often referred to as 'Yes/No questions') usually end in rising intonation.

5c In pairs, students practise saying the questions in exercise 5a with the correct intonation.

TEACHER DEVELOPMENT: PRONUNCIATION

Question intonation

Intonation patterns give information about whether something is a statement or a question, as well as the type of question and how you are expected to respond. Questions end in both rising and falling intonation. As seen above, Yes/No questions end in rising intonation (the voice goes up). However Wh- questions usually end in falling intonation (the voice goes down).

e.g. What time do you finish school?

If the intonation pattern is incorrect, the listener may be confused and unsure of how to respond.

6 SPEAKING In pairs, students take turns to ask and answer the questions in exercise 5a and reply using short answers. You could model this with a pair of more confident students first.

7a Students choose the correct alternative. In pairs, students compare their answers before you check in open class.

7b PRONUNCIATION 19 Play the track for students to listen and check their answers. Ask them to pay attention to the intonation in the questions and decide if the intonation in these questions goes up ↗ or down ↘. See p151 for the audioscript for this exercise.

Answers

1 What 2 When 3 Where 4 Which 5 Why

6 How 7 When

The intonation goes down: questions that begin with Wh- words usually end in falling intonation.

7c In pairs, students practise saying the questions in exercise 7a with the correct intonation.

8 SPEAKING In pairs, students use the correct questions in exercise 7a to interview their partner.

9a SPEAKING Individually, students use the prompts to prepare questions to ask other students about what they do at the weekend. Then they add three more.

Answers

- 1 What time do you get up on Sunday?
- 2 When do you go to bed on Saturday?
- 3 Where do you have lunch on Saturday?
- 4 What do you eat on Sunday?
- 5 Who do you go out with at the weekend?
- 6 How many hours of TV do you watch?

9b Students ask other students the questions in exercise 9a and make notes. If you have space, students can stand up and walk around asking questions. If space is limited, students can turn to talk to the student behind or in front of them

9c Students report back to the class on one student, without mentioning his/her name, for the others to guess who it is. Draw students' attention to the mini-dialogue. In a less confident class, students could prepare this first from their written notes.

Refer students to the Grammar reference on page 24 if necessary.

HOMEWORK

Assign students page 16 in their Workbook or the relevant sections of the Online Workbook.

Developing speaking p22

Introducing yourself and describing likes/dislikes

>> FAST TRACK

You could ask students to write the sentences in exercise 5 at home. They can then compare their sentences in pairs in the next lesson.

WARMER

Write these verbs on the board: *like, don't like, love, hate*. Individually, students write at least one question using each verb. In pairs, students take turns to ask each other questions about their likes and dislikes, e.g. *Do you like horse-riding? Which foods do you love eating? What do you hate doing?*

Introducing yourself

1 LISTENING 20 Tell students that they are going to hear a new student introducing herself to her class. Play the track for students to listen and put the topics in the correct order. Ask students to compare in pairs before you check answers. See p151 for the audioscript for this exercise.

Answers

- a 2 b 5 c 3 d 1 e 4

2 LISTENING 20 Play the track again for students to listen and complete what the teacher says.

Answers

- 1 Tell us something about yourself. What's your **name** and **where** are you **from**?
- 2 Tell us about **your family**.
- 3 What about **school**? What are your **favourite subjects**?
- 4 What **subjects don't** you like?
- 5 And what do you do **after school**?

3a Students match the answers with the questions in exercise 2.

Answers

- a 5 b 2 c 4 d 3 e 1

3b SPEAKING In pairs, students practise the completed dialogue. Student A plays the role of the teacher and Student B plays the role of the student. Fast finishers can swap roles and read it again.

TEACHER DEVELOPMENT: CLASSROOM TIPS

Structured dialogues

Students benefit from practising speaking in structured dialogues because they can concentrate on fluency, and work on intonation and pronunciation instead of accuracy. Make sure students understand the instructions before they start.

The aim is to boost students' confidence, so that they feel better about participating in freer speaking activities.

4 Students look again at the answers in exercise 3a and find an example sentence for each word in the Speaking bank with *but*, *because* and *so*.

Answers

Contrast: *but ... but in general I don't like science subjects much.*

Reason: *because ... because my parents don't like it.*

Consequence: *so ... so my favourite subject is art./... so I really like PE too.*

5 Individually, students complete the sentences in a logical way. They then compare their answers in pairs.

Example answers

- 1 I don't like maths because it's difficult.
- 2 I've got a sister, but I haven't got a brother.
- 3 I hate sport, so I don't play in any school team.
- 4 I love music, but I don't play a musical instrument.
- 5 I speak English and I speak French, too.
- 6 I walk to school because it is a nice walk.
- 7 My English teacher is very good, so I speak good English.

6a SPEAKING In pairs, students act out the role-play. Student A is the teacher and asks the questions in exercise 2. Student B uses the information on page 154.

6b When they have finished, students change roles. Student A now refers to the information on page 154.

PRACTICE MAKES PERFECT

7 SPEAKING In pairs, students prepare another dialogue. One of them is the teacher and asks the questions in exercise 2. They practise their dialogue and then act it out for the rest of the class.

For students who are less confident, photocopy the model dialogue below, and either read it aloud yourself, or alternate the roles with a confident student. Then instruct students to read it aloud in pairs, alternating between roles A and B. Then ask them to read it again, changing the underlined information so that it is true for them.

Model dialogue

A: Tell us something about yourself. For example, what's your name and where are you from?

B: My name's Louisa. Louisa Hobbs. I'm from Birmingham in the UK.

A: Tell us about your family.

B: My parents' names are Margaret and John. I've got a brother. His name is Robert and he's seven.

A: What about school? What are your favourite subjects?

B: I like English and French.

A: What subjects don't you like?

B: I don't really like chemistry because it's difficult.

A: And what do you do after school?

B: I usually watch TV and play video games.

+ EXTRA ACTIVITY

Students take it in turns to ask each other typical questions connected with personal information, e.g. *What's your first name? What's your surname? How do you spell that? How old are you? Where are you from? What's your favourite school subject?*

HOMEWORK

Assign students page 17 in their Workbook or the relevant sections of the Online Workbook.

Developing writing p23

Writing an informal email to an e-pal

>> FAST TRACK

You could ask students to do exercises 1 and 2 at home and check their answers at the start of the lesson. Alternatively, you could set the writing task in exercise 6 as homework.

WORKER

Write the following categories on the board: *daily routines, free-time activities, personal information and places in a town*. Elicit an example word for each category, e.g. *do homework, play a video game, Australian, museum*. Put students into small groups and ask them to brainstorm five words or expressions for each category. The first group to write down five words from that category and shout **Stop!** gets a point for their team – if they are correct. Ask them to come up and write the words on the board to check their spelling. Repeat with other categories. Drill the pronunciation of all the words on the board.

An informal email

1 READING Students read the email from a boy called Liam to his new e-pal and complete Liam's personal profile.

Answers

Name: Liam Bryon

Age: 14

Lives: Newcastle, UK

Brothers and sisters: a brother and a sister

Favourite subjects: biology, chemistry

Free-time activities: plays guitar in a band, swimming

2 Students look at the email again and match the headings with the paragraphs in the email.

Answers

1 Paragraph B **2** Paragraph D **3** Paragraph A
4 Paragraph C

3a Elicit from students when we use capital letters in English. Ask them to look at the answers and decide which one is incorrect. Tell them to refer to the email to help them decide.

Answers

5 with times

3b Students decide which rules for capital letters are different in their language.

4 Students rewrite the sentences using capital letters where necessary.

Answers

1 I have French and Spanish on Tuesdays.

2 My family and I live in Puebla in Mexico.

3 In the UK, school finishes on Wednesday 23rd July this year.

4 My brother Jamie plays the guitar and I play the piano.

5 Olga and I go to a music school in Moscow called Borodin.

- 5 Students look at Liam's email again and complete the information in the Writing bank.

Answers

- Hil
- I'm, I've got
- We're not bad
- soon, wishes

PRACTICE MAKES PERFECT

- 6 Students look at the task and write the email. Remind them to use Liam's email as a model and to use the Writing bank for reference. For less confident students, photocopy the model text below for extra support during the writing task.

Model text

Dear Liam,

My name's Renata. I'm 14 and I live with my family in Ravenna in Italy. My mother is Italian, but my father is French. I've got a sister and two brothers. Their names are Maria, Paolo and Bruno.

I like reading and drawing, so my favourite subjects are English and art. I don't like science or maths! I have English on Wednesdays and Fridays. They're my favourite days!

I get up at eight o'clock on school days. I go to school by bike. It's about twenty minutes away. I have lunch at school and go home at five o'clock. I do my homework and then we always have dinner at about ten o'clock in the evening.

In my free time, I play basketball. I don't play a musical instrument, but I love music! I listen to music and surf the Internet. What about you? What do you do in your free time?

Write back soon and tell me all about yourself.

Bye for now!

Renata

EXTRA ACTIVITY

Students give themselves a mark for their email, according to the following self-assessment criteria. Their written work and assessments could form part of the CEFR dossier (see The Common European Framework of Reference on pp24–27). You could also use these assessment guidelines for students to grade their partner's work.

- Informal style?
- Answers the task?
- Subject-verb agreement?
- Correct use of pronouns?
- Good punctuation and use of capitals?
- Good spelling?
- Good use of paragraphs?

HOMEWORK

Assign students page 18 in their Workbook or the relevant sections of the Online Workbook.

Language checkpoint: Unit 1

FAST TRACK

The extra support provided on the Grammar and Vocabulary reference sections makes the Grammar and Vocabulary revision section ideal for setting as homework. You could get students to complete the whole revision page or just certain exercises for homework.

Grammar revision p25

Present simple

- 1 Students complete each space with one word.

Answers

- a does b finishes c Do d don't e do f Why
g Does h hates

Prepositions of time

- 2 Students choose the correct alternative.

Answers

- 1 in 2 on 3 in 4 at 5 at 6 on

Adverbs of frequency

- 3 Students put the words in order to make sentences. They then put the sentences in order of frequency.

Answers

- a She never plays tennis. (6)
b I usually surf the Internet. (2)
c We sometimes walk to school. (4)
d They hardly ever do sport. (5)
e My sister is always happy. (1)
f My friends are often late. (3)

Vocabulary revision p25

THE SCHOOL DAY

- 1 Students complete the school subjects and activities.

Answers

- 1 maths 2 history 3 PE (physical education)
4 geography 5 dressed 6 breakfast 7 break
8 home

FREE-TIME ACTIVITIES

- 2 Students complete the sentences with verbs.

Answers

- 1 takes 2 play 3 listens 4 go 5 reads 6 draw

PLACES TO GO IN A TOWN

- 3 Students complete the sentences.

Answers

- 1 library 2 fast-food restaurant 3 shopping centre
4 stadium 5 museum 6 swimming pool

HOMEWORK

Assign students page 19 in their Workbook or the relevant sections of the Online Workbook.

2 Around the house

KEY LEARNING OUTCOMES

CEF

Students will be able to:

- talk about houses and rooms using *there is/there are*
- talk about what's happening now using the present continuous
- understand written and spoken texts about homes
- have a basic conversation on the phone
- write short descriptions of a house

UNIT OVERVIEW

 **Vocabulary** Rooms
Household objects and furniture

 **Reading** Inside the White House
CRITICAL THINKING Distinguishing between fact and opinion

 **Grammar in context** *There is/There are*
Prepositions of place

 **Vocabulary** Jobs around the house

 **Life skills** The world around you:
Making your house green

 **Listening** Everyday dialogues

 **Grammar in context** Present continuous
Present simple and present continuous

 **Developing speaking** **PRONUNCIATION** The -ing form
Speaking on the phone
PRONUNCIATION Telephone numbers

 **Developing writing** A description of a house

 **Exam success** Use of English: Multiple-choice cloze activities
Writing: Checking your work

DIGITAL OVERVIEW

Presentation Kit

- **Flipped classroom video Unit 2:** *There is/There are*
- **Life skills video Unit 2:** Making your house green
-  **Vocabulary tool:** Rooms; Household objects and furniture; Jobs around the house
- **Interactive versions of Student's Book activities**
- **Integrated audio and answer key for all activities**
- **Workbook pages with answer key**

Teacher's Resource Centre

- **Flipped classroom video Unit 2:** *There is/There are*
- **Life skills video Unit 2:** Making your house green
- **Grammar communication activity Unit 2:** Ten people
- **Worksheets for this unit, including:**
 - Grammar Practice worksheet Unit 2
 - Flipped classroom video worksheet Unit 2: *There is/There are*
 - Literature worksheet Units 1 and 2
 - Culture worksheet Unit 2
 - Life skills video worksheet Unit 2
 - Everyday English worksheet Unit 2

Student's App

Gateway 2nd Edition wordlist for the award-winning Sounds App (available for download)

✓ TESTING AND ASSESSMENT

Resources for exam preparation and measuring student progress

- Test Generator Units 1–2
- Printable test Unit 2
- Gateway to exams Units 1 and 2 (end of Unit 2)

Vocabulary p26



Talking about rooms, household objects and furniture

>> FAST TRACK

You could ask students to do exercise 3a at home to give them time to check any unknown words in the Macmillan Online Dictionary. Then they could compare their answers in pairs in class.

WARMER

Ask students to look at the unit title and ask *What do you think the unit is about?* (what people do inside and around their homes). In pairs, students say two true sentences and one false sentence to describe their home using *have got*, *be* and the present simple. Their partner guesses which is the false sentence. Model this activity first, e.g.

I work in the living room. ✓

I've got a sofa in my bedroom. X

My kitchen is very big. ✓

v Rooms

1a Students look at the picture and say which room it is. Ask them to choose from the words in the box. Check the answer (*living room*).

1b 21 Play the track for students to listen and repeat. See p151 for the audioscript for this exercise.

1c Students name the parts of the house using the words in exercise 1a.

Answers

1 kitchen 2 bathroom 3 garden 4 hall 5 garage
6 living room 7 bedroom 8 dining room

TEACHER DEVELOPMENT: PRONUNCIATION

Word stress

Show students that the stress is on the first syllable in *living room* and *dining room*, and point out the different pronunciation of *i* in these words: /ɪ/ *living*, /aɪ/ *dining*. Tell students they may come across two different pronunciations of *garage*: /'gærɑːʒ/ or /'gærɪdʒ/.

2 SPEAKING In pairs, students tell their partner what rooms their house or flat has or hasn't got. Draw attention to the model dialogue.

v Household objects and furniture

3a In pairs, students match some of the words in the box to the photo in exercise 1. Encourage students to look up any unknown vocabulary in their dictionary.

Answers

window (a) • armchair (b) • painting/poster (c)
shelf/shelves (d) • sofa (e) • lamp/light (f) • table (g)

>>> FAST FINISHERS

Students make a list of objects they can find in the garden and the garage, e.g. *deckchair*, *car*, etc. Allow them to use a bilingual dictionary if necessary. Then they list more objects they can find inside a house, e.g. *door*, *dishwasher*, etc.

3b 22 Play the track for students to listen and repeat. Highlight the silent letter *p* in *cupboard* /'kʌbə(r)d/ and the stress on the first syllable in *washing machine*. See p151 for the audioscript for this exercise.

3c SPEAKING In pairs, students take it in turns to say where they can find these objects in their house. Draw students' attention to the model dialogue.

4 LISTENING 23 Tell students they are going to hear someone describing their flat. Play the track for students to listen and complete the diagram with furniture and objects. Explain to students they can either write the word or draw a picture of it. See p152 for the audioscript for this exercise.

Answers

Kitchen: microwave, fridge

Bedroom: four posters, bed, computer

Living room: TV, CD player, armchair, sofa, small table

5 SPEAKING In pairs, students talk about what they've got in their bedroom. Draw attention to the model dialogue. Invite some students to tell the class about any similarities they find.

TEACHER DEVELOPMENT: STUDENT TRAINING

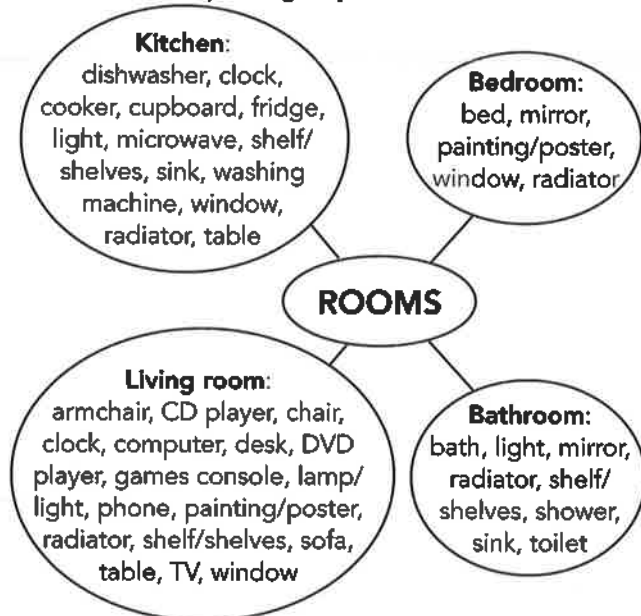
Recording new vocabulary: mind maps

Discuss with students how they record new words. Remind them that when they record words, they should pay attention to spelling, pronunciation and stress patterns, as well as meaning. Encourage them to keep a vocabulary notebook, organised in a way that is meaningful to them, e.g. by topic area: *Things in the house*, etc.

Visual learners may also find it helpful to draw a picture or use different colours. Recording new words in a mind map can be a very effective revision tool at exam time. Encourage students to use different coloured pens and illustrations as this can help visual learners recall words more easily.

EXTRA ACTIVITY

Ask students to record vocabulary from the unit in a mind map. Students write the unit theme in the centre of the map and group related words around it.



HOMEWORK

Assign students page 20 in their Workbook or the relevant sections of the Online Workbook.

Reading p27



Skimming and scanning for global and specific information

FAST TRACK

You could ask students to do exercise 5 at home. At the next lesson, ask them if they were able to guess the meanings before they looked them up. If so, elicit or explain that the context helps them to guess new vocabulary.

WARMER

Elicit the names of different rooms in the house and write them on the board. In pairs, students brainstorm as many everyday activities that they do in each room of the house as they can. Set a time limit of three minutes. Give them regular updates, e.g. *Two minutes to go*, etc. When the time is up, say *Stop* and ask students to total up the number of activities they have thought of. The pair with the most correctly-spelt activities wins the game.

- 1 In pairs, students look at the questions and guess the answers. Tell them not to look at the text at this stage.
- 2 Students read the text and check their answers in exercise 1. Set a time limit of two minutes to encourage students to read quickly.

Answers

- 1 In Washington DC
- 2 The President of the United States
- 3 167
- 4 The room where the President works

- 3 Students read the text again and choose the correct alternatives.

Answers

- 1 an old
- 2 isn't
- 3 is
- 4 work
- 5 sometimes
- 6 listens to music

- 4 **CRITICAL THINKING** Individually, students read the question and think before comparing their ideas with the rest of the class.

Example answer

The text generally expresses facts.

EXTRA ACTIVITY

Write some sentences on the board for students to decide if they are facts (F) or opinions (O): *Pizza is delicious (O)*; *There are 1,000 metres in a kilometre (F)*; *Maths is easier than physics (O)*.

- 5 Students look at the underlined words in the text and try to work out what they mean. Ask them to check their answers in their dictionary.

Answers

bill = paper money

main = most important

wood = it comes from a tree and is used for making things such as furniture

study = a room where you can work or read

walls = the upright sides of rooms in a building

FAST FINISHERS

Students write one or two comprehension questions about the text to ask other students, e.g. *Why is the desk famous?* *How many people can the chefs cook for?* *Where do the paintings come from?* *How many seats has the cinema got?*

- 6 **SPEAKING** What about you? In pairs or small groups, students discuss their answers to the questions. In less confident classes, write the prompt *I'd like to see ... because ...* on the board. Elicit answers from students around the class.

HOMEWORK

Assign students page 21 in their Workbook or the relevant sections of the Online Workbook.

Grammar in context pp28-29

Using *There is/There are* and prepositions of place

>> FAST TRACK

You could ask students to do exercise 3a at home and bring their questions to the lesson to ask in pairs.



Test before you teach: Flipped classroom

Set the Flipped classroom video and tasks for homework before the lesson. This will allow you to assess the needs of the students before the class. Students can then move on to the relevant grammar practice activities.

There is/There are

- 1 Students read the sentences and complete the table.

Answers

- a (1) There's a large kitchen.
b (2) There are 132 rooms.
c (4) There aren't 150 seats.
d (5) Is there a cinema?
e (6) Yes, there is.
f (3) No, there aren't.
- 2 Students complete the sentences about the room they are in now with *is*, *are*, *isn't* or *aren't*.

Possible answers

- 1 *is/isn't* 2 *are/aren't* 3 *are/aren't* 4 *is/isn't*
5 *is/isn't* 6 *are/aren't*
- 3a **SPEAKING** Students prepare five questions to ask their partner about their living room. Draw attention to the examples. Monitor and check students' questions before they start to speak.
- 3b In pairs, students use their questions from exercise 3a to interview their partner. Encourage them to make a note of their answers. Students then tell the class about their partner's living room.

Prepositions of place

>> FAST TRACK

You could ask students to do exercise 5 at home. You might want to discuss the Exam Success question with the class before they do the exercise.

- 4 Students read the sentences and match them to the pictures.

Answers

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

- 5 Students read about the Burj Khalifa in Dubai and choose the best answer (A, B or C) to complete the text. Fast finishers can compare their answers with a classmate.

Answers

- 1 C 2 B 3 B 4 A 5 A 6 A 7 C

✓ **EXAM SUCCESS** Students read about multiple-choice cloze activities and decide if it is a good idea to stop and think about the spaces the first time they read. Tell students to turn to page 152 (Use of English: Multiple-choice cloze activities) to compare their answers.

TEACHER DEVELOPMENT: STUDENT TRAINING

Multiple-choice cloze activities

In this type of activity, students should always quickly read the text once before they choose their answers. A global idea of the text will help them choose the correct answer. Then students read the text for a second time and stop and think about the spaces.

- 6 Students look at picture A and complete the sentences with the correct prepositions.

Answers

- 1 under 2 next to 3 near/in front of 4 on
5 behind/near 6 in
- 7 **SPEAKING** In pairs, students look at pictures A and B and find as many differences as they can. Draw attention to the example dialogue.

Suggested answers

In picture B, there isn't a cat under a chair. There's a ball under the table.

In picture B, there aren't two books on the table. There are three.

In picture B, there are two cats behind the fridge.

In picture B, there's a CD player and a phone on two shelves.

In picture B, there's a radiator on the wall. There are some shelves above the radiator.

Refer students to the Grammar reference on page 36 if necessary.

HOMEWORK

Assign students page 22 in their Workbook or the relevant sections of the Online Workbook.



Talking about jobs around the house

>> FAST TRACK

You could ask students to do exercise 1a at home so that they can take the necessary time to look up the vocabulary in the Macmillan Online Dictionary. Ask them to check the meanings of all of the phrases.

v Jobs around the house

- 1a** Students complete the phrases under the pictures. Encourage the students to use the phrases in the box to help them and to use a dictionary if necessary. Check the answers.

Answers

- a** take the rubbish out **b** make the bed
c lay the table **d** do the washing **e** do the ironing
f tidy up

- 1b** **24** Play the track for students to listen and repeat. See p152 for the audioscript for this exercise.

TEACHER DEVELOPMENT: LANGUAGE

do vs make

The two verbs *do* and *make* are often confused. The meanings are similar, but there are some key differences.

do: Used with daily activities or jobs that do not result in a physical object, e.g. *do homework, do housework, do the ironing, do the washing.*

make: Used with creative activities that result in a physical object, e.g. *make a cake.* Point out that there are also many standard expressions such as *make the bed.*

- 2** Students write six sentences to say how often they do the jobs in exercise 1a. Tell them to write two false sentences. Draw attention to the examples.
- 3** **SPEAKING** In small groups, students take turns to say their sentences. The other students in the group guess which two sentences are false. Draw attention to the model dialogue.

+ EXTRA ACTIVITY

In small groups or pairs, students talk about a job around the house they love/like/don't mind/don't like/hate doing.

HOMEWORK

Assign students page 23 in their Workbook or the relevant sections of the Online Workbook.



Making your house green

To understand how things we do at home can affect the environment, to learn about positive action we can take at home to help the environment and to think of practical steps at home to protect the environment

>> FAST TRACK

You could ask students to do exercise 5 at home. Elicit some suggestions from the class.

1 BACKGROUND INFORMATION

The impact we have on the environment today is making a big difference to the world of future generations and is often the subject of alarming and catastrophic news reports in the media. There is a wealth of material about the environment available to students, and they are probably used to discussing these issues in school. In this lesson, students learn about the effects of wasting energy in the home and how they can incorporate practical energy-saving steps into their lives.

WARMER

Write the word **ENVIRONMENT** in the centre of the board. Elicit the meaning and drill the pronunciation: /ɪn'vaɪrənmənt/. In pairs, ask students to brainstorm as many causes, problems and solutions connected to this topic as they can in a five-minute time limit. Encourage them to make a mind map with the word **ENVIRONMENT** as the central topic. Give regular updates, e.g. *Only thirty seconds left ...*, etc. Ask pairs to count the number of ideas in their lists to see who has the most words. Ask the winning pair to come up and write the words on the board. Check spelling and elicit other words. Tell students to open their books and look at Key concepts to see if they have thought of these words. Drill the stress patterns: **pollution** /pə'luːʃ(ə)n/; **recycle** /rɪ'saɪk(ə)l/; **synthetic** /sɪn'θetɪk/.

- 1a** **SPEAKING** In pairs, students look at the photos and answer the questions. Tell them to use their dictionaries if necessary. Elicit answers from students around the class.
- 1b** In pairs, students discuss if the photos in exercise 1a show things that are good or bad for the environment and say why.
- 2** **READING** Students read the text to check their answers to exercise 1b. Elicit answers from students around the class and encourage them to say why each thing is good or bad.

Answers

- 1 shampoo or shower gel that isn't natural – bad – they contain hundreds of synthetic chemicals which pollute water
- 2 reuse or recycle empty containers – good – we throw away billions of containers a year
- 3 food or drink with plastic packaging – bad – we produce too much rubbish, which is bad for the environment
- 4 organic food – good – bad farming habits have a negative impact on the environment
- 5 canned drinks or food – bad – we produce a lot of rubbish
- 6 leave the tap running when you brush your teeth – bad – uses 18 or 19 litres of water

CULTURAL INFORMATION

Globally, people are using about 25% more natural resources than the planet can replace. This will have severe consequences for both people and nature unless humans change the way they live. The UK's 26 million homes currently have a huge impact on the environment: they are responsible for nearly 30% of UK carbon emissions; most of the wood used to build homes comes from unsustainable sources and the average person uses 150–180 litres of water each day.

- 3 Students read the text again and say why the numbers appear in the text. Draw students' attention to the example.

Answers

- 2 we use approximately 50 litres of water per person each day for personal washing/50% of our main rivers are seriously polluted or without enough water
 - 3 plastic packaging kills up to one million seabirds a year
 - 4 we use up to 18 or 19 litres of water if we leave the tap running when we brush our teeth
 - 5 a five-minute shower uses 35 litres of water
 - 6 we throw away 45,000 tonnes of plastic packaging each year
 - 7 we throw away five billion shower gel or shampoo containers every year
- 4 **SPEAKING** In pairs, students discuss how the things in the list can help the environment. Draw students' attention to the example opinion.

Example answers

- 1 Making your own sandwiches is a good idea because there isn't any packaging.
- 2 Using a glass of water when you brush your teeth can save a lot of water.
- 3 Buying organic food helps the environment because there are no synthetic chemicals.
- 4 Having short showers saves litres of water.
- 5 Buying locally-produced food reduces the need for long-distance transport and saves energy.
- 6 Using natural products in the bathroom helps reduce water pollution.

- 5 In pairs, students look at the sign and think of other ways of saving energy in the home. Set a time limit of two minutes and then elicit ideas from students around the class.

Example answers

walk to school, use ecological light bulbs, plant trees, turn devices off, open your curtains and make use of natural light, wear more clothes and turn the heating down, use your own re-useable cup, use rainwater to water your plants

- 6  **LISTENING** 25 Tell students they are going to watch or listen to some teenagers talking about ways of saving energy in the home.

Play the track or video for students to find out if the teenagers say similar or different ideas to the ones they thought of in exercise 5. Then give students a minute to compare their answers in pairs before you check in open class. See p152 for the videoscript/audioscript for this exercise.

EXTRA ACTIVITY

Put students into pairs or small groups to retell the action in the video. One student starts and others continue by adding a sentence. You could write the characters' names, locations, objects in the order they appear, as well as connectors of sequence on the board to help students reconstruct the action.

Connectors: First, next, then, finally

Characters: Grace, Owen, Holly, Louis

Location: bedroom, living room, kitchen, bedroom/study

Objects: jumper, central heating, thermostat, games console, tennis racket, plug, dishes, fridge, switch, light bulb

TEACHER DEVELOPMENT: STUDENT TRAINING

Re-telling actions or a story

Re-telling a story or actions in a video is a powerful way to acquire language and encourages the students to observe in detail how a video is constructed. Every video you watch together is an opportunity to increase students' visual literacy. Teenagers often enter the classroom with an incredible knowledge of media, but often they have not been asked to look critically. You can raise students' awareness of how images create meaning by asking them to describe scenes in the short videos they watch in this course.

- 7a 25 Play the video or audio track for students to watch or listen again and decide if the statements are true or false. Ask students to correct the false sentences.

Answers

- a F (If you don't turn off electrical equipment completely, it still uses electricity. It's called *standby power*.)
 b F (I always wear a jumper around the house in winter... think of the energy and money you save!)
 c T
 d T
 e T
 f F (Do you know that in the UK televisions consume £190 million worth of electricity waiting on standby every year?)

7b  25 Tell students to put the sentences in exercise 7a in the order that they appear in the video. Play the track again for students to watch or listen and check.

Answers

1 b 2 c 3 a 4 f 5 d 6 e

8 **SPEAKING** In pairs, students discuss how often they and their families do the things that appear in the video. Remind them to use *always*, *sometimes*, *never* when they answer. Elicit answers from students around the class.

LIFE TASK



Tell students they are going to prepare a leaflet to give teenagers ideas on what they can do in the home to protect the environment.

Step 1

Divide the class into groups of three or four and ask students to read the instructions. Students start by discussing their ideas and making a note of the best one for each room of the house. If students have access to the Internet, they can search for other ideas, either in class or at home.

Step 2

Set up a timetable and explain to the students how they are going to present their leaflets, e.g. a presentation in the next class; display the leaflets around the classroom for students to vote on, etc. Students discuss and decide how they are going to divide up the task equally.

Step 3

Walk around and monitor while students organise their ideas in a logical way and think about how to illustrate their ideas. Help them with any questions about the task and language difficulties.

Listening p32



Predicting content from pictures and listening for gist

WARMER

Students write words from the unit so far in a pyramid, with one-syllable words at the top and three-syllable words at the bottom.

For example:

- 1 syllable bed sink chair
 2 syllables cooker poster table cupboard
 3 syllables microwave computer radiator DVD ironing

1 In pairs, students describe what they can see in the pictures. Ask students to share their thoughts with the class.

Suggested answers

- 1a I can see two girls outside a night club.
 1b I can see a girl talking on the phone.
 2a I can see two boys playing computer games.
 2b I can see two people watching TV.
 3a I can see a boy laying the table.
 3b I can see a boy cooking.
 4a I can see a computer with a celebrity website.
 4b I can see a computer with a study-centre website.

2 **LISTENING**  26 Ask students to look again at the pictures. Tell them that they are going to hear four short telephone conversations. Play the track for students to listen and tick the correct picture for each one. Remind students that they will hear each dialogue twice. The first time they should form a general idea what each one is about, and the second time they should focus on choosing the correct picture. See p152 for the audioscript for this exercise.

Answers

1 b 2 b 3 b 4 b

3  26 Ask students to read the questions below the pictures. Play the track again for students to listen and answer the questions. Encourage stronger classes to try to answer before listening to the track again. Check their answers in open class, eliciting the relevant details.

Answers

- 1 She's at home. She's taking the rubbish out.
 2 She thinks that the boys are playing computer games and she doesn't like that.
 3 He says he isn't a great cook, but he isn't bad at cooking.
 4 He wants to use the computer to find some information on the Internet for his biology homework.

HOMEWORK

Assign students page 23 in their Workbook or the relevant sections of the Online Workbook.

Grammar in context pp32-33



Using the present continuous and present simple

>>> FAST TRACK

If students are familiar with the present continuous, you could do exercises 4a and 4b as class activities by asking different students to give the answers and asking the rest of the class if they agree.

Test before you teach

Think of an action and mime it for your students, e.g. *making a cake, eating a bowl of soup, driving to school*, etc. Ask students to guess what you are doing and elicit a sentence in the present continuous, e.g. *You're making a cake*. Ask other students to mime actions for the class to guess and check how comfortable they are with forming sentences in the present continuous. If they already have a good knowledge of the structure and use of this tense, move through the Grammar guide exercise quickly in open class.

Present continuous

- 1 Students look at sentences a–e and then choose the correct alternatives in rules 1 and 2.

Answers

- 1 be 2 things that are happening now

TEACHER DEVELOPMENT: LANGUAGE

Present continuous

Remind students that we use the present continuous to talk about things that are happening now. It may help students to know that words/phrases such as *now, at the moment, at this time and right now* are often used with the present continuous.

- 2 Students look at the spelling rules for the *-ing* form of the verb. They then put the verbs in the correct place in the table and write the *-ing* form of each one.

Answers

Most verbs: add *-ing*

do – doing; eat – eating; study – studying; tidy – tidying; wash – washing

Verbs ending in consonant + e: take away e and add *-ing*

dance – dancing; have – having; take – taking

Verbs ending in one vowel + one consonant: double the consonant and add *-ing*

chat – chatting; put – putting; sit – sitting

- 3a PRONUNCIATION 27 Play the track for students to listen to the pronunciation of the *-ing* form of the verbs in the table and decide if the stress is on the first or second syllable. See p152 for the audioscript for this exercise.

Answer

The stress is on the first syllable (*playing*).

- 3b 27 Students listen again and repeat the words with the correct stress.

- 4a Students look at the picture and write about what the people are doing, using the present continuous form of the verbs in the box. Point out that there are two extra verbs that they do not have to use.

Answers

- 1 Dexter is drawing.
- 2 Mum is washing the dishes.
- 3 Lucas and Harry are playing computer games.
- 4 Dad is doing the ironing.
- 5 Megan is brushing her teeth.
- 6 Billy is doing his homework.

- 4b Students put the words in order to make questions.

Answers

- 1 What is Billy doing?
 - 2 What is Dexter drawing?
 - 3 Are Lucas and Harry playing golf?
 - 4 Is Mum taking the rubbish out?
 - 5 What is Megan doing?
 - 6 Who is doing the ironing?
- 5 SPEAKING Ask students to work in small groups. One student asks the questions in exercise 4b and, without looking at the picture, the other members of the group answer the questions. Draw attention to the model dialogue.

Answers

- 1 He's doing his homework.
- 2 He's drawing a sun.
- 3 No, they aren't. They're playing computer games.
- 4 No, she isn't. She's washing the dishes.
- 5 She's brushing her teeth.
- 6 Dad is doing the ironing.

++ EXTRA ACTIVITY

In pairs, students discuss what they think people in their family are doing at the moment, e.g. *I think my mum's working. I think my brother's playing basketball.*

Present simple and present continuous

- 6 Students look at sentences a–d and then answer the questions.

Answers

- 1 present simple: a and d; present continuous: b and c
 - 2 routine actions: a and d; actions that are happening now: b and c
- 7 Ask students to read quickly through the text to get the gist of it before they start to complete the gaps. Students check answers in pairs by reading the dialogue aloud.

Answers

- a are (you) doing b 'm/am cooking
c Do (you usually) cook d wash e 'm/am helping
f makes g 's/s working h does (your mum) do

- 8 **SPEAKING** In pairs, students take it in turns to ask and answer the questions. Encourage them to expand on their answers by giving further information.

Refer students to the Grammar reference on page 36 if necessary.

HOMEWORK

Assign students page 24 in their Workbook or the relevant sections of the Online Workbook.

Developing speaking p34

Practising speaking on the phone

>> FAST TRACK

You could ask students to complete the conversations in exercise 2 without listening to the track again.

WARMER

Play a game called *Broken telephone* to help develop pronunciation awareness. Divide the class into groups of about ten students and ask each group to stand in a line. Give the person at the front of the line in each group a present continuous sentence to memorise, e.g. *Dave is playing the guitar in his bedroom*. The student then whispers the sentence to the next person in the line. This student then whispers it to the next student, and so on until it reaches the last person in the group. The last person then says the sentence back to the first person, who says how it has changed.

Speaking on the phone

- 1 **LISTENING** ▶ 28 Tell students that they are going to hear three telephone conversations. Play the track for students to listen and decide in which conversation it is possible for Jessica to speak to Tom. Elicit what problems she has in the other two conversations. See p152 for the audioscript for this exercise.

Answers

It's possible for Jessica to speak to Tom in Conversation 2.

In Conversation 1, Tom is having a piano lesson.

In Conversation 3, Jessica calls the wrong number.

- 2 ▶ 28 Before you play each track again, ask students to read the sentences below the conversation. Then play the track for students to listen and complete the conversation by putting the sentences in the correct place. Elicit the meaning of the phrasal verb *hang on* (wait).

Answers

Conversation 1:

a 3 b 1 c 2 d 4

Conversation 2:

a 3 b 1 c 2

Conversation 3:

a 3 b 1 c 2

>>> FAST FINISHERS

In pairs, students practise reading the dialogues aloud. Ask them to sit back-to-back to simulate a real phone conversation.

- 3a **PROMUNCIATION** ▶ 29 Play the track for students to look at the telephone numbers and listen to how we say them. See p152 for the audioscript for this exercise.

- 3b ▶ 29 Play the track again for students to listen again and repeat the numbers.

- 4 **SPEAKING** In pairs, students take it in turns to say the telephone numbers. Then invite four confident students to say them to the class.

Answers

1 oh six four nine, double four five, six seven double seven

2 nine eight double six, three two eight, double eight double two

3 nine two one nine, double oh four two, six five one nine

4 seven five double one, double one six five, oh eight six two

- 5 **SPEAKING** Students write down three phone numbers. In pairs, students take it in turns to say their numbers for their partner to write down as numerals. Then ask the pairs to check they have written the numbers correctly.

TEACHER DEVELOPMENT: LANGUAGE

Telephone English

Elicit how to ask someone to slow down or repeat: *Can you speak more slowly, please? Can you repeat that, please?* Remind students that it is a good idea to repeat each piece of information as the person speaks to check they have understood. Simulate the phone conversation by putting students' chairs back-to-back.

- 6 Students look at the expressions in the Speaking bank and decide who says them: the person making the call (C) or the person who is answering the phone (A).

Answers

Hello, is that Ann? (C)

Yes, speaking./No, it's Isabel. (A)

Is Katy there? (C)

Sorry, you've got the wrong number. (A)

Hang on a minute. I'll get him/her. (A)

Can I leave a message? (C)

Do you want to leave a message? (A)

PRACTICE MAKES PERFECT

7a SPEAKING In pairs, students do the role-play using the phone expressions from the Speaking bank. Student A looks at page 154 and Student B looks at page 155 for information about their role. For students who are less confident, photocopy the model dialogue below, and either read it aloud yourself, or alternate the roles with a confident student. Then instruct students to read it aloud in pairs, alternating between roles A and B. Then ask them to read it again, changing the underlined information for the information they are given in the Student's Book.

Model dialogue

A: Hello, 773. 554 5793.

B: Hello. Is Lucy there?

A: Sorry, she isn't at home. Do you want to leave a message?

B: Yes, please. Can you tell her that I'm going to the cinema tonight and she's invited?

A: OK.

B: Thanks.

7b Students change roles and do the role-play again.

7c In pairs, students prepare another telephone conversation. Ask students to practise and then act their conversation out for the rest of the class.

HOMEWORK

Assign students page 25 in their Workbook or the relevant sections of the Online Workbook.

Developing writing p35**Writing a description of a house**>> **FAST TRACK**

You could set the writing task in exercise 5 as homework.

WARMER

Students brainstorm the different kinds of homes people live in, e.g. house, flat, houseboat, castle, mansion, cottage, bungalow, etc. Encourage students to use their dictionaries and provide help with vocabulary where necessary.

A description of a house

1 SPEAKING In pairs, students look at the photos and describe what they can see. Ask them to decide which house they prefer and say why. Elicit opinions from students around the class.

Example answer

I can see a typical English house in the country. It is old and it's got a lovely garden with flowers in front of the house. In the other photo, I can see a modern luxury flat with a swimming pool. I prefer this one because I can live like a famous footballer or a Hollywood star.

2 READING Students read a description of one of the houses and answer the questions.

Answers

- 1 It's the house with the swimming pool.
- 2 **Location:** it's in a warm country, near the sea; **Special rooms or features in the house:** it has a spectacular swimming pool, windows not walls, enormous living room, a cinema to watch favourite films; **Household objects and furniture:** colourful lights, pictures of film stars, comfortable sofas and chairs next to the swimming pool
- 3 Students look at the Writing bank and read the rules about how to use adjectives. Students then complete the list of adjectives with adjectives that appear in the text. Check that they understand the meaning of the words and encourage them to use their dictionary if necessary.

Answers

spectacular, bright, comfortable, colourful, enormous

- 4 In pairs, students talk about their dream houses. Draw their attention to the list of ideas to help them get started. You could write these sentence prompts on the board: *I'd like ... because ...; I wouldn't like ... because ...*. Highlight the silent *l* in *wouldn't* and drill the pronunciation of these words. Ask about students' dream houses and encourage students to give reasons for their choices.

PRACTICE MAKES PERFECT

- 5 Students read the task and write the description, using the *My dream house* text as a model. Remind them to use the Writing bank for reference. For less confident students, photocopy the model text below for extra support during the writing task.

Model text

My dream house is near the sea. There's a swimming pool and a cinema for my friends. I've got a special room for my clothes and shoes. There are enormous windows and a garden with lots of lights. It's got really comfortable furniture and big sofas for my friends to sit on when they come and visit me. There's an enormous smart TV on the wall.

✓ **EXAM SUCCESS** Students read the question and discuss what things they need to check before they give their finished writing text to the teacher. They then turn to page 152 (Writing: Checking your work) and compare their answers.

TEACHER DEVELOPMENT: STUDENT TRAINING

Self-checking

Elicit what things students should check before they hand in their finished work, and develop a checklist. You could ask students to assess each writing activity they do with the checklist before they hand it in to you.

Teach students the acronym SMART to help them remember key things in the writing checklist:

Style – formal/informal?

Mechanics – punctuation, spelling, capital letters

Accuracy – subject-verb agreement, good use of pronouns, word order, tenses

Readability – interesting, good use of adjectives, well organised

Task – answers the task, correct number of words

HOMEWORK

Assign students page 26 in their Workbook or the relevant sections of the Online Workbook.

Language checkpoint: Unit 2

>> FAST TRACK

The extra support provided on the Grammar and Vocabulary reference sections makes the Grammar and Vocabulary revision sections ideal for setting as homework. You could get students to complete the whole revision page or just certain exercises for homework.

Grammar revision p37

There is/There are

- 1 Students look at the picture and complete the sentences with *There is*, *There are*, *There isn't* or *There aren't*.

Answers

- 1 There is 2 There aren't 3 There isn't 4 There are
5 There aren't 6 There is 7 There is

Prepositions of place

- 2 Students look at the picture in exercise 1 and decide if the sentences are True (T) or False (F). Students change the prepositions in the false sentences.

Answers

- 1 T 2 F (The games console is under the table.) 3 T
4 F (The lamp is next to the sofa.) 5 T
6 F (The armchair is near the sofa.)

Present continuous and present simple

- 3 Students read the sentences and decide if they require the present continuous or present simple. Then they complete them with the correct form of the verbs in brackets.

Answers

- 1 's/is having 2 's/is taking; takes
3 aren't watching; don't watch 4 Is ... washing; is

Vocabulary revision p37

ROOMS

- 1 Students look at the different activities and decide which room they usually use for each one.

Answers

- 1 kitchen 2 dining room 3 bathroom 4 hall
5 living room 6 garage

JOBS AROUND THE HOUSE

- 2 Students complete the jobs around the house with the words.

Answers

- 1 take 2 do 3 up 4 lay 5 make 6 wash 7 do

HOUSEHOLD OBJECTS AND FURNITURE

- 3 Students name the furniture and household objects.

Answers

- a shelf b cupboard c chair d microwave
e washing machine f fridge g cooker

HOMEWORK

Assign students page 27 in their Workbook or the relevant sections of the Online Workbook.

Reading p38



► TIP FOR READING EXAMS

Elicit from students what they should remember to do in *True/False/Not Mentioned* activities. Ask students to read the tip to compare their ideas and then look at Exam Success on page 152 for more tips.

- Students read about the school and answer the questions. Then they decide why it is special, if they like the school and why/why not.

Answers

- The school is a special football academy.
- Students' own answers
- Students read the text again and decide if the information in the sentences is True (T), False (F) or Not Mentioned (NM).

Answers

- NM
- F (His parents take him to the academy.)
- T
- F (But his mum and dad don't stay because the teachers don't want parents to watch the lessons.)
- T
- F (But from 2.30 to 3.30 they have a football match.)
- F (Then it's time to have a shower and go home.)
- NM
- SPEAKING** What about you? In pairs, students discuss what their idea of a perfect school is. Ask different students to share their ideas with the class.

Listening p38



► TIP FOR LISTENING EXAMS

Students read the tip for matching activities in listening tasks and turn to Exam Success on page 152 for more ideas.

- In pairs, students look at the list of presents and decide which free-time activities you need each object for. Draw attention to the example.

Suggested answers

- book – reading
 - digital camera – photography
 - CD – listening to music
 - pencils – drawing
 - DVD – watching films
 - comics – reading/collecting
 - computer game – playing games
 - ball – football/tennis/basketball
- LISTENING** ▶ 30 Play the track for students to listen to Mel and her dad talking about presents she has got for her friends. Tell students to match the presents a–h with the friends 1–5. See p153 for the audioscript for this exercise.

Answers

- e
- f
- a
- b
- g
- SPEAKING** What about you? Put students into pairs or small groups to discuss which present is their favourite in exercise 4a and say why.

Use of English p39

► TIP FOR USE OF ENGLISH

Elicit from students what they should remember to do in activities where you choose missing words to complete sentences. Ask students to read the tip to compare their ideas and then look at Exam Success on page 152 for more tips.

- Refer students to the photo and ask if they know who Tony Hawk is (a famous skateboarding champion). Ask students to read about Tony Hawk's house and choose the best word (A, B or C) for each gap.

Answers

1 A 2 B 3 A 4 B 5 C 6 A 7 A 8 C

Writing p39



► TIP FOR WRITING EXAMS

Ask students to read the tip and look at Exam Success on page 152 for more tips about checking your work.

- Students look at the task and write the email. Less confident students can compare their email with the model text below and decide if they can improve it.

Model text

Hi John!

How are you? Do you know my brother? His name's Steve and he's 15. He's tall and he's got blond hair and brown eyes.

He goes to my school. After school, he plays basketball and then he does his homework. He sometimes cooks, but he doesn't like housework.

He likes listening to music and he plays the guitar. He loves pop music. What music do you like?

Write back soon!

Best wishes,

Marie

HOMEWORK

Assign students pages 28–29 in their Workbook or the relevant sections of the Online Workbook.

'CAN DO' PROGRESS CHECK p39

- Ask students to read the 'can do' statements and reflect on their own ability. Students mark from 1–4 how well they can do each thing in English.
- Ask students to look at their marks and decide what they need to do to improve. Elicit other suggestions.

KEY LEARNING OUTCOMES

CEF

Students will be able to:

- talk about abilities and obligations using *can*, *must*, *have to*, etc
- name different parts of the body and physical activities
- understand simple written and spoken texts about sports
- ask for and give information about sports classes
- write short announcements

UNIT OVERVIEW

	Parts of the body Physical activities
Vocabulary	
	Cliff-diving CRITICAL THINKING Discussing why famous people appear in TV programmes
Reading	
	<i>can/can't</i> Adverbs of manner PRONUNCIATION <i>can/can't</i>
Grammar in context	
	Sports PRONUNCIATION Word stress
Vocabulary	
	Physical well-being: Designing a fitness programme
Life skills	
	Sports: Sepak Takraw
Listening	
	<i>have to/don't have to</i> , <i>must/mustn't</i>
Grammar in context	
	Asking for information
Developing speaking	
	An announcement
Developing writing	
	Reading: Multiple-choice activities Speaking: Information exchange
Exam success	

DIGITAL OVERVIEW

Presentation Kit

- Flipped classroom video Unit 3: *can/can't*
- Life skills video Unit 3: Designing a fitness programme
-  Vocabulary tool: Parts of the body; Sports
- Interactive versions of Student's Book activities
- Integrated audio and answer key for all activities
- Workbook pages with answer key

Teacher's Resource Centre

- Flipped classroom video Unit 3: *can/can't*
- Life skills video Unit 3: Designing a fitness programme
- Grammar communication activity Unit 3: Signs and notices
- Worksheets for this unit, including:
 - Grammar Practice worksheet Unit 3
 - Flipped classroom video worksheet Unit 3: *can/can't*
 - Literature worksheet Units 3 and 4
 - Culture worksheet Unit 3
 - Life skills video worksheet Unit 3
 - Everyday English worksheet Unit 3

Student's App

Gateway 2nd Edition wordlist for the award-winning Sounds App (available for download)

✓ TESTING AND ASSESSMENT

Resources for exam preparation and measuring student progress

- Test Generator Units 1–3
- Printable tests Unit 3 and Review (Units 1–3)
- Gateway to exams Units 3 and 4 (end of Unit 4)

Vocabulary p40



Talking about parts of the body and physical activities

>> FAST TRACK

You could ask students to do exercise 1a at home using the Macmillan Online Dictionary as necessary. They can then compare their answers in pairs at the start of the next lesson.

WARMER

Discuss the meaning of the unit title *Fitness fanatics* (people who do a lot of physical exercise because they want to keep fit and healthy). Elicit what students think the unit is going to be about (words and activities related to sports and physical activities). Ask students what their favourite sports or physical activities are. Write some examples on the board and ask for a show of hands to see how many students like each one.

TEACHER DEVELOPMENT: PRONUNCIATION

Alliteration

Highlight that *Fitness fanatics* is an example of alliteration (when the same letter or sound appears at the beginning of words in the same phrase). Alliteration makes headings or product names catchy and helps you to remember them. Ask students if they can complete these phrases: cash (and carry), bed (and breakfast), fast (and furious). Can they think of any others?

v Parts of the body

1a In pairs, students look at the photo and match the parts of the body with the words in the box, using their dictionaries if necessary.

Answers

ankle (18) • arm (11) • back (9) • chest (8) • ear (3)
elbow (12) • face (2) • finger (15) • foot (19)
hand (14) • head (1) • knee (17) • leg (16) • mouth (5)
neck (6) • nose (4) • shoulder (7) • stomach (10)
toe (20) • wrist (13)

1b 31 Play the track for students to listen and repeat. Drill the pronunciation of *stomach* /'stʌmək/ and *shoulder* /'ʃəʊldə(r)/. See p153 for the audioscript for this exercise.

TEACHER DEVELOPMENT: LANGUAGE

Irregular plural nouns

Point out to students that the plural is sometimes formed by changing the spelling and so the vowel sound of the singular word: *foot/feet*, *tooth/teeth*, *man/men*, *woman/women*, *goose/geese*, etc.

2 Students complete the sentences with parts of the body.

Answers

1 ears 2 head 3 necks 4 stomach 5 ankle
6 toes 7 wrist 8 fingers

>>> FAST FINISHERS

Students write more sentences which can be completed with the remaining words from exercise 1a: *arm, back, chest, elbow, face, foot, hand, knee, leg, mouth, nose, shoulder*. Invite them to read their sentences for the rest of the class to say the correct body part.

v Physical activities

3 In pairs, students match some of the words to the pictures. Ask them to look up any other words they don't know in their dictionaries.

Answers

a skate b dive c hit d kick

4 LISTENING 32 Play the track for students to listen and decide what activities they hear. See p153 for the audioscript for this exercise.

Answers

1 dive 2 run 3 kick 4 ride a horse 5 ride a bike
6 swim

+ EXTRA ACTIVITY

Ask students to describe the specific sounds they hear in exercise 4 and where they think the action takes place.

5a Individually, students write down physical activities which they associate with the words in the list. Draw attention to the example and tell students to use a dictionary if necessary.

Suggested answers

2 run, dive, swim, ride a bike, rest
3 jump, kick, run, fall, rest
4 ski, skate
5 dive, swim, jump, fall
6 fall, hit, jump, kick

5b SPEAKING In small groups, students read out the words they wrote for one of the activities in exercise 5a for others to guess which physical activity it is. Draw attention to the model dialogue.

6 SPEAKING In pairs, students talk about how often they do the activities in exercise 3. Draw students' attention to the model dialogue.

HOMEWORK

Assign students page 30 in their Workbook or the relevant sections of the Online Workbook.



Skimming and scanning for global and specific information

>> FAST TRACK

You could ask students to do exercises 1 and 2 at home. They can then compare their sentences in pairs at the start of the next lesson.

WARMER

In pairs, students test each other on the parts of the body vocabulary from page 40 by pointing to the relevant parts of their own body.

- 1 **READING** Students read the text and choose a good title. Set a time limit to make sure they read the text quickly.

TEACHER DEVELOPMENT: STUDENT TRAINING

Gist reading

Explain that there are different strategies students can use to become good readers. It is a good idea to read a text quickly first to get the gist, or general understanding, of what it is about. Explain that this first reading is for this purpose only and the students should not stop to think about unknown vocabulary at this stage. Once they have a good idea of what the text is about, it will be much easier to guess the meaning of words they don't know.

Answer

- b Cliff-diving – a dangerous sport
- 2 Students read the text again and choose the best answers.

TEACHER DEVELOPMENT: STUDENT TRAINING

Inference in reading

For most reading exams students will need to answer some inference questions. Remind students that inference is based on evidence and general knowledge rather than directly stated in the text. You can raise students' awareness of this by analysing the answers of inference questions in detail. For example, look at question 3 in exercise 2 below.

Answers

- 1 b (... the divers train hard for hours and hours to be able to do it safely.) 2 a (... the divers must always enter with their feet first, to protect their arms ...) 3 a (The weather and the state of the sea make a difference ... When the sea is moving a lot ... the competition stops.) 4 c (Some people say the programme is dangerous because it gives the impression that diving is easy.) 5 c (Professor Splash is famous because he dives from a height of 11 metres or more into a small plastic swimming pool for kids.)

✓ EXAM SUCCESS Ask students to say if they have got an answer for each question in exercise 2. Tell students to turn to page 152 (Reading: Multiple-choice activities) to read the information.

- 3 Students read the article again and answer the questions. Students then compare their answers in pairs before you check them in open class.

Suggested answers

- 1 Small mistakes can be important because divers hit the water very fast, so the consequences can be terrible.
- 2 Cliff-divers enter the water with their feet first to protect their arms, shoulders and neck.
- 3 Some people say *Splash!* is dangerous because it makes diving look easy.
- 4 Careful preparation and over 25 years of experience help Professor Splash do his dives.
- 4 **CRITICAL THINKING** Individually, students read the question and think before comparing their ideas with the rest of the class.

Example answers

Famous people appear in TV programmes like *Splash!* because it is good publicity and it can make them more popular. Famous people also love the attention and sometimes get paid money to appear on TV.

- 5 Students match the underlined words in the article with the definitions.

Answers

- 1 impression 2 hurt 3 train 4 sign 5 state
- 6 **SPEAKING** What about you? In pairs or small groups, students discuss which dangerous sports they like watching and if they would like to do a dangerous sport one day, saying why or why not. Draw attention to the model dialogue. In a less confident class, give students time to note down their ideas before they do this as a speaking activity.

+ EXTRA ACTIVITY

Ask students to play the relay game *Just a minute*. Divide the class into two teams. One person from each team comes up and sits in their team's Hot Seat at the front. Toss a coin to see who starts. They have to talk for a minute about the questions in exercise 6. As soon as the speaker is 'buzzed out' for hesitation, repetition or deviation, the speaker from the other team takes over for the remainder of the time, like the famous TV game. However, the speaker from the first team who got buzzed out is also replaced by the next person from the same team. Points are awarded for a correct challenge, and for being the person who is speaking at the end of the minute.

HOMEWORK

Assign students page 31 in their Workbook or the relevant sections of the Online Workbook.

Grammar in context pp42-43



Using can/can't and adverbs of manner

>>> FAST TRACK

You could ask students to do exercise 1 at home, and discuss the answers at the start of the next lesson.



Test before you teach: Flipped classroom

Set the Flipped classroom video and tasks for homework before the lesson. This will allow you to assess the needs of the students before the class. Students can then move on to the relevant grammar practice activities.

can/can't

- 1 Students read sentences a–d and then decide if statements 1–3 are true or false.

Answers

1 True 2 False 3 True

- 2a **PRONUNCIATION** ▶ 33 Play the track for students to listen to the sentences and decide which sound is long: can or can't. See p153 for the audioscript for this exercise.

Answer

can't

TEACHER DEVELOPMENT: PRONUNCIATION

The /aɪ/ sound

Practise saying the long vowel sound /aɪ/ in can't with students (tell them that it's the sound that you make when a doctor looks at your throat: aaaahhh). Elicit other words with this vowel sound, e.g. plant, aunt, afternoon.

- 2b **LISTENING** ▶ 34 Play the track for students to listen and put a tick if the people can do the activity and a cross if they can't. See p153 for the audioscript for this exercise.

Answers

1 ✓ 2 ✓ 3 ✗ 4 ✗ 5 ✓

- 2c **PRONUNCIATION** ▶ 35 Ask students to look at the sentences. Play the track for students to listen and repeat. See p153 for the audioscript for this exercise.

- 3 Students complete the sentences with can or can't and the correct verb from the box.

Answers

1 can't cook 2 can play 3 can't play 4 can swim
5 can't hit 6 can ride

- 4a Individually, students write the activities in the correct square (I can .../I can't ...) depending on whether they can or can't do each one.

- 4b **SPEAKING** In pairs, students ask questions to find out what their partner can or can't do. Encourage students to respond to each answer with the corresponding information about themselves. Draw attention to the model dialogue. Tell them to write each activity in the correct square (My partner can .../My partner can't ...).

Adverbs of manner

>> FAST TRACK

You could ask students to do the preparation for exercise 7 at home. Draw attention to the examples and encourage students to write six varied questions to use to interview their partner at the next lesson.

- 5 Students read sentences a–g, focusing on the highlighted adverbs, and answer questions 1–4. Give them time to discuss the answers in pairs before you check them with the class. Make sure all the students make a note of the correct answers.

Answers

1 how we do something 2 with other verbs 3 -ly
4 irregular

- 6 Students complete the text with the adverb form of the words in the box. Remind them to use each word only once. Ask some follow-up questions: Who can ski? Who can't ski? Can you ski well?

Answers

a fast b hard c well d badly e slowly f carefully
g patiently

- 7 **SPEAKING** Students use the verbs and adverbs of manner to write six questions.

In pairs, students interview each other with their questions. Draw attention to the model dialogue.

Refer students to the Grammar reference on page 50 if necessary.

HOMEWORK

Assign students page 32 in their Workbook or the relevant sections of the Online Workbook.

Vocabulary p43



Talking about different sports

>> FAST TRACK

If students are familiar with the target vocabulary, you could do exercise 1 as a class activity by inviting different students to read aloud the name of a sport from the box and asking the rest of the class to call out the answer. Confirm their answer each time by writing them in columns on the board.

v Sports

- 1 In pairs, students separate the words in the box into three columns: Indoor sports; Outdoor sports; Indoor and outdoor sports. Tell them to look up any other words they don't know in their dictionaries.

Suggested answers

Indoor: gymnastics, judo, table tennis

Outdoor: baseball, cycling, fishing, football, golf, horse-riding, rugby, sailing, skiing

Indoor and outdoor: basketball, climbing, diving, ice skating, running, swimming, tennis, volleyball

2a  **36** Play the track for students to listen and repeat. See p153 for the audioscript for this exercise.

2b PRONUNCIATION  **36** Ask students to read the information. Then draw attention back to the words in exercise 1 and elicit a similar word as an example. Play the track again for students to listen and underline the words that are similar. Check answers and practise the pronunciation.

Answers

- O golf
- Oo baseball, climbing, cycling, diving, fishing, football, judo, rugby, running, sailing, skiing, swimming, tennis
- Ooo basketball, horse-riding, ice skating, volleyball
- oOo gymnastics
- OoOo table tennis

3a In pairs, students make lists of the sports from exercise 1 which we *play* or *do* according to the different criteria.

Suggested answers

- 1 basketball, baseball, tennis, table tennis, football, golf, volleyball, rugby
- 2 basketball, football, volleyball, baseball, rugby
- 3 ice skating, skiing
- 4 swimming, sailing, diving
- 5 gymnastics, cycling, fishing, golf, horse-riding, running, diving, skiing, climbing, swimming
- 6 all sports are Olympic except fishing, climbing, baseball

3b SPEAKING In small groups, students read out one of their lists for others to guess the category from exercise 3a.

+ EXTRA ACTIVITY

In stronger classes, elicit the names of different sports we play with a racket or bat; **racket:** tennis, badminton, squash; **bat:** baseball, table tennis, cricket, rounders. Then ask if students know the words for the equipment used in the sports in exercise 1, e.g. **golf (club), fishing (rod, net).**

4 SPEAKING In pairs, students take turns to ask and answer the questions. Walk around monitoring and helping students if necessary. Note good use of language, as well as errors and mistakes that you can focus on at the end of the activity.

+ EXTRA ACTIVITY

Students use their answers to the questions in exercise 4 to write a short text about themselves and sport.

HOMEWORK

Assign students page 33 in their Workbook or the relevant sections of the Online Workbook.

Gateway to life skills pp44-45

Designing a fitness programme

To understand the importance of fitness and exercise in our daily life, to identify three main types of exercise and to plan a weekly fitness programme

>> FAST TRACK

You could ask students to do exercise 4 at home. They can then compare their sentences in pairs at the next lesson.

1 BACKGROUND INFORMATION

Encouraging fitness in teen years provides immediate benefits, yet physical activity tends to decline during the teen years.

In this lesson, students identify sports and exercise they enjoy and are motivated to plan more physical activity into their daily life. A well-balanced sports programme lays a strong foundation of healthy habits that will last well beyond the teen years.

WARMER

Tell students to read the definitions of the words in Key concepts. Divide the class into two teams. Place two chairs separately, one on each side of the board, each facing the class with the board or screen behind them. Both teams elect one person to sit in the hot seat. The teams have one minute to describe the words for their team member to guess the word. Explain that they can't say, act, draw, spell or point to the word. Write a word from Key concepts on the board. The first person in the hot seat to guess the word wins a point for their team. Then a different student from each team has a turn in the hot seat. The team with the most points at the end wins the game.

1 SPEAKING In small groups, students discuss the statement and say if they agree or disagree with it. Encourage them to give reasons for their answers. In a less confident class write these prompts on the board: *I agree because .../I don't agree because .../I also think that .../Yes, but ...* Invite students to share their opinions with the class.

2 READING Students read Celia's blog about fitness and exercise and decide if the sentences are True (T) or False (F). Ask students to compare in pairs before you check in open class.

Answers

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

FAST FINISHERS

Ask students to correct the false sentences, then compare their answers in pairs.

Answers

- 1 It is written by a 15-year-old girl who loves keeping fit.
 - 3 They are her favourite workouts but not her only ones.
 - 5 She says dancing makes your body work hard.
 - 6 She thinks that swimming quite fast and hard is great for your body, but not just splashing about for ten minutes.
- 3 Now ask students to read the text on page 45, 3 different types of exercise, and answer the questions. Set a time limit of one minute to encourage them to read quickly.

Answers

- 1 She talks about types of exercise that are good for the heart (aerobic), strength and flexibility.
 - 2 An expert.
 - 3 To explain how different types of exercise do different things for your body.
 - 4 It's formal, whereas Celia's blog is informal. It gives facts, whereas Celia's gives her opinion.
- 4 Students complete the table with information from the text. Encourage them to read the text again if necessary.

Answers

Three different types of exercise		
	What exactly does it do for you?	Example sports/activities
1 Aerobic exercise	It makes your heart efficient at sending oxygen to your muscles, and builds stamina. You can do exercise for a long time.	Swimming, basketball, cycling and dancing.
2 Exercise to build your strength	It gives you strong muscles. That makes you active and full of energy and helps to protect your body.	Running, cycling and skating (for legs). Gymnastics (for arms and stomach).
3 Exercise to improve your flexibility	It gives you flexibility. You can move easily in many different positions.	Gymnastics, yoga and martial arts.

- 5 In pairs, students evaluate the different sports according to the different criteria. Draw their attention to the examples for Zumba and swimming.

Suggested answers

Golf 1 * 2 ** 3**
 Judo 1 ** 2 *** 3 ***
 Running 1*** 2** 3**
 Walking quickly 1 ** 2 * 3*

6



LISTENING 37 Tell students they are going to watch or listen to some students talking about sport. See p153 for the videoscript/audioscript for this exercise.

Write the acronym WHO on the board and elicit what it stands for (*World Health Organisation*). Write these questions on the board for students to discuss in pairs: *What's important to consider when you're choosing a sport? How do you find time to do exercise?* Play the video or track for students to find out if the teenagers say similar or different things to them. Give students a minute to compare in pairs. Play the video or track again for students to write the names of the students who express the ideas in sentences 1–7. Ask students to try to remember exactly what the students said.

Answers

- 1 Kieran 2 George, Molly 3 Amelia 4 George
 5 Molly 6 George 7 George

+ EXTRA ACTIVITY

Ask students to dub the video. Prepare copies of a section or all of the audioscript and divide the class into groups of five. (Narrator, Kieran, George, Amelia, Molly). Play the video with the sound down.

- 7 **SPEAKING** In pairs, students take it in turns to ask and answer the questions. Elicit answers from students around the class.

LIFE TASK



Tell students they are going to design a fitness programme for their partner.

■ Step 1

Ask students to read the instructions and individually draw and complete the timetable with all the sports and exercise they do during the school week and at the weekend. Remind them to indicate how much time they spend doing each activity. Encourage them to use symbols to indicate how much they enjoy it, e.g. X I don't like it, ✓ I like it, ✓✓ I love it.

■ Step 2

Ask students to exchange their fitness timetable with a partner. Encourage them to study the information in their partner's timetable, and suggest improvements, referring to questions a–c and the suggestions given throughout this lesson.

■ Step 3

Students give back the timetables. In pairs, students discuss if they like their partner's suggestions and if think the new timetable will work. Encourage them to say why or why not. Ask students to think of at least one change they intend to make, and invite them to share their changes with the class.

Listening p46



Identifying key words and listening for gist

WARMER

In pairs or small groups, students race to think of a sport or physical activity beginning with each letter of the alphabet. Set a time limit of five minutes and find out who has the longest list. Tell them they don't need to find words for X or Z.

Example answers

athletics, basketball, cycling, diving, extreme sports, football, golf, hockey, ice skating, judo, karate, long jump, mountain biking, netball, orienteering, pole vaulting, quad biking, rugby, swimming, tennis, underwater polo, volleyball, water-skiing, yoga

- 1 In pairs, students look at the photo of a sport called Sepak Takraw and talk about what they can see. Ask students to guess how they think you play Sepak Takraw.

Suggested answers

I think you touch the ball with your feet. Perhaps you play Sepak Takraw like volleyball but with your legs and feet.

- 2 Students read the notes about Sepak Takraw and discuss what type of information is missing.

Suggested answers

- a name of a country b adjective/noun
c part of the body d part of the body e a number
f to be (negative or affirmative?) g adjective
h a number i a number j part of the body
k part of the body l name of a sport

- 3a 38 Tell students that they are going to hear two people talking about Sepak Takraw. Play the track for students to listen and complete the notes in exercise 2. See pp153–154 for the audioscript for this exercise.

- 3b 38 Play the track again for students to check or complete their answers.

Answers

- a Malaysia/Asia b kick c hands/arms d arms/hands
e three/3 f isn't g flexible h three/3 i fifteen/15
j chest/head k head/chest l soccer

+ EXTRA ACTIVITY

Ask follow-up questions to check comprehension, e.g. *Where are people starting to play the sport? (in Canada); How is Sepak Takraw different from volleyball? (in volleyball, you can only touch the ball once.)*

- 4 **SPEAKING** What about you? In pairs or small groups, students discuss if they would like to play Sepak Takraw and say why or why not.

+ EXTRA ACTIVITY

Students research an unusual sport (either in class or for homework) and tell the class about it. Tell them to use the notes from exercise 2 as a model and find information about the equipment needed, clothing, rules, length of a game, etc.

HOMEWORK

Assign students page 33 in their Workbook or the relevant sections of the Online Workbook.

Grammar in context pp46–47



Using *have to*/*don't have to*, *must*/*mustn't*

>>> FAST TRACK

You could ask students to do exercise 5a at home. They then use their sentences at the next lesson to do exercise 5b.

Test before you teach

Write the name of a board game that students know well on the board, e.g. Monopoly, along with some sentence stems about the rules: *You must ...*, *You mustn't ...*, *You have to ...*, *You don't have to ...* Ask students to complete the sentences with the rules of the game. If students seem to be familiar with modals of obligation and prohibition, quickly move through the exercises in the Grammar guide as an open-class activity.

Suggested answers

Monopoly: You must choose one person to be the 'banker'. You mustn't build more than four houses on one property. You have to go to jail if you land on the 'Go to jail' square. You don't have to buy a property if you don't want to.

have to/*don't have to*, *must*/*mustn't*

- 1 Students look at sentences a–d and complete rules 1–3 with *have to*, *don't have to*, *must* or *mustn't*. Check answers with the class and make sure that all students have the correct rules.

Answers

- 1 must, have to 2 don't have to 3 mustn't

TEACHER DEVELOPMENT: LANGUAGE

Modal verbs

Modal verbs generally express speakers' attitudes. For example, modals can express that a speaker feels something is necessary, advisable, permissible, possible or probable, and can convey the strength of that feeling.

have to: Remind students that we can also say *I have got to ...* and this means the same. *Have to/must* also mean the same when we are talking about rules and obligations.

don't have to: Students often confuse this with *mustn't*, which is a prohibition. *Don't have to* means it is not necessary to do something, but you can do it if you want to.

must/mustn't: Remind students that *must/mustn't* is followed by the infinitive without *to*. *Must* and *mustn't* are strong and often only used for strict rules or prohibitions. They are not very common in question forms.

TEACHER DEVELOPMENT: PRONUNCIATION

have to, has to, mustn't

Tell students that, when used in context, *have to* and *has to* usually sound like one word instead of two: /hævta/ and /hæzta/. Remind them that in the word *mustn't*, the first *t* is silent: /mʌsnt/. Drill the pronunciation of these three forms.

- 2 Students complete the sentences with *have to*, *has to*, *don't have to* or *doesn't have to*.

Answers

- 1 have to 2 doesn't have to 3 have to
4 don't have to 5 don't have to 6 has to
7 don't have to

- 3 Students choose the correct alternative in each statement.

Answers

- 1 mustn't 2 mustn't 3 must 4 must 5 must
6 mustn't

- 4 Students read the sentences and write N if the sentence describes a necessary action, NN if it describes an action that is not necessary or NP if it describes an action which we do not have permission to do. Draw students' attention to the example.

Answers

- 1 NN 2 N 3 NP 4 N 5 NP 6 N 7 NN

- 5a In pairs, students look at the photos on pages 46 and 47 and write rules for one of the sports using *have to*, *don't have to*, *must*, *mustn't* and the words in the box. Tell them to use their dictionaries if necessary.

Suggested answers

Sepak Takraw: You must/have to kick the ball. You mustn't touch the ball with your hands or arms. You mustn't touch the net. Two teams must play the game.

Football: You have to/must use your foot or your head to move the ball. You mustn't use your hands. You can kick the ball or touch it with your head. You don't have to run a lot if you are the goalkeeper. You must play for at least 90 minutes. Two teams must play the game.

Tennis: You must/have to hit the ball with the racket. In most places you don't have to wear a particular colour, but in some places you must wear white. The ball can only hit the ground once. You mustn't shout at the umpire even if you disagree.

Table tennis: You must/have to hit the ball with the bat. You mustn't touch the ball with your hand or foot. The ball must only hit the table once, except on a serve when it has to hit the table on both sides of the net.

Volleyball: There have to be six players in a team. You mustn't bounce the ball. You have to hit the ball with your hands. A team must win a set by a two-point lead. Players mustn't hit the ball twice in a row. You don't have to wear shoes if you play beach volleyball.

- 5b **SPEAKING** Students read sentences from exercise 5a to the class, without naming the sport. The class tries to guess the sport.

- 6 Students choose the correct alternatives. If they think two alternatives are correct, they mark both of them.

Answers

- 1 have to 2 must/have to 3 don't have to
4 have to/must 5 mustn't 6 doesn't have to
7 mustn't

- 7a In pairs, students write true sentences about things that are necessary, not necessary or not permitted at their school. Remind them to be careful to use the correct forms of *have to* and *must*. Draw attention to the suggested topics and the example sentences.

- 7b **SPEAKING** Students compare their ideas with other students and find out if they have the same sentences.

TEACHER DEVELOPMENT: CLASSROOM TIPS

Pyramid discussions

A pyramid discussion offers a different way to structure a classroom discussion. For the activity in exercise 7, it would work as follows: First, students work in pairs to think of rules for the different topics. Then they compare their ideas with another pair and edit their rules to come up with the best ten. Next, the four students join another four students and they compare ideas again to come up with a list of the ten best rules. This continues until you have a definitive list of ten school rules that the whole class agrees on.

EXTRA ACTIVITY

Students imagine they run a sports centre and write a list of rules using the correct forms of **have to** and **must**, e.g. *You mustn't leave towels on the floor. You have to shower before entering the pool.*

Refer students to the Grammar reference on page 50 if necessary.

HOMEWORK

Assign students page 34 in their Workbook or the relevant sections of the Online Workbook.

Developing speaking p48

Asking for specific information and details

>> FAST TRACK

If your students are already confident speakers and time is short, you could omit the first role-play (exercises 5a and 5b) and focus on the dialogue in exercise 6, making sure that students refer to the Speaking bank to help them.

WARMER

Play a miming game for the sports and activities students have seen so far in the unit. One student mimes a sport/activity and the other students guess the word.

Asking for Information

- 1 SPEAKING** In pairs, students look at the advertisement for tennis lessons and guess the missing information.
- 2 LISTENING** 39 Tell students that they are going to hear a girl making a telephone call to Weston Sports Centre about their tennis lessons. Play the track for students to listen and complete the information in the advertisement. Ask students to compare in pairs before you check answers with the class. See p154 for the audioscript for this exercise.

Answers

a 17 b Wednesdays c 6/six d 4.50 e racket

- 3a** In pairs, students invent information to complete the conversation between Ashley and the receptionist at the sports centre, when he phones to ask for information.
- 3b SPEAKING** In pairs, students practise reading the completed dialogue out loud. Fast finishers can swap roles and read it again.
- 4** Students complete the expressions in the Speaking bank and decide who says them – the person asking for information (A) or the person giving information (G).

Answers

like (A) • help (G) • tell (A) • much (A) • your (A)
You're (G) • Thank (G)

5a SPEAKING In pairs, students act out the role play using expressions from the Speaking bank. Student A turns to page 154 and Student B page 155. Go around monitoring students while they do this activity, noting down any errors/good use of language for the feedback session.

5b Students change roles and act out the dialogue again.

TEACHER DEVELOPMENT: CLASSROOM TIPS

Using a pro-forma

While students are speaking, move around the class and monitor them. You could use a pro-forma – a standard form divided into four sections: Grammar, Vocabulary, Pronunciation and Good language. The advantage of using a set form is that you can keep a record of mistakes to work on at the end of the lesson. Remember that in fluency activities the emphasis is on good use of language, so be careful not to focus too much on errors. It is better for students to speak inaccurately for an extended period of time rather than accurately for a very short period of time.

PRACTICE MAKES PERFECT

- 6 SPEAKING** Students look at the task and use the diagram to prepare the dialogue. Students practise their dialogues and act them out for the rest of the class. For students who are less confident, photocopy the model dialogue below, and either read it aloud yourself, or alternate the roles with a confident student. Then instruct students to read aloud in pairs, alternating between roles A and B. Finally, ask them to read it again, changing the underlined information.

Model dialogue

- A:** Good morning. This is the Southampton Sailing Centre.
- B:** Good morning. I'd like some information, please.
- A:** Certainly. How can I help you?
- B:** I believe you have sailing lessons at your centre. Are there lessons for teenagers?
- A:** Yes, that's right. We have lessons for teenagers between the ages of 12 and 16.
- B:** OK. Perfect. What days are the lessons?
- A:** They're on Saturday mornings.
- B:** Can you tell me what time they start?
- A:** Each lesson is three hours long, from 9 am to 12 pm.
- B:** How much do the lessons cost?
- A:** The lessons cost 40 pounds a month.
- B:** OK. Thanks for your help.
- A:** You're welcome. Thank you for calling.

✓ EXAM SUCCESS Ask students if they can say what they like or if they have to give specific information in this type of activity. They then turn to page 152 (Speaking: Information exchange) to compare their answer.

TEACHER DEVELOPMENT: STUDENT TRAINING

Information-gap activities

An information-gap activity is an activity where students are missing the information they need to complete a task and must talk to each other to find the specific details they need. The participants each have some knowledge or information not shared by the other(s) and can only solve the problem if they pool their information. Check that students know some key phrases for clarifying meaning and re-phrasing, e.g. *Can you say that again, please? I'm sorry – I don't understand. So, you're saying that ..., etc.*

+ EXTRA ACTIVITY

Ask students to develop a self-assessment checklist to use after speaking activities to check they are doing them well, e.g.

Achieve aim?

Personalise the activity (funny, creative)?

Do the activity without notes?

Make few mistakes (grammar/word order)?

Use interesting vocabulary?

Listen to my partner?

Speak for a long time?

Use good pronunciation?

HOMEWORK

Assign students page 35 in their Workbook or the relevant sections of the Online Workbook.

Developing writing p49



Writing an announcement

>> FAST TRACK

You could ask students to do exercises 1 and 2 at home and check their answers at the start of the lesson. Alternatively, you could set the writing task in exercise 5a as homework.

° WARMER

In pairs, students ask each other if they belong to a club, what they do there and when they go. Ask students to tell the class about their partner's club.

An announcement

- READING** Students read the two announcements and decide which club they prefer and say why. Elicit some answers from different students.
- Students answer the questions and complete the table in note form, referring back to the announcements as necessary.

Answers

The School Tai Chi Club: 1 school gym 2 Wednesday 5 pm 3 learn to relax and control body and mind 4 call Charlotte or visit website

Dylan's Street Dance Club: 1 sports hall 2 Friday 6 pm 3 create dance routines, video them and prepare for shows 4 call Dylan

- Students put the sentences from the announcements in the correct place in the Writing bank.

Answers

Are you mad about street dance?

We usually meet on Friday at 6 pm, in the sports hall.

Bring an open mind. Call him now!

Don't sit there!

- Refer students back to the announcements in exercise 1 to underline all the imperatives they find. Explain that we use imperatives to make language more direct and to the point.

Answers

The School Tai Chi Club: come, join, bring, wear, call, visit

Dylan's Street Dance Club: come, learn, call, don't sit, call

PRACTICE MAKES PERFECT

- Individually, students write an announcement for a new club at their school, using the announcements in exercise 1, the ideas in the task and the Writing bank to help them. Encourage students to check their writing carefully. For students who are less confident, photocopy the model text below for extra support during the writing task.

Model text

The School Computer Club

Do you like computers and making new friends? If you do, come and join the School Computer Club now! We meet once a week to learn new things about computers. Bring your laptop and show us what you can do! The School Computer Club meets in the computer room on Tuesday at 5 pm.

For more information, call Charlie on 0987 345 2556 or visit our new website.

Don't wait! Call today!

- When students are confident that they have checked their work, display their announcements in the classroom for all the students to read. Have a vote on which clubs students would most like to join.

+ EXTRA ACTIVITY

Students write a list of five affirmative imperative sentences, e.g. *Go to bed! Watch TV! Get up!* They then swap their lists with a partner and rewrite their partner's sentences in the negative form, e.g. *Don't go to bed! Don't watch TV! Don't get up!*

HOMEWORK

Assign students page 36 in their Workbook or the relevant sections of the Online Workbook.

Language checkpoint: Unit 3

>> FAST TRACK

The extra support provided on the Grammar and Vocabulary reference sections makes the Grammar and Vocabulary revision sections ideal for setting as homework. You could get students to complete the whole revision page or just certain exercises for homework.

Grammar revision p51

can/can't

- 1 Students rewrite the sentences using *can* or *can't* without changing the meaning.

Answers

- 1 Can you ski? 2 I can't come. 3 I can't play golf.
4 She can run marathons. 5 They can't swim.
6 Can you walk? 7 I can ride a bike.

Adverbs of manner

- 2 Students write the adverb for each adjective.

Answers

- 1 patiently 2 well 3 badly 4 fast 5 slowly
6 carefully 7 hard

have to/don't have to, must/mustn't

- 3 Students complete the sentences with *have to*, *don't have to*, *must* or *mustn't*. Remind them that if there are two possibilities, they should put both.

Answers

- 1 mustn't 2 must/have to 3 don't have to
4 mustn't 5 must/have to 6 don't have to
7 must/have to

Vocabulary revision p51

PARTS OF THE BODY

- 1 Students write the names of the parts of the body.

Answers

- a nose b toe c finger d chest e ankle f neck
g stomach

PHYSICAL ACTIVITIES

- 2 Students look at the pictures and write the names of the physical activities associated with them.

Answers

- a ride b swim c jump d ice skate e dive

SPORTS

- 3 Students complete the sports with the missing letters.

Answers

- 1 judo 2 volleyball 3 rugby 4 ice skating
5 sailing 6 fishing 7 baseball

HOMEWORK

Assign students page 37 in their Workbook or the relevant sections of the Online Workbook.

4 Tourist information

KEY LEARNING OUTCOMES

CEF

Students will be able to:

- talk about the past using the past simple affirmative
- name different countries and nationalities
- understand written and spoken texts about travel and tourism
- talk about a holiday
- write a postcard

UNIT OVERVIEW

 **Vocabulary**

Countries and nationalities
Words connected with tourism

 **Reading**

Tourist graffiti: a new problem?
CRITICAL THINKING Comparing ideas about graffiti: an art or a crime?

 **Grammar in context**

Past simple of to be
Past simple of can

 **Vocabulary**

Transport

 **Life skills**

Autonomy and enterprise:
Developing a product

 **Listening**

Visiting Edinburgh

 **Grammar in context**

Past simple affirmative: regular and irregular verbs
PRONUNCIATION The -ed ending

 **Developing speaking**

Talking about a holiday

 **Developing writing**

A postcard

 **Exam success**

Listening: True/False/
Not mentioned activities
Speaking: Talking about
past events

DIGITAL OVERVIEW

Presentation Kit

- **Flipped classroom video Unit 4:** Past simple of to be
- **Life skills video Unit 4:** Developing a product
-  **Vocabulary tool:** Words connected with tourism; Transport
- **Interactive versions of Student's Book activities**
- **Integrated audio and answer key for all activities**
- **Workbook pages with answer key**

Teacher's Resource Centre

- **Flipped classroom video Unit 4:** Past simple of to be
- **Life skills video Unit 4:** Developing a product
- **Grammar communication activity Unit 4:** Dream holidays
- **Worksheets for this unit, including:**
 - Grammar Practice worksheet Unit 4
 - Flipped classroom video worksheet Unit 4: Past simple of to be
 - Literature worksheet Units 3 and 4
 - Culture worksheet Unit 4
 - Life skills video worksheet Unit 4
 - Everyday English worksheet Unit 4

Student's App

Gateway 2nd Edition wordlist for the award-winning Sounds App (available for download)

✓ TESTING AND ASSESSMENT

Resources for exam preparation and measuring student progress

- Test Generator Units 1–4
- Printable test Unit 4
- Gateway to exams Units 3 and 4 (end of Unit 4)

Talking about countries, nationalities and tourism

>> FAST TRACK

Assign exercises 1a and 3a for homework before the lesson.

WARMER

Discuss the meaning of the unit title **Tourist information** (giving information to tourists about places to visit in a city). Ask students what they think the unit is going to be about (words and activities related to tourism and holidays). In pairs, students brainstorm examples of tourist attractions: *monuments, museums, art galleries, castles, parks, forests, theme parks, etc.* Elicit answers from students around the class.

Countries and nationalities

1a In pairs, students look at the photos of tourist attractions and choose from the words to decide which countries they are in. Tell them to guess if they don't know. Check the answers.

Answers

a Italy **b** Turkey **c** Egypt **d** Peru

TEACHER DEVELOPMENT: LANGUAGE

Countries and nationalities

Remind students that in English we use capital letters for countries, nationalities and languages. Point out that the term *Great Britain* (and the abbreviation *GB*) is the traditional 'short form' of the full country title: the United Kingdom of Great Britain and Northern Ireland. The term *the UK* is also used a lot now.

1b 40 Play the track for students to listen and repeat. See p154 for the audioscript for this exercise.

+ EXTRA ACTIVITY

Students look at the other countries listed in exercise 1 and describe the flags they know, e.g. *The flag of Ireland is green, white and orange.*

2a In pairs, students think of famous cities or tourist attractions for as many of the countries in exercise 1 as possible. Draw students' attention to the examples.

2b SPEAKING In small groups, students take it in turns to say a city or a tourist attraction for others to say the correct country. Draw students' attention to the model dialogue and in a less confident class model this activity first with a strong student.

3a Students match the countries in exercise 1 with the nationalities.

3b 41 Play the track for students to listen, check and repeat. See p154 for the audioscript for this lesson.

Answers

Argentina – Argentinian	Mexico – Mexican
Brazil – Brazilian	Peru – Peruvian
China – Chinese	Poland – Polish
Czech Republic – Czech	Russia – Russian
Egypt – Egyptian	Scotland – Scottish
France – French	Slovakia – Slovak
the UK – British	Spain – Spanish
Greece – Greek	Switzerland – Swiss
Ireland – Irish	Turkey – Turkish
Italy – Italian	Ukraine – Ukrainian
Japan – Japanese	the US – American

+ EXTRA ACTIVITY

Students underline the main stress for the different countries and nationalities (for answers see the Answers above). Provide dictionaries to help them with this task (the *Macmillan Essential Dictionary* has a reference list of countries, nationalities and languages at the back).

>>> FAST FINISHERS

Students write down the name of a famous sportsperson (living or dead, fictional or non-fictional) and their sport for as many of the nationalities in exercise 3a as possible. Students say the name of a famous person for others to guess the correct nationality.

Suggested answers

Argentinian – Lionel Messi (football); Brazilian – Neymar (football); Chinese – Li Na (tennis); Czech – Martina Navratilova (tennis); Egyptian – Shaimaa El-Gammal (fencing); French – Zinedine Zidane (football); British – Jessica Ennis (athletics); Greek – Marcos Baghdatis (tennis); Irish – Roy Keane (football); Italian – Federica Pellegrini (swimming); Japanese – Takuma Sato (motor racing); Mexican – Javier Hernandez (football); Peruvian – Sofia Mulanovich (surfing); Polish – Agnieszka Radwanska (tennis); Russian – Evgeni Plushenko (ice skating); Scottish – Andy Murray (tennis); Slovak – Daniela Hantuchova (tennis); Spanish – David Villa (football); Swiss – Roger Federer (tennis); Turkish – Ersan Ilyasova (basketball); Ukrainian – Andriy Shevchenko (football); American – Michael Phelps (swimming)

v Words connected with tourism

4 Students match the words with the definitions. Point out to students that *luggage* is an uncountable noun. To make the noun countable, we usually say a *piece of luggage*.

Answers

1 luggage **2** guidebook **3** travel agency
4 passport **5** trip/excursion **6** book **7** sightseeing
8 tickets **9** package holiday **10** souvenir

- 5 **LISTENING** 42 Play the track for students to listen and decide what the subject of each dialogue is. Remind them to choose a word from exercise 4 for each one. See p154 for the audioscript for this exercise.

Answers

- 1 passport 2 package holiday 3 guidebook

+ EXTRA ACTIVITY

Elicit further information about each conversation:

- 1 Where are the man and woman? (at an airport)
 2 Where is the woman going for her holiday? (Turkey)
 What is/isn't included in the package holiday? (everything except lunch)
 3 Where are the boy and girl? (at a museum) What does the boy want to do? (eat something)

- 6 **SPEAKING** In pairs, students ask and answer the questions. Draw attention to the model dialogue. Monitor students while they do this activity, noting down any errors/good use of language for the feedback session.

+ EXTRA ACTIVITY

Ask students to think of synonyms for the word **journey**, e.g. **trip**, **voyage**, **travels**, and decide if they are synonyms or partial synonyms and what the difference is.

Answers

trip implies going there and back and can be long or short

journey refers to the process of travelling from A to B, e.g. *How was your journey?* = *Was the process of getting there OK?* *How was your trip?* = *How was your whole time away from home?*

travel is an uncountable noun for the activity in general

travels means 'a long trip or several trips'

voyage refers specifically to long-distance travel by sea

HOMEWORK

Assign students page 38 in their Workbook or the relevant sections of the Online Workbook.

Reading p53



Skimming and scanning for global and specific information

>> FAST TRACK

You could ask students to do exercise 5 at home so that less confident students can take the necessary time to look up the vocabulary in the Macmillan Online Dictionary.

WARMER

Students play 20 questions for a country in exercise 1 in the Vocabulary lesson. Ask them to work in groups of three and tell them they can ask up to 20 Yes/No questions. Tell them to ask questions about the country, e.g. *Is it very big?* *Does Messi come from this country?* *Is the capital Buenos Aires?*

- 1a In pairs, students look at the photo and talk about what they can see.
 1b Students read the title of the text and say what they think the text is about.

TEACHER DEVELOPMENT: STUDENT TRAINING

Text titles

Remind students that text titles often represent a summary or description of the text. It is therefore useful to look at them when they are trying to work out what a text is about. Titles may also include key words that appear in the text.

- 2 Students read the text and check their answer in exercise 1b. Remind them to read quickly to get a general idea of what the text is about and not to worry about unknown vocabulary.

Suggested answers

The text is about tourists writing graffiti on famous monuments: a crime in most countries.

- 3 Students read the text again and answer the questions with information from the article.

Suggested answers

- 1 It was on a 3,500-year-old monument in Luxor, Egypt.
 2 Because his message wasn't imaginative or clever.
 3 It is a serious crime and you can go to prison for a year.
 4 There is an example of graffiti from 1244 BC.
 5 He was an Egyptologist.
 6 There is graffiti in lots of languages because in the 19th century Europeans could travel around the world easily.
 7 Chinese tourists must behave in a civilised way.
 4 **CRITICAL THINKING** Individually, students note down some ideas about why tourist graffiti is a crime in most countries now. Ask students to compare their ideas with the class.

Example answers

Tourist graffiti is a crime in some countries because it can damage tourism. It isn't civilised: people don't want to see modern writing on ancient monuments.

- 5 Students match the underlined words in the article with the definitions.

Answers

- 1 crime 2 temple 3 monument 4 amuse himself
 5 discovery 6 hunt 7 civilised

- 6 **SPEAKING** What about you? In pairs or small groups, students discuss what they think about Ding Jinhao's actions and what their opinion of graffiti is, either tourist or street graffiti.

HOMEWORK

Assign students page 39 in their Workbook or the relevant sections of the Online Workbook.

Grammar in context pp54-55

Talking about the past using the past simple of to be and can

>>> FAST TRACK

You could ask students to do exercise 7 at home and compare their answers in class with a partner.



Test before you teach: Flipped classroom

Set the Flipped classroom video and tasks for homework before the lesson. This will allow you to assess the needs of the students before the class. Students can then move on to the relevant grammar practice activities.

Past simple of to be

- 1 Students read the sentences and complete the table.

Answers

a was b were c wasn't d weren't e Was
f was g wasn't h were i weren't

TEACHER DEVELOPMENT: LANGUAGE

Past simple

Explain to students that we use the past simple to describe actions or situations in the past, and to say one thing happened after another.

- 2 Students complete the dialogue with the correct past forms of to be.

Answers

a were b weren't c was d was e Were f were
g Was h wasn't i was

- 3 Students look at the list of top ten tourist destinations and complete the sentences below with was, wasn't, were, weren't.

Answers

1 was 2 was 3 wasn't 4 weren't 5 wasn't
6 were 7 wasn't 8 were

- 4 In pairs, students write questions using the past of to be. Draw students' attention to the example sentence.

Answers

2 Where were your parents at 10 pm last night?
3 Where was your family last July?
4 Where was your best friend yesterday?
5 Where were you in 2012?

- 5 **SPEAKING** In pairs, students ask and answer the questions in exercise 4. Draw attention to the model dialogue. Then ask students to tell the class two of their partner's answers.

Past simple of can

- 6 Students read the sentences and answer the questions.

Answers

1 the infinitive without to
2 could goes before the subject

TEACHER DEVELOPMENT: PRONUNCIATION

Silent letters

Tell students to compare the spelling of the words *could/couldn't* with the pronunciation: /kʊd/ /kʊdn't/. Draw attention to the silent letter l. Elicit other words with silent letters, e.g. *should, shouldn't, would, wouldn't, Wednesday, geography, walk, listen, kitchen, watch, cupboard, climb, biscuit, chocolate*.

- 7 In pairs, students look at the activities and make sentences saying if tourists could or couldn't do these things 150 years ago. Draw attention to the example sentence.

Answers

1 Tourists/They couldn't book tickets online.
2 They could write graffiti on monuments.
3 They could sail from England to America.
4 They couldn't travel by car at 160 kph.
5 They couldn't fly non-stop from England to Japan.
6 They could stay in hotels.
7 They could go on excursions.
8 They couldn't travel around the world in a week.

- 8 **SPEAKING** In pairs, students find out at what age their partner could do the things in the list for the first time. Draw attention to the model dialogue. In a less confident class, ask students to note down their answers before they ask their partner. Elicit answers from different students.

+ EXTRA ACTIVITY

Students discuss which tourist attraction in exercise 3 they would most like to visit and add other attractions to the list. In pairs, students make a list of the top ten attractions they would like to visit.

Refer students to the Grammar reference on page 62 if necessary.

HOMEWORK

Assign students page 40 in their Workbook or the relevant sections of the Online Workbook.

Vocabulary p55



Talking about different types of transport

>> FAST TRACK

You could ask students to do exercise 1 before class and compare their answers in pairs. Ask them then to think of some other forms of transport to add to their table in exercise 2.

v Transport

- 1 Students match some of the words to the photos and look up any unknown vocabulary in the Macmillan Essential Dictionary.

Answers

a coach b lorry c ship d tram e underground
f moped g van

i CULTURAL INFORMATION

The London Underground is the oldest underground railway network in the world and the most extensive after the Shanghai Metro. Tell students that the underground is called the subway in the USA and the metro in Europe.

- 2 Students complete the table with the words in exercise 1.

Answers

Road: bus, car, coach, lorry, moped, motorbike, taxi, van
Rail: train, underground
Air: helicopter, plane
Sea: boat, ship

>>> FAST FINISHERS

Fast finishers think of more words for the categories Road, Air and Sea in the table in exercise 2.

Suggested answers

Road: truck, racing car; Air: jet, rocket; Sea: yacht, barge, ferry, rowing boat

+ EXTRA ACTIVITY

Students underline the stressed syllables in the multi-syllable words in the table. For answers see the Answers above.

- 3 **SPEAKING** In small groups, students take turns to say how often they travel by the different types of transport in exercise 1. Encourage students to ask other questions to find out more information. In a less confident class, elicit the adverbs of frequency and write them on the board, and remind students of the word order in questions (question, auxiliary, subject, verb). Draw attention to the model dialogue before they begin.

EXTRA ACTIVITY

Write four types of transport on the board – three that have something in common and an 'odd one out', e.g. train, underground, bus, car (car is the odd one out because the others are all forms of public transport). Ask students to say which word they think is the odd one out and why. They then write similar lists using vocabulary from the unit to test their partner.

HOMEWORK

Assign students page 41 in their Workbook or the relevant sections of the Online Workbook.

Gateway to life skills pp56–57



Developing a product

To learn about a successful business idea, to understand key questions when developing a new product and to work together to develop and present a new product

>> FAST TRACK

You could ask students to do exercise 2 at home before the class and then compare their answers with a partner at the beginning of the lesson.

i BACKGROUND INFORMATION

Companies are adapting to new ways of business in the face of many social and environmental challenges and ever more limited resources. More than ever, young people need to be provided with essential business skills in order to turn today's challenges into opportunities.

Especially in the UK and USA, enterprise is increasingly being incorporated into education to inspire young people to become more employable. This lesson encourages students to reflect on how a business works and how wealth is created. They are asked to work in a team to develop and present a new product. These tasks require teamwork, organisation, creativity, self-confidence and initiative – key skills that are needed for the world of work and day-to-day life.

WARMER

Write the word **BUSINESS** on the board. In small groups, ask students to brainstorm adjectives, nouns and verbs connected to this central idea. Set a time limit of three minutes and encourage students to look up words in their Macmillan Essential Dictionaries. Say **Stop** and encourage students to write the words on the board to check their spelling. Ask students to look at Key concepts on page 56 to see if they have thought of these words.

- 1 **SPEAKING** In pairs, students take turns to describe the photo on page 56 and say who they think the people are. Elicit answers from different students.

Suggested answers

The photo is of two people when they were young. I think they are the creators of a product.

- 2 **READING** Students read the text about the people and answer the questions.

Answers

- 1 Maureen and Tony Wheeler. 2 *Lonely Planet*.
3 Because they created the company *Lonely Planet*.
4 Because their books are about travelling all over the world.

>>> FAST FINISHERS

Write these definitions on the board for students to find the words in the text:

the number of things a company sells each year
(*annual sales*)

a holiday that two people have after they get married (*honeymoon*)

doing something without spending a lot of money
(*on the cheap*)

in the end (*eventually*)

Ask them to teach the words to the rest of the class when everyone has finished exercise 2.

- 3 Students read the text again and put the events in Maureen and Tony's life in the correct order.

Answers

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

- 4 Students look at the information about starting a new business. Encourage them to try to answer the questions with the information about the *Lonely Planet* guidebooks when they first appeared. Tell them to read the text again if necessary.

Answers

- 1 Before Tony and Maureen wrote their guidebook, there weren't any guidebooks about travelling cheaply. Friends asked them lots of questions about how they did it.
2 Adventurous young travellers.
3 Over five million people!

5a LISTENING 43

Tell students they are going to watch or listen to two students presenting an idea for a new product.

Play the video with the sound down for students to write down all the objects they see. Ask them to compare in pairs before you elicit answers from around the class (a towel, flip-flops, sunglasses, baseball cap, a can of soft drink, a questionnaire). Elicit from students what they think the students' product is.

Play the track or video for students to check their answer (a cap to keep money/keys in) and to answer the questions in exercise 5a. Give students a minute to compare answers in pairs. See p154 for the videoscript/ audioscript for this exercise.

Answers

- 1 cap 2 on the beach 3 Half 4 is 5 cheap
6 more than one

EXTRA ACTIVITY

Divide the class into teams. Play the video for students to describe to each other what they see. Explain that they get one point for every correct item of vocabulary and two points for every adjective + noun combination, e.g. *white towel*, *blue baseball cap*, etc. If students write a whole sentence describing an action in the video, they get three points. At the end of the video, go through each team's answers and total up the points. The team with the most points wins the game.

- 5b Ask for students' opinions of the product and encourage them to explain why they think it is a good or bad idea.
6 In pairs, students think of ideas for a new product. Ask them to read the advice and write down their ideas. Remind them not to be critical and that even crazy ideas are good at this stage.

LIFE TASK



Tell students that each group wants to develop a new product and present it to the group.

■ Step 1

Divide the class into small groups and ask them to share the product ideas they had in exercise 6 and choose the one they like best. Ask students to analyse how exactly the product is different from all others and why people want or need it. Encourage them to think about who wants or needs it.

■ Step 2

Students plan a presentation of their product. They choose who does which part and what materials they need to present their information to the rest of the class, e.g. poster presentation, PowerPoint presentation, etc. Give students time to rehearse their presentation before they present it to the class.

■ Step 3

Give each group three minutes to present their product. Ask the class to vote on the best presentation and give feedback. You could write this pro-forma on the board to help students assess each presentation.

Group:

Name of product:

Different? 1 2 3 4 5

People want or need it? 1 2 3 4 5

Who wants it?

■ Step 4

Ask the class to vote for the best product (they can't vote for their own!).

Listening p58



Identifying key words and listening for gist

WARMER

Write these types of transport on the board in a jumbled order: *plane, train, car, motorbike*. In pairs, students discuss each form of transport and rank them in order from safest to least safe. When they have agreed, ask them to join another pair and compare their lists. If they are different, they should justify their choices and try to agree on a new order. Finally, ask each group to justify their ranking to the class and get the class to agree on the order.

- In pairs, students choose the correct alternatives. Encourage them to guess if they don't know the answer.
- LISTENING** 44 Play the track for students to listen and check their answers. See pp154–155 for the audioscript for this exercise.

Answers

1 is 2 festivals 3 road

✓ **EXAM SUCCESS** Students discuss when they should read the true and false statements – before or after listening. Tell them to turn to page 152 (Listening: True/False/Not mentioned activities) and compare their answers.

TEACHER DEVELOPMENT: STUDENT TRAINING

True/False/Not Mentioned listening activities

Encourage students to read the statements first before they listen. They should identify key words in the statements and then listen out for similar vocabulary. Remind them to always choose an answer (there is a 33% chance they will be right).

For the CEFR dossier, students can complete a self-evaluation sheet for listening activities:

I understood the first time I listened. 1 2 3 4 5

I understood when we had finished listening. 1 2 3 4 5

I understood after listening with the audioscript. 1 2 3 4 5

- 44 Play the track again for students to listen and decide if the sentences are true, false or not mentioned.

Answers

- F (It's actually not that big...) 2 T 3 NM
- F (There were a lot of events in the streets too.)
- F (August is a great time to go.) 6 T
- F (Originally it was for ships to know the time but now I think they probably do it for tourists.)
- F (Do you know what shortbread is? It's a type of biscuit...)
- NM 10 T

+ EXTRA ACTIVITY

Students correct the false sentences in exercise 3 (for answers see the Answers above).

- SPEAKING** What about you? In pairs or small groups, students discuss which city or cities they would like to visit one day and say why. Draw attention to the model dialogue.

+ EXTRA ACTIVITY

Students write a travel agent's advertisement for a trip to a city they would like to visit. They should include information about transport, accommodation, the duration of the trip and the cost. Ask students to present their ads to each other in small groups.

HOMEWORK

Assign students page 41 in their Workbook or the relevant sections of the Online Workbook.

Grammar in context pp58–59

Using the past simple affirmative

>> FAST TRACK

You could ask students to do exercise 3 at home. They can discuss their answers with a partner at the beginning of the next class.

Test before you teach

Write these sentence prompts on the board:

- I/have lunch at school/last week.
- Last weekend/I/not go to the cinema.
- they/see their friends/last weekend?

Ask students to use the prompts to write sentences and questions in the past simple and then write three similar sentences in the past simple in their notebooks. Monitor to see if they have consolidated knowledge of the past simple tense.

Answers

- I had lunch at school last week.
- Last weekend, I didn't go to the cinema.
- Did they see their friends last weekend?

Past simple affirmative: regular and irregular verbs

- Students look at the sentences and put the verbs in the correct place in the table.

Answers

List A: loved, visited, climbed, walked, wanted

List B: bought, ate, went, saw, spoke, understood

- Students then decide which column is regular and which is irregular.

Answers

List A is regular. List B is irregular.

- Students match the spelling rules for regular past simple forms (1–4) with examples a–d.

Answers

2 d 3 a 4 c

TEACHER DEVELOPMENT: STUDENT TRAINING

Learning spelling

Remind students that they can check spelling with the spell check function on the computer or by using a dictionary. Reading regularly in English also helps students with their spelling as they become accustomed to seeing words spelled correctly. Encourage students to test themselves regularly on the spelling of new vocabulary and learn spelling rules like the ones in exercise 1c.

- 1d** Ask students to spell the past simple form of the verbs. Remind them to follow the rules in exercise 1c.

Answers

- 1** liked **2** cried **3** chatted **4** wanted
5 arrived **6** worked

- 2a** **PRONUNCIATION**  **45** Play the track for students to listen to the verbs in the table and decide what the difference between the pronunciation of the -ed endings is.

Answers

The three pronunciations for -ed endings are /t/, /d/, /ɪd/.

TEACHER DEVELOPMENT: PRONUNCIATION

The -ed ending

Teaching the regular past simple verb forms offers an opportunity to teach students the difference between voiced and voiceless sounds. Voiced consonants use the voice. Ask students to test this by putting their finger on their throat as they say the letters *b, g, l, m*, etc. If they feel a vibration, the consonant is voiced. Voiceless consonants do not use the voice. They are hard sounds and there is no vibration in your throat, just a short explosion of air as you pronounce the sound. Knowing the difference between these sounds helps us to know how the -ed ending is pronounced. If the verb ends with a voiced vowel sound or a consonant: -b, -g, -l, -m, -n, -th, -v or -z, we say /d/. If the verb ends with a voiceless sound: -f, -p, -k, -s, -sh, -ch, -x, -h, we say /t/. However, tell students the important thing is to remember when to pronounce /ɪd/ (after verbs that end in -d or -t), since this is the sound that really matters in oral speech.

- 2b**  **46** Play the track for students to listen to the past forms and write them in the correct column in exercise 2a.
- 2c**  **47** Play the track for students to listen, check and repeat.

Answers

- /d/: listened, loved, played, stayed
/t/: liked, washed, watched, worked
/ɪd/: hated, decided, needed, started, wanted

EXTRA ACTIVITY

Write the past tense forms below on the board in a jumbled order and ask students to write them in the correct column:

/t/: talked, cooked, kissed

/d/: turned, rained

/ɪd/: planted, demanded, celebrated

Drill the pronunciation of each past tense form.

- 3** Students complete the text with the past form of the verbs. Remind them to use each verb once and to refer to the list on page 157 for help if necessary.

Answers

- a** went **b** visited **c** took **d** used **e** saw **f** ate
g bought **h** walked **i** spoke **j** understood

- 4a** Students complete the sentences with the correct past form of the verbs in brackets. Tell them to use the word list on page 157 to help them with irregular past forms.

Answers

- 1** had **2** made **3** caught **4** did **5** swam
6 taught **7** came **8** bought

- 4b** Elicit from students what the underlined words are in exercise 4a (*time expressions*).

- 5a** Students write true sentences about themselves and their family. Tell them to begin their sentences with the underlined words in exercise 4a and use any of the verbs on the page. Draw attention to the model sentences.

- 5b** **SPEAKING** In pairs, students tell their partner things that they did, without saying when they did them, for their partner to guess. In a less confident class, model this activity in open pairs before students continue in closed pairs. Draw attention to the model dialogue.

EXTRA ACTIVITY

Students write two true sentences about themselves with the time expressions in exercise 4a and one false one. With a new partner, students take turns to read out their sentences for their partner to guess which one is the false sentence.

Refer students to the Grammar reference on page 62 if necessary.

HOMEWORK

Assign students page 42 in their Workbook or the relevant sections of the Online Workbook.

Developing speaking p60

Describing a holiday using photos

FAST TRACK

You could ask students to prepare their dialogue for exercise 6a at home or in class with a partner. They can present their dialogue at the beginning of the next lesson.

WARMER

Divide the class into small teams. Write some correct and incorrect past simple sentences on the board, e.g. *Yesterday I was to Paris. I went to the bank ten minutes ago. He were very good at tennis when he was young.* Explain that the sentences are for sale and each team has a total of €1000. Read out a sentence and ask each team to decide if it is correct. If they think it's correct, they can bid against the other teams to buy the sentence. Keep track of how much each team spends on the board. At the end of the auction, tell the students which sentences were correct. Tell them if they bought a correct sentence, they win back the money they paid for it. If they bought an incorrect sentence, they lose the money they paid for it. Ask the teams to add up their final totals. The team with the most money wins.

Talking about a holiday

- 1 In pairs, students look at Jonathan's holiday photos and match some of the topics to the photos.

Answers

a 1 b 4 c 6 d 5 e 7

- 2 **SPEAKING** In pairs, students take turns to talk about Jonathan's holiday using the photos. Draw attention to the example sentence.

- 3a **LISTENING** ▶ 48 Play the track for students to listen to Jonathan talking about his holiday and note down what he says about the topics in exercise 1. See p155 for the audioscript for this exercise.

- 3b **SPEAKING** In pairs, students compare their answers in exercise 3a and help each other to complete all the answers. Elicit answers from different pairs.

Answers

- 1 Barcelona
 - 2 Went with family – mum, dad and brother
 - 3 Went by plane from London (2 hours)
 - 4 At Porta Fira Hotel near centre
 - 5 Went sightseeing to Sagrada Familia and Parc Güell, shopping on Las Ramblas and to Camp Nou football stadium
 - 6 Paella
 - 7 I love Barcelona T-shirt
- 4 Students complete the useful expressions in the Speaking bank with *at*, *to*, *with* or *by*. Encourage students to look up any words they don't know in the dictionary.

Answers

a to b by c with d at e to

- 5a **SPEAKING** In pairs, ask students to take it in turns to talk about their holiday photos. Tell Student A to look at p155 and Student B to look at p156. Walk around and monitor students, taking notes on errors and good use of language to comment on in a feedback session at the end of this activity.

Example answer

Last year I had a brilliant holiday. I went to Rio de Janeiro with my family – my mum and my two brothers. We went by plane. It took 13 hours to get there from London! We stayed at a fantastic hotel called the Copacabana Palace. It was near the beach. We went to the beach every day. The water was beautiful. We did some sightseeing, too. We went by train to the top of the Corcovado mountain. Wow! When we looked down on Rio and Sugar Loaf Mountain, it was really spectacular! The food was really good in Rio, too. I loved all the fruit. They had lots of tropical fruit, you know, like pineapples, mangoes and papayas. Delicious! I bought a few things when I was there. Oh yeah, I bought a Brazilian football shirt for a friend of mine who loves football. I had a great time in Rio. I loved everything about it. I want to go back one day!

- 5b Students now change photos and repeat the activity.

PRACTICE MAKES PERFECT

- 6a **SPEAKING** In pairs, students take it in turns to do the task.

Remind students that they can help their partner by saying *Tell me what you did/saw/ate*, etc. and by asking other follow-up questions. For students who are less confident, photocopy the model dialogue below, and either read it aloud yourself, or alternate the roles with a confident student. Then instruct students to read aloud in pairs, alternating between roles A and B. Then ask them to read it again, changing the underlined information so that it is true for themselves.

Model dialogue

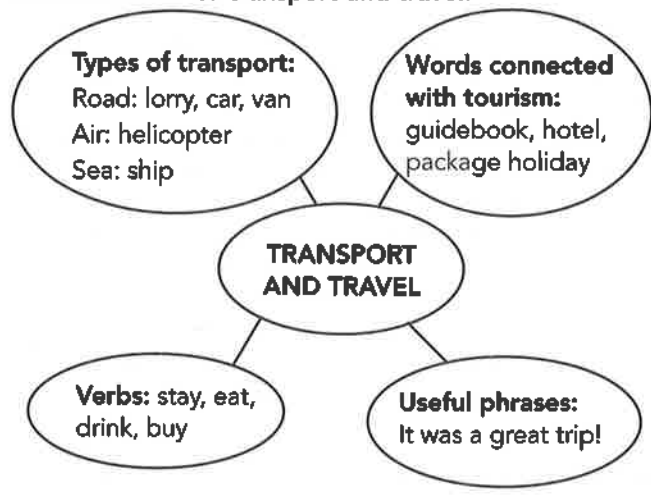
- A:** Last year, I went to Crete for two weeks with my family – my mum, dad and little sister. We went by plane from London and it took two and a half hours. We stayed in a hotel on a beautiful beach.
- B:** Tell me about what you did.
- A:** Every day we went swimming and walking.
- B:** Tell me about what you saw.
- A:** We saw some ancient monuments and visited a museum.
- B:** What kind of museum?
- A:** It was a museum about the history of the island. It was very interesting.
- B:** Tell me about what you ate.
- A:** We ate a typical Greek dish – moussaka – and lots of fish.
- B:** Did you buy anything?
- A:** I bought some worry beads, a typical Greek souvenir. It was a great holiday.

- 6b Students tell the class about their partner's holiday, e.g. *Rachel went to Menorca with her mum, dad and little sister. They went for a week, etc.*

✓ **EXAM SUCCESS** Students discuss what language and expressions are important to revise for a speaking exam where they need to talk about past events. Tell them to turn to page 152 (Speaking: Talking about past events) to compare their answers.

EXTRA ACTIVITY

Students make a mind map of all the words from the unit connected to transport and travel.



HOMEWORK

Assign students page 43 in their Workbook or the relevant sections of the Online Workbook.

Developing writing p61

Writing a postcard

FAST TRACK

You could assign students exercise 3 for homework before the lesson.

WARMER

Ask students to think of words they associate with New York, e.g. *Central Park, Fifth Avenue, yellow taxis, the Big Apple, Broadway, Empire State Building, etc.* Ask students if they would like to visit New York and give reasons why or why not.

A postcard

1a SPEAKING In pairs, students decide which things in the list are important for them to have a great holiday and put them in order of importance. Draw attention to the model dialogue.

TEACHER DEVELOPMENT: CLASSROOM TIPS

Agreeing and disagreeing

Elicit some phrases for agreeing and disagreeing and write them on the board for students to refer to during the activity:

Agreeing: *I think you're right. I agree. OK. Good idea.*

Disagreeing: *I'm not sure I agree with you. (I'm afraid) I don't agree. (I'm afraid) I disagree.*

Remind students that when they disagree with someone, it sounds more polite/less direct to use a phrase such as *I'm afraid*.

1b Students tell the class the top and bottom activities on their list to see if people generally agree.

2a READING Students read the postcard and tick which things in exercise 1 Megan writes about.

Answers

the food, sightseeing, shopping

2b Students read the postcard again and underline any information about the things in exercise 1.

Answers

the food: We're sitting in a café having a burger and a milkshake ...

sightseeing: Yesterday we went sightseeing. We went to the top of the Empire State Building! We also saw the Statue of Liberty and Times Square.

shopping: This morning we did some shopping near the hotel. I bought a cool T-shirt, and a little present for you.

3 Students complete the information in the Writing bank using the postcard in exercise 2.

Answers

a Hi **b** How **c** hope **d** present **e** past **f** here **g** Love

PRACTICE MAKES PERFECT

4a Students look at the task and choose one of the postcards on page 156. Tell them to plan what they are going to write and to follow the advice in the Writing bank on page 158.

4b Individually, students write their postcard and then 'send' it to their partner (hand it to them to read). You could ask different students to read their partner's postcard to the class. For students who are less confident, photocopy the model text below for extra support during the writing task.

Model text

Hi Julie,

Here we are in Venice! I'm sitting in a café drinking a cola and looking at the gondolas on the Grand Canal. We're having a brilliant time.

Venice is very expensive, but I did some shopping yesterday. I bought some Venetian glass, and a little present for you! In the evening, we went to a famous pasta restaurant to eat spaghetti. I love Italian food!

This morning we visited the Piazza San Marco and we went on a tour around the canals.

Our hotel is very noisy, but it is in the centre. There are a lot of tourists at this time of the year. The weather is fantastic. It's sunny, but not too hot.

Wish you were here!

Love,

David

EXTRA ACTIVITY

Students draw one picture to illustrate what they wrote in their postcard. Collect the pictures and postcards and shuffle them. Letter all the pictures and number all the postcards. Pin them on the wall in a jumbled order and ask students to match the texts to the pictures.

HOMEWORK

Assign students page 44 in their Workbook or the relevant sections of the Online Workbook.

Language checkpoint: Unit 4

>> FAST TRACK

The extra support provided on the Grammar and Vocabulary reference sections makes the Grammar and Vocabulary revision sections ideal for setting as homework. You could get students to complete the whole revision page or just certain exercises for homework.

Grammar revision p63

Past simple of to be and can

- 1 Students complete the sentences with *was*, *were*, *wasn't*, *weren't*, *could* or *couldn't*.

Answers

- 1 was, could 2 wasn't, was 3 couldn't, were
4 weren't

Past simple affirmative – regular verbs

- 2 Students complete the sentences with the past simple form of the verbs in brackets.

Answers

- 1 walked 2 studied 3 stopped 4 wanted
5 decided 6 hated

Past simple affirmative – irregular verbs

- 3 Students change the sentences from the present simple to the past simple, as in the example.

Answers

- 2 He bought CDs and books.
3 I took a pen to the class.
4 We did a lot of sport on Friday.
5 Mrs Jones taught maths.
6 My friend came to school by bus.
7 My dad caught the train to work.
8 They got back home late on Saturday.

Vocabulary revision p63

COUNTRIES AND NATIONALITIES

- 1 Students complete the table.

Answers

- 1 Polish 2 Egyptian 3 Greece 4 Turkey 5 Scottish
6 Switzerland 7 Chinese

WORDS CONNECTED WITH TOURISM

- 2 Students complete the sentences with the words.

Answers

- 1 guidebook 2 luggage 3 sightseeing 4 book
5 travel agency 6 trip 7 package holiday

TRANSPORT

- 3 Students complete the words for transport with vowels.

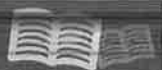
Answers

- 1 lorry 2 tram 3 van 4 moped 5 underground
6 coach

HOMEWORK

Assign students page 45 in their Workbook or the relevant sections of the Online Workbook.

Reading p64



Listening p65



TIP FOR READING EXAMS

Elicit from students what they should remember to do in multiple-choice activities. Ask students to read the tip to compare their ideas and then look at Exam Success on page 152 for more tips.

1a In pairs, students look at the photo and discuss two things they would like to know about 'underwater rugby'. Tell them to write two questions. Draw students' attention to the examples.

1b READING Tell students to read the text quickly to see if it answers their two questions.

2 Students read the questions. Then they read the text again and choose the correct answers (a, b or c).

Answers

1 a (You play underwater, so you have to be able to swim well to play.) **2** b (The game has two halves. Each half is 15 minutes. In the middle the game stops ...)

3 b (One team usually wears white and the other team wears blue or black.) **4** c (Only six people from each team can be in the water.) **5** b (To score a goal, you must put the ball in the basket.)

3 SPEAKING What about you? Students discuss if they would like to play underwater rugby and say why or why not.

Example answers

I wouldn't like to play underwater rugby because it's very difficult and tiring.

I'd like to play underwater rugby because it's exciting and different.

Speaking p64



TIP FOR SPEAKING EXAMS

Elicit from students what they should remember to study for speaking exams. Ask students to read the tip to compare their ideas and then look at Exam Success on page 152 for more ideas.

4 In pairs, students say the past form of the regular and irregular verbs. Elicit answers from the class checking their pronunciation of the -ed ending.

Answers

was/were • bought • ate • got • went • hated
had • liked • loved • made • read • saw • spoke
stayed • took • understood • visited • walked
wanted

5 SPEAKING In pairs, students look at the situation and role-play the dialogue. When they finish, they should change roles so that the other student practises asking the questions.

TIP FOR LISTENING EXAMS

Students discuss what they should do in *True/False/Not mentioned* activities and then read the tip. Tell them to turn to Exam Success on page 152 for more ideas.

6 In pairs, students look at the photo and make a list of things they think they can do on holiday in Paris. Draw attention to the examples. Elicit ideas from different students.

7 LISTENING 49 Tell students they are going to hear a girl talking about a trip to Paris. Play the track for students to listen and say if the sentences are True (T), False (F) or Not Mentioned (NM). Ask students to correct the false sentences. See p155 for the audioscript for this exercise.

Answers

1 F (It was with my primary school ...) **2** NM

3 F (I could say some simple things.) **4** NM

5 F (My friend ... just wanted to eat in fast-food restaurants.)

6 NM **7** F (But when I listened carefully, I understood some things ...)

Speaking p65



TIP FOR SPEAKING EXAMS

Elicit what students remember about information role-plays. Ask them to read the tip and then turn to Exam Success on page 152 for more ideas.

8 SPEAKING In pairs, students follow the instructions. With less confident students elicit the full questions and write them on the board, e.g. *Where are the swimming lessons?*

9 Students change roles and act out the dialogue again.

HOMEWORK

Assign students pages 46-47 in their Workbook or the relevant sections of the Online Workbook.

'CAN DO' PROGRESS CHECK p65

1 Ask students to read the 'can do' statements and reflect on their own ability. Students mark from 1-4 how well they can do each thing in English.

2 Ask students to look at their marks and decide what they need to do to improve. Elicit other suggestions.

KEY LEARNING OUTCOMES

CEF

Students will be able to:

- talk about the past using the past simple negative and question forms, and the past continuous
- talk about different jobs and places of work
- understand simple written and spoken texts about culture and writers
- talk about past events
- write short stories

UNIT OVERVIEW

Vocabulary

Places of work

Jobs and work

PRONUNCIATION Three-syllable words

Becoming a best-selling author:
Michael Morpurgo and David Almond

Reading

CRITICAL THINKING Thinking about how people start a career in writing

Past simple negative

Past simple questions and short answers

Grammar in context

Culture and work

Vocabulary

Art and culture:

Getting the reading habit

Life skills

Charles Dickens

Listening

Past continuous

Grammar in context

Talking about a past event

PRONUNCIATION Intonation in expressions

Developing speaking

A story

Developing writing

Exam success

Reading: Matching activities

Listening: Completing notes

DIGITAL OVERVIEW

Presentation Kit

- Flipped classroom video Unit 5: Past simple negative
- Life skills video Unit 5: Getting the reading habit
- ☒ Vocabulary tool: Places of work; Jobs and work
- Interactive versions of Student's Book activities
- Integrated audio and answer key for all activities
- Workbook pages with answer key

Teacher's Resource Centre

- Flipped classroom video Unit 5: Past simple negative
- Life skills video Unit 5: Getting the reading habit
- Grammar communication activity Unit 5: Famous names
- Worksheets for this unit, including:
 - Grammar Practice worksheet Unit 5
 - Flipped classroom video worksheet Unit 5: Past simple negative
 - Literature worksheet Units 5 and 6
 - Culture worksheet Unit 5
 - Life skills video worksheet Unit 5
 - Everyday English worksheet Unit 5

Student's App

Gateway 2nd Edition wordlist for the award-winning Sounds App (available for download)

✓ TESTING AND ASSESSMENT

Resources for exam preparation and measuring student progress

- Test Generator Units 1–5
- Printable test Unit 5
- Gateway to exams Units 5 and 6 (end of Unit 6)

Talking about places of work and jobs and work

>> FAST TRACK

You could elicit one or two examples of sentences for exercise 2 and then ask students to do this exercise as homework.

WARMER

Ask students to look at the unit title **Great works** and elicit what they think the unit is going to be about. The phrase **Great works** can be used to refer to art such as, dance, painting, sculptures or music compositions, literature and plays that are well known, but because the phrase includes the word 'work' the title also makes us think of work in terms of jobs. Write these questions on the board for students to discuss in pairs: *At what age do people usually start work in your country? At what age do people usually retire (stop work) in your country? What are some common jobs in your country? What do people in your family do? What is your dream job?*

V Places of work

- 1a In pairs, students match some of the words to the photos. Tell them to use their dictionaries if necessary. Check the answers.

Answers

a factory b outdoors c garage d office e studio

- 1b 50 Play the track for students to listen and repeat. See p155 for the audioscript for this exercise.

V Jobs and work

- 2 Students look again at the words in exercise 1 and say where the people work. Encourage students to write full sentences, as in the example sentence.

Answers

A doctor works in a clinic or hospital.
An engineer works in an office, outdoors or in a factory.
A farmer works outdoors.
A mechanic works in a garage.
A nurse works in a hospital or a clinic.
A secretary works in an office.
A shop assistant works in a shop.
A singer works in a studio or a restaurant.
A teacher or professor works in a school or university.
A waiter or waitress works in a restaurant.

TEACHER DEVELOPMENT: LANGUAGE

Articles

Remind students that the indefinite article *a/an* is used before jobs, e.g. *I'm a doctor*.

- 3 Students match some of the words with the definitions and find out which words do not have definitions.

Answers

1 journalist 2 builder 3 dentist 4 cleaner
5 actor/actress 6 artist 7 hairdresser 8 cook
bus/taxi/lorry driver, footballer and writer/author do not have definitions.

>>> FAST FINISHERS

Ask students to write definitions for *bus/taxi/lorry driver, footballer and writer/author*.

TEACHER DEVELOPMENT: PRONUNCIATION

Spelling and pronunciation

Drill the pronunciation of *journalist* /'dʒɜː(r)nəlɪst/ and *builder* /'bɪldə(r)/. Ensure students write down the phonetic spelling when they record new vocabulary. Ask them to think of other words which have the /ɜː(r)/ sound and note how some of them have a different letter for the same sound, e.g. *burn, learn, word, bird*. Ask students to identify the silent letter in *builder* (u).

- 4a **PRONUNCIATION** Students put the three-syllable words into the correct column, according to their pronunciation. Before they start, if necessary, ask students to identify the stressed syllable in the words *telephone* (Ooo) and *computer* (oOo) and write their stress patterns on the board.

- 4b 51 Play the track for students to listen, check and repeat. See p155 for the audioscript for this exercise.

Answers

Column 1: Ooo

bus driver businessman footballer hairdresser
journalist secretary

Column 2: oOo

assistant mechanic professor

Column 3: ooO

engineer

TEACHER DEVELOPMENT: PRONUNCIATION

Three-syllable words

Three-syllable words have three stress patterns (either the first, second or third syllable is stressed). To improve students' pronunciation, tell them to focus on pronouncing the stressed syllable clearly and to say the unstressed syllables less clearly (unstressed vowels sometimes become a schwa sound /ə/). Encourage students to focus on word stress, as well as pronunciation, when they learn new words and tell them to mark the word stress when they record new vocabulary.

- 5 **SPEAKING** In pairs, students say where the people in exercise 3 usually work. Draw attention to the example sentence. Monitor and assist with vocabulary as necessary.

Suggested answers

- An actor or actress usually works in a theatre or television studio.
 An artist usually works in a studio.
 A builder usually works outdoors.
 A bus/taxi/lorry driver usually works outdoors, in a bus/taxi/lorry.
 A cleaner usually works in an office or a house.
 A cook usually works in a restaurant.
 A dentist usually works in a clinic.
 A footballer usually works outdoors.
 A hairdresser usually works in a hair salon.
 A journalist usually works in an office or outdoors.
 A writer or author usually works at home.

- 6 **LISTENING** 52 Tell students that they are going to hear four people talking about their jobs. Play the track for students to listen and decide what their jobs are. See p155 for the audioscript for this exercise.

Answers

- 1 taxi driver 2 dentist 3 actor 4 businesswoman

+ EXTRA ACTIVITY

Ask some follow-up questions after the listening activity:

- 1 *When did he start to drive?*
Does he know how cars work?
- 2 *What did the dentist want to do for a job?*
- 3 *What do people say about the actor's job?*
Is it true?
- 4 *What does the businesswoman do every day?*
Does she make a lot of money?

- 7 **SPEAKING** Individually, students choose a job from exercise 2 or 3. They mustn't tell anybody what the job is. In small groups, they take turns to ask questions to discover the job. The group can ask 20 questions to each student and the student can only answer yes or no. Draw attention to the model dialogue.

+ EXTRA ACTIVITY

Students rank the jobs in exercise 2 and 3 from least stressful to most stressful, and from worst paid to best paid.

HOMEWORK

Assign students page 48 in their Workbook or the relevant sections of the Online Workbook.

Reading p67



Skimming and scanning for global and specific information

>> FAST TRACK

You could set exercise 3b as homework to be given in at the next lesson.

WARMER

Play the game **Hot seat** to start the class. Divide the class into two teams: A and B. A volunteer from Team A sits with their back to the board. Select a job from the previous lesson and write the word on the board. Team A defines the job and the volunteer has one minute to guess the job. Play then passes to Team B. Each time a volunteer guesses a job correctly within one minute, their team wins a point. The team with the most points at the end of the game wins. To raise the challenge, you could see how many jobs they can guess correctly in two minutes, with a different team member being the volunteer for each new word.

- 1 In pairs, students discuss and make a list of what jobs they think writers do before they become famous.
- 2 Students read the magazine article to find out if any of the jobs in their list appear in the text. Set a time limit of two minutes to encourage them to skim the text and not worry about unknown vocabulary.

✓ **EXAM SUCCESS** Students read the information and discuss what they should do after they read the text for a general understanding. Tell them to turn to page 152 (Reading: Matching activities) to compare their ideas.

- 3a Students read the text again and decide if each statement is about Michael Morpurgo (MM), David Almond (DA) or both (B).

Answers

- 1 B 2 MM 3 DA 4 DA 5 MM 6 DA 7 B
8 MM

- 3b Students write details to support each answer in exercise 3a. Draw attention to the example sentence.

Answers

- 1 Michael Morpurgo studied English and French at university. David Almond studied literature at university.
- 2 Michael Morpurgo's first job was as a primary teacher. David Almond's first job was in a hotel.
- 3 David Almond's hobbies include running and football.
- 4 David Almond always wanted to be a professional writer.
- 5 The film version of *War Horse* was popular, but *Skellig* wasn't a success.
- 6 David Almond once worked as a builder.
- 7 Michael Morpurgo has won prizes and David Almond won the *Hans Christian Andersen Award* in 2010.
- 8 Michael's first book was a collection of the stories he told to his students. David's first books were for adults.

- 4 **CRITICAL THINKING** Individually, students read the questions and think before comparing their ideas with the rest of the class.

- 5 Students match the underlined words in the magazine article with the definitions.

Answers

- 1 award 2 ambition 3 charity 4 reading out
5 suggested

- 6 **SPEAKING** **What about you?** In pairs or small groups, students discuss the questions. In less confident classes, write the prompt *I'd like to see ... because ...* on the board. Elicit answers from students around the class.

EXTRA ACTIVITY

Write these questions on the board:

Would you like to be famous? Why/Why not?

Do you think fame brings happiness?

What are the advantages and disadvantages of being famous?

Which celebrities do you admire and why?

What is the quickest and easiest way to become famous?

Ask students to make notes individually before discussing in small groups. Then try to develop a whole-class discussion. Finish with a vote on the first question.

HOMEWORK

Assign students page 49 in their Workbook or the relevant sections of the Online Workbook.

Grammar in context pp68-69

Using the **past simple negative**, questions and short answers

FAST TRACK

You could divide the class into seven groups and assign one sentence from exercise 2a to each group. Students discuss and decide if they think the sentence should be affirmative or negative. Ask them to read their sentence to the rest of the class and have a class vote on each sentence.



Test before you teach: Flipped classroom

Set the Flipped classroom video and tasks for homework before the lesson. This will allow you to assess the needs of the students before the class. Students can then move on to the relevant grammar practice activities.

Past simple negative

- 1 Students look at sentences a–e and then answer the questions.

Answers

- 1 a, c, d 2 didn't

TEACHER DEVELOPMENT: LANGUAGE

Past simple: negative

To make the negative form of the past simple, we use the auxiliary verb *didn't* plus the infinitive without *to*. Present this visually by illustrating how the past ending (*-ed*) in the affirmative 'transforms' into an auxiliary verb. This may also help students understand why there is no past ending on the main verb.

Affirmative: He walked to school yesterday.

Negative: He *didn't* walk to school yesterday.

- 2a In pairs, students guess if the sentences are affirmative or negative and write complete sentences.

- 2b **LISTENING** 53 Play the track for students to listen and check their ideas. Elicit from students how many answers they got right. See pp155–156 for the audioscript for this exercise.

Answers

1 Beyoncé helped her mother, who was a hairdresser.

2 Bruce Willis *didn't* work in a fast-food restaurant. He worked in a factory.

3 Brad Pitt wanted to be a journalist. But he *didn't* finish his university studies in journalism.

4 Jennifer Aniston *didn't* work as a secretary. She worked as a waitress.

5 Johnny Depp *didn't* drive a taxi. He played in a rock band.

6 Julia Roberts *didn't* make ice cream. She was a shop assistant in an ice cream shop.

7 JK Rowling *didn't* teach French. She taught English.

- 3 Students complete the text with the correct form of the verbs in brackets.

Answers

a was b *didn't* like c left d worked e *didn't* have
f went g had h wrote i needed j gave k asked
l *didn't* want m became n left o started p won

- 4a Students decide if the sentences are true for them. If not, they rewrite the sentences in the negative to make them true.

Answers

(If the sentences are not true, they should be rewritten as follows:)

1 I *didn't* like coffee when I was 11.

2 I *didn't* play with toy cars when I was five.

3 I *didn't* go to another country last summer.

4 I *didn't* win a prize before the age of 12.

5 I *didn't* do sport last weekend.

6 I *didn't* go out last night.

7 I *didn't* have a party at my house for my last birthday.

- 4b **SPEAKING** In groups of three, students compare sentences to find out how many of their sentences are the same. Students report to the class which sentences they were. Draw attention to the example sentence.

+ EXTRA ACTIVITY

In groups of three, students tell each other more information about at least one of the sentences in exercise 4a. Write the six question words on the board to help prompt students to ask questions: **Why? Where? What? How? Who? When?**

Past simple questions and short answers

>> FAST TRACK

You could ask students to write their questions for exercise 7a at home.

- 5 Students look at sentences a–d and then choose the correct alternative in rules 1 and 2.

Answers

- 1 infinitive 2 don't repeat

- 6a Students complete the questions with the correct form of the verbs in brackets.

Answers

- 1 did, star 2 did, create 3 did, make 4 did, play
5 did, give

- 6b **SPEAKING** In pairs, students ask and answer the questions in exercise 6a.

Answers

- 1 *Pirates of the Caribbean* 2 *The Simpsons*
3 *The Moonwalk* 4 tennis 5 *The Statue of Liberty*

- 7a **SPEAKING** Students find out what their partner did last weekend. Tell them to write eight questions using the words and expressions in the box to help them. Elicit the first question from a confident student to model this activity, e.g. *Did you do sport last weekend?*

- 7b In pairs, students take turns to ask and answer their questions from exercise 7a. Draw attention to the model dialogue. When their answer is yes, encourage them to give some more details such as when they did that activity.

- 7c Students get into groups and tell each other about their partner's weekend. They should talk about what they did and what they didn't do. Draw attention to the model sentence.

+ EXTRA ACTIVITY

Write the names of famous people on the board and ask students to write past simple questions with the verbs. They can only use each verb once. For example:

write • play • build • paint • create

Michael Jordan • Claude Monet • Mark Zuckerberg • Lewis Carroll • Gustave Eiffel

Refer students to the Grammar reference on page 76 if necessary.

HOMEWORK

Assign students page 50 in their Workbook or the relevant sections of the Online Workbook.

Vocabulary p69



Talking about culture and work

>> FAST TRACK

You could do exercise 3 as a class activity by inviting different students to say a matching pair. Each time, ask the rest of the class if they agree before you confirm the answer.

Culture and work

- 1a Students look at the famous people and discuss who they were and what their jobs were. Encourage students to use the words in the box. Elicit the answers and ask students what they know about these famous people.

Answers

- a Shakespeare – he was a playwright, actor and poet
b Mozart – he was a composer and musician

CULTURAL INFORMATION

Wolfgang Amadeus Mozart (1756–1791) composed over 600 works and is one of the most popular classical composers. During his final years in Vienna, he composed many of his best-known symphonies, concertos and operas, and the Requiem.

William Shakespeare (1564–1616) was an English poet, playwright and actor. Many people regard him as the greatest writer in the English language and the world's greatest playwright. There are translations of his plays in every major living language.

- 1b **54** Play the track for students to listen and repeat. See p156 for the audioscript for this exercise.

Answers

actor • composer • dancer • director • musician
novelist • painter • playwright • poet • singer
writer

+ EXTRA ACTIVITY

Students underline the stressed syllables in the words in exercise 1b (for answers see the Answers above).

- 2 **SPEAKING** In pairs, students try to think of a famous person for each job in exercise 1a. Remind students they can be living or dead.
3 Students match the words with the jobs in exercise 1a.

Suggested answers

ballet – dancer/composer, classical music – composer/musician, film – actor/director, literature – novelist/writer, opera – composer/director/singer, poetry – poet, theatre – actor, director, playwright

- 4 **SPEAKING** Ask students to work in small groups and discuss the questions. In a less confident class, write some sentence prompts on the board to help students structure their answers: *I'm interested in .../I think X is unpopular today because .../I think Y is still popular today because ...* Elicit answers from students around the class.

+ EXTRA ACTIVITY

Individually, students rank the professions in exercise 1 from most interesting to least interesting. Then ask them to compare their list with their partner and justify their order.

HOMEWORK

Assign students page 51 in their Workbook or the relevant sections of the Online Workbook.

Gateway to life skills pp70-71

Getting the reading habit

To understand why reading is important, to learn how to get the reading habit and to recommend and choose a book to read

>> FAST TRACK

Ask students to make a list of their favourite books in both English and their own language for homework, in preparation for the Life task.

1 BACKGROUND INFORMATION

Research shows that almost half of today's British teenagers don't read books for pleasure. Today's teens have a lot of different alternatives to reading: social media, computer games and TV and films, and it's a tough challenge to keep their attention with so much competition. However, reading for pleasure may be a more important life skill than ever before as it has so many benefits.

In this lesson, students think about where reading for pleasure fits into their busy lives, and are encouraged to spend more time reading. In the Life task, students recommend and choose a book to read.

WARMER

Write the word **READING** on the board. In small groups, ask students to brainstorm adjectives, nouns and verbs connected to this central idea. Set a time limit of three minutes and encourage students to look up words in their dictionaries. Say *Stop* and encourage students to write the words on the board to check their spelling. Ask students to look at Key concepts on page 70 to see if they have thought of these words.

- 1 In pairs, ask students to discuss the questions. Elicit answers from students around the class to find out the reasons why they like/don't like reading and which things students usually read.

- 2 In small groups, students make a list of how they think reading can be good for you.

Suggested answers

You can improve your language skills.

It's a good way to relax.

Stories are interesting.

You can learn about new subjects.

- 3 **READING** Students read the text and find out how many of their ideas from exercise 2 appear. Ask students to come up to the board and write a list of any other benefits they thought of that are not mentioned in the text.

- 4a Students read the text again and answer the questions.

Answers

- 1 When we read or continue reading something because we want to.
2 Because they think reading doesn't look cool.

- 4b **SPEAKING** In pairs, students discuss the questions.

- 5 **SPEAKING** Students look at the list of ideas of how to 'get the reading habit' in James's video blog about reading. Ask them to decide if the ideas are *Dos* (things that are a good idea for you to do) or *Don'ts* (things that are a bad idea for you to do).

- 6  **LISTENING** 55

Tell students they are going to watch or listen to James talking about reading.

Play the video or track for students to note down if he says the ideas in exercise 5 are *Dos* or *Don'ts*. Play the video or track again if necessary. See p156 for the videoscript/audioscript for this exercise.

Answers

- 1 Do 2 Don't 3 Do 4 Do 5 Don't 6 Do 7 Do

+ EXTRA ACTIVITY

Write these sentences on the board, or dictate them, and ask students to put them back in the right sequence. Play the track or video for students to check their answers. In pairs, students then practise saying what happened in the video, using the past tense.

He says read 10-15 minutes every day.

He holds up some different kinds of books.

He switches off the TV.

He introduces himself and says the name of his blog.

He says read a few pages and stop if you don't like it.

He encourages us to read the first few pages.

He says you can ask other people for ideas or look online.

He talks about book clubs or starting a blog.

He says you decide the book because you read it.

He tells us to read the blurb.

Answers

He introduces himself and says the name of his blog.
 He says you can ask other people for ideas or look online.
 He says you decide the book because you read it.
 He holds up some different kinds of books.
 He tells us to read the blurb.
 He encourages us to read the first few pages.
 He switches off the TV.
 He says read a few pages and stop if you don't like it.
 He says read 10–15 minutes every day.
 He talks about book clubs or starting a blog.

7a In pairs, students say what they think of James's suggestions. Ask them to give each *Do* or *Don't* in exercise 5 a mark from 0 (a bad idea) to 3 (a great idea). Elicit marks from each pair and total them up on the board to find out which are the best ideas.

7b In open class, discuss other ideas for getting into the reading habit (*reading the book and then watching the film, e-books, audiobooks, going to the library ...*) and how students choose books to read.

LIFE TASK



Individually, students read the plan and give the class an idea for a book to read.

- **Step 1**
Ask students to choose a book they enjoy reading. Point out that it can be in English or their own language.
- **Step 2**
Ask students to make notes about what happens in the book and why they enjoyed it.
- **Step 3**
Students make a poster to make other people want to read their book. Draw students' attention to the example on the page Legend. Tell them to include a text and an illustration.
- **Step 4**
Students put their posters on the classroom wall.
- **Step 5**
Students get up, look at the posters and choose at least one book they want to read. Remind them that they can ask the person who made the poster to tell them more information about the book before they decide.
- **Step 6**
Encourage students to find the book and read it!

Listening p72



Identifying key words and listening for gist

WARMER

Before students open their books, tell them that you are thinking about a famous writer who is now dead (*Charles Dickens*), but don't say the name. Tell them they can ask up to 20 *Yes/No* questions to find out who it is. The person who guesses correctly is the winner.

1a Ask students if they know anything about Charles Dickens or his books. If so, elicit the titles of any books they know. In pairs, students look at the sentences and guess the answers.

1b LISTENING 56 Tell students that they are going to hear a podcast about Charles Dickens. Play the track for students to listen and check their answers in exercise 1a to see how many they got right. See p156 for the audioscript for this exercise.

Answers

1 British 2 19th century 3 the city 4 were 5 liked

CULTURAL INFORMATION

Charles Dickens wrote 15 novels, many short stories, plays, non-fiction and poetry. His best-known works are probably *A Christmas Carol* and *A Tale of Two Cities*. Other works include *Great Expectations*, *David Copperfield*, *Our Mutual Friend*, *Oliver Twist*, *Bleak House*, *Little Dorrit* and *Nicholas Nickleby*.

✓ **EXAM SUCCESS** Students discuss if it is important to spell the words correctly when completing notes. Tell students to turn to page 152 (*Listening: Completing notes*) and compare their answer.

2a Ask students to complete the notes about Charles Dickens based on what they remember from their first listening. Give students time to compare their answers in pairs.

2b 56 Play the track again for students to listen and check, or complete, their answers.

Answers

a 7th February 1812 b prison c factory d terrible
 e theatre f journalist g America/the US h talks
 i 58

3 56 Play the track again for students to complete the timeline for Charles Dickens.

Answers

a 1812 b He moved to London.
 c He went to work in a factory d 1836–1837
 e He went to America for the first time.
 f He went to America for the second time. g 1870

4 SPEAKING What about you? Ask students to discuss the question in pairs or small groups. Elicit answers from students around the class.

+ EXTRA ACTIVITY

Students investigate websites where they can practise listening to English. Ask them to write a description of at least one website, including the website address and what you can find there, to share with the class in the next lesson.

HOMEWORK

Assign students page 51 in their Workbook or the relevant sections of the Online Workbook.



Using the past continuous

>> FAST TRACK

You could ask students to look at exercise 1 at home before the lesson.

Test before you teach

Ask the class *What were you doing at 7 o'clock last night?* Tell them what you were doing, e.g. *I was washing the dishes.* Elicit similar sentences from around the class. Then tell students that you are going to mime something that happened yesterday. Write on the board *I ... when ...* Think of a continuous action that was interrupted by another action and mime it, e.g. *reading a book/answer the phone; driving/saw a friend*, etc. Ask students to guess what happened and elicit a sentence with the past continuous and past simple, e.g. *You were reading a book when the phone rang. You were driving home when you saw your friend.* If they already have a good knowledge of the structure and use of the past continuous, move through the Grammar guide exercise quickly in open class.

Past continuous

- 1 Ask students to read sentences a–c and answer the questions.

Answers

- 1 activities in progress 2 short completed actions
- 3 blue – past simple, red – past continuous 4 -ing form
- 5 while

TEACHER DEVELOPMENT: LANGUAGE

Past continuous

There are some verbs that we generally do not use in the past continuous because they are not action verbs. We refer to this type of verb as state verbs. These include: *believe, belong, depend, hate, know, like, love, mean, need, prefer, realise, suppose, want and understand.*

- 2a Refer students to the picture and ask them to complete the paragraph from the novel with the past continuous form of the verbs in brackets.

Answers

- a wasn't raining b was running c was wearing
- d wasn't wearing e was shouting f were buying
- g were watching h weren't looking i was taking
- j was sleeping

TEACHER DEVELOPMENT: PRONUNCIATION

Past continuous: was and were

Drill the sentences, with students paying attention to the weak forms of *was* and *were* in affirmative sentences and questions.

- A boy **was** running. /wəz/
- What **were** you doing at 8 am this morning? /wə/

- 2b Give students 30 seconds to look at the picture and then ask them to close their books. In pairs, ask students to try and remember what was happening in the scene. Elicit answers from students around the class before they open their books to see how much they remembered.

- 3 Students complete the sentences using the prompts. Remind them to put one verb in the past simple and the other in the past continuous.

Answers

- 2 My mum was waiting for me when I got home.
 - 3 She saw an accident while she was waiting for the bus.
 - 4 He was walking in the park when he had an idea for a novel.
 - 5 They heard a knock at the door while they were watching TV.
 - 6 We weren't listening when the teacher gave the answer.
 - 7 They were dancing when he stood on her toe!
- 4 Ask students what they know about JK Rowling and her books. Tell them to complete the text by putting the verbs in brackets in the correct form of the past continuous or past simple.

Answers

- a wrote b was studying c had d was travelling
 - e didn't have f were travelling g didn't ask h went
 - i was living j had
- 5a Ask students to think about what they were doing at the times specified in the exercise. In a less confident class, give students time to make notes.
 - 5b **SPEAKING** In pairs, students take it in turns to ask and answer the questions in exercise 5a to find out if their answers are similar or different. Ask a few students around the class to say what they had in common.

★ EXTRA ACTIVITY

Write the word *alibi* on the board and explain what it means (proof that you were in a different place when a crime occurred and therefore couldn't have done it). Tell students there was a bank robbery last night in the centre of town and that four people in the class are suspects. Ask for four volunteers to be the suspects. Tell them that their alibi is that they didn't rob the bank because they were all at the same restaurant when the robbery happened. Send the four suspects out of the room to invent the details of their alibi and to get their story straight, e.g. *where the restaurant was, what they were drinking/eating, what time they arrived and left, who was in the restaurant*, etc. Meanwhile, the class comes up with a list of questions to ask the suspects, e.g. *What was the waitress wearing? What was Sally eating/drinking? How much was the bill?* Ask the suspects to come back in. Divide the class into four groups and ask each suspect to go to one of the groups to be interviewed for five minutes. The students then discuss and compare the four suspects' answers to each question. If the stories don't match, tell the suspects they are going to prison for the robbery!

Refer students to the Grammar reference on page 76 if necessary.

HOMEWORK

Assign students page 52 in their Workbook or the relevant sections of the Online Workbook.

Developing speaking p74

Talking about a past event

>> FAST TRACK

You could do exercise 2 as a class activity by eliciting the answers from different students around the class.

WARMER

Write this question on the board: *What were you doing at 7 pm, 9 pm, 11 pm yesterday?* Ask students to note down two true answers for what they were doing at these times and one false answer. In pairs, students take it in turns to ask and answer questions about what they were doing and guess which of their partner's answers is false.

Talking about a past event

- 1 **SPEAKING** In pairs, students look at the photos and take it in turns to talk about what they can see.

Suggested answers

I think they are photographs of a famous writer with some fans. She's signing autographs in books she wrote. She looks very happy. Some people are taking photographs.

- 2 **LISTENING** 57 Tell students that they are going to hear a teenage girl talking about a photo of a special event. Ask them to read the list of questions. Then play the track for students to listen and complete the information about the event. See p156 for the audioscript for this exercise.

Answers

- 1 A year ago.
- 2 In a bookshop in Miami.
- 3 Her sister.
- 4 They couldn't find the bookshop and they were going round and round in circles for ages.
- 5 When they arrived, hundreds of people were waiting.
- 6 When they met her, Veronica Roth signed her book.
- 7 Yes, it was. Veronica Roth was very kind and patient and they made lots of friends while they were waiting.

★ EXTRA ACTIVITY

Ask some follow-up questions about the listening: *What's the name of the book that Charlotte is reading? How did Michelle find out about the event?*

- 3 57 Students look at the words and expressions in the Speaking bank. Play the track for students to listen to the dialogue again and tick the ones they hear.

Answers

That's incredible! • Wow! • Cool! • Oh, no! • Did she?

TEACHER DEVELOPMENT: STUDENT TRAINING

Active listening

Explain that by using short expressions to show interest, students can show their partner they are listening without interrupting the flow of the conversation. This is called active listening. Elicit other ways students can improve a conversation, e.g. maintaining eye contact, listening carefully and not thinking too much about what to say next, etc.

- 4a **PRONUNCIATION** 58 Play the track for students to listen to the useful expressions in the Speaking bank, especially the intonation.

- 4b In pairs, students practise saying the expressions with the correct intonation.

TEACHER DEVELOPMENT: PRONUNCIATION

Intonation in exclamations

An exclamation is when a speaker wants to express strong feelings such as excitement or surprise. High pitch is often used for exclaiming and the intonation pattern is usually rise-fall (the voice goes up on the stressed syllable then down), e.g. *That's incredible!*

- 5 **SPEAKING** In pairs, students speak about a special event in their life. Ask Student A to turn to the photo on page 154 and Student B to the photo on page 155. Tell students to use their photos, questions in exercise 2 and the expressions from the Speaking bank. Walk around, monitoring and helping students if necessary. Note down good use of language and mistakes and errors to go over at the end of the activity.

- 6 Students change roles and do the same activity again.

PRACTICE MAKES PERFECT

- 7 **SPEAKING** Individually, students look at the task and think about the details of a special event in their lives. Remind them that it can be real or invented. In a less confident class, ask students to write notes before doing this as a speaking task. In pairs, students take it in turns to talk about their special events. Remind students to use the expressions in the Speaking bank to show interest. Draw attention to the model dialogue.

For students who are less confident, photocopy the model dialogue on the next page, and either read it aloud yourself, or alternate the roles with a confident student. Then instruct students to read aloud in pairs, alternating between roles A and B. Then ask them to read it again, changing the underlined information so that it is true for themselves.

Model dialogue

- A: Did I tell you about the time when I met a famous magician?
B: No! What happened?
A: I went to a theatre in Barcelona with my friends and I went on the stage to help him with a magic trick.
B: Wow!
A: After the show, he met his fans and signed autographs, so I asked him to sign my entrance ticket.
B: Cool!
A: I asked him about the magic trick he did with me and he spoke to me for two minutes.
B: Lucky you!
A: It was really special. I still have the ticket.

+ EXTRA ACTIVITY

Ask two students to model their dialogue from exercise 7 and write it on the board. Rub out a few lines from the middle section and ask students to try to remember the dialogue in pairs. Then rub out another section and repeat the exercise. The last time, leave only a few words on the board and see who can remember the whole dialogue.

HOMEWORK

Assign students page 53 in their Workbook or the relevant sections of the Online Workbook.

Developing writing p75

Writing a story

>> FAST TRACK

You could ask students to do exercise 5 at home so that they can have more time to think about their story and write their notes in preparation for doing the writing task in class. Alternatively, they could prepare in class and you could set the writing task in exercise 6a as homework.

WARMER

Students mime an action and when their partner is sure what it is they shout **Stop!** They then guess the action with the sentence *When I shouted 'stop', you were + ing ...*, e.g. *When I shouted 'stop', you were talking on your mobile.*

A story

- 1 In pairs, students look at the title and discuss what they think happens in the story. Elicit ideas from students around the class.
- 2 **READING** Students quickly read the text and put paragraphs A, B, C and D in order. Encourage them to skim the text for general meaning and tell them not to worry about unknown vocabulary.

Answers

1 D 2 B 3 A 4 C

- 3 Students underline the verbs in the story and say what three tenses the writer uses.

Answers

past simple, past continuous, present simple

- 4 Students discuss why words and expressions of time are useful in stories (*they provide logical order and help the reader understand the text*). Tell students to tick the words and expressions in the Writing bank which appear in the story.

Answers

Two months ago, Then, Next, In the end

- 5 Students think about a time when something happy, sad, interesting or unusual happened to them. Remind them that they can use their story from exercise 7 on page 74 if they wish. Ask them to copy the table and complete it with notes for their story.

PRACTICE MAKES PERFECT

- 6a Students write their story using the notes they made in exercise 5. Ask them to use the story in exercise 3 as a model. Remind them to use the past simple and past continuous, and to use expressions from the Writing bank. Encourage students to give their story a title. For students who are less confident, photocopy the model text for extra support during the writing task. Encourage students to check their writing carefully when they finish.

Model text

A month ago, I went to a theatre in Barcelona with my friends to see a magician. His name is Antonio Díaz. He's a famous magician who appears on TV. I love his shows and I was very excited.

When we were watching the show, Antonio asked for a volunteer. He chose me and I helped him with a very special magic trick. First, he told me to get into a box. Suddenly, I disappeared!

Everybody loved the show. My friends said I was a good volunteer. Antonio did lots of fantastic magic tricks. He was very funny and everybody laughed a lot.

When the show finished, he met his fans and signed autographs. I asked him to sign my entrance ticket. I asked him about the magic trick he did with me and he spoke to me for two minutes. It was really special. I still have the ticket.

6b SPEAKING When students have finished, ask some of them to read their stories to the class.

HOMEWORK

Assign students page 54 in their Workbook or the relevant sections of the Online Workbook.

Language checkpoint: Unit 5**>> FAST TRACK**

The extra support provided on the Grammar and Vocabulary reference sections makes the Grammar and Vocabulary revision sections ideal for setting as homework. You could get students to complete the whole revision page or just certain exercises for homework.

Grammar revision p77**Past simple negative**

- 1 Students look at the affirmative sentences and then complete the negative sentences.

Answers

- 1 didn't go 2 didn't finish 3 didn't have
4 didn't read 5 didn't swim 6 didn't write
7 didn't buy

Past continuous

- 2 Students read the sentences and choose the correct alternative.

Answers

- 1 arrived 2 was sitting 3 appeared 4 got
5 was shining 6 broke

Past simple questions and short answers

- 3 Students make questions and then write true short answers if possible.

Answers

- 1 Did you go to school last Monday? Yes, I did./No, I didn't.
2 Did Mozart play the piano? Yes, he did.
3 What did Tolkien write? He wrote *Lord of the Rings*.
4 Where did you go last summer? (Students' own answers)
5 Did JK Rowling draw comics? No, she didn't.
6 What time did you go to bed last night? I went to bed at ...
7 Did it rain yesterday? Yes, it did./No, it didn't.

Vocabulary revision p77**PLACES OF WORK**

- 1 Students write where each person works.

Answers

- 1 garage 2 restaurant 3 office 4 outdoors
5 clinic

JOBS AND WORK

- 2 Students put the letters in order to make jobs.

Answers

- 1 teacher 2 cleaner 3 builder 4 waiter
5 engineer 6 journalist 7 hairdresser
8 businesswoman

CULTURE AND WORK

- 3 Students complete the sentences with some of the words from the box.

Answers

- 1 ballet 2 opera 3 literature 4 poetry 5 painter
6 director 7 theatre

HOMEWORK

Assign students page 55 in their Workbook or the relevant sections of the Online Workbook.

KEY LEARNING OUTCOMES

CEF

Students will be able to:

- talk about quantities with *some, any, a/an, a lot of, much, many*
- talk about good or bad ideas using *should/shouldn't*
- name different food and drink
- order food and drink in a café or restaurant
- write a short invitation to a celebration

UNIT OVERVIEW

	Food and drink PRONUNCIATION Word stress in two-syllable words
	What's in your food? CRITICAL THINKING Understanding how a writer persuades the reader to agree with their ideas
	Countable and uncountable nouns <i>some/any/a/an</i>
	Containers
	Physical well-being: Planning a balanced diet
	Radio programme about fizzy drinks
	<i>a lot of/much/many</i> <i>should/shouldn't</i>
	Ordering food
	An invitation
	Use of English: Missing sentences Writing: Formal and informal style

DIGITAL OVERVIEW

Presentation Kit

- Flipped classroom video Unit 6: Countable and uncountable nouns
- Life skills video Unit 6: Planning a balanced diet
-  Vocabulary tool: Food and drink
- Interactive versions of Student's Book activities
- Integrated audio and answer key for all activities
- Workbook pages with answer key

Teacher's Resource Centre

- Flipped classroom video Unit 6: Countable and uncountable nouns
- Life skills video Unit 6: Planning a balanced diet
- Grammar communication activity Unit 6: Up and down
- Worksheets for this unit, including:
 - Grammar Practice worksheet Unit 6
 - Flipped classroom video worksheet Unit 6: Countable and uncountable nouns
 - Literature worksheet Units 5 and 6
 - Culture worksheet Unit 6
 - Life skills video worksheet Unit 6
 - Everyday English worksheet Unit 6

Student's App

Gateway 2nd Edition wordlist for the award-winning Sounds App (available for download)

✓ TESTING AND ASSESSMENT

Resources for exam preparation and measuring student progress

- Test Generator Units 1–6
- Printable tests Unit 6 and Review (Units 4–6)
- Gateway to exams Units 5 and 6 (end of Unit 6)

Vocabulary p78

Aa Bb

Talking about food and drink

>> FAST TRACK

You could ask students to do exercise 1a at home to give them time to look up any unknown vocabulary in the Macmillan Online Dictionary.

WARMER

Ask students to look at the unit title: *Eat well, live well*. Elicit the opposite of *eat well* (*eat badly*). Ask students what they think the unit is going to be about (food that is good for you). Elicit more adverbs that could go with *eat* (*fast/quickly, slowly, carefully*) and put them on the board. Model the questions *Do you eat well? Do you eat fast?* by asking them to different students. Then ask students to ask each other the questions in pairs using different adverbs.

v Food and drink

- 1a Students name the food and drink in the photos using the words in the box if necessary. Tell students to look up any words they don't know in their dictionaries. Check the answers.

Answers

a beans b egg c fish d banana e melon
f orange juice g soft drink/fizzy drink h nuts
i meat j chicken k strawberry l apple m lemon
n milkshake

- 1b 59 Play the track for students to listen and repeat. See p156 for the audioscript for this exercise.

+ EXTRA ACTIVITY

Students check the meanings of the other words in the box and draw a picture of the ones they don't know in their notebooks.

- 2a PRONUNCIATION Students decide which words in exercise 1a have two syllables and where the stress falls in these words – on the first or second syllable.

- 2b 60 Students listen, check and repeat. See p157 for the audioscript for this exercise.

Answers

apple • biscuit • burger • butter • chicken • coffee
fizzy • ice cream • lemon • melon • milkshake
orange • pizza • salad • strawberry • sugar • water
yoghurt

TEACHER DEVELOPMENT: PRONUNCIATION

Word stress

A multi-syllable word always has a prominent syllable. This is called a stressed syllable. Stressed syllables are longer in duration, higher in pitch and louder in volume. Most two-syllable nouns have the stress on the first syllable.

- 3a Students write the foods from exercise 1a in the correct column depending on how often they eat each one.

- 3b SPEAKING In pairs, students compare their lists from exercise 3a and decide if they are similar. Draw attention to the model dialogue.

- 4 LISTENING 61 Tell students that they are going to hear four dialogues of people deciding what to eat and drink. Play the track for students to listen and write what each person wants. See pp157 for the audioscript for this exercise.

Answers

a pizzas b tomato c cheese d chicken
e white coffee f black g salad h burger i chips
j cheese and tomato k chicken and egg

- 5 SPEAKING Tell students to imagine they are hungry and discuss with a partner which food in exercise 1a they prefer. Draw attention to the model dialogue. Elicit the meaning of the 'd in *I'd like* (*would*) and drill the pronunciation. Explain that we generally use *I'd like* in a polite way when we are going to order food and *I like* to talk about what we like in general.

+ EXTRA ACTIVITY

In pairs, students talk about their favourite food and drink, e.g. A: *My favourite food is macaroni and cheese*. B: *Really? I don't like cheese. I like pasta with tomato*.

HOMEWORK

Assign students page 56 in their Workbook or the relevant sections of the Online Workbook.

Reading p79



Skimming and scanning for global and specific information

>> FAST TRACK

You could do exercise 5 as a class activity. Divide the class into pairs and assign each pair one of the underlined words to check. Then work as a class and elicit the definitions, checking that all the pairs who worked on the same word agree with the definition given. Make sure that all the students make a note of all the meanings.

WARMER

Explain to the students that you are going to read a list of some of the ingredients of a popular dish. Tell them to put up their hand when they think they know the dish, e.g. *tomatoes – meat – bacon – onion – garlic – cheese – milk – pasta – butter (lasagne)*

- 1 In pairs, students discuss what the ingredients are in a chicken burger and a strawberry milkshake.

- 2 **READING** Students read the article to check their answers. Ask them if their ideas were similar.

Answers

- 1 A chicken burger has chicken, tomato, cheese, salad, salt, sugar, preservatives, antioxidants, chemical flavours, hormones and water.
2 A strawberry milkshake has milk, sugar, special flavours and chemicals.
3 Students read the article again and decide if the sentences are True (T) or False (F).

Answers

- 1 F (Chicken burgers and milkshakes have got chemical additives.) 2 F (There is some chicken in a chicken burger.) 3 T 4 F (There are over 4,500 possible chemical flavours to choose from.) 5 T 6 F (They cost a lot of money and they go bad. Also modern consumers don't think that the flavour of strawberries is strong or sweet.) 7 T

FAST FINISHERS

Students correct the false sentences in exercise 3 (for answers see the Answers above).

- 4  **CRITICAL THINKING** Ask students where they would see this article (in a magazine). Ask students to rate the article from 10 (very interesting) to 0 (not interesting). Elicit scores from the class and get the students to say why.

Explain that the writer uses some techniques to make the reader agree with her ideas. Tell students to answer the question and then compare their answers in pairs.

Example answers

The writer uses a, c and d, e.g.

- a The real ingredients in the food; Chicken burgers are 45% water; can contain 60 chemicals
c Chicken burgers are 45% water; there aren't usually any real strawberries in strawberry milkshake.
d What's in your food? (title) But have you got any idea what exactly is inside the food you're eating? (sub-heading) But what's inside that? (paragraph 2)
5 Students try to guess the meaning of the underlined words from looking at the context. Then they use their dictionaries to look them up. Check answers with the class.

Answers

chemical additives = extra ingredients in food that are not natural

flavour = something that has taste

preservatives = chemicals that keep food fresh for longer

choose = decide

hormones = chemicals that make animals grow

consumers = people that buy things

- 6 **SPEAKING** What about you? In pairs or small groups, students discuss the questions. Draw attention to the model dialogue below. Ask students to tell the class about their partner's habits and preferences.

+ EXTRA ACTIVITY

Ask students to work in groups to create a healthy eating plan. They must list what someone eats in a typical day and draw pictures of each meal, drink and snack. Ask students to present their plan to the class explaining why each meal/snack is healthy, e.g. *For lunch, you eat fish and carrots because fish is good for your brain and carrots are good for your eyes.*

HOMEWORK

Assign students page 57 in their Workbook or the relevant sections of the Online Workbook.

Grammar in context pp80–81



Using countable and uncountable nouns, some, any, a, an



Test before you teach: Flipped classroom

Set the Flipped classroom video and tasks for homework before the lesson. This will allow you to assess the needs of the students before the class. Students can then move on to the relevant grammar practice activities.

Countable and uncountable nouns

- 1a Students look at the countable and uncountable nouns in the sentences.
1b Students decide which list contains countable nouns and which contains uncountable nouns.

Answers

List A: uncountable; List B: countable

TEACHER DEVELOPMENT: LANGUAGE

Countable and uncountable nouns

Countable and uncountable nouns are often taught with the topic of food. However, point out to your students that they already know other uncountable nouns, e.g. *weather, homework, information, history, transport, money, hair, furniture, advice.*

Explain that countable nouns are people or things (both abstract and concrete) which can be counted and can be used in both the singular and plural form, e.g. *one banana, four bananas.*

Uncountable nouns, on the other hand, generally refer to things that do not naturally divide into separate units (i.e. can't be easily counted), have no plural form and are never used with numbers. Many nouns can be countable or uncountable, depending on whether we see them as units or as a mass, e.g. *glass* (the material) is uncountable and *a glass* (a container for drinks) is countable.

- 2 Students put the food and drink words in the ... correct column.

Answers

Countable: biscuit, burger, egg, tomato

Uncountable: bread, butter, cheese, meat, rice, sugar

some/any/a/an

>> FAST TRACK

You could do exercise 4 as a class activity by asking different students to give the answers and asking the rest of the class if they agree. Alternatively, you could set exercise 6a for homework.

- 3 Students read sentences a–h. Then they look at the table and match the sentences halves to make rules.

Answers

1 b 2 c 3 a

- 4 Students look at the picture and complete the sentences with *some*, *any* or *a/an*.

Answers

1 some 2 an 3 any 4 some 5 any 6 some 7 a

- 5 Students complete the dialogue with *some*, *any* or *a/an*. Ask them to read it aloud in pairs to compare their answers before you check them with the class.

Answers

a any b any c a d any e any f some

- 6a Students complete the sentences with *is*, *are*, *isn't*, *aren't* and *some*, *any*, *a/an*.

Answers

1 isn't any 2 is some 3 is a 4 are some
5 isn't any 6 is some 7 is an 8 aren't any

- 6b **SPEAKING** In pairs, students look at the fridges and find the differences. Draw attention to the model dialogue.

Suggested answers

First fridge: there's some orange juice, there's a banana, there's an apple, there's some fish, there's some cheese, there's some pizza/there's a pizza, there are some tomatoes, there isn't any lemonade, there isn't any chicken, there isn't any water

Second fridge: there isn't any orange juice, there isn't a banana, there isn't an apple, there isn't any fish, there isn't any pizza, there's a tomato, there's some lemonade, there's some/a chicken, there's some yoghurt, there's some water

- 7 **SPEAKING** In pairs, students tell their partner what food and drink they usually have or don't have in their fridge. Draw attention to the model dialogue. Elicit some sentences from the class.

EXTRA ACTIVITY

To practise the question form of *there is/there are*, students ask each other five questions about their partner's fridge, e.g. *Is there a banana? Are there any strawberries?* The winner is the student who receives the most affirmative answers.

Refer students to the Grammar reference on page 88 if necessary.

HOMEWORK

Assign students page 58 in their Workbook or the relevant sections of the Online Workbook.

Vocabulary p81



Talking about containers for food and drink

>> FAST TRACK

You could ask students to do exercise 1a at home, looking up the vocabulary in the Macmillan Online Dictionary.

Containers

- 1a In pairs, students look at the photos and complete the phrases using the words in the box. Check the answers.

Answers

a a can of fizzy drink b a bottle of water
c a glass of milk d a carton of orange juice
e a cup of coffee f a slice of pizza
g a packet of biscuits

- 1b 62 Play the track for students to listen and repeat. See p157 for the audioscript for this exercise.

- 2 Students decide which word(s) in exercise 1 we can usually use with the products.

Answers

2 glass, bottle, can 3 carton, bottle, glass 4 cup
5 packet 6 packet 7 bottle, carton, glass, can

TEACHER DEVELOPMENT: LANGUAGE

Making uncountable nouns countable

Explain that by placing words, such as those students saw in exercise 1, in front of uncountable nouns, we can make them countable.

This is because we go from talking about the food or drink item in general terms to talking about a specific container or section of that food or drink, e.g. *There's some orange juice. There's a carton of orange juice. There's some bread. There are three slices of bread.*

- 3a Students use the words on the page to write seven true sentences about themselves and their eating habits. Draw attention to the example sentences. Monitor students while they do this activity, noting down any errors of language for the feedback session.

3b SPEAKING Students take turns to say their sentences from exercise 3a to each other and see if their eating habits are similar or different. Draw attention to the model dialogue. Ask students to report back to the class, e.g. *Sarah drinks five glasses of water a day, but I only drink three.* You could teach students to say *and so do I* when they both do the same thing, e.g. *Tim eats three packets of crisps a week, and so do I.*

+ EXTRA ACTIVITY

Ask students to choose ingredients from the food and drink items they have seen in the unit so far and use them to invent a recipe. Ask different students to read their recipes to the class.

Gateway to life skills pp82-83

Planning a balanced diet

To learn about balanced diets, to assess your own diet and to plan a balanced diet for the weekend

>> FAST TRACK

You could ask students to do exercise 3 at home and then discuss their ideas at the next class.

1 BACKGROUND INFORMATION

In this lesson, students are introduced to the eatwell plate, a visual representation of how different foods contribute towards a healthy balanced diet, as recommended by the UK government Department of Health. The eatwell plate shows the different types of food students need to eat – and in what proportions – to have a well balanced and healthy diet. As well as learning about what makes a balanced diet, students will assess their own diets and plan a balanced diet for themselves and friends for the weekend.

WARMER

Ask students to discuss in pairs what they know about **carbohydrates**, **proteins** and **fat**. Invite students to share their ideas with the class. Afterwards students check their ideas with the Key concepts information on page 82.

1 In pairs, students look at the plate and match the food groups to the different coloured sections. Students name as many foods on the plate as they can.

Answers

1 a 2 e 3 c 4 d 5 b

Other foods visible on the plate:

1 crackers, cereal, corn, oats

2 apples, grapes, red, green and yellow peppers, cherries, tomatoes, mushrooms, cucumber, melon

3 cakes (various)

4 chicken, salmon, peanuts

5 cheese (various), yoghurt

>>> FAST FINISHERS

Students write their definition of a balanced diet.
For me a balanced diet contains ...

+ EXTRA ACTIVITY

In pairs, students look at the eatwell plate and discuss why they think each group has the percentage shown. Invite students to present their ideas to the class.

2 **READING** Students read the text to find out why the eatwell plate is useful and how it is used. After checking the answers, ask students what was the most surprising or interesting thing in the text.

Answers

It is useful because it makes healthy eating easy to understand by showing the types and quantities of foods we need to have a healthy and well-balanced diet. It shows how much of what you eat should come from each food group. You use it by trying to eat the right quantities from each group.

>>> FAST FINISHERS

Students use their dictionaries to look up the meaning of any words they don't know.

fibre – (dietary fibre) fibrous substance in fruits and vegetables which aids digestion and is believed to help prevent certain diseases

portion(s) – a normal sized quantity of food. One portion = one medium sized fruit, one slice of bread, two eggs.

veg – an abbreviation of **vegetables**

calcium – a white chemical element that is an important part of bones and teeth and is found in some types of rock

skimmed milk – milk that has had the cream removed from it

- 3 Students read the text again to make notes about each food group.

Answers

Fruit and vegetables – They give us vitamins, fibre and energy.

Bread, rice, potatoes, pasta – They give us fibre, energy and important nutrients./People might not eat enough because they think they make them fat.

Milk and dairy products – They give us protein, vitamins and calcium./They contain a lot of fat and this can be bad for our hearts.

Meat, fish, eggs and beans – They are a good source of protein, vitamins and minerals. Oily fish contains omega 3 fatty acids which are good for the heart./Meat also contains fat.

Fat and sugar – They give us energy./Eating a lot gives us more energy than we need or can use.

- 4 **SPEAKING** In small groups, students discuss the question. Ask students to tell the class whether they have a balanced diet.

+ EXTRA ACTIVITY

Ask students to decide who is the healthiest in each group and in the class.

- 5a Students complete the 'You' column in the table by writing the type of fruit and vegetables they ate the day before. Provide them with guidance as to the size of a portion where necessary.
- 5b **SPEAKING** Students ask their partner questions to complete the table.
- 6  **LISTENING**  63 Tell students that they are going to watch or listen to four teenagers talking about their favourite snacks. See p157 for the videoscript/audioscript for this exercise.

Before they watch/listen tell the students to discuss their own favourite snacks in pairs.

Play the video or audio track for students to listen and match the speakers to the snacks.

In pairs, students compare the snacks to their own. Elicit similarities and differences from students around the class.

Answers

1 b 2 c 3 d 4 a

- 7a  63 Play the video or track again. Students decide if the speakers think the snacks are very healthy or quite healthy. Give them time to make notes of the reasons why.
- 7b **SPEAKING** Students work in small groups and discuss their answers.

Suggested answers

- 1 Very healthy – Fruit has a lot of vitamins and milk has calcium.
- 2 Quite healthy – Milk and cheese are good for you but they are also high in fat.
- 3 Quite healthy – Some cereals can be very high in sugar and salt but she tries to eat healthy cereals and not too many cereal bars.
- 4 Very healthy – He adds fresh fruit to plain yoghurt, which is low in sugar.

+ EXTRA ACTIVITY

Play the video again. In the middle of the first speaker, turn the volume down for three seconds and pause the video/track. Tell students to write down the next piece of vocabulary they think they will hear. Elicit some answers. Then play the track. Students get one point if they guess correctly. Repeat for the other seven sections.

- 7c In groups, students talk again about their favourite snacks and how healthy they think they are.

LIFE TASK



In small groups, students plan a balanced diet for the weekend.

Step 1

Divide the class into groups of three and ask them to brainstorm food that they could include in their diet plan, dividing the items into breakfast, lunch and dinner. Remind students that they should have a balance of all the different food groups, and that their meals should be attractive. They should use the eatwell plate for ideas and any other information on the Internet.

Step 2

Students decide how to present their balanced weekend diet to the class. They could create a poster, prepare a computer presentation or make short speeches. Students divide the work evenly between the group members, e.g. each student could present one part of the meal.

Step 3

Give each group time to present their menu in their chosen style. The other students listen and vote on which plan is the healthiest (they can't vote for their own!).

+ EXTRA ACTIVITY

Put students in small groups and assign a 'character role' to each student, e.g. the vegetarian, the bodybuilder, the fast-food addict, the super-food fanatic, parents of teenagers, party organisers, etc. Tell students not to reveal their characters to the others. Individually, students make a list of what is in their supermarket trolley based on their character. Then write the names of the characters on the board. Each student must read their lists for the group to guess which character he/she is.



Listening for specific information and speaker opinion

WARMER

Write these facts about fizzy drinks on the board and ask students to say which one they think is false:

- 1 Fizzy drinks are bad for your teeth.
- 2 Fizzy drinks can contain up to 21 lumps of sugar.
- 3 Fizzy drinks have fewer vitamins and minerals than other drinks like milk or juices.
- 4 Fizzy drinks are also called soft drinks.
- 5 In the UK, people drink more fizzy drinks with sugar than diet fizzy drinks.

Answer

Sentence 5 is false. People in the UK prefer diet fizzy drinks.

- 1 In pairs, students ask and answer the questions.
- 2 **LISTENING** 64 Tell students that they are going to hear a radio programme about fizzy drinks. Ask students to read the questions. Play the track for students to listen and answer the questions. See p157 for the audioscript for this exercise.

Answers

- 1 He wanted to stop New York restaurants, cinemas and stadiums from serving supersize fizzy drinks.
- 2 Sam and Natalie agree with Mr Bloomberg.

TEACHER DEVELOPMENT: STUDENT TRAINING

Inference in listening

For most listening exams, students will need to answer some inference questions. Remind students that inference is based on evidence and general knowledge rather than directly stated in the text. You can raise students' awareness of this by analysing the answers of inference questions in detail. For example, look at the opinions expressed in exercise 3 below. You can find some other good examples of inference practice in the listening activities on the Vocabulary pages in Units 4, 5 and 8.

- 3 64 Play the track again for students to match the people with their ideas. Remind them that there is one extra idea that they do not need to use. Ask students to compare their answers in pairs before you elicit answers from different students around the class.

Answers

- 1 d (But in my opinion the government... should explain to people why they're bad.)
- 2 a (... they should let people make their own decisions and live with the consequences.)
- 3 c (There are people who can't stop drinking these enormous drinks. We need to make it impossible for those people to buy them.)
- 4 e (They should make and sell normal-size healthy drinks – you know, juices and stuff ...)

TEACHER DEVELOPMENT: CLASSROOM TIPS

Checking answers in pairs

Checking answers in pairs before open-class feedback gives students confidence and an opportunity to communicate in English. Write the following 'task language' on the board to help them: *I think ... What do you think about ... ? What do you have for question (2)? I think so, too./Me too. I (don't) agree.*

- 4 **SPEAKING** What about you? In pairs or small groups, students discuss the questions. Draw attention to the model dialogue for question 1. For question 2, help students structure their ideas by eliciting the suggested solutions from the listening and writing them on the board.

Suggested answers

Doctors and health experts should give people the facts. People need to make their own decisions and live with the consequences.

We need to make it impossible for people to buy them if they can't stop drinking them.

Drinks companies and shops should make and sell normal-size, healthy drinks.

+ EXTRA ACTIVITY

Students design a campaign to persuade teenagers not to drink fizzy drinks. Tell them to think of a slogan for their campaign and to design posters/leaflets and other publicity.

HOMEWORK

Assign students page 59 in their Workbook or the relevant sections of the Online Workbook.

Grammar in context pp84–85



Using a lot of/much/many, should/shouldn't

>> FAST TRACK

You could do exercise 4a as a class activity by asking different students to give the answers and asking the rest of the class if they agree.

Test before you teach

Draw a fridge on the board and draw some uncountable items (water, bread, juice) and countable items (tomatoes, bananas, bottles) in varying quantities. Then write *a lot of*, *much*, *many* on the board and ask students to write sentences about the contents of the fridge using these words, e.g. *There are a lot of tomatoes. There aren't many bananas. There isn't much water.* Monitor carefully to see if students are familiar with these quantifiers. If they seem to be familiar with their use, then move through the Grammar guide exercises quickly in open class.

a lot of/much/many

- 1 Students look at sentences a–f and decide if statements 1–4 are true or false.

Answers

1 True 2 True 3 True 4 True

TEACHER DEVELOPMENT: LANGUAGE**a lot of, much, many**

A *lot of* is used with both uncountable and countable nouns. Highlight that *lots of* can be used instead of a *lot of* and they have the same meaning. *Many* and *much* are often used in negative sentences and questions. A *lot of* is commonly used in affirmative sentences.

- 2 Students complete the sentences with *much*, *many* or *a lot of*. Point out that if two alternatives are possible, they should write both.

Answers

1 a lot of 2 much/a lot of 3 a lot of 4 many/a lot of
5 much/a lot of 6 a lot of

- 3 **SPEAKING** In pairs, students talk about the picture using *much*, *many* or *a lot of*.

Suggested answers

There's a lot of orange juice. There aren't many bananas.
There are a lot of strawberries. There aren't any nuts.
There aren't many biscuits. There are some grapes. There isn't much lemonade.

- 4a Students complete the questions with *How much* or *How many*.

Answers

1 How many 2 How many 3 How many
4 How much 5 How many 6 How much
7 How many 8 How much

- 4b **SPEAKING** In pairs, students take it in turns to ask and answer the questions in exercise 4a. Draw attention to the model dialogue. Remind them to answer with one of these phrases: *A lot. Quite a lot. Not much. Not many. I never eat/drink ...* Encourage them to also give follow-up information as in the model dialogue.

+ EXTRA ACTIVITY

In groups, students imagine they are having a party. Each student secretly writes three things to bring and the quantity, e.g. *six cartons of orange juice*. Students ask each other what they are bringing and how much/many, e.g. A: *What are you bringing?* B: *Crisps. A: How many packets?* B: *10!* The group decides which items there isn't much/many of and which items there are a lot of, e.g. *There are a lot of crisps*.

should/shouldn't**>> FAST TRACK**

You could set exercise 8a as homework so that students prepare their suggestions to tell their partner at the next lesson.

- 5 Students read sentences a–c and then choose the correct alternative to complete rules 1 and 2.

Answers

1 is 2 isn't

TEACHER DEVELOPMENT: LANGUAGE**should**

Point out to students that *should* is a modal verb and, as with other modals, it is always followed by the infinitive without *to*. We use *should* to make recommendations or give advice. Drill the pronunciation of *should* /ʃʊd/, highlighting the silent letter *l*.

- 6 Students complete the sentences with *should* and *shouldn't*.

Answers

1 should 2 shouldn't 3 shouldn't 4 should
5 shouldn't 6 shouldn't

- 7 In pairs, students look at the pictures and write what the people should or shouldn't do. Elicit sentences from around the class.

Answers

2 She should wash her hands.
3 She should open the window.
4 He should move the knife.
5 She should put the ice cream in the fridge.
6 They shouldn't play there.

- 8a **SPEAKING** In pairs, students make a list of eight things a friend should or shouldn't do to be healthy. Draw attention to the example sentence.

- 8b Ask different students to share their ideas with the class. Write their suggestions on the board. Then have a class discussion to decide which are the best ideas. Finish with a vote to decide on the top five ideas.

+ EXTRA ACTIVITY

Students think back to the fizzy drink problems described in the listening lesson and write sentences about what people *should* and *shouldn't* do, e.g. *You shouldn't drink a lot of fizzy drinks with sugar in. You should clean your teeth after drinking a fizzy drink*.

Refer students to the Grammar reference on page 88 if necessary.

HOMEWORK

Assign students page 60 in their Workbook or the relevant sections of the Online Workbook.

Developing speaking p86

Ordering food in a restaurant or café

WARMER

Spell a food/drink word from the unit, e.g. A-P-P-L-E. The first student to say the correct word spells another food/drink word beginning with the last letter of your word, e.g. E-G-G. The next student then thinks of a food/drink word beginning with G and spells that, and so on. Set a time limit of three minutes and see how many words the class can spell in that time.

Ordering food

- 1 **SPEAKING** In pairs, students look at the menu and answer the questions. Ask students to share their opinions with the class.

Answers

Students own answers

- 2a **PRONUNCIATION** 65 Play the track for students to listen to how we say the prices for the first two meals. See p158 for the audioscript for this exercise.

Answers

- 1 six pounds fifty or six fifty
2 four pounds seventy-five or four seventy-five

- 2b In pairs, students practise saying the prices on the menu.

Answers

Fish and chips: six pounds fifty or six fifty
Chicken club sandwich: four pounds seventy-five or four seventy-five
Cheeseburger: seven pounds ten or seven ten
Vegetarian pizza: six pounds eighty-five or six eighty-five
Garlic bread: three pounds twenty or three twenty
Greek salad: four pounds ninety-five or four ninety-five
Chips: one pound eighty or one eighty
Rice: one pound fifty or one fifty
Cheesecake: four pounds seventy-five or four seventy-five
Chocolate brownie: four pounds thirty or four thirty
Ice cream: three pounds thirty or three thirty
Fruit salad: three pounds ninety or three ninety
Milkshake: two pounds ninety-five or two ninety-five
Juice: two pounds ten or two ten
Regular lemonade: two pounds twenty or two twenty
Large lemonade: two pounds ninety or two ninety

- 3 **LISTENING** 66 Tell students that they are going to hear two people ordering food in the café. Play the track for students to listen and write down what the people order. See p158 for the audioscript for this exercise.

Answers

Jamie: a cheeseburger and chips, a milkshake
Becky: a chicken club sandwich, regular lemonade

- 4a Students complete the dialogue with the statements. Remind students that there is one extra statement that they do not need to use.

- 4b 66 Play the track for students to listen again and check their answers.

Answers

a 2 b 8 c 7 d 1 e 4 f 6 g 3 (5 not used)

- ✓ **EXAM SUCCESS** Students discuss if they should read the complete dialogue first in this type of exercise and say why/why not. Tell them to turn to page 153 (Use of English: Missing sentences) to compare their answers.

TEACHER DEVELOPMENT: STUDENT TRAINING

Missing sentences in a dialogue

In an exercise such as exercise 4a, tell students that they should read the dialogue first to get a general understanding of the text and to predict the kind of information that is missing. It is then a good idea to read the statements and scan the text for clues as to where to put each sentence, e.g. matching vocabulary before or after the gap. Finally, students decide where the missing sentences go in the text and re-read the whole dialogue to see if it makes sense.

- 5 **SPEAKING** In groups of three, students practise reading the completed dialogue in exercise 4a.
6 Students complete the expressions in the Speaking bank by looking at the completed dialogue in exercise 4a.

Answers

a ready b get c meal d total e Here's
f have g 'll h like

PRACTICE MAKES PERFECT

- 7 **SPEAKING** In groups of three, students use the menu in exercise 1 and the Speaking bank to prepare a dialogue where one person is the waiter and the other two people are customers. Students practise their dialogue and then act it out for the rest of the class. For students who are less confident, photocopy the model dialogue below and either read it aloud yourself, or alternate the roles with two confident students. Then instruct students to read it aloud in groups, alternating between roles A, B and C. Finally ask them to read it again, changing the underlined information to make a new dialogue.

Model dialogue

A: Hello. Are you ready to order?
B: Yes. Could I have the fish and chips, please?
A: Sure. Would you like salad with that?
B: Yes, please.
A: And what can I get you?
C: I think I'll have the cheeseburger, please.
A: OK. So that's one fish and chips, and one cheese burger. Can I get you anything to drink?
B: Yes, I'll have a milkshake, please.
C: And I'd like a lemonade, regular.
A: OK, that's eighteen pounds seventy-five in total.
B: Here you are.
A: Thanks. Here's your change. I'll bring your food and drinks in a couple of minutes. Enjoy your meal!

EXTRA ACTIVITY

Try to develop a discussion about eating out – first in pairs and then as an open class. Write some questions on the board as prompts: *How often do you go to restaurants? What do you usually order? Who do you usually go to restaurants with? Do you prefer eating at home or at a restaurant?*

HOMEWORK

Assign students page 61 in their Workbook or the relevant sections of the Online Workbook.

Developing writing p87



Writing an invitation

>> FAST TRACK

You could do exercise 2, the Writing bank, as a class activity by asking the class to call out the answers. Alternatively, you could set the writing task in exercise 3a as homework.

WARMER

Write the word *invitation* on the board and elicit the meaning (a request asking someone to come to a social event). In pairs, students list the types of information that are usually included in a written invitation, e.g. type of event, date, time, who is invited, who the invitation is from, date to reply, address to reply to, what to bring, what not to bring, etc.

An Invitation

1a SPEAKING In pairs, students talk about what they can see in the photos. Ask students to share their thoughts with the class.

Suggested answers

Photo 1: There are six people having a picnic in a park/ in the countryside, they are eating pizza and drinking soft drinks.

Photo 2: There are five people inside a house sharing a pizza, drinking orange juice.

1b READING Students match two of the invitations to the photos. Tell them to skim the invitations for key words and not to worry about any unknown vocabulary.

Answers

Photo 1 – Invitation c, **Photo 2** – Invitation b

1c Students read the invitations again and answer the questions for each one.

Answers

Invitation a

- 1 Max.
- 2 His final exam.
- 3 Dinner at a fast-food restaurant and the cinema.
- 4 Fosters, the fast-food restaurant on Green Street.
- 5 Saturday at seven o'clock.
- 6 –

Invitation b

- 1 Alice.
- 2 New house.
- 3 A party.
- 4 The new house.
- 5 Next Friday at seven o'clock.
- 6 Some food – pizzas, sandwiches or something.

Invitation c

- 1 Dan.
- 2 (To celebrate that) the summer holidays are here.
- 3 A picnic.
- 4 The park.
- 5 Wednesday afternoon at one o'clock.
- 6 Soft drinks and a ball.

✓ EXAM SUCCESS Students discuss if they should use contractions or not when they write to a friend, and how important it is to write texts in the correct style. Tell students to turn to page 153 (Writing: Formal and informal style) and compare their answers.

2 Students look at the invitations again and complete the expressions in the Writing bank.

Answers

- a inviting b like c know d make e Hope
f bring g bring h Don't

PRACTICE MAKES PERFECT

3a Ask students to read the task description. Students write an invitation using the expressions in the Writing bank and the invitations in exercise 1b as models. For students who are less confident, photocopy the model text below for extra support during the writing task.

Model text

Hi Julie,

I'm now in my new house and I'm inviting some friends here to celebrate with me. Can you come? I'm having a barbecue in the garden on Sunday at one o'clock. This is my new address and telephone number: 15 Church Street, 0208 363 3873. Let me know if you can't make it because I need to buy the food. I'm buying lots of food, but please bring your own drinks!

Hope you can come.

All the best, Sandy

3b Students give their invitation to another student and find out if they can answer all the questions in exercise 1c for the invitation.

HOMEWORK

Assign students page 62 in their Workbook or the relevant sections of the Online Workbook.

Language checkpoint: Unit 6

>> FAST TRACK

The extra support provided on the Grammar and Vocabulary reference sections makes the Grammar and Vocabulary revision sections ideal for setting as homework. You could get students to complete the whole revision page or just certain exercises for homework.

Grammar revision p89

Countable and uncountable nouns

- 1 Students write C (countable) or U (uncountable) for each word.

Answers

1 U 2 U 3 U 4 C 5 U 6 U 7 C 8 U

some, any, a/an

- 2 Students look at the picture and complete the sentences with the correct form of *is/isn't*, *are/aren't* and *some*, *any* or *a/an*.

Answers

1 is some 2 aren't any 3 is an 4 are some
5 is some 6 isn't any

a lot of, much, many

- 3 Students choose the correct alternative in each sentence. If both alternatives are correct, they should choose both.

Answers

1 a lot of 2 much 3 a lot of/much 4 many
5 a lot of

should/shouldn't

- 4 Students use the words *should/shouldn't* to write complete sentences giving good advice.

Answers

1 You should write carefully in exams.
2 Young children shouldn't watch very violent films.
3 You should look before you cross the road.
4 People should help their friends.
5 You shouldn't talk when the teacher is talking.
6 Everyone should eat a balanced diet.
7 You shouldn't speak on your mobile phone in the cinema.

Vocabulary revision p89

FOOD AND DRINK 1

- 1 Students complete the sentences with some of the words.

Answers

1 milk 2 chips 3 meat 4 juice 5 eggs
6 ice cream

FOOD AND DRINK 2

- 2 Students write the names of the food and drinks.

Answers

1 sugar 2 milkshake 3 rice 4 nuts 5 salad
6 grapes

CONTAINERS

- 3 Students name the food and drinks and their containers.

Answers

1 a slice of pizza 2 a glass of water
3 a packet of biscuits 4 a cup of tea
5 a carton of juice 6 a can of lemonade

HOMEWORK

Assign students page 63 in their Workbook or the relevant sections of the Online Workbook.

Reading p90



► TIP FOR READING EXAMS

Students read the tip about matching activities in reading tasks and turn to Exam Success on page 152 for more ideas.

- 1 In pairs, students look at the photos and discuss if they know who the two women are and what they have in common. Tell students to make a list of ideas.
- 2 **READING** Students read the text and find out if it talks about any of their ideas in exercise 1.

Answers

The photos are of Oprah Winfrey and Angelina Jolie. Oprah Winfrey is a TV presenter and businesswoman, and Angelina Jolie is an actress. They are both American and very rich and famous. Both use their money and fame to help others.

- 3 Students read the text again and decide if the sentences are about Oprah Winfrey (OW), Angelina Jolie (AJ) or both (B).

Answers

1 AJ (Thanks to all her charity work, Jolie was the first person to win the Citizen of the World award.) 2 OW (In 2007, she began a school in South Africa to help poor girls to get a good education.) 3 OW (Oprah Winfrey is one of the most famous TV presenters in the world. She was also an actress ... she's an important and successful businesswoman too.) 4 B (... she went there to help them in person./She often visits these places to help the people.) 5 OW (But her life as a child was difficult and she knew all about being poor.) 6 AJ (... she doesn't sleep in five-star hotels. She works and lives in the same conditions as the people who work for UNHCR.) 7 OW (She became the first ever African-American billionaire ... as a child ... she knew all about being poor.)

Listening p90



► TIP FOR LISTENING EXAMS

Elicit from students what they should remember to do in completing notes activities. Ask students to read the tip to compare their ideas and then look at Exam Success on page 152 for more tips.

- 4 In pairs, students discuss what they know about Walt Disney and his cartoons or films.
- 5 **LISTENING** 67 Tell students that they are going to listen to a TV quiz. Give them some time to read the sentences. Then play the track for them to listen and complete the notes. See p158 for the audioscript for this exercise.

Answers

a Donald Duck b art c 1940 d 22 Oscars
e California f 65 g long cartoon film h three fingers

Use of English p91

► TIP FOR USE OF ENGLISH

Ask students to read the tip for putting missing sentences in a dialogue and turn to Exam Success on page 153 for more ideas.

- 6 Students read the dialogue and the missing sentences. Then they complete the dialogue, reading it through carefully when they have finished.

Answers

2 B 3 F 4 H 5 A 6 D (C and E not used)

- 7 **SPEAKING** In pairs, students practise the completed dialogue in exercise 6.

Writing p91



► TIP FOR WRITING EXAMS

Elicit from students what they should remember to do when writing informal texts. Ask students to read the tip to compare their ideas and then look at Exam Success on page 153 for more tips.

- 8 Students read the invitation and answer the questions.

Answers

- 1 Jonathan Smith.
- 2 A friend is arriving from the US.
- 3 A barbecue.
- 4 Jonathan's garden.
- 5 Saturday at six o'clock.
- 6 Something to drink.
- 7 Formal. The salutations and register are formal, e.g. *Dear Mr Franklin, Please inform me ...*, etc. The constructions are complex, e.g. *... it is not necessary ...* There are no contractions, informal words or phrasal verbs.

- 9 Students use the information in the invitation in exercise 8 to write an informal invitation to a friend.

HOMEWORK

Assign students pages 64-65 in their Workbook or the relevant sections of the Online Workbook.

'CAN DO' PROGRESS CHECK p91

- 1 Ask students to read the 'can do' statements and reflect on their own ability. Students mark from 1-4 how well they can do each thing in English.
- 2 Ask students to look at their marks and decide what they need to do to improve. Elicit other suggestions.

KEY LEARNING OUTCOMES

CEF

Students will be able to:

- talk about the future using *be going to*, *will* and the present continuous
- understand written and spoken texts about animals and the natural world
- talk about the weather
- make suggestions and plans
- write short messages

UNIT OVERVIEW

	Wild animals and insects The natural world
	Wild Bear prepares to attack again! CRITICAL THINKING What makes a hero?
	<i>be going to</i> PRONUNCIATION <i>going to</i>
	The weather
	Numeracy: Using infographics
	An advert for a wildlife centre
	<i>will/won't</i> Present continuous for future
	Making suggestions and plans
	A short message
	Speaking: Pair activities Writing: Handwriting and presentation

DIGITAL OVERVIEW

Presentation Kit

- Flipped classroom video Unit 7: *be going to*
- Life skills video Unit 7: Using infographics
-  **Vocabulary tool:** Wild animals and insects; The natural world; The weather
- Interactive versions of Student's Book activities
- Integrated audio and answer key for all activities
- Workbook pages with answer key

Teacher's Resource Centre

- Flipped classroom video Unit 7: *be going to*
- Life skills video Unit 7: Using infographics
- Grammar communication activity Unit 7: Quick on the draw
- Worksheets for this unit, including:
 - Grammar Practice worksheet Unit 7
 - Flipped classroom video worksheet Unit 7: *be going to*
 - Literature worksheet Units 7 and 8
 - Culture worksheet Unit 7
 - Life skills video worksheet Unit 7
 - Everyday English worksheet Unit 7

Student's App

Gateway 2nd Edition wordlist for the award-winning Sounds App (available for download)

✓ TESTING AND ASSESSMENT

Resources for exam preparation and measuring student progress

- Test Generator Units 1–7
- Printable test Unit 7
- Gateway to exams Units 7 and 8 (end of Unit 8)

Vocabulary p92



Talking about wild animals and insects and the natural world

>> FAST TRACK

You could do exercise 2a as a class activity by asking different students to give an answer and then asking the rest of the class if they agree.

WARMER

Ask students to look at the unit title *Wildlife watch* and elicit what they think the unit is going to be about (looking at wild animals and insects as opposed to domestic pets). Elicit examples of wild animals from the class.

v Wild animals and insects

- 1a In pairs, students match the photos to some of the words. Tell them to look up any unknown words in their dictionaries. Check the answers.

Answers

- a a wolf's eye b a shark's mouth c a bee
d a lizard's skin

- 1b 68 Play the track for students to listen and repeat. See p158 for the audioscript for this exercise.

+ EXTRA ACTIVITY

Tell students to underline the stress in the multi-syllable words. For answers, see the audioscript on page 150.

- 2a Students put the words from exercise 1 in the correct column(s).

Answers

Land: alligator, bear, lizard, scorpion, snake, spider, tiger, wolf

Water: alligator, jellyfish, shark, snake

Air: bee, eagle

- 2b Students add more animals or insects to each column in three minutes. Elicit answers from the class and write them on the board.

- 3 SPEAKING In pairs, students discuss which animals and insects in exercise 1a bite and which sting.

Answers

Bite: alligator, bear, shark, snake, spider, tiger, wolf

Sting: bee, jellyfish, scorpion

v The natural world

- 4a Students match the words to the features in the picture. Check the answers.

Answers

- a sky b mountain c valley d hill e river f waterfall
g island h lake i forest j field k flowers l grass

- 4b 69 Play the track for students to listen and repeat. See p158 for the audioscript for this exercise.

- 5 LISTENING 70 Play the track for students to listen and decide what they can hear. Then they write a word from exercise 1a or 4a for each sound. See p158 for the audioscript for this exercise.

Answers

- 1 tiger 2 river 3 bee 4 eagle 5 waterfall
6 snake

- 6 SPEAKING In pairs, students take it in turns to ask and answer the questions. If the answer is yes, they give the name and any other information. Ask a student to ask you the first question so you can model the answer.

+ EXTRA ACTIVITY

Students invent odd-one-out exercises to test each other with the words from exercise 1a and 4a, e.g. *tiger, eagle, wolf, bear* (an eagle is the only one that can fly); *jellyfish, alligator, snake, spider* (a spider can't live in water).

HOMEWORK

Assign students page 66 in their Workbook or the relevant sections of the Online Workbook.

Reading p93



Skimming and scanning for global and specific information

>> FAST TRACK

You could ask students to do exercise 3, Critical thinking, at home. Students reflect on the questions and make notes of their answers to discuss in class.

WARMER

Play the game *Hot seat* to start the class. Divide the class into two teams: A and B. A volunteer from Team A sits with their back to the board. Select vocabulary from the previous lesson and write words one at a time on the board. Team A have one minute to define as many words as possible for the volunteer to guess. After one minute, play passes to Team B. The team that describes the most words in one minute wins the round.

- 1a In pairs, students talk about what they can see in the photo and discuss what they know about Bear Grylls.

Suggested answers

I can see a man climbing in the mountains. He looks strong.
I think this man must be an expert on survival in dangerous places.

CULTURAL INFORMATION

Edward Michael Grylls (his nickname is Bear) is a British adventurer, writer and television presenter. He is best known for his television series, *Born Survivor*, known as *Man vs Wild* in the United States, Canada, Australia and New Zealand.

In July 2009, Grylls was appointed the youngest ever Chief Scout at the age of 35. Grylls is a multiple-bestselling author. In 2012, his autobiography, *Mud, Sweat and Tears*, stayed for nine weeks at number one in the *Sunday Times* Bestseller List in the UK. Many of Grylls' expeditions and stunts have raised money for charitable organisations. He has a series of highly recommended survival adventure books, entitled *Mission Survival*, which are very popular with teenagers.

- 1b READING** Students read the article and check if it mentions any of their ideas from exercise 1a. Students decide the main topic of the article.

Answer

Bear Grylls' new TV series

- 2** Students read the article again and choose the best answers. Tell students to underline the part of the text that relates to the answer.

Answers

1 c (... he isn't going to be alone in the wild.) **2 b** (The contestants are going to have to make fires and a shelter, go through obstacles, keep safe and dry at night, and, of course, find food.) **3 c** (Bear chose New Zealand's South Island because... for the contestants it's going to be a difficult test ...) **4 a** (... he wants to see how ordinary people can become heroes.) **5 b** (... he does exercise for about 60 minutes a day, six days a week.) **6 b** (... his friends don't go to his house for dinner when they know that he's cooking!)

>>> FAST FINISHERS

Students look for one or two words in the text that are difficult (not the underlined ones), look them up in their dictionaries and write a definition, suitable for this context, to share with the class.

- 3**  **CRITICAL THINKING** Ask students to think of someone they consider to be a real-life hero and identify the qualities that makes that person a hero to them. Invite students to tell the class about the person.

Example answer

Angelina Jolie – because she is a successful working mother and helps many people with her important humanitarian work.

+ EXTRA ACTIVITY

Students decide which of the people suggested in the previous activity is the biggest hero and why.

- 4** Students look at the underlined words and try to work out what they mean. Ask them to check their ideas in their dictionaries.

Answers

contestants = the players in a TV game show

shelter = a place where people are protected from bad weather and danger

chose = selected/picked from a number of options

extreme = unusual, difficult and unexpected

parachute = a large piece of cloth attached by strings to someone who jumps out of a plane to help them land

- 5 SPEAKING What about you?** In pairs or small groups, students discuss what their favourite outdoor activities are and if they could survive in the wild like Bear Grylls, and say why or why not. Draw attention to the model dialogue.

+ EXTRA ACTIVITY

In small groups, students imagine they are alone in the wild. Ask them to make a list of everything they could do to survive. Ask them to consider how they would make a shelter, build a fire, call for help, find food and water, etc.

HOMEWORK

Assign students page 67 in their Workbook or the relevant sections of the Online Workbook.

Grammar in context p94-95



Using be going to

>> FAST TRACK

You could ask students to do exercise 4 and/or 5a at home. They bring their written answers to the next lesson to use in class.



Test before you teach: Flipped classroom

Set the Flipped classroom video and tasks for homework before the lesson. This will allow you to assess the needs of the students before the class. Students can then move on to the relevant grammar practice activities.

be going to

- 1** Students read sentences a–c and then answer the question.

Answer

the infinitive

TEACHER DEVELOPMENT: LANGUAGE

be going to

We use *be going to* when the speaker is making a prediction based on evidence, or already has an intention or plan. *Be going to* is generally found in informal spoken English. This construction indicates the future as a fulfilment of the present tense; the implication is that the factor leading to the future event is already present, e.g. *The sky is grey. It's going to rain.* *Be going to* constructions often imply an intention and an expectation that the intention will be carried out, e.g. *I'm going to be a doctor when I grow up.*

- 2a PRONUNCIATION** ▶ 71 Play the track for students to listen to the dialogue and decide how *going to* is pronounced. See p158 for the audioscript for this exercise.

Answer

Going to is pronounced 'gonna'.

TEACHER DEVELOPMENT: PRONUNCIATION

be going to

Write the stressed, unstressed and spoken forms of *be going to* on the board:

Stressed: *am/are going to* = /æm 'gəʊɪŋ tu:/
/ɑ:(r) 'gəʊɪŋ tu:/

Unstressed: *am/are going to* = /əm 'gəʊɪŋ tə/
/ə(r) 'gəʊɪŋ tə/

Spoken: *am/are gonna* = /æm 'ɡənə/ /ə(r) 'ɡənə/
Drill the three different pronunciations.

- 2b** ▶ 71 Play the track again for students to repeat the dialogue and practise saying *going to*.

- 3** Students complete the dialogue with the missing words.

Answers

a is **b** are **c** do **d** isn't **e** to **f** are **g** am
h not I have

+ EXTRA ACTIVITY

Ask students to underline the content words in each sentence and practise saying the sentences with the spoken form of *going to* and the correct stress.

- 4** Students match the people with their plans for the future and write sentences with *be going to*. Draw attention to the example sentence.

Answers

- 2** Rose and Tyler are going to make a TV series about wildlife.
- 3** Jacob's going to write a book about bees.
- 4** Brandon and Sam are going to build a house in the country.
- 5** Zak's going to live on an island.
- 6** Lily's going to jump down a waterfall.

+ EXTRA ACTIVITY

Ask students which adventure in exercise 4 they think is the most exciting/most dangerous/most boring/most expensive, etc.

- 5a** Students make questions with *be going to*. Draw attention to the example sentence.

Answers

- 2** What's Jacob going to do?
- 3** Are Brandon and Sam going to jump down a waterfall?
- 4** Is Zak going to buy a pet spider?
- 5** What's Lily going to do?
- 6** Is Katie going to make a TV series about wildlife?
- 7** Who's going to build a house in the country?

- 5b SPEAKING** In pairs, students ask and answer the questions from exercise 5a. Draw attention to the model dialogue and point out the short answer form of *be going to*, e.g. *No, they aren't*. Before they start, elicit other possible short answers with other subjects.

Answers

- 1** No, they aren't. They're going to make a TV series about wildlife.
- 2** He's going to write a book about bees.
- 3** No, they aren't. They're going to build a house in the country.
- 4** No, he isn't. He's going to live on an island.
- 5** She's going to jump down a waterfall.
- 6** No, she isn't. She's going to buy a pet spider.
- 7** Brandon and Sam are going to build a house in the country.

- 6a SPEAKING** In pairs, students imagine they are going to spend 48 hours in the wild, and talk together about how the objects shown are going to be useful. For students who are less confident, you could elicit the names of the objects from the class first.

Suggested answers

A packet of biscuits is going to be useful for eating.
A knife is going to be useful for cutting things or making a shelter.
Some string is going to be useful for making a shelter or tying something if it gets broken.
A notebook and pencil aren't going to be useful.
A mobile phone is going to be useful for calling for help.
A blanket is going to be useful for keeping warm or building a shelter.
A box of matches is going to be useful for making a fire.
A plastic bag is going to be useful for keeping things dry.

- 6b** Individually, students decide which three objects they want to take.

- 6c** In groups of three, students compare their ideas in exercise 6b and decide which three objects they are going to take and why. Ask each group to read out their lists with reasons and then try to get the class to agree on a final list of three items.

7a Individually, students think of two big plans they have for the future and write them down on a piece of paper. Draw attention to the example sentences. Collect the sentences from students.

7b Read out the sentences for students to guess who wrote them.

+ EXTRA ACTIVITY

Dictate the following list of activities to the class or write them on the board: *do homework, surf the Internet, go to bed late, do sport, chat to friends on their mobile phone, watch television, listen to music*, or let students think of activities that they do after school. In pairs, students find out about their partner's plans for the weekend by asking questions, e.g. *Are you going to surf the Internet after school? No, I'm not.* In a less confident class, elicit the questions from students first and answer them yourself.

Refer students to the Grammar reference on page 102 if necessary.

HOMEWORK

Assign students page 68 in their Workbook or the relevant sections of the Online Workbook.

Vocabulary p95

Talking about the weather

>> FAST TRACK

You could ask students to do exercise 1a at home to give them time to check any unknown words in the Macmillan Online Dictionary. Then they could compare their answers in pairs in class.

v The weather

1a In pairs, students match the adjectives to the pictures.

Answers

a cloudy **b** wet/rainy **c** windy **d** snowy **e** stormy
f foggy **g** cold **h** warm **i** hot **j** icy **k** sunny
l dry

1b Students match the nouns in the box with the adjectives in exercise 1a.

Answers

cloud – cloudy • fog – foggy • ice – icy • rain – rainy
snow – snowy • storm – stormy • sun – sunny
wind – windy

2 Students use the correct forms of the words in brackets to complete the sentences.

Answers

1 rainy/raining **2** sunny **3** windy **4** snow **5** storms
6 fog **7** cloudy

3a SPEAKING In pairs, students take turns to say if the sentences in exercise 2 are true or false for where they live. Ask them to correct the false sentences.

3b In pairs, students talk about their favourite weather and why they like it.

+ EXTRA ACTIVITY

Students guess the weather forecast for the next two days and write sentences using *be going to*, e.g. *I think it's going to be hot and sunny. It's going to be 35°C.* Alternatively, elicit various cities from students, who then predict the weather, e.g. *I think it's going to be rainy in London and warm in Madrid.*

HOMEWORK

Assign students page 69 in their Workbook or the relevant sections of the Online Workbook.

Gateway to life skills p96–97



Using infographics

To interpret information presented visually and numerically, to learn about infographics and to present information using visuals and numbers

>> FAST TRACK

You could do exercise 4 as a class activity by dividing the class into groups and assigning each group one of the questions. Students discuss the answer and tell the rest of the class. Each time, ask the rest of the class if they would like to add anything.

1 BACKGROUND INFORMATION

Information graphics or *infographics* are graphic visual representations of data which can help present complex information quickly and clearly.

Today, infographics are commonly used to show the weather. They are also used in road signs, modern maps, as well as in the media to represent statistical data. In this lesson, students learn about infographics and how to present information in different ways using visuals and numbers. Students can use infographics in the future to present data in blogs, reports and make presentations in a much more dynamic way.

WARMER

Write the following numbers on the board: **3–5–8–13–22–?** Ask students to say what number comes next.

Answer

39 – Working from the left, double each number and subtract 1, then 2, then 3, etc.

Ask the first student with the correct answer to explain how they did it. Be ready to teach *add, subtract, multiply, divide and equals*.

1 In pairs, students discuss the Amur (Siberian) tiger, guessing where it lives, what it eats, etc.

2a Students read the statements, looking at the underlined words and trying to work out what they mean. Ask them to check their ideas in their dictionaries.

Answers

carnivorous = describes an animal that eats meat
 fell = got smaller in number
 rising = increasing in number
 endangered species = a type of animal or plant that may soon disappear from the world

- 2b** Students decide if the sentences are True (T) or False (F).
 Ask students to correct the false sentences.

Answers

1 T **2** T **3** T **4** F it rose **5** F it's remaining steady
6 F they live near mountain rivers 400–700 metres above sea level **7** T

- 3** **READING** Students read the text about infographics and answer the questions. Then they compare with a partner.

Answers

- 1** Visual presentations of information.
2 They can give lots of information in a fast, clear, direct and memorable way.
3 Egyptian hieroglyphics, the London Underground map, NASA's space infographics.
4 Students read the text again and answer the questions.

Answers

- 1** They help to make information attractive and interesting and more memorable.
2 We can use graphs, pie charts, maps, colour coding, diagrams, icons and tables.
3 It takes a complex network of train lines and transforms them into a colourful, clear, attractive diagram which is easy to use.
4 They took infographics into space so that if people on different planets found the pictures, they could understand all the basics about our planet without needing any translation.

5

LISTENING  **72** Tell students they are going to hear a presentation about another endangered species: the Northern White Rhino.

Play the track or video for students to complete the information about the animal.

Give students a minute to go back and add any further information to their notes.

Ask students to compare their answers in pairs before you check in open class. See p158 for the videoscript/ audioscript for this exercise.

Answers

- 1** Garamba National Park, Democratic Republic of Congo, Africa. **2** Approximately 2,500 kilos.
3 Grey. **4** Grass. **5** Critically endangered.
6 2,000. **7** Four.
6 **SPEAKING** In pairs, students discuss the questions. Elicit answers from different pairs.

Answers

Students' own answers

LIFE TASK

Tell students they are going to work in small groups to prepare a presentation to make people aware of another endangered species.

Step 1

Divide the class into groups of three or four students, and ask them to choose an animal in danger of extinction. Students read the instructions.

Step 2

Students plan and organise how they are going to divide up the task equally. If they have access to the Internet, they can search for other ideas, either in class or at home. Make sure students know the time limit for finding the information. Help students to plan how they are going to make their presentation (a PowerPoint presentation, an oral presentation with diagrams, graphs, pie charts, etc.) and make sure that they have access to the necessary equipment.

Step 3

Walk around while students plan their presentations in a logical way and think about how to incorporate infographics, helping them with any questions about the task and language difficulties.

Step 4

Give students time to practise before they give their presentations to the class. You could ask students to vote for the clearest presentation.

Listening p98**Listening for specific information****WARMER**

In small groups, students brainstorm animals that they can see in zoos, safari parks and wildlife centres. Set a time limit of three minutes and find out which pair has the longest list.

Suggested answers

alligator, bear, camel, cheetah, crocodile, elephant, gorilla, giraffe, hippo, kangaroo, koala, leopard, lion, lizard, monkey, panda, penguin, polar bear, rhino, snake, spider (tarantula), tiger, wolf, zebra, etc.

- 1** **SPEAKING** In pairs, students discuss the questions.

Suggested answers

- 1** Students' own answers
2 Students' own answers
3 In a zoo or a wildlife centre, you can walk around and see different animals, birds, reptiles and insects, etc., and you can hear talks about some animals. In a safari park, you can drive around and see animals in places similar to their natural habitat.

CULTURAL INFORMATION

The United Nations Environment Programme (UNEP) identifies animal and plant species that are in danger of becoming extinct. Nearly one third of all species assessed by this programme so far now appear as Vulnerable, Endangered or Critically Endangered. These include species like the beautiful Amur tiger and the baiji, or Chinese river dolphin, now considered extinct. The most common threats include habitat loss, hunting, climate change, disease and pollution. Every day, forests are destroyed to make room for agriculture or human settlement. Species, such as the tiger, are hunted as a resource for traditional 'medicine'. Global warming causes drought, loss of sea ice and makes our oceans more acidic. There are a lot of conservation groups that are working hard to try to save our planet.

- 2 **LISTENING** ▶ 73 Tell students they are going to listen to a radio advert for a wildlife centre. Ask students to read the questions. Play the track for students to listen and answer the questions. See pp158–159 for the audioscript for this exercise.

Answers

- 1 Green Forest Wildlife Centre. 2 Yes.
3 Seven days a week. 4 £12.
3 ▶ 73 Play the track again for students to listen and decide if the sentences are True (T) or False (F). Ask students to correct the false sentences.

Answers

- 1 T 2 T 3 F (And you can even go for a relaxing ride on our old train.) 4 T 5 F (TV explorer Jenny Smith is coming to open it ...) 6 F (We're open seven days a week, from 10 am to 5 pm.) 7 F (... adults between 16 and 60 pay 17 pounds.)

EXTRA ACTIVITY

Ask students to discuss in pairs whether they would like to visit Green Forest Wildlife Centre and say why or why not.

HOMEWORK

Assign students page 69 in their Workbook or the relevant sections of the Online Workbook.

Grammar in context p98–99



Using *will/won't*, *present continuous for future*

FAST TRACK

If students are familiar with the target vocabulary, you could do exercise 2a as a class activity by asking different students to give the answers and asking the rest of the class to raise their hands if they agree.

Test before you teach

Write these species on the board: *tiger*, *spider*, *snake*, *giant panda*, *wolf*. Ask students to predict if they think the species will be extinct in 2050, using *will* or *won't*, e.g. *The tiger and giant panda will be extinct in 2050. The wolf won't be extinct.* Monitor carefully to see if students are familiar with this structure.

will/won't

- 1 Students read about the use of *will/won't* to talk about the future and make future predictions. They then look at sentences a–c and answer questions 1 and 2.

Answers

- 1 'll and won't 2 the infinitive (without to)

TEACHER DEVELOPMENT: LANGUAGE

will/won't

We use *will/won't* when the speaker is making a prediction. You may want to point out to students that another, less common, alternative to *will* is *shall* (negative form *shan't*). While *will* can be used with any subject pronoun, *shall* is only used with first person pronouns.

TEACHER DEVELOPMENT: PRONUNCIATION

Contracted form of will

The contraction 'll is pronounced with the 'dark' /l/ sound, i.e. it sounds like the *ull* in *full* rather than the *l* in *light*. Remind students that we usually use the contracted form in spoken English. Encourage students to use the contracted form rather than the full form, unless they are speaking in more formal situations. If they use the full form *will*, remind them not to stress it unless they have a very strong intention to do something as it could make them sound rude or too direct.

- 2a Students read the sentences and give their opinion by completing the predictions with *will* or *won't* and the verb in brackets.

Suggested answers

- 1 Polar bears will disappear soon.
2 The weather will change a lot in the future.
3 Next summer, it won't be very hot.
4 Lots of people will drive electric cars in 20 years.
5 There won't be food for everybody in the future.
6 The ice at the North Pole will disappear in the next 25 years.
7 People won't eat meat in the future.

- 2b **SPEAKING** In pairs, students compare their sentences. Draw attention to the example dialogue. Ask opinions from students around the class. Try to develop a class discussion.

- 3 **SPEAKING** In pairs, students ask and answer the questions. Remind them to use short answers in their replies. Draw attention to the example dialogue and also elicit a negative short answer (*No, it won't.*).

Answers

Students' own answers

- 4a Tell students they are going to interview two other students about their future. Students read the questions then add two of their own.
- 4b Individually, students answer the questions about their own future by writing *yes* or *no* in the *Me* column for each question.
- 4c **SPEAKING** In groups of three, students use the questions in exercise 4a to interview the other students in their group. Remind them to use short answers (*Yes, I will./No, I won't.*) to reply. In a less confident class, demonstrate the activity in open class first.

+ EXTRA ACTIVITY

Students write a short report about the two students they interviewed in exercise 4a, e.g. *Gemma will go to university when she finishes school. Mike won't go to university. He'll travel the world.*

Present continuous for future

Test before you teach

Write these sentences on the board:

- 1 *I am watching television.*
- 2 *I am meeting a friend at the cinema tonight.*

Ask which tense is used in each sentence. (The present continuous is used in both sentences.)

Ask if the sentences refer to the past, the present or the future. (Sentence 1 is referring to the present moment; sentence 2 is referring to the future.)

Write the word *What* on the board and elicit the question for each sentence. (*What are you doing? What are you doing tonight?*)

Students ask each other the two questions, and give answers using the present continuous.

>> FAST TRACK

If students are familiar with this use of the present continuous, you could combine exercise 7a and 7b. In pairs, students take it in turns to formulate and ask a question to their partner, who answers using the present continuous, if appropriate.

TEACHER DEVELOPMENT: LANGUAGE

Present continuous for future

We use the present continuous with a future meaning when the speaker is talking about an arrangement, something that has been planned before and is expected to happen. You may want to point out to students that arrangements differ from plans in that the speaker has taken some concrete steps already, e.g. there is another person involved, the place and time has been fixed or there is tangible information such as a ticket or the date has been written in a diary. Unless the context is clear the present continuous for the future needs a future time expression, e.g. *I'm meeting a friend tonight; I'm seeing the doctor at 5 pm tomorrow.*

- 5 Students read about the use of the present continuous (1) to talk about things that are happening now or (2) to talk about fixed plans for the future. They then read sentences a–d and decide which are (1) and which are (2).

Answers

a 2 b 1 c 1 d 2

- 6 Students complete the dialogue using the correct form of the present continuous for future.

Answers

- 1 are, doing 2 'm going 3 Are, taking 4 'm making
5 'm not doing 6 're helping

+ EXTRA ACTIVITY

Students read the dialogue aloud in pairs using their voice to try to express the emotions of the speakers.

- 7a Students complete the questions using the correct form of the present continuous for future.

Answers

- 1 What are you doing tonight?
- 2 What are you doing after school tomorrow?
- 3 Where are you going on Saturday?
- 4 Are your parents eating out this weekend?
- 5 Are you and your friends meeting on Sunday?
- 6 What time are you finishing school today?

- 7b **SPEAKING** In pairs, students ask and answer the questions. Draw attention to the example dialogue.

Refer students to the Grammar reference on page 102 if necessary.

HOMEWORK

Assign students page 70 in their Workbook or the relevant sections of the Online Workbook.

Developing speaking p100

Making suggestions and plans

>> FAST TRACK

You could do exercise 1 as a class discussion.

WARMER

In pairs, students take turns to ask each other what they did last weekend or on their last holiday. Elicit a list of things that students did and places they visited.

Making suggestions and plans

- 1 **SPEAKING** In pairs, students look at the photos and answer the questions.

Answers/Suggested answers

- 1 **a** cinema **b** skatepark **c** museum **d** water park
 2 a zoo, a shopping centre, an art gallery, an aquarium, a swimming pool, a theatre, a stadium (football match/concert), a theme park, etc.
 3 At the cinema, you can see films. You can meet your friends there. You can eat popcorn.
 At the skatepark, you can do tricks and jumps. You can ride a bike.
 At the museum, you can see exhibits. You can learn things.
 At the water park, you can go down a water slide. You can swim. You can have fun with your friends.
 2 **LISTENING** 74 Tell students that they are going to hear two people talking about next week. Play the track for students to listen and answer the questions. If necessary, prompt students to answer in full sentences so that they practise the verb form. See p159 for the audioscript for this exercise.

Answers

- 1 They are going to the cinema.
 2 They are going on Thursday.
 3 They are meeting outside the cinema.
 4 They are meeting at half past five.
 3 **74** Play the track again for students to listen and complete the dialogue.

Answers

- a** see a film **b** Wednesday **c** Wednesday
d safari park **e** Thursday **f** outside the cinema
g 5.30
 4 Students read the words and expressions in the Speaking bank and decide which three expressions do not appear in the dialogue in exercise 3.

Answers

Do you want to, Great, Sorry, I can't

TEACHER DEVELOPMENT: LANGUAGE

Making suggestions

Remind students that *Why don't we ... ?/Shall we ... ?* are followed by the infinitive without to (they are modal verbs). *How about ... ?/What about ... ?*, on the other hand, are followed by the gerund. Point out to students that the usual answer to *Shall we ... ?* is *Yes, let's*, not *Yes, we shall*.

- 5a **SPEAKING** In pairs, students act out the dialogue in exercise 3, but use different information to fill in the gaps a–g.

- 5b Ask students to swap roles and act out the dialogue again with new information.

✓ EXAM SUCCESS Students discuss if they think it is important to listen to what their partner says in speaking exams. Then they turn to page 153 (Speaking: Pair activities) to compare their ideas.

PRACTICE MAKES PERFECT

- 6 **SPEAKING** In pairs, students do the role-play using the dialogue in exercise 3 and the words and expressions in the Speaking bank. Student A should turn to page 155 and begin the activity. Student B should turn to page 156. For less confident students, photocopy the model dialogue below and either read it aloud yourself or alternate the roles with a confident student.

Then instruct students to read aloud in pairs, alternating between the roles of A and B. Then ask them to read it again, changing the underlined information for the information given in the Student's Book.

Model dialogue

- A:** Next week we're on holiday. Do you want to go out one day?
B: OK.
A: Why don't we play tennis in the park?
B: Yes, sure. What about going on Saturday?
A: Sorry, I can't. I'm going to the cinema with my brother and his friends.
A: OK. Are you free on Sunday?
B: Yes, that's fine.
A: Great! Let's meet at the tennis courts at ten o'clock.
B: OK. See you there!

TEACHER DEVELOPMENT: CLASSROOM TIPS

Role-plays

Don't interrupt while students are acting out their role-plays. Monitor students, noting down important errors and any good language use to go over in a short feedback session at the end of this activity. When you give feedback, highlight the good things as well as the errors. Your immediate feedback should be positive: praise good ideas, fluency, good stress and intonation, appropriate body language, etc.

TEACHER DEVELOPMENT: STUDENT TRAINING

Improving spoken English

To help students assess their performance in each speaking activity, provide them with a list of self-assessment criteria and ask them to grade themselves from 1–5. Students could record their role-play, date it and include it in the dossier in their CEFR portfolio.

Content:

Did I say what I wanted to say? Was I interesting? Did I speak in English for a long time? Did I hesitate a lot?

Vocabulary and grammar:

Did I use different words? Did I use words I've learned recently? Were my sentences well constructed? Did I make a lot of errors?

Cooperation:

Did I listen to my partner? Did we help each other if we had problems? Did we both speak for approximately the same length of time?

In English:

When I didn't know how to say something, did I use English to solve my problem? Did we use English to talk about whose turn it was to speak?

HOMEWORK

Assign students page 71 in their Workbook or the relevant sections of the Online Workbook.

Developing writing p101



Writing a short message

>> FAST TRACK

You could set the writing task in exercise 7 as homework to be given in at the next lesson.

WARMER

Give each pair of students a Post-it note. Tell the first student (A) to start a conversation on the paper as if they were texting. Tell A to pass the paper and B to respond. Tell the students they must keep the conversation going on paper until they have used up all the space. Monitor as they work, checking grammar and spelling. Students can read out the most interesting conversations.

A short message

- 1 **READING** Students read the email message and find three things that George wants to know.

Answers

what time they're meeting; what American football game they're going to see; if they will invite Ben

- 2 Students read the reply to George's message and decide whether it contains the three pieces of information that George wanted to know and whether it is clear.

Answers

Yes and yes

- 3 Students read the information in the Writing bank and look at the two messages again and find example sentences for each piece of information.

Answers

Example of:

subject + verb + object:	I saw Ben the other day
question: auxiliary + subject:	Shall we invite ...
adjective + noun:	great news
adverb of frequency + main verb:	He never goes out during the week.
be + adverb of frequency:	He's usually free at the weekend.

- 4 Students find the mistakes with word order in each sentence and correct them. Ask them to compare their answers in pairs before you check them with the class.

Answers

- 1 My friends and I always go to the lake at the weekend.
 - 2 Where will your friends go on Saturday morning?
 - 3 I think that Jo lives in Lima.
 - 4 In my opinion, this is a very normal place to live.
 - 5 We are never ready for changes in the weather.
 - 6 When we got to the safari park the rain started.
- 5 Students read the message and make a note of the three main things that Paula wants to know.

Answers

about the weather in August; about the area where you live; if they will do any sport

- 6 In pairs, students imagine that Paula is writing to them and make notes with information to give her in their reply.

PRACTICE MAKES PERFECT

- 7 Students use the email in exercise 2 as a model to write a short message in reply to Paula's email in exercise 5. Remind students to check the word order of their sentences and questions and to make sure they have answered all of Paula's questions. For students who are less confident, photocopy the model text below for extra support during the writing task.

Model text

Hi Paula,
In August in London it is usually warm. But sometimes it is hot and sometimes it is rainy! So bring clothes for warm weather and bring an umbrella! My area has some shops and the Underground is only five minutes away! There is a sports centre opposite the Underground, but I'm not a member. I can go running with you, but I am not very fast. Shall we go shopping one day?
The most important thing – what time are you arriving?
See you very soon!
Jim

✓ EXAM SUCCESS Students look at the handwriting in their message and show it to other students. They discuss if it is easy to read their handwriting and if good handwriting is important in an exam. Tell them to turn to page 153 (Writing: Handwriting and presentation) and compare their ideas.

+ EXTRA ACTIVITY

In small groups, students brainstorm five important things (apart from good handwriting) to remember when doing an exam. Ask a volunteer from each group to take a copy of their list and 'visit' another group to compare and agree on the five most important things. Elicit each group's lists and try to agree on a class list.

Example answers

plan your time and watch the clock, read instructions carefully, answer all the questions, drink water, check answers

HOMEWORK

Assign students page 72 in their Workbook or the relevant sections of the Online Workbook.

Language checkpoint: Unit 7

>> FAST TRACK

The extra support provided on the Grammar and Vocabulary reference sections makes the Grammar and Vocabulary revision sections ideal for setting as homework. You could get students to complete the whole revision page or just certain exercises for homework.

Grammar revision p103

be going to

- 1 Students read Daniel's plans and write sentences with the correct form of *be going to*.

Answers

- 2 On Tuesday, he isn't going to do the shopping.
- 3 On Tuesday, he's going to do his homework.
- 4 On Wednesday, is he going to tidy his bedroom?
- 5 Yes, he is.
- 6 On Thursday, he's going to go for a run.
- 7 What's he going to do on Friday?
- 8 On Friday, he isn't going to have a party.

will/won't

- 2 Students complete the dialogue with *will* or *won't*.

Answers

- a will b Will c won't d won't e will f won't
g will

Present continuous for future

- 3 Students complete the correct form of the present continuous and write P (present) or F (future).

Answers

- 1 Why are you crying? P
- 2 We aren't playing tennis tomorrow morning. F
- 3 This summer, we're flying to London. F
- 4 I'm going to university when I finish school. F

Vocabulary revision p103

WILD ANIMALS AND INSECTS

- 1 Students complete the words with vowels.

Answers

- 1 wolf 2 jellyfish 3 spider 4 bee 5 snake
6 alligator 7 lizard

THE WEATHER

- 2 Students choose the correct alternative.

Answers

- 1 icy 2 clouds 3 dry 4 foggy 5 storm 6 rains
7 hot

THE NATURAL WORLD

- 3 Students label the pictures.

Answers

- a island b grass c river d mountain/hill
e waterfall f lake g field h flower

HOMEWORK

Assign students page 73 in their Workbook or the relevant sections of the Online Workbook.

KEY LEARNING OUTCOMES

CEF

Students will be able to:

- compare people and things using comparative and superlative adjectives
- talk about feelings and personalities
- understand simple written and spoken texts about social problems
- describe photos
- write a basic formal letter of opinion

UNIT OVERVIEW

	Feelings Personality
Vocabulary	
	Happy teenagers? CRITICAL THINKING Distinguishing between facts and opinions
Reading	
	Comparative adjectives PRONUNCIATION Sentence stress
Grammar in context	
	Social problems
Vocabulary	
	Social skills and citizenship: Helping a charity
Life skills	
	News stories
Listening	
	Superlative adjectives Articles
Grammar in context	
	Describing a photo
Developing speaking	
	A formal letter of opinion
Developing writing	
	Use of English: Open cloze activities Speaking: Describing a photo
Exam success	

DIGITAL OVERVIEW

Presentation Kit

- Flipped classroom video Unit 8: Comparative adjectives
- Life skills video Unit 8: Helping a charity
-  Vocabulary tool: Feelings; Social problems
- Interactive versions of Student's Book activities
- Integrated audio and answer key for all activities
- Workbook pages with answer key

Teacher's Resource Centre

- Flipped classroom video Unit 8: Comparative adjectives
- Life skills video Unit 8: Helping a charity
- Grammar communication activity Unit 8: Comparative and superlative bingo
- Worksheets for this unit, including:
 - Grammar Practice worksheet Unit 8
 - Flipped classroom video worksheet Unit 8: Comparative adjectives
 - Literature worksheet Units 7 and 8
 - Culture worksheet Unit 8
 - Life skills video worksheet Unit 8
 - Everyday English worksheet Unit 8

Student's App

Gateway 2nd Edition wordlist for the award-winning Sounds App (available for download)

✓ TESTING AND ASSESSMENT

Resources for exam preparation and measuring student progress

- Test Generator Units 1–8
- Printable test Unit 8
- Gateway to exams Units 7 and 8 (end of Unit 8)

>> FAST TRACK

You could ask students to start exercise 1a at home by checking the meanings of the adjectives in the Macmillan Online Dictionary. Then, in class, they discuss the questions in pairs.

WARMER

Ask students to look at the unit title *The world around me* and elicit what they think the unit is going to be about (this unit starts with a focus on students' personal feelings and preferences and then widens out to the world around with a look at social issues and helping charities.).

In pairs, students make as many new words as they can from the letters in the unit title. Set a time limit of five minutes and find out which pair has formed the most new words.

Suggested answers

eat, dear, draw, drawer, dream, drown, hand, land, loud, made, meal, mean, meat, more, rare, root, team, there, three, tree, war, warm, wear, where, worth, etc. Longest word possible: downhearted

V Feelings

- 1a** Ask students to read the words in the box to check they know the meaning. Act out the meaning of any they are unsure of. In pairs, students answer the questions. In a less confident class put the following prompts on the board: *I think/I reckon they are feeling ... / (Maybe) they are feeling ... because ...*

Answers/Suggested answers

- 1 a** excited/happy **b** confused **c** surprised/happy **d** tired **e** frightened/excited
2 a Because a friend is arriving. **b** Because they are lost. **c** Because she is receiving a present/it's her birthday. **d** Because he didn't sleep last night. **e** Because the ride is frightening/scary.

+ EXTRA ACTIVITY

Students take turns acting out an emotion and their partner tries to guess the adjective.

- 1b** 75 Play the track for students to listen and repeat the words. Remind students that adjectives ending in -ed describe how someone feels. See p159 for the audioscript for this exercise.

TEACHER DEVELOPMENT: PRONUNCIATION

The -ed ending

Point out to students that adjectives ending with -ed follow the same pronunciation rules as past tense endings: /d/ if the word stem ends in a voiced sound; /t/ if it ends in an unvoiced sound; and /ɪd/ if it ends with t or d.

- 1c** Students decide if the feelings in the box are good (G), bad (B) or if it depends (D). If a student says 'it depends', ask them to explain why.

Answers

angry (B) • bored (B) • confused (B) • disappointed (B) • excited (G) • frightened (B) • happy (G) • interested (G) • relaxed (G) • sad (B) • stressed (B) • surprised (D) • tired (D) • worried (B)

- 2 LISTENING** 76 Tell students they are going to hear five short dialogues. Play the track for students to listen and write an adjective from exercise 1a to describe how each person feels. See p159 for the audioscript for this exercise.

Answers

- 1** relaxed **2** excited **3** tired **4** worried
5 disappointed

+ EXTRA ACTIVITY

Ask follow-up questions to check students' understanding of the listening: **1** Why is the girl relaxed? **2** Why is the boy excited? **3** Why is the boy tired? **4** Why is the boy worried? **5** Why is the girl disappointed?

Answers

- 1** Because she's listening to relaxing music and she doesn't have any work to do.
2 Because he has won a hundred pounds in a competition.
3 Because he went to bed late, got up early, did exams, ran and painted the living room.
4 Because he broke the window and his mum is going to be angry.
5 Because her dad forgot to buy tickets for the Bruno Mars concert.

- 3a** Students think about when they have the feelings in exercise 1a and write sentences. Draw attention to the example.

Example answers

I feel angry when my sister takes my things.
 I feel bored when my friends go away.
 I feel confused when I don't understand the teacher.
 I feel disappointed when my favourite football team loses.
 I feel excited when I go to a concert.
 I feel frightened when I see a big spider.
 I feel happy when my cousins come to stay with us.
 I feel interested when I read about other countries.
 I feel relaxed when I watch a good DVD.
 I feel sad when I watch the news.
 I feel stressed when I have a lot of homework.
 I feel surprised when my teacher doesn't give us homework.
 I feel tired when I go to bed late.
 I feel worried when I get low marks in an exam.

- 3b SPEAKING** Students read their sentences to a partner in a different order without saying the adjective. Instead of the adjective tell them to say 'banana'. Their partner guesses the adjective. Draw attention to the model dialogue. Elicit a sentence from each student for the class to guess.

Personality

- 4** Students complete the sentences with the words in the box.

Answers

- 1** kind /kaɪnd/ **2** intelligent /ɪn'telɪdʒ(ə)nt/
3 lazy /'leɪzi/ **4** cheerful /'tʃɪə(r)f(ə)l/
5 responsible /rɪ'spɒnsəb(ə)l/ **6** quiet /'kwaɪət/
7 serious /'sɪəriəs/ **8** hard-working /hɑː(r)d 'wɜː(r)kɪŋ/

+ EXTRA ACTIVITY

Ask students to underline the stressed syllable in each word in exercise 4. Then drill the pronunciation of these adjectives (see the Answers above). Remind students to pronounce the stressed syllable clearly and the unstressed syllables not so clearly. Encourage them to write the phonetic spelling and mark the stress when they record new vocabulary.

- 5a** On a piece of paper, students write three sentences about themselves using the adjectives in exercise 4. Draw attention to the example sentences.
- 5b** Collect students' sentences. Then choose a piece of paper at random and read out the three sentences. Ask the class to guess who wrote each set of sentences.

+ EXTRA ACTIVITY

Students organise the adjectives from exercise 1a and 4 into three lists: negative, positive and neutral. Give them time to compare their answers. Then ask them to write a short description of an invented person with positive characteristics and another of a person with negative characteristics, e.g. *Sally is a nice person. She's always happy and relaxed ...*

Answers

Negative: angry, bored, sad, tired, worried, lazy

Positive: excited, happy, interested, relaxed, surprised, cheerful, hard-working, intelligent, kind, responsible

Neutral: quiet, serious

HOMEWORK

Assign students page 74 in their Workbook or the relevant sections of the Online Workbook.

Reading p105



Skimming and scanning for global and specific information

>> FAST TRACK

You could ask students to do exercise 3, Critical thinking, at home, either to be given in or discussed at the next class.

WARMER

In pairs, students think of as many songs with the word **happy** in the title as they can, in one minute.

Example answers

Happy Birthday (Traditional), Don't Worry Be Happy (1988) – Bobby McFerrin, Happy (2009) – Leona Lewis, Happy (2014) – Pharrell Williams, Happy Birthday (1981) – Stevie Wonder, My Happy Ending (2004) – Avril Lavigne, Shiny Happy People (1991) – R.E.M.

- 1a** In pairs, students answer the questions and give reasons for their answers. Elicit answers from students around the class.

Answers

Students' own answers

- 1b READING** Students read the introduction to the Internet forum and answer the questions. Elicit answers from students around the class.

Answers

Students' own answers

- 1c** Students read the text to see if any of their ideas in exercise 1b are mentioned. Elicit answers from students around the class.
- 2** Students read the forum messages again and decide who says what. Tell students to underline the sections of text which correspond with the sentences in exercise 2. Students compare answers in pairs and discuss any differences by comparing the sections of text they have underlined.

Answers

1 Luke52 (Maybe things could be better here in the UK, but they could also be a lot worse.) **2** June8 (... education isn't always better there. The results in tests were worse in the US and in the UK... and some kids are more unhealthy in the US ...) **3** Marion11 (Maybe one problem is that in the UK and the US, television and newspapers make kids feel disappointed because their lives aren't perfect.) **4** Jake23 (I don't care if Dutch children are happier than British kids or if American teenagers are sadder than Swedish teenagers.) **5** June8 (We usually think that the US and the UK are super-rich countries... Reports like this are useful because they show that things aren't always what they seem.) **6** Marion11 (I'm 15 and I'm from the Netherlands. It's true that we're generally very happy here. **7** Jake23 (In richer countries, kids feel bad if their mobile phone is older than their friend's.) **8** Luke52 (I think the report is fine, but then newspapers make the results sound so negative.)

- 3 **CRITICAL THINKING** Students write one or two sentences to summarise what each person thinks about the question of teenage happiness in different countries.

Example answers

Jake23 thinks that we should be worried about young people in poorer countries instead of teenagers who have everything. (opinion)

June8 explains that there are a lot of poor families in supposedly richer countries like the US and the UK. Reports show that education and health is worse for some children there than in poorer countries. (fact)

Marion11 agrees that teenagers in the Netherlands are happy. She thinks that they are more positive about life than kids in the UK and US who feel disappointed that their lives aren't perfect like on television. (fact/opinion)

Luke52 thinks that young people are healthier now than in the past as they learn at school about exercise, eating well and the dangers of smoking. He thinks that the reality is different from that shown in newspapers. (opinion based on personal experience)

- 4 Give students a few minutes to try to work out the meaning of the underlined words in the text before they check in their dictionaries.

Answers

care = be interested in

gadgets = electronic devices like mobile phones or MP3 players

lucky = good things happen because of chance

dangers = things that might cause harm or damage

relationship = the way people behave towards and are involved with each other

- 5 **SPEAKING** What about you? In pairs or small groups, students talk about the statements in the text that they agree with and why. Draw attention to the dialogue.

+ EXTRA ACTIVITY

Students write a contribution to the Internet forum giving their opinion at the top of a piece of paper. Pass the pieces of paper around the class for other students to add their responses to the first contribution. Continue for five minutes or until the papers are full.

HOMEWORK

Assign students page 75 in their Workbook or the relevant sections of the Online Workbook.

Grammar in context pp106-107



Using comparative adjectives



Test before you teach: Flipped classroom

Set the Flipped classroom video and tasks for homework before the lesson. This will allow you to assess the needs of the students before the class. Students can then move on to the relevant grammar practice activities.

Comparative adjectives

- 1a Students read the sentences and then complete the table with the words in blue.

Answers

- a older b sadder c happier d more important
e better f worse

- 1b Students look at sentences 1, 3, 4 and 5 in exercise 1a and decide which word we use after the comparative adjective when we compare two things.

Answer

than

- 2 Students think about the rules in the table in exercise 1 and make the correct comparative form of the adjectives.

Answers

- 2 more beautiful 3 higher 4 kinder
5 more hard-working 6 lazier 7 friendlier 8 thinner

TEACHER DEVELOPMENT: LANGUAGE

Comparatives in spoken English

Point out that, in spoken English, people don't always apply the rules in exercise 1 strictly. With some two-syllable adjectives, *more* + adjective is preferred to adjective + *-er*, e.g. *more clever* vs *cleverer*, *more friendly* vs *friendlier*, etc. This is usually because the *more* + adjective form is easier to pronounce.

- 3a **PRONUNCIATION** 77 Play the track for students to listen to the sentences. (See Teacher development box below for alternative activity.) See p159 for the audioscript for this exercise.

TEACHER DEVELOPMENT: PRONUNCIATION

Sentence stress

Tell students not to look at their books for exercise 3a and play the track. Ask them to count the number of words in each sentence. This technique helps students recognise the importance of word stress and raises awareness of weak forms.

- 3b 77 Play the track again for students to read and repeat each sentence and practise putting more stress on the words in red.

- 4a Students make the two sentences into one using the comparative form of the adjective. Draw students' attention to the example sentence.

Answers

- 2 Luke is more worried than Jake.
3 Holly is happier than Amy.
4 Ben is more confused than Max.
5 Harry is more relaxed than Jack.
6 Isabelle is more intelligent than Emma.
7 Charlie is worse at French than Adam.

4b PRONUNCIATION Students practise saying the sentences with the correct stress. In a less confident class, tell students to underline the stressed words first (see the Answers above).

5a Students look at the sentences and decide if they know the facts. Allow them to compare ideas with a classmate if they wish to. Then they choose the correct adjective and complete each sentence with the comparative form.

5b  **78** Play the track for students to listen and check. Elicit how many sentences students got right and which fact they found the most surprising. See p159 for the audioscript for this exercise.

Answers

- 1 Turkey is **smaller** than Mexico.
- 2 The Burj Khalifa in Dubai is **taller** than the Empire State Building.
- 3 In July, it is **hotter** in Kiev than in London.
- 4 It's **more expensive** to live in Trondheim, Norway than to live in London, UK.
- 5 The Great Pyramid of Giza is **older** than the pyramid at Chichén Itzá.
- 6 Mexico City is **more modern** than Istanbul.
- 7 Egypt is **bigger** than Spain.

6a Students put the adjectives in the comparative form and then write true sentences.

Example answers

- 1 I think ice hockey is better than football.
- 2 Maths is more difficult than French.
- 3 In my opinion, a little brother is worse than a big brother.
- 4 Saturn is bigger than Earth.
- 5 I think English is easier than science.
- 6 Adam Sandler is funnier than Ben Stiller.

6b SPEAKING In small groups, students compare their sentences and discuss if they agree or disagree with other people's ideas.

7a Draw students' attention to the photos of New York and Ljubljana. In pairs, students write sentences comparing life in the two places. Tell them to look at the words in the box for ideas and draw their attention to the example.

Example answers

Life in New York is more exciting/faster/more stressful than in Ljubljana.

Life in Ljubljana is easier/quieter/more relaxed/slower than in New York.

People in New York are angrier/more worried than people in Ljubljana.

People in Ljubljana are friendlier/happier/healthier/more relaxed than people in New York.

1 CULTURAL INFORMATION

Ljubljana [lyoo-BLYAH-nah] is the capital of Slovenia. With a population of approximately 300,000 inhabitants, it is one of Europe's smallest capital cities.

7b Students read out some of their sentences. The rest of the class raise their hand if they agree with the ideas.

+ EXTRA ACTIVITY

In pairs, students take turns to compare objects in their rucksacks, e.g. *My book is older than your book. Your notebook is messier than my notebook, etc.*

Refer students to the Grammar reference on page 114 if necessary.

HOMEWORK

Assign students page 76 in their Workbook or the relevant sections of the Online Workbook.

Vocabulary p107



Talking about social problems

>> FAST TRACK

You could ask students to start exercise 1a at home by checking the meanings of words in the Macmillan Online Dictionary. Then, in class, they match and discuss the photos.

v Social problems

1a In pairs, students match the photos to some of the words in the box. Check the answers.

Suggested answers

- a poverty b pollution c unemployment
d poverty, homelessness, hunger

1b  **79** Play the track for students to listen and repeat. See p159 for the audioscript for this exercise.

2 SPEAKING Students choose three problems they think are really important now. Then they tell their partner why they think those three problems are more important than the other problems. Draw attention to the example dialogue.

+ EXTRA ACTIVITY

Ask each pair to agree on the most important problem in exercise 1a and give them a few minutes to note down the reasons why. Then ask different pairs to share their reasons with the class and hold a class debate to agree on the most important problem. Ask students to vote at the end of the debate.

HOMEWORK

Assign students page 77 in their Workbook or the relevant sections of the Online Workbook.

Gateway to life skills p108-109

Helping a charity

To learn about different charities, to consider different factors when choosing a charity to support and to find out about ways of helping a charity

>> FAST TRACK

You could set exercise 5a as homework to be given in at the next lesson.

1 BACKGROUND INFORMATION

When considering helping a charity, teenagers should research the issues connected to that organisation. They may discover new points of view and opinions on topics which they previously knew very little about. This knowledge may enable them to help increase the awareness of social problems from a balanced and educated standpoint.

In this lesson, students learn about three charities, who they help and how. Students discuss the factors that are important when choosing a charity and consider how they can help a charity.

WARMER

Draw students' attention to the vocabulary in the Key concepts section.

Write the following questions on the board:

Do you support a charity?

Do you know anyone who supports a charity?

Do you raise money for charity?

Do you know anyone who raises money for charity?

Are you a volunteer?

Do you know anyone who is a volunteer?

Students ask and answer the questions in pairs. If the answer is yes, the student should give more information.

- 1 In pairs, students look at the names of the three charities and talk about what they think each one does.

Suggested answers

- 1 Helps children make their wishes come true.
 - 2 Protects animals.
 - 3 Helps children to complete their education.
- 2 **READING** In groups of three, each person chooses a different charity then reads the corresponding text and makes notes about 1) who the charity helps, 2) how the charity helps and 3) any other interesting facts about the charity.

Answers

Make-A-Wish Foundation 1) Helps children suffering from a medical condition. 2) It makes a perfect experience by making dreams come true. 3) Wishes include meeting a famous person, going to the zoo/a famous city, being a doctor/police officer for the day.

PETA 1) It protects animals. 2) It rescues suffering animals and educates the public. 3) Ryan Gosling supports PETA.

Get Schooled 1) Children that leave school before they graduate. 2) It asks celebrities to visit schools and talk to students directly. 3) One Direction and Nicki Minaj talk to schools. Get Schooled uses the Internet to connect with young people.

- 3 **SPEAKING** Students take it in turns to tell the other members of their group about the charity they read about.

+ EXTRA ACTIVITY

Students decide which of the three charities they would support and why.

- 4a Students read the factors that are important when choosing a charity and give each factor a mark from 0 to 5.
- 4b **SPEAKING** In new groups, students compare answers and justify them. Encourage the use of gerund subjects (*helping*) and comparatives. In less confident classes put the following words on the board as support. Point out that they should replace the underlined words with their own ideas.

I think helping young people is more important than helping old people.

Why?

Because young people are the future.

I agree/I disagree – I think old people are more important because ...

Finally, elicit the most important factor from each group to introduce the concept of superlatives.

- 5a In pairs, students make a list of ideas about how they can help a charity. In less confident classes put the following words on the board as support: *You could try to raise money by selling things that you don't want.*

Example answers

You could try to raise money by selling things you don't want/making things and selling them/offering a service e.g. teaching English to young children for a donation.

You could give some of your money.

You could volunteer to work with the charity e.g. talking to lonely old people.

- 5b  **LISTENING**  80 Tell students that they are going to watch or listen to four teenagers talking about helping charities. Play the track or video and ask students to note down if any of their ideas from exercise 5a appear. See pp159–160 for the videoscript/ audioscript for this exercise.

- 6  80 Ask students to read the questions. Then play the video or track again for students to write answers to the questions. Give them time to compare their notes in pairs before you check the answers in open class. More confident students could try to answer some of the questions before they watch or listen for the second time.

Answers

- 1 her friends 2 a table outside 3 music, comedy and magic 4 played the guitar 5 seriously ill 6 easy and quick 7 the park (near her school) 8 six

LIFE TASK



Tell students that they are going to imagine that they are going to support a charity.

■ Step 1

Put students in small groups. Tell each group to consider their answers in exercise 4a and discuss possible charities to support. Students look on the Internet if necessary.

■ Step 2

Students decide on one charity to support and make a list of reasons why.

■ Step 3

Students look on the charity's website for ways that they could help the charity. They discuss the options and choose one or more activity and make a plan of action.

■ Step 4

Students decide how they are going to present their plan and what materials they need for their presentation, e.g. a poster presentation, PowerPoint presentation, etc. Students divide up the tasks evenly. Give students time to rehearse their plan of action before they present it to the class.

■ Step 5

Encourage students to try to make their plans happen.

+ EXTRA ACTIVITY

After the presentations, invite students to decide which plan they liked best and discuss what they have learned about charities in this lesson.

Listening p110



Listening for specific and general information

WARMER

Bring in an English newspaper/magazine or, if you have access, find news stories on the Internet. Elicit the different ways students can find out about the news (newspapers, television, magazines, Internet, radio) and discuss what the major news stories of the week are.

TEACHER DEVELOPMENT: LANGUAGE

news

Remind students that *news* is a noun with a plural form, but it takes a singular verb, e.g. *The news is on TV at 6.30 pm.*

- 1 In pairs, students talk about any news stories they remember from yesterday.

- 2 **LISTENING** ▶ 81 Tell students that they are going to hear four news stories. Play the track for students to listen and decide what the topic of each story is. Tell them to choose from the list. See p160 for the audioscript for this exercise.

Answers

- 1 hunger 2 homelessness 3 violence
4 unemployment
3 ▶ 81 Play the track again for students to listen and choose the correct answers.

Answers

- 1 b (People are leaving their homes and moving to camps to look for food.) 2 a (They are particularly worried because next month will be the coldest month of the year.) 3 a (According to the latest statistics, 4 in every thousand people are without a home.)
4 c (Last year 277 people died as a result of knife attacks. But the police expect the number to be smaller this year.) 5 a (... the public continues to see knife crime as one of the biggest and most important problems in the country today.) 6 a (Men between the ages of 25 and 50 are the biggest group to lose jobs.) 7 b (Workers in construction and car manufacturing are having a particularly difficult time ...)

+ EXTRA ACTIVITY

Ask follow-up questions about the listening, e.g.

- 1 What caused the food problems in East Africa?
2 Why are charity organisations worried?
3 Who helped the government with their publicity campaign against knife crime?
4 The number of people without a job is the highest for how many years?

Answers

- 1 The fact that the last summer was the hottest and driest of the last ten years.
2 Because next month will be the coldest month of the year.
3 18 teenagers.
4 Seven years.

TEACHER DEVELOPMENT: CLASSROOM TIPS

News stories

News stories are information-packed and often difficult for students to follow. They are generally constructed around the key questions listeners will want to know the answers to: *Who? What? Why? Where? When? How?* Encourage students to learn these six key question words as a framework that will help them in all skills areas.

HOMEWORK

Assign students page 77 in their Workbook or the relevant sections of the Online Workbook.



Using superlative adjectives and articles

>> FAST TRACK

You could ask students to do exercise 4a at home and bring their sentences to the next lesson.

Test before you teach

Write these words on the board: 1 *unemployment/difficult problem to solve* 2 *homelessness/serious problem for teenagers* 3 *knife crime/dangerous problem*. Ask students to write three sentences in their notebooks using the adjectives in the superlative form. Monitor carefully to see if they have consolidated knowledge of how to form and use superlative structures. If so, move through the exercises in the Grammar guide quickly as a class.

Answers

- 1 Unemployment is the most difficult problem to solve.
- 2 Homelessness is the most serious problem for teenagers.
- 3 Knife crime is the most dangerous problem.

Superlative adjectives

- 1a Students read sentences 1–5 and then complete the table with the words in blue. They should use the table on p106 to help them write the rules in their notebooks. Go around and help as necessary to ensure all students have the correct rules in their notebooks.

Answers

a coldest b hottest c driest

d most important e best f worst

1 One-syllable adjectives – add -est.

2 One-syllable adjectives ending in one vowel and one consonant – double the consonant and add -est.

3 One or two-syllable adjectives ending in -y – omit -y and add -iest.

4 Adjectives with two syllables or more – put the most before the adjective.

- 1b Students complete the sentence with the correct words. After checking the answers, if necessary, draw students' attention to the sentences and table in exercise 1a and point out the use of the word *the*.

Answers

a the b in

TEACHER DEVELOPMENT: LANGUAGE

Superlative adjectives

Explain to students that we usually use the superlative form when speaking about three or more objects to show which object stands out in some way from the others, e.g. the person who is taller than the other people is the tallest person.

- 2 Students complete the sentences with the correct superlative form of the adjectives in brackets.

Answers

- 1 the most expensive 2 the best 3 the fastest
- 4 the worst 5 the most important
- 6 the furthest/farthest 7 the biggest

- 3 Students look at the table with information about the three cities. Then they complete the sentences with the correct comparative or superlative form of the adjectives in brackets.

Answers

- 1 bigger, Abu-Dhabi 2 Istanbul, the biggest
- 3 Abu-Dhabi, the smallest 4 drier, Istanbul
- 5 Abu-Dhabi, the driest 6 Istanbul, the wettest
- 7 more expensive, Istanbul
- 8 Abu-Dhabi, the most expensive

- 4a Students write sentences giving their opinion about the things in the list. Tell them to use the superlative form of the adjectives. Draw attention to the example sentence.

Example answers

- 2 I think hunger is the biggest problem in the world.
- 3 I think Lady Gaga is the most famous singer in this country.
- 4 I think maths is the most difficult subject at school.
- 5 I think *Big Brother* is the strangest programme on TV.
- 6 I think Disneyland is the best place in the world.

- 4b **SPEAKING** In pairs, students take turns to interview each other and find out their partner's answers in exercise 4a. Draw attention to the example dialogue.

Articles

Test before you teach

Write the following gapped sentences on the board:

- 1 I can't find present I bought for my sister.
- 2 I can't find nice present for my sister.

Ask which sentence requires a and which *the*, and elicit the reason (sentence 1 refers to a specific present, whereas sentence 2 doesn't). Ask students when *an* is used instead of a (before a vowel sound). If students seem to be familiar with the use of articles, then move through the Grammar guide exercises quickly in open class.

- 5 Students read the sentences and then join the sentence halves to make rules.

Answers

- 1 c 2 a 3 b 4 d

- ✓ **EXAM SUCCESS** Students read about cloze activities and discuss what type of words they think go in the gaps in exercise 6. Tell them to turn to page 153 (Use of English: Open cloze activities) to read some tips about this type of activity.

- 6 Students complete the text and write one word in each gap.

Answers

a a b an c The d more e most f than g the h in

+ EXTRA ACTIVITY

Write the following sentence openers on the board and ask students to complete the sentences so they are true for them:

The happiest day of my life was ... ; The most boring day of my life was ... ; The best person I know is ... ; The worst show on TV is ... ; The coolest band at the moment is ... ; The most interesting book I know is ...

Refer students to the Grammar reference on page 114 if necessary.

HOMEWORK

Assign students page 78 in their Workbook or the relevant sections of the Online Workbook.

Developing speaking p112

Describing a photo

>> FAST TRACK

You could do exercise 4 as a class discussion.

WARMER

In pairs, students discuss how they study at home. Put these words on the board as prompts: *on my own/with someone else? with dictionaries and books/with the computer? in my bedroom/study/kitchen?*

Describing a photo

- 1 **SPEAKING** In pairs, students discuss any similarities between the two photos. In less confident classes, put the following words on the board:
Both photos show ...
In both photos there is/are ...

Suggested answers

In both photos there is an older person with younger people.
In both photos, they are at home.
In both photos, the older people look relaxed.
In both photos, I can see computers.

- 2 **LISTENING** ▶ 82 Play the track for students to listen and decide which photo is being described. See p160 for the audioscript for this exercise.

Answer

Photo a

- 3 ▶ 82 Students read the description and fill in the gaps. Play the track again if necessary. Tell them not to worry about the different colours at this stage.

Answers

a three b two children c a woman
d pictures or photos e the computer
f a computer game g well h excited

- 4 Students read the description again and answer the questions.

Answers

- 1 This is a picture of ... ; I can see ...
- 2 The words in blue are prepositions and expressions to indicate place. They are important because they tell us the location of the people and things in the photo.
- 3 The verbs in green are in the present continuous tense.
- 4 The words and expressions in red are used when we are making a guess.
- 5 Students read the information in the Speaking bank and check their answers to the questions in exercise 4.
- 6 **SPEAKING** In pairs, students look at photo b and say where the things are, using the words and expressions in the Speaking bank.

Suggested answers

- 1 The people are in the boy's bedroom.
- 2 The woman is standing next to the boy.
- 3 The boy is sitting at a desk.
- 4 The pencil case is on the right of the boy.
- 5 The books are on the shelves on the right of the picture.
- 6 The phone is next to the pencil case.

PRACTICE MAKES PERFECT

- 7 **SPEAKING** Students take it in turns to describe photo b using some of the ideas from exercise 6. For students who are less confident, photocopy the model text below for extra support during the speaking task.

Model text

This is a picture of a bedroom. I can see two people in the bedroom. I think it's a mother and her son. They're probably at home. I think the boy is 11 or 12. Perhaps he's doing his homework because he's sitting at the desk and he's got a notebook and computer in front of him. On the right, I can see some books on the shelves. In the background, there are some more shelves and there are some CDs in the middle of them. On the left, we can see the boy. He's sitting down and his mother is looking at his work. I think his mother looks relaxed. Maybe she's reading what the boy is writing. He's holding a pen and he looks confused. My mum also helps me with my homework sometimes.

✓ **EXAM SUCCESS** Students discuss what they should do when they don't know the word for something in the photo. Tell them to turn to page 153 (Speaking: Describing a photo) and check their answers.

TEACHER DEVELOPMENT: STUDENT TRAINING

Fillers

Teach students phrases to give them time to think if they can't remember a word: *Let me see ... ; Let me think ...* Ask them to practise describing objects so they can still talk about something even when they don't know the exact word.

The following words and expressions may be useful: *It's a kind of ... ; It's to do with ... ; It's a thing that you use when ... ; It's something that you do when ...*

+ EXTRA ACTIVITY

Divide students into groups and give each group a list of words from the unit: *homelessness, crime, violence, cupboard, responsible, gadget, chore, citizenship, dream, anonymous*, etc. Give each group three minutes to define their words, e.g. *It's a problem to do with people who don't have a place to live*. Award each group one point for each correct definition. The group with the most points wins.

HOMEWORK

Assign students page 79 in their Workbook or the relevant sections of the Online Workbook.

Developing writing p113

Writing a formal letter of opinion

>> FAST TRACK

You could set the writing task in exercise 6 as homework.

A formal letter of opinion

- 1 In pairs, students answer the questions. Elicit answers from different pairs.

Suggested answers

- 1 I can see a girl playing a computer game. She looks like she's having fun.
- 2 Students' own answers
- 3 Students' own answers

+ EXTRA ACTIVITY

Open up question 3 into a class discussion. Elicit the positive and negative aspects of computer games from the class and put them on the board in two lists. Students compare the items in each list and decide the most positive and most negative aspect of computer games. Finally, the class decides if they are a good thing or a bad thing.

- 2 Explain that an editorial is an article in a newspaper/magazine expressing the opinion of its editors/publishers. Students read the editorial and in pairs, discuss if they agree with the editorial and say why or why not.

- 3 **READING** Students read the letter to the editor and decide if the writer agrees or disagrees with the editorial and why.

Answers

The writer agrees with the editorial because he thinks computers stop teenagers from thinking and from doing other things.

- 4 Students read the letter again and match the paragraphs to the objectives.

Answers

1 d 2 a 3 c 4 b

TEACHER DEVELOPMENT: STUDENT TRAINING

The target audience

It is very important that students know who they are writing to (the audience) and why (the purpose). This information guides their choice of style, content and tone. Style refers to diction (choice of words), punctuation, and sentence and paragraph construction. Students are usually more comfortable writing a friendly letter than a formal letter and need more help in writing formal texts. Remind students that in exams, points are awarded for an appropriate response to the task.

- 5 Students read the letter again and complete the words and expressions in the Writing bank.

Answers

- a Sir/Madam b I am writing about your editorial
c opinion/view d view/opinion e faithfully

PRACTICE MAKES PERFECT

- 6 Students write a formal letter of opinion to the editor. Remind them to use the information in the Writing bank, as well as to follow the paragraph plan in the model letter in exercise 3. For students who are less confident, photocopy the model text below for extra support during the writing task.

Model text

Dear Sir/Madam,

I am writing about your editorial from last Thursday's newspaper. I disagree with what you say in this editorial. In my opinion, teenagers have a different type of intelligence. IQ tests are not good tests for this generation. We spend a lot of time finding out how to use new games and some of the games we play train our brains.

Personally, I think we are much more intelligent than teenagers in the past. We just think in a different way and we don't just memorise things, we have our own opinions. These are much more difficult to measure in standard tests. Computers are not a bad thing – they have changed the world for the better.

I feel very strongly about this subject. I am very interested in hearing other reader's opinions.

Yours faithfully,

Ned Buster

+ EXTRA ACTIVITY

Organise a class debate on this topic. Write the motion on the board: *Teenagers were more intelligent in the past.* Divide the class into two groups: for and against. One side agrees that teenagers today are less intelligent and the other side thinks that they are as or more intelligent today. Give the groups time to prepare their arguments before holding the debate.

HOMEWORK

Assign students page 80 in their Workbook or the relevant sections of the Online Workbook.

Language checkpoint: Unit 8

>> FAST TRACK

The extra support provided on the Grammar and Vocabulary reference sections makes the Grammar and Vocabulary revision sections ideal for setting as homework. You could get students to complete the whole revision page or just certain exercises for homework.

Grammar revision p115

Comparative adjectives

- 1 Students write the comparative form of the adjectives.

Answers

- 1 hotter 2 sillier 3 more beautiful 4 better
5 longer

Superlative adjectives

- 2 Students look at the information about the three people and write sentences using the superlative forms of the adjectives.

Answers

- 1 Tom is the tallest. 2 Richard is the shortest.
3 Harry is the oldest. 4 Tom is the youngest.
5 Harry is the most intelligent.

Comparative and superlative adjectives

- 3 Students read the sentences and choose the correct alternative.

Answers

- 1 worse 2 the 3 most 4 than 5 in 6 -

Articles

- 4 Students complete the sentences with *a/an, the* or *-*.

Answers

- 1 the 2 a 3 - 4 The 5 an 6 -

Vocabulary revision p115

FEELINGS

- 1 Students write what the feelings are.

Answers

- 1 sad 2 interested 3 surprised 4 relaxed 5 tired
6 worried 7 excited 8 bored

PERSONALITY

- 2 Students match the words to the pictures.

Answers

- a kind b lazy c cheerful d hard-working

SOCIAL PROBLEMS

- 3 Students use words from the box to say what the problems are.

Answers

- 1 poverty 2 homelessness 3 unemployment
4 crime 5 hunger 6 pollution

HOMEWORK

Assign students page 81 in their Workbook or the relevant sections of the Online Workbook.

Speaking p116

► TIP FOR SPEAKING EXAMS

Students read the tip about listening to their partner in speaking activities. Tell students to turn to Exam Success on page 153 for more ideas.

- 1 Tell students to read the sentences and the four options. Students match the sentences with the correct use.

Answers

2 a 3 c 4 b 5 d 6 a 7 c

- 2 **SPEAKING** In pairs, students use the expressions in exercise 1 and the prompts to prepare and practise a dialogue. Less confident students should write their dialogue first.

✚ EXTRA ACTIVITY

Students act out their dialogues to the class, who write down the activity, the place and the time.

Writing p116

► TIP FOR WRITING EXAMS

Elicit from students what they should remember about presentation in their written work. Ask students to read the tip to compare their ideas and then look at Exam Success on page 153 for more tips.

- 3 Students read the message from Tim and decide what information he wants to know.

Answers

- 1 if you want to write something for the school newspaper
- 2 if you know anyone else who may be interested
- 4 Students make notes with information to give Tim.
- 5 Students write their reply to Tim. Remind students to answer all Tim's questions and if necessary to ask one or two questions, paying attention to the order of the words. Less confident students can compare their replies with the model text below and decide if they can improve it.

Model text

Hi Tim!

The school newspaper idea sounds great!

It's true! I am interested in nature and animals and I am worried about the African elephant. Hunters are killing them and people should do something. I think I can write something. When is the meeting? I think Julie may be interested too. She loves writing stories. I can ask her.

Where are you meeting?

See you soon!

Jerry

Use of English p117

► TIP FOR USE OF ENGLISH

Elicit from students what they should remember to do in cloze activities. Ask students to read the tip to compare their ideas and then look at Exam Success on page 153 for more tips.

- 6 Students read the text and answer the questions. Tell them not to worry about the gaps for the time being.

Answers

- 1 She went to a concert.
- 2 She liked it because a lot of her favourite groups and singers were there, and the concert was to help poor people in Africa.
- 3 She didn't like one new singer and the fact that she couldn't always see very well.
- 7 Students read the text again and write one word in each gap.

Answers

a a b of c The d in e the f than g didn't
h her i front j did

Speaking p117

► TIP FOR SPEAKING EXAMS

Ask students to read the tip for describing a photo and turn to Exam Success on page 153 for more ideas.

- 8 In pairs, students look at the two lists of words and decide how we can use these words to describe a photo.

Answers

List A: We use these words to say what we think is happening in a photo.

List B: We use these words to say where things and people are in a photo.

- 9 **SPEAKING** In pairs, students take turns to describe photos A and B on page 156.

HOMEWORK

Assign students pages 82–83 in their Workbook or the relevant sections of the Online Workbook.

'CAN DO' PROGRESS CHECK p117

- 1 Ask students to read the 'can do' statements and reflect on their own ability. Students mark from 1–4 how well they can do each thing in English.
- 2 Ask students to look at their marks and decide what they need to do to improve. Elicit other suggestions.

KEY LEARNING OUTCOMES

CEF

Students will be able to:

- talk about actions or experiences in the past using the present perfect
- use *just*, *already*, *yet*, *ever* and *never* with the present perfect to talk about recent activities
- understand simple written and spoken texts about clothes, fashion and shops
- have simple conversations in a shop
- write a basic job application form

UNIT OVERVIEW

	Clothes
Vocabulary	Accessories
	T-shirts that tell a story
Reading	CRITICAL THINKING What makes some clothes special?
	Present perfect
Grammar in context	Present perfect with <i>ever</i> and <i>never</i>
	Shops
Vocabulary	
	Money and finance: Investigating ethical trade
Life skills	
	A conversation about a sale
Listening	
	Present perfect with <i>just</i>
Grammar in context	Present perfect with <i>already</i> and <i>yet</i>
	Shopping
Developing speaking	PRONUNCIATION Polite intonation
	A job application form
Developing writing	
	Listening: Multiple-choice activities
Exam success	Use of English: Dialogue activities

DIGITAL OVERVIEW

Presentation Kit

- Flipped classroom video Unit 9: Present perfect
- Life skills video Unit 9: Investigating ethical trade
-  **Vocabulary tool:** Clothes; Accessories; Shops
- Interactive versions of Student's Book activities
- Integrated audio and answer key for all activities
- Workbook pages with answer key

Teacher's Resource Centre

- Flipped classroom video Unit 9: Present perfect
- Life skills video Unit 9: Investigating ethical trade
- Grammar communication activity Unit 9: Present perfect charades
- Worksheets for this unit, including:
 - Grammar Practice worksheet Unit 9
 - Flipped classroom video worksheet Unit 9: Present perfect
 - Literature worksheet Units 9 and 10
 - Culture worksheet Unit 9
 - Life skills video worksheet Unit 9
 - Everyday English worksheet Unit 9

Student's App

Gateway 2nd Edition wordlist for the award-winning Sounds App (available for download)

✓ TESTING AND ASSESSMENT

Resources for exam preparation and measuring student progress

- Test Generator Units 1–9
- Printable tests Unit 9 and Review (Units 7–9)
- Gateway to exams Units 9 and 10 (end of Unit 10)

Vocabulary p118



Talking about clothes and accessories

>> FAST TRACK

You could ask students to do exercise 1a at home to give them time to check any unknown words in the Macmillan Online Dictionary. Then they could compare their answers in pairs in class.

WARMER

Dictate the following questions to the class:
Do you like clothes shopping? Why/Why not?
What is the best place to buy clothes? Why?
Elicit the questions from two students to check that they have written them correctly. Tell students to ask and answer the questions in pairs.

V Clothes

1a In pairs, students match some of the words to the photos. Tell them to look up any words they don't know in their dictionaries. Check the answers.

Answers

1 shirt **2** tie **3** jacket **4** suit **5** trousers **6** shoes
7 top **8** skirt **9** tights **10** boots **11** jumper/sweater
12 jeans **13** trainers

1b **83** Play the track for students to listen and repeat. You may also wish to drill the pronunciation of the word *clothes* /klaʊðz/ as students often have trouble pronouncing it. See p160 for the audioscript for this exercise.

TEACHER DEVELOPMENT: LANGUAGE

Clothing vocabulary

Point out that there are a number of differences between the names of clothes in British English and US English. One of the most significant is *trousers* – in US English *trousers* are called *pants*. This can cause confusion because *pants* in British English refers to men's underwear. If you are in the UK, don't say *I like your pants*. *Leggings* are thicker than *tights*, are worn as outer clothes and don't cover the feet.

2 **SPEAKING** In pairs, Student A closes their book while Student B looks at the photos and asks questions to see if student A remembers what colours the clothes are. After five questions, the students change roles.

+ EXTRA ACTIVITY

In pairs, students take turns to choose a classmate and describe what he/she is wearing for their partner to guess who it is. If your students wear a uniform, ask them to turn to page 105 and describe one of the people in the photo.

V Accessories

3a Students complete the table, according to where they wear each item on their bodies.

3b **84** Play the track for students to listen, check and repeat. See p160 for the audioscript for this exercise.

Answers

Head: cap, hat	Eyes: glasses, sunglasses
Neck: jewellery, scarf	Body: belt, jewellery
Arm: jewellery, watch	

4 **LISTENING** **85** Tell students that they are going to hear Joe talking about clothes. Play the track for students to listen and answer the questions. Elicit or remind them that we use the present continuous to describe what we are wearing now. See p160 for the audioscript for this exercise.

Answers

- 1 He usually wears bright, colourful clothes at the weekend.
- 2 He's wearing an orange T-shirt and trainers, jeans and a cap.
- 3 His cap is his favourite item of clothing because he bought it in New York and it reminds him of the great time he had there.

5 **SPEAKING** In pairs, students take turns to ask and answer the questions. Ask individual students to tell the class about their partner, e.g. *Toby's favourite item of clothing is his scarf. He loves it because it has the colours of his favourite football team. He wears it every time they play a match.*

+ EXTRA ACTIVITY

Ask students to list appropriate items of clothing to wear for different occasions, e.g. a formal dinner: a suit, a skirt, a dress, shoes, jewellery, etc.

HOMEWORK

Assign students page 84 in their Workbook or the relevant sections of the Online Workbook.

Reading p119



Skimming and scanning for global and specific information

>> FAST TRACK

You could ask students to prepare for exercise 7 at home. Encourage them to choose a T-shirt to bring to class and to make some notes about what they want to say about it. Then divide the class into groups and ask students to show their T-shirts and explain why they are special.

WARMER

Play the game **Snowman** with the clothes vocabulary from the previous lesson. Divide the class into two teams. Choose an item of clothing and draw a short line on the board for each letter in the word. The first team says a letter. If it is in the word, write the letter in all the places it occurs. If the word does not contain the letter, draw the first part of the snowman. Continue playing with the same team until they either guess the word or the snowman drawing is complete. Then play again with the other team. Award a point for each correctly-guessed word.

1 **SPEAKING** In pairs, students take it in turns to describe the different T-shirts, saying which they like or dislike and why.

2 **READING** Students read the blog entry and match the paragraphs (A–D) to the T-shirts in exercise 1.

Answers

A 3 B 4 C 1 D 2

3 Students read the text again and complete the sentences with one to four words from the text.

Answers

1 the design, the colours 2 find their way in London
3 hundreds of times 4 a concert (of Adele) 5 letters
6 her brother 7 an important message

4 Ask students to work in pairs or small groups and say why each T-shirt is special for the person who wears it. Draw attention to the example.

5  **CRITICAL THINKING** Students answer the question and compare their own opinion with the class.

+ EXTRA ACTIVITY

Write all the students' ideas from the Critical thinking question on the board. In small groups, students decide the two best reasons why some clothes are special. Encourage the students to use comparatives and superlatives.

6 Students try to define the underlined words in the blog by looking at the words in context. Then tell them to check their ideas in their dictionaries.

Answers

designer = the person who designs clothes

design = pictures or patterns that decorate something

reminds me of = makes me remember/think of

live = performing in front of an audience (as opposed to recorded in a studio)

go with = to match or look nice with

bright = strong (colours)

sentimental value = valuable for emotional reasons

cotton = a material made from the cotton plant and used to make T-shirts and other clothes

TEACHER DEVELOPMENT: LANGUAGE

remind vs remember

Students may make mistakes with *remind*/*remember*. Explain that *remind* and *remember* are not the same. If you remind somebody about something, you make them remember it. *Remind* always has an object, which may be followed by *to* + infinitive or a *that* clause, e.g. *Can you remind me to go to the supermarket?* When you say that somebody or something reminds you of something, you associate it with a memory from your past, e.g. *The jumper reminds him of New York.*

If you remember something, you recall people or events to your mind, e.g. *He remembered to go to the supermarket.*

7 **SPEAKING** **What about you?** In pairs or small groups, students describe (or bring in and show) a T-shirt that is special for them and explain why it is special. Encourage students to ask each other follow-up questions to extend the discussion.

+ EXTRA ACTIVITY

In pairs or small groups, students design a T-shirt then present it to the class explaining their ideas behind the design. Students decide which design would be most popular with teenagers.

HOMEWORK

Assign students page 85 in their Workbook or the relevant sections of the Online Workbook.

Grammar in context pp120–121

Using the present perfect and *ever/never*

>> FAST TRACK

You could allow students to do exercise 4b in pairs. Ask them to write four more questions before they change partners to do the speaking task in exercise 4c.

**Test before you teach: Flipped classroom**

Set the Flipped classroom video and tasks for homework before the lesson. This will allow you to assess the needs of the students before the class. Students can then move on to the relevant grammar practice activities.

Present perfect

1 Students read sentences a–e and then complete rules 2–6 with the correct words.

Answers

a have b have c -ed d have
e main verb (past participle)

TEACHER DEVELOPMENT: LANGUAGE

Contractions

Draw attention to the contracted forms of *have*: 've and 's, which is the contraction of *has* for the third person form. Point out that, although this is the same as the contraction for *is*, the context will always help them work out which verb is being contracted.

EXTRA ACTIVITY

Draw this table on the board (without the answers) and ask students to complete it with the full and contracted present perfect forms of the verb to write:

	Full form	Contraction
I/you/we/they	(have written)	('ve written)
he/she/it	(has written)	('s written)

- 2 Students complete the table with the irregular past participles. Draw attention to the note at the bottom of the table about *been* and *gone*.

Answers

be – been • break – broken • buy – bought
do – done • drink – drunk • eat – eaten • give – given
go – gone/been • have – had • make – made
see – seen • take – taken • think – thought
wear – worn • win – won • write – written

TEACHER DEVELOPMENT: LANGUAGE

gone vs been

Draw attention to the note below the table in exercise 2 about the difference between *gone* and *been*. Explain that *have been* is used to talk about completed visits, whereas *have gone* implies that the person has not yet returned.

EXTRA ACTIVITY

Write the following words on the board:

Where/gone?

Where/been?

Walk out of the room and come back. Invite someone to ask you one of the questions. (*Where have you been?*) Answer the question, e.g. *I've been to the office*. Then send a student out of the classroom and ask the remaining students to ask you one of the questions. (*Where has he/she gone?*) Invite the class to answer the question e.g. *He/She has gone to the office*.

- 3a Students use the prompts to write true sentences about their life experiences using the affirmative or negative form of the present perfect.

Example answers

- 2 My friend and I haven't appeared on TV.
- 3 I've travelled by plane.
- 4 I've eaten sushi.
- 5 My parents and I haven't been to the US.
- 6 I haven't written a song.
- 7 I've seen my favourite band/singer in concert.
- 8 I haven't bought jewellery for my pet.

- 3b **SPEAKING** In pairs, students take it in turns to read their negative sentences. Draw attention to the model dialogue. If the other student has the same negative sentence, they should say *me neither*. If the other student has an affirmative sentence, they should say *I have*. Model the pronunciation of both forms.

TEACHER DEVELOPMENT: LANGUAGE

Agreeing with a negative statement

Point out *Me neither* in the model dialogue. We use *neither* to add a negative statement to one that has just been made, e.g. A: *I don't like living in a city*. B: *Me neither./Neither do I*.

- 4a Students complete the questions using the present perfect.

Answers

- 1 Have you bought any clothes this week?
- 2 Have you played sport this week?
- 3 How many text messages have you sent this week?
- 4 Have you had any exams this week?
- 5 Have you written an email this week?
- 6 Have you eaten in a restaurant this week?
- 7 What have you watched on TV this week?
- 8 How many emails have you sent this week?

- 4b Students think of some more questions to ask. Remind students that we use the present perfect when the time is not finished, e.g. *today, this week, this month, this year*. If necessary, write some useful verbs on the board to give them ideas, e.g. *wear, break, write, see*.

- 4c **SPEAKING** In pairs, students ask their partner their questions. Their partner answers with a short answer. If the answer is yes, they then give more details. Draw attention to the model dialogue.

Present perfect with ever and never

- 5 Students read the sentences and choose the correct alternative to complete the rules.

Answers

- 1 Ever 2 Never 3 before

- 6a Students choose a partner and complete the sentences about them by guessing. They should use the affirmative or the negative form of the present perfect. Remind students to use each verb only once.

Suggested answers

- 2 has/has never made 3 has/has never read
 4 has/has never seen 5 has/has never won
 6 has/has never broken 7 has/has never written

6b SPEAKING In pairs, students take it in turns to interview each other. They ask questions with *Have you ever ... ?* in order to find out if their answers in exercise 6a are correct. Draw attention to the model dialogue.

+ EXTRA ACTIVITY

Play **Past participle bingo** with the irregular verb forms students have seen in this lesson. Students draw a 3 x 2 grid in their notebooks. They then choose six past participles from the table in exercise 2 on page 120 and write them in the six spaces. You then call out the infinitives from the list in a random order and students cross out the corresponding past participles as they hear them. The first student to cross out all six past participles shouts **Bingo!**

Refer students to the Grammar reference on page 128 if necessary.

HOMEWORK

Assign students page 86 in their Workbook or the relevant sections of the Online Workbook.

Vocabulary p121**Talking about shops****>> FAST TRACK**

You could ask students to look up any unknown vocabulary from the box in exercise 1 at home. Then they could do the matching task in pairs in class.

v Shops

- 1 Students match the shops with the examples of things you can buy or find in them.

Answers

- 1 sports shop 2 shoe shop 3 chemist's
 4 stationery shop 5 supermarket 6 bank
 7 post office 8 newsagent's 9 butcher's
 10 greengrocer's 11 bookshop 12 jeweller's
 13 bakery 14 electrical goods shop 15 clothes shop
 16 department store

TEACHER DEVELOPMENT: LANGUAGE**Possessive 's in shop names**

Explain that the possessive 's is often used to refer to shops, restaurants, churches and colleges to indicate who the building belongs to, e.g. *the butcher's shop*, *the grocer's shop*, etc. We usually shorten this to *the butcher's*, *the grocer's*, etc.

If a building is named after someone, we may also use the possessive 's, e.g. *Mary's Coffee Shop* might be referred to as *Mary's*.

- 2 **SPEAKING** Students play a memory game. One student begins by saying what shop they've been to and what they've bought there. The next student has to repeat what the first person said and add a new sentence of their own. The next student repeats what the first and second students said, and adds a new sentence and so on around the class. Draw attention to the example dialogue and model the activity in open class before students play in groups.

- 3 **SPEAKING** In pairs, students discuss which places in exercise 1 they go to and how often they go there.

+ EXTRA ACTIVITY

Divide the class into two teams: A and B. A volunteer from Team A sits with their back to the board. Write a shop from exercise 1 on the board. The students in the team have 30 seconds to tell the volunteer what you can buy at that shop and for him/her to guess which shop it is. Play then passes to the other team. Award points for each correct guess.

HOMEWORK

Assign students page 87 in their Workbook or the relevant sections of the Online Workbook.

Gateway to life skills pp122-123**Investigating ethical trade**

To learn about sweatshops and ethical trade, to find out about the life of young people working in sweatshops and to investigate and find out how ethical different shops or brands are

>> FAST TRACK

You could ask students to do the research for the Life task as homework. Each student should look at a different website then compare and collate their information with the rest of the group in the class.

1 BACKGROUND INFORMATION

Many of the goods that are sold in shops or online are made in sweatshops. Sweatshops are defined by US law as factories that violate two or more labour laws including low wages, long hours, child labour and unfit/unsafe working spaces.

In this lesson, students find out about the life of people working in sweatshops and the meaning of ethical trade. Students investigate a clothes shop to find out how ethical it is. In the process, students learn to think more deeply about the choices they make when choosing where to shop.

WARMER

Ask students *Do you know of any Fairtrade shops in your area? Do you see Fairtrade products in your local supermarket? Do you buy these products?* After hearing several answers from the class, give students three minutes to work in small groups to discuss what they know about Fairtrade. Elicit some ideas and add your own, if necessary.

Example answers

When you buy products that have a Fairtrade mark, you know that they were produced in a way that supports and protects the workers and the environment. For example, you know that the workers and farmers received a fair price that enables them to live in acceptable conditions, and that no illegal labour was used.

- 1 In pairs, students look at the photos and answer the questions.

Suggested answers

- 1 The first photo shows someone sewing. The second photo shows a rack of T-shirts on hangers.
 - 2 The first photo shows someone making clothes. The second photo shows the finished product.
 - 3 Not very good.
- 2 **READING** Students read the text and match questions A–E with the corresponding answers.

Answers

- 1 D 2 B 3 E 4 C 5 A
 - 3 Ask students to read the text again more carefully and decide if the sentences are True (T) or False (F). Ask students to compare their answers in pairs before you check in open class. Encourage students to read out the key sentences that helped them decide on their answers.
- Answers**
- 1 T (Some people estimate that 250 million children between 5 and 14 work in sweatshops.) 2 F (Sometimes we don't know it, but many of the things we buy come from sweatshops.) 3 T (Coffee, chocolate, bananas and toys may all depend on sweatshop labour.) 4 T (It isn't only cheap products that come from sweatshops.) 5 T (You buy the shirt... for \$140... But the women making the shirt may only receive 24 cents for each shirt.) 6 F (... everybody knew that the building was in terrible condition.) 7 T (They also say that sweatshops can make poor countries richer.)

- 4  **LISTENING**  86 Tell students they are going to watch or listen to some teenagers talking about where they buy their clothes. Draw their attention to the table and ask students to make notes.

Students watch or listen and complete the table. Play the track or video again for students to check their answers. Give students a minute to compare in pairs. See p160 for the videoscript/audioscript for this exercise.

Suggested answers

Shopper 1:

- 1 A T-shirt and jeans.
- 2 No.
- 3 No – didn't know about it; just buys nice, inexpensive clothes.

Shopper 2

- 1 A dress and a top.
- 2 Yes.
- 3 Yes – bad conditions in sweatshops, Fairtrade clothes made of natural, organic materials.

Shopper 3

- 1 A shirt.
- 2 Yes (not cheap).
- 3 Yes – knows her money goes to help the people who make the clothes.

- 5 **SPEAKING** In pairs, students discuss the questions. Elicit some ideas from different students around the class. You could end by asking students if they think they will change their shopping habits after reading about this topic.

LIFE TASK



Students work in pairs to investigate a clothes shop or brand to find out how ethical they think it is.

- **Step 1**
Students choose a clothes shop or brand that they like.
- **Step 2**
They look on the Internet for information about the shop or brand. Students think about the following questions:
 - Where does it make its clothes?
 - Does it appear to have a good or bad relationship with the local community?
 - Does the shop or brand seem to have a good or bad reputation with the people who work for it?
 - Is the shop or brand taking action to improve conditions for workers?

Ask students to use a variety of websites to find out this information. Remind them that just because one website says something is true, it might not be.

- **Step 3**
Students work in groups and share what they have discovered. Ask students to discuss if they are surprised by any of the information. Tell students that they are going to imagine that they are going to support a charity.

Listening p124



Listening for specific and general information

WARMER

Students look at the irregular past participles in the unit and find examples of verbs that are:

- the same in the past simple and past participle, e.g. *bought*.
- the same in the base form and past participle, e.g. *come*.
- the same in the base form, past simple and past participle, e.g. *read* (point out that the pronunciation changes).
- different in the base form, past simple and past participle, e.g. *take, took, taken*.

Elicit answers and compile a list on the board.

- 1 In pairs, students ask and answer the questions.

✓ **EXAM SUCCESS** Students discuss why it is a bad idea to write answers quickly in a multiple-choice listening activity. Tell them to turn to page 153 (Listening: Multiple-choice activities) and compare their answers.

- 2 **LISTENING** ▶ 07 Tell students that they are going to hear two people talking about a sale. Play the track for students to listen for the answers to the questions. Check answers in open class. See pp160–161 for the audioscript for this exercise.

Answers

- 1 A computer. 2 A department store. 3 His dad.
- 3 ▶ 07 Give students time to read the questions and answer options. Then play the track for students to listen and choose the correct answers. Play the track a second time for students to check their answers before you check them with the class.

Answers

1 b 2 a 3 c 4 a 5 c 6 c

TEACHER DEVELOPMENT: STUDENT TRAINING

Multiple-choice listening activities

In this type of activity, students should read the multiple-choice options carefully before they listen. When students listen for the first time, encourage them to relax and listen without taking notes. If they write notes as they listen, they may lose the sequence of answers and start to panic. Remind students that the speaker sometimes says one thing and then changes it or adds new information.

After they listen, students should mark the answers that they remember. They then listen for any missing answers when they hear the recording a second time. It can be helpful to point out to students that the order of the questions usually matches the order the answers appear in the listening. If, at the end of the activity, they are still not sure, remind students to choose an answer as there is a chance it will be correct.

HOMEWORK

Assign students page 87 in their Workbook or the relevant sections of the Online Workbook.

Grammar in context p124–125

Using the present perfect with *just*, *already*, *yet*

Test before you teach

Make sure you have your bag/briefcase on your desk. Ask students to watch what you do. Take something out of your bag/briefcase, e.g. a notebook, and put it on the desk. Take a pen and give it to a nearby student. Say *I've just taken a notebook out of my bag. What else have I just done?* to elicit *You've just given a/your pen to [student's name]*. Then do other actions, e.g. write the date on the board, open a cupboard, and elicit the appropriate sentence from the class. If students seem to be familiar with this use of the present perfect, move through the Grammar guide exercises quickly in open class.

Present perfect with *just*

- 1 Students read about the present perfect with *just* and look at the sentences. Elicit if *just* usually goes before or after the past participle.

Answer

before the past participle

- 2 Students complete the replies to the questions using the present perfect form of the verb given and *just*. Draw attention to the example sentence.

Answers

- 2 I've/I have just lost them.
 3 Somebody has just stolen my mobile phone.
 4 Yes, the class has just started.
 5 The film has just finished.
 6 No, we've/we have just eaten.
 7 I've/I have just broken a glass.
 8 No, I've/I have just switched it off.

- 3a **SPEAKING** Tell students to look at photo a. Elicit how she is feeling (happy). Draw attention to the model answers. Elicit some more answers from the class. In pairs, students look at remaining photos b–d and decide how the people feel. Then they think of reasons why, using the present perfect with *just*. Set a time limit of three minutes and tell students to note down as many reasons as they can.

- 3b In the same pairs, students compare their reasons with another pair and see who has the most. Ask the winning pairs to read out their sentences to find out which pair has the most correct sentences in the class.

EXTRA ACTIVITY

Divide the class into two. Tell half the class (group A) to stand up and position themselves so they are in view of the other half. Tell group A that they can do whatever they want for one minute, e.g. *dance, sing*. Group B narrate what is happening using the present perfect with *just*, e.g. *Look! John has just picked up his book. Look! Sally has just laughed*. Then the two groups change roles. If the students are shy, the teacher should get involved.

Present perfect with *already* and *yet*

>> FAST TRACK

You could allow students to do exercise 7a and 7b in pairs. Then they use their questions to do exercise 7c with different partners.

Test before you teach

Elicit a few activities that students do every day, e.g. *brush my teeth, have breakfast, play football, read, watch TV*, etc. Give students an example sentence, depending on the time of day, e.g. *I've already had breakfast, but I haven't had lunch yet*. Elicit several more examples and then ask students to continue in pairs. Monitor to see how comfortable students are with this use of the present perfect. If they seem to be familiar with these expressions, then move through the Grammar guide exercises quickly in open class.

- 4 Students read sentences and questions a–d and then decide if statements 1–4 are true or false.

Answers

1 True 2 True 3 False 4 True

- 5 Students complete the sentences or questions with the present perfect form of the verb given, putting the words in bold in the correct place in the sentences. Draw attention to the example.

Answers

- 2 Have you read the news **yet**?
- 3 We haven't done our homework **yet**.
- 4 Have you **already** had your dinner?
- 5 She's/She has **already** decided what to wear.
- 6 Has the bus arrived **yet**?
- 7 We've/We have **already** finished this exercise.
- 8 But we haven't corrected it **yet**.

- 6a Students look at the list of jobs that Emily has to do today and write sentences with *already* and *yet* to say what she has or hasn't done. Draw attention to the example.

Answers

She's already written an email to Lisa.
She hasn't sent a birthday card to Sarah yet.
She's already run 5K.
She hasn't phoned Jack yet.
She hasn't taken the dog for a walk yet.
She's already had her piano lesson.
She hasn't made a cake for dinner yet.

- 6b **SPEAKING** In pairs, students test each other's memory.

One student closes their book and the other one asks questions to see if they remember Emily's list. Draw attention to the model dialogue. After four questions, students swap roles and repeat the activity.

- 7a Individually, students write down the name of a new film, a new TV programme, a new computer game, a new singer/song/band/CD and a new book/comic/magazine.

- 7b Students prepare questions about the things in exercise 7a using the present perfect and yet. Draw attention to the example.

Example questions

- 1 Have you seen *The Amazing Spider-Man 2* yet?
- 2 Have you seen *Believe* yet?
- 3 Have you played FIFA 14 yet?
- 4 Have you heard Coldplay's new CD yet?
- 5 Have you read *The Book Thief* yet?

- 7c **SPEAKING** In small groups, students take turns to ask and answer their questions from exercise 7b. Remind students to use short answers. Encourage other group members to respond with *Me neither* or *Me too* if they agree.

Refer students to the Grammar reference on page 128 if necessary.

HOMEWORK

Assign students page 88 in their Workbook or the relevant sections of the Online Workbook.

Developing speaking p126

Buying an item in a shop

>> FAST TRACK

You could ask students to read the Exam Success information on page 153 at home.

WARMER

Write the name of a shop on the board, e.g. *bakery*. In pairs, students take turns to say what they can buy there, e.g. A: *bread*, B: *cakes*, A: *cookies*, B: *doughnuts*, etc. When one of the students cannot think of anything, or if they say an incorrect word or repeat a word, their partner wins a point. Continue with different shops.

Shopping

- 1 **SPEAKING** In pairs, students describe the photo. Elicit ideas from the class as to where she might be (a stationery shop).

Suggested answer

I can see a woman looking at some paper or card. It looks like she might be in a stationery shop as there is lots of card on the walls, which looks like calendars, and also sheets of wrapping paper.

TEACHER DEVELOPMENT: LANGUAGE

stationery vs stationary

Explain to students that *stationary* means not moving. Ask the class what a *stationary bike* might be (the exercise bikes that are found in a gym). Ask students what they might find in a *stationery shop* (paper, pens, envelopes, card). Elicit ways they will remember the difference, e.g. *stationery has an E for envelope!*

- 2 **LISTENING** ▶ 88 Tell students that they are going to hear two dialogues in different shops. Play the track for students to listen and answer the questions. See p161 for the audioscript for this exercise.

Answers

- 1 Dialogue 1
2 The first customer buys a card and two blue pens.
3 The second customer wants to buy a large rugby shirt.

- 3 Ask students to look quickly at the dialogue below and say which one it is (dialogue 2). Then students put the expressions in the correct place in the dialogue.

Answers

- a 3 b 2 c 4 d 1 e 5

- 4a **PRONUNCIATION** ▶ 89 Play the track for students to listen to four expressions from the dialogues and decide if they sound polite. See p161 for the audioscript for this exercise.

Answer

Yes, they sound polite.

- 4b ▶ 89 Play the track again for students to listen and repeat with the correct intonation.

TEACHER DEVELOPMENT: PRONUNCIATION

Polite intonation

Explain that to make a polite offer, intonation should go up on the stressed word, then fall, and then go up a little at the end, e.g. *Would you like a bag?*

- 5 **SPEAKING** In pairs, students practise the dialogue in exercise 3 using the correct intonation. Monitor students as they do this, helping them if necessary.
- 6 Students look the Speaking bank and decide who usually says each expression – the customer (C) or the shop assistant (SA).

Answers

- I'll take it/them. (C)
- Excuse me. How much is this? (C)
- Anything else? (SA)
- That's (£5). (SA)
- Here's your change. (SA)
- I'd like this. (C)
- Would you like a bag? (SA)
- Do you sell (pencils)? (C)
- You're welcome. (SA)
- Sorry. We haven't got any at the moment. (SA)

✓ **EXAM SUCCESS** Students read about the multiple-choice activity and discuss if they know where the people are and who is speaking on each side of the dialogue. Tell students to turn to page 153 (Use of English: Dialogue activities) for more ideas.

TEACHER DEVELOPMENT: STUDENT TRAINING

Dialogue activities

When doing this kind of activity, encourage students to think carefully about who is speaking on each side of the dialogue and where the speakers are, before they choose one of the possible answers. If they have a clear idea of where the conversation is taking place, it will be easier for them to choose the correct answer. If students are not sure, they should read the dialogue with each possible response and try to eliminate them one by one. Remind students to always answer each question as there is a good chance they will get the right answer.

- 7 Students read and complete the five dialogues by choosing the correct responses. As you check the answers, elicit who is speaking and where they are.

Answers

- 1 c 2 a 3 b 4 c 5 b

PRACTICE MAKES PERFECT

- 8 **SPEAKING** In pairs, students choose a shop and a product they want to buy there. They prepare a dialogue using at least five of the expressions from the Speaking bank. For students that are less confident, photocopy the model dialogue below and either read it aloud yourself or alternate the roles with a confident student. Then instruct students to read aloud in pairs, alternating between the roles of customer (C) and shop assistant (SA). Finally, ask them to read it again, changing the underlined information to make it different. Students act out their dialogues for the rest of the class, who write down the type of shop and the product being bought.

Model dialogue

- C: Excuse me.
SA: Yes, can I help you?
C: Yes, please. Do you have Beyoncé's new CD?
SA: Sorry. We don't have any at the moment.
C: Oh. Do you have the CD by Florence and the Machine?
SA: Yes, we've got their new CD and their CD from last year.
C: How much is the new one?
SA: It's £13.
C: I'll take it.
SA: That's £13, please.
C: Here you are.
SA: Here's your change. Would you like a bag?
C: No. I've got one. Thanks anyway.
SA: You're welcome.

EXTRA ACTIVITY

Play a card game students are familiar with and which requires them to request cards from the dealer or other players, e.g. *Go Fish* or *Pontoon*. Ask students to play the game in small groups and use polite language in English to request the cards they need, e.g.

A: *Excuse me. Could you give me a five/a card, please?*

B: *Yes, of course. Here you are.*

A: *Thank you.*

B: *You're welcome.*

HOMEWORK

Assign students page 89 in their Workbook or the relevant sections of the Online Workbook.

Developing writing p127

Writing a job application form

>> FAST TRACK

You could ask students to complete the job application form in exercise 4 for homework.

WARMER

Elicit the process you generally have to follow in order to get a new job, e.g. look at job adverts, phone or email for an application form, fill in the application form, send it to the company, follow up with a phone call, wait to be invited for an interview, go to the interview, wait to be offered the job, agree on hours/salary/bonuses, accept the job.

Then divide the class into small groups and ask students to brainstorm the kind of information that they might have to write on a job application form and the kind of questions they might have to answer. Review their ideas in open class.

Example answers

Information: name, date of birth, address, phone number, email address

Questions: Why do you want this job?

What work experience do you have?

What qualifications do you have?

What skills do you have?

What are your hobbies?

What are your most important achievements?

What are your plans for the future?

A job application form

1 SPEAKING In pairs, students discuss the questions. Encourage them to give as much detail as possible in their answers. Elicit ideas from the class for question 1. For question 2, ask students to tell the class about their partner, e.g. *Zara has worked as a monitor on a summer camp.*

2 Students look at the application form for a part-time job in a supermarket. They decide where each piece of information should go on the application form.

Answers

1 f 2 d 3 a 4 h 5 b 6 c 7 k 8 l 9 e 10 j
11 g 12 i

3 Students look at the Writing bank and find an item in the box to match with 1–6. Then ask students to give a definition of *current employment* (where you are working now).

Answers

1 Gender: M/F 2 Date of birth 3 Signed 4 Skills
5 Surname 6 Previous employment

PRACTICE MAKES PERFECT

4 Students complete the application form with information about themselves. Tell them to invent information if necessary.

5a Students prepare questions about the information on the form to interview their partner for the supermarket job, e.g. *What's your name? Where do you go to school? Where are you working at the moment? Where have you worked in the past?* Encourage them to add questions of their own.

5b SPEAKING Students interview each other using the information on their application form. Draw attention to the model dialogue. After the interview, students each give feedback and say if their partner should get the job.

For students that are less confident, photocopy the model dialogue below and either read it aloud yourself or alternate the roles with a confident student. Then instruct students to read aloud in pairs, alternating between the roles of A and B. Finally, ask them to read it again, changing the underlined information for their own information.

Model dialogue

- A:** Hello. What's your name?
B: Helen Carson.
A: What's your date of birth?
B: I was born on 10th February 1994.
A: What's your address?
B: My address is 14 Springfield Terrace, Cambridge.
A: What's your phone number?
B: 01223 456 789.
A: Where do you go to school?
B: I go to Springfield School and I'm in Year 11.
A: Where are you working at the moment?
B: I'm working at a bakery on Milton Road. I work there on Saturday mornings.
A: Where have you worked in the past?
B: I delivered newspapers for Hatton's newsagents on Sunday mornings.
A: What skills do you have?
B: I am very punctual and hard-working. I like working with people and I am good with money. I can speak Spanish and French.
A: OK. Thank you very much for answering my questions.
B: You're welcome. It was very nice to meet you.

HOMEWORK

Assign students page 90 in their Workbook or the relevant sections of the Online Workbook.

Language checkpoint: Unit 9**>> FAST TRACK**

The extra support provided on the Grammar and Vocabulary reference sections makes the Grammar and Vocabulary revision sections ideal for setting as homework. You could get students to complete the whole revision page or just certain exercises for homework.

Grammar revision p129**Present perfect**

- 1 Students put the verbs in the correct form of the Present perfect.

Answers

- a** has done **b** has made **c** has met **d** Has, worked
e hasn't made **f** has won **g** have helped
h have written

Present perfect with ever and never

- 2a Students put the words in order to make questions.

Answers

- 1 Have you ever appeared in a film?
 2 Have you ever driven a car?

- 2b Students answer the questions in exercise 2a with complete sentences, using *never* if their sentence is negative. Remind students that their answers must be true.

Example answers

- 1 I've (never) appeared in a film.
 2 I've (never) driven a car.

Present perfect with just

- 3 Students complete the sentences with the Present perfect form of the verb given and *just*.

Answers

- 1 has just had 2 has just lost 3 have just been
 4 have just passed

Present perfect with already and yet

- 4 Students complete the sentences with *already* and *yet*.

Answers

- 1 yet 2 already 3 already 4 yet 5 yet 6 yet

Vocabulary revision p129**CLOTHES**

- 1 Students write the names of the clothes.

Answers

- 1 trousers/jeans 2 top/blouse 3 skirt 4 dress
 5 socks 6 jacket

ACCESSORIES

- 2 Students read the definitions and write the names of the accessories.

Answers

- 1 watch 2 scarf 3 belt 4 cap/hat 5 glasses

SHOPS

- 3 Students write an example of something you can buy in the shops.

Example answers

- 1 a notebook 2 a bed 3 medicine 4 sausages
 5 cakes 6 a newspaper 7 stamps

HOMEWORK

Assign students page 91 in their Workbook or the relevant sections of the Online Workbook.

KEY LEARNING OUTCOMES

CEF

Students will be able to:

- talk about actions using different forms of the passive
- talk about situations and their usual or possible consequences using zero and first conditionals
- understand spoken and written texts about inventions and inventors
- give a simple presentation
- write a short biography of a famous person

UNIT OVERVIEW

Vocabulary

Useful inventions
Creating and inventing
PRONUNCIATION Word stress

Reading

Women Inventors
CRITICAL THINKING Thinking about equal opportunities

Grammar in context

The passive
The passive with by

Vocabulary

Nouns with -ion
PRONUNCIATION Stress in nouns

Life skills

ICT:
Checking information on the Internet

Listening

A science TV programme

Grammar in context

Zero conditional
First conditional

Developing speaking

A presentation

Developing writing

A biography

Exam success

Speaking: Giving presentations
Writing: Paragraphs

DIGITAL OVERVIEW

Presentation Kit

- Flipped classroom video Unit 10: The passive
- Life skills video Unit 10: Checking information on the Internet
- ☒ Vocabulary tool: Useful inventions
- Interactive versions of Student's Book activities
- Integrated audio and answer key for all activities
- Workbook pages with answer key

Teacher's Resource Centre

- Flipped classroom video Unit 10: The passive
- Life skills video Unit 10: Checking information on the internet
- Grammar communication activity Unit 10: Fascinating Facts
- Worksheets for this unit, including:
 - Grammar Practice worksheet Unit 10
 - Flipped classroom video worksheet Unit 10: The passive
 - Literature worksheet Units 9 and 10
 - Culture worksheet Unit 10
 - Life skills video worksheet Unit 10
 - Everyday English worksheet Unit 10

Student's App

Gateway 2nd Edition wordlist for the award-winning Sounds App (available for download)

✓ TESTING AND ASSESSMENT

Resources for exam preparation and measuring student progress

- Test Generator Units 1–10
- Printable tests Unit 10 and End-of-year
- Gateway to exams Units 9 and 10 (end of Unit 10)

Vocabulary p130



Talking about useful inventions and the skills of creating and inventing

>> FAST TRACK

You could set exercise 3b for homework to be given in or discussed at the next lesson.

WARMER

In pairs, ask students to brainstorm technological devices teenagers use for studying and for entertainment. Set a three-minute time limit and give them regular updates, e.g. *Two minutes to go ...* Ask students to total up the number of devices they thought of, and ask the pair with the longest list to come up and write them on the board to check spelling. Tell them to open their books and see if they thought of all the words in exercise 1a.

Suggested answers

camera, e-books, headphones, interactive whiteboard, laptop, MP3 player, personal computer (PC), printer, projector, tablet, webcam, screen, smartphone, video camera

v Useful inventions

- 1a** In pairs, students match the words to the photos. Tell them to use their dictionaries if necessary. Check the answers.

Answers

a MP3 player **b** smartphone **c** tablet
d laptop (computer) **e** digital camera **f** printer
g satnav

- 1b** **90** Play the track for students to listen and repeat. Elicit what the abbreviation satnav stands for (*satellite navigation*). Ask students to underline the stress in each word (see Answers above). See p161 for the audioscript for this exercise.

- 2a** Ask students what they can do with each invention in exercise 1. Elicit answers from students around the class.

Suggested answers

digital camera – You can use it to take photos.
laptop – You can use it like a desktop computer but you can carry it around.
MP3 player – You can use it to listen to music.
smartphone – You can use it to phone friends, listen to music, go online or find places.
tablet – You can use it like a computer, but it is very light and easy to carry.

- 2b** **91** Ask students to work in groups and decide which two inventions they think are most useful and why. Elicit answers from the different groups and ask students to justify their choices. Take a class vote for the most useful invention by asking students to raise their hands.

- 3a** **91** In pairs, students discuss what they can do with the household objects that appeared on page 26.

Suggested answers

CD player – You can play CDs to listen to music.
DVD player – You can play DVDs to watch films.
dishwasher – You can clean the plates, cups, knives and forks/do the washing up.
fridge – You can keep food cold.
microwave – You can cook or heat food.
washing machine – You can wash your clothes.

- 3b** Ask students if they think any of the inventions in exercise 3a are more important than the inventions they considered most useful in exercise 2b. Encourage them to say why/why not.

Creating and inventing

- 4a** Students match some of the words to the pictures.

Answers

a design **b** invent **c** discover **d** build

- 4b** Ask students to look at the words in the box in exercise 4a and write the word for the person who does the things and the word for the object or thing that each person does or makes.

- 4c** **91** Play the track for students to listen and check their answers. See p161 for the audioscript for this exercise.

Answers

create creator creation
design designer design
discover discoverer discovery
invent inventor invention
produce producer product

- 5** **91** Ask students to mark the stress in each word. Draw attention to the example. Then play the track for students to listen, check their answers and repeat (see Answers in exercise 4c above).

- 6a** In groups, students try to complete the General Knowledge Quiz.

- 6b** **92** Play the track for students to listen and see how many answers they got right. See p161 for the audioscript for this exercise.

Answers

1 Marconi **2** the telephone **3** computer
4 radioactivity **5** Alexander Fleming **6** 2010 **7** car

- 6c** **92** Play the track again for students to write down the date of each discovery and invention.

Answers

radio – 1897, telephone – 1876, basic computer – 1822, radioactivity 1900s, penicillin 1928, tablet – 2010, car – 1886
The oldest is the basic computer from 1822.

EXTRA ACTIVITY

In pairs, ask students to write another General Knowledge Quiz question to test other students.

HOMEWORK

Assign students page 92 in their Workbook or the relevant sections of the Online Workbook.

Reading p131



Skimming and scanning for global and specific information

>> FAST TRACK

You could write the question from exercise 4 on page 131 on the board at the end of the previous lesson. Ask students to reflect on this for homework and write their ideas or make notes. They then compare their ideas where indicated in the next lesson.

WARMER

Play the game **Hot Seat** to start the class. Divide the class into two teams, A and B. Ask a volunteer from Team A to come to the front of the class and sit with their back to the board. Select vocabulary from the previous lesson and write the words one at a time on the board for team A to define. The volunteer must guess as many words as he/she can in a one-minute time limit. Play then passes to Team B. Each time a volunteer guesses a word correctly within one minute, their team wins a point. The team with the most points at the end of the game wins.

- 1a** In pairs, students make a list of as many famous inventors as they can think of. Set a three-minute time limit.
- 1b** Ask students to compare their answers with the rest of the class. Ask them to say how many of their inventors are women.
- 2 READING** Tell students they are going to read a text about women inventors. For each inventor, ask students to write what the invention was and the letter of the picture which illustrates it. Set a time limit of two minutes to encourage them to skim the text and not worry about unknown vocabulary.

Answers

- 1** a computer language, c
2 windscreen wipers, d
3 a substance for creating Kevlar, a
4 a dishwasher, b
- 3** Students read the text again and complete the information in the notes with between one and four words from the text. Check answers in open class.

Answers

- a Charles Babbage b the 1950s c tram
d New York e Charlotte Bridgwood
f bullet-proof jackets g skis h helmets
i her plates and glasses j private homes

- 4 CRITICAL THINKING** In small groups, students discuss the question. Then elicit some answers and discuss them in open class.

Example answers

In countries where men and women have equal access to advanced education, nowadays they have equal opportunities to become inventors. However this has only happened in Europe for about 100 years, and in some parts of the world, girls still don't receive any education at all. In the past, women finished school and then stayed at home and looked after children. Therefore women had less time to invent.

- 5** Students guess the meaning of the underlined words in the text. Encourage them to check in their dictionaries.

Answers

collaborated with = worked with someone to produce something
pioneer = one of the first people to do something important
fibre = type of material
helmets = hard hats you wear to protect your head
servants = people whose job is to clean or work in someone else's house

- 6 SPEAKING** What about you? In pairs or small groups, students discuss which invention in exercise 2 they think is the most useful and say why.

EXTRA ACTIVITY

In pairs, students take turns to describe an invention on pages 130–131 for their partner to guess.

HOMEWORK

Assign students page 93 in their Workbook or the relevant sections of the Online Workbook.

Grammar in context pp132–133



Using the passive and the passive with by

>> FAST TRACK

If students are familiar with the passive, you could do exercise 2 and/or 3 as a class activity by asking different students to give the answers and asking the rest of the class if they agree.



Test before you teach: Flipped classroom

Set the Flipped classroom video and tasks for homework before the lesson. This will allow you to assess the needs of the students before the class. Students can then move on to the relevant grammar practice activities.

The passive

- 1 Students read sentences a–f and then answer the questions.

Answers

- 1 c and f active; a, b, d and e passive
- 2 be
- 3 a and e are in the present; b and d are in the past
- 4 use the past of *be* (*was/were*) and the past participle
- 5 the action

TEACHER DEVELOPMENT: LANGUAGE

The passive

We use the passive when **who** or **what** causes the action is not important or is not known, or when we want to focus on the action. The subject of the active verb (sometimes called the agent) is not usually expressed in passive sentences, because it is unknown or unimportant. However, if it is used, it is usually preceded with *by*, e.g. *The dishwasher was invented by Josephine Cochrane.*

- 2 Students complete the sentences with *is* or *are*.

Answers

- 1 are 2 is 3 are 4 are 5 is 6 are 7 is
- 3 Students complete the sentences with the past passive form of the verbs given.

Answers

- 1 was produced 2 was/were created 3 was built
- 4 was played 5 were invented 6 were worn
- 7 was made

The passive with *by*

- 4 Students read the sentences and decide if the rules are *true* or *false*.

Answers

- 1 True 2 True 3 True
- 5 Students change the sentences from active to passive. In a less confident class, do the first one together as an example. Allow students to compare their answers before you check them with the class.

Answers

- 1 Corn Flakes were invented by Dr John H Kellogg in 1894.
- 2 The book *The Hunger Games* was written by Suzanne Collins.
- 3 Cars are built by robots in many factories.
- 4 The molecular structure of DNA was discovered by Francis Crick and James Watson in 1953.
- 5 The Xbox is made by Microsoft.
- 6 *Rolling in the deep* is sung by Adele.
- 7 The first telephone call was made by Alexander Graham Bell.

- 6 Students choose the correct alternative.

Answers

- a was made b were c built d was sold e by
f by g are

- 7a Ask students to look at the sentences and see if they know the answers.

Answers

- 1 Gustave Eiffel 2 Microsoft 3 Daniel Radcliffe
- 4 Skoda

- 7b In small groups, students prepare a General Knowledge Quiz for other groups. Ask them to write questions like the ones in exercise 7a and use the past participles in the box for ideas. Remind students that they must know the answers themselves.

- 7c Students give their sentences to another group for them to do the quiz and then check their answers.

+ EXTRA ACTIVITY

Play a game of **Bingo** to recycle and practise past participles. Ask students to draw a 3 x 3 grid in their notebooks and write nine past participles from page 157 in the spaces. Then ask them to close their books. Call out the infinitives from the list on page 157 in a random order, making a note of which ones you say. The first student to correctly finish and shout **Bingo!** wins the game.

HOMEWORK

Assign students page 94 in their Workbook or the relevant sections of the Online Workbook.

Vocabulary p133



Using nouns with *-ion* suffix

>> FAST TRACK

You could ask students to do exercise 4 for homework.

Nouns with *-ion*

- 1 Students look at the words and decide which are verbs and which are nouns. Draw their attention to the explanation, but don't confirm their answers at this point.

Answers

Verbs: create, imagine, invent
Nouns: creation, imagination, invention

- 2 Students complete the table. In open class, check the table and their answers to exercise 1.

Answers

- 1 action 2 description 3 explain 4 expression
- 5 imagine 6 information 7 investigate 8 organise

- 3a **PRONUNCIATION** 93 Play the track for students to listen to the nouns and underline where the stress comes in each word. See p161 for the audioscript for this exercise.

Answers

action • description • explanation • expression
imagination • information • investigation • organisation

3b ▶ **93** Play the track again for students to listen and repeat the words with the correct stress.

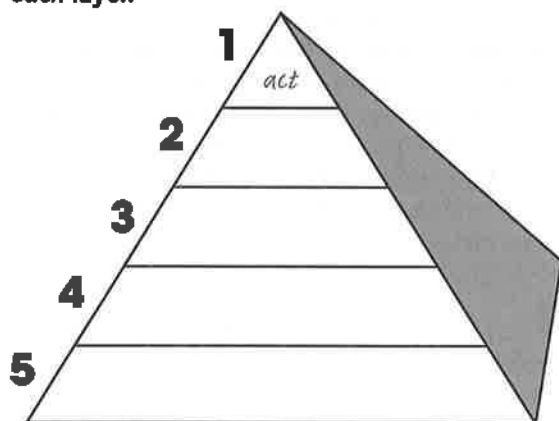
4 Ask students to complete the sentences with the nouns from exercise 2.

Answers

1 imagination **2** description **3** expression
4 investigation **5** organisation **6** information
7 explanation

✚ EXTRA ACTIVITY

Ask students to make a syllable pyramid with the words from this lesson. Draw a pyramid on the board so students can visualise the changing length of the words from one to five syllables. In a less confident class, tell students how many words there are for each layer.



Answers

1 act
2 create invent describe action explain express inform
3 creation imagine invention description expression
4 explanation information
5 imagination investigation organisation

Refer students to the Grammar reference on page 140 if necessary.

HOMEWORK

Assign students page 95 in their Workbook or the relevant sections of the Online Workbook.

Gateway to life skills pp134-135



Checking information on the Internet

To question whether a text on the Internet is fact or fiction, to look at key questions for checking if a story on the Internet is fact or fiction and to investigate a story on the Internet and decide if it is fact or fiction

>>> FAST TRACK

You could ask students to do exercises 1 and 2 before the lesson.

1 BACKGROUND INFORMATION

Checking the reliability of information online is a key life skill which will be useful for students in their academic, personal and working lives. In this lesson, students are invited to question and analyse the steps they need to take to assess information on the Internet critically: being aware that information found online might not be correct; selecting appropriate information sources; finding out where online information came from, who put it there and with what intentions.

WARMER

Write the word **INTERNET** on the board. In small groups, ask students to brainstorm as many adjectives, nouns and verbs as they can, connected to this central idea. Set a time limit of three minutes and encourage students to look up words in their dictionaries. Say **Stop** and encourage students to write the words on the board to check their spelling. Ask students to look at Key concepts on page 134 to see if they have thought of these words.

- 1 In pairs, ask students to look at the pictures and discuss what they can see and what they think about them. Elicit a few ideas from students around the class.
- 2 Ask students to look at the title of an article from the Internet and discuss the questions. Elicit answers from students in open class.
- 3 **READING** Students read the article and answer the questions.

Answers

- 1 They are at the bottom of the sea in the area of the Bermuda Triangle.
- 2 Dr Verlag Meyer.
- 3 The bases are 300 metres wide and they are 100 metres tall.
- 4 No. Two others have been found, one by Arl Marahall's expedition near Cay Sal and the other by Tony Benik's expedition.
- 4 In small groups, students discuss whether they think the pyramids exist and say why or why not. Elicit opinions from groups around the class.

5a Students read the list of things to think about in order to check if an article on the Internet is real or invented. Ask students if they usually consider these things when they access information on the Internet.

5b Students look at the text about glass pyramids again. Encourage them to use the advice in exercise 5a as a guide and make a list of specific things they could check to find out if the article is real. Draw students' attention to the examples.

Suggested answers

- 1 Check these people: Dr Verlag Meyer, Cheops, Arl Marahall, Tony Benik
- 2 The text says 'Japanese scientists'. Not very specific!
- 3 Not clear who the author of the text is. Investigate source: 'source of article can be found HERE'.
- 4 Check 'Cosmic News' website: what can we find out about it and who created it.
- 5 Check places in the text: Bermuda Triangle, Atlantis, Cay Sal
- 6 Uses 'pseudo' scientific language: *preliminary results, new discovery, experts, conference, high resolution data, 'energy field', 'quantum vacuum', pulsating crystal*, etc.
- 7 Photographic evidence: lots of pictures and high resolution data but no photos. Investigate photographs of large pyramid discovered by Arl Marahall 1977 and huge pyramid discovered by Tony Benik.
- 8 Source of the article: not official or clear scientific source – mentions American and French scientists, news discussed at a conference, local Florida newspapers.

- 6**  **LISTENING**  **94** Tell students that they are going to watch or hear a student called Jessica who is investigating the story about the glass pyramids. Play the video or track for students to listen for the answers to the questions. See pp161–162 for the videoscript/audioscript for this exercise.

Answers

- 1 A schoolfriend. 2 Fiction. 3 A pizza.
- 7**  **94** Play the video or track again for students to note down what Jessica says about the people, places and other things in the story. See pp161–162 for the videoscript/audioscript for this exercise.

Answers

- 1 Dr Verlag Meyer only appears in articles about the glass pyramids.
- 2 The stories in Cosmic News are not very scientific; they are about UFOs and the supernatural.
- 3 Bermuda exists, but the Bermuda Triangle is not a serious geographic name.
- 4 The photos that appear look like the Pyramid of Cheops in green.
- 5 There is no source, just copies of the text on other sites. The name of the author isn't mentioned.

+ EXTRA ACTIVITY

Play the last section of the track or video 'Conclusion' and do this dictogloss activity (see Teacher development: Classroom tips – Dictogloss p32): Individually, students listen intensively and write down as many words as they can. In pairs, students try to combine their versions to get the version as close to the original as possible. Play the section one more time. Give students two minutes to write their final version. Ask pairs to combine to make groups of four to work together on the final version. Groups swap texts to peer-correct any mistakes they see (misspelled words, bad punctuation, etc.) and count them. The team with the fewest mistakes is the winner.

LIFE TASK



In pairs, students investigate a story on the Internet to see if they think it's fact or fiction. Tell them to follow the plan.

- **Step 1**
Ask students to find information on the Internet about the Bosnian Pyramids.
- **Step 2**
Encourage students to divide up the different points in exercise 5a between them and investigate the information for each point.
- **Step 3**
Ask students to decide whether they think the Bosnian Pyramids are fact or fiction and make a list of reasons why.
- **Step 4**
Make sure that students have the necessary equipment to make a video message. Give them enough time to prepare and make the video message to send to someone who wants to know if the Bosnian Pyramids are fact or fiction and give reasons to defend their opinion.

+ EXTRA ACTIVITY

Write these sentences on the board in a jumbled order:

one than search a more term word as Do you use?
search you check several Do often results?
of first page Do more you the results check than just?
search engines you use different Do?
the on Do who the check put information you
Internet?

In pairs, ask students to order the words in each sentence. Then ask them to take it in turns to ask each other the questions. Elicit answers from around the group and ask students if they have ever read any stories like the Bosnian Pyramids or glass pyramids.

Answers

- Do you use more than one word as a search term?
- Do you often check several search results?
- Do you check more than just the first page of results?
- Do you use different search engines?
- Do you check who put the information on the Internet?

Listening p136



Identifying key words and listening for gist

WARMER

Ask students to make one sentence with words in today's lesson. Write the following words on the board: *umbrella, hot, skyscraper, penny, mobile phone, thirsty*. Tell the first pair to finish to shout **Stop!** Then ask them to read out their sentence.

Suggested answer

A thirsty man went up a skyscraper on a hot day with a mobile phone, a penny and an umbrella.

- 1 In pairs, ask students to discuss what they think happens if they do the things in the pictures. Elicit suggestions from students around the class.
- 2 **LISTENING** ▶ 95 Tell students that they are going to hear two people talking about a science programme on TV. Play the track for students to listen and put the pictures in the order that they appear in the conversation. See p162 for the audioscript for this exercise.

Answers

1 d 2 a 3 b 4 c

- 3 ▶ 95 Play the track for students to listen again and decide if the sentences are True (T) or False (F). Ask students to correct the false sentences. Check answers in open class.

Answers

1 F (The ones that were played classical music were the best.) 2 T 3 T 4 F (But even in one or two seconds, some types of food can attract bacteria.) 5 F (They didn't actually drop a penny from a skyscraper ...) 6 F (... the shape of the penny slows it down. If it hits you, it can hurt ...) 7 T

+ EXTRA ACTIVITY

In pairs, students discuss what they think about the information from the science programme. Ask them to decide if they think it's true or false. Elicit answers from different students around the class.

HOMEWORK

Assign students page 95 in their Workbook or the relevant sections of the Online Workbook.

Grammar in context pp136-137



Using the zero conditional and first conditional

Test before you teach

Write the following sentences on the board and ask students to complete them. Monitor as they work and elicit some example sentences from around the class. If students seem to be very familiar with the zero conditional, you could choose to move quickly through the exercises in the Grammar guide, eliciting answers from students as an open class activity.

If you heat water to 100° Celsius, ...

If you have very long showers, ...

If you recycle paper, ...

Suggested answers

it boils.

you waste water.

you save trees.

Zero conditional

- 1 Ask students to look at the sentences a-c and choose the correct alternatives in 1-3. Point out to students that we can also use *when*, which has a similar meaning to *if* in these situations.

Answers

- 1 things that are generally true, like scientific rules
- 2 the present simple
- 3 the present simple

- 2 Ask students to match the sentence halves to make true sentences. Students put the verbs in brackets in the correct tense.

Answers

- 1 c, you get pink 2 f, the answer is four
- 3 e, the rain makes you wet 4 b, it breaks
- 5 d, it makes you thirstier than before
- 6 a, it becomes glass

- 3 **SPEAKING** In pairs, students test their partner on colour combinations and maths questions. Draw students' attention to the model dialogue. Invite some students to ask their questions to the rest of the class.

First conditional

>> FAST TRACK

You could do exercise 6 in two parts by asking students to do sentences a-c in class, and sentences d-g for homework to be checked or given in at the next lesson.

Test before you teach

As a warmer, you could ask some questions in open class to see if students are familiar with the first conditional, encouraging them to answer in full sentences, e.g. *What will you do if you miss the bus home today? What will you do if it rains all weekend?*

- 4 Students read the sentences a and b and answer the questions 1–3. Elicit from students the negative form of *will* (won't).

Answers

- 1 to talk about specific possible situations
2 present simple 3 the future with *will*

TEACHER DEVELOPMENT: LANGUAGE

First conditional

We use the first conditional to talk about possible situations and their consequences. We are thinking about a particular situation in the future, and the result of this condition. There is a real possibility that this condition will happen.

We use the conditional to indicate a condition and a result and therefore there are two phrases: the *If* clause indicates the condition and the main clause indicates the result.

If clause	Main clause
If + present simple + comma, e.g. <i>If it rains,</i>	Subject + <i>will</i> /other modal + base verb, e.g. <i>I will stay home</i>

Remind students that these two phrases are interchangeable, e.g. the main clause first and then the *If* clause. If the *If* clause comes first, we put a comma.

- 5 Students choose the correct alternative. Ask students to compare their answers in pairs before you check them in open class.

Answers

- 1 will study 2 spend 3 will go 4 is 5 will help
6 passes

+ EXTRA ACTIVITY

Practise the contraction of *will* ('ll). Drill the sentences in exercise 5, helping students get the right rhythm in conditional sentences.

- 6 Ask students to look at the situations, think about a possible consequence and complete the sentences using the first conditional.

Suggested answers

- a If you kick the ball, you'll break a window.
b If you use your mobile phone in class, the teacher will get angry.
c If we don't catch the bus, we'll be late for school.
d If your handwriting is really bad in an exam, you'll get low marks.
e If you go to bed late, you'll be tired in the morning.
f If you use your mobile phone while driving, you'll have an accident.
g If you don't turn the music down, your neighbours will complain.

- 7a Individually, students think of three questions to ask somebody about possible situations in the future.

- 7b **SPEAKING** If you have space, encourage students to stand up and ask different students their questions. If space is limited, ask students to talk to the pair in front of them and behind them. Tell students to note down the answers to the questions and then select the best answers. Nominate students to tell the class some of the best answers.

+ EXTRA ACTIVITY

Introduce the idea of Murphy's Law, an idiom to say anything that can go wrong will go wrong.

Ask students to complete the following examples using the first conditional to describe what bad consequence happens. Fast finishers could make their own examples.

If I bring an umbrella, ... (it won't rain.)

If I don't bring an umbrella, ... (it'll rain.)

If I study hard for the test, ... (I'll be ill that day.)

If you wait in one queue, ... (the other queue will move faster.)

Refer students to the Grammar reference on page 140 if necessary.

HOMEWORK

Assign students page 96 in their Workbook or the relevant sections of the Online Workbook.

Developing speaking p138

Planning and giving a presentation

>> FAST TRACK

You could combine exercises 5 and 6 by asking students to work in groups to decide which is the most important invention ever (excluding the Internet) and make notes. If not all of the group members can agree on which invention to choose, encourage them to vote and write about the winning invention. Then they go on to prepare the presentation as explained in exercise 6.

WARMER

Divide the class into groups and ask them to write the answers to the following questions on a piece of paper.

1 What did Mary Andersen invent?

2 What is Kevlar used for?

3 What was invented in 1886 by Josephine Cochrane?

4 When was Ada Lovelace's computer language rediscovered? When did she invent it?

5 What did Charlotte Bridgwood invent?

6 Who did Ada Lovelace collaborate with?

Then ask the groups to swap papers and mark each other's answers. Congratulate them for each correct answer.

Answers

- 1 windscreen wipers
- 2 bullet-proof jackets, helmets, skis
- 3 the (first commercial) dishwasher
- 4 in the 1950s, in the 1840s
- 5 automatic windscreen wipers
- 6 Charles Babbage

A presentation

- 1 **SPEAKING** In pairs, students look at the five inventions and try to identify the invention and say why it was important. Elicit what each invention is from the class before eliciting reasons why it was important from different pairs.

Answers

- 1 the wheel 2 the radio 3 the printing press
4 the aeroplane 5 the telephone
For reasons why see Cultural Information below.

1 CULTURAL INFORMATION: INVENTIONS

The wheel – No one knows who invented the wheel, but the oldest wheel and axle mechanism was found near Ljubljana, Slovenia (roughly 3100 BC). The wheel made the transportation of goods much faster and more efficient. However, thousands of other inventions require wheels to function, from water wheels that power mills to gears, cogs, cranks and pulleys. A huge amount of modern technology still depends on the wheel, like centrifuges used in chemistry and medical research, electric motors and combustion engines, jet engines, power plants and countless others.

The radio – Guglielmo Marconi and Nikola Tesla popularised the radio in the early 20th century until eventually sound could be transmitted wirelessly. Radio meant a single broadcaster could send messages to thousands or even millions of recipients as long as they were equipped with receivers.

The printing press – Block printing was used by the Chinese in the 11th century, but it was Johann Gutenberg's printing press in the 1430s which led to the mass production of books, which brought the price down and gave education to millions.

The aeroplane – The Wright brothers didn't invent flying, but are credited with inventing and building the world's first successful plane and making the first controlled, powered and sustained heavier-than-air human flight on 17th December, 1903. This meant that people would be able to travel long distances faster than ever before.

The telephone – First patented in 1876 by Alexander Graham Bell and further developed by many others, the telephone was the first device in history that enabled people to talk directly with each other across large distances. Telephones rapidly became indispensable to businesses, government, and households, and are today one of the most widely used small appliances.

- 2 **LISTENING** 96 Tell students that they are going to hear a student giving a presentation on The Most Important Invention Ever. Play the track for students to listen and note down the answers to the questions. See p162 for the audioscript for this exercise.

Answers/Suggested answers

- 1 The Internet.
2 It brings the world together, it is fast and cheap, you can find information on any subject, it's good for relaxing (watch videos, find pictures, listen to music, read about the things you like), it helps you in your regular life (you can find the times of buses, or trains, or films. You can try to find a job or look for information about universities.)

- 3 96 Play the track for students to listen again and tick the expressions in the Speaking bank which they hear.

Answers

Let me explain why.
For example,
Firstly,
Secondly,
Another thing is that ...
Last but not least,
To sum up,

- 4 **SPEAKING** In pairs, students read the list and decide if they are things you should do in a presentation (DOs) or things you shouldn't do (DON'Ts).

Answers

1 DO 2 DO 3 DO 4 DON'T 5 DON'T

✓ **EXAM SUCCESS** Students discuss whether they think it's important to speak quickly in a presentation and why or why not. Tell them to turn to page 154 (Speaking: Giving Presentations) for more ideas.

- 5 Students decide which they think is the most important invention ever, excluding the Internet, and make notes about it using the guide.

PRACTICE MAKES PERFECT

- 6 **SPEAKING** In groups, students write a presentation using the advice in exercise 4, the Exam Success reference on page 154, their notes in exercise 5 and the Speaking bank.

When students have practised, they give their presentations to the class.

TEACHER DEVELOPMENT: STUDENT TRAINING

Self-evaluation

If students can set their own goals and chart their progress, they tend to be better learners. Asking students to assess themselves at the end of the year encourages them to take responsibility for their progress. Ask students to look at the Contents at the beginning of the Student's Book and use this as a checklist. The students can tick each language skill or activity that they are confident of having mastered.

Another idea is to provide ability statements for students at this level. Useful examples of these can be found as part of the European Language Portfolio.

You could use this opportunity to reflect on the course with your students and ask them some general questions: *What did you think of the course in general? Which lessons did you learn the most from? Which lessons did you enjoy the most? What are the areas you would like to improve before the end of the course?*

HOMEWORK

Assign students page 97 in their Workbook or the relevant sections of the Online Workbook.

Developing writing p139

Writing a biography

>> FAST TRACK

You could set the writing preparation exercise 6a and/or the writing task in exercise 6b as homework.

WARMER

In pairs, ask students to brainstorm famous actors, singers, writers, artists or musicians who are no longer living. Set a time limit of two minutes and then elicit their names and occupations, e.g. *Heath Ledger, Cory Monteith, Michael Jackson, Bob Marley, Elvis Presley, Marilyn Monroe, etc.*

A biography

- 1 In pairs, students look at the photo and discuss what they know about Steve Jobs. Elicit ideas from different pairs.

Answers

Students' own answers

- 2 **READING** Tell students to look at the events in Steve Jobs' life, then read his biography and put them in the correct order.

Answers

2 f 3 d 4 h 5 e 6 g 7 b 8 a

- 3 Students read the biography again and match the descriptions to the paragraphs.

Answers

- 1 Paragraph D 2 Paragraph B 3 Paragraph A
- 4 Paragraph C

TEACHER DEVELOPMENT: STUDENT TRAINING

Writing a plan

Explain to students that writing a plan before they start writing can help them to formulate ideas and structure their text in a logical and appropriate way. A plan is a reminder of what will go into the final text and in what order. It shouldn't have too much detail – students should only note down key words and phrases. The plan can take the form of a list, a spider diagram, a flow chart or bullet points.

✓ **EXAM SUCCESS** Students discuss what paragraphs are and how they help you to write good texts and get higher marks in writing exams. Tell them to turn to page 154 (Writing: Paragraphs) for more ideas.

- 4 Students look at the advice in the Writing bank and find examples in the text about Steve Jobs for each piece of advice.

Suggested answers

(Paragraphs in brackets)

Time markers: on February 24th 1955, when he was very small (A); When he was a boy, At the age of 16 (B); In 1976, in 1985, Later, In 1997 (C); in 2011 (D)

Past simple for main events: Steve Jobs was born (passive) (A); adoptive father taught him, met Steve Wozniak (B); Jobs and Wozniak started Apple Computers (C); Jobs died (D)

Past continuous: Wozniak was studying (B); The company was doing well (C)

New paragraphs: Steve Jobs was born (A); When he was a boy (B); In 1976 (C); Jobs died (D)

Linkers:

addition: and (B,C,D), also (C)

contrast: but (A,C)

reason: because (A,D)

- 5 Students work in small groups and make a list of people who they think have changed the world but who are no longer living. Students talk about how they made a difference.

PRACTICE MAKES PERFECT

- 6a Students read the task and choose one of the people they talked about in exercise 5. Then students find information about them and make notes.
- 6b Students organise the information in their notes into four paragraphs and do the task, using the biography in exercise 2 as a model. Remind students to use the Writing bank on page 159 for reference.

HOMEWORK

Assign students page 98 in their Workbook or the relevant sections of the Online Workbook.

Language checkpoint: Unit 10

>> FAST TRACK

The extra support provided on the Grammar and Vocabulary reference sections makes the Grammar and Vocabulary revision sections ideal for setting as homework. You could get students to complete the whole revision page or just certain exercises for homework.

Grammar revision p141

The passive with by

- 1 Students complete the sentences with the correct form of the verb given in the passive form.

Answers

- 1 was written 2 are worn 3 was taken 4 is made
5 was sung 6 were built 7 are spoken

- 2 Students complete the sentences with the correct word.

Answers

- 1 by 2 was 3 painted 4 are

Zero conditional

- 3 Students put the verbs in the correct form to make zero conditional sentences.

Answers

- 1 walk 2 don't switch 3 goes 4 is 5 don't ring

First conditional

- 4 Students look at the situations and consequences and use the words to write sentences.

Answers

- 1 If I see Tom, I'll give him the message.
2 If the bus doesn't come, I'll walk.
3 If my pen doesn't work, I'll buy another one.
4 If my team wins, I'll be happy.
5 If there is no water, I'll buy some.
6 If I don't do my homework, my teacher will be angry.

Vocabulary revision p141

USEFUL INVENTIONS

- 1 Students complete the names of the inventions with vowels.

Answers

- 1 printer 2 fridge 3 MP3 player 4 satnav
5 laptop 6 tablet 7 smartphone

CREATING AND INVENTING

- 2 Students complete the sentences with the correct form of the verbs.

Answers

- 1 building 2 invention 3 designers 4 producer
5 created 6 discovery

NOUNS WITH -ION

- 3 Students look at the verbs and write the correct noun form.

Answers

- 1 description 2 imagination 3 organisation
4 expression 5 explanation

HOMEWORK

Assign students page 99 in their Workbook or the relevant sections of the Online Workbook.

Writing p142



► TIP FOR WRITING EXAMS

Students read the tip and then turn to Exam Success on page 154 for more ideas.

- Students look at the paragraph plan for a biography and put the paragraphs in a logical order.

Answers

1 c 2 d 3 a 4 b

- Ask students to read the biography of astronaut Neil Armstrong and separate the text into four paragraphs like the plan in exercise 1.

Answers

Paragraph 1: Neil Armstrong ... he was just five years old.

Paragraph 2: Neil Armstrong's career began ... work for the US Navy.

Paragraph 3: Eight years later, ... to walk on the Moon.

Paragraph 4: Neil Armstrong died in 2012. ... all over the world.

Use of English p142

► TIP FOR USE OF ENGLISH

Elicit from students what they should remember to do in activities where they have to choose the right answer to complete short dialogues. Tell them to turn to Exam Success on page 153 for more ideas.

- Students look at the start of five short dialogues. For each dialogue, elicit ideas for what the situation is.

Suggested answers

- A customer in a clothes shop.
 - Someone talking to a friend about plans to go out.
 - A customer in a fast-food restaurant.
 - A person phoning or visiting somewhere for information, e.g. a tourist office, a train station, etc.
 - Someone phoning Mrs Johnson on the telephone.
- Students choose the best answer (a, b or c) to complete the five dialogues in exercise 3.

Answers

1 b 2 b 3 a 4 c 5 b

- In pairs, ask students to write two more sentences to continue each dialogue. Then ask students to practise the dialogues.

Example answers

- Have you got a medium?
Yes, I have. Here it is.
- What about Sunday?
OK. Let's go to the cinema.
- Yes, please. And a fruit juice, please.
Coming right up!

- What time does the museum open?

It opens at 10 o'clock.

- Hello. I'd like to tell you about our Internet service. Not today, thank you.

Listening p143



► TIP FOR LISTENING EXAMS

Elicit from students what they should remember to do in multiple-choice activities. Ask students to read the tips to compare their ideas and then look at Exam Success on page 153 for more tips.

- In pairs, students talk about the clothes they usually wear at school.
- LISTENING** 97 Tell students that they are going to hear Penny and Sarah talking about a friend who goes to school in the US. Play the track for students to listen and choose the best answers, a, b or c. See p162 for the audioscript for this exercise.

Answers

1 c 2 b 3 b 4 b 5 a

- SPEAKING** What about you? Students discuss if they think school uniform is a good idea and give reasons for their answers. Have a vote on whether your school should or shouldn't have a school uniform.

Speaking p143



► TIP FOR SPEAKING EXAMS

Students read the tip and then turn to Exam Success on page 154 for more ideas.

- Ask students to put the expressions in the order they would hear them.

Answers

1 c 2 b 3 a 4 e 5 d

- Students prepare a presentation about a famous person they admire. Ask them to follow the plan.
- SPEAKING** Students give their presentation in small groups.

HOMEWORK

Assign students pages 100–101 in their Workbook or the relevant sections of the Online Workbook.

'CAN DO' PROGRESS CHECK p143

- Ask students to read the 'can do' statements and reflect on their own ability. Students mark from 1–4 how well they can do each thing in English.
- Ask students to look at their marks and decide what they need to do to improve. Elicit other suggestions.

Starter unit

Vocabulary p6

1b 01

board	notebook
board rubber	pen
CD player	pencil
chair	pencil sharpener
computer	rubber
desk	ruler
dictionary	textbook

Speaking p6

2 03

- 1 F-O-U-R
- 2 T-W-E-L-V-E
- 3 T-W-E-N-T-Y
- 4 E-I-G-H-T
- 5 T-H-I-R-T-E-E-N

Vocabulary p7

1b 04

- 1 The United Kingdom (UK)
- 2 Ireland
- 3 American
- 4 Canadian
- 5 Australian

Speaking p7

1 05

- Boy 1:** Hi, I'm Thomas. What's your name?
Boy 2: I'm Jayden. Nice to meet you.
Boy 1: Nice to meet you too. How do you spell your name?
Boy 2: J-A-Y-D-E-N.
Boy 1: Are you English?
Boy 2: No, I'm not. I'm American.
Boy 1: How old are you?
Boy 2: I'm 16. And you?
Boy 1: I'm 16 too. This is my friend. His name's Luke. He's 18.

3b 06

- Boy:** What's your name?
Girl: I'm Emily.
Boy: How do you spell your name?
Girl: E-M-I-L-Y.
Boy: Are you English?
Girl: No, I'm Australian.
Boy: How old are you?
Girl: I'm 17.

4 07

- 1**
Boy: Hi, what's your name?
Girl: I'm Amy.
Boy: Nice to meet you, Amy. How do you spell your name? Is it A-M-I-E?
Girl: No, it's A-M-Y.
Boy: Are you English?
Girl: Yes, I am.
Boy: How old are you?

Girl: I'm 16.

Boy: 16? Me too!

2

Girl 1: Hello. You're a new student here, aren't you? What's your name?

Girl 2: I'm Catrin.

Girl 1: That's a nice name. How do you spell it?

Girl 2: C-A-T-R-I-N.

Girl 1: How old are you?

Girl 2: I'm 15.

Girl 1: 15? I'm 17. Hey, are you American or Australian?

Girl 2: I'm Australian. From Sydney.

Grammar in context p8

3 08

- Boy 1:** Are you from the UK?
Boy 2: No, I'm not.
Boy 1: Are you from the US?
Boy 2: Yes, I am.
Boy 1: Are you from Boston?
Boy 2: Yes, I am.
Boy 1: Are you 17?
Boy 2: Yes, I am.
Boy 1: Is your surname Last?
Boy 2: No, it isn't.
Boy 1: Is it Storm?
Boy 2: Yes, it is!

Vocabulary p9

1b 09

- Days:** 1 Monday 2 Tuesday
 3 Wednesday 4 Thursday 5 Friday
 6 Saturday 7 Sunday
Months: 1 January 2 February
 3 March 4 April 5 May 6 June
 7 July 8 August 9 September
 10 October 11 November
 12 December
Ordinal numbers: 1st first 2nd second
 3rd third 4th fourth 5th fifth
 6th sixth 7th seventh 8th eighth
 9th ninth 10th tenth 11th eleventh
 12th twelfth 13th thirteenth

Unit 1

Vocabulary p14

1b 10

art	information and communication technology (ICT)
biology	maths
chemistry	music
English	physical education (PE)
French	physics
geography	Spanish
German	
history	

5b 11

chat online	listen to music
dance	play the guitar/piano
do sport	read
draw	surf the Internet
go shopping	take photos
go out with friends	watch films

6 12

1

Boy: Wow, that's a really good picture. Who is it?

Girl: It's my friend, Sandra.

Boy: It's very real. It's like a photo. Is it difficult to do?

Girl: Well, not really. The person sits and you put on paper what you can see. Anything's possible with just paper and a pencil!

2

Girl: Come on, I love this song.

Boy: Oh, no! I want to sit down.

Girl: Sit down? No! You don't sit down when you hear a great song like this. Look. Everybody's up and moving.

Boy: But we can just listen to the music.

Girl: No, I don't want to just listen. I want to get up and move!

3

Boy: Ha, ha! Look at this page. There's a good video here.

Girl: Oh yeah. I like that website.

Boy: Yes, it's my favourite. You can see some really funny things here. But I also like websites that help you with computer games.

4

Boy: Is this one your favourite?

Girl: Yeah, it is. It's a brilliant DVD.

Boy: Has it got any extra things?

Girl: Yes. It gives you some information about the actors – Anne Hathaway, Hugh Jackman and some of the others.

Boy: Hmm. I like Anne Hathaway, but I don't really like her in this one. She sings in it, doesn't she?

Girl: Yeah. I think she sings really well in it! And the story's brilliant.

Grammar in context pp16–17

2a 13

- 1 starts, likes, asks
- 2 studies, plays, goes
- 3 finishes, watches, relaxes

Vocabulary p17

1b 14

cinema	shopping centre
fast-food restaurant	sports centre
library	stadium
museum	swimming pool
park	theatre

2b 15

- 1 You swim there. It's a swimming pool.
- 2 You buy things there. It's a shopping centre.
- 3 You watch films there. It's a cinema.
- 4 You eat pizzas or burgers there. It's a fast-food restaurant.
- 5 You read books there or take them home for two or three weeks. It's a library.

- 6 You play basketball or football there. It's a sports centre.
- 7 You can see a play or listen to concerts there. It's a theatre.
- 8 You watch football matches, sports events or concerts there. It's a stadium.
- 9 You see paintings and old objects and learn about history there. It's a museum.
- 10 You walk, play sport, meet friends and see trees and flowers there. It's a park.

Gateway to life skills pp18–19

4 16

Question 1: What makes you stressed?

Kieran: What makes me stressed is having to do school work on time, you know, homework that the teacher wants for the next day. We have a lot of writing, a lot of exercises, and sometimes the teachers all give us homework on the same night. That's really stressful. And there's the social life, that's the time I spend with my school friends. The thing is, my friends always want me to go out with them, shopping, to the cinema, to parties ... Together, the school work and the social life, they make me stress out because I don't have any time to just relax.

Amelia: I work at the weekends in a café in town. That makes me very stressed, having school and work. I sometimes get up at 6 o'clock in the morning to do homework because I haven't got time to do it at the weekend. And I never go shopping with my friends because I'm at work.

George: I'm stressed when my parents want me to do things I don't want to do. For example, at the weekend all I want to do is relax. But my mum and dad always make me go shopping with them, or they make me stay with my little brother and sister in the evening, when they go out. I don't have time to do what I want.

Question 2: How do you know when you are stressed?

Kieran: When I stress out I usually get really worried, I don't sleep, I don't eat much ... and that's not healthy.

Amelia: When I'm stressed I'm sad and I don't want to talk to people or see anybody.

George: When I'm stressed, I'm angry with my family, especially my little brother and sister. I'm not a very nice person when I'm stressed.

Question 3: How do you deal with stress?

Kieran: The way I deal with my stress is that I go out and take photos. I take photos of my favourite places in town, interesting things or people that I see ... Or I go home and play music. I play the piano and the guitar. That makes me feel better.

Amelia: When I'm stressed I relax by walking. If I have time, I like to walk in the park. If I don't have time, I walk to work and to school. I feel positive and happy after that, and I can chat to my friends again.

George: When I'm stressed I do sport. I run, or I go to the sports centre, or I swim at the pool. After that I talk about the problem with a friend, and maybe play a video game or something with them. That really helps me!

Listening p20

2 and 3 17

Girl: You know what, Sam? I hate Saturday mornings. I never have anything to do, and nobody is free. I don't know what they all do! What about you? Where do you usually go?

Sam: I always go to a sports centre, you know, the one in Cannon Street. I play basketball in a team and we always have matches on Saturday morning.

Girl: Does Matthew usually go with you?

Sam: No, he doesn't. He usually goes to the library. He often does his homework there. I think he prefers doing his homework there rather than doing it at home, but I don't know why.

Girl: And what about Ben? Ben loves sport. Does he go to the sports centre?

Sam: No, he hardly ever goes. But you're right. He loves sport, and he really likes running. He goes three or four times a week. He always goes to the park to run on Saturday morning. Isabel sometimes goes to the park too, but she never goes on Saturday morning because she goes shopping then, you know, in that shopping centre in Keybridge.

Girl: And Sophia? What does she do?

Sam: Well, you know she's a great swimmer. She goes to the pool five days a week, from Monday to Friday. But she never goes on Saturday morning. Do you know where she goes?

Girl: No. Where?

Sam: To a museum, you know, the one in the city centre.

Girl: The museum or the art gallery?

Sam: The museum.

Girl: Why does Sophia go there?

Sam: Her mum and dad work there, so she goes with them.

Girl: But don't they work at the art gallery?

Sam: No, no. Those are Jenny's parents.

Girl: Well, so everybody has somewhere to go on Saturday morning except me. It's not fair!

Sam: Well, come and watch me play basketball.

Girl: Hmm. That's not a bad idea!

Grammar in context p21

5b 18

- 1 Do you like reading?
- 2 Does your mum have an e-reader?
- 3 Does your best friend read comics?
- 4 Does your teacher tell you to read books in English?
- 5 Do people read a lot in your country?
- 6 Does your school have a big library?

7b 19

- 1 What do you do at the weekend?
- 2 When do you go out?
- 3 Where do you have dinner?
- 4 Which places do you go to?
- 5 Why do you go to the cinema?
- 6 How do you go there?
- 7 When do you do your homework?

Developing speaking p22

1 and 2 20

Teacher: Tell us something about yourself. What's your name and where are you from?

Alice: My name's Alice Morgan. I'm 15 years old and I'm from Toronto, in Canada.

Teacher: Tell us about your family.

Alice: My parents' names are Ben and Helen. I've got a brother. His name is Edward. He's 20 and he studies at university.

Teacher: What about school? What are your favourite subjects?

Alice: I love drawing so my favourite subject is art. I'm also good at sport so I really like PE, too.

Teacher: What subjects don't you like?

Alice: I'm quite good at maths and physics, but in general I don't like science subjects much.

Teacher: And what do you do after school?

Alice: I play basketball and tennis and I watch them on TV ... I don't chat online during the week because my parents don't like it.

Unit 2

Vocabulary p26

1b 21

bathroom	garden
bedroom	hall
dining room	kitchen
garage	living room

3b 22

armchair	dishwasher
bath	DVD player
bed	fridge
CD player	games console
chair	lamp/light
clock	microwave
computer	mirror
cooker	phone
cupboard	painting/poster
desk	radiator

shelf/shelves	toilet
shower	TV
sink	washing machine
sofa	window
table	

4 23

Speaker: My flat has got a kitchen, a bedroom, a bathroom and a living room. The kitchen is very small. I haven't got a cooker. I've got a microwave and a fridge. The fridge isn't very big, but it works.
In the bedroom, I've got posters of my favourite rock groups. I've got three or four I think. Yeah, four posters. Of course, there's a bed, oh, and I've got a computer in my bedroom. I haven't got a TV in my bedroom. The TV is in the living room. I've got a big CD player in the living room as well. I love music. When I listen to the CD player, I sit in my favourite armchair. Well, the only armchair. I've only got one. But I've got a sofa too and a small table where I eat and study. My flat isn't very big, but it's home.

Vocabulary p29

1b 24

cook
do the ironing (e)
do the shopping
do the washing (d)
lay the table (c)
make the bed (b)
take the rubbish out (a)
tidy up (f)
wash the dishes

Gateway to life skills pp30-31

6 and 7a 25

All four characters: Hi! We're doing a project at school about how to save energy in the home. Here are our tips!

Grace: I always wear a jumper around the house in winter, and we turn the central heating down. Simple, but think of the energy and money you save! Some of my friends turn the heating up and wear T-shirts at home in winter – that's crazy! Do you know that central heating in a typical home produces 3.6 tonnes of carbon dioxide every year?

Owen: After an hour, my friends and I turn off the games console and play a game of tennis or football instead. That's good for the environment ... and it's good for you. And we turn it off completely. If you don't turn off electrical equipment completely, it still uses electricity. It's called 'standby power'. Do you know that in the UK televisions consume £190 million of electricity waiting on standby every year?!

Holly: In the kitchen, use a dishwasher instead of washing dishes by hand. Turn the dishwasher on when it's full and you don't use much water. Aaah! Who left the fridge door open? And, of course, always close the fridge door. If not, the fridge uses more electricity to try to keep the food cold. Do you know that washing dishes by hand uses at least 75 litres of water, but a modern dishwasher only uses 38 litres?

Louis: In our house we always turn lights off at night, or when we leave a room. My uncle lives alone, but he has five or six lights on! That wastes money and energy. Look! It's easy! Do you know that you can save between 5 and 10% of the money your family spends on electricity just by turning off lights when you don't need them?

Listening p32

2 and 3 26

1

James: Hello. Can I speak to Sarah, please?

Mum: Sorry, you can't talk to her at the moment.

James: Oh! Isn't she at home?

Mum: Yes, but she's taking the rubbish out at the moment.

James: Oh ...

Mum: Sarah, there's a phone call for you.

Sarah: Hello?

James: Hi, Sarah.

Sarah: Oh, hi James.

James: Listen. Are you going to Chill Nightclub on Saturday?

2

Mum: Danny? Mike? Where are you?

Danny: Hi, Mum. We're in here.

Mum: Are you playing one of those computer games? You know I don't like you playing those games. You always play them when I go out!

Danny: No, we aren't playing computer games, Mum. We're in the living room. We're watching a film.

Mike: Yeah, this one's really good. It's got Megan Fox and that actor from The Matrix.

3

Lucy: Hey, Matt. You look busy. What are you doing?

Matt: I'm stirring my sauce. It's my turn to make the dinner tonight.

Lucy: Mmm. What are you making? It looks interesting.

Matt: I'm cooking pasta with tomatoes. I'm not a great cook ... but I'm not bad. Now, can you help me? Can you lay the table?

4

Ben: Olivia, are you using the computer?

Olivia: Yes, I am.

Ben: I need it too. I'm doing my biology homework and we need to find out some information on the net. I use the computer for work, not just playing games.

Olivia: I'm not playing games!

Ben: Oh. So are you reading all about celebrity stories?

Olivia: No, I'm not. I'm looking in the Study Centre for information because I've got a history project. You're not the only one who uses the computer for school work, you know!

Grammar in context p32

3a and 3b 27

playing writing running
cooking making swimming
doing dancing chatting
eating having putting
studying taking sitting
tidying washing

Developing speaking p34

1 and 2 28

1

Mr. Harris: Hello.

Jessica: Hello. Is that Mr. Harris?

Mr. Harris: Yes, speaking.

Jessica: Hello. This is Jessica, Tom's friend. Is Tom there?

Mr. Harris: No, he isn't. He's having his piano lesson at the moment.

Jessica: Can I leave him a message?

Mr. Harris: Yes, of course.

Jessica: Can you tell him to call me at home?

Mr. Harris: OK. Has he got your home number?

Jessica: No, I don't think so. It's 453 720.

Mr. Harris: 4...5...3...7...2...0.... OK, that's fine.

Jessica: Thanks!

2

Leo: Hello?

Jessica: Hello. Is that Tom?

Leo: No, it's Leo.

Jessica: Oh, hi, Leo. It's Jessica. Is Tom there?

Leo: Yes, he is. Hang on a minute. I'll get him.

Jessica: Thanks.

3

Man: Hello.

Jessica: Tom? Is that you? This is Jessica.

Man: Sorry. Who are you calling?

Jessica: Tom. Tom Harris.

Man: Sorry. You've got the wrong number. This is 453 736.

3 29

1 0161 482 6530 = oh one six one/four eight two/six five three oh

2 0253 669 5558 = oh two five three/double six nine/double five five eight

Gateway to exams: Units 1-2

Listening p38

4b 30

Girl: Next week is my last week at this school. I've got presents for all my friends.

Dad: That's nice! What have you got for Mark?

Girl: Well, you know that Mark loves sport. He plays football, basketball, tennis. That's all he does in his free time. So I've got a DVD for him. It's about his favourite football team. He can watch it after he plays his next match.

Dad: What about Simon?

Girl: Well, he doesn't read a lot of books, but I know he likes collecting mangas, you know, Japanese comics. So I've got three or four that he wants for his collection.

Dad: Pat reads a lot, doesn't she?

Girl: Yes, so I've got a new novel for her. She likes vampires and things so I've got her a new Dracula story.

Dad: Oh, that's good. And Jenny? It's difficult to know what to get for Jenny, isn't it?

Girl: Well, yes. She's very artistic, but I know she's got everything she needs – great pencils and paints and things. So I've got her a simple digital camera so she can have a break from drawing with her pencils and take some great photos.

Dad: Hmm. That's a lot of money.

Girl: I know, but Mum says it's OK. Jenny is my best friend.

Dad: Yes, true. Oh, and Barbara. What have you got for Barbara?

Girl: Well, you know that she listens to music all day. She's got 20 or 30 CDs, I think. Her favourite pop group has got a new computer game out – it goes with their new film. I've got her the game. She doesn't play much, but I hope she likes it!

Unit 3

Vocabulary p40

1b 31

1 head 2 face 3 ear 4 nose 5 mouth 6 neck 7 shoulder 8 chest 9 back 10 stomach 11 arm 12 elbow 13 wrist 14 hand 15 finger 16 leg 17 knee 18 ankle 19 foot 20 toe

4 32

- 1 [sound of someone diving]
- 2 [sound of someone running]
- 3 [several of someone kicking a ball]
- 4 [sound of someone riding a horse]
- 5 [sound of someone riding a bike]
- 6 [sound of someone swimming]

Pronunciation p42

2a 33

- 1 I can speak Spanish.
- 2 I can't speak Spanish.

2b 34

- 1 I can swim.
- 2 She can speak Japanese.
- 3 They can't ski.
- 4 You can't run.
- 5 You can ride a bike.

2c 35

- 1 I can't get up at six.
- 2 I can read.
- 3 We can't understand.
- 4 We can speak English.
- 5 John can do his homework.

Vocabulary p43

2a and 2b 36

baseball	ice skating
basketball	judo
climbing	rugby
cycling	running
diving	sailing
fishing	skiing
football	swimming
golf	table tennis
gymnastics	tennis
horse-riding	volleyball

Gateway to life skills pp44-45

6 37

Narrator: The World Health Organization recommends teenagers do a minimum of 60 minutes of moderate sport or physical exercise every day. We talked to some teenagers to find out how much and what types of sport they do.

What types of sport do you like?

Amelia: I love outdoor sports, especially with friends.

George: I love team sports, especially ball sports.

Kieran: I like lots of types of sport. But I hate team sports. I prefer doing sport on my own.

Molly: Personally, I like doing exercise indoors. I prefer swimming, gymnastics, dancing.
How often do you do sport?

George: Every day.

Amelia: I do sport two or three times a week.

Molly: Seven days a week. I love sport.

Kieran: Three or four times a week.
How do you find time to do exercise?

Molly: I do a 30 minute session in the morning and a 30 minute session in the afternoon. It has the same effect as a 60 minute session.

Amelia: I do exercise when I'm with my friends. We go for walks together or ride our bikes together.

George: It's a question of routine. People have lots of free time, but they sit and watch TV or chat online. I prefer to use that time to do sport!

Kieran: I get up half an hour earlier in the morning three or four times a week.

What advice would you give to somebody who wants to start doing sport?

George: I reckon that the important thing is to find a sport that you really like. Choose something that YOU want to try. Sometimes people start and then stop immediately because they don't like the sport they're doing.

Molly: Go to a sports club and see what they can offer. There are hundreds of different sports and activities. Try one sport. If you don't enjoy it, try another.

Amelia: Exercise with a friend! It's more fun!
What's important to consider when you're choosing a sport?

Amelia: I think it's a good idea to ask yourself if you like being alone or if you prefer being with other people.

Molly: Decide if you like fresh air or if you hate being outside when it's sunny or wet or cold? I hate doing sport outside in the cold!!

George: Do you need a person to teach you the sport or can you already play it? Are you already very fit or do you need to prepare slowly before you can start doing hard exercise? Those are the important things you need to think about before you decide what sport to practise.

Kieran: Think about this – do you enjoy competition or are you not interested in winning or losing? That's important. Also decide if you need to improve your stamina, your strength, or your flexibility.

Listening p46

3a and 3b 38

Amy: Hey, Alex. Why do you have your sports stuff? Do you have PE today?

Alex: Oh, hi Amy. Yeah. We have PE on Thursdays this year. I'm really enjoying it at the moment. We're doing a new sport.

Amy: Oh yeah? What is it?

Alex: It's got a really unusual name. I'm not sure how to pronounce it. I think you say Sepak Takraw.

Amy: Sepak Takraw? Where does that come from?

Alex: Malaysia, I think. I know that it's really popular in Asia. But our teacher says some people are starting to play it here in Canada, too.

Amy: And what is it?!

Alex: Well, some people just call it 'kick volleyball' because basically it's like volleyball, but you have to kick the ball.

Amy: What? You can't use your hands?

Alex: No, that's rule number one. You **mustn't** touch the ball with your hands or your arms. But there's another difference from volleyball. The same player can hit the ball three times consecutively if they want. In volleyball, you can only hit the ball once.

Amy: Is the ball heavy?

Alex: No, it's quite small and light. You don't have to be incredibly strong to play, but you have to be very flexible because sometimes you have to get into some very strange positions to kick the ball!

Amy: How many people can play?

Alex: There are three people in each team, and there are always two teams in each match. And to win a set you must be the first team to get fifteen points. But if it gets to 14-14, you have to win by at least two points.

Amy: And I suppose the ball has to go over the net, like in volleyball?

Alex: That's right. And the players **mustn't** touch the net at any moment. That's like in volleyball too.

Amy: And you can only touch the ball with your feet? That's difficult, isn't it?

Alex: Actually, apart from kicking, you can also hit the ball with your chest, your knee, or your head. But, yeah, it is difficult. That's why you have to train hard and practise just keeping the ball in the air. I think it helps if you're good at soccer. But you have to be good with both feet, not just one.

Amy: So, is this the end of your soccer career? Is it only Sepak Takraw from now on?!

Alex: No way! But it's good fun! Come and watch!

Amy: Watch? I want to play too!

Developing speaking p48

2 39

Receptionist: Good afternoon. This is Weston Sports Centre.

Girl: Good afternoon. I'd like some information please.

Receptionist: Certainly. How can I help you?

Girl: I believe you have tennis lessons at the sports centre. Who are the lessons for?

Receptionist: They're for children and teenagers between the ages of 12 and 17.

Girl: Oh, perfect! What days are the lessons?

Receptionist: They're on Wednesdays and Fridays.

Girl: Can you tell me what time they are?

Receptionist: Each lesson is two hours long, from 6 to 8pm.

Girl: Uh-huh. How much do they cost?

Receptionist: Four pounds fifty.

Girl: Sorry, can you repeat that?

Receptionist: Yes, of course. The lessons are four pounds fifty. Oh, and you must bring your own racket.

Girl: OK. Thanks for your help.

Receptionist: You're welcome. I thank you for calling.

Unit 4

Vocabulary p52

1b 40

Argentina	Peru
Brazil	Poland
China	Russia
Czech Republic	Scotland
Egypt	Slovakia
France	Spain
the UK	Switzerland
Greece	Turkey
Ireland	Ukraine
Italy Japan	the US
Mexico	

3b 41

Argentina – Argentinian	Japan – Japanese
Brazil – Brazilian	Mexico – Mexican
China – Chinese	Peru – Peruvian
Czech Republic – Czech	Poland – Polish
Egypt – Egyptian	Russia – Russian
France – French	Scotland – Scottish
the UK – British	Slovakia – Slovak
Greece – Greek	Spain – Spanish
Ireland – Irish	Switzerland – Swiss
Italy – Italian	Turkey – Turkish
	Ukraine – Ukrainian
	the US – American

5 42

1

Man: Oh, not Where is it?

Woman: Isn't it in your pocket?

Man: No!

Woman: It must be there. You had it on the plane.

Man: Well, it isn't there now. What am I going to do? If I can't find it, they aren't going to let me into the country.

Woman: Have you got any other documents with your photo?

Man: No ... wait! I can see it. It's in the bag. Phew! I've got it!

2

Man: So, where are you going for your holidays?

Woman: Turkey. We're going to Istanbul, Cappadocia, Ankara ...

Man: Do you have to find hotels and things?

Woman: No, no. It's really easy. Everything's included in the price – the plane tickets, the hotel, and we get breakfast and dinner. The only thing that isn't included is lunch. Everything else is covered.

3

Boy: What does it say about this place?

Girl: Hmm. Let's see. It says the museum building is an example of the neo-classical style. It's 400 years old. There are paintings from all over the world ...

Boy: Does the book say if there are any restaurants or cafes near here? I really need something to eat.

Girl: Hmm. Yeah. It says that there's a really good restaurant just down the street. It says it isn't very expensive.

Boy: Hmm. This book is really useful, isn't it?

Gateway to life skills pp56-57

5a 43

Girl A: When you're on holiday and you go to the beach, what do you take? Probably a towel, your sandals or flip-flops, maybe sunglasses, maybe a baseball cap ... And money to buy an ice cream or a soft drink or something. The problem is – where do you put your money when you go for a swim?!

Boy A: The answer is – in a CashCap! At the front of the cap there's a secret pocket where you can put money and a key. Nobody knows it's there because all they see is a normal cap. You can leave your cap, go in the water and no-one pays attention to your cap ... or your money!

Girl B: This is a questionnaire that we gave the people in our class, to see if they were interested in our product. 20 people in the class say that taking money to the beach or the swimming pool is a problem. 15 of those people usually wear a cap when they go to the beach. 12 people in the class, that's half of the class, think the CashCap is a great idea. But you just can't find a similar product in the shops at the moment.

Boy B: We think that it isn't very expensive to make the CashCap, so it can be a cheap product for teenagers to buy. We can have different designs and people can buy not just one, but two or three CashCaps.

Girl A: We hope you agree that you don't just want a CashCap ... you **NEED** a CashCap!

Listening p58

2 and 3 44

Sarah: Hey, Sam, do you know Edinburgh? I've just got an email from a friend of mine who lives there. She wants me to go and visit her in the summer. Do you know what it's like?

Samuel: Yeah, I went there last year. I loved it. It's brilliant! You must go!

Sarah: Was there much to do there?

Samuel: Well, because it's the capital, people think it's a really big city. It's actually not that big, but there are hundreds of things to do there. We went in August and the International festival and the Fringe festival were on. Edinburgh's really famous for its festivals.

Sarah: Oh really? What kind of festivals?

Samuel: They're arts and culture festivals. We saw concerts, comedy shows, plays ... There were a lot of events in the streets too. August is a great time to go.

Sarah: What about sightseeing? Is there anything interesting to see?

Samuel: Yes. We visited the castle. It was really cool. It's on the top of this great rock. When we climbed to the top, we had a spectacular view of the city. Oh yeah, and then at one o'clock they do this thing where they fire a cannon.

Sarah: A cannon? Why do they do that?

Samuel: It's an old tradition. Originally it was for ships to know the time but now I think they probably just do it for the tourists.

Sarah: My friend says the food's good there, too.

Samuel: Yeah, we ate really well. We had shortbread every day. Do you know what shortbread is? It's a type of biscuit that they make really well in Scotland. I remember we bought shortbread and souvenirs on the Royal Mile. It's a really famous road that goes down from the castle back into the city. We walked all along the Royal Mile. It took ages because my mum wanted to look in every different shop, and my dad stopped and took hundreds of photos!

Sarah: People speak English there, right?

Samuel: Yeah. I mean, some people speak Scots and some speak Scottish Gaelic, but people always spoke to us in English. Sometimes it was with a strong Scottish accent but I always understood them ... No excuses, Sarah. Just go and visit your friend. And ask if I can come too!

Grammar in context p59

2a 45

listened liked hated

2b 46

decided, loved, needed, played, started, stayed, wanted, washed, watched, worked

2c 47

/d/ listened, loved, played, stayed
/t/ liked, washed, watched, worked
/d/ hated, decided, needed, started, wanted

Developing speaking p60

3a 48

Last year I had a brilliant holiday. I went to Barcelona with my family – my mum, my dad and my brother. We went by plane. It took about two hours to get there from London. Erm ... We stayed at a fantastic hotel called the Porta Fira. It was near the city centre ... We did some sightseeing. We saw the Sagrada Familia. It's incredible – they started

building it over a hundred years ago but it's not finished yet! We also walked to the top of Park Guell had a spectacular view of the city. We also walked along Las Ramblas. There were lots of restaurants there. In general, the food was really good. We had paella twice. It was delicious! There are shops in the Ramblas so when we were there we bought souvenirs too. I bought a T-shirt that says 'I love Barcelona' for a friend of mine. Oh, and one evening we went to the Camp Nou, the football stadium where Barcelona play. That was really cool. Hmm. I had a great time in Barcelona. I loved everything about it. I want to go back one day!

Gateway to exams: Units 3–4

Listening p65

7 49

Jake: Katie, what was your first trip abroad?

Katie: It was with my primary school, four or five years ago. We went to Paris. I remember, we caught a train all the way down to the English coast and then we took a boat to Calais. Then we went by coach from Calais to Paris. It was a long trip.

Jake: What was Paris like?

Katie: Oh, I loved it. We stayed in a really nice hotel near the centre and we saw all the famous sights – the Eiffel Tower, Notre Dame. And we went on one of those boats on the River Seine.

Jake: Could you speak French at the time?

Katie: Not much. I could say some simple things, but that was all. But it made me want to learn to speak well. When I went into shops, I spoke to people. I remember I bought some French CDs when I was there. Oh, and I bought some French comics too. I read them again and again when I got back home. I've still got the CDs and comics now.

Jake: What was the food like?

Katie: It was great! I ate typical French food and I really liked it. My friend hated it. She just wanted to eat in fast-food restaurants.

Jake: Really?! What was your favourite moment on the trip?

Katie: One evening we went to the cinema and watched a French film. I couldn't understand everything. But when I listened carefully, I understood some things, and I remember feeling really good about that.

Unit 5

Vocabulary p66

1b 50

clinic	outdoors
factory	restaurant
garage	school/university
hospital	shop
office	studio

4b 51

Column 1: bus driver, businessman, footballer, hairdresser, journalist, secretary
Column 2: assistant, mechanic, professor
Column 3: engineer

6 52

1

Man: I love cars. I started to drive when I was 17. I don't really know much about how they work. But in my job, that's not important. The important thing is to know all the roads. I must know how to go from one place to another. When somebody stops me and gets in the car, they tell me where they want to go. And it's important that I know how to get there.

2

Woman: I always wanted to help other people and I loved biology at school. I wanted to be a doctor, but I couldn't get a place in university. My job is quite similar to a doctor's. People come to me when they have problems with their teeth and I help them. You could say I'm a doctor who only looks at mouths and teeth.

3

Boy: People think my job is very exciting and glamorous. It is nice when you have fans and when people say you were fantastic. But people don't see all the hard work before the final film or play. You have to remember what you're going to say and you spend a long time on your appearance. You have to work hard if you want to be successful.

4

Woman: I have to work long hours. I start early in the morning, and some days I only get home at night. I'm often in my office, where my secretary helps me with a lot of different things. But I also have to go out and have meetings with bank directors, with people from other companies and with important customers. I need to be in contact with people all the time, by email or mobile phone.

Grammar in context p68

2b 53

- 1 Beyoncé helped her mother, who was a hairdresser.
- 2 Bruce Willis didn't work in a fast-food restaurant. He worked in a factory.
- 3 Brad Pitt wanted to be a journalist. But he didn't finish his university studies in journalism.
- 4 Jennifer Aniston didn't work as a secretary. She worked as a waitress.
- 5 Johnny Depp didn't drive a taxi. He played in a rock band.
- 6 Julia Roberts didn't make ice cream. She was a shop assistant in an ice cream shop.

Vocabulary p69

1b 54

actor	painter
composer	playwright
dancer	poet
director	singer
musician	writer
novelist	

Gateway to life skills pp70-71

6 55

Hey guys. James here. Today in my blog I want to talk about one of my hobbies – reading. More specifically, I want to give some ideas to those of you who never read. The title of today's blog is ... How to get the reading habit!

OK, my first tip for how to get the reading habit is ... ask other people for ideas about what to read. Maybe your friends can tell you about some great books they read recently. Or maybe your teacher has a list of great books. Or you can look online for ideas. There are lots of great blogs out there where people talk about their favourite books. But in the end the important thing is to choose a book that you want to read, not your friend, or your mum or dad, or your teacher! You decide because you have to read it! So how do you decide?

Think about what you're interested in – is it sport?, is it science-fiction? Or is it romance? Horror? Fantasy? Find a book that's related to your interests.

Before you take the final decision, look at the blurb. In case you don't know, the blurb is the information on the back of the book. It can help you to decide if you want to read the book or not.

Then read the first page or two. Do you want to continue reading it? Oh, and check – how long is the book? Do you want to read a long book? Do you have time? My suggestion – start with short books.

OK. You now have a book that you want to read. But before you start, find a comfortable, quiet place to read. You need good light. And me, I need a quiet place. So, you start. You decide that you're not enjoying the book. Read the next two or three pages. If you hate the book after that, stop! Find a different book. There are millions of books out there. There are books for you. You just need to find them. But when you hate a book, it's impossible to get the reading habit. Reading needs to be fun! When it is fun, try to find time every day to read, even if it's just ten or 15 minutes. When you don't read for a week or more you forget the story and you don't want to start again. And, this is really important, when you like a book, tell somebody. Perhaps they can tell you about a similar book. Let a friend read your book, and then they let you read their books. Make a book club and talk about the books you read. Or start a blog ... like me!

Listening p72

1b, 2b and 3 56

Female narrator: Recently the UK celebrated the 200th Anniversary of the birth of its most popular novelist. Writer Charles Dickens was born on the 7th February 1812. Dickens wasn't born in London, but he moved there in 1822.

Male narrator: Dickens' life as a child was hard. His father went to prison in 1824 and Dickens, still a boy, went to work in a factory. While he was working in the factory, he saw how poor people lived, particularly poor children. After three years in a factory, Dickens went back to school, but he didn't forget the terrible conditions that many people were living and working in at that time.

Female narrator: As a result, he didn't only write about rich people in his novels. He wrote about the city – the people who worked in shops, offices and factories. He wrote about prisons, hospitals and schools. And all his life he tried to improve the conditions in these places. He wanted rich people to know how bad life could be for the rest.

Male narrator: When Dickens finished school, he worked in an office. He wanted to be an actor because he loved the theatre, but, instead, he became a journalist for a newspaper. While he was working as a journalist, he wrote his first novel, *The Pickwick Papers*. He wrote it between 1836 and 1837. It was an immediate success and Dickens became famous.

Female narrator: Dickens' novels usually appeared first in newspapers or magazines: people waited each week or month for a new chapter, just like today's television series. Each new novel was a best-seller, and Dickens was famous in the UK, and in America too.

Male narrator: He went to America twice, the first time in 1842 and the second in 1867. People paid him a lot of money to read from his books and to give talks. Dickens loved speaking in public. He was a celebrity on both sides of the Atlantic.

Female narrator: Charles Dickens died in 1870, at the age of 58. But today, 200 years after his birth, Dickens and Shakespeare are the two British writers that everybody in the world knows and loves.

Developing speaking p74

2 and 3 57

Michelle: Hey, Charlotte! You're reading *Insurgent*! Did I tell you about the time when I met Veronica Roth, the author?

Charlotte: No! That's incredible! When did you meet her?

Michelle: Oh, it was about a year ago. You know that I really love the *Divergent* series, right? Well, one day on the Internet I saw that Veronica Roth was coming to a big bookshop in Miami to give a talk and then sign copies of her book.

Charlotte: Wow!

Michelle: So, I told my sister, she's a big fan, too and we decided to go together.

Charlotte: Cool!

Michelle: The only problem was that we couldn't find the bookshop at first. We were going round and round in circles for ages.

Charlotte: Oh, no!

Michelle: When we finally got there, hundreds of people were waiting for her to sign their books. But it was good because we made friends while we were waiting.

Charlotte: And what happened in the end?

Michelle: Oh, she was great. She was really kind and patient and she signed everyone's books. When I finally met her, I was so excited. We spoke for a minute or two and then she signed my book.

Charlotte: Did she? Do you still have it?

Michelle: You bet!

Charlotte: Can I see it?

Michelle: Sure. Wait here. I'll get it for you.

Pronunciation p74

4a 58

Useful expressions to show interest, surprise or sympathy

Did you?/Did she?/Is he?/Have they?	Cool!
Really?	That's interesting.
Then what happened?	That's amazing!
I see.	That's incredible!
Why?	Oh, dear!
Wow!	Oh, no!
	What a shame!
	Poor you!

Unit 6

Vocabulary p78

1b 59

apple	lemonade
banana	meat
beans	melon
biscuit	milk
bread	milkshake
burger	nuts
butter	orange juice
cake	pizza
cheese	rice
chicken	salad
chips	salt
coffee	strawberry
soft drink/fizzy drink	sugar
egg	tea
fish	tomato
grape	water
ice cream	yoghurt
lemon	

2b 40

apple	melon
biscuit	milkshake
burger	orange
butter	pizza
chicken	salad
coffee	strawberry
fizzy	sugar
ice cream	water
lemon	yoghurt

4 61

1

Man: Hello, Mobile Pizza, how can I help you?

Woman: I'd like to make an order, please.

Man: Certainly, Madam. What would you like?

Woman: I'd like two pizzas, please. Erm, the special, house pizzas. That's with tomato, cheese and chicken, isn't it?

Man: That's right, Madam. Tomato, cheese and chicken.

Woman: Great.

Man: Can I have your address and telephone number, please?

Woman: Yep. It's Flat 6 ...

2

Woman: Can I get you anything to drink?

Man: Yes, please. Can we have two coffees, please?

Woman: White or black?

Man: One white and one black, please.

Woman: One black coffee and one white.

Man: That's right.

3

Girl: So what are you having?

Boy: Hmm. I'm not very hungry. I just want a salad.

Girl: A salad?! OK, but I'm starving. I want a burger and chips.

Boy: Err. Can I have some of your chips?

Girl: Hmm. You can have two.

Boy: Only two chips?!

Girl: Well, you're not hungry, are you?!

4

Girl: Are you ready to order?

Boy: Yes, I'd like two sandwiches, please. One cheese and tomato, and one chicken surprise. Err. What exactly is in the chicken surprise?

Girl: I can't tell you, can I? It's a surprise!

Boy: Oh.

Girl: Only joking! It's chicken and egg.

Boy: Oh, good. That sounds nice.

Girl: Here you are. One cheese and tomato, one chicken and egg.

Boy: Thank you!

Vocabulary p81

1b 62

- a a can of fizzy drink
- b a bottle of water
- c a glass of milk
- d a carton of orange juice

e a cup of coffee

f a slice of pizza

g a packet of biscuits

Gateway to life skills pp82-83

6 63

Presenter/Question on screen:

What's your favourite snack?

Amelia: When I'm hungry I got to the fridge to see what fruit we have. I love apples, oranges, kiwis... any fruit, really. I sometimes make my own milk shakes. I take some bananas, some strawberries add some milk and I make it in two seconds.

Kieran: When I'm hungry in between meals I always make myself a big cheese sandwich. I love butter so I always put butter on my bread. And after that I have a yoghurt. And, of course, I have one or two glasses of milk to go with it.

Molly: When I come back from school and I'm hungry I usually eat a bowl of cereal, with milk. If we don't have any milk at home, I eat a cereal bar.

George: Yoghurt. I love Greek yoghurt. I do a lot of exercise and a lot of sport, and yoghurt is great because it has a lot of protein, which helps me build muscles and stuff.

7a

Presenter/Question on screen:

Is it healthy?

Amelia: Yes, it is. Fruit has lots of vitamins and milk has calcium.

Kieran: It's OK ...Milk and cheese are good for you, but they also have a lot of fat.

Molly: I try to choose a cereal which is low in sugar and salt. I don't know if you know, but people often say that cereal's good for you (but) some cereals can be very high in sugar and salt. So I always check the ingredients first and only choose healthy cereal. Cereal bars usually have added sugar, so I try not to eat them very often.

George: I think some yoghurt has extra sugar in it. But sometimes I add fruit, like real strawberries to the normal, plain yoghurt. It tastes great, and I think it's good for me.

Listening p84

2 and 3 64

Radio presenter: Today our phone-in programme is on the subject of fizzy drinks. Some experts say that the sugar in fizzy drinks is responsible for 35% of American adults and 17% of young Americans being fat or unhealthy. In March 2013, Michael Bloomberg, the mayor of New York, wanted to stop New York restaurants, cinemas and stadiums

from serving supersize fizzy drinks. At the moment, you can buy 3 litre fizzy drinks! What about in the UK? Should the government stop places selling supersize drinks? Should they stop all fizzy drinks? Or should they let people make their own decisions about what they drink? We want to hear what you think. Our first caller is Claire. Claire, what's your opinion?

Claire: Firstly, I want to make it clear that I never drink fizzy drinks. I don't like them and I agree that they're very unhealthy. I prefer natural juices and things like that. But in my opinion the government shouldn't stop supersize fizzy drinks. They should explain to people why they're bad. They should help them to make the right decision. Doctors and health experts should give them the facts.

Radio presenter: Hmm. Thanks, Claire. Our next caller is Jack. Jack, what do you think?

Jack: Well, I'm not like Claire because I drink a lot of cola and other fizzy drinks. But I agree with her that people should be free to decide what they drink. If I want to drink lots of fizzy drinks, that's my decision and my problem. What about coffee? How many people drink coffee every day? That's bad for you, too. How much coffee should they drink a day? Should the government stop people buying large coffees, too? No, they should let people make their own decisions and live with the consequences.

Radio presenter: OK. Thanks Jack. We have another caller, Sam. Sam. Tell us what you think.

Sam: I agree with Mr. Bloomberg. This is a serious problem, not just in New York or the US but here, too. People are dying from medical problems caused by sugar, you know, diabetes and things like that. There are people who can't stop drinking these enormous drinks. We need to make it impossible for those people to buy them. It's the only solution.

Radio presenter: We've just got time for one more call. It's Natalie. Natalie. What should we do about fizzy drinks?

Natalie: Look, a 3-litre drink is just wrong. The people who make these drinks and the shops that sell them should think about what they're doing. It's just not normal. They should make and sell normal-size, healthy drinks – you know, juices and stuff made with natural ingredients. If they can't do that, make it impossible to buy supersize fizzy drinks. That's what I think!

Radio presenter: Thanks for calling, Natalie. Remember if you ...

Developing speaking p86

2a 65

- 1 six pounds fifty or six fifty
- 2 four pounds seventy-five or four seventy-five

3 and 4b 66

Waiter: Hello. Are you ready to order?

Jamie: Yes. Could I have a cheeseburger, please?

Waiter: Sure. Would you like chips with that?

Jamie: Yes, please.

Waiter: And what can I get you?

Becky: What's the chicken club sandwich?

Waiter: It's got bacon, tomato, chicken and mayonnaise.

Becky: Great! I think I'll have that, please.

Waiter: OK, so that's one cheeseburger and chips and one chicken club sandwich. Can I get you anything to drink?

Jamie: Yes, I'll have a milkshake, please.

Becky: And I'd like a lemonade.

Waiter: Regular or large?

Becky: Regular please.

Waiter: That's £18.80 (eighteen pounds eighty) in total.

Jamie: Here you are.

Waiter: Thanks. Here's your change. I'll bring your food and drinks to your table in a minute. Enjoy your meal!

Gateway to exams: Units 5-6

Listening p90

5 67

Presenter: And our next contestant on Quiz Master is Mark Field. Mark, your special subject is the film producer and director Walt Disney. Remember, you need at least six correct answers out of eight to win today's programme. Are you ready for your questions?

Mark: Yes, Andrew, I'm ready.

Presenter: OK. First question. Which famous character did Walt Disney create in 1934?

Mark: Hmm. Mickey Mouse was before that, I think in 1928. Erm. Donald Duck!

Presenter: Donald Duck is correct. Next question. What did Walt Disney study at night, after school?

Mark: Mmm. I'm not sure, but I think he studied literature?

Presenter: No, he didn't. He studied art at the Chicago Art Institute. So far you have one out of two. Next question ... when did Disney make the film *Fantasia*?

Mark: In 1940?

Presenter: Yes, in 1940, that's right! Now, an interesting question here. How many Oscars did Walt Disney win in his lifetime?

Mark: Hmm. That's difficult. I'll say 20.

Male presenter: No! He won 22, a record! Where did Walt Disney build the original Disneyland, in Florida or California?

Mark: That's easy. It was California.

Presenter: California is right! Disneyland opened there in 1955. Next question - How old was Walt Disney when he died?

Mark: He was, let's see, he was born in 1901, and er he died in 1966. So, he was ... 65 I think.

Presenter: 65 is correct. In 1939, Walt Disney won a special prize for the film *Snow White*. Why did they give him a special prize for this film?

Mark: Because *Snow White* was the first ever long cartoon film. Cartoons of that time were always short.

Presenter: That's right! Well done! When *Snow White* appeared in 1937, it was the first long cartoon film in history. And the last question. Remember, you need one more correct answer to win. Did Mickey Mouse have normal hands, with four fingers and a thumb on each hand?

Mark: No, he didn't. I think he only had three fingers and a thumb on each hand.

Presenter: Mark, that answer is correct! You are today's winner on Quiz Master!

Unit 7

Vocabulary p92

1b 68

alligator	scorpion
bear	shark
bee	snake
eagle	spider
jellyfish	tiger
lizard	wolf

4b 69

field	lake
flowers	mountain
forest	river
grass	sky
hill	valley
island	waterfall

5 70

- 1 [sound of a tiger growling]
- 2 [sound of a river trickling]
- 3 [sound of a bee buzzing]
- 4 [sound of an eagle flapping its wings]
- 5 [sound of a waterfall crashing]
- 6 [sound of a snake hissing]

Grammar in context p94

2a and 2b 71

A: What are you going to do tomorrow?

B: I'm going to meet my friends.

A: Are you going to go out?

B: No, we're going to watch TV.

Gateway to life skills pp96-97

5 72

The Northern White Rhinoceros is in danger of extinction.

The Northern White Rhino lives in Africa, in the Democratic Republic of Congo. It lives in the Garamba National Park. This is a UNESCO World Heritage Site, but it's in danger.

Male Northern White Rhinos can weigh approximately 2,500 kilos. That's more or less the same as 30 men!

One interesting fact is that White rhinos are not white. They are grey.

Northern White Rhinos are herbivores. They eat grass. Lots of it!

Nearly all rhinos are endangered. Sumatran and Javan rhinos are in great danger. But we can see that the situation of the Northern White rhino is terrible.

In fact, at the moment, the Northern White rhino is not just endangered. It's critically endangered.

In 1960 there were approximately 2,000 Northern white rhinos, but there were only 15 living in 1984. At present, experts think that only four are alive.

The reason for this is hunting. Hunters kill all types of rhinos to take their horns. Organisations are trying to stop the hunters.

To help all rhinos, never, ever buy any products that come from a rhino. Why not give money to organisations like World Wildlife Fund? These organisations use the money to protect the animals from hunters. With only four Northern White rhinos in existence, it's time to do something now, before it's too late!

Listening p98

2 and 3 73

Man: Hey! What are you doing next weekend? Are you looking for something different to do? Then go wild and come to Green Forest Wildlife Centre. You'll have a great time!

Woman: That's right. At Green Forest Wildlife Centre we've got hundreds of different animals for you to meet. Drive your car round our Road Safari and you'll see lions, tigers, elephants, camels, and giraffes. Keep your windows closed though - you won't want to become the lions' lunch!

Man: And after that, walk around the Foot Safari. You'll love meeting the monkeys, penguins and, er, snakes. Don't worry about the weather. We'll always have something interesting for you to do, indoors or outdoors, in the sun, rain or wind! You'll find four different restaurants, and five different shops. And you can even go for a relaxing ride on our old train.

Woman: And what about endangered species, those animals that will need our help in the future just to survive? At Green Forest Wildlife Centre we're helping to look after giant pandas, tigers, polar bears and Asian elephants. You'll see them all here at Green Forest Wildlife Centre.

Man: And on the 20th of March we're opening a new section of the Wildlife Centre – the Really Radical Reptile Room – with some new, seriously big alligators and crocodiles. TV explorer Jenny Smith is coming to open it and you'll have the opportunity to meet her and ask her questions about her new TV series.

Woman: We're open seven days a week, from ten am to five pm. The price for children between 3 and 15 is just £12, adults between 16 and 60 pay £17. There's also a family ticket for just £50.

Woman: What?! You aren't doing anything special next weekend? Then come to Green Forest Wildlife Centre and have a wild day out that you won't forget!

Developing speaking p100

2 and 3 ▶ 74

Jack: Next week we're on holiday. Are you doing anything?

Paul: No, nothing special.

Jack: Shall we go out one day?

Paul: Yes, sure.

Jack: Why don't we go and see a film?

Paul: OK. Let's go on Wednesday.

Jack: Sorry, I'm busy on Wednesday. I'm taking my little brother to the safari park with his friends.

Paul: What about Thursday? Are you free then?

Jack: Yes, that's fine.

Paul: Let's meet outside the cinema at half past five.

Jack: OK. See you there!

study, I haven't got any exams. I can just read and listen to this music all day.

2

Boy 1: Oh, wow! Look! Look at this! Quickly!

Boy 2: Josh, what is it? What's the matter?

Boy 1: Nothing. Look! Look! This letter, it says I won the competition. I won it!!

Boy 2: Whoa. Slow down. What competition?

Boy 1: The competition in that magazine, and the prize was a hundred pounds!

3

Boy 3: Are you OK?

Boy 4: Yeah. Oof. It's just, phew, what a day! Last night, I went to bed late, really late, studying for my exams. I got up at six this morning and I looked at my notes again. In the morning, I did my exams. Then, in the afternoon in PE, we ran for the whole lesson. After school, I had to help my dad to paint the living room. Ah! I don't want any dinner. I'm going to bed right now!

4

Girl: What's up?

Boy: Eh? Oh, nothing.

Girl: Nothing? It doesn't look like nothing.

Boy: Oh, it's just the window.

Girl: What window?

Boy: In the kitchen. The thing is, I, er, kicked the football and I, er, well, I broke the window.

Girl: Oh, no! Mum is not going to like that.

Boy: I know, I know.

5

Boy: Hey! What's happened? You don't look very happy.

Girl: No. It's just ... you know that concert on Saturday? Bruno Mars ...

Boy: Yes, you're going to the concert, aren't you?

Girl: Well, that's it. My dad said he was going to buy tickets. I thought he had the tickets. I was so excited!

Boy: And? What happened?

Girl: He didn't buy them. He says he didn't remember. Saturday was going to be a brilliant day ... now it's going to be terrible, now that I've found out that I can't go.

Boy: Ohhh! Poor you! I'm so sorry for you.

Grammar in context pp106–107

3a and 3b ▶ 77

1 Mike is older than John.

2 Steve and Paul are lazier than Chris.

3 Your sister is better at maths than Helen.

4 Learning Japanese is harder than learning English.

5 Jenny is friendlier than Sarah.

Grammar in context pp106–107

5b ▶ 78

1 Turkey is smaller than Mexico.

2 The Burj Khalifa in Dubai is taller than the Empire State Building.

3 In July, it is hotter in Kiev than in London.

4 It's more expensive to live in Trondheim, Norway than to live in London, UK.

5 The Great Pyramid of Giza is older than the pyramid at Chichén Itzá.

6 Mexico City is more modern than Istanbul.

7 Egypt is bigger than Spain.

Vocabulary p107

1b ▶ 79

crime

homelessness

hunger

pollution

poverty

unemployment

violence

Gateway to life skills pp108–109

5b and 6 ▶ 80

Presenter: Do you help a charity? How?

Amelia: Yes, I do! My friends and I help a local charity every year. We have a cake sale. We decide what type of cakes we want to bake and buy the ingredients. Then we get together in somebody's house and spend the day baking. Sometimes one of our mums helps us. The next day we put a table outside, we put all the cakes out there and we sell them. Of course, we explain that it's for charity. We usually make quite a lot of money ... and we have a great time too.

Kieran: Well, I once played in a concert. It was to raise money for a charity. A friend told me he was organising an event with music and comedy and magic and stuff. He knew that I play the guitar and he asked me to take part. All the money from the tickets was for a really useful charity so I said yes. I thought it was a great idea! And we all really enjoyed doing the concert.

George: I'm a volunteer for an organisation called PostPals. They give you the address of children who are seriously ill. You can write a letter or message to them. There are children who can't leave hospital or can't go out of their homes, or children who feel sad or lonely. For those children a simple letter can make an incredible difference. It's so easy and quick to do.

Molly: Erm, I was in a sponsored run for charity last year. Our school organised it. It was for students and parents. They asked us to walk or run round the park near the school. It was about three kilometres. You could decide to do it once or twice. Before the run you needed to ask people to sponsor you, give you

Unit 8

Vocabulary p104

1b ▶ 75

angry	interested
bored	relaxed
confused	sad
disappointed	stressed
excited	surprised
frightened	tired
happy	worried

2 ▶ 76

1

Girl 1: How are you?

Girl 2: Aaah! Great. Just listen to this music. Doesn't it make you feel good? You know, at the moment I haven't got a worry in the world, no problems, no stress. Sunday is a great day, isn't it? I don't have to

money for each kilometre you completed. I had thirty sponsors and I did six kilometres. So I made quite a lot of money for the charity. It was good for me, good for the charity ... And it was fun, too!

Listening p110

2 and 3 ▶ 81

Newsreader 1: The United Nations say that the situation in East Africa is getting worse and could soon become tragic. The number of people going without food is now close to 13 million. Eritrea and Djibouti are the latest countries to suffer the effects of last summer: The summer was the hottest and driest in the last ten years. People are leaving their homes and moving to camps to look for food. But conditions in the camps are extremely difficult. Officials from the United Nations are travelling to the area tomorrow to visit the camps and speak to doctors and health experts. They say that the situation will soon be critical.

Newsreader 2: Closer to home, charity organisations are asking the government to give more help to people living on the streets. They are particularly worried because next month will be the coldest month of the year, and so the worst month for the thousands of people who have no home. According to the latest statistics, four in every thousand people are without a home. Teenagers are one of the largest groups affected by this problem.

Newsreader 1: A new report says that the number of knife crimes is starting to go down. Last year 277 people died as a result of knife attacks. But the police expect the number to be smaller this year. This news comes just when the government is starting to show new publicity on TV against the use of knives. They invited 18 teenagers to help them get the best ideas possible for the publicity campaign, which cost three million pounds. However, an article in a top newspaper today says that the public continues to see knife crime as one of the biggest and most important problems in the country today.

Newsreader 2: The latest statistics show that 20,000 people lost their jobs in March. The number of people out of work at the moment is the highest for seven years. The statistics for March show that the economic recession continues to cause problems in the world of work. Men between the ages of 25 and 50 are the biggest group to lose jobs. Workers in construction and car manufacturing are having a particularly difficult time, but the financial crisis is creating serious problems in all professions.

Newsreader 1: And finally, sport ...

Developing speaking p112

2 and 3 ▶ 82

This is a picture of people in a living room, I think. I can see three people. There are two children and in the middle there's a woman. They look happy and relaxed. I think they're in a living room because they

are sitting on a sofa. I can see pictures or photos behind them. The two children are probably teaching the older woman to use the computer or play a computer game. The boy is on the right of the picture. He's looking at the computer in front of them, not at the woman. The girl is on the left of the picture. She's looking at the woman. Maybe she's smiling at her because she's winning the game or learning very well. She looks a bit more excited than the boy. Perhaps the woman is their grandmother.

Unit 9

Vocabulary p118

1b ▶ 83

blouse	skirt
boots	socks
coat	suit
dress	sweatshirt
jacket	tie
jeans	tights
jumper/sweater	top
leggings	tracksuit
shirt	trainers
shoes	trousers
shorts	T-shirt

3b ▶ 84

Head:	cap, hat
Eyes:	glasses, sunglasses
Neck:	jewellery, scarf
Body:	belt, jewellery
Arm:	jewellery, watch

4 ▶ 85

The thing is that at our school we wear school uniform. So every day I have to wear grey trousers and black shoes. And we have a white T-shirt, you know, a white T-shirt with the name of the school on. And then in the winter we have a grey jumper. So, after wearing so much grey and black, at the weekend I wear really colourful, bright stuff. Well, you can see right now, I've got an orange T-shirt and I'm wearing jeans, of course. I love wearing jeans. And look, do you like these orange trainers I'm wearing? They're really comfortable. But, you know what? My favourite item of clothing is this, here, on my head. I tell you, this cap is special because I bought it when I went to New York. I loved New York and I wore it all the time I was there. And now, when I wear it, I remember the great time I had there.

Gateway to life skills pp122-123

4 ▶ 86

Interviewer: Hi. Do you have just a minute to answer a few questions?

Boy 1: Yeah, sure, OK.

Interviewer: Thanks. I see you've been shopping today. Can I ask what you've bought?

Boy 1: Err, well, I've bought a T-shirt, and a new pair of jeans, too.

Interviewer: Did you buy any Fairtrade clothes?

Boy 1: Fairtrade clothes?

Interviewer: Yeah, you know, ethical trade. Some shops sell really cheap clothes, but they come from sweatshops, erm, like in Bangladesh, you know, where they pay people almost nothing for making the clothes.

Boy 1: Really? I didn't know that. That's terrible!

Interviewer: Yeah. With Fairtrade clothes they pay people better and their work conditions are good.

Boy 1: I usually just buy things I like and that aren't very expensive. But next time I'll think about that. Thanks!

Interviewer: Hello? Excuse me?

Girl 1: Oh, hi.

Interviewer: Can I ask you to tell us what you've bought this morning?

Girl 1: Yeah, of course. Erm, I bought this dress and, let's see, this top, too ... They weren't expensive.

Interviewer: OK. Did you buy any Fairtrade clothes?

Girl 1: Yeah. These are Fairtrade! I once saw a programme about how lots of clothes come from sweatshops. It really made a big impression on me, because of the bad conditions. And also because Fairtrade clothes usually use natural, organic materials.

Interviewer: Great! Thanks.

Interviewer: Hello there. Can I ask you a couple of questions?

Boy 2: Yeah, no problem.

Interviewer: Could you show us what clothes you've bought?

Boy 2: I've just bought a shirt. I'm going out tonight and I wanted something new to wear.

Interviewer: Hmm. Nice.

Boy 2: Thanks.

Interviewer: Do you know if the shirt is Fairtrade?

Boy 2: Yes, it is actually. I usually buy my clothes in department stores or big clothes stores. But I look at the labels and I buy Fairtrade clothes when I can. It's not always possible, but I prefer Fairtrade clothes. They help the people who make the clothes. I mean, the clothes aren't cheap, but at least I know that the money's going to the right people.

Interviewer: Cool, thanks.

Listening p124

2 and 3 ▶ 87

Steve: Hi, James!

James: Hi, Steve. What's up?

Steve: Listen, I remember you said you were going to buy a new computer. Have you bought one yet?

James: No, I haven't. I've been so busy with exams and the end of term that I haven't had time yet. But I want to get one soon. I need it for school work and stuff. I've already decided which one to buy.

Steve: Right. The thing is, I've just heard that Browns Department Store is going to have special offers on all their computers. Some are 20% cheaper than usual. I think I saw that the one you want has a 15% discount. You wanted an SP47 didn't you?

James: No, I wanted the SP57. It's a new model.

Steve: I saw that one as well. That was down 15%, too.

James: Really? That's not bad for a model that's just come out ... So let's see. The SP57 should cost about £550 instead of £650?

Steve: Yeah. What do you think?

James: Sounds good. Shall we go down there one day?

Steve: All right. The sale is from the 13th to the 19th of April.

James: The 13th is next Saturday, isn't it?

Steve: Yes. Hold on. No. It's a Friday.

James: Well, let's go on Saturday. What road is Browns on? I've never been there.

Steve: It's really easy to find. I've already been there a couple of times with my mum and dad. It's on Wynn Street.

James: What, Win – W-I-N?

Steve: No, W-Y-Double N.

James: Oh, right. Well, why don't we meet there at half past ten on Saturday?

Steve: Half past ten? Great ... Oh, wait, I've just remembered something. I've got to look after my sister until 11 on Saturday. But I could get there for half past eleven. And we could get something to eat afterwards if you like?

James: Yep, perfect. I will need to invite my dad as well though.

Steve: Your dad? Why?

James: The computer's a good price, but I still need somebody to pay for it, don't I?

Developing speaking p126

2 ▶ 88

1

Shop assistant: Hello. Can I help you?

Customer: Yes, please. How much are these cards?

Shop assistant: They're three pounds.

Customer: OK. I'll take one.

Shop assistant: Anything else?

Customer: Yes. I'd like two of those pens.

Shop assistant: The blue ones or the black ones?

Customer: The blue ones, please.

Shop assistant: That's seven pounds in total.

Customer: Here you are. Ten pounds.

Shop assistant: Here's your change. Three pounds. Would you like a bag?

Customer: No, that's all right.

2

Customer: Excuse me. Do you sell rugby shirts?

Shop assistant: Yes, we've got these white England shirts and we've also got these red ones.

Customer: How much are they?

Shop assistant: The white ones are forty-five pounds and the red ones are forty pounds.

Customer: What size are they?

Shop assistant: They're both medium.

Customer: Oh, I need large.

Shop assistant: I'm sorry. We haven't got any large ones at the moment.

Customer: OK. Thanks anyway.

Shop assistant: You're welcome.

4a and 4b ▶ 89

1 Can I help you?

2 Anything else?

3 Would you like a bag?

4 You're welcome.

Unit 10

Vocabulary p130

1b ▶ 90

digital camera	satnav
laptop	smartphone
MP3 player	tablet
printer	

4c and 5 ▶ 91

build	builder	building
create	creator	creation
design	designer	design
discover	discoverer	discovery
invent	inventor	invention
produce	producer	product

6b and 6c ▶ 92

OK, then, people. Let's have a little bit of quiet please. It's time for the answers to our quiz. Let's see how you've done.

Right, first one. It was actually the Italian inventor Marconi who invented the radio. In 1897, that was when Marconi invented the first wireless radio.

Number 2, an easy one, I think. What was Alexander Graham Bell's famous invention? It was the telephone of course. Back in 1876. Of course it wasn't exactly a smartphone back in those days, but ... it was a start.

Number 3, maybe a bit more difficult. Charles Babbage, back in 1822, was the designer of a basic computer. He called it the Difference Engine. Of course, it wasn't like one of today's laptops but it could do

really difficult mathematical calculations perfectly. And that was nearly 200 years ago! Just imagine.

Right, everybody knows who Marie Curie is. Now she didn't actually discover radioactivity. But she and her husband did create the term 'radioactivity' to describe what they were working on. That was more or less in 1900.

Number 5, anyone? The discoverer of penicillin? Yes, that's right. It was Alexander Fleming, ooh, in about 1928. Alexander Fleming, from Scotland. A very important discovery that.

Number six. This is recent history, a very modern product, the tablet. When did Apple produce their first tablet? 2009? No. It was 2010 when they produced their first iPad.

And the last question. Karl Benz. Well, if you think of Mercedes Benz this is easy. He built the first modern car. That was way back in 1886.

OK, so count up how many correct answers you have and let's find out who today's winners are. Come on, don't be shy ...

Pronunciation p133

3a and 3b ▶ 93

action	imagination
description	information
explanation	investigation
expression	organisation

Gateway to life skills pp134–135

6 and 7 ▶ 94

Hi Ryan! Do you remember the other day at school? You told me about this amazing discovery you read about. Glass pyramids! Under the sea! Amazing! Amazing, but true? Hmm. I wasn't sure. YOU said the article was full of scientific facts. I said – if you're right, I'll buy you a pizza at that new pizza place in town. If I'm right, you'll get me a pizza instead. Well, guess what? I did some investigation using the list that our teacher gave us for checking information on the Internet. This is what I found.

Who are the people mentioned in the text? Do they really exist?

The text talks about Dr Verlag Meyer. What did I find? Very little. The name only appears in articles talking about glass pyramids.

But it never says that Dr. Meyer works in a university, or if they've written a book. No photos. Nothing really. And Arl Marahall and Tony Benik? The same as Dr Verlag Meyer. They only appear in articles about the pyramids!

Which website is the text from?

So where does this text appear? In 'The New York Times'? In a science magazine? No. It's from the Cosmic News. What is that? Well, it also has stories about UFOs, aliens, the supernatural. Not very scientific. Maybe that's why it talks about the Bermuda Triangle. Bermuda exists, of course. But the Bermuda Triangle isn't really a serious geographic name.

Is there photographic evidence?

Well, it talks about photos from the 1977 discovery, but there aren't any with the article. And there's no link to see the underwater pyramid with a light on the top. The photos that appear on the Net? Isn't that the Pyramid of Cheops in green?!!! What is the source of the article? It says to click on the source here. Let's see what happens ... Well, it takes us to the same text, but on a different website. That's not a source, it's a copy. So there IS no source. And we don't know who wrote this text. There's no name. VERY unusual! Conclusion?

Ryan, these pyramids don't really exist. The article doesn't tell us about the discovery or the discoverer or where exactly they are ... We don't know who wrote the text. And the photo is not real. So, bad luck! You need to buy me a pizza, extra cheese. Next time check your sources before you believe everything you read on the Internet.

Listening p136

2 and 3 ▶ 95

- Sue:** So, George, what are you going to do this evening? Anything special?
- George:** Not really, I don't have anything planned. Maybe if I finish my homework on time, I'll watch that science programme, you know, the one that started last week. Did you see it?
- Sue:** No, I didn't. What's it called?
- George:** 'Science Fact/Science Fiction'. They do scientific research into unusual questions. So, for example, last week one of the questions was 'Do plants and flowers grow more if you talk to them?'.
- Sue:** That's crazy. They grow more if you water them! Talking to them makes no difference.
- George:** Ah ... That's not what they discovered. They had different groups of plants – they played classical music to some, rock music to others, another group were played the sound of human voices and the final group were played no sound at all. Which do you think had the best results?
- Sue:** I reckon there was no difference.
- George:** Well, there was. The ones that were played classical music were the best. The others, including the ones listening to a human voice, were all better than the ones that were in silence.
- Sue:** Wow, that's weird.
- George:** Another question was about mobile phones. 'What happens if you use a mobile phone on a plane?' You know, because they always say it's dangerous.
- Sue:** Well, it is dangerous, isn't it?
- George:** Well, this one wasn't so clear. Some people say that it can create problems with the plane's

electronic systems, and others say that nothing much happens if you use a mobile phone on a plane. They predicted that one day, if you want to use your mobile phone on a plane, they'll let you.

- Sue:** Were there any other questions?
- George:** Yeah. 'What happens if you drop food on the floor?' That's because sometimes people say that if the food's on the floor for less than five seconds, it's OK to eat it.
- Sue:** Really? I've never heard that. And is it true?
- George:** No, not usually. It really depends on the type of food. But even in one or two seconds, some types of food can attract bacteria. Oh, and talking about dropping things ... What happens if you drop a penny from a tall building, say the Empire State Building?
- Sue:** I don't know. It'll kill you?
- George:** Yes, that's what people think. They didn't actually drop a penny from a skyscraper – that's really not a good idea! But when they did a similar (but safer!) experiment, they discovered that the shape of the penny slows it down. If it hits you, it can hurt, but a pen, a pen is much more dangerous because it goes faster because of its aerodynamic shape. The experiment showed that a falling pen could go at 320 kilometres per hour!
- Sue:** Oh, that is useful information! If I ever go to New York, I'll remember to wear a hat when I visit the Empire State Building! Anyway, it sounds like an interesting programme. I think I'll try and watch it, too.

Developing speaking p138

2 and 3 ▶ 96

In my opinion, the most important invention of all time is the Internet. Twenty years ago, it was not used by many people. Now it's impossible to live without it. Let me explain why.

Firstly, the Internet is an invention that brings the world together. There are other types of communication, but the Internet is the fastest and probably the cheapest. If you want to contact a friend on the other side of the world, you write your message, click, and your message is there immediately.

Secondly, the Internet is the best place to find information about any subject. Not everybody has a big library with lots of books. But when you go on the Internet, you can find information about every subject. So, for example, if you are doing homework and you need information, with the Internet you can find it easily.

Another about the Internet is that it's good for relaxing. You can watch videos, find pictures, listen to music, read about the things you like ... You can find almost anything on the Internet.

Last but not least, with the Internet, many things are easier now than before. You can buy things from your own home. You can find the times of buses, or trains, or films. You can try to find a job or look for information about universities. So it really helps you in your regular life.

To sum up, I believe that the Internet has created a new world where we can be in contact with the whole planet and where everything is faster and easier than before.

Gateway to exams: Units 9-10

Listening p143

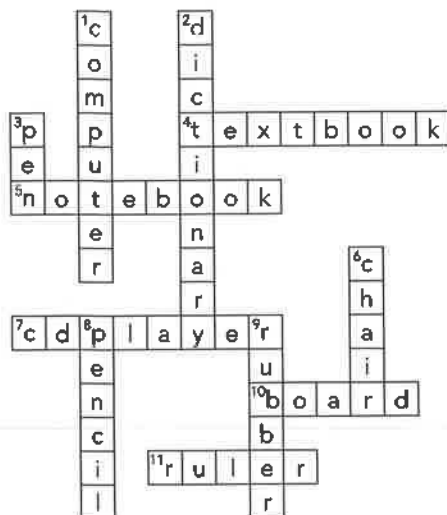
7 ▶ 97

- Sarah:** Do you remember Emma? She studied here last year.
- Penny:** Yes, she went to a school in America, didn't she?
- Sarah:** Yes. I had an email from her yesterday.
- Penny:** Has she started school yet?
- Sarah:** Yeah. She's just started. This is her first week. She told me about school there. It's quite different from here.
- Penny:** Different? How?
- Sarah:** Well, for example, she doesn't have to wear school uniform.
- Penny:** That's good.
- Sarah:** Yeah, but she says there are lots of rules about what you can and can't wear.
- Penny:** Really?
- Sarah:** Yeah, you can't wear jeans.
- Penny:** What, never?
- Sarah:** Never. And you have to wear a shirt, not a T-shirt.
- Penny:** No T-shirts!
- Sarah:** No, you can only wear them for PE.
- Penny:** Those are the only clothes Emma's got! That's all she likes.
- Sarah:** I know. She says she's going to go shopping at the weekend because she needs to buy a lot of clothes just for school. She has to buy skirts and dresses.
- Penny:** I've never seen Emma in a skirt! I can't imagine her wearing one.
- Penny:** Can girls wear jewellery?
- Sarah:** They can have earrings, but that's all. And they can't wear hats or caps.
- Penny:** Are all American schools like that?
- Sarah:** Mmm. I don't know.
- Penny:** I think I prefer just having school uniform. It's easier. You don't have to think about what to wear.
- Sarah:** OK. You don't have to decide – that's true – but I know I prefer the clothes I wear at the weekend!

Starter unit

Vocabulary p4

1



2

- 1 yellow 2 green 3 black 4 grey
5 brown 6 pink 7 blue 8 purple
9 white 10 orange

3

- 2 Can you repeat that please?
3 What does *alphabet* mean?
4 How do you say that in English?
5 How do you spell that?

4

- 1 b 2 c 3 d 4 a

Vocabulary p5

1

- 1 Ireland 2 Washington DC
3 Canadian 4 Irish 5 Canada

2

Annalisa

3

- 1 T 2 F 3 F 4 T 5 T 6 F 7 T
8 T

4

- 1 green, white, red – a Italy
2 red, white – b Turkey
3 white, red – c Japan
4 red, white, blue – d the UK
5 blue, white, yellow – e Argentina
6 red, white – f Switzerland

Grammar in context p6

1

- a are b aren't c isn't d Am e is
f are g aren't h is i isn't

2

- 2 I'm from Oxford. 3 Kelly's an Irish name. 4 We aren't all from Australia.
5 He isn't 17, he's 18. 6 I'm not your teacher. 7 We're in the classroom.

3

- 2 You aren't from Germany. 3 He isn't Australian. 4 They aren't all students.
5 He isn't 19. 6 We aren't in New York.

7 I'm not a Spanish speaker.

8 The answer isn't on the board.

4

- 1 our 2 her 3 their 4 My 5 Its
6 His 7 Your

5

- 2 No, they aren't. They're in Portugal.
3 No, it isn't. It's in the US.
4 No, he isn't. He's Australian.
5 No, they aren't. They're in Australia.

Speaking p7

1

- 1 e 2 d 3 b 4 f 5 a 6 c

Vocabulary p7

1

- 1 Wednesday 2 Tuesday 3 Monday
4 Thursday 5 Friday 6 Saturday
7 Sunday

2

- 1 January 2 April 3 October
4 November 5 May

3

- 2 first 3 December 4 Tuesday
5 eighth 6 Saturday

4

- 2 The twenty-fourth of December
3 The twenty-first of March
4 The eleventh of June
5 The third of November
6 The twenty-second of August
7 The seventeenth of January
8 The fourth of July

Vocabulary p8

1

- 1 grandmother 2 grandfather
3 mother (example) 4 father 5 aunt
6 uncle 7 sister 8 brother 9 cousin

2

- 1 grandmother 2 cousin 3 niece
4 uncle 5 wife 6 nephew

3

- 1 tall 2 long 3 brown 4 short
5 glasses

4

- 1 b 2 d 3 a

Grammar in context p9

1

- 1 has got 2 have got 3 have got
4 has got 5 have got 6 have got

2

- 1 Claire hasn't got a car. 2 Jack hasn't got a beard. 3 Mr and Mrs Barker have got a car. 4 Mr Barker hasn't got glasses. 5 Mrs Barker and the children have got dark hair. 6 They haven't got a cat in this family.

3

- 1 e 2 f 3 c 4 a 5 b 6 d

4

- 1 cats' 2 grandmother's 3 Owen's
4 parents' 5 aunt's 6 Jake's

5

- 1 Pete's parents' names are Dave and Jenny.
2 Jenny's eyes are small and brown.
3 Dave's beard is short and grey.
4 Pete's sisters' names are Fran and Gail.
5 enny's brother's name is Craig.
6 Craig's daughter Wendy is Pete's parents' niece.

6

- 1 These books are for my friends.
2 Are those your teachers?
3 Are these films on DVD?
4 Are those students Australian?
5 These cats' eyes are yellow.
6 Are those singers German?

7

- 1 this 2 that 3 these 4 those

Grammar revision p10

1

- a my b you c he d it e her f its
g our h you i your j their

2

- 1 are, 'm 2 Is, is 3 Is, 's 4 Are, are
5 are, aren't

3

- 1 My, isn't 2 are, their 3 Our, are
4 is, his 5 Your, isn't 6 My, is

4

- 2 Have your grandparents got a cat?, No, they haven't. 3 Has your teacher got glasses?, Yes, he/she has. 4 Have your parents got brothers and sisters?, Yes, they have. 5 Have you got a nephew or a niece?, No, I haven't.

5

- 1 Paul's children are all thin.
2 My brothers' names are Luke and Paul.
3 My grandparents' birthdays are in May and June.

4

- 4 Our teacher's desk is by the window.
5 My aunt Mary's eyes are blue.

6

- 6 His father's beard isn't very long.

6

- 1 This 2 That 3 this 4 Those
5 these 6 That

7

- 1 ~~Have~~ Has your brother Henry got long dark hair?
2 Their ~~parent's~~ parents' names are Eleanor and Wilfred.
3 ~~These~~ This film is my favourite.
4 Her ~~mothers~~ mother's mother is her grandmother.
5 ~~Is~~ I've got my dance class in ten minutes.
6 Is ~~those~~ that boy your brother or your cousin?
7 Her ~~children~~ children's names are Will and Tom.
8 ~~Have~~ Are you Australian?
9 Their ~~grandparents'~~ grandparents are 80 years old.
10 My son ~~have~~ has got brown eyes.

- 11 His cousin's cousins' names are Susan and Emma.
12 Are these pens your teachers' teacher's?

Vocabulary revision p11

- 1
1 g 2 a 3 f 4 h 5 c 6 b 7 e
8 d
2
1 seventeenth 2 tenth 3 twenty-sixth
4 eighteenth 5 eleventh
6 twenty-second
3
1 ORANGE
2 PURPLE
3 BROWN
4 WHITE
5 GREEN
6 YELLOW
4
a Tuesday b Wednesday c Friday
d Sunday e February f March
g April h June i July j September
k October l December
5
2 Ellie's birthday is on March the tenth.
3 Olivia's birthday is on May the twenty-first.
4 Jack's birthday is on July the eighteenth.
5 Mum's birthday is on August the twenty-second.
6 Dad's birthday is on September the third.
7 Rob's birthday is on October the twenty-eighth.
8 My birthday is on December the twenty-fourth.
6
1 cousin 2 dark 3 aunt 4 tall
5 niece 6 brown

Unit 1

Vocabulary p12

- 1
1 maths 2 biology 3 French
4 geography 5 chemistry 6 music
7 art 8 English
2
1 d 2 e 3 a 4 f 5 b 6 c
3
1 by 2 gets 3 have 4 have 5 go
6 do 7 goes
4
1 chat online 2 do sport
3 go shopping 4 go out with friends
5 listen to music 6 play the piano
7 surf the Internet 8 take photos
9 watch films
5
2 I like listening to music. 3 I love taking photos.
4 I hate doing sport. 5 I love chatting online.
6 I think playing the piano is OK.

VOCABULARY EXTENSION p12

- 6
1 dry 2 clean 3 call 4 wake
5 read 6 go

Reading p13

- 1
c
2
1 F 2 F 3 T 4 NM 5 F 6 NM
7 T 8 NM
3
1 A 2 D 3 A 4 D 5 D
4
1 connect 2 hobbies 3 great
4 practise 5 marks
5
1 marks 2 hobbies 3 practise
4 connect 5 great

Grammar in context p14

- 1a
a don't b doesn't
1b
a teaches b study
2
2 takes 3 doesn't do 4 don't watch
5 clean 6 asks 7 don't have
8 studies 9 talk 10 stand
3
1 Gina likes going shopping. 2 She loves drawing.
3 She doesn't like doing homework.
4 She hates watching sports on TV.
5 Luke likes surfing the Internet.
6 He loves playing football. 7 He doesn't like playing tennis.
8 He hates playing the guitar.
4
1 in 2 at 3 on 4 in 5 at 6 at 7 on

GRAMMAR CHALLENGE p14

- 5
1 Tania ~~doesn't~~ does/doesn't do her homework in her bedroom.
2 He finishes finishes classes and goes to the gym after school.
3 Our lessons ~~starts~~ start at half past eight. We ~~has~~ have got biology on Thursdays.
4 We ~~asks~~ ask the teacher when we don't understand.
5 The girls ~~aren't go to~~ don't go home at four o'clock.
6 He ~~doesn't likes~~ like history or art.
7 I ~~doesn't~~ don't go to dance classes at the weekend.
8 My ~~friends dog~~ have friend's dog has got lots of toys.

Vocabulary and Listening p15

- 1
cinema shopping centre
restaurant sports centre
library stadium
museum swimming pool
park theatre
2
1 fast-food restaurant 2 cinema
3 shopping centre 4 stadium 5 park
6 library
3
b
4
1 shopping centre 2 fast-food restaurant
3 cinema 4 sports centre 5 swimming pool
6 stadium 7 museum 8 library
9 park
Circle: theatre

- 5
1 B 2 K 3 T 4 T 5 K 6 B 7 B
6
2 Becky's family have got a new dog.
3 Kate does her homework at the library.
4 Tom goes to football matches with his dad.
5 Becky's school is near her home.
6 Correct 7 Becky asks Tessa to come and stay.

VOCABULARY EXTENSION p15

- 7
1 f nightclub d 2 d skate park b 3 b art gallery e
4 c Internet café a 5 e ice rink c 6 a beauty salon f

Grammar in context p16

- 1
1 never 2 always 3 often 4 usually
5 hardly ever 6 sometimes
2
1 I never go to the cinema. 2 We don't usually have a break.
3 It is always sunny here. 4 Tommy hardly ever goes to the park.
5 John is often late.
3
1 a, d 2 e, g
4
a Does b Do c don't
5
2 Does he eat lunch at school?
3 Do they have guitar lessons at the weekend?
4 Does she study French?
5 Do you teach biology?
6
1 d 2 b 3 f 4 e 5 c 6 a
7
1 Why 2 What 3 How 4 Which
5 When 6 Who
8
1 How do you go to school? 2 When do you do your homework?
3 Why do you like physics?

GRAMMAR CHALLENGE p16

- 9
1 Kay: Where to do you go for your ICT lesson?
2 Jake: Room 21. Where Do you go there for ICT?
3 Kay: No, I don't. I don't ~~not~~ do ICT this year.
4 Jake: Which subject do you like best?
5 Kay: I do like sports lessons. I love badminton.
6 Jake: When time do you play?
7 Kay: After go school and at weekends. Do you play?
8 Jake: Yes, I do. I love it ~~but~~.

Developing speaking p17

- 1
a brother b four c doesn't go
d five e subjects f English g listens
h watches
2
Students' own answers

3

1 but 2 and 3 and 4 and
5 because 6 but

4

/s/: lots maths parents' science subjects
/z/: DVDs games music name's she's

DESCRIBING PICTURES p17

5

Students' own answers

6

1 I think this school is in England.
2 I think it's break time because the students aren't in the classroom.
3 The students wear a uniform.
4 My school is very different. We don't wear a uniform. We wear normal clothes.

7

Students' own answers

Developing writing p18

1

1 Canberra 2 me 3 mum 4 dad
5 Cowbridge 6 sports 7 ICT
8 Please

2

1 F 2 F 3 T 4 T 5 T

3

Ben

4

1 the names of your brothers, sisters and parents
2 what you look like 3 subject likes and dislikes
4 what you do every day

5

Students' own answers

Revision: Unit 1

Grammar p19

1

1 get 2 plays 3 have 4 read
5 goes

2

1 Harry doesn't like homework.
2 They don't play music in class.
3 We don't have lunch at school.
4 She doesn't clean her teeth before breakfast.
5 I don't go to bed early on Saturdays.

3

1 at 2 at 3 on 4 in 5 on

4

1 Do you go home at 4 pm? 2 Does she have lunch with you? 3 Do we have an English lesson today? 4 Do they watch TV every day? 5 Does he read Spanish books? 6 Do you have a break at school?

5

1 My sister is always very happy.
2 They hardly ever go to school by bike.
3 I never watch TV in the kitchen.
4 His big brother often makes the dinner.
5 We sometimes listen to good music in the car.

Vocabulary p19

1

1 art 2 history 3 geography 4 maths
5 biology 6 ICT 7 French 8 PE

2

1 finishes 2 surfs 3 watches 4 does
5 goes 6 plays 7 chats 8 studies
9 eats 10 gets

3

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

Unit 2

Vocabulary p20

1

1 kitchen 2 garden 3 hall
4 bathroom 5 dining room 6 garage
7 bedroom 8 living room

2

2 No, she doesn't. She sleeps in the bedroom.
3 No, they don't. They put the car in the garage.
4 No, they don't. They play football in the garden.
5 No, he doesn't. He has a shower in the bathroom.
6 No, I don't. I watch TV in the living room.

3

1 poster 2 clock 3 computer
4 microwave 5 radiator 6 washing machine
7 fridge 8 cooker 9 CD player
10 games console 11 TV
12 lamp 13 DVD player 14 mirror
15 bed

4

1 armchair 2 toilet 3 bath 4 chair
5 cupboard 6 desk 7 shelf 8 shower
9 sink 10 sofa 11 table 12 window

5

1 shelf 2 table 3 desk 4 shower
5 armchair 6 sofa

VOCABULARY EXTENSION p20

6

1 wardrobe 2 floor 3 bed
4 cupboard 5 sofa

Reading p21

1

one person

2

armchair, kettle, mirror, pictures

3

1 one 2 Two people 3 doesn't live
4 bad 5 didn't plan 6 very close to

4

1 F 2 F 3 O 4 F 5 O 6 F

5

b online

6

1 tiny 2 narrow 3 wide 4 stairs
5 ladder

7

1 stairs 2 ladder 3 wide 4 tiny
5 narrow

Grammar in context p22

1

a is b are c isn't d aren't e there
f Yes g is h are i No j aren't

2

1 There are 2 Is there, there is
3 are there 4 There are 5 There isn't
6 Are there, there aren't

3

1 There is 2 There isn't 3 There are
4 There is 5 There isn't 6 There aren't

4

1 on 2 in front of 3 on 4 under
5 near 6 in

5

Suggested answers

2 In a, there are trainers on the bed. In b, they are under the bed.
3 In a, there are three posters on the wall. In b, there's only one.
4 In a, there's a CD on the floor. In b, there isn't.
5 In a, there are two cups. In b, there is one cup on the table.
6 In a, there aren't any books on the shelves. In b, there are books on the shelves.
7 In b, the clock is on the bedside table. In a, it is on the floor.
8 In b, the laptop is on the table. In a, it is on the floor.

GRAMMAR CHALLENGE p22

6

My friend ~~is~~ has got a small house in France. It's really beautiful. It's near a village and there ~~aren't~~ a few shops so you can buy food. The house is very old and it's got a big garden with grass and flowers. There ~~are~~ is a farm next to the house and cows come sometimes into their garden! Inside the house there ~~is~~ are three bedrooms. There ~~aren't~~ isn't a shower in the bathroom, but that's OK. In my favourite room there is a white carpet and there are pictures of the village ~~in~~ on the walls. ~~On~~ In the living room there ~~are~~ is a big fire and the cat usually sits in ~~behind~~ front of it! Is there a dog, too? No, there ~~aren't~~ isn't. The cat is happy!

Vocabulary and listening p23

1

1 rubbish 2 washing 3 dishes 4 lay
5 tidy 6 cook 7 shopping 8 ironing
9 make

2

	Sara	Paula	Jim	Kim
tidy up	✓✓	✓✓	XX	✓
do the washing		✓		✓✓
do the ironing	○			
take the rubbish out			○	
wash the dishes		XX		

lay the table				XX
do the shopping		○	✓	✓✓
cook				○
make my bed	✓✓			XX

- 3
1 Kim 2 Paula 3 Sara 4 Kim 5 Jim
4
2 Paula usually does the washing.
3 Jim sometimes takes the rubbish out.
4 Kim always does the shopping.
5 Sara sometimes does the ironing.
6 Kim never makes the bed.

VOCABULARY EXTENSION p23

- 5
1 load/empty 2 feed 3 clean 4 walk
5 dust 6 water

Grammar in context p24

- 1
a am/'m b aren't c isn't d are/'re
e aren't
2
1 are watching 2 is swimming 3 isn't listening
4 are learning 5 is sleeping
6 am not sitting 7 is eating 8 are cooking
3
1 Is Tom eating his lunch? Yes, he is.
2 Is Simone playing tennis? No, she isn't.
3 Are Mum and Dad washing the dishes? Yes, they are.
4 Is your brother cleaning his room? No, he isn't.
5 Are those students listening to the teacher? No, they aren't.
6 Are you doing your homework? Yes, I am.
7 Is he watching TV? No, he isn't.
8 Is she practising the piano? Yes, she is.

- 4
1 having 2 coming 3 running
4 dancing 5 using 6 writing
7 studying 8 putting
5
1 always get 2 is cooking 3 Do you go
4 Are you phoning 5 I'm waiting
6 don't like

GRAMMAR CHALLENGE p24

- 6
a 'm having b is c are sitting d (are) drinking
e is shining f are staying g have h look i have j visit
k 'm sending i are standing

Developing speaking p25

- 1
a that b speaking c Hang d leave
e Can f Sure g 07095 234187
h 07095 234181 i 07095 234187
j 07095 234187
2
1 A 2 A 3 A 4 C 5 A 6 A 7 C
8 C

- 3
1 /i:/ 2 /ai/ 3 /i/ 4 /i/ 5 /i:/
6 /i:/ 7 /ai/ 8 /i/ 9 /i:/ 10 /ai/
11 /i/ 12 /ai/

DESCRIBING PICTURES p25

- 4
1 two 2 two bedrooms, a study and a bathroom
3 dining room, living room, kitchen, hall, toilet and garage
4 Students' own answer
5
a ground b big c shower d On the e also f course g kitchen h next to
6
Students' own answers

Developing writing p26

- 1
1 a cottage 2 a terraced house
3 a bungalow 4 a flat 5 a houseboat
6 a detached house
2
a an indoor swimming pool with music
b tennis courts c an enormous kitchen
d a garage e a spectacular garden
f a large library with all the books you want
g a private theatre and cinema
3
1 beautiful 2 lovely 3 spectacular
4 colourful 5 ideal 6 enormous
4

Location: in a city, in the country, in the mountains, near a village, near the sea.
Special rooms or features: games room, modern technology, pretty garden, swimming pool.

Household objects or furniture: antique furniture, big TV screens, expensive paintings, water bed

- 5
Students' own answers

Revision: Units 1-2

Grammar p27

- 1
1 There are 2 there aren't 3 Is there
4 There aren't 5 Are there
2
1 behind 2 under 3 at 4 on 5 in
6 in 7 on 8 above 9 in 10 on
3
1 are playing 2 is making 3 are watching
4 are doing 5 is, having
4
1 have 2 I don't speak 3 I'm doing
4 Is Mum cooking 5 we're studying

Vocabulary p27

- 1
a kitchen b fridge c microwave
d washing machine e garage
2
1 g 2 f 3 i 4 b 5 e 6 h 7 j
8 a 9 c 10 d

- 3
1 beauty salon 2 bathroom
3 cupboard 4 light 5 museum
6 theatre

Gateway to exams: Units 1-2

Reading p28

- 1
1 F 2 T 3 NM 4 F 5 T 6 F 7 T
8 T 9 NM 10 NM

Listening p28

- 2
1 f 2 d 3 h 4 g 5 e

Use of English p29

- 3
1 C 2 B 3 A 4 B 5 B 6 A 7 B
8 C 9 B

Writing p29

- 4
Students' own answers

COMMON MISTAKES p29

- 5
1 My parents ~~doesn't~~ don't go to work early.
2 My birthday is ~~at~~ on 4th October.
3 We've got a new baby sister and she ~~crys~~ cries all the time!
4 I ~~am-coming~~ come from a small village. It is ~~by~~ near Madrid.
5 My brother ~~studies~~ is studying on the computer at the moment. Can I give him a message?
6 Please ~~write-me~~ write to me soon.
7 Yes, ~~I-am~~ Cathy speaking.
8 There ~~aren't~~ isn't a clock in the kitchen.
9 We are ~~have~~ having dinner now. Can you phone again later?
10 In the picture the man ~~stands~~ is standing next next to his young son.

Unit 3

Vocabulary p30

- 1
1 head 2 back 3 shoulder 4 mouth
5 neck 6 arm 7 wrist 8 hand
9 knee 10 ankle 11 foot 12 toes
2
1 arm 2 back 3 wrist 4 feet
5 fingers 6 knee 7 head 8 ankle
9 neck 10 shoulders 11 mouth
12 toes
3
1 d 2 g 3 b 4 h 5 f 6 a 7 c
8 e
4
1 run 2 drinking 3 ski 4 skating
5 climbing

VOCABULARY EXTENSION p30

- 5
1 forehead 2 eye 3 eyebrow 4 ear
5 cheek 6 lip 7 teeth 8 chin

Reading p31

- 1
c
2
1 b 2 c 3 b 4 c
3
1 b 2 c 3 a 4 d
4
1 adventure 2 crawl 3 set off
4 successful 5 survive 6 crevasse
5
1 successful 2 set off 3 survive
4 crawls 5 adventure 6 crevasses

Grammar in context p32

- 1
a can b can't c can't
2
1 ability 2 possibilities
3
1 Our PE teacher can climb mountains
2 I'm sorry but I can't hear you.
3 We can all ski really well.
4 My brother can't get up early.
5 Can you speak Chinese?
4
1 can't 2 can 3 can't 4 can 5 can't
5
2 can ski, but he can't climb mountains.
3 can swim, but she can't dive. 4 can run, but they can't skate 5 can ride a horse, but I can't ride a bike.
6
badly hard slowly
regular adverbs: badly, slowly
7
1 calmly 2 carefully 3 early 4 fast
5 well 6 hard 7 late 8 slowly
8
1 late 2 early 3 carefully 4 slowly
5 calmly 6 fast 7 hard 8 well

GRAMMAR CHALLENGE p32

- 9
2 She talks quietly
3 They don't do the slowly.
4 Be quick! You are late.
5 Her brother works hard.
6 Answer the question carefully.

Vocabulary and listening p33

- 1
1 golf 2 rugby 3 climbing 4 tennis
5 football 6 basketball 7 ice skating
8 sailing 9 cycling 10 baseball (gymnastics)
2
1 c 2 a 3 d 4 b
3
1 partner 2 the weather 3 fit
4 ground 5 white 6 five 7 dancing
4
A Speaker 4 B Speaker 1 C Speaker 2 D Speaker 3

VOCABULARY EXTENSION p33

- 5
add player: basketball player, rugby player, tennis player, volleyball player
-er/-or: golfer, sailor, skater,
-ist/-ast: gymnast,

Grammar in context p34

- 1
1 T 2 F 3 F
2
1 has to get up 2 have to be 3 have to run 4 has to speak 5 have to study 6 has to work
3
1 Does Sally have to wear a uniform?
2 You have to be fit to play rugby well. 3 We don't have to practise a lot at weekends. 4 Do they have to buy expensive shoes for the race? 5 He doesn't have to practise every day.
4
1 You mustn't dive.
2 You mustn't ride a bike.
3 You must be quiet.
4 You must keep off the grass.
5 You mustn't play ball games here.
6 You must wear trainers.
5
1 don't have to f 2 mustn't d
3 mustn't a 4 don't have to c
5 mustn't b 6 don't have to e

GRAMMAR CHALLENGE p34

- 6
1 I have to take the dog for a walk.
2 I have to tidy my room. 3 I have to buy eggs and bread. 4 I must phone Mum./ I mustn't forget to phone Mum.
5 I mustn't sleep late. 6 I mustn't stay online too long. 7 I don't have to make dinner. 8 I don't have to wait for Dad.
9 I don't have to wash the dishes.

Developing speaking p35

- 1
Brights Leisure Centre on Saturday mornings from 10-12, Levels: Beginners - Advanced, Cost: £5 per week, £100 per year
2
1 I'd like some information about the judo club, please. 2 Can you tell me when the club meets? 3 How can I help you? 4 How much does it cost? 5 Sorry, can you repeat that? 6 Do I have to bring special clothes? 7 Thanks for your help. 8 Thank you for calling.
3
a How can I help you? b Can you tell me when the club meets? c Sorry, can you repeat that? d How much does it cost? e Thanks for your help. f Thank you for calling.
4
1 leisure 2 usually 3 television
4 decision

DESCRIBING PICTURES p35

- 5
Students' own answers
6
1 a group of young people - teenagers
2 in a street 3 street dancing. One boy has his body and his feet in the air. Two boys are watching him. They're smiling and laughing. 4 feeling happy 5 Yes, because it's fun.

- 7
Students' own answers

Developing writing p36

- 1
Irish dancing workshop
2
1 a We meet every Wednesday at 7.30 pm. b We meet in the Junior School hall from 10 am to 4 pm on Saturday. 2 a Contact Dave on ... b Call Pat Brown on ...
3 Don't be shy! Come and play with us! Bring your table tennis bat, Contact Dave, Bring your dancing shoes, Call Pat
3
Use short questions. Give essential information. Make sure your sentences are clear. Tell people what to do.
4
1 When does the cycling club meet?
2 Where does the cycling club go?
3 What does the cycling club do?
4 Who do I contact?
5
Students' own answers

Revision: Units 1-3

Grammar p37

- 1
1 can 2 can't 3 can't 4 can 5 can't
2
1 well 2 hard 3 badly 4 fast
5 patiently
3
1 We usually sit in the classroom quietly when we're waiting for the teacher.
2 My dad never drives his car dangerously.
3 It is sometimes difficult to work hard when I'm tired.
4 My sister hardly ever walks slowly because she's always in a hurry.
5 Do you usually type carefully when you're working on your computer?
4
1 mustn't 2 have to 3 has to
4 must to 5 don't have to
5
1 can't 2 can't 3 mustn't
4 don't have to 5 don't have to
6
a at b at c At d at e on f on g on h in

Vocabulary p37

1

1 fingers 2 head 3 eyes 4 stomach
5 legs

2

1 tennis 2 skating 3 racket 4 basket
5 individual

3

1 throw 2 correct 3 ride 4 kicks
5 swim

Unit 4

Vocabulary p38

1

1 Argentina 2 Brazil 3 Egypt
4 France 5 Slovakia 6 Italy 7 Japan
8 Russia 9 Spain 10 Switzerland
11 Poland 12 Turkey

2

2 Brazilian 3 Egyptian 4 French
5 Slovak 6 Italian 7 Japanese
8 Russian 9 Spanish 10 Swiss
11 Polish 12 Turkish

3

1 guidebook 2 luggage 3 sightseeing
4 tickets 5 travel agency 6 souvenir

VOCABULARY EXTENSION p38

4

1 d 2 a 3 e 4 c 5 f 6 b

Reading p39

1

b

2

1 b 2 a 3 b 4 b 5 a 6 b

3

1 A 2 F 3 A 4 F 5 A 6 F

4

1 tradition 2 answer 3 volunteers
4 tragically 5 balcony 6 site
7 padlock

5

1 answer 2 tradition 3 volunteers
4 balcony 5 site

Grammar in context p40

1

a was b were c wasn't d weren't
e Was f Were g wasn't h were

2

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

3

2 Were you in bed at 8 am on Sunday?
No, I wasn't. 3 Was Miss Williams
at school at 9 am today? Yes, she was.
4 Were your friends at the swimming pool
last Saturday? No, they weren't. 5 Was
Kim at your house yesterday? Yes, she was.

4

1 couldn't 2 couldn't 3 buy
4 couldn't 5 use

5

1 could ride a bike 2 She couldn't ice
skate. 3 She could ride a horse. 4 She
couldn't speak French. 5 She could ski.
6 She could use a computer.

GRAMMAR CHALLENGE p40

6

1 were, wasn't, couldn't 2 wasn't,
couldn't, wasn't 3 Could, couldn't, was
4 were, couldn't, Were 5 were, was,
could, was, couldn't

Vocabulary and Listening p41

1

1 underground 2 tram 3 bus
4 moped 5 van 6 helicopter 7 taxi
8 car 9 lorry 10 ship 11 coach
12 motorbike

2

1 ship 2 taxi 3 tram 4 underground
5 bus 6 van

3

1 train 2 car

4

1 bus coach taxi 2 c 3 b

5

2 eight o'clock 3 fifteen minutes
4 8.30 5 20 minutes 6 10 7 8.15

VOCABULARY EXTENSION p41

6

1 boot
2 windscreen wipers
3 windscreen
4 steering wheel
5 wheels
6 bonnet
7 number plate
8 windscreen
1 seat belt 2 bonnet
3 number plate 4 windscreen wipers
5 boot 6 steering wheel 7 wheels
8 windscreen

Grammar in context p42

1

a wanted b hated c carried
d travelled

2

1 studied 2 walked 3 stopped
4 arrived 5 tried 6 wanted
7 chatted 8 phoned

3

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

4

1 went 2 made 3 spoke 4 bought
5 saw 6 had 7 came

5

1 want 2 ate 3 watched 4 did
5 wore 6 played

GRAMMAR CHALLENGE p42

6

Hello from Brighton! We got here yesterday.
This morning we couldn't ~~not~~ have breakfast
because we ~~was~~ were too late! Yesterday,
we ~~were~~ went to the beach. We ~~buyed~~
bought Sam an ice cream but he ~~dropped~~
dropped it. We all ~~swimmed~~ swam in the
sea and I ~~sitted~~ sat in the sun with Sam. He
~~catched~~ caught a fish in his little net and
then he ~~putted~~ put it back in the water. It's
really great here.

Developing speaking p43

1

1 i 2 j 3 b 4 l 5 g 6 f 7 k
8 c 9 h 10 d 11 a 12 e

2

1 London 2 my parents 3 coach
4 five days 5 a long time 6 fantastic
7 with my grandparents/in a big house (by
a park) 8 an art gallery and the theatre
9 some monuments 10 fish and chips
and ice cream 11 some souvenirs

3

/æ/: chat, fantastic, van

/ɔ:/: caught, morning, passport, saw, walk

/ɑ:/: art, car, France, park, past, last

DESCRIBING PICTURES p43

4

Students' own answers

5

a winter b France c skiing d go
e wearing f sunny g brown
h climbing i down j walk k tired
l love m exercise n interesting

6

Students' own answers

Developing writing p44

1

a How b 'm sitting c 'm drinking
d 'm staying e saw f bought g had
h told i went j were

2

1 Hi

2 Bye for now. See you soon.

3

1 c 2 b 3 a

4

Students' own answers

Revision: Units 1-4

Grammar p45

1

a weren't b were c couldn't d was
e could f wasn't

2

1 chatted 2 did 3 caught 4 saw
5 arrived 6 taught 7 carried 8 loved
9 made 10 swam

3

1 spoke, lived 2 went, watched
3 walked, bought 4 hated, came

4

a had b hate c does d was
e went f don't have to g am sitting
h want i saw j liked

Vocabulary p45

1

1 Russia 2 Turkey 3 Ireland
4 Greece 5 Argentina

2

1 guidebook 2 luggage 3 passport
4 souvenir 5 sightseeing

3

1 plane, helicopter 2 boat, ship
3 bus, coach 4 taxi, car 5 trains,
underground, tram

4

1 leg 2 hall 3 mirror 4 fingers
5 judo

Gateway to exams: Units 3–4

Reading p46

1

1 c 2 c 3 a 4 b 5 b 6 c

Listening p46

2

1 NM 2 F 3 F 4 T 5 NM 6 T
7 NM

Use of English p47

3

1 A 2 A 3 C 4 B 5 C 6 A 7 C
8 A 9 C 10 A 11 B 12 B

Writing p47

4

Students' own answers

COMMON MISTAKES p47

5

- 1 ~~Do you can~~ Can you speak?
- 2 I always ~~early~~ get up early.
- 3 People have to work ~~hardly~~ hard to get a good job today.
- 4 The students ~~mustn't~~ don't have to wear a uniform at our school.
- 5 I usually have to ~~tidying~~ tidy my room at the weekend.
- 6 We didn't ~~lived~~ live in Paris when I was a child.
- 7 I ~~weren't~~ wasn't interested in sport when I ~~were~~ was young.
- 8 Can you ~~say~~ tell me what time the lessons begin?
- 9 Dear ~~my friend~~ Caspar, I hope you are well.
- 10 I couldn't ~~playing~~ play tennis ~~goodly~~ well when I started.
- 11 We ~~catched~~ caught the train to the airport at 5.30.
- 12 I ~~was go~~ went to the US two years ago.

Unit 5

Vocabulary p48

1

1 factory 2 restaurant 3 hospital
4 office 5 garage 6 studio

2

1 school 2 studio 3 office 4 clinic
5 restaurant 6 factory 7 outdoors
8 (shoe) shop 9 garage 10 hospital

3

teacher	waiter
singer	secretary
doctor	shop assistant
engineer	farmer
nurse	mechanic

4

2 singer – studio 3 doctor – hospital,
clinic 4 engineer – factory, outdoors
5 nurse – hospital, clinic 6 waiter –
restaurant 7 secretary – office 8 shop
assistant – shop 9 farmer – outdoors
10 mechanic – garage

5

1 b 2 d 3 f 4 a 5 c 6 c

VOCABULARY EXTENSION p48

6

1 in 2 for 3 as 4 for 5 with 6 in
7 at 8 of 9 in

Reading p49

1

a
2
1 NM 2 T 3 F 4 F 5 F 6 T 7 F
8 NM 9 T 10 NM

3

1 c 2 a

4

1 followed 2 script 3 witty 4 charts
5 published 6 comedy 7 hit 8 well-known

Grammar in context p50

1

a negative b main verb c infinitive

2

- 1 Roger McGough didn't stay in Hull.
- 2 He didn't have another number one song.
- 3 They didn't eat in the canteen of the TV studio.
- 4 The fans didn't meet the star outside the cinema.
- 5 Henry didn't drive his mother's car to school.
- 6 She didn't go to the stadium to see her favourite band.
- 7 We didn't swim in the sea that day.
- 8 My mother didn't speak to my French friend in French.

3

- 1 drove, didn't drive 2 saw, didn't see
- 3 taught, didn't teach 4 left, didn't leave
- 5 did, didn't do 6 went, didn't go

4

a Did b Did c did d didn't

5

1 e 2 c 3 f 4 a 5 b 6 d

6

- 2 Why did he write a sad poem? 3 How much (money) did the movie *Frozen* make?
- 4 When did the Arctic Monkeys win a Brit award? 5 Which race did Usain Bolt win?
- 6 What did your grandfather play on his violin every day?

GRAMMAR CHALLENGE p50

7

- A: Did you ~~went~~ go to University?
B: No, I didn't ~~went~~ go to university, I didn't study very hard at school, and I didn't to get good marks.

A: What job did you get?

B: I worked in an office, but I didn't like it. I ~~hadn't~~ didn't have interesting jobs to do. I spent my free time with my friends and we started a band.

A: When ~~started you~~ did you start the band?

B: When I was 18. I did my office job all day, but every evening I ~~did sing~~ sang with the band in clubs and bars. I didn't ~~not~~ think we could be famous, but one night a record producer spotted us. We signed a contract the next week, and I never ~~didn't go~~ went back to the office again.

Vocabulary and listening p51

1

1 actor 2 novelist 3 director
4 singer 5 dancer 6 musician
7 writer 8 composer 9 poet
10 painter 11 playwright

2

ballet: musician, composer, director, dancer
theatre: musician, composer, director, dancer, actor, writer, singer, playwright
film: musician, composer, director, dancer, actor, writer, singer
opera: musician, composer, director, dancer, actor, writer, singer, playwright
literature: poet, novelist, writer, playwright
poetry: poet

3

actor, theatre, writer, novelist, poet, film, musicians, playwright, ballet, classical, dancer

4

1 MW 2 M 3 W 4 M 5 MW
6 W 7 M 8 W

VOCABULARY EXTENSION p51

5

1 world 2 rock 3 folk 4 jazz
5 country and western 6 rap 7 house
8 reggae

Grammar in context p52

1

a was b weren't c Were d wasn't
e were

2

1 in progress 2 while

3

1 was studying English 2 were working
3 was doing homework 4 was surfing the Net 5 were watching TV 6 was reading a book

4

1 was listening, arrived 2 rang, were talking 3 wasn't looking, asked
4 wasn't waiting, arrived,

5

- 1 Were you going to school when I saw you this morning? Yes, I was.
- 2 Was Sara doing her homework when we came into the classroom? No, she wasn't.
- 3 Was Bob talking to the new student when we arrived at school? Yes, he was.

- 4 Were you and Carl walking to the shops when we passed you in the car? No, we weren't.
- 5 Were you watching a film when I phoned you last night? No, I wasn't.
- 6
- 1 While I was waiting at the bus stop for the bus, a car crashed into a wall.
- 2 Sarah rang Harry while he was doing his homework.
- 3 It started to rain while we were walking the dog.
- 4 They were cooking when Tim dropped the book in the saucepan.

GRAMMAR CHALLENGE p52

- 7
- Andy: Hi! Was Were you studying at 8 pm last night? You didn't to answer your phone.
- Dana: Yes, I was surf surfing the Net and I didn't heard hear it. Sorry! What you wanted did you want to talk about?
- Andy: I wanted to ask you about our maths homework. I couldn't understanding it!
- Dana: I can to help you now. I was did it on Monday. It was easily easy.
- Andy: That's OK. My brother was helped me so I finished it.

Developing speaking p53

- 1
- Really? Wow! Cool! That's amazing! Oh no! Poor you.
- 2
- a weekend b incredible c perfect
d Really e Wow f Cool g what
h amazing i no j you
- 3
- 1 Then what happened?
2 Really?
3 That's amazing!
4 Oh, no!
5 That's incredible!
6 What a shame!
7 I see.
8 Poor you!

DESCRIBING PICTURES p53

- 4
- Students' own answers
- 5
- 1 It's at an outdoor theatre (by the sea).
2 There's a play on stage. It's an old play.
3 The actors and the audience.
4 The actors are happy and the audience is enjoying the play and perhaps feeling cold.
5 Yes, because I like theatre. It's interesting to see plays outdoors.
- 6
- Students' own answers

Developing writing p54

- 1
- a Last b one c later d First e after
f following g next h then i When
j suddenly k when l In the end
- 2
- b
- 3
- 1 Suddenly 2 ago 3 First, after
4 the end
- 4
- Students' own answers
- 5
- Students' own answers

Revision: Units 1-5

Grammar p55

- 1
- 1 didn't go, wasn't 2 didn't cook, weren't 3 didn't enjoy, wasn't 4 didn't win, wasn't 5 didn't come, didn't phone
- 2
- 1 Did Victor run to the shops? Yes, he did.
2 Did Daisy go on holiday to Italy? No, she didn't. 3 Did he play the piano well? Yes, he did. 4 Did they make sandwiches for lunch? Yes, they did.
- 3
- 1 were watching 2 wasn't studying
3 were standing 4 was looking 5 was working 6 was watching
- 4
- 1 did the teacher give, wasn't listening, was sleeping 2 Did you enjoy, didn't see, was helping 3 were you waiting for, saw, wasn't waiting, was having 4 didn't you wear, took, didn't like

Vocabulary p55

- 1
- 1 an actor 2 a mechanic, garage
3 a hospital, a clinic 4 a waiter, waitress
5 a journalist
- 2
- 1 composer 2 playwright 3 hairdresser
4 cook 5 director
- 3
- 1 dentist, teeth 2 builders, centre
3 footballers, stadium 4 singer, opera
5 novelist, library

Unit 6

Vocabulary p56

- 1
- 1 tomatoes 2 apples 3 bananas
4 grapes 5 strawberries
- 2
- 1 chips 2 pizza 3 chicken 4 rice
5 cheese
- 3
- Across: 2 fish 4 lemonade
6 burger 7 meat 10 sugar 12 salt
Down: 1 cake 3 ice cream 5 tea
6 butter 8 biscuit 9 egg 11 bread

VOCABULARY EXTENSION p56

- 4
- 1 c 2 e 3 b 4 f 5 d 6 a
- 1 pour the cream 2 peel the carrot
3 roast the lamb 4 stir the sauce
5 fry the garlic 6 boil the peas

Reading p57

- 1
- 1 c 2 b 3 a
- 2
- 1 F 2 T 3 F 4 F 5 T 6 T 7 F
8 T
- 3
- Students' own answers
- 4
- 1 bowl 2 whisk 3 baking tray
4 wire rack 5 muffin cases
6 plastic container

Grammar in context p58

- 1
- a countable b plural c count
d uncountable
- 2

food	drink	countable	uncountable
banana		✓	
bread			✓
butter	coffee	✓	✓
chip		✓	
egg		✓	
fish			✓
ice cream		✓	✓
	lemonade	✓	✓
meat			✓
	milk		✓
	milkshake	✓	
	orange juice	✓	✓
rice			✓
salad			✓
salt			✓
strawberry		✓	
sugar			✓
	tea		✓
tomato		✓	
	water		✓

- 3
- 1 F 2 T 3 F 4 T
- 4
- 1 a 2 some 3 any 4 an 5 some
6 any
- 5
- 1 Are there any biscuits in the cupboard?
2 He hasn't got any orange juice.
3 We've got some tomatoes in our salad.
4 There's an egg in the bowl on the table.
5 There are some big apples on the tree.
6 Have you got any mineral water?
7 Is there any milk in the fridge?
8 Do you want any coffee?

GRAMMAR CHALLENGE p58

- 6
- Ben: Let's have lunch.
Amy: OK. Have you got any hot food?
Ben: I can make you a burger. Do you like burgers?
Amy: I do, yes. Have you got any chips?

2

1 tiger 2 jellyfish 3 bear 4 bee

5 eagle

3

2 a bear 3 an eagle 4 an alligator

5 a spider

4

1 grass 2 A mountain 3 An island

4 a valley 5 A lake 6 A forest

7 flower 8 a field 9 a river

10 waterfall 11 sky

VOCABULARY EXTENSION p66

5

1 f 2 c 3 b 4 d 5 a 6 e

Reading p67

1

Students' own answers

2

b

3

1 b 2 c 3 c 4 b 5 b

4

1 P 2 N 3 N 4 N 5 6 P

5

1 miss 2 fear 3 narrator

4 educational 5 whale 6 promise

Grammar p68

1

a going to b aren't c Am d isn't

2

b

3

1 to watch 2 are 3 going 4 climb

5 is 6 cycle

4

2 He isn't going to ride through France.

3 He isn't going to stay in expensive hotels.

4 He's going to camp or he's going to find cheap hostels.

5 He isn't going to cycle when it's very hot.

6 He's going to get a plane back from Morocco.

5

2 Are your parents going to see a film this weekend? No, they aren't.

3 Are you going to go out with friends on Friday? Yes, I am.

4 Is your best friend Emily going to talk to the teacher after school? No, she isn't.

5 Are your friends going to have something to eat soon? Yes, they are.

GRAMMAR CHALLENGE p68

6

1 Grace isn't going to walk with rhinos.

2 Grace is going to ride in a jeep.

3 Grace is going to sleep in a hotel.

4 Grace isn't going to camp outside.

5 Grace is going to eat in restaurants.

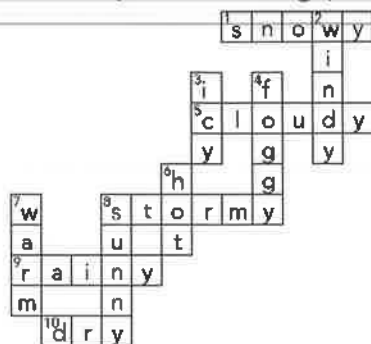
6 Grace isn't going to eat outside.

7 Grace isn't going to swim in a pool.

8 Grace is going to swim in a lake.

Vocabulary and listening p69

1



2

spring	summer	autumn	winter
rainy	sunny	windy	cold
cloudy	dry	foggy	snowy
stormy	hot	warm	icy

3

c

4

Yesterday: d, b

Today: d, a, g

Tomorrow: h, a, b

5

b and d

VOCABULARY EXTENSION p69

6

1 thunder 2 lightning 3 shower

4 breeze 5 raindrop 6 snowflake

7

1 breeze 2 raindrop 3 thunder

4 shower 5 lightning 6 snowflake

Grammar in context p70

1

T, T, T

2

1 d 2 c 3 a 4 f 5 e 6 b

3

2 Will, see 3 Will, come 4 Will, attack

5 Will, snow 6 Will, take

4

1 won't be 2 won't do 3 won't drive

4 won't eat 5 will come 6 won't go

5

arranged plans

6

1 Are you meeting 2 aren't playing

3 Where are you having 4 are flying

5 is giving

GRAMMAR CHALLENGE p70

7

1 will rain 2 'm not going

3 Are you going 4 is driving 5 will be

6 won't be

Developing speaking p71

1

3, 4, 6

2

1 Are you doing anything on Saturday?

2 Shall we go to London? 3 Why don't

we catch the train in the morning? 4 Let's

visit Jasmine when we're there. 5 What

about taking some sandwiches?

3

Accepting suggestions: OK. Yes, sure. Yes, that's fine.

Rejecting suggestions: Sorry, I'm busy.

4

1 take 2 get 3 buying 4 to come

5 on, at

5

1 Saturday morning

2 Sports centre

3 Let's have a picnic

4 Cinema

5 What about lunch?

6 River boat ride

DESCRIBING PICTURES p71

6

Students' own answers

7

1 A zoo.

2 A young boy looking at a monkey.

3 Yes, it's exciting to see a real monkey.

4 Not really. Only a small place to play in, on its own.

5 No, but I went to one on holiday.

6 Yes, because soon there won't be many monkeys in the wild.

8

Students' own answers

Developing writing p72

1

Hi Maisy,

Good to ~~from you hear~~ hear from you. I'm looking forward to seeing you on Saturday.I know we're meeting at 10 am, but where ~~we are~~ are we meeting? Are ~~going we~~ we going to go shopping? I ~~go often~~ oftengo shopping on Saturdays. I want to buy some ~~jeans new~~ new jeans. Are you going to ~~dinner have~~ have dinner with us? We~~eat usually~~ usually eat fish and chips on Saturdays. Let me know what you think!~~Later see you!~~ See you later!

Annie

2

Did your mum like the present?, Were the trains delayed because of the weather?, Shall we go to the cinema again?

3

4, 3, 2

4

Students' own answers

3

4, 3, 2

4

Students' own answers

Revision: Units 1-7

Grammar p73

1

1 won't go 2 will be 3 will disappear

4 won't snow 5 will rain 6 won't pass

2

1 rain 2 will be 3 'll see

4 'm playing

5 Are you going to be, 'll phone

3

1 'm going to invite 2 are meeting

3 have to finish 4 Shall we go

5 While I was walking,

- 4
1 Did 2 always 3 doesn't 4 on
5 should 6 was 7 to

Vocabulary p73

- 1
1 eagle 2 flowers 3 waterfall 4 shark
5 island 6 spider
2
1 alligator, lizard 2 bee, jellyfish
3 wolf, tiger 4 bear, snake
3
1 river, valley 2 field, flowers
3 grass, mountain
4
1 rainy 2 sunny 3 fog 4 icy 5 wind

Unit 8

Vocabulary p74

- 1
2 disappointed 3 tired 4 stressed
5 confused 6 relaxed 7 worried
8 frightened
2
1 surprised 2 bored 3 happy
4 worried 5 frightened 6 confused
7 excited 8 angry
3
1 intelligent 2 hard-working 3 serious
4 responsible 5 cheerful 6 kind
7 quiet 8 lazy
4
1 e 2 f 3 b 4 a 5 c 6 d

VOCABULARY EXTENSION p74

- 5
1 anger 2 relaxation 3 excitement
4 confusion 5 surprise 6 happiness

Reading p75

- 1
A 5 B 3 C 4 D 7
2
1 C 2 A 3 C 4 D 5 A 6 B 7 C
8 B
3
1 O 2 O 3 F 4 F
4
1 clapped 2 audience 3 relieved
4 proud 5 independent 6 nervous
7 unconscious
5
1 unconscious 2 relieved 3 nervous
4 proud 5 independent
6 audience, clap

Grammar in context p76

- 1
sadder slower
prettier kinder
easier fatter
faster lazier
happier bigger
hotter angrier
friendlier funnier
older quieter
louder thinner
higher taller

- 2
1 lazier 2 easier 3 bigger 4 faster
5 higher 6 slower
3
1 b 2 a
4
1 more stressful 2 more intelligent
3 more serious 4 more difficult 5 more relaxed 6 more responsible
5
1 further/farther 2 more unusual
3 worse 4 more expensive 5 better
6 more practical

GRAMMAR CHALLENGE p76

- 6
Suggested answers
1 Susie is taller than Natalie.
2 Susie is more cheerful than Natalie.
3 Susie's hair is longer than Natalie's.
4 Natalie is shorter than Susie.
5 Natalie's hair is darker than Susie's.
6 Natalie is more serious than Susie.

Vocabulary and listening p77

- 1
1 poverty 2 homelessness 3 crime
4 hunger 5 pollution 6 violence
7 unemployment
2
1 hunger 2 poverty 3 violence
4 unemployment 5 homelessness
6 crime 7 pollution
3
1 pollution 2 unemployment
3 homelessness 4 hunger
4
1 pollution 2 homelessness
3 unemployment 4 hunger
5
1 F 2 NM 3 T 4 NM 5 T 6 F
7 F

VOCABULARY EXTENSION p77

- 6
1 criminal 2 homeless 3 polluted
4 unemployed 5 violent 6 poor
7 hungry

Grammar in context p78

- 1
a one syllable b one syllable ending in one vowel and one consonant
c two syllables ending in -y
d two or more syllables a irregular
2
1 the biggest 2 the most serious
3 the tallest 4 the worst
5 the most difficult 6 the most important
7 the easiest 8 the saddest
3
1 the most expensive, more expensive
2 longer, the longest 3 the highest, higher 4 bigger, the biggest 5 the coldest, colder 6 the hottest, hotter

- 4
1 a, an 2 the 3 0 4 the
5
1 The 2 The, a 3 The 4 a 5 the
6 0, 0

GRAMMAR CHALLENGE p78

6
I had ~~the~~ a serious talk with my parents last night. My exam results were ~~badder~~ worse than last time. They're probably the ~~worstest~~ worst ever! Dad was ~~angryer~~ angrier than he usually is and Mum was the same. Dad said ~~having the~~ a teenager in the house is the ~~stressfullest~~ most stressful thing he knows. I said, 'Don't worry, Dad, I can work ~~more-hard~~ harder! Next year will be the ~~importantest~~ most important year of my life and I'm going to get the ~~most-good~~ best marks in my class. 'I couldn't think of anything more intelligent than that to say. I suppose it was ~~more-good~~ better than saying nothing.

Developing speaking p79

- 1
1 I think perhaps, Maybe, I think
2 present continuous
3 in the middle, On the left
4 We can see, This is a picture of
2
a can see b I think c In the middle
d at the table e on the table
f On the left g on a sofa h In front
i Maybe j looks k next to
3
/θ/ (think): thing thin thought bath third
/ð/ (than): this that they there the another

DESCRIBING PICTURES p79

- 4
Students' own answers
5
a having b home c waitress
d restaurant e young f sitting
g serving h chicken i glasses j old
k wearing l food
6
Students' own answers

Developing writing p80

- 1
1 £9.75 2 £6.50 3 Many more parents are unemployed. 4 It isn't enough.
5 They need to work for their money.
2
Dear Sir/Madam, Yours faithfully, C A D B
3
In formal letters, we ~~don't~~ usually use contractions. For example, we write *I am interested* not *I'm interested* in other people's opinions.
4
Students' own answers
5
Students' own answers

Revision: Units 1-8

Grammar p81

1

- 1 bigger 2 lazier 3 worse
4 more serious 5 better
6 more stressful 7 further/farther
8 more difficult

2

- a the fastest b the furthest
c the tallest d in e than
f the youngest g the shortest
h the most intelligent

3

- 1 more intelligent, the most intelligent
2 good, the best 3 healthy, healthier
4 sadder, the saddest 5 boring, the most boring

4

- a was b the c some d o e will take
f don't have to g sometimes h the
i o j don't

Vocabulary p81

1

- 1 serious 2 interested
3 relaxed, happy 4 excited 5 worried

2

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

3

- 1 pollution 2 Unemployment
3 crime and violence 4 piece
5 composer

4

- 1 C 2 B 3 A 4 A 5 C 6 A

Gateway to exams: Units 7-8

Reading p82

1

- 1 b 2 c 3 b 4 c 5 a 6 a 7 b
8 b

Listening p82

2

- 1 T 2 T 3 NM 4 F 5 F 6 F
7 NM 8 T

Use of English p83

3

- a some b than c more d the
e going f will g be h the

Writing p83

4

Wants to know: What are we going to do there? Mum says the weather will be good this weekend but is it colder up the mountain? Should I bring some extra clothes? What about food? Are we going to have a picnic? Do I need to bring some sandwiches?, Students' own answers

COMMON MISTAKES p83

5

- 1 Bye! I'm going I'll see you later.
2 I'm not going to watch TV this evening.
3 What will do you and your sister you and your sister do at the weekend?
4 We will't won't stay on at a hotel on our holiday.
5 What's What about getting some fish and chips?
6 Are you do doing anything on Saturday?
7 The woman in-on the right of the picture is-look looks very happy.
8 Why you don't don't you come to the party?
9 Elena speaks more better English than I do.
10 I eat everything. My favourite food is the pasta with the cheese.
11 January is the most-cold coldest month in my country.
12 Dear Sir Mr Brown, I write am writing to ask you some questions.
13 Maths is-boring more boring than history for me.

Unit 9

Vocabulary p84

1

- 1 tie 2 shirt 3 jacket 4 trousers
5 suit 6 jumper 7 jeans 8 shorts
9 shoes 10 coat 11 blouse 12 skirt
13 dress 14 tights 15 T-shirt
16 socks 17 boots 18 trainers

2

- a suit b shirt c tie d jacket
e jumper f jeans g skirt h blouse
i boots j tights k coat l dress
m socks n shirt o shorts p trainers

3

- 1 belt 2 sunglasses 3 jewellery
4 hat 5 cap 6 watch

VOCABULARY EXTENSION p84

4

- 1 ring 2 earrings 3 bracelet
4 brooch 5 chain

Reading p85

1

c

2

- 1 new 2 19th birthday
3 a designer bag 4 of their names
5 is silly 6 be different 7 chocolates
8 a classroom

3

- 1 B 2 S 3 V 4 S 5 S 6 V 7 B
8 B

4

- 1 designer 2 pockets 3 shiny
4 trend 5 disagree 6 advertising
7 confident

5

- 1 F 2 F 3 F 4 O 5 F 6 O

Grammar in context p86

1

- a past participle b haven't, hasn't
c Have d haven't

2

- 1 F 2 T 3 F

3

- | | |
|---------------|---------------|
| was | went gone |
| broken | had had |
| bought bought | made made |
| did done | saw seen |
| drew drawn | took taken |
| drank drunk | wore worn |
| ate eaten | won won |
| gave given | wrote written |

4

- 1 has appeared 2 has created
3 haven't arrived 4 has won 5 Has
the shop sold 6 have looked 7 haven't
seen 8 Has she made

5

- 1 ever 2 never

6

- 1 Has Tom ever driven a fast car?
2 Has Sara ever climbed a mountain?
3 Tom has never baked a cake.
4 Have Tom and Sara ever met a famous person?
5 Sara has never broken a window.
6 Tom and Sara have never won a race.

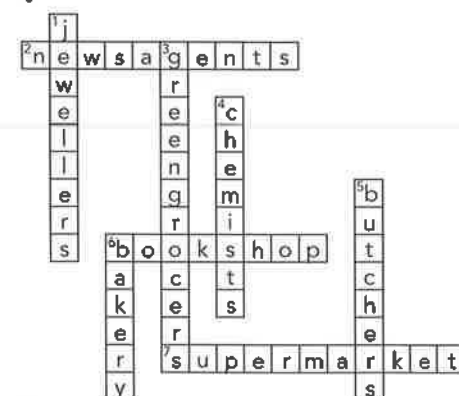
GRAMMAR CHALLENGE p86

7

Hi Mum,
I've went been to the gym and I've also went been for a run with Karen. I've ever never been so tired! The dog has have had her dinner, but I hasn't haven't watered the plants. William have has taken a snack and he is has gone to play football. He'll be home for dinner but I won't. Karen's mum has invite invited me to eat with them. I've ever never have had dinner with them before! Dad says he's have has to work late and he'll call again at six. Have you ever seen my new jeans? I can't find them. I've also lost my new T-shirt.
See you later,
Milly

Vocabulary and listening p87

1



2

- 2 a rugby ball from the sports shop
3 a pair of boots from the shoe shop
4 some luggage from the department store

- 5 some pencils from the stationery shop
6 a radio from the electrical goods shop
3
newsagent's, book shop, stationery shop,
chemist's, jeweller's, sports shop
4
1 b 2 c 3 b

VOCABULARY EXTENSION p87

- 5
1 shop assistant 2 cashier 3 till
4 basket 5 aisles 6 bakery
6
a aisles b shop assistant c bakery
d basket e till f cashier

Grammar In context p88

- 1
1 just 2 already 3 yet 4 just, already
5 yet
2
1 I haven't been to the new shopping
centre yet.
2 Have you bought Jenny a present yet?
3 I've already bought a card for her
birthday. I got it last week.
4 Sorry I'm late. I've just been to the
newsagent's to buy a newspaper.
5 We have just bought tickets for the
fashion show. I'm so happy!
6 She hasn't decided yet.
7 I've just remembered her phone number.
8 The film has just/already finished.
3
2 She hasn't played her new guitar yet.
3 Have you visited London yet?
4 He hasn't climbed any big mountains
yet.
5 They haven't answered the question yet.
6 Has she called the doctor yet?
7 I haven't painted the door yet.
8 Have they finished their lesson yet?
9 The dog hasn't had its dinner yet.
10 Has she done her homework yet?

- 4
1 Have you been to the bank yet?
2 Mark hasn't invited Rita to the party yet.
3 I've just found the information online.
4 Marie and Jenna have already emailed
me about the homework.
5 Has the programme finished yet?
6 Tom has already written his book.
7 We've just seen that new Swedish film.

- 5
1 gone 2 been 3 gone 4 been
5 gone 6 been 7 gone 8 been

GRAMMAR CHALLENGE p88

- 6
1 I have **ever** never been to the US. Have
you?
2 I'm sorry. I haven't done the work **already**
yet but I will soon.
3 Have you ever seen the Godfather films
ever?
4 correct

- 5 They've already cleaned **already** the car
and it looks great.
6 I **yet** haven't spoken to the teacher about
my problems yet.
7 I **just** have just finished writing my essay.

Developing speaking p89

- 1
1 help 2 sell 3 any 4 much 5 take
6 Would 7 else 8 That's 9 are
10 change

2

Customer:

Do you sell bracelets? How much is it? I'll
take it. Here you are.

Shop assistant:

Can I help you? Sorry, we haven't got any
at the moment. Would you like a box?
Anything else? That's £42.50. Here's your
change.

3

- 1 c b d a 2 b a c d 3 c a b d
4 b a d c

4

thirteen thirty fourteen forty fifteen fifty
sixteen sixty seventeen seventy
eighteen eighty nineteen ninety

5

- a 19 b 80 c 13 d 17 e 18 f 90
g 40 h 15 i 20 j 70

DESCRIBING PICTURES p89

6

Students' own answers

7

- a town b selling c clothes d other
e too f called g cheap h fruit
i vegetables

8

Students' own answers

Developing writing p90

1

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

2

Surname:	Endo	Roberts
First name(s):	Yoshi	Sara
Date of birth:	4/07/1998	12/08/1999
Gender M, F:	M	F
Nationality:	Japanese	British
Address:	25, St John's Road London	36, Kellaway Avenue Bristol
Phone no:	020 89543 276	0117 942676
Email address:	yendo@ hotmail.co.uk	sara99@ gmail.co.uk

3

(Suggested answer)

Education: Queen's Park Community
School

Current employment: currently working in
language school: Japanese conversation
lessons

Previous employment: paper round,
Saturday morning in newsagent's,

Skills: English and Japanese. Reliable.
Quiet. I have written for school magazine,
hope to become journalist, interested in
world politics.

4

Students' own answers

Revision: Units 1-9

Grammar p91

1

- 1 started 2 bought 3 written
4 worked 5 read

2

- 1 Have, drunk 2 Has, won
3 haven't sent 4 have taken
5 Has, worn 6 Have, eaten
7 have seen 8 Have, chosen

3

- 1 Have you been to the fashion show?
2 We haven't seen any famous models.
3 What have you bought?
4 You haven't paid for the tickets.
5 Where have all the shop assistants gone?

4

- 1 yet 2 just 3 already 4 ever 5 yet
6 never

5

- 1 Have you seen that film yet?
2 I've already phoned Monica.
3 I've never visited Canada.
4 I've just bought some boots in the new
shoe shop.
5 I haven't been to the new shopping
centre yet.

6

- 1 I've just seen a fox in our back garden.
2 You should drive slowly on icy roads.
3 I bought an ice cream while I was
shopping.
4 I am never late for school.
5 I was working hard when you phoned.

Vocabulary p91

1

- 1 cap 2 jacket 3 jumper 4 skirt
5 belt

2

bakery, bread
bookshop, novels
butcher's, meat
chemist's, medicine
greengrocer's, fruit
jeweller's, rings
newsagent's, newspapers
post office, stamps
sports shop, bats
supermarket, food

3

- 1 journalist 2 author 3 chef
4 doctor 5 shop assistant 6 farmer
7 secretary

Unit 10

Vocabulary p92

- 1
1 laptop 2 smartphone 3 microwave
4 satnav 5 digital 6 tablet
7 MP3 player (printer)
2
1 satnav 2 laptop 3 tablet
4 digital camera 5 printer
3
1 build 2 design 3 discover 4 invent
5 create 6 produce
4
1 building 2 invention 3 designer
4 creator 5 discovery 6 production

VOCABULARY EXTENSION p92

- 5
1 keyboard 2 screen 3 mouse
4 USB port 5 charger 6 memory stick
7 headphones 8 sim card
6
1 headphones 2 memory stick
3 charger 4 screen 5 keyboard

Reading p93

- 1
1 B 2 C 3 A
2
1 school project 2 Japan 3 few years
4 1984 5 models, jewellery 6 a tiny screen 7 other skiers
3
1, 2, 5
4
1 furry 2 progressing 3 goggles
4 lonely 5 wearable 6 scary 7 stroke

Grammar in context p94

- 1
1 participle 2 action 3 by
2
1 are 2 is 3 were 4 are 5 was
6 were
3
1 was found 2 are cleaned
3 was served 4 are asked
5 isn't made, are made 6 Was, written
7 wasn't collected
4
1 c 2 e 3 f 4 g 5 d 6 a 7 b
5
1 Ten dishwashers were sold last week.
2 We weren't taught ICT at Primary School.
3 The robots are used by old people in Japan.
4 The book was translated into Spanish last year.
5 3D printers aren't used by many people at the moment.
6 The top prize was won by three students.
6
1 The Mona Lisa was painted by Leonardo da Vinci.
2 Ferrari cars are produced in Italy.

- 3 Buckingham Palace was built in London.
4 Computers were invented by an Englishman.
5 Spanish is spoken by people all over the world.

GRAMMAR CHALLENGE p94

7
A laptop was left in the cafeteria this morning. It was found by another student and it was given to a teacher. The owner was asked to come to the headteacher's office to collect it. A lot of electronic gadgets were lost by students last month. Several of these were not returned to their owners, because the owners weren't found. You are reminded to be careful with laptop computers and smartphones.

Vocabulary and listening p95

- 1
1 description 2 explanation
3 expression 4 imagination
5 information 6 investigation
7 organisation
2
1 an explanation 2 imagination
3 a description 4 organisation
3
1 F 2 T 3 F 4 T 5 F 6 T
4
1 investigation 2 information
3 explanation 4 imagination
5 description 6 expression
5
1 visualisation 2 a

VOCABULARY EXTENSION p95

- 6
1 satisfaction 2 competition
3 prediction 4 invitation 5 suggestion
6 reaction 7 addition 8 collection
7
1 satisfaction 2 competition
3 prediction 4 invitation 5 suggestion
6 reaction
8
1 suggestion 2 prediction 3 invitation
4 competition 5 collection
6 satisfaction 7 reaction 8 addition

Grammar in context p96

- 1
1 T 2 F 3 T
2
1 imagine, sleep 2 eat, have
3 don't like, don't eat 4 Do, leave, don't like 5 rains, play 6 cooks, makes
7 Does, go, has 8 don't worry, make
3
1 specific possible 2 present 3 future
4
1 b 2 d 3 f 4 c 5 e 6 a
5
1 don't finish, 'll do 2 like, 'll lend
3 won't go, don't like 4 give, 'll check
5 invent, 'll buy 6 won't be, doesn't work

- 6
1 If I clean his car, will he drive me to the airport? 2 If I make Sophia a cake, will she help me with my homework?
3 Will you pay me if I look after your brother? 4 If I pass the test, will my parents buy me a new smartphone?

GRAMMAR CHALLENGE p96

- 7
a turn b makes c go d will shout
e use f gets g are h 'll understand
i come j 'll be

Developing speaking p97

- 1a
1 talk 2 explain 3 example 4 Firstly
5 Secondly 6 more 7 true 8 thing
9 Finally 10 least 11 conclusion
12 sum
1b
Doesn't use: Finally, in conclusion
2
1 I'm going to talk about 2 Firstly
3 Secondly 4 For example
5 It's true that 6 Another thing is that
7 Last but not least 8 To sum up
3

oOo	Ooo
description	company
expression	different
computer	everything
creator	favourite
invention	secondly
oOoo	ooOo
communicate	competition
conditional	explanation
discovery	information
investigate	introduction
	situation

DESCRIBING PICTURES p97

- 4
1 Where is it? 2 What's happening?
3 Who can you see? 4 What are they talking about? 5 Why are they communicating like this? 6 Do you think it's a good way to communicate?
5
Students' own answers
6
1 in an office
2 The people are talking and discussing something.
3 Two people in the room are talking to quite a large group of people.
4 they are probably discussing business, or about how they do things, selling things or something like that
5 because they are in different places
6 Yes, because people don't have to travel for meetings.
7
Students' own answers

Developing writing p98

- 1
Students' own answers
- 2
c
- 3
a was born b After c then d At this
e Soon f In 1968 g at the age of
- 4
1 in Portland, Oregon in the US
2 a radar technician 3 after the war
4 He gave a demonstration of his gadget.
5 a special prize for his important work in
computing 6 more than a billion during
his lifetime 7 in July 2013

- 5
1 it was given 2 he started
3 he was working 4 but 5 because
6 and

6
Students' own answers

Revision: Units 1-10

Grammar p99

- 1
1 They were questioned by the police
about the crime yesterday.
2 Students are given course books every
term.
3 The school trip was organised by my
teacher.
4 The furniture was not delivered
yesterday.
5 English TV programmes are often shown
in the US.
- 2
1 is, won't go 2 add, tastes
3 won't be, go 4 Will, accept, invites
5 won't drive, is
- 3
a I have just learned b went
c was looking d heard e went
f was given g have never thought
h is I go j will borrow
- 4
1 I bought ~~any~~ some potatoes yesterday to
make chips.
2 We have ~~the~~ a new girl in our class.
3 I ~~don't have to~~ mustn't give in my
homework late.
4 correct
5 She was walking very ~~slow~~ slowly when I
saw her today.

Vocabulary p99

- 1
1 printer 2 satnav 3 tablet
4 smartphone 5 laptop
- 2
1 action 2 description 3 imagination
4 investigation 5 organisation
6 discovery 7 creation 8 invention
9 design 10 product
- 3
1 scorpion, lizard, alligator
2 stomach, elbow, finger
3 lemonade, chicken, strawberry
4 responsible, cheerful, serious

Gateway to exams: Units 9-10

Reading p100

- 1
1 F 2 F 3 F 4 T 5 T 6 T 7 F
8 NM

Listening p100

- 2
1 a 2 b 3 c 4 c 5 c 6 b

Use of English p101

- 3
1 c 2 b 3 a 4 a 5 c

Writing p101

4
Students' own answers

COMMON MISTAKES p101

- 5
1 I ~~am~~ was born in the US but I ~~am~~ lived
live in the UK now.
2 My favourite book was written ~~from~~ by
Jane Austen.
3 ~~Do you have~~ Have you seen Matt
Damon's new film?
4 If you ~~will~~ go to my town ~~the next~~ year,
you will see a beautiful new building.
5 I have ~~climbing~~ climbed a mountain, but
I have ~~ever walking~~ never walked across
a desert.
6 If I cook rice, I ~~am always burning~~ always
burn it.
7 Thank you for shopping here. Here's your
~~money~~ change.
8 We haven't been to the museum ~~already~~
yet. We're going tomorrow.
9 ~~Do~~ Would you like a bag?
10 These houses ~~are were~~ built a hundred
years ago..
11 I have ~~seen just~~ just seen Rosie in the
park.
12 ~~To~~ In conclusion, I want to say that I
really enjoyed the holiday.

Unit 1

Vocabulary and listening p15

3 01

Hi Tessa, it's me Becky. We're in our new house in Marchwood and it's awesome! I love my new room and the school is very near my home – I can walk there in ten minutes! The town is great! There are so many fantastic places to go. You know I love shopping, well – there's a big shopping centre with brilliant clothes shops. My friend Anna and I spend hours there every weekend. There are four fast-food restaurants – three of them sell pizza – my favourite! In the centre there's a cinema, too. So, we often go shopping, eat a pizza, then watch a film. Remember my brother, Tom? He loves sports and there's a brilliant sports centre with a swimming pool. It's near our house. He and Dad sometimes go to the new football stadium on Saturdays, too. They like watching matches there. I don't usually like the cold and the rainy weather. I prefer to watch football on TV. My sister, Kate, is happy, too. She loves books and studying – not like me! There's a big museum in town. She goes there a lot. There's a library, too. Kate usually does her homework there. It's quiet. Not like at home! Tessa – do you want to come and stay? It would be lovely! We've got a new dog and we can take him to the park and then go shopping! Call me soon. Bye!

Developing speaking p17

1 02

Teacher: What's your name and where do you come from?
Patrick: My name's Patrick Pimlott. That's P-I-M-L-O-T-T and I come from Galway in Ireland.
Teacher: Tell us about your family.
Patrick: My parents' names are Ruby and Jim. I've got a sister, Marie, and a baby brother, Andy. She's four years old and he's five months old.
Teacher: Does your sister go to school?
Patrick: Marie? No, she doesn't. She's too young.
Teacher: What are your favourite subjects?
Patrick: My favourite subjects are English and French because I love reading.
Teacher: What else do you like?
Patrick: I like art and music, too.
Teacher: Do you like chemistry and maths?
Patrick: No! I can't stand chemistry and I really hate maths.
Teacher: Do you play computer games?
Patrick: No, I don't play computer games. I don't really like them and I haven't got time for them.
Teacher: And what do you do after school?

Patrick: I read a lot after school, and I've got an MP3 player and lots of DVDs.

Pronunciation p17

4 03

DVDs
games
lots
maths
music
name's
parents'
science
she's
subjects

DESCRIBING PICTURES p17

6 04

I think this school is in England because my English friend goes to a school like this. I think it's break time because the students aren't in the classroom. They are outside and they're talking. They have some books. The students wear a uniform. All their clothes are the same colour and style. The girls wear skirts and the boys wear trousers. They wear special jackets and jumpers too. My school is very different. We don't wear a uniform like the students in the photograph. We wear normal clothes.

Unit 2

Vocabulary and listening p23

2 05

Sara: OK. My name's Sara. Right, about jobs ... yeah. I do a lot around the house. I always tidy my room every day. You know, make the bed and put my clothes in my wardrobe. Mum gets angry if I don't! And I sometimes do the ironing on Saturdays. But I hate it! I don't do any jobs on Sundays. I think Sunday is just time for relaxing.
Paula: Hi. I'm Paula. Yes, I suppose I help my mum a bit around the house. I like it! I never wash the dishes because we've got a dishwasher and that saves time ... and energy! But I usually do the washing – that's on Friday night ... and I sometimes do the shopping with mum on Saturday mornings. I don't like mess, so I always tidy my bedroom every day.
Jim: My name's Jim. I've got to say ... no, I don't do many jobs around the house. I never tidy my room – I'm a bit lazy! OK, I sometimes take the rubbish out on Tuesday evenings for my mum. But I usually forget! I play computer games a lot! But I usually do the shopping – with my dad! He always buys nice biscuits!
Kim: I'm Kim. I'm a university student and I live away from home, so yeah, I do lots of jobs! Mum and dad aren't here to do them!

I'm living with two girls. I always do the shopping and I always do my washing. I sometimes cook and sometimes the other girls cook. But we eat in front of the TV so we never lay the table. The other girls don't tidy up a lot ... so I usually do. I don't like doing household jobs ... but that's life! Actually, there is one other thing I don't do, I don't make my bed!

Developing speaking p25

1 06

Dan: Hello.
Penny: Hi – is that Dan?
Dan: Yes, speaking.
Penny: This is Penny. Is Justin there?
Dan: Hang on. I'll get him. Oh – sorry, he's having a shower at the moment. Do you want to leave a message?
Penny: Thanks. I don't know his mobile number. Can you ask him to call my mobile?
Dan: Sure. Has he got your number?
Penny: It's 07095 234187
Dan: 07095 234181?
Penny: No, it's 07095 234187
Dan: OK. I've got it. 07095 234187
Penny: That's it. Thanks, Dan.

Pronunciation p25

3 07

1 speaking	5 machine	9 eat
2 mobile	6 weekend	10 light
3 this	7 microwave	11 sink
4 rubbish	8 think	12 tidy

DESCRIBING PICTURES p25

5 08

This house has two floors, a ground floor and a first floor. Upstairs there are four rooms. There are two bedrooms – they're quite big. There's a study and a bathroom. I don't know if there is a shower or not. On the ground floor there are two main rooms – a living room and a dining room. There's also a big hall when you enter the house and a toilet, too. Of course, there's a kitchen for cooking meals. It's next to the dining room.

Gateway to exams: Units 1–2

Gateway to exams p28

2 09

Boy: Hi Sarah! How's the new house?
Girl: It's great, thanks. I love it. It's perfect because it's near to the centre of town. It's near the cinema and the shopping centre – you know, I love shopping!
Boy: Do you like your new bedroom?
Girl: Yes, it's really bright and sunny. I've got a desk so I have a quiet place to do my homework. And there are some posters from my old room.

But I'd like a new, big painting to go over my desk on the wall.

Boy: Yeah – I like your old posters! What's your favourite room in the house?

Girl: I like the kitchen. There's a television there. It's awesome! But the cooker is very old. My parents want to buy a new one. And my mum wants a big table in there. Then we can all eat round it.

Boy: What about the living room? I love your sofa. It's so big and comfortable. You don't need a new one, do you?

Girl: No, but we need two more armchairs. It's an enormous room. And we need some things for the bathroom too.

Boy: The bathroom? I imagine there's a toilet, bath and shower. There isn't anything more to buy!

Girl: It's very dark in there! We really need a new bright light!

Boy: OK. That's true! And is there a study in your new house?

Girl: Yes and it's very big, too! We've got two computers in there. Dad says we can have a games console, too. Everyone in the family plays computer games.

Boy: Cool! Can I come round and play?

Unit 3

Vocabulary and listening p33

2 ▶ 10

Speaker 1

I love this sport. I've got a partner and we practise together every weekend. Sometimes we go after school, too. We enter competitions so we have to practise a lot! It's an indoor sport, so you don't have to worry about the weather. But of course you mustn't forget to wear warm clothes because it's cold on the ice. It's a good sport to do for competitions or just for fun. But beginners often fall over a lot because it's really difficult at first. It's good fun for groups of friends!

Speaker 2

I do this every day to get to school and back. It's very quick and it keeps me fit. It's sometimes quite dangerous on the roads in the mornings. I have to be careful because some people drive very badly. I also do my sport with a club. We can travel 50 kilometres a day – it's great. We go through the countryside and towns. You see lots of things and you don't have to spend a lot of money. If you enter competitions, you must practise every day.

Speaker 3

This is a new sport for me, so I'm not very good at it yet! You learn how to throw your partner to the ground – but you mustn't hurt them! The colour of your belt shows how good you are at the sport. Mine is white because I'm a beginner. You have to have short fights with a partner to get a better belt and go up to the next level. People

think this sport is good when you're angry ... but that's not true! The people who do this sport are very kind and you must always be polite when you fight.

Speaker 4

You can start this sport very young, like me. I was only five years old. Now I'm fifteen and I've got a lot of prizes. You usually work with a team, but you must do everything on your own – like the 'horse' or the high bars. I like the floor exercises best – they're a bit like ballet, and I love dancing, too. You have to have a lot of energy for this sport. It's very hard and you must practise a lot to be good. It's not very good for your body really. I sometimes get problems with my back, so I might stop it soon.

Developing speaking p35

1 ▶ 11

Receptionist: Good morning, Brights Leisure Centre, Jane speaking. How can I help you?

Karen: Good morning. I'd like some information about the judo club please.

Receptionist: Certainly.

Karen: Can you tell me when the club meets?

Receptionist: Yes, the club meets every Saturday morning, between 10 and 12 o'clock.

Karen: And, do I have to be good at judo or can I learn?

Receptionist: No, you don't have to be good. There are lessons for all levels, even complete beginners.

Karen: That's perfect. How much does it cost?

Receptionist: It costs £5 a week or £100 for a year.

Karen: Sorry, can you repeat that?

Receptionist: Of course – it's £5 a week or £100 for a year.

Karen: Do I have to bring special clothes?

Receptionist: No, you don't have to bring special clothes. We can give you everything you need.

Karen: OK. Thanks for your help.

Receptionist: You're welcome. Thank you for calling.

Pronunciation p35

4 ▶ 12

- 1 judo leisure language
- 2 usually fridge Jane
- 3 page gentle television
- 4 decision bridge jeans

DESCRIBING PICTURES p35

6 ▶ 13

There's a group of young people in the photo. I think they're teenagers and they're in a street. There are four boys. One of the boys is dancing – street dancing, I think you call it. He's got two hands on the pavement and his feet are in the air. He looks like

he's really enjoying himself and he wants to show everyone that he can dance well.

Two of the others are watching him. They're concentrating and look really involved in the performance. I'd love to dance like that because it looks fun, but I can't! It's difficult and you have to be flexible!

Unit 4

Vocabulary and listening p41

3 ▶ 14

Boy: Hi, Sarah! You look stressed! What's wrong?

Girl: Hi, Daniel. Yeah, I'm really stressed. I was late to school this morning and I missed the big maths test. Mrs Cobb was really angry with me. But it wasn't my fault!

Boy: Really? Why were you so late?

Girl: Because of the transport. The journey was really difficult! I usually get the train from Red Hill station at eight o'clock. The journey is only fifteen minutes. I'm always at school by 8.30. But there was a problem this morning. The train left on time but at the next station it stopped! We had to get off and then we waited for a special bus!

Boy: Oh, no! Perhaps there was a tree on the tracks?

Girl: Perhaps. Or maybe the driver was ill! So, we were on the bus and then the bus broke down! We got off and waited for a coach. It didn't come very quickly – it was 20 minutes – and it was very cold this morning.

Boy: I know! Poor you!

Girl: Finally, we got on the coach and I arrived at school at 10. I went to the classroom, but Mrs Cobb didn't let me in. She said it was too late.

Boy: I'm really sorry. Maybe you can take the test tomorrow?

Girl: I hope so. How was your journey?

Boy: I had problems, too. You know I usually come to school in my dad's car? Well, it broke down this morning so he called a taxi for me. But it came quickly and I was here on time. In fact, I was here early at 8.15!

Girl: That's really lucky. But I hope that we both get home more easily!

Developing speaking p43

2 ▶ 15

Hi Emily – it's Andrea – I'm back! I went on holiday to London with my parents! We went by coach last Monday and we were there for five days. The journey took a long time, but we could see lots of lovely countryside. The holiday was fantastic! We stayed with my grandparents. They have a big house right by the park. Every day we did something different. One day we went to an art gallery and the theatre. And the next day we saw some monuments. Every evening we ate fish and chips and ice cream! Yum! We bought

some souvenirs – an umbrella with the Tower of London on it! Oh yes, and a T-shirt for you! See you at school tomorrow. Bye!

Pronunciation p43

3 16

art	France	passport
car	gallery	past
caught	last	saw
chat	morning	van
fantastic	park	walk

DESCRIBING PICTURES p43

5 17

I think this is a winter holiday in the mountains – maybe in Switzerland or France. The people are on a skiing holiday. They're probably staying at a hotel or a bed and breakfast and every day they go skiing. The weather is very cold, but the people are wearing warm clothes and special hats and gloves. Usually it is quite sunny, too when you are skiing. So people sometimes get brown faces – or maybe red! In the photo the people are climbing up a hill. Perhaps they want to ski down it or perhaps they are going for a long walk. I imagine they are very tired. I'd love to go on a holiday like this. I like the cold weather and I also love skiing. It's very good exercise. Also you meet interesting people!

Gateway to exams: Units 3–4

Gateway to exams p45

2 18

Girl: Andy, How are you? My mum said you were in hospital.

Andy: I was! In our football match last Saturday, Paul crashed into me. He kicked me really hard and I fell and broke my leg!

Girl: Really? That's terrible. You mustn't kick people in football – you have to be careful! Are you angry with him?

Andy: No, not really. It was an accident. But I had to go to hospital in an ambulance and now I've got this enormous white thing on my leg. It's very uncomfortable and I can't play football for two months!

Girl: That was really bad of Paul.

Andy: Well, it wasn't Paul's fault. He doesn't usually play so badly. The weather was horrible – there was lots of rain and he couldn't see clearly.

Girl: Poor you! How long were you in hospital?

Andy: I was there for two days. I hit my head when I fell. They were a bit worried about that. But I'm OK.

Girl: My aunt works in the hospital.

Andy: Yes! She looked after me! She was great. She brought me some magazines and chatted to me for ages! I wasn't bored.

Unit 5

Vocabulary and listening p51

3 19

Woman: My mum and dad are both actors. When I was little I loved going to see them in the theatre, and I was really proud when they were on TV. All my friends thought it was cool! I know they both wanted me to be an actor too, but I really didn't like acting. Once, I acted in the school play – but I hated it. While I was acting, I forgot my words. After that, my face went red every time I spoke! I decided to be a writer while I was studying English at university. I didn't want to be a novelist or a poet. I wanted something different! And today I write scripts for film and TV. I absolutely love my job! I meet lots of famous actors and musicians and I write the words they have to say or sing! How cool is that?! Maybe one day I'll be a playwright and my parents can act in my plays! Wow!

Man: I was watching a film about ballet when I was six when I decided I wanted to dance. I watched lots of films and read lots of books about ballet. I know lots of young girls want to be ballerinas. They like the pretty dresses! Usually they stop their lessons after a few years. Well, I'm not a girl, and I don't like pretty dresses, but I wanted to dance in theatres! I didn't stop my lessons and I passed all my dance exams. While I was studying dancing, my parents wanted me to be a classical dancer, but I had a different ambition. Now I'm living my dream! I have a fantastic job. I dance in musical shows in London's West End theatres. At the moment I'm dancing in a rock musical! Brilliant! I also dance in famous pop stars' videos and on TV shows. It's hard work, but I love it.

Developing speaking p53

1 20

Gary: How are you, Anna? Did you have a good weekend?

Anna: Yes, I had an incredible time. It was the perfect weekend! We went to a show called Jersey Boys.

Gary: Really? Where was that?

Anna: It was in London's West End – at the Piccadilly Theatre. We went to the afternoon performance and then went backstage.

Gary: Wow! You went backstage?

Anna: Yes. My aunt works at the theatre so she knows all the actors.

Gary: Cool!

Anna: Yes, I took photographs of the dancers and I got some autographs too!

Gary: Then what happened?

Anna: Then two of the show's stars came for a pizza with us!

Gary: That's amazing!

Anna: Unfortunately we missed the last bus home.

Gary: Oh, no!

Anna: Yeah. We walked all the way! It took ages.

Gary: Poor you.

Pronunciation p53

3 21

1 Then what happened?

2 Really?

3 That's amazing!

4 Oh, no!

5 That's incredible!

6 What a shame!

7 I see.

8 Poor you!

DESCRIBING PICTURES p53

5 22

I think this is a theatre, but it's different from normal theatres. It's outdoors. I think it's by the sea! There's a play on the stage. I think it's an old play because the actors are wearing old clothes. I can see the actors on the stage and the audience is watching them. I think the actors are happy because they enjoy acting. I imagine the audience is enjoying the play, too. But perhaps they are cold because it's outdoors! I like going to the theatre and I would like to go to this place. It's very interesting to see plays outdoors. It's romantic!

Unit 6

Vocabulary and listening p59

2 23

Girl: OK. So the party is this evening and we're not ready! We invited all our friends last week, but we haven't got any food or drink! And we've only got a few hours before the party starts. That isn't much time!

Boy: Calm down! Mum said we can go shopping this afternoon.

Girl: OK. So what do we have to buy?

Boy: Well, we've got a few bottles of fizzy drinks in the cupboard. And we've got a lot of crisps.

Girl: No, we haven't. I ate them all.

Boy: OK. How many bars of chocolate are there in the cupboard?

Girl: We haven't got many bars left. And we shouldn't give our friends bars of chocolate!

Boy: OK, OK, no chocolate bars! I think we should buy some pizzas. We can put them in the oven during the party.

Girl: OK! Everyone likes a slice of pizza. And cakes.

- Boy:** Good idea. Let's buy some cupcakes.
- Girl:** Great. But we haven't got many cartons of orange juice left.
- Boy:** We can get some. And we should buy some loaves of bread. How much butter have we got?
- Girl:** We've got a lot of butter – we just need some cheese and salad and we can make sandwiches.
- Boy:** Don't forget more packets of crisps and perhaps a few cans of lemonade.
- Girl:** Perfect. Let's go and get Mum!

Developing speaking p61

1 24

- 1 ninety-five p
2 twenty pounds
3 nine pounds fifty
4 seven pounds fifteen
5 seventeen pounds fifty
6 ten pounds fifty

Developing speaking p61

2 25

- Server:** Hi! Are you ready to order?
- Mandy:** Yes. Could I have a burger and chips, please?
- Server:** Sure. Would you like salad with that?
- Mandy:** No, thank you.
- Server:** And what can I get you, sir?
- Simon:** What's the vegetarian pizza?
- Server:** It's cheese and tomato.
- Simon:** OK, I think I'll have that. Could I have some garlic bread with that, please?
- Server:** Can I get you anything to drink?
- Mandy:** Lemonade please.
- Server:** Regular or large?
- Mandy:** Regular, please.
- Simon:** And a milkshake for me.
- Server:** OK, so that's one burger and chips, one vegetarian pizza, one regular lemonade and a milkshake. That's £17.50 in total.
- Simon:** Here you are.
- Server:** Thanks. Here's your change. I'll bring your food to your table. Enjoy your meal.

Pronunciation p61

4 26

- /aʊ/: below, don't, only, potatoes, roast, tomato
/b/: bottle, chocolate, coffee, orange
/tʃ/: juice, food, too, you

DESCRIBING PICTURES p61

6 27

This picture is in a restaurant. I think it's an expensive restaurant, maybe in a hotel because there is a nice, smart waiter and there are cloths on the tables! There is a man and a woman in the picture. They are sitting at a table and they are looking at the menu. I imagine they are married. It's in the morning because I can read breakfast on the

menu! For breakfast in this restaurant you can eat a big English breakfast – I imagine that is bacon, eggs and sausages, maybe beans, too. Or you can eat continental breakfast – that's small, bread and maybe cheese? I would choose the small breakfast with a cup of coffee, I think.

Gateway to exams: Units 5–6

Gateway to exams p64

2 28

Today I'm talking about someone everyone should know. It's Michael Jackson, the famous singer. Michael was born on 29th August in 1958 in Gary, Indiana in the US. He was part of a large family. He had eight brothers and sisters. While he was growing up there was always music around him. All the family were very musical and could sing and dance. When Michael was only six years old he was part of the family band, the Jackson 5, with his brothers. While he was in the band, they made lots of hit songs and sold records all over the world. By the age of ten Michael was the lead singer in the band. The Jackson 5 recorded 16 albums together, but Michael started recording solo songs in 1972. He made his best-selling album 'Thriller' in 1982. By the way, that's T-H-R-I-L-L-E-R. He didn't stay in the band. In 1984 he left his brothers and continued to sing on his own. He became one of the most popular singers in the world and he won many awards, including 13 Grammys. He didn't make any bad songs! He was a brilliant dancer too. But Michael had a lot of problems during his life. His father, Joe, was very strict with him when he was very young. This gave him a lot of problems later. He often changed his appearance, so photographers and journalists were always interested in him. Sadly, Michael died suddenly in his Los Angeles home on 25th June 2009. He was preparing for some concerts in London at the time. All over the world people cried. I think people shouldn't ever forget the brilliant songs he made.

Unit 7

Vocabulary and listening p69

3 29

Yesterday, as you know, we had some very bad weather in the south of England. It was very stormy all night. The wind was strong and a lot of trees fell in the forest. We also had a lot of rain and this morning the roads are very wet. So, if you're driving – please be very careful. It will be windy again today, but only in the morning. Then, in the afternoon we'll see the sun. That's good news after all this bad weather. The roads will soon be dry. But this evening, because it won't be very cloudy, it will get very cold – perhaps 5 or 6 degrees. So, tomorrow morning it will be icy. More problems on the roads, I'm afraid. But I can promise you, it won't snow! Later tomorrow, temperatures will get warm again with some more sunshine, but temperatures won't go above 14 degrees. But then, in

the evening again, it will be rainy. Take your umbrella if you're out walking and be careful if you are on the roads because they won't be dry. I'll be back at 6 o'clock for the next forecast.

Developing speaking p71

1 30

- Laura:** Hi, Will. Are you doing anything on Saturday?
- Will:** No, I don't think so. Why?
- Laura:** I think it'll be a nice, sunny day. Shall we go to London?
- Will:** Yes, sure! Why don't we catch the train in the morning and go to London Zoo? It's beautiful there when it's sunny and I love seeing all the animals.
- Laura:** Great. Let's visit Jasmine when we're there. She's staying with her grandparents for a few weeks.
- Will:** And what about taking some sandwiches and having a picnic?
- Laura:** Great. I'll phone Jasmine and let her know. Shall we meet about 9 o'clock?
- Will:** OK. See you at the station.

Pronunciation p71

5 31

- 1 Saturday morning
2 sports centre
3 Let's have a picnic
4 cinema
5 What about lunch?
6 river boat ride

DESCRIBING PICTURES p71

7 32

I think this is a zoo. There is a young boy and he's looking at a monkey. The monkey can't touch the boy because of the glass, so he's quite safe. I imagine the boy is enjoying his visit. He probably sees monkeys in books and on television. So, it's exciting to see a real one! It's good for the child, but I don't think it's good for the monkey. I imagine it's only got a small place to play in. I'm sure that it gets bored. I can't see any other monkeys. So, perhaps it's lonely, too. There isn't a place like this near my home. But I went to one when I was on holiday. It was bigger than this and I think the monkeys were happier. It's good to have places like this. There are problems for monkeys in the wild. Some species are endangered and soon there won't be many left. Then, these places will be very important.

Unit 8

Vocabulary and listening p77

4 33

Speaker 1

My story is a story from Bangladesh. The people of a village there are very sad this week. The news report says that chemicals from a local factory escaped into the water system. Unfortunately, many poor families drink from rivers, and after this factory

accident, a lot of people died. This problem happens quite often and factories should be more careful. Some people say it wasn't an accident. They think many factories put their dirty water in the rivers because it's the easiest thing to do. It's terrible.

Speaker 2

OK, this is a story from the UK. Many areas in the UK need new homes. The number of people who are sleeping in the streets is growing. This means the problem is getting worse. The biggest reason is that many people can't pay their rent. Another reason is that there aren't enough houses. Housing companies want permission to build new, cheaper homes in the countryside. But many people don't want to see this.

Speaker 3

This story is from the news yesterday. South Park Job Centre had to help more people than usual in July this year. Around 300 men and women with no jobs came to ask for advice in that period. Many of these people have skills and qualifications, but there still isn't enough work. July was the worst month for a long time for the economy. Now many factories have to close and lots of people are losing their jobs.

Speaker 4

I think this story is the saddest thing I heard in the news recently. People died last year because they didn't have enough to eat. How is that possible? Leaders of many African countries are worried about food problems this year, too. There was no rain in the rainy season, and the farmers could not save the food in their fields. These poor people need money from richer countries like ours to survive. I really think we should help more.

Developing speaking p79

2 34

This is a picture of a family. I can see a man and woman, two girls and a boy. They are sitting down. I think they're in their living room. In the middle, there is a table. A girl is sitting at the table. Her computer is on the table and she's playing on it. On the left, there's a boy. He's sitting on a sofa. He's talking on his phone. In front of the television, there is another girl. A woman is sitting on another sofa. She's got a phone in her hand. Maybe she's saying there's a phone call for the girl. She looks happy. A man is sitting next to her.

Pronunciation p79

3 35

- | | | |
|---------|-----------|------------|
| 1 this | 5 they | 9 third |
| 2 thing | 6 there | 10 the |
| 3 thin | 7 thought | 11 another |
| 4 that | 8 bath | |

DESCRIBING PICTURES p79

5 36

This is a picture of a family. They are having a meal together. Maybe it's at home. But there is a waitress! So perhaps it's at a restaurant. I can see a man and a woman, the mum and dad, I think. And there are two young people, their children, and the grandparents.

They are all sitting at the table and the waitress is serving food. They are eating chicken, I think. There is a nice white cloth on the table and the people have glasses in front of them. I think it's an old picture. I'm not sure. But the people are wearing old-fashioned clothes. They are perhaps talking about their food, I don't know.

Gateway to exams: Units 7-8

Gateway to exams p81

2 37

Girl: Are you doing anything with your parents this weekend?

Boy: Yes, I am. On Saturday, we're going to a dog rescue centre. It's called 'Dog help' and they look after dogs that need new homes.

Girl: Wow! Are there a lot of dogs there?

Boy: Yes, there are about fifty. We went last weekend and looked around. There were some really cute ones, but we chose one called Meg. She was the prettiest one there and the friendliest. So we're taking her home on Saturday!

Girl: Wow. I really want a dog. Our old dog Sam died last month and the house is very quiet without him! I think we'll get a new one soon.

Boy: Are you going to get another big dog like him?

Girl: I don't think so. Mum wants a smaller dog this time. Sam was great but he had to go out for a lot of walks and he ate so much food!

Boy: I remember there was a small white dog called Buster at the rescue centre. He was the youngest dog there. You should go and have a look at him. You'll love him!

Girl: He sounds cute! OK, I'll talk to my parents tonight. And I'll come round to see your new dog next week. Dogs are the best pets!

Boy: Yes, they are! I hope your parents say yes!

Unit 9

Vocabulary and listening p87

3 38

1 Girl: Hi! You're late! Is everything OK?

Boy: Yeah - fine. I've just been to the newsagent's. I had to buy a newspaper and a birthday card. It's Jenny's birthday on Saturday.

Girl: I know, I've already bought her one. Have you bought her a present yet?

Boy: No, I haven't. I'm not sure what to get. Have you got any ideas?

Girl: How about a new book? You could go to that bookshop near your house later.

Boy: Good idea!

2 Girl: Did you know my sister's just started a new job?

Boy: Really? She said she liked her job at the stationery shop.

Girl: She finished that job three months ago! The stationery shop closed down. So, then she worked at the chemist's. But that was too far from our house so she left.

Boy: So, does she like her new job?

Girl: She hasn't decided yet! It's at the jeweller's and she gets more money there too, so I think she will love it.

3 Girl: So would you like to go shopping this afternoon?

Boy: Good idea! I have to buy some new trainers.

Girl: There's a new sports shop in the Eastgate shopping centre. I haven't been there yet. Shall I wait for you after school?

Boy: Oh, no - I've just remembered. I'm playing football at 4.30. Tomorrow's Saturday - are you free in the morning? About 10 o'clock?

Girl: OK. Let's go then. But I have to be home for lunch because Karen is coming round.

Developing speaking p89

1 39

Assistant: Good morning. Can I help you?

Girl: Yes, I'm looking for a present for my mum. Do you sell bracelets?

Assistant: Sorry, we haven't got any at the moment. But we've got some lovely necklaces. They're over here.

Girl: Oh that one is beautiful. I bet it's expensive. How much is it?

Assistant: It's in the sale. It's £40.00. It really is very beautiful and it's real silver. I'm sure your mum would love it.

Girl: OK. It's a special birthday! I'll take it.

Assistant: Would you like a box for it? We have one with flowers on it.

Girl: Yes please. And I'd also like this birthday card please.

Assistant: Certainly. Anything else? Perhaps some earrings for you?

Girl: No, that's it thank you. I've got enough jewellery - and I haven't got any more money!

Assistant: That's £42.50.

Girl: Here you are.

Assistant: And here's your change.

Girl: Thank you very much.

Assistant: You're welcome. Come back next year for your mum's next birthday!

Pronunciation p89

4 40

- | | | |
|----------|-----------|----------|
| thirteen | fifty | eighteen |
| thirty | sixteen | eighty |
| fourteen | sixty | nineteen |
| forty | seventeen | ninety |
| fifteen | seventy | |

Pronunciation p89

5 41

a nineteen	e eighteen	i twenty
b eighty	f ninety	j seventy
c thirteen	g forty	
d seventeen	h fifteen	

DESCRIBING PICTURES p89

7 42

I think this is in a street, perhaps it's in a big town. The people are buying and selling things there. I can see a man who is looking at some clothes. I think he wants to buy some. There are some other people. They want to buy things too, but I don't know what they are looking at. I think this is called a market. People buy quite cheap things in a market, so they aren't spending a lot of money. I'd like to shop here. There are markets like this in my town. People often sell fruit and vegetables in the street.

Unit 10

Vocabulary and listening p95

3 43

- Harry:** Oh Laura – you look very tired. Were you watching TV until late again last night?
- Laura:** No, I wasn't! I went to bed really early. But I'm having problems sleeping. It's terrible. I lie in bed, I feel tired, but I can't sleep and I stay awake all night.
- Harry:** Maybe I can help! I did an investigation into sleeping problems for a project. There's a lot of information online.
- Laura:** Really? Can you give me an explanation? I just don't know why I can't sleep.
- Harry:** Oh, there are lots of different reasons. Perhaps you're stressed. If I'm stressed, I don't sleep.
- Laura:** No, I'm not stressed, no, not really! Everything's fine – I'm just not sleeping! That's my only problem.
- Harry:** If you eat cheese late at night, it can keep you awake. I mean some people say it gives you bad dreams. Do you eat things like that?
- Laura:** No, I don't eat much cheese.
- Harry:** OK. What do you think about when you're trying to sleep?
- Laura:** It depends. If we have a lot of homework, I think about all the things I have to do. If it's the weekend, I think about seeing my family and friends. Have you got any suggestions to help?
- Harry:** Well, you can try visualisation.
- Laura:** And what's that?
- Harry:** Well, you close your eyes, then you use your imagination and you picture yourself somewhere nice, like a beach. If you do it in bed, it helps you relax and sleep. OK, let's try it now.

Laura: OK. I've closed my eyes and I'm on the beach.

Harry: Now give me a description of what you can see.

Laura: Yes ... the beach is white and I'm alone. There are some trees and it's warm ... gosh yes, I'm starting to feel quite sleepy!

Harry: See!! If you try that tonight, you'll sleep like a log.

Laura: Sleep like a what?

Harry: A log. It's just an expression!

Vocabulary and listening p95

7 44

1 satisfaction	5 suggestion
2 competition	6 reaction
3 prediction	7 addition
4 invitation	8 collection

Developing speaking p97

1b 45

Hi everyone! Today I'm going to talk about my favourite gadget. It's my tablet computer. Let me explain why it's my favourite. Firstly, it's thin and light and I can carry it everywhere in my bag. Secondly, I can use it for nearly everything! For example, if I'm travelling or waiting for someone, I can email my friends or listen to music. I can also watch films on it. It's true that the screen is VERY clear on a tablet. What's more, if I've missed a TV programme, I can watch it on my tablet – easy! Another thing is that I can take photos with it everywhere I go. And last but not least, I can go online and buy things! All these things on one little computer! To sum up, I couldn't live without my tablet. I LOVE it.

Pronunciation p97

3 46

communicate	description	information
company	discovery	introduction
competition	everything	invention
computer	explanation	investigate
conditional	expression	secondly
creator	favourite	situation

DESCRIBING PICTURES p97

6 47

This is in an office at a company. There are two people in the room and I think they are talking to people from another company or maybe people in the same company from another country. In fact, they are talking to quite a large group of people! So a lot of people are talking and discussing something. They are probably discussing business, or they are talking about how they do things. I imagine it's about selling things or something like that. They are communicating like this I think ... because they are in different places. Perhaps they are in different countries and they can't all be in the same room. I think this is a good way to communicate about work things because it means people don't have to travel for meetings.

Gateway to exams: Units 9–10

Gateway to exams p100

2 48

- Heather:** What are you doing? It looks interesting.
- Damien:** Did you see the notice in the science laboratory last week?
- Heather:** No, I haven't been in the science laboratory this week. I only came back to school this morning. I've been on the school trip to France.
- Damien:** Lucky you! Well it was about a competition. It's called 'Young Inventors of the Year'. Students have to write about something they have invented. Something completely new.
- Heather:** That's difficult!
- Damien:** Well, Lindsay, Jeremy and I have decided to enter this year's competition. They have a competition every year. If you win, you get a fantastic prize. Last year the winners went to Antarctica for two weeks. This year, if you win, you go to a big technology exhibition in Japan.
- Heather:** Brilliant. You three are so clever! If you enter, you'll definitely win.
- Damien:** I think everyone who enters will be clever and hard-working. We need a lot of luck! That's probably the most important thing!
- Heather:** So, you've got some hard work to do.
- Damien:** Oh yes. We need to finish this soon. We've discussed our invention with the science teacher and she thinks it's a good idea. So, now we have to build it. That's what these designs are. I'm planning it now.
- Heather:** What is it? Or is that a secret?
- Damien:** Sorry, I can't tell you yet! We have to enter by 1st February. After that I'll tell you.

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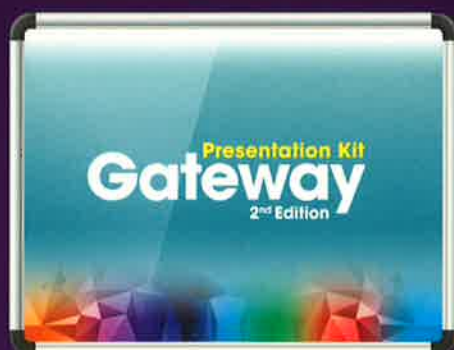
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