Rod Fricker

BBC

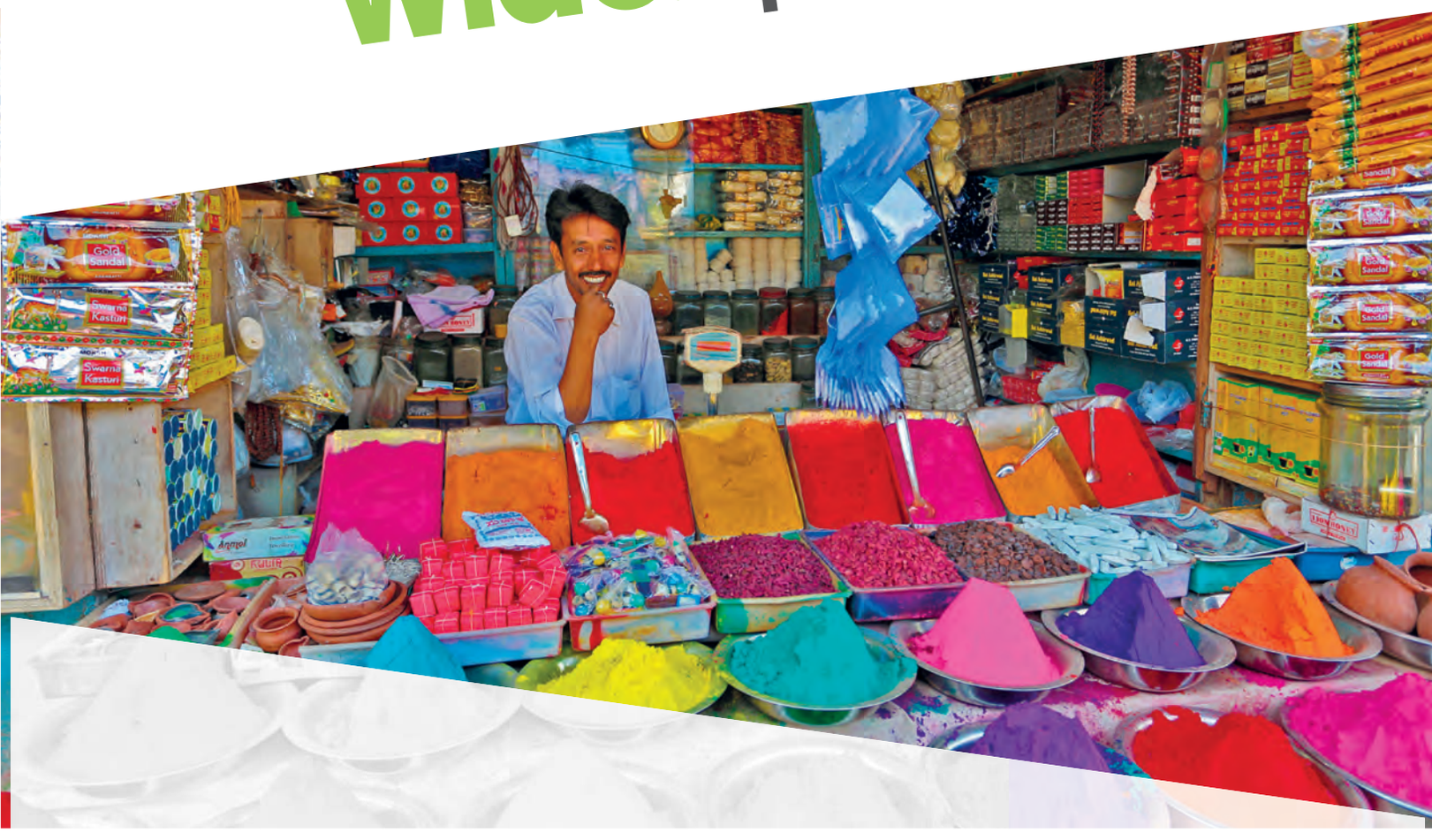
Wider World

2

Pearson

TEACHER'S BOOK

See the Wider picture



Spice shop, Karnataka, India

The colourful piles of powder at the front of the shop are not spices but paint or dye. This is used to dye fabrics for saris, the beautiful costumes worn by Indian women.

Do you know what the powders are made of?

CONTENTS

INTRODUCTION 3

What is *Wider World*? 3
What is the *Wider World* methodology? 3

OVERVIEW OF THE COMPONENTS 4–5

A UNIT OF THE STUDENTS' BOOK 6–9

***WIDER WORLD* VIDEOS** 10

KEY CONCEPTS BEHIND *WIDER WORLD* 11–12

The Global Scale of English 11
Assessment for Learning 11
Levels and exam preparation 12
Exam Practice books 12
21st century skills 12

HOW TO GET THE BEST OUT OF *WIDER WORLD* 13

STUDENTS' BOOK CONTENTS 14–15

TEACHER'S NOTES 16–246

AUDIO SCRIPTS 247–259

Students' Book audio scripts 247
Workbook audio scripts 257

WORKBOOK ANSWER KEY 260–268

INTRODUCTION

WHAT IS *WIDER WORLD*?

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

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

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

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

WHAT IS THE *WIDER WORLD* METHODOLOGY?

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

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

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

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

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

OVERVIEW OF THE COMPONENTS

STUDENTS' BOOK

- Ten units with 80–120 hours of teaching material
- Video (drama, BBC Vox Pops and BBC Culture clips) with every unit
- One lesson per page or opening, one skill focus per lesson
- Clear lesson objectives ('I can …') taken from the Global Scale of English (GSE)
- Wordlist with exercises activating key vocabulary and Revision for every unit
- Grammar Time: grammar reference and practice activities for every Grammar lesson
- Exam Time: the Listening and Speaking parts of the Cambridge English Key for Schools and Pearson Test of English General Level 1 exams
- 5 extra CLIL lessons
- 2 extra Culture lessons about the English speaking world

STUDENTS' ETEXT

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

WORKBOOK WITH EXTRA ONLINE HOMEWORK

Workbook

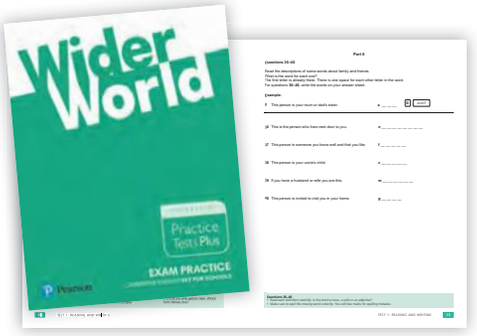
- Additional grammar, vocabulary and skills practice to reinforce material in the Students' Book
- One lesson per unit dedicated to BBC Culture, plus full video scripts
- Exam Time: the Reading and Writing parts of the Cambridge English Key for Schools and Pearson Test of English General Level 1 exams

Extra Online Homework

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

MYENGLISHLAB

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



EXAM PRACTICE BOOKS

A series of books which provide additional, intensive practice and support for important international exams. These books work alongside the Level 2 Students' Book:

- Cambridge English Key for Schools
- Pearson Test of English General Level 1 (A2). The audio and answer key are available on the Teacher's DVD ROM and MyEnglishLab.

TEACHER'S BOOK WITH TEACHER'S DVD-ROM

Teacher's Book

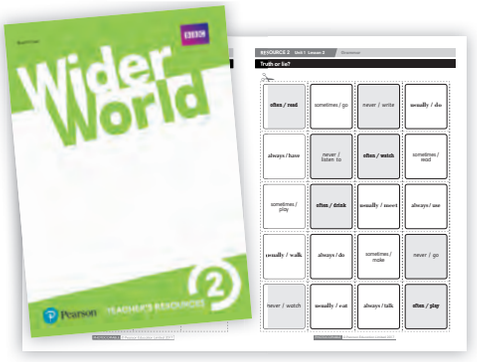
- Unit-by-unit teaching notes with audio scripts and answer key
- Interleaved with Students' Book pages
- Workbook audio scripts
- Workbook answer key

Teacher's DVD-ROM

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

CLASS AUDIO CDS

- Audio material for use in class



TEACHER'S RESOURCE BOOK

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

ACTIVETEACH

- Students' Book pages with embedded audio and video; interactive activities and 'Show answers' functionality
- Audio resources: Class, Workbook and tests audio with audio scripts
- Video resources: all Students' Book videos with subtitles
- Workbook pages with embedded audio; 'Show answers' functionality
- Phonetics chart

WEBSITE

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

A UNIT OF THE STUDENTS' BOOK

Clear summary of unit contents in terms of Vocabulary and Grammar

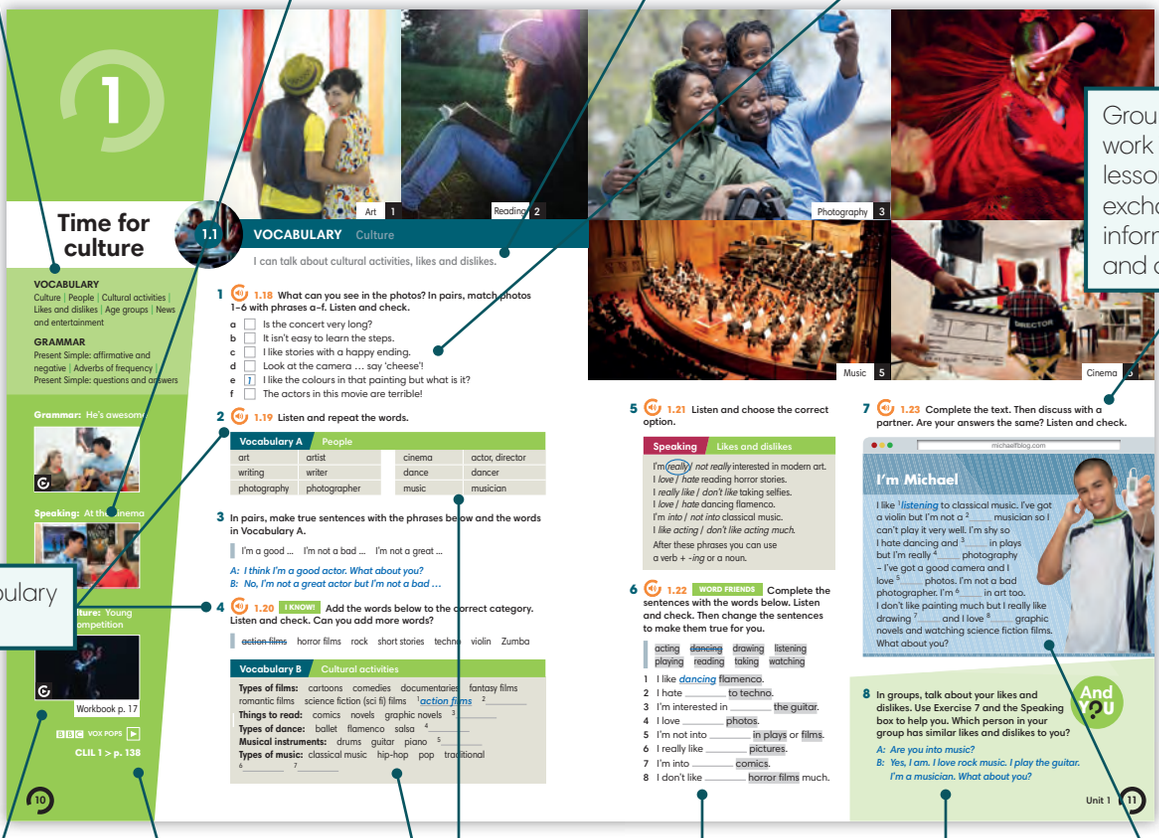
Video resources clearly referenced

Learning objective (Can-do statement) for every lesson

Vocabulary presented via listening and visuals

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

Key Vocabulary recorded



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

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

Vocabulary sets pulled out from reading text

Special focus on teaching collocations and chunks of vocabulary

Personalisation in the *And You?* sections

Reading texts in a variety of genres

One lesson per page or opening

Reading texts in a variety of genres

Clear grammar tables

Vocabulary set pulled out from reading text

Manageable texts about contemporary issues to engage students' attention

21st century skill of critical thinking

Everyday phrases and expressions pulled out of the presentation

Grammar presented through video

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

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

Group and pair work

A UNIT OF THE STUDENTS' BOOK

Every functional dialogue is presented through a drama video

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

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

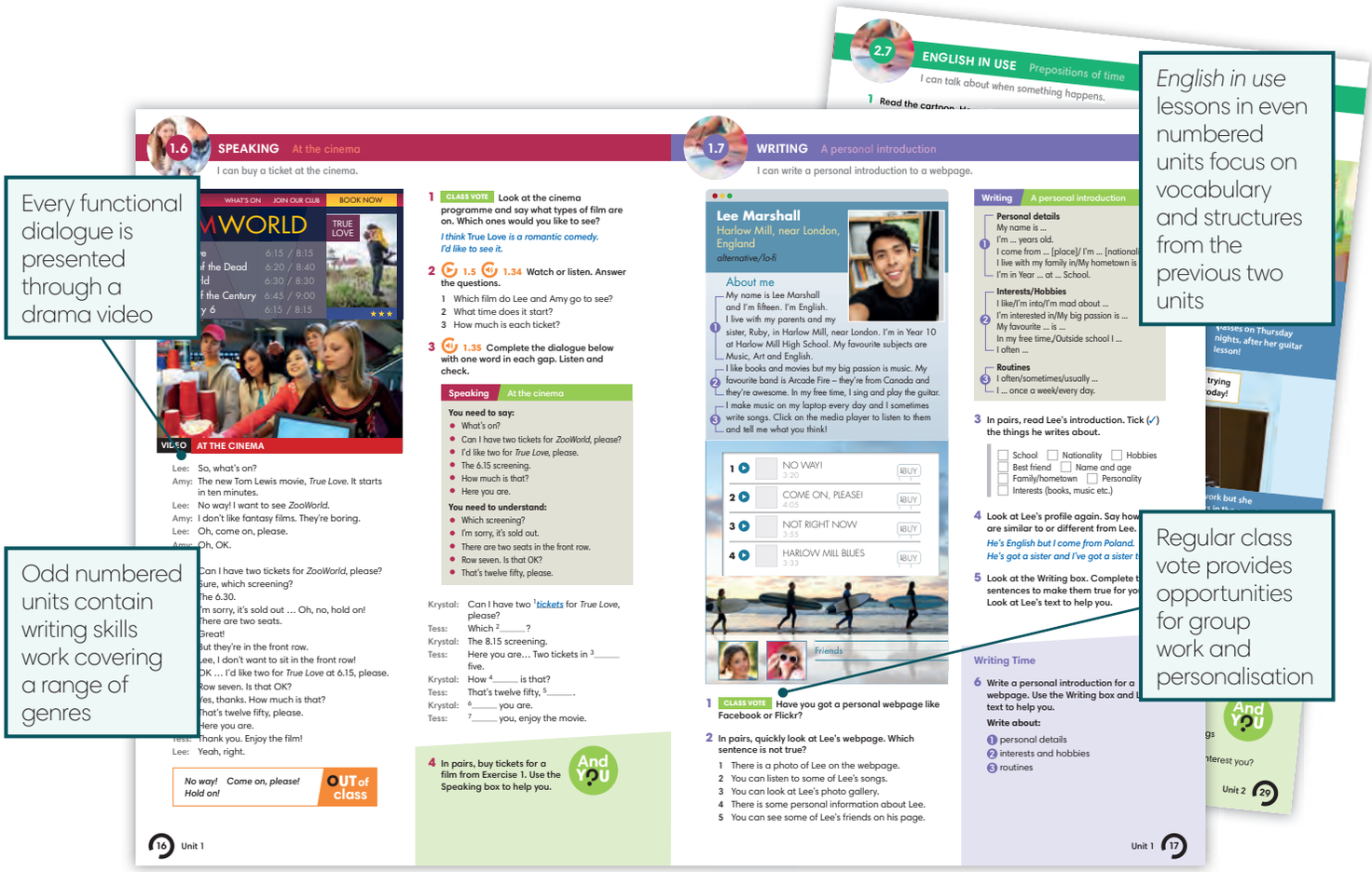
Regular class vote provides opportunities for group work and personalisation

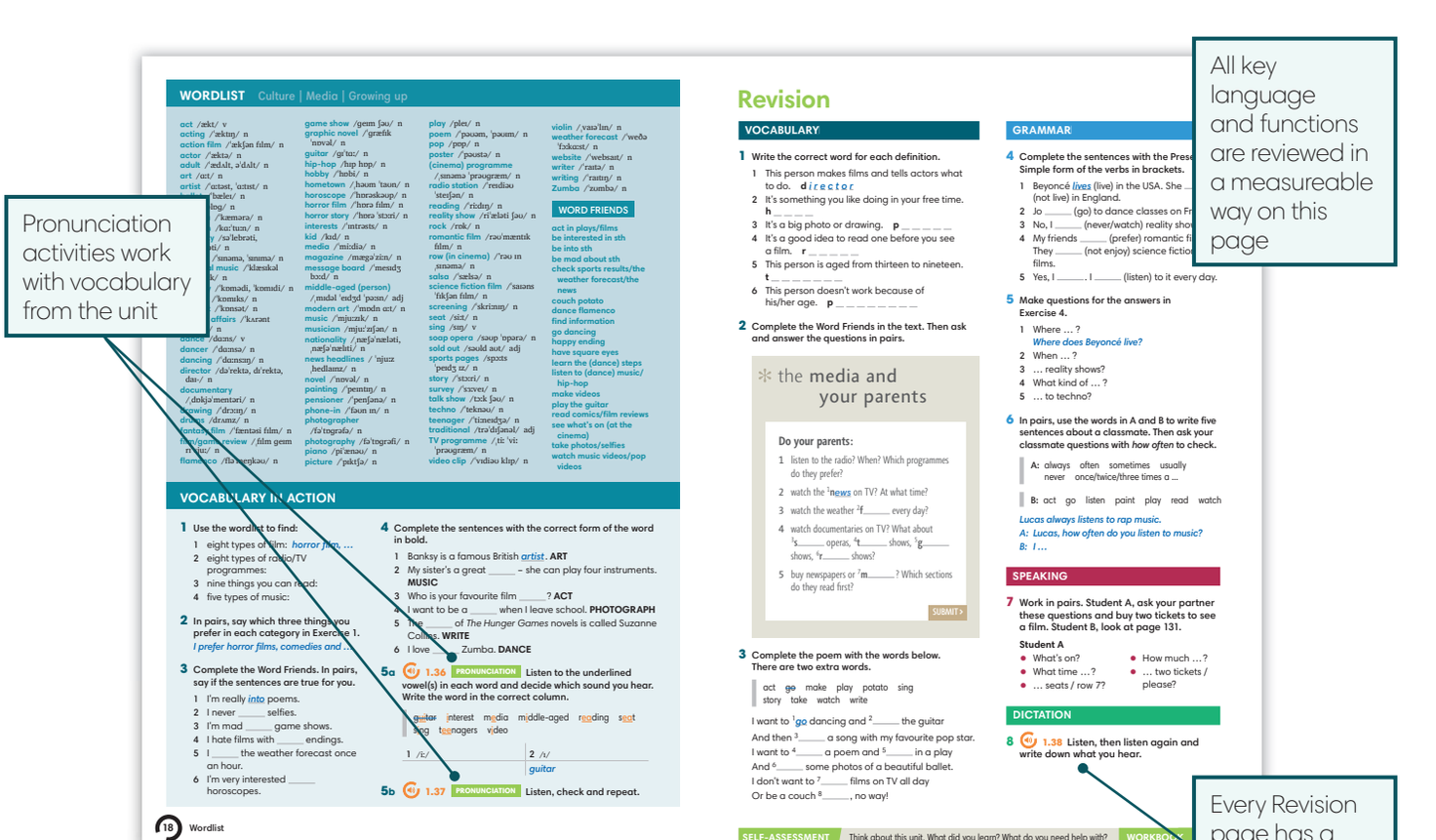
Pronunciation activities work with vocabulary from the unit

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

Every Revision page has a dictation on the class audio

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





These lessons develop the 21st century skill of cultural awareness

An intriguing question and photo as a warm-up

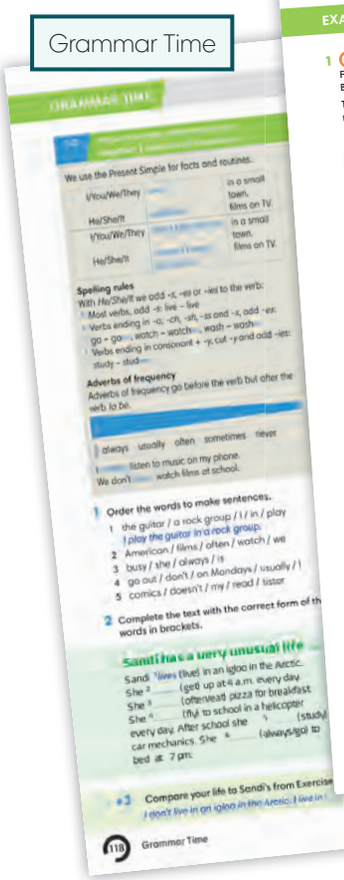
A culture topic linked to the unit theme is presented through a reading, with comprehension exercises

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

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

Glossary for the most difficult words in the text

Grammar Time



Exam Time

CLIL

Culture

WIDER WORLD VIDEOS

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

1 *HARLOW MILL* DRAMA SERIES

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

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

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

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

2 BBC VOX POPS

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

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

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

3 BBC CULTURE VIDEOS

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

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

KEY CONCEPTS BEHIND *WIDER WORLD*

THE GLOBAL SCALE OF ENGLISH

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

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

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

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

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

ASSESSMENT FOR LEARNING

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

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

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

In the Students' Book

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

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

In the Workbook

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

In the In-course Test Package

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

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

In MyEnglishLab

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

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

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

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

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

KEY CONCEPTS BEHIND *WIDER WORLD*

LEVELS AND EXAM PREPARATION

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

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

EXAM PRACTICE BOOKS

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

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

21ST CENTURY SKILLS

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

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

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

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

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

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

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

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

HOW TO GET THE BEST OUT OF *WIDER WORLD*

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

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

1 CLASSIC

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

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

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

2 BLENDED

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

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

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

3 DIGITAL

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

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

CONTENTS

STARTER UNIT Welcome to Harlow Mill		**0.1 INTRODUCING LEE** Spelling; family members, possessive adjectives, possessive *'s*, *have got* pp. 4–5		**0.2 INTRODUCING AMY** Months and dates; free time activities; giving opinions; sports p. 6
	VOCABULARY	GRAMMAR	READING and VOCABULARY	GRAMMAR
UNIT 1 Time for culture	Talk about cultural activities, likes and dislikes pp. 10–11	Use the Present Simple to talk about habits and routines • Present Simple: affirmative and negative • Adverbs of frequency p. 12 VOX POPS	Find specific detail in an article and talk about age groups p. 13	Ask and answer questions about habits and routines • Present Simple: questions and answers VIDEO *Harlow Mill* p. 14
UNIT 2 Friends and family	Talk about clothes and appearance VOX POPS pp. 22–23	Talk about present activities • Present Continuous VIDEO *Harlow Mill* p. 24	Find specific detail in a letter and talk about feelings p. 25 VOX POPS	Talk about what usually happens and is happening around now • Present Simple and Present Continuous p. 26
UNIT 3 Animal magic	Talk about animals VOX POPS pp. 34–35	Use *was* and *were* to talk about the past • Past Simple: *was/were* p. 36 VOX POPS	Find specific detail in an article and talk about behaviour p. 37	Use the Past Simple of regular verbs to talk about the past • Past Simple: regular verbs VIDEO *Harlow Mill* p. 38
UNIT 4 New technology	Talk about technology pp. 46–47	Use the Past Simple of irregular verbs to talk about the past • Past Simple: irregular verbs VIDEO *Harlow Mill* p. 48 VOX POPS	Find specific detail in a text and talk about using technology p. 49	Make sentences with verbs followed by the *to*-infinitive or the *-ing* form • Verb patterns p. 50
UNIT 5 My home, my town	Talk about things in the house pp. 58–59	Describe how people do things • Adverbs of manner p. 60	Find specific detail in a text and describe places p. 61	Talk about permission and obligation • Modal verbs: *can*, *have to* and *must* VIDEO *Harlow Mill* p. 62 VOX POPS
UNIT 6 Take care	Talk about the body, injuries and keeping fit pp. 70–71	Talk about quantities of food • Countable and uncountable nouns • Quantifiers VIDEO *Harlow Mill* p. 72	Find specific detail in a text and talk about sleeping habits p. 73 VOX POPS	Talk about an event in the past and what was happening around it • Past Continuous and Past Simple p. 74 VOX POPS
UNIT 7 Shopping around	Talk about shops and what they sell VOX POPS pp. 82–83	Compare things • Comparatives and superlatives of adjectives p. 84	Find specific detail in a text and talk about shopping centres p. 85 VOX POPS	Talk about intentions and arrangements • *Going to* and the Present Continuous • Talking about the future VIDEO *Harlow Mill* p. 86
UNIT 8 Learning to work	Talk about people and their jobs pp. 94–95	Use *will* to talk about future predictions • *Will* for future predictions p. 96	Find specific detail in a text and talk about jobs p. 97	Use the First Conditional to talk about probability • First Conditional VIDEO *Harlow Mill* p. 98 VOX POPS
UNIT 9 Close to nature	Talk about landscapes, natural features and countries VOX POPS pp. 106–107	Use the Present Perfect to talk about experience • Present Perfect – all forms p. 108	Find specific detail in a text and talk about personal adventures p. 109 VOX POPS	Use the Present Perfect to talk about recent events • Present Perfect with *already/just/yet* VIDEO *Harlow Mill* p. 110

IRREGULAR VERBS p. 129 STUDENT ACTIVITIES pp. 130–131 CLIL ART: Street art p. 138 LITERATURE: Animals in literature p. 139

0.3 AMY'S HOME Possessions; *there is/are* with *some/any*; articles p. 7		**0.4 INTRODUCING KRYSTAL** School subjects; *can/can't* for ability; skills and abilities p. 8		**REVISION** p. 9
LISTENING and VOCABULARY	SPEAKING	WRITING / ENGLISH IN USE		BBC CULTURE
Identify specific detail in a conversation and talk about media habits p. 15 VOX POPS	Buy a ticket at the cinema VIDEO *Harlow Mill* p. 16	Write a personal introduction to a webpage p. 17	**WORDLIST** p. 18 **REVISION** p. 19 **GRAMMAR TIME 1** p. 118	Why do we dance? VIDEO *Young Dancer Competition* pp. 20–21
Identify specific detail in a conversation and talk about personality p. 27	Give and respond to news VIDEO *Harlow Mill* p. 28	Talk about when something happens • Prepositions of time p. 29	**WORDLIST** p. 30 **REVISION** p. 31 **GRAMMAR TIME 2** pp. 119-120	Are hipsters cool? VIDEO *London Fashion Week* pp. 32–33
Identify specific detail in a conversation and talk about pets p. 39	Make and respond to apologies VIDEO *Harlow Mill* p. 40	Write a biography p. 41	**WORDLIST** p. 42 **REVISION** p. 43 **GRAMMAR TIME 3** pp. 120-121 **EXAM TIME 1** pp. 132–133	Why do parrots talk? VIDEO *Wild at heart* pp. 44–45
Identify specific detail in a conversation and talk about websites p. 51 VOX POPS	Put events in order when talking about the past VIDEO *Harlow Mill* p. 52	Be specific about people, things and places • Relative clauses p. 53	**WORDLIST** p. 54 **REVISION** p. 55 **GRAMMAR TIME 4** pp. 121-122	Is there wi-fi in the Sahara? VIDEO *The digital revolution* pp. 56–57
Identify specific detail in a conversation and talk about my town p. 63 VOX POPS	Ask for, give and receive advice VIDEO *Harlow Mill* p. 64	Write a personal email p. 65	**WORDLIST** p. 66 **REVISION** p. 67 **GRAMMAR TIME 5** pp. 122-123	Why are there houses on stilts? VIDEO *I want my own room!* pp. 68–69
Identify specific detail in a conversation and talk about illnesses p. 75	Talk about feeling ill and ask about how someone is feeling VIDEO *Harlow Mill* p. 76	Use phrasal verbs to talk about health • Phrasal verbs p. 77	**WORDLIST** p. 78 **REVISION** p. 79 **GRAMMAR TIME 6** pp. 123-124 **EXAM TIME 2** pp. 134–135	Is chess a sport? VIDEO *Unusual sports* pp. 80–81
Identify specific detail in a conversation and talk about money p. 87	Shop for clothes and other things VIDEO *Harlow Mill* p. 88	Write notes and messages to make arrangements p. 89	**WORDLIST** p. 90 **REVISION** p. 91 **GRAMMAR TIME 7** pp. 125-126	Where can you buy a town? VIDEO *City shopping* pp. 92–93
Identify specific detail in a conversation and talk about education p. 99	Talk about probability VIDEO *Harlow Mill* p. 100 VOX POPS	Talk about people's skills and emotions • Adjectives with prepositions p. 101	**WORDLIST** p. 102 **REVISION** p. 103 **GRAMMAR TIME 8** pp. 126-127	Will robots do our jobs? VIDEO *The amazing Henn Na Hotel* pp. 104–105
Identify specific detail in a conversation and talk about outdoor activities p. 111	Ask for, give and refuse permission VIDEO *Harlow Mill* p. 112	Write a postcard p. 113	**WORDLIST** p. 114 **REVISION** p. 115 **GRAMMAR TIME 9** pp. 127-128 **EXAM TIME 3** pp. 136–137	How many fish ... ? VIDEO *Can you count fish in the sea?* pp. 116–117

HISTORY: Beaulieu Palace House p. 140 SCIENCE: Antibiotics p. 141 GEOGRAPHY: Yellowstone National Park p. 142

CULTURE 1: Explore the USA p. 143 2: Explore Australia p. 144

Extra activity

Follow up by asking students to list the people in the Vocabulary box and the words they added under these three headings: *male*, *female*, *male or female*.

Further practice

Workbook page 2

0

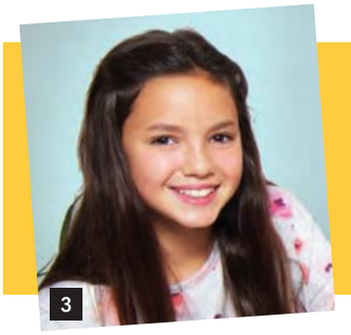
Welcome to Harlow Mill

0.1 INTRODUCING LEE

Spelling; family members; possessive adjectives; possessive *'s*; *have got* for possession

VOCABULARY
Family members | Months and dates | Free time activities | Sports | Giving opinions | Possessions | School subjects | Skills and abilities

GRAMMAR
Possessive adjectives | Possessive *'s* | *Have got* for possession | There *is/are* with *some* and *any* | *Can/can't* for ability | Question words



1 1.02 **Read the text. Find these people in the photos.**

Dave Gloria Ruby Lee

This is Lee Marshall. He's fifteen and he's from Harlow Mill, a small town near London. He's in Year 10 at Harlow Mill High and he's mad about music. Lee has got a sister, Ruby – she's thirteen. He hasn't got a brother. Lee's dad, Dave, is a policeman. His mum's name is Gloria and she's an artist. She's from a big family in Jamaica. Lee's family have also got some pets – a cat and two guinea pigs. Their cat's name is Elvis. The guinea pigs' names are One and Two.

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

1 [F] Lee's surname is Smith.
Lee's surname is Marshall.
2 [ ] Harlow Mill is in England.
3 [ ] Ruby is Lee's brother.
4 [ ] Lee's dad hasn't got a job.
5 [ ] Lee's mum is Spanish.

3 1.03 **In pairs, spell the names in Exercise 1. Listen and check.**

4 1.04 I KNOW! **In pairs, listen and check you understand the words below. Can you add more words?**

Vocabulary Family members

aunt cousin grandfather mother parents sister son wife

4

Exercise 1

1 Gloria
2 Dave
3 Ruby
4 Lee

Exercise 2

2 T
3 F Ruby is Lee's sister.
4 F Lee's dad is a policeman.
5 F Lee's mum is Jamaican.

Exercise 3

1 D-A-V-E
2 G-L-O-R-I-A
3 R-U-B-Y
4 L-E-E

Exercise 4

Suggested answers:
uncle, grandmother, father, grandparents, brother, daughter, husband, children, grandchildren, nephew, niece

0.1 Introducing Lee

Exercise 5

2 Lee; Her
3 Sue/Gloria; my
4 Diana; their
5 Sue; our

Exercise 6

His dad's name is Dave. Gloria is Dave's wife.
Sue is the children's aunt. Bob is Lee and Ruby's uncle.
Lee's grandparents are Jack and Diana.

5 **Look at Lee's family tree and Grammar A. Complete the sentences below with the correct possessive adjectives. Decide who is speaking in each sentence.**

Grammar A Possessive adjectives

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

1 *Gloria*
I've got a husband – *his* name is Dave.

2 _____
I've got a sister. _____ name is Ruby.

3 _____
I've got a brother and a sister – _____ brother's name is Bob.

4 _____
Jack and I have got three children – _____ names are Bob, Sue and Gloria.

5 _____
Gloria and I are sisters – _____ parents' names are Jack and Diana.

6 **Add apostrophes (') to the sentences about Lee's family.**

Grammar B Possessive 's

Singular	my brother's laptop, Lee's sister
Regular plural	my parents' car
Irregular plural	the children's mother
Two words	Lee's dad's bike, Dave and Gloria's house

Lee's sister's name is Ruby. His dads name is Dave. Gloria is Daves wife. Sue is the childrens aunt. Bob is Lee and Rubys uncle. Lees grandparents are Jack and Diana.

7 **Complete the dialogues with the correct form of *have got*.**

Grammar C *Have got* for possession

+	–
I've got (have got) a sister. He's got (has got) a cat.	I haven't got a brother. He hasn't got a dog.
?	
Have you got a sister?	Yes, I have./No, I haven't.
Has he got a brother?	Yes, he has./No, he hasn't.

1 A: *Has* Ruby *got* a sister?
B: No, she _____. But she _____ a brother.

2 A: _____ Jack and Diana _____ children?
B: Yes, they _____. They _____ two girls and a boy.

3 A: _____ Bob _____ any sisters?
B: Yes, he _____. He _____ two sisters.

4 A: _____ Lee and Ruby _____ a cousin?
B: No, they _____.

Exercise 7

1 B: hasn't; has got
2 A: Have; got
B: have; have got
3 A: Has; got
B: has; has got
4 A: Have; got
B: haven't

8 **In pairs, use these questions to talk about your family. Then tell the class about your partner's family.**

And YOU

- Have you got any brothers and sisters? How old are they?
- What's your mum's/dad's name?
- Where are your parents from?
- Have you got a pet? What's his/her name?

Adam has got a sister. She's ten.

Exercise 2

2 the twelfth of October
3 the fifteenth of February
4 the twenty-second of July
5 the fourth of May
6 the thirtieth of August
7 the thirty-first of December

Exercise 1

1 Yes, she is.
2 Yes, they are.
3 Yes, she is – swimming, cycling, judo, volleyball.

Further practice

Workbook page 3

0.2 INTRODUCING AMY

Months and dates; free time activities; giving opinions; sports

1 1.05 **Read the text and answer the questions in pairs.**

1 Is Amy the same age as Lee?
2 Are they at the same school?
3 Is Amy interested in sport? Which ones?

This is Amy Arnold, Lee's best friend. She's fifteen and she's also at Harlow Mill High. She hasn't got any brothers or sisters. Amy's birthday is on 15 November – she's a typical Scorpio. Amy is very good with computers and her hobbies are playing computer games, surfing the internet, taking photos, swimming and, in summer, cycling. She has a busy life – she has judo classes two evenings a week after school and she sometimes has training sessions with the school volleyball team too. Amy is a very big fan of Bro, the pop star.

2 1.06 **Say the dates in full. Listen and check.**

We write: **15 November**
We say: **the 15th of November**

Watch OUT!

1 21/01 = *the twenty-first of January*
2 12/10 =
3 15/02 =
4 22/07 =
5 04/05 =
6 30/08 =
7 31/12 =

3 **When is your birthday? Tell the class. Are there other students with a birthday in the same month as you?**

My birthday is on the eleventh of April.

4 **Read the text about Amy again. What are her hobbies and interests?**

Exercise 4

She likes playing computer games, surfing the internet, sport (swimming, cycling, judo and volleyball) and the pop star Bro.

5a 1.07 **Listen and check you understand the words below.**

Vocabulary A Free time activities

doing nothing going to the cinema
listening to music playing computer games
reading books/magazines surfing the internet
taking photos tidying your bedroom
visiting relatives watching TV/DVDs/films on YouTube

5b 1.08 **Listen to Amy and Lee. What is Lee's favourite free time activity?**

Exercise 5b

doing nothing
1.08 See page 249.

6 CLASS VOTE **Say which two free time activities from Exercise 5 are your favourites.**

My favourite free time activities are … and …

7 1.09 **Study Vocabulary B. Listen and repeat. In pairs, say what you think about the activities in Exercise 5.**

Vocabulary B Giving opinions

I think reading is – exciting/fun/great/interesting. / OK. / boring/terrible.

I think doing nothing is boring.

8 1.10 I KNOW! **Work in pairs. How many sports can you add to Vocabulary C in three minutes? Compare with another pair.**

Vocabulary C Sports

basketball cycling football running
swimming tennis volleyball

9 **In your opinion, which sports in Exercise 8 are fun and which are boring?**

I think basketball is fun.

10 **Tell the class about your partner's favourite sports and free time activities. Use your partner's answers to Exercises 6 and 7 to help you.**

And YOU

Marta's hobbies are taking photos and reading books. Her favourite sport is …

Exercise 8

Possible answers: American football, baseball, boxing, handball, motor racing, rugby, skiing, squash, table tennis

0.3 Amy's home

Extra activities

1 Before students do Exercise 6, tell them to draw a very simple plan of their bedroom, with squares and rectangles to represent their bed, wardrobe, desk, etc. As they discuss, they can use the plan to show where the different items are.
2 Before students do Exercise 8, put them into pairs to ask each other questions about the street where they live. This will give them ideas for their writing.

Further practice

Workbook page 4

0.3 AMY'S HOME

Possessions; *there is/are* with *some/any*; articles

1 1.11 **Read about Amy's bedroom. Mark the sentences T (true) or F (false).**

Amy's house is in a quiet street in Harlow Mill, quite far from the town centre. There aren't any shops but it's quite near Amy's school. Amy's bedroom isn't very big but it's her favourite place in the house. There's a bed, a chair, a wardrobe and a big mirror. There is a table but the bed is Amy's favourite place to work! Amy's room is very untidy. There are always some clothes on the floor … and there are often arguments about this!

1 [T] Amy's hometown is Harlow Mill.
2 [ ] Amy's family's house is in the centre of town.
3 [ ] It isn't far from the school.
4 [ ] Amy's bedroom is quite small.
5 [ ] Amy hasn't got a desk.

2 1.12 **Listen and check you understand the words below. In pairs, underline the things you can see in the photo.**

Vocabulary Possessions

bike book camera computer game dictionary DVDs guitar headphones helmet keys laptop MP3 player mobile (phone) pencil case photo poster rucksack sports bag sunglasses trainers TV set watch

3 **In pairs, use the Vocabulary box to tell your partner three things you have/haven't got/would like to have.**

I've got a bike. I haven't got a guitar. I'd like to have a laptop.

4 **Complete the sentences about Amy's room.**

Grammar A *There is/are* with *some/any*

	Singular	Plural
+	There's (there is) a bed.	There are some clothes.
–	There isn't a desk.	There aren't any shops.
?	Is there a chair?	Are there any books?

1 There *is* a chair in Amy's room.
2 There _____ a TV.
3 There _____ some posters on the wall.
4 There _____ _____ desk.
5 There _____ _____ camera.
6 There _____ _____ books.

5 **Use *there is/are* to write three sentences about your bedroom. Compare with a partner.**

There are two posters in my bedroom.

6 **In pairs, ask and answer questions about your bedrooms. Use the items from the Vocabulary box or your own ideas.**

A: Are there any photos on the wall?
B: Yes, there are./No, there aren't.

7 1.13 **Complete the text with *a* or *the*. Listen and check.**

Grammar B Articles

- The first time we talk about a person/thing, we use **a**.
  There's a café near my house.
- If we talk about the person/thing again, we use **the**.
  The café is popular on Sunday mornings.
- If it's clear what person/thing we're talking about, we use **the**.
  My house is also near the swimming pool.

My flat is in [1]*a* street in [2]_____ centre of town. [3]___ street is very busy, day and night. There's [4]___ big supermarket near [5]___ flat. On Saturday mornings [6]___ supermarket is always very busy. There's also [7]___ nice café in my street, near [8]___ City Stadium. [9]___ café's quite expensive but it's very popular.

8 **Write about the street where you live. Use the text in Exercise 7 to help you.**

My house is in a quiet street …

And YOU

Exercise 1

2 F
3 T
4 T
5 T

Exercise 2

book, camera, dictionary, DVDs, headphones, helmet, keys, laptop, mobile phone, photo, poster, sports bag, sunglasses, trainers

Exercise 4

2 isn't
3 are
4 isn't a
5 is a
6 are some

Exercise 7

2 the
3 The
4 a
5 the
6 the
7 a
8 the
9 The

0.4 Introducing Krystal

Extra activity

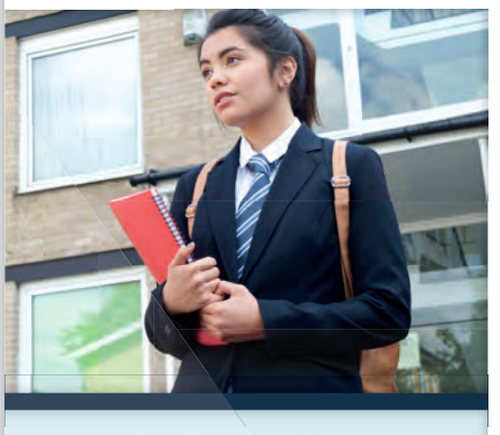
When students have finished Exercise 5a, ask them to take turns to choose a verb or phrase and mime the activity. Their partner has to guess the activity.

Further practice

Workbook page 5

0.4 INTRODUCING KRYSTAL

School subjects; *can/can't* for ability; skills and abilities

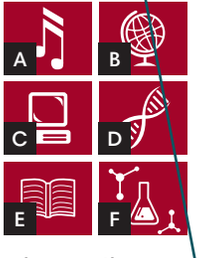


Krystal Ang is fifteen years old. She's got a little sister, Lisa, and a dog called Daisy. Krystal is very artistic – she has extra Art classes and she can draw very well. She's quite musical too – she can play the piano but she can't sing! Amy and Lee are her friends but she's at a different school. She's a very hard-working student and she has extra French lessons after school on Mondays and Thursdays. Her favourite subjects are French and History. Krystal sometimes has problems with Maths but she always has good marks. She's not very sporty but she can play tennis quite well.

1 1.14 **Read the text. Is Krystal a good student?**

2 1.15 I KNOW! **In pairs, match school subjects 1–6 with pictures A–F. Can you think of any more subjects? Listen and check.**

1 B Geography
2 ☐ Music
3 ☐ Chemistry
4 ☐ English
5 ☐ Biology
6 ☐ Information Technology



3 **Read the text again and answer the questions in pairs.**

1 What are Krystal's favourite subjects?
2 What are your favourite subjects?

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

Grammar *Can/can't* for ability

+	–
I can cook. She can draw.	I can't sing. She can't drive.
?	
Can you sing?	Yes, I can./No, I can't.
Can he speak English?	Yes, he can./No, he can't.

1 We can speak French but we *can't* speak German.
2 I'm afraid of water because I _____ swim.
3 My brother can't play the guitar but he _____ play the piano.
4 My parents _____ drive so I take a bus to school.
5 I _____ help you – I _____ speak Italian. Sorry!
6 What a terrible group! The singer _____ sing!

5a 1.16 **In pairs, check you understand the verbs and phrases below.**

Vocabulary Skills and abilities

act cook dance drive a car play the guitar/piano repair a computer speak English/Spanish swim

5b 1.17 **Listen to Amy and underline the things in the Vocabulary box that she can do.**

6 **In pairs, say which things in the Vocabulary box you can and can't do.**

I can't speak Spanish but I can speak English. And you?

7 **In pairs, ask and answer the questions.**

Can you …

1 study to music?
2 sleep in a chair?
3 run more than two kilometres?
4 do your homework on a bus/in bed?
5 draw people's faces?
6 shoot a basketball?
7 bake a cake?
8 say 'hello' in French or German?
9 read music?
10 play chess?
11 ski?

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

8 **Tell the class about five things your partner can do and two things he/she can't. Use his/her answers to Exercises 6 and 7 to help you.**

And YOU

Exercise 1

Yes, she is (she's very hard-working).

Exercise 3

1 French and History

Exercise 4

2 can't
3 can
4 can't
5 can't, can't
6 can't

Exercise 2

2 A 3 F 4 E 5 D 6 C
Suggested additional subjects:
Art, History, Languages (French, German, Spanish, etc.), PE (Physical Education), Physics

Exercise 5b

Amy can cook, dance, play the piano, repair a computer, speak English and speak French.
1.17 See page 249.

Extra activity

In groups, students write three questions about Lee, Amy or Krystal. All students then close their Student's Books. Groups take turns to ask their questions, and the other groups win a point if they can answer them.

Revision

1 In groups, do the quiz about Harlow Mill. Use the texts in lessons 0.1–0.4 to help you.

How much can YOU remember?

1. Where in England is Harlow Mill?
2. What is Lee's cat's name?
3. Who is Diana?
4. What kind of pet has Krystal got?
5. Can Krystal sing?
6. Are there any shops near Amy's house?
7. How old is Amy?
8. What is Lee's dad's job?
9. Has Amy got any brothers or sisters?
10. Where is Lee's mum from?

2 Complete the questions with the words below. Then ask and answer the questions in pairs.

How old What (4x) What time
~~When~~ Where Who

1 *When* is your birthday?
2 _____ are you?
3 _____ are you from?
4 _____ are your parents names?
5 _____ is your best friend in your class?
6 _____ is your favourite possession?
7 _____ is your favourite free time activity?
8 _____ is your favourite song/ track/album ever?
9 _____ is your first class on Mondays?

3 Complete the questions with *is*, *are*, *can*, *have* or *has*. Then ask and answer the questions in pairs.

1 *Is* there a TV in your bedroom?
2 _____ you got any brothers or sisters?
3 _____ you got any pets?
4 _____ you fifteen?
5 _____ you paint?
6 _____ you sporty?
7 _____ you got a Facebook profile?
8 _____ your teacher got a Facebook profile?
9 _____ you sing?
10 _____ you musical?
11 _____ you play a musical instrument?
12 _____ there a swimming pool near your home?
13 _____ there any shops near your home?

4 Choose four questions from Exercises 2 and 3 that you think are very interesting. Then ask your questions to as many of your classmates as you can.

And YOU

Exercise 1

1 near London
2 Elvis
3 Lee's grandmother/ Gloria's mother
4 a dog
5 No, she can't.
6 No, there aren't.
7 She's fifteen.
8 He's a policeman.
9 No, she hasn't.
10 Jamaica

Exercise 2

2 How old
3 Where
4 What
5 Who
6 What
7 What
8 What
9 What time

Exercise 3

2 Have
3 Have
4 Are
5 Can
6 Are
7 Have
8 Has
9 Can
10 Are
11 Can
12 Is
13 Are

1 Time for culture

Art 1

Reading 2

1.1 VOCABULARY Culture

I can talk about cultural activities, likes and dislikes.

VOCABULARY
Culture | People | Cultural activities | Likes and dislikes | Age groups | News and entertainment

GRAMMAR
Present Simple: affirmative and negative | Adverbs of frequency | Present Simple: questions and answers

Grammar: He's awesome

Speaking: At the cinema

BBC Culture: Young Dancer Competition

Workbook p. 17

BBC VOX POPS

CLIL 1 > p. 138

1 1.18 **What can you see in the photos? In pairs, match photos 1–6 with phrases a–f. Listen and check.**

a ☐ Is the concert very long?
b ☐ It isn't easy to learn the steps.
c ☐ I like stories with a happy ending.
d ☐ Look at the camera … say 'cheese'!
e ☑ I like the colours in that painting but what is it?
f ☐ The actors in this movie are terrible!

2 1.19 **Listen and repeat the words.**

Vocabulary A People

art	artist	cinema	actor, director
writing	writer	dance	dancer
photography	photographer	music	musician

3 **In pairs, make true sentences with the phrases below and the words in Vocabulary A.**

I'm a good … I'm not a bad … I'm not a great …

A: I think I'm a good actor. What about you?
B: No, I'm not a great actor but I'm not a bad …

4 1.20 I KNOW! **Add the words below to the correct category. Listen and check. Can you add more words?**

~~action films~~ horror films rock short stories techno violin Zumba

Vocabulary B Cultural activities

Types of films: cartoons comedies documentaries fantasy films romantic films science fiction (sci fi) films [1] *action films* [2] _____
Things to read: comics novels graphic novels [3] _____
Types of dance: ballet flamenco salsa [4] _____
Musical instruments: drums guitar piano [5] _____
Types of music: classical music hip-hop pop traditional [6] _____ [7] _____

Unit contents

Vocabulary
- Culture
- People
- Cultural activities
- Likes and dislikes
- Age groups
- News and entertainment

Grammar
- Present Simple: affirmative and negative
- Adverbs of frequency
- Present Simple: questions and answers

Communication skills
Buying a cinema ticket

Examples of 21st century skills/competencies
- Critical thinking: page 15 (Exercise 5), pages 20–21
- Collaboration: page 10 (Exercise 1), page 11 (Exercise 8), page 21 (Exercise 10)
- Digital literacy: page 21 (Exercise 10)
- Assessment for learning: page 19
- Autonomy and personal initiative: page 13 (Exercise 7), page 17 (Exercise 6)

1.1 VOCABULARY Culture

Lesson learning objective
Students can talk about cultural activities, likes and dislikes.

Culture notes

Flamenco is an art form from the Andalusia area of Spain. It is a form of dancing but also singing, guitar playing and hand clapping. It is associated with the Romani people of Spain. Salsa is a Cuban dance, which students will find out more about later in the unit.

Lead in: topic introduction

Write the word *CULTURE* vertically on the board. Using the first two letters, make the words *cinema* and *music*.

CINEMA
MUSIC

Tell students to work in pairs and try to do the same with the other letters of the word. Set a time limit and then elicit ideas. Write the best ideas on the board.

Exercise 1 1.18

Give students a time limit to do the matching.

Ask students for the key words in the sentences which allowed them to do the matching (*concert*, *[dance] steps*, *stories*, *camera*, *painting*, *actors/movie*).

Answers: **a** 5 **b** 4 **c** 2 **d** 3 **e** 1 **f** 6

1.18

See page 249.

Exercise 2 1.19

Pause after each word to check students' pronunciation.

Encourage students to start making a note of people words for each suffix on a new page in their notebooks.

-er	*-ist*	*-or*	*-ian*
writer	*artist*	*actor*	*musician*
photographer	*director*		
dancer			

Tell students that these suffixes will also come up in other topics, such as jobs, and that they can add more words to them then.

After checking the answers to Exercise 2, remind students that when we talk about jobs, we need to use the indefinite article *a* or *an* (e.g. *I'm an artist. She's a dancer.*). Point out that we still need to use the indefinite article when we add an adjective, but that the article is to be placed before the adjective (e.g. *I'm a good artist. She's a great dancer.*).

Exercise 3

Point out that *I'm not a bad …* is more positive than *I'm not a great … .*

Elicit what students could say if they can't do something at all (*I'm a terrible …*).

Set a time limit and then ask individual students to report back to the class.

Exercise 4 1.20

Set a time limit.

Elicit additional words that students think of.

Check that students understand all the vocabulary items (e.g. ask for examples of the different types of films or ask them to mime playing different types of instruments).

Answers: **2** horror films **3** short stories **4** Zumba **5** violin **6/7** rock/techno

Activity for fast finishers

Students work in pairs. Tell them to write a short description of the plot of a film but without mentioning any distinguishing nouns (people's names, places, etc.). They then join up with a different pair, and take turns to read out their descriptions and to try to guess the other pair's film name and the type of film.

Exercise 5 1.21

Look at the first sentence with the class. Show students the difference in meaning between *I'm really interested* (very interested) and *I'm not really interested* (not very interested).

Play the audio for students to listen and choose the correct words.

Play the audio again, pausing after each sentence from the Speaking box for students to repeat with the correct intonation.

Ask students to make the sentences true for themselves.

Answers: hate really like love not into don't like acting much

1.21

1 S = Sam B = Bernadette

S: Bernadette? Look! I like the colours in that painting, but what is it?
B: Em … I'm not sure … Is it a tower? Or a house? Or maybe it's a window? Anyway, I think she's a really talented artist!
S: Eh … yeah …
B: Oh look at that one!
S: Do you *really* like that?
B: Yes, I do. It's wonderful. I'm really interested in modern art.
S: Really?

2 C = Craig J = Jodie

C: What's the book, Jodie?
J: Oh, hi, Craig. It's called *One Day*. It's …
C: Who's the writer?
J: Eh, someone called Kirsty Stewart. It's …
C: What's it about?
J: It's about two students who fall in love and …
C: Has it got a happy ending? I like stories with a happy ending.
J: I don't know, Craig. I'm only reading chapter two! But I don't think so. It's a horror story with ghosts and vampires and zombies and dead people and …
C: Oh stop it! I hate reading horror stories.

3 D = Dan S = Sarah

D: Let *me* take one. I'm a good photographer.
S: Yes, but you always want to be in all the photos, don't you?
D: That's no problem. I'll take a selfie. OK, everyone stand behind me. Look at the camera … say 'cheese'!
S: Let's have a look! Oh! I look really nice.
D: Yeah, we all look nice. I really like taking selfies! People usually look good in them because they're more relaxed, you know.

4 T = Tammy R = Rafa

T: This is great, but it's difficult.
R: What?
T: It's difficult! It isn't easy to learn the steps. I don't know what to do.
R: Don't worry! You're a great dancer! Just follow me and enjoy yourself.
T: Woo! I love dancing flamenco! Olé!

5 D = Darren M = Mother

D: Mum! What's that terrible noise?
M: The musicians are tuning their instruments.
D: Is it very long?
M: What?
D: Is the concert very long?
M: Ssh!
D: I'm not into classical music.

6 C = Clapper board girl A = Anna S = Stephen J = Jenny

C: 'I love you.' Take three!
A: Don't go! Don't leave me! I love you!
S: Cut! I don't believe it! The actors in this movie are terrible!
A: Huh! The problem with this movie is the actors are good, but the director's terrible! Goodbye!
S: Hey you!
J: Who? Me?
S: Yes, you! Do you want to act in this movie?
J: But I'm the make-up artist.
S: I know that! Do you want to be an actor?
J: Eh … no, thanks. I don't like acting much.

Exercise 6 1.22

Set a time limit for students to complete the sentences.

Elicit the answers before students write their own sentences.

When they have finished, encourage students to compare their answers in pairs.

Ask follow-up questions about the activities: *Who likes flamenco? Really? Do you go to lessons?* etc.

Answers: **2** listening **3** playing **4** taking **5** acting **6** drawing **7** reading **8** watching

Exercise 7 1.23

Set a time limit for students to complete the text on their own.

Answers: **2** great **3** acting **4** into **5** taking **6** interested **7** pictures **8** reading

Exercise 8

Before putting students into groups, tell them to note down three things from the lesson that they have the strongest feelings about, either positive or negative.

Encourage students to listen out for those in their group who have similar likes and dislikes to them.

When students have finished, choose one group and ask the other groups to guess which of the students in that group have similar likes and dislikes, and what these are. The group then report back about what similarities and differences they actually found.

Activity for fast finishers

Tell students to work alone and to write six sentences starting: *I love …*, *I'm really interested in …*, *I really like …*, *I hate …*, *I'm into …*, *I'm not into …* . They then get into pairs but don't show each other what they wrote. One student starts by reading out only the second part of one of their sentences, e.g. *listening to pop music*. The second student has to guess which stem it goes with: *You love listening to pop music.* The first student tells them the correct answer if the guess is incorrect: *No, I hate listening to pop music!*

Further practice

- Workbook pages 6–7
- Resource Pack
  Resource 1: Unit 1 Lesson 1 Vocabulary – Snap

Photography 3

Dance 4

Music 5

Cinema 6

5 1.21 Listen and choose the correct option.

Speaking Likes and dislikes

I'm *really* / *not really* interested in modern art.
I *love* / *hate* reading horror stories.
I *really like* / *don't like* taking selfies.
I *love* / *hate* dancing flamenco.
I'm *into* / *not into* classical music.
I *like acting* / *don't like acting much.*

After these phrases you can use a verb + *-ing* or a noun.

6 1.22 **WORD FRIENDS** Complete the sentences with the words below. Listen and check. Then change the sentences to make them true for you.

acting ~~dancing~~ drawing listening playing reading taking watching

1 I like *dancing* flamenco.
2 I hate _____ to techno.
3 I'm interested in _____ the guitar.
4 I love _____ photos.
5 I'm not into _____ in plays or films.
6 I really like _____ pictures.
7 I'm into _____ comics.
8 I don't like _____ horror films much.

7 1.23 Complete the text. Then discuss with a partner. Are your answers the same? Listen and check.

michaelfblog.com

I'm Michael

I like [1] *listening* to classical music. I've got a violin but I'm not a [2] _____ musician so I can't play it very well. I'm shy so I hate dancing and [3] _____ in plays but I'm really [4] _____ photography – I've got a good camera and I love [5] _____ photos. I'm not a bad photographer. I'm [6] _____ in art too. I don't like painting much but I really like drawing [7] _____ and I love [8] _____ graphic novels and watching science fiction films. What about you?

8 In groups, talk about your likes and dislikes. Use Exercise 7 and the Speaking box to help you. Which person in your group has similar likes and dislikes to you?

And YOU

A: Are you into music?
B: Yes, I am. I love rock music. I play the guitar. I'm a musician. What about you?

1.2 GRAMMAR Present Simple: affirmative and negative | Adverbs of frequency

I can use the Present Simple to talk about habits and routines.

1 1.24 **Read Rose's blog. Has Rose got the same interests as her sister, Violet?**

roseblog.com

MY SISTER & ME

10 Feb 4:56

We look the same but we don't like the same things.
Violet studies classical music but I study art. She reads novels and poems but I don't read much. And she often watches TV but I never watch TV – it doesn't interest me.
Violet writes poems. I write texts on my phone. I paint pictures. Violet tries to paint but she never finishes her paintings. She doesn't understand art! I love hip-hop. She says that hip-hop annoys her.
Our friends don't understand. 'You don't like the same things!' they say. 'But you always go out together! Why?' 'We have some fantastic arguments!' I say.

added by Rose Tweet 13 Like 2

2 **Find more examples of the Present Simple in the text in Exercise 1.**

Grammar Present Simple: affirmative and negative

+	–
I love hip-hop.	I don't watch TV.
She writes poems.	She doesn't like music.
She often goes out.	
She studies art.	

Adverbs of frequency (*always*, *usually*, *often*, *sometimes*, *never*) go before the verb but after *to be*.

GRAMMAR TIME > PAGE 118

3 **In pairs, say how Rose and Violet are different.**

Rose studies art but Violet studies music.

4 **Add adverbs of frequency to make these sentences true for you. Compare with a partner.**

1 I write poems. *I sometimes write poems.*
2 My mother reads novels.
3 My teacher draws pictures on the board.
4 We (my friends and I) go dancing.
5 My classmates listen to classical music.

5 1.25 **Complete the text with the correct form of the verbs in brackets. Listen and check.**

I [1]*live* (live) in a village so I [2]_____ (not go) to the cinema very often. My brother often [3]_____ (watch) films on TV but I [4]_____ (prefer) playing games with my friend, Dylan. He usually [5]_____ (win) but he [6]_____ (not win) every game. We [7]_____ (not play) very often on school days but we [8]_____ (play) a lot at weekends.

6 **Correct the sentences.**

1 Taylor Swift plays the drums in a group.
Taylor Swift doesn't play the drums. She sings.
2 One Direction play classical music.
3 Director Tim Burton makes documentaries.
4 J.K. Rowling acts in films.
5 Daniel Radcliffe and Emma Watson paint pictures.

7 1.26 **Complete the text with the words below. There is one extra word. Listen and check.**

~~dancing~~ doesn't don't go sometimes loves

I love [1]*dancing*! I [2]_____ to dance classes with my friend, Kay. We do hip-hop – it's great! – and we [3]_____ do Zumba but not very often. I [4]_____ like salsa much but Kay [5]_____ it.

8 [VOX POPS 1.1] **In pairs, use the phrases below to say what you do in your free time. Tell the class about you and your partner.**

And YOU

see action films read film reviews listen to rap music read comics take photos

I often listen to rap music but Jo prefers pop.

1.2 GRAMMAR Present Simple: affirmative and negative | Adverbs of frequency

Lesson learning objective

Students can use the Present Simple to talk about habits and routines.

Lead in: review of vocabulary from the previous lesson

Put students into pairs. Ask one student to choose a word from the Vocabulary A box on page 10. They should try to define the word for their partner to guess but they cannot say, spell or translate the word. When their partner has guessed the word, the pairs should swap roles and choose a different word from the box.

Language note

The spelling rules for the third person *-s* in the *he/she/it* forms of the Present Simple are as follows:

After *-s*, *-sh*, *-ch*, *-x*, and with the verbs *do* and *go*, we add *-es* to the verb.

When the verb ends in a consonant + *-y*, we change the *-y* to *-i* and add *-es* (*study – studies*), but when the verb ends in a vowel + *-y*, we just add *-s* (*play – plays*).

Students may try to use the third person *-s* in the main verb as well as the auxiliary verb in negative sentences, e.g. *He doesn't likes … .* Point out that we only use the third person *-s* once – in the main verb in affirmative sentences and in the auxiliary verb in negative sentences and, to be learnt later in the unit, in questions.

Culture notes

Taylor Swift is an American pop singer-songwriter, born in 1989.

One Direction is an English-Irish 'boy band'. They became famous when they came third on the talent show *X Factor*.

Tim Burton is a film director who has made several fantasy films with Johnny Depp, such as *Alice in Wonderland*.

J.K. Rowling is famous for writing the *Harry Potter* books.

Daniel Radcliffe and Emma Watson played the parts of Harry Potter and Hermione Granger in the *Harry Potter* films.

Exercise 1 1.24

Elicit the word *twins*. Encourage students to discuss their ideas in pairs. Elicit the correct answer.

Answers: No, she hasn't./No, they have completely different interests.

Exercise 2

Look at the Grammar box with students. Elicit other forms of the verbs in affirmative and negative sentences.

Tell students to find examples of the Present Simple in the text and to write these in their notebooks.

Exercise 3

If students are discussing in pairs, set a time limit. If they are writing in their notebooks, tell them to write a specific number of sentences. Remind them that we combine two contrasting ideas with *but*.

Possible answers: Violet reads novels and poems but Rose doesn't read much. Violet often watches TV but Rose never watches TV. Violet writes poems but Rose writes texts. Rose paints pictures but Violet never finishes her paintings. Rose loves hip-hop but hip-hop annoys Violet.

Exercise 4

Ask students to look in the text to find all the examples of adverbs of frequency (*often*, *never*, *always*).

Revisit the Grammar box in Exercise 2 and elicit examples of adverbs of frequency alongside the verb *to be* and other verbs (e.g. *She **often** watches TV.*).

If necessary, discuss the meanings of different adverbs of frequency and write the order on the board: *always* (*100%*) → *usually* → *often* → *sometimes* → *not often* → *never* (*0%*).

Tell students to complete the sentences in their notebooks.

Exercise 5 1.25

Set a time limit, then go through the answers to ensure that students have correctly used the third person *-s* with negatives. Elicit the correct spelling of *watches*.

Answers: **2** don't go **3** watches **4** prefer **5** wins **6** doesn't win **7** don't play **8** play

Exercise 6

Before students do this exercise, elicit information about the well-known people (and band) mentioned in the sentences. Help them where necessary.

Tell students to rewrite the sentences in their notebooks, using full negative and affirmative sentences.

Possible answers:

2 One Direction don't play classical music. They play pop music.
3 Director Tim Burton doesn't make documentaries. He makes (fantasy) films.
4 J.K. Rowling doesn't act in films. She writes books.
5 Daniel Radcliffe and Emma Watson don't paint pictures. They act in films.

Exercise 7 1.26

Tell students to complete the text on their own. Go through the answers with the students.

Answers: **2** go **3** sometimes **4** don't **5** loves

Exercise 8

Elicit what students would say if they both gave the same answers, e.g. *We never read film reviews.*

Tell students to note down what their partner says so that they are able to write the sentences when they have finished the activity or for homework.

VOX POPS ▶ 1.1

While watching, students should write down one thing said by one of the speakers that is also true for them. After watching, encourage students to share their ideas with the class.

Further practice

- Workbook page 8
- Grammar Time page 118
- Resource Pack
  Resource 2: Unit 1 Lesson 2 Grammar – Truth or lie?

1.3 READING and VOCABULARY Do young people watch a lot of TV?

Lesson learning objective

Students can find specific detail in an article and talk about age groups.

Lead in: review of adverbs of frequency

Divide the class into groups of three or four. Each group needs a piece of paper, on which every student in the group writes two true sentences about themselves, using *I like/hate …* or *I often/never …* . Groups then pair up to swap their papers. They have to guess which student in the other group wrote each sentence. The groups then take turns to say what they have guessed and how many the other group have got correct.

Exercise 1

Ask the questions to the whole class and tell students to raise their hands.

For each answer, count the number of hands and write the number on the board.

Ask follow-up questions, such as what do those who never watch TV do instead and what programmes the other students like best.

Background notes

The phrase *couch potato* was first used by a man called Tom Lacino in 1976. He phoned his friend, whose girlfriend answered the phone. He asked the question: *Is the couch potato there?* without really thinking about what he was saying. He later said that he was unsure about why he used the word *potato*. At the time of the phone call, his friend was, in fact, sitting on the couch, watching TV.

The phrase *square eyes* is used because the shape of early TV screens was square (not rectangular as they are now). It means that someone's eyes will become the same shape as a TV screen because they watch a lot of TV.

Exercise 2

Set a time limit.

Elicit ideas and, if necessary, give students more information about the two phrases.

Answers:

a someone who spends a lot of time sitting or lying on a sofa (or couch) watching TV
b to watch a lot of TV

Exercise 3 1.27

Go through each of the headings with the class, to make sure students understand what they mean.

Before students read the rest of the text, elicit ideas of what the headings could refer to. For example, *A global change* could refer to a new TV habit taken up by people all over the world, such as watching TV over the internet.

Ask students to explain their answers by referring to clues in the text.

Answers: **1** d **2** b **3** a **4** e

Exercise 4 1.28

After students have listened to the audio, discuss the ages each word corresponds to. Some of these may be clearer than others. For example, a teenager is any age ending in *-teen*, but when does middle age start and finish, and do you become an adult at eighteen, twenty-one or some other age?

Exercise 5

Tell students that for some of the sentences, more than one answer could be correct. However, they can use each word from the Vocabulary box only once, so they need to decide which sentence is the most suitable match for each word.

Answers: **2** They're kids. **3** They're pensioners.
4 They're adults. **5** They're middle-aged.

Exercise 6

Tell students to identify in which section of the text they can find each answer. They should underline or note down the relevant sections.

Encourage students to compare their answers in pairs and, if they disagree, to explain their answer by referring to the relevant section.

Elicit the answers and students' explanations for their answers.

Answers:

1 ✓
2 ✓
3 ✗ (They watch six hours a day.)
4 ✗ (They spend the time on the internet.)
5 ? (It says they use the internet in their bedroom but doesn't mention TVs.)

Exercise 7

Discuss the example with the class. Elicit what other kinds of information students could consider, e.g. the kinds of programmes watched by different family members or their favourite programmes.

Students can write sentences before they discuss in pairs.

Activity for fast finishers

Students work in pairs. They think of a TV programme they enjoy and imagine that they are at home with their partner. They want to watch the programme, but their partner doesn't know the programme and isn't keen to watch it. Students have one minute to explain what the programme is about, why it is worth watching, and to persuade their partner to change his/her mind.

Further practice

- Workbook page 9
- Resource Pack
  Resource 3: Unit 1 Lesson 3 Reading and Vocabulary – Memory test

1.3 READING and VOCABULARY Do young people watch a lot of TV?

I can find specific detail in an article and talk about age groups.

1 CLASS VOTE **How many hours of TV do you usually watch after school?**

- ☐ I never watch TV.
- ☐ Under one hour
- ☐ One–two hours
- ☐ More than two hours

2 **Read the first paragraph of the text. What do you think these phrases mean?**

a a couch potato
b to have square eyes

3 1.27 **Read the rest of the text. Match headings a–e with paragraphs 1–4. There is one extra heading. Listen and check.**

a A global change
b Surprising statistics
c TV is cool again
d Too much TV?
e A new obsession

4 1.28 **How do you say the words below in your language?**

Vocabulary Age groups

adults kids middle-aged (people)
pensioners teenagers

5 **Use the words in the Vocabulary box to make sentences about the people below.**

1 Jon and Cara are sixteen. *They're teenagers.*
2 Wendy is eight and Peter is five.
3 Bob and his wife are seventy-nine.
4 Emma and Dom aren't children.
5 Dick and Helen are both fifty-two.

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

1 ☐ Parents and teachers agree that teenagers watch too much TV.
2 ☐ Middle-aged people watch more TV than teenagers.
3 ☐ Pensioners watch six hours of TV a week.
4 ☐ Teenagers don't watch TV because they prefer to be outside in the fresh air.
5 ☐ Teenagers in Britain usually have a TV in their bedroom.

7 **The survey shows British people watch a lot of TV. What about you and your family?**

I don't watch TV very often but my sister watches TV all evening.

And YOU

Where are all the couch potatoes?

1 _____

Parents and teachers always say that teenagers are 'couch potatoes' and spend all their time in front of stupid TV programmes. But is it true that young people have 'square eyes'? Do they really watch a lot of TV?

2 _____

The results of a recent survey show that people in Britain typically watch twenty-seven and a half hours of TV every week – almost four hours a day! But there is some surprising news – young people don't watch as much TV as adults. For example, middle-aged adults (aged forty-five to sixty-five) watch about five hours a day. But young people aged twelve to seventeen only watch about two and a half hours a day. And a typical pensioner watches about six hours a day!

3 _____

Studies in countries such as the USA and Australia suggest the same: kids today spend less time in front of their TV sets than young people in the 1980s.

4 _____

Teenagers today don't often sit with their families on the living-room couch. So where are they? Do they perhaps spend all their free time in the fresh air, away from the TV? The simple answer is no, they don't. The favourite free time activity of British teenagers is now surfing the internet – typically about thirty-one hours a week! The couch potato is alive and well – he's just back in his bedroom.

1.4 GRAMMAR Present Simple: questions and answers

I can ask and answer questions about habits and routines.

VIDEO HE'S AWESOME (Part 1)

Lee: Hey, Amy. Do you want to hear my new song?
Amy: Yes, I do, but not right now, Lee. There's a Bro concert on TV.
Lee: What time does it start?
Amy: Eight o'clock.
Lee: To be honest, I don't really like …
Amy: He's awesome! He plays the guitar and the piano and he's a wonderful singer!
Lee: Does he write his songs?
Amy: No, he doesn't. Do you know what he does in his free time?
Lee: I've no idea. What does he do in his free time?
Amy: He works in a home for sick animals once a week. He lives in a big house in Hollywood with lots of cats and dogs. Animals love him. He's perfect!
Lee: Yeah, right.

Not right now. *To be honest, …*
Awesome! *I've no idea.* *Yeah, right.*

OUT of class

1 1.2 1.29 **Watch or listen to Part 1. Is Lee a big fan of Bro?**

2 **Find more Present Simple questions and answers in the dialogue.**

Grammar Present Simple: questions and answers

?	
Do you want to play?	Yes, I do./No, I don't.
Does he write songs?	Yes, he does./No, he doesn't.
Do they like animals?	Yes, they do./No, they don't.
Where does he live?	In Hollywood.
How often do you go there?	Once/Twice/Three times a day. Every Sunday./Often.

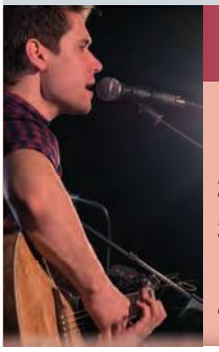
GRAMMAR TIME > PAGE 118

3 **Read the dialogue again and answer the questions.**

1 What time does the concert start?
2 What does Amy think of Bro?
3 What instruments does Bro play?

4 **Read the dialogue again and find Bro's answers to the questions below.**

popstarbro.com



POP STAR BRO

1 Where do you live?
I live in …
2 Do you write your songs?
3 What do you do in your free time?
4 How often do you go there?

5 1.3 1.30 **Make questions in the Present Simple. Watch or listen to Part 2 and answer the questions.**

1 Tom Lewis / play music / ?
Does Tom Lewis play music?
2 what / Tom Lewis / do in his free time / ?
3 how often / he / go there / ?
4 where / Tom Lewis / live / ?
5 Lee / always / listen to Amy / ?
6 what / Amy / want to do / ?

6 **In pairs, ask and answer the questions.**

1 Who's your favourite actor/pop star? Where does he/she live?
2 What does he/she do in his/her free time?

My favourite actor is Emilia Clarke.
She lives in …

7 **In pairs, ask and answer questions about the activities below.**

And YOU

watch music videos make videos
play an instrument take photos sing
change the posters in your room

A: Do you watch music videos?
B: Yes, I do.
A: How often do you do it?

1.4 GRAMMAR Present simple: questions and answers

Lesson learning objective

Students can ask and answer questions about habits and routines.

Lead in: review of vocabulary from the previous lesson

Before the lesson starts, write the following sentences on small pieces of paper: *You are a couch potato. You are a pensioner. You are an artist. You are a photographer. You are a dancer. You are a musician.*

Invite a volunteer to come to the front of the class and to choose a piece of paper. The student mimes what is written on the paper, while the rest of the class has to guess. When the class has guessed correctly, invite a new volunteer to the front of the class to mime.

Exercise 1 1.2 1.29

With Student's Books closed, ask students to watch the video and be ready to answer some general comprehension questions.

Play the video and ask: *Where are they?* (at Amy's home); *What is Amy watching?* (a concert/a Bro concert).

Ask students to open their Student's Books and to answer the question in Exercise 1. They can watch the video again if they need to. Encourage them to check their answers by reading the dialogue. Ask them to justify their answers.

Go through the Out of class box, to make sure students understand the different words and phrases. Check understanding by asking for synonyms (e.g. *Not right now.* = *Not at the moment.*; *To be honest, …* = *Actually, …*; *Awesome!* = *Brilliant!*; *I've no idea.* = *I don't know.*; *Yeah, right.* = *I don't believe you.*).

Answers: No, he isn't. (He doesn't know much about Bro and doesn't believe all the things Amy tells him.)

Language notes

Short answers can cause problems as they may be formed using the main verb in the students' L1. Give lots of practice and correction to prevent errors such as *Yes, I like.* (instead of *Yes, I do.*) or *No, I don't want.* (instead of *No, I don't.*).

Exercise 2

Go through the Grammar box. Elicit the rules for using the third person *-s* in affirmative and negative sentences and how to form questions and answers. Tell students to work in pairs to find four more questions and answers in the dialogue. You could play the video again, or the audio only version as students look for examples in the dialogue.

Exercise 3

Tell students to use full sentences as they answer the questions and to make sure they use the correct form of the Present Simple.

Invite a student to ask the first question to another student in the class. When that student answers correctly, they ask the next question to a different student, etc.

Answers:
1 It starts at eight o'clock.
2 She thinks he is great/awesome.
3 He plays the guitar and the piano.

Exercise 4

Tell students to work in pairs and to write full answers to the questions. In their pairs, students then take turns to ask and answer the questions.

Answers: **1** I live in Hollywood. **2** No, I don't.
3 I work in a home for sick animals. **4** I go there once a week.

Exercise 5 1.3 1.30

Ask students to close their Student's Books, and play the video. When it has finished, ask: *Who's on the poster?* (Tom Lewis); *Does Amy like him?* (Yes, she does.); *Does Lee like him?* (No, he doesn't.).

Answers:
Questions:
2 What does Tom Lewis do in his free time?
3 How often does he go there?
4 Where does Tom Lewis live?
5 Does Lee always listen to Amy?
6 What does Amy want to do?

Answers:
1 No, he doesn't. He's an actor.
2 He helps old people in a hospital.
3 He goes there three times a week.
4 He lives in New York.
5 No, not always.
6 She wants to go to the movies.

1.3 1.30

See page 249.

Exercise 6

Give students one or two minutes to note down what they know about their favourite actor/pop star. Put them in pairs to ask and answer the questions. When they have finished, invite different students to tell the class about their partner's favourite star.

Exercise 7

Encourage students to think of other questions they could ask (e.g. *What's your favourite music video? Do you watch music videos on the TV or over the internet?*).

Set a time limit for students to ask and answer questions.

Invite pairs to ask and answer in front of the class.

Further practice

- Workbook page 10
- Grammar Time pages 118–119
- Resource Pack
  Resource 4: Unit 1 Lesson 4 Grammar – Find someone who …
  Resource 5: Unit 1 Lesson 4 Video – He's awesome (Part 1)

1.5 LISTENING and VOCABULARY Types of media

Lesson learning objective

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

Lead in: review of Present Simple questions and answers

Write some verbs on the board from earlier lessons: *watch*, *make*, *like*, *play*, *do*, *listen to*, *read*. Tell students to think of a question using one of these verbs. Invite a student to ask their question to any other student in the class, who has to answer. The second student then asks a different question to another student and so on.

Exercise 1 1.31

Elicit the meaning of *media*. Tell students to read the questions in the survey, and elicit some answers. Remind them that it is possible that not every speaker will say they use the internet, even if students themselves might.

Encourage students to compare their answers in pairs, then play the audio again for them to check their answers.

Answers: **B** 8 **C** 1 **D** 5 **E** 4

1.31

A: Well, I listen to the radio every morning before I go to work just to catch the headlines. And I always buy a serious newspaper such as *The Times* on Saturday and I read everything in it. I think it's important to know what's in the news – things change so quickly nowadays.

B: Oh, I never check! I mean, what's the point? It rains the next day nine times out of ten! It's funny though – my mum always watches the late night forecast on the news, and she always forgets it immediately afterwards!

C: A lot of my friends listen to the radio in the evenings but I never do. The music stations play the same groups all the time. I find a lot of music by listening to video clips on the internet. So yes, I suppose the internet is the way I discover new music.

D: I'm probably a bit old-fashioned because I still buy the local newspaper every Friday and I always check what's on. But I'm sorry to say the choice is very poor these days – the films they show are just rubbish! My husband and I don't often go to the cinema now. It's a shame!

E: Oh, newspapers, definitely. I buy a paper every day and I read it during my morning coffee break but, really, it's just for the sports pages. I think *The Daily Record* is the best for all the football news.

Exercise 2

Tell students to discuss the questions in pairs or small groups. Do the survey with the whole class and find out which form of media is the most popular for each of the questions.

Exercise 3 1.32

Elicit students' ideas and find out which of the items students are and aren't interested in, and why.

Exercise 4

Tell students to work in pairs. Remind them that to fill each gap, they have to read the whole sentence and sometimes the clue can be found after the gap.

Answers: **2** message board **3** soap opera **4** game reviews **5** video clips

Exercise 5

When students have finished, elicit some of the TV shows, radio shows and websites that they named. Discuss students' opinions of them, how often they watch them, etc.

Exercise 6 1.33

Before students listen, ask them to look at the different kinds of programme in pairs, and to think of reasons why people might like these kinds of show. Elicit ideas.

Encourage students to compare answers in pairs after the first listening. Play the audio a second time, for students to check and complete their answers.

Answers: **1** e **2** a **3** c **4** d

1.33

RA = Radio Announcer C = Cara D = Dad

RA: You're listening to *Politics Today* here on Radio 7. And with me in the studio are Tim Smith, from the Conservative Party, and Jemima Young, from the Green Party. My first question is about plans to …

C: Please, dad. Can't we listen to something else? I hate listening to current affairs, especially before school!

D: I'm surprised at you Cara. The politics show is your brother's favourite programme.

C: No, it isn't! *You* like programmes with boring politicians. You know very well that Rob and I hate this programme. Rob is only interested in programmes about sport!

D: OK then. Let's listen to Radio 1. I think the Pop Top 20 is on at the moment!

C: Dad! You know I hate *all* the songs in the Top 20.

D: So what do you listen to in the car with mum?

C: Well, sometimes we listen to a rock music station like Kerrang, but mum is never happy about it. Or sometimes we listen to her favourite radio phone-in. But then *I'm* not happy.

D: I think the only answer is to listen to one of my fantastic punk CDs.

C: Dad! No!

Exercise 7a

Set a time limit for the activity.

Exercise 7b

Invite different students to talk about their partner.

VOX POPS ▶ **1.4**

While watching, students should write down the name of one newspaper or magazine, one website and one TV show mentioned by the speakers. After watching, ask if students ever read/visit/watch any of these.

Further practice

- Workbook page 11
- Resource Pack
  Resource 6: Unit 1 Lesson 5 Listening and Vocabulary – Media survey

1.5 LISTENING and VOCABULARY Types of media

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

Newspapers | The radio | The TV | The internet

What type of media do you use:

1. to listen to new music?
2. to watch pop videos?
3. to check news about your favourite celebrity?
4. to check sports results?
5. to see what's on at the cinema?
6. to find information for school projects?
7. to check the news headlines?
8. to check the weather forecast?

1 1.31 Read the survey. Then listen and match speakers A–E with questions 1–8. There are three extra questions.

A [7] B [ ] C [ ] D [ ] E [ ]

2 CLASS VOTE Answer the questions in the survey. What is the most popular type of media in the class?

3 1.32 In which type of media from the survey can you find these things? Sometimes more than one answer is possible.

Vocabulary News and entertainment

blog/vlog current affairs documentary game show film/game reviews horoscopes message board news headlines phone-in reality show soap opera sports pages talk show video clips weather forecast

4 Use the Vocabulary box to complete the sentences.

1. My dad loves watching *game shows*. He usually shouts out the answers at the TV!
2. The group's _____ is a place on the internet for fans to meet and write about the group.
3. My favourite _____ is on Channel 4 on Mondays. I think the actors are fantastic!
4. I don't often read _____ because my friends tell me which games to buy.
5. My sister often sends me links to funny _____ with cats on the internet.

5 In pairs, take turns to name an example of the types of media in the Vocabulary box.

A: The X Factor. *B: That's a reality show.*

6 1.33 Listen and match speakers 1–4 with the type of radio programme they like a–e. There is one extra answer.

1	[ ] Cara	**a**	current affairs
2	[ ] Cara's dad	**b**	Pop Top 20
3	[ ] Rob, Cara's brother	**c**	sports
		d	phone-ins
4	[ ] Cara's mum	**e**	rock music

And YOU

7a [VOX POPS ▶ 1.4] Complete the sentences to make them true for you. Use the Vocabulary box to help you. Then compare with a partner.

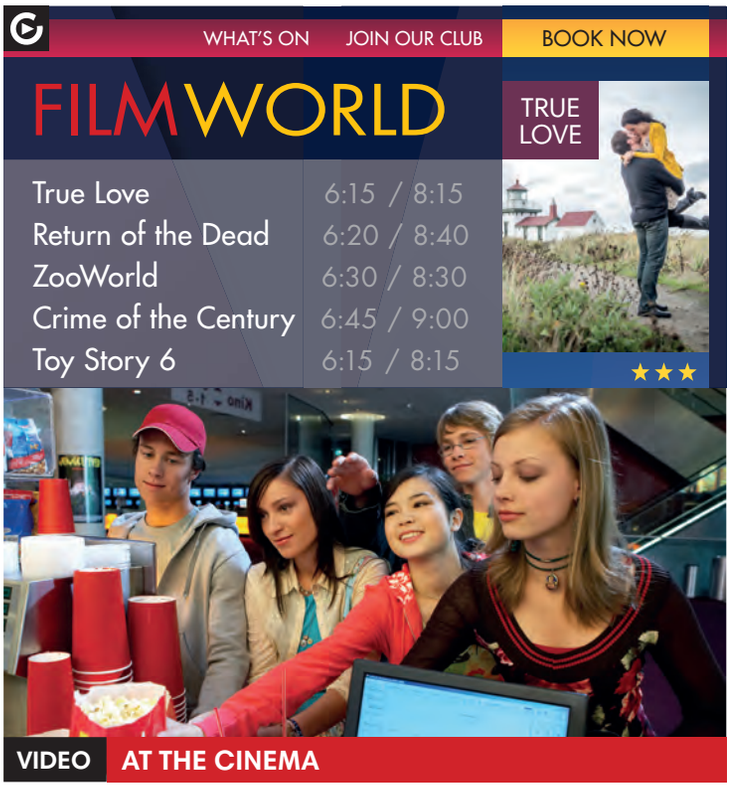
1. I often read these newspapers/magazines: _____.
2. My three favourite websites are _____, _____ and _____.
3. My favourite radio station is _____. I usually listen to it when I _____.
4. My favourite types of TV programme are _____ and _____.
5. I watch _____ every week.

7b Tell the class about your partner.

Tara often reads …

1.6 SPEAKING At the cinema

I can buy a ticket at the cinema.



VIDEO AT THE CINEMA

Lee: So, what's on?
Amy: The new Tom Lewis movie, *True Love*. It starts in ten minutes.
Lee: No way! I want to see *ZooWorld*.
Amy: I don't like fantasy films. They're boring.
Lee: Oh, come on, please.
Amy: Oh, OK.
…
Lee: Can I have two tickets for *ZooWorld*, please?
Tess: Sure, which screening?
Lee: The 6.30.
Tess: I'm sorry, it's sold out … Oh, no, hold on! There are two seats.
Lee: Great!
Tess: But they're in the front row.
Amy: Lee, I don't want to sit in the front row!
Lee: OK … I'd like two for *True Love* at 6.15, please.
Tess: Row seven. Is that OK?
Lee: Yes, thanks. How much is that?
Tess: That's twelve fifty, please.
Amy: Here you are.
Tess: Thank you. Enjoy the film!
Lee: Yeah, right.

No way! *Come on, please!* *Hold on!*

OUT of class

1 CLASS VOTE **Look at the cinema programme and say what types of film are on. Which ones would you like to see?**

I think True Love *is a romantic comedy.*
I'd like to see it.

2 1.5 1.34 **Watch or listen. Answer the questions.**

1 Which film do Lee and Amy go to see?
2 What time does it start?
3 How much is each ticket?

3 1.35 **Complete the dialogue below with one word in each gap. Listen and check.**

Speaking At the cinema

You need to say:
- What's on?
- Can I have two tickets for *ZooWorld*, please?
- I'd like two for *True Love*, please.
- The 6.15 screening.
- How much is that?
- Here you are.

You need to understand:
- Which screening?
- I'm sorry, it's sold out.
- There are two seats in the front row.
- Row seven. Is that OK?
- That's twelve fifty, please.

Krystal: Can I have two [1]*tickets* for *True Love*, please?
Tess: Which [2]_____?
Krystal: The 8.15 screening.
Tess: Here you are… Two tickets in [3]_____ five.
Krystal: How [4]_____ is that?
Tess: That's twelve fifty, [5]_____.
Krystal: [6]_____ you are.
Tess: [7]_____ you, enjoy the movie.

4 **In pairs, buy tickets for a film from Exercise 1. Use the Speaking box to help you.**

And YOU

1.6 SPEAKING At the cinema

Lesson learning objective

Students can buy a ticket at the cinema.

Lead in: review of vocabulary from the previous lesson

Use words from the previous lesson in the *Hangman* game. One space represents one letter and students take turns to guess letters to fill the gaps. They can guess the whole word if they think they know it. If a guessed letter doesn't appear in the word, on the board, draw a section of a hangman's noose and the victim's head. Students have to find the word before the victim is hung.

Words to use: *horoscope*, *message board*, *soap opera*, *talk show*, *weather forecast*, *vlog*, *current affairs*. To make it easier for students, where there are two-word vocabulary items, write the gaps for each word on a separate line rather than next to each other.

When students guess a word correctly, elicit a definition or translation of the word.

Exercise 1

Before students open their Student's Books, have a class discussion about the different films that are on at the cinema at the moment and what kind of film each one is.

Tell students to open their Student's Books to page 16 and to look at the cinema programme but not at the dialogue.

Students look at the list of films in pairs to guess what kind of film each one is and to say which ones they would like to see.

Elicit ideas from the class.

Suggested answers:
True Love – romantic comedy; *Return of the Dead* – horror film; *ZooWorld* – fantasy (or possibly documentary); *Crime of the Century* – action film; *Toy Story 6* – cartoon

Exercise 2 1.5 1.34

Tell students to close their Student's Books. Play the first part of the video and ask questions about the previous episode (e.g. *Who's on Amy's poster? Is he a pop star? Is Lee a fan of Tom Lewis? What does Amy want to do?*).

Tell students that they are going to watch the next part of the video without sound. Ask them to focus on the characters' expressions and actions. Play the video, pausing at the relevant parts to ask the following questions: *Where are they?* (at the cinema); *How many films are on?* (two); *What are they doing?* (buying tickets); *Who pays for the tickets?* (Amy).

Now tell students to open their Student's Books and read the three questions. Explain that they are going to watch the video again, this time with sound, in order to answer the questions. Play the video and elicit answers. At this stage, don't confirm which of the students' answers are correct or incorrect. Ask students to check their answers while they read and listen to the dialogue, and play the audio only version. Elicit ideas and this time confirm the answers.

Go through the phrases in the Out of class box. Point out to students or elicit from them that *No way!* is an informal way to refuse and that they shouldn't use this phrase with teachers or parents. Make sure they understand that in the phrase *Come on, please!*, the words *come on* don't add any meaning – they just add emphasis. *Hold on!* means 'wait a minute'.

Answers: **1** *True Love* **2** 6.15 **3** £6.25 (two tickets for £12.50)

Exercise 3 1.35

Go through the Speaking box with students. You could ask them to find examples of the phrases in the dialogue and play the video or audio only version again when you check answers.

Set a time limit for students to work in pairs to complete the dialogue and to practise it as a roleplay.

Invite a pair of students to act out the roleplay in front of the class.

Answers: **2** screening **3** row **4** much **5** please **6** Here **7** Thank

Exercise 4

Students work in the same pairs. Give them time to think about what they are going to say in their roleplays.

Encourage stronger students to introduce a problem into their roleplay, e.g. the film is sold out, the only seats left are in the front row, there are two tickets left but they aren't seated together.

When students have thought about their roleplays, play the video once more and pause for students to repeat phrases with the correct intonation, especially when the ticket seller is saying sorry or mentioning a problem.

Encourage students to practise their roleplays, focusing on using the correct intonation.

Invite pairs to act out their roleplays in front of the class.

Further practice

- Workbook page 12
- Resource Pack
  Resource 7: Unit 1 Lesson 6 Speaking – Order the dialogue
  Resource 8: Unit 1 Lesson 6 Video – At the cinema

1.7 WRITING A personal introduction

Lesson learning objective

Students can write a personal introduction to a webpage.

Lead in: review of vocabulary from the previous lesson

On the board, write some phrases without their vowels. Tell students to work in pairs to guess the phrases and then use them in a roleplay about buying tickets at the cinema.

Wht's n? Hw mch s tht? th frnt rw Whch scrnng?
Hr y r. sld t

(What's on?; How much is that?; the front row; Which screening?; Here you are; sold out)

Exercise 1

Ask students about the social media they use, giving examples such as Facebook and Flickr to get them started, and encouraging them to name further examples of social media.

Write the different examples of social media on the board and then do a class survey. Ask students to raise their hands for the different kinds of social media they use writing the results on the board.

Choose the most popular kind of social media and ask students why they think it is more popular than the others.

Exercise 2

Before students open their Student's Books, ask them what kinds of personal information they have included on their webpages on social media. Discuss the possible dangers of putting too much information on the internet and how it is possible to restrict viewing of private information.

Tell students to open their Student's Books and do Exercise 2.

Elicit the answer and ask where each piece of information can be found on Lee's webpage.

Answer: Sentence 3 isn't true.

Exercise 3

Ask students to complete the exercise in pairs.

Elicit the answers and what students can tell you about each topic. (School: Harlow Mill High School; Nationality: English; Hobbies: He sings, plays the guitar, makes music and writes songs; Name and age: Lee Marshall, fifteen; Family/hometown – parents and sister, Ruby/Harlow Mill, near London; Interests: books, movies, music)

Answers:
School, Nationality, Hobbies, Name and age, Family/hometown, Interests (books, music, etc.)

Exercise 4

Remind students of the linking words *and* and *but* and when to use each one.

Elicit or give students the meaning of the word *too* (as well) and look at its position at the end of the sentence in the example.

Tell students to try to find two ways in which they are similar to Lee and two ways in which they are different from him.

Invite ideas from different students.

Activity for fast finishers

Give students additional practice of making sentences using *and* and *but*. Write a suitable sentence stem on the board, e.g. *My name is … but …*, and ask students to complete it, using their imagination (e.g. *but my friends call me The Martian*). In pairs, students write on a piece of paper a few sentence stems using *and* or *but*. They swap papers with another pair and complete the sentences using their imagination. Elicit some of the completed sentences to make sure that *and* and *but* have been used correctly.

Exercise 5

Tell students to copy the Writing box into their notebooks and to complete the sentences so that they are true for them. This will give them a clear written record that they can refer back to.

Invite different students to read out a completed sentence about themselves.

Exercise 6

This writing exercise can be done in class or for homework. Encourage students to design their text as a blog or a website profile. They don't have to draw pictures, but can plan the layout of the text, considering where different items would go, what sort of fonts they would like to use and a background colour scheme for the page. If students have access to computers, they can use these to design their texts.

When students have finished, display the profiles on the classroom wall so that students can see the different ways information has been laid out to be most eye-catching.

Homework

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

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

As an additional task, ask students to write a similar paragraph about another kind of dance, with information about where the dance comes from, what it is like and why people like that kind of dance.

Further practice

- Workbook page 13
- Resource Pack
  Resource 9: Unit 1 Lesson 7 Writing – Mixed-up profiles

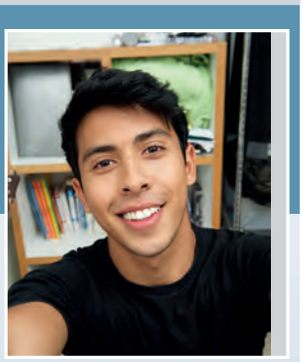
1.7 WRITING A personal introduction

I can write a personal introduction to a webpage.

Lee Marshall

Harlow Mill, near London, England

alternative/lo-fi



About me

1 My name is Lee Marshall and I'm fifteen. I'm English. I live with my parents and my sister, Ruby, in Harlow Mill, near London. I'm in Year 10 at Harlow Mill High School. My favourite subjects are Music, Art and English.

2 I like books and movies but my big passion is music. My favourite band is Arcade Fire – they're from Canada and they're awesome. In my free time, I sing and play the guitar.

3 I make music on my laptop every day and I sometimes write songs. Click on the media player to listen to them and tell me what you think!

1 CLASS VOTE **Have you got a personal webpage like Facebook or Flickr?**

2 **In pairs, quickly look at Lee's webpage. Which sentence is not true?**

1 There is a photo of Lee on the webpage.
2 You can listen to some of Lee's songs.
3 You can look at Lee's photo gallery.
4 There is some personal information about Lee.
5 You can see some of Lee's friends on his page.

Writing A personal introduction

1 Personal details
My name is ...
I'm ... years old.
I come from ... [place]/ I'm ... [nationality]
I live with my family in/My hometown is ...
I'm in Year ... at ... School.

2 Interests/Hobbies
I like/I'm into/I'm mad about ...
I'm interested in/My big passion is ...
My favourite ... is ...
In my free time,/Outside school I ...
I often ...

3 Routines
I often/sometimes/usually ...
I ... once a week/every day.

3 **In pairs, read Lee's introduction. Tick (✓) the things he writes about.**

☐ School ☐ Nationality ☐ Hobbies
☐ Best friend ☐ Name and age
☐ Family/hometown ☐ Personality
☐ Interests (books, music etc.)

4 **Look at Lee's profile again. Say how you are similar to or different from Lee.**

He's English but I come from Poland.
He's got a sister and I've got a sister too.

5 **Look at the Writing box. Complete the sentences to make them true for you. Look at Lee's text to help you.**

Writing Time

6 **Write a personal introduction for a webpage. Use the Writing box and Lee's text to help you.**

Write about:

1 personal details
2 interests and hobbies
3 routines

Wordlist and Vocabulary in action

Activity for fast finishers

Students work in pairs to study the wordlist and write down three words relating to a category of their choice. They swap lists with another pair and take turns to guess the category.

Further practice

Workbook page 14

WORDLIST Culture | Media | Growing up

act /ækt/ v
acting /'æktɪŋ/ n
action film /'ækʃən fɪlm/ n
actor /'æktə/ n
adult /'ædʌlt, ə'dʌlt/ n
art /ɑːt/ n
artist /'ɑːtəst, 'ɑːtɪst/ n
ballet /'bæleɪ/ n
blog /blɒg/ n
camera /'kæmərə/ n
cartoon /kɑː'tuːn/ n
celebrity /sə'lebrəti, sɪ'lebrəti/ n
cinema /'sɪnəmə, 'sɪnɪmə/ n
classical music /'klæsɪkəl 'mjuːzɪk/ n
comedy /'kɒmədi, 'kɒmɪdi/ n
comics /'kɒmɪks/ n
concert /'kɒnsət/ n
current affairs /'kʌrənt ə 'feəz/ n
dance /dɑːns/ v
dancer /'dɑːnsə/ n
dancing /'dɑːnsɪŋ/ n
director /də'rektə, dɪ'rektə, daɪ-/ n
documentary /ˌdɒkjə'mentəri/ n
drawing /'drɔːɪŋ/ n
drums /drʌmz/ n
fantasy film /'fæntəsi fɪlm/ n
film/game review /ˌfɪlm geɪm rɪ'vjuː/ n
flamenco /flə'meŋkəʊ/ n
game show /geɪm ʃəʊ/ n
graphic novel /'græfɪk 'nɒvəl/ n
guitar /gɪ'tɑː/ n
hip-hop /hɪp hɒp/ n
hobby /'hɒbi/ n
hometown /ˌhəʊm 'taʊn/ n
horoscope /'hɒrəskəʊp/ n
horror film /'hɒrə fɪlm/ n
horror story /'hɒrə 'stɔːri/ n
interests /'ɪntrəsts/ n
kid /kɪd/ n
media /'miːdiə/ n
magazine /ˌmægə'ziːn/ n
message board /'mesɪdʒ bɔːd/ n
middle-aged (person) /ˌmɪdəl 'eɪdʒd 'pəːsn/ adj
modern art /'mɒdn ɑːt/ n
music /'mjuːzɪk/ n
musician /mjuː'zɪʃən/ n
nationality /ˌnæʃə'nælәti, ˌnæʃə'nælɪti/ n
news headlines /'njuːz ˌhedlaɪnz/ n
novel /'nɒvəl/ n
painting /'peɪntɪŋ/ n
pensioner /'penʃənə/ n
phone-in /'fəʊn ɪn/ n
photographer /fə'tɒgrəfə/ n
photography /fə'tɒgrəfi/ n
piano /pi'ænəʊ/ n
picture /'pɪktʃə/ n
play /pleɪ/ n
poem /'pəʊəm, 'pəʊɪm/ n
pop /pɒp/ n
poster /'pəʊstə/ n
(cinema) programme /ˌsɪnəmə 'prəʊgræm/ n
radio station /'reɪdiəʊ 'steɪʃən/ n
reading /'riːdɪŋ/ n
reality show /ri'ælәti ʃəʊ/ n
rock /rɒk/ n
romantic film /rəʊ'mæntɪk fɪlm/ n
row (in cinema) /'rəʊ ɪn ˌsɪnəmə/ n
salsa /'sælsə/ n
science fiction film /'saɪəns 'fɪkʃən fɪlm/ n
screening /'skriːnɪŋ/ n
seat /siːt/ n
sing /sɪŋ/ v
soap opera /səʊp 'ɒpərə/ n
sold out /səʊld aʊt/ adj
sports pages /spɔːts 'peɪdʒ ɪz/ n
story /'stɔːri/ n
survey /'sɜːveɪ/ n
talk show /tɔːk ʃəʊ/ n
techno /'teknəʊ/ n
teenager /'tiːneɪdʒə/ n
traditional /trə'dɪʃənəl/ adj
TV programme /ˌtiː 'viː 'prəʊgræm/ n
video clip /'vɪdiəʊ klɪp/ n
violin /ˌvaɪə'lɪn/ n
weather forecast /'weðə 'fɔːkaːst/ n
website /'websaɪt/ n
writer /'raɪtə/ n
writing /'raɪtɪŋ/ n
Zumba /'zʊmbə/ n

WORD FRIENDS

act in plays/films
be interested in sth
be into sth
be mad about sth
check sports results/the weather forecast/the news
couch potato
dance flamenco
find information
go dancing
happy ending
have square eyes
learn the (dance) steps
listen to (dance) music/hip-hop
make videos
play the guitar
read comics/film reviews
see what's on (at the cinema)
take photos/selfies
watch music videos/pop videos

VOCABULARY IN ACTION

1 **Use the wordlist to find:**

1 eight types of film: *horror film, …*
2 eight types of radio/TV programmes:
3 nine things you can read:
4 five types of music:

2 **In pairs, say which three things you prefer in each category in Exercise 1.**
I prefer horror films, comedies and …

3 **Complete the Word Friends. In pairs, say if the sentences are true for you.**

1 I'm really *into* poems.
2 I never _____ selfies.
3 I'm mad _____ game shows.
4 I hate films with _____ endings.
5 I _____ the weather forecast once an hour.
6 I'm very interested _____ horoscopes.

4 **Complete the sentences with the correct form of the word in bold.**

1 Banksy is a famous British *artist*. **ART**
2 My sister's a great _____ – she can play four instruments. **MUSIC**
3 Who is your favourite film _____? **ACT**
4 I want to be a _____ when I leave school. **PHOTOGRAPH**
5 The _____ of *The Hunger Games* novels is called Suzanne Collins. **WRITE**
6 I love _____ Zumba. **DANCE**

5a 1.36 PRONUNCIATION **Listen to the underlined vowel(s) in each word and decide which sound you hear. Write the word in the correct column.**

~~guitar~~ interest media middle-aged reading seat sing teenagers video

1 /iː/	2 /ɪ/
	guitar

5b 1.37 PRONUNCIATION **Listen, check and repeat.**

Exercise 1

1 action film, cartoon, comedy, documentary, fantasy film, romantic film, science fiction film
2 current affairs, documentary, game show, phone-in, reality show, soap opera, talk show, weather forecast
3 blog, comic, film/game review, graphic novel, news headlines, novel, poem, sports pages, story
4 classical, hip-hop, pop, rock, techno

Exercise 3

2 take
3 about
4 happy
5 check
6 in

Exercise 4

2 musician
3 actor
4 photographer
5 writer
6 dancing

Exercise 5a

1 media, reading, seat, teenagers
2 interest, middle-aged, sing, video

18 Wordlist

Activities for fast finishers

1 Ask students to work in pairs to write definitions for four words from the unit. They then join up with another pair and take turns to read out their definitions and guess the words.
2 Tell students to make sentences using *I want to/I don't want to* with different collocations, in a similar way to the poem in Exercise 3. Encourage them to use their imagination.

Further practice

- Workbook page 15
- Resource Pack
  Resource 10: Unit 1 Vocabulary – What is it?
  Resource 11: Unit 1 Grammar – Questions, questions

Revision

VOCABULARY

1 **Write the correct word for each definition.**

1 This person makes films and tells actors what to do. **d** *i r e c t o r*
2 It's something you like doing in your free time. **h** _ _ _ _
3 It's a big photo or drawing. **p** _ _ _ _ _
4 It's a good idea to read one before you see a film. **r** _ _ _ _ _
5 This person is aged from thirteen to nineteen. **t** _ _ _ _ _ _ _
6 This person doesn't work because of his/her age. **p** _ _ _ _ _ _ _ _

2 **Complete the Word Friends in the text. Then ask and answer the questions in pairs.**

✻ the media and your parents

Do your parents:

1 listen to the radio? When? Which programmes do they prefer?
2 watch the [1]**n***ews* on TV? At what time?
3 watch the weather [2]**f**_____ every day?
4 watch documentaries on TV? What about [3]**s**_____ operas, [4]**t**_____ shows, [5]**g**_____ shows, [6]**r**_____ shows?
5 buy newspapers or [7]**m**_____? Which sections do they read first?

SUBMIT>

3 **Complete the poem with the words below. There are two extra words.**

act ~~go~~ make play potato sing
story take watch write

I want to [1]*go* dancing and [2]_____ the guitar
And then [3]_____ a song with my favourite pop star.
I want to [4]_____ a poem and [5]_____ in a play
And [6]_____ some photos of a beautiful ballet.
I don't want to [7]_____ films on TV all day
Or be a couch [8]_____, no way!

GRAMMAR

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

1 Beyoncé *lives* (live) in the USA. She _____ (not live) in England.
2 Jo _____ (go) to dance classes on Fridays.
3 No, I _____ (never/watch) reality shows.
4 My friends _____ (prefer) romantic films. They _____ (not enjoy) science fiction films.
5 Yes, I _____. I _____ (listen) to it every day.

5 **Make questions for the answers in Exercise 4.**

1 Where … ?
Where does Beyoncé live?
2 When … ?
3 … reality shows?
4 What kind of … ?
5 … to techno?

6 **In pairs, use the words in A and B to write five sentences about a classmate. Then ask your classmate questions with *how often* to check.**

A: always often sometimes usually never once/twice/three times a …

B: act go listen paint play read watch

Lucas always listens to rap music.
A: Lucas, how often do you listen to music?
B: I …

SPEAKING

7 **Work in pairs. Student A, ask your partner these questions and buy two tickets to see a film. Student B, look at page 131.**

Student A

- What's on?
- What time … ?
- … seats / row 7?
- How much … ?
- … two tickets / please?

DICTATION

8 1.38 **Listen, then listen again and write down what you hear.**

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

Exercise 1

2 hobby
3 poster
4 review
5 teenager
6 pensioner

Exercise 2

2 forecast
3 soap
4 talk
5 game
6 reality
7 magazines

Exercise 3

2 play
3 sing
4 write
5 act
6 take
7 watch
8 potato

Exercise 4

1 doesn't live
2 goes
3 never watch
4 prefer; don't enjoy
5 do; listen

Exercise 5

2 When does Jo go to dance classes?
3 Do you (ever) watch reality shows?
4 What kind of films do your friends prefer/like?
5 Do you (ever) listen to techno?

Exercise 8

Mark's into painting pictures. He loves bright colours. He works every day and he always paints in the morning. Mark is fifteen years old but he doesn't go to school. Why? Because he's a monkey!

BBC

CULTURE

Why do we dance?

Dancing in the UK

Many of us love dancing or watching dancing. But why do you think we do it? It's strange when you think about it. When we dance, we don't go anywhere and we don't make anything, so what's the reason for it?

Today in the UK dance is very popular. About 5 million people go to dance classes every week. There are many styles but the most popular are street-dancing, ceroc, ballet and salsa.

Street-dancing has got many styles including breaking, hip-hop and popping. It's popular with young people and you have to be very flexible. Some people say we do this kind of dance to show our friends how strong and skilful we are.

Ceroc is a simple version of swing, salsa and jive. You can do ceroc to fast or slow music. It is very popular with middle-aged people because dancing is a good way to keep fit.

Ballet is popular all over the world. There are many spins and jumps in ballet. It's very difficult and you must do a lot of training to be good at it. Ballet usually tells stories and people think it's very beautiful.

Salsa is from Cuba. The word 'salsa' is Spanish for hot and spicy sauce. Salsa dancers have got a lot of passion and energy. People usually dance salsa to fast and fun music. One reason we do this dance is to show how attractive we are to other peope.

So there are many reasons why we dance. Whatever the reason everyone agrees that dancing is great fun.

GLOSSARY
attractive (adj) good-looking
flexible (adj) bends and moves easily
skilful (adj) good at doing something
spicy (adj) a strong, pleasant taste
spin (n) the movement of something turning around very quickly

Lead in: topic introduction

One part of the homework suggestion for this lesson was to look up any unknown vocabulary. Ask students if they can explain the word *popping* (a street dance based on the technique of quickly contracting and relaxing muscles to cause a jerk in the dancer's body, referred to as a pop or a hit).

Elicit any other vocabulary students found difficult and had to look up.

Put students into small groups and tell them to discuss any kind of dance that they know and like. If students did the additional task in the homework suggestion for the lesson, they will have their short paragraphs about a kind of dance and they can choose one of these to talk about. When students have finished discussing, invite a student from each group quickly to tell the class about the kind of dance they discussed in their group and to answer any questions that other students might have.

1.6

Young Dancer Competition

Part 1

In this competition there are five dancers in each group and the best ones in each group go through to the grand final. So, let's meet the five dancers in the hip-hop section and learn how and why they dance.

First up is Harry Barnes from Liverpool. Why does he dance? Harry says that dancing is uplifting. If he's feeling sad, he usually puts on a favourite song and just dances. Then he's happy and everything is better. His favourite style is 'popping'. His advice for new dancers? Always, always, always practise – never stop!

Next is Jonadette Carpio. She was born in the Philippines but now she lives in South Wales. Why does she dance? Because dance is very creative. She invents a lot of amazing movements. Her favourite style is 'krumping'. That's a new dance style which is very popular these days. The face is as important as the body. Here, in this dance, she's a prisoner.

Third is Jodelle Douglas. He's from Bristol and he loves breaking. Jodelle dances because dance is his passion. He never stops learning. He meets up with other dancers in Bristol to exchange ideas and learn new steps. They are all passionate about dance. Here he dances in the 'popping' style.

Fourth is Sharifa Tonkmor from London. She loves dance because it's really liberating. Her favourite form of dancing is 'free-styling', or improvisation. She decides her dance style when she dances, not before! She sometimes dances with other people in Charing Cross train station. Sharifa likes dancing to rap music, like this. This type of song makes her really happy.

Last is Kieran Lai from Southend. He loves dance because he thinks it's hypnotic. He dances in the 'popping' style because he loves dancing like a machine. He creates different characters in his dances – heroes and fantasy characters. In this dance, he is the Tin Man from *The Wizard of Oz*. It's thrilling to watch him.

1.7

Part 2

So, which of the five dancers is the winner? What do you think? Jonadette, Harry, Sharifa, Kieran or Jodelle? Who do you want to win?

'And the winner of the 2015 BBC Young Dancer Hip-Hop category is Harry Barnes!'

For the judges, he is both a very talented and natural performer. He now goes through to the grand final at a big theatre in London. Watch him again then!

Exercise 1

Set a time limit of one minute for each question. Tell students that they must keep talking about the question until you stop them. They can't just answer *no* and move on to the next question.

After one minute, tell all students to move on to the next question, even if they have more to say about the previous question.

Repeat for all the questions and then elicit answers from different students.

Exercise 2

Tell students to work alone. For each false answer, they should identify the words or phrases which indicate that the sentence is false.

When students have finished, elicit the answers and ask if anyone in the class has tried any of these kinds of dances. If not, ask which one students would like to try or watch and why.

Answers: **1** F (young people) **2** F (fast or slow music) **3** F (It doesn't say where it is from originally.) **4** T

Exercise 3

Before students look at the text once more, write this sentence stem on the board: *People dance to/because* . . . .

Tell students to find four ways of finishing the sentence stem, one covering each style of dancing, and to write the completed sentences in their notebooks.

Elicit the answers and compare them to students' ideas from Exercise 1.

Possible answers:
to show our friends how strong and skilful we are; because it's a good way to keep fit; because it's beautiful to watch; to show how attractive we are; because it's great fun

Exercise 4

Ask students to read the advert.

Elicit the four styles of dance that contestants can perform: ballet, contemporary (a mixture of modern and classical ballet), hip-hop (street dancing) and South Asian (based on dances from India and Pakistan).

Talk about dance programmes that students have seen on TV in their own countries. For example, have they seen a programme partnering professional dancers and celebrities to perform ballroom dancing together?

Exercise 5 1.6

Before students watch the video, put them in pairs and tell them to look at the photos and to predict what kind of dance is reflected by each photo.

Answers: **2** D **3** C **4** E **5** B

Exercise 6

Ask a general question about whether students enjoyed the video and if they would watch a similar TV programme in their own country.

Set a time limit for students to discuss in pairs.

Invite different students to say which their favourite dancers were and why they enjoyed these performances.

Exercise 7 1.6

Put students in pairs and ask them to read through the sentences before they watch the video. If they can remember what was said in the video, they can discuss what they think the correct answers are.

Play the video again and then elicit the answers, asking students to correct the false statements.

Answers:
1 F (Dancing makes him feel happy.)
2 T
3 F (He meets up with other dancers in Bristol.)
4 T
5 F (He loves dancing like a machine.)

Extra activity

Before students see the results in the next video, invite them to give their opinions of who they think should win. Make this a quick 'put your hands up vote' and write the results on the board.

Exercise 8 1.7

After students have watched the video, encourage them to discuss the questions in pairs.

Play the video again for students to check their answers.

Answers:
1 Harry Barnes
2 because he's a talented and natural performer
3 thrilled/excited/happy
4 He goes through to the grand final (at a big theatre in London).

Exercise 9

Tell students to note down what their partner says.

When students report back to the rest of the class about their partner's opinion, ensure that everyone is paying attention by calling on individual students to say what they have just heard.

If there is time, put students into groups according to their opinion about who the winner should have been. Each group then presents their reasons for their opinion.

Presentation tip

Before students give their presentations, encourage them to search for TED talks for English language students on the internet. These can help them with ideas about how to give effective, interesting presentations.

Exercise 10

Give students a realistic time limit for this activity, as they may need to meet up outside of school hours to plan their presentation.

Go through the instructions carefully so that students know exactly what is required.

Encourage competition between the groups, to see which group can create the most engaging digital presentation.

Further practice

- Workbook pages 16–17
- Resource Pack
  Resource 12: Unit 1 BBC Culture – We've got talent
  Resource 13: Unit 1 Culture – Find the words

EXPLORE

1 **In pairs, discuss the questions.**

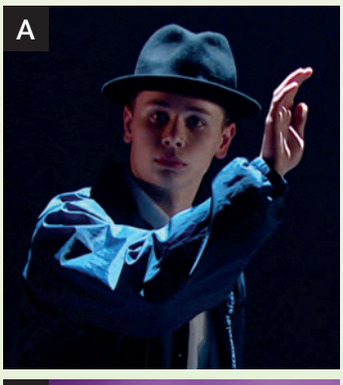
1 Do you like dancing? Are you a good dancer?
2 How popular is dancing in your country?
3 Do you know anyone who is a very good (or bad) dancer?
4 Why do you think we dance?

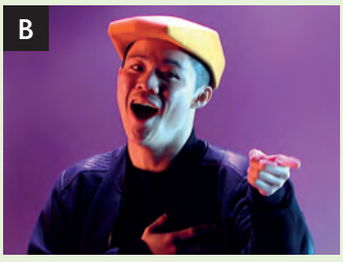
2 **Read the text. Mark the sentences T (true) or F (false).**

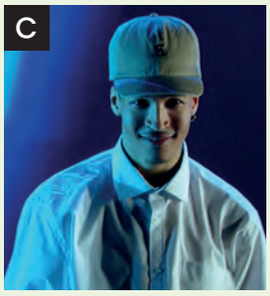
1 ☐ Street-dancing is popular with middle-aged people.
2 ☐ Ceroc is always danced to fast music.
3 ☐ Ballet is from Cuba.
4 ☐ Salsa also means a hot and spicy sauce in Spanish.

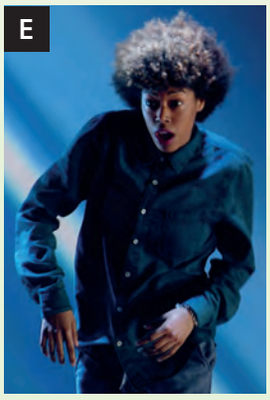
3 **Work in pairs. Read the text again and find four reasons for why people dance. Are they the same as your ideas in Exercise 1?**

This competition happens every year. Judges choose the best dancers from four sections – ballet, contemporary, hip-hop and South Asian.









EXPLORE MORE

4 **You are going to watch part of a video from the BBC about a dance competition. Read the advert for the programme. Do you have competitions like this in your country?**

5 1.6 **Watch Part 1 of the video and match photos A–E with the names of the contestants 1–5.**

1 [A] Harry Barnes
2 ☐ Jonadette Carpio
3 ☐ Jodelle Douglas
4 ☐ Sharifa Tonkmor
5 ☐ Kieran Lai

6 **In pairs, discuss who your favourite dancer is and why.**

7 1.6 **Watch the video again. Mark the sentences T (true) or F (false). Correct the false statements.**

1 ☐ Harry always feels happy.
2 ☐ Jonadette was born in a different country.
3 ☐ Jodelle usually works alone.
4 ☐ Sharifa doesn't plan her dances.
5 ☐ Kieran uses machines when he dances.

8 1.7 **Watch Part 2 of the video and answer the questions.**

1 Who is the winner?
2 Why do the judges like him/her?
3 How does the winner react/feel?
4 What happens next for the winner?

9 **Work in pairs. Do you think the winner is the best dancer? Why?/Why not?**

Yes, I agree with the result.
No, I don't think so. I think …

YOU EXPLORE

10 CULTURE PROJECT **In groups, use the language and ideas covered in the lesson to create a digital presentation promoting dance and its benefits.**

1 Use the internet to research traditional or popular dances in your country.
2 Write a short script and include some photos or video.
3 Share it with your class.

2

Friends and family

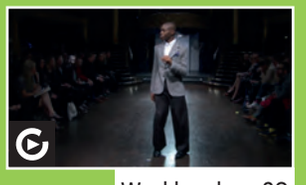
VOCABULARY
Clothes and appearance | *-ing/-ed* adjectives | Personality adjectives

GRAMMAR
Present Continuous | Present Simple and Present Continuous | Prepositions of time

Grammar: Where's Amy?

Speaking: How's life?

BBC Culture: London Fashion Week



Workbook p. 29

BBC VOX POPS

2.1 VOCABULARY Clothes and appearance

I can talk about clothes and appearance.

1 1.39 What clothes can you see in the picture? In pairs, find three things below that are NOT in the picture.

Vocabulary A Clothes and accessories

Clothes and footwear:
boots dress fancy-dress costume hoodie jacket jeans pyjamas shirt shoes shorts sweater T-shirt tracksuit trainers underwear

Accessories and body art:
baseball cap belt earrings glasses handbag necklace piercings scarf tattoo

2 I KNOW! Work in groups. How many types of clothes, footwear and accessories can you add to Vocabulary A in two minutes? Use the picture to help you.

3 Work in pairs. Copy and complete the tables with clothes, footwear and accessories. Compare with another pair. Have you got the same answers?

Winter	*scarf, …*	**Parties**	
Summer		**Sport**	

4 WORD FRIENDS How do you say the highlighted words in your language?

baggy jeans leather boots a woolly hat a plain T-shirt a checked shirt striped pyjamas a tight skirt a cotton top with a Batman logo on it

Unit contents

Vocabulary
- Clothes and appearance
- *-ing/-ed* adjectives
- Personality adjectives

Grammar
- Present Continuous
- Present Simple and Present Continuous
- Prepositions of time

Communication skills
Giving and responding to news

Examples of 21st century skills/competencies
- Critical thinking: page 22 (Exercise 3), pages 32–33
- Collaboration: page 22 (Exercise 2), page 25 (Exercise 6), page 27 (Exercise 8), page 33 (Exercise 13)
- Creativity: Resource 25
- Digital literacy: page 33 (Exercise 13)
- Assessment for learning: page 31
- Autonomy and personal initiative: page 26 (Exercise 7)

2.1 VOCABULARY Clothes and appearance

Lesson learning objective
Students can talk about clothes and appearance.

Lead in: review of the characters from earlier in the book

Write on the board the names and other words from Unit 1 below and tell students that these are all answers to questions. Put students into groups and tell each group to write a question for each answer. They cannot open their Student's Books. When a group has finished, they swap their questions with another group. Elicit or give the correct questions and tell the groups to give one mark for each correct question. The group with the most correct questions are the winners.

Names and other words to use: *Ruby*, *Elvis*, *Harlow Mill*, *thirteen*, *Jamaica*, *Lisa*, *French and History*, *Arcade Fire*

Questions (allow correct alternatives such as *What is Lee's sister called? What is the name of Lee's sister?*):
What's Lee's sister's name?
What's Lee's cat's name?
Where does Lee live?
How old is Ruby?
Where is Lee's mum from?
What's Krystal's sister's name?
What are Krystal's favourite subjects?
What's the name of Lee's favourite band?

Exercise 1 1.39

Elicit the meanings of all the items in the Vocabulary box and where in the picture they can be seen.

Play the audio, pausing after each word for students to repeat.

Answers: *Fancy-dress costume*, *jacket* and *handbag* are not in the picture.

Exercise 2

It is probably best to limit this to things in the picture that haven't been mentioned yet or students may come up with very obscure words.

Give students a written record of the new items and make sure they understand what each one refers to.

Possible answers:
Clothes and footwear: blouse, cardigan, dressing gown, leggings, sandals, skirt, slippers, socks, top, trousers
Accessories: bracelet, hat, gloves, sunglasses, tie

Exercise 3

Tell students to copy the table into their notebooks.

Encourage them to think of winter-specific clothes and summer-specific clothes (some clothes can be worn in both winter and summer).

Elicit ideas and ask for explanations if some of the students' ideas seem unusual.

Possible answers:
Winter: hat, gloves, sweater
Summer: hat, sandals, shorts, sunglasses, T-shirt
Parties: dress, fancy-dress costume
Sport: shorts, tracksuit, trainers, T-shirt

Exercise 4

Put students into pairs and, if possible, give each pair a dictionary to look up any words they are unsure of.

Elicit answers and check the meanings of all the words.

Write the following headings on the board: *Size/Shape*, *Material*, *Colour/Pattern*.

Tell students to match the highlighted words with the correct headings:

Size/Shape: *baggy*, *tight*
Material: *leather*, *woolly*, *cotton*
Colour/Pattern: *plain*, *checked*, *striped*, *logo*

Exercise 5 1.40

Tell students to work in pairs.

Discuss the example with students. Tell them to look at Tony's jeans in the picture and elicit once more the meaning of *baggy* and *tight*.

Answers: **2** checked **3** boots **4** striped **5** tight **6** top with a Batman logo on it **7** plain

Exercise 6

First, tell students to look at the quiz on their own and to decide on their preferences.

Students then discuss their preferences in pairs.

Elicit students' opinions about the quiz.

Culture notes

Beyoncé's full name is Beyoncé Giselle Knowles-Carter. She became famous as a member of the group Destiny's Child, which was managed by her father. In 2003 Beyoncé released her first solo album and two years later Destiny's Child split up. Beyoncé has since gone on to be one of the most successful audio artists in history. By 2015 she had received more Grammy nominations than any other female artist and had won twenty Grammy awards.

Exercise 7 1.41

Tell students to read the text alone and then discuss the picture in pairs and try to guess who the artist is.

Elicit the answers and ask students for their opinions about Beyoncé.

Answers: **2** leather **3** earrings **4** cotton **5** jeans **6** trainers **7** cap
The mystery person is Beyoncé.

Extra activity

Tell students to choose a famous person and make a presentation to show the class in a future lesson. This could be some photos and some sentences that they read out or a multimedia presentation that can be shown in class.

Exercise 8 1.42

Tell students to work in pairs to predict what people might say for each item.

Elicit ideas and then play the audio for students to listen and write the answers.

Elicit the correct answers.

Answers:
2 a (nice) top, a (short) skirt and (leather) boots
3 (blue and white) striped tops, (white) shorts, (blue) socks and football boots
4 a(n old) T-shirt, tracksuit trousers and slippers
5 jeans and a (new) T-shirt
6 (baggy) jeans, a (white) shirt, a baseball cap, (white) trainers

1.42

1 It gets very cold in my house in winter, so I always wear pyjamas in bed. My favourite ones are purple, with the words 'Go away! I want to sleep!' on the front.
2 I don't wear a dress and I don't put on much make-up or jewellery. I prefer a nice top, a short skirt and my leather boots – you know, more or less the clothes I normally wear when I go out with my friends. My mum isn't happy. 'It's a wedding!' she says. 'Put on a dress and a necklace!' But I hate wearing formal clothes, so I don't listen to her.
3 I play every weekend. We wear striped tops, eh … blue and white striped tops, white shorts and blue socks. I've got some fantastic new football boots too.
4 When I'm at home, I really want to relax, so I usually put on an old T-shirt, my tracksuit trousers and my slippers. It's important to be comfortable.
5 It's different if we go to a party, but normally when we go out together, I just wear normal clothes. The same as my friends, you know, jeans and a T-shirt. OK, maybe a *new* T-shirt, but nothing special.
6 It's important to look good at parties. You never know who you could meet, so I usually wear my favourite baggy jeans, a white shirt and a baseball cap. Oh, and white trainers. I always wear white trainers.

Exercise 9

Have dictionaries available in case students need to look up words they don't know (e.g. *a onesie*, *a nightie*).

When pairs have finished, ask individual students what they wear on different occasions.

VOX POPS ▶ 2.1

Before watching, check that students understand *tuxedo* (*tux*), (*high*) *heels*, *to straighten* (*hair*), (*riding*) *breeches*, (*riding*) *helmet*. Explain that one speaker mentions Converse (a make of shoe) and Ben (Sherman) shirts. Ask students if they know these brands. After watching, put students into pairs and tell them to discuss which speaker they are most similar to, giving reasons.

Extra activity

Talk to students about fashion shows and what happens in them – a model walks up and down a catwalk while a presenter describes his or her clothes. Tell students they are going to roleplay a fashion show. In groups of three, they choose two models and a presenter. Allow the groups time to plan what the presenter is going to say and how the models are going to parade. Encourage students to use their imagination about how to make the fashion show as humorous as possible. When the groups are ready, invite each group to act out their fashion show.

Further practice

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

5 1.40 **Look at the picture on page 22 and choose the correct option. Listen and check.**

1 Tony's jeans are *baggy* / *tight*.
2 Leo's shirt is *checked* / *plain*.
3 Jade's got leather *boots* / *shoes*.
4 Eric's got *checked* / *striped* pyjamas.
5 Mia's skirt is *baggy* / *tight*.
6 Angela's got a *plain top* / *top with a Batman logo on it*.
7 Layla's T-shirt is *plain* / *striped*.

6 **In pairs, do the Fashion Quiz. Then look at page 130 and check how similar or different you are.**

I prefer a T-shirt. What about you?

7 1.41 **Complete the text with the words below. Listen and check.**

cap cotton earrings jeans leather ~~skirts~~ trainers

Who is she?

She's a singer and actress. In her concerts, she usually wears short [1]*skirts* or tight dresses, [2]_____ boots and jewellery (a necklace, bracelets and [3]_____). In her free time, she prefers more casual clothes, for example, a plain [4]_____ T-shirt, blue [5]_____, white [6]_____ and a baseball [7]_____. She was born in Texas, USA on 4 September 1981.

8 1.42 **Listen to six people talking about what they wear. Complete what they say.**

1 When I go to bed, I wear *pyjamas*.
2 When I go to a wedding, I wear …
3 When I play my favourite sport, I wear …
4 When I'm at home, I wear …
5 When I go out with friends, I wear …
6 When I go to a party, I usually wear …

And YOU

9 [VOX POPS ▶ 2.1]
Complete the sentences in Exercise 8 to make them true for you. Then compare with a partner.

A: What do you wear when you go to bed?
B: I usually wear pyjamas.

2.2 GRAMMAR Present Continuous

I can talk about present activities.

VIDEO **WHERE'S AMY?**

Mum: Amy! Are you sleeping?
Amy: No, I'm not.
Mum: What are you doing? Your eggs are getting cold. I hope you aren't talking on that phone again!
Amy: No, I'm getting ready for school. I'm brushing my hair!
Mum: Well, hurry up! We're waiting for you.
Aunty: Is she coming?
Mum: Yes, she is. She's brushing her hair.
…
Amy: Morning!
Aunty: Amy! How's school? How's your boyfriend? Lou, isn't it? Oh dear, you're looking tired this morning. Are you feeling OK?
Amy: Yes, I am. School's fine and *Lee* isn't my boyfriend.
Aunty: Oh, I see … What are you having for breakfast?
Amy: I'm not hungry, Aunty Linda, thanks. Excuse me.
Mum: Amy, where are you going?
Amy: I'm going to school.
Mum: But it's only ten to eight!
Amy: Catch you later, then. See you!
Mum: I don't get it. Why is Amy going to school now?

Catch you later!
See you! *I don't get it.*

OUT of class

1 CLASS VOTE **Answer the questions.**

- Are you chatty or quiet when you get up?
- Do you like breakfast time? Why?/Why not?

2 2.2 1.43 **Watch or listen. Why are the adults shocked?**

3 **Find more examples of the Present Continuous in the dialogue.**

Grammar Present Continuous

+	–
I'm brushing my hair.	I'm not sleeping.
She's coming.	She isn't waiting.
They're eating.	They aren't talking.
?	
Are you coming?	Yes, I am./ No, I'm not.
Is he going?	Yes, he is./No, he isn't.
Are they eating?	Yes, they are./No, they aren't.
Where are you going?	What is she doing?

GRAMMAR TIME > PAGE 119

4 **Make affirmative (✓) and negative (✗) sentences in the Present Continuous.**

1 Amy: sleep ✗ get ready for school ✓
Amy isn't sleeping. She's getting ready for school.
2 Amy: talk on the phone ✗ brush her hair ✓
3 Mum and Aunty Linda: eat ✗ wait for Amy ✓
4 They: drink coffee ✗ drink tea ✓

5 **Make questions in the Present Continuous. In pairs, look at the photo and try to answer the questions.**

1 Amy / wear / school uniform / ?
A: Is Amy wearing her school uniform?
B: Yes, she is.
2 what / they / eat / for breakfast / ?
3 what / mum / do / ?
4 why / Amy / go / to school / early / ?

6 1.44 **Complete the dialogue with the Present Continuous form of the verbs. Listen and check.**

Dad: What [1]*are you doing* (you/do), Lee?
Lee: I [2]_____ (eat) a banana for breakfast.
Dad: Why [3]_____ (you/eat) a banana? [4]_____ (you/feel) ill?
Lee: No, I [5]_____. I'm fine.
Dad: We [6]_____ (have) bacon and eggs.
Ruby: Dad? Lee [7]_____ (eat) fruit! [8]_____ (he/feel) ill?

7 **In pairs, ask and answer questions about what your friends and family are doing.**

A: What's your mum doing? *B: She's …*

And YOU

2.2 GRAMMAR Present Continuous

Lesson learning objective

Students can talk about present activities.

Language notes

The spelling rules for the Present Continuous are as follows:

For most verbs, we add *-ing* to the verb.

If the verb has only one syllable and ends with one vowel + one consonant, we double the final consonant (*run – running*). The same is true for verbs with more than one syllable, but only if the final syllable is stressed (*begin – beginning* but *open – opening*).

If the verb ends in *-e*, we drop the *-e* and add *-ing* (*come – coming*), but if it ends in *-ie*, the *-ie* changes to *-y* (*lie – lying*).

Lead in: review of clothes and appearance vocabulary

Tell students to look carefully at each other while they walk around the classroom. When you say *Stop*, students should stand back to back with another student close to them. Without looking, they take turns to describe the clothes that the other is wearing. Repeat a few times.

Exercise 1

Tell students to keep their Student's Books closed.

Ask the questions and encourage individual students to answer. Ask further questions such as: *Do your parents wake you up or do you get up without anyone telling you? Do you take long to get ready for school?*

Exercise 2 2.2 1.43

With Student's Books still closed, play the first part of the video and ask questions about the previous episode (e.g. *Why is Amy upset? Does Lee always listen to Amy?*).

Tell students that they are going to listen to the next episode. Before they listen, write these words on the board and explain that they relate to a conversation in the video: *eggs*, *school*, *not hungry*, *ten to eight*. Put students into pairs and ask them to guess what the conversation is about.

Play the audio only version and invite individual students to summarise the conversation and to compare it with what they guessed previously.

Ask students to open their Student's Books and look at the question. Ask them to watch in order to answer it, and play the video.

Answer: because Amy is going to school early without breakfast

Language notes

Correct word order often causes problems for students when forming questions. Use self-correction techniques as much as possible to make students aware of their errors and able to correct themselves. For example, repeat what the students have said with a questioning intonation (e.g. *He is …?* when it should be *Is he …?*) or have your hands in front of you, with both index fingers raised, and then cross the index fingers to show students that the word order needs to be swapped.)

Exercise 3

Go through the Grammar box with the class and elicit when we use the Present Continuous (for things happening now). You could play the video again or the audio only version as students look for examples in the dialogue, and then ask more questions about the episode, using the Present Continuous (e.g. *Is Amy sleeping? What is she doing? Is Aunty Linda drinking coffee? What are they having for breakfast? Where is Amy going?*).

Exercise 4

Before students write the sentences, elicit or give them the spelling rules for verbs ending in *-e* (*come – coming*) and for one-syllable verbs that end with one vowel and one consonant (*get – getting*).

Answers:

2 Amy isn't talking on the phone. She's brushing her hair.
3 Mum and Aunty Linda aren't eating. They're waiting for Amy.
4 They aren't drinking coffee. They're drinking tea.

Exercise 5

Choose one of the questions from Exercise 3 and elicit how we change statements to make questions in the Present Continuous (we swap the order of *be* and the subject.)

Elicit the questions and have students discuss the answers in pairs before checking with the class.

Answers:

2 What are they eating for breakfast? They're eating eggs and toast.
3 What is mum doing? Mum is talking to Amy.
4 Why is Amy going to school early? Possible answers: She isn't feeling well./She doesn't like eating breakfast with her aunt./ She's got a big test at school. (Note that the answer will be revealed in Lesson 2.6.)

Exercise 6 1.44

Tell students to use short forms where possible.

Encourage them to compare their answers in pairs.

Answers: **2** 'm eating **3** are you eating **4** Are you feeling **5** 'm not **6** 're having **7** 's eating **8** Is he feeling

Exercise 7

Tell students to give their partners three names of friends and family to ask about, to avoid *I don't know* answers.

Students ask and answer in pairs.

Invite different pairs to ask and answer in front of the class.

Further practice

- Workbook page 20
- Grammar Time page 119
- Resource Pack
  Resource 15: Unit 2 Lesson 2 Grammar – Where am I?
  Resource 16: Unit 2 Lesson 2 Video – Where's Amy?

2.3 READING and VOCABULARY A reader's letter about parents

Lesson learning objective

Students can find specific detail in a letter and talk about feelings.

Lead in: review of the Present Continuous

Tell students to think of an activity which they could mime in front of the class. As an example, sit in a chair and mime watching TV. Ask the class: *What am I doing?* and elicit the answer: *You're watching TV*. Invite a student to come to the front of the class to mime an activity (e.g. riding a bicycle). The student also asks the question: *What am I doing?*, to elicit the answer (e.g. *You're riding a bicycle.*). Repeat for as long as necessary.

Exercise 1

Tell students not to read the text but just to discuss the photo. Encourage them to think about who the people are and how they might be feeling.

Elicit ideas from students, e.g. *The girl is embarrassed by her mother, who is trying to act cool like a teenager.*

Suggested answer: The photo shows a middle-aged woman with a teenage girl, maybe her daughter. The woman thinks she's cool. The girl isn't very happy about it.

Exercise 2

Discuss the question with the class. Ask them if their parents ever do anything which embarrasses them and encourage different students to respond.

Tell students to read the text and to note the embarrassing things that are mentioned.

Suggested answer: According to the letter, parents say the same things again and again, they are embarrassing in front of your friends (e.g. wearing embarrassing clothes, telling jokes to your friends, greeting your friends with a high five, speaking in a strange voice, talking to your friends about things like piercings, using cool language) and they are always on your Facebook page.

Extra activity

Students discuss the ideas in the text and compare Bobby's problems with situations they experience in their own lives. Invite students to discuss whether their parents are more or less embarrassing than Bobby's, giving reasons for their answers.

Exercise 3 1.45

Before students listen to the audio, ask them to read the sentences and the different choices, so that they know what they are listening for.

Ask students to justify their answers by referring to information in the text.

Answers:

2 b (He is with two friends and is shocked to see his mum and dad.)
3 a (They look excited.)
4 a (She uses her high 'talking to a young puppy' voice.)
5 a (He suddenly sees a new comment. It is from his mum.)

Extra activity

In pairs, students roleplay Bobby and a friend meeting up. The friend notices that Bobby is looking upset and asks what is wrong. Bobby tells his friend all about his parents' embarrassing behaviour. Invite different pairs to perform their roleplay in front of the class.

Exercise 4 1.46

After listening, discuss the *-ing* adjectives with the class and invite students to name something they find *interesting*, *boring*, etc.

Then discuss the *-ed* adjectives and invite students to say how they are feeling at the moment.

Tell students to complete the sentences on their own and then to compare their answers in pairs.

Answers: **2** irritating **3** shocked **4** boring **5** embarrassed

Exercise 5 1.47

Before you play the audio, ask students how they feel when they listen to different kinds of music. Ask them what kinds of music they listen to if they want to relax, if they feel happy/sad, etc. Also ask them what kinds of music they find annoying, irritating or boring.

Pause the audio after each sound. Ask students for their opinions, encouraging them to give reasons and to agree or disagree with each other.

1.47

1 [dubstep music]
2 [opera singer]
3 [birdsong]
4 [film music]
5 [rap music]
6 [pneumatic drill]

Exercise 6

Elicit or give students the question: *How do you feel when …?*

In pairs, students take turns to ask and answer about the different situations. Give them a time limit and then elicit the questions and answers from the class.

VOX POPS 2.3

While watching, tell students to think about which countries the two foreign speakers are from. After watching, put students into pairs to discuss. (The woman is from Barcelona – she talks about Barca football team. The man is from Mexico – he talks about Monterrey, a Mexican football team.)

Activity for fast finishers

Students think of three more situations to ask about. They ask as many students as possible and tell the class what they found out.

Further practice

- Workbook page 21
- Resource Pack
  Resource 17: Unit 2 Lesson 3 Reading and Vocabulary – It's annoying and I'm annoyed!

2.3 READING and VOCABULARY A reader's letter about parents

I can find specific detail in a letter and talk about feelings.

TeenLives Magazine

IT'S SO ANNOYING!

Write and tell us about the things that really annoy you.

Bobby Wingate, 15, Hampshire

Dear TeenLives

TOP 3 ANNOYING THINGS THAT PARENTS DO

1 They say the same things again and again

I'm leaving for school when dad says to me, 'Pull up your trousers, son. We can see your underwear.' I answer, 'It's the fashion, dad'. We have this boring conversation every morning.

2 They're embarrassing with your friends

It's Saturday and I'm spending the afternoon with Joel and Harry in the shopping centre. Suddenly I am shocked to see mum and dad outside the supermarket. Dad is wearing his baseball cap and mum is in pink leggings – so embarrassing! They look excited to see us. Dad gives my friends a 'high five' and starts telling one of them his annoying jokes. Mum starts speaking in her high, 'talking to a young puppy' voice. She tells Joel that his piercing is 'totally awesome' and asks where she can get one. She is forty years old.

3 They're always on your Facebook page

It's Sunday morning and I'm adding some great photos from Harry's birthday party to my Facebook page. Suddenly I see there's a new comment next to a funny photo of Harry in his Superman costume. It says, 'OMG, LOL!' I'm annoyed to see the comment is from my mum.

1 In pairs, describe the photo in the article.

2 What can parents do that really annoy their children? Read the letter and check your ideas.

3 1.45 Read the letter again. Choose the correct answers.

1 Bobby's dad
   - (a) often talks about Bobby's trousers.
   - b likes his son's trousers.

2 Bobby is at the shopping centre
   - a with his parents.
   - b with his friends.

3 At the shopping centre, Bobby's parents
   - a are pleased to see him.
   - b are annoyed with him.

4 Bobby's mum
   - a speaks with a different voice.
   - b hates Joel's piercing.

5 On Sunday, Bobby
   - a sees his mum is on Facebook.
   - b is writing comments on Facebook.

4 1.46 Complete the words below with *-ing* or *-ed*.

Vocabulary *-ing/-ed* adjectives

- A person, thing or situation is ...
  annoy**ing** bor**ing** excit**ing** embarrass**ing** frighten**ing**
  interest**ing** irritat**ing** relax**ing** shock**ing** tir**ing** worry**ing**
- You are / get / feel ...
  annoy**ed** bor**ed** excit**ed** embarrass**ed** frighten**ed**
  interest**ed** irritat**ed** relax**ed** shock**ed** tir**ed** worr**ied**

1 I'm always tir*ed* on Fridays.
2 I like the band but the singer's irritat_____.
3 My phone bill's so high. I'm shock_____.
4 My sister thinks rock music is bor_____.
5 Kerry feels embarrass___ in a skirt – she prefers jeans.

5 1.47 Listen. Use the words from the Vocabulary box to comment on what you hear.

A: I think it's exciting. B: No, I disagree. I think it's irritating.

6 [VOX POPS ▶ 2.3] In pairs, use the Vocabulary box to say how you feel when:

- your team is losing 5:0
- you're not sleeping well
- you make a silly mistake
- it's the last day of school
- you're watching a horror film
- your mum or dad talks to your friends

I feel annoyed/It's annoying when ...

And YOU

2.4 GRAMMAR Present Simple and Present Continuous

I can talk about what usually happens and is happening around now.

Stuck in a routine?

IT'S TIME TO BREAK FREE!

Experts say it's good to change our routines. What are you doing to break free from your routine? Send us a photo and short text and win a weekend in London!

LAURYN, ROCHESTER

I usually go straight home after school. I do my homework and then I play *Myths of Zoraya*. My team is taking part in an online tournament this week. We aren't doing very well but we are getting better. But today I'm not sitting at home. I'm with my friends in the town centre. We're wearing funny costumes and we're collecting money for sick children. We're lucky. It isn't raining.

1 1.48 **What is Lauryn doing in the picture? Read the text and answer the questions.**

1 What does Lauryn usually do after school?
2 Is her team doing well in the tournament?
3 What is she doing today?

2 **Find two more examples for each rule in the text in Exercise 1.**

Grammar Present Simple and Present Continuous

- **Present Simple**
  Facts and routines.
  I usually go straight home after school.
- **Present Continuous**
  Things happening at the moment of speaking.
  It isn't raining now.
- **Time expressions:** *now, at the moment, today, these days, this week/month*
  Things happening around now but maybe not at the time of speaking.
  My team is taking part in a tournament this week.

GRAMMAR TIME > PAGE 119

3 **Choose the correct option.**

1 We *study* / *are studying* Algebra this semester.
2 Leo *saves* / *is saving* his money to buy trainers.
3 Sam's two so he *doesn't go* / *isn't going* to school.
4 How often *do you play* / *are you playing* video games?
5 You *don't watch* / *aren't watching* this. Can I change the channel?

4 **Make sentences with *but* to describe Paula's usual life and what's happening now.**

Paula usually goes to bed late but tonight she's going to bed early.

Usually	Now
go to bed late	tonight / early
drive to work	today / ride / a bike
not read novels	a great book at the moment
wear jeans	today / go / a wedding / so a dress
eat meat	try to lose weight / so this week / salad

5 **Look at Exercise 4 and make sentences about you.**

6 1.49 **Complete the text with the correct form of the words in brackets. Use the Present Simple or the Present Continuous. Listen and check.**

RUSSELL, GLOSSOP

I [1] *always get up* (always/get up) late on Saturdays. I [2] _____ (usually/have) breakfast at lunchtime! But this week my parents [3] _____ (change) the windows and they [4] _____ (put) in a new kitchen. The noise is terrible. So today I [5] _____ (break) my usual Saturday routine. It's only 9 a.m. but I [6] _____ (not lie) in my bed. I'm with my friend Gareth and we [7] _____ (walk) up a mountain. The sun [8] _____ (shine). It's great! Gareth [9] _____ (do) this every week. Now I understand why.

7 **Complete the sentences with the name of a classmate. Compare in pairs. Then ask your partner if the sentences are true for him/her.**

And YOU

1 *Ola* doesn't like dancing.
2 ___ always arrives late.
3 ___ laughs a lot.
4 ___ is learning to play an instrument.
5 ___ is working hard these days.
6 ___ isn't wearing jewellery today.

A: Do you like dancing? B: No, I don't.

2.4 GRAMMAR Present Simple and Present Continuous

Lesson learning objective

Students can talk about what usually happens and is happening around now.

Language notes

In some languages, the same structure may be used to talk both about routines and about actions happening now. If this is the case, students may need additional help and practice to be able to make this distinction.

Lead in: review of *-ed* and *-ing* adjectives

In pairs, students write down some activity words. They then take it in turns to say sentences about each activity using *-ed* and *-ing* adjectives, e.g. *Reading is relaxing. I get bored reading books.*

Exercise 1 1.48

Discuss the photo of Lauryn with the class. Elicit or give them the vocabulary: *reindeer antlers*, *bucket*, *red nose*.

Ask students to say what they think she is doing.

Answers:

1 Lauryn usually goes straight home, does her homework and then plays *Myths of Zoraya*.
2 No, they aren't (but they're getting better).
3 Today she's with her friends in the town centre, collecting money for sick children.

Exercise 2

Go through the Grammar box with students. Ask them which tense we use with adverbs of frequency such as *always*, *usually*, *often* (*Present Simple*). Ask them which tense we use to talk about something happening *now*, *this week*, *today* (*Present Continuous*).

Remind students that we use the Present Continuous not only for things happening exactly now but also for things happening around now, such as *I'm reading a great book.* (I'm not reading at this minute but I'm in the middle of reading the book.).

Answers:

Rule 1 – Present Simple for facts and routines
I usually go straight home after school. I do my homework and then I play *Myths of Zoraya*.

Rule 2 – Present Continuous for things happening at the moment of speaking
But today I'm not sitting at home. I'm with my friends in the town centre. We're wearing funny costumes and we're collecting money for sick children. We're lucky. It isn't raining.

Rule 3 – Present Continuous for things happening around now but maybe not at the time of speaking
What are you doing to break free from your routine?
My team is taking part in an online tournament this week.
We aren't doing very well but we are getting better.

Exercise 3

Discuss the example sentence with students. Ask them why the Present Continuous is the correct form to use (*because it's referring only to this semester, not as a permanent fact*).

Encourage students to discuss the other sentences in pairs, to decide on the correct form and the reasons for this.

Answers:

2 is saving (happening around now)
3 doesn't go (fact)
4 do you play (asking about a routine)
5 aren't watching (happening at the moment)

Exercise 4

Remind students that we use *but* to link two contrasting ideas. Explain that in this instance, the contrast is between what usually happens and what is happening at the moment.

Students write full sentences in their notebooks.

Answers:

Paula usually drives to work but today she's riding a bike.
Paula doesn't usually read novels but she's reading a great book at the moment.
Paula usually wears jeans but today she's going to a wedding so she's wearing a dress.
Paula usually eats meat but she's trying to lose weight, so this week she's eating salad.

Exercise 5

Invite students to think of things that are usually true about themselves but aren't true at the moment. Elicit one or two ideas from the class, to help students get started.

Students work individually to write sentences in their notebooks.

Put students into pairs to compare their sentences.

Invite different students to tell the class one of their sentences.

Exercise 6 1.49

Tell students to read the text quickly before they start to complete it. Remind them to use the time expressions to help them decide the correct tense to use.

Elicit the answers and check the spelling of *lie – lying*.

Answers: **2** usually have **3** are changing **4** 're putting **5** 'm breaking **6** 'm not lying **7** 're walking **8** is shining **9** does

Exercise 7

Tell students to write a different classmate's name for each sentence.

If the pairs disagree with each other when they compare sentences, they should ask the classmate concerned if the sentence is true or not (*Ola, do you like dancing? Jack says you don't but I think you do.*).

When students have finished the first task, ask them to follow the example as they ask and answer about each of the activities in the six sentences.

Invite different pairs to ask and answer in front of the class.

Further practice

- Workbook page 22
- Grammar Time page 119–120
- Resource Pack
  Resource 18: Unit 2 Lesson 4 Grammar – Usually and today

2.5 LISTENING and VOCABULARY Describing a friend's personality

Lesson learning objective

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

Lead in: review of the Present Simple and Present Continuous

Put students into pairs. Tell them that they have to think of four questions which, when they ask another student, will elicit the answers: *Yes, I do*, *Yes, I am*, *No, I don't* and *No, I'm not*. The questions for *Yes, I am* and *No, I'm not* should use the Present Continuous, not just the verb *to be*. Get students started by giving possible questions: *Do you like rock music? Are you sitting in a classroom?*

When the pairs have written their questions, they join up with a second pair and try to elicit the four answers. Ask different students for a question they asked and the answer they received.

Exercise 1

Before students open their Student's Books, encourage them to think of personality adjectives that they know.

Elicit personality adjectives from different students and write new words on the board, unless they appear in Exercise 2. Make sure all students understand the new words.

Exercise 2 1.50

After listening, elicit the meanings of difficult words.

Play the audio again, pausing after each word for students to repeat.

Explain that some words may be considered neutral.

Elicit students' ideas and reasons why they think each adjective is either positive or negative.

Answers:
Positive: chatty, cheerful, hard-working, helpful, outgoing
Negative: bossy, moody, rude, untidy
(*Quiet* is neutral.)

Exercise 3 1.51

Check that students understand *opposite*. Give examples by saying an adjective and asking students to say the opposite adjective: *big* (*small*), *tall* (*short*), *easy* (*difficult/hard*), *good* (*bad*), *hot* (*cold*), etc.

Answers: lazy ≠ hard-working, polite ≠ rude, shy ≠ outgoing, talkative ≠ quiet, tidy ≠ untidy

Exercise 4 1.52

Before playing the audio, encourage students, in pairs, to discuss the picture of Sandra without reading the comments and to guess what her personality is like.

Answers: **1** outgoing **2** cheerful **3** chatty

Exercise 5 1.53

Tell students to read the five questions and the options. Explain that all the options are usually mentioned in the audio but in different contexts, so it is important that they listen to the whole dialogue before deciding which option to choose. Remind them about the cinema dialogue in the previous unit, where the characters originally wanted to see *ZooWorld* but in the end went to see *True Love*.

When you elicit the answers, ask students to explain why the other answers were incorrect (e.g. *in question 1, Sandra has got £15 and the other skirts cost £25*).

Answers: **2** c **3** c **4** a **5** b

1.53

See page 249.

Exercise 6 1.54

Tell students to read the sentences before they listen.

When students have listened to the dialogues, ask them to describe how they would feel about the three boys if they were Sandra.

Then invite different students to say which of the boys they prefer – Malcolm, Tyler or Frank – and encourage them to give reasons for their preference.

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

1.54

See page 250.

Exercise 7

Tell students to work alone to read the sentences and choose the adjectives.

Encourage them to compare answers in pairs.

Ask students to say if they have changed their minds about the three boys now that they have read Sandra's descriptions of them.

Answers:
1 shy, untidy
2 big-headed, bossy, rude
3 polite, hard-working, helpful

Exercise 8

Set a time limit and get students to work individually.

Encourage them to compare ideas in pairs, giving reasons.

Activity for fast finishers

Extend the activity by asking students to write sentences as in Exercise 7, giving reasons why they chose the adjectives: *I'm chatty. I love talking to my friends. Sometimes my teachers tell me to be quiet.*

Further practice

- Workbook page 23
- Resource Pack
  Resource 19: Unit 2 Lesson 5 Listening and Vocabulary – Perfect Peter

2.5 LISTENING and VOCABULARY Describing a friend's personality

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

1 Tell your partner about the personalities of two people in your family.

My brother is always happy. My cousin is kind.

2 1.50 Tick (✓) the positive adjectives and cross (✗) the negative ones.

Vocabulary Personality adjectives

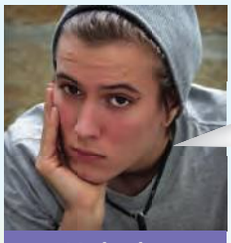
☒ big-headed	☐ bossy	☐ chatty	☐ cheerful
☐ hard-working	☐ helpful	☐ moody	
☐ outgoing	☐ quiet	☐ rude	☐ untidy

3 1.51 Match the words below with their opposites from the Vocabulary box. Listen and check.

selfish lazy polite shy talkative tidy

selfish ≠ helpful

4 1.52 Malcolm, Tyler and Frank all like Sandra. Read their opinions and complete each gap with a word from the Vocabulary box. Listen and check.



Malcolm

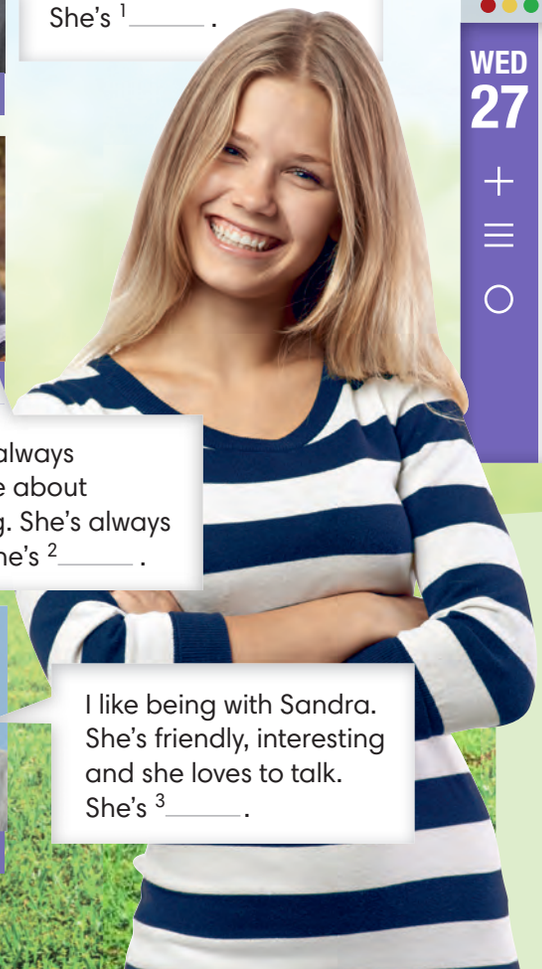
Sandra is my kind of girl. She loves going out with friends and having fun. She's [1]_____.

Tyler

Sandra's always so positive about everything. She's always smiling. She's [2]_____.

Frank

I like being with Sandra. She's friendly, interesting and she loves to talk. She's [3]_____.



5 1.53 Listen to five dialogues. Choose the correct answers.

1 How much is the blue skirt?
a £15 (b) £20 c £25

2 The speakers are in a
a park. b shopping centre.
c restaurant.

3 What time does the concert start?
a 6.45 b 7.15 c 7.45

4 What's the weather like?
a It's sunny. b It's raining. c It's cold.

5 What are the speakers doing?
a eating lunch b studying
c playing a game

6 1.54 Listen to three dialogues. Mark the sentences T (true) or F (false).

1 ☒ T Frank is using his phone during the meal.
2 ☐ Frank's brother is eating with them.
3 ☐ Sandra wants to walk fast in the park.
4 ☐ Malcolm thinks he's good at sport.
5 ☐ Tyler knows Sandra very well.
6 ☐ Sandra gets annoyed with her father.

7 Read the descriptions from Sandra's diary and choose three adjectives from Exercises 2 and 3 for each person.

WED 27

My friends

1 Frank doesn't speak much. – *quiet*
His face goes red when he speaks to girls.
He can never find anything in his room.

2 Malcolm thinks he's wonderful.
He always tells people what to do.
He often insults them too.

3 Tyler always says 'please' and 'thank you'.
He studies a lot and has a part-time job.
He often helps his friends with schoolwork.

8 In pairs, choose three adjectives from the Vocabulary box to describe:

And YOU

- your personality
- your partner's personality
- the personality of the perfect friend
- the personality of a famous person you like/don't like

I'm chatty, …

2.6 SPEAKING Giving and responding to news

I can give and respond to news.

VIDEO HOW'S LIFE?

Krystal: Hi Amy! What a surprise! What are you doing here?

Amy: I'm having my breakfast.

Krystal: Oh! OK! Daisy and I are having a walk. How are things?

Amy: To be honest, I'm not enjoying life at the moment. My mum's sister is staying with us and she's very talkative. You know me, I'm not a morning person. So breakfast with my aunt is terrible! She talks all the time and asks me hundreds of questions.

Krystal: Oh, poor you!

Amy: Yeah, so I'm buying my breakfast from the café this week.

Krystal: You're kidding! She can't be that bad!

Amy: Hmm, anyway, how's life with you?

Krystal: Fine! My dance classes are going well.

Amy: Cool!

Krystal: We've got a new teacher. She's great, really friendly and cheerful! Her name's Linda.

Amy: Linda?

Krystal: Yes, Linda Young.

Amy: Linda Young! I don't believe it! Your new dance teacher is my Aunty Linda!

Krystal: No way!

How are things? How's life? I don't believe it! **OUT of class**

1 2.4 1.55 **Watch or listen. Where is Amy buying her breakfast these days? Why?**

2 **In pairs, complete the Speaking box with the phrases below.**

You're kidding! Cool! Poor you!

Speaking Giving and responding to news

Giving news

- I'm learning how to ...
- I'm spending a lot of time with/in ...
- I'm (not) enjoying ...
- I'm feeling excited/worried because ...
- I'm doing well at ...
- I'm listening to ... these days.

Responding to news

- Well done!/Good for you!/[1]_____/Awesome!/Great!
- That's terrible!/[2]_____/What a pity!
- [3]_____/No way!/Amazing!

3 1.56 **Choose the correct option. Listen and check.**

1 A: My exams are going well.
B: _____
a What a pity! b That's terrible! c Well done!

2 A: I'm not sleeping well these days.
B: _____
a Poor you! b Good for you! c No way!

3 A: I'm learning how to bungee jump.
B: _____
a You're kidding! b That's terrible! c Well done!

4 A: My phone isn't working.
B: _____
a Awesome! b What a pity! c Cool!

4 1.57 **Respond to the news. Practise the exchanges with a partner. Use the correct intonation. Listen and check.**

1 I'm writing a novel.
2 I'm so worried about my dog. He's really ill!
3 I'm an uncle!
4 My mum says I can't go out this weekend!

5 **In pairs, give and respond to news about your life. Use the Speaking box to help you.** And YOU

A: I'm doing well at school. B: Great!

2.6 SPEAKING Giving and responding to news

Lesson learning objective

Students can give and respond to news.

Lead in: review of personality adjectives

Tell students to work in pairs or small groups and think of a positive personality adjective from the previous lesson. They write the word vertically on a piece of paper and, for every letter in the word, they think of a person who the adjective could describe. Invite different groups to write their word and names on the board.

e.g. CHRIS
JOHN
PATRICK
BRETT
NATHAN
CATHY

Exercise 1 2.4 1.55

Before students open their Student's Books, play the first part of the video and ask questions about the previous episode, e.g. *Who is with Amy's mum?* (Aunty Linda) *Does Amy eat breakfast?* (no) *Why is her mum surprised?* (because Amy leaves home early without breakfast).

Tell students that they are going to watch the next episode without sound. Ask them to focus on the characters' expressions. Play the video, pausing at the relevant parts to ask the following questions: *Where is Amy?* (in the park) *What is she doing?* (eating/having breakfast) *Who is she with?* (Krystal) *How do you think Amy is feeling at the end?* (surprised/shocked).

Now tell students to open their Student's Books and read the question. Explain that they are going to watch the video again, this time with sound, in order to answer the question. Play the video and elicit the answer. Ask some more comprehension questions, such as: *Why doesn't Amy like having breakfast with her aunt?* (because she asks lots of questions/because she talks all the time) *What classes is Krystal taking?* (dance classes) *And who is her new teacher?* (Amy's aunt).

After discussing the video, introduce the function students will be looking at in the Speaking box. Ask: *What are Amy and Krystal doing/talking about in the video?* and try to elicit, or explain, that they are giving and responding to news.

Answer: Amy is buying breakfast from the café these days because she doesn't like having breakfast with Aunty Linda.

Exercise 2

Discuss the three phrases with students and ask them to say when they might use each one. (*You're kidding!* in response to surprising news, *Cool!* to say something is positive, *Poor you!* if something bad has happened to the other person). Go through the phrases in the Speaking box before students complete it with the missing phrases. After checking answers, ask students to find examples of the phrases in the dialogue. You could play the video or audio only version again as they look for examples.

Answers: **1** Cool! **2** Poor you! **2** You're kidding!

Exercise 3 1.56

Tell students to work in pairs. They take turns to read a sentence and to choose the best response. After playing the audio, invite pairs to act out the exchanges in front of the class using the correct intonation.

Answers: **1** c **2** a **3** a **4** b

Exercise 4 1.57

Tell students to work in pairs to read through the situations and choose a suitable response for each.

The pairs then act out the situations, taking turns to read out a situation and to react to it.

If students used an alternative phrase to respond with, explain that this is fine, as long as it's from the same group of phrases in the Speaking box.

Possible answers:
1 That's amazing!/No way!/You're kidding!
2 What a pity!/That's terrible!
3 Cool!/That's great!/Awesome!
4 What a pity!/Poor you!

Exercise 5

Tell students to work individually to think of three pieces of news about their lives: one should be surprising, one should be something bad or annoying and one should be something positive (e.g. an achievement). If students have difficulty thinking of true pieces of news, encourage them to use their imagination.

Tell students to do the activity with their Student's Books closed, so that their reactions can be natural and they don't just read from the Speaking box.

Invite pairs to act out their dialogues in front of the class.

Extra activity

Students work in pairs. They write three short dialogues giving and responding to news. They then join together with a second pair. The two pairs take turns to read out their responses and to try to guess what the news was.

Further practice

- Workbook page 24
- Resource Pack
  Resource 20: Unit 2 Lesson 6 Speaking – The right response
  Resource 21: Unit 2 Lesson 6 Video – How's life?

2.7 ENGLISH IN USE Prepositions of time

Lesson learning objective

Students can talk about when something happens.

Lead in: review of giving and responding to news

Tell students to think of a piece of news about their own lives. It can be something positive that's happened, something surprising or a problem they are having at the moment. Give students a time limit to mingle, talking about their news and responding to each other's news. When they have finished, elicit some of the situations and ask students for examples of different responses to their news.

Exercise 1

Before students open their Student's Books, do a quick class survey about after-school activities. Ask students to put up their hands if they do any sports activities, do a foreign language class, do artistic or musical activities or any other kinds of after-school activities.

Answers: at least five – dance classes, French, singing, Art, guitar lessons (Some students may argue that she has piano lessons, others may claim that it just says that she practises the piano.)

Exercise 2

Elicit different prepositions from students.

Give students the thirty-second time limit and ask them how many prepositions they found. Elicit the prepositions and the words they come before in the text.

Discuss the Language box with the class.

Answers:
There are seven.
at 5 p.m.
on Tuesdays, on Wednesdays, on Thursday nights
in the evening, at night, at the weekend

Exercise 3

Students work individually to complete the phrases and then compare answers in pairs.

Elicit the answers and the rule that each answer corresponds to.

Invite students to think of alternative words for each phrase, e.g. 1 *Monday*, *Saturday*; 2 *1883*, *1698*; 3 *Christmas*; 4 *Easter Sunday*, *Pancake Day*; 5 *May 2015*, *December 1999*; 6 *my wedding day*, *my mum and dad's wedding anniversary*.

Answers: **2** in (a year) **3** at (a holiday period) **4** on (a celebrated day) **5** in (a month) **6** on (a special day)

Exercise 4 1.58

Students work individually to complete the text and then compare answers in pairs.

Elicit the rule for each answer.

Answers: **2** at (a clock time) **3** in (a part of the day) **4** at (other phrase) **5** at (a holiday period) **6** on (a date) **7** in (a season) **8** in (a month)

Exercise 5 1.59

Tell students to look at the notes and to guess what sort of information is missing (1 *a time*, 2 *a day*, 3 *a telephone number*, 4 *a date or day*, 5 *a price*).

If students give the answer for 1 as *quarter to eight*, elicit how this would probably be written on the note (*7.45*).

Answers: **1** 7.45 (quarter to eight) **2** Tuesdays **3** 020 7946 0438 **4** 5 October **5** £25

1.59

Welcome to the Knighton Arts Centre, the place where you can learn and have fun at the same time. Summer's coming to an end, so it's time to start thinking about what classes you would like to do in those long cold winter months. How about learning to dance? Our popular salsa class is back again at the same time as always – on Monday evenings at a quarter to eight. Or if you prefer fashion, there's a great fashion and clothes making course on Tuesdays, starting next week. And for you actors out there, Kevin's trying to organise a theatre group this year. Call him on 020 7946 0438 for details. And finally, the computer programming course starts on the fifth of October. It meets twice a week and it costs £25 a month.

Exercise 6

Give students a time limit.

Invite different students to tell the class what they found out about their partners.

Activity for fast finishers

Get students to work in small groups. They have to find an after-school activity that every student in the group would like to do but doesn't do at the moment. They also have to find a day and a time when everyone in the group is available. The groups present to the rest of the class their idea for a new after-school activity, explaining why they would be interested in attending and why they have selected the day and time.

Homework

Ask students to find a photo of a man and a woman dressed in a style they like. The photo can be of a celebrity or it can be a personal photo. Students should look up and note any words they need to be able to describe the items and styles in the photo. Students should bring their photo and their notes to the BBC Culture lesson.

Further practice

- Workbook page 25
- Resource Pack
  Resource 22: Unit 2 Lesson 7 English in use – Dominoes

2.7 ENGLISH IN USE Prepositions of time

I can talk about when something happens.

1 Read the cartoon. How many extra classes does Holly have?

2 I KNOW! How many examples of prepositions can you find in the cartoon in thirty seconds?

Language Prepositions of time

IN
- years: *in 2015*
- months and seasons: *in January, in the winter*
- parts of the day: *in the morning/evening*

ON
- days of the week: *on Wednesday/Fridays*
- dates: *on 3 April*
- a special day: *on Christmas Day*

AT
- holiday periods: *at Christmas*
- clock times: *at 12.15*
- other phrases: *at night, at the weekend*

! *in the evening* but *on Thursday evening*

3 Write the correct prepositions: *in*, *at* or *on*.

1 *on* Thursday
2 ___ 1980
3 ___ Easter
4 ___ New Year's Day
5 ___ April 2019
6 ___ my birthday

4 1.58 Complete the text with *in*, *at* or *on*. Listen and check.

I'm studying French at the moment. The class is [1]*on* Mondays [2]_____ 7 p.m. [3]_____ the evening. We get a lot of homework [4]_____ the weekend but the teacher's great. The course stops [5]_____ Christmas and starts again [6]_____ 8 January. We want to visit France [7]_____ the summer, maybe [8]_____ July.

5 1.59 Listen to the recorded message and complete the notes about the arts centre.

Arts centre courses
- Salsa class – Monday evenings at [1]_____
- Fashion course on [2]_____
- Theatre group – call Kevin on [3]_____
- Computer programming starts on [4]_____ – costs [5]£_____ a month.

Mrs Smith thinks out of school activities are important. Her daughter Holly is always busy after school. She goes to dance classes every day at 5 p.m.

She has an extra French class on Tuesdays, singing lessons on Wednesdays and Art classes on Thursday nights, after her guitar lesson!

Holly usually has a lot of homework but she practises the piano for two hours in the evening. She often goes to bed late at night.

Holly also enjoys art at the weekend.

6 In pairs, ask and answer the questions.

And YOU

- What do you do in the evenings after school?
- Which activities in Exercise 5 interest you?

Wordlist and Vocabulary in action

Activity for fast finishers

Students who finish Exercise 1 early can create an extra category of words and make a list of as many vocabulary items for this category as possible. They then read their list to a partner, who has to guess the category (e.g. *cotton*, *leather*, *woolly* – *materials*).

Further practice

Workbook page 26

WORDLIST Clothes | Personality adjectives | Adjectives with *-ed* and *-ing*

accessories /əkˈsesəriz/ n
annoyed /əˈnɔɪd/ adj
annoying /əˈnɔɪ-ɪŋ/ adj
baggy /ˈbægi/ adj
baseball cap /ˈbeɪsbɔːl kæp/ n
belt /belt/ n
big-headed /ˌbɪgˈhedəd, ˌbɪgˈhedɪd/ adj
blouse /blaʊz/ n
boots /buːts/ n
bored /bɔːd/ adj
boring /ˈbɔːrɪŋ/ adj
bossy /ˈbɒsi/ adj
bracelet /ˈbreɪslət, ˈbreɪslɪt/ n
breakfast time /ˈbrekfəst taɪm/ n
casual (clothes) /ˌkæʒuəl ˈkləʊðz, kləʊz/ adj
chatty /ˈtʃæti/ adj
checked /tʃekt/ adj
cheerful /ˈtʃɪəfəl/ adj
Christmas /ˈkrɪsməs/ n
clothes /kləʊðz, kləʊz/ n
cotton /ˈkɒtn/ adj
dress /dres/ n
earring /ˈɪərɪŋ/ n
Easter /ˈiːstə/ n
embarrassed /ɪmˈbærəst/ adj
embarrassing /ɪmˈbærəsɪŋ/ adj
excited /ɪkˈsaɪtəd, ɪkˈsaɪtɪd/ adj
exciting /ɪkˈsaɪtɪŋ/ adj
fancy-dress costume /ˈfænsi dres ˈkɒstjʊm/ n
fashion /ˈfæʃən/ n
fashionable /ˈfæʃənəbəl/ adj
football top /ˈfʊtbɔːl tɒp/ n
footwear /ˈfʊtweə/ n
friendly /ˈfrendli/ adj
frightened /ˈfraɪtnd/ adj
frightening /ˈfraɪtn-ɪŋ/ adj
glasses /ˈglɑːs ɪz/ n
handbag /ˈhændbæg/ n
hard-working /ˌhɑːd ˈwɜːk ɪŋ/ adj
hat /hæt/ n
helpful /ˈhelpfəl/ adj
hoodie /ˈhʊdi/ n
insult /ɪnˈsʌlt/ v
interested /ˈɪntrəstəd, ˈɪntrɪstəd/ adj
interesting /ˈɪntrəstɪŋ, ˈɪntrɪstɪŋ/ adj
irritated /ˈɪrəteɪtəd, ˈɪrɪteɪtəd/ adj
irritating /ˈɪrəteɪtɪŋ, ˈɪrɪteɪtɪŋ/ adj
jacket /ˈdʒækət, ˈdʒækɪt/ n
jeans /dʒiːnz/ n
jewellery /ˈdʒuːəlri/ n
lazy /ˈleɪzi/ adj
leather /ˈleðə/ adj
leggings /ˈlegɪŋz/ n
logo /ˈləʊgəʊ/ n
moody /ˈmuːdi/ adj
necklace /ˈneklәs, ˈneklɪs/ n
New Year's Day /ˌnjuː ˈjɪəz ˌdeɪ/ n
outgoing /ˌaʊtˈgəʊɪŋ/ adj
personality /ˌpɜːsəˈnælәti, ˌpɜːsəˈnælɪti/ n
polite /pəˈlaɪt/ adj
positive /ˈpɒzətɪv, ˈpɒzɪtɪv/ adj
piercing /ˈpɪəsɪŋ/ n
plain /pleɪn/ adj
pyjamas /pəˈdʒɑːməz/ n
quiet /ˈkwaɪət/ adj
relaxed /rɪˈlækst/ adj
relaxing /rɪˈlæksɪŋ/ adj
rude /ruːd/ adj
scarf /skɑːf/ n
school uniform /ˌskuːl ˈjuːnəfɔːm/ n
season /ˈsiːzən/ n
selfish /ˈselfɪʃ/ adj
shirt /ʃɜːt/ n
shocked /ʃɒkt/ adj
shocking /ˈʃɒkɪŋ/ adj
shoe /ʃuː/ n
shorts /ʃɔːts/ n
shy /ʃaɪ/ adj
skirt /skɜːt/ n
striped /straɪpt/ adj
sweater /ˈswetə/ n
T-shirt /ˈtiː ʃɜːt/ n
talkative /ˈtɔːkətɪv/ adj
tattoo /təˈtuː, tæˈtuː/ n
tidy /ˈtaɪdi/ adj
tie /taɪ/ n
tight /taɪt/ adj
tired /taɪəd/ adj
tiring /ˈtaɪərɪŋ/ adj
top /tɒp/ n
tracksuit /ˈtræksuːt, -sjuːt/ n
trainers /ˈtreɪnəz/ n
trousers /ˈtraʊzəz/ n
underwear /ˈʌndəweə/ n
untidy /ʌnˈtaɪdi/ adj
wear /weə/ v
woolly /ˈwʊli/ adj
wonderful /ˈwʌndəfəl/ adj
worried /ˈwʌrid/ adj
worrying /ˈwʌri-ɪŋ/ adj

WORD FRIENDS

break free of/ change a routine
brush your hair
collect money (for charity)
do well (at sth)
get annoyed (with sb)
get better (at sth)
get ready (for school)
go out with friends
go to a party/ a wedding
learn how to (do sth)
lose weight
save money (to buy sth)
take part in (an event)

VOCABULARY IN ACTION

1 **Use the wordlist to find:**

1 ten items of clothing that both men and women wear: *jeans, …*
2 four items of jewellery:
3 three things you wear on your feet:
4 five positive adjectives that can describe people:
5 seven adjectives ending in *-ed* that describe negative emotions:

2 **Use the wordlist to decribe what somebody you know usually wears and what he/she is wearing today.**

My best friend/mum/English teacher usually wears …

3 **In pairs, say what your opinion is about these things. Use an *-ing* adjective from the wordlist.**

Christmas fancy-dress parties jewellery
pyjamas school uniform selfish people
summer tattoos tracksuits

I think Christmas is exiting. What about you?

4 **Complete the Word Friends.**

1 I'm learning how *to* kite surf. The instructor says I'm doing _____!
2 Stella wants to take _____ in a half-marathon soon. She's hoping to collect _____ for charity.
3 We're going _____ a party later!

5a 1.60 PRONUNCIATION **Listen to the underlined vowel(s) in each word and decide which sound you hear. Write the word in the correct column.**

~~b~~aggy br<u>ea</u>kfast ch<u>a</u>tty ch<u>e</u>cked dr<u>e</u>ss f<u>a</u>shion fr<u>ie</u>ndly j<u>a</u>cket l<u>ea</u>ther rel<u>a</u>xing sw<u>ea</u>ter tr<u>a</u>cksuit

1 /æ/	2 /e/
baggy	

5b 1.61 PRONUNCIATION **Listen, check and repeat.**

30 Wordlist

Exercise 1

Possible answers:
1 fancy-dress costume, football top, hoodie, jacket, pyjamas, scarf, shorts, sweater, T-shirt, tracksuit, top, underwear
2 bracelet, earring, necklace, piercing
3 boots, shoe, trainers
4 chatty, cheerful, fashionable, friendly, hard-working, helpful, interesting, outgoing, polite, positive, relaxed, wonderful
5 annoyed, bored, embarrassed, frightened, shocked, tired, worried

Exercise 4

1 well
2 part, money
3 to

Exercise 5a

1 chatty, fashion, jacket, relaxing, tracksuit
2 breakfast, checked, dress, friendly, leather, sweater

Activity for fast finishers

Get students to identify the difference between the three similar words and the odd one out in Exercise 1. Encourage them to add one extra word in the same category as the odd one out.

For example, in 1 dress, skirt and blouse are clothes that only women wear; a shirt can be worn by both men and women, and trousers are another item of clothing that can be worn by both men and women.

Further practice

- Workbook page 27
- Resource Pack
  Resource 23: Unit 2
  Vocabulary – Categories
  Resource 24: Unit 2
  Grammar – Correct or not?

Revision

VOCABULARY

1 **Choose the odd one out.**

1	dress	shirt	skirt	blouse
2	baggy	cotton	woolly	leather
3	plain	striped	checked	tight
4	friendly	outgoing	moody	chatty
5	bossy	helpful	rude	lazy
6	excited	interested	relaxed	frightened

2 **Complete the second sentence so that it means the same as the first one. In pairs, say if the sentences are true for you.**

1 I'm not interested in fashion.
I don't think fashion *is interesting*.
2 I get bored when I go shopping for clothes.
I think shopping for clothes _____.
3 In my opinion, today's fashion is annoying.
I feel _____ when I see today's fashion.
4 I'm shocked when I see the prices of new clothes.
I think the prices of new clothes are _____.
5 I think it's relaxing to wear casual clothes.
I feel _____ when I wear casual clothes.

3 **Complete the Word Friends in the text. Use the words in the correct form.**

I usually go [1]**o***ut* with friends on Saturday afternoons but not today, because we're going [2]**t**_____ a wedding! My brother is [3]**g**_____ ready in the bathroom. He's very slow and mum is getting [4]**a**_____. My sister is [5]**b**_____ her hair. Dad is ready – he's wearing a white shirt but it's too tight (he really needs to [6]**l**_____ weight!). Today can only [7]**g**_____ better!

GRAMMAR

4 **Order the words to make questions. Then ask and answer the questions in pairs.**

1 at / sitting / home / are / you / ?
Are you sitting at home?
2 raining / it / is / ?
3 a / are / sweater / you / wearing / ?
4 your teacher / talking / is / ?
5 hard / working / are / you / ?
6 does / lesson / what / time / the / finish / ?
7 sit / you / usually / in / the / do / same / seat / ?
8 usually / give / your teacher / does / a lot of homework / ?

5 **Complete the text with the Present Simple or Present Continuous form of the verbs in brackets.**

Subject: Not a good start to the holidays!

Hi Lucy,

How are you? My cousins [1]*are visiting* (visit) us at the moment. I [2]_____ (not like) it when they visit and unfortunately they [3]_____ (come) to stay every summer! Ellen is my age but she [4]_____ (not like) any of the things I do. Kirsten is nineteen, she [5]_____ (study) Music and she's very annoying. At the moment I [6]_____ (sit) in my bedroom and they're downstairs. They [7]_____ (give) a concert for mum and dad. Ellen [8]_____ (sing) an old Scottish song. I'm sure my parents [9]_____ (not enjoy) it because they never [10]_____ (listen) to folk music.

How are things with you? [11]_____ (you/go) to your Zumba classes these days?

6 **Write answers to the questions. Use *at*, *in* or *on* with a time expression. Then compare with a partner.**

When do you usually …

- have a shower?
- go on holiday?
- go to bed?
- eat a lot?
- read a book?
- wear shorts?

I usually have a shower in the morning.

SPEAKING

7 **Work in pairs. Student A, use the information below to give and respond to news. Student B, look at page 131.**

Student A

1 Greet Student B and ask what's new in his/her life.
2 Listen and respond to Student B's news.
3 Give your news:
- you're learning how to make webpages
- you're in love
- your computer isn't working at the moment.

DICTATION

8 1.62 **Listen, then listen again and write down what you hear.**

SELF-ASSESSMENT Think about this unit. What did you learn? What do you need help with? **WORKBOOK** p. 26

Exercise 1

2 baggy
3 tight
4 moody
5 helpful
6 frightened

Exercise 2

2 is boring
3 annoyed
4 shocking
5 relaxed

Exercise 3

2 to
3 getting
4 annoyed
5 brushing
6 lose
7 get

Exercise 4

2 Is it raining?
3 Are you wearing a sweater?
4 Is your teacher talking?
5 Are you working hard?
6 What time does the lesson finish?
7 Do you usually sit in the same seat?
8 Does your teacher usually give a lot of homework?

Exercise 5

2 don't like
3 come
4 doesn't like
5 studies
6 am sitting
7 are giving
8 is singing
9 aren't enjoying
10 listen
11 Are you going

Exercise 8

My friend Dan collects trainers. He has almost thirty pairs and he saves all his money to buy more. But Dan never wears his trainers. He just looks at them. It's really annoying!

BBC

CULTURE

Are hipsters cool?

A DIFFERENT KIND OF FASHION

Hipsters are people, usually under thirty, who want to be different. They like clothes, food and music that is different from most people. They don't want to be fashionable. When lots of people try to dress like hipsters, their look becomes fashionable. Then the hipsters change and wear something else!

Hipsters usually like to live in big cities. There they can find lots of small, unusual shops, art galleries and cafés. In the UK, it's London. In the USA, it's New York City. In Canada, it's Montreal. In Australia, it's Melbourne and in New Zealand, it's Wellington. Where do hipsters like to live in your country?

Right now hipsters like wearing vintage clothes. Hipsters don't think it's cool to wear famous brands, so they like to find old clothes. Perhaps you can find some in your grandparents' attic – lace dresses, granny boots, clothes with flowers on them or old hats.

Hipsters often wear tight jeans in bright colours. They like big glasses too – these are often plastic and rainbow-coloured. Their shirts aren't usually plain – they like checks and flowers. Sometimes they stick on pictures of animals or clever phrases.

Girls can wear very high heels or flat shoes and they carry big bags, so that they can take their tablets, phones and old records (NOT CDs!) with them. Hats and beards are popular for the men.

Hipsters dress in layers. They put clothes on top of other clothes. And a hipster's clothes are usually mismatched – they aren't neat and well-fitting. It's important for the clothes to look lazy – although the hipster sometimes spends a long time getting ready!

Fashion designers often use hipster fashion for ideas for next year's new look. So, today's hipster fashion might be on tomorrow's catwalk!

GLOSSARY

attic (n) a room at the top of a house, just below the roof

_____ (n) high, black footwear for women with shoelaces

_____ (n) a type of material made with a pattern of small holes

_____ (n) a piece of clothing that is between two other pieces

_____ (adj) clothes that do not work well together

_____ (adj) old, but high quality

Background notes

Before the lesson, find out about fashion shows in the students' own country. Find out when and where they take place. This is needed for Exercise 7.

Lead in: vocabulary check

Put students into groups of four. Tell them that you are going to define some words from the text and that they should put their hands up as soon as they have guessed the word. Give the part of speech as well as the definition.

Noun: high, black footwear for women with shoelaces (granny boots)
Noun: a type of material made with a pattern of small holes (lace)
Noun: a piece of clothing that is between two other pieces (layer)
Adjective: clothes that do not work well together (mismatched)
Adjective: old, but high quality (vintage)

Elicit any other vocabulary students found difficult and had to look up.

2.5

London Fashion Week

Part 1

Most people like fashion and buying new clothes but how do you know what's fashionable this year? You can look in magazines but if you want to know the latest trends, go to London Fashion Week or watch it on TV.

There are two London Fashion Weeks every year – in February and September. More than 5,000 people go to see the new designs. They are reporters, buyers from shops, as well as people like you and me. They spend millions of pounds!

The models walk along a catwalk between the people. The audience watch the models and look at the different clothes.

Here you can see that some people are taking photographs and others are taking notes. They're probably from magazines and newspapers. The models are wearing different types of clothes but they are all interesting. There's music too and it's exciting.

At the end of the show, all the models come onto the catwalk together and the audience claps as they go past. We can see the different styles and colours. There are dresses and shorts, baggy clothes and tight clothes, clothes for the day and clothes for the night.

Some models are wearing high heels and some are wearing flat shoes or no shoes at all. But one thing is always the same – the clothes are all very expensive.

We usually think these shows are for women but there are men's shows too. The men usually walk round like the women but at this event there's a difference.

They're walking and … dancing. It's surprising! Some of them are good dancers and some are not so good! What do you think?

2.6

Part 2

When we watch the show, the models are perfect but it isn't easy to look like that. The clothes are ready but the models are not! They must look very good. Their pictures will be in lots of magazines! There are lots of people to help them. There are people to do their make-up … and paint their nails. And of course there's a hairdresser to style their hair. While they get ready, they talk and laugh. It's a good, interesting job.

The models here are enjoying some food. They need a lot of energy for the show. They have to change clothes very often and very quickly in one show. While they're waiting in the dressing room, there are lots of lovely snacks to eat. Finally, it's time to go on the catwalk – but first, a photograph with perfect hair, perfect make-up and perfect clothes!

Exercise 1

Set a time limit of one minute for each question. Tell students that they must keep talking about the first question until you stop them.

Exercise 2

When students have discussed the question in pairs, elicit their ideas and ask them what they think of the hipster's appearance in the photo.

Exercise 3

Elicit the answer and ask students if it is possible to have a fashion movement whose followers want to look different from other people.

Possible answer:
A hipster is someone who wants to be different. They wear things which aren't fashionable and usually live in big cities.

Exercise 4

Set a time limit for students to circle any words for clothes and accessories in the article that are shown in the photos.

Answers: vintage clothes, old hat, tight jeans, big glasses, flat shoes

Exercise 5

Tell students to find the extracts in the text that indicate whether the sentences are true or not.

Elicit the answers and students' explanations.

Answers:
1 F (They don't want to be fashionable.)
2 T (Hipsters usually live in big cities.)
3 F (Their clothes aren't neat and well-fitting.)
4 T (When their look becomes fashionable, they change and wear something else.)

Exercise 6

If students have difficulty thinking of ideas to discuss, you could give them two contrasting sentences and ask them to discuss which sentence they agree with and why:

Hipsters try too hard to be cool and different. Cool people are cool without trying.

Hipsters are cooler than most people because they don't need to follow fashions – they find their own fashions.

Elicit ideas from students. Then ask them to choose a celebrity who they think is cool, giving reasons why.

Exercise 7

When students have read the extract, tell them to close their Student's Books.

Ask questions about the extract: *How often does the Fashion Week take place?* (twice a year) *Where does it take place?* (in London) *Where do people come from to see it?* (from all over the world).

Discuss fashion shows in the students' own country and find out how interested students are in fashion.

Exercise 8 2.6

To make it easier for students to listen, watch and note down the answers to the questions, divide the class into five groups. Give each group one of the questions and tell them to concentrate on just that one question.

When Part 1 of the video has finished, make sure that each student in each group knows the answer to their question. Change the groups so that students are now in groups of five, with one student from each of the original groups. In their groups, students work together to answer the five questions, with each student reporting back on the answer to their question.

Answers:
1 in February and September
2 Reporters, buyers from shops and ordinary people. They go to buy and to see the new designs/different clothes.
3 dresses and shorts; baggy and tight clothes; clothes for the day and clothes for the night
4 They are all very expensive.
5 They are dancing.

Exercise 9

Set a short time limit for students to discuss their ideas.

Play the video again without sound and pause it each time some clothes are shown. Invite different pairs to give their opinions of the clothes.

Exercise 10 2.5

Before students watch Part 1 again, tell them to read through the sentences and, in pairs, discuss any answers they think they can remember.

Tell students that they should pay careful attention and try to remember the information rather than writing while they are watching the video.

Answers:
1 T
2 F (In the video there are people taking photographs. The speaker says they are probably from magazines and newspapers.)
3 T
4 T

Exercise 11 2.6

Play Part 2 of the video without sound. Put students in pairs and ask them to try and guess the answers to the questions. Elicit ideas, then play the video again, this time with sound. Discuss the answers in open class.

Answers:
1 do their make-up, paint their nails, style their hair
2 They talk and laugh. They eat snacks so they will have enough energy for the show.

Exercise 12

Invite different pairs to share their opinions with the class. This could be extended into a class debate about the statement: *Modelling is a great career.* Divide the class into two groups, one group to discuss reasons for the statement and the other group to discuss reasons against the statement.

Exercise 13

Encourage every member of the group to contribute to the presentation in some way.

Further practice

- Workbook pages 28–29
- Resource Pack
  Resource 25: Unit 2 BBC Culture – A new fashion
  Resource 26: Unit 2 Culture – Changing fashions

EXPLORE

1 In pairs, discuss the questions.

1 Do you like to wear very fashionable clothes? Why?/Why not?
2 Do you know someone who likes wearing unusual clothes?
3 What is fashionable at the moment?

2 Look at the photo. What do you think a 'hipster' is?

3 Read the article and check your ideas in Exercise 2.

4 Look at the photo again. Can you find any of the clothes and accessories mentioned in the article? Circle the words in the article.

5 Read the article again. Mark the sentences T (true) or F (false).

1 ☐ Hipsters buy fashionable clothes.
2 ☐ Hipsters live in busy areas.
3 ☐ Hipsters usually look very tidy.
4 ☐ Hipster fashion keeps changing.

6 In pairs, discuss if you think it's cool to be a hipster. Why?/Why not?

EXPLORE MORE

7 You are going to watch part of a video from the BBC about London Fashion Week. Read the extract from a magazine below. Do you have big fashion shows in your country?

London Fashion Week

Twice a year, top fashion designers give shows in London. People come to London Fashion Week from all over the world.

8 2.5 Watch Part 1 of the video and answer the questions.

1 When is London Fashion Week?
2 Who goes to London Fashion Week? Why?
3 What clothes does the speaker mention?
4 What is the same about all the clothes?
5 What is surprising about the male models?

9 In pairs, discuss the questions.

1 Which clothes in the video did you like? Why?
2 Which clothes did you *not* like? Why?
3 Would you like to wear any of the clothes you saw in the video? Why?/Why not?

10 2.5 Watch the video again. Mark the sentences T (true) or F (false). Correct the false sentences.

1 ☐ You can see London Fashion Week on television.
2 ☐ You can't take photographs during the show.
3 ☐ People sometimes write down information about the show.
4 ☐ People are quiet during the show and clap at the end.

11 2.6 Watch Part 2 of the video and answer the questions.

1 What do the models need to do before the show?
2 What do they do while they are waiting? Why?

12 Work in pairs. Would you like to be a fashion model? Why?/Why not?

Yes, I'd like to be a model because you wear great clothes.
No, I wouldn't like to be a model because it's tiring.

YOU EXPLORE

13 CULTURE PROJECT In small groups, create a digital presentation about fashion in your country.

1 Use the internet to research fashion trends in your country.
2 Write a short script and include some photos or video.
3 Share it with your class.

3

Animal magic

VOCABULARY
Animals | Animal body parts | Personality | Looking after pets

GRAMMAR
Past Simple: *was/were* | Past Simple: regular verbs

Grammar: Looking after Daisy

Speaking: I don't know how it happened

BBC Culture: Wild at heart

Workbook p. 41

BBC VOX POPS

EXAM TIME 1 > p. 132
CLIL 2 > p. 139

VOCABULARY Animals

I can talk about animals.

1 2.01 **In pairs, match the animals in the picture with the words below. Listen and check.**

Vocabulary A Animals

Pets:	[J] parrot	[ ] rabbit	[ ] tortoise	
Farm animals:	[ ] chicken	[ ] cow	[ ] donkey	
Wild animals:	[ ] bear	[ ] chimp	[ ] elephant	[ ] giraffe
	[ ] kangaroo	[ ] tiger	[ ] zebra	
Insects:	[ ] bee	[ ] butterfly	[ ] fly	

2 2.02 **I KNOW!** **In pairs, add the animals below to the correct category in Vocabulary A. How many more words can you add in two minutes?**

ant cat dolphin duck monkey shark sheep snake spider

3 **In groups, think of two or more animals for each category below. Then compare with another group.**

1 We can ride these animals. *horse, …*
2 These animals sleep in the winter.
3 People keep these animals for meat.
4 These animals are good at climbing.
5 People use the skin of these animals for clothes or shoes.
6 These animals are good at running.
7 These animals are very dangerous.
8 These animals have sharp teeth and eat meat.

Unit contents

Vocabulary
- Animals
- Animal body parts
- Personality
- Looking after pets

Grammar
- Past Simple: *was/were*
- Past Simple: regular verbs

Communication skills
Apologising

Examples of 21st century skills/competencies
- Critical thinking: page 34 (Exercise 1), pages 44–45
- Collaboration: page 34 (Exercise 2), page 35 (Exercise 6), page 45 (Exercise 12)
- Digital literacy: page 45 (Exercise 12)
- Assessment for learning: page 43
- Autonomy and personal initiative: page 38 (Exercise 7), page 41 (Exercise 6)

3.1 VOCABULARY Animals

Lesson learning objective
Students can talk about animals.

Lead in: review of vocabulary from the first two units

Put students into groups of three or four. Each group needs a piece of paper. Tell them to turn the paper so that it is landscape and to draw five columns, with these headings written at the top: *Clothes*, *Accessories*, *Personality adjectives*, *Things you can read*, *Types of film or TV show*.

Explain that you are going to say a letter of the alphabet and that they have to write one word starting with this letter in each of the five columns. Give students a time limit (e.g. two minutes) or, alternatively, any group can say *Stop* as soon as they have written words in all five columns.

To determine the letter of the alphabet, you could explain that you will silently go through the alphabet, inviting a student to say *Stop* whenever they choose, and that you will say the letter you have reached. You can cheat a little and give students easy letters to start with (e.g. *C*, *S*, *T*, *P* rather than *J*, *Q*, *X*).

Exercise 1 2.01

Check that students understand *pets*, *farm*, *wild* and *insects*.

In pairs, students take turns to ask and answer: *What's A? It's a butterfly. What's B?*, etc.

After listening, ask students to mark the stress on each word of more than one syllable. (See underlining in answers below.)

Answers:
Pets: parrot J rabbit N tortoise M
Farm animals: chicken L cow K donkey H
Wild animals: bear P chimp D elephant C giraffe E kangaroo I tiger O zebra G
Insects: bee F butterfly A fly B

Exercise 2 2.02

When the time limit is up, tell students to join up with another pair and to compare their new words. Encourage them to peer-teach any new words that the other pair don't know. Then elicit the new words from students.

Answers:
Pets: cat
Farm animals: duck, sheep
Wild animals: dolphin, monkey, shark, snake
Insects: ant, spider
Possible additional words:
Pets: dog, goldfish, hamster, …
Farm animals: goat, goose, horse, …
Wild animals: eagle, lion, whale, …
Insects: ladybird, mosquito, wasp, …

Background notes

Spiders are not really insects. Spiders belong to the class Arachnida, while insects belong to the class Insecta.

The main differences are: spiders have eight legs, insects have six legs; spiders don't have antennae, insects do have antennae; the abdomen of spiders isn't segmented, the abdomen of insects is segmented; spiders have eight eyes, insects have two eyes.

Exercise 3

When the groups have completed their lists, put students into new groups. Students take turns to read out the names of animals they have written in each of the categories while the other students in the new group guess which category it is.

Possible answers:
1 donkey, mule, camel
2 bear, bat, hedgehog, dormouse
3 cow, pig, sheep, chicken
4 bear, cat, goat, monkey
5 cow, crocodile, sheep, mink
6 cheetah, horse, dog, deer
7 snake, hippo, polar bear
8 lion, tiger, crocodile, shark

Exercise 4 2.03

Tell students not to worry about any unknown vocabulary at this point. They should just guess the animal from the picture. Encourage them to give reasons for their guess.

Answers: **2** an elephant **3** a kangaroo **4** a chicken **5** a fly **6** a monkey **7** a rabbit

Exercise 5 2.04

After listening, go through the Vocabulary box with the class and elicit the translations.

Encourage students to name other animals that have the same body parts, e.g. *cats have claws*, *birds have feathers*, *peacocks have very beautiful feathers*.

Exercise 6

When students have completed the quiz, write the words *True* and *False* on the board. For each sentence in the quiz, ask for a show of hands for true and for false and write the numbers for each on the board.

When students have checked the answers to the quiz, ask which fact they found most surprising.

Ask if students know any other strange facts about animals (e.g. *a dog can be identified by its nose print just like humans can be identified by their fingerprints*; *the sound flies make is in the key of F*).

Answers: All the sentences are true, apart from 3, which is false.

Exercise 7 2.05

After each fact, pause the audio and elicit ideas from the different groups. Don't say which group has the correct answer. Then play the audio with the next fact and see if any groups want to change their answer. Continue in the same way until the final (easiest) fact and then elicit the correct answer from each group. Then play the answer. For example: *This animal eats meat.* (pause and guess) *It's dangerous.* (pause and guess) *It has a long tail.* (pause and guess) *It's got striped fur.* (pause and guess) *It's a tiger.*

Answers: **1** tiger **2** donkey **3** shark **4** chicken **5** giraffe

2.05

1 This animal eats meat. It's dangerous. It has a long tail. It lives in India. It's got striped fur.
It's a tiger.
2 This animal eats grass. It lives in Europe. It's strong and it works hard. It's like a small horse.
It's a donkey.
3 This animal is also very dangerous. It's very good at swimming – and smelling blood. It has very sharp teeth. It lives in the sea.
It's a shark.
4 This animal lives all over the world. It often lives on farms. People keep it for food. It has feathers and wings but it's not good at flying.
It's a chicken.
5 This animal eats leaves. It lives in Africa. It's got a long tail and a very long neck.
It's a giraffe.

Exercise 8

After students have practised in pairs, invite individual students to come to the front of the class to answer questions from other students. The student at the front is to write the name of their animal on a piece of paper and to show it to you, so that you can make sure they answer the questions correctly. The other students raise their hands to ask questions and the student at the front selects who can ask a question. You can make this into a competition by inviting several students to the front of the class and making a note of how many questions it takes to guess the answers. The winner is the student whose animal takes the longest for the rest of the class to guess.

Exercise 9

Before students work in pairs, tell them to work on their own to think of the answers to the questions. Give them a time limit of two minutes.

Once they have discussed with their partner, go through the questions with the whole class. Give students some ideas for animals that they might not have thought of. Examples of dangerous animals: *wasps*, *bees*, *hornets*, *tics*, *seagulls* (after being attacked by seagulls, a woman was hospitalised and a dog was killed), *cows* (almost every year someone in the UK is killed by cows), *deer* (they are the cause of a lot of car accidents and can be aggressive).

VOX POPS ▶ 3.1

Before watching, check that students understand *logo* and *drug store*. While watching, students should write down the names of any animals they hear. After watching, elicit the names of the animals and whether they were mentioned as favourite animals, as dangerous animals or as animals the people said they were afraid of. Check that students understand *jaguar*, *mountain lion* and *rattlesnake*.

Extra activity

Put students into small groups. For one half of the groups, ask them to write the letters *A–M* on a piece of paper. For the other half of the groups, ask them to write the letters *N–Z* on a piece of paper. Explain that they have to think of one animal for each letter on their piece of paper. Decide whether to allow students to have their Student's Books open or closed as they do this activity. Set a time limit and, at the end of the time limit, tell the different A–M groups to compare their ideas for animals and to try to complete any blank spaces on their lists. The different N–Z groups do the same. When the groups have finished, go through the lists as a whole-class activity. If there are still any blank spaces on the lists, see if anyone in the class can suggest a suitable animal.

(Possible answers: *ant*, *bear*, *cat*, *dog*, *elephant*, *fish*, *giraffe*, *horse*, *iguana*, *jellyfish*, *kangaroo*, *lion*, *monkey*, *nightingale*, *octopus*, *penguin*, *quetzal* (a bird with one-metre long tail feathers), *rabbit*, *snake*, *tiger*, *upupa* (another name for the hoopoe, a bird), *vulture*, *wasp*, *xerus* (a kind of African squirrel), *yak*, *zebra*)

Further practice

- Workbook pages 30–31
- Resource Pack
  Resource 27: Unit 3 Lesson 1 Vocabulary – Animal puzzle

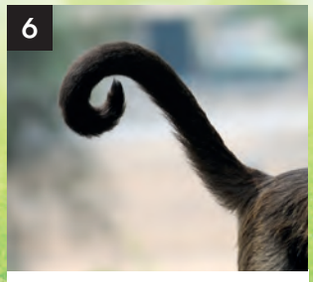
The feathers of *a parrot* / *a duck*.

The eye of *a tortoise* / *an elephant*.

The mouth of *a sheep* / *a kangaroo*.

The claws of *a chicken* / *a parrot*.

The wing of *a fly* / *a bee*.



The tail of *a donkey* / *a monkey*.

The fur of *a chimp* / *a rabbit*.

4 2.03 In pairs, look at the photos and decide which animal you think it is. Listen and check.

5 2.04 How do you say the words below in your language?

Vocabulary B Animal body parts

claw feather fur mouth tail wing

6 In pairs, mark the sentences T (true) or F (false). Check your answers on page 130. Which fact do you find surprising?

True or False?

1. ☐ Polar bears have white fur but black skin.
2. ☐ A flamingo's feathers are pink because it eats a special kind of plankton.
3. ☐ Tigers have stripes on their fur but not on their skin.
4. ☐ Bees can beat their wings 200 times a second.
5. ☐ Elephants have a special call that means, 'Danger: Humans!'
6. ☐ For every human in the world, there are about 1.6 million ants.
7. ☐ The tail of a giraffe can grow to over 2.5 metres.
8. ☐ Butterflies can only see the colours red, green and yellow.
9. ☐ A brown bear's claws can grow to over fifteen centimetres.

7 2.05 Work in groups. Listen to five descriptions of animals. How quickly can you guess each animal?

8 Choose an animal from Vocabulary A. In pairs, guess your partner's animal by asking questions. You can only answer *yes* or *no*.

A: Does it live on a farm?
B: Yes, it does.
A: Does it have a …?

9 [VOX POPS ▶ 3.1] In pairs, ask and answer the questions.

And YOU

- What's your favourite wild animal? Why do you like it?
- Which dangerous wild animals live in your country?
- Are you afraid of any animals? Why?

My favourite wild animal is … because they're cute/ clever/fascinating/funny …

3.2 GRAMMAR Past Simple: *was/were*

I can use *was* and *were* to talk about the past.

1 2.06 **What can you see in the cartoon? Read and listen. What does Kyle say about his brother and sister?**

Zadie: You weren't at home yesterday.
Kyle: I was out.
Zadie: I know that! Were you at the shops?
Kyle: No, I wasn't.
Zadie: Where were you?
Kyle: We were at the zoo.
Zadie: You were at the zoo! Why?
Kyle: It was the twins' birthday.
Zadie: Really? Was it fun?
Kyle: Yes, it was. It was fantastic. There was a great café and there were lots of interesting animals.
Zadie: Were the kids excited?
Kyle: Excited? They weren't excited, they were crazy! The chimps were shocked!

2 **Find more examples of *was/were* in the dialogue in Exercise 1.**

Grammar Past Simple: *was/were*

+	–
I was out. We were at the zoo.	I wasn't at the shops. We weren't at home.
?	
Were you at home? Was it boring? Were you happy? Where were they?	Yes, I was./No, I wasn't. Yes, it was./No, it wasn't. Yes, we were./No, we weren't.

there is (isn't) → there was (wasn't)
there are (aren't) → there were (weren't)
Time expressions: *last night/weekend, yesterday, this morning, two days ago, at ten o'clock*

GRAMMAR TIME > PAGE 120

3 2.07 **Complete the dialogue with *was, were, wasn't* or *weren't*. Listen and check.**

Kyle: Where [1]*were* you yesterday, Zadie?
Zadie: I [2]_____ with Midge. We [3]_____ at the shops.
Kyle: [4]_____ you at the shops in the centre?
Zadie: Yes, we [5]_____.
Kyle: [6]_____ it busy?
Zadie: No, it [7]_____. There [8]_____ any people there because the shops [9]_____ closed. It [10]_____ a public holiday. There [11]_____ only one shop open, a newsagent's!

4 **Use the words below and the correct form of *there was/were* to make sentences about the cartoon.**

There were three chimps in a cage.

chimps not many people old lion giraffe
not any bears monkeys penguins gift shop

5 **Complete the table with the places below. In pairs, guess your partner's answers.**

AT home school a friend's a party the shops the cinema the zoo an aquarium a concert
IN a pet shop the classroom a park a café

Where	When
	an hour ago
	last weekend
	yesterday at 7 p.m.
	in the summer

A: Were you at the zoo last weekend?
B: No, I wasn't.
A: Were you in a café …?

6 2.08 **Listen and complete the dialogue. Then practise the dialogue in pairs.**

A: Where were you last Saturday? B: [1]_____
A: Was it fun? B: [2]_____
A: Were there many people there? B: [3]_____
A: What was the weather like? B: [4]_____

7 [VOX POPS ▶ 3.2] **In pairs, use the questions in Exercise 6 to talk about last Saturday.**

And YOU

A: Where were you last Saturday?
B: I was at a party.

3.2 GRAMMAR Past Simple: *was/were*

Lesson learning objective

Students can use *was* and *were* to talk about the past.

Lead in: review of animal vocabulary

Tell students that they are going to play a memory game. They have to remember what the student before them has said and then add to this. Model the activity: The first student says: *I went to the zoo and I saw an ant* (i.e. an animal beginning with 'a'). The next student has to repeat this and add an animal beginning with 'b': *I went to the zoo and I saw an ant and a bear*. The third student has to use the letter 'c', and so on. Write these letters of the alphabet on the board: *A, B, C, D, E, F, G, H, I, J, K, L, M, P, R, S, T, W, Z*. Tell students to only use these letters as it may be difficult for them to think of animals for the other letters. If a student has difficulties thinking of an animal, the other students can help with ideas.

Exercise 1 2.06

Encourage students to use *there is/are* to talk about what they can see in the cartoon.

Elicit ideas from the class before you play the audio. When students have listened and given the correct answer, put them into pairs and ask them to roleplay the conversation.

Invite one pair to perform the roleplay in front of the class.

Ask: *When did Kyle go to the zoo?* (students should understand the question even if they can't form the Past Simple yet). Elicit the answer: *Yesterday.* Ask: *Is yesterday now, in the future or in the past?* Elicit: *The past.* Explain that in this lesson they are going to learn how to talk about the past.

Answers:
The cartoon shows a family at a zoo. It was the twins' birthday yesterday. They were very excited at the zoo.

Exercise 2

Discuss the Grammar box and elicit which form (*was* or *were*) we use for each subject pronoun (*I/he/she/it was* and *you/we/they were*). Check that students understand how we form questions (we reverse the word order of the subject and the verb *to be*) and short answers.

Exercise 3 2.07

Ask students to read the first sentence and ask when they are talking about (*yesterday*). Revisit the Grammar box and elicit which pronouns we use with *was* and *were*.

Answers: **2** was **3** were **4** Were **5** were **6** Was **7** wasn't **8** weren't **9** were **10** was **11** was

Exercise 4

Remind students that when we use *there is*, we add *a/an* before a singular noun (*There is a chair.*) and we do the same with *there was* + singular noun.

You could ask students to write sentences in their notebooks, comparing the two forms under the headings *Now* and *Yesterday*.

Now	***Yesterday***
There <u>are</u> three chimps in a cage.	*There <u>were</u> three chimps in a cage.*

Possible answers:
There weren't many people at the zoo.
There was an old lion.
There was a giraffe.
There weren't any bears.
There were two small monkeys outside the cage.
There were two penguins.
There was a gift shop.

Exercise 5

Before students complete the table, give examples of sentences that are true for you (e.g. *An hour ago I was in Room 10. Last weekend I was at home. Yesterday at 7 p.m. I was at the cinema.*).

As an alternative, students could include one untrue fact in their table. When the pairs take turns to ask and answer, they guess which fact is untrue.

Exercise 6 2.08

Before students listen, get them to discuss the questions and to write as much as possible of each answer (e.g. 1 *I was …* 2 *…, it …* 3 *…, there …* 4 *It was …*). Discuss possible answers for each question (e.g. 1 *I was at home/at the zoo/in the park.*).

Answers:
1 I was at a concert in the park.
2 Yes, it was. There were three groups. The last group was fantastic.
3 Yes, there were. It was really busy.
4 It was sunny.

Exercise 7

Discuss the example question and answer with students and ask which question from Exercise 6 they probably wouldn't ask (*What was the weather like?*). Elicit what they could ask instead, e.g. *Whose party was it? Where was the party? Was there a lot to eat and drink?* Invite pairs of students to act out their questions and answers in front of the class.

VOX POPS ▶ 3.2

Before watching, check that students understand *mangoes* and *be in season*. While watching, students should write down what the speakers did last Saturday.

Extra activity

Divide students into groups of four. Each student in the group writes one time expression on a piece of paper, e.g. *two hours ago*, *yesterday*, *last summer*, so that each group has four different time expressions. Students then mingle, asking as many students as possible where they were at the particular time (e.g. *Where were you two hours ago?*) and noting down the answers. Give a time limit. Students then go back into their groups and report what they have found out.

Further practice

- Workbook page 32
- Grammar Time page 120
- Resource Pack
  Resource 28: Unit 3 Lesson 2 Grammar – What was there?

3.3 READING and VOCABULARY Personality

Lesson learning objective

Students can find specific detail in an article and talk about behaviour.

Lead in: review of *was/were*

Tell students to look around the room. Then make one change, e.g. put a bag on your desk or ask two students to swap places. Invite students to say what's different, using *was/were*, e.g. *The bag was on the floor and now it's on the desk. Magda was next to Lucy and now she's next to Peter.* Ask for a volunteer to leave the room or to close their eyes while the rest of the class make a (fairly obvious) change to the room. When the volunteer returns to the room or opens their eyes, they are to say what the change is, using *was/were* as in the example. The volunteer gets three chances and then the class tells them, again, using *was/were*. Repeat as many times as necessary.

Exercise 1

Before students open their Student's Books, check that they understand *belong to*, *criticise*, *fight* and *ignore advice*.

Set a time limit for students to discuss the questions in pairs and then elicit ideas.

Ask students if they can give any real-life examples of any of the situations, e.g. *My dad always falls asleep in front of the TV!*

Possible answers:
Teenagers typically:
belong to gangs, come home late, feel shy, do dangerous things, eat/drink too much, fight, forget things, ignore advice, make a lot of noise, study
Adults typically:
criticise, sleep in front of the TV, talk about the past

Exercise 2 2.09

Check that students understand *adolescent* and go through the Watch out box. Tell students that the word can be used as a noun (*an adolescent*) or as an adjective (*an adolescent boy*). You could also remind students that there is a related noun (*adolescence*) which refers to the time when someone is an adolescent.

Discuss the photos with students. Elicit the names of the animals (*elephants* and *otters*) and what they are doing in the photos (*the elephants are fighting* and *the parent otter is looking after its child*).

If you do this exercise without the audio, students can practise their scanning skills, so as to find the information quickly. They can then listen while they read when they are doing Exercise 3.

Answers: make a lot of noise, feel shy, forget things, belong to gangs, fight, ignore advice, do dangerous things

Exercise 3

As students choose the answers, encourage them to underline the information in the text that helped them decide.

Elicit students' answers and their reasons from the text.

Answers:
1 ✗ (*She was … lovable.*)
2 ✓ (*One minute they're tired – then suddenly they're lively and energetic.*)
3 ✗ (*… male African elephants … live in large male gangs.*)
4 ? (*… in some cases they kill other animals*, but it doesn't say if they kill other elephants)
5 ✗ (*They … ignore their parents' advice*)
6 ✓ (*… they need risk and adventure to learn about the dangers of the world.*)

Exercise 4 2.10

Pause the audio after each word, asking students to repeat the word and to mark the correct stress in the Vocabulary box. (See underlining in answers below.)

When students have completed the activity, get them to make sentences in pairs (e.g. *An adventurous person loves taking risks*). They should then join with another pair to compare their sentences in groups of four. Invite the groups to give their ideas for each adjective.

Answers: **1** forgetful **2** impulsive **3** adventurous **4** aggressive **5** lovable

Exercise 5

If students don't feel comfortable talking about themselves in this activity, they can talk about teenagers in general.

Extra activity

Once students have discussed reasons why parents or teachers criticise teenagers, they can work in pairs to write a short dialogue between an adult and a teenager. When the pairs have written and practised their dialogues, invite a few pairs to act them out in front of the class. At the end of the activity, ask students about some of the issues that arose and discuss why teenagers sometimes do things they shouldn't and what they think the most effective way of dealing with this could be.

Further practice

- Workbook page 33
- Resource Pack
  Resource 29: Unit 3 Lesson 3 Reading and Vocabulary – Match up

3.3 READING and VOCABULARY Personality

I can find specific detail in an article and talk about behaviour.

1 **In pairs, look at the words and phrases below. Which things do teenagers typically do? What about adults?**

belong to gangs come home late criticise feel shy
do dangerous things eat/drink too much fight forget things
ignore advice make a lot of noise sleep in front of the TV
study talk about the past

2 2.09 **Quickly read the article. What behaviour from Exercise 1 does it mention?**

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

1 ☒ It's impossible to love adolescent dogs.
2 ☐ Young dogs often change their behaviour.
3 ☐ All young elephants live with their families.
4 ☐ Teenage elephants sometimes kill other elephants.
5 ☐ Young sea otters always follow their parents' example.
6 ☐ Dangerous situations can teach a young animal a lot.

adolescent – (n) a teenager; (adj) describes the time just before becoming an adult

Watch OUT!

4 2.10 **Find the words below in the text. Then match the words with sentences 1–5.**

Vocabulary Personality

adventurous aggressive forgetful
impulsive lovable

1 Grandpa often loses his glasses. *forgetful*
2 Harry often buys things he doesn't need.
3 The Smiths love travelling to exotic, dangerous places.
4 Male rabbits often fight when they live together.
5 My puppy is friendly, fun and attractive.

5 **In pairs, ask and answer the questions.**

And YOU

1 What do your parents or teachers criticise you for?
2 Do you agree with their opinion?

Those difficult teenage years

When Sally was an adolescent, she was noisy. She was adventurous, lovable and sometimes shy. She was often forgetful too. Sally was my dog.

Adolescent dogs (from six months to a year old) are a little bit like human teens. They explore their world and test their own abilities. They love adventures and they often look for attention. One minute they're tired – then suddenly they're lively and energetic. Sometimes it can be hard for others to understand them.

And dogs aren't the only animals with a 'teenage' time in their lives. Between the ages of ten and twenty, male African elephants leave their family groups and live in large male gangs. These young elephants don't always behave well. They can be noisy and aggressive. They sometimes terrorise other groups and in some cases they kill other animals for sport.

Male sea otters also have a 'teenage' stage. They take risks and ignore their parents' advice. Sometimes they swim near dangerous white sharks and sometimes the sharks eat them. But that doesn't stop other adventurous young otters from playing this dangerous game.

For many animals, the time between childhood and adulthood is difficult. They lose the care and protection which they get from their parents. But they need risk and adventure to learn about the dangers of the world. In other words, impulsive or even crazy behaviour is an important part of an animal's education. It is often the key to success as adults. Just like for humans.

3.4 GRAMMAR Past Simple: regular verbs

I can use the Past Simple of regular verbs to talk about the past.

VIDEO LOOKING AFTER DAISY

Lee: Amy!
Amy: Lee! What's wrong?
Lee: It's Daisy, Krystal's dog! I can't find her.
Amy: Calm down! What's the matter?
Lee: Daisy needed to go outside so we walked to the park and when we arrived there, I decided to take off the leash to let her run around, you know. But then I answered a phone call and then when I finished talking, Daisy wasn't there. I looked everywhere but …
Amy: When did this happen?
Lee: About an hour ago. Some people helped but we …
Amy: Did you go to Krystal's?
Lee: Yes, I did but the dog wasn't there. And then I hurried back here. I didn't know what to do so I phoned you. Krystal gets back from her holiday today! She asked me to look after her dog and I promised to do it but I didn't. Oh!

What's wrong? Calm down! What's the matter?

OUT of class

1 3.3 2.11 **Describe the photo. Why is Lee worried? Watch or listen and check.**

2 Find more examples of the Past Simple in the dialogue.

Grammar Past Simple: regular verbs

+	–
I called Amy. She hurried back home. They stopped me.	I didn't call Amy. She didn't hurry back home. They didn't stop me.
?	
Did you phone Amy? When did he arrive?	Yes, I did./No, I didn't.

GRAMMAR TIME > PAGE 121

3 Check you know the meaning of these verbs. Then study the Grammar box and write the Past Simple forms.

carry change end happen help invent like listen live open start study talk try use want watch work

4 2.12 **Copy the table. Guess which verbs from Exercise 3 go in the columns. Listen and check.**

1 helped /t/	2 carried /d/	3 ended /ɪd/
liked		

5 Complete the text with the Past Simple form of the verbs in brackets.

Lee [1]*asked* (ask) Amy to help him. She [2]_____ (not want) to go out because she [3]_____ (need) to finish some homework. However, Lee was desperate so Amy [4]_____ (agree) to help him. They [5]_____ (decide) to meet at the park. They [6]_____ (shout) Daisy's name and [7]_____ (walk) around the park but the dog wasn't there. Finally, Lee [8]_____ (suggest) calling the police but Amy [9]_____ (not like) that idea.

6 In pairs, make questions from the prompts. Then go to page 130 to find the answers.

1 Lee / call / police / ?
Did Lee call the police?
2 police / help / them / ?
3 Lee / Amy / go home / ?
4 what / they / do / ?
5 what / they / do then / ?
6 dog / be / there / ?
7 what / Lee / do / ?

7 Make sentences in the Past Simple with the verbs in Exercise 3. In pairs, say if your partner's sentences are true or false. And YOU

A: I talked to a police officer last week.
B: False.

3.4 GRAMMAR Past simple: regular verbs

Lesson learning objective

Students can use the Past Simple of regular verbs to talk about the past.

Language notes

We pronounce the *-ed* ending of Past Simple verbs in three ways: as /d/ when the infinitive ends with a voiced consonant sound (e.g. *loved*), as /t/ when the infinitive ends with an unvoiced consonant sound (e.g. *asked*), and as /ɪd/ after /t/ or /d/ (e.g. *started*).

Explain the difference between voiced and unvoiced consonants by asking students what noise a bee makes. Elicit *buzz* and tell students to place a finger on either side of their throat while they say the word. Ask if they can feel a vibration coming from their vocal chords – this is because the consonant *z* is voiced. With their fingers still on either side of their throat, tell them to now say *bus*. Ask if they feel any vibration (*no*) and explain that the consonant *s* is unvoiced.

Lead in: preparation for the new structure

Write on the board: *Do you use a computer to do your homework?* Elicit the tense used (Present Simple), the auxiliary verb (*do*) and the main verb (*use*).

Exercise 1 3.3 2.11

Before students open their Student's Books, play the first part of the video and ask: *Whose is the dog in the video?* (Krystal's) *What's the dog's name?* (Daisy).

Now ask students to open their Student's Books and look at the photo. Ask them what they think is happening, how they think Lee is feeling and what he might be thinking about. Do not confirm answers yet. If students ask about the red object Lee is holding, explain that it's Daisy's *leash*.

Play the video for students to check their predictions, and discuss the answers briefly in open class.

Go through the Out of class box with the class.

Answers: Lee is in the park. He's worried because he can't find Krystal's dog.

Exercise 2

Go through the Grammar box with the class.

Ask students to find more examples in the dialogue. You could play the video or audio version again as students look for the examples.

Exercise 3

Check that students understand the meaning of the verbs, then go through the spelling rules:

- Most verbs: add *-ed*
- Verbs ending in a consonant + *-y*: remove the *-y* and add *-ied*
- Verbs ending in one vowel + one consonant: double the last letter and add *-ed*. (If verbs have more than one syllable, the last letter is only doubled if the final syllable is stressed.)
- Verbs ending in *-e*: add *-d*

As you go through the answers, elicit/explain the spelling rules further as necessary.

Answers: carried, changed, ended, happened, helped, invented, liked, listened, lived, opened, started, studied, talked, tried, used, wanted, watched, worked

Exercise 4 2.12

Model and drill the three sounds and the example verbs: *helped*, *carried*, *ended*.

In pairs, students discuss their ideas before listening.

When students have completed the table, play the audio for students to check, then drill the words.

Answers:

1 talked, watched, worked
2 changed, happened, listened , lived, opened, studied, tried, used
3 invented, started, wanted

Exercise 5

Remind students of Lee's problem. Elicit ideas about where the dog could be and what Lee and Amy could do.

When students have finished completing the text, invite a student to read the first sentence. Make sure they pronounce *asked* correctly. Invite different students to read each subsequent sentence and correct their pronunciation as necessary.

Answers: **2** didn't want **3** needed **4** agreed **5** decided **6** shouted **7** walked **8** suggested **9** didn't like

Exercise 6

Elicit how to form questions in the Past Simple. Before students look up the answers on page 130, ask them for ideas about what Lee and Amy did.

Answers:

1 *Did Lee call the police?* – Yes, Lee called the police. (Yes, he did.)
2 Did the police help them? – No, the police didn't help them. (No, they didn't.)
3 Did Lee and Amy go home? – No, Lee and Amy didn't go home. (No, they didn't.)
4 What did they do? – They looked in the town centre for hours. Then it started to rain.
5 What did they do then? – It stopped raining so they returned to the park.
6 Was the dog there? – No, the dog wasn't there (No, it wasn't.)
7 What did Lee do? – He started to panic and imagine/and he imagined terrible things.

Exercise 7

When students have finished, elicit some false sentences from different students.

Further practice

- Workbook page 34
- Grammar Time page 121
- Resource Pack
  Resource 30: Unit 3 Lesson 4 Grammar – No way!
  Resource 31: Unit 3 Lesson 4 Video – Looking after Daisy

3.5 LISTENING and VOCABULARY Pets

Lesson learning objective

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

Lead in: review of Past Simple regular verbs

Tell students to write three answers to Past Simple questions that use verbs from the previous lesson. Give a few examples of answers. Then elicit possible questions that could have been asked, to match these answers. For example:

I watched a football match.
It ended at eight o'clock.
No, I didn't.
What did you watch on TV last night?
What time did the film end?
Did you eat pizza yesterday?

Get students to work in pairs to do 'backwards interviews'. In this activity, instead of asking a question and then answering it, the answer comes first and then the question follows. One student gives an answer and his/her partner has to think of a suitable question as quickly as possible.

Exercise 1 2.13

Before students open their Student's Books, ask them to think of a few animals which make good pets. Elicit advantages and disadvantages for each animal.

After students have read the text, elicit which animal they think would be best as a pet for Ali and why one or two of the animals would not be suitable for her.

At the end of the activity, check that students understand the word *allergies* and ask if any students have allergies to animals, food or any other things. Check that they understand the phrase: *I'm allergic to … .*

Answer: Either a cat or a snake. She lives in a small flat and doesn't like getting up early, so a dog is not a good idea.

Exercise 2 2.14

When students have checked the Word Friends, ask them to guess what pet they think is being referred to and why (e.g. *It could be a dog because you don't need to walk other animals, but dogs don't have litter trays. It could be a cat but you don't usually take them for a walk.*).

Answers: **2** brush its fur **3** wash it **4** take it for a walk **5** train it **6** empty its litter tray **7** take it to the vet's

2.14

A = Ali J = Jack

A: Jack, have you got a pet?
J: Yes, we've got a cat. She's called Misty.
A: Is it difficult to look after her?
J: Not for me. My mum feeds her. My sister brushes her fur and washes her once a month. We don't take her for a walk and we didn't train her when she was little. My dad empties her litter tray and he takes her to the vet's sometimes but I don't do anything. I play with her, that's all.

Exercise 3

Before students discuss the questions, do a class survey of different pets students have got. If some students have got pets like rats, snakes or fish, check they understand related vocabulary: *cage*, *fish tank*, etc.

It may be a good idea, where possible, to pair up students with the same pets, so that they can talk about the same things. If there are students without pets, join them up with pairs who have pets and ask them to report back to the class about what they found out. This will also give them the opportunity to practise the Word Friends.

Exercise 4 2.15

After students have listened and completed the exercise, ask them why they think the other two choices for each question are not correct (e.g. 1 *You need to get up early to take dogs for a walk and snakes eat live animals.* 2 *Four is the total number of kittens and one is the number of kittens that Ali wants.*).

Answers: **2** b **3** a **4** c **5** b

2.15

See page 250.

Exercise 5

Encourage the groups to see if they can add to the phrases before they start their discussion.

Elicit ideas from the groups and then get them to discuss different animals using the phrases.

Extra activity

Extend the activity by asking students to prepare a roleplay. Put students into pairs. One student takes the role of themself and the other student takes the role of a parent. The student asks the parent if he/she can have a pet and the parent states the disadvantages of having the pet. The student then talks about the advantages and promises to do any work such as cleaning, feeding, etc. The parent suggests a different pet, pointing out the advantages and the student gives reasons against having this pet. Invite pairs to act out their roleplay in front of the class.

Further practice

- Workbook page 35
- Resource Pack
  Resource 32: Unit 3 Lesson 5 Listening and Vocabulary – My pet

3.5 LISTENING and VOCABULARY Pets

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

1 2.13 **CLASS VOTE** Read the text and decide which of the pets is good for Ali.

2 2.14 **WORD FRIENDS** Check you understand these Word Friends. Then listen to Ali talking to a friend. Number the Word Friends in the order you hear them.

When you have a pet, you need to …

[1] feed it	[ ] take it for a walk	[ ] train it
[ ] take it to the vet's	[ ] wash it	
[ ] empty its litter tray	[ ] brush its fur	

3 Discuss in pairs. Have you got a pet? If so, who looks after it? Use the Word Friends in Exercise 2 to help you.

We've got a dog. My mum trained it. I usually take it for a walk.

4 2.15 Listen to five dialogues. Choose the correct answers.

1 What kind of pet did Ali decide to get?
(a) a cat b a dog c a snake

2 How many animals did Jodie offer Ali?
a one b two c four

3 Ali's dad decided to buy something in a pet shop. How much was it?
a £15 b £25 c £50

4 What did Ali's dad want her to do?
a train the cat b feed it
c empty its litter tray

5 Ali and her dad looked for Simba. Where was she?

A

B

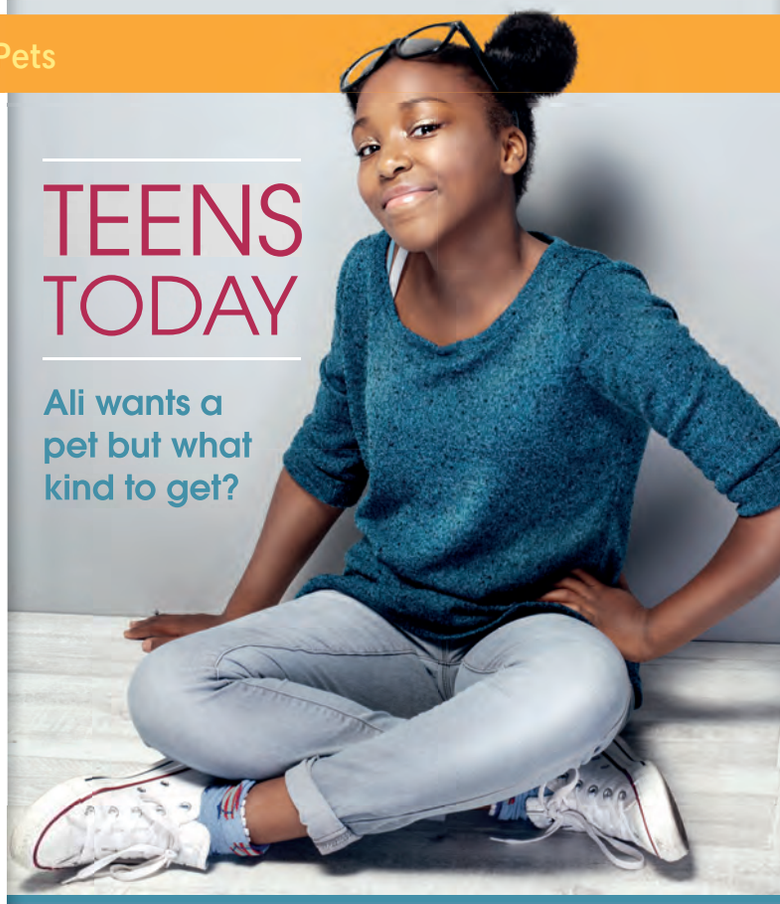
C

5 In groups, say which animal you would like as a pet and why. Use the phrases below to help you.

And YOU

It's fun/clean/quiet/boring/dirty/noisy …
You can/can't …
You need to/don't need to …

I'd like to have a fish. They're quiet and they don't scratch the furniture.



TEENS TODAY

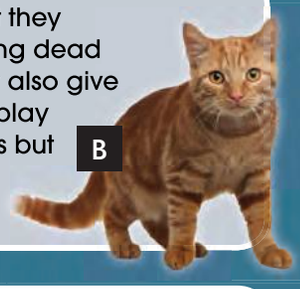
Ali wants a pet but what kind to get?

Ali loves animals but she lives in a small city centre apartment. She's very busy and doesn't have much free time. And she hates getting up early. She doesn't have any problems with allergies.

A

Dogs are fun. You can play with them and they protect your home but you need to train them and take them for a walk. They're great friends but they feel bad if you don't spend time with them.

Cats are cute and clean but they scratch the furniture and bring dead animals into the house. They also give you allergies. They're fun to play with when they're little kittens but they aren't so friendly when they grow up.


B

Snakes are quiet and you don't need to take them for a walk. But you can't play with them much and they eat live animals. They're beautiful but some people are frightened of them.

C

3.6 SPEAKING Apologising

I can make and respond to apologies.

VIDEO **I DON'T KNOW HOW IT HAPPENED**

Krystal: Hi, Lee.

Lee: Oh, hi, Krystal. Are you home already?

Krystal: Yes, we're just back! The holiday was wonderful! So, when can you bring Daisy round? I'm missing her so much.

Lee: Er, I'm really sorry but …

Krystal: Oh no! Don't tell me she's not well!

Lee: I don't know how it happened. We were in the park and Daisy suddenly disappeared. Amy and I looked for her everywhere, in the dark as well, and I even contacted the police but … I feel terrible. It's all my fault.

Krystal: She's lost? I don't believe it! Lee Marshall, you absolute idiot! How could you be so careless! You promised to look after her! Oh, she's here! Daisy! Oh, my baby! Wait! I'm coming! … Lee? Look, I'm sorry I was a bit rude.

Lee: No problem. I totally understand. I'm so glad …

Krystal: Listen, I've got to go now. See you later. Bye!

I'm so glad.
I've got to go now.

OUT of class

1 **Look at the photos. How do you think Lee and Krystal are feeling? Why?**

2 3.4 2.16 **Watch or listen. Check your answers to Exercise 1.**

3 **Tick (✓) the words and phrases from the dialogue.**

Speaking Apologising

Apologising
- ☐ I'm (really/so) sorry.
- ☐ I didn't realise.
- ☐ I apologise.
- ☐ It's (all) my fault.
- ☐ I feel terrible.
- ☐ It was an accident.

Accepting apologies
- ☐ Never mind.
- ☐ No problem.
- ☐ I totally understand.
- ☐ These things happen.
- ☐ It's not your fault.

Not accepting apologies
- ☐ How can/could you be so careless?
- ☐ You can't be serious!
- ☐ You promised to (look after her).
- ☐ I'm really angry about this!
- ☐ I'll never forgive you!

4 2.17 **Use the Speaking box to complete the dialogues. Sometimes more than one answer is possible. Listen and check.**

1 A: Excuse me. I think you're sitting in my seat.
B: *I'm so sorry*. I didn't realise!
2 A: _____. I didn't hear you. Could you repeat that?
B: No problem. It's K-R-Z-Y-S.
3 A: I'm sorry I'm late! My bus didn't arrive on time.
B: _____. The buses are terrible these days!
4 A: I'm afraid there was an accident with your bike.
B: What!? _____! I'll never forgive you!

5 **In pairs, follow the instructions. Use the Speaking box to help you.**

And YOU

1 **Student A:** You borrowed Student B's laptop but you dropped it and it stopped working. Apologise.
Student B: You don't accept Student A's apology.
2 **Student B:** It was Student A's birthday yesterday. You forgot it. Apologise.
Student A: It was your birthday yesterday but birthdays aren't very important to you.

3.6 SPEAKING Apologising

Lesson learning objective

Students can make and respond to apologies.

Lead in: review of pet vocabulary

Have some pet-related actions written on pieces of paper. Invite a volunteer to select one. They mime the action for the rest of the class to guess what the situation is. Remind students that they are to use the Present Continuous to describe what is happening. For example:

You are cleaning a dirty litter tray.
You are taking a large dog for a walk.
You are training your dog to come to you.
You are washing a dirty dog.
You are brushing a cat's fur.

Exercise 1

Before students open their Student's Books, elicit what happened in the last episode. (*Lee was with Krystal's dog but it disappeared. He looked for it but he doesn't know where it is.*)

Put students into pairs to discuss the photos. Encourage them to use their imaginations to suggest what Lee is saying and what Krystal is saying. Invite a pair of students to act out the conversation in front of the class.

Exercise 2 3.4 2.16

Tell students to close their Student's Books, watch the video and focus on Lee and Krystal's expressions and how they might be feeling. Play the video, then ask students to describe the character's feelings. To introduce the function students will be looking at in the Speaking box, ask: *Is Lee sorry? How do you know?* Elicit/Teach *apologise*.

Answers: Lee is feeling sad and embarrassed because he can't find Krystal's dog. Krystal is feeling shocked and sad because Lee lost her dog.

Exercise 3

Ask students to say who in the conversation is doing the apologising and why they feel they need to apologise (*Lee is apologising for losing the dog. Krystal is apologising for being rude.*). Ask if Krystal accepts Lee's apologies or not (no). Ask if Lee accepts Krystal's apologies (yes).

You could play the video or audio only version again while students look for the phrases in the dialogue. When checking answers, ask students who says each phrase.

Answers:
I'm (really/so) sorry. (Lee) It's (all) my fault. (Lee)
I feel terrible. (Lee) No problem. (Lee)
I totally understand. (Lee)
How can/could you be so careless? (Krystal)
You promised to (look after her). (Krystal)

Exercise 4 2.17

Discuss the example with students. Elicit what B is doing (*apologising*). Ask students if any of the other phrases in the Speaking box could replace the phrase *I'm so sorry* (*I apologise* – but this sounds more formal – and the other phrases are too dramatic to fit the situation in the example).

Get students to work in pairs. They are first to decide what the person is doing (apologising, accepting apologies or not accepting apologies) and then to choose the best phrase to fit the situation. Elicit alternative answers if students have used different expressions to those given in the audio.

Answers:
1 (*I apologise* is also possible.)
2 I apologise (*I'm sorry* is also possible.)
3 It's not your fault (*These things happen/Never mind/ I totally understand/No problem* are also possible.)
4 How can you be so careless (*You can't be serious/ I'm really angry about this* are also possible.)

2.17

1 **A:** Excuse me. I think you're sitting in my seat.
B: I'm so sorry. I didn't realise!
2 **A:** I apologise. I didn't hear you. Could you repeat that?
B: No problem. It's K-R-Z-Y-S.
3 **A:** I'm sorry I'm late! My bus didn't arrive on time.
B: It's not your fault. The buses are terrible these days!
4 **A:** I'm afraid there was an accident with your bike.
B: What!? How can you be so careless! I'll never forgive you!

Exercise 5

Encourage pairs to plan and write their roleplays before they start practising. Set a time limit for this.

Invite different pairs to act out their roleplays in front of the class.

Possible answers:
1 **A:** I'm really sorry. I dropped your laptop and it stopped working. It was an accident. It's all my fault.
B: How could you be so careless? You promised to look after it. I'm really angry about this!
2 **A:** I forgot to wish you a happy birthday yesterday. I apologise. I feel terrible.
B: Never mind. It's no problem. These things happen. Birthdays aren't very important to me.

Extra activity

Students think of reasons why they might have to apologise to someone in the class (e.g. *I was hungry and ate your sandwich. I accidentally deleted all your contacts when I borrowed your phone.*) Students mingle and apologise to each other. The second student should respond appropriately.

Further practice

- Workbook page 36
- Resource Pack
  Resource 33: Unit 3 Lesson 6 Speaking – I'm so sorry!
  Resource 34: Unit 3 Lesson 6 Video – I don't know how it happened

3.7 WRITING A biography

Lesson learning objective

Students can write a biography.

Lead in: review of making and responding to apologies

Put students into pairs. Each pair writes a two-line dialogue, an apology and a response, with each line on a separate piece of paper. Collect all the pieces of paper from the pairs and then redistribute them randomly, one paper to each student. Students who have a paper with the first line (an apology) get up and find a student with a second line (a response). They make their apology and response and, if the two lines work together, the two students sit together as partners. If the two lines don't work together, the student with a first line has to try to find another student with a second line. When all the students have found a partner, elicit the dialogues from each pair.

Exercise 1

To prevent students from being distracted by the photos and the information on the page, it may be better for them to keep their Student's Books closed while you ask the questions to the class. As you ask the questions, write key words and phrases on the board: *how often/watch? favourite programme? famous presenters?* Then put students into pairs to answer the questions.

Exercise 2

Before students open their Student's Books, ask what details they might want to know about a person's life. Elicit ideas and write them on the board (e.g. *dates of birth and death*, *childhood*, *job*, *personality*, *appearance*, *nationality*, *achievements*, *personal life*). Ask students if they know anything about Steve Irwin. Students should work together in groups to discuss their ideas.

Answers: **1** Australian **2** Terri **3** *The Crocodile Hunter* **4** forty-four years old (although he could have been forty-three if his birthday was after September)

Exercise 3

When students have found the Past Simple verbs, it may be a good idea to remind them that *go* is an irregular verb. They will learn more about Past Simple irregular verbs in the next unit but you could explain that, in negatives and questions, it doesn't matter if a verb is regular or irregular because we use the base form with the auxiliary *did/didn't*.

Exercise 4

Go through the Writing box with students. Elicit the reason why it is possible to write some of the sentences both in the present or in the past (*it depends on whether or not the person is still alive*).

Some of the phrases are not quite as they appear in the Writing box.

Answers:
… is/was a famous … [job]
He/She was born in … [place or year]
His/her parents owned … He didn't go to university.
He started working with animals … In … Steve married …
… [programme/book] was a big success Steve died in …

Extra activity

Put students into groups of four. Each student in the group is to think of someone famous that they know some information about. They choose one section of the Writing box and use the sentence stems to write sentences about their famous person, leaving out any information they don't know or which isn't applicable (e.g. they may choose section 1, but the famous person they choose may not have discovered anything). Students then take turns to read out their sentences for the rest of the group to guess who the famous person is. For example:

He is a famous actor.
He is famous for the film Lincoln.
He was the first person to win three Oscars for Best Actor.
I don't think he discovered anything.
(Answer: Daniel Day Lewis)

Exercise 5

Ask students if they know anything about Bear Grylls.

Answers: **2** studied **3** climbed **4** was **5** married **6** started

Exercise 6

Write the first sentence about Steve Irwin on the board. *Steve Irwin was a famous TV presenter and animal expert.* Tell students you want them to rewrite this sentence so that it is about Bear Grylls. Start by crossing out the word *Steve* and writing *Bear* underneath. Invite a student to make another change in the same way. Continue until the new sentence is correct: *Bear Grylls is a famous adventurer, TV presenter and writer.*

Tell students to work in pairs to complete a biography of Bear Grylls by using the Steve Irwin biography and changing the information. Ask students how they could rewrite the last paragraph. (They can't. They should stop at the end of paragraph 3.)

Possible answer:
Bear Grylls is a famous adventurer, TV presenter and writer.
Bear was born in 1974. His family lived in Northern Ireland and in England. Bear studied at London University. He was in the British Army for three years and then climbed Mount Everest when he was only twenty-three years old.
In 2000 Bear married his girlfriend Shara. He started work as a TV presenter in 2005. In 2009 he was appointed the youngest ever Chief Scout in the UK.

Extra activity

Ask students to research a famous person from their own country, preferably a TV presenter or a wildlife expert. For homework, they should use the information they find to write a biography of the person. In a future lesson, students can give a presentation about their famous person.

Further practice

- Workbook page 37
- Resource Pack
  Resource 35: Unit 3 Lesson 7 Writing – Ask and complete

3.7 WRITING A biography

I can write a biography.

Steve Irwin

1 Steve Irwin was a famous TV presenter and animal expert.

2 3 He was born in Australia in 1962. His parents owned a small zoo. Steve started working with animals when he was nine years old. He didn't go to university but he continued working at the zoo.

4 In 1992 Steve married his girlfriend, Terri. On their honeymoon Steve and his new wife looked for crocodiles for their zoo. They recorded this journey for a TV show, *The Crocodile Hunter*. The show was a big success and people in 120 countries watched their adventures.

Steve died in September 2006 after an attack by a stingray*. The news shocked fans across the world.

**a large sea animal*

1 **In pairs, ask and answer the questions.**

- How often do you watch animal documentaries?
- Do you have a favourite programme about animals?
- Are there any TV presenters in your country who are famous for their programmes about nature and animals? What is your opinion of them?

2 **In pairs, look at the photo of Steve Irwin. What do you know about him? Read his biography and answer the questions.**

1 What nationality was he?
2 What was his wife's name?
3 What was the name of his famous TV show?
4 How old was he when he died?

3 **Look at Steve's biography again. Find all the examples of the Past Simple.**

4 **Study the Writing box. Which of the phrases can you find in Steve's biography?**

Writing A biography

Say why the person is/was famous
1 ... is/was a famous ... [job]
... is/was famous for ... [book/film/TV show]
He/She was the first person to ...
He/She discovered ...

Mention his/her childhood and family
2 He/She was born in ... [place or year]
His/Her parents are/were ... [job]
They lived in ... [place]

Mention his/her early career
3 He/She studied at ... University.
He/She started working as ... [job]
He/She travelled to ...

Mention his/her later life
4 He/She married ... in ...
He/She worked on ... [book/film/programme]
... [programme/book] was a big success.
He/She died in ...
He/She is still popular today.

5 **What do you know about Bear Grylls? Read the fact box and complete it with the Past Simple form of the verbs in brackets.**

Who is he? A famous adventurer, TV presenter, writer
Born 1974
Childhood His family [1] *lived* (live) in Northern Ireland + England.
Early Career He [2] _____ (study) at London University. He was in the British army for 3 years, and then [3] _____ (climb) Mount Everest when he [4] _____ (be) 23.
Later Life Bear [5] _____ (marry) Shara (2000). He [6] _____ (start) work as a TV presenter in 2005. In 2009, he was appointed the youngest ever Chief Scout in the UK.

Bear Grylls

Writing Time

6 **Write a short biography (70–100 words) of Bear Grylls. Use the fact box, the biography of Steve Irwin and the Writing box to help you.**

Write about:

1 why he is famous
2 3 his childhood and early career
4 his later life

Wordlist and Vocabulary in action

Extra activity

Write these words on the board: *adult*, *apology*, *dirt*, *energy*, *forget*, *love*. Tell students to look in the wordlist to find different forms of these words and to make an example sentence for each one. When they have finished, ask a student to read out one of their sentences, but to say 'blank' instead of the word. The other students try to guess the missing word. For example, *My brother is very BLANK. He goes for a run every morning before school.* (energetic).

Further practice

Workbook page 38

WORDLIST Animals | Personality adjectives | Looking after pets

adolescent /ˌædəˈlesənt/ adj
adulthood /ˈædʌlthʊd, əˈdʌlt-/ n
adventurous /ədˈventʃərəs/ adj
aggressive /əˈgresɪv/ adj
animal documentary /ˈænəməl ˌdɒkjəˈmentəri/ n
animal expert /ˈænəməl ˈekspɜːt/ n
ant /ænt/ n
apologise /əˈpɒlədʒaɪz/ v
aquarium /əˈkweəriəm/ n
bear /beə/ n
bee /biː/ n
behave /bɪˈheɪv/ v
behaviour /bɪˈheɪvjə/ n
biography /baɪˈɒgrəfi/ n
butterfly /ˈbʌtəflaɪ/ n
calm down /kɑːm daʊn/ v
career /kəˈrɪə/ n
careless /ˈkeələs/ adj
cat /kæt/ n
chicken /ˈtʃɪkən, ˈtʃɪkɪn/ n
childhood /ˈtʃaɪldhʊd/ n
chimp /tʃɪmp/ n
claw /klɔː/ n
clean /kliːn/ adj
climb /klaɪm/ v
cow /kaʊ/ n
criticise /ˈkrɪtəsaɪz, ˈkrɪtɪsaɪz/ v
crocodile /ˈkrɒkədaɪl/ n
cute /kjuːt/ adj
dangerous /ˈdeɪndʒərəs/ adj
decide /dɪˈsaɪd/ v
die /daɪ/ v
dirty /ˈdɜːti/ adj
discover /dɪsˈkʌvə/ v
dolphin /ˈdɒlfən, ˈdɒlfɪn/ n
donkey /ˈdɒŋki/ n
duck /dʌk/ n
elephant /ˈeləfənt, ˈelɪfənt/ n
energetic /ˌenəˈdʒetɪk/ adj
feather /ˈfeðə/ n
fight /faɪt/ v
flamingo /fləˈmɪŋgəʊ/ n
fly /flaɪ/ n
forgetful /fəˈgetfəl/ adj
forgive /fəˈgɪv/ v
fur /fɜː/ n
giraffe /dʒəˈrɑːf, dʒɪˈrɑːf/ n
grow up /grəʊ ʌp/ v
honeymoon /ˈhʌnɪmuːn/ n
hurry /ˈhʌri/ v
impulsive /ɪmˈpʌlsɪv/ adj
kangaroo /ˌkæŋgəˈruː/ n
kitten /ˈkɪtn/ n
(dog's) leash /ˌdɒgz ˈliːʃ/ n
lion /ˈlaɪən/ n
lively /ˈlaɪvli/ adj
lovable /ˈlʌvəbəl/ adj
marry sb /ˈmæri ˌsʌmbədi/ v
monkey /ˈmʌŋki/ n
mouth /maʊθ/ n
noisy /ˈnɔɪzi/ adj
parrot /ˈpærət/ v
penguin /ˈpeŋgwən, ˈpeŋgwɪn/ n
pet /pet/ n
pet shop /pet ʃɒp/ n
polar bear /ˈpəʊlə beə/ n
popular /ˈpɒpjələ, ˈpɒpjʊlə/ v
promise /ˈprɒməs, ˈprɒmɪs/ v
quiet /ˈkwaɪət/ adj
rabbit /ˈræbət, ˈræbɪt/ n
ride /raɪd/ v
rude /ruːd/ adj
sea otter /siː ˈɒtə/ n
shark /ʃɑːk/ n
sharp /ʃɑːp/ adj
sheep /ʃiːp/ n
shy /ʃaɪ/ adj
skin /skɪn/ n
snake /sneɪk/ n
spider /ˈspaɪdə/ n
stripe /straɪp/ n
success /səkˈses/ n
tail /teɪl/ n
tiger /ˈtaɪgə/ n
tortoise /ˈtɔːtəs/ n
TV presenter /ˌtiː ˈviː prɪˈzentə/ n
wing /wɪŋ/ n
zebra /ˈziːbrə, ˈzeˌ-/ n
zoo /zuː/ n

WORD FRIENDS

be famous for something
belong to a gang
brush a pet's fur
do dangerous things
eat live animals
empty a cat's litter tray
feed a pet
be fun to play with
give you allergies
ignore advice
look after a pet
make a lot of noise
miss sb/sth
protect your home
scratch the furniture
take a dog for a walk
take a pet to the vet's
take risks
train a pet
wash a pet
work on a book/film/ TV programme

VOCABULARY IN ACTION

1 **Use the wordlist to find:**

1 six animals that can fly: *fly, …*
2 six animals that live in or on water:
3 five animal body parts that people don't have:

2 **In pairs, say the names of three animals that you think are:**

1 quiet *butterfly, …*
2 noisy
3 dangerous
4 cute
5 lively

3 **Complete the Word Friends with the prepositions below. In pairs, say if you agree with the sentences or not.**

after for (x2) to (x2) ~~with~~

1 Tortoises are fun to play *with*.
2 It's difficult to look _____ a cat.
3 You need to take a dog _____ a walk three times a day.
4 It's a good idea to take your pet _____ the vet's every month.
5 It's not good to belong _____ a gang.
6 Leo Messi is famous _____ writing books.

4 **Complete the sentences with the correct form of the word in bold.**

1 My gran says her *childhood* was very hard – she was often hungry. **CHILD**
2 The teacher was very happy with the _____ of her class. **BEHAVE**
3 It's _____ to ride a bike at night with no lights. **DANGER**
4 Jon Stewart was a famous American TV _____. **PRESENT**

5a PRONUNCIATION **Complete the sentences. Use words below that rhyme with the underlined words. There are two extra words.**

bear bee fly hurry ~~sharks~~ snake tail wing zoo

1 There aren't any *sharks* in our local parks.
2 A butterfly's _____ is a beautiful thing.
3 Don't worry, you don't need to _____.
4 It's time for the _____ to take a break.
5 Why didn't the shy _____ say goodbye?
6 Did you lose a blue shoe at the _____?
7 There was a _____ on the chair over there.

5b 2.18 PRONUNCIATION **Listen, check and repeat.**

Exercise 1

1 bee, butterfly, duck, flamingo, parrot
2 crocodile, dolphin, duck, penguin, sea otter, shark
3 claw, feather, fur, tail, wing

Exercise 3

2 after
3 for
4 to
5 to
6 for

Exercise 4

2 behaviour
3 dangerous
4 presenter

Exercise 5a

2 wing
3 hurry
4 snake
5 fly
6 zoo
7 bear

Activity for fast finishers

Students work in pairs. They choose five Past Simple verbs from the unit and write them on a piece of paper. Then they swap papers with a different pair and use these five verbs to write a paragraph about what happened yesterday.

Further practice

- Workbook page 39
- Resource Pack
  Resource 36: Units 1–3
  Vocabulary – Find the words
  Resource 37: Units 1–3
  Grammar – Discuss it

Revision

VOCABULARY

1 **Write the names of animals for the definitions.**

Animal QUIZ

1. It can fly and it can talk. *parrot*
2. It's really cute. It's a baby cat. _____
3. It's got eight legs and it eats flies. _____
4. It's got sharp claws and striped fur. _____
5. It's got wings. It can swim but it can't fly. _____
6. It's a big bird with pink feathers and long legs. _____
7. It jumps very well and keeps its baby in a pouch. _____
8. It's from Africa. It eats leaves from the tops of trees. _____
9. It's a dangerous animal with very sharp teeth. It's green. _____
10. It's a farm animal. It's similar to a horse but with long ears. _____

2 **Complete the adjectives in the sentences. In pairs, ask and answer the questions.**

1. Are you a noisy person or are you **q** *u i e t*?
2. Do you often forget things? Are you **f**_ _ _ _ _ _ _ _?
3. Do you do things suddenly without thinking? Are you **i**_ _ _ _ _ _ _ _?
4. Do you shout at people? Are you **a**_ _ _ _ _ _ _ _ _?
5. Do you enjoy taking risks and doing extreme sports? Are you **a**_ _ _ _ _ _ _ _ _?
6. Do a lot of people love you and think you're cute? Are you **l**_ _ _ _ _?
7. Do you often make mistakes and have lots of accidents? Are you **c**_ _ _ _ _ _ _?
8. Do you like doing things? Do you have lots of energy? Are you **e**_ _ _ _ _ _ _ _?

A: Are you a noisy person or are you quiet?
B: I'm a very quiet person. I never make a lot of noise.

3 **Complete the Word Friends. Use the words in the correct form. Then, in pairs, say if the sentences are true for you.**

1. Animals don't *give* me allergies.
2. We have a cat. I sometimes brush its _____ but I never _____ its litter tray.
3. I never _____ my parents' advice.
4. My dad's a good driver. He never _____ risks.
5. Mum says I'm noisy but I don't think I _____ a lot of noise.
6. We _____ our pet very well – we never give her our food.
7. In the summer holidays I _____ my school friends.

GRAMMAR

4 **Complete the sentences with *was, wasn't, were* or *weren't*.**

Dolly the sheep

- Why [1]*was* Dolly famous?
- She [2]_____ the first animal clone in the world.
- [3]_____ Dolly from England?
- No, she [4]_____. She [5]_____ Scottish, from the Roslin Institute near Edinburgh.
- [6]_____ there any other clones at that institute?
- Yes, there [7]_____ but Dolly [8]_____ the first one.
- [9]_____ Dolly's children clones too?
- No, they [10]_____ clones.

5 **Complete the text with the Past Simple form of the verbs below.**

not answer arrive ask call change ~~hurry~~ need study talk not want

I [1]*hurried* home yesterday because I [2]_____ to study for my exams. I [3]_____ home at ten to six and then I [4]_____ my clothes. From six to eight I [5]_____ Biology. Then Jamie [6]_____ me. I [7]_____ to talk to him but he [8]_____ me lots of questions about the exam. We [9]_____ for an hour but I [10]_____ all his questions.

SPEAKING

6 **In pairs, role play the situations. Student A, look below. Student B, look at page 131.**

Student A

1. You argued with Student B. You shouted and called him/her a bad name. You feel bad. Apologise.
2. Student B posted an embarrassing photo of you on the internet. You are angry. Don't accept the apology.

DICTATION

7 **2.19** **Listen, then listen again and write down what you hear.**

WORKBOOK p. 38

Culture notes

Dolly the sheep was cloned from a six-year-old sheep. She produced normal offspring in the usual way, showing that cloned animals are able to reproduce. She was born on 5 July 1996 and died in February 2003, aged six and a half. Sheep can live for eleven or twelve years, but Dolly aged quickly because she was like a six-year-old when she was born.

Exercise 1

2 kitten
3 spider
4 tiger
5 penguin
6 flamingo
7 kangaroo
8 giraffe
9 crocodile
10 donkey

Exercise 2

2 forgetful
3 impulsive
4 aggressive
5 adventrous
6 lovable
7 careless
8 energetic

Exercise 3

2 fur; empty
3 ignore
4 takes
5 make
6 feed
7 miss

Exercise 4

2 was
3 Was
4 wasn't
5 was
6 Were
7 were
8 was
9 Were
10 weren't

Exercise 5

2 needed
3 arrived
4 changed
5 studied
6 called
7 didn't want
8 asked
9 talked
10 didn't answer

Exercise 7

London Zoo was the first zoo in the UK. It opened in April 1828. Today it has about 800 different kinds of animals. The zoo was in the first Harry Potter film.

BBC

CULTURE

Why do parrots talk?

Pets around the world

For a long time, people used animals for food and for work. Today, many of us keep animals in our homes as pets and people all over the world love dogs and cats. In the UK, there are more than nine million pet dogs! Here are some other popular pets that you might find surprising.

Guatemala

A popular pet in Guatemala is the Macaw parrot. It has colourful feathers and can copy words and sounds. These birds live in the rainforest but there aren't many left now. Because of this, people can only buy them from special places.

China

Chinese people like many different animals but one very popular pet is the goldfish. For Chinese people the colour gold means money and they believe goldfish are lucky. People say that the goldfish has a bad memory – they're very forgetful and can only remember things for five seconds!

Japan

In Japan, they like keeping rabbits. Many Japanese people are vegetarian – they don't eat meat – and rabbits are vegetarian too! They're gentle animals with soft fur but when they're angry or frightened, they get aggressive and tap their feet on the ground loudly! They're also very small, which is important for people who live in a small apartment.

The USA

Snakes are very popular in the USA. They can live up to forty years and people don't need to feed them a lot. They don't usually move very much and some snakes sleep for several months every year. Most pet snakes are born in special centres. They're not dangerous or poisonous – unlike the snakes in the wild!

GLOSSARY
gentle (adj) not strong or violent
in the wild (phr) living free in nature
rainforest (n) a forest with tall trees growing in an area where it is hot and it rains a lot
tap (v) to hit lightly
vegetarian (adj) someone who does not eat meat or fish

Background notes

In contrast to the BBC Culture lessons in the previous two units, it won't be necessary for students to do any pre-lesson work. The vocabulary in the reading text shouldn't be challenging for students and the question in the lesson title is answered in the video.

Lead in: review of pet vocabulary

Invite a pair of students to come to the front of the class. On the board behind the students, write the name of a pet (e.g. *dog*). Tell the rest of the class not to say anything, but to mime as if they are with that animal (e.g. they can pretend to throw a stick, pretend to put a lead on or any other mime). When the two students at the front have guessed the animal, divide the class into two groups. A pair of students from each group should come to the front of the class. One of each pair should think of a pet and mime being with it, while the other one of each pair should try to guess the other group's mime. The first student to guess correctly the other group's animal gets a point for his/her group. After each animal, change the pairs and repeat the process.

3.5

Wild at heart

We think we understand our pets. They're cute and lovable – our best friends. These puppies playing on the bed seem very different from wild dogs. We love to watch them play but are their games really just games? No, there's an important reason for this behaviour. While they play, they're training to catch and eat smaller animals for food. Also, they need to practise working together. They need to be in a group to catch and kill big animals. Here they're learning the rules about working in a group. They learn when to fight and when to stop. These puppies are only seven weeks old but in their game, these cushions are small animals. Play prepares them for life in the wild.

Dogs are not the only pets that practise real-life skills. Hamsters are popular pets and in their cages, they run round and round a special wheel. There's a reason for this too. In the wild they run a long way – sometimes ten kilometres – every day. Big animals hunt them and they need to escape. But that's not the only amazing thing which hamsters do. They push lots and lots of food into their mouths. It's nearly impossible! But why do they do this? In the wild, when they find food, they need to store it. Perhaps they won't find any for a long time. Their mouths are like cupboards! There's another reason too. When a big animal is hunting them, they sometimes need to put their babies in their mouths … and run!

Some people keep birds in cages too. But birds don't like to be alone. They like to talk – sometimes to the mirror! Some birds are very clever and they can mimic us and copy what people say to them! But why do birds do this? Is it for fun?

'It's not easy being green.'

Again, they're practising a skill which they need in the wild. Every group of birds uses different sounds – like a different language.

'Never shake a baby bird. That would surely be absurd.'

Birds need to talk the same language as their group. So, a parrot in a cage copies our words in order to practise this skill. It wants to become part of our group, our family. It even talks to other pets! This bird, Disco, can say 130 words. Amazing, isn't it?

Exercise 1

Set a time limit of one minute for each question. Explain to students that they need to continue talking about the first question until you stop them. After one minute, tell all students to move on to the second question, even if they haven't finished talking about the first one.

Repeat for the other questions and then elicit the answers.

Culture notes

Guatemala is in Central America, immediately south of Mexico. It also borders Belize in the east and Honduras and El Salvador in the south. It is a tropical country with rainforests and volcanoes. It is also an excellent place to find ancient Mayan sites.

Exercise 2

Ask students if there is anything else they know about the countries and/or the animals that live there.

Elicit reasons why students think each animal is popular in each country.

Do not confirm answers yet – students will check them in Exercise 3, by reading the article.

Exercise 3

Encourage students to put their hands up when they have found the answers. Wait until at least half the class have raised their hands before you elicit the answers.

Answers: **1** D **2** C **3** B **4** A

Exercise 4

As you elicit each answer, ask students which words in the text helped them.

Answers:

1 parrot (It … can copy words and sounds.)
2 goldfish (lucky)
3 parrots (aren't many left)
4 rabbits (vegetarian)
5 rabbits (important for people who live in a small apartment)
6 rabbits (they're gentle animals)

Exercise 5

Remind students that previously they had written the advantages and disadvantages of different kinds of pets.

When the pairs have discussed which pet they would like to have, get them to think of two reasons for and two reasons against having their chosen pet.

Exercise 6

When students have read the advert and discussed the question in pairs, ask them if they or their friends like to post videos of animals on social media. Encourage them to describe any videos they remember.

Exercise 7 3.5

Give students two minutes to discuss the animals in the photos and elicit ideas before students watch the video.

After watching the video, give students two minutes to discuss the most interesting or surprising thing they saw.

Possible answers:

Birds talk and copy what people say.
Puppies play (games).
Hamsters run a lot. They put a lot of food into their mouths.

Exercise 8

Students discuss the questions in pairs. If necessary, play the video again for them to check their answers.

Answers:

1 seven weeks old **2** a long way – sometimes ten kilometres
3 130 words

Exercise 9

Students discuss all the facts they remember about each animal. They then work in groups to talk about their own pets and any unusual or interesting things they do. The other students in the group should try to think about the reasons why the animals might be doing these.

Extra activity

Put students into three groups. One group discusses everything they have learned about puppies, one group everything they have learned about hamsters and one group everything they have learned about parrots. Then put students into new groups, making sure each group has at least one student who discussed each animal. In their new groups, students take it in turns to share what they have learned about each animal.

Exercise 10 3.5

If students did the extra activity above, keep them in their groups and ask how many of the questions they have already answered in their discussions. Elicit ideas and then play the video once more so that students can check or expand on their answers.

Answers:

1 They are practising hunting and eating smaller animals and working together to hunt larger animals.
2 In the wild they have to escape from bigger animals.
3 They need to store food because they may go for a long time without finding any. They also sometimes put their babies in their mouths when they are escaping from other animals.
4 They communicate with their groups. Their owners are their group so they try to communicate with them.

Exercise 11

Get the pairs of students to create a table with two columns in their notebooks – one column for the advantages of having a pet and one column for the disadvantages.

Set a time limit. When students have finished, find out how many think having a pet is a good idea and how many think it is a bad idea.

Exercise 12

This activity should be set for homework unless students can access the internet during the lesson. In class, give students time to decide which pets they will include in their video and who in the group is going to research each pet.

If students don't have access to a smartphone, encourage them to find other ways to record their video using resources at home or in school.

Further practice

- Workbook pages 40–41
- Resource Pack
  Resource 38: Unit 3 BBC Culture – What am I?
  Resource 39: Unit 3 Culture – Pet facts

EXPLORE

1 **In pairs, discuss the questions.**

1 What's your favourite animal? Why?
2 What are the most popular pets in your country?
3 Do you have a pet? Would you like one? Why?/Why not?
4 Do any of your friends have an unusual pet? Can you describe it?
5 Do you know why parrots talk?

2 **Which pets do you think are popular in these countries? Match countries 1–4 with photos A–D.**

1 ☐ Guatemala
2 ☐ China
3 ☐ Japan
4 ☐ The USA

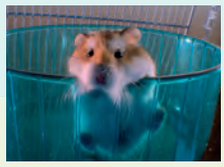
3 **Read the article and check your ideas in Exercise 2.**

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

Which animals:
1 can repeat what you tell them? *parrots*
2 bring you good luck?
3 are quite rare?
4 don't eat meat?
5 are good for small spaces?
6 are gentle?

5 **In pairs, discuss if you would like to have one of these pets. Why?/Why not?**

EXPLORE MORE



6 **You are going to watch part of a BBC documentary called *Wild at heart*. Read an advert for the programme. Do you like watching documentaries about animals?**

Wild at heart

This is part of a series of documentaries about animal behaviour. Why do our pets sometimes do strange things? Are they playing games or is there another reason?

7 3.5 **In pairs, look at the photos above. What activities do these animals often do? Watch the video and check your ideas.**

8 **Answer the questions.**

1 How old are the puppies?
2 How far do hamsters run every day?
3 How many words can the parrot speak?

9 **Work in pairs. Which animal do you think is the most interesting? Why?**

10 3.5 **Watch the video again. Answer the questions.**

1 Why do puppies play?
2 Why do hamsters run?
3 Why do hamsters put a lot of food in their mouths?
4 Why do parrots talk?

11 **Work in pairs. Do you think it's a good idea to keep a pet? Why?/Why not?**

Yes, because pets are like friends.
No, animals should live in the wild.

YOU EXPLORE

12 CULTURE PROJECT **In small groups, create a mini video about pets.**

1 Use the internet to research popular pets in your country.
2 Find some photos or videos.
3 Write a short script and record it on your phone.
4 Share it with your class.

4

New technology

VOCABULARY Technology

I can talk about technology.

VOCABULARY
Gadgets and technology | Computer equipment

GRAMMAR
Past Simple: irregular verbs | Verb patterns | Relative clauses

Grammar: Where's my phone?

Speaking: It all went wrong

BBC Culture:
The digital revolution

Workbook p. 53

BBC VOX POPS

COLLECTOR'S CORNER

This week: PRESTON JONES

I collect USB gadgets – they're small gadgets which you plug into your laptop or tablet. They don't need a battery because they charge from your computer's USB port. There are a lot to choose from and they're usually quite cheap. I've got eighteen different gadgets in my collection but I'm always looking for new ones!

Some USB gadgets are practical. For example, my USB electric gloves. You charge them for two minutes in your USB port and they stay warm for hours. It's very useful when I'm at my keyboard in winter and my hands get cold!

Another useful gadget is my special USB pen drive. It looks like a boat but it's got 32 Gb of memory. I keep all my digital photos on it – I love it.

My favourite gadget is my USB helicopter. It's got a joystick to control it and it really does fly!

Unit contents

Vocabulary
- Gadgets and technology
- Computer equipment

Grammar
- Past Simple: irregular verbs
- Verb patterns
- Relative clauses

Communication skills
Putting events in order

Examples of 21st century skills/competencies
- Critical thinking: page 47 (Exercise 3), pages 56–57
- Collaboration: page 47 (Exercise 9), page 49 (Exercise 6), page 57 (Exercise 11)
- Creativity: Resource 46
- Digital literacy: page 57 (Exercise 11)
- Assessment for learning: page 55
- Autonomy and personal initiative: page 53 (Exercise 7)

4.1 VOCABULARY Technology

Lesson learning objective
Students can talk about technology.

Lead in: review of vocabulary from the previous unit

Put students into groups. Explain that you are going to spell backwards a word from the previous unit and that, working together as a group, students should guess what the word is. As soon as a group think they have guessed the word, they put up their hands and say the word. If the group is correct, they win a point, but if they are wrong, the other groups have a chance to guess the word. Do this with a few of the words from the previous unit, e.g. *suoregnad* (dangerous), *esigolopa* (apologise), *doohdlihc* (childhood), *ognimalf* (flamingo), *esiotrot* (tortoise).

Exercise 1

Before students open their Student's Books, ask them to imagine what a classroom would have been like 100 years ago.

In pairs or small groups, encourage students to identify items in their classroom that wouldn't have existed 100 years ago. Set a time limit and then elicit ideas from the class.

Exercise 2 2.20

Play the audio and drill the words for word stress and pronunciation.

Encourage students to discuss each of the gadgets in turn, answering all four questions about each one. Go through the example exchange before they begin.

Exercise 3

Because some gadgets, such as a smartphone, can do almost every item on the list of activities, ask students to talk about the range of different gadgets they use for each activity and their preferences. For example: Do they take a camera on holiday or do they just use their phone?; Do they prefer playing games on a computer, a tablet, a games console or just on their phone?

Possible answers:

You can:

- send instant messages with a smartpone and a tablet.
- listen to music with a CD player, an MP3 player and a smartphone.
- check emails with a smartpone and a tablet.
- download files with a smartpone and a tablet.
- take photos with a digital camera, a smartpone and a tablet.
- phone a friend with a smartpone.
- play games with a games console, a smartpone and a tablet.
- make video videos with a digital camera, a smartpone and a tablet.
- watch films with a smartpone and a tablet.
- surf the internet with an e-reader, a smartpone and a tablet.
- read a novel with an e-reader and a tablet.

Exercise 4

Tell students, in pairs, to talk about what they can see in photos A–D. Students should discuss which of these gadgets they own or if they own any similar gadgets. When answering question 2, students should talk about their own gadgets as well as Preston's.

Answers:

1 A, B and D
2 Answers will vary.

Exercise 5 2.21

In case there are any translations students don't know, make sure you have these available.

Pause the audio after each word, to drill pronunciation and word stress. Check that students know where the main stress is on each word (on the first syllable, except for *USB port*, where it's on the *B*).

Exercise 6

This could be done as a drawing activity. Get students to work in pairs. They draw pictures of a computer and computer equipment, but they can only draw items for which they know the words in English.

When the pairs have finished, they compare their ideas with another pair and share any words the second pair don't know.

Get the whole class to share their ideas by building up a picture on the board with different students drawing and labelling one item each.

Possible answers: external hard drive, microphone, monitor, mouse, printer, scanner, screen, speakers

Exercise 7

Check that students understand the verbs *charge* and *type*.

Discuss the example sentence with students. Ask them to give ideas about other gadgets they can charge using a USB port.

Encourage students to complete the activity in pairs. When they have finished, elicit the answers and ask follow-up questions (e.g. *How much memory has your phone got? What games are easy to play with a keyboard instead of a joystick? How long does your laptop/phone battery last when it is fully charged? Do you prefer typing on a keyboard or on a touch screen?*).

Answers: **2** memory **3** joystick **4** battery **5** keyboard

Exercise 8 2.22

Discuss the Watch out box. Invite students to explain the difference between an adjective and an adverb (*an adjective describes a noun – e.g. what kind of game; an adverb describes a verb – e.g. where or how we play*).

When students have read the questions and listened to the audio, elicit what further information Emily gave while she was answering the questions (1 *Emily says why she doesn't often buy them, where she goes to use two gadgets and what she prefers to spend her money on.* 2 *Emily says why another email address might be a good idea.* 3 *Emily describes one of her dreams.*).

Answers:

question 3: no question 5: no question 7: yes

2.22

See page 251.

Exercise 9

Play the audio again and tell students that when they answer the questions, they should add extra information in the same way that Emily does. Their partner can ask follow-up questions if they feel that the answer is too short.

Get students to take turns to answer each question, so that A answers question 1 and B answers the same question before they move on to question 2.

Invite students to tell the rest of the class about the most interesting answer their partner gave them.

Further practice

- Workbook pages 42–43
- Resource Pack
  Resource 40: Unit 4 Lesson 1 Vocabulary – Gadget puzzle

1 How many gadgets can you see and name in the classroom?

2 2.20 In pairs, ask and answer the questions below.

Vocabulary A Gadgets and technology

CD player digital camera DVD player e-reader
games console MP3 player smartphone tablet

Which gadget(s) from Vocabulary A:

- have you got at home?
- do you use every day?
- would you like to have?
- are important to you?

A: I've got a games console and a DVD player at home. How about you?

B: I've got a DVD player but I haven't got a games console. I'd like to have …

3 WORD FRIENDS Work in pairs. Which gadgets from Vocabulary A can you use for these activities?

send instant messages listen to music check emails
download files take photos phone a friend
play games make video clips watch films
surf the internet read a novel

You can send instant messages with a smartphone.

4 Read the text on page 46. In pairs, answer the questions.

1 Which gadgets A–D does Preston mention?
2 Which gadget do you think is:

- useful?
- fun?
- a waste of money?

5 2.21 Find the words below in the text. How do you say them in your language?

Vocabulary B Computer equipment

battery joystick keyboard memory
pen drive USB port

6 I KNOW! How many words can you add to Vocabulary B in two minutes?

7 Choose the correct option.

1 You can charge this MP3 player from your computer's *keyboard* / *USB port*.
2 Has your phone got enough *photos* / *memory* to download this file?
3 I can play this computer game with my keyboard but it's easier to use a *joystick* / *USB port*.
4 I need to charge the *battery* / *pen drive* on my laptop.
5 I must buy a new *joystick* / *keyboard* – it's hard to type fast on this old one.

8 2.22 Read the quiz. Then listen and decide which three questions Emily answers. Does she answer *yes* or *no*?

Do you play **online** games? *adjective*
Do you play **online**? *adverb*

Watch OUT!

ARE YOU A computer freak?

Five or more 'yes' answers means you definitely are!

Do you …

1. enjoy spending time online more than meeting people face-to-face?
2. prefer instant messages to phone calls?
3. often buy gadgets, software or equipment for your computer?
4. often play online games?
5. have more than one email address?
6. know how much memory your computer has?
7. sometimes dream about people or situations from your online life?

9 In pairs, do the quiz. Are you a computer freak? Tell the class. Use the language in the quiz to help you.

And YOU

I think I am a computer freak because I spend all my free time online.

4.2 GRAMMAR Past Simple: irregular verbs

I can use the Past Simple of irregular verbs to talk about the past.

VIDEO **WHERE'S MY PHONE? (Part 1)**

Ruby: Lee! Where's my phone?
Lee: I left it in your room ten minutes ago.
Ruby: No, you didn't!
Lee: Yes, I did!
Ruby: Well, it's not there now! Dad! Lee stole my new smartphone!
Lee: Shut up, Ruby! I didn't steal your phone!
Ruby: You lost it, then! Oh! I only bought it a week ago. It cost a fortune!
Dad: Calm down, Ruby! Lee, did you take your sister's phone?
Lee: No, I didn't! Well, yes, I did. I forgot to top up my phone yesterday so I took Ruby's. I sent Amy *one* text, then before I went to bed, I gave her the phone back. I only had it for five minutes!
Ruby: Where did you put it?
Lee: I put it in the pocket of your jeans.
Ruby: Which jeans?
Lee: Your black jeans. They were on your chair.
Ruby: What!? Oh no! I saw those jeans in the washing machine. Mum!

Shut up! *It cost a fortune.*
I forgot to top up my phone.

OUT of class

1 In pairs, think of ways you can lose your mobile phone. Then compare your ideas with the class.

You can leave it on the bus.
Someone can borrow it and not give it back.

2 4.1 2.23 Describe the photo. Why are Lee and Ruby arguing? Watch or listen to Part 1 and check your answer.

3 Find the past forms of the verbs below in the dialogue.

Grammar Past Simple: irregular verbs

+	–
You took my phone.	I didn't take your phone.
?	
Did you take my phone?	Yes, I did./No, I didn't.
Where did they put it?	

GRAMMAR TIME > PAGE 121

~~buy~~ cost do forget go give have
leave lose put see send steal take

buy – bought

4 Complete the sentences with the Past Simple form of the verbs in brackets.

1 Ruby *bought* (buy) a new phone yesterday.
2 Mum _____ (put) Ruby's blue jeans in the washing machine.
3 Ruby _____ (find) the phone in the jeans.
4 Lee _____ (take) the phone out of the jeans.
5 Ruby _____ (give) mum the phone.
6 Mum _____ (forget) where she put the phone.

5 4.2 2.24 Watch or listen to Part 2. Correct the sentences in Exercise 4.

1 *Ruby didn't buy her phone yesterday. She bought it a week ago.*

6 Write questions in the Past Simple for these sentences.

1 I had toast for breakfast this morning. (What …?)
What did you have for breakfast this morning?
2 I went to France for my holidays. (Where …?)
3 I didn't do anything last weekend. (What …?)
4 I got three presents for my last birthday. (How many …?)
5 I bought my trainers yesterday. (When …?)
6 I left home at 7.30 this morning. (What time …?)

7 [VOX POPS 4.3] In pairs, ask and answer the questions in Exercise 6. Say if your partner's answers are true or false.

And YOU

A: What did you eat for breakfast this morning?
B: I ate cold pizza.
A: False! You didn't eat cold pizza for breakfast!

4.2 GRAMMAR Past Simple: irregular verbs

Lesson learning objective

Students can use the Past Simple of irregular verbs to talk about the past.

Lead in: review of gadget vocabulary

Put students into pairs. They take it in turns to mime using a gadget, for their partner to guess what it is.

Exercise 1

Before students open their Student's Books ask them if they can name a gadget that people often lose and why they think this is.

Ask if any students have ever lost their mobile phone and encourage them to describe what happened.

Exercise 2 4.1 2.23

Before students open their Student's Books, ask them if they can remember anything about Lee's sister (*her name is Ruby and she is thirteen*). Ask if anyone in the class has a younger brother or sister and if they do, elicit some of the problems they experience.

Now ask students to open their Student's Books, look at the photo and try to guess why they are arguing.

Play the video for them to check their guesses, and ask a few comprehension questions, such as: *Does Lee have Ruby's phone?* (no) *Where is the phone?* (in the pocket of Ruby's jeans) *And where are the jeans?* (in the washing machine). Ask students if they have ever washed clothes with something still in the pockets.

Go through the Out of class box. Explain the meaning of the phrases (*Shut up! = Be quiet!*; *It cost a fortune. = It was very expensive.*; *I forgot to top up my phone. = I forgot to add money to my mobile phone account, so I can't make any calls.*). Point out or elicit that *Shut up!* is not polite.

Answers:
Lee borrowed Ruby's mobile phone. Now Ruby can't find it and she's angry because she thinks that Lee still has it. Lee says he only had the phone for a few minutes before giving it back.

Exercise 3

Go through the Grammar box with the class. Remind students that in questions and negatives, we use *did/didn't* and the base form (not the past form) of the verb.

Give them a few minutes to find the verbs, then check answers. You could play the audio only version while students are looking for the verbs in the dialogue.

Answers:
cost – cost do – did forget – forgot go – went
give – gave have – had leave – left lose – lost put – put
see – saw send – sent steal – stole take – took

Exercise 4

Explain to students that some of the information in the sentences is incorrect, but that they will find out what really happened when they watch Part 2 of the video.

Answers: **2** put **3** found **4** took **5** gave **6** forgot

Exercise 5 4.2 2.24

Before students watch Part 2, ask them what is wrong with the first sentence in Exercise 4, and point out the correct sentence in the example.

Put students into pairs. Ask them to discuss the other sentences and try to work out which ones are incorrect. Explain that for some of the sentences they won't know, but that they will find out more in Part 2 of the video.

Ask students to close their Student's Books and watch the video to find out what happened to Ruby's phone in the end. After watching, they open their Student's Books and try to correct the sentences in Exercise 4. Point out that they ought to use full sentences, as in the example. Play the video or audio version again for students to check their answers, then check as a class.

Answers:
2 Mum didn't put Ruby's blue jeans in the washing machine. She put her black jeans in the machine.
3 Ruby didn't find the phone in her jeans. Mum found it.
4 Lee didn't take the phone out her jeans. Mum took it out.
5 Ruby didn't give mum the phone. Mum gave it to her.
6 Mum didn't forget where she put the phone. She made a joke.

4.2 2.24

See page 251.

Exercise 6

Before students do this exercise, ask them to look once more at the sentences in Exercise 4 and elicit the questions that could be asked for each sentence (e.g. 1 *When did Ruby buy a new phone?* 2 *Which jeans did mum put in the washing machine?* 3 *Did Ruby find the phone in the jeans?*).

Answers:
2 Where did you go for your holidays?
3 What did you do last weekend?
4 How many presents did you get for your last birthday?
5 When did you buy your trainers?
6 What time did you leave home this morning?

Exercise 7

When students have finished, they join up with another pair. This time one pair asks the questions and the other pair answers, with one student answering truthfully and the other answering falsely. The pair asking the questions tries to guess which student is telling the truth.

VOX POPS 4.3

Before watching, check that students understand *tunnel* and *waffle*. Ask them to say what they know about Big Ben, The London Eye, Trafalgar Square and Hampstead Heath. While watching, students should decide which questions from Exercise 6 the speakers answer (1 and 6).

Further practice

- Workbook page 44
- Grammar Time pages 121–122
- Resource Pack
  Resource 41: Unit 4 Lesson 2 Grammar – Talk about it
  Resource 42: Unit 4 Lesson 2 Video – Where's my phone?

4.3 READING and VOCABULARY A diary entry and a blog

Lesson learning objective

Students can find specific detail in a text and talk about using technology.

Lead in: review of the Past Simple: irregular verbs

Put students into groups of three and tell them to keep their Student's Books closed. Give each group a piece of paper. Give a dictation of ten verbs. The groups write down the verbs and then the Past Simple form of each verb. When the groups have finished, they swap answer sheets with another group. Then read out the correct Past Simple form for each of the ten verbs. Groups correct the answer sheets and give one point for each correct answer.

Possible verbs to use: *buy*, *do*, *go*, *give*, *have*, *leave*, *put*, *see*, *steal*, *take*.

Exercise 1

Before students open their Student's Books, put them into groups of three and ask them the question.

Students who do not read or write a regular blog or diary should think of three questions they might ask someone who does.

Students discuss (or ask and answer the questions they thought of) in their groups.

Background notes

Although Michael Jackson was a huge star in the 1980s, he didn't release any new material in 1984. The only singles that came out that year were from an album called *Farewell My Summer Love*. These were recorded in 1973 and were very different to the music he was making in the 1980s.

Extra activity

Students should keep their Student's Books closed. Have a brief class discussion about how technology has changed since 1984. Ask questions about computers, listening to music and phones.

Then put students into pairs and encourage them to describe what the two people, Tim and Tina, are doing in the photos, how their lives might be different and, if they were to meet, what they might talk about.

Exercise 2 2.25

Ask students to read the two texts quickly and to find out if any of their ideas from the extra activity are mentioned before they do the gap-fill activity.

Answers: **1** d **2** a **3** c **4** e

Exercise 3

Discuss the example with the class and elicit where in the text they can find the information (*We looked for some information on Wikipedia together.*).

Students do the same with the other questions, justifying their answers by referring to the information in the texts.

Answers:

2 Tim (*I told my friend Ian about it … we keep in touch on the phone*)
3 Tim (*64 Kb of memory*)
4 Tina (*I looked at the time on my smartphone … listened to some songs … and downloaded a new app*)
5 Tina (*wrote some messages to friends* [*on Facebook*]; *called her on Messenger*)
6 Tim (*I listened for hours … played it again*)

Exercise 4

When students have finished, ask more questions, for additional practice of the phrasal verbs (e.g. 1 *Do you usually switch on all your gadgets in the morning?* 2 *Where do you look for definitions of English words?* 3 *How do you feel when someone hangs up while you are in the middle of a phone call?* 4 *Do you always check out websites and videos that your friends recommend?* 5 *Why do you think people sometimes give up activities that they enjoy?*).

Answers: **2** look for **3** hang up **4** checked out **5** give up

Exercise 5

When students have finished writing, ask them if their parents have got cassettes or records at home and if they ever play them, and if students ever write letters rather than emails (e.g. thank-you letters, postcards when they are on holiday, formal letters).

Invite different pairs to read out the texts they have written.

Answers: **2** 64 Kb **3** letter **4** phone **5** keep **6** cassettes

Exercise 6

Elicit different adverbs of frequency as well as other ways of answering the question *How often …?* Have a class discussion about the advantages and disadvantages of each form of communication.

Extra activity

Tell students to write three questions relating to keeping in touch (e.g. *What is your favourite way of keeping in touch? How often do you contact friends online? Do you ever send letters by post?*). Students then mingle and ask their three questions to as many different students as possible. Give them a time limit and then get students to write three sentences about what they discovered. Invite students to share their findings with the class.

Further practice

- Workbook page 45
- Resource Pack
  Resource 43: Unit 4 Lesson 3 Reading and Vocabulary – Keep going

4.3 READING and VOCABULARY A diary entry and a blog

I can find specific detail in a text and talk about using technology.

11 May 1984

Today at school we used a computer with 64 Kb of memory! Fantastic!

Later, I told my friend Ian about it. He lives in Wales but we keep in touch on the phone. Unfortunately, my dad asked me to hang up after two minutes. [1]_____ And anyway, my mum needed to use the phone.

I heard a new Michael Jackson song on the radio. It was great! I wanted to hear it again so I listened for hours. I'm glad I didn't give up because they played it again and I recorded it on my cassette player. [2]_____ Technology is great!

1 **Do you read or write a regular blog or diary?**

2 2.25 **Read Tim's diary and Tina's blog. Complete gaps 1–4 with sentences a–e. There is one extra sentence.**

a Now I can listen to it any time I want!
b That's why I didn't finish it.
c Then I played a game on my phone.
d Phone calls are expensive!
e My friend Cara texted me.

3 **Read the texts again. Complete the sentences with *Tim* or *Tina*.**

1 *Tina* worked with a friend.
2 _____ talked to a friend on the phone.
3 _____ used a computer with very little memory.
4 _____ used a phone to do more than one thing.
5 _____ communicated with friends in different ways.
6 _____ waited a long time to hear some music.

www.tinasblog.com

14 January 2017

When I got home from school, I looked at the time on my smartphone. It was early, so I listened to some songs on headphones and downloaded a new app. [3]_____ After that I switched on my tablet computer, checked out my Facebook page and wrote some messages to friends. I also read some of my favourite blogs and watched some videos on YouTube. [4]_____ She wanted me to help her with her homework. So I called her on Messenger. We looked for some information on Wikipedia together. You can't live today without technology!

4 PHRASAL VERBS **Translate the highlighted verbs in the texts into your language. Then use them to complete the questions. Ask and answer the questions in pairs.**

1 What was the last gadget you *switched on* last night?
2 Where do you usually _____ information?
3 Did you _____ on anyone yesterday? Why?
4 What was the last YouTube clip that you _____?
5 When did you last _____ because you couldn't do a computer game?

5 **Complete the text with the words below. There are two extra words. Then, in pairs, write a similar text about technology today.**

64 Kb cassettes ~~desktop~~ hang keep letter MP4 phone

In 1984 there were only [1]*desktop* computers. They were big and slow with only [2]_____ of memory. People contacted their friends by [3]_____ and they also talked on the [4]_____. But they didn't [5]_____ in touch with their friends very often. People listened to music on the radio, on [6]_____ and on records.

Today there are desktop computers, laptops and tablets.

6 **In pairs, say how you keep in touch with friends. Use the ideas below to help you. Say which way you prefer and why.**

And YOU

chat online meet in town call friends
text friends send emails visit friends at home
use social networking sites (e.g. Facebook)

I often use Facebook to keep in touch with my friends.

4.4 GRAMMAR Verb patterns

I can make sentences with verbs followed by the *to*-infinitive or the *-ing* form.

1 How important is your phone to you?

2 WORD FRIENDS Think about your phone. In pairs, say how often you do these things.

make phone calls play games
charge the battery write/receive texts

I make phone calls once or twice a day.

3 2.26 Read the text. Why does Jack think he is addicted to his phone?

Can you live without your phone?

Jack, 15

I use my phone from the minute I wake up. I don't mind talking to people face-to-face but I prefer texting friends. I also enjoy following my favourite sports stars on Twitter. But I would like to spend less time on my phone. I don't know why I need to check my Facebook page every few minutes. I try to switch it off sometimes. But I notice that I can't stand being without my phone – for example, when I forget to charge it and the battery dies. I think I'm probably addicted to my phone.

4 Find examples of the verb patterns in the text in Exercise 3.

Grammar Verb patterns

- We use ***to*-infinitive** after these verbs: agree, decide, forget, learn, remember, need, try, want, would/'d like
  I try to switch off my phone sometimes.
- We use **verb + *-ing*** after these verbs: can't stand, don't mind, enjoy, finish, hate, keep, like, love, prefer, stop
  I love texting my friends.

GRAMMAR TIME > PAGE 122

5 Choose the correct option. In pairs, say if the sentences are true for you.

1 I enjoy *to try* / *trying* new apps on my smartphone.
2 I hate *to be* / *being* without my phone.
3 I would like *to buy* / *buying* a new smartphone.
4 I sometimes forget *to charge* / *charging* my phone.
5 I don't mind *to text* / *texting* but I can't stand *to make* / *making* phone calls.

6 2.27 Complete the text with the correct form of the verbs in brackets. Listen and check.

I can't stand [1]*checking* (check) my phone all the time. That's why at New Year I decided [2]_____ (stop) using it in the evenings. That was six months ago. Sometimes I forget [3]_____ (switch) it off but usually I remember [4]_____ (do) it. I'm never bored in the evenings now. I enjoy [5]_____ (read) and now I'm reading two or three books a month! I'm also trying [6]_____ (learn) to play the guitar – my friend Tom agreed [7]_____ (teach) me. I like [8]_____ (have) a phone but I love [9]_____ (spend) time offline too.

7 In pairs, complete the text with the correct form of the verbs in brackets. Which app sounds most interesting?

Abby tells us about her favourite new apps

1 **El Maestro** I really enjoy [1]*drawing* (draw) so I love [2]_____ (use) this app to paint on my tablet. It's fun!

2 **Grunge Guitar Guru** I'm learning [3]_____ (play) guitar – I want [4]_____ (be) the next Kurt Cobain! This app is like your own personal guitar teacher – it's great.

3 **Chimp Notes** I hate [5]_____ (have) lots of different documents for a project or essay so I use this app when I need [6]_____ (organise) my notes in one place. It's really practical and easy to use.

4 **Internet Lock** This app is useful when you want to stop [7]_____ (waste) time online. It's a shame I keep [8]_____ (forget) that I have this app!

8 In pairs, ask and answer the questions. Use Abby's review in Exercise 7 to help you.

And YOU

1 What are your favourite apps?
2 Why do you like them and why are they useful?

My favourite app is … It's fun/easy to use/practical.
I use it when I need/want to …

4.4 GRAMMAR Verb patterns

Lesson learning objective

Students can make sentences with verbs followed by the infinitive or the gerund.

Language notes

Some verbs can be followed by the gerund or the infinitive. *Start* can be used with either, with no change in meaning. When *start* is used as a gerund, we follow it with the infinitive, to avoid two gerunds together in the same sentence (e.g. *The water is starting to boil.*).

Like, *try*, *remember* and *stop* can be used with either the gerund or the infinitive, but their meaning changes depending on whether they are followed by a gerund or an infinitive. *Like* + infinitive has the sense that something is better or more convenient for the speaker (e.g. *I like to get up at seven so I can have a relaxing breakfast. I don't like getting up at that time.*). *Try* + gerund has the meaning of solving a problem (e.g. *My computer can't connect to the internet. Why don't you try switching it off and then restarting it?*). *Remember* + gerund means 'to have a memory of' (e.g. *I remember coming here when I was a child.*). *Stop* + infinitive means 'to stop doing something in order to do something else' (e.g. *We stopped to look at the map.*). *Forget* + gerund is usually used in the negative to mean that you will always remember something (e.g. *I'll never forget meeting Barack Obama.*). None of these alternative meanings are introduced in the lesson, but it may be useful to give an explanation if students come across these uses elsewhere.

Lead in: smartphone adjectives

Write the word *SMARTPHONE* vertically on the board. Elicit an adjective beginning with *S* which could be used to describe a smartphone (e.g. *super*, *special*, *shiny*) and write it on the board next to the letter. Put students into groups of three. They should work together to think of suitable adjectives for each of the other letters (e.g. *modern*, *attractive*, *reliable*, *terrific*, *practical*, *helpful*, *old*, *nice*, *expensive*). When they have finished, elicit ideas and write the adjectives next to the letters.

Exercise 1

Put students into groups of three. Each group must include at least one student who has got a smartphone. Students take turns to ask and answer.

Exercise 2

When students have finished, encourage them to talk about other ways they use their phones (e.g. *to listen to music*, *to use the internet*).

Exercise 3 2.26

When students have finished, get them to work in pairs to discuss to what extent they are similar to Jack and to what extent they are different from him (e.g. *I also use my phone from when I wake up, but I don't use Twitter.*).

Answers: Jack thinks he's addicted to his phone because he uses it from the minute he wakes up and finds it hard to live without it.

Exercise 4

Go through the Grammar box with students. Elicit examples of how we could use each verb in the past form (e.g. *He agreed to help me yesterday. I decided to work harder.*).

Exercise 5

When students discuss the sentences, explain that they shouldn't just say *Yes* or *No*. Encourage them to give more information. For example, for the first sentence, they can discuss which apps they like.

Answers: **2** being **3** to buy **4** to charge **5** texting; making

Exercise 6 2.27

When students have finished and checked their answers, invite different students to read out one sentence each, including the verb in the correct form.

Answers: **2** to stop **3** to switch **4** to do **5** reading **6** to learn **7** to teach **8** having **9** spending

Extra activity

Dictate some sentence stems (e.g. *I enjoy …*, *I hate …*, *I want …*, *I prefer …*, *I don't mind …*, *I keep …*, *I need …*) and ask students to complete them so that the sentences are true for them. The first word to be added to the sentence stem should always be a verb, not a noun (e.g. *I hate listening to pop music*, not *I hate pop music*.). If students aren't sure whether to use the infinitive or the gerund, encourage them to check the Grammar box. Ask students to write the sentences in their notebooks. When they have finished, encourage them to compare their sentences in pairs and to give reasons for their sentences.

Exercise 7

Get students to practise skimming by asking them to read the texts quickly, without completing the verb forms.

Ask students what the purpose of each app is (2 *learning the guitar* 3 *organising notes* 4 *blocking the internet*).

When students have finished the activity, ask if any students have used any similar apps.

Answers: **2** using **3** to play **4** to be **5** having **6** to organise **7** wasting **8** forgetting

Exercise 8

Following on from the previous activity, elicit examples of other kinds of apps. What can these apps do?

When students have asked and answered in pairs, get them to write a review of apps, similar to Abby's in Exercise 7. Invite different students to present their reviews to the rest of the class. They should try to persuade their classmates to download their apps.

Further practice

- Workbook page 46
- Grammar Time page 122
- Resource Pack
  Resource 44: Unit 4 Lesson 4 Grammar – What does he want to do?

4.5 LISTENING and VOCABULARY Favourite websites

Lesson learning objective

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

Lead in: review of verb patterns

Pre-teach *me too* for agreement and *I don't* for disagreement. Dictate three sentence stems (*I want …*, *I hate …*, *I prefer … to …*) and tell students to complete them to make true sentences, using either an infinitive or a gerund and any other information necessary. When students are ready, they should mingle and say one of their sentences to a classmate, noting how he/she responds. When students have found two classmates who agree with each of their statements and two classmates who disagree with each of their statements, stop the activity and elicit some of the sentences that different students wrote.

Exercise 1

Before students open their Student's Books, encourage them to think of reasons for using the internet. Write an example on the board: *entertainment*. Elicit other ideas and add more examples on the board if students need help (e.g. *shopping*, *information*, *communication*). When students open their Student's Books, get them to match the websites with the reasons that have been discussed for using the internet. After students have answered the question, ask them if they can suggest any websites that may be better for each of the reasons they mentioned for using the internet.

Exercise 2

When students have finished the activity, discuss the meaning of each of the highlighted words and elicit additional words they could collocate with (e.g. *view images*).

Answers: **2** YouTube **3** Google **4** Facebook **5** Wikipedia

Exercise 3 2.28

To help students, you can explain that in this exercise, every verb which is in the Past Simple is regular.

Answers: **2** clicked **3** downloaded **4** share **5** uploaded **6** viewed **7** chat

Exercise 4 2.29

Have a quick class discussion about YouTube. Then put students into groups of three. Tell them to look at the gapped text in the photo and to try to guess the missing information. Elicit students' ideas and write them on the board.

After students have listened, find out how well each of the groups guessed in comparison with one another.

Answers: **2** nineteen seconds **3** (November) 2006 **4** day **5** three hundred **6** sixty

2.29

See page 251.

Culture notes

Howard Davies-Carr made a video of his baby son biting his older son's finger and he wanted to show it to his sons' grandfather, who was living in the United States. The video was too big to send by email, so he uploaded it to YouTube. The video became an internet sensation and the Davies-Carr family have now uploaded more videos about Charlie, some of which also feature a new baby, Jasper. They have also created 'Charlie Bit My Finger' T-shirts, mugs and calendars.

Exercise 5 2.30

Tell students to read through the questions and choices and ask how many of them have seen the *Charlie bit my finger* video. Ask students how they would feel if their parents uploaded YouTube videos of them as young children.

Answers: **2** c **3** b **4** a **5** b

2.30

N = Nicky A = Alex

N: Welcome back. You're listening to *Upload*, the programme all about computers and the internet. We tell you the links to click on, the videos to view, the games to play, the programs to download and everything about surfing the net. Our guest today is video games reviewer Alex McGregor and we're talking about YouTube. Alex, why is YouTube your favourite website?

A: Well, the first reason is that there are so many great videos on YouTube – sports, music, personal blogs, comedy shows, news and so on. Secondly, a lot of the videos are really funny. And the final reason is because anyone can become famous thanks to YouTube. For example, in May 2007 an Englishman, Howard Davies-Carr, decided to upload a video of his children on YouTube. It showed a baby called Charlie and his three-year-old brother Harry. In the video Charlie bit Harry's finger and the boys started laughing. Harry smiled and said, 'Charlie bit me!' After nine months the video had twelve million hits and now it's the most popular non-music video in the history of YouTube, with over 800 million views!

N: Brilliant! How do you think YouTube will change in the future?

Exercise 6

Students work on their own at first, and think about their answers before discussing the questions in pairs.

VOX POPS ▶ **4.5**

Before watching, invite students to guess websites the speakers could mention. After watching, discuss students' ideas and any websites that they didn't guess.

Further practice

- Workbook page 47
- Resource Pack
  Resource 45: Unit 4 Lesson 5 Listening and Vocabulary – Tell your group

4.5 LISTENING and VOCABULARY Favourite websites

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

1 CLASS VOTE **Which of these websites do you use the most often?**

eBay
Google
Wikipedia
YouTube
Facebook

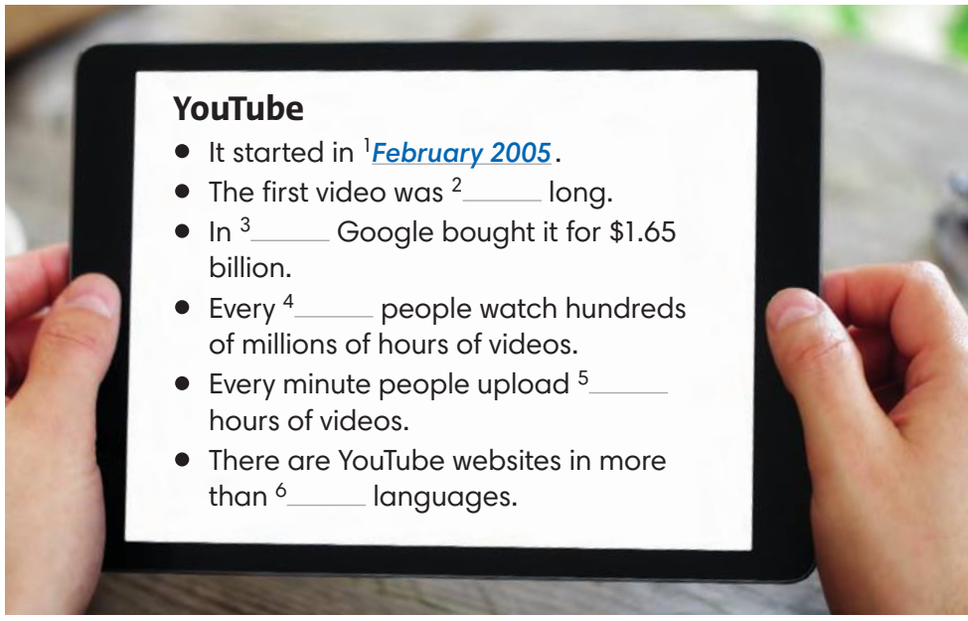
2 **Match the websites from Exercise 1 with definitions 1–5.**

1 You can buy and sell things on this website. *eBay*
2 On this website you can view and download videos. You can also upload your own videos to share them with other people.
3 You can use this to search the web for other websites that interest you.
4 With this website you can keep in touch with friends and chat online.
5 On this website you can read articles and click on links to find out more information.

3 2.28 WORD FRIENDS **Complete the text with the correct form of the highlighted verbs from Exercise 2. Listen and check.**

I needed to find a program for making films so I [1] *searched* **the web** and found one. I [2]_____ **on the link** and saw it was free so I [3]_____ **the program**. After I finished making my film, I wanted to [4]_____ **it with other people** so I [5]_____ **my video clip to YouTube**. In the first week, three hundred people [6]_____ **my video** and now some of them want to [7]_____ **online** with me.

4 2.29 **Listen to a radio interview about YouTube. Complete the notes with one or two words in each gap.**



5 2.30 **Listen to the second part of the programme. Choose the correct answers.**

1 *Upload* is a
a computer program. (b) radio programme. c website.
2 Alex likes YouTube because
a he likes watching famous people.
b it's always funny.
c it shows many different kinds of videos.
3 How many reasons does Alex give for liking YouTube?
a two b three c four
4 Howard Davies-Carr made a very popular
a family video. b music video. c website.
5 How many times did people watch *Charlie bit my finger* in nine months?
a 9 million b 12 million c over 800 million

6 [VOX POPS ▶ 4.4] **In pairs, ask and answer the questions about your favourite websites. Use the Word Friends in Exercise 3.**

And YOU

1 What kind of website is it?
2 What can you do on it?
3 How popular is it?
4 Do you know how and when it started?
5 How often do you visit it?
6 Why do you like visiting it?

My favourite website is … You can use it to …

4.6 SPEAKING Putting events in order

I can put events in order when talking about the past.

VIDEO **IT ALL WENT WRONG**

Lee: Hi, Amy.
Amy: Hi, Lee. What's up?
Lee: You know my new song?
Amy: Of course I do. You played it a hundred times last weekend!
Lee: Yeah, anyway, I wanted to make a video of the song and upload it to YouTube but it all went wrong. First, the battery in my camera died after only one minute. Then I couldn't find the charger so I had to buy a new battery. After that my microphone didn't work. I didn't know where to plug it in. In the end it worked and finally, I finished recording the song so then I went online to upload it to YouTube.
Amy: Yeah?
Lee: And my computer crashed!
Amy: Oh no!
Lee: Yeah! Listen, I really need to fix it. Do you fancy coming round tomorrow to give me a hand?
Amy: Yeah, OK.
Lee: Thanks, Amy.
Ruby: Lee, do you know …? Oh! I don't believe it! Mum! Lee's using my phone again!
Lee: Ruby! I can explain. You see, the thing is …

What's up? Anyway, …
Give me a hand.
Do you fancy (coming)?

OUT of class

1 **WORD FRIENDS** **What problems can you get with gadgets and computers? Check if your ideas are in the list. In pairs, say when you last had these technical problems:**

- ☐ My computer crashed.
- ☐ My computer got a virus.
- ☐ My internet connection stopped working.
- ☐ I couldn't download a program.
- ☐ I couldn't connect a microphone.
- ☐ The battery in my camera/phone died.

My computer got a virus last weekend.

2 **4.5** **2.31** **What can you see in the photo? What do you think Lee's problem is? Watch or listen. Tick (✓) the problems in Exercise 1 that Lee had.**

3 **Underline the words and phrases from the dialogue.**

Speaking Putting events in order

- At first/First/First of all
- Then/Next/After that/Suddenly
- An hour/A few days/Two weeks later
- Finally/In the end

4 **2.32** **Use the Speaking box to complete the story of Lee's dream. Listen and check.**

I dreamt that I uploaded the video of my song on YouTube. At [1]*first*, it wasn't very successful. Only three people viewed the video in the first week. But then [2]_____ it became popular. Millions of people saw it. A few days [3]_____ I got a call from a music company and I went to London to make a professional video. That was really successful too. [4]_____ that they asked me to write the music for a Hollywood movie! In the [5]_____ I won an Oscar for the best original song in a film!

5 **2.33** **Dictation. Listen to Amy's side of the story. Listen again and write down what she says.**

6 **In pairs, use the Speaking box to tell a story. Choose from the ideas below.**

And YOU

- A time when you had technical problems.
- A day when you invited friends to your house.
- A dream you had.

I had a dream. At first, I was on a train and …

4.6 SPEAKING Putting events in order

Lesson learning objective

Students can put events in order when talking about the past.

Lead in: review of internet vocabulary

Put students into groups of three. Give each group a word from the previous lesson, written on a small piece of paper (e.g. *chat*, *click*, *download*, *search*, *share*, *upload*, *view*). The groups make one or two sentences which indicate the meaning of the word, without actually using the word (e.g. *like – My friend changed his profile picture on Facebook. His new one is great, so I clicked on the little picture of the 'thumb up' to show that it pleased me.*). Invite the groups to read out their sentences while the rest of the class guess the word.

Exercise 1

Read the first part of the rubric and elicit a few ideas from students before they look at the list.

If they ask how to say some of the words they need in English, don't give them the words yet; encourage them to explain instead, in the same way they did in the Lead-in activity.

Go through the list, explaining any new words, and put students in pairs to discuss the problems.

Language notes

At one point in the video, Lee uses the structure *had to* (*I had to buy a new battery*), which might confuse students. If they know the modal *must*, you can explain that there is no past form of *must*, but because *have to* has a similar meaning, we use *had to* as the past for both *have to* and *must*.

Exercise 2 4.5 2.31

Before students discuss the photo, elicit or remind them what Lee's hobbies are (*books*, *movies*, *music*, *singing*, *playing the guitar*, *making music on his laptop*, *writing songs*). They then look at the photo and try to guess what his problem might be.

Tell students that they are going to watch the video without sound, to check if they were right. Ask them to focus on the flashback (black-and-white) scenes, and Lee's expressions. Play the video and briefly discuss students' ideas.

Now tell students that they are going to watch the video again, this time with sound, and tick the problems in Exercise 1 that Lee had. Play the video and check answers after watching.

Answers:
In the photo Lee is holding some wires and he looks confused. There is a guitar and a computer in the background.
Lee had these problems: *My computer crashed. I couldn't connect a microphone. The battery in my camera/phone died.*

Exercise 3

Go through the Speaking box with the class. Elicit why *suddenly* is different from the other words in its category (*it not only gives information about <u>when</u> something happened, but also <u>how</u> it happened*).

When students have found the words in the dialogue, go through the Out of class box. Ask which word or phrase we use to change the subject (*Anyway, …*).

Students think of different ways of saying the other three phrases (e.g. *What's up? = What's wrong?/What's the matter?*; *Give me a hand = Help me*; *Do you fancy coming? = Would you like/Do you want to come?*).

Exercise 4 2.32

Tell students that they should think carefully about number 2. Explain that Lee has already given a word that says <u>when</u> it happened (*then*), so get them to think about what other information Lee could be giving (*<u>how</u> it happened*).

Answers: **2** suddenly **3** later **4** After **5** end

2.32

See page 251.

Exercise 5 2.33

First, get students to put down their pens and listen carefully to the whole text. Then get them to write as they listen.

Students swap papers with a partner, look at each other's work and try to find either spelling or punctuation errors.

Encourage a class discussion about common errors made during the dictation.

Answers:
It was late. I was asleep in bed. Suddenly, the phone rang. It was Lee. He had a computer problem. He asked me for help. In the morning I got up early and went to Lee's house. First of all I fixed his computer. After that I helped him to upload his video. Finally, he told me about a crazy dream. Sometimes I worry about him.

Exercise 6

As an alternative and to help with ideas, ask pairs to only to write the first sentence(s) of their story at the top of a blank sheet of paper. Remind students that when telling a story, we generally start by saying where and when it took place, and that we can also give our overall opinion of the event (e.g. *It was terrible. I was near my house, on my way home from school …*). Each pair should pass their piece of paper to another pair. Remind students that the next sentences should give the main details of what happened. They should continue writing the story, writing a sentence starting with the phrase *At first*. When they have done this, again they should pass the piece of paper to a different pair. They should read what is written on their new piece of paper and continue the story, writing a sentence starting with *Then*. Continue the process with the following phrases: *Suddenly*, *After that*, *A few minutes later* and *In the end*.

Then collect all the pieces of paper and redistribute them so that all pairs of students have a story that starts with their original sentence. Invite different students to read their story to the rest of the class.

Further practice

- Workbook page 48
- Resource Pack
  Resource 46: Unit 4 Lesson 6 Speaking – Order it
  Resource 47: Unit 4 Lesson 6 Video – It all went wrong

4.7 ENGLISH IN USE Relative clauses

Lesson learning objective

Students can be specific about people, things and places.

Lead in: review of putting events in order

Get students to work in groups of four. They have to create a short play in which the characters move through different activities, such as talking, arguing, laughing, questioning, cooking or watching TV. The groups have to perform their plays without speaking, using mime to indicate what is happening. After each performance, the rest of the class say what they think happened during the play, using *first*, *then*, *next* and *finally*.

Language notes

When teaching defining relative clauses at this level, the main issues to look out for are:

- misuse of relative pronouns. Students may use *which* instead of *who* or *that* for people (e.g. *a man which I know*), or they may use *what* instead of *that* or *which* for things (e.g. *something what is important to me*).
- use of redundant pronouns with relative pronouns. Students may not realise that the relative pronoun replaces a different pronoun (e.g. *It's a computer which* (*it*) *is very small.*). Exercise 3 gives practice with this.

This lesson does not introduce the possibility of omitting relative clauses referring to the object of a sentence (e.g. *The girl* (*who*) *I met earlier knows your sister.*). It may be worth pointing this out in Exercise 5, where the pronoun can be omitted in sentences 1, 3 and 5.

Exercise 1

Before students open their Student's Books, check that they understand *robot* and ask what the word makes them think about (e.g. *war*, *films*, *domestic help*).

Answer: 3

Exercise 2

Go through the Language box with students. Remind them that although *that* can be used for both people and things, *which* can only be used for things. For animals, sometimes *who* is used to refer to close family pets, but we usually use *which*. Elicit why students think this is the case (people may see their pets as being one of the family).

Answers:

Rule 1: This is the scientist <u>who</u> invented a super-intelligent robot. (picture 1); These are the people <u>that</u> bought the robot. (picture 3)
Rule 2: It's a super-intelligent robot <u>that</u> can do a thousand amazing things. (picture 1); These are some things <u>which</u> the robot can do. (picture 2); And these are the things <u>that</u> the robot does. (picture 3)
Rule 3: This is a shop <u>where</u> they sell the super-intelligent robot. (picture 2); This is the house <u>where</u> they live. (picture 3)

Exercise 3

Discuss the example with students. Explain that either *which* or *that* can be used. Explain or elicit that the relative pronoun refers to the robot. It replaces the subject pronoun (*it*), which also refers to the robot, because we don't need two pronouns together referring to the same thing.

Discuss the other sentences and elicit which word is to be omitted for each (*She*, *It*, *there*, *She*, *it*, *here*). Make sure students realise that the sentences in 4 and 6 still need the subject pronoun and that in sentence 7 the name Marie Curie is needed. This is because the relative pronouns aren't referring to these things/people, but to the shop, the mouse and the town.

Answers:

2 She is a woman who/that makes things.
3 I bought a clock which/that plays music.
4 That's the shop where I bought my gloves.
5 Is that your friend who/that works for Microsoft?
6 Have you got a mouse which/that you don't need?
7 This is the town where Marie Curie was born.

Exercise 4

Point out to students that the rubric doesn't mention the relative pronoun *that*, so they shouldn't use it.

Answers: **1** which; charger **2** where; port **3** who; collector **4** where; website **5** which; camera **6** who; scientist

Exercise 5

If you think the class is ready for more information about relative clauses, you could explain that in sentences 1, 3 and 5 the relative pronoun can be omitted because the relative clause refers to the <u>object</u> of the sentence, e.g. *I* (= subject) *admire* (= verb) *someone* (= object). Contrast these with sentence 6, where the relative clause refers to the <u>subject</u> of the sentence: *The robot* (= subject) *can* (= verb).

Answers: **2** where **3** which **4** where **5** who **6** which

Exercise 6 2.34

Ask students how they think the people in the audio will complete the sentences.
After listening, ask for students' opinions about what was said.

Answers: **1** Bill Gates **2** Italy **3** a new phone **4** bed **5** my mum **6** do my homework for me

2.34

See page 251.

Exercise 7

When students have finished, invite different students to read out one sentence each and to give more information, as in the audio in Exercise 6.

Further practice

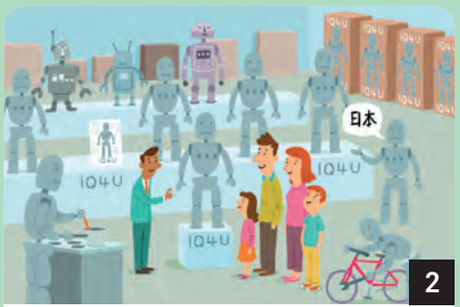
- Workbook page 49
- Resource Pack
  Resource 48: Unit 4 Lesson 7 English in use – Quick thinking

4.7 ENGLISH IN USE Relative clauses

I can be specific about people, things and places.

1

This is the scientist who invented a super-intelligent robot.
It's a super-intelligent robot that can do a thousand amazing things.



2

This is a shop where they sell the super-intelligent robot.
These are some things which the robot can do.

3

These are the people that bought the robot.
This is the house where they live.
And these are the things that the robot does.

1 **Look at the cartoons. What is the robot thinking in picture 3? Choose the best caption.**

1 'Why can't humans be more like robots?'
2 'Housework is so much fun!'
3 'I'm super-intelligent and I'm picking up socks. How depressing!'

2 **Find sentences in the cartoon strip for rules 1–3 below.**

Language Relative clauses

We use relative clauses to say which person, thing or place we are talking about.

1 We use *who* or *that* for people.
An inventor is a person who/that invents things.
2 We use *which* or *that* for things.
This is the machine which/that Leonard invented.
3 We use *where* for places.
This is the university where Leonard works.

3 **Combine the sentences with relative pronouns.**

1 This is a robot. It cleans floors.
This is a robot which/that cleans floors.
2 She is a woman. She makes things.
3 I bought a clock. It plays music.
4 That's the shop. I bought my gloves there.
5 Is that your friend? She works for Microsoft?
6 Have you got a mouse? You don't need it.
7 This is the town. Marie Curie was born here.

4 **Complete the sentences with *who*, *which* or *where*. Then write the correct word for each definition.**

1 It's a thing *which* you use to charge a phone. **c**_ _ _ _ _ _
2 It's a place _____ you put USB gadgets. USB **p**_ _ _
3 This is a person _____ collects things. **c**_ _ _ _ _ _ _ _
4 It's a place _____ you can read information online. **w**_ _ _ _ _ _
5 It's a thing _____ takes photos. **c**_ _ _ _ _
6 This is a person _____ works in a laboratory. **s**_ _ _ _ _ _ _ _

5 **Complete the sentences with *who*, *which* or *where*.**

1 The person *who* I admire the most is …
2 The place _____ I want to live when I'm older is …
3 The next electronic gadget _____ I want to buy is …
4 One place _____ I feel really happy is …
5 The first person _____ I saw this morning was …
6 I'd love to have a robot _____ can …

6 2.34 **Listen and complete the sentences in Exercise 5.**

7 **Complete the sentences in Exercise 5 to make them true for you. Then compare with a partner.**

And YOU

Wordlist and Vocabulary in action

Exercise 2

Possible answers:
1 e-reader, smartphone, tablet (computer)
2 desktop computer, e-reader, games console, MP3 player, smartphone, tablet (computer)
3 desktop computer, smartphone, tablet (computer)
4 desktop computer, mobile phone, smartphone, tablet (computer)
5 cassette player, CD player, desktop computer, DVD player, games console, mobile phone, MP3 player, smartphone, tablet (computer)

Further practice
Workbook page 50

WORDLIST Gadgets and equipment | Computers and technology | Phrasal verbs

admire /ədˈmaɪə/ v
after that /ˈɑːftə ðæt/ adv
app /æp/ n
at first /ət fɜːst/ adv
battery /ˈbætəri/ n
blog /blɒg/ n
calm down /kɑːm daʊn/ v
can't stand /kɑːnt stænd/ v
cassette /kəˈset/ n
cassette player /kəˈset ˈpleɪə/ n
CD player /ˌsiː ˈdiː ˈpleɪə/ n
charger /ˈtʃɑːdʒə/ n
check out /tʃek aʊt/ v
collector /kəˈlektə/ n
computer freak /kəmˈpjuːtə friːk/ n
crash (e.g. a computer) /kræʃ/ v
current /ˈkʌrənt/ adj
desktop computer /ˈdesktɒp kəmˈpjuːtə/ n
die (e.g. a battery) /ˈdaɪ/ v
digital camera /ˈdɪdʒətl ˈkæmərə/ n
don't/doesn't mind /ˌdəʊnt dʌz(ə)nt ˈmaɪnd/ v
DVD player /ˌdiː viː ˈdiː ˈpleɪə/ n
e-reader /iː ˈriːdə/ n
electric /ɪˈlektrɪk/ adj
electronic /ˌelɪkˈtrɒnɪk/ adj
email (address) /ˈiː meɪl əˌdres/ n
(computer) equipment /kəmˈpjuːtə ɪˈkwɪpmənt/ n
finally /ˈfaɪnəli/ adv
first (of all) /ˌfɜːst/ adv
fortunately /ˈfɔːtʃənətli/ adv
gadget /ˈgædʒət, ˈgædʒɪt/ n
games console /geɪmz kənˈsəʊl/ n
give up /gɪv ʌp/ v
hang up /hæŋ ʌp/ v
in the end /ɪn ðə end/ adv
instant message /ˈɪnstənt ˈmesɪdʒ/ n
internet connection /ˈɪntənet kəˈnekʃən/ n
invent /ɪnˈvent/ v
inventor /ɪnˈventə/ n
joystick /ˈdʒɔɪˌstɪk/ n
keyboard /ˈkiːbɔːd/ n
(a few weeks) later /ˈleɪtə/ adv
look for /lʊk fə/ v
memory /ˈmeməri/ n
mobile phone /ˈməʊbaɪl fəʊn/ n
mouse (computer) /ˈmaʊs/ n
MP3 player /ˌem piː ˈθriː ˈpleɪə/ n
next /nekst/ adv
online /ˈɒnlaɪn/ adv
online (games) /ˈɒnlaɪn/ adj
pen drive /pen draɪv/ n
plug in/into /plʌg ɪn ɪntə/ v
practical /ˈpræktɪkəl/ adj
print /prɪnt/ v
printer /ˈprɪntə/ n
professional /prəˈfeʃənəl/ adj
record /ˈrekɔːd/ n
record /rɪˈkɔːrd/ v
robot /ˈrəʊbɒt/ n
scientist /ˈsaɪəntəst, ˈsaɪəntɪst/ n
smartphone /ˈsmɑːtfəʊn/ n
software /ˈsɒftweə/ n
successful /səkˈsesfəl/ adj
suddenly /ˈsʌdnli/ adv
switch off/on /swɪtʃ ɒf ɒn/ v
tablet (computer) /ˈtæblət/ n
technical (problems) /ˌteknɪkəl/ adj
technology /tekˈnɒlədʒi/ n
then /ðen/ adv
top up (a phone) /tɒp ʌp/ v
unfortunately /ʌnˈfɔːtʃənətli/ adv
USB port /ˌjuː es ˈbiː pɔːt/ n
website /ˈwebsaɪt/ n

WORD FRIENDS
call/phone a friend
charge a phone/battery
chat online
check emails/updates
click on links
connect a microphone
download files/videos
follow somebody (on Twitter)
get a virus (computer)
go wrong
keep in touch (with people)
make phone calls
make videos/video clips
meet (people) face-to-face/ in town
play games
search the web
send emails/instant messages
share files/videos
spend time online/offline
stop working
surf the internet
take photos
text friends
upload files/videos
use social networking sites
visit a website
view videos
visit friends
waste time (online)
write/receive texts

VOCABULARY IN ACTION

1 Use the wordlist to find twelve examples of electronic equipment/gadgets.
CD player, …

2 In pairs, decide which items from Exercise 1:
1 often have an internet connection *desktop computer*
2 quite often crash/go wrong/stop working
3 can get a virus
4 can help you keep in touch with people
5 you can use to listen to music
6 you are really addicted to

3 Complete the sentences with the correct form of the word in bold.
1 Marie Curie was a great *scientist*. **SCIENCE**
2 Your video clip's great – you did a really _____ job! **PROFESSION**
3 Does anybody remember who was the _____ of the cassette? **INVENT**
4 I wrote you a long email but _____ my computer crashed. **FORTUNATE**
5 The first CD player wasn't very _____. **SUCCESS**

4 Complete the Word Friends. In pairs, say if the sentences are true for you.
1 I got a virus after I clicked *on* a link.
2 A famous person follows me _____ Twitter!
3 I often _____ the internet for new fashion ideas.
4 I sometimes forget to _____ my phone and the battery dies.

5a 2.35 PRONUNCIATION Listen to how you pronounce the underlined letters in each word and repeat.

/ə/ address battery camera computer digital internet

5b 2.36 PRONUNCIATION In pairs, practise saying these words with an /ə/ sound. Listen and check.

inventor microphone printer tablet virus

Exercise 3

2 professional
3 inventor
4 unfortunately
5 successful

Exercise 4

2 on
3 surf
4 charge

Exercise 1

Possible answers:
cassette player, desktop computer, digital camera, DVD player, e-reader, games console, joystick, keyboard, mobile phone, mouse, MP3 player, pen drive, printer, smartphone, tablet (computer)

Extra activity

Following on from Exercise 6, ask students to write true sentences about themselves, starting: *I often forget to …*; *I would like to …*; *I don't mind …*; *I keep …*; *I stopped … a long time ago*. Put students into groups of four to compare and discuss ideas.

Further practice

- Workbook page 51
- Resource Pack
  Resource 49: Unit 4
  Vocabulary – Add one
  Resource 50: Unit 4
  Grammar – Make a sentence

Revision

VOCABULARY

1 **Match words from A with words from B to make phrases. In pairs, choose four phrases and make sentences.**

A: ~~instant~~ digital USB email pen games

B: address console ~~message~~ drive camera port

instant message

2 **Complete the words in the text. In pairs, say which course is suitable for:**

a someone who wants to spend time away from the internet.
b someone who is interested in making music videos.
c grandparents who want to contact their grandchildren.

New short courses for Autumn 2020

1 **Online Media (6 weeks; £90)**
During this six-week course students have a chance to [1]*take* photos and make video [2]**c**_____. Students also learn how to [3]**s**_____ their videos and [4]**u**_____ files and videos to the internet.

2 **Learn to Love Your Computer (4 weeks; £60)**
Do you want to know how to use your smartphone or computer to keep in [5]**t**_____ with friends and family? This four-week course is the answer! Learn how to [6]**s**_____ emails and messages, [7]**t**_____ friends, and chat [8]**o**_____.

3 **Vegetable Gardening (8 weeks; £85)**
Do you spend all day surfing the [9]**i**_____? Do you feel you [10]**w**_____ time online? Are you looking for ways to [11]**s**_____ time offline? Try a new skill and meet [12]**p**_____ face-to-face in the fresh air! PS Only for people who don't [13]**m**_____ getting wet or dirty!

3 **Replace the underlined phrases with the phrasal verbs below.**

hang up plug (sth) into look for ~~check out~~ give up

Check out

1 Wow! Have a look at these games consoles.
2 Don't stop trying. You need practice to become a good photographer.
3 Can you help me try to find my pen drive?
4 He started shouting so I decided to end the phone call.
5 I'm not surprised your printer isn't working. You forgot to connect it to the USB port.

GRAMMAR

4 **Complete the text with the Past Simple form of the verbs in brackets. Use the verb list on page 127 to help you.**

Ada Lovelace lived in England in the early 1800s. She [1]*was* (be) the daughter of Lord Byron, a famous poet. Ada's mother [2]_____ (not want) Ada to be a poet like her father so she [3]_____ (teach) her Maths and Science. In 1833, Ada [4]_____ (meet) Charles Babbage, the inventor of a counting machine (a primitive computer). In 1843, Ada [5]_____ (write) an algorithm for Babbage's machine: perhaps the world's first computer program. So [6]_____ (Ada/have) her father's amazing imagination after all?

5 **Complete the information about the story in Exercise 4. Choose the correct option.**

1 *Ada Lovelace* was the person *who* / *which* probably became the first computer programmer.
2 _____ was the country *that* / *where* Ada lived.
3 _____ was the poet *who* / *which* was Ada's father.
4 _____ was the early computer *where* / *which* Babbage invented.

6 **Complete the sentences with the correct form of the verbs in brackets. In pairs, say which sentences are true for you.**

1 I often write emails but forget *to send* (send) them.
2 I would like _____ (spend) more time offline.
3 I don't mind _____ (write) texts.
4 I keep _____ (lose) my phone charger.

SPEAKING

7 **In pairs, use linking words (*first/then* …) to tell a story. Student A, look below. Student B, look at page 131. Then swap roles.**

Student A Choose a topic:
- A time you nearly gave up – but didn't.
- A time when you didn't finish something because you spent too long online.

DICTATION

8 **2.37** **Listen, then listen again and write down what you hear.**

SELF-ASSESSMENT Think about this unit. What did you learn? What do you need help with? **WORKBOOK** p. 50

Exercise 1

digital camera, USB port, email address, pen drive, games console

Exercise 2

2 clips
3 share
4 upload
5 touch
6 send
7 text
8 online
9 internet
10 waste
11 spend
12 people
13 mind
a 3
b 1
c 2

Exercise 3

2 give up
3 look for
4 hang up
5 plug (it) into

Exercise 4

2 didn't want to
3 taught
4 met
5 wrote
6 did Ada have

Exercise 5

2 England; where
3 Lord Byron; who
4 A counting machine; which

Exercise 6

2 to spend
3 writing
4 losing

Exercise 8

My computer stopped working, so I phoned the computer company. They told me to get an update. I asked how to do this. They said I could download it from their website! But how?

BBC

CULTURE

Is there wi-fi in the Sahara?

Strange places around the world to find wi-fi

Today, in the twenty-first century, people can go online nearly everywhere. We don't have to be at home or work or school. There are hotspots in cafés, hotels (even in the Sahara!), shops and hospitals. At the moment there are about 5.8 million hotspots in the world! Although we still can't browse online or check our emails on some planes, in deserts or in some countryside areas, there are some unusual places which do have wi-fi hotspots.

The Moon

Are you surprised? It's true. Scientists put a satellite and receiver near the Moon. No one is using it at the moment. But people might live there and use it in the future? Who knows?

Mount Everest

The highest mountain in the world got wi-fi in 2010. There are hotspots all along the difficult routes up to the top. So, if you want to climb to the very top, the summit, you can take a selfie and share it with your friends!

The North Pole

A Russian team made the difficult journey into the Arctic in 2005. They set up a hotspot at an ice camp eighty kilometres from the Pole. It was the first wi-fi connection in the Arctic.

London black cabs

It usually costs a lot to go online while you're travelling. But now you can do this for free in many London black cabs (taxis). You have to watch a fifteen second advert first but then you get fifteen minutes of free wi-fi to use on your phone, tablet or laptop. Useful for the cabbies too!

Engineers are still working to bring wi-fi to a lot of remote areas all over the world. Small African villages might soon have wi-fi, just like the big hotels!

GLOSSARY
browse (v) to look for information
cabbie (n) a taxi driver
receiver (n) a piece of equipment which receives signals
remote (adj) far away
summit (n) the top of a mountain

Lead in: review of relative clauses

Write *It* on the board. Tell students that you want them to make a sentence containing a relative clause. Elicit what the next word in the sentence could be. When a student says *is*, add it to the sentence. Do the same for *a*, *thing*, *which*, and continue until there is a full sentence. Elicit what the object could be (this will depend on what words students thought of to complete the sentence). Then write a second sentence, this time starting with *He* (*is a person who …*). After this, explain to students that they are going to make a sentence together as a class, with no prompt apart from the first word. Each student who gives a word invites another student to say the next word. If any student thinks that the sentence is grammatically or logically incorrect, they stop the activity at any point. The last student to give a word tries to complete the sentence. Give the first word (*They*, *She* or *It*) and invite a student to continue. Then keep quiet and write what students say on the board and see what happens!

4.6

The digital revolution

Part 1

This is Africa. It's a beautiful place. The first human beings came from Africa. But today we're here to think about the future, not the past. Today, something important is happening in a small town in Ghana. It is plugging into the internet. There are still a lot of countries in Africa that do not have internet connection. But this is changing, slowly. The internet makes a big difference to people's lives and nearly everything they do. Today, that difference is starting here. And the people have a special visitor on this special day, Sir Tim Berners-Lee. Tim is an important man and people admire him a lot. More than twenty years ago he invented the World Wide Web. He wanted to connect people all over the world. He had a wonderful idea.

He wanted everyone, rich and poor, to use it. Money wasn't important for him. He thought it should be free for everyone. Then people could learn lots of information and share their ideas. Now these people in Ghana can do that.

Tim is showing these African people how to use electronic equipment to search the web. They see the things they can learn and how they can keep in touch with other people.

But what does the internet really mean for the people here in Africa and for everyone who is connected? Is the internet good for us, or bad?

4.7

Part 2

The world today is very different because of the web. Now there are three billion people online. The internet gives us information, friends and a lot more. Life is easier. We can go online nearly everywhere – at home, outside and in cafés. And many people are now very rich because of the internet. Very big companies like Google, Amazon and eBay earn billions of pounds.

But some people think there are bad things about the web. Is it a good thing for these companies to be so big and powerful? Should governments use the internet to spy on people? Can we stop people becoming addicted to computer games? There are some big problems. But Tim Berners-Lee's idea – to connect people who are not rich or powerful – is still true. Kudjo is a successful farmer in Ghana and for him the internet is very important.

At first, he didn't know how to use the web. Then a friend gave him some practical lessons. Now he browses for information. The internet helps him to grow his crops and to sell them. He checks out the prices of different products. Then he can sell his products at the correct price.

He can compete with the big farmers now and he can earn more money. Kudjo feels connected to the world, not alone.

This is what Tim Berners-Lee wanted when he invented the web.

He created something amazing and it's still changing today. But he never earned money from it. He gave it away to the world for free because he wanted everyone to benefit from it. These young people in Africa today are doing exactly that. What a wonderful present!

Exercise 1

When students have discussed the questions, elicit any vocabulary from the text they found difficult and had to look up.

Exercise 2

As students find any of the items referenced in the text, they should mark the text so that they can return easily to it later.

Answers: 1, 3, 5, 6

Exercise 3

Tell students to cover the text and work together to see what they can remember. They then join together with a second pair and share ideas.

Invite groups to tell the class what they learned about one of the topics from Exercise 2.

Exercise 4

Explain to students that there are two contrasting ideas about wi-fi and the Sahara in the first part of the text. Students are to work in pairs to make a sentence which links these two ideas, using *but*. Give students a time limit and then elicit ideas.

Possible answer: There is wi-fi in some hotels in the Sahara but there isn't any wi-fi in the desert/remote areas.

Exercise 5

Get students to answer the question in pairs, then discuss briefly in open class.

Ask students what they would expect to see on the BBC programme from reading the extract. Elicit ideas (possibly: *the history of the internet*; *places which don't have the internet and what is being done to change this*).

Culture notes

Tim Berners-Lee invented the World Wide Web in 1989. He spends a lot of his time advocating for people's rights in relation to their online privacy, as well as for the freedom and openness of the web. Berners-Lee started learning about electronics while playing with his model railway as a child. He studied physics at Oxford University and he invented the web while at CERN, the European Particle Physics Laboratory. Berners-Lee has received several international awards for his contribution to the development of technology.

Exercise 6 4.6

Before students watch Part 1, ask them if they know who the man in the photo in Exercise 5 is. Elicit/Give students the answer (*Tim Berners-Lee*), then ask them if they know why he is an important man. Do not confirm the answer yet; explain that they will find out in the video.

Get students to look at the questions and ask them to watch in order to answer them. If necessary, play the video a second time before checking answers with the class.

Answers:

1 because it is going to plug into/connect to the internet
2 because he invented the World Wide Web/the internet
3 He wanted to connect people all over the world. He wanted both rich and poor people to use the internet.
4 how to use electronic equipment to search the web
5 What does the internet really mean for the people here in Africa and for everyone who is connected? And is the internet good for us or bad?

Exercise 7

Put students into pairs to discuss the question and make their lists. Then join up pairs into groups of four and have them compare their ideas. Have a brief class discussion, eliciting points for and against from different groups.

Exercise 8 4.7

Now tell students to watch Part 2 of the video to see if they will change their mind about any of the points they discussed in the previous activity. Play the video, and have students discuss in their pairs. Then discuss briefly in open class.

Exercise 9

Students do the exercise individually or in pairs, then watch the video again to check and confirm their answers.

Answers:

1 T (*Kudjo is a successful farmer … grow his crops*)
2 F (*a friend gave him some practical lessons*)
3 T (*He checks out the prices of different products. Then he can sell his products at the correct price.*)
4 F (*He gave it away to the world for free.*)

Exercise 10

After students discuss the question in pairs, open this up to a class discussion, eliciting points for and against from different students.

Exercise 11

This activity should be set for homework unless students are able to access the internet during the lesson. Give the groups time to discuss any companies they know about. They work together outside of school or in an appropriately equipped classroom, to create a film or multimedia presentation.

Further practice

- Workbook page 52–53
- Resource Pack
  Resource 51: Unit 4 BBC Culture – Wi-fi and you
  Resource 52: Unit 4 Culture – Hotspots

EXPLORE

1 **In pairs, discuss the questions.**

1 What is a wi-fi hotspot?
2 Are there a lot of hotspots in your town/area?
3 How often do you use them?
4 Is there wi-fi everywhere in your country?
5 Which parts of the world do you think *don't* have wi-fi?

2 **Read the article and tick (✓) the things 1–7 that we learn about.**

1 ☐ hotspots
2 ☐ how hotspots work
3 ☐ possible future hotspots
4 ☐ advertising for hotspots
5 ☐ hotspots on transport
6 ☐ places where there are no hotspots
7 ☐ the cost of hotspots

3 **In pairs, discuss what you learned about the items you ticked in Exercise 2.**

4 **Now answer the question: Is there wi-fi in the Sahara?**

EXPLORE MORE

5 **You are going to watch part of a BBC programme about the internet. Read an extract from the programme. Do you enjoy watching programmes about technology?**

The digital revolution

The internet changed our lives in many ways but 60 percent of the world is still not connected.

EXPLORE MORE

6 **4.6** **Watch Part 1 of the video and answer the questions.**

1 Why is today an important day for this small town in Africa?
2 Why is Tim Berners-Lee important?
3 What was his idea?
4 What is he showing people?
5 What is the question the speaker asks?

7 **What do you think? Is the internet good or bad for us? In pairs, write a list of good and bad points.**

8 **4.7** **Watch Part 2 of the video and check your ideas in Exercise 7. Are your ideas the same as in the video?**

9 **Mark the sentences T (true) or F (false).**

1 ☐ Kudjo is a farmer who grows crops.
2 ☐ Kudjo also teaches his friends about the internet.
3 ☐ He uses the internet to learn the costs of his competitors' crops.
4 ☐ Sir Tim Berners-Lee sold his invention for a lot of money.

10 **Work in pairs. Do you think Tim Berners-Lee made the right decision?**

Yes, because I believe that everyone should use the internet.
No, it's better if you earn money from your own inventions.

YOU EXPLORE

11 CULTURE PROJECT **In small groups, create a digital presentation about an online company.**

1 Use the internet to research a new and exciting company that does everything online.
2 Write a short script and include some photos or video.
3 Share it with your class.

5

My home, my town

VOCABULARY
Things in the house | Prepositions of place | Housework | Adjectives to describe a house | Places in town

GRAMMAR
Adverbs of manner | Modal verbs: *can*, *have to* and *must*

Grammar: It's not fair

Speaking: I moved in this morning

BBC Culture:
I want my own room!

Workbook p. 65

BBC VOX POPS

CLIL 3 > p. 140

Unusual rooms

A bathroom

This spacious bathroom has really big windows. But there are no curtains so you can always admire a fantastic view of the Caribbean Sea.

5.1 VOCABULARY Things in the house

I can talk about things in the house.

1 CLASS VOTE **Look at the photos. Which room would you most like to visit?**

I'd like to visit the …

2 2.38 **Underline the things you can see in the photos.**

Vocabulary A Things in the house

- **kitchen** cooker cupboard fridge oven sink tap
- **bedroom** bed bedside table chair wardrobe
- **bathroom** bath bidet shower toilet washbasin
- **living room** armchair coffee table fireplace sofa
- **different rooms** ceiling curtains desk floor lamp mirror rug switch table wall

3 I KNOW! **How many words can you add to Vocabulary A in two minutes?**

4 **Complete the descriptions of the rooms in the photos with words from Vocabulary A.**

A The Caribbean bathroom has a [1]*bath* but no shower. There's a [2]_____ and a bidet. There's a mirror on the [3]_____ and a [4]_____ with one tap. On the floor there is a white [5]_____.

B In the living room in the Ice Hotel, there are two [1]_____ and a round [2]_____ in front of the [3]_____. And there's a big light on the [4]_____.

C The aquarium bedroom has a big [1]_____. There is a chair and a low [2]_____ near the window and a lamp on the [3]_____. There are some orange [4]_____ at the window.

D In the upside down kitchen, there's a [1]_____ and three [2]_____. There's a cooker and an [3]_____ for cooking food, a [4]_____ to keep food cold and lots of [5]_____ for the plates and glasses.

Unit contents

Vocabulary
- Things in the house
- Prepositions of place
- Housework
- Adjectives to describe a house
- Places in town

Grammar
- Adverbs of manner
- Modal verbs: *can*, *have to* and *must*

Communication skills
Asking for, giving and receiving advice

Examples of 21st century skills/competencies
- Critical thinking: page 62 (Exercise 5), pages 68–69
- Collaboration: page 62 (Exercise 6), page 69 (Exercise 11)
- Digital literacy: page 69 (Exercise 11)
- Assessment for learning: page 67
- Autonomy and personal initiative: page 60 (Exercise 8), page 61 (Exercise 8)

5.1 VOCABULARY Things in the house

Lesson learning objective
Students can talk about things in the house.

Lead in: review of the vocabulary from the previous unit

Tell students to choose one word from the wordlist in Unit 4 and to write a definition for it using relative clauses (*It's a thing which …*, *It's a person who …*, *It's a place where …*). Invite students to mingle and to tell one another their definition, to see how many of their classmates can guess the word. When the activity is over, ask a few students to give their definitions and to say how many of their classmates guessed their word.

Exercise 1

Before students open their Student's Books, ask them to think about a room they really like – it could be in their home, in a friend's home, in a hotel or it could be something they have seen on the internet or on TV.

Elicit some ideas and then ask students to look at Exercise 1.

Exercise 2 2.38

Play the audio first and then ask students to work in pairs or small groups, to peer-teach any vocabulary that students may be unsure of.

After students have found as many of the words in the photos as they can, go through the meaning of each of the words.

Answer:
Everything is shown in the photos except *bedside table*, *wardrobe*, *shower*, *sofa*, *desk* and *switch*.

Exercise 3

Get students to work in groups. Explain that they should only add words which they are able to define. Tell them to use the structure: *It's something which …* when explaining their new words to the rest of their group.

Possible answers:
kitchen: bin, dishwasher, microwave, washing machine
bedroom: alarm clock, chest of drawers, computer, poster
bathroom: soap, toothbrush, towel
living room: bookcase, bookshelf, DVD player, heater, TV
different rooms: carpet, clock, computer, light, painting, plant

Exercise 4

Tell students that sometimes it may appear that more than one word could be possible to fill a gap (e.g. *There's a _____ and a bidet. There's a _____ and three _____.*). In these cases, they should consider which things usually go together, e.g. *sofa and armchairs*, *bath and shower*.

Answers:
A **2** toilet **3** wall **4** washbasin **5** rug
B **1** armchairs **2** (coffee) table **3** fireplace **4** ceiling
C **1** bed **2** table **3** floor **4** curtains
D **1** table **2** chairs **3** oven **4** fridge **5** cupboards

Exercise 5

Give students an example before they do the activity. Explain that you are thinking of a household item and that they should ask you questions to find out what the item is, but you can only answer *yes* or *no*.

When the pairs have both taken turns to ask and answer, divide the class into two groups. Each group is to think of one item from the Vocabulary box. They are to repeat the activity, with each group taking turns to ask and answer questions. The winner is the first group to guess the item.

Exercise 6 2.39

Play the audio and go through the meaning of each word, using classroom objects and furniture.

Look at the example sentence and ask students which photo this is describing (*D – the man is using a straw to drink from one of them.*). Elicit the answers and the photos each sentence refers to.

Answers: **2** above (C) **3** next to (A) **4** between (A) **5** in front of (B)

Exercise 7 2.40

Discuss the picture with students and elicit what they can see.

When students have finished the activity, check they understand the meaning of these words: *astronomy*, *astronomer*, *telescope*.

Ask if anyone in the class is interested in astronomy or has a telescope. Encourage a class discussion.

Answers: **2** next **3** behind **4** on **5** bed **6** between **7** under **8** floor **9** of **10** door

Exercise 8

Remind students of these structures: *There's a …* and *The … is … .* You can write them on the board.

Ask students to write ten sentences about different objects in their homes. This will help them with ideas for when they work in pairs.

When pairs have finished the activity, elicit how many similarities students found and what they were.

Extra activity

Ask students to work in pairs and give each student two blank pieces of paper. Pre-teach *on the left* and *on the right*. First, students work on their own to draw on one of the pieces of paper. They are to draw a plan of a bedroom and to fill it with objects. Then they are to take turns to describe their plan to their partner, while he/she tries to draw it on the second piece of paper. When both partners have had a turn, they compare their plans to see how well they understood each other's descriptions.

Further practice

- Workbook pages 54–55
- Resource Pack
  Resource 53: Unit 5 Lesson 1 Vocabulary – What is where?

B living room

The armchairs are cold so you need to sit close to the fireplace in the living room of the Ice Hotel near Kiruna, Sweden.

C bedroom

Can't sleep? That's no problem in this underwater hotel bedroom in Dubai. You can get up and watch the fish in the aquarium. It's very relaxing!

D kitchen

No, these people can't fly. They're in the kitchen of the Upside Down House in Moscow, Russia. The furniture is on the ceiling and they are on the floor. Turn the photo round to see!

5 In pairs, think of something from Vocabulary A. Ask ten *yes/no* questions to find out what your partner is thinking of.

A: Is it usually in the living room?
B: Yes, it is.
A: Do you sit on it?

This is my room. There's a [1]wardrobe opposite the bed with lots of clothes in it. There's an armchair [2]_____ to the wardrobe and [3]_____ the armchair is my guitar. I love music. There's a poster of my favourite group [4]_____ the wall above my [5]_____. I like astronomy too. That's my telescope [6]_____ the bed and the armchair. My room isn't very tidy. There are lots of shoes [7]_____ the bed. That's my computer on the [8]_____ in front [9]_____ the wardrobe and that's my games console near the [10]_____.

6 2.39 Study Vocabulary B. Look at the rooms again and choose the correct option.

Vocabulary B Prepositions of place

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

1 There are some drinks *near* / *on* the kitchen table.
2 There's a painting *above* / *under* the lamp.
3 The bath is *in* / *next to* the window.
4 The toilet is *between* / *opposite* the bidet and the washbasin.
5 The coffee table is *behind* / *in front of* the fireplace.

7 2.40 Look at the picture and complete the text with one word in each gap. Listen and check.

8 In pairs, find four things which are in the same places in your homes. Use Vocabulary A and B to help you.

And YOU

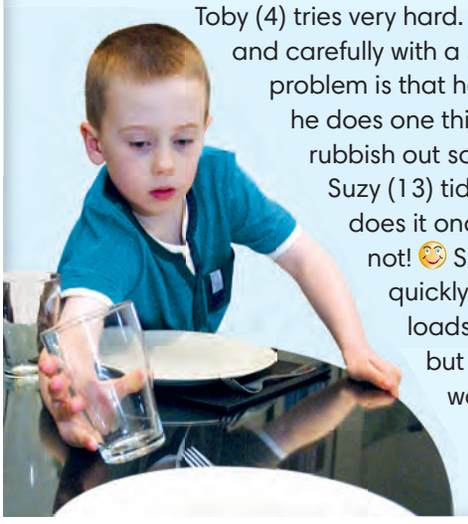
A: There's a sofa under the window in my living room.
B: No, in my living room the sofa's opposite the window.

5.2 GRAMMAR Adverbs of manner

I can describe how people do things.

1 What was the first job you did to help in the house when you were a child?

Kids and housework – your letters



Toby (4) tries very hard. He sets the table slowly and carefully with a smile on his face. The only problem is that he usually gets it wrong. 💔 But he does one thing perfectly. He takes the rubbish out so well!

Suzy (13) tidies her room regularly. She does it once a year if she needs to or not! 😳 She makes her bed really quickly but she does it so badly. She loads the dishwasher every night but she does it noisily and often wakes up the baby!

Jenny, York

2 2.41 WORD FRIENDS Read the text above. Then complete the Word Friends.

1 *make* your bed		2 _____ the rubbish out	
3 _____ your room		4 _____ /clear the table	
5 _____ the dishwasher/washing machine			
do the shopping/cooking/ironing			
wash/dry the dishes	vacuum/sweep the floor		

3 In pairs, say what housework from Exercise 2 you do or don't do.

I take the rubbish out but I don't do the ironing.

4 Read the text again. Say how the two children do their housework.

Suzy makes her bed quickly.

Grammar Adverbs of manner

adjective		*adverb*
He is slow.	→	He does things slowly.
She is noisy.	→	She does things noisily.

- We use *very*, *really* and *so* before adjectives and adverbs.

He is very/really/so careful.
→ He does things very/really/so carefully.

- Some adverbs are the same as the adjectives: *hard*, *fast*, *right*, *wrong*, *early*, *late*
- The adverb for *good* is *well*.

GRAMMAR TIME > PAGE 122

5 Complete the sentences with adverbs from the adjectives in brackets. In pairs, say if the sentences are true for you.

1 I make my bed really *badly*. (bad)
2 My dad doesn't cook very _____. (good)
3 I load the dishwasher very _____. (careful)
4 I tidy my room so _____. (fast)
5 I never arrive _____. (late)
6 I like getting up _____. (early)
7 My parents do the shopping _____. (slow)
8 My grandfather eats very _____. (noisy)

I don't make my bed badly. I make it very well. How about you?

6 In groups, make adverbs from the adjectives below. Then use them to talk about what you did yesterday. Are your partners' sentences true or false?

good bad quick slow wrong hard careful angry happy early late

A: I sang happily on my way to school.
B: I don't believe you. It's false.

7 2.42 Complete the text with one word in each gap. Listen and check.

My mum works 1*hard* and she's always 2_____ tired when she gets home. So we all help 3_____ the housework. My brother Tom usually 4_____ the shopping. He can drive so he does it very 5_____ – in under an hour. My sister Bea is the cook because she cooks really 6_____. I set and 7_____ the table and I vacuum the 8_____ every Sunday. I take the rubbish 9_____ too. But I don't 10_____ the dishwasher any more because Bea says I don't do it very well.

8 Write a paragraph about who does the housework in your family and how well they do it. Use the text in Exercise 7 to help you.

And YOU

My parents usually do the cooking. My dad cooks really …

5.2 GRAMMAR Adverbs of manner

Lesson learning objective

Students can describe how people do things.

Lead in: review of prepositions

Tell students to think of one classroom object and to think about how they can describe its position using prepositions. Give an example (e.g. *It's under my desk.*). Students are to guess what the object is. If they guess incorrectly, make another sentence to describe its position (e.g. *The wastepaper basket? No, it's next to the wastepaper basket.*), until students guess correctly (e.g. *Your bag? Yes.*). Encourage students to mingle and to take turns to guess what classroom object their classmates have chosen.

When students have finished the activity, elicit some of the classroom objects they chose and how they described their position.

Exercise 1

Tell students not to open their Student's Books yet. Write the words *homework* and *housework* on the board and elicit the difference between the two (*Homework is school work done at home; housework is jobs around the house.*). Ask students which of the two they prefer to do and why.

Ask students the question from Exercise 1, with their Student's Books still closed so that they don't get distracted by the text and photo.

Exercise 2 2.41

When students have finished, go through the phrases, eliciting the correct meaning for each one.

Invite individual students to the front of the class, to mime one of the phrases while the rest of the class guess what they are doing (e.g. *You are making your bed.*).

Answers: **2** take **3** tidy **4** set **5** load

Exercise 3

After pairs have finished discussing, invite different students to say what housework they do and how often they do it.

You can also encourage them to talk about what they don't mind doing and what they don't like doing, and why.

Elicit any other kinds of housework that students do (e.g. *cook dinner*, *make breakfast*, *take the dog for a walk*, *clean shoes*, *empty the dishwasher*).

Language notes

There is no real difference between the modifiers *very* and *really*, but remind students to be careful when they use *so*, as it is usually used with extra information (e.g. *He works so slowly that he doesn't finish his homework until 11 p.m.*).

Exercise 4

When students have finished, make sure they understand the difference between adjectives (describing a noun) and adverbs (describing a verb). To demonstrate the difference, write on the board:

Toby is slow and careful./He works slowly and carefully.
Suzy is noisy./She works noisily.

Discuss how we can change an adjective into an adverb: by adding *-ly* to the adjective, even when it ends in *-l* or *-e*. (e.g. *beautifully*, *rudely*), and by changing the *-y* to an *-i* and adding *-ly* when the adjective ends in *-y* (e.g. *happily*). Also point out the exceptions noted in the Grammar box.

Answers:
Toby sets the table slowly and carefully/happily. He usually gets it wrong. He takes the rubbish out perfectly/well.
Suzy tidies her room regularly. She makes her bed quickly but badly. She loads the dishwasher noisily (and not very carefully).

Exercise 5

This activity can be extended by getting students to make true sentences to replace the sentences that are not true for them (e.g. 1 *I never make my bed./I make my bed carefully.*).

Answers: **2** well **3** carefully **4** fast **5** late **6** early **7** slowly **8** noisily

Exercise 6

Tell students to work together to form the adverbs and to write them on separate pieces of paper. They should put these in a pile, face down on the desk. In their groups, they take turns to take a piece of paper, say the adverb and make a sentence with that adverb about what they did yesterday. The rest of the group is to guess if the sentence is true or false.

Answers: good – well bad – badly quick – quickly slow – slowly wrong – wrong hard – hard careful – carefully angry – angrily happy – happily early – early late – late

Exercise 7 2.42

Explain to students that sometimes more than one word may be possible. Discuss the example with the class and elicit which other words could also be suitable (e.g. *carefully*, *quickly*, *slowly*).

After listening, invite students to say if they thought of different words for any of the gaps. Check if any of these words could be correct (e.g. 2 *very*; 5 *fast*; 6 *quickly*, *nicely*).

Answers: **2** really **3** with **4** does **5** quickly **6** well **7** clear **8** floor **9** out **10** load

Exercise 8

This could be set for homework. If the activity is done in class, it could involve some pair- or groupwork. For example, students could work in pairs to interview each other about their family and write their report based on what their partner has told them. Invite individual students to read out their report.

Further practice

- Workbook page 56
- Grammar Time page 122
- Resource Pack
  Resource 54: Unit 5 Lesson 2 Grammar – Do it carefully

5.3 READING and VOCABULARY A ghost story

Lesson learning objective

Students can find specific detail in a text and describe places.

Lead in: adverbs of manner

Make sure that students have a blank piece of paper. Explain that you are going to dictate different adverbs of manner and that on their piece of paper, they should write down the adverb, as well as an activity they do in that manner. Give an example (e.g. *quickly – cycle*).
Suggestions for different adverbs you can use: *well*, *quickly*, *carefully*, *slowly*, *badly*, *noisily*, *regularly*, *happily*.
When students have finished writing, they work in pairs to say an activity for their partner to guess the adverb (e.g. *cycle – Do you cycle quickly? No, I cycle carefully.*).
For each adverb, invite different students to say the activities they chose.

Exercise 1

Before students open their Student's Books, elicit some titles of films and books for young people about ghosts or which include ghosts and write them on the board, e.g. *Casper*, *Harry Potter* (*Harry has a friendly ghost called Nearly Headless Nick*).

Exercise 2 2.43

Put students in pairs and tell them to look at the picture and to describe it to their partner.
Encourage students to guess the answer to the question and elicit a few ideas before students listen and read.

Answer: The girl and her family lived in the house 100 ago. She died when she fell from the roof. In Tom's story, she is a ghost.

Exercise 3

Get students to discuss the sentences in pairs and to help each other remember the details of the story.
After students have read the story once more, elicit the answers and get them to correct the false statements.

Answers: **1** F (It takes place in Tom's grandmother's house.) **2** ? **3** T **4** F (It was a mystery.) **5** ? **6** T **7** T

Exercise 4

Tell students to write the two headings in their notebooks. Elicit examples for each heading.

Answers:
Furniture and things in a house: bed, light, carpets, curtains, chairs, paintings, armchair
Rooms and parts of a house: floor, corridor, hall, attic, garden, roof, chimney, wall

Exercise 5 2.44

When students have finished, go through the pairs of words so that students are clear on the exact meaning. You can do this by giving examples (e.g. *It is bright when the sun is shining but it is dark at night.*), by giving synonyms (e.g. *large = big*, *messy = untidy*, *cosy = comfortable*) or by showing with your hands (e.g. *narrow*, *wide*).

Answers: **2** large **3** narrow **4** old-fashioned **5** messy **6** cosy

Extra activity

Students work in pairs. Tell them to use each word in the Vocabulary box to describe a different room or place in a house (e.g. *My bedroom is quite dark. The window is very small. Our kitchen is very bright.*). If, for any adjective, they can't think of an example in a house, tell them to use the adjective to describe something else.

Exercise 6

When students have finished, ask them about their grandparents' houses and find out if they are different from their own house.

Answers: **2** old-fashioned **3** cosy **4** large **5** dark **6** narrow **7** messy

Exercise 7 2.45

Before students turn to page 130, put them into groups of three and ask them to work together to write their own ending to the story.
When they have finished, invite different groups to read out their endings. Then get students to check the real ending and hold a class vote to decide which ending most students prefer.

Answer: a

Exercise 8

This could be done as a 'good/bad things about our school' activity. Get students to work in pairs to list what they like and dislike about their school (e.g. *bad things: our classroom is very small, the chairs are uncomfortable; good things: the canteen is bright, the science laboratories are modern*).

Extra activity

Get students to write two-sentence horror stories, as are popular on the internet. Give students a few examples to help engage their imaginations and see if they can write something similar.
Possible examples:
I woke up to hear knocking on glass. At first, I thought it was the window, until I heard it come from the mirror.
I put my son to bed and he tells me, 'Daddy, check for monsters under my bed.' I look underneath and see him under the bed, whispering, 'Daddy, there's somebody on my bed.'
Your parents are out and you get home, ready for a relaxing evening alone. You reach for the light switch, but another hand is already there.

Further practice

- Workbook page 57
- Resource Pack
  Resource 55: Unit 5 Lesson 3 Reading and Vocabulary – Find the job

5.3 READING and VOCABULARY A ghost story

I can find specific detail in a text and describe places.

1 CLASS VOTE **Answer the questions. Then say your favourite film or book about ghosts.**

- Do you believe in ghosts?
- Do you enjoy ghost stories?

2 2.43 **Read the story. Who is the girl in the drawing?**

I woke up because I heard a cat. I was surprised because my grandmother doesn't have a cat. It was dark so I switched on the lamp. I listened really carefully but I didn't hear anything. Maybe it was a dream, I thought.

The next night I heard the noise again but this time there was a black kitten on the bed. It jumped to the floor and ran quickly outside. I followed it along the narrow corridor, through the large hall and upstairs into the attic. I switched the light on. The room was very messy. There were old carpets, curtains, chairs and paintings. I looked everywhere but I couldn't find the kitten. It was a mystery.

In the morning I told Gran about the cat.

'Don't be silly, Tom,' she said impatiently.

That night, a girl came to my room. She was beautiful with long brown hair and soft green eyes.

'You have to help me,' she said. She spoke quietly. It was hard to hear her voice.

She took my hand and I followed her to the garden. She pointed to the roof. I looked up. The kitten was near the chimney. When I turned back, the girl wasn't there.

In the morning I told Gran about the girl.

She turned slowly and took an old photo from the wall. It showed a woman sitting in a cosy armchair in an old-fashioned room. At her feet was a small black cat. Next to her was a beautiful girl.

'These people lived here a hundred years ago,' Gran explained. 'They sold the house after something terrible happened.'

'What?' I asked.

'The girl fell from the roof and died. She was only thirteen years old.'

3 **Read the story again. Mark the sentences ✓ (true), ✗ (false) or ? (doesn't say).**

1 [✗] The story takes place in Tom's house.
2 [ ] The house is near a lake.
3 [ ] Tom heard the cat before he saw it.
4 [ ] Tom knew how the kitten got out of the attic.
5 [ ] Tom's grandmother doesn't like cats.
6 [ ] The girl wanted Tom to help her get the kitten.
7 [ ] The girl in the photo died in an accident.

4 **In pairs, find the furniture and rooms in the story.**

- Furniture and things in a house: *lamp, …*
- Rooms and parts of a house:

5 2.44 **Match the highlighted words in the story with their opposites below.**

Vocabulary Adjectives to describe a house

bright – 1 *dark*	modern – 4 _____
small – 2 _____	tidy – 5 _____
wide – 3 _____	uncomfortable – 6 _____

6 **Complete the description of the house in the story with words from the Vocabulary box.**

My gran's house isn't 1 *modern* like ours, it's really 2 _____ . I'm writing this in front of the fire in the living room, it's 3 _____. The house is very 4 _____ – there are ten bedrooms. It's really 5 _____ because the curtains are always closed. The corridors are 6 _____ – you can touch both walls at the same time. Upstairs there is a 7 _____ attic full of old furniture.

7 2.45 **How do you think the story ends? Choose from endings a–c. Look at page 130 to find out.**

a The boy finds the kitten.
b The boy falls from the roof.
c The boy finds out the girl is not a ghost.

8 **Use the Vocabulary box to describe your school or bedroom. Compare with a partner.**

And YOU

I think our school is very …
There is/are …

5.4 GRAMMAR Modal verbs: *can*, *have to* and *must*

I can talk about permission and obligation.

VIDEO **IT'S NOT FAIR**

Ruby: What time is it?
Amy: Almost eleven.
Ruby: Cool! I have to go to bed at ten normally!
Krystal: Ten! That's early! I don't have to go to bed until eleven … and I can stay up later at weekends. What time do you have to go to bed, Amy?
Amy: Any time I want.
Ruby: You're lucky! My parents are really strict with me. I have to tidy my room. I have to come home straight after school. I mustn't forget to do my homework. I can't wear make-up. I can't stay out late. But Lee can stay out late …
Krystal: What time does Lee have to come home?
Ruby: He doesn't have to come home until ten! They say it's different for boys! It's not fair!
Amy: Yeah, but you are only thirteen, Ruby. My cousin Meg's thirteen and she has to go to bed at half past nine!
Ruby: Oh!

Cool! *You're lucky!*
It's not fair!

OUT of class

1 5.1 2.46 **Look at the photo. What is happening? Watch or listen and answer the questions.**

1 Where are the girls?
2 What are they doing?
3 Why is Ruby not happy?
4 Does Amy agree with Ruby? Why?/Why not?

2 **Find more examples of modal verbs in the dialogue.**

Grammar Modal verbs: *can, have to, must*

Can you stay up late? (= Is it OK?)
I can stay up late at the weekend. (= It's OK.)
I can't stay up late during the week. (= It isn't OK.)

Do I have to go to bed? (= Is it necessary?)
You have to go to bed now. (= It's necessary.)
You don't have to go to bed now. (= It isn't necessary.)

You mustn't leave your clothes on the floor. (= Don't!)

GRAMMAR TIME > PAGE 123

3 CLASS VOTE **Do you think Ruby's parents are strict?**

4 2.47 **Choose the correct option. Then listen to Ruby and Krystal and check.**

R: Krystal, [1]*can you* / *do you have to* invite friends to your house any time you want or [2]*can you* / *do you have to* ask your parents for permission?
K: I [3]*can* / *have to* invite friends round any time I want, Ruby. I [4]*don't have to* / *mustn't* ask my parents. But if my parents are at home, I [5]*don't have to* / *can't* take my friends to the living room. We [6]*have to* / *mustn't* stay in my room or in the kitchen. And if they're watching TV, we [7]*don't have to* / *mustn't* make a lot of noise.

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

How strict are your parents?

1 I *can* stay up late at weekends.
2 I _____ go to bed at _____ o'clock during the week.
3 I _____ get up early at weekends.
4 I _____ eat with my family on weekdays.
5 I _____ go online before I do my homework.
6 I _____ do my homework before I watch TV.
7 I _____ wear any clothes I like.
8 I _____ phone home when I stay out late.
9 I _____ ask my parents for permission to invite friends to my house.

6 [VOX POPS ▶ 5.2] **In groups, ask about the information in Exercise 5. Who has strict parents?**

And YOU

A: Can you stay up late at weekends?
B: Yes, I can.
A: What time do you have to go to bed?

5.4 GRAMMAR Modal verbs: *can*, *have to* and *must*

Lesson learning objective

Students can talk about permission and obligation.

Language notes

The unit covers *have to* and *mustn't*, but not *must* for obligation. If students use *must* instead of *have to*, explain that we use *must* when the obligation comes from ourselves (e.g. *I must get my hair cut because it.*) and *have to* when the obligation comes from elsewhere (e.g. *I have to get my hair cut because my parents told me to do it.*).

Lead in: preparation for the lesson

Elicit the word *rules*. Tell students to think of different rules in their home and make a list in two columns. Give them an example:

✓	✗
make my bed	*use my computer after 10 p.m.*

When they have finished, explain that you will return to this later in the lesson.

Exercise 1 5.1 2.46

Ask students to look at the photo and identify the characters; elicit some information about each character (*Amy, Lee's friend*; *Krystal, another friend*; *she has a dog called Daisy*; *Ruby, Lee's sister*).

Ask what students think is happening in the photo, but do not confirm answers yet. Play the first thirty seconds of the video and ask: *So, what do you think is happening?* Pre-teach (or elicit) *have a sleepover*.

Go through the questions. Ask students to watch the rest of the video and try to answer them. If necessary, play the video a second time before checking answers with the class.

Possible answers:

1 They're in Amy's bedroom.
2 They're having a sleepover/eating pizza/eating popcorn/painting their nails.
3 because she thinks her parents are too strict with her
4 no, because Ruby is only thirteen years old

Language notes

Modal verbs are a special group of verbs which have certain things in common:

- They have only one form. We can't add *-ing* or *to* to a modal verb, or make any other changes.
- They are followed by the base form of the verb, without *to*. (*Have* to is not a proper modal verb.)
- Modal verbs cannot be used together.
- To make modal verbs negative, we add *not*. To form questions, we swap the order of the modal verb and the subject. (But *have to* needs the auxiliary verb *do*.)

Additional modal verbs: *will*, *would*, *shall*, *should*, *may*, *might*.

Exercise 2

Go through the Grammar box and ask students to find more examples in the dialogue – you could play the audio version while they do this. Then ask a few follow-up questions about the video, which will elicit *can*, *have to* and *mustn't* (e.g. *What time does Ruby/Krystal/Amy have to go to bed? What rules does Amy have to follow at home? What time does Lee have to come home?*). If students don't remember the answers, play the video again, pausing at the relevant parts to elicit the answers.

Refer students to the list they made in the Lead in activity. Elicit that for the rules in the first column we use *have to*, and for the rules in the second column we use *can't* or *mustn't*. If an item on their list isn't actually a rule, students can say *I can* or *I don't have to*. Put students into pairs to discuss their lists. When they have finished, invite different students to tell the class about their rules at home.

Exercise 3

Check that students understand the meaning of *strict*. Elicit who students think can be strict (e.g. *a teacher*, *a parent*) and what a strict person does (e.g. *they make lots of rules*).

Exercise 4 2.47

Discuss the example and ask students why the answer isn't *do you have to* (*It isn't a rule. It's something you can do if you want.*).

When students have checked their answers, get them to work in pairs. One partner reads out what Ruby says to Krystal, changing the name Krystal to their partner's name. The other partner answers in a way that is true for them.

Answers: **2** do you have to **3** can **4** don't have to **5** can't **6** have to **7** mustn't

Exercise 5

Before students compare sentences in pairs, go through the missing words to make sure they have chosen the correct modal. (2 *have to* (*rule*); 3 *have to/don't have to*; 4 *have to/don't have to*; 5 *can/can't*; 6 *have to/don't have to*; 7 *can/can't*; 8 *have to/don't have to*; 9 *have to/don't have to*).

Exercise 6

If you used the Lead in activity, encourage students to work with a different partner for this exercise, so that they aren't repeating information to the same classmate.

Ask students to name other areas of life that parents can make rules for (e.g. *housework*, *food*, *extra lessons*).

VOX POPS ▶ 5.2

Before watching, check that students understand *sharpen pencils* and *strict*. While watching, students write down rules they hear about bed times, food, politeness and tidiness. After watching, put students into pairs and tell them to compare the rules they have written down. Then discuss as a class.

Further practice

- Workbook page 58
- Grammar Time page 123
- Resource Pack
  Resource 56: Unit 5 Lesson 4 Grammar – Rules and regulations
  Resource 57: Unit 5 Lesson 4 Video – It's not fair

5.5 LISTENING and VOCABULARY Describing your town

Lesson learning objective

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

Lead in: review of modal verbs

Write on the board: *I can …*, *I have to …*, *I don't have to …*, *I can't …* . Elicit ideas to complete each sentence. Then ask students to complete the four sentences so that they are true for them. Encourage them to mingle and find a classmate who has written at least one sentence the same as theirs. At the end of the activity, elicit how many students found someone else with the same sentence.

Culture notes

The town of Keswick dates back to the thirteenth century and a weekly market has been held there for 700 years. The pencil-making industry in the town dates back to 1792 and used graphite, which was mined in the area. Keswick and the Lake District started to become a tourist attraction during the early nineteenth century, when a group of poets, including Wordsworth and Coleridge, wrote about the area.

Background notes

In Britain, the official definition of a city is a town that has a cathedral. The smallest city in Britain is St David's, in Wales, with a population of 1,800. Reading is the biggest town in Britain. Its population is over 200,000. Towns usually have some sort of local government, whereas villages don't.

Exercise 1

Before students open their Student's Books, ask them to name their favourite town in their own country. Elicit what they like about it and find out whether students prefer towns that are small and attractive or towns that are large and exciting. Elicit the difference between a small town, a village and a city.

Answer:
The photos show a lake near Keswick and the town centre. Keswick is a small town.

Exercise 2 2.48

Go through the Vocabulary box and ask students to identify which of the places exist in their own town.

Possible answers:
car park, cathedral, club, hospital, leisure centre, restaurant, school, shop, square, stadium, supermarket, swimming pool, university

Exercise 3

Write on the board the name of a café, restaurant or hotel in the students' own town. Elicit what the different places are. Then get students to do the same in their notebooks.

Exercise 4 2.49

First, get students to read through the text and to try to guess what different places will be mentioned on the audio. Elicit ideas.

Answers: **1** tourist information centre **2** town hall **3** museum **4** art gallery **5** café

2.49

See page 251.

Exercise 5

Check that students understand *too much* (+ uncountable noun), *too many* (+ plural noun), *not enough* (+ uncountable/plural noun). Give or elicit examples (e.g. *too much rubbish*, *too many cars*, *not enough shops*) and make sure students understand that we use these phrases to talk about things we don't like.
Elicit the answers and ask students if they would like to live in Keswick or not. Encourage them to give reasons.

Answers:
1 nothing to do in the evenings, not enough shops, no public transport in the evenings.
2 friendly people, beautiful countryside, nice old buildings

Exercise 6 2.50

After eliciting the answers, encourage students to say which views were closest to their own and why.

Answers:

	LIKES	DISLIKES
Declan	*friendly people*	not enough shops
Louise	the beautiful countryside	everybody knows your business
Annie	nice old buildings	too much traffic in the town centre
Brett	the beautiful countryside	no public transport in the evenings

2.50

See page 251.

Exercise 7 2.50

Get students to compare answers in pairs before checking them as a class.

Answers: **1** c **2** b **3** a **4** e

Exercise 8

Put students into groups of four and get them to compare ideas, then feed back to the class.

VOX POPS ▶ **5.3**

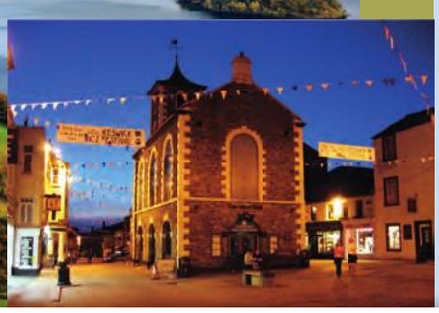
Before watching, check that students know where these places are: *New York*, *Tasmania*, *Toronto*, *London*. Ask for ideas about the best and worst things about each place. After watching, ask if any of the answers surprised students.

Further practice

- Workbook page 59
- Resource Pack
  Resource 58: Unit 5 Lesson 5 Listening and Vocabulary – Places in town

5.5 LISTENING and VOCABULARY Describing your town

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



SURVEY RESULTS

Best things about Keswick

1. Friendly people
2. The beautiful countryside
3. Nice old buildings
4. Great cafés and shops
5. The film festival

Worst things about Keswick

1. Nothing to do in the evenings
2. Not enough shops
3. No public transport in the evenings
4. Too much traffic in the town centre
5. Everybody knows your business

1 Look at the photos. What do they show? What type of place is Keswick?

village small town city capital city

2 2.48 **I KNOW!** Check you understand the words below. How many words can you add in two minutes?

Vocabulary Places in town

art gallery café castle church cinema estate hotel library museum park police station post office shopping centre station town hall tourist information centre

3 Work in pairs. Give the name of a local place for your partner to guess.

A: Odeon. B: That's a cinema!

4 2.49 Listen to the telephone information line. Complete the gaps with a word or phrase.

Trip to Keswick

- For maps, leaflets go to the [1]_____ – open every day, in the old [2]_____
- Top attraction – [3]_____ (the history of pencil making!)
- Small [4]_____ with a popular arts [5]_____

5 In pairs, look at the results of a survey prepared by Keswick teenagers and answer the questions.

1 What are the three biggest problems for young people in Keswick?
2 What are the three most popular reasons why Keswick is a good place to live?

6 2.50 Listen and decide which answers from the survey each person mentions. Use one answer twice.

		LIKES	DISLIKES
1	Declan	*friendly people*	_____
2	Louise	_____	_____
3	Annie	_____	_____
4	Brett	_____	_____

7 2.50 Listen again and match statements a–e with speakers 1–4. There is one extra statement.

1 ☐ Declan 2 ☐ Louise 3 ☐ Annie 4 ☐ Brett

a doesn't ride a bike in town any more.
b enjoys riding a bike.
c lived in another town when he/she was younger.
d is planning to live in a different place.
e lives outside the town.

8 [VOX POPS ▶ 5.3] What are the best and worst things about your town? Tell the class. Use the survey answers in Exercise 5 and the Vocabulary box to help you.

And YOU

For me, the best things about our town are the nice old buildings and the music festival. The worst things are …

5.6 SPEAKING Advice

I can ask for, give and receive advice.

VIDEO **I MOVED IN THIS MORNING (Part 2)**

Krystal: Hi, Billy.
Billy: Hi.
Krystal: Where are you going?
Billy: I want to explore my new town. Can you give me some advice about what to do?
Amy: I think you should go for a walk by the canal. It's pretty.
Krystal: You're kidding, right? That's a terrible idea, Amy. You shouldn't go to the canal, Billy. It's not safe there.
Billy: Yeah, I don't think that's a good idea. What do you think I should do, Krystal? Where should I go?
Krystal: Why don't you go to the shopping centre? It's a good place to hang out.
Billy: That's a good idea, thanks.
Krystal: We're going there now. Do you want to come?
Billy: Yeah, why not? OK!

You're kidding, right?
It's a good place to hang out.

OUT of class

1 Krystal and Amy meet a new neighbour. In pairs, say what questions you think they ask him.

What's your name?

2 5.4 2.51 Watch or listen to Part 1. Complete the information. What questions do the girls ask?

1 **Name:** *Billy Smith* 3 **Age:** _____
2 **Place of birth:** _____ 4 **Birthday:** _____

3 5.5 2.52 Watch or listen to Part 2. Which place is Billy going to visit today?

4 2.53 In pairs, complete the dialogues below. Listen and check.

Speaking Advice

Asking for advice
- Where should I ...?
- What do you think I should ...?
- Can you give me some advice about ...?

Giving advice
- You should/shouldn't ...
- Why don't you ...?
- I think/don't think you should ...

Accepting advice
- That's a good idea.
- Thanks for the advice.

Rejecting advice
- That's a terrible idea!
- I don't think that's a good idea.

1 Amy: You [1]*shouldn't* argue with Peter. He gets angry very easily.
Billy: Thanks [2]_____ the advice, Amy.
2 Billy: Can you give me some [1]_____ about how to do better in French?
Teacher: I think you [2]_____ do extra homework.
Billy: That's a good [3]_____ . Thanks.
3 Dad: I don't think you [1]_____ stay in bed so late. Why [2]_____ you help me wash the car?
Billy: That's a [3]_____ idea! You [4]_____ take it to the car wash.

5 In groups, write advice for a new student in your town. Use the ideas below to help you.

how to get to school
people to hang out with
clothes to wear/not to wear at school
places to go to/to avoid things to do/not to do

You should walk to school. It's not far.

6 Work in pairs. Imagine you are new in town. Ask for advice and respond to the advice you get. Use your ideas from Exercise 5 and the Speaking box to help you.

And YOU

Where should I meet friends after school?

5.6 SPEAKING Advice

Lesson learning objective

Students can ask for, give and receive advice.

Lead in: review of *too* and *not enough*

Write some topics on the board (e.g. *TV*, *school*, *the English language*). Split the class into groups. Groups write a list of problems for their topic, using *too much*, *too many* and *not enough*. Give some examples: (*school*) *not enough homework*, (*English*) *too many tenses*.

Groups then share their ideas with the class.

Exercise 1

Explain to students that they are going to watch Part 1 of the next episode of *Harlow Mill*, without sound. Tell them to focus on the character's expressions. Play the video and ask: *Who do you think the boy is? Do the girls know him? Do they like him? What do you think they are talking about? What questions do you think they ask him?*

Possible answers:
Where are you from? Where do you live?
What's your phone number? How old are you?
What school do you go to?

Exercise 2 5.4 2.51

Explain to students that they are going to watch Part 1 again, this time with sound, to check their guesses.

Ask them to open their Student's Books and look at Exercise 2. Elicit the questions they would ask to find out this information. Play the video for students to find the questions and answers, then check with the class.

Ask students if they heard the extra question at the end of Part 1 (*What school are you going to?*) and what the answer is (*Harlow High*).

Answers:
2 New York **3** Fifteen **4** 27 March
They ask: Who are you? Where are you from? How old are you? When's your birthday? What school are you going to?

5.6 2.51

K = Krystal B = Billy A = Amy

K: Hello.
B: Hi.
K: Who are you?
B: I'm Billy, Billy Smith, we're just moving in.
K: Hi, Billy, I'm Krystal.
A: I'm Amy.
B: Nice to meet you.
K: Where are you from?
B: New York.
A: Oh, you're American!
K: How old are you?
B: Fifteen.
K: Me too! When's your birthday?
B: The twenty-seventh of March.
K: Oh, my birthday's in June. What school are you going to?
B: Harlow High.
A: Great! That's my school too.

Exercise 3 5.5 2.52

Ask students to watch Part 2 of the video with their Student's Books closed and be ready to answer some general comprehension questions. Play the video and ask: *Which place does Amy suggest?* (the canal) *And Krystal?* (the shopping centre). Then ask them the question from the Student's Book: *Which place is Billy going to visit?*

Answer: the shopping centre

Exercise 4 2.53

Before going through the Speaking box, ask students the following question to establish the function: *What does Billy ask for in the video?* (ideas/advice). Go through the Speaking box and get students to find examples of the phrases in the dialogue. You could play the audio version while they do so.

Students then complete the dialogues in pairs and listen to check their answers.

Answers: **1** 2 for **2** 1 advice 2 should 3 idea
3 1 should 2 don't 3 terrible 4 should

Exercise 5

Explain to students that we usually use *Why don't you …?* when someone has actually asked for advice. In this exercise, though, it is better if students use *should/shouldn't*.

For each idea, students should try to give at least one positive and one negative piece of advice.

When the groups have finished, invite them to share their ideas with the class.

Exercise 6

Elicit how a new student could ask for advice in relation to the first idea in Exercise 5 (e.g. *How should I get to school? Can you give me some advice about how to get to school?*).

Tell students that for this activity, they can respond with either *should* or *Why don't you?*. Elicit some ideas (e.g. *You should get the school bus. Why don't you walk with us?*).

When students have finished practising in pairs, invite different pairs to act out their roleplays in front of the class.

Extra activity

Get students to work in small groups to make a poster that gives advice. The poster can be for their school, their town, a club or any other place. Get students to brainstorm five pieces of advice for their chosen place and to make an eye-catching poster to display.

Further practice

- Workbook page 60
- Resource Pack
  Resource 59: Unit 5 Lesson 6 Speaking – Can you help me?
  Resource 60: Unit 5 Lesson 6 Video – I moved in this morning

5.7 WRITING A personal email

Lesson learning objective

Students can write a personal email.

Lead in: review of asking for and giving advice

Give each student a blank piece of paper. In the top half, they should write a sentence asking for advice. The advice doesn't have to relate to a real problem and students shouldn't write their name on their paper. Collect all the pieces of paper and then redistribute them around the class, making sure that no one gets their original paper. Ask students to read the problem on the piece of paper and to write below it a sentence giving a piece of advice. Collect the pieces of paper again and redistribute them once more. This time, ask students to read the problem and the first piece of advice and then to write a sentence giving a different piece of advice. Collect the pieces of paper again and redistribute them a final time. Ask students to read the problem and to choose which piece of advice they think is the best. Invite different students to read out the problem and the advice they chose.

Exercise 1

Before students open their Student's Books, ask them how they keep in touch with friends when they go away on holiday. Elicit different forms of writing (e.g. *letters*, *instant messaging*, *emails*, *postcards*, *captions for images that they share on social media*, *comments about friends' images and messages*) and ask what students think are the advantages and disadvantages of each.

Exercise 2

When students have finished, remind them of the video in the previous lesson and ask if they can identify any surprising news in the email (*Billy's going for a walk along the canal with Krystal, but Krystal advised him not to go to the canal because it isn't safe.*).

Answers: Billy wrote the email. His big news is that last week he moved to a new town.

Exercise 3

Discuss the sequence of the email. Ask what students think section 3 would be about if Billy was writing about a new girlfriend (*it would be a description of the girl*), about a party he went to (*it would be a description of the party*) or, if he was still living in the same town as previously, but was going to a new school (*it would be a description of the school*).

Exercise 4

Follow up the activity with extra practice of the four words. Write these sentence stems on the board:

I love music …
I don't know anyone here … .

Put students into small groups and ask them to finish the sentences using *and*, *but*, *because* and *so*. For example:

I love music and I love art.
I love music but I can't play an instrument.
I love music because it makes me feel good.
I love music, so I listen to MP3s all the time.

Answers: **2** so **3** because **4** and

Culture notes

Emoticon is a combination of the words *emote* and *icon*. The idea originated in 1881, when *Puck* magazine in the USA published some faces showing different emotions using typewritten symbols. In 1963, the smiley face was created by a man named Harvey Ball. This smiley face forms the basis of emoticons: a yellow face with two eyes and a smile.

Extra activity

Have a class discussion about emoticons. Ask students how often they use them when they are writing.

If students have access to the internet in class, ask them to find an emoticon they haven't used before. Otherwise, they can do this at home. Invite different students to the front of the class, to draw their emoticon on the board and to explain when they would use it.

Exercise 5

This writing activity could be done on five separate pieces of paper. Students write each section of the email on a separate piece of paper.

When they have finished writing, ask them to jumble up the pieces of paper. They should swap their pieces of paper with a partner and then order their partner's email. Invite students to read out their partner's email.

Activity for fast finishers

Students work in pairs and look at Billy's email. They should imagine they are Callum and think of more information they would like to find out about (e.g. *they may want to know more about Billy's bedroom, Billy's dad's new job, what Krystal looks like and what her personality is like*). In pairs, students should develop a roleplay of a telephone conversation between Callum and Billy, in which Callum thanks Billy for his email and asks questions to find out more information. Invite students to act out their roleplays in front of the class.

Homework

Tell students to read the text on page 68 of the Student's Book. They should look up any words they don't know and translate them into L1.

As an additional task, ask students to find photos of different kinds of homes in their country and to bring them to the BBC Culture lesson. The homes can be a flat in the city, a house in the suburbs, a cottage in the countryside or anything at all.

Further practice

- Workbook page 61
- Resource Pack
  Resource 61: Unit 5 Lesson 7 Writing – *So* and *because*

5.7 WRITING A personal email

I can write a personal email.

1 **In pairs, ask and answer the questions.**

1 How often do you write emails?
2 Who do you write emails to?

2 **Read the email. Who wrote it and what is his/her big news?**

3 **Underline the phrases which are in the email.**

Writing A personal email describing a place

1 **Greeting**
Hello/Hi

2 **Ask for/Give news**
How are you?/How are things?
I hope you're well.
Everything's fine here./We're all well.
Guess what!/Big news!

3 **Describe the place**
The town is called ...
It's in the south of England/near .../not far from ...
It's very big/quite small.
It seems nice/isn't very interesting.
There's a great park./There are some cool shops.
The flat/house isn't very big/modern.
It's on the seventh floor.
It's in a quiet street.

4 **Close your email**
It's time to finish.
I have to go now because ...

5 **Closing phrase**
See you!/Cheers!/Best wishes,/Love,/
All the best,/Take care!

From: billysmith321@jmail.com
To: coolcal99@jmail.com
Subject: big news!

1 Hi Callum,

2 How are things? I hope you're well and that your dad is out of hospital now. Big news! My dad changed jobs so last week we moved to a new flat in a new town!

3 The town is called Harlow Mill. It's in the south of England, not far from London. It's quite small (about 40,000 people) but it seems nice. There's a canal, a great park and a really cool shopping centre. The flat isn't very big but it's bright and modern. It's on the seventh floor so there's a great view over the park from the living room.

4 I have to go now because I'm going for a walk along the canal with a girl that I met yesterday! Her name is Krystal and she lives in the flat next door!

5 All the best,
Billy

4 **Find these words in the email. How do you say them in your language? Use them to complete the sentences below.**

and ~~but~~ because so

1 My town isn't very big ***but*** there are lots of things to do.
2 We live in Canada _____ we get a lot of snow in winter.
3 I can walk to school _____ it isn't far.
4 I like the park _____ I like the canal too.

Writing Time

5 **Imagine you moved to your home town last week. Write an email to tell your friend about the town:**

1 2 greet your friend, ask for and give news
3 describe the place
4 5 close the email

Use Billy's email and the Writing box to help you.

Connect your ideas with linking words (*and*, *but*, *because*, *so*). **Watch OUT!**

Wordlist and Vocabulary in action

Activities for fast finishers

1 Students who finish Exercise 1 early can first work individually to choose one word from each group and to write a definition for it. Then, with a partner, they can take turns to read one of their definitions and see if their partner can guess the word.
2 Students who finish Exercise 3 early can continue talking in their pairs about activities that they usually do, using the other phrases in the Word Friends list.

Further practice

Workbook page 62

WORDLIST Things in the house | Prepositions of place | Housework | Adjectives to describe a house | Places in town

above /əˈbʌv/ prep
armchair /ˈɑːmtʃeə, ˌɑːmˈtʃeə/ n
art gallery /ɑːt ˈgæləri/ n
attic /ˈætɪk/ n
balcony /ˈbælkəni/ n
bath /bɑːθ/ n
bathroom /ˈbɑːθruːm, -ruːm/ n
bed /bed/ n
bedroom /ˈbedruːm, -ruːm/ n
bedside table /ˈbedsaɪd ˈteɪbəl/ n
behind /bɪˈhaɪnd/ prep
between /bɪˈtwiːn/ prep
bidet /ˈbiːdeɪ/ n
bright /braɪt/ adj
building /ˈbɪldɪŋ/ n
café /ˈkæfeɪ/ n
canal /kəˈnæl/ n
capital city /ˈkæpətl ˈsɪti/ n
carpet /ˈkɑːpət, ˈkɑːpɪt/ n
castle /ˈkɑːsəl/ n
ceiling /ˈsiːlɪŋ/ n
chair /tʃeə/ n
chimney /ˈtʃɪmni/ n
church /tʃɜːtʃ/ n
cinema /ˈsɪnəmə, ˈsɪnɪmə/ n
city /ˈsɪti/ n
coffee table /ˈkɒfi ˈteɪbəl/ n
cooker /ˈkʊkə/ n
corridor /ˈkɒrədɔː, ˈkɒrɪdɔː/ n
cosy /ˈkəʊzi/ adj
countryside /ˈkʌntrisaɪd/ n
cupboard /ˈkʌbəd/ n
curtains /ˈkɜːt ənz/ n
dark /dɑːk/ adj
desk /desk/ n
estate /ɪˈsteɪt/ n
fantastic /fænˈtæstɪk/ adj
fireplace /ˈfaɪəpleɪs/ n
flat /flæt/ n
floor /flɔː/ n
fridge /frɪdʒ/ n
furniture /ˈfɜːnɪtʃə/ n
garden /ˈgɑːdn/ n
hall /hɔːl/ n
hotel /həʊˈtel/ n
in /ɪn/ prep
in front of /ɪn frʌnt əv/ prep
kitchen /ˈkɪtʃən, ˈkɪtʃɪn/ n
lamp /læmp/ n
large /lɑːdʒ/ adj
library /ˈlaɪbrəri, -bri/ n
light /laɪt/ adj
living room /ˈlɪvɪŋ ruːm/ n
messy /ˈmesi/ adj
mirror /ˈmɪrə/ n
modern /ˈmɒdn/ adj
museum /mjuːˈziəm n
narrow /ˈnærəʊ/ adj
near /nɪə/ prep
neighbour /ˈneɪbə/ n
next to /ˈnekst tə/ prep
old-fashioned /ˌəʊld ˈfæʃənd/ adj
on /ɒn/ prep
opposite /ˈɒpəzət, ˈɒpəzɪt/ prep
oven /ˈʌvən/ n
painting /ˈpeɪntɪŋ/ n
park /pɑːk/ n
police station /pəˈliːs ˈsteɪʃən/ n
post office /pəʊst ˈɒfəs/ n
public transport /ˈpʌblɪk ˈtrænspɔːt/ n
reasonable /ˈriːzənəbəl/ adj
relaxing /rɪˈlæksɪŋ/ adj
roof /ruːf/ n
room /ruːm, rʊm/ n
round /raʊnd/ adj
rug /rʌg/ n
shopping centre /ˈʃɒpɪŋ ˈsentə/ n
shower /ˈʃaʊə/ n
sink /sɪŋk/ n
small /smɔːl/ adj
sofa /ˈsəʊfə/ n
spacious /ˈspeɪʃəs/ adj
station /ˈsteɪʃən/ n
street /striːt/ n
strict /strɪkt/ adj
switch /swɪtʃ/ n
table /ˈteɪbəl/ n
tap /tæp/ n
tidy /ˈtaɪdi/ adj
toilet /ˈtɔɪlət, ˈtɔɪlɪt/ n
tourist information centre /ˈtʊərəst ˌɪnfəˈmeɪʃən ˈsentə/ n
town /taʊn/ n
town centre /taʊn ˈsentə/ n
town hall /taʊn hɔːl/ n
traffic /ˈtræfɪk/ n
uncomfortable /ʌnˈkʌmftəbəl, -ˈkʌmfət-/ adj
under /ˈʌndə/ prep
upstairs /ˌʌpˈsteəz/ adv
view (of/over sth) /ˈvjuː/ n
village /ˈvɪlɪdʒ/ n
wall /wɔːl/ n
wardrobe /ˈwɔːdrəʊb/ n
washbasin /ˈwɒʃˌbeɪsən/ n
wide /waɪd/ adj
window /ˈwɪndəʊ/ n

WORD FRIENDS

clear the table
do the cooking
do the housework
do the ironing
do the shopping
dry the dishes
hang out with someone
listen carefully
live next door
load the dishwasher/the washing machine
make your bed
move to a new flat/house/town
set the table
speak quietly
stay out late
stay up late
sweep the floor
switch on a lamp/the light on
take the rubbish out
tidy your room
vacuum the floor
wash the car
wash the dishes

VOCABULARY IN ACTION

1 Use the wordlist to find:

1 six things that you usually find in a bathroom: *mirror, …*
2 six things that you usually find in a kitchen:
3 eight things that you can find in different rooms:
4 ten public places that are in your town/city:

2 Use the letters to write the words connected with the categories below.

Furniture: h a m i c r a r – *armchair*, e c t a r p – _____, s k e d – _____
Rooms: n i c k e t h – _____, c i t a t – _____, d r e b o m o – _____
City places: s u m e m u – _____, t a n o t s i – _____, s l e c a t – _____
Adjectives: r a k d – _____, s c o y – _____

3 Complete the Word Friends. In pairs, say which things you usually do and when.

1 *sweep* the floor
2 _____ out late
3 _____ quietly
4 _____ your room
5 _____ out with friends in the park
6 _____ the table
7 _____ the light on

I usually sweep the floor on Wednesdays.

4 2.54 PRONUNCIATION In pairs, find one word in each group that is different from the others. Use the underlined letters to help you. Listen, check and repeat.

1	oven	upstairs	under	large
2	car	rubbish	castle	bath
3	rug	park	above	uncomfortable
4	small	floor	wall	coffee table

Exercise 2

Furniture: carpet, desk
Rooms: kitchen, attic, bedroom
City places: museum, station, castle
Adjectives: dark, cosy

Exercise 3

2 stay
3 speak
4 tidy
5 hang
6 clear/set
7 switch

Exercise 4

1 large
2 rubbish
3 park
4 coffee table

Exercise 1

Possible answers:
1 bath, bidet, shower, tap, toilet, washbasin
2 chair, cooker, cupboard, fridge, oven, sink, table, tap
3 ceiling, chair, curtains, desk, floor, lamp, mirror, rug, switch, table, wall, window
4 art gallery, castle, church, cinema, hotel, library, museum, park, police station, post office, shopping centre, station, tourist information centre, town hall

Extra activity

Put students into pairs and ask them to think of things their parents do which annoy them. The pairs should write three rules similar to Teri's note in Exercise 5. The pairs then join up with a second pair and compare the rules they have written.

Further practice

- Workbook page 63
- Resource Pack
  Resource 62: Unit 5
  Vocabulary – Match and define
  Resource 63: Unit 5
  Grammar – Signs

Revision

VOCABULARY

1 Complete the words in the sentences. In pairs, make the sentences true for you.

1 I don't like cities. I prefer the **c** *o u n t r y s i d e*.
2 I always put my clothes in the **w** _ _ _ _ _ _ _.
3 I don't look at myself in the **m** _ _ _ _ _ very often.
4 We haven't got a bath in our bathroom. We have a **s** _ _ _ _ _.
5 **P** _ _ _ _ _ **t** _ _ _ _ _ _ _ _ is expensive here so people go by car.
6 The **c** _ _ _ _ _ **c** _ _ _ of my favourite country is Dublin.
7 There's one **t** _ _ for water in our kitchen **s** _ _ _.
8 I often borrow books from the **l** _ _ _ _ _.
9 I can't sleep with the **l** _ _ _ _ on. So I switch it off.

I don't like the countryside. I prefer city life. What about you?

2 Complete the questions with the opposites of the underlined words. In pairs, ask and answer the questions.

1 Is your bedroom messy or *tidy*?
2 Are the corridors in your school narrow or _____?
3 Is your kitchen dark or _____?
4 Is your living room cosy or _____?
5 Do you live in a _____ or big town?
6 Do you prefer modern or _____ buildings?
7 What's on the wall above your bed? And what do you keep _____ your bed?

3 Complete the text with one word in each gap. Then write sentences to say what housework from the text you did and didn't do last week.

First, I [1]*made* my bed. Then I set the [2]_____ for breakfast. After eating, I [3]_____ the table and [4]_____ the dishes. I didn't [5]_____ the dishes, I left them in the sink. After that I loaded the [6]_____ machine and vacuumed the [7]_____. After lunch I did the [8]_____ at the supermarket and then I [9]_____ the ironing. I don't enjoy doing [10]_____ housework so my parents were really surprised!

I made my bed every day last week. I didn't …

GRAMMAR

4 Complete the questions with the correct form of the words in brackets. In pairs, ask and answer the questions.

1 Do you work very *hard* (hard) at school?
2 Do you eat _____ (quick) or _____ (slow)?
3 Did you get up _____ (early) last Sunday?
4 Did you sleep _____ (good) or _____ (bad) last night?
5 Do you sometimes get up really _____ (late)?
6 Do you usually get Maths problems _____ (right) or _____ (wrong)?
7 Do you write text messages _____ (careful)?

5 Choose the correct option.

Dear Mum and Dad,

You (*can*) / *have to* come into my room but you [2]*have to* / *mustn't* knock first.
You [3]*don't have to* / *mustn't* touch my computer without permission.
You [4]*can't* / *have to* try to remember my friends' names.
You [5]*can't* / *have to* stay in my room when my friends are here.
You [6]*don't have to* / *mustn't* bring us drinks but you [7]*can* / *can't* if you like.
You [8]*have to* / *mustn't* ask me to do the housework when I've got homework.

Love, Teri

PS [9]*Can you* / *Do you have to* call me 'baby' in front of my friends? It's embarrassing!

SPEAKING

6 In pairs, role play the situations. Student A, look below. Student B, look at page 129.

Student A

1 You want to change the decoration in your bedroom. Ask Student B for advice. Then accept or reject the advice.
2 Give Student B advice for the surprise party he/she wants to organise. If he/she rejects your ideas, give him/her different advice.

DICTATION

7 2.55 Listen, then listen again and write down what you hear.

SELF-ASSESSMENT Think about this unit. What did you learn? What do you need help with? WORKBOOK p. 62

Exercise 1

2 wardrobe
3 mirror
4 shower
5 Public transport
6 capital city
7 tap; sink
8 library
9 light

Exercise 2

2 wide
3 bright
4 uncomfortable
5 small
6 old-fashioned
7 under

Exercise 3

2 table
3 cleared
4 washed
5 dry
6 washing
7 floor/carpet
8 shopping
9 did
10 the

Exercise 4

2 quickly; slowly
3 early
4 well; badly
5 late
6 right; wong
7 carefully

Exercise 5

2 have to
3 mustn't
4 have to
5 can't
6 don't have to
7 can
8 mustn't
9 Do you have to

Exercise 7

It's a typical English home with three bedrooms, a kitchen, a bathroom and a big living room. It's not a big house but it's very cosy and there's a beautiful garden behind the house.

BBC

CULTURE

Why are there houses on stilts?

HOUSES AROUND THE WORLD

In the UK, people often live in brick houses with two floors and a garden. In the USA and Australia, people's houses are often made of wood from trees. In some countries, the houses are very different. Is there a reason for this?

Underground houses

People in North Africa and southern Europe started to live in underground houses a long time ago, in the seventh century. Underground houses kept them safe from enemies – people who wanted to hurt them – and the hot sun. Today in Adelaide, South Australia, some people still live in underground houses that miners (people who work underground) made a hundred years ago. Adelaide can get very hot and these houses are nice and cool.

Snow houses

In some very cold parts of the world like the Arctic, Alaska and Greenland, people build their houses from blocks of snow. It's strange but inside the snow walls the temperature can be fifteen degrees when outside it's minus forty!

Stilt houses

In some parts of Asia, South America and West Africa, people live in stilt houses. The stilts lift the houses above the ground or the water. This protects the houses when the sea level rises in bad weather. Sometimes the sea gets very high. On land, the stilts stop animals, like rats and mice, getting into the house. And over or near the water, the stilts stop dangerous animals, like crocodiles.

People everywhere build houses to protect them from different dangers, like the weather, enemies and animals. It seems that the shape and the size of our houses depends on what we need.

GLOSSARY
brick (n) a hard block of material for building walls, houses
enemy (n) someone who wants to harm you
protect (v) to keep something safe
stilt (n) a long stick made of wood

Lead in: writing

Tell students they are going to write an email to a friend in which the big news is that they have moved into a new home. Give each student a piece of paper and ask them to write their name at the top. Next, tell them to write the greeting only. Students should then pass the paper to the student on their left. Tell them to continue the email, writing a short paragraph asking for news and giving their main news but no details. Students should pass the emails to their left again and then write a third paragraph, giving a description of their new home and their thoughts about it. Students should pass the emails to their left for a last time and then add a closing phrase to the email. Students should give the paper back to the person whose name is on the top and everyone reads their completed emails. Invite one or two students to read out their emails to the rest of the class.

5.6

I want my room!

Part 1

What's your room like? What would you like to change about it? Would you like to design it yourself? The programme *I Want My Own Room!* helps kids change their rooms. Today they're helping Freya and her younger sister, Hattie.

Both girls love to make things. Freya likes sewing and Hattie likes making films – she wants to be a film director. Their older sister Ella has her own room and their mum makes plates and paints them. She has lots of space. Even the cats, Lola and Rose, have room to relax. Hattie and Freya share a nice room but they need more space for their hobbies. It's a big problem!

There is one room that they can use. It's the front room and it's the girls' playroom. The problem is … it's full of rubbish! There are old toys and a doll's house. But it isn't all the girls' rubbish – there's even a bit of an old car in there!

Michelle is an artist and designer. She's going to help the girls to make their dream room.

5.7

Part 2

Michelle talks to the girls about how to change the room. They paint a plan on the wall. Michelle thinks each girl can have one of the alcoves in the room for their things. Mum has to clear the front room but she can't do it on her own, so big sister Ella comes to help. Now they must choose what to throw away and what to keep. It isn't easy! The girls make a floor plan for the room. Michelle thinks there can be a sofa and work stations for the girls, so they can do their different hobbies. She also suggests special wallpaper. The girls choose old photographs from when they were younger to stick on to it.

5.8

Part 3

Everyone works hard to finish the room in four days. Michelle keeps the last changes a secret. She wants to surprise Freya and Hattie. They paint butterflies on the walls and the shelves are a lovely colour too. There's a fun, home-made doorstop to keep the door open and there are some fantastic cushions. They have photographs of the family cats on them.

And then it's time to bring the girls into their wonderful new room. They can't believe it! The room is very different. Now the room is bright with lots of colours. There's a bright pink blind over the old fireplace. The girls' little models are in glass cases on the walls. Now everyone can see them. And lift up the cool sofa bed and it's a desk with everything they need for a small film studio – an animation station! The photos look great on the special wallpaper. And the blue cupboard is brilliant too. Then there's another surprise. The girls have their own work stations but … open the cupboard in Freya's alcove and there's another table with a sewing machine. Hattie's got one too.

'Thank you so much!'

The girls love the room; everyone in the family loves the room. As the girls say, 'It's the best room ever!'

Exercise 1

While students are discussing the questions, help them with any vocabulary they may need.

Exercise 2

Before students read the text, elicit descriptions of the houses in the photos.

Answers: **1** B **2** C **3** A

Exercise 3

Ask students to give extracts from the text to support their answers (e.g. 1 *inside … can be fifteen degrees when outside it's minus forty*; 2 *houses are nice and cool* ; 3 *stop animals, like rats and mice, getting into the house; stop dangerous animals getting in*; 4 *protects the houses when the sea level rises in bad weather*).

Answers: **1** the snow house **2** the underground house
3 the stilt house **4** the stilt house

Exercise 4

Encourage a class discussion about the weather in the students' own country. Ask if any students have visited warm countries during the summer or cold countries during the winter and, if so, ask what the houses were like inside.

Introduce or recycle the following vocabulary: *central heating*, *fireplace*, *air-conditioning*, *insulation*, *double-glazing*, and elicit if students have any of these in their homes.

Extra activity

If students did the additional task in the homework suggestion for the lesson, put them in groups to share their photos and tell the groups to choose the photo they like the best. Students imagine that the photo they have chosen shows a house they are going to rent out. Each group creates an advert, stating where the house is situated, what facilities it has and why people might want to rent it for their holiday. When the groups are ready, they present their house to the rest of the class.

Exercise 5

Check that students understand the meaning of *makeover*.

When they have read the advert, ask them what gets changed (*a room*), who decides on what the room should look like (*the children – with help from the people on the programme*) and what the name of the programme is (*I Want My Own Room!*).

Exercise 6 5.6

Before students watch Part 1, give them time to read through the questions.

Elicit the meaning and correct spelling of *sewing*.

Answers:
1 sewing
2 making films
3 making and painting plates
4 because they need more space for their hobbies
5 she's an artist and designer

Exercise 7

In pairs, students take turns to describe their room at home and to say what they would like to change about it.

Do a class survey to find out how many students have some choice about the colour in which their room is decorated, the furniture and the layout.

Exercise 8 5.7

Pre-teach *alcove*. Discuss the three sentences with the class. Ask if any student draws or paints pictures on their bedroom walls, if either of their parents throws things of theirs away without asking, and if any student has any posters or photos of famous people on their walls.

Ask students to correct the false statements.

Answers:
1 F (They paint a plan on the wall.)
2 F (She clears everything out but decides what to keep and what to throw away.)
3 T

Exercise 9 5.8

Discuss the vocabulary with students. Words such as *doorstop*, *cushions*, *blind* and *sofa bed* may be new to them. Ask if they have any of these things in their homes and, if they do, what colour they are.

Answers:
Not in the room: a red butterfly, an orange wardrobe, a purple rug, a yellow sofa bed, a blue chair
The blue cupboard is on the wall next to the door. The pink blind is over the fireplace. The pink and red doorstop is near the door. The black and white cushions are on the sofa bed.

Exercise 10

Tell students to discuss the questions and then play Part 3 again without sound so that they can look at the room and decide what they like or don't like.

Exercise 11

This activity should be set for homework unless students are able to access the internet during the lesson. Give the groups time to discuss any buildings they know about. They should work together outside of school or in an appropriately equipped classroom, to create a film or multimedia presentation.

Presentation tip

Non-verbal communication

Tell students to practise their presentations in front of the mirror. What they see when they talk is what their audience will see. They can practise hand movements, smiling and any other gestures which can help to make the presentation more effective. Tell them to aim to keep eye contact with their classmates when they give their presentations.

Further practice

- Workbook pages 64–65
- Resource Pack
  Resource 64: Unit 5 BBC Culture – Amazing rooms
  Resource 65: Unit 5 Culture – Homes around the world

EXPLORE

1 In pairs, discuss the questions.

1 What sort of house do you live in?
2 Are there some unusual houses in your country?
3 Why do you think houses aren't the same in every country?

2 Read the article and match the houses from the text 1–3 with photos A–C.

1 ☐ underground house
2 ☐ snow house
3 ☐ stilt house

3 Read the article again and answer the questions.

Which house:
1 is good when the weather is cold?
2 is good when the weather is hot?
3 is safe from animals?
4 is good for rainy and stormy weather?

4 How do houses in your country protect people from the cold and the heat?

EXPLORE MORE

5 You are going to watch part of a BBC programme about room makeovers. Read an advert for the programme. Do you have programmes like this in your country? Do you watch them?

I want my own room!

Every week the team at *I want my own room!* help kids to design the room of their dreams.

EXPLORE MORE

6 5.6 Watch Part 1 of the video. In pairs, answer the questions.

1 What is Freya's hobby?
2 What is Hattie's hobby?
3 What is their mum's hobby?
4 Why do the girls want to change their room?
5 What is Michelle's job?

7 What would you like to change about *your* room?

8 5.7 Watch Part 2 of the video. Mark the sentences T (true) or F (false).

1 ☐ The girls paint pictures for the walls.
2 ☐ Their mum throws away everything in the front room.
3 ☐ The girls put photographs on the wallpaper.

9 5.8 Watch Part 3 of the video. Tick (✓) things 1–9 which are not in the room. Where are the other things?

1 ☐ a blue cupboard
2 ☐ a red butterfly
3 ☐ an orange wardrobe
4 ☐ a pink blind
5 ☐ a pink and red doorstop
6 ☐ a purple rug
7 ☐ a yellow sofa bed
8 ☐ some black and white cushions
9 ☐ a blue chair

10 In pairs, discuss the questions.

1 What's your favourite thing in the room?
2 What do you not like? Why?

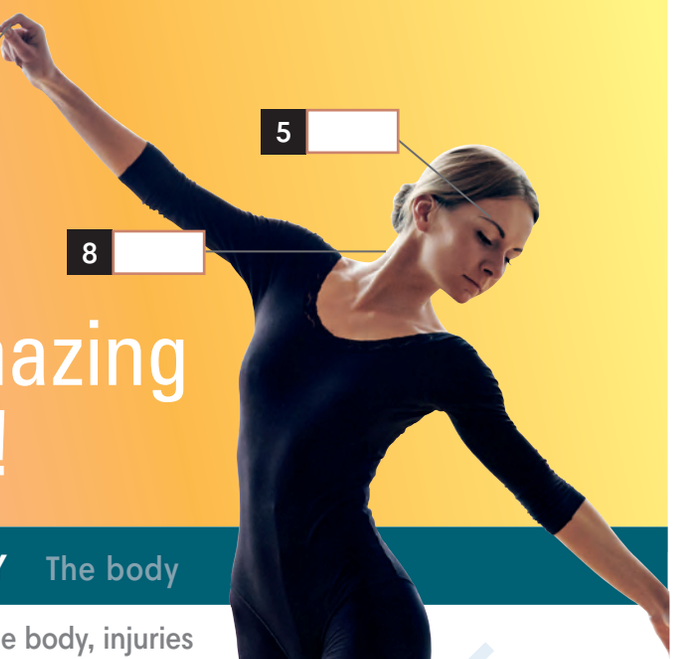
YOU EXPLORE

11 CULTURE PROJECT In small groups, prepare a presentation about unusual buildings.

1 Use the internet to research two unusual buildings in your country.
2 Find out why people built them like this.
3 Write a short script and include some photos and videos.
4 Share it with your class.

6

Our amazing bodies!



Take care

VOCABULARY The body

I can talk about the body, injuries and keeping fit.

VOCABULARY
Parts of the body | Accidents and injuries | Keeping fit | Snacks | Sleep | Symptoms and illnesses

GRAMMAR
Countable and uncountable nouns | Quantifiers | Past Continuous and Past Simple | Phrasal verbs

Grammar: What's in your lunch?

Speaking: What's the matter?

BBC Culture: Unusual sports

Workbook p. 77

BBC VOX POPS

EXAM TIME 2 > p. 134

- It takes seven seconds for food to get from your mouth to your stomach – even when you stand on your head!
- A typical man grows about ten metres of beard in his lifetime.
- In your lifetime, you lose about eighteen kilograms of skin.
- A ballet dancer can stand on her big toe and carry 150 kilograms at the same time.
- Your heart beats about three billion times in your lifetime.
- Your nose and ears grow all the time!
- The muscles in your eyes are very hard-working – they move about 100,000 times a day.
- A rugby player uses about 24,000 calories in a game of rugby – that's the energy you get from 200 large bananas!
- Your brain is 80 percent water – that's why it's important to drink a lot of water!
- A quarter of your bones are in your feet.

Unit contents

Vocabulary
- Parts of the body
- Accidents and injuries
- Keeping fit
- Snacks
- Sleep
- Symptoms and illnesses

Grammar
- Countable and uncountable nouns
- Quantifiers
- Past Continuous and Past Simple
- Phrasal verbs

Communication skills
Talking about health and illnesses

Examples of 21st century skills/competencies
- Critical thinking: pages 80–81 (BBC Culture)
- Collaboration: page 71 (Exercise 1), page 74 (Exercise 7), page 81 (Exercise 11)
- Creativity: Resource 78
- Digital literacy: page 81 (Exercise 11)
- Assessment for learning: page 79
- Autonomy and personal initiative: page 76 (Exercise 6)

6.1 VOCABULARY The body

Lesson learning objective
Students can talk about the body, injuries and keeping fit.

Lead in: review of vocabulary from the previous unit

Prepare these three sentences, with each word written in large writing on a separate piece of card: *I really enjoy taking photos of buildings. I would like to go to the cinema next weekend. Melanie didn't want to talk to her sister so she shut her bedroom door.* Starting with the shortest sentence, invite seven students to come to the front of the class and give them one card each. Students are to look at their own word but not at anyone else's. They should hold up their words so that the rest of the class can see them. The class tells the students at the front where they should stand so that their words form a sentence. Then the students at the front are to say their words in order so that they can find out what sentence they have formed. Repeat with the other two sentences (using ten students and fourteen students).

Exercise 1

Before students open their Student's Books, give each pair a piece of paper. Read out the task from the Student's Book. Pairs write words on their piece of paper.

After a minute, ask the pairs to join up with another pair and share their ideas. Ask each group to say how many words they have got altogether.

Invite the group with the most words to read out all their words. Other groups should add to their lists any words they haven't got.

Exercise 2

After students have completed the exercise, ask if there were any new words that they hadn't thought of before and discuss the meaning of each word.

Discuss the plural forms of *foot* and *tooth*. Remind them that hair is usually uncountable. We don't say: *She has got blond hairs.* However, we can say: *There's a hair in my food.*

Answers: **2** mouth **3** teeth **4** leg **5** eye **6** nose **7** foot **8** head **9** ear **10** hair **11** back **12** hand

Exercise 3 3.01

When students have finished, discuss the different pronunciation of *-ow* in *elbow* and *eyebrow*, as well as the silent *-k* in *knee*.

Elicit and drill other words with the same sounds (e.g. *elbow*: *know*, *snow*; *eyebrow*: *how*, *down*; *silent k*: *know*, *knife*, *knot*).

Answers: **2** shoulder **3** knee **4** elbow **5** eyebrow **6** ankle **7** toes **8** neck **9** finger

Exercise 4 3.02

Discuss each fact with the class. Then put students into small groups. Give each group one of these parts of the body: the brain, bones, skin, the heart, eyes/ears/nose, muscles, stomach, arms/legs. The groups should research online to find out interesting facts about that part of the body. If there is internet access in the classroom, this can be done during the lesson. If not, it can be done for homework.

Groups then tell the class about their interesting facts.

Exercise 5

When students have finished, discuss the sentences with them and ask follow-up questions (e.g. *Who has got curly hair? What other exercises are good for stomach muscles? Who likes sunbathing on holiday?*). Give students the word *lap* (which is where *laptop* gets its name from).

Answers: **2** heart **3** Hair **4** muscles **5** skin **6** knee/knees

Exercise 6 3.03

Discuss the picture with students. Ask which sports they know of that use a ball shaped like this (e.g. *rugby*, *American football*) and which activities they could do in the clothes the girl is wearing (e.g. *dancing*, *ballet*). Ask students if they have ever been in hospital or hurt themselves doing a sport or other activity.

Answers:
1 Ellen does ballet and Owen plays rugby.
2 Ellen fell and hurt her back doing ballet. Owen cut his finger on a can of cola.

3.03

See page 252.

Exercise 7 3.03

Ask students to read the sentences and to try to remember what they heard.

After they have completed the exercise, discuss what the highlighted words mean. Point out that we can say *I hurt my back* and *my back hurts*.

Answers: **2** her ankle **3** your leg **4** his finger

Exercise 8

Students haven't yet learnt the Present Perfect and won't be able to form the sentence: *I have never broken/twisted …* etc., so tell them to only talk about things that have happened to them, saying when.

To give students practice of forming Past Simple questions, get them to work alone to make a note of the injuries they have experienced.

When they have finished, they are to show their notes to their partner so that he/she can ask about the injuries (e.g. *When did you hurt your back? How did it happen? Did you go to the doctor? Did you have to stay in hospital?*).

Exercise 9 3.04

Before playing the audio, ask students what information they think they should be listening out for to help them to answer the question (e.g. *days spent training*, *hours a day*).

Elicit the answer and the explanation for it.

Answer: Ellen trains harder – she trains for about thirty-five hours a week. Owen does about ten hours a week.

3.04

See page 252.

Exercise 10 3.04

When students have finished, discuss any useful rules about which verb to use for which activity. Generally, we use *play* + ball sports, *go* + activities ending in *-ing* (although we *do* weight training), *go to* + a place, *do* + other activities.

Answers: **2** play **3** do **4** go **5** do **6** go **7** do **8** have **9** go

Exercise 11

When students have finished, invite different pairs to say how they are similar or different.

Further practice

- Workbook pages 66–67
- Resource Pack
  Resource 66: Unit 6 Lesson 1 Vocabulary – Body parts

1 I KNOW! **In pairs, how many parts of the body can you name in a minute?**

2 I KNOW! **In pairs, use the letters to write the names of the parts of the body.**

1 r a m *arm*	5 y e e	9 a r e
2 h o t u m	6 o s e n	10 a r h i
3 t e t e h	7 f o t o	11 c a b k
4 g e l	8 h a d e	12 d a h n

3 3.01 **Match the words below with the parts of the body 1–9 in the photos on page 70. Listen and check.**

Vocabulary Parts of the body

ankle elbow eyebrow finger knee lips neck shoulder toes

4 3.02 **Read the information in *Our Amazing Bodies* on page 70 and follow the instructions.**

1 Listen and repeat the highlighted words. How do you say them in your language?
2 Which facts do you find interesting?

5 **Complete the sentences with the correct form of the words from the text and Exercises 2 and 3.**

1 An adult usually has thirty-two *teeth*.
2 The _____ is a symbol of love.
3 _____ can be straight, wavy or curly.
4 Yoga exercises are great for your stomach _____.
5 I have to be careful in sunny weather – my _____ burns very easily.
6 I never work at my desk – I always sit with my laptop on my _____.

6 3.03 **Look at the picture and say what you can see. Listen and answer the questions.**

1 What type of exercise do Ellen and Owen do?
2 Why are they in the hospital?

7 3.03 WORD FRIENDS **Listen again. Choose the correct option.**

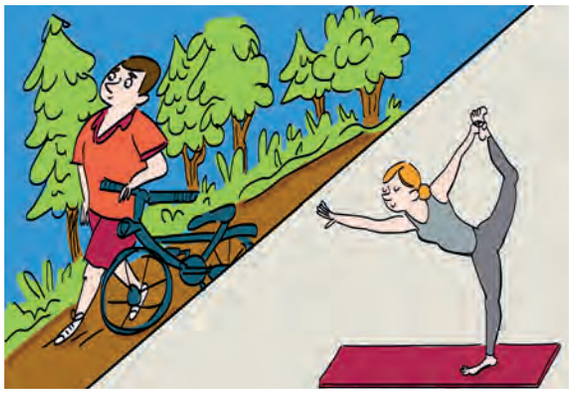
1 This morning Ellen **hurt** *her back / her knee.*
2 Last week she fell and **twisted** *her knee / her ankle.*
3 Owen says it's easy to **break** *your arm / your leg* when you play rugby.
4 Owen **cut** *his knee / his finger.*

8 **In pairs, say the last time you had one of the injuries from Exercise 7.**

A: I broke my leg on a skiing holiday two years ago.
B: I broke my arm when I was a child.

9 3.04 **Listen and decide who trains harder – Owen or Ellen?**

10 3.04 WORD FRIENDS **Listen again. Complete the sentences with the words below.**



do (3x) have go (3x) ~~keep~~ play

1 It's important for me to *keep* **fit**.
2 I _____ **rugby (football/basketball)** every week.
3 I _____ **exercises** at home every morning.
4 I _____ **to the gym** regularly.
5 I _____ **weight training**.
6 I _____ **running (cycling)**.
7 I _____ **yoga (Tai chi)**.
8 I _____ **fitness classes (PE lessons)** every day/week.
9 I _____ **swimming** once a week.

11 **In pairs, change the sentences in Exercise 10 to make them true for you.**

And YOU

I don't do exercises at home but I go to the gym once a week.

6.2 GRAMMAR Countable and uncountable nouns | Quantifiers

I can talk about quantities of food.

VIDEO **WHAT'S IN YOUR LUNCH?**

Billy: Ah lunchtime! I'm starving!
Amy: Some crisps and a banana! You never have any healthy food for lunch, some sandwiches, some salad or some soup.
Billy: Bananas are healthy! I don't have any time to make sandwiches – I've always got too many things to do before school!
Amy: Nonsense! It doesn't take much time to make a nice lunch! Today I've got some chicken sandwiches and some delicious Thai soup.
Billy: Amy, how many sandwiches have you got today? I haven't got much food.
Amy: Three! And I want them all! But I've got a lot of soup. Do you want some?
Billy: Yes! Thanks!
Amy: Help yourself. Careful, it's hot … Billy! Are you OK?

I'm starving! *Help yourself.* **OUT of class**

1 3.05 **CLASS VOTE** **Which snacks do you usually eat at school?**

Vocabulary Snacks

cake crisps chocolate bars fruit hamburgers hot dogs nuts salad sandwiches soup

I sometimes eat crisps but I never eat cake.

2 6.1 3.06 **Describe the photo. Watch or listen. Answer the questions.**

1 Are Billy's lunches usually healthy?
2 What is Amy having for lunch today?

3 **I KNOW!** **In pairs, say if the underlined words in the dialogue are countable or uncountable. Then think of more countable and uncountable items of food.**

4 **Find more quantifiers with nouns in the dialogue.**

Grammar Quantifiers

Countable	Uncountable
some sandwiches	some salad
a lot of vegetables	a lot of fresh fruit
too many chips	too much chocolate
not many things	not much time
not any sweets	not any bread
how many burgers?	how much salad?

GRAMMAR TIME > PAGE 123

5 **Look at what Amy and Billy ate for lunch in one week. Complete the sentences with quantifiers. There is often more than one possible answer.**

Amy – week 1
2 apples, 3 kiwi fruit,
4 bananas, 1 orange,
0 chocolate bars,
10 salami sandwiches

Billy – week 1
1 banana,
7 chocolate bars,
5 packets of crisps,
0 sandwiches

- Amy eats [1] *a lot of* fruit. She doesn't eat [2] _____ chocolate bars. She doesn't eat [3] _____ oranges.
- Billy eats [4] _____ chocolate. He doesn't eat [5] _____ fruit. He doesn't eat [6] _____ sandwiches.

6 **Cross out the incorrect quantifier in each sentence.**

1 Adam doesn't eat *any* / *much* / ~~*many*~~ meat.
2 *A lot of* / *Some* / *Too much* salt is bad for you.
3 There's *any* / *some* / *too much* sugar in my tea – it's really sweet!
4 Is there *any* / *many* / *much* bread on the table?
5 Of course you're not hungry. You ate *how many* / *a lot of* / *too many* cakes!
6 There aren't *any* / *many* / *some* vegetarian things on the menu here.

7 **In pairs, say how much of these things you eat and drink.** And YOU

tea coffee water fruit juice cola
meat fruit vegetables snacks sweets

I don't drink much coffee. What about you?

6.2 GRAMMAR Countable and uncountable nouns | Quantifiers

Lesson learning objective

Students can talk about quantities of food.

Lead in: review of vocabulary for parts of the body

On the board, draw a circle, quite high up. Add the label: *head*. Invite a student to come to the board to add to the picture by drawing another body part, which they also label. They then invite another student to do the same. Continue until no one can think of any more parts of the body for which they know the English word.

Exercise 1 3.05

Tell students not to open their Student's Books yet. Write *snacks* on the board and elicit examples of snacks that students eat at school or at home. When students open their Student's Books, ask them if there are any other kinds of snacks that they eat at school (e.g. *energy bars*, *sweets*).

Exercise 2 6.1 3.06

Ask students to close their Student's Books and play the introduction of the video. Ask a few quick questions about the previous episode, e.g. *What's the boy's name? Who is he? Do the girls like him? Where does he go to school?*

Students open their Student's Books and describe the photo. At this point, you might want to explain that in Britain, school days are often from 9 a.m. to 3.30 p.m., with an hour's lunch break. Go through the questions and ask students to watch the video and be ready to answer them. Check answers and go through the phrases in the Out of Class box.

Answers:

The photo shows Billy and Amy eating their lunch.

1 No, they aren't. Today Billy's eating crisps and a banana and Amy complains that he never has any healthy food.
2 Today Amy's having chicken sandwiches and Thai soup for lunch.

Language notes

Uncountable food nouns can be made countable by stating the container in which they come (e.g. *a bottle of water*, *a spoonful of sugar*).

Exercise 3

Remind students that uncountable nouns refer to things we can't count and that they don't have a plural form.

Answers:

Countable: banana, sandwiches
Uncountable: salad, soup

Possible additional items of food:
Countable: apples, biscuits, chips, chocolate bars, eggs, grapes, oranges, pizzas, potatoes, tomatoes, vegetables
Uncountable: bread, butter, cheese, chocolate, coffee, cola, fish, ice cream, lasagna, meat, milk, pasta, rice, spaghetti, sugar, tea, water

Exercise 4

Go through the Grammar box with students, then get them to look for examples in the dialogue. You could play the audio version for students to follow in their books as they are looking for the examples. Ask a few follow-up questions about the video, which will elicit quantifiers, e.g. *What's in Billy's lunch box? Why doesn't Billy usually make sandwiches? What does Amy give Billy?*

Exercise 5

For item 4, explain that we could either say *Billy eats a lot of chocolate* or *Billy eats too much chocolate*. Ask them to look at the number of chocolate bars he eats (seven, i.e. one a day) and ask if they think this is a problem or not. If they don't think this is a problem, explain that they shouldn't use *too many*.

You can ask fast finishers to write more sentences about Amy's and Billy's eating habits (e.g. *Amy eats a lot of salami sandwiches. Billy eats a lot of crisps.*).

Answers: **2** any **3** many/a lot of **4** a lot of/too much **5** much/a lot of **6** any

Exercise 6

Discuss the example with students and elicit why *many* is the incorrect quantifier in this sentence (many *is used with countable nouns and* meat *is uncountable*). When students have finished, elicit the answers and explanations.

Answers:

2 Some (need a quantifier meaning 'a large amount' since it causes a problem)
3 any (used in questions and negative sentences and this is a positive sentence)
4 many (used with countable nouns and *bread* is uncountable)
5 how many (used in questions and this is not a question)
6 some (used in positive sentences and this is a negative sentence)

Exercise 7

Tell the pairs that they should work together to find five facts about what they both do eat and drink or don't eat and drink. If they can't find five similarities using the words in the box, encourage them think of other kinds of food and drink to discuss.

Further practice

- Workbook page 68
- Grammar Time pages 123–124
- Resource Pack
  Resource 67: Unit 6 Lesson 2 Grammar – Packed lunches
  Resource 68: Unit 6 Lesson 2 Video – What's in your lunch?

6.3 READING and VOCABULARY Sleep problems

Lesson learning objective

Students can find specific detail in a text and talk about sleeping habits.

Lead in: review of quantifiers

Tell students to write a sentence about themselves using a quantifier from the last lesson and a food item (e.g. *I eat too many sweets. I don't drink any fizzy drinks.*). Put students into groups of four. Tell them not to show each other their sentences. Students take turns to read out their sentence but, instead of saying the food item, they say the *blank/blanks* (e.g. *I eat too many blanks.*). The other three students in the group take turns to guess the correct word. The student that guesses correctly wins a point. However, if all three students are incorrect, the student who read their sentence gets a point.

Exercise 1

Tell students not to open their Student's Books. Read out each of the statements and ask students to put up their hands if they agree. Ask students who don't raise their hands why they disagree.

Exercise 2 3.07

Tell students to look at the picture and to try to guess what the problem is. Stop the audio after Karl has explained his problems and ask students to say what Karl's problems are (*He has to go to bed when he isn't tired. He has to get up when his parents tell him to at the weekend.*).

Ask what they think Polly's advice might be and then continue playing the audio.

Answers:

a Polly says he should try to go to bed earlier, he should avoid the internet and TV before going to bed and shouldn't drink too much tea or coffee.

b Polly says he should tell his parents that he needs to sleep longer at the weekend.

Exercise 3

Before students read the text again, encourage them to read through the choices and to try to remember which the correct answers are.

Discuss the example answer with the class and where in the text they can find this answer (*I didn't feel sleepy so I got up. My parents were on the sofa. They always fall asleep in front of the TV.*)

Elicit the answers, encourage students to give explanations about why they are correct (2 *She says I'm lazy*; 3 … *why do I have to go to bed when I'm not sleepy? … that's not fair … why can't I stay I bed at the weekend?*; 4 *Teenagers need a lot of sleep*; 5 *teenagers' brains produce melatonin later in the day*).

Answers: **2** c **3** b **4** a **5** a

Exercise 4

When students have completed the exercise, discuss some of the phrases (e.g. *How do you get ready for bed? Do you put on your pyjamas before or after you clean your teeth?*).

Answers: **2** asleep **3** ready **4** bed **5** early **6** well **7** late

Exercise 5

Discuss the example with students and ask them why they think *sleep* is wrong (e.g. *We say* go to bed, *not* sleep to bed.).

When students have finished, elicit the answers.

Answers: **2** get **3** fall **4** wake **5** sleep **6** stay **7** feel **8** have

Exercise 6 3.08

Tell students to look at the first question in the quiz and to answer it in pairs. Invite students to tell you their answers and then explain that they are going to listen to different people, each answering one of the other questions from the survey.

After students have done the exercise and you've elicited the correct answers, play the audio a second time. This time, ask students to find out the answers to the questions (A – *two alarm clocks and mum*; B – *half past one in the afternoon*; C – *listens to music*; D – *the speaker doesn't actually answer the question but one dream was about a crocodile in a swimming pool*).

Answers: **A** 4 **B** 2 **C** 3 **D** 8

3.08

See page 252.

Exercise 7

Put students into groups of four. Each student should answer two questions (e.g. A 1 and 5, B 2 and 6, C 3 and 7, D 4 and 8). Give them a minute to think about what they can say in response to their two questions. Student B is to ask the first question to student A, who is to answer in as much detail as possible. Student C is then to ask Student B the second question, and so on.

VOX POPS ▶ **6.2**

Before watching, check that students understand *shifts* (*shift work*). While watching, students should tick the questions that the speakers were asked.

Extra activity

The groups in Exercise 7 split into two pairs. Each pair should write an imaginary problem similar to Karl's about some aspect of sleeping (e.g. *having bad dreams*, *falling asleep during the daytime*). They swap problems with the other pair, read the other pair's problem and discuss some advice they could give. Then the two pairs join up and take turns to tell each other their advice.

Further practice

- Workbook page 69
- Resource Pack
  Resource 69: Unit 6 Lesson 3 Reading and Vocabulary – Complete and ask

6.3 READING and VOCABULARY Sleep problems

I can find specific detail in a text and talk about sleeping habits.

1 CLASS VOTE **Do you agree with statements a–c?**

a It's hard to get up in the morning.
b I sleep more than my parents.
c I never want to go to bed at 11.00 p.m.

2 3.07 **Read the text. What's Polly's advice a) for weekdays, b) for the weekend?**

3 **Read the text again. Choose the correct answers.**

1 Karl says that last night he fell asleep
   a very quickly.
   b after his parents.
   c before his parents.
2 Karl's mother woke him up last Saturday because
   a she needed his help.
   b he wanted to get up early.
   c she thinks it's wrong to stay in bed late.
3 Karl is writing to Polly because
   a he wants to get up early.
   b he disagrees with his parents.
   c he can't sleep.
4 Polly says
   a teenagers need a lot of sleep.
   b adults need a lot of sleep.
   c adults think teenagers are lazy.
5 Teens like staying up late and getting up late because
   a they make hormones differently from adults.
   b they watch too many TV programmes.
   c it's better for their health.

4 WORD FRIENDS **Look at the highlighted phrases in the text and complete the Word Friends.**

feel tired/[1] *sleepy*	get/wake up [5] _____ /late
fall [2] _____	sleep [6] _____ /badly
get [3] _____ for bed	have a dream
go to [4] _____ /sleep	stay in bed/up [7] _____

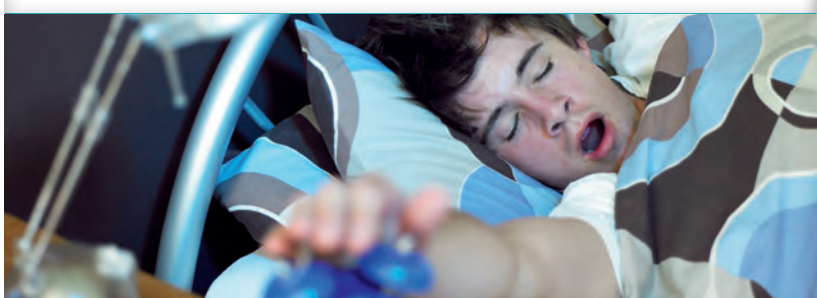
5 **Read the Sleep Quiz and choose the correct option.**

SLEEP QUIZ

1 What time did you *go* / *sleep* to bed last night?
2 What time did you *get* / *stay* up last Saturday morning?
3 What do you do when you can't *fall* / *wake* asleep?
4 What do you do to help you *go* / *wake* up early?
5 How many hours do you usually *fall* / *sleep* at night?
6 Do you sometimes *feel* / *stay* up after midnight?
7 Do you ever *feel* / *go* sleepy in class?
8 Do you often *have* / *sleep* bad dreams?

Dear Polly,
Last night at ten o'clock I was online when my dad told me to get ready for bed. Two hours later I was in bed with my eyes open. I didn't feel sleepy so I got up. My parents were on the sofa. They always fall asleep in front of the TV. They don't go to bed when they are sleepy so why do I have to go to bed when I'm not sleepy? Then last Saturday my mum woke me up at 11.00 a.m. She says I'm lazy but that's not fair. I always feel tired in the morning but I get up early and work hard all week so why can't I stay in bed at the weekend?

Karl, 15



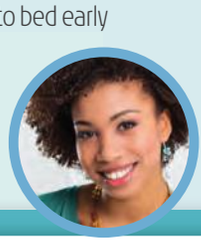
Hi Karl,
Your parents don't want you to stay up late because they think you need to sleep. And they're right! Teenagers need a lot of sleep. How much? That depends on the person but usually about nine hours a night – that's more than adults!

But it's difficult for teens to wake up early and to go to sleep early. Often they feel lively at night when adults feel sleepy. That's because teenagers' brains produce melatonin* later in the day. When you see bright lights, your brain stops making melatonin. That means you can't sleep well. So during the school week you shouldn't surf the internet or watch too many TV programmes before bedtime. It's better to read or listen to music. And during the day don't drink too much tea or coffee.

Sleep is important for our health. If you don't get much sleep, your memory and concentration suffer. So try to go to bed early during the week but tell your parents you need to stay in bed late at weekends.

Polly

*a hormone which makes you sleepy



6 3.08 **Listen and match speakers A–D with questions from the Sleep Quiz in Exercise 5.**

☐ Speaker A ☐ Speaker C
☐ Speaker B ☐ Speaker D

7 [VOX POPS ▶ 6.2] **In groups, do the Sleep Quiz in Exercise 5. Use the Word Friends in Exercise 4 to help you.**

And YOU

A: What time did you go to bed last night?
B: I went to bed early because …

6.4 GRAMMAR Past Continuous and Past Simple

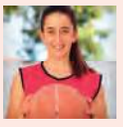
I can talk about an event in the past and what was happening around it.

ACCIDENTS!

We asked some people to describe accidents they had. What were you doing when the accident happened?

WAYNE

Yesterday afternoon I was painting the ceiling. My little brother was holding the ladder but he wasn't paying attention.
While I was coming down, the ladder moved and I fell.
I cut my hand, hurt my back and broke my arm.
It was really painful.



STEPHANIE

My basketball team was playing a match. We weren't playing well and the other team was really good. They were winning 34–21 when I got the ball. Unfortunately, when I was trying to score a basket, I twisted my ankle and fell. I hit my head and broke my nose. I was lucky I didn't break my neck.

1 What's happening in the photo? Why do you think it's happening?

2 3.09 Read the text to check your ideas. Then say what happened to Wayne and Stephanie.

Wayne fell off a ladder. He cut …

3 Find more examples of the Past Continuous in the text.

Grammar Past Continuous and Past Simple

+	–
I was playing. They were playing.	I wasn't running. They weren't running.

?

Were you playing? Yes, I was./No, I wasn't.
Were they playing? Yes, they were./No, they weren't.
What was she doing yesterday at 5 p.m.?

Past Continuous and Past Simple

While/When I was coming down the ladder, I fell.
I was coming down the ladder when I fell.

GRAMMAR TIME > PAGE 124

4 In pairs, ask and answer the questions.

What were you doing …

- at 8.00 p.m. last Friday?
- at 6.00 a.m. this morning?
- last week at this time?
- an hour ago?
- on Sunday at 12.30?
- 24 hours ago?

A: What were you doing at 8.00 p.m. last Friday?
B: I was watching a film. What about you?

5 Choose the correct option.

1 My cousin *had* / *was having* an accident when he *rode* / *was riding* a motorbike.
2 My mum *hit* / *was hitting* her head when she *got* / *was getting* into the car.
3 While my dad *played* / *was playing* tennis, he *hurt* / *was hurting* his back.
4 When we *danced* / *were dancing*, we *fell* / *were falling*.
5 I *twisted* / *was twisting* my ankle when I *ran* / *was running* to school.

6 3.10 Complete the dialogue with the correct form of the verbs in brackets. Listen and check.

A: What [1]*were you doing* (you/do) when the accident [2]_____ (happen)?
B: I [3]_____ (drive) my kids to school when they [4]_____ (begin) to shout. They [5]_____ (make) a lot of noise so I [6]_____ (tell) them to be quiet. I [7]_____ (not look) at the road so I [8]_____ (not see) the dog. It [9]_____ (cross) the road. I [10]_____ (drive) into a tree. Fortunately, nobody was hurt.

7 [VOX POPS ▶ 6.3] Work in groups. Describe an accident you had when you were younger. Use the questions below to help you.

And YOU

1 How old were you?
2 What were you doing when the accident happened?
3 What happened after that?
4 Were you hurt?

I was ten years old. I was walking to school when …

6.4 GRAMMAR Past Continuous and Past Simple

Lesson learning objective

Students can talk about an event in the past and what was happening around it.

Language notes

This unit introduces the Past Continuous. It can be helpful to use timelines to show the difference between the Past Continuous and the Past Simple, that is, a longer past action which is stopped or interrupted by a shorter past action.

Lead in: preparation for the lesson

Divide the class into two groups. Explain that students from each group should take turns to mime an activity to the rest of the class. Students who are watching should use the Present Continuous to describe what the student is doing. Each group should mime at least five activities. Don't give any explanation to students about why they are doing this.

Exercise 1

Before students open their Student's Books, write the word *accident* on the board. Elicit what the word means and ask students to suggest the kinds of accidents people can have on the street (e.g. *car accident*), in the house (e.g. *falling down the stairs*) and at school (e.g. *running in the corridor and knocking someone over*).

Remind students about the meanings of these words: *ladder*, *paintbrush*, *tin of paint*.

Then get students to open their Student's Books and to discuss the questions in pairs.

Possible answers: A man is falling off a ladder. He probably lost balance while he was painting something.

Exercise 2 3.09

When students have finished, explain that the text contains two different past forms: the Past Simple and the Past Continuous.

Elicit from the text how we form the Past Continuous (the past form of the verb *to be* and the *-ing* form of the verb).

Answers:
Wayne fell off a ladder. He cut his hand, hurt his back and broke his arm.
Stephanie was playing basketball. She twisted her ankle, fell, hit her head and broke her nose.

Exercise 3

Go through the Grammar box with the class.

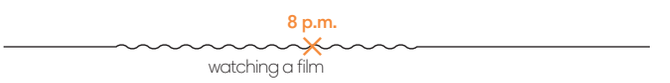
When students have found the examples in the text, draw two timelines on the board, one timeline for Wayne and one timeline for Stephanie. Explain that we use the Past Continuous for the longer activity that was in progress and we use the Past Simple for a shorter action which interrupted the longer activity.

Point out to students that we can use *while* or *when* before the Past Continuous but we can only use *when* before the Past Simple.

Exercise 4

Before students do the activity, ask: *What was Wayne doing when he had the accident?* (He was painting the ceiling.) *What was Stephanie doing when she had the accident?* (She was playing basketball.).

Then show students a new timeline. Explain that, when used with a specific time (e.g. *at eight o'clock*), the Past Continuous means that the activity started at some point before that specific time and finished at some time after that specific time. The activity didn't start at that specific time. For example: *At eight o'clock, I was watching a film.*



Exercise 5

Before students do the exercise, ask them to read the sentences carefully and to decide which of the activities is the longer one that was interrupted. Elicit once again that we use the Past Continuous to describe this longer activity.

Answers: **1** *had*; was riding **2** hit; was getting **3** was playing; hurt **4** were dancing; fell **5** twisted; was running

Exercise 6 3.10

When students have finished but before they listen to check, ask them to work in pairs to draw timelines for the different activities and actions in the dialogue.

Invite a pair of students to draw a timeline on the board and to describe the situation using the Past Continuous and the Past Simple.

Answers: **2** happened **3** was driving **4** began **5** were making **6** told **7** wasn't looking **8** didn't see **9** was crossing **10** drove

Exercise 7

If students haven't had an accident or have but don't want to talk about it, encourage them to discuss an accident that they have heard about or seen online (e.g. an accident a famous sportsperson has had).

VOX POPS ▶ 6.3

Before watching, check that students understand *cuts and bruises*, *pain*, *doorframe*, *misjudge*, *tube* (*underground*), *nan* (*grandmother*) and *thorn bush*. Put students into groups of four. Tell one student in each group to listen for the speakers' answers to question 1, one student to listen for the answers to question 2, one student to listen for the answers to question 3 and one student to listen for the answers to question 4. After watching, in their groups, students should take turns to tell each other what they heard.

Further practice

- Workbook page 70
- Grammar Time page 124
- Resource Pack
  Resource 70: Unit 6 Lesson 4 Grammar – I was … when …

6.5 LISTENING and VOCABULARY Symptoms and illnesses

Lesson learning objective

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

Lead in: review of Past Continuous and Past Simple

Tell students to work in pairs to write the beginning of a sentence starting: *I was … when …* (e.g. *I was playing football, when …/I was walking to school, when …*). Ask them to see how many ways they can think of to finish their sentence (e.g. *… I broke my leg/I scored a goal/a plane crashed near the football pitch/I saw smoke coming from the school*). Invite a pair to read out the beginning of their sentence. Invite the rest of the class to finish it and then ask the first pair for the ideas they thought of. Do the same with other pairs.

Exercise 1

Invite students to describe the picture.

Elicit the answer and then ask students if anyone has taken part in the final of a sports competition. Ask how they felt and what happened.

Answer:
Bridgeton United (a five-a-side football team) are playing in the cup final tomorrow.

Exercise 2 3.11

Pause the audio after each phrase to drill the sounds, especially the hard *-ch* in *stomachache* and the pronunciation of *cough*.

Go through the Vocabulary box and ask students follow-up questions (e.g. *When was the last time you felt sick? Do you know why? When was the last time you had a headache/stomachache etc.? Do you get hay fever? Have you got any allergies?*).

Exercise 3 3.12

Encourage students to think of collocations to help them fill the gaps (e.g. *sore throat*, *high temperature*).

Answers: **2** (bad) stomachache **3** sore; temperature **4** cough

3.12

See page 252.

Exercise 4

Elicit once again what *symptoms* means (*the outward signs that someone has an illness*). When the pairs have finished, ask if any students have recently had a cold or the flu or suffer from hay fever; encourage them to describe what symptoms they experienced.

Possible answers:
When you have a cold, you sneeze and lot and (perhaps) have a cough and a sore throat.
When you have hay fever, you sneeze a lot and (perhaps) have a sore throat.
When you have the flu you feel ill, have a high temperature and (perhaps) a headache and a cough.

Exercise 5

When students have finished, adapt the first sentence so that it refers to you. Say: *I sneeze when I'm near flowers.* Invite a student to play the role of a doctor and to make a suggestion about what could be wrong with you (e.g. *Maybe you have hay fever.*).

Invite a pair of students to do the same roleplay with the second problem. Then ask different students to roleplay the next three problems.

Answers: **1** *sneeze*; hay fever **2** high temperature; flu **3** stomachache **4** cough **5** sore throat

Exercise 6 3.13

Check that students understand *coach* (= *trainer*) and *goalkeeper*.

Check answers and elicit ideas about how Jerry might cope on his own in the match.

Answers: **1** He had the flu. **2** He had hay fever. **3** He had a food allergy. **4** He took the wrong train. **5** He got a headache.

3.13

See page 252.

Exercise 7 3.14

Before students listen, ask them to read the questions and options.

Then ask what they think happened in the match (e.g. *The match was postponed. We know this because the questions in this exercise show that Ben was playing, but in the previous audio Ben was at home in bed with the flu.*).

Play the audio twice, elicit the answers and then ask follow-up questions to see how much students have understood, e.g. *When did Jerry's coach want to play the match?* (on Sunday) *What did Jerry's dad think was wrong with him?* (hay fever) *How long was Jerry in bed for?* (two days) *Who scored two goals?* (Chris)

Answers: **2** b **3** b **4** a **5** c

3.14

See page 253.

Exercise 8

Encourage students to look again at the Vocabulary box and to think of other questions that they can ask each other about illnesses (e.g. *Who in your family gets ill most often?*).

Further practice

- Workbook page 71
- Resource Pack
  Resource 71: Unit 6 Lesson 5 Listening and Vocabulary – I don't feel well

6.5 LISTENING and VOCABULARY Symptoms and illnesses

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

1 **Look at the picture. Why is tomorrow a big day for Bridgeton United?**

2 3.11 **How do you say the phrases below in your language?**

Vocabulary Symptoms and illnesses

Symptoms
- feel sick/ill
- have a headache/a stomachache/ a sore throat/a high temperature/a cough
- cough/sneeze

Illnesses
- I've got hay fever/the flu/a cold/a food allergy.

3 3.12 **What symptoms have the players in the picture got? Complete the sentences. Then listen to Jerry and check.**

1 Nathan is *sneezing*.
2 James has got a _____.
3 Ben has got a _____ throat and a high _____.
4 Chris has got a _____.

4 **In pairs, say what the symptoms are for these illnesses.**

a cold hay fever the flu

When you have a cold, you sneeze a lot and …

5 **Use the Vocabulary box to complete the sentences.**

1 If you *sneeze* when you're near flowers, maybe you have _____ _____.
2 You've got a very _____ _____ – 40° Celsius! I think you have the _____.
3 I ate too much and now I have a _____.
4 Please cover your mouth when you _____!
5 I was shouting and now I've got a _____ _____.

6 3.13 **In pairs, answer the questions.**

1 Why couldn't Ben play?
2 Why was Nathan sneezing?
3 Why did James have a stomachache?
4 Why couldn't Chris play?
5 What did Tom get at the end?

7 3.14 **Listen to Jerry talking to a friend about the football match. Choose the correct answers.**

1 They played the match on
(a) Wednesday. b Saturday. c Sunday.
2 While Jerry was visiting friends, he got
a a cold. b the flu.
c hay fever.
3 On the day of the match, Jerry felt
a great. b ill.
c very well.
4 Ben didn't finish the match because he
a twisted his ankle. b broke his leg.
c hurt his back.
5 Jerry's team won the match
a 2–1. b 3–1. c 3–2.

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

And YOU

- How often do you have a cold or the flu?
- Are you allergic to anything?
- What kind of things can give you a headache?

I have a cold once or twice a year.

6.6 SPEAKING Talking about health and illnesses

I can talk about feeling ill and ask about how someone is feeling.

VIDEO **WHAT'S THE MATTER (Part 1)**

Nurse: William! What's the matter?
Billy: I feel terrible.
Nurse: Mmm, well you haven't got a high temperature. Are you feeling sick?
Billy: No, I'm not. I've got a really bad stomachache.
Nurse: Well, when did you start feeling ill?
Billy: Just after lunch.
Nurse: I see. What did you have for lunch?
Billy: Just the usual – some crisps and a banana. Oh, hold on, and some of Amy's Thai soup …
Nurse: Ah! You're probably allergic to something. Here, have some water. You should drink a lot of water. And perhaps you should make an appointment with your doctor immediately … after school. OK! I think you can go back to class now.
Billy: Oh!

I see. *Just the usual.* **OUT of class**

1 In pairs, look at the photo. What do you think is happening?

2 6.4 3.15 Watch or listen to Part 1. Why did Billy go to see the school nurse?

3 6.5 3.16 Watch or listen to Part 2. What was Billy's problem?

4 Underline the words and phrases from the dialogue.

Speaking Health and illness

Asking what the problem is
- What's the matter?/What's wrong?
- How are you feeling?

Talking about symptoms
- I feel sick/ill/terrible.
- I've got a stomachache/a headache/toothache/a temperature/a sore throat/a cold/the flu.
- My leg/back hurts.

Advice
- Sit down.
- Have some water.
- You should lie down/stay in bed/make an appointment with the doctor/go to hospital.
- You should take an aspirin/a tablet/some medicine.

5 3.17 In pairs, complete the dialogues with one word in each gap. Listen and check.

1 A: What's the *matter*?
B: I've got a temperature.
A: I think you should _____ down.
2 A: _____'s wrong?
B: My leg hurts. Perhaps it's broken.
A: I think you _____ go to hospital.
3 A: _____ are you feeling?
B: I've got a really sore throat.
A: You should make an _____ with the doctor.

6 Suggest what the people should do. Use the Speaking box to help you.

1 Billy's got flu. *Billy should take an aspirin.*
2 Lee's got hay fever.
3 Amy's tooth hurts.
4 Krystal's stomach hurts.
5 Perhaps Ruby's got a broken arm.

7 In pairs, follow the instructions. Use the Speaking box and Exercise 5 to help you.

And YOU

1 **Student A** – ask how Student B is feeling. Listen and give advice.
2 **Student B** – you feel ill. Tell Student A your symptoms.
3 Change roles.

6.6 SPEAKING Talking about health and illnesses

Lesson learning objective

Students can talk about feeling ill and ask about how someone is feeling.

Lead in: review of illnesses and symptoms

Ask students to choose one of the illnesses from the previous lesson. They should mingle and mime their illness without saying anything (some students can cough, some can hold their heads or stomachs, etc.). After a couple of minutes, put students into groups of four. The groups should try to remember the illnesses of as many other students in the class as possible. After they have discussed, invite different groups to say what they can remember.

Exercise 1

Before students open their Student's Books, play the introduction of the video and ask a few questions about the previous episode, e.g. *What did Billy eat?* (a banana, some crisps and some soup) *What happened?* (he started coughing). Ask students what they think is going to happen next. Get them to open their Student's Books and discuss the photo in pairs, but do not confirm answers yet.

Answer:
Billy is feeling ill. A (school) nurse is trying to find out what the problem is.

Exercise 2 6.4 3.15

When students have answered the question, discuss what the nurse told Billy and ask students if they think he should go back to lessons or be allowed to go home. Ask them if they have been to the school nurse because they didn't feel well and what advice they were given.

Answer:
Billy went to see the nurse because he felt terrible and had a really bad stomachache.

Exercise 3 6.5 3.16

Play Part 2 without the sound and ask students to try to guess what Billy and Amy are saying. Invite different students to share their ideas with the class. Then play the video again, this time with sound, for students to check their guesses and find out what Billy's problem was.

Answer:
There was fish in Amy's soup and Billy is allergic to fish.

3.16

A = Amy B = Billy

A: Hi, Billy. You're lucky – you just missed a really boring Chemistry lesson! What did the nurse say?
B: She said it was just a food allergy and told me to drink a lot of water.
A: A food allergy?
B: Yeah. Was there any fish in that soup? I'm really allergic to fish.
A: Oh yes, there was some fish in it! Oh, I'm so sorry, Billy.
B: Don't worry – it's not your fault. But perhaps I should just eat bananas and crisps in future. It's not so dangerous!

Exercise 4

Go through the Speaking box and ask students to find the phrases that are used in the dialogue. When they have finished, ask them to work in pairs to create a short dialogue which includes at least one phrase from each section of the Speaking box. Encourage them to use their imagination and tell them to make sure that the advice given matches the illness that is described.
Invite different pairs to act out their dialogues in front of the class.

Answers:
What's the matter?
I feel terrible.
I've got a (really bad) stomachache.
Have some water.
You should make an appointment with your doctor.

Exercise 5 3.17

When students have finished, tell them to discuss each of the following: the last time they had a temperature and what they did; a time when they thought they had broken a bone and how it happened; the last time they made an appointment to see the doctor and why.

Answers: **1** *matter*; lie **2** What; should **3** How; appointment

Exercise 6

Encourage students to think of as many pieces of advice as possible for each illness. Tell them they can also include negatives.

Possible answers:
1 Billy should have some water/stay in bed./Perhaps Billy should make an appointment with the doctor.
2 Lee should take some medicine.
3 Amy should make an appointment with the dentist.
4 Krystal should take a tablet/some medicine.
5 Ruby should go to hospital.

Exercise 7

Ask the pairs to think of a context for their roleplay and encourage them to use their imagination.
When they have finished practising, invite different pairs to act out their roleplays in front of the class.

Extra activity

Ask students if they have ever looked online for advice about their health. Encourage a class discussion about whether getting advice online is a good or bad idea and why.

Further practice

- Workbook page 72
- Resource Pack
  Resource 72: Unit 6 Lesson 6 Speaking – My advice is …
  Resource 73: Unit 6 Lesson 6 Video – What's the matter?

6.7 ENGLISH IN USE Phrasal verbs

Lesson learning objective

Students can use phrasal verbs to talk about health.

Lead in: review of talking about health and illnesses

Put students into groups of four. Three students in the group imagine that they aren't feeling well (refer them to the Speaking box from the previous lesson if necessary). The other student plays the role of the school nurse. The group should work together to discuss the details of each student's illness (how long they have felt like that, what might have caused the illness, etc.) and to think of advice that the nurse could give. When students are ready, invite the groups to act out their roleplays in front of the class.

Exercise 1

Put students into pairs. Tell them to look at the pictures but not the sentences underneath. For each one, they should describe what they can see and what they think is happening. They then read the sentences and answer the question. Explain that the pictures in version B show the literal meaning of the words in the phrasal verbs but they it don't show the true meaning.

Answer: Version A matches the text.

Exercise 2

When students have finished, they should work in pairs to try to write a sentence for each phrasal verb which shows its meaning (e.g. *You can find out a lot about the past by watching old films. My brother took up cooking last year and now my parents don't have to cook at all.*).

Answers: **2** c **3** a **4** f **5** e **6** d **7** h **8** g **9** i

Exercise 3 3.18

Before students do the exercise, ask them to read the blog quickly and to say what it is about (*Dan wants to keep fit*). When they have finished the exercise, ask students what they think the five comments might say.

Ask students to write their own comment in their notebooks, with advice about what to give up, take up or check out.

Answers: **2** out **3** up **4** give **5** out **6** found

Exercise 4 3.19

When students have finished, ask them to think about how they would answer the questions and make notes. This will help them to prepare for the next exercise.

Answers: **2** look after **3** take up **4** hang out **5** check out; find out

Exercise 5

Encourage students to give specific examples where possible (e.g. *Could you give up eating sweets? Yes, I could. I gave up eating chocolate for three months last year. I also gave up putting sugar in my tea and now I hate sweet tea.*).

Extra activity

Tell students they are going to carry out a class survey using one of the phrasal verbs from this lesson. As an example, write on the board: *Where do you usually hang out with friends?* Ask various students and show that you are making a note of their answers. Then report to the class that most students hang out in the park, shopping centre or whatever the most popular answer is. Students should work in groups of four and decide which question they want to ask (using a phrasal verb). They should ask as many classmates as possible and make a note of their answers. When they have finished, invite groups to report their findings to the rest of the class.

Homework

Tell students to read the text on page 80 of the Student's Book. They should look up any words they don't know and translate them into L1.

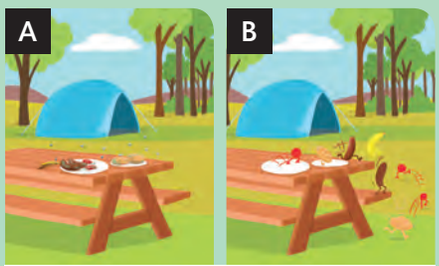
As an additional task, ask students to think of their favourite sport and of their favourite game which isn't a sport. Also ask them to search online for an unusual sport or game and then write a short description of it in preparation for the next lesson.

Further practice

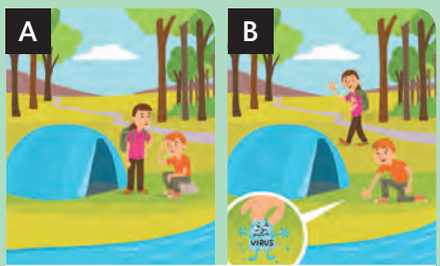
- Workbook page 73
- Resource Pack
  Resource 74: Unit 6 Lesson 7 English in use – Don't say the verb

6.7 ENGLISH IN USE Phrasal verbs

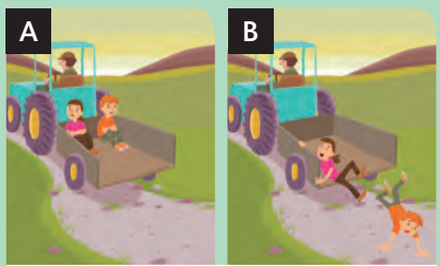
I can use phrasal verbs to talk about health.



I'm Eric. Last week I went camping with my sister, Effie. Unfortunately, everything went wrong. First, we left our food in the sun and it went off.



Then I picked up an illness. I felt terrible so we decided to go home.



We got a lift from a farmer on a tractor. But while we were going home, my sister said it was all my fault and we fell out.

1 **Look at the cartoons. Which version, A or B, matches the text? Read the information about phrasal verbs to check your answers.**

Language Phrasal verbs

Phrasal verbs are verbs with two parts, e.g. *pick + up*.
Sometimes the meaning of phrasal verbs is clear from the words in them, e.g. *pick up a pencil*.
But often the meaning is not clear:
Eric picked up an illness. = He became ill.
The food went off. = It became bad.
Eric and Effie fell out. = They had an argument.

2 **Match the phrasal verbs in sentences 1–9 with meanings a–i.**

1 b If you want to find out your perfect weight, consult our website.
2 ☐ The doctor told me to take up a sport.
3 ☐ My dad wants to give up smoking.
4 ☐ A: What's going on? B: Nothing much.
5 ☐ Can you give me £10 to top up my phone, please, mum?
6 ☐ Do you get on with your brother?
7 ☐ We often hang out at the shopping centre.
8 ☐ Use your phone to check out what's on at the cinema.
9 ☐ When I was ill, my gran looked after me.

a stop doing something
b discover, learn
c start a hobby/ activity
d have a good relationship
e put money in
f happen
g see, read, consult
h spend time
i take care of

3 3.18 **Complete the text with one word in each gap. Listen and check.**

www.dansblog.com

21 March

'It's not easy to keep fit but I know what to do. I should [1] *look* after my body. I shouldn't hang [2] _____ at the shops every day. I should go to a gym or take [3] _____ a sport. I should [4] _____ up 'energy' drinks – they aren't good for you. I shouldn't eat fast food. But yesterday I saw a newspaper headline. It said 'Chocolate is good for you!' I checked [5] _____ the article and I [6] _____ out some excellent news. Dark chocolate is good for your health. I love dark chocolate.'

Comments (5)

4 3.19 **Use the definitions in brackets to complete the sentences with phrasal verbs. Listen and check.**

1 Could you *give up* (stop) eating sweets?
2 What do you do to _____ (take care of) your body?
3 What sport or hobby would you like to _____ (start doing)?
4 How often do you _____ (spend time) in the park with your friends?
5 When you're ill, do you _____ (consult) your symptoms on the internet to _____ (learn) what illness you have?

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

A: Could you give up eating sweets?
B: Yes, I could. And you?

And YOU

Wordlist and Vocabulary in action

Extra activity

Explain that you are going to dictate twelve words. Students should write down the words and, in pairs, they should compare their spelling and decide which letter(s) in each word is/are silent. When they have finished, elicit the silent letters and then give the class a written record of the spelling of each word so that students see how many words they spelled correctly.

Words to use: *daughter* (gh), *write* (w), *half* (l), *thumb* (b), *scissors* (c), *Wednesday* (d), *knife* (k), *should* (l), *island* (s), *guitar* (u), *answer* (w), *listen* (t).

Further practice

Workbook page 74

WORDLIST Parts of the body | Accidents/injuries | Keeping fit | Snacks | Health/illness

accident /ˈæksədənt, ˈæksɪdənt/ n
ankle /ˈæŋkəl/ n
(doctor's) appointment /ˌɒktəz əˈpɔɪntmənt/ n
arm /ɑːm/ n
aspirin /ˈæsprən, ˈæsprɪn/ n
back /bæk/ n
beard /bɪəd/ n
body /ˈbɒdi/ n
bone /bəʊn/ n
brain /breɪn/ n
burn /bɜːn/ v
cake /keɪk/ n
calorie /ˈkæləri/ n
check out /tʃek aʊt/ v
chocolate bar /ˈtʃɒklət bɑː/ n
(sports) coach /ˌspɔːts ˈkəʊtʃ/ n
coffee /ˈkɒfi/ n
cola /ˈkəʊlə/ n
cold (illness) /kəʊld/ n
cough /kɒf/ n
cough /kɒf/ v
crisps /krɪsps/ n
delicious /dɪˈlɪʃəs/ adj
ear /ɪə/ n
elbow /ˈelbəʊ/ n
energy drink /ˈenədʒi drɪŋk/ n
exercise /ˈeksəsaɪz/ n
eye /aɪ/ n
eyebrow /ˈaɪbraʊ/ n
fall out /fɔːl aʊt/ v
find out /faɪnd aʊt/ v
finger /ˈfɪŋgə/ n
food allergy /fuːd ˈælədʒi/ n
foot (feet) /fʊt fiːt/ n
match (e.g. football) /ˈmætʃ/ n
fruit /fruːt/ n
fruit juice /fruːt dʒuːs/ n
get on with /get ɒn wɪð/ v
give up /gɪv ʌp/ v
go off /gəʊ ɒf/ v
go on (happen) /gəʊ ˈɒn/ v
gym /dʒɪm/ n
hair /heə/ n
hamburger /ˈhæmbɜːgə/ n
hand /hænd/ n
hang out /hæŋ aʊt/ v
hay fever /heɪ ˈfiːvə/ n
head /hed/ n
headache /ˈhedeɪk/ n
health /helθ/ n
healthy /ˈhelθi/ adj
heart /hɑːt/ n
hot dog /hɒt dɒg/ n
hurt /hɜːt/ v
illness /ˈɪlnəs, ˈɪlnɪs/ n
knee /niː/ n
leg /leg/ n
lips /lɪps/ n
look after /lʊk ˈɑːftə/ v
meat /miːt/ n
medicine /ˈmedsən/ n
menu /ˈmenjuː/ n
mouth /maʊθ/ n
muscle /ˈmʌsəl/ n
neck /nek/ n
nose /nəʊz/ n
nuts /nʌts/ n
pick up (illness) /pɪk ˈʌp/ v
salad /ˈsæləd/ n
salt /sɔːlt/ n
sandwich /ˈsænwɪdʒ/ n
shoulder /ˈʃəʊldə/ n
skin /skɪn/ n
sleepy /ˈsliːpi/ adj
snack /snæk/ n
sneeze /sniːz/ v
soup /suːp/ n
stomach /ˈstʌmək/ n
stomachache /ˈstʌməkˌeɪk/ n
sugar /ˈʃʊgə/ n
sweets /swiːts/ n
symptom /ˈsɪmptəm/ n
tablet /ˈtæblət, ˈtæblɪt/ n
take up /teɪk ʌp/ v
tea /tiː/ n
the flu /ðə fluː/ n
toe /təʊ/ n
tooth (teeth) /tuːθ tiːθ/ n
toothache /ˈtuːθeɪk/ n
train /treɪn/ v
vegetable /ˈvedʒtəbəl/ n
vegetarian /ˌvedʒəˈteəriən, ˌvedʒɪˈteəriən/ adj
water /ˈwɔːtə/ n

WORD FRIENDS

cut your knee/finger
do exercises
do yoga/Tai chi
do weight training
fall asleep
feel ill/sick sleepy/terrible/tired
get ready for bed
get up early/late
go running/ cycling/ swimming
go to bed/sleep
go to the gym
good/ bad for you
have an allergy/a cold/a cough/the flu/hay fever/a headache/
a high temperature/sore throat/ stomachache/ toothache
have a dream
have fitness classes/PE lessons
hit your head
hurt your hand/back
make an appointment (with the doctor)
pay attention to sth
play rugby/football/ basketball/tennis
ride a motorbike/bike
score a basket
sleep easily/well/badly
stay up (late)
stay in bed late
take a tablet/some medicine
twist your ankle/leg
wake up early/ late

VOCABULARY IN ACTION

1 **Use the wordlist to find:**

1 five things you can drink: *cola, …*
2 eight items of food or drink that are bad for you:
3 ten parts of the body that you always have two of:
4 three health problems ending with *-ache:*

2 **Complete the phrasal verbs.**

1 I often looked *after* my sister when she was little.
2 Sometimes we have terrible arguments and fall _____.
3 Don't eat that salad. I think it's starting to go _____!
4 At New Year I decided to take _____ swimming to keep fit.
5 I usually pick _____ colds from my brother.

3 **Complete the sentences with the words below. In pairs, say which sentences are true for you.**

~~fall~~ fever have ride sleep up

1 I sometimes *fall* asleep in class.
2 I _____ my bike to school every morning.
3 I usually _____ badly on the night before an exam.
4 I usually _____ a cold all winter!
5 I love staying _____ late on Friday night.
6 My family and I always get hay _____ in the early summer.

4 3.20 PRONUNCIATION **Listen to the words below and decide if you hear the underlined letter(s). Then listen again and repeat.**

aspirin chocolate juice knee muscle sandwich temperature tired vegetable

Exercise 1

Possible answers:
1 coffee, energy drink, fruit juice, soup, tea, water
2 cake, chocolate bar, coffee, cola, crisps, energy drink, hamburger, hot dog, salt, sugar, sweets
3 ankle, arm, ear, elbow, eye, eyebrow, foot, hand, knee, leg, shoulder
4 headache, stomachache, toothache

Exercise 2

2 out
3 off
4 up
5 up

Exercise 3

2 ride
3 sleep
4 have
5 up
6 fever

Exercise 4

All the underlined letters are silent.

Revision

Extra activity

Give students some practice of the difference between questions in the Past Continuous and the Past Simple by eliciting or giving different situations. For example:
I broke my leg yesterday.
What were you doing? I was playing football. (Past Continuous)
What did you do? I went to hospital. (Past Simple)
My teacher shouted at me yesterday.
What were you doing? I was using my mobile phone in class. (Past Continuous)
What did you do then? I said sorry and put my phone in my bag. (Past Simple)
Students work in pairs and make similar dialogues using both question forms.

Further practice

- Workbook page 75
- Resource Pack
  Resource 75: Units 4–6
  Vocabulary – Have you got …?
  Resource 76: Units 4–6
  Grammar – Thirty seconds

VOCABULARY

1 **Write the correct word for each definition.**

1 A bad one can wake you up! **d** *r e a m*
2 You do this when you have hay fever.
s_ _ _ _ _
3 This can be high when you have the flu.
t_ _ _ _ _ _ _ _ _ _
4 It can stop you eating some foods.
a_ _ _ _ _ _
5 You take it when you're ill. **m**_ _ _ _ _ _ _
6 He/She looks after your teeth.
d_ _ _ _ _ _
7 This can hurt when you eat too quickly.
s_ _ _ _ _ _
8 Feeling well, not ill. **h**_ _ _ _ _ _

2 **In pairs, read the text and choose the correct option. Do you have anyone in your family like Grandpa George?**

Grandpa George never forgot that he was in the army for thirty years. He [1]*fell asleep / woke up* early at the same time every morning, [2]*did / made* exercises and he was proud that he could still touch his [3]*head / toes*, even when he was seventy. He had five golden rules: don't talk with food in your [4]*beard / mouth*, don't put your [5]*elbows / neck* on the table when you're eating, walk with your [6]*fingers / shoulders* straight, brush your [7]*hair / teeth* every morning and, most important of all, cut it every two weeks.

3 **Complete the Word Friends in the text with the verbs below.**

cut had (x2) hit hurt ~~twisted~~

Our holiday in the mountains was a disaster. First of all, my mum [1]*twisted* her ankle when we were climbing a mountain – she couldn't walk for days. Granddad [2]_____ his back from carrying a heavy rucksack. My sister [3]_____ a very bad stomachache after she ate a sheep's cheese pizza. My dad [4]_____ his head every time he stood up in the tent. I [5]_____ my finger when I was opening a can of soup. And finally my gran [6]_____ a sore throat from shouting at all of us!

GRAMMAR

4 **Choose the correct option.**

A: I'm so hungry! Is there anything to eat?
B: Well, we've got [1]*any / some* cheese.
A: Good! Have we got [2]*any / some* bread?
B: No, we haven't got [3]*any / some*. But we've got [4]*any / some* eggs.
A: Excellent! How [5]*many / much* eggs?
B: Four.
A: That's [6]*not much / not many*!
B: But we've got [7]*a lot of / any* potatoes.
A: Great! So we can have fried eggs and chips!
B: No, we can't. You need [8]*a lot of / much* time to cook chips and we don't have [9]*much / many* time. And you eat [10]*too many / too much* chips! But we have [11]*a lot of / too many* vegetables so you can make us a nice vegetable omelette!

5 **Complete the text with the Past Simple or the Past Continuous form of the verbs in brackets.**

Yesterday I [1]*was studying* (study) in my room when suddenly I [2]_____ (hear) a noise from the living room. I [3]_____ (run) into the room and saw that my dad [4]_____ (lie) on the floor.
'Are you OK?' I [5]_____ (ask) dad.
'My ankle hurts. I think I twisted it!'
'What [6]_____ (you/do) ?'
'I [7]_____ (look) for a book! I [8]_____ (stand) on a chair but I [9]_____ (not pay) attention and the chair moved and I fell. My shoulder hurts too! Perhaps it's broken – look!'
His shoulder looked fine. Dad is a hypochondriac.
'What book [10]_____ (you/look) for?'
'The Book Of Family Health. It's here somewhere.'

SPEAKING

6 **In pairs, talk about feeling ill. Student A, look below. Student B, look at page 131.**

Student A
1 Say hello to Student B. Ask him/her how he/she is feeling. Listen to Student B's news.
2 Give some advice: Take an aspirin./Make an appointment with the dentist.

DICTATION

7 3.21 **Listen, then listen again and write down what you hear.**

SELF-ASSESSMENT Think about this unit. What did you learn? What do you need help with? **WORKBOOK** p. 74

Exercise 1

2 sneeze
3 temperature
4 allergy
5 medicine
6 dentist
7 stomach
8 healthy

Exercise 2

2 did
3 toes
4 mouth
5 elbows
6 shoulders
7 hair

Exercise 3

2 hurt
3 had
4 hit
5 cut
6 had

Exercise 4

2 any
3 any
4 some
5 many
6 not many
7 a lot of
8 a lot of
9 much
10 too many
11 a lot of

Exercise 5

2 heard
3 ran
4 was lying
5 asked
6 were you doing
7 was looking
8 was standing
9 wasn't paying
10 were you looking

Exercise 7

My sister Tina knows everything about everybody. She always knows when somebody is ill or had an accident. You have to speak to Tina to make an appointment with the village doctor.

BBC

CULTURE

Is chess a sport?

Strange sports

Football, tennis, hockey and cricket are all popular sports around the world. But when is a sport not a sport? Most people think that in a sport we must be strong, use our mind and want to win. So what about these activities?

1 Chess boxing

People play chess all over the world. Chess players need to be fit – in body and mind. Sometimes they need to sit and think hard for seven hours a day. In some competitions, they play for eleven days! There's also a hybrid sport called 'chess boxing'. Boxers fight and then play chess! It's popular in Germany, the UK, India and Russia.

2 Makepung

Every summer in West Bali, there are special buffalo races. A team of one man and a pair of buffaloes race against another team. They race over muddy ground for a long time – sometimes five hours. The men often fall off and get dirty. The crowd like that!

3 Haggis hurling

In Scotland, some people like to do haggis hurling. They have to throw a haggis – this is a hard ball of special meat which is a traditional Scottish food. They must throw the haggis a long way and also very carefully. The haggis must not break when it hits the ground. So, you have to be strong but also clever.

What do you think? Are these games or sports? Would you like to see them in the Olympics?!

GLOSSARY
competition (n) an event in which people or teams compete against each other
mind (n) your thoughts
muddy (adj) wet and dirty
race (n) a competition in which people or animals compete to be the fastest and finish first
traditional (adj) existing for a long time

Lead in: review of phrasal verbs and vocabulary check

Tell students to keep their Student's Books closed. Put them into pairs and give each pair a piece of paper. Explain that you are going to dictate definitions of different phrasal verbs and after they have done the dictation, they should write the phrasal verb for each defintion. One student writes the odd-numbered definitions and the other student writes the even-numbered definitions.

Dictate: 1 *spend time with friends in a place*; 2 *stop doing something*; 3 *have a good relationship with someone*; 4 *take care of*; 5 *start a new hobby or activity*; 6 *discover or learn something*; 7 *have an argument with someone*; 8 *food becomes bad when it gets old*.

When the pairs have finished writing the phrasal verbs, ask the pairs to swap papers. Tell them that, as you give the answers, they should correct the papers, giving one point for each correct answer. (Answers: 1 *hang out* (*with*); 2 *give up*; 3 *get on* (*with*); 4 *look after*; 5 *take up*; 6 *find out*; 7 *fall out* (*with*); 8 *go off*)

Elicit any vocabulary from the text that students found difficult and had to look up.

6.6

Unusual sports

Part 1

Do you like sport? Perhaps you want to do or watch something a bit different?

OK. Here are some ideas. These are definitely not Olympic sports … yet.

This is the World Alternative Games. It's on for three weeks and there are thirty very unusual sports. There's a race between men and horses. There's swimming in the mud and banana cycling.

There's another interesting sport too. Here the runners are getting ready for their race. What's the event? It's backwards running. It isn't new. The Chinese did this ten thousand years ago. It became popular in the USA in the last century. Boxers, dancers and trainers did backwards running.

It's very good for your back and your stomach. It also makes you slim because you use lots of calories. People say it makes you taller and cleverer. That's because you need to use the right side of your brain. It looks funny. It isn't easy – it's hard to look over your shoulder – but some runners say it's quite relaxing. Here's some very important advice: if you take up this sport, don't do it on the streets. Practise in a park.

6.7

Part 2

There's another unusual sport that is getting very popular. I'm sure you know table tennis or ping pong. This is table tennis that looks a bit wrong – it's wrong pong.

In wrong pong, you play table tennis on different sorts of tables. Here there are three players and three parts to the table. Two artists started wrong pong in 2010. They were bored and wanted to try something different. They were very creative and imaginative. First, they made a table that was moving. They thought art and sport could go together. They believed that sports must change and must be interesting for everyone.

You can also play wrong pong on slanted tables. They can go up and down and in different directions. And sometimes there are one, two or three nets. There's a round table for three people. You can even play on one that has things on it, like paint – you don't know where the ball will go.

When you play this game, you have to think differently and it's great fun. Traditional table tennis players also love wrong pong because it's encouraging lots of people to start the sport.

There's even a world cup for wrong pong – a very special prize.

6.8

Part 3

And finally, here is a very, very strange race. What are these people getting ready for? It's a wife carrying race. The racers are all very strong. They know what to do and they practise a lot.

But this is new for Mike and Steph. They try to do the same but – oops – he falls off. So, they decide to do it a different way.

This race started in Finland in the 1990s but now it happens all over the world. It's called a wife-carrying race but the couple don't need to be married.

Usually the man carries the woman. But here, for the first time, a woman is going to carry a man. Mike is 'the wife' – and a very heavy one. It isn't easy.

People throw water at them and some of the 'wives' fall off. The winners get a prize and everyone cheers. Mike and Steph are very slow. They're tired and wet but, finally, they finish. This time Mike is running.

Exercise 1

It might be best to split the activity into separate sections. Before students open their Students Books, put them into pairs and give them two minutes to list as many sports and games as they can.

When they have finished, elicit ideas and ask whether the things they mention are sports or games. Then get students to open their Student's Books and look at the other three questions.

Discuss students' ideas and ask whether we should call things such as wi-fi tennis or golf sports or games.

Exercise 2

Discuss the photos with the class and ask students to describe what they can see.

Ask students which sport they think looks the most interesting and encourage them to give reasons.

Answers: **1** B **2** C **3** A

Exercise 3

Elicit the answers and encourage students to give an explanation for each answer (1 *every summer*; 2 *haggis … a traditional Scottish food*; 3 *The crowd like that!*; 4 *they need to sit … for seven hours a day*; 5 *hybrid sport … Boxers fight and then play chess*).

Answers: **2** Haggis hurling **3** Makepung **4** Chess boxing **5** Chess boxing

Exercise 4

Discuss some sports which have tried to get into the Olympics in recent years (baseball, squash, waterskiing, dance sport, surfing, bridge (a card game), frisbee, bowling, sport climbing, tug of war). Ask students why they think some sports are chosen and others aren't. Students then discuss the three sports in the text and decide which would be the best to include and why.

Exercise 5

If you used the homework suggestion for this lesson, put students into groups and ask them to discuss the sport/game they researched online. They should decide which sport is the most interesting and why. Invite groups to share their ideas with the class.

Exercise 6 6.6

Play the video without sound. Elicit some of the sports shown and ask students what they think the rules might be. Go through the questions and tell students to watch the video, this time with sound, and try to answer them. To check answers, you could play the video and ask students to shout 'Stop!' each time they hear an answer.

Answers: **1** T **2** F **3** T **4** T

Exercise 7

Have students discuss the question in pairs before you check with the class. Play the last part of the video again for them to check the narrator's advice.

Answers: The speaker says, 'If you take up this sport, don't do it on the streets. Practise in a park.' This is because the runner might fall over or crash into somebody else.

Background notes

Table tennis started in the 1890s. The English sports company John Jaques & Son created a version of the game called ping pong, which became the popular name for the sport. The American rights to ping pong were sold to the company Parker Brothers, who threatened legal action against any other company using this name with their own equipment. As a result, table tennis was chosen as an alternative name for the sport.

Exercise 8 6.7

Ask students if they have ever heard of wrong pong before. After watching, ask students what they thought of it and if they would like to try it.

Answers:

1 Wrong pong started because two artists were bored and wanted to try something different. They wanted art and sport to go together.

2 It has slanted tables – they go in up, down and in different directions. There are one, two or three nets. More than two people can play. Sometimes the table has things on it, like paint.

3 There are three in the room – the round one with three nets, one with a split net which could be slanted and one which was square but split in the middle. There were also two or three outside.

Exercise 9 6.8

Play Part 3 without sound first, and put students in pairs to describe what they saw and what they think the sport is. Go through the questions and have pairs try to guess the answers. Play the video again, this time with sound, and check answers in open class.

Possible answers: **2** Finland/the 1990s **3** carries the woman **4** a woman is going to carry a man **5** Mike is very heavy

Exercise 10

The pairs should list the different sports in the videos and discuss what they think the good and bad things about each sport are.

Explain that the pairs should decide on which sport they would like to try, giving reasons for their decision. When they are ready, they should join up with another pair to compare their sports and their reasons for choosing it.

Exercise 11

The groups should decide which two unusual sports to combine. If any students haven't yet done online research about unusual sports, encourage them to do this now, as part of their project work. Once the groups have decided about their new hybrid sport, they should give it a suitable name. If the groups need more time to develop their presentation, get them to continue for homework, and they can give their presentation in a future lesson.

Further practice

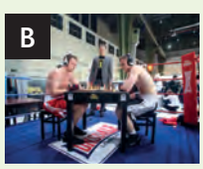
- Workbook pages 76–77
- Resource Pack
  Resource 77: Unit 6 BBC Culture – Explain the rules
  Resource 78: Unit 6 Culture – Hybrids

EXPLORE

1 In pairs, discuss the questions.

1 How many sports or games can you name in two minutes?
2 Do you do any sports? Do you do them for fun or for competition?
3 Do you know anyone who is very good at a sport or game?
4 What's the difference between a sport and a game?

2 Read the article and match sports 1–3 with photos A–C.



1 ☐ Chess boxing
2 ☐ Makepung
3 ☐ Haggis hurling

3 Read the article again. Write the name of the game or sport.

1 This only happens at a certain time of year. *Makepung*
2 People do this with something small that we can eat.
3 People sometimes laugh when they watch this.
4 People don't move for a long time in this activity.
5 This is a mixture of two games/sports.

4 In pairs, discuss the final question in the article.

EXPLORE MORE

5 You are going to watch part of a video from a BBC series about unusual sports and games. Read an advert for the programme. Do you know anyone who does an unusual sport?

Unusual sports

People do some very unusual sports and this series shows us just a couple of them.

EXPLORE MORE

6 6.6 Watch Part 1 of the video. Mark the sentences T (true) or F (false).

1 ☐ At the World Alternative Games, there are thirty sports.
2 ☐ Backwards running started in the USA.
3 ☐ Backwards running is good for the brain.
4 ☐ Backwards running is a difficult sport.

7 What advice does the speaker give at the end of the video? Why?

8 6.7 Watch Part 2 of the video and answer the questions.

1 How and why did wrong pong start?
2 How is wrong pong different from normal table tennis?
3 How many different tables did you see in the video?

9 6.8 Watch Part 3 of the video and complete the sentences.

1 This race is called *the wife carrying race*.
2 It started in _____.
3 Usually the man _____.
4 In the race today, for the first time _____.
5 It isn't easy for Steph because _____.

10 Work in pairs. Would you like to try some of these sports? Why?/Why not?

I would like to try wrong pong because I think it's fun.

YOU EXPLORE

11 CULTURE PROJECT In small groups, create a presentation about unusual sports.

1 Use the internet to research unusual sports that people do in your country.
2 Invent a new hybrid sport from two of these sports.
3 Find some photos of the two sports.
4 Write a short description of the new sport.
5 Present your new sport to the class.
6 Vote on the most popular new 'hybrid' sport!

7

Shopping around

7.1 VOCABULARY Types of shops | Containers

I can talk about shops and what they sell.

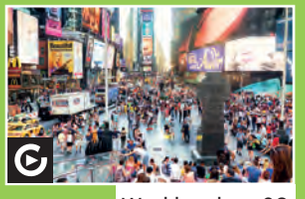
VOCABULARY
Types of shops | Containers | Shopping centres | Money

GRAMMAR
Comparatives and superlatives of adjectives | *going to* and the Present Continuous

Grammar: Are you coming with us?

Speaking: New shoes

BBC Culture: City shopping



Workbook p. 89

BBC VOX POPS ▶

CLIL 4 > p. 141

1 **In pairs, ask and answer the questions.**

1 When was the last time you went shopping?
2 What did you buy?

2 3.22 **I KNOW!** **How do you say the words below in your language? Can you add more words?**

Vocabulary Types of shops

bakery bookshop butcher's clothes shop florist's greengrocer's newsagent's pharmacy shoe shop

I went to the **florist's**. (florist's = place)
The **florist** helped me choose some flowers. (florist = person)

Watch OUT!

Unit contents

Vocabulary
- Types of shops
- Containers
- Shopping centres
- Money

Grammar
- Comparatives and superlatives of adjectives
- *Going to* and the Present Continuous

Communication skills
Shopping for clothes

Examples of 21st century skills/competencies
- Critical thinking: page 83 (Exercise 3), pages 92–93
- Collaboration: page 84 (Exercise 7), page 85 (Exercise 7), page 93 (Exercise 9)
- Creativity: Resource 81
- Digital literacy: page 93 (Exercise 9)
- Assessment for learning: page 91
- Autonomy and personal initiative: page 86 (Exercise 6), page 89 (Exercise 5)

7.1 VOCABULARY Types of shops | Containers

Lesson learning objective
Students can talk about shops and what they sell.

Lead in: review of vocabulary from the previous unit

Divide the class into two groups and put students into pairs within their groups. Give a time limit of one minute. The pairs in one group should think of as many countable food or drink items as they can and the pairs in the other group should think of as many uncountable food or drink items as they can.

After one minute, two pairs from the same group (i.e. both pairs either countable or uncountable) join up. The pairs should take turns to say one of their words. They can't repeat words used by the other pair. When one pair has run out of words to say, the other pair wins.

Then change the activity by joining pairs from different groups (i.e. one pair countable and the other pair uncountable). The pairs should take turns to say one of their words, but this time they don't have to worry about repeating the other pair's words. Again, when one pair has run out of words to say, the other pair wins.

At any time, students can challenge a word if they think it is wrong (i.e. a countable pair have used an uncountable word or vice versa). At the end of the activity, invite different pairs to tell the rest of the class some of the countable and uncountable words they used.

Exercise 1

When students have discussed the questions, invite a student to say what the last thing he/she bought was. Encourage them to say: *I bought a/some … .* Then invite a second student to do the same and then adding what the first student said (i.e. *I bought a/some … and … bought a/some …*). Continue inviting different students to add their own information alongside trying to remember what was said before. If any student has difficulty remembering, encourage the rest of the class to help. Try to continue so that everyone in the class has a turn, and the last student to speak repeats what everyone else in the class has said.

Exercise 2 3.22

Remind students of apostrophes and how we use them in possessives (e.g. *my dad's shirt*, *Mike's book*). Point out that sometimes we use this structure when talking about shops, because the shop belongs to the person working there (or traditionally this used to be the case). We sometimes say *the baker's* rather than *the bakery* and *the chemist's* rather than *the chemist/pharmacy*.

Possible answers:
beauty salon, chain store, charity shop, corner shop, games shop, gift shop, hardware shop, hypermarket, music shop, sports shop, supermarket

Exercise 3

Discuss the first sentence with students and invite them to say which shop they think it is and how they know this. Remind students of these prepositions: *between*, *next to*.

Elicit the answers and ask additional questions about the information in the exercise (e.g. *What kind of shop sells fruit and vegetables? What is a special offer? Is there a bakery in our town where we can sit and eat or drink?*). Discuss the sign: *End of season sale* and what it means (e.g. *towards the end of winter, the shop sells winter clothes at a lower price*).

Answers: **A** clothes shop **B** bakery **C** pharmacy **D** shoe shop **E** butcher's **F** florist's **G** bookshop **H** greengrocer's **I** newsagent's

Exercise 4

When the groups have discussed the questions, ask students how often they or their families use the different kinds of shops. Tell them about yourself first (e.g. *I go to my local bakery for bread but I usually buy fruit and vegetables in the market or supermarket.*). Invite different students to tell the rest of the class about their family's shopping habits.

Exercise 5

Remind students about the difference between countable and uncountable food items and what it means if something is uncountable, e.g. we can't say *three milks*; we have to say *some milk*. Explain to students that we can make *milk* countable by adding the container it comes in, e.g. we can say *a glass/carton of milk*.

Elicit the answers and check that students know the plural form of *bunch* and *box* (add *-es*) and *loaf* (*loaves*).

It may be useful to look at other instances using the same containers, as they may be different in the student's own language (e.g. *a bunch of bananas/grapes*, *a can of cold drink* but *a tin of fish/meat*).

Exercise 6 3.23

Before students listen, tell them to look at the list. Where the kind of shop is given, students should guess what specific items might be bought there. Where the specific items are given, students should guess what kind of shop it is.

The first time students listen, tell them not to write anything, and just listen out for the item that Jas has forgotten. Tell them then to discuss in pairs to see what information they can remember. They can listen a second time to help them complete their answers.

Answers: **2** pharmacy **3** (a bar of) chocolate **4** (a can of) cola **5** (a bunch of) flowers
She forgot to buy (a jar of) jam.

3.23

J = Jas M = Mum

J: Hi, mum! I'm back.
M: Hi Jas! You forgot to take the shopping list with you *and* your phone, you silly thing!
J: I know! But I *think* I remembered everything!
M: Let's see what you got then.
J: OK, I got a bag of apples … It was really busy at the greengrocer's.
M: It always is!
J: A loaf of bread, a box of cream cakes … That new baker's is really good.
M: Mmm, they look really nice.
J: A bottle of shampoo – I had to go to the pharmacy for that. And that's everything! Oh and I went to the newsagent's and got a packet of crisps, a bar of chocolate and a can of cola for my lunch tomorrow.
M: Didn't you get a jar of jam?
J: Oh no, I didn't! Sorry, mum! I completely forgot to write it on the list!
M: Don't worry, love. We can ask dad to get it on his way home.
J: And I went to the florist's and got you a present for Mother's Day!
M: Oh! What a lovely bunch of flowers! Thank you, darling!

Exercise 7

When students have completed the exercise, ask them to think of other possible containers for the different items (e.g. *a packet/tin/cup/mug of coffee*, *a packet/spoon(ful)/lump of sugar*).

Answers: **2** bag **3** bottle **4** packet **5** box **6** can

Exercise 8 3.24

When students have finished, check that they understand *a good choice of*. Ask them to look at the shops in the Vocabulary box from Exercise 2 and say what each shop might have a good choice of (e.g. *a bakery might have a good choice of cakes*, *a bookshop might have a good choice of manga comic books*).

Answers: **2** e **3** a **4** b **5** d

Exercise 9

Elicit ideas about why someone might like a shop, apart from the range of items and helpful staff (e.g. *it is cheap*, *they often have special offers*, *there are lots of different things to look at*).

Give the pairs a time limit to interview each other. When they have finished, invite different students to say what they found out about their partner.

VOX POPS 7.1

Before watching, check that students understand *kitchen appliances*, *represent*, *remind*, *brands*, *discounted prices*. After watching, put students into pairs and tell them to take turns to say which shop they think sounds the most interesting and why.

Extra activity

Keep students in pairs. Tell each pair to think of five things students their age like to buy after school (e.g. *sweets*, *drinks*, *cakes*, *books*). They then join up with another pair for a roleplay. One pair plays the role of a new student who has just moved to the area. They should ask the other pair where they can buy the five things they have identified. The second pair should tell them the name of a suitable shop and where they can find each thing. The pairs then swap roles and repeat. When they have finished, invite different groups to act out their roleplay in front of the class.

Further practice

- Workbook pages 78–79
- Resource Pack
  Resource 79: Unit 7 Lesson 1 Vocabulary – Shopping list

3 In pairs, use the clues below and in the picture to label shops A–I with the words from the Vocabulary box. Check your answers on page 130.

- The shoe shop is closed at the moment.
- There's a shop which sells fruit and vegetables between the bookshop and the newsagent's.
- There are a lot of special offers at the clothes shop.
- The shop between the shoe shop and the florist's sells meat.
- The bakery is next to the pharmacy and it's always very busy.

4 Which shops from the Vocabulary box have you got in your neighbourhood? Which shops haven't you got? Discuss in groups.

We've got a bakery but we haven't got a bookshop.

5 WORD FRIENDS How do you say the highlighted words in your language?

a **bag** of apples a **bar** of chocolate a **bunch** of flowers
a **bottle** of shampoo a **box** of cream cakes a **can** of cola
a **jar** of jam a **loaf** of bread a **packet** of crisps

6 3.23 Listen and complete Jas's shopping list. What did she forget to buy?

Shopping List

- greengrocer's – apples
- baker's – 1 *a loaf of bread* , cream cakes
- 2 _____ – shampoo
- newsagent's – crisps, 3 _____ , 4 _____
- florist's – 5 _____

7 Choose the correct option.

1 a *bottle* / *jar* of coffee
2 a *bag* / *can* of sugar
3 a *jar* / *bottle* of water
4 a *bar* / *packet* of biscuits
5 a *bunch* / *box* of matches
6 a *can* / *box* of lemonade

8 3.24 Match questions 1–5 with answers a–e. Listen and check.

1 [c] What's its name?
2 [ ] Where is it?
3 [ ] What does it sell?
4 [ ] How often do you go there?
5 [ ] Why do you like it?

a It sells computer games.
b I go there about once a month.
c My favourite shop is called Go2 Games.
d They've got a good choice of games and the people who work there are very helpful.
e It's in the shopping centre in the town centre.

9 [VOX POPS ▶ 7.1] In pairs, ask and answer questions about your favourite shop. Use Exercise 8 to help you.

And YOU

A: What's your favourite shop?
B: My favourite shop is called …

7.2 GRAMMAR Comparatives and superlatives of adjectives

I can compare things.

1 CLASS VOTE **Imagine that you want to buy some headphones. Who do you ask and where do you get information before you buy them?**

friends magazine the internet shop assistant

2 3.25 **Check you understand these adjectives. Then read the text. Do people generally have a good opinion of the headphones?**

enjoyable heavy low trendy (un)comfortable

HENNSIZER M13 HEADPHONES

Just £18.99 – lowest ever price

OWEN ★★★★★

This is my second pair of Hennsizer headphones – I'm their biggest fan! They're heavier and bigger than my old ones but the most important thing is that they sound fantastic!

ROSIE ★★★★★

They really are the trendiest headphones! They're comfortable and they look good – my journey to school is definitely more enjoyable these days. One small problem – they're too big for my pocket!

LEAH ★★★★☆

You can buy cheaper headphones but they aren't as good as these. They're definitely better than the headphones that came with my MP3 player.

3 **Find more examples of comparatives and superlatives in the text in Exercise 2.**

Grammar Comparatives and superlatives of adjectives

old	older	the oldest
nice	nicer	the nicest
thin	thinner	the thinnest
pretty	prettier	the prettiest
important	more important	the most important
good	better	the best
bad	worse	the worst

They are bigger than my old headphones.
They are not as good as my old headphones.

GRAMMAR TIME > PAGE 125

We don't use *the* after *my/your/their*, etc.
She's my best friend. NOT ~~*She's my the best friend.*~~

Watch OUT!

4a **In pairs, compare phones A–C on page 130. Use the adjectives below or your own ideas. How many sentences can you make in three minutes?**

thin modern old big
small ugly trendy

Phone B is trendier than phone A.

4b **In pairs, make sentences with superlatives about phones A–C on page 130.**

Phone A is the biggest.

5 **Complete the review with the comparatives or superlatives of the adjectives in brackets.**

CALLY ★☆☆☆☆

My Hennsizer FL40 headphones stopped working. The M13 headphones are [1] *more expensive* (expensive) but I bought them. That was my [2] _____ (big) mistake! They're [3] _____ (uncomfortable) than my old headphones. I think the quality isn't as good as the FL40 and the sound is [4] _____ (bad) too. The [5] _____ (annoying) thing is that the cable is too long! I was [6] _____ (happy) with my [7] _____ (cheap) headphones!

6 **Rewrite the sentences with *not as … as* and the adjectives in brackets.**

1 This laptop is lighter than my old one. (heavy) *This laptop isn't as heavy as my old one.*
2 The prices in the bookshop are higher than on the internet. (low)
3 The MP3 player is cheaper than the iPod. (expensive)
4 The choice of magazines is worse at the supermarket than at the newsagent's. (good)

7 **In pairs, ask and answer the questions.**

And YOU

- What was the most expensive thing you bought last year?
- What did you buy that was the biggest waste of money? Why?

7.2 GRAMMAR Comparatives and superlatives of adjectives

Lesson learning objective

Students can compare things.

Lead in: review of vocabulary for shops and containers

Draw a loaf of bread on the board. Elicit what it is and where you can buy it (*a bakery*). Invite a student to come to the board and draw a food item. The rest of the class should guess what the item is and say where you can buy it. Repeat with different students.

Exercise 1

Tell students not to open their Student's Books yet. Write *headphones* on the board. Tell students you want to buy some and ask them what they think is important when buying headphones (e.g. *price*, *sound quality*, *size*).

Then ask students to open their Student's Books. Do a class vote to find out where students get their information from.

Exercise 2 3.25

Check that students understand the adjectives.

When they have finished reading, ask them what the best things (sound fantastic, trendy, comfortable, look good, are good) and the problems (heavy, big, not very cheap) are about the headphones.

Answer: yes

Language notes

As well as learning how to form comparative and superlative adjectives, it is important to make sure students understand how to write the rest of the sentence correctly. Focus on the use of *than* in comparatives and the definite article in superlatives. Make sure students follow these spelling rules for comparatives and superlatives:

- For most adjectives, add *-er/-est*.
- For adjectives ending in *-e*, add *-r/-st*.
- For adjectives ending with one vowel and one consonant, double the final consonant before adding *-er/-est*.
- For adjectives ending in a consonant + *-y*, change the *-y* to *-i* and add *-er/-est*.
- For adjectives with two or more syllables, except two-syllable adjectives ending in *-y*, use *more/most* + adjective. Some other two-syllable adjectives can be written with either an *-er/-est* ending or *more/most* + adjective (e.g. *simple*). Note that some two-syllable adjectives sound much more natural with *more/most* than an *-er/-est* ending (e.g. *handsome*). It is therefore safer to advise students to always use *more/most* with two-syllable adjectives (apart from two-syllable adjectives ending in *-y*).

Exercise 3

Go through the Grammar box and elicit the spelling rules. Remind students that when we compare two things, we use comparative adjectives; when we compare more than two things, we use superlatives.

Exercise 4a

Remind students that because we use comparatives to compare two things, all the sentences they make should refer to two phones only (A and B, B and C or A and C).

Possible answers:

Phone C is thinner than phone A.
Phone B is more modern than phone C.
Phone A is older than phone B.
Phone A is bigger than phone C.
Phone C is smaller than phone A.
Phone C is uglier than phone B.

Exercise 4b

Remind students that because we use superlatives to describe more than two things, in this case they should refer to all three phones.

Possible answers:

Phone B is the most modern.
Phone C is the smallest.
Phone B is the trendiest.
Phone B is the thinnest.
Phone A is the oldest.
Phone A is the ugliest.

Exercise 5

Discuss the example with the class and ask which two things the review is comparing (*the writer's old headphones and the new ones*).

Answers: **2** biggest **3** more uncomfortable **4** worse **5** most annoying **6** happier **7** cheaper

Exercise 6

Go through the example and point out or elicit that we don't use the comparative form with *as … as*; we use the adjective in the regular form.

Answers:

2 The prices in the bookshop aren't as low as (the prices) on the internet.
3 The MP3 player isn't as expensive as the iPod.
4 The choice of magazines at the supermarket isn't as good as at the newsagent's./The choice of magazines isn't as good at the supermarket as at the newsagent's.

Exercise 7

Before students ask and answer in their pairs, ask them to work individually to write five adjectives that could describe something they have bought (e.g. *big*, *expensive*, *good*, *beautiful*, *interesting*). They should use these adjectives to ask their partner questions (e.g. *What was the biggest/most expensive/best/most beautiful/most interesting thing you bought last year?*).

Further practice

- Workbook page 80
- Grammar Time page 125
- Resource Pack
  Resource 80: Unit 7 Lesson 2 Grammar – Mobile phone reviews

7.3 READING and VOCABULARY The history of shopping centres

Lesson learning objective

Students can find specific detail in a text and talk about shopping centres.

Lead in: review of comparatives and superlatives

Think of a famous person (e.g. Cristiano Ronaldo) and tell students that you are thinking of a famous man and that they have to find out who it is by guessing his name. Explain that you can only respond by comparing your famous person with the person they have guessed. For example: Someone guesses *George Clooney*. You say *No, my person is younger than George Clooney*. Someone else guesses *Daniel Radcliffe*. You say *No, my person is fitter than Daniel Radcliffe*. If students find it difficult to guess, give them a more specific clue using the comparative form, such as *My person is a better footballer than …* or *My person is better at Portuguese than … .*

When a student guesses correctly, get students to play the same guessing game in pairs.

Exercise 1

Before students open their Student's Books, ask the question and do a class vote, telling students to put their hands up for each of the three choices. Invite different students to give reasons for their choice.

Exercise 2

When students have checked their answers, ask them if they think these facts are true about shopping centres in the country where they live. (It's possible that some shopping centres will have places to sit, some might not have difficult-to-find exits and some escalators may be close together.) Ask students if they have noticed any other strange things about shopping centres (e.g. *All the food outlets tend to be very close together.*).

Answers:

1 If people are sitting, they aren't shopping.
2 Because then people relax and stay longer.
3 It's because if people can't get out easily, they stay longer and spend more money.
4 Because then shoppers walk past more shops.

Exercise 3 3.26

Discuss the photo with students. Ask them whether they think the shopping centre looks attractive or not, giving reasons. You can also ask if they think shopping centres look attractive from the outside as well as from the inside.

Answers:

1 He was an architect.
2 in 1956, near Minneapolis
3 Yes, it was.

Exercise 4

When students give their answers, encourage them to correct the wrong statements and justify the ones that are right (e.g. 1 *His dream was to make shopping centres like traditional European town centres, lovely places with parks, schools and homes around them.*). Discuss the final paragraph with students. Ask if they think shopping centres look the same in every country or if there are still some things which are unique to their country.

Answers:

2 ✗ (Southdale was more pleasant than other shopping centres.)
3 ?
4 ✗ (He found an ugly shopping centre there.)
5 ✓ (He wanted to make American cities beautiful like European cities but he helped to make European cities ugly like American ones.)

Exercise 5 3.27

Invite students to use the words in the Vocabulary box to talk about places in their town (e.g. *There is a car park in the town centre near the railway station. The biggest department store in our town is Daniel's. It sells clothes, toys, books, kitchen equipment and other things.*).

Exercise 6

It may be a good idea to extend students' vocabulary by introducing additional words (e.g. 1 *basket*; 2 *supermarket*, *hypermarket*; 3 *lift*, *elevator* ; 5 *multiplex*).

Answers: **2** department store **3** escalator **4** food court **5** multi-screen cinema

Exercise 7

If there is more than one shopping centre in the students' town, ask which shopping centre they think is better and why.

Then ask students to look at the questions and give their opinions in their groups. Invite different groups to report back to the class.

VOX POPS ▶ **7.2**

Before watching, check that students understand *loathe* and *variety*. After watching, invite students to say which speaker's opinion is most like their own, giving reasons.

Extra activity

Remind students of comparative and superlative forms and discuss why one shopping centre could be better than others (e.g. *cheaper prices*, *bigger choice of shops*, *tastier food*). In groups of three, students should create an advert for an imaginary shopping centre. They should give it a name and write attention-grabbing sentences about why customers will want to shop there. When the groups have finished, invite them to present their adverts to the rest of the class. Hold a class vote to find out whose shopping centre sounds the most appealing.

Further practice

- Workbook page 81
- Resource Pack
  Resource 81: Unit 7 Lesson 3 Reading and Vocabulary – Design a shopping centre

7.3 READING and VOCABULARY The history of shopping centres

I can find specific detail in a text and talk about shopping centres.

1 CLASS VOTE **Do you prefer to spend your free time in a) the park, b) the shopping centre or c) the town centre?**

2 **In pairs, answer the questions about shopping centres. Check your answers on page 130.**

Why …

1 is there nowhere to sit down?
2 do they play music all the time?
3 is it hard to find the exit?
4 is it a long way from the up escalators to the down escalators?

3 3.26 **Read the text and answer the questions.**

1 What was Victor Gruen's profession?
2 When and where did he build Southdale?
3 Was Southdale a success?

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

1 ☑ Victor Gruen wanted shopping centres to be more than just a place to shop.
2 ☐ Southdale wasn't as nice as other shopping centres.
3 ☐ Southdale was the busiest shopping centre in the USA.
4 ☐ Victor got a pleasant surprise when he went back to Vienna.
5 ☐ His invention didn't do what he wanted.

5 3.27 **Find the words and phrases below in the text. How do you say them in your language?**

Vocabulary Shopping centres

car park department store escalator
food court multi-screen cinema
public toilets shopper trolley

6 **Use the Vocabulary box to complete the definitions.**

1 You put your shopping in it: *trolley*
2 A large shop which sells lots of different things: _____
3 A way to move from one level to another: _____
4 An area with restaurants and bars: _____
5 A place to see films: _____

Who invented the shopping centre?

In 1938, an Austrian architect called Victor Gruen arrived in New York with eight dollars and no English. He started designing shops and quickly became one of the most successful architects in the city.

Victor thought American cities were uglier than European cities like Vienna. He wanted to make them more beautiful. His dream was to make shopping centres like traditional European town centres, lovely places with parks, schools and homes around them. So in 1956, he built Southdale, a shopping centre near Minneapolis. It had the usual shops, department stores, public toilets and a big car park. But Southdale was more pleasant than other shopping centres. All the shops were under the same roof. It was on two levels with escalators to take shoppers and their trolleys up and down. And in the middle was a garden with a café.

Southdale was very popular. Afterwards, most new shopping centres followed the Southdale model. Unfortunately, they didn't become the centre of beautiful new towns. Instead, they were ugly out-of-town buildings with seas of cars around them.

In 1978, Victor went back to Austria but what did he find in Vienna? A large ugly shopping centre with a multi-screen cinema and a food court! It was more popular than the traditional shops and many of them had to close.

Victor Gruen invented the modern shopping centre to make the USA more like Vienna but in the end his invention made Vienna more like the USA.

7 [VOX POPS ▶ 7.2] **In groups, ask and answer the questions.**

And YOU

- Do you like shopping centres? Why?/Why not?
- How often do you go to shopping centres? Who do you go with?

7.4 GRAMMAR *Going to* and the Present Continuous

I can talk about intentions and arrangements.

VIDEO **ARE YOU COMING WITH US? (Parts 1 & 2)**

(Part 1)

Lee: Hi, Amy. Listen – it's my mum's fortieth birthday next Tuesday and Ruby and I want to buy her something special. So we're going to take the train to Clearwater shopping centre on Saturday, get mum a present and then we're going to see a film at the Multiplex. Oh, and I'm going to buy some trainers and Ruby's going to buy some posters. Are you going to study again or can you come with us? Hope so! Oh, we're not going to tell anybody – it's a surprise.

(Part 2)

Amy: Hi, Lee.
Lee: Hey, Amy! Are you coming with us tomorrow?
Amy: Yes, but what time are we taking the train? I can't remember.
Lee: We're not taking the train.
Amy: Thanks for telling me!
Lee: Sorry. The bus is cheaper. So we're taking the X4 bus from the bus stop on Mandela Avenue at 10.15. Oh and I checked the films. They're showing *Shrek 8* at the Multiplex at 2.30. Billy's meeting us there.
Amy: Great! See you tomorrow at 10.15!

It's a surprise.
Thanks for telling me!

OUT of class

1 7.3 3.28 **Describe the photo. Watch or listen to Part 1. Tick the things Lee and Ruby plan to do on Saturday.**

- ☐ take a train
- ☐ watch a film
- ☐ go ice-skating
- ☐ go for a pizza
- ☐ do some shopping

2 7.4 3.29 **Watch or listen to Part 2. Answer the questions.**

1 Is Amy going with Lee and Ruby on Saturday?
2 How are they travelling to Clearwater?
3 What time are they meeting in the morning?

3 7.5 3.30 **Watch or listen to Part 3. What's the problem? Where's Amy?**

4 **Find more examples of *going to* and the Present Continuous in the voicemail message and dialogue.**

Grammar Talking about the future

Intentions and plans
I'm going to buy some trainers.
We're not going to tell anybody.
Are you going to study?

Arrangements
They're showing *Shrek 8* at 2.30.
We're not taking the train tomorrow.
Are you coming with us?

GRAMMAR TIME > PAGE 125

5 3.31 **Complete the sentences with *going to* and the verbs in brackets. Then listen to Ruby and Lee and check.**

1 I *'m going to buy* (buy) something to drink.
2 He _____ (come) with me to the shoe shop.
3 _____ (you/come) with us?
4 I _____ (go) to the bookshop first.
5 We _____ (buy) a nice present for mum.
6 I _____ (not spend) all my money.

6 **Use *going to* to write three intentions for the near future. Then use the Present Continuous to write about three arrangements for next week. In groups, compare your sentences.**

I'm going to start running.
My sister's singing in a concert next week.

And YOU

7.4 GRAMMAR *Going to* and the Present Continuous

Lesson learning objective

Students can talk about intentions and arrangements.

Language notes

We use the Present Continuous to talk about the future when there is an agreement or arrangement with someone else. For example, *I'm meeting Sonia at nine o'clock.*

We use *going to* to talk about a personal plan or intention. Before the moment of speaking, we have already thought about it but we haven't yet made the arrangement. For example, *I'm going to work harder next year.*

The form we use doesn't depend on how far in the future the event is due to take place. For example, *We're getting married on 8 June next year. I'm going to eat my lunch in the next break.*

However, when asking questions, we don't always know if the other person has made an arrangement or not. Therefore, we can use either structure. For example, *What are you doing on Saturday? What are you going to do on Saturday?* In this case, we often use the Present Continuous for the more immediate future and *going to* for the more distant future because in the immediate future, it is more likely someone has made an arrangement.

Lead in: review of comparatives and superlatives

Remind students about the video story so far. Elicit the names of the characters (*Amy*, *Krystal*, *Lee*, *Ruby*, *Billy*) and write them on the board. Put students into pairs and tell them to write five sentences comparing the five characters. Students must use at least one comparative, one superlative and one (*not*) *as … as*. When they have finished, two pairs should join together to compare their sentences. Invite pairs to share their sentences with the class.

Exercise 1 7.3 3.28

Ask questions about the photo (e.g. *Who can you see? Where are they? What is Lee doing? What do you think Ruby is looking at?*).

After checking answers, ask some follow-up questions (e.g. *Where are they going on the train? Who are they going with? Where are they going to watch the film? What are they going to buy?*).

Answer: Lee and Ruby are at a bus stop. They plan to take a train, watch a film and do some shopping.

Exercise 2 7.4 3.29

After checking answers, ask why at first Amy is upset with Lee but later seems much happier (*She's upset because Lee didn't tell her they're not taking the train. She seems happier when she finds out Billy's going to be there.*).

Answers: **1** Yes, she is. **2** by bus **3** at 10.15

Exercise 3 7.5 3.30

Before watching or listening to Part 3, discuss the question with students. Elicit a few ideas and then put students into pairs to talk about what they think could be wrong. Remind them to look at the photo at the top of the page.

Invite different pairs to share their ideas with the class and then play the video for them to check.

Answer: Amy's on the wrong bus.

5.6 **3.30**

L = Lee A = Amy R = Ruby

L: Amy! We're at the bus stop! Where are you?
A: On the bus!
R: Lee – look, there's Amy! She's on the wrong bus.
L: Oh no!

Exercise 4

Discuss the difference between a future plan or intention and an arrangement (*an arrangement is made with someone else and is generally organised in some way, with tickets bought, appointments made, etc.*). Go through the Grammar box and discuss why some sentences reflect arrangements (e.g. *the cinema has printed a list of films it is showing*, *they've arranged to go by bus*) and some reflect plans (e.g. *Lee has thought about buying trainers but this is his own decision, not something arranged with someone else*). Point out that when asking questions, it isn't always easy to know which form to use.

Exercise 5 3.31

Discuss the sentences with students and ask which ones could be written in the Present Continuous and why. Point out that sometimes both forms are possible. In sentence 2, the people could have made an arrangement to go to the shoe shop together or the speaker could just be reporting the other person's plan. In sentence 3, there could have been an arrangement which the speaker is checking (like Lee did in Part 2 of the video) or the speaker could be asking about the other person's plans. Sentences 4, 5 and 6 are definitely plans or intentions because they don't involve a second person.

Answers: **2** 's going to come **3** Are you going to come **4** 'm going to go **5** 're going to buy **6** 'm not going to spend

3.31

See page 253.

Exercise 6

Remind students that the *going to* sentences should refer to personal plans which don't involve other people and the Present Continuous sentences should refer to arrangements or agreements with other people.

When the groups have finished, invite them to report back about the most interesting sentences they came up with.

Further practice

- Workbook page 82
- Grammar Time pages 125–126
- Resource Pack
  Resource 82: Unit 7 Lesson 4 Grammar – Plans and arrangements
  Resource 83: Unit 7 Lesson 4 Video – Are you coming with us?

7.5 LISTENING and VOCABULARY A radio interview about how to save money

Lesson learning objective

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

Lead in: review of *going to* and Present Continuous

Put students into pairs to ask each other about any plans and arrangements they might have, (e.g. *What are you doing this weekend? What are you going to do in the summer holidays?*).

Exercise 1

To help students with ideas, put them into groups and give each group a quotation written on a piece of paper. Students should discuss what the quotation means and whether or not they agree with it.

When the groups have finished, invite them to tell the class about their quotation and what they discussed. Then ask the question from the Student's Book and have a class vote.

Suggestions for quotations:

- *When I was young, I thought that money was the most important thing in life. Now that I am old, I know that it is.* (Oscar Wilde)
- *Anybody who thinks money will make you happy, hasn't got money.* (David Geffen)
- *Money equals freedom.* (Kevin O'Leary)
- *My favourite things in life don't cost any money. It's really clear that the most precious resource we all have is time.* (Steve Jobs)
- *Money has never made man happy, nor will it. There is nothing in its nature to produce happiness. The more of it one has, the more one wants.* (Benjamin Franklin)

Exercise 2 3.32

Ask students to read the survey and tell them not to worry about any words they don't know. They can do the activity without understanding every word.

Answers:
1 b **2** b **3** b **4** a **5** a
At the end, he asks Gemma to lend him ten pounds.

3.32

See page 253.

Exercise 3 3.33

When students have identified where the words are in the quiz, go through the meaning of each word.

Ask students additional questions to help reinforce the new vocabulary (e.g. *Who has got a wallet with them today? Do you get pocket money? Do you have to do housework to get it? Are there summer sales in shops in this town? When is the best time of year for sales?*).

Answers: **2** change **3** pocket money **4** sales **5** piggy bank

Exercise 4

Before students do the task, elicit the difference between *save* and *spend*, *get* and *earn*, *lend* and *borrow*, *pay* and *pay back*.

Answers: **2** save **3** lend **4** borrow **5** earn

Exercise 5

When students have finished, write this quotation from Shakespeare on the board: *Neither a borrower nor a lender be. For loan oft loes both itself and friend.* Discuss its meaning with the class (*Don't borrow or lend money as it can lead to arguments and the end of a friendship.*).

Exercise 6 3.34

Before students listen, tell them to read the sentences. Ask: *If Penny has to work for her pocket money, what kind of work do you think she does? If she doesn't buy clothes in shops, where do you think she buys them? If she is saving money for something special, what do you think she is saving for?*

After listening, elicit the answers and encourage students to give an explanation for each (e.g. 1 *She does housework and other jobs to earn her pocket money.*).

Answers:
2 F (She has a lot of money in the bank.)
3 F (She buys things when she needs them and usually waits for the sales.)
4 F (She usually gives them money when they ask for it.)
5 T (She thinks you shouldn't spend what you haven't got.)
6 T (She's saving to travel around the world.)

3.34

See page 253.

Exercise 7 3.35

Before students listen, ask them to read the questions and choices and to predict the answers from what they heard Penny say in the previous exercise.

When students have finished the exercise, ask them if they agree with the money-saving expert, giving reasons.

Answers: **1** a **2** b **3** c

3.35

See page 254.

Exercise 8

It may be better to avoid talking about how much pocket money students get, in case this causes resentment or jealousy between students. So, before students start, tell them not to mention the amount they get as pocket money but just whether they think they get enough and, if not, why they would like more pocket money.

When the pairs have finished discussing, ask students what they are expected to pay for out of their pocket money (e.g. *clothes*, *mobile phone top-ups*).

Further practice

- Workbook page 83
- Resource Pack
  Resource 84: Unit 7 Lesson 5 Listening and Vocabulary – Shopping and money

7.5 LISTENING and VOCABULARY A radio interview about how to save money

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

1 One day you get £10 pocket money and earn £20 babysitting. Do you put the money ...
   a in a piggy bank?
   b in your purse/wallet/pocket?

2 You get £50 for your birthday. Do you ...
   a save some and spend the rest?
   b spend it all immediately?

3 You get too much change in a shop. Do you ...
   a keep the money?
   b tell the shop assistant?

4 You need a new pair of jeans. Do you ...
   a wait for the sales?
   b buy the pair you like without looking at the price?

5 Some friends want to borrow £30. Do you ...
   a tell them you never lend money?
   b give them the money and say they can pay you back any time?

borrow – take something from someone else and give it back later
lend – give something to someone for some time

Watch OUT!

1 CLASS VOTE **Does money make people happy? Vote *yes* or *no* and then say why.**

A: Yes, it does because with money you can buy things that make you happy.
B: No, it doesn't. Money can't buy love!

2 3.32 **Read the quiz. Then listen and circle Greg's answers, a) or b). What does he ask Gemma for at the end?**

3 3.33 **Find the words and phrases below in the quiz. Then, in pairs, complete the sentences.**

Vocabulary Money

change piggy bank pocket money price purse sales wallet

1 My dad has a *wallet* but I keep my money in my pocket.
2 The price of a book is £6.69 and you pay £10. How much _____ do you get?
3 How much _____ do you get a week?
4 Prices are always lower in the summer _____.
5 I have a _____ on a shelf in my room.

4 WORD FRIENDS **Complete the sentences with the highlighted verbs in the quiz.**

1 I think I should *get* more **pocket money.**
2 It's better to _____ **money** than to **spend it.**
3 I sometimes _____ **money** to my friends.
4 When I _____ **money**, I always **pay it back.**
5 Teenagers should work to _____ their **money.**

5 **In pairs, do the quiz. Check your answers on page 130.**

6 3.34 **Listen to a radio phone-in about money. Mark the sentences T (true) or F (false).**

1 [T] Penny has to work to get pocket money.
2 [ ] She has a lot of money in her piggy bank.
3 [ ] She never buys any clothes in the shops.
4 [ ] She doesn't lend money to her friends.
5 [ ] She thinks it's good to save money before you buy things.
6 [ ] She's saving her money for something special.

7 3.35 **Listen to an interview with an expert on saving money. Choose the correct answers.**

1 Molly thinks Penny
   a is intelligent.
   b should spend more money.
   c isn't telling the truth.
2 Molly thinks it's good to
   a earn more money.
   b make a list.
   c spend nothing.
3 Molly says it's a good idea to
   a stop using your mobile phone.
   b go shopping often.
   c find the lowest prices.

8 **In pairs, discuss the sentences from Exercise 4.**

And YOU

A: Do you think you should get more pocket money?
B: I think ...

7.6 SPEAKING Shopping for clothes

I can shop for clothes and other things.

VIDEO NEW SHOES

Shop Assistant (SA): Can I help you?
Lee: Yes, I'm looking for a pair of trainers.
SA: These ones are on sale.
Lee: How much are they?
SA: Nineteen ninety-nine.
Amy: That's a good price, Lee. You should get them.
Lee: Can I try them on, please?
SA: Of course. What size are you?
Lee: Forty-one.

Two minutes later

Lee: Oh! They're too small … Excuse me! Have you got them in a bigger size?
SA: I think so … Just a second … Here you are.

Two minutes later

Lee: These ones are the right size …
Amy: Great, because I'm fed up! This is the fifth shop we …
Lee: … but I don't like the colour. Excuse me! Have you got these in blue?
Amy: Lee! Are you going to buy them or not?
Lee: Yes! I'll take them. Here you are … Amy! Wait for me!
SA: Don't forget your change!

Just a second.
I'm fed up!

OUT of class

1 7.6 3.36 **In pairs, describe the photo. Is Lee going to buy the red trainers? Watch or listen and check.**

2 **In pairs, underline ten phrases that are in the dialogue.**

Speaking Shopping for clothes

You need to understand	You need to say
• Can I help you?	• I'm looking for …
• These ones are on sale.	• How much is it/are they?
• What size are you?	• Can I try it/them on, please?
• The changing rooms are over there.	• It's/They're too big/small.
• Don't forget your change.	• Have you got it/them in a smaller/bigger size/another colour?
	• I'll take it/the blue one.
	• I'll take them/these ones.

3 3.37 **Complete the dialogue with the phrases from the Speaking box. Listen and check.**

Shop Assistant: Hello, can I help you?
Customer: [1] *I'm looking for a T-shirt.*
SA: This one's on sale.
C: [2] _____?
SA: Nine pounds ninety-nine.
C: [3] _____, please?
SA: Yes, of course. The changing rooms are over there … Oh! It's too big.
C: [4] _____?
SA: Yes, here you are. … Oh, yes, that's better.
C: [5] _____.
SA: Great. Don't forget your change. Goodbye.

4 **Complete the sentences with *one* or *ones*.**

1 Do you want the black shoes or the brown *ones*?
2 This belt is too small. Have you got a bigger _____?
3 I'll take the pink shirt but I don't want the green _____.
4 My headphones aren't as good as these _____.

5 **In pairs, buy and sell the things below. Student A is the customer, Student B is the shop assistant. Then change roles. Use the Speaking box to help you.**

And YOU

a hat a pair of jeans a coat/jacket

A: Good morning! Can I help you?
B: Yes, I'm looking for …

7.6 SPEAKING Shopping for clothes

Lesson learning objective

Students can shop for clothes and other things.

Lead in: review of money vocabulary

Put students into pairs and tell them to write two different amounts of money on two separate pieces of paper. They can be anything from £50 to £1,000. The pairs should fold up the pieces of paper and swap them with another pair. Then each student should take one of the pieces of paper and open it. Tell them that this is the amount of money they have won in a competition. They should take turns to tell their partner how much of the money they will save and why they want to save, and how much they will spend and what they will spend it on. When both students have had a chance to speak, invite different students to tell the rest of the class.

Exercise 1 7.6 3.36

Before students open their Student's Books, elicit what happened in the last episode, where Lee and Ruby were going (*to the Clearwater shopping centre*), what their plans were (*to go shopping and see a film*) and what happened to Amy (*She got on the wrong bus.*).

Then ask students to open their Student's Books and to read the question. Elicit ideas and ask students what they think of the trainers.

Go through the Out of class box and elicit other ways to say the same things (*Just a second*: *Hang on a minute*, *Just a minute*, *Wait a minute*; *I'm fed up*: *I'm bored*). Explain that we can use either *minute* or *second* to mean 'a very short time'.

Ask students why Amy is fed up in the video (*It's taking Lee too long to decide – this is the fifth shop they've been to.*).

Possible answers:
In the photo, Lee and Amy are in a shoe shop. Lee wants to buy a pair of trainers. He is trying on a pair of red trainers. Amy looks a little frustrated.

Exercise 2

Go through the Speaking box and make sure that students understand the phrases. Ask who says the things under the heading *You need to understand* (*the shop assistant*). You could play the audio version as students are looking for the examples in the dialogue.

When students have finished, put them into groups of three and ask them to practise the dialogue. Get them to do this three times, so that each student has a chance to play a different role.

Answers:
Can I help you? I'm looking for … These ones are on sale.
How much are they? Can I try them on, please?
What size are you? They're too small.
Have you got them in a bigger size? I'll take them.
Don't forget your change.

Exercise 3 3.37

Get students to complete this exercise in pairs. When they think they have chosen the correct phrases, invite a pair to act out their dialogue in front of the class. If any pairs think the first pair has chosen incorrect phrases, give them a chance to act out their own dialogue in front of the class.

When they have finished, play the audio so that students hear the correct dialogue.

Answers: **2** How much is it **3** Can I try it on
4 Have you got it in a smaller size **5** I'll take it

Exercise 4

Tell students to look through the dialogues in Exercises 1 and 3 and to find the words *ones* and *one*. Ask why it says *ones* in the dialogue about the shoes but *one* in the dialogue about the T-shirt (*we use* one *when we refer to a single object and* ones *when we refer to two or more objects*).

Answers: **2** one **3** one **4** ones

Extra activity

Get students to work in pairs. Tell each pair to identify objects in the classroom of which there are more than one (e.g. *desks*, *chairs*, *windows*, *books*). Choose one of the objects (e.g. *window*) and write the word on the board. Walk over to the (*window*) and say: *This window is clean but that one is dirty*. Tell students that they should make similar sentences, using *one* so that they don't repeat the word in the same sentence.

Exercise 5

Tell the pairs that they should think of a problem to discuss in each roleplay (e.g. one problem with the size and one with the price).

When they have finished, invite different pairs to act out one of their roleplays in front of the class.

Activity for fast finishers

Get students to work in groups of three, to create a longer roleplay involving a customer, a shop assistant and also a friend of the customer, who gives him/her advice about their purchase (e.g. colour, style, price).

Further practice

- Workbook page 84
- Resource Pack
  Resource 85: Unit 7 Lesson 6 Speaking – Shopping
  Resource 86: Unit 7 Lesson 6 Video – New shoes

7.7 WRITING Notes (making arrangements)

Lesson learning objective

Students can write notes and messages to make arrangements.

Lead in: review of shopping vocabulary

Put students into pairs and give each pair a piece of paper. Explain to students that they should write a dialogue set in a clothes shop, with one half of the dialogue (spoken by the shop assistant) written on one piece of paper and the other half of the dialogue (spoken by the customer) written on the other piece of paper. When they have finished writing, ask the pairs to swap the customer part of the dialogue with another pair. They should complete the dialogue by adding what they think the shop assistant has said. The two pairs then join together to compare their ideas with the original dialogues.

Exercise 1

Before students open their Student's Books, ask if they ever write notes for other family members and leave them on a noticeboard, the fridge door, on a table, etc. If they do, elicit what sort of topics they usually write notes about.

When the pairs have finished the activity, elicit the answers. Ask students what sort of problems they think can happen if they invite friends to a party via Facebook or Twitter (e.g. uninvited people and people they don't know can turn up to the party).

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

Exercise 2

Elicit what Lee is inviting Amy to do (*go to the shops with him*) and what the arrangement is (*where and when to meet – outside the shopping centre at 2.30*).

Answers:
Message A includes both an invitation and an arrangement.
Message B only gives information.

Exercise 3

Before students look at the Writing box, go through both messages with students, asking what the purpose of each phrase is: *I'm going into town* (informing about a plan); *to buy some guitar strings* (giving a reason); *Would you like to come* (giving an invitation) and so on.

Answers:
I'm going into town. Would you like to come? I should be …
Let me know! See you soon!

Exercise 4

When students have answered the questions, ask who they think the second message has been written to (*Krystal, Billy and other friends*).

You can extend the exercise by asking students to write positive replies to both of Amy's messages (i.e. as if they are Lee for the first message and Krystal or Billy for the second message). Invite different students to read out their messages to the rest of the class.

Answers:
Message C is a reply to Lee's invitation. Amy is planning a surprise birthday party for Lee.

Exercise 5

Put students into pairs. Explain that they should write their partner's name at the top of their note and that they should write the note on their own.

When students have finished writing, they should swap their notes with their partner. Now tell students to imagine that they can't meet their partner at the time or on the day suggested, but they would like to go to the cinema with them. Students should respond to their partner's note, explaining and suggesting a new time/day.

When they have finished writing, they should swap notes again with their partner and then write a final note agreeing to the new time/day. (Students should write three notes in total: one note to invite, one to respond with a new time/day and one to agree to the new time/day.)

Extra activity

Put students into small groups. Get them to discuss the last time they wrote a note, sent a text message, sent an email or updated their Facebook or other social media profile. Invite the groups to report back about the most interesting or unusual messages they discussed.

Homework

Tell students to read the text on page 92 of the Student's Book. They should look up any words they don't know and translate them into L1.

As an additional task, ask them to do some online research into Kyle MacDonald and his red paperclip. Tell them that they should write some notes about what they have found out and bring these to the BBC Culture lesson.

Further practice

- Workbook page 85
- Resource Pack
  Resource 87: Unit 7 Lesson 7 Writing – Best notes

7.7 WRITING Notes (making arrangements)

I can write notes and messages to make arrangements.

1 **Work in pairs. Choose the best format a–d for your messages in situations 1–4.**

1 ☐ You're working on a school project and your bedroom is very untidy. You leave a message asking your mum not to tidy up your papers.

2 ☐ You're meeting a friend but your bus is late. You want to let him/her know.

3 ☐ It's your birthday next week and you decide to invite all your friends to a party.

4 ☐ You need to tell your trainer that you're ill and can't go to judo classes next week.

a a note on a piece of paper
b an update or tweet on Facebook/Twitter
c text or message sent on your phone
d an email

2 **Read Lee's messages, A and B. Which one includes an invitation and makes an arrangement? Which one only gives information?**

A

Hi Amy,
1 I'm going into town to buy some guitar strings.
2 Would you like to come?
3 I should be outside the shopping centre at 2.30.
4 Let me know!
Lee

B

Hi mum,
1 I'm at the music shop buying some new guitar strings! I should be back about 5.00.
4 See you soon!
Lee XXX

3 **Underline the phrases in the Writing box which are in Lee's messages.**

4 **Read messages C and D from Amy. Which message is a reply to Lee's invitation? What surprise is Amy planning?**

C

Hi,
Sorry but I'm really busy right now. Perhaps we could meet tonight? See you soon. Amy XXX

D

Hi,
It's Lee's birthday today and I want to organise a surprise party for him at my house. Would you like to come? The party's starting at 7 p.m.
Love Amy

Writing Notes (making arrangements)

The information you want the other person to know
1 I'm having a party.
I'm going into town.
Help! I don't understand my homework.
I'm really ill – I can't come.
The bus is really late ☹

A request, offer or invitation (optional)
2 Would you like to come?
Can you help?
Perhaps we could meet tomorrow?
Please wait for me.

Arrangements
3 I should be outside the shop at 2.30.
Let's meet in front of the cinema at 8.00.
The party's starting at 10.00.
I'm planning to be online at 9.00.

Ending
4 See you there! /See you soon!
Let me know!
I hope you can come/help.

Writing Time

5 **Write a note to a friend:**

1 2 say you want to see a film at the cinema this weekend and ask your friend if he/she would like to come
3 suggest a time/place to meet
4 close your message

We often use imperatives (e.g. *Don't call at .../Please come/wait ...*) in notes.

Watch OUT!

Wordlist and Vocabulary in action

Activity for fast finishers

Remind students about superlative adjectives and when we use them. In pairs, students should look through the first two columns of the wordlist to find the shortest words (e.g. *buy*, *low*, *pay*), the longest words, the most difficult word to spell or to pronounce, the word which is most similar to a word in their own language and so on. Invite students to report back to the class.

Further practice

Workbook page 86

WORDLIST Types of shops | Containers | Shopping centres | Money | Shopping

bakery /ˈbeɪkəri/ n
bookshop /ˈbʊkʃɒp/ n
busy /ˈbɪzi/ adj
butcher's /ˈbʊtʃəz/ n
buy /baɪ/ v
car park /kɑː pɑːk/ n
change /tʃeɪndʒ/ n
changing rooms /ˈtʃeɪndʒɪŋ ruːmz/ n
cheap /tʃiːp/ adj
closed /kləʊzd/ adj
clothes shop /kləʊðz ʃɒp/ n
comfortable /ˈkʌmftəbəl, ˈkʌmfət-/ adj
cost /kɒst/ v
department store /dɪˈpɑːtmənt stɔː/ n
enjoyable /ɪnˈdʒɔɪəbəl/ adj
escalator /ˈeskəleɪtə/ n
exit /ˈegzət, ˈegzɪt, ˈeksət/ n
expensive /ɪkˈspensɪv/ adj
florist's /ˈflɒrɪsts/ n
food court /fuːd kɔːt/ n
generous /ˈdʒenərəs/ adj
greengrocer's /ˈgriːnˌgrəʊsəz/ n
headphones /ˈhedfəʊnz/ n
heavy /ˈhevi/ adj
interview /ˈɪntəvjuː/ n
invention /ɪnˈvenʃən/ n
invitation /ˌɪnvəˈteɪʃən, ˌɪnvɪˈteɪʃən/ n
journey /ˈdʒɜːni/ n
level /ˈlevəl/ n
light /laɪt/ adj
look for /lʊk fə/ v
low /ləʊ/ adj
message /ˈmesɪdʒ/ n
mistake /məˈsteɪk, mɪˈsteɪk/ n
model /ˈmɒdl/ n
modern /ˈmɒdn/ adj
money /ˈmʌni/ n
multi-screen cinema /mʌlti ˈskriːn ˌsɪnəmə/ n
music shop /ˈmjuːzɪk ʃɒp/ n
neighbourhood /ˈneɪbəhʊd/ n
newsagent's /ˈnjuːzˌeɪdʒənts/ n
nice /naɪs/ adj
note /nəʊt/ n
opinion /əˈpɪnjən/ n
out-of-town /ˌaʊt əv ˈtaʊn/ adj
pay /peɪ/ v
penny /ˈpeni/ n
pharmacy /ˈfɑːməsi/ n
piggy bank /ˈpɪgi bæŋk/ n
pocket /ˈpɒkət, ˈpɒkɪt/ n
pocket money /ˈpɒkət ˈmʌni/ n
popular /ˈpɒpjələ, ˈpɒpjʊlə/ adj
present /ˈprezənt/ n
price /praɪs/ n
problem /ˈprɒbləm/ n
public toilets /ˌpʌblɪk ˈtɔɪləts/ n
purse /pɜːs/ n
quality /ˈkwɒləti, ˈkwɒlɪti/ n
reply /rɪˈplaɪ/ n
sales /seɪlz/ n
sell /sel/ v
shoe shop /ʃuː ʃɒp/ n
shop assistant /ʃɒp əˈsɪstənt/ n
shopper /ˈʃɒpə/ n
shopping /ˈʃɒpɪŋ/ n
shopping centre /ˈʃɒpɪŋ ˈsentə/ n
shopping list /ˈʃɒpɪŋ lɪst/ n
size /saɪz/ n
sound /saʊnd/ v
special offer /ˈspeʃəl ˈɒfə/ n
supermarket /ˈsuːpəˌmɑːkət, ˈsuːpəˌmɑːkɪt/ n
surprise /səˈpraɪz/ n
traditional /trəˈdɪʃənəl/ adj
trendy /ˈtrendi/ adj
trolley /ˈtrɒli/ n
try (something) on /ˈtraɪ ˌsʌmθɪŋ ɒn/ v
tweet /twiːt/ n
uncomfortable /ʌnˈkʌmftəbəl, -ˈkʌmfət-/ adj
update /ʌpˈdeɪt/ n
voicemail message /ˈvɔɪsmeɪl ˈmesɪdʒ/ n
wallet /ˈwɒlət, ˈwɒlɪt/ n

WORD FRIENDS

a bag of apples/sugar
a bar of chocolate
a bottle of shampoo/water
a box of cream cakes/matches
a bunch of flowers
a can of cola/lemonade
a good choice
a good/high/low price
a jar of jam/coffee
a loaf of bread
a packet of crisps/biscuits
a piece of paper
be on sale
borrow money from sb
do some shopping
earn money
forget your change
get change
get pocket money
get sb a present
give information
go for a pizza
go ice-skating
go shopping
invite friends to your house
keep money in your pocket, etc
leave a message
lend money to sb/lend sb money
make a list
make an arrangement
meet friends
organise a (surprise) party
pay (sb) back
plan a surprise
save money
show a film
spend money
spend time (doing sth)
take a train
the right size
(a) waste of money

VOCABULARY IN ACTION

1 **Use the wordlist to find:**

1 four places where you can keep your money: *pocket*, …
2 six containers:
3 ten types of shops:

2 **In pairs, complete the words in the text.**

I didn't make a [1]*shopping* list before I went to the shops. That was a big [2]**m**_____. If you don't know what you're going to buy, you buy things you don't need – especially when they are on [3]**s**_____. In my favourite clothes shop the [4]**p**_____ were very low. I tried on lots of things in the [5]**c**_____ **r**_____. I bought a [6]**t**_____ bag and I also bought a birthday [7]**p**_____ for my brother.

3 **Complete the Word Friends. In pairs, say if the sentences are true for you.**

1 I want to *earn* a lot of money one day.
2 I often _____ parties for my friends.
3 I _____ the train to school.
4 We _____ ice-skating a lot in winter.
5 I'm going to do some _____ after school.

4 3.38 PRONUNCIATION **Listen and underline the words in each phrase with a weak sound (/ə/). Listen again and check.**

1 make *a* list (x1)
2 take the train (x1)
3 the right size (x1)
4 a jar of jam (x2)
5 a loaf of bread (x2)
8 a waste of money (x2)

90 Wordlist

Exercise 1

Possible answers:
1 piggy bank, purse, wallet
2 bag, bottle, box, can, jar, packet
3 bakery, bookshop, butcher's, department store, florist's, greengrocer's, music shop, newsagent's, pharmacy, shoe shop, supermarket

Exercise 2

2 mistake
3 sale
4 prices
5 changing rooms
6 trendy
7 present

Exercise 3

2 organise
3 take
4 go
5 shopping

Exercise 4

2 take the train
3 the right size
4 a jar of jam
5 a loaf of bread
6 a waste of money

Extra activity

Put students into pairs. Each pair thinks of three shops selling the same type of products in their town (e.g. three clothes shops, three bookshops). They then make comparative and superlative sentences about the shops, similar to those in Exercises 4a and 4b. Invite students to share their ideas with the class.

Further practice

- Workbook page 87
- Resource Pack
  Resource 88: Unit 7 Vocabulary – Related words
  Resource 89: Unit 7 Grammar – Positive and negative

Revision

VOCABULARY

1 **Complete the sentences with one word in each gap.**

1 It costs £6.49. You pay £10. How much *change* do you get?
2 It's not the right _____ . It's too big!
3 I bought a _____ of flowers at the florist's.
4 There's a _____ of chocolate in my bag.
5 Can you get a _____ of cream cakes from the baker's?
6 I got some nice sausages at the _____ .

2a **Complete the text with the words and phrases below. There are two extra items.**

car park department store ~~escalator~~ exit
food court shoppers public toilets
multi-screen cinema trolleys

It wasn't a good shopping trip. Firstly, the [1]*escalator* wasn't working so we had to use the stairs. We went to all the shops and a big [2]_____ but I didn't find anything to buy. There weren't any free tables in the [3]_____ so we didn't eat anything. There wasn't anything good on at the [4]_____ so we didn't see a film. And at the supermarket there weren't any [5]_____ so we had to carry a heavy basket. Finally, we spent ten minutes looking for our car in the [6]_____ and then we couldn't find the [7]_____ !

2b **In pairs, check your answers. Then talk about the last time you went to a shopping centre.**

I met my friends in front of the shopping centre and we took the escalator to the first floor. Then we …

3 **Choose the correct option. Then, in pairs, read the conversation.**

A: Let's go [1](*for*) / *to* a pizza.
B: Good idea but can you [2]*borrow / lend* me five pounds?
A: What? But you [3]*borrowed / lent* ten pounds from me yesterday!
B: I know but I promise to pay you [4]*back / for* tomorrow.
A: Why do you always [5]*earn / spend* all your money? You should try to [6]*save / spend* some money.
B: I haven't got a job so I don't [7]*earn / pay* any money and I don't get much [8]*pocket / wallet* money. But I [9]*got / made* you a present with the money you lent me. Here you are.

GRAMMAR

4a **Compare the shops with the words in brackets and *than* or *as…as*.**

	Ali's	Lido	C2
How big is the shop?	60m²	500m²	3500m²
How much does a typical shopper spend there?	£37.85	£29.49	£33.10
How popular is the shop?	★★★★☆	★★★★☆	★★★☆☆

1 Lido / Ali's (big)
Lido is bigger than Ali's.
2 Lido / C2 (small)
3 Ali's / C2 (expensive)
4 Lido / C2 (cheap)
5 Ali's / Lido (popular)
6 Ali's / C2 (popular)

4b **Write superlative sentences about the three shops with the adjectives in brackets above.**

C2 is the biggest shop.

5 **Choose the correct option.**

1 I'm *winning* / (*going to win*) the Nobel Prize.
2 I'm *lying* / *going to lie* down when I get home. I'm really tired.
3 I'm *meeting* / *going to meet* some friends at my house tonight. Do you want to come?
4 They're *showing* / *going to show* the Lego film on Channel 3 at 6 p.m.

SPEAKING

6 **In pairs, role play the situations. Student A, look below. Student B, look at page 131.**

Student A

1 You go to a sports shop to buy a new tracksuit. You can't decide between a white one and a blue one.
2 You are a shop assistant in a shoe shop. Help Student B buy a new pair of shoes.

DICTATION

7 3.39 **Listen, then listen again and write down what you hear.**

SELF-ASSESSMENT Think about this unit. What did you learn? What do you need help with? **WORKBOOK** p. 86

Exercise 1

2 size
3 bunch
4 bar
5 box
6 butcher's

Exercise 2a

2 department store
3 food court
4 multi-screen cinema
5 trolleys
6 car park
7 exit

Exercise 3

2 lend
3 borrowed
4 back
5 spend
6 save
7 earn
8 pocket
9 got

Exercise 4a

2 Lido is smaller than C2./C2 is not as small as Lido.
3 Ali's is more expensive than C2./C2 is not as expensive as Ali's.
4 Lido is cheaper than C2./C2 is not as cheap as Lido.
5 Ali's is as popular as Lido./Lido is as popular as Ali's.
6 Ali's is more popular than C2./C2 is not as popular as Ali's.

Exercise 4b

Ali's is the smallest shop. Ali's is the most expensive shop. Lido is the cheapest shop. Ali's and Lido are the most popular shops./ C2 is the least popular shop.

Exercise 5

2 going to lie
3 meeting
4 showing

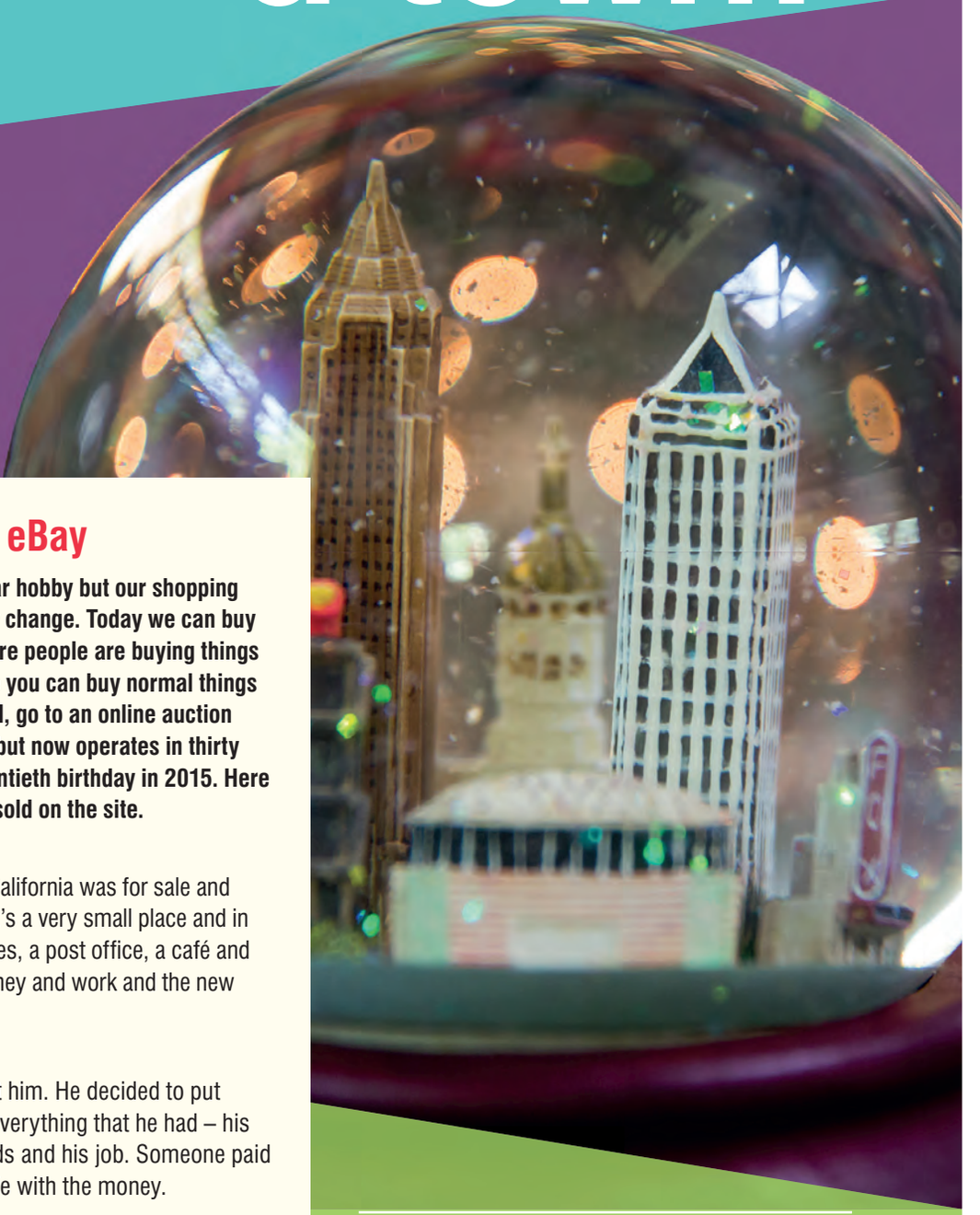
Exercise 7

It's the biggest shopping centre in England. It opened in 1986. There are more than three hundred and forty shops and a cinema with twelve screens. The car park can take ten thousand cars.

BBC

CULTURE

Where can you buy a town?



Amazing things sold on eBay

Most people love shopping. It's a popular hobby but our shopping habits don't always stay the same. They change. Today we can buy things in many places and more and more people are buying things online. There are lots of websites where you can buy normal things but if you want something really unusual, go to an online auction site, like eBay. EBay started in the USA but now operates in thirty different countries. It celebrated its twentieth birthday in 2015. Here are some of the amazing things people sold on the site.

Bridgeville

In 2008, the small town of Bridgeville in California was for sale and someone paid 1.25 million dollars for it! It's a very small place and in 2008 it had only thirty people, eight houses, a post office, a café and a cemetery. The town needed a lot of money and work and the new owner sold it again a few years later.

A life

Ian Usher was very sad after his wife left him. He decided to put his whole life for sale on eBay! He sold everything that he had – his house, his car, introductions to his friends and his job. Someone paid 300,000 dollars and Ian started a new life with the money.

A forehead

Kari Smith sold her forehead for advertising space! A company paid her 10,000 dollars to tattoo the name of their company on her forehead!

A yacht

One of the most expensive things for sale on eBay was a big yacht. Roman Abramovich (who owned Chelsea football club) bought it for 168 million dollars. It had a gym, a cinema, a spa and lift.

Have you got something unusual you would like to sell on eBay?

GLOSSARY
auction (n) a public sale where things are sold to the person who offers the most money for them
cemetery (n) a piece of land in which dead people are buried
forehead (n) the part of your face above your eyes and below your hair
introductions (n pl) telling two people each other's names when they first meet and explain who they are
operate (v) to work

Lead in: writing notes

Put students into groups of four. Three of the students in each group should write short notes (either invitations or any other information) to other students in the class. The fourth student should be responsible for delivery of the notes, taking them to the students they are intended for. When students in the groups receive notes, they should write a response and send it back to the student who wrote the original note. The students responsible for delivery should be changed every minute so that they also get a chance to do some writing. Give a time limit and then invite different students to read out a note they have received and their response.

Alternative lead in: vocabulary check and topic introduction

Elicit any vocabulary from the text that students found difficult and had to look up.

If you used the additional task in the homework suggestion for the lesson, ask students to discuss the story of Kyle MacDonald in small groups before they open their Student's Books. This will introduce the lesson topic of buying and selling things online and should help to generate interest in the topic.

7.7

City shopping

Part 1

We buy a lot of things online but we also like to go to shops. And when you're on holiday in a big city, it's exciting to see the famous shopping areas. Every big city has its own special places to shop. Think about London, Paris, New York and Tokyo. What shops do you imagine? Let's look at some of the most famous shopping areas in the world.

Oxford Street in London is the busiest shopping street in Europe. It has around three hundred shops and half a million people visit it every day. In Oxford Street, you can find enormous department stores and buy both expensive and cheap things. You probably know the names. There's Marks and Spencer, Primark, Forever 21, Gap, H&M and, of course, the first department store, Selfridges.

It's a wonderful shop to visit. The best time to go to Oxford Street is at Christmas. The lights are very special. Every year, in November, a celebrity switches the lights on. Lots of people go to watch this. It's usually a famous singer or sports star.

Oxford Street is always very crowded. Sometimes it's difficult to move along the pavements! The traffic is very bad too. Cars and buses make a lot of pollution.

Another popular shopping area in London is Portobello Road and it's very different. Here you can find lots of small shops that sell trendy things. On Saturdays there is an enormous market with more than 1,000 stalls! They sell everything.

You can buy amazing, exotic food to eat – cheap, hot and tasty.

There are also stalls that sell unusual crafts, like pretty cups and saucers, and pictures by local artists.

Or you can look for antiques. Some people say it's the biggest antiques market in the world. And if you like vintage clothes and accessories, this is the place to go. Tourists love to come here and walk along nearly two kilometres of market.

7.8

Part 2

Do you know the most expensive shopping street in the world? At the moment, it's Fifth Avenue in New York. Here you can find expensive jewellery in Tiffany's, expensive handbags in Louis Vuitton, and expensive clothes in Gucci and Prada.

The world-famous Apple Store is a wonderful glass cube. People come here to buy phones and tablets but they also come just to take photographs.

Also in New York, there is another important store to visit. This is Macy's. It's called the largest store in the world. Some people don't agree with this but it's definitely the biggest store in the USA. It sells lots of different things and it's a really interesting shop to go to. It's very big and you need to walk a lot to see it all.

Let's cross the world to Tokyo. Here we can find another very famous shopping area: Shibuya. And it has perhaps the most famous street crossing in the world! At Shibuya Crossing, when the traffic lights go red, they stop all the cars. People cross the roads quickly at the same time. It's amazing.

Near the crossing are very big neon advertisements and huge video screens. It's a busy, bright and colourful place. The Shibuya shopping area is very popular with young trendy people. It's full of shops, game stores, restaurants and clubs. This is where you can see new Japanese fashion and have a lot of fun!

Exercise 1

When the pairs have finished discussing the questions, put students into groups and explain that they are going to debate the advantages and disadvantages of shopping online. Give each group a different purpose for shopping (e.g. shopping for presents, for clothes, for souvenirs, for books/music, for food) and give them a time limit for their debate.

When they have finished, invite each group to report back to the class.

Exercise 2

Before students read the text, elicit descriptions of the photo. Ask students how it may be related to buying and selling things online.

When students have read the text, ask them if they have ever used a website like eBay to buy or sell something.

Decide whether students should write full sentences or just the answers and make sure all the students in the class do the same.

Elicit the answers and encourage a class discussion about the different sales and the people involved. Ask: *Should the buyer of Bridgeville be allowed to do whatever he/she wants to the town? What do you think Ian's friends and employer thought about his idea? Should Kari get the company's permission if she wants to remove the tattoo in the future? Is there anything that people should not be allowed to sell even if it belongs to them (e.g. body parts)?*

Answers:

1 eBay was twenty years old in 2015.
2 because it needed a lot of money and work
3 because Ian was sad after his wife left him
4 300,000 dollars
5 for advertising space; to earn money
6 Roman Abramovich

Exercise 3

Put students into groups. Tell them to use their imagination to think of ideas for something unusual they could sell. When they have agreed on an idea, tell them to work together to prepare an advert to explain why their offer is worth buying, as well as deciding on a starting price for the auction.

Extra activity

Make sure that students understand the meaning of the word *auction*. Explain that each group is going to present their offer from Exercise 3 to the rest of the class. Tell them to imagine that you have given each group 100,000 dollars. The groups should decide which of the class's offers they think is most interesting and they should bid to buy it (and any other offers they also want to buy). Carry out an imaginary auction for each offer.

Exercise 4

After students have read the advert and answered the question, ask them which city they would most like to go to for a day of shopping and why.

Extend the discussion by asking them to name the following in their own country: the biggest store, the most famous street crossing, the first department store, the biggest market, the most expensive shopping street and the busiest shopping street.

Exercise 5 7.7

Ask students to close their Student's Books and play the first part of the video. Pause after the question *What shops do you imagine?* and elicit ideas from different students.

Ask students to open their Student's Books. Go through the questions and tell them to watch the video and try to answer them. When checking answers, ask students to correct the false statements.

Answers:

1 *F* (There are both expensive and cheap things.)
2 T (They go to see the Christmas lights being switched on.)
3 F (There is a lot of pollution from traffic.)
4 F (The market is on Saturdays.)
5 T (Vintage clothes are old.)

Exercise 6

Tell students that before they make their choice with their partner, they should think about what they would both like or not like about Oxford Street and Portobello Road. Then tell the pairs to join up with another pair to compare ideas.

Have a class vote to find out students' preferences and invite different students to give their reasons.

Exercise 7 7.8

Before students watch Part 2, ask which question word is answered with *because* (*why?*). Elicit the questions answered in the four sentences (*Why is the Apple Store interesting? Why might you get tired in Macy's? Why is the Shibuya Crossing famous? Why do trendy young people go to Shibuya?*). Play the video and check answers with the class.

Students then work in pairs to think of questions about shops and shopping areas in their own country, similar to the ones they've just answered. Invite students to ask their questions to their classmates and encourage different students to answer.

Answers:

1 it is a wonderful glass cube
2 you need to walk a lot to see it all
3 when the traffic lights go red, they stop all the cars
4 it's full of shops, game stores, restaurants and clubs (and you can see new Japanese fashion here)

Exercise 8

Put students into pairs. Tell each pair to choose London, New York or Tokyo and give them two minutes to think of as many attractions as possible in their chosen city and to decide what to spend their money on.

Invite different pairs to report back to the class.

Exercise 9

This activity should be set for homework unless students are able to access the internet during the lesson. Give students time to discuss any shopping areas they know about. The groups should work together outside of school, or in an appropriately equipped classroom, to create their presentation.

Further practice

- Workbook pages 88–89
- Resource Pack
  Resource 90: Unit 7 BBC Culture – Match and find out
  Resource 91: Unit 7 Culture – Shopping quiz

EXPLORE

1 In pairs, discuss the questions.

1 Do you prefer to buy things online or in shops? Why?
2 Have you got a favourite shopping website or shop?
3 What's the most interesting thing you bought last month?
4 Do you know someone who recently bought something unusual? What did they buy?

2 Read the article. In pairs, answer the questions.

1 How old is eBay?
2 Why was the town for sale again after a few years?
3 Why was the life for sale?
4 How much did the life sell for?
5 Why did a woman sell her forehead?
6 Who bought the yacht?

3 In pairs, discuss the final question in the article.

EXPLORE MORE

4 You are going to watch part of a video from the BBC about shopping in different cities. Read an advert for the programme and answer the question.

City shopping

Some big cities have famous places to go shopping. Do you know any? This programme is about some of them.

EXPLORE MORE

5 7.7 Watch Part 1 of the video. Mark the sentences T (true) or F (false).

1 [F] In Oxford Street, everything costs a lot of money.
2 [ ] People go to a special event in Oxford Street in November.
3 [ ] The air in Oxford Street is very clean.
4 [ ] In Portobello Road, there is a big market every day.
5 [ ] You can buy old clothes in Portobello market.

6 Work in pairs. In your opinion, which is better – a day in Oxford Street or a day in Portobello Road? Why?

7 7.8 Watch Part 2 of the video and complete the sentences.

1 The Apple Store on Fifth Avenue is interesting because _____.
2 You might get tired in Macy's because _____.
3 Shibuya Crossing is famous because _____.
4 Trendy young people go to Shibuya because _____.

8 Work in pairs. Imagine you have £4,000 to spend. Will you go to London, New York or Tokyo? Why? What are you going to spend your money on?

YOU EXPLORE

9 CULTURE PROJECT In small groups, create a presentation about a shopping area.

1 Use the internet to research a popular city shopping centre or area in your country.
2 Write a short script and include some photos or video.
3 Share your presentation with the class.

8 Learning to work

VOCABULARY
Jobs | Work and jobs | School and education

GRAMMAR
Will for future predictions | First Conditional | Adjectives with prepositions

Grammar: If you don't study …

Speaking: I'll definitely pass

BBC Culture: The amazing Henn Na Hotel

Workbook p. 101

BBC VOX POPS

8.1 VOCABULARY Jobs

I can talk about people and their jobs.

WHAT JOBS ARE GOOD FOR YOU?

Do the flow chart to find out.

START HERE

I want to work indoors.

I prefer an outdoor job.

I want to work in an office

I think office work is boring.

I don't want a dangerous job.

I don't mind danger. I want a challenging job.

I don't want to stay in an office all the time.

I prefer to work in one place.

- accountant
- receptionist
- secretary

- architect
- lawyer
- politician

- firefighter
- police officer
- soldier

I want to work with my hands.

I want to travel in my job.

I want to help people.

I prefer to work in one place.

- doctor/nurse
- shop assistant
- waiter/waitress

I want a creative job.

I prefer to work alone.

I want to work with other people.

- builder
- farmer
- gardener

- artist
- chef
- hairdresser

- bike courier
- driver
- postman/woman

- journalist
- pilot
- tour guide

I want to fix things.

- electrician
- IT specialist
- mechanic

1 3.40 **I KNOW!** Work in groups. Which jobs below are in the photos? How many more jobs can you think of in two minutes?

Vocabulary Jobs

accountant architect artist bike courier builder chef doctor driver electrician farmer firefighter gardener hairdresser IT specialist journalist lawyer mechanic nurse pilot politician police officer postman/woman receptionist secretary shop assistant soldier tour guide waiter/waitress

Unit contents

Vocabulary
- Jobs
- Work and jobs
- School and education

Grammar
- *Will* for future predictions
- First Conditional
- Adjectives with prepositions

Communication skills
Probability

Examples of 21st century skills/competencies
- Critical thinking: page 95 (Exercise 3), pages 104–105
- Collaboration: page 94 (Exercise 1), page 97 (Exercise 6), page 105 (Exercise 12)
- Creativity: Resource 97
- Digital literacy: page 105 (Exercise 12), Resource 103
- Assessment for learning: page 103
- Autonomy and personal initiative: page 95 (Exercise 11), page 100 (Exercise 8)

8.1 VOCABULARY Jobs

Lesson learning objective
Students can talk about people and their jobs.

Lead in: review of vocabulary from the previous unit

Elicit vocabulary for different kinds of shops, different kinds of containers and different kinds of facilities we can find in shopping centres and write the words on the board. Invite a student to come to the front of the class. Write the word *escalator* on a piece of paper and show it to him/her. The student should mime being on an escalator and the rest of the class should guess where he/she is or what he/she is doing. Then put students into groups and explain that each student should choose from the words on the board (or any other words they learnt in the previous unit) and take turns to mime (being in the shop, using the container or using the facility in a shopping centre), while the rest of the group guess what word is being mimed. When the groups have finished, invite each group to mime one of their words for the rest of the class to guess.

Exercise 1 3.40

When students have finished, check that they understand what is entailed for each job in the Vocabulary box. Then put students into groups and tell them to take turns to describe a job for the rest of the class to guess (e.g. *He/She delivers packages to businesses on a bike. A postman? No. A bike courier? Yes.*).

Answers:
Jobs shown in the photos:
firefighter, chef, doctor, mechanic, pilot
Possible additional jobs:
actor, baker, banker, bodyguard, bricklayer, butcher, carpenter, cleaner, cook, delivery man, detective, disc jockey, engineer, housewife, judge, model, painter, pharmacist, photographer, plumber, reporter, sailor, translator, travel agent

Exercise 2

Ask students if they have any ideas about what job they would like to do in the future. Tell them to look at the job chart and to choose the orange circle they think includes the best jobs for them.

In pairs, students tell their partner which job they would like and why. They follow the job chart and find out if it takes them to the same orange circle.

Invite different students to say which jobs they chose initially and which jobs the chart took them to.

Exercise 3

When the pairs have finished discussing the questions, they should join up with another pair and share their ideas. Invite each group to report their ideas to the class.

Extra activity

Dictate these jobs: *accountant*, *chef*, *electrician*, *farmer*, *IT specialist*, *journalist*, *postman/woman*, *secondary school teacher*, *shop assistant*, *train driver*, *pilot*, *waiter/waitress*. Ask students to work in pairs to put the jobs in order, from the highest paid job to the lowest paid job. When they have finished, invite different pairs to share their ideas with the class. Then tell students the actual order (see answers below). Have a class discussion about which jobs students think are overpaid and which jobs they think are underpaid.

Answers

According to the average salary figures for the UK, the correct order is: pilot (£90,000), train driver (£47,000), IT specialist (£40,000), accountant (£38,000), journalist (£34,000), secondary school teacher (£32,000), electrician (£30,000), farmer (£22,000), postman/woman (£21,000), chef (£17,000), shop assistant (£10,000), waiter/waitress (£7,500)

Exercise 4

Tell fast finishers to think of more jobs for each category (e.g. accountants, chefs and receptionists may also work in hospitals; police officers sometimes help people on holiday, e.g. when they lose their way).

Answers: **2** tour guide **3** architect **4** gardener **5** receptionist

Exercise 5 3.41

Before students listen to the audio, write on the board: *teacher*. Invite students to think of things teachers often say during their working day (e.g. *Open your books. Be quiet.*). After listening, elicit what students think each person's job is and why. Don't confirm answers at this stage.

3.41

See page 254.

Exercise 6 3.42

When students have finished the exercise, put them into pairs and ask them to choose another job from the Vocabulary box. They should work together to write a short dialogue between two people doing the same job. Their dialogues should include the kind of work they do in their job but without actually naming the job.

Invite different pairs to act out their dialogues for the class to guess the job.

Answers: **1** IT specialist **2** secretary **3** mechanic **4** bike courier **5** sales assistant **6** chef

3.42

See page 254.

Exercise 7

When students have finished, talk to them about what careers advisors do and ask if there any careers advisors at their school.

In pairs, students roleplay an interview with a careers advisor asking questions using the Word Friends in the exercise (e.g. *Would you like to work from nine to five? Would you like to work outdoors?*). Give them a time limit and at the end of the interview, the careers advisor should recommend a job for their partner.

Invite different students to tell the class what advice they were given.

Possible answers:

Jane: *lawyer*, *accountant*, IT specialist, architect
Brett: soldier, firefighter, police officer
Charlotte: artist, journalist, postwoman

Exercise 8 3.43

Remind students to refer to the Word Friends in Exercise 7 while they are doing this exercise.

When they have finished, invite students to guess the speaker's job, giving reasons for their guess.

Answers: **2** happy **3** team **4** five **5** uniform **6** time
The speaker is a fireman/firefighter.

3.43

See page 255.

Exercise 9

Tell students to imagine they are a firefighter. Ask questions and explain that they can only answer *yes* or *no* (e.g. *Do you earn a lot of money? No*; *Do you work in a team? Yes*; *Do you work at night? Yes*; *Do you wear a uniform? Yes*; *Are you a police officer? No*; *Are you a firefighter? Yes*).

Tell students they are going to work in pairs to ask and answer in the same way about other jobs.

Exercise 10

Give students a couple of minutes to work on their own to think about people they know and the jobs that they do.

When students have discussed in groups, invite each group to name a job that someone likes doing and a job that someone doesn't like doing.

Further practice

- Workbook pages 90–91
- Resource Pack
  Resource 92: Unit 8 Lesson 1 Vocabulary – Which job?

2 Follow the job chart to find a good job for you. In pairs, compare your jobs.

A: What jobs does the flow chart give you?
B: Artist, chef or hairdresser.
A: What do you think of them?
B: I'd like to be a chef because …

3 In pairs, answer the questions.

1 In your opinion, which job from the Vocabulary box is…
- the most dangerous?
- the easiest?
- the best paid?
- the most stressful?

2 Which job would you most like to have?

4 Find jobs from the Vocabulary box for the people in the sentences below.

He/She …

1 works in a hospital. *doctor/nurse*
2 helps people on holiday. _____
3 draws pictures of buildings for builders. _____
4 makes parks look beautiful. _____
5 answers the phone in an office or a hotel. _____

5 3.41 Listen and and guess which jobs from the Vocabulary box each speaker has.

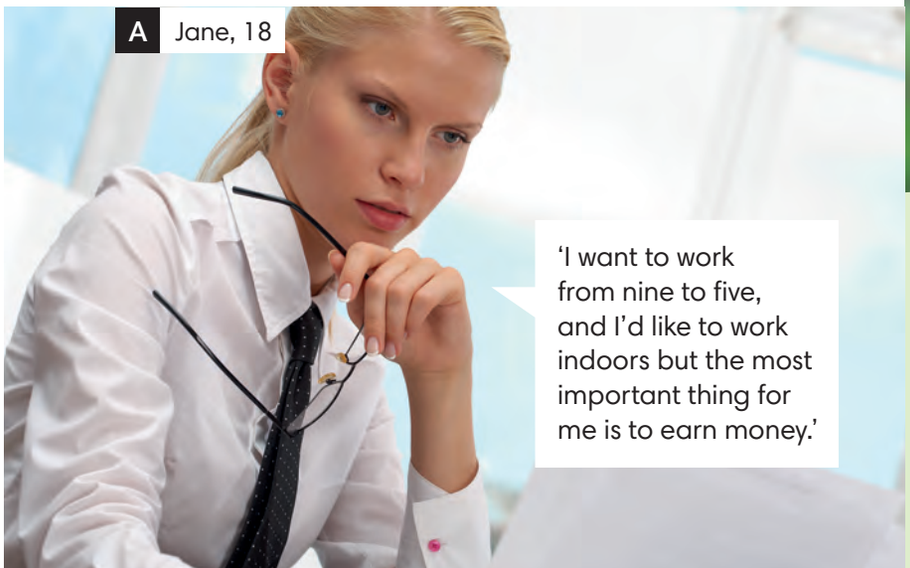
1 Nicola _____ 3 Ewan _____ 5 Darren _____
2 Ruth _____ 4 Carrie _____ 6 Eddie _____

6 3.42 Listen to the complete conversations and check your answers to Exercise 5.

7 WORD FRIENDS Check you understand these Word Friends. Then find jobs from the Vocabulary box for Jane, Brett and Charlotte. There is more than one job for each person.

work from nine to five | be happy at work
work indoors/outdoors | work in a team
get to work on time | work at the weekend
earn (good) money | wear a uniform | work alone

Jane – lawyer, accountant, ….

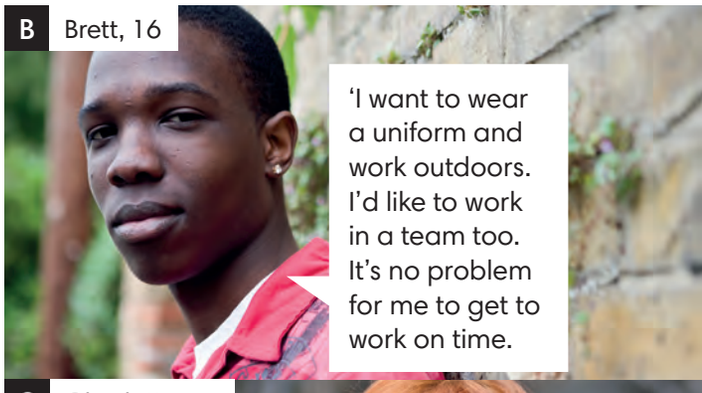


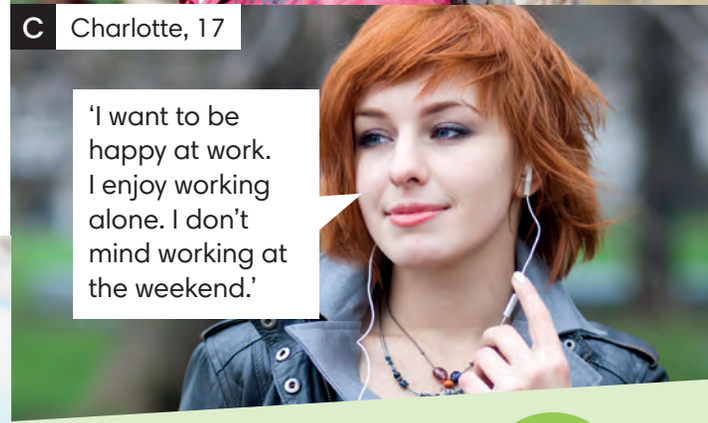
8 3.43 Complete the text with the correct Word Friends. Guess the speaker's job. Listen and check.

I don't [1]*earn* much money but I don't mind because I'm [2]_____ at work. I really like working in a [3]_____. My workmates are great. I don't work from nine to [4]_____. Sometimes I work during the day and sometimes at night. I have to wear a [5]_____ but that's all right. I look good in it! In my job it's really important to get to work on [6]_____ because people can die if you're late.

9 In pairs, choose a job from the Vocabulary box. Find out your partner's job in ten questions. You can only answer *yes* or *no*.

A: Do you work indoors?
B: Yes, I do.
A: Do you wear a uniform?
B: No, I don't.





10 Think of people that you know. What jobs do they have? Do they like their jobs? Why?/Why not? Discuss in groups.

My uncle works in a café. He's a waiter. He loves his job because …

8.2 GRAMMAR *Will* for future predictions

I can use *will* to talk about future predictions.

1 What is your favourite part of the school day? Why?

2 3.44 Read the text and tick (✓) the things the writer mentions. Would you like all your lessons at home?

- ☐ break
- ☐ classroom
- ☐ homework
- ☐ test
- ☐ school uniform
- ☐ course book
- ☐ timetable

A school day in 2035?

Higson Corporation Global Schools – Monday 5 May 2035, 08.57 a.m.

Good morning, Emily!
Your Maths test will start in three minutes. There's an online meeting with your Chinese teacher at 10 a.m. Have a nice day!

Education will be very important in 2035 but children won't go to school. So how will they learn? They will study in their bedrooms at home. Computers will organise the timetable for each day. Pupils will do all their homework and tests online, because we won't have paper course books. They'll only have contact with their teachers through the internet. But will they enjoy their lessons? No, they won't – some things will never change!

3 Find more examples of *will/won't* in the text in Exercise 2.

Grammar *Will* for future predictions

+	–
I will work hard. They will play.	I won't work hard. They won't play.
?	
Will you study a lot?	Yes, I will./No, I won't.
Will children play games?	Yes, they will./No, they won't.
How will they learn?	

Time expressions:
in 2035/twenty years' time/the next five years/the future
by (= before) 2035/Christmas/my twentieth birthday

I don't think this will happen. NOT ~~I think this won't happen~~.

GRAMMAR TIME > PAGE 126

4 Complete the text with *will* or *won't* and the verbs in brackets.

English [1] *won't be* (not be) so popular in 2035. But Chinese and Portuguese [2] _____ (become) very important. Pupils [3] _____ (not learn) with CDs and DVDs: instead pupils [4] _____ (chat) to students their age in other countries to practise languages. In the future students [5] _____ (not have) the chance to gossip with friends between lessons because everyone [6] _____ (learn) at home. So [7] _____ students in 2035 _____ (feel) lonely?

5 In pairs, say if and when you think these predictions will come true. Use time expressions with *in* or *by*.

1 Schools will give laptops to all their pupils.
I think this will happen by 2020.
I don't agree. I don't think this will happen.
2 Students won't learn languages – everyone will use computers to translate.
3 Many people will decide to study abroad.
4 Students will use the internet in exams.
5 Robots will do all the hard, unpleasant jobs.

6 Tick (✓) the things you think you will do before your twentieth birthday.

- ☐ learn to drive
- ☐ get married
- ☐ go to university
- ☐ buy a house or flat
- ☐ work or study abroad

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

And YOU

A: Will you learn to drive before your twentieth birthday?
B: Yes, I will./No, I won't.

8.2 GRAMMAR *Will* for future predictions

Lesson learning objective

Students can use *will* to talk about future predictions.

Lead in: review vocabulary for jobs

Write *teacher* on the board. Ask students to give one word which would help to identify this job (e.g. *students*). Invite students to give other ideas (e.g. *school*, *homework*, *whiteboard*, *English*, *exam*). Put students into groups. Students should take turns to think of a job and tell the group one related word. The rest of the group should guess what the job is.

Exercise 1

Tell students not to open their Student's Books yet. Write the following words and phrases on the board: *break time*, *lunchtime*, *home time*, *P. E.*, *start of the school day*.

Elicit what each word or phrase means and ask students to say their favourite part of the school day (apart from home time). Ask students to give reasons for their answers.

Exercise 2 3.44

Students should keep their Student's Books closed. Ask them what they think schools will be like in the year 2035.

Invite different students to share their ideas with the class and then ask them to open their Student's Books.

Tell students to look at the list and, again, to predict what they think these things will be like in 2035.

When students have read the text, ask them to say how similar their predictions were to the predictions in the text.

Answers:
test, timetable, homework, course book

Exercise 3

When students have found the examples in the text, ask them how sure they are about what schools will be like in the year 2035 (*of course*, *they can't be sure at all*).

Explain to students that we can use *will* for predictions, even when there is no evidence for our predictions and they are only our opinions. We can indicate this by starting the prediction with *I think*, *In my opinion*, *It's possible that* and so on.

Answers:
Education will be very important in 2035 but children won't go to school. So how will they learn? They will study in their bedrooms at home. Computers will organise the timetable for each day. Pupils will do all their homework and tests online, because we won't have paper course books. They'll only have contact with their teachers through the internet. But will they enjoy their lessons? No, they won't - some things will never change!

Exercise 4

When students have finished, discuss the ideas given in the text. Ask students which ideas they agree/disagree with and why (e.g. *Why will Portuguese be important? Why will children learn at home?*).

Answers: **2** will become **3** won't learn **4** will chat **5** won't have **6** will learn **7** will (students in 2035) feel

Exercise 5

Discuss with students the use of *in* and *by*. Elicit or explain that we use *in* + a number of years/months/days and *by* + a specific year/a specific date.

When the pairs have discussed the predictions, get them to discuss with another pair, to see how similar their ideas were.

Invite different pairs to share their ideas with the class.

Extra activity

Discuss other aspects of school or education that haven't yet been mentioned in the texts and sentences (e.g. *P. E.*) and then ask students to make predictions for one of them. Invite students to report their ideas to the class.

Exercise 6

Discuss with students the activities in the exercise. Ask them by which age people usually do each of these things.

If students think they will do any of these things at some time but not before they are twenty, encourage them to make a note of the age by which they think they will do them.

Exercise 7

Before students ask and answer in pairs, remind them that we use *going to* for intentions or plans. If they don't have any definite plans about the things listed in Exercise 6, it is natural to use *will/won't* to make predictions (e.g. *I think I'll learn to drive before I'm twenty.*). If they do have definite plans or intentions, it would be more natural to use *going to* (e.g. *I'm not going to get married before I'm twenty!*). If students aren't sure, encourage them to use expressions such as *I think that …* or *It's possible that …* .

Activity for fast finishers

Tell students to think of five more things that their partner might do before their twentieth birthday (e.g. *Will you pay back the five pounds I lent you before your twentieth birthday? Will you buy a new mobile phone before your twentieth birthday?*). Invite different pairs to ask and answer in front of the class.

Further practice

- Workbook page 92
- Grammar Time page 126
- Resource Pack
  Resource 93: Unit 8 Lesson 2 Grammar – Will it or won't it?

8.3 READING and VOCABULARY First job

Lesson learning objective

Students can find specific detail in a text and talk about jobs.

Lead in: review of *will* for future predictions

Talk to students about famous people from history and some wrong predictions that they might have made. For example:

Christopher Columbus: I will cross the Atlantic and get to India.
Neil Armstrong: I'll come back to the moon in a few years' time.
Mick Jagger: I won't be the singer of the Rolling Stones after my thirtieth birthday.

Put students into groups of three or four. Tell them to think of other historical figures and to write some imaginary predictions they might have made. Invite the groups to read out their predictions for the class to guess who the historical characters are.

Exercise 1

Ask students to look at the celebrities' names and to think about which of these celebrities they like best. Then have a class vote to find out which celebrity is the most popular. Elicit the reasons why students admire him/her.

Background notes

Johnny Depp is most famous for his role as Captain Jack Sparrow in the *Pirates of the Caribbean* series of films. He is also a good guitarist and he hoped to be a rock star before he started acting.

Megan Fox was born in 1986. She started going to drama and dance classes when she was a young child and she began her acting career with a role in the film *Holiday in the Sun*, in 2001. She has also appeared in several TV series and does modelling work.

For more information about Beyoncé, see page 48.

Jennifer Lopez is American and her parents are from Puerto Rico. She started out as an actor and then became a singer as well. In 2001, she became the first person ever to release at the same time a number one album (*J.Lo*) and film (*The Wedding Planner*).

Tom Cruise is a famous actor, best known for *Top Gun* and the *Mission Impossible* films. He has been nominated for an Oscar three times and has won three Golden Globes. In 2012, he was Hollywood's highest-paid actor.

Brad Pitt was born in 1963 and made his TV debut in 1987. He is married to Angelina Jolie and together they are actively involved in charity and humanitarian work.

For more information about J.K. Rowling, see page 29.

Exercise 2 3.45

Tell students to look at the title of the text and elicit what job Beyoncé must have had before she was famous (*hairdresser*). Before students read the text, ask them to guess which jobs the other celebrities had.

Answers:
Megan Fox worked as a waitress.
Beyoncé worked in her mother's beauty salon.
Jennifer Lopez had a temporary job in a lawyer's office.
Tom Cruise had a part-time job delivering newspapers.
J.K. Rowling was an English teacher.
Brad Pitt dressed up as a giant chicken to attract customers to a restaurant.

Exercise 3

Before students read the text again, ask them to look at the sentences with their partner and to discuss any answers they think they can remember.

After students have finished the exercise, elicit the answers and for each answer, tell students to give an explanation from the text. For example: 1 *The writer says* some celebrities know what it's like to look for a job and to work from nine to five; 4 *She was an English teacher in Portugal*; 5 *He had to dress up as a giant chicken*; 6 *The writer uses the word* perhaps, *which means he/she isn't sure and says* in your local café, *not* in my local café.

Answers: 2 ? 3 ? 4 ✓ 5 ✓ 6 ✗

Exercise 4 3.46

Invite students to extend the phrases in the Vocabulary box by thinking of more phrases using *work in*, *work for* and *work as* (e.g. *work in a shop/a café*; *work for a good boss/the government*; *work as a doctor/a teacher*).

Exercise 5 3.47

When students have finished, ask them if they know anyone who has got a part-time job/has got more than one job/had a summer job last year.

Answers: **2** for **3** as **4** unemployed **5** looking **6** get **7** summer **8** lost

Exercise 6

Students first decide individually which jobs they would like to do.

Then, in pairs, they take turns to ask if their partner would like to do one of the jobs they like. When they have found three jobs they would both like to do, they should discuss why they think these would be interesting or enjoyable jobs to do (e.g. *I think babysitting is great. The children go to bed, you can watch TV until their parents come home and you get paid for it!*).

Extra activity

Discuss job interviews with the class and the sorts of questions interviewers might ask (avoiding questions using the Present Perfect). For example: (bike courier) *Are you fit? Have you got a bike? Do you know the city well?*

Put students into pairs to roleplay a job interview. Each student should choose a summer job they would like to do and tell their partner. Both partners should work on their own to think of some questions in order to interview their partner. They then take turns to interview each other. Invite different pairs to act out their roleplays to the class.

Further practice

- Workbook page 93
- Resource Pack
  Resource 94: Unit 8 Lesson 3 Reading and Vocabulary – Is this you?

8.3 READING and VOCABULARY First job

I can find specific detail in a text and talk about jobs.

Johnny Depp, Pen salesman

BEYONCÉ CUT MY HAIR

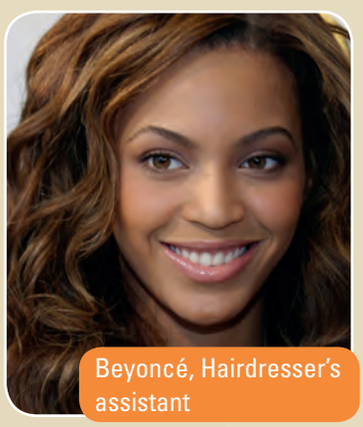
Some celebrities know what it's like to look for a job and to work from nine to five. For example, did you know that Johnny Depp sold pens in a call centre before he became an actor? It's hard to believe but it's true.

And Johnny Depp is not the only famous person who had a normal job before becoming famous. Model Megan Fox worked as a waitress. Beyoncé helped out at her mother's beauty salon. Jennifer Lopez (JLo) had a temporary job in a lawyer's office. And Tom Cruise had a part-time job delivering newspapers.

Some celebrities had jobs that don't seem surprising. Writer J.K. Rowling was an English teacher. She had a full-time job in a school in Portugal before she wrote about Harry Potter.

But other famous people had more surprising jobs. Brad Pitt, for example, once got a very strange job. He had to dress up as a giant chicken to attract customers to a restaurant! It was better than being unemployed but I'm sure he wasn't upset when he lost that job.

It shows that people with ordinary jobs can become famous. Perhaps your postman will win a TV talent show. Maybe the sales assistant in the games shop will win a Nobel Prize one day. And perhaps that young waitress with a summer job in your local café will become a film star. Who knows?



Beyoncé, Hairdresser's assistant

1 CLASS VOTE **Which of these famous people is the most popular in the class?**

Johnny Depp Megan Fox Beyoncé Jennifer Lopez
Tom Cruise J.K. Rowling Brad Pitt

2 3.45 **Read the text. What jobs did the people in Exercise 1 have when they were young?**

Johnny Depp worked in a call centre.

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

1 [✗] In the writer's opinion famous people don't know about normal people's lives.
2 [ ] Johnny Depp sold the writer a pen.
3 [ ] JLo's mother helped her get a job.
4 [ ] J.K. Rowling taught English when she was younger.
5 [ ] Brad Pitt once had a very unusual job.
6 [ ] The writer is sure the waitress in his local café will become a film star.

4 3.46 **Find the phrases below in the text. How do you say them in your language?**

Vocabulary Work and jobs

Types of jobs
full-time job part-time job summer job temporary job
Work
work in an office work for a company look for a job
work as a waitress be unemployed get/have/lose a job

5 3.47 **Use the Vocabulary box to complete the text. Listen and check.**

I don't have a full-time job. I have two [1]*part-time* jobs. In the morning, I work [2]_____ the town council. I'm a gardener. And in the evening, I work [3]_____ a waiter in a café. It's tiring but I don't want to be [4]_____.
I want to earn more money so I'm [5]_____ for a new job but it's difficult to [6]_____ a good job. Last year I had a [7]_____ job in July and August in a restaurant at the beach. The money was great! Unfortunately, I [8]_____ my job when autumn came.

6 **In pairs, choose three summer jobs you would both like to do in the future.** And YOU

babysitter bike courier
fruit picker on a farm
lifeguard at a swimming pool
guide in a local museum
activity instructor in a summer camp

A: I'd like to work as a lifeguard at a swimming pool. What about you?
B: No, I can't swim very well.

8.4 GRAMMAR First Conditional

I can use the First Conditional to talk about probability.

VIDEO **IF YOU DON'T STUDY … (Part 1)**

Mum: Where do you think you're going?
Lee: I'm just going to see Billy and Krystal.
Mum: Oh no, you're not, Lee Marshall! Your end of year tests are starting on Thursday. You can go back to your room and start revising! If you don't study, you won't pass your tests – it's as simple as that! These tests are important.
Lee: Billy's mum lets him go out in the evenings! It's not fair!
Mum: Billy always gets better marks than you. You'll have to repeat the year if you don't get better marks. And if you have to repeat the year, you won't be with your friends at all.
Lee: OK! OK! I get the message!
Mum: I won't tell you again! Oh, and another thing …

It's as simple as that!
I get the message!

OUT of class

1 What's happening in the photograph? What do you think Lee's mum is saying?

2 3.48 **WORD FRIENDS** How do you say these Word Friends in your language? Listen and tick (✓) the phrases Krystal uses.

- ☐ study/revise for a test
- ☐ have/take a test
- ☐ cheat in a test
- ☐ get the results of a test
- ☐ pass/fail a test
- ☐ get a good/bad mark

3 In pairs, talk about your last big test. What happened? Use Word Friends from Exercise 2.

4 8.1 3.49 Watch or listen to Part 1. Why is Lee's mum angry with him?

5 Find more examples of the First Conditional in the dialogue in Exercise 4.

Grammar First Conditional

if + Present Simple, ***will*** + verb
If I get a bad mark in the test, my parents will be angry.
You'll have to repeat the year if you don't get better marks.

GRAMMAR TIME > PAGE 127

6 8.2 3.50 Choose the correct option. Then watch or listen to Part 2 and check.

Amy: Hi Lee! How's your History revision going?
Lee: Terrible! And I'm really tired now.
Amy: So go to bed! If you [1]*get up* / *'ll get up* early tomorrow, you [2]*feel* / *'ll feel* fresher and you'll remember more.
Lee: Yes, maybe. But I had a great idea. I wrote all the dates for the History test on the back of my ruler! If I [3]*forget* / *'ll forget* something in the test, I [4]*check* / *'ll check* it on my ruler.
Amy: You can't do that! That's cheating! And I'm sure they [5]*catch* / *'ll catch* you if you [6]*cheat* / *'ll cheat*. And if they [7]*catch* / *'ll catch* you, you [8]*have* / *'ll have* to repeat the year. Don't be an idiot, Lee! Please!

7 Complete the sentences with the correct form of the verbs in brackets.

1 If I *pass* (pass) all my exams, I'll be so happy!
2 If I get good marks, my gran _____ (buy) me a laptop!
3 If Tiggy _____ (get) the results of the test, she'll phone me.
4 My mum won't be pleased if I _____ (not get) a good mark.
5 We'll have to phone the doctor if she _____ (not feel) better soon.
6 If you break it, I _____ (not lend) you anything again!

8 [VOX POPS 8.3] Finish the sentences to make them true for you. Then compare with a partner.

And YOU

1 If there's nothing good on TV tonight, *I'll read a book.*
2 If I get some money for my birthday, I …
3 If I don't understand my homework, I …
4 If my phone stops working, I …

8.4 GRAMMAR First Conditional

Lesson learning objective

Students can use the First Conditional to talk about probability.

Language notes

This lesson introduces the First Conditional to show the result of a likely future event. It might be worth emphasising to students that all the events mentioned in the exercises in this lesson are likely or at least possible.

In many languages, both clauses of conditional sentences use the future form: *If x will happen, y will be the result.* If this is true for the students' L1, be prepared to correct any overuse of *will*.

Lead in: review of *will* for predictions

Put students into groups of three. Tell each group to choose a topic (e.g. *travel*, *health*). The groups discuss three predictions about their topic for the year 2050, then feed back to the class. Does the class agree?

Exercise 1

Ask students what they and their parents disagree about (e.g. *clothes*, *going out*, *bedtimes*).

Then get students to open their Student's Books. In pairs, they should discuss what Lee and his mum might be talking about. Elicit ideas from different students.

Exercise 2 3.48

Explain to students that where the exercise shows a choice of phrase (e.g. *study/revise for a test*), this doesn't mean one is correct and the other incorrect. Instead, it means that they can both be used, sometimes with the same meaning (*have/take a test*), sometimes with a slight difference in meaning (*study/revise for a test* – these can mean the same, but *revise* means to study things you have already learned whereas *study* can also mean to learn about new facts) and sometimes with opposite meanings (*pass/fail a test*, *get a good/bad mark*).

Answers:
Krystal uses all the phrases except *cheat in a test*.

3.48

K = Krystal A = Amy

K: We had a big Maths test last week and I was really nervous about it. I even decided to revise for it all weekend. But in the morning before I took the test, I couldn't remember anything …
A: Oh no!
K: … and I was sure I was going to fail it. But I got the results of the test yesterday and guess what! I passed!
A: That's really fantastic!
K: In fact, I got a very good mark!

Exercise 3

When the pairs have finished, ask: *How long before a test do you start revising? Do you stay up late to revise? How can people cheat in a test?*

Exercise 4 8.1 3.49

Remind students of their ideas in Exercise 1. Ask them, now that they have seen the Word Friends in Exercise 2, if they want to change their minds about what they think Lee's mum is saying in the photo.

Tell students to close their Student's Books and play Part 1 of the video without sound. Then ask students what they think happened in the video. For example, ask: *What do you think Lee wanted to do? What do you think his mum said? How do you think Lee felt?*

Play Part 1 again, this time with sound. Ask students how similar or different Lee and his mum's conversation was to one that they might have with their own parents or guardians.

Answers:
Lee's mum is angry because Lee has important tests at school soon and needs to study, but he wants to go out in the evening.

Exercise 5

Go through the Grammar box. Point out the following:

- The sentence can be split into two halves: the likely future situation/event and the result.
- The *if* clause does not use the future form.
- The two clauses can be written in either order. When we start with the *if* clause, we separate the two clauses with a comma. When we start with the result clause, we don't use a comma. For example: *If I'm late, my parents will be angry. My parents will be angry if I'm late.*

Exercise 6 8.2 3.50

Discuss why *get up* is the correct choice in the example (we use the Present Simple in the *if* clause).

After watching, ask students what they think of Lee's idea and Amy's advice.

Answers: **2** 'll feel **3** forget **4** 'll check **5** 'll catch **6** cheat **7** catch **8** 'll have to

Exercise 7

Have students compare answers in pairs before checking as a class.

Answers: **2** will/'ll buy **3** gets **4** don't get **5** doesn't feel **6** won't lend

Exercise 8

When students have compared sentences, invite different students to share their ideas with the class.

VOX POPS ▶ **8.3**

Before watching, check that students understand *Netflix* and *public phone*. While watching, ask students to listen for three words/phrases the speakers use when the answer is not definite. After watching, check answers (*I'll probably …*, *Maybe I'll …*, *I think I'll …*) and encourage students to use these phrases in their own answers.

Further practice

- Workbook page 94
- Grammar Time page 127
- Resource Pack
  Resource 95: Unit 8 Lesson 4 Grammar – The study helper
  Resource 96: Unit 8 Lesson 4 Video – If you don't study, …

8.5 LISTENING and VOCABULARY An unusual school

Lesson learning objective

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

Lead in: review of the First Conditional

Write on the board: *If you cheat, they will catch you. If they catch you, you'll have to repeat the year.*

Continue by starting the next sentence with the second clause of the previous sentence: *If you have to repeat the year, …*

Elicit an ending and start the next sentence with this. Continue for as long as possible.

Then ask students to do the same in pairs, starting with this sentence: *If I do well in my exams, I'll go to university. If I go to university, …*

Give students a time limit and when they have finished, invite different pairs to read out their sentences.

Background notes

The Shetland Islands are a group of over 100 islands, fifteen of which are inhabited. The total population is about 22,000 and the main city is Lerwick, with a population of about 7,500. The islands are closer to Norway than they are to mainland Britain. The population of Out Skerries is only seventy-three and the secondary school did end up closing in 2014, although the primary school is still open. Secondary students living in Out Skerries now have to attend Anderson School in Lerwick.

Exercise 1

Discuss the map with students and ask if they know where the Shetland Islands are.

When the pairs have discussed the photo, invite different pairs to describe it and to give their opinions about it.

Exercise 2 3.51

Point out that we can shorten *gymnasium* to *gym* and that *lab* is short for *laboratory*.

Answer:
The school is unusual because it's very small and doesn't have many pupils (it has more teachers and other staff than pupils). It's on a small island in the North Sea, between Scotland and Norway.

3.51

See page 255.

Exercise 3 3.51

Before students listen again, ask them to read the sentences and to see if they can remember which of the choices are correct.

When students have done the exercise, elicit the answers and the reasons why the other choices are not correct (e.g. 1 *There are also classrooms for Arts and Music and the school doesn't have a gymnasium.* 2 *Lessons start at nine o'clock and pupils do have to take exams.* 3 *To get to the nearest large town you have to fly* (*and so there must be an airport*). 4 *There are more teachers and other staff than students; at one time there were three students from one family but now there is only one student.*).

Answers: **1** c **2** b **3** a **4** b

Exercise 4

When students have discussed the question, ask them to think of the advantages and disadvantages of big schools and small schools (not necessarily as small as Skerries School). Encourage a class discussion about what students think is the ideal class size, giving reasons for their opinions.

Exercise 5 3.52

When students have finished, go through the words in the Vocabulary box and ask questions to make sure students understand their meanings (e.g. *What kind of school is this one? Who is your form tutor? Do you leave your coat in a cloakroom? Where do teachers go when they aren't teaching?*).

Answers: Note: Items 3–6 can be in any order.
2 pupil **3** gymnasium **4** library **5** science lab **6** sports field

Exercise 6

Tell students that sometimes more than one answer may be possible (e.g. 1 could also be *form teacher*).

When students have finished, elicit the answers and ask follow-up questions (e.g. *Do you have to go to the head teacher if you are late for school? When it rains, can you play football in the gymnasium or do you have to do some other sport?*).

Answers: **2** cloakroom **3** classmates
4 sports field, gymnasium **5** staff room

Exercise 7 3.53

When students have finished, ask if the sentences are true for them. If not, they should rewrite the sentences to make them true.

Answers: **2** do **3** give **4** do **5** write

Exercise 8

Tell students to think of other questions they could ask about the topics (e.g. *What sort of things do you talk to the head teacher about? Why is … your favourite subject?*).

Invite individual students to come to the front and encourage the rest of the class to ask them the questions from the exercise (or any other related questions).

Extra activity

Keep students in pairs. Tell them to imagine they are the only student at the school in Skerries and that they are writing a blog post about a day at school. Explain that they can write about any aspect of the school day.

When the pairs have finished, display their blog posts in the classroom so students can read each other's writing.

Further practice

- Workbook page 95
- Resource Pack
  Resource 97: Unit 8 Lesson 5 Listening and Vocabulary – My perfect school

8.5 LISTENING and VOCABULARY An unusual school

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

Skerries School – the playground at lunchtime

1 **In pairs, look at the photo. What do you think is strange about the school?**

2 **3.51** **In pairs, check you understand the words below. Then listen and check your ideas from Exercise 1.**

gymnasium library pupil science lab
secondary school sports field

3 **3.51** **Listen again and choose the correct answers.**

1 Skerries School
   a has only one classroom. **b** has a gymnasium.
   c is near a Sports Hall.

2 Pupils at Skerries School
   a start school at half past nine.
   b do the same things as other British pupils.
   c don't have exams.

3 The island
   a is in the North Sea. **b** has a large town on it.
   c doesn't have an airport.

4 This school year Skerries School
   a doesn't have a teacher. **b** has only one student.
   c only teaches children from the same family.

4 **Work in pairs. Would you like to be the only pupil in your school? Why?/Why not?**

5 **3.52** **Add the words from Exercise 2 to the correct category. Listen and check.**

Vocabulary School and education

Places of learning
college primary school [1] *secondary school* university
People in schools
classmates form tutor head teacher
Maths/English teacher [2] _____
Places/rooms at school
classroom cloakroom [3] _____ [4] _____
playground [5] _____ [6] _____ staff room

6 **Complete the sentences with words from the Vocabulary box.**

1 Luke was late for school so he had to see the *head teacher*.
2 The _____ is busy on wet days because everyone wants to leave their coats.
3 I changed class last year. My new _____ are a lot nicer.
4 We play football on the school _____ but when it's wet we play in the _____ .
5 The teachers relax in the _____ between lessons.

7 **3.53** **WORD FRIENDS** **In pairs, choose the correct option. Listen and check.**

1 The best way to revise is to *get* / *make* notes.
2 We *do* / *make* a lot of grammar exercises in English lessons!
3 I'm quite shy so I feel nervous before I *give* / *show* presentations.
4 I always *do* / *make* my homework after I get home from school.
5 It's hard to *draw* / *write* essays in class.

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

And YOU

1 How often do you
   - talk to your head teacher/form tutor?
   - use the school library/ computer room?
2 What are your favourite subjects at school?

8.6 SPEAKING Probability

I can talk about probability.

VIDEO **I'LL DEFINITELY PASS (Part 1)**

Amy: Gosh! That was a really difficult test.
Billy: Yes! That last question? What a nightmare! I couldn't remember any of the dates. I probably won't get any points for it!
Amy: I definitely won't! I didn't even answer that question – I didn't have time!
Billy: Oh, don't worry, Amy. You'll probably pass!
Amy: I don't know. I might pass. Fingers crossed! How about you, Lee?
Lee: I thought it was easy! I'll definitely pass! In fact, I think I may get a ten.
Amy: But History's your worst subject. You didn't cheat, did you? Because they'll definitely see from your answers that you cheated!
Lee: No, I didn't cheat!
Billy: So, how did you do it?

Gosh! *What a nightmare!*
Fingers crossed!

OUT of class

1 CLASS VOTE **How do you feel before an important exam?**

☐ relaxed ☐ nervous ☐ frightened

2 **Look at the photo. Who do you think looks most relaxed: Amy, Lee or Billy? What do you think they're talking about?**

3 8.4 3.54 **Watch or listen to Part 1. Then find examples of the phrases below in the dialogue. Who is most confident about passing the exam?**

Speaking Probability

- I **will** definitely/probably pass.
- I **may/might** pass.
- I definitely/probably **won't** pass.

4 8.5 3.55 **Why do you think Lee found the test so easy? Watch or listen to Part 2 and check.**

5 8.6 3.56 **Watch or listen to Part 3. Where would Billy like to go camping this summer?**

6 8.6 3.56 **Complete the sentences with the words in brackets. Watch or listen to Part 3 again and check.**

1 Brighton *will probably be* expensive. (be/will/probably)
2 Billy's uncle _____ them camp on his farm. (let/will/definitely)
3 There _____ space in Amy's tent for Krystal. (be/will/definitely)
4 Krystal _____ to stay in a tent. (want/won't/probably)
5 Krystal _____ to stay in a hotel. (want/might)
6 Lee _____ borrow money for his train ticket. (have to/may)

7 **Say if these things will come true in your country in the next ten years. Use the Speaking box to help you.**

1 People will stop using banknotes and coins.
2 Food will be cheaper.
3 Our football team will win the World Cup.
4 Newspapers will still be popular.
5 People will live longer.
6 Everyone will use public transport.

People may stop using banknotes and coins.

8 [VOX POPS 8.7] **In pairs, use the Speaking box to say if you think these things will happen to you in the next ten years.**

And YOU

Will you …

- learn a new language?
- be famous?
- buy a car/motorbike?
- still live in your hometown?
- become a fantastic cook?

I will definitely learn a new language.

8.6 SPEAKING Probability

Lesson learning objective

Students can talk about probability.

Lead in: review of vocabulary for school and education

Describe a word from the Vocabulary box in Lesson 8.5. Students should guess the word.

Put students into groups of three. Each group should choose one word from the Vocabulary box and work together to describe it. Invite each group to describe their word for the rest of the class to guess.

Exercise 1

Before students open their Student's Books, ask the question and have a class vote. Remind students about the previous video episode and elicit what Lee's plan was for the test (*to write the answers on his ruler*).

Exercise 2

Ask students to open their Student's Books and to discuss the photo without reading the dialogue.

Answers:
Lee looks most relaxed. They are talking about the test they have just done.

Exercise 3 8.4 3.54

Play Part 1 and elicit the answers to the questions in Exercise 2.

Have a class discussion about exams and ask students if they like to discuss tests after they have done them or if they prefer not to talk about them at all.

When students have found the phrases in the dialogue, discuss the meaning of the phrases and the correct word order when using *definitely* and *probably*.

Answer:
Lee is the most confident about passing the exam.

Exercise 4 8.5 3.55

Have a class discussion about why students think Lee is so confident. Ask questions to get them thinking (e.g. *Did Lee cheat? Do you think he studied a lot? Can you think of any other reason why he could be so confident?*).

First, play Part 2 without sound. Ask again for students' opinions about why Lee is so confident. They may say that Lee cheated and wrote the answers on his ruler and his hand.

Play the video again, this time with sound, and pause after Lee says he didn't cheat and Billy asks him how he did it. Ask students if they can now guess what really happened.

Now play the whole of Part 2, from the start and with the sound switched on, and elicit the answer.

Answer:
Lee wrote the dates on his ruler and then on his hand and this helped him to remember them in the exam.

8.5 3.55

See page 255.

Culture notes

Brighton is a city on the south coast of England. It is sometimes called London-by-the-Sea because it is an exciting city with lots of entertainment, a large beach and two piers.

The Scottish Highlands is the name given to the mountainous northern part of Scotland. It includes Ben Nevis, the highest mountain in Scotland, and Loch Ness, home of the famous Loch Ness Monster.

Exercise 5 8.6 3.56

Before you play Part 3, have a class discussion about camping. Ask if any students have been camping with friends or parents or on an organised camp. Ask where they went camping (e.g. *by the sea*, *in a forest*, *in the mountains*) and where they think is the best place to go camping in their country.

When students have watched Part 3, explain where the Scottish Highlands and Brighton are in the United Kingdom.

Answer:
on his uncle's farm in the Scottish Highlands

8.6 3.56

See page 255.

Exercise 6 8.6 3.56

Remind students about the correct word order when using *definitely* and *probably*. Tell them to check the Speaking box if they aren't sure.

Answers: **2** will definitely let **3** will definitely be **4** probably won't want **5** might want **6** may have to

Exercise 7

Discuss the example with students and elicit other ways of predicting the future. Also encourage students to extend the sentence (e.g. *People probably won't stop using banknotes and coins but they will definitely use smartphones to pay for a lot of things*).

Exercise 8

Tell students to write sentences about themselves and then to share their ideas with their partner. Invite different students to share their ideas with the class.

VOX POPS ▶ 8.7

While watching, students should identify which of the five questions was not answered. After watching, discuss the use of *will be living*. Explain that students don't need to use this structure yet and should keep using *will* + infinitive.

Further practice

- Workbook page 96
- Resource Pack
  Resource 98: Unit 8 Lesson 6 Speaking – My future
  Resource 99: Unit 8 Lesson 6 Video – I'll definitely pass

8.7 ENGLISH IN USE Adjectives with prepositions

Lesson learning objective

Students can talk about people's skills and emotions.

Lead in: review of talking about probability

Put students into five groups. Give each group a topic: *sport*, *music*, *transport*, *our school*, *our town*. Each group should make five sentences about their topic, using *definitely will*, *probably will*, *may/might*, *probably won't* and *definitely won't*. When the groups have finished, make new groups made up of one student from each of the original groups. In their new groups, students take turns to tell one another their five predictions about their particular topic. Invite the groups to tell the rest of the class what they think are the most interesting predictions for each topic.

Exercise 1

Point to the different people in the drawing and ask students what they think the people are doing.

Answer:
The drawing shows a school playground. There are nine pupils and a teacher. One boy (1) is jumping on a pile of leaves. A girl (2) is telling him to stop. Another girl (3) is running. Two boys (4 and 5) are talking. One is doing Maths with some counters. The other boy is asking if he can help him but the boy with the counters doesn't want to share. A boy is covering a girl in toilet paper. A girl (6) is painting on the wall.

Exercise 2

When students have finished, elicit the answers and ask students to explain for each answer which words in the text helped them to decide.

Answers: **1** Kevin **2** Wendy **3** Kay **4** Bruce **5** Albert **6** Hannah

Exercise 3

When students have identified the different adjectives + prepositions in the text in Exercise 2, ask them to separate these into three groups: those which show an ability in something (or lack of it), those which show an interest in something (or lack of it) and those which show a willingness to try something (or lack of it) (ability: *good at*, *bad at*, *hopeless at*, *brilliant at*; interest: *crazy about*, *keen on*, *fond of*; *interested in*; willingness to try: (*not*) *afraid of*).

Exercise 4

Discuss the different jobs with students. Elicit what you have to be good at and interested in to be able to do each job (e.g. *accountant – good at Maths, interested in numbers and money*).

When students discuss in pairs, encourage them to use *definitely*, *probably* and *may/might* (e.g. *Bruce will probably be an accountant. He will definitely be rich because he doesn't like sharing, so he will keep all his money.*).

Possible answers:
Wendy: a politician or a police officer
Kevin: an astronaut or a pilot
Hannah: an artist
Albert: a doctor or a nurse
Kay: an athlete

Exercise 5 3.57

When students have finished the exercise, ask what kind of job they think the man's son will do if he doesn't work in an office. Elicit ideas and encourage students to give reasons (e.g. *He may become a translator. It doesn't matter if you can't remember people's names in that job.*).

Answers: **2** at **3** at **4** on **5** good **6** crazy **7** singing **8** good **9** of

Exercise 6

Give each student a blank piece of paper to write their texts on. When they have finished writing, collect all the texts and put students into pairs. Give each pair two of the texts, making sure you don't give them their own texts. Ask students to read the texts and try to guess who in the class wrote them. Invite different students to read out the texts and to give their guesses. Find out who actually wrote each text, to see if they were correct.

Exercise 7

As pairs discuss, encourage them to use both the sentence stems *Are you good at …* and *Are you interested in …*, to help give a wider range of answers.

When they have finished, discuss each phrase with the class and, if students say they are interested in one of the things, encourage other students to ask follow-up questions (e.g. *What languages can you speak? What other languages are you interested in learning? Are you good at speaking and listening? Have you got any advice about how to learn foreign languages?*).

Extra activity

Tell students to imagine a different teacher at the school has come into the classroom to ask them for their help. Say: *Excuse me. I need someone who is good at English and not afraid of talking to new people in English. Some teachers from England are visiting our school and we need two students to welcome them and show them around the school. Is there anyone here who could do this?* Ask students to suggest two classmates who will do the job best. Then put students into pairs and tell them to decide on which teacher they could be in a similar roleplay (e.g. a sports teacher looking for two good athletes, a drama teacher looking for two good actors). When they are ready, invite different pairs to come to the front to roleplay their chosen teacher, while the rest of the class suggest the best two classmates for their requirements.

Homework

Ask students to revise the vocabulary for jobs from this unit and think of any other jobs they know.

Further practice

- Workbook page 97
- Resource Pack
  Resource 100: Unit 8 Lesson 7 English in use – Questionnaire

8.7 ENGLISH IN USE Adjectives with prepositions

I can talk about people's skills and emotions.

1 What can you see in the drawing?

2 Read the teacher's notes and write the names of the children in the drawing.

Bruce is good at counting but he isn't very good at sharing things.
Wendy is fond of talking. She enjoys telling the other children what to do.
Kevin isn't afraid of taking risks and he's really interested in planes.
Hannah is brilliant at drawing but she's hopeless at spelling.
Albert is keen on helping other people. He's always the first to come when someone's in trouble.
Kay is crazy about running. She's the fastest in the class.

3 Find examples of the adjectives with prepositions in Exercise 2.

Language Adjectives with prepositions

After these phrases we add verb + *-ing*:
(not very) good at, crazy about, keen on,
(really) bad at, afraid of, fond of, hopeless at,
brilliant at, interested in
Bruce is good at counting.
Wendy is fond of talking.

4 In pairs, use the teacher's notes and these jobs to make predictions about the children in the picture.

accountant artist athlete
astronaut doctor nurse pilot
police officer politician

Bruce is good at counting. I think he'll be an accountant.

5 3.57 Read the text and choose the correct option. Listen and check.

My son loves watching car races on TV but he's afraid [1]*of* / *in* / *on* going fast in the car. He's brilliant [2]*about* / *at* / *of* learning languages but he's really bad [3]*on* / *to* / *at* remembering people's names. He's keen [4]*about* / *in* / *on* doing Sudoku puzzles but he's not very [5]*fond* / *good* / *afraid* at doing Maths problems. He's [6]*crazy* / *keen* / *brilliant* about playing the guitar but he's hopeless at [7]*sing* / *singing* / *to sing*. He's [8]*good* / *keen* / *crazy* at working with his hands and he's fond [9]*at* / *on* / *of working* in the garden but he thinks he'll work in an office when he's older. I don't understand him.

6 Use the text in Exercise 5 to write a paragraph that an adult you know could write about you.

My daughter is really interested in reading science books but she …

7 In pairs, use the phrases in Exercise 3 and the skills below to ask and answer questions.

And YOU

learn languages talk do Maths problems
watch car races work with your hands
save money play the guitar dance
read science books drive fast sing
remember things do Sudoku puzzles

A: Are you good at dancing?
B: No, I'm not good at dancing but I'm good at singing.

Wordlist and Vocabulary in action

Extra activity

Ask students to work in pairs. Each student should choose one job from each group in Exercise 1 and think of a sentence that person may say at work – to their colleagues, their customers, members of the public, etc. They should take turns to say their sentences and to guess each other's jobs (e.g. *Don't run near the swimming pool! – lifeguard*). Invite different students to say one of their sentences to the class for the class to guess the job.

Further practice

Workbook page 98

WORDLIST Jobs and work | School | Adjectives with prepositions

accountant /əˈkaʊntənt/ n
activity instructor /ækˈtɪvəti ɪnˈstrʌktə/ n
architect /ˈɑːkɪtekt/ n
artist /ˈɑːtɪst, ˈɑːtɪst/ n
astronaut /ˈæstrənɔːt/ n
babysitter /ˈbeɪbiˌsɪtə/ n
beauty salon /ˈbjuːti ˈsælɒn/ n
bike courier /baɪk ˈkʊriə/ n
break (at school) /ˌbreɪk/ n
builder /ˈbɪldə/ n
call centre /kɔːl ˈsentə/ n
celebrity /səˈlebrəti/ n
challenging (job) /ˈtʃælənʤɪŋ/ adj
chef /ʃef/ n
classmate /ˈklɑːsmeɪt/ n
classroom /ˈklɑːs-rʊm/ n
cloakroom /ˈkləʊkrʊm/ n
college /ˈkɒlɪʤ/ n
(school) computer room /kəmˈpjuːtə ruːm/ n
count /kaʊnt/ v
course book /kɔːs bʊk/ n
creative (job) /kriˈeɪtɪv/ adj
dangerous /ˈdeɪnʤərəs/ adj
doctor /ˈdɒktə/ n
dress up (as) /ˌdres ˈʌp/ v
driver /ˈdraɪvə/ n
education /ˌedjʊˈkeɪʃən/ n
electrician /ɪˌlekˈtrɪʃən/ n
exam /ɪgˈzæm/ n
(on a) farm /fɑːm/ n
farmer /ˈfɑːmə/ n
firefighter /ˈfaɪəˌfaɪtə/ n
form tutor /fɔːm ˈtjuːtə/ n
fruit picker /fruːt ˈpɪkə/ n
full-time (job) /ˌfʊl ˈtaɪm/ adj
gardener /ˈgɑːdnə/ n
gymnasium /ʤɪmˈneɪzɪəm/ n
hairdresser /ˈheəˌdresə/ n
head teacher /hed ˈtiːtʃə/ n
homework /ˈhəʊmwɜːk/ n
IT specialist /ˌaɪ ˈtiː ˈspeʃələst/ n
journalist /ˈʤɜːnələst/ n
lawyer /ˈlɔːjə/ n
(school) library /ˈlaɪbrəri/ n
lifeguard /ˈlaɪfgɑːd/ n
look for (a job) /ˌlʊk fə/ v
(Maths/English) teacher /ˈtiːtʃə/ n
mechanic /mɪˈkænɪk/ n
nightmare /ˈnaɪtmeə/ n
nurse /nɜːs/ n
office work /ˈɒfəs wɜːk/ n
ordinary /ˈɔːdənəri/ adj
part-time (job) /ˌpɑːt ˈtaɪm/ adj
pilot /ˈpaɪlət/ n
playground /ˈpleɪgraʊnd/ n
police officer /pəˈliːs ˈɒfəsə/ n
politician /ˌpɒləˈtɪʃən/ n
postman/woman /ˈpəʊsmən, ˈpəʊswʊmən/ n
primary school /ˈpraɪməri skuːl/ n
pupil /ˈpjuːpəl/ n
receptionist /rɪˈsepʃənəst/ n
repeat (a year of school) /rɪˈpiːt/ v
revision /rɪˈvɪʒən/ n
science lab /ˈsaɪəns læb/ n
secondary school /ˈsekəndəri skuːl/ n
secretary /ˈsekrətri/ n
soldier /ˈsəʊldʒə/ n
sports field /spɔːts fiːld/ n
staff room /stɑːf ruːm/ n
stressful /ˈstresfəl/ adj
study /ˈstʌdi/ v
subject /ˈsʌbʤɪkt/ n
summer job /ˈsʌmə ˌʤɒb/ n
temporary (job) /ˈtempərəri/ adj
test /test/ n
timetable /ˈtaɪmˌteɪbəl/ n
tour guide /ˈtʊə ˌgaɪd/ n
town council /taʊn ˈkaʊnsəl/ n
translate /trænsˈleɪt/ v
unemployed /ˌʌnɪmˈplɔɪd/ adj
(school) uniform /ˈjuːnəfɔːm/ n
university /juːnəˈvɜːsəti/ n
unpleasant /ʌnˈplezənt/ adj
waiter/waitress /ˈweɪtə/ ˈweɪtrəs/ n
well/best paid /ˌwel best ˈpeɪd/ adj
workmate /ˈwɜːkmeɪt/ n

WORD FRIENDS

answer the phone
attract customers
be (really) bad/hopeless at
be afraid of
be crazy about
be fond of
be good/brilliant at
be happy at work
be interested in
be keen on
be late for school/work
be unemployed
become famous
cheat in a test
deliver newspapers
do (grammar) exercises
do homework
earn (good) money
get a good/bad mark
get points (in a test)
get the results of a test
get to work on time
get/have/lose a job
give presentations
go to university
have/take a test/an exam
help people
learn languages
learn to drive
make notes
pass/fail a test/exam
study/revise for a test/exam
wear a uniform
work as a (+ job)
work at the weekend/from nine to five
work for a company
work in a team/alone
work in an office/in one place
work indoors/outdoors
work with your hands
work/study abroad
write articles/essays

VOCABULARY IN ACTION

1 **Use the wordlist to find:**

1 eight jobs in which you spend a lot of time working outdoors: *builder, …*
2 four jobs in which you have to be good at counting:
3 five jobs for which you have to wear a uniform:
4 six places where people work:

2 **In pairs, say how you feel about the ideas below. Use an adjective and a preposition.**

doing grammar exercises reading about celebrities
cheating in tests giving presentations
learning languages wearing a school uniform

- I'm (not) keen/fond …
- I'm brilliant/good …
- I'm (really) bad …
- I'm (not) afraid …

3 **Complete the Word Friends.**

I spend a long time studying [1]*for* exams. But something always goes wrong on the day I [2]_____ the exam. The worst thing is when I have to [3]_____ an essay. After that there's the horrible wait to [4]_____ the results.

4a 3.58 PRONUNCIATION **Listen to the underlined letter(s) in each word and decide which sound you hear.**

cheat chef college electrician dangerous
gymnasium journalist language politician
receptionist soldier teacher

1 /dʒ/	2 /ʃ/	3 /tʃ/
		cheat

4b 3.59 PRONUNCIATION **Listen and check.**

Exercise 1

Possible answers:
1 activity instructor, bike courier, driver, farmer, fruit picker, gardener, lifeguard, police officer, postman/woman, solider, tour guide
2 accountant, architect, Maths teacher, pilot, waiter/waitress
3 driver, firefighter, nurse, pilot, police officer, postman/woman, solider
4 beauty salon, call centre, college, farm, library, office, science lab, school, university

Exercise 3

2 take
3 write
4 get

Exercise 4a

1 college, dangerous, gymnasium, journalist, language, soldier
2 chef, electrician, politician, receptionist
3 *cheat*, teacher

Extra activity

Tell students to imagine they have told their parents they are going to go camping, like Lee, Amy and Billy in the video, and that their parents are like Ann in Exercise 6, always getting worried about things. Students should work in pairs to make a similar dialogue to the one in Exercise 6, with the parent asking the child what they will do in various situations (e.g. *What will you do if it rains? What will you do if you are cold at night?*). Invite different pairs to perform their dialogues in front of the class.

Further practice

- Workbook page 99
- Resource Pack
  Resource 101: Unit 8
  Vocabulary – Mime, define, one word
  Resource 102: Unit 8
  Grammar – Conditional predictions

Revision

VOCABULARY

1 **Complete the words in the sentences.**

1 My big brother was **u** *n e m p l o y e d* for six months. But now he's got a **p**_ _ _ _-_ _ _ _ job.
2 An expensive **a**_ _ _ _ _ _ _ _ is designing the Beckham's new house.
3 I love cooking – I want to work as a **c**_ _ _ when I'm older.
4 I started **s**_ _ _ _ _ _ _ _ school last week. My form t_ _ _ is really nice.
5 During breaks most pupils play outside in the **p**_ _ _ _ _ _ _ _ _. But one or two pupils prefer reading in the school **l**_ _ _ _ _ .

2 **Complete the Word Friends. Use the words in the correct form.**

First, I wanted to be a lawyer but you need to study a lot and I'm not crazy about revising for [1]*exams*. After that I wanted to be a journalist but I realised that I wasn't interested in [2]_____ articles. Next I thought about becoming a driver but I couldn't [3]_____ my driving test. I started working in a call centre but I really hated answering the [4]_____ ! It wasn't a surprise when I [5]_____ my job. After that I was a hotel receptionist for a month but I couldn't get to work [6]_____ time. Then I worked [7]_____ a bike courier but found out I don't like [8]_____ alone. Finally, I have the perfect job – I walk dogs for a living. I love it!

3 **In pairs, talk about adults you know and the jobs they have. Why do you think they chose these jobs?**

My uncle is a mechanic – he's good at working with his hands.

4 **Complete the second sentence so that it means the same as the first one.**

1 Helen enjoys working abroad.
Helen is keen *on working abroad*.
2 Magda loves learning languages.
Magda is crazy _____ .
3 Jack works really badly in a team.
Jack is hopeless _____ .
4 Mary doesn't enjoy working indoors.
Mary isn't interested _____ .

GRAMMAR

5 **Complete the text with *will* or *won't* and the words in brackets. Then, in pairs, write predictions about today's school day.**

Our first class today is English. I'm sure we [1]*'ll talk* (talk) a lot in English and we [2]_____ (play) some cool games. Then it's History. [3]_____ (we/watch) a film? I hope so!
This afternoon isn't so good. Our first class after lunch is Maths. We [4]_____ (probably/do) a lot of exercises and I'm sure I [5]_____ (not understand) anything. After that it's Rugby. I'm sure that somebody [6]_____ (forget) his rugby boots and Mr Hodd [7]_____ (shout) at us.

6 **Complete the dialogue with the correct form of the First Conditional.**

Ann: How are you getting to your job interview?
Bea: By bike. The farm isn't far from town.
Ann: But what [1]*will you do* (you/do) if the weather [2]_____ (be) bad?
Bea: It's OK. If it [3]_____ (rain), I [4]_____ (take) the ten o'clock bus.
Ann: But if the bus [5]_____ (arrive) late, how [6]_____ (you/get) there then?
Bea: I [7]_____ (phone) for a taxi if something [8]_____ (go) wrong.
Ann: But if there [9]_____ (not be) a signal, you [10]_____ (not able to phone) for a taxi.
Bea: You worry too much!

SPEAKING

7 **In pairs, talk about careers. Student A, look below. Student B, look at page 131.**

Student A
1 You work in a Student Careers office. Ask Student B what he/she likes doing.
2 Ask Student B about his/her career plans.
3 Give advice: *You definitely/probably won't enjoy being a …/You might be good at …*

DICTATION

8 3.60 **Listen, then listen again and write down what you hear.**

SELF-ASSESSMENT Think about this unit. What did you learn? What do you need help with? WORKBOOK p. 98

Exercise 1

1 part-time
2 architect
3 chef
4 secondary; tutor
5 playground; library

Exercise 2

2 writing
3 pass
4 phone
5 lost
6 on
7 as
8 working

Exercise 4

2 about learning languages
3 at working in a team
4 in working indoors

Exercise 5

2 'll play
3 Will we watch
4 'll probably do
5 won't understand
6 will forget
7 will shout

Exercise 6

2 is
3 rains
4 'll take
5 arrives
6 will youget
7 'll phone
8 goes
9 internet
10 won't be able to phone

Exercise 8

Do you want to work outdoors? Can you work alone in the mornings and evenings, and at weekends too? We are looking for young people to deliver newspapers part-time. Call us now!

BBC

CULTURE

Will robots do our jobs?

Robots in the future

1 _____

Robots and machines can do a lot of jobs today that people did in the past. Should we be worried because we might lose our jobs? Or should we be happy because they can do jobs we don't enjoy?

2 _____

Technology is progressing very quickly now. Robots and computers can do more and more jobs. 800,000 machines are doing jobs today that people did fifteen years ago and experts say that fifteen million people will lose their jobs in the future.

3 _____

This change started a long time ago. Robots started to build cars in 1961 in the USA and trains without drivers began thirty years ago. At that time, scientists were building robots and machines to do the boring and routine work in manufacturing. Then they started to replace other jobs to make life easier and quicker for people. Today there aren't many secretaries, travel agents, librarians, airport check-in assistants or farm workers. Robots can also do the jobs of receptionists, pharmacists and soldiers.

4 _____

Robots might replace a lot of us in the future but some jobs will always need people. If you have a job which is about looking after people, or talking to people, or finding answers to problems and being creative, you'll be safe. They say that there will always be teachers, bar staff, hairdressers, care workers and top businessmen who make important decisions. Of course, there will be new jobs too because we'll need lots of computer specialists and people to teach everyone to code and design new machines.

But who really knows? There's already a robot bar tender in Germany who can mix cocktails and talk to customers! And you can check in to a very unusual hotel in Japan.

GLOSSARY

bar tender (n phr) someone who makes and serves drinks in a bar or restaurant
care worker (n phr) someone looks after people who are ill or old
expert (n) someone who knows a lot about something
progress (v) to become better
replace (v) to start doing something instead of someone

Lead in: review of adjectives with prepositions

Write the prepositions *of*, *in*, *about*, *on*, *at* on the board. Divide the class into two groups and invite two students, one from each group, to come to the board. Explain that you are going to say an adjective and that they have to race against each other to say the correct preposition (e.g. *good* (*at*), *fond* (*of*), *keen* (*on*), *bad* (*at*), *afraid* (*of*), *brilliant* (*at*), *interested* (*in*), *crazy* (*about*), *hopeless* (*at*)). Students take turns to come to the board. The rest of the class should keep quiet and not help them answer. The winning student gets a point for their group. Repeat a few times. The group with the most points are the winners.

Culture notes

The robot used in 1961 to build cars was called the Unimate and the company that developed it was General Motors. The robot was a 1,814-kg arm attached to a giant steel drum. It could pour liquid metal into die casts, weld auto bodies together and lift weights of 227 kg.

8.8

The amazing Henn Na Hotel

Part 1

Tourists in Japan usually go to see traditional Japanese buildings but there is a new tourist attraction and it's a very modern and unusual building. Welcome to the Henn Na Hotel – it's a new hotel and a very unusual one. A tall robot protects the door and then a pink doll robot welcomes visitors when they come in. She's very friendly.

There are two receptionists. The big question is – do they speak English?

'Kon'nichi wa. Do you speak English?'

The first receptionist is a woman with dark hair. She's wearing a smart uniform. She's pretty and she's smiling but … she's a robot too. And, no, she doesn't speak English. So our visitor goes to the second receptionist. He's surprised! This receptionist is … a dinosaur! The visitor pushes a button and he starts to speak.

'Welcome. Welcome to the Henn Na Hotel.'

It's English but it isn't very good unfortunately and it's quite funny.

'Thank you for your visitors.'

He makes the visitor laugh.

'On top of the filling the phone number, please put us to the bottom of the post. Please press to proceed with the send too.'

He welcomes the visitor and tells him what he needs to do.

'Please move to the right-hand panel and check in.'

First, he must go to another machine. It takes a photograph of his face. The hotel rooms don't have keys and the doors use facial recognition.

'Thank you so much.'

Now our visitor knows his room number. What other surprises are waiting for him at this amazing hotel?

8.9

Part 2

Here at the Henn Na Hotel, you don't need to carry your bags. A machine, not a person, carries them for you. It's called a 'portabot' and it's clever but … very slow. In English the name 'henn na' means 'strange' – and it really is! Here there are only robots and machines, no people!

Finally, at the room, the visitor stands in front of the door and … the door opens. It knows him because of the photograph from the machine in reception.

Inside the room everything is automatic. They want to save energy at the hotel. There are no light switches because visitors usually forget to turn them off.

There's a computer you can use. And of course there's also a speaking robot. She's called Churi Chan. You can ask her questions and give her orders. The problem is that she only speaks Japanese, so there's a book with translations.

Our visitor asks, 'What time is it now?' and 'How is the weather today?' and she tells him. Then he tells her to switch off the lights. She does. But then he has a problem: it's too dark to read the instructions to turn the lights back on again.

Exercise 1

Before students open their Student's Books, ask them to do the first task – to write down as many jobs as they can.

Elicit ideas from different pairs and then ask them to open their Student's Books and look at the next three questions.

When the pairs have finished discussing the questions, invite them to share their ideas with the class.

Exercise 2

Ask students if they agree with the article. Remind them that earlier in the unit there was a text that suggested we might be taught by robots in the future. Ask questions to encourage a class discussion (e.g. *Could we have robots to cut hair, to look after people and even to fix themselves without the need of IT specialists?*).

Answers according to the article:

2 build cars and drive trains
3 secretaries, travel agents, librarians, airport check-in assistants, farm workers, receptionists, pharmacists, soldiers
4 teachers, bar staff, hairdressers, care workers, (top) businessmen, computer specialists

Exercise 3

Tell students not to read the headings yet. They should read each paragraph in the text and, in pairs, write a word, phrase or short sentence to give the main idea of the paragraph. Invite students to share their ideas and then tell them to look at the choices in the exercise.

Answers: **A** 3 **B** 1 **C** 4 **D** 2

Exercise 4

Before students do this exercise, ask them to look carefully at the photos. Invite one student to describe one of the photos and invite the rest of the class to identify which photo is being described.

Then ask students to discuss the questions in pairs.

Answers:

The text doesn't mention the astronaut (photo D). Today, robots can do the jobs of soldiers (photo A) and receptionists (photo B). Robots started to build cars (photo C) in 1961 in the USA.

Exercise 5

When the pairs have discussed the questions, invite different pairs to share their ideas with the class.

Then ask students what they think will happen if most people haven't got a job. Write on the board: *people work – people earn money – people buy things – companies employ more people to make things – people earn more – people buy more – companies employ more people.*

Then write on the board: *machines make things – people don't work – people don't earn money – companies don't need to make anything …?*

Encourage a class discussion about these ideas.

Exercise 6

Discuss the question with the class. Ask students if, in hotels they have stayed in, they have seen anything that used technology instead of people (e.g. *a hot drinks machine instead of a café*).

Exercise 7 8.8

Remind students about the topic of the lesson and go through all the questions with them before they watch Part 1 of the video.

First, play Part 1 of the video without sound to see how many of the questions students are able to answer. Then play it again, this time with sound, for students to check and complete their answers.

Answers:

1 It is staffed by robots./The only staff are robots.
2 Because it/he is a dinosaur!
3 No, they don't./The woman doesn't and the dinosaur speaks very bad English.
4 Because the robot speaks very bad English.
5 Because the hotel rooms don't have keys; they use facial recognition technology instead.

Exercise 8

When students have finished, elicit ideas about the room and ask questions to encourage a class discussion about the video (e.g. *What happens if a customer complains? What happens if someone comes into the hotel to steal from customers?*). Encourage students to ask additional questions for discussion with the class.

Exercise 9 8.9

As well as finding out about the room, students should find out if any of their questions from Exercise 8 are answered in Part 2 of the video.

Answers:

Everything is automatic. There is a computer you can use. There is also a speaking robot that you can ask questions and give orders to, but the robot only speaks Japanese.

Exercise 10 8.9

Before playing the video again, ask students if they can remember any of the information.

Possible answers:

1 the 'portabot'/robot carrying his suitcase is very slow/moves very slowly
2 people/visitors usually forget to turn them off
3 Churi Chan/the speaking robot only speaks Japanese
4 it's too dark to read the instructions to turn the lights back on

Exercise 11

When the pairs have finished, ask them to imagine that they have stayed at the hotel. Ask them to write a short review for an online hotel review site.

Invite different students to read their reviews to the class.

Exercise 12

It may be a good idea to give students different topics to research, so that their presentations aren't too similar (e.g. robots in tourism, robots in medicine, robots in industry).

Further practice

- Workbook pages 100–101
- Resource Pack
  Resource 103: Unit 8 BBC Culture – Amazing robots
  Resource 104: Unit 8 Culture – Can you predict the future?

EXPLORE

1 **In pairs, discuss the questions.**

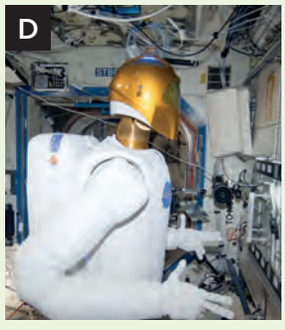
1 Write down as many jobs as you can in two minutes.
2 Which of these jobs do you think robots can do now?
3 Which jobs do you think robots will do in the future?
4 Which jobs do you think that robots will not be able to do in the future? Why?

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

3 **Read the article again and match headings A–D with paragraphs 1–4 in the text.**

A ☐ Which jobs are in danger?
B ☐ Some questions we need to ask.
C ☐ Which jobs are safe?
D ☐ How big is the problem?

4 **Which of the photos below does the text not mention? What do you learn about the others?**



5 **In pairs, discuss the questions.**

1 Who do you think will lose their jobs in the future – people who earn good money or people who don't earn much money? Why?
2 Do you think robots will be good or bad for society in the future? Why?

EXPLORE MORE

6 **You are going to watch part of a BBC programme about an unusual hotel in Japan. Read an advert for the programme. Do you ever stay in hotels when you're on holiday?**

Click The BBC's technology series tells us about a new hotel in Japan and why it's very special.

7 8.8 **Watch Part 1 of the video and answer the questions.**

1 Why is the Henn Na hotel unusual?
2 Why is the visitor surprised by the second receptionist?
3 Do the receptionists speak English?
4 Why does the visitor laugh when he's at reception?
5 Why does a machine take his photograph?

8 **Work in pairs. What do you think his hotel room will be like?**

9 8.9 **Watch Part 2 of the video and check your ideas in Exercise 8.**

10 8.9 **Watch Part 2 of the video again and complete the sentences.**

1 It takes a long time to get to his room because _____.
2 There aren't any light switches in the room because _____.
3 The visitor needs to use a book because _____.
4 The visitor has a problem because _____.

11 **Work in pairs. Would you like to stay at this hotel? Why?/Why not?**

YOU EXPLORE

12 CULTURE PROJECT **In small groups, create a presentation about a robot.**

1 Use the internet to research a new and clever robot that works in your country.
2 Write a short script and includes some photos or video.
3 Present your robot to your class.
4 Vote for the cleverest robot.

9

Close to nature

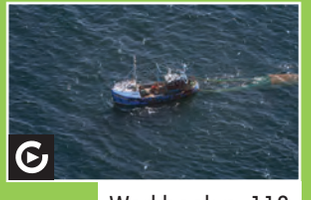
VOCABULARY
Landscapes and natural features | Talking about countries | Phrasal verbs | Outdoor activities | Sporting equipment

GRAMMAR
Present Perfect – all forms | Present Perfect with *just/already/yet*

Grammar: Have you bought the tickets?

Speaking: Can I ask a favour?

BBC Culture: Can you count the fish in the sea?



Workbook p. 113

BBC VOX POPS

EXAM TIME 3 > p. 136
CLIL 5 > p. 142

A

The Aran Islands in the Atlantic Ocean near the coast of Ireland. Most of the population work in farming.

9.1 VOCABULARY Landscapes and countries

I can talk about landscapes, natural features and countries.

1 Look at the photos. Do you have places like this in your country?

2 4.01 Listen and read about the places in photos A–D. Which place would you most like to visit?

I'd like to visit the Sahara.

3 4.02 **I KNOW!** In pairs, use the letters to write words connected with landscape. Add them to Vocabulary A. Listen and check.

1 c h e a b *beach*
2 d e e r s t
3 k a l e
4 i n o m u t a n
5 r e v i r
6 a s e

Vocabulary A Landscapes and natural features

1 *beach* cliff coast 2 _____ field forest island jungle
3 _____ 4 _____ ocean rainforest 5 _____ rocks
6 _____ volcano waterfall

4 How do you say the words in Vocabulary A in your language? Which of the features can you find near your hometown?

5 Work in pairs. Match features 1–4 with photos A–D.

1 ☐ mountains, a lake
2 ☐ rainforest, a river, waterfalls
3 ☐ fields, cliffs, a beach
4 ☐ desert, rocks

6 4.03 Work in groups. Try to match these places with a feature from Vocabulary A. Listen and check.

1 The Sahara
2 Loch Ness
3 Mount Everest
4 The Mississippi
5 Great Britain
6 The Pacific
7 The Baltic
8 Niagara Falls
9 Etna

We think The Sahara is a desert.

Unit contents

Vocabulary
- Landscapes and natural features
- Talking about countries
- Phrasal verbs
- Outdoor activities
- Sporting equipment

Grammar
- Present Perfect – all forms
- Present Perfect with *just/already/yet*

Communication skills
Asking for, giving and refusing permission

Examples of 21st century skills/competencies
- Critical thinking: page 111 (Exercise 7), pages 116–117
- Collaboration: page 107 (Exercise 12), page 111 (Exercise 9), page 117 (Exercise 12)
- Digital literacy: page 117 (Exercise 12)
- Assessment for learning: page 115
- Autonomy and personal initiative: page 108 (Exercise 8), page 109 (Exercise 5), page 113 (Exercise 7)

9.1 VOCABULARY Landscapes and countries

Lesson learning objective
Students can talk about landscapes, natural features and countries.

Lead in: review of vocabulary from the previous unit

Tell students that you have got a new job. Describe your job (e.g. *I am here to check your blood pressure and to make sure that you aren't ill.*). Then ask: *What's my new job?* (a doctor).

Put students into groups of four. Each student chooses a job from the previous unit and describes it for the rest of the group to guess. When everyone in the groups has had a turn, invite different students to describe their job for the class to guess.

Exercise 1

Put students into pairs. Tell them to think of four places they would choose to show the landscapes of their country (i.e. not *the sea*, but a specific place on the coast of their country). Tell them not to share their ideas with the class yet.

Culture notes

There are three islands in the Aran Islands group, with a total population of 1,200. The islands are off the west coast of Ireland, near Galway. The islands never get very hot or very cold, so they have a very long growing season for farmers.

Karymsky Volcano is the most active volcano on Russia's Kamchatka Peninsula, in the far east of the country. It has been erupting almost constantly since 1996.

The highest temperature ever recorded in Algeria is 54°C.

The name 'Iguazu' comes from the Gurani or Tupi words *y*, which means 'water', and *ûasú*, which means 'big'. The first European to discover the Iguazu Falls was the Spanish explorer Álvar Núñez Cabeza de Vaca in 1541.

Exercise 2 4.01

Have a class vote to see which place is the most popular.

Background notes

A rainforest has a very thick canopy of tall trees, which makes it very difficult for plants to grow on the ground as there is no sunlight. In contrast, a jungle usually has a thick undergrowth of vegetation at ground level.

Exercise 3 4.02

Discuss the different geographical features mentioned in the texts in Exercise 2: *island*, *ocean*, *coast*, *volcano*, *desert*, *(water)falls*.

Answers: **2** desert **3** lake **4** mountain **5** river **6** sea

Exercise 4

Extend the activity by asking students to think of examples of each geographical feature either in their own country or in other countries they know about.

Exercise 5

When pairs have finished, tell them to draw an outline of an island. On the picture of their island, they should draw five features from the Vocabulary box.

Then they should swap pictures with another pair and label the features on the other pair's picture. They should hand the pictures back and then check that their picture has been labelled correctly.

Answers: **1** B **2** D **3** A **4** C

Exercise 6 4.03

When the groups have finished, you can extend this activity by asking them to discuss where in the world each place is (see answers in brackets below). Elicit ideas and then ask the groups to think of another desert, lake, mountain, etc. somewhere else in the world. Invite groups to read out their places and ask the other students to say where they are (e.g. *The Gobi Desert – It's in Mongolia.*).

Answers:
1. *The Sahara – desert* (North Africa)
2. Loch Ness – lake (Scotland)
3. Mount Everest – mountain (Nepal)
4. The Mississippi – river (the USA)
5. Great Britain – island
6. The Pacific – ocean (between America and Asia)
7. The Baltic – sea (enclosed by Germany, Poland, Lithuania, Russia, Latvia, Estonia, Finland, Sweden, Norway and Denmark)
8. Niagara Falls – waterfall (between Canada and the USA)
9. Etna – volcano (Sicily, Italy)

Exercise 7

Discuss the Word Friends with the class.

Ask students to think of different phrases they could make with the prepositions and geographical features (e.g. *a house in a forest*, *a swim in the sea*, *an island in a lake*).

Explain or elicit the difference between *in a lake/the sea* (in the water) and *by a lake/the sea* (next to the water).

Answers: **2** in **3** by **4** in **5** on **6** in

Extra activity

Tell students to think about a holiday they have had. Ask them to write a short paragraph describing where they were, where they stayed and what they did, using as many of the phrases from Exercise 7 as possible. When they have finished, invite students to read out their texts.

Exercise 8

After students have described their favourite places in the countryside, say that you want to go camping and ask them which they think would be the best location for a camping holiday: in the mountains, by the sea, in a forest or by a lake.

Put students into four groups and give each group a different location. Students in the groups should work together to list the advantages of this location for a camping holiday.

When they have finished, invite each group to try to persuade you to go camping in their location. Decide which group gives the most convincing argument.

Exercise 9 4.04

Students discuss the words in pairs. When they have finished, ask follow-up questions to test and develop their general knowledge, e.g. *What's the longest border between two countries in the world?* (USA–Canada) *Which country has the most borders with other countries?* (China and Russia both border fourteen other countries) *Which country has the most official languages?* (Zimbabwe has sixteen official languages) *Is there a country in Europe where the capital city isn't the biggest city?* (Switzerland, where Berne is the capital but Zurich is the biggest city) *Which country in the world has the largest population?* (China, but it may soon be India).

Exercise 10 4.05

After each new piece of information, pause the audio and encourage students to guess the country the information relates to. Don't tell students if their answers are right or wrong but do allow their classmates to contradict them (e.g. *It can't be Poland. Their population is much more than five million*).

Answers:
2 blue and white
3 beautiful natural features, especially lakes and forests
4 Sweden and Russia
5 Helsinki
6 There are two official languages – Swedish and Finnish
Ander is from Finland.

4.05

My country is actually one of the biggest countries in Europe but our population is quite small – only about five million. Our flag is blue and white. What else? I think my country is famous for its beautiful natural features, especially our lakes and forests – we have a lot of them! In fact, my family live by a lake not far from the border with Sweden. We also share a border with Russia. Our capital city is in the south of the country, on the Baltic Sea coast. It's called Helsinki – perhaps you know it? My country has got two official languages – one is Swedish and the other is, of course, Finnish!

Exercise 11 4.06

After listening, elicit the answers to the questions in Exercise 10 and ask if anyone in the class has been to Finland or knows anything else about it (e.g. *It is famous for its saunas and it is 'home' to Santa Claus.*).

4.06

My country is actually one of the biggest countries in Europe but our population is quite small – only about five million. Our flag is blue and white. What else? I think my country is famous for its beautiful natural features, especially our lakes and forests – we have a lot of them! In fact, my family live by a lake not far from the border with Sweden. We also share a border with Russia. Our capital city is in the south of the country, on the Baltic Sea coast. It's called Helsinki – perhaps you know it? My country has got two official languages – one is Swedish and the other is, of course, Finnish! That's right, I come from Finland.

Background notes

Make sure you have all the necessary information so that you can confirm the correct facts at the end of the activity.

Exercise 12

Encourage students to add more questions (e.g. *What's the population of our capital city? Which is our longest border?*). Invite different groups to give their answers and then provide the official information if there is disagreement.

Extra activity

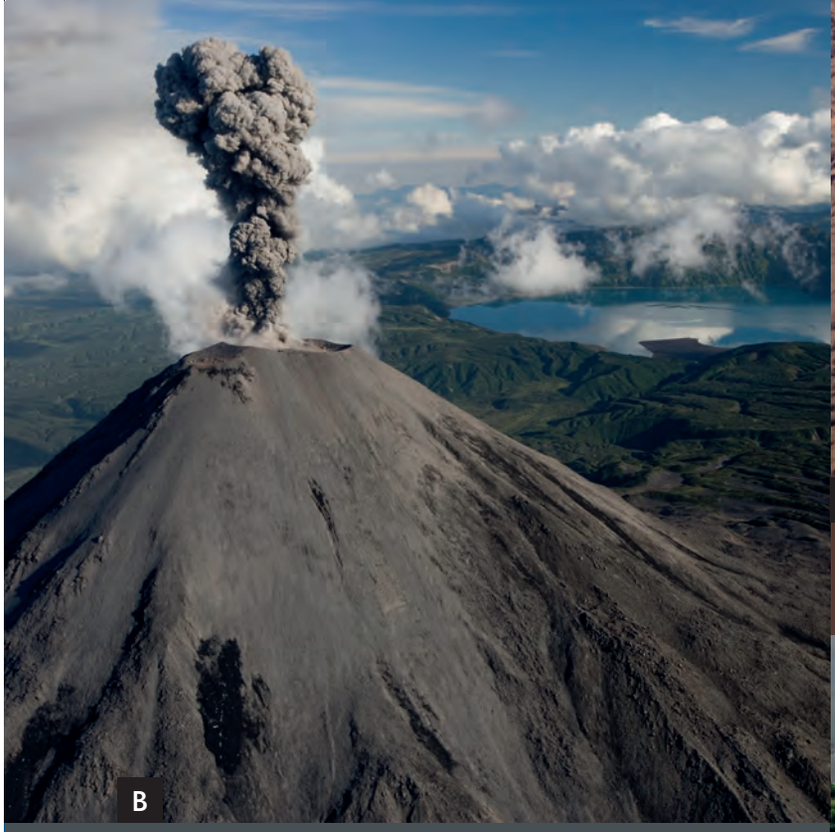
Tell the groups to research a different country by finding the answers to the questions in Exercise 10. Each group should describe their country to the rest of the class, who should guess which country is being described. If a group chooses a less well-known country, they should be able to show it on a map if no one in the class can guess it.

VOX POPS ▶ **9.1**

While watching, pause the video before each of the speakers mentions the country they are from. Ask students if they can identify the countries, and which clues helped them to guess. After watching, ask which of the Seven Wonders of the World is in Peru (*Machu Picchu*).

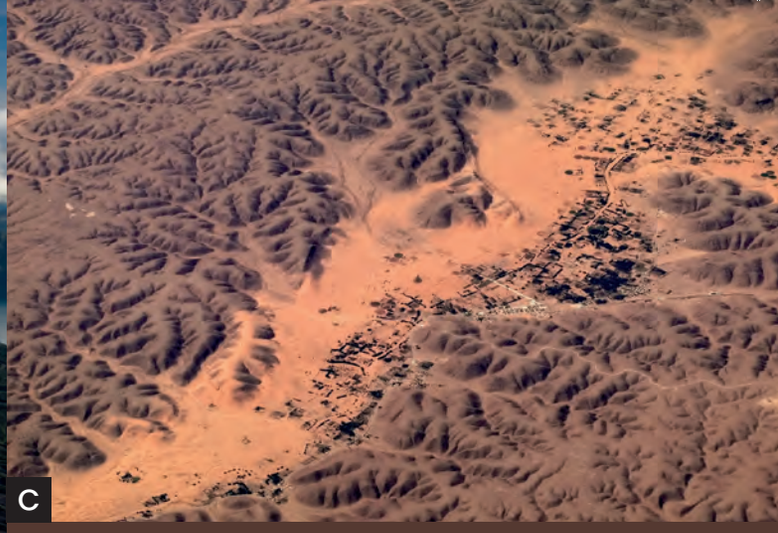
Further practice

- Workbook pages 102–103
- Resource Pack
  Resource 105: Unit 9 Lesson 1 Vocabulary – All about Canada



B

Karymsky Volcano in east Siberia in Russia is about 6,000 kilometres from Moscow, the capital city.



C

The 'Great Eastern Sand Sea' in the Sahara Desert in Algeria – one of the hottest places on Earth.

D

Iguazu Falls are on the border between Argentina and Brazil. They are seventy metres high and almost three kilometres across. Nearly two million tourists visit them every year.

7 WORD FRIENDS **In pairs, look at the Word Friends. Then complete the text with the correct prepositions.**

in	a forest/a field/a lake/the mountains/the sea
on	a beach/an island/the coast
by	a lake/a river/the sea

We had a fantastic holiday. We stayed [1]*on* the north coast of Spain. We camped [2]_____ a field [3]_____ a small river. In the mornings, we swam [4]_____ the sea and mum and dad sunbathed [5]_____ the beach. On hot days we spent our time [6]_____ the mountains.

8 **Where is your favourite place in the countryside? Tell the class. Use the Word Friends from Exercise 7.**

I love being in the mountains/by the sea.

9 4.04 **How do you say these words in your language?**

Vocabulary B Talking about countries

border capital city country flag official language population

10 4.05 **Listen and answer the questions about Ander's country. Can you guess where he comes from?**

1 What is the country's population?
(about) five million
2 What colours are the national flag?
3 What is the country famous for?
4 Which countries does it share a border with?
5 What is its capital city?
6 What is the official language?

11 4.06 **Listen again. Check your answers to Exercise 10.**

12 [VOX POPS ▶ 9.1] **In groups, answer the questions in Exercise 10 for your country.**

My country's population is about forty million.

And YOU

9.2 GRAMMAR Present Perfect – all forms

I can use the Present Perfect to talk about experience.

1 CLASS VOTE Do you think it's better to go on holiday abroad or to stay in your own country?

2 4.07 Read the text. How many countries does Todd Morden still have to visit? Which were his favourite places?

Todd Morden is hoping to become the youngest person to visit every country in the world. The twenty-four-year-old Canadian has visited 290 of them and he hasn't finished (there are 321 countries in total)! Planet Discovery talked to Todd.

PD: **Tell us about your most exciting experience.**
Todd: Where to start? I've swum with dolphins off the coast of Ireland, I've played with bears in Romania and climbed Mount Kilimanjaro.
PD: **Have you ever had any bad experiences?**
Todd: No, I haven't. Well, I've had some problems with visas. But I've never had any really bad experiences.
PD: **Which countries have you enjoyed most?**
Todd: I think I've enjoyed Thailand and Libya most – they're so interesting. But in every country people have been nice to me. I've met a lot of very kind people, especially in Africa.
PD: **Have you learnt a lot from travelling?**
Todd: Yes, I have. I've learnt that people everywhere are good and basically the same!

3 Find all the examples of the Present Perfect in the text.

Grammar Present Perfect – all forms

+	–
I've (have) swum with dolphins.	I haven't visited Africa.
He's (has) visited 290 countries.	She hasn't finished.
They've (have) learnt a lot.	They haven't had problems.

?

Have you learnt a lot?	Yes, I have./No, I haven't.
Has he enjoyed Libya?	Yes, he has./No, he hasn't.
Have they finished?	Yes, they have./No, they haven't.
Which countries have you enjoyed most?	

GRAMMAR TIME > PAGE 127

4 What are the Past Simple and Present Perfect forms of these verbs? Are they the same or different? Use the verb list on page 129 to help you.

~~buy~~ ~~come~~ drink eat forget have look meet see sleep travel visit watch write

buy – bought, bought (the same)
come – came, come (different)

5 Complete the sentences with the correct Present Perfect form of the verbs in brackets.

1 I *have met* (meet) people from all over the world.
2 My friend, Gill, _____ (write) a blog about his travels.
3 My parents _____ (not visit) the USA but they _____ (be) to Canada.
4 My gran _____ (never leave) her hometown!
5 Brett _____ (not eat) Indian food before.
6 I _____ (spend) a lot of time in London but I _____ (not see) Buckingham Palace.

6 Complete the questions with the correct form of the verbs in brackets. Then ask and answer in pairs. Write down your partner's answers.

1 Have you ever *been* (be) to New York?
2 How many countries have you _____ (visit)?
3 How many times have you _____ (flow) in a plane?
4 Have you ever _____ (eat) something really unusual?
5 Have you ever _____ (swim) in the ocean?
6 Have you ever _____ (climb) a mountain more than 4,000 metres high?

A: Have you ever been to New York?
B: Yes, I have./No, I haven't.

7 Use your notes from Exercise 6 to tell the class about your partner.

Kasia's never been to New York.

8 Tell the class about a surprising thing you have done in your life. Use the ideas below. Whose fact was most surprising?

And YOU

I've met/seen/won/lived in/ been to/played …

9.2 GRAMMAR Present Perfect – all forms

Lesson learning objective

Students can use the Present Perfect to talk about experience.

Lead in: review of vocabulary from the previous lesson

Write the following on the board: *Thames*, *Everest*, *Nile*, *Amazon*, *Danube*. Ask students which item is the odd one out (*Everest – it's a mountain and the rest are rivers*).

Students work in groups to do the same for landscapes, natural features and countries from the previous unit. Invite different groups to read out their lists for the class to guess the odd one out.

Language notes

The Present Perfect can be quite confusing if the students' L1 doesn't have a similar structure. Explain to students that in this lesson they are going to talk about things that have or haven't happened in their life so far but they aren't going to say exactly when they happened. Explain that in English we have a specific structure, the Present Perfect, to show that the event happened at some point in the past but that the time period in which it happened (the whole of our lives) is unfinished (i.e. we are still alive). Provide some examples to show the difference between experiences of living people and experiences of people no longer living:

Beyoncé has made lots of albums (during her life so far).
Michael Jackson made lots of albums (during his life, which is now finished).

Exercise 1

Tell students not to open their Student's Books yet. Ask the question and do a class vote. Ask students to give reasons for their opinions.

Exercise 2 4.07

Before pairs read the text, ask them to discuss the photo. Encourage them to say where they think the man is and describe what he is doing and what he looks like.

Answers:
Countries still to visit: 31 (321 minus 290)
Favourite places: Thailand and Libya

Exercise 3

Explain how we use the Present Perfect when we talk about past experiences. Say that if we want to talk about a specific experience that took place at a time in the past, we use the Past Simple, but if we want to want to talk more generally about experiences we've had during our lives, we use the Present Perfect. For example: *I've been to the USA twice* (*in my life*). *I went in 2008 and in 2014.*

Point out the form *have/has* + past participle. Elicit that to form questions, we swap the order of *have/has* and the subject (i.e. *You have been …/Have you been …?*).

When students have found the examples of the Present Perfect in the text, ask if the text tells us when Todd Morden did any of these things (*No, it doesn't – it only tells us that these things have happened at some point during his life.*).

Exercise 4

When students have finished, elicit patterns in changing a verb from the Past Simple form to the past participle:

- If the Past Simple form ends in *-ed*, the past participle will be exactly the same (e.g. *looked*, *travelled*).
- If the Past Simple form ends in *-aught/-ought*, the past participle will also be exactly the same (e.g. *caught*, *thought*).
- If a verb doesn't change in the Past Simple, it won't change in the past participle (e.g. *cut*, *hit*, *put*).
- There are some verbs that don't follow any particular rule: some are the same in both the Past Simple form and the past participle (e.g. *had*, *met*) and others are different (e.g. *ate – eaten*, *forgot – forgotten*).

Answers:
drink – drank, drunk (different) eat – ate, eaten (different)
forget – forgot, forgotten (different)
have – had, had (the same) look – looked, looked (the same)
meet – met, met (the same) see – saw, seen (different)
sleep – slept, slept (the same)
travel – travelled, travelled (the same)
visit – visited, visited (the same)
watch – watched, watched (the same)
write – wrote, written (different)

Exercise 5

Elicit the answers and then ask students what they can say about the writer's gran in sentence 4 (*she is still alive*). Elicit what the sentence would be if the writer's gran was no longer alive (*My gran never left her hometown!*).

Answers: **2** has written **3** haven't visited; have been
4 has never left **5** hasn't eaten **6** have spent; haven't seen

Exercise 6

Remind students about how to give a short answer: *Yes, I have./No, I haven't*. Make sure they that they don't use the main verb in short answers.

Answers: **2** visited **3** flown **4** eaten **5** swum **6** climbed

Exercise 7

To make this activity quicker, ask students to tell the class the most interesting fact about their partner, rather than everything they found out about them. To extend the activity, ask pairs to write their questions and answers in the form of an interview. They can also write a short introduction about their partner's plans or dreams about future travels.

Exercise 8

Alternatively, you can ask students to write their surprising experience down. Collect these in and then read out to the class the different experiences. Students should vote on the most interesting or surprising experience. At the end of the activity, students should say which experience was theirs.

Further practice

- Workbook page 104
- Grammar Time pages 127–128
- Resource Pack
  Resource 106: Unit 9 Lesson 2 Grammar – What have you done?

9.3 READING and VOCABULARY A true story

Lesson learning objective

Students can find specific detail in a text and talk about personal adventures.

Lead in: review of Present Perfect

Write on the board the short answer *Yes, I have*. Encourage the class to ask you questions about things you have done in your life, which they think will elicit this answer (e.g. *Have you ever flown in a plane?*). Then invite a student to come to the front of the class, facing the other students. Write on the board: *No, I haven't*. Encourage the class to ask him/her questions about things they have done in their life until he/she gives this answer. Continue in the same way, writing on the board further short answers (e.g. *Yes, he/she has./No, they haven't.*), inviting different students to the front of the class and encouraging the class to ask questions about things they have done in their lives.

Exercise 1 4.08

Before students open their Student's Books, write the title of the story on the board: *Alone in the jungle*. Ask students what they think the story could be about. Then ask them to open their Student's Books and to look at the photo, to see if they now have a different opinion. Ask the second question about whether they think the story has a happy ending.

Answers:

1 Answers will vary, but the story is about a teenage girl's adventure in the Amazon after surviving a plane crash.
2 Answers will vary, but the story does have a (relatively) happy ending – the girl survives.

Exercise 2

Before students read the story again, encourage them to read the questions and choices, and to discuss with their partner which choices they think are correct.

Students should then find the information in the story and decide why they think the other two choices are wrong. (1a *She was with her mother.* 1b *She was flying over the rainforest.* 2b *Everyone started crying after the plane hit bad weather, not when it happened.* 2c *Juliane calmly held her mother's hand.* 3a *She had a broken shoulder bone and cuts on her legs.* 3c *She was wearing a short dress.* 4b *She slept near the boat but didn't borrow it.* 4c *She spoke to the men on the next (the eleventh) day.* 5a *She has often gone back there.* 5c *The story doesn't mention Juliane being afraid of travelling.*)

Answers: **2** a **3** b **4** a **5** b

Extra activity

Discuss with students real-life adventure films they have watched (e.g. *The Revenant*, *127 hours*, *Into the Wild*, *Everest*).

Tell students to work in pairs to decide which real-life adventure film they think is interesting. They should write a short summary of the story and the characters.

Invite different pairs to present their films to the rest of the class. Encourage a class discussion about the films that have been presented, asking if anyone has seen any of the films and, if so, what they thought of them.

Exercise 3 4.09

When students have found the phrasal verbs in the story and guessed their meanings, elicit other situations in which they could use these phrasal verbs (e.g. *A bridge blew up when the planes dropped their bombs on it. I came across some interesting old books in our attic. I found out about the test about five minutes before the lesson. I tried to run a marathon but I gave up after five kilometres. I have never gone back to my old primary school but I think I will soon.*).

Possible answers:
blow up – explode give up – stop trying come across – find
find out – discover learn go back – return

Exercise 4

Remind students to make sure they use the correct tenses.

Answers: **2** go back **3** came across **4** blow up **5** find out

Extra activity

Remind students about how we ask questions using the Present Perfect: *Have you ever …?* Then ask them to work in pairs to think of questions they can ask other students, using the Present Perfect and the phrasal verbs from the Vocabulary box (e.g. *Have you ever come across anything interesting while you were tidying your bedroom?*).

When students are ready, join two pairs together to make groups of four. The pairs should take turns to ask one another their questions. Invite different pairs to ask their questions to the whole class, who should respond using short answers.

Exercise 5

Put students into pairs. Explain that they can either tell each other about something that really happened to them or they can make up a story. When the pairs have finished telling their stories, invite different students to share them with the class.

VOX POPS ▶ 9.2

After watching, put students into groups of four. Tell them to discuss what they can remember about each story and which story they found the most interesting, giving reasons. Invite groups to share their ideas with the class.

Further practice

- Workbook page 105
- Resource Pack
  Resource 107: Unit 9 Lesson 3 Reading and Vocabulary – Here is the news

9.3 READING and VOCABULARY A true story

I can find specific detail in a text and talk about personal adventures.

Alone in the jungle

It was Christmas Eve. Juliane Koepcke, a seventeen-year-old German girl, was travelling home with her mother for Christmas. They were flying over the rainforest of Peru when suddenly there was a storm and the pilot lost control of the plane. Many of the passengers started crying but Juliane calmly held her mother's hand. After that, the plane blew up. Juliane found herself outside the plane but still in her seat, high above the earth. She fell more than three kilometres. She remembered seeing the rainforest below her but after that she fainted.

The next day Juliane woke up. She had a broken shoulder bone and cuts on her leg. She was completely alone. Although she felt afraid, she knew she couldn't give up. Juliane came to a river and started walking down it – she hoped it would take her to civilisation. She walked for nine days. At night it was very cold and Juliane was wearing only a short dress. She had no food, except one bag of sweets.

On the tenth day, Juliane felt very weak and had to stop walking. But she came across an empty boat and knew that people must be near. She slept near the boat and the next day she heard men's voices. When the men saw the thin, hungry girl they were very frightened. But Juliane knew some Spanish and she told them about the accident. The men took her to a doctor. She later found out that all the other ninety-one passengers on the plane were dead.

This took place forty years ago. There have been two films about Juliane's adventure and many newspapers and magazines have written about her. Juliane has also written a book, 'When I Fell From The Sky'. She now works as a zoologist but has often gone back to the rainforest in Peru. She has tried to have a normal life but she has often asked herself, "Why was I the only person to survive?"

1 4.08 **In pairs, look at the photo and the title of the article. Answer the questions. Then read the article and check.**

1 What do you think the story is about?
2 Do you think the story has a happy ending?

2 **Read the text again. Choose the correct answers.**

1 On Christmas Eve, Juliane
   a was travelling to see her mother.
   b was flying to the rainforest.
   c was going home.
2 When the plane hit bad weather,
   a they were over the rainforest.
   b everyone was crying.
   c Juliane started to panic.
3 When Juliane woke up in the jungle, she
   a was in good health.
   b couldn't find any other passengers.
   c had a lot of warm clothes.
4 On the tenth day after the accident, Juliane
   a was very ill.
   b borrowed a boat.
   c spoke to some men.
5 Today Juliane
   a lives in Peru.
   b often thinks about the accident.
   c is afraid of travelling.

3 4.09 **In pairs, find the phrasal verbs below in the text. Can you guess their meaning from the context? How do you say them in your language?**

Vocabulary	Phrasal verbs
blow up	come across
find out	give up
go back	

4 **Use the Vocabulary box to complete the sentences.**

1 I can't answer your question. I *give up* !
2 It's hard to _____ to school after the summer.
3 I _____ an old diary when I was tidying my desk.
4 Luckily the bomb didn't _____.
5 I must _____ the train times.

5 [VOX POPS ▶ 9.2] **Tell the class about a time when you were completely lost. Use the questions below to help you.**

And YOU

1 What happened?
2 How did you feel?
3 Did you ask for help?

9.4 GRAMMAR Present Perfect with *already/just/yet*

I can use the Present Perfect to talk about recent events.

VIDEO **HAVE YOU BOUGHT THE TICKETS? (Part 1)**

Lee: Hi, Amy! What's up?
Amy: Have you bought the train tickets yet?
Lee: Well, I know exactly what train we want to catch – I've already checked the timetable. But I haven't actually bought the tickets yet … I've bought a map of the Scottish Highlands! … And I've just cleaned both the tents.
Amy: So you haven't started packing yet?
Lee: Give me a break! I've already told you – we haven't bought all the food yet so it's too early to start packing. Anyway, have you heard from Billy yet?
Amy: Yes, I have – he's just phoned to say his uncle will pick us up from the station.
Lee: Great! This'll be a fantastic holiday!

Give me a break! *Great!* **OUT of class**

1 **Look at the photo. What are Amy and Lee planning?**

2 9.3 4.10 **Watch or listen to Part 1. Check your answer to Exercise 1 and tick (✓) the things Lee has done.**

Holiday in Scotland

- ☐ check train timetable
- ☐ buy train tickets
- ☐ buy a map
- ☐ clean the tents
- ☐ buy food
- ☐ pack rucksacks

3 **Underline other examples of *already*, *just* and *yet* in the dialogue.**

Grammar Present Perfect with *already/just/yet*

+
I've already checked the timetable.
He's just phoned.

–
We haven't bought all the food yet.

?
Have you bought the tickets yet?

GRAMMAR TIME > PAGE 128

4 **Read the dialogue again. In pairs, write five sentences about what Lee has/hasn't done.**

Lee's hasn't bought the train tickets yet.

5 **Complete the sentences with *already*, *just* or *yet*.**

1 A: *Drek 5* is on TV now. Why don't we watch it?
B: Sorry but I've *already* seen it twice!
2 Have you finished on the computer _____? I want to check the train timetable.
3 A: You look cold and tired!
B: Yes, we've _____ been for a long walk.
4 Don't take my plate. I haven't finished _____!
5 Raj has _____ phoned – he's missed the bus!
6 You're slow – Jo has _____ finished the exercise!

6 9.4 4.11 **Choose the correct option. Watch or listen to Part 2 and check.**

Lee: Hi, mum! Yes, we've [1]*just* / *yet* arrived. No, we haven't seen Billy's uncle [2]*already* / *yet*. We've [3]*yet* / *just* got off the train. Yeah, everyone's fine. Yes, we've [4]*already* / *yet* had our sandwiches. Delicious, thanks! The weather's OK – it hasn't rained [5]*already* / *yet*! I have to go, mum. Bye! Billy, has your uncle arrived [6]*just* / *yet*?
Billy: No, he hasn't. Oh, I've [7]*just* / *yet* seen him!

7 **Make five sentences about your news and recent activities. Compare with a partner.**

And YOU

I've already finished the History project.
I haven't … yet. I've just …

9.4 GRAMMAR Present Perfect with *already/just/yet*

Lesson learning objective

Students can use the Present Perfect to talk about recent events.

Lead in: review of Present Perfect

Put students into pairs and give each pair a blank piece of paper. Dictate these ten verbs: *see*, *take*, *go*, *do*, *give*, *drink*, *eat*, *put*, *buy*, *write*. One student from each pair writes the verbs in a vertical list. Then tell students to write next to each verb the Past Simple form and the Present Perfect form (i.e. the past participle). Students in their pairs can take turns to write each form. Don't allow students to look up these forms in their Student's Books or online. When the pairs have finished, tell them to swap their papers with another pair and to use the irregular verbs list on page 129 of their Student's Books to check answers. Ask the class if any pair got all the forms correct.

Exercise 1

Tell students to keep their Student's Books closed. Ask questions about what happened in the last episode, e.g. *Where are the friends planning to go?* (the Scottish Highlands) *Where are they planning to sleep?* (in tents on Billy's uncle's farm) *Who is going to go?* (Amy, Lee, Billy and possibly Krystal).

Then ask students to open their Student's Books, to look at the photo and to discuss the question.

Possible answers:
They're planning to go on a trip (to Scotland). They may be planning how to get there, what to do when they are there, etc.

Exercise 2 9.3 4.10

Before students watch Part 1, ask them to look at Lee's list. Ask them which things they would do first and which things they would leave until last.

After students have watched the video, ask if they think Lee has done things in a sensible order.

Answers: Lee has checked the train timetable, bought a map and cleaned the tents.

Exercise 3

When students have found the examples, discuss the differences in meaning between *already*, *just* and *yet*:

- *already* emphasises that the action happened at some unspecified time before now. It can be used to show that something happened more quickly than expected (e.g. *It's only five and I've <u>already</u> finished my homework.*) or in response to someone asking us to do something (e.g. *A: You can't go out until you've helped with the housework. B: Mum! I've <u>already</u> washed up, vacuumed the floor and tidied my bedroom!*).
- *just* means 'a very short time ago'.
- *yet* means that we expect the action to happen, but it hasn't happened up until now, e.g. *I haven't seen this film.* (maybe I don't want to) *I haven't seen this film <u>yet</u>.* (but I intend to see it at some point).

Explain that we use *already* and *just* in affirmative sentences and that they come between *have/has* and the past participle. Explain that we use *yet* in questions and negatives and it comes at the end of the sentence or question.

Exercise 4

Elicit how students' sentences should differ from the sentences in the text (i.e. that they should be in the third person and not the first person, so they should use *has* instead of *have*).

Possible answers:
Lee has already checked the train timetable. He's bought a map of the Scottish Highlands. He's just cleaned both tents. He hasn't started packing yet. He hasn't bought all the food yet.

Exercise 5

Discuss the example with students. Elicit how we know the answer isn't *yet* (*because we use* yet *with questions and negatives*) and how we know the answer isn't *just* (*because of the word* twice – *we don't say we've* just *seen a film twice*). Explain that *already* is the correct word because the speaker is emphasising the fact that not only has he/she seen the film before, but he/she has seen it twice and so doesn't want to watch it again.

Ask students to do the exercise in pairs. Then elicit the answers and students' explanations for each answer.

Answers: **2** yet **3** just **4** yet **5** just **6** already

Exercise 6 9.4 4.11

Tell students to close their Student's Books. Play Part 2 of the video without sound, up until the point where they see Billy's uncle.

Ask students who they think Lee is talking to on the phone and what they think he is talking about. Elicit ideas and then tell students to open their Student's Books and complete the exercise.

Play the whole video, this time with sound. Ask students how they think the friends were feeling during the journey and how they themselves would feel in the same situation.

Answers: **2** yet **3** just **4** already **5** yet **6** yet **7** just

Exercise 7

Remind students about the different uses of *already*, *just* and *yet*.

When they have finished, invite different students to say one of their sentences to the rest of the class.

Further practice

- Workbook page 106
- Grammar Time page 128
- Resource Pack
  Resource 108: Unit 9 Lesson 4 Grammar – Holiday planning
  Resource 109: Unit 9 Lesson 4 Video – Have you bought the tickets?

9.5 LISTENING and VOCABULARY Outdoor activities

Lesson learning objective

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

Lead in: review of Present Perfect

Tell students that they should work on their own to write about the following topics:

- *a film that you haven't seen yet but would like to see*
- *some school work that you have already done that other people probably haven't finished yet*
- *something you have just thought about*
- *somewhere you haven't been yet that you would like to go to*

Then put students into groups of four and explain that they should take turns to tell each other what they wrote for each topic. When they have finished, invite groups to share their most interesting ideas with the class.

Exercise 1

Ask students if they have tried any of these activities and if they have, where and when they did them.

Exercise 2 4.12

When students have finished, elicit the different phrases the speakers used to express their preferences (*I think … is the most exciting*; *It isn't as exciting as …*; *I prefer …*).

Answers: **1** C **2** D **3** B **4** A

4.12

See page 255.

Exercise 3 4.13

Go through the words and make sure students understand exactly what the different activities are.

Answers:
Water: *kayaking*, *surfing*, fishing, scuba diving, swimming, windsurfing
Land: *mountain biking*, *snowboarding*, cycling, hiking, pony trekking, rock climbing, skiing

Exercise 4

As students talk about the different activities, encourage them to give their opinions (e.g. *I've tried snowboarding but I didn't enjoy it. I haven't tried windsurfing and I don't think I will. I haven't tried scuba diving yet but we're going to Greece this summer and I'd love to try it there.*).

Exercise 5 4.14

Before students listen, ask them to look at the statements and to think of different words that could be used to convey the same meaning (e.g. dangerous: *not safe*, *accidents*, *injuries*, *deaths*; good at: *skilled*, *brilliant at*, *expert*, *champion*).

Play the audio once and then get students to discuss their ideas in pairs. Then play the audio again and elicit the answers as well as the words that helped students match the statements with the speakers (1 *last year*, *at first*, *learn to*; 2 *not a game*, *lots of accidents*, *can die*; 3 *can be horrible*, *tiring*, *difficult*, *brilliant*, *exciting*; 4 *won a championship*).

Answers: **1** d **2** a **3** e **4** b

4.14

See page 255.

Exercise 6 4.15

When students have discussed the words, make sure they understand them by checking which activities each item is needed for and the reasons why (e.g. *compass – cycling*, *hiking*, *mountain biking – so that people know in which direction they are going*).

Exercise 7 4.16

When students have finished, put them into pairs. They should choose another activity from the Vocabulary box and write a similar text about what you need for the activity and why.

Invite different pairs to read out their texts, without mentioning the activity, while the rest of the class guesses the name of the activity.

Answers: **2** compass **3** life jacket **4** wetsuit **5** goggles **6** gloves

Exercise 8 4.17

Before listening, tell students to read the sentences in pairs and to discuss whether they think they are true or false.

Ask students to explain their answers.

At the end of the activity, discuss what was said by the different speakers and ask students what they think about some of the things the speakers said (e.g. surfing on lakes and rivers, buying a good bike for €200, snowboarding mainly being popular with young people).

Answers:
1 T (*It began in countries in the Pacific Ocean … on islands like Tahiti or Hawaii.*)
2 T (*A lot of people paddle on the wrong side at first and so they go the wrong way.*)
3 F (*You can get a good mountain bike for about 200 euros.*)
4 F (*Some people say it began as early as the 1920s but modern snowboarding only began in 1965. It became popular in the 1970s and 1980s.*)

4.17

See page 256.

Exercise 9

When the pairs have finished, invite different students to tell the class what they found out about their partner.

Further practice

- Workbook page 107
- Resource Pack
  Resource 110: Unit 9 Lesson 5 Listening and Vocabulary – 5, 4, 3, 2, 1

9.5 LISTENING and VOCABULARY Outdoor activities

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

Kayaking A

Snowboarding B

Mountain biking C

Surfing D

1 Look at the photos. Which activity would you like to do? Why?

2 4.12 Look at the photos and listen. Which activity A–D does each speaker think is the most exciting? What do you think?

1 ☐ Tony 3 ☐ Sue
2 ☐ Lucy 4 ☐ Glenn

I think mountain biking is the most exciting activity.

3 4.13 Check you understand the words below. In pairs, add each activity to the correct category – water or land.

Vocabulary A Outdoor activities

cycling fishing hiking kayaking mountain biking pony trekking rock climbing scuba diving skiing snowboarding surfing swimming windsurfing

WATER: *kayaking, surfing, …*
LAND: *mountain biking, snowboarding, …*

4 In groups, say which activities in Vocabulary A you have/haven't tried and which are popular/unpopular in your country.

5 4.14 Listen and match statements a–e with Speakers 1–4. There is one extra statement.

1 ☐ 2 ☐ 3 ☐ 4 ☐

a He/She says the activity can be dangerous.
b He/She is very good at the activity.
c He/She talks about the last time he/she did the activity.
d He/She talks about when he/she did the activity for the first time.
e He/She describes the good and bad sides of the activity.

6 4.15 How do you say the words below in your language?

Vocabulary B Sporting equipment

bike boots compass gloves goggles helmet kayak life jacket map paddle snowboard surfboard wetsuit

7 4.16 Complete the sentences with the correct items of equipment from Vocabulary B. Listen and check.

- **Pony trekking** – you need a [1]*helmet* for your head and a map and a [2]_____ so you don't get lost.
- **Windsurfing** – you need a [3]_____ to float in the water and a [4]_____ to keep you warm.
- **Skiing** – you need skis, ski poles, ski boots, [5]_____ to protect your eyes and [6]_____ for your hands.

8 4.17 Listen to four people talking about sports activities. Mark the sentences T (true) or F (false).

1 ☐ Surfing started in islands in the Pacific.
2 ☐ It's easy to go the wrong way in a kayak.
3 ☐ A good mountain bike costs a minimum of €1,000.
4 ☐ Snowboarding started in the 1970s.

9 In pairs, ask and answer the questions about the different activities in Vocabulary A.

And YOU

1 Have you ever tried …?
2 When was the last time?
3 Did you enjoy it?
4 Which of the activities would you like to try?

A: Have you ever tried surfing?
B: Yes, I have.

9.6 SPEAKING Asking for, giving and refusing permission

I can ask for, give and refuse permission.

VIDEO CAN I ASK A FAVOUR?

Billy: Is it OK to put our tents up here, Uncle Ally?
Ally: I'm afraid that's not possible, Billy. There's a big bull in this field. He won't like it.
Billy: What about that field? Can we camp in there?
Ally: I'm afraid that's not a good idea, either. There's a lot of water over there at the moment. You'll wake up swimming in your tents!
Lee: So is it all right to camp next to the farmhouse?
Ally: Yes, of course. Good idea.
Krystal: Can I ask a favour? Can we dry our clothes in the house? All my things are soaking!
Ally: No problem. Let's go and have a cup of tea. You all look so unhappy!

Can I ask a favour? **OUT of class**

1 9.5 4.18 **In pairs, look at the photo. Do you think the people are having a good time? Watch or listen and check.**

2 **Find examples of the phrases from the Speaking box in the dialogue.**

Speaking Asking for, giving and refusing permission

Asking for permission
- Can I/we ...?
- Is it OK (for me/us) to ...?
- Is it all right to ...?

Giving permission
- Yes, of course.
- No problem.
- Sure – go ahead. (informal)

Refusing permission
- I'm sorry but you can't.
- I'm afraid that's not possible.
- I'm afraid that's not a good idea.

3 4.19 **Complete the dialogues with one word in each gap. Listen and check.**

1 Lee: Is it OK [1]*for* me to use your toilet?
Ally: Sure – go [2]_____.
2 Amy: Sorry, but can I make myself a cup of tea and a snack?
Ally: [3]_____ problem! The kitchen's on the left.
3 Krystal: Is it [4]_____ for me to have a hot bath?
Ally: Yes, [5]_____ course!
Krystal: Oh, and [6]_____ I borrow a hairdryer?
Ally: I'm afraid that's not [7]_____. We haven't got one!

4 **Work in pairs. Replace the highlighted phrases in Exercise 3 with another phrase from the Speaking box. Then practise reading your dialogue.**

5 4.20 **Listen to the end of the story. How many people spent the night in the tents?**

6 **In pairs, ask for permission. Use the ideas below or your own ideas.**

borrow a pen?
leave my bag here?
use your mobile?
look at your student's book?
ask you a favour?
visit you this weekend?

A: Is it OK for me to borrow a pen?
B: Sure – go ahead.

7 **In pairs, follow the instructions. Use the Speaking box to help you.** And YOU

- **Student A** – Look at page 130. Choose a situation and ask your partner for permission.
- **Student B** – give or refuse permission
- Change roles. Student B, look at page 130.

9.6 SPEAKING Asking for, giving and refusing permission

Lesson learning objective

Students can ask for, give and refuse permission.

Lead in: review of vocabulary for activities and sporting equipment

Write words on small pieces of paper. Put students into pairs or groups of three and give each pair or group a piece of paper. Invite students to come to the board to draw the equipment. The other students guess the item and give an example of an activity which requires this equipment.

Words to use: *boots*, *compass*, *gloves*, *goggles*, *helmet*, *kayak*, *life jacket*, *map*, *paddle*, *surfboard*, *wetsuit*.

Exercise 1 9.5 4.18

Before students open their Student's Books, ask questions about the end of the last episode (e.g. *Where were the friends? How did they get from the station to the farm? How were they feeling? What was the weather like?*).

After watching, ask: *What's wrong with the first place they want to camp?* (There's a bull.) *What's wrong with the second place?* (There's a lot of water.) *What does Krystal ask?* (Can we dry our clothes in the house?).

Answers:
Lee, Amy, Krystal and Billy don't seem to be having a good time. The weather isn't great and they don't know where to put their tents. Uncle Ally seems to be enjoying himself.

Exercise 2

Discuss the Out of class phrase *Can I ask a favour?* and elicit that we can use it before we ask for something. This makes our request more polite.

Exercise 3 4.19

Tell students to cover the Speaking box while they work. Encourage them to work in pairs to complete the exercise.

Answers: **2** ahead **3** No **4** OK **5** of **6** can **7** possible

4.19

1 AW = Ally's wife Al = Ally L = Lee

AW: Who could that be, Ally?
Al: It'll be one of the kids!
Al: Lee!
L: Er, is it OK for me to use your toilet?
Al: Sure – go ahead. Er, take your shoes off first!

2 Al = Ally Am = Amy

Al: Amy!
Am: Sorry, but can I make myslef a cup of tea and a snack?
Al: No problem! The kitchen's on the left.

3 Al = Ally K = Krystal

Al: Krystal!
K: Is it OK for me to have a hot bath?
Al: Yes, of course!
K: Oh, and can I borrow a hairdryer?
Al: I'm afraid that's not possible. We haven't got one!

Exercise 4

Discuss the example with the class. Elicit different ways of asking the question (e.g. *Can I use your toilet? Is it all right to use your toilet?*), and alternative answers (e.g. *Yes, of course. No problem.*).

Exercise 5 4.20

Before listening, ask students what they think will happen next. Ask what they think the four friends will do and how they think they will spend the night.

Elicit the answer and ask why the four friends can't sleep in the tents (*It's cold and Billy snores.*).

Answer:
Nobody sleeps in the tents. They all sleep in the house.

4.20

AW = Ally's wife Al = Ally L = Lee B = Billy K = Krystal

AW: For goodness' sake! It's two o'clock in the morning.
Al: Amy! Billy! And Krystal!
L: I'm here too!
Al: And Lee too! You do know it's two o'clock in the morning?
B: We're very sorry. But is it OK for us to sleep in the house tonight?
Al: What, all of you?
K: Yes. It's so cold!
L: And I can't sleep. Billy snores so loudly!
Al: Well, it's only a little house, so there isn't a lot of room. But I'm sure I'll find somewhere for you all. Boys, you'll have to sleep in the kitchen. Amy and Krystal, why don't you …

Extra activity

Put students into groups of four. Ask them to take turns to talk about a time when they couldn't get to sleep. The rest of the group ask questions to find out as much as possible about the problem and what happened next. Invite different groups to share the most interesting story with the class.

Exercise 6

Tell students to use a variety of ways of asking for permission and to respond by sometimes giving permission and other times refusing permission. Invite different pairs to act out one of their dialogues in front of the class.

Exercise 7

When students have finished, invite them, one at a time, to stand up and ask different classmates for permission to do particular things. Their classmates should respond appropriately and then find another classmate to ask permission from.

Further practice

- Workbook page 108
- Resource Pack
  Resource 111: Unit 9 Lesson 6 Speaking – Can I …?
  Resource 112: Unit 9 Lesson 6 Video – Can I ask a favour?

9.7 WRITING A postcard

Lesson learning objective

Students can write a postcard.

Lead in: review of asking for, giving and refusing permission

Put students into groups of three. Each group should think of five different things a student might ask their teacher permission for (e.g. *Can I go to the toilet? Is it all right if I leave early? Can we have more homework, please?*). When they are ready, invite one group to start. One student in the group should come to the front of the class and roleplay the teacher. The two other members of the group have a turn to ask the teacher for permission and the teacher either gives or refuses permission. Repeat with other groups.

Exercise 1

Before students open their Student's Books, discuss postcards and ask students whether they or their family send them to family and friends when they are on holiday. Ask if they display (e.g. on the fridge door) any postcards they receive.

When students have answered the questions, invite them to report back about what they and their partner said.

Exercise 2

Before students read the postcard, ask them whether they think Amy will enjoy being on holiday in Scotland. Ask students what they think she will like and won't like. Elicit different ideas and then ask students to read the postcard. Elicit what Amy said that gave them the answer (*We're having a great time in Scotland.*).

Answer:
Yes, she is. She's having a great time (but the weather's terrible and Lee is annoying).

Exercise 3

Explain to students that each number on the postcard indicates one phrase from the Writing box.

Answers:
Dear Aunty Linda,
I hope you're well. We're having a great time in Scotland. Actually, the weather has been terrible but it hasn't stopped us! We've had some lovely walks, we've visited the castle and we've helped Billy's uncle with the sheep! Tomorrow we're going to try kayaking – I'm so nervous!
See you soon!
Lots of love
Amy
PS: Lee is so annoying. He wants to be with me all the time. I think Billy is nicer ;-)

Exercise 4

When students have finished, ask them to tell you what the weather has been like in their own town during the last few days, using similar phrases.

Answers: 2 – 3 + 4 – 5 + 6 –

Exercise 5

When the pairs have discussed their ideas, ask them to take turns to ask and answer about when they last did these things on holiday. Encourage students to find out as much as possible about their partner's holiday (e.g. *A: Last summer, we went to Croatia. I made friends with some French teenagers. B: Really? Do you keep in touch with them? A: We're friends on Facebook. I don't often write to them but it's always nice to hear their news.*).

Exercise 6

Put students into pairs and give each pair a piece of paper. Each pair should write five places where someone could go on holiday (e.g. *by the sea*, *in Scotland*, *in Venice*). Get them to swap papers with another pair. For each place on the other pair's paper, they should write a sentence to describe what they have done. The two pairs should then join together and tell one another their ideas. Invite groups to share their most interesting sentences with the class.

Extra activity

Put students into pairs. Ask them to go online to find a holiday destination that their classmates may not have heard of and write a postcard from that place. When the pairs have written their postcards, they read them to the rest of the class. When all the pairs have read their postcards, have a class vote to decide which place sounds the most interesting.

Exercise 7

To make this activity more realistic, ask students to find a photo of a resort (either online or from a magazine) and to stick the photo to one side of a piece of card or white paper. They should write on the back of it, as if they were writing a real postcard.

Extra activity

Put students into pairs. Ask them to imagine they are a tourist in their own town. Ask what local landmark or beautiful place they would buy a postcard of. Then ask the pairs to work together to write the postcard, describing the town and what they have done there as tourists. When they have finished, invite students to read their postcards to the class.

Homework

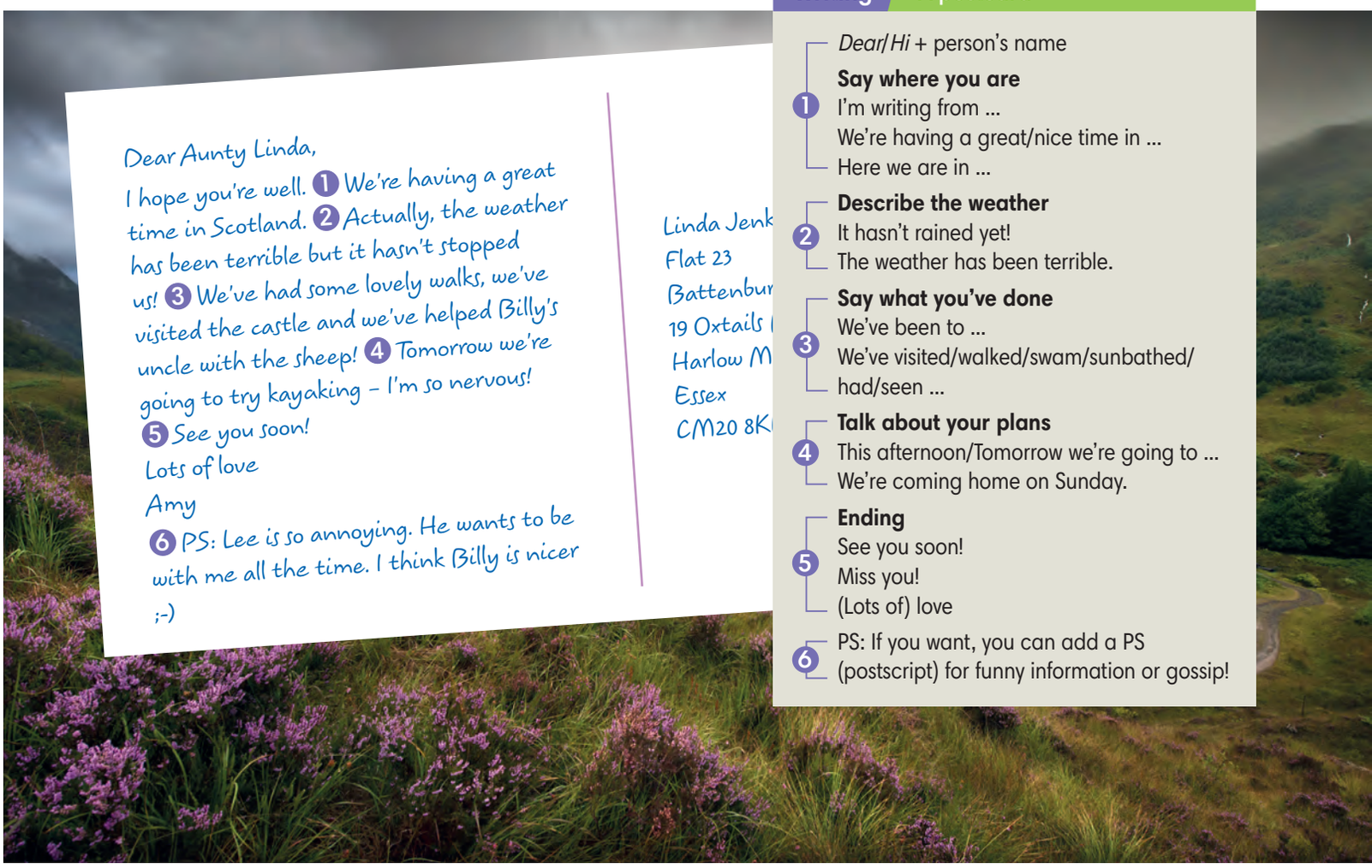
Tell students to read the text on page 116 of the Student's Book. They should look up any words they don't know and translate them into L1.

Further practice

- Workbook page 109
- Resource Pack
  Resource 113: Unit 9 Lesson 7 Writing – A postcard from anywhere

9.7 WRITING A postcard

I can write a postcard.



Writing A postcard

Dear/Hi + person's name

1 **Say where you are**
I'm writing from ...
We're having a great/nice time in ...
Here we are in ...

2 **Describe the weather**
It hasn't rained yet!
The weather has been terrible.

3 **Say what you've done**
We've been to ...
We've visited/walked/swam/sunbathed/had/seen ...

4 **Talk about your plans**
This afternoon/Tomorrow we're going to ...
We're coming home on Sunday.

5 **Ending**
See you soon!
Miss you!
(Lots of) love

6 PS: If you want, you can add a PS (postscript) for funny information or gossip!

1 **In pairs, talk about the last time you sent or received a postcard. Answer the questions.**

1 Who sent it?/Who did you send it to?
2 Where was it from?
3 Did you keep it?

2 **Read Amy's postcard. Is she having a good holiday?**

3 **Underline the phrases in the Writing box which are in Amy's postcard.**

4 **Read the sentences. Decide if the weather has been good (+) or bad (–).**

1 [+] The weather has been amazing.
2 [ ] It's been very cold and windy.
3 [ ] It hasn't rained at all.
4 [ ] It's so cold and wet!
5 [ ] It's been lovely and warm.
6 [ ] It hasn't stopped raining.

5 **Underline four activities you like doing most when you're on holiday. Compare with a partner.**

buy clothes/souvenirs eat ice cream go to the cinema
have a barbecue sunbathe have a long walk
make friends with people your own age watch the sunset
read a novel swim in the sea visit a museum/castle

6 **Imagine you're on holiday at the moment. Write a sentence about what you've done so far. Use the ideas from Exercise 5 and the Present Perfect.**

I've swum in the sea, watched the sunset …

Writing Time

7 **Imagine you are on holiday at a popular tourist resort. Write a postcard to your friend:**

1 2 3 mention the place, the weather and what you have done so far
4 write about your plans
5 include an ending

Use Amy's postcard and the Writing box to help you.

Wordlist and Vocabulary in action

Extra activity

Tell students that you are going to dictate twelve words (*countryside*, *embarrassed*, *engineer*, *fantasy*, *kangaroo*, *popular*, *Portuguese*, *pyjamas*, *revision*, *romantic*, *underwear*, *volunteer*). They should create a table in their notebooks, with the headings *Ooo*, *oOo*, *ooO* to reflect the stress patterns and write the words under the correct heading.

(Answers: Ooo: countryside, fantasy, popular, underwear oOo: embarrassed, pyjamas, revision, romantic ooO: engineer, kangaroo, Portuguese, volunteer)

Further practice

Workbook page 110

WORDLIST Landscapes and natural features | Countries | Phrasal verbs | Outdoor activities | Sporting equipment

adventure /ədˈventʃə/ n
alone /əˈləʊn/ adv
amazing /əˈmeɪzɪŋ/ adj
beach /biːtʃ/ n
blow up /bləʊ ʌp/ v
boat /bəʊt/ n
(ski) boots /ˌskiː ˈbuːts/ n
border /ˈbɔːdə/ n
camp /kæmp/ v
capital city /ˈkæpətl ˈsɪti/ n
civilisation /ˌsɪvəlaɪˈzeɪʃən/ n
cliff /klɪf/ n
coast /kəʊst/ n
come across /kʌm əˈkrɒs/ v
compass /ˈkʌmpəs/ n
country (state) /ˈkʌntri/ n
cut /kʌt/ n
cycling /ˈsaɪklɪŋ/ n
dead /ded/ adj
desert /ˈdezət/ n
dry /draɪ/ adj
earth/Earth /ɜːθ/ n
(sporting) equipment /ˌspɔːtɪŋ ɪˈkwɪpmənt/ n
faint /feɪnt/ v
farmhouse /ˈfɑːmhaʊs/ n
field /fiːld/ n
find out /faɪnd aʊt/ v
fishing /ˈfɪʃɪŋ/ n
flag /flæg/ n
float /fləʊt/ v
forest /ˈfɒrəst/ n
give up /gɪv ʌp/ v
gloves /glʌvz/ v
go back /gəʊ bæk/ v
goggles /ˈgɒgəlz/ n
gossip /ˈgɒsəp, ˈgɒsɪp/ n
helmet /ˈhelmət/ n
hiking /ˈhaɪkɪŋ/ n
holiday /ˈhɒlədeɪ/ n
hometown /ˌhəʊm ˈtaʊn / n
island /ˈaɪlənd/ n
jungle /ˈdʒʌŋgəl/ n
kayak /ˈkaɪæk/ n
kayaking /ˈkaɪækɪŋ/ n
lake /leɪk/ n
land /lænd/ n
landscape /ˈlændskeɪp/ n
life jacket /laɪf ˈdʒækət/ n
map /mæp/ n
mountain /ˈmaʊntən/ n
mountain bike /ˈmaʊntən baɪk/ n
mountain biking /ˈmaʊntən ˈbaɪk ɪŋ/ n
natural feature /ˈnætʃərəl ˈfiːtʃə/ n
ocean /ˈəʊʃən/ n
official language /əˈfɪʃəl ˈlæŋgwɪdʒ/ n
outdoor activity /ˌaʊtˈdɔː ækˈtɪvəti/ n
paddle /ˈpædl/ n
passenger /ˈpæsɪndʒə/ n
pick sb up /pɪk ˈsʌmbədi ˌʌp/ v
pilot /ˈpaɪlət/ n
place /pleɪs/ n
plane /pleɪn/ n
pony trekking /ˈpəʊni ˈtrekɪŋ/ n
population /ˌpɒpjəˈleɪʃən/ n
rain /reɪn/ v
rainforest /ˈreɪnˌfɒrɪst/ n
river /ˈrɪvə/ n
rock climbing /rɒk ˈklaɪmɪŋ/ n
rocks /rɒks/ n
sand /sænd/ n
scuba diving /ˈskuːbə ˌdaɪvɪŋ/ n
sea /siː/ n
skis /skiːz/ n
ski poles /ˌskiː ˈpəʊlz/ n
skiing /ˈskiːɪŋ/ n
sky /skaɪ/ n
snowboard /ˈsnəʊbɔːd/ n
snowboarding /ˈsnəʊbɔːdɪŋ/ n
soaking /ˈsəʊkɪŋ/ adj
storm /stɔːm/ n
sunbathe /ˈsʌnbeɪð/ v
surfboard /ˈsɜːfbɔːd/ n
surfing /ˈsɜːfɪŋ/ n
survive /səˈvaɪv/ v
swimming /ˈswɪmɪŋ/ n
take place /teɪk pleɪs/ v
tent /tent/ n
(train) ticket /ˈtreɪn ˌtɪkət/ n
tourist resort /ˈtʊərəst rɪˈzɔːt/ n
travel /ˈtrævəl/ v
visa /ˈviːzə/ n
volcano /vɒlˈkeɪnəʊ/ n
warm /wɔːm/ adj
water /ˈwɔːtə/ n
waterfall /ˈwɔːtəfɔːl/ n
weather /ˈweðə/ n
wet /wet/ adj
wetsuit /ˈwetˌsuːt/ n
windsurfing /ˈwɪndsɜːfɪŋ/ n
windy /ˈwɪndi/ adj

WORD FRIENDS

a happy ending
a true story
by a lake/a river/the sea
buy a souvenir
catch a bus/train
check a (train) timetable
climb a mountain
fly in a plane
get lost
get off a bus/train
go on holiday
go the wrong way
have a good/bad experience/holiday
have a good/great time
have a problem (with)
in a forest/a field/a lake/the mountains/the sea
lose control of (a vehicle)
make friends
miss a bus/train
on a beach/an island/the coast
pack a rucksack
protect your head/eyes
put up a tent
receive a postcard
send a postcard
spend the night in a tent
swim in the sea
try an activity
visit a country/museum
watch the sunset
write a postcard

VOCABULARY IN ACTION

1a Use the wordlist to find:

1 eight things you could buy in a sports shop: *boots, …*
2 ten sporting activities:
3 twelve places you could see in a nature documentary:

1b In pairs, say:

1 three things you have bought in a sports shop: *map, …*
2 three sporting activities that you enjoy and three that you don't like:
3 three natural features that you haven't seen but would like to see:

2 Complete the words in the sentences.

1 When I was kayaking, I dropped my **p** *a d d l e* and fell in the water. Fortunately, I was wearing a **l** _ _ _ **j** _ _ _ _ _.
2 We got lost in the mountains because of a bad **s** _ _ _ _. Fortunately, I had a map and a **c** _ _ _ _ _ _ with me.
3 There was a lot of people waiting to cross the **b** _ _ _ _ _ into India. Fortunately, my **v** _ _ _ was OK and they let us through.

3 Complete the Word Friends.

1 *write* a postcard
2 _____ a rucksack
3 _____ a mountain
4 _____ in the sea
5 _____ a holiday
6 _____ control of a motorbike

4a 4.21 PRONUNCIATION Listen and write the words below in the correct column.

~~adventure~~ amazing dangerous equipment holiday museum rainforest snowboarding volcano waterfall

1 oOo	2 Ooo
adventure	

4b 4.22 PRONUNCIATION Listen, check and repeat.

114 Wordlist

Exercise 1

Possible answers:
1 compass, gloves, goggles, helmet, kayak, life jacket, map, mountain bike, paddle, skis, ski poles, snowboard, surfboard, tent, wetsuit
2 cycling, fishing, hiking, kayaking, mountain biking, pony trekking, rock climbing, scuba diving, skiing, snowboarding, surfing, swimming, windsurfing
3 beach, cliff, coast, desert, field, forest, island, jungle, lake, mountain, ocean, rainforest, river, sea, waterfall

Exercise 2

2 life jacket
3 storm; compass
4 border; visa

Exercise 3

2 pack
3 climb
4 swim
5 have
6 lose

Exercise 4a

1 amazing, equipment, museum, volcano
2 dangerous, holiday, rainforest, snowboarding, waterfall

Extra activity

After Exercise 3, have a class discussion about the receptionist's joke. Invite students to talk about similar jokes they have seen online or in real life.

Culture notes

The name of the mountain described in Exercise 8 is Denali ('the High One'), previously known as Mount McKinley.

Further practice

- Workbook page 111
- Resource Pack
  Resource 114: Units 7–9
  Vocabulary – Half a crossword
  Resource 115: Units 7–9
  Grammar – Choose and ask

Revision

VOCABULARY

1 **Choose the correct option. Then write a similar text about your hometown.**

St Andrews is a university town [1]*by / in /* (*on*) the east coast of Scotland. It has a [2]*border / flag / population* of about 17,000 people. The town is a popular tourist [3]*hometown / landscape / resort* because of its famous golf course and its long sandy [4]*beaches / cliffs / fields*. A few miles north of the town is a bridge over the [5]*ocean / river / water* Tay. Edinburgh, the [6]*capital / country / official* city of Scotland, is about fifty miles to the south.

Exercise 1

2 population
3 resort
4 beaches
5 river
6 capital

2 **Match the activities below with the groups of words. Then, in pairs say which activity you think is the most a) dangerous, b) tiring, c) difficult.**

hiking kayaking mountain biking skiing snowboarding ~~surfing~~ windsurfing

1 *surfing* – sea, board, wetsuit
2 _____ – goggles, mountains, board
3 _____ – helmet, cycling, countryside
4 _____ – lake/sea, board, windy weather
5 _____ – life jacket, river, paddle
6 _____ – map, forest, boots
7 _____ – mountains, poles, gloves

I think mountain biking is the most dangerous activity because you go so fast and …

Exercise 2

2 snowboarding
3 mountain biking
4 windsurfing
5 kayaking
6 hiking
7 skiing

3 **Complete the Word Friends and phrasal verbs in the story. Use the words in the correct form.**

I went [1]*on* holiday last week. It started very badly. I [2]_____ off the bus at the wrong stop! Then I went the [3]_____ way! So I arrived late at the station and [4]_____ my train. I had to [5]_____ a slower train so it was very late when I got to the hotel. Then I [6]_____ a BIG problem. The receptionist said there was no reservation in my name! He said, 'I can [7]_____ up a tent in the garden for you.' I said, 'There's no way I'm going to [8]_____ the night in a tent!' I almost gave [9]_____ and went home. But my story had a [10]_____ ending. The receptionist was joking! I [11]_____ friends with him. We've had a great [12]_____ together. Last night, we [13]_____ the sunset on the beach. It was so romantic!

Exercise 3

2 got
3 wrong
4 missed
5 catch (*take* is also possible)
6 had
7 put
8 spend
9 up
10 happy
11 made
12 time
13 watched

GRAMMAR

4 **In pairs, say which of the things in the story in Exercise 3 you have/haven't done.**

I've got off the bus at the wrong stop before.

5 **Complete the text with the Present Perfect form of the verbs in brackets.**

I [1]*haven't been* (not be) on a fitness holiday before. I hope I enjoy it.
6 a.m. – We [2]_____ (just/eat) breakfast! Julie says she [3]_____ (never/get) up so early!
10 a.m. – We [4]_____ (already/run) ten kilometres and we [5]_____ (not/yet/finish)! I [6]_____ (never/feel) so tired!
1 p.m. – They [7]_____ (just/bring) us lunch – salad and an apple! Andy [8]_____ (already/finish). He's still hungry. He [9]_____ (never/have) lunch without pudding before!

Exercise 5

2 have just eaten
3 has never got
4 have already run
5 haven't finished yet
6 have never felt
7 have just brought
8 has already finished
9 has never had

6 **Make questions in the Present Perfect. Then, in pairs, ask your questions and answer with *already, just* or *yet*.**

1 you / ever / be / to / England / ?
2 you / visit / capital city / your country / ?
3 your brother (or sister) / leave / school / ?
4 you / climb / highest mountain / your country / ?
5 you / send / text / friend / today / ?
6 you / answer / question / class / today / ?

A: Have you ever been to England?
B: No, I haven't been to England yet.

Exercise 6

2 Have you visited the capital city of your country?
3 Has your brother (or sister) left school?
4 Have you climbed the highest mountain in your country?
5 Have you sent a text to a friend today?
6 Have you answered a question in class today?

SPEAKING

7 **In pairs, role play the situations. Student A, look below. Student B, look at page 131.**

Student A

1 You want to go mountain biking. Student B has a better bike than yours. Ask for permission to use it. You haven't got a helmet. Try to borrow one from Student B.
2 Student B asks for permission to go on a camping trip with you. Give permission. Ask if Student B has a tent. Student B wants to share your tent. Refuse permission – it's a small tent.

DICTATION

8 4.23 **Listen, then listen again and write down what you hear.**

Exercise 8

It's the highest mountain in the USA, more than six thousand metres above the sea. It's next to a beautiful lake and about five hundred kilometres from the south coast of Alaska.

SELF-ASSESSMENT Think about this unit. What did you learn? What do you need help with? **WORKBOOK** p. 110

BBC

CULTURE

How many fish ...?

Sea life numbers

Fish is a popular meal for many people. It's healthy, tasty and often cheap because there are lots of fish in the sea. But are there? Perhaps you've noticed that sometimes we can't buy our favourite fish. The reason is that in the last thirty years we've taken too many fish out of the sea. Fishermen must stop catching some fish for a while and catch others instead. Man has caused lots of problems to other sea animals too.

There aren't many sea turtles left in the world. People kill them for food and many also die when they get caught in fishermen's nets. Another problem for turtles is that they lay their eggs on beaches. We have built more and more houses and hotels on the coast. When the baby turtles come out of their eggs, they need to get to the sea. But many of them don't survive, they get lost or sea birds kill them. Today in many places, like Cancun in Mexico, people help them to get to the sea.

Sea birds are also becoming rarer. Beautiful birds, like the albatross, spend nearly all their lives in the air and eat fish to live. Some types of fishing are very dangerous for these birds. Like the turtles, they get caught in fishing nets and drown. Some areas, like South Georgia, have created big protected areas to help these birds. Also conservation groups are encouraging fishermen to use new fishing techniques.

All sea birds need to catch fish to live. So for them and for us we need to control fishing.

GLOSSARY

conservation group (n phr) people who work to protect animals, plants etc
drown (v) to die from being under water for too long
get caught (v phr) to be in a situation that you cannot easily get out of
lay their eggs (v phr) to produce eggs
net (n) something used for catching fish, insects, or animals

Lead in: vocabulary check

Tell students not to open their Student's Books yet. Put them into groups of four and ask them to share any words or phrases from the text which they have translated. Then dictate the following words and phrases from the text and invite students to explain what each one means: *catch fish*, *lay eggs*, *on the coast*, *survive*, *rarer*, *drown*, *protected areas*, *conservation groups*, *fishing techniques*.

Culture notes

Cancun is an important tourist resort on the east coast of Mexico. It is on the Caribbean Sea and has a number of beautiful sandy beaches. Local hotels in Cancun have joined with conservationists to create a sea turtle rescue programme. They organise activities for guests to help release baby turtles back into the sea.

South Georgia is a British-controlled island in the South Atlantic between Argentina and Antarctica. There are no permanent residents on the island, but there are scientific bases there. Fishing takes place there only during some months in the year. The main fish caught there are the Patagonian toothfish and the cod icefish. Money earned from fishing is spent on fishery protection and research. In 2012 the territory's government created the world's largest protected area, called the South Georgia and the South Sandwich Islands Marine Protection Area, spanning over one million square kilometres.

9.6

Can you count fish in the sea?

Part 1

A lot of our planet is a mystery and perhaps the biggest mysteries are our oceans. Scientists are trying to learn about them. One of the most important questions for them is, 'How many fish are left in the sea?'

Scientists are on a special boat that is leaving from Ullapool in Scotland. They are going to look for fish. But this isn't something new. Scientists have done this for a long time.

The ship is the *Scotia* and she's special because she is a research ship. The people who sail on her are studying how many fish there are in Scottish waters. The fishermen throw their nets into the water and catch fish. The scientists look carefully at the results. And this happens every year – the same thing. They have to compare this year's catch with last year's. Is it bigger? Is it smaller?

Overfishing is not a new problem. People have been worried about it since the 1950s. Everyone knows that fish and chips is one of the UK's favourite meals. Traditionally the fish is cod. But the number of cod in the North Sea has gone down a lot recently.

The first research ship, the *SS Explorer*, was built in 1956. She was a strong ship with a lot of new machines. For the first time, scientists used technology to check fish numbers. The *Explorer* was the first research ship with a computer! The machine was very big and used special paper. They could put lots of information through this computer. Before this, they had to write everything by hand. It was the beginning of a new and important way of counting fish.

9.7

Part 2

Today computers on research ships are faster and cleverer. The scientists put in the numbers of fish and the sizes. But they also put in extra information. They want to find out the age of the fish too. This helps when they plan fishing for the future. Fishermen must not fish in some places.

So, how do you know the age of a fish? The scientist takes out a very small bone. It's from the ear. He cuts it in half. There is a circle for every year of the fish's life.

Every fisherman must record how many fish he catches. These fishermen catch fish to sell. It's their job. So they only fish in places where there are lots of fish. The *Scotia* is different. She must also go to places where there *were* lots of fish in the past but not now. The scientists need to have a better idea of fish populations.

Today it's good news: fish numbers are increasing a little in the North Sea. Scientists and fishermen are working together. Perhaps we can't count the exact number of fish in the sea. But we can learn enough to plan and to be sure there is enough fish for us and sea birds in the future.

Exercise 1

Elicit or say the names of some popular fish (e.g. *salmon*, *trout*, *tuna*, *cod*, *plaice*, *sole*, *mackerel*). Alternatively, you could ask students to research their favourite fish online and find out what it is called in English.

Ask students how often they and their families eat fish, if they eat fresh, tinned or smoked fish and whether they would ever order fish in a restaurant.

Exercise 2

Ask students if they know of any other sea species threatened by loss of habitat, hunting or accidental catching (e.g. *The Hawksbill Turtle is also hunted for its shell, which is used for jewellery. About 300,000 dolphins, porpoises and whales die each year after being accidentally caught in fishing nets.*).

Answers: **1** T **2** B **3** T **4** T

Exercise 3

After students discuss in pairs, encourage a class discussion by inviting different students to give reasons for their answers.

Possible answers:

1 Yes. It helps us to know how many we should catch and where we should catch them.
2 Not exactly, but we can make estimates from observing what is happening in different areas.

Exercise 4

If there is a fish industry in the students' own country, before class, find out a few facts that you can present to them (e.g. about the number of fish caught there each year, the number of people employed in the fishing industry, the major ports). Encourage a class discussion.

Exercise 5

Give students a few more adjectives using the prefix *over-* (e.g. *overworked*, *overcooked*, *overconfident*). Discuss the question with them but don't confirm the answer yet.

Answer:

Overfishing is when too many fish have been caught so that the number of fish remaining becomes too low.

Exercise 6 9.6

Tell students that they are going to watch the video in order to check their answer in Exercise 5. After confirming the answer, ask some ask follow-up questions, e.g., *What colour is the* Scotia*?* (blue) *What do the people wear on their heads?* (helmets) *How many people go into the fish and chip shop?* (three – a mother with two children) *What does the scientist on the* Explorer *have in his mouth?* (a pipe).

Exercise 7

Discuss the answers with students, asking for the information that helped them to decide (e.g. 1 *the* Scotia *and she's special because she is a research ship*; 2 *For the first time, scientists used technology to check fish numbers*).

Answers: **1** b **2** b

Exercise 8

Invite the pairs to share their ideas with the class. Ask students if any of them are interested in having a career in science and if they are, which field of science interests them most.

Exercise 9 9.6

Put students into pairs. Tell them to read the sentences and to discuss what they can remember from the video. Explain that this isn't a true/false exercise and that all the sentences are false.

Answers:

1 Ullapool is in Scotland.
2 They check the fish once a year.
3 They built the *Explorer* in 1956.
4 On the *Explorer*, the scientists didn't have to write everything. They had a computer.

Exercise 10 9.7

Before you play Part 2 of the video, ask students to read the questions. Explain that more than one answer may be possible in question 1.

Answers:

1 a, b and c
2 to find out its age
3 Normal fishermen go to places where there are lots of fish, but the *Scotia* must also go to areas where there are aren't a lot of fish any more.
4 that fish numbers are increasing a little in the North Sea

Exercise 11

When the pairs have discussed their ideas, have a class vote to find out the most popular view.

Exercise 12

Discuss some possible environmental problems to help give students ideas about what to research (e.g. *pollution*, *deforestation*, *extinction of other species*, *overpopulation*). You may want to make sure each group researches a different problem so that the content of each group's presentation is different.

Presentation tip

Discuss journalism and the importance of answering the questions *Who? What? Where? Why? When?* and *How?* in news articles. Tell students that as they prepare their presentations, they should think about these questions because they will help them to decide what sort of information to include. In this presentation, students should think about all or some of the following questions: *Where is the place? What is the problem? Why is there a problem? Who is trying to solve the problem? Who has caused the problem? When did the problem start? When did the campaigns to solve the problem start? How can we solve the problem?*

Further practice

- Workbook pages 112–113
- Resource Pack
  Resource 116: BBC Culture – Endangered species
  Resource 117: Unit 9 Culture – Overfishing

EXPLORE

1 In pairs, discuss the questions.

1 Do you like eating fish?
2 Do people in your country eat a lot of fish?
3 Has the type of fish that people eat changed in recent years? How?

2 Read the article. Write T (for turtles), S (for seabirds) or B (for both).

1 ☐ People eat them.
2 ☐ Fishermen catch them accidentally.
3 ☐ Today, there are buildings in the places where they always left their eggs in the past.
4 ☐ Their young often die soon after birth.

3 In pairs, discuss the questions.

1 Is it important to know how many fish there are in the sea? Why?
2 Is it possible to count them?

EXPLORE MORE

4 You are going to watch part of a BBC programme about fishing. Read an advert for the programme. Is fishing an important industry in your country?

Coast

The series *Coast* is about different ways that humans relate to the sea. This episode asks the question, 'How many fish are in the sea?'

5 Work in pairs. What do you think 'overfishing' means?

6 9.6 Watch Part 1 of the video and check your answers in Exercise 5.

7 Choose the correct answers.

1 What is the main job of the people on the *Scotia*?
   a to catch lots of fish
   b to get information about fish
2 Why was the *Explorer* an important ship?
   a she carried lots of scientists
   b she had new electronic equipment

EXPLORE MORE

8 Work in pairs. Do you think life on the *Explorer* was interesting? Why?/Why not?

9 9.6 Watch the video again and correct the information in sentences 1–4.

1 Ullapool is in England.
2 They check the fish twice a year.
3 They built the *Explorer* in 1966.
4 On the *Explorer*, the scientists had to write everything.

10 9.7 Watch Part 2 of the video and answer the questions.

1 Tick (✓) the information a–e that the scientists need about the fish.
   a ☐ how many there are
   b ☐ how big they are
   c ☐ how old they are
   d ☐ how fast they swim
   e ☐ how deep they live
2 Why do they look at a fish's ear bone?
3 Why do normal fishermen and the Scotia travel to different parts of the ocean?
4 What do the results today show?

11 Work in pairs. Do you think the future for fish is good or bad? Why?

I think it's good because scientists can change things.
I think it's bad because people are very greedy.

YOU EXPLORE

12 CULTURE PROJECT In small groups, create a presentation about an environmental problem.

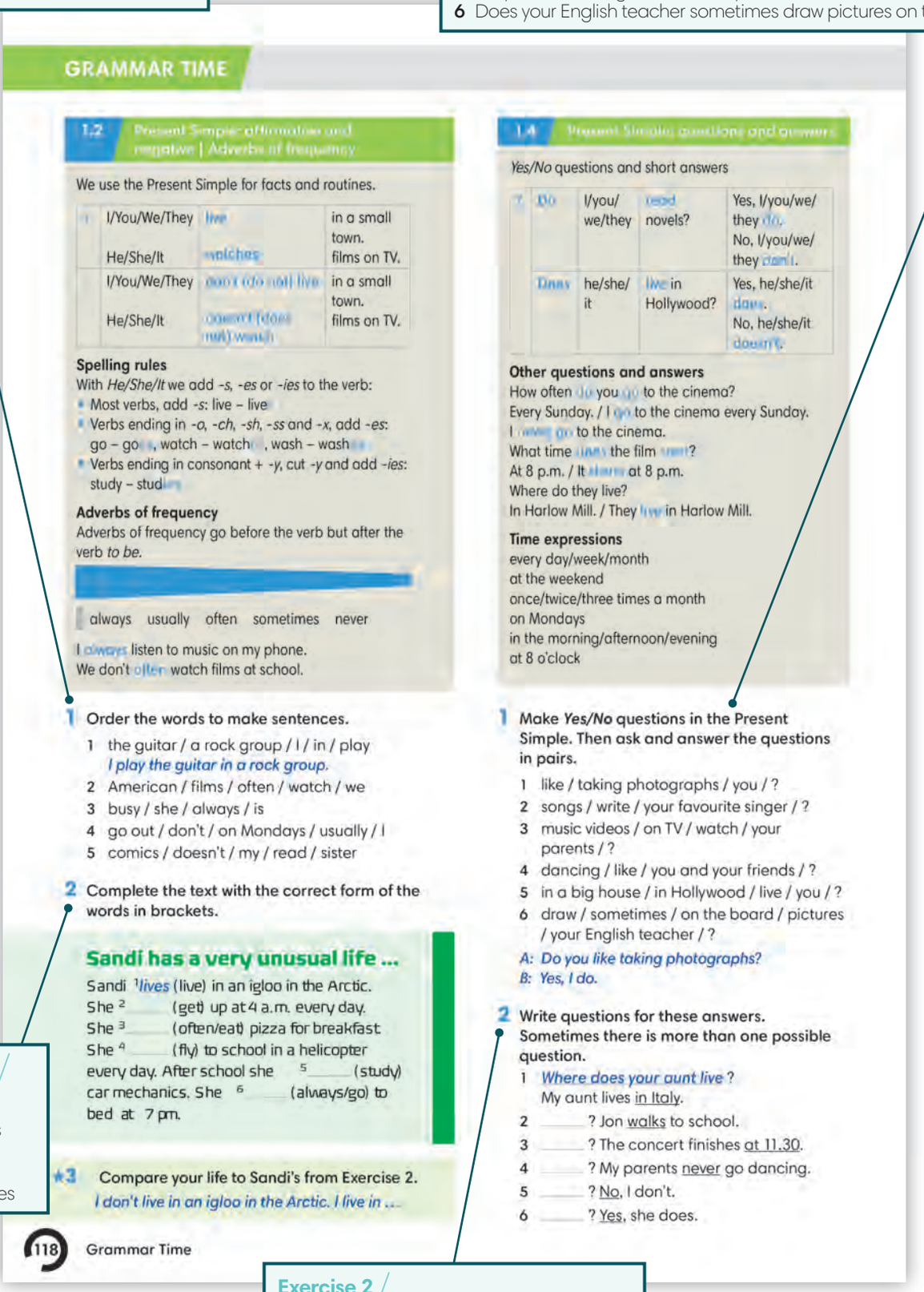
1 Use the internet to research a problem connected with the sea (or an area of natural beauty) in your country.
2 Find out what people are doing about the problem.
3 Write a short script and include some photos or video.
4 Present the problem and possible answers to the class.

Exercise 1

2 We often watch American films.
3 She is always busy.
4 I don't usually go out on Mondays.
5 My sister doesn't read comics.

Exercise 1

2 Does your favourite singer write songs?
3 Do your parents watch music videos on TV?
4 Do you and your friends like dancing?
5 Do you live in a big house in Hollywood?
6 Does your English teacher sometimes draw pictures on the board?



GRAMMAR TIME

1.2 Present Simple: affirmative and negative | Adverbs of frequency

We use the Present Simple for facts and routines.

I/You/We/They	live	in a small town.
He/She/It	watches	films on TV.
I/You/We/They	don't (do not) live	in a small town.
He/She/It	doesn't (does not) watch	films on TV.

Spelling rules
With *He/She/It* we add *-s*, *-es* or *-ies* to the verb:
- Most verbs, add *-s*: live – live
- Verbs ending in *-o*, *-ch*, *-sh*, *-ss* and *-x*, add *-es*: go – goes, watch – watches, wash – washes
- Verbs ending in consonant + *-y*, cut *-y* and add *-ies*: study – studies

Adverbs of frequency
Adverbs of frequency go before the verb but after the verb *to be*.

always usually often sometimes never

I always listen to music on my phone.
We don't often watch films at school.

1.4 Present Simple: questions and answers

Yes/No questions and short answers

Do	I/you/we/they	read	Yes, I/you/we/they do. No, I/you/we/they don't.
Does	he/she/it	live in Hollywood?	Yes, he/she/it does. No, he/she/it doesn't.

Other questions and answers
How often do you go to the cinema?
Every Sunday. / I go to the cinema every Sunday.
I never go to the cinema.
What time does the film start?
At 8 p.m. / It starts at 8 p.m.
Where do they live?
In Harlow Mill. / They live in Harlow Mill.

Time expressions
every day/week/month
at the weekend
once/twice/three times a month
on Mondays
in the morning/afternoon/evening
at 8 o'clock

1 Order the words to make sentences.
1 the guitar / a rock group / I / in / play
I play the guitar in a rock group.
2 American / films / often / watch / we
3 busy / she / always / is
4 go out / don't / on Mondays / usually / I
5 comics / doesn't / my / read / sister

2 Complete the text with the correct form of the words in brackets.

Sandi has a very unusual life ...
Sandi [1]*lives* (live) in an igloo in the Arctic. She [2]_____ (get) up at 4 a.m. every day. She [3]_____ (often/eat) pizza for breakfast. She [4]_____ (fly) to school in a helicopter every day. After school she [5]_____ (study) car mechanics. She [6]_____ (always/go) to bed at 7 pm.

★3 Compare your life to Sandi's from Exercise 2.
I don't live in an igloo in the Arctic. I live in ...

118 Grammar Time

1 Make *Yes/No* questions in the Present Simple. Then ask and answer the questions in pairs.
1 like / taking photographs / you / ?
2 songs / write / your favourite singer / ?
3 music videos / on TV / watch / your parents / ?
4 dancing / like / you and your friends / ?
5 in a big house / in Hollywood / live / you / ?
6 draw / sometimes / on the board / pictures / your English teacher / ?

A: Do you like taking photographs?
B: Yes, I do.

2 Write questions for these answers. Sometimes there is more than one possible question.
1 *Where does your aunt live* ?
My aunt lives in Italy.
2 _____ ? Jon walks to school.
3 _____ ? The concert finishes at 11.30.
4 _____ ? My parents never go dancing.
5 _____ ? No, I don't.
6 _____ ? Yes, she does.

Exercise 2

2 gets
3 often eats
4 flies
5 studies
6 always goes

Exercise 2

Possible answers:
2 How does Jon get to school?
3 When/What time does the concert finish?
4 Do your parents sometimes go dancing?

GRAMMAR TIME

★3 **Imagine you are interviewing a favourite star/ celebrity. Write seven questions about his/her life. Use the ideas below to help you. Do you know any of the answers?**

How often ____? When ____?
Who ____ with? Where ____?
What type of ____ prefer? like ____ing?

Do you like listening to music?
Where do you go on holiday?
What type of car do you prefer?

2.2 Present Continuous

We use the Present Continuous for things that are happening at the moment of speaking.

+	I You/We/They He/She/It		'm (am) reading a book. 're (are) playing a game. 's (is) sleeping.	
–	I You/We/They He/She/It		'm not (am not) reading a book. aren't (are not) playing a game. isn't (is not) sleeping.	
?	Am	I	reading a book?	Yes, I am. No, I'm not.
	Are	you/ we/they	playing a game?	Yes, you/we/they are. No, you/we/they aren't.
	Is	he/she/ it	sleeping?	Yes, he/she/it is. No, he/she/it isn't.
	Where What	are is	you he	going? doing?

Spelling rules
- Most verbs, add *-ing*: go – going, look – looking
- Verbs ending in *-e*, cut *-e* and add *-ing*: live – living
- Short verbs that end with consonant + vowel + consonant, double the last consonant: sit – sitting, swim – swimming

Time expressions

now	at the moment
right now	today

1 In pairs, use the phrases below to describe what is happening in the picture on page 22.

read/book sing/karaoke sit/on the sofa cut/pizza
talk/phone write/text message dance
wear/earrings play table tennis

Leo is reading a book. Gran is …

2 Complete the dialogue with the Present Continuous form of the verbs in brackets.

Mum: Tom! Where are you?
Tom: Hi, mum. I [1]*'m sitting* (sit) in the park.
Mum: What [2]____ (you/do)? [3]____ (you/ have) fun?
Tom: No, I [4]____. I [5]____ (study) for an exam.
Mum: I can hear Matt! [6]____ (he/study) too?
Tom: Yes, he [7]____.
Mum: Really? We [8]____ (drive) past the park now. You [9]____ (not read)! You [10]____ (play) football!
Tom: Yes, we [11]____ (get) ready for our PE exam!

★3 **Imagine you are having a party. Use the Present Continuous to write ten sentences about what is happening.**

I'm sitting on the sofa with my friend Joanna.

2.4 Present Simple and Present Continuous

- We use the **Present Simple** for facts and routines.
  Bro lives in Hollywood.
  Lee plays his guitar every day.
  Amy doesn't tidy her room.
  What time do you get up?
- We use the **Present Continuous** for something happening at the moment of speaking.
  What are you doing under the table?
  I'm looking for my earring!
- We also use the **Present Continuous** for something happening around now but maybe not at the moment of speaking.
  Time expressions: *these days, at the moment, this week/month*
  Is she enjoying school at the moment?
  He isn't talking to his dad these days.

1 Complete the sentences with the correct form of the words in brackets.

1 Oh no, it *'s raining* (rain) again!
2 I ____ (live) in Berlin but I ____ (visit) London now.
3 He ____ (save) money at the moment to buy a leather jacket.
4 Gemma ____ (often/go) to Tenerife on holiday.
5 Jim ____ (not speak) French but he ____ (know) a little Spanish.

Exercise 2

2 are you doing
3 Are you having
4 'm not
5 'm studying
6 Is he studying
7 is
8 're driving
9 aren't reading
10 're playing
11 're getting

Exercise 1

2 live; 'm visiting
3 's saving
4 often goes
5 doesn't speak; knows

Exercise 1

Possible answers:
Gran is talking on the phone and cutting pizza.
Jade is singing karaoke.
Layla is singing and dancing.
Eric is playing table tennis.
Tony is writing a text message.
Angela and Chris are sitting on the sofa.

GRAMMAR TIME

2 **Complete the sentences to make them true for you. In pairs, ask and answer questions about your sentences.**

Free time	I always _____ [*activity*] after school. Now I'm not _____, I'm _____.
Clothes	I often wear _____ [*item of clothing*]. I never wear _____. At the moment I'm wearing _____.
Music	I usually listen to _____ [*type of music*]. These days, I'm listening to _____ [*group/artist/composer*] a lot.

A: What do you do after school?
B: I always run in the park after school.
A: What are you doing now?

★3a **Use the Present Simple to write about your typical Sunday afternoon.**

On a typical Sunday afternoon, I usually sit on the sofa at home and …

★3b **Now imagine you are spending an unusual Sunday afternoon. Use the Present Continuous to write about it.**

This is an unusual Sunday afternoon. I'm not sitting on the sofa at home, I'm …

3.2 Past Simple: *was/were*

We use the Past Simple to talk about finished events and situations in the past. The Past Simple of *to be* is *was/were*.

+	I/He/She/It You/We/They		was at school. were at home.	
–	I/He/She/It You/We/They		wasn't (was not) hungry. weren't (were not) late.	
?	Was	I/he/she/it	hungry?	Yes, I/he/she/it was. No, I/he/she/it wasn't.
	Were	you/we/they	tired?	Yes, you/we/they were. No, you/we/they weren't.
	When Where	was were	she born? you yesterday?	

The Past Simple of *there is/there are* is ***there was/there were***.

+	There There	was were	a lion in a cage. two tigers.	
–	There There	wasn't (was not) weren't (were not)	time. any people.	
?	Was	there	a gift shop?	Yes, there was. No, there wasn't.
	Were	there	many people?	Yes, there was. No, there wasn't.

Time expressions

yesterday	this evening
last Tuesday/week/month/year	at one o'clock
two days/a week ago	in June/2004

1 **Complete the questions with *was/were*. Then ask and answer in pairs.**

1 How *was* your last English test?
2 _____ it cold yesterday?
3 Where _____ you born?
4 _____ you at a party last weekend?
5 Where _____ you five hours ago?
6 How old _____ you in 2010?
7 _____ you late for school this morning?

A: How was your last English test?
B: It was easy!

2 **Rewrite the sentences in the Past Simple.**

1 'Are you bored?' 'Yes, I am.'
'Were you bored?' 'Yes, I was.'
2 'Is it cold?' 'Yes, it is.'
3 'Are you at home?' 'No, I'm not.'
4 My neighbours are irritating.
5 'Is there a letter for me?' 'No, there isn't.'
6 We aren't very hungry.
7 There aren't any tickets.

★3 **Write ten sentences about a recent day out (concert or sports game).**

Last Saturday I was at a Coldplay concert. I was with … It was at … There were hundreds of fans. The weather was perfect …

Exercise 1

2 Was
3 were
4 Were
5 were
6 were
7 Were

Exercise 2

2 'Was it cold?' 'Yes, it was.'
3 'Were you at home?' 'No, I wasn't.'
4 My neighbours were irritating.
5 'Was there a letter for me?' 'No, there wasn't.'
6 We weren't very hungry.
7 There weren't any tickets.

GRAMMAR TIME

3.4 Past Simple: regular verbs

+	I/You/He/She/It/We/They			watched TV.
–	I/You/He/She/It/We/They			didn't (did not) read.
?	Did	I/you/he/she/it/we/they	sleep?	Yes, I/you/he/she/it/we/they did. No, I/you/he/she/it/we/they didn't.
	When What	did did	he they	arrive? watch?

Spelling rules

- Most regular verbs, add *-ed*: watch – watched
- Verbs ending with *-e*, add *-d*: live – lived
- Verbs ending with consonant *+y*, cut *-y* and add *-ied*: try – tried
- One-syllable verbs ending with vowel + consonant, double the consonant and add *-ed*: stop – stopped

1 Write the Past Simple form of the verbs below.

1 cook – *cooked*
2 carry – _____
3 play – _____
4 help – _____
5 drop – _____
6 marry – _____

2 Complete the sentences with the Past Simple form of the verbs in brackets.

1 Mel *tidied* (tidy) her room.
2 '_____ (they/like) the film?' 'No, they _____.'
3 I _____ (not watch) TV last night.
4 '_____ (you/finish) your work?' 'Yes, I _____.'
5 We _____ (not talk) to her yesterday.
6 He _____ (drop) his phone and it _____ (stop) working.

3 Use the ideas below to make questions about yesterday. Then ask and answer the questions in pairs.

Did you ...?

- tidy your room
- listen to music
- cook a meal
- stay at home all day
- wash your hair
- argue with someone
- rest
- study English
- watch a film
- phone a friend

A: Did you tidy your room yesterday?
B: No, I didn't.

★4 Write five things you did last weekend and five things you didn't. Use the ideas in Exercise 3 to help you.

I tidied my room, I ...
I didn't cook a meal, ...

4.2 Past Simple: irregular verbs

+	I/You/He/She/It/We/They			took my camera.
–	I/You/He/She/It/We/They			didn't (did not) take my camera.
?	Did	I/you/he/she/it/we/they	take the camera?	Yes, I/you/he/she/it/we/they did. No, I/you/he/she/it/we/they didn't.
	Where	did	you	put it?

1 Write the Past Simple form of the verbs below.

1 come – *came*
2 drink – _____
3 drive – _____
4 eat – _____
5 find – _____
6 go – _____
7 leave – _____
8 make – _____
9 meet – _____
10 read – _____
11 run – _____
12 speak – _____
13 take – _____
14 write – _____

2a Use the verbs in Exercise 1 to write six sentences about last weekend.

1 *Last weekend I spoke to my gran on the phone.*

2b In pairs, ask and answer the questions about your sentences.

A: Did you speak to your gran on the phone last weekend?
B: No, I didn't. But we went to her house on Saturday.

3 Complete Amy's story with the Past Simple form of the verbs below.

fall feel get ~~have~~ hit hurt sit

I was in the bathroom. I [1]*had* my MP4 player with me. On the way out I [2]_____ my head on the door. It really [3]_____. I [4]_____ bad so I [5]_____ down on the bath and my MP4 player [6]_____ in the toilet! I didn't want to put my hand in the water so I called my dad and he [7]_____ it out for me.

Exercise 1

2 carried
3 played
4 helped
5 dropped
6 married

Exercise 1

2 drank
3 drove
4 ate
5 found
6 went
7 left
8 made
9 met
10 read
11 ran
12 spoke
13 took
14 wrote

Exercise 2

2 Did they like; didn't
3 didn't watch
4 Did you finish; did
5 didn't talk
6 dropped; stopped

Exercise 3

2 hit
3 hurt
4 felt
5 sat
6 fell
7 got

GRAMMAR TIME

★4 **Write about something funny that happened to you. Use the verbs on page 129 and the story in Exercise 3 to help you.**

I was in a shop with my parents. A dog ran into the shop. I …

4.4 Verb patterns

- We use the ***to*-infinitive** after these verbs:
  agree, decide, forget, learn, remember, need, try, want, would/'d like
  We agreed to switch off our phones.
- We use **verb + *-ing*** after these verbs:
  can't stand, don't mind, enjoy, finish, hate, keep, like, love, prefer, stop
  I prefer texting to emails.

1 Complete the sentences with the correct form of the verbs in brackets.

1 I'm learning *to type* (type) without looking.
2 When did you finish _____ (do) your homework?
3 Denise never forgets _____ (do) her homework.
4 Sue keeps _____ (send) me videos of cats.
5 My dad can't stand _____ (talk) on the phone.
6 We tried _____ (spend) a day without our phones.

2a Use the verbs from the lists above to write six true and six false sentences about you.

I often forget to charge my phone. (true)
I can't stand playing video games. (false)

2b In pairs, read your sentences and decide if your partner's sentences are true or false.

A: I often forget to charge my phone.
B: True.
A: I can't stand playing video games.
B: False, you love playing video games.

★3 **Think of a person you know very well. Use the verbs from the lists above to write six sentences about him/her.**

My best friend always tries to help other people. She enjoys …

5.2 Adverbs of manner

We use adjectives with nouns and adverbs with verbs.

- We can add *-ly* to most adjectives to make an adverb:
  She is quiet. She speaks quietly.
- With adjectives ending with *-y*, we add *-ily*:
  The rain is heavy. It's raining heavily.
- Irregular adverbs look the same as adjectives:
  hard, fast, right, wrong, early, late, high, last, best, wide
  He's a fast runner. He runs fast.
- The adverb for good is well.

We use ***very***, ***really*** and ***so*** before adjectives and adverbs.
She is very slow.
Children learn really quickly.
She wakes up so slowly.

1 Complete the sentences with the correct form of the adjectives in brackets. Then, in pairs, complete the sentences with the name of someone you both know.

1 *Chris* always talks very *quickly* (quick).
2 _____ speaks English really _____ (good).
3 _____ often laughs _____ (noisy).
4 _____ speaks _____ (quiet).
5 _____ often comes to class _____ (late).
6 _____ always drives _____ (careful).

2 Complete the sentences with the correct form of the adjectives.

1 I'm a *bad* dancer. I dance so *badly*! BAD
2 Sarah's a _____ singer. She sings really _____. GOOD
3 Polly learns so _____! She's definitely a _____ learner. FAST
4 I'm sure Tim will arrive _____. He's always _____. EARLY
5 The boys are very _____ to Eva. They always laugh _____ at her. UNKIND
6 It's snowing really _____. The snow isn't usually so _____. HEAVY
7 He's a _____ baby. He smiles _____ every time I see him. HAPPY

★3 **Write six sentences about what you did this morning. Use as many verbs and adverbs as possible.**

I woke up late, I got dressed quickly …

Exercise 1
2 doing
3 to do
4 sending
5 talking
6 to spend

Exercise 1
2 well
3 noisily
4 quietly
5 late
6 carefully

Exercise 2
2 good; well
3 fast, fast
4 early; early
5 unkind; unkindly
6 heavily; heavy
7 happy; happily

GRAMMAR TIME

5.4 Modal verbs: *can, have to* and *must*

Can

We use ***can*** to talk about rules that other people make for us.

I can go online when I want. (*It's OK/allowed.*)
I can't watch TV after 10 p.m. (*It isn't OK.*)
Can you invite friends to stay? (*Is it OK?*)

Have to

We use ***have to*** to say that something is necessary and ***don't have to*** to say that something isn't necessary.

You have to come home straight after school. (*It's necessary.*)
You don't have to come home straight after school. (*It isn't necessary.*)
Do I have to come home straight after school? *(Is it necessary?)*

+	I/You/We/They He/She/It		have to help. has to clean.	
–	I/You/We/They He/She/It		don't (do not) have to help. doesn't (does not) have to clean.	
?	Do	I/you/ we/they	have to help?	Yes, I/you/we/they do. No, I/you/we/they don't.
	Does	he/she/ it	have to clean?	Yes, he/she/it does. No, he/she/it doesn't.

Must

Must has a similar meaning to *have to* but *have to* is more common.

I have to/must cook dinner.

We use ***mustn't*** (***must not)*** to talk about what you're not allowed to do.

You mustn't stay up late. (*Don't!*)

Don't have to and ***mustn't*** have different meanings.

You don't have to go there. (*You can but it's not necessary.*)
You mustn't go there. (*Don't!*)

–	I/You/He/She/It/ We/They	mustn't (must not)	talk!

1 **In pairs, say where you can find these signs. Then make sentences with *you have to* or *you mustn't* for each sign.**

You mustn't park here.

2 **In pairs, choose the verb which makes the sentence true for your school.**

1 You *can* / *mustn't* borrow books from the library.
2 You *can* / *mustn't* run in the corridor.
3 You *have to* / *don't have to* learn a foreign language.
4 You *can* / *mustn't* use a mobile phone in class.
5 You *have to* / *don't have to* stand up when the teacher enters the room.

3 **Choose one situation below and write six sentences with rules about what you can, can't, have to and mustn't do. Write rules:**

- for a visitor to your country.
- for somebody playing your favourite (video/ computer) game.
- for someone going on holiday with your family.

You don't have to have a visa.

6.2 Countable and uncountable nouns | Quantifiers

Countable	Uncountable
How many bottles of water have we got? I haven't got many hobbies. There are too many olives on my pizza.	How much water is in that bottle? I haven't got much time. There's too much ice in my drink.
I bought some bananas. We eat a lot of oranges. We don't eat a lot of apples.	She bought some popcorn. We eat a lot of cheese. We don't eat a lot of bread.
Have you got any biscuits? There aren't any eggs in the fridge.	Have you got any juice? There isn't any milk in the fridge.

1 **Choose the correct option. Then discuss in pairs.**

1 How (*many*) / *much* meals do you eat every day?
2 Do you think you eat too *many* / *much* unhealthy food?
3 Have you got *any* / *some* food in your bag?
4 How *many* / *much* time do you have for lunch on schooldays?
5 There aren't *many* / *much* places to eat near your school. True or false?

Exercise 1

1 much
3 any
4 much
5 many

Exercise 1

Possible answers:
in the street – *You mustn't park here.*
in a cinema – You mustn't use mobile phones here./You must switch your mobile phone off.
in a restaurant – You have to wait here.
in a library – You mustn't talk here.
on a door – You have to pull.

Exercise 2

2 much
3 many
4 any
5 some
6 a lot of
7 much
8 any

GRAMMAR TIME

2 Complete the restaurant review with *a lot of*, *any*, *many*, *much* or *some*.

STEWIE'S STEAKHOUSE
*****

Stewie's Steakhouse looks nice but it's very small and there are too [1]*many* tables so there isn't [2]_____ space – you feel that you're eating in a phone box! There aren't [3]_____ things on the menu and they all have meat in them. There aren't [4]_____ dishes for vegetarians – there's no salad! The food wasn't great. I had a steak and [5]_____ cold chips. There was [6]_____ meat on my plate (about a kilo!) but it wasn't very good. And there was too [7]_____ salt in every dish – even the pudding was salty! Finally, they didn't have [8]_____ juice or cola, only water from the tap!

★3 Write ten sentences about your family's eating habits.

1 *There's a lot of yoghurt in our fridge.*
2 *My dad doesn't eat much chocolate.*

6.4 Past Continuous and Past Simple

We use the Past Continuous to say something was in progress at a precise moment in the past.

+	I/He/She/It You/We/They		was watching TV. were sleeping at 9 p.m.	
–	I/He/She/It You/We/They		wasn't (was not) watching TV. weren't (were not) sleeping at 9 p.m.	
?	Was	I/he/she/it	watching TV?	Yes, I/he/she/it was. No, I/he/she/it wasn't.
	Were	you/we/they	sleeping at 9 p.m.?	Yes, you/we/they were. No, you/we/they weren't.
	Where What	was were	he you	going? doing?

Time expressions
at three o'clock this morning
at 5.15 last Tuesday
forty minutes ago

Past Continuous and Past Simple
We often use the **Past Continuous** with the **Past Simple**. We use the Past Simple for a short/complete action (e.g. *I broke my leg*) and the Past Continuous for a longer activity in progress at the same time (e.g. *I was playing football*). Before the Past Continuous we use ***while*** or ***when***.
While/When I was playing football, I broke my leg.
I broke my leg while/when I was playing football.

Before the Past Simple we normally use ***when***.
What were you doing when the accident happened?
When the accident happened, what were you doing?

Exercise 1

2 wasn't dancing
3 was Sue going
4 were playing
5 wasn't listening
6 were you doing

1 Complete the sentences with the Past Continuous form of the verbs in brackets.

1 The phone rang while they *were sleeping* (sleep).
2 Anna _____ (not dance) at one o' clock in the morning.
3 Where _____ (Sue/go) when she fell?
4 We _____ (play) football when it began to rain.
5 I _____ (not listen) when the doctor told me his name.
6 What _____ (you/do) when you cut your finger?

2 Complete the story with the Past Simple or Past Continuous form of the verbs in brackets. Then compare with a partner.

Last Sunday at four o'clock I [1]*was riding* (ride) my bike home. It [2]_____ (rain) a lot so I [3]_____ (put) up my umbrella. While I [4]_____ (go) past the station, I [5]_____ (see) Jennifer Lawrence! She [6]_____ (get) into a taxi. I [7]_____ (not look) where I [8]_____ (go) so I [9]_____ (ride) my bike into the back of a car! I [10]_____ (fall) and [11]_____ (hit) my head. I was lucky I [12]_____ (not break) my neck.

★3 Use the Past Simple and the Past Continuous to describe a) something surprising that happened to you, or b) a dream you had.

One day last year I was walking in the town centre with a friend when we saw an elephant. It was standing on two legs and …

Exercise 2

2 was raining
3 put
4 was going
5 saw
6 was getting
7 wasn't looking
8 was going
9 rode
10 fell
11 hit
12 didn't break

GRAMMAR TIME

7.2 Comparatives and superlatives of adjectives

We use the **comparative** form of adjectives with ***than*** to compare two people or things.
He's taller than me.

We use the **superlative** form of adjectives to compare one thing in a group with all the others in that group.
She's the nicest person I know.

Adjectives	Adjective	Comparative	Superlative
with one syllable	near	nearer	the nearest
with one syllable ending with *-e*	wide	wider	the widest
with one syllable ending with vowel + consonant	hot	hotter	the hottest
ending with consonant + *-y*	lazy	lazier	the laziest
with two or more syllables	intelligent	more intelligent	the most intelligent
irregular	good bad	better worse	the best the worst

We usually use ***the*** before superlative adjectives. But we don't use *the* after *my/your/his/her/its/our/their.*
He's their youngest son. NOT ~~He's their the youngest son.~~

We can also compare things using (*not*) *as ... as.*
This book isn't as interesting as the first one.

1 **Write the comparative and superlative forms of the adjectives below.**

1 fat – *fatter, the fattest*
2 easy – _____
3 late – _____
4 expensive – _____
5 young – _____
6 happy – _____

2 **How much can you remember about last year? Complete the questions with the superlative form of the adjectives in brackets. Then ask and answer the questions in pairs.**

1 What was *the most beautiful* (beautiful) place you visited?
2 What was _____ (happy) day you can remember?
3 What was _____ (long) journey you made?
4 What was _____ (tasty) meal you ate?
5 What was _____ (bad) film you saw?

★3 **Do you prefer shopping in a shopping centre or small shops? Use the ideas below and write five sentences to answer the question.**

Price	low/high
Service	friendly/rude quick/slow
Other	busy/quiet relaxing/stressful cold/hot/warm/wet good/poor choice

I prefer shopping in a shopping centre because the prices aren't as high as in small shops ...

7.4 *Going to* and the Present Continuous

We use ***going to*** or the **Present Continuous** to talk about intentions, plans and arrangements in the future.

Going to
We use *going to* to talk about intentions and plans which will perhaps change in the future.
I'm going to get there early.
We're not going to invite them.
Are you going to watch the football?

+	I	'm (am) going to buy	a new car.
	You/We/They	're (are) going to go	shopping.
	He/She/It	's (is) going to come	home.
–	I	'm not (am not) going to buy	a new car.
	You/We/They	aren't (are not) going to go	shopping.
	He/She/It	isn't (is not) going to come	home.

?	Am	I	going to buy	a motorbike?
	Are	you/we/they	going to go	to a party?
	Is	he/she/it	going to stay	?
	When	are	they	going to visit Gran?

Yes, I am.	No, I'm not.
Yes, you/we/they are.	No, you/we/they aren't.
Yes, he/she/it is.	No, he/she/it isn't.

Present Continuous
We use the Present Continuous to talk about arrangements. We often mention a time and/or place to show that something is more than just an intention.
The game is starting at 2.00.
My mum isn't working tomorrow.
Are you going to the party on Friday?

Time expressions:
tonight next Monday/weekend
tomorrow on Thursday morning/afternoon

Exercise 1

2 easier, the easiest
3 later, the latest
4 more expensive, the most expensive
5 younger, the youngest
6 happier, the happiest

Exercise 2

2 the happiest
3 the longest
4 the tastiest
5 the worst

Exercise 2

2 is he arriving; He's arriving in London at 9.45 a.m.
3 is he catching; He's catching the train home at 6.35 p.m.
4 is Lee meeting; He's meeting Aunty Hannah in London.
5 is he meeting; He's meeting her at 12.30 p.m.
6 are they having; They're having lunch at the National Gallery café.

GRAMMAR TIME

1 **Finish these New Year's resolutions with *going to* and the ideas below (or your own).**

buy get up revise spend less/more time study take up

1 I missed the school bus again. This year, I *'m going to get up earlier every morning*.
2 I'm not fit. This year, I _____
3 I was so horrible to my sister last year. This year, I _____
4 I feel so unfashionable. This year, I _____
5 My marks for Maths are terrible. This year, I _____
6 English is such a useful language. This year, I _____

2 **Complete the questions below with the Present Continuous form of the verbs in brackets. Then use Lee's note to ask and answer in pairs.**

TRIP TO LONDON – Saturday
- train from Harlow Mill to Liverpool Street Station, London, leave 8.30 a.m. and arrive 9.45 a.m.
- meet Aunty Hannah for lunch, National Gallery café, 12.30 p.m.
- train to Harlow Mill from Liverpool Street Station, 6.35 p.m.

1 What station *is Lee leaving* (Lee/leave) from?
He's leaving from Liverpool Street.
2 What time _____ (he/arrive) in London?
3 What time _____ (he/catch) the train home?
4 Who _____ (Lee/meet) in London?
5 What time _____ (he/meet) her?
6 Where _____ (they/have) lunch?

★3 **Use *going to* to write three intentions you have for the next summer holidays. Then use the Present Continuous to write three plans for this evening.**

This summer I'm going to help my mum decorate the kitchen.
This evening I'm watching the football match at 8 p.m.

8.2 *Will* for future predictions

We use *will* to make predictions about the future.

+	I/You/He/She/It/We/They		'll (will) win	the match.
–	I/You/He/She/It/We/They		won't (will not) lose.	
?	Will	I/you/he/she/it/we/they	win?	Yes, I/you/he/she/it/we/they will. No, I/you/he/she/it/we/they won't.
	What time How	will will	the game you	start? get there?

I think this will happen.
I don't think this will happen. NOT ~~I think this won't happen~~.

Watch OUT!

Time expressions
tomorrow
next week/month/year
in 2035/twenty years' time/the next five years/the future
by (= before) 2035/Christmas/my twentieth birthday/this time tomorrow/the end of the week

1 **Complete the sentences with *will* or *won't*. Then look at your sentences with *won't* and write what *will* happen.**

1 My country *won't* win the next football World Cup.
2 It _____ be bright and sunny tomorrow.
3 I _____ become famous in the next fifteen years.
4 We _____ get a surprise English test by the end of the week.
5 The world _____ end in 2035.
6 I _____ fall in love by Christmas.
7 Our English teacher _____ give us homework today.

My country won't win the next football World Cup.
Germany will win it.

2 **Use *I think* and *I don't think* to transform your sentences from Exercise 1. Then compare with a partner.**

A: I don't think my country will win the next football World Cup. I think Germany will win it. What do you think? Will Germany win the next World Cup?
B: I think …

★3 **Look at the article in Exercise 2 on page 96 and write six sentences about life in 2035. Use the ideas below to help you.**

classrooms a typical school timetable popular gadgets travel fashion best and worst jobs

Classrooms will be very different in 2035. There won't be so many students and …

GRAMMAR TIME

8.4 First Conditional

We use the First Conditional for things that will possibly or probably happen in the future if something happens.

Present Simple	*will* + verb
If she studies hard,	she'll pass the test.
If you don't pass,	I'll be disappointed.
If he doesn't pass,	his mum won't be happy.

We can change the order of the parts of the sentences without changing the meaning. We don't use a comma if we put *will/won't* in the first part of the sentence.

will + verb	Present Simple
She'll pass the test	if she studies hard.
I'll be disappointed	if you don't pass.
His mum won't be happy	if he doesn't pass.

In questions it's more usual to begin with *will*.

will + verb	Present Simple
Will you be angry	if you don't pass the test?
What will you do	if you get the best mark?

1 **Use the verbs in brackets to make First Conditional sentences.**

1 If I *become* (become) famous, I *won't forget* (not forget) my friends.
2 I _____ (tell) mum if you _____ (do) that again.
3 If my dad _____ (not get) a new job, we _____ (not move) house.
4 You _____ (not pass) if you _____ (not do) any homework.
5 If Patrick _____ (help) me, I _____ (help) him.
6 If you _____ (not panic), you _____ (get) a good mark in the test.
7 How _____ (you/feel) if you _____ (not pass) the test?
8 _____ (she/help) me if I _____ (ask) her?

2 **In pairs, use the ideas below to make First Conditional sentences.**

1 pass all my exams → have a party
we make a lot of noise → my parents tell us to be quiet → play a board game

2 have my Maths exam → stay home to study → invite a friend to study with me → get tired of studying → play a board game

1 If I pass all my exams, I'll have a party.

★**3** **Write five First Conditional sentences about what you will do if you don't have any homework today.**

1 If I don't have any homework today …

9.2 Present Perfect – all forms

We use the Present Perfect to talk about completed actions in the past when we don't say when they happened.

+	I/You/We/They He/She/It		've (have) swum with dolphins. 's (has) visited Ireland.	
–	I/You/We/They He/She/It		haven't (have not) swum with dolphins. hasn't (has not) visited Ireland.	
?	Have	I/ you/ we/ they	enjoyed it?	Yes, I/you/we/they have. No, I/you/we/they haven't.
	Has	he/ she/ it	learned a lot?	Yes, he/she/it has. No, he/she/it hasn't.
	Where	have	you	been?

To form the Present Perfect, we use *have/has* and the Past Participle.

For regular verbs, the Past Participle is the same as the Past Simple.
I have finished. She hasn't tried. We've stopped.

Many Past Participles are irregular (see verb list on page 129).
They have eaten. He's gone. Have you slept?

Present Perfect with *ever/never*
We often use the Present Perfect with ***ever*** in questions. It means 'at any time before now'.
Have you ever been to Spain?

We also use the Present Perfect with ***never***. It means 'at no time before now'.
No, I've never been to Spain.

Exercise 1

2 'll tell; do
3 doesn't get; won't move
4 won't pass; don't do
5 helps; 'll help
6 don't panic; 'll get
7 will you feel; don't pass
8 Will she help; ask

GRAMMAR TIME

1 **Complete the text with the Present Perfect form of the verbs in brackets.**

ASK TODD!

Gemma [1]*has written* (write) to ask me if it's better to travel alone or with other people. Well, it depends. Some of my nicest travel experiences [2]_____ (be) with my friends. My best friend, Scott, [3]_____ (travel) with me to a lot of countries and we [4]_____ (have) a lot of fun and we [5]_____ (not fall) out! But my girlfriend [6]_____ (never/be) abroad with me because we always argue when we're travelling!

Exercise 1

2 have been
3 has travelled
4 've had
5 fallen
6 has never been

2 **Make questions with *ever* and the Present Perfect. Use the phrases below or your own ideas. Then ask and answer the questions in pairs.**

travel alone
go to a restaurant with friends
go on a school trip abroad
buy clothes without your parents
meet someone from another continent

A: Have you ever travelled alone?
B: No, I've never travelled alone./Yes, I have.

★3 **Write five sentences about things you have never done but hope to do in the future.**

I've never been to New York – I hope to go there in the future.

9.4 Present Perfect with *already/just/yet*

We use ***already*** and ***just*** in affirmative sentences with the Present Perfect. *Already* and *just* usually come immediately before the main verb.
He's just phoned. (= recently/a short time ago)
I've already checked the timetable. (= earlier than expected)

We use ***yet*** in negative sentences and questions with the Present Perfect. *Yet* usually comes at the end of the negative statements or questions.
We haven't bought all the food yet. (It hasn't happened but will probably happen soon.)
Have you bought tickets yet?

1 **Complete the sentences with *just* and the Present Perfect form of the verbs below.**

make ~~do~~ tidy fix miss go

1 There's a lot of food in the fridge. I*'ve just done* the shopping.
2 I _____ my computer. It's working again!
3 Mark _____ breakfast. It's on the table.
4 Rona _____ her bedroom. It's looking better now!
5 I'm afraid you can't speak to mum now. She _____ to work.
6 We _____ the bus – we'll be late now!

Exercise 1

2 've just fixed
3 has just made
4 has just tidied
5 's just gone
6 've just missed

2 **Rewrite the underlined sentences using *yet* or *already*.**

1 Jason has arrived at the campsite. He's putting up his tent.
Jason has already arrived at the campsite.
2 I'm not hungry, thanks. I've had breakfast.
3 Hurry up! Have you finished?
4 Wow – you're slow! We've finished.
5 She can't come. She hasn't done her homework.
6 Have they got their exam results?

Exercise 2

2 I've already had breakfast.
3 Have you finished yet?
4 We've already finished.
5 She hasn't done her homework yet.
6 Have they got their exam results yet?

3 **Make questions with *yet* about the things below. Then ask and answer the questions in groups.**

eat lunch start learning for the next test
decide what to at the weekend
see [name of film] at the cinema
plan your holiday

A: Have you eaten lunch yet?
B: No, I haven't./Yes, I've already had my lunch.

★4 **Write five sentences with news about your favourite stars or other people you know well. Use *just*, *already* or *yet*.**

Messi has just joined Dortmund but he hasn't played yet.
My sister has just started university.

IRREGULAR VERBS LIST

INFINITIVE	PAST SIMPLE	PAST PARTICIPLE
be [bɪ:]	**was/were** [wɒz/wɜ:]	**been** [bɪ:n]
become [bɪˈkʌm]	**became** [bɪˈkeɪm]	**become** [bɪˈkʌm]
begin [bɪˈgɪn]	**began** [bɪˈgæn]	**begun** [bɪˈgʌn]
break [breɪk]	**broke** [brəʊk]	**broken** [ˈbrəʊkən]
bring [brɪŋ]	**brought** [brɔ:t]	**brought** [brɔ:t]
build [bɪld]	**built** [bɪlt]	**built** [bɪlt]
burn [bɜ:n]	**burned** [bɜ:nd]/ **burnt** [bɜ:nt]	**burned** [bɜ:nd]/ **burnt** [bɜ:nt]
buy [baɪ]	**bought** [bɔ:t]	**bought** [bɔ:t]
can [kæn]	**could** [kʊd]	**been able to** [bɪ:n ˈeɪbl tə]
catch [kætʃ]	**caught** [kɔ:t]	**caught** [kɔ:t]
choose [tʃʊ:z]	**chose** [tʃəʊz]	**chosen** [ˈtʃəʊzn]
come [kʌm]	**came** [keɪm]	**come** [kʌm]
cost [kɒʃt]	**cost** [kɒʃt]	**cost** [kɒʃt]
cut [kʌt]	**cut** [kʌt]	**cut** [kʌt]
do [dʊ:]	**did** [dɪd]	**done** [dʌn]
draw [drɔ:]	**drew** [drʊ:]	**drawn** [drɔ:n]
dream [drɪ:m]	**dreamed** [drɪ:md]/ **dreamt** [dremt]	**dreamed** [drɪ:md]/ **dreamt** [dremt]
drink [drɪnk]	**drank** [drænk]	**drunk** [drʌnk]
drive [draɪv]	**drove** [drəʊv]	**driven** [ˈdrɪvn]
eat [ɪ:t]	**ate** [et]	**eaten** [ˈɪ:tn]
fall [fɔ:l]	**fell** [fel]	**fallen** [ˈfɔ:ln]
feed [fɪ:d]	**fed** [fed]	**fed** [fed]
feel [fɪ:l]	**felt** [felt]	**felt** [felt]
fight [faɪt]	**fought** [fɔ:t]	**fought** [fɔ:t]
find [faɪnd]	**found** [faʊnd]	**found** [faʊnd]
fly [flaɪ]	**flew** [flʊ:]	**flown** [fləʊn]
forget [fəˈget]	**forgot** [fəˈgɒt]	**forgotten** [fəˈgɒtn]
forgive [fəˈgɪv]	**forgave** [fəˈgeɪv]	**forgiven** [fəˈgɪvn]
get [get]	**got** [gɒt]	**got** [gɒt]
give [gɪv]	**gave** [geɪv]	**given** [ˈgɪvn]
go [gəʊ]	**went** [went]	**gone** [gɒn]
grow [grəʊ]	**grew** [grʊ:]	**grown** [grəʊn]
hang [hæŋ]	**hung** [hʌŋ]	**hung** [hʌŋ]
have [hæv]	**had** [hæd]	**had** [hæd]
hear [hɪə]	**heard** [hɜ:d]	**heard** [hɜ:d]
hit [hɪt]	**hit** [hɪt]	**hit** [hɪt]
hold [həʊld]	**held** [held]	**held** [held]
hurt [hɜ:t]	**hurt** [hɜ:t]	**hurt** [hɜ:t]
keep [kɪ:p]	**kept** [kept]	**kept** [kept]
know [nəʊ]	**knew** [njʊ:]	**known** [nəʊn]
learn [lɜ:n]	**learned** [lɜ:nd]/ **learnt** [lɜ:nt]	**learned** [lɜ:nd]/ **learnt** [lɜ:nt]
leave [lɪ:v]	**left** [left]	**left** [left]
lend [lend]	**lent** [lent]	**lent** [lent]

INFINITIVE	PAST SIMPLE	PAST PARTICIPLE
let [let]	**let** [let]	**let** [let]
lie [laɪ]	**lay** [leɪ]	**lain** [leɪn]
lose [lʊ:z]	**lost** [lɒst]	**lost** [lɒst]
make [meɪk]	**made** [meɪd]	**made** [meɪd]
meet [mɪ:t]	**met** [met]	**met** [met]
pay [peɪ]	**paid** [peɪd]	**paid** [peɪd]
put [pʊt]	**put** [pʊt]	**put** [pʊt]
read [rɪ:d]	**read** [red]	**read** [red]
ride [raɪd]	**rode** [rəʊd]	**ridden** [ˈrɪdn]
ring [rɪŋ]	**rang** [ræŋ]	**rung** [rʌŋ]
run [rʌn]	**ran** [ræn]	**run** [rʌn]
say [seɪ]	**said** [sed]	**said** [sed]
see [sɪ:]	**saw** [sɔ:]	**seen** [sɪ:n]
sell [sel]	**sold** [səʊld]	**sold** [səʊld]
send [send]	**sent** [sent]	**sent** [sent]
set [set]	**set** [set]	**set** [set]
show [ʃəʊ]	**showed** [ʃəʊd]	**shown** [ʃəʊn]
sing [sɪŋ]	**sang** [sæŋ]	**sung** [sʌŋ]
sit [sɪt]	**sat** [sæt]	**sat** [sæt]
sleep [slɪ:p]	**slept** [slept]	**slept** [slept]
speak [spɪ:k]	**spoke** [spəʊk]	**spoken** [ˈspəʊkən]
spend [spend]	**spent** [spent]	**spent** [spent]
stand [stænd]	**stood** [stʊd]	**stood** [stʊd]
steal [stɪ:l]	**stole** [stəʊl]	**stolen** [ˈstəʊlən]
sweep [swɪ:p]	**swept** [swept]	**swept** [swept]
swim [swɪm]	**swam** [swæm]	**swum** [swʌm]
take [teɪk]	**took** [tʊk]	**taken** [ˈteɪkən]
teach [tɪ:tʃ]	**taught** [tɔ:t]	**taught** [tɔ:t]
tell [tel]	**told** [təʊld]	**told** [təʊld]
think [θɪnk]	**thought** [θɔ:t]	**thought** [θɔ:t]
understand [ˌʌndəˈstænd]	**understood** [ˌʌndəˈstʊd]	**understood** [ˌʌndəˈstʊd]
wake [weɪk]	**woke** [wəʊk]	**woken** [ˈwəʊkən]
wear [weə]	**wore** [wɔ:]	**worn** [wɔ:n]
win [wɪn]	**won** [wʌn]	**won** [wʌn]
write [raɪt]	**wrote** [rəʊt]	**written** [ˈrɪtn]

STUDENT ACTIVITIES

Unit 2 Lesson 2.1 Exercise 6

Fashion Quiz

Give yourself one point every time you have the same answer as your partner.

0–3 points – you are very different from your partner. Don't go shopping for clothes together!

4–7 points – you are not very different from your partner but you are not very similar either.

8–10 points – you and your partner have similar ideas about fashion. Go shopping together!

Unit 3 Lesson 3.1 Exercise 6

1 T 2 T 3 F 4 T 5 T 6 T 7 T 8 T 9 T

Unit 3 Lesson 3.4 Exercise 6

Use the prompts below to answer the questions in Exercise 6 on page 38.

1 Lee / call / police ✓
2 police / help / them ✗
3 Lee / Amy / go home ✗
4 look / town centre / hours. then / start / rain
5 stop raining / so / return / park
6 dog / be / there ✗
7 he / start / panic / imagine / terrible things

Unit 5 Lesson 5.3 Exercise 7

After dinner I went to bed but I couldn't stop thinking of the girl in the picture. I closed my eyes and tried to remember her face. When I opened my eyes, she was there. She spoke quickly. 'You have to help me! I can't do it!' She took me by the hand. But this time we went to the window. I opened the curtains and we went silently out onto the balcony. She pointed upwards. Once again, the kitten was on the roof. I began to climb.

The next morning, my gran came upstairs to wake me. When she entered the room, she stopped suddenly and pointed towards the bed.

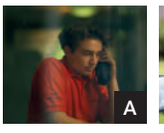
'What is that?' she asked.

'It's a kitten,' I replied. I smiled and held the little black cat tightly in my arms.

Unit 7 Lesson 7.1 Exercise 3

A Clothes shop
B Bakery
C Pharmacy
D Shoe shop
E Butcher's
F Florist's
G Bookshop
H Greengrocer's
I Newsagent's

Unit 7 Lesson 7.2 Exercise 4



Unit 7 Lesson 7.3 Exercise 2

1 Why there aren't many places to sit down?
If people are sitting, they aren't shopping.
2 Why do they play music all the time?
Because then people relax and stay longer.
3 Why is it hard to find the exit?
It's because if people can't get out easily, they stay longer and spend more money.
4 Why is the down escalator a long way from the up escalator?
Because then shoppers walk past more shops.

Unit 7 Lesson 7.5 Exercise 5

How important is money to you?

Give yourself 2 points for every a) answer and 1 point for every b) answer.

5–6 points

For you money is like water. When you're thirsty, you have to drink. When you have money, you have to spend it. You don't know how to save money.

7–8 points

For you money is useful and important but you don't worry about it all the time. You are generous, but intelligent with your money. You don't spend more than you have but you don't try to save every penny.

9–10 points

For you money is a wonderful thing. It is so wonderful that you don't want to spend it. Maybe you need to learn how to enjoy spending money.

Unit 9 Lesson 9.6 Exercise 7

Student A

1 You want to check a website. Your friend has his/her laptop with him/her.
2 You're on the bus. There's a free seat next to your friend.

Student B

1 You want to check a word. Your friend has a dictionary.
2 You're on the bus. A window's open and it's very cold.

STUDENT ACTIVITIES

Unit 1 Revision SPEAKING Exercise 7

Student B

You work at a cinema. Use this information to answer Student A's questions.

FILMWORLD CINEMA	
Film	**Time**
X-Men: the End **Sold Out**	6.40 / 8.30
Up 2 **Row 7 – No, Row 6 – Yes**	6.50 / 8.40
Tickets	£6.95

Unit 2 Revision SPEAKING Exercise 7

Student B

1 Greet Student A. Say you're pleased to see him/her.
2 Give your news:
- you're taking lots of photos with your smartphone
- you've got two free tickets to a cool concert
- your best friend isn't talking to you.

3 Listen and respond to Student A's news.

Unit 3 Revision SPEAKING Exercise 6

Student B

1 Student A started the argument but it was your fault too. You like Student A a lot and want to stay friends with him/her. Accept Student A's apology.
2 You posted an embarrassing photo of Student A on the internet. Now you feel bad about it. Apologise.

Unit 4 Revision SPEAKING Exercise 7

Student B

1 Listen to Student A's story.
2 Use phrases like *Awesome!/No way!* [lesson 2.6].
3 Ask questions to show you are listening: *How did you feel?/What did you do?/Why did you do that?* etc.

Unit 5 Revision SPEAKING Exercise 6

Student B

1 Give Student A advice on how to change the decoration in his/her bedroom. If he/she rejects your ideas, give him/her different advice.
2 You want to organise a surprise party for a friend. Ask Student A for advice. Then accept or reject the advice.

Unit 6 Revision SPEAKING Exercise 6

Student B

1 Answer Student A's question – you're unhappy because you've got bad toothache.
2 Listen to Student A's advice.
3 Thank Student A for his/her advice.

Unit 7 Revision SPEAKING Exercise 6

Student B

1 You are a shop assistant in a sports shop. Help Student A buy a new tracksuit.
2 You go to a shoe shop to buy a new pair of shoes. You can't decide between boots or trainers.

Unit 8 Revision SPEAKING Exercise 7

Student B

1 You are at a Student Careers office. You enjoy working with your hands, being creative, working alone and being in contact with nature.
2 You're thinking of working as an accountant.
3 Listen to Student A's advice. Say which advice you agree with: *I probably won't enjoy …/I might/may be good at working as a …*

Unit 9 Revision SPEAKING Exercise 7

Student B

1 Student A wants to go mountain biking tomorrow and asks for permission to use your bike. Refuse permission. You want to use the bike yourself tomorrow. Then Student A asks for permission to borrow a helmet. Give permission. You have an old helmet you never use.
2 You hear that Student A is going on a camping trip with some friends. Ask for permission to go with him/her. If Student B agrees, say you don't have a tent and ask for permission to share Student A's tent.

EXAM TIME 1 Listening and Speaking

Exercise 1

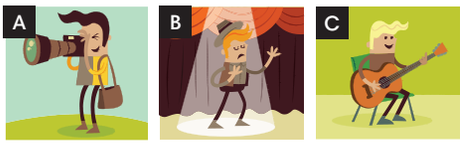
1 B
2 B
3 A
4 C
5 A

1 4.24 **Listen to five short conversations. For each question choose the correct answer A, B or C.**

Tip: Read the questions carefully before listening so that you know what to listen for.

Example: Which film do they want to see?

1 What is the boy's uncle?

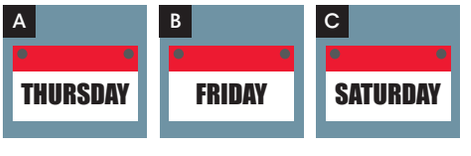


2 How many students are in the girl's class?

3 What does the girl decide to wear for the party?

4 Which pets has the girl got?

5 When is Tina's birthday?



Exercise 2

1 B
2 A
3 B
4 C
5 C

2 4.25 **Listen to Alex talking to his friend, Lindsay, about his new hobby. For each question choose the correct answer A, B or C.**

Tip: The answers to the questions in the recording come in the same order as the questions.

Example:

Which free time activity does Alex not do anymore?
A play football
B play the guitar
C do salsa

1 Which language is he learning?
A Italian
B French
C Spanish

2 How is he learning it?
A online
B at school
C from his dad

3 How long are his lessons?
A forty minutes
B forty-five minutes
C fifty minutes

4 What is hard for him?
A the grammar
B the vocabulary
C the writing

5 What time is Lindsay's swimming lesson?
A 4.30 p.m.
B 4.50 p.m.
C 5.15 p.m.

Exercise 3

1 (baby) donkeys
2 Water Road
3 07124824723
4 (6.30) bus
5 old clothes

3 4.26 **Listen to a girl, Fran, asking a friend about helping at an animal centre. Complete the gaps with the missing information.**

Tip: Read the notes carefully before listening to the recording and guess the type of information you are listening for: a number, an animal, etc.

ANIMAL CENTRE WITH FRAN

When: 1 *after school today*
Work: Feed new 2 _____
Address: 3 _____
Fran's number: 4 _____
Return by: 5 _____
Wear: 6 _____

EXAM TIME 1 Listening and Speaking

4 **Tip: Listen carefully to the questions and if you don't understand, ask the examiner to repeat them: *Can you repeat the question, please?, Could you repeat that, please?***

Students A and B, answer the questions below.

1 What's your name? How do you spell that?
2 Where do you come from?
3 What school subjects do you like best?
4 What other subjects do you study?

Student A, answer the questions below.

1 What do you do in your free time?
2 How often do you go out with friends?
3 Do you like watching sports on TV?
4 Tell me something about your favourite celebrity.

Student B, answer the questions below.

1 What's your hobby?
2 How often do you go to the cinema?
3 Do you go to music concerts?
4 Tell me something about your favourite musicians.

5a **Tip: Read the prompt card information carefully so that you can answer your partner's questions.**

Student A, turn to page 135 for some information about flamenco lessons and answer Student B's questions about them.

Student B, you don't know anything about the flamenco lessons, so ask Student A some questions about them.

FLAMENCO LESSONS

Who for? _____
Name / school? _____
Address? _____
Time? _____
Cost? _____

5b **Student B, turn to page 135 for some information about a school play. Answer Student A's questions about it.**

Student A, you don't know anything about the school play, so ask Student B some questions about it.

BRINTON SCHOOL PLAY

Name / play? _____
Where? _____
When? _____
Cost? _____
Wear? _____

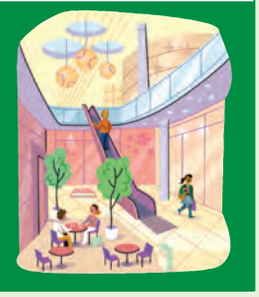
Exam Time 3, Listening and Speaking, Exercise 5a, Student A (page 137)

NEW SHOPPING CENTRE

Denby Shopping centre
Opens on Saturday, 6 May
Come along to the opening at 10 a.m.

ALL shops will have special offers for the day – free gifts and lower prices!

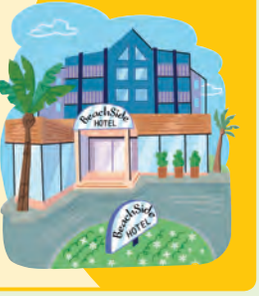
And children can enjoy a children's party in the entrance hall at 3 p.m.



Exam Time 3, Listening and Speaking , Exercise 5b, Student B (page 137)

BEACHSIDE HOTEL

Come and stay at our lovely five-star hotel in Blue Bay – one minute from the beach! All our rooms have sea views. Breakfast and evening meal are in the price.
Contact us:
www.beachside.com
for more information



Exercise 5a

Possible answers:

B: Who are the lessons for?
A: The lessons are for anyone – kids, teenagers and adults.
B: What's the name of the school?
A: The name of the school is Dora's Dance School.
B: What's the address of the school?
A: The address is 3, Morris Road.
B: What time are the lessons?
A: The lessons are from 5 p.m. to 8 p.m. on Friday evenings.
B: How much do the lessons cost?
A: They cost £80 a lesson.

Exercise 5b

Possible answers:

A: What's the name of the play?
B: The play is called *Chicago*.
A: Where is the play (taking place)?
B: It's in the main hall.
A: When is the play?
B: It's from 25 to 27 June, at 7.30 p.m.
A: How much are the tickets?
B: Tickets cost £5 each.
A: What should I wear?
B: You should wear clothes from the 1920s.

EXAM TIME 2 Listening and Speaking

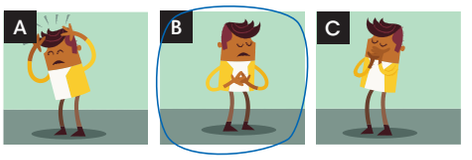
Exercise 1

1 A
2 C
3 C
4 A
5 B

1 4.27 **Listen to five short conversations. For each question choose the correct answer A, B or C.**

Tip: Don't decide on your answer before you hear the whole conversation, sometimes the correct answer is at the end.

Example: What is the boy's problem?

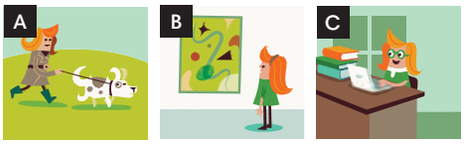


1 What is near the boy's home?

2 What did the girl do last night?

3 How much was the girl's laptop?

4 What does the girl have to do after school?



5 When did the boy move to this town?

Exercise 2

1 B
2 D
3 H
4 C
5 A

2 4.28 **Listen to Kenny talking to a friend about buying things for a new house. What did each person get? Match things A–H with people 1–5.**

Tip: All the options from the list A–H are in the recording, even the ones you don't need. Listen carefully to choose the correct ones.

PEOPLE

Example:
F Dad
1 Mum
2 Kenny
3 Elsa
4 Helena
5 Harry

THINGS
A bed
B armchair
C bookcase
D games console
E TV
F fridge
G rug
H curtains

Exercise 3

1 B
2 C
3 A
4 A
5 B

3 4.29 **Listen to Beth talking to her friend, Chris, about a concert. For each question choose the correct answer A, B or C.**

Tip: Try to answer the questions first before you look at the options.

Example: Who went with Chris to the concert?
A Beth
B Ray
C Brad

1 Which band did Chris like best?
A *Dakota*
B *The Baileys*
C *Blue Paper*

2 Where did Beth see the band before?
A at the Park Festival
B at the Royal Theatre
C on TV

3 Which band member didn't play?
A Mike
B Joe
C Danny

4 Why did the band member not play?
A He hurt his back.
B He had a sore throat.
C He hurt his head.

5 What time did the concert finish?
A 11.00 p.m.
B 11.30 p.m.
C 12.00 a.m.

Exercises 5b

Possible answers:

A: What's the name of the new health centre?
B: The name of the health centre is Waterside Doctors.
A: What's the address of the health centre?
B: The address of the health centre is 5 Main Road.
A: How many doctors are there at the centre?
B: There are three doctors there.
A: When is it open?
B: It's open Mondays to Fridays, from 9 a.m. to 7.30 p.m. and at the weekends from 9.30 a.m. to 12.00 p.m.
A: What's the health centre's phone number?
B: The phone number is 02354378576.

4 **Tip: Try to say more than one sentence for some of the questions. You can give a reason for your answer or maybe an example.**

Student A, answer the questions below.

1 How often do you go online?
2 Which websites do you like?
3 Do you play computer games?
4 Tell me something about the house you live in.

Student B, answer the questions below.

1 How often do you watch television?
2 What are your favourite programmes?
3 Do you watch films online?
4 Tell me something about the music you listen to.

5a **Tip: There isn't only one correct question for each prompt. For example, you can say *What's the name of …?* or *What's the … called?***

Student A, turn to page 137 for some information about a computer shop sale. Answer Student B's questions about it.

Student B, you don't know anything about the computer shop sale, so ask Student A some questions about them.

COMPUTER SHOP SALE

Name of shop? _____
Address? _____
What / in sale? _____
When / sale? _____
Website? _____

5b **Student B, turn to page 137 for some information about a new health centre. Answer Student A's questions about it.**

Student A, you don't know anything about the new health centre, so ask Student B some questions about it.

NEW HEALTH CENTRE

Name? _____
Address? _____
How many doctors? _____
When / open? _____
Phone number? _____

Exam Time 1, Listening and Speaking, Exercise 5a, Student A (page 133)

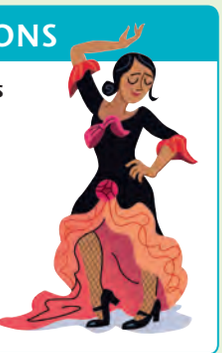
FLAMENCO LESSONS

For anyone, kids, teenagers and adults

Learn flamenco at
Dara's Dance School
3, Morris Road

Friday evenings:
5 p.m. – 8 p.m.

Cost: £80 a lesson



Exam Time 1, Listening and Speaking, Exercise 5b Student B (page 133)

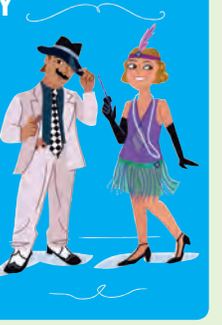
BRINTON SCHOOL PLAY

Come and see your friends in *Chicago*!

In the main hall
From 25 to 27 June
at 7.30 p.m.

Tickets: **£5**

We'd like everyone to wear clothes from the 1920s!



Exercises 5a

Possible answers:

B: What's the name of the shop?
A: The shop is called Electronics For All.
B: What's the address of the shop?
A: The address of the shop is 20, Garden Road.
B: What can you buy in the sale?
A: There are PCs, laptops, printers and keyboards in the sale.
B: When is the sale?
A: The sale is from 16 to 26 October.
B: What's the shop's website address?
A: The shop's website address is www.electronics4all.com.

EXAM TIME 3 Listening and Speaking

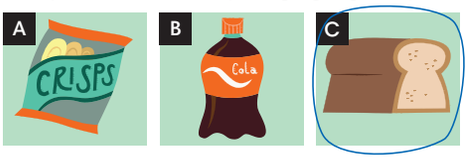
Exercise 1

1 C
2 B
3 A
4 B
5 A

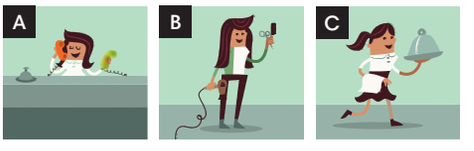
1 4.30 **Listen to five short conversations. For each question choose the correct answer A, B or C.**

Tip: Don't decide on your answer before you hear the whole conversation, sometimes the correct answer is at the end.

Example: What are the boy and girl going to buy?

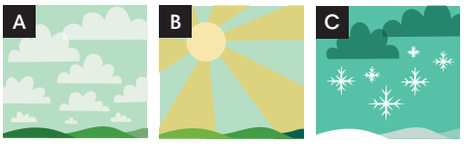


1 What is the girl's sister's job?



2 What date is the school trip?

3 What was the weather like on the boy's holiday?



4 How much did the boots cost?

5 Where did the boy go on holiday this year?

Exercise 2

1 B
2 E
3 G
4 D
5 A

2 4.31 **Listen to Karen talking to her friend, Tilly, about what they're going to do during Tilly's visit. What are they going to do each day? Match activities A–H with days 1–5.**

Tip: The things or people 1–5 are mentioned in the same order in the recording but the items A–H are in a different order.

DAYS	ACTIVITIES
Example:	A go shopping
H Monday	B swim in the sea
1 ☐ Tuesday	C go to the museum
2 ☐ Wednesday	D go to a restaurant
3 ☐ Thursday	E visit the castle
4 ☐ Friday	F go to the theatre
5 ☐ Saturday	G go to the cinema
	H go for a walk

Exercise 3

1 sports
2 Newgate
3 £10 per/an hour
4 02385698024
5 Mr Collins

3 4.32 **Listen to a girl, Helen, talking to her friend, Mark, about a summer job. Complete the gaps with the missing information.**

Tip: Some information you need is a number or a name that is spelled. Make sure that you write it down correctly.

SUMMER JOB

Time: *August/September*
Place: [1] _____ shop
Where: the [2] _____ Centre,
in the High Street.
Pay: [3] _____
Phone number: [4] _____
Speak to: Mr [5] _____

Exercises 5b

Possible answers:

A: What's the name of the hotel?
B: The name of the hotel is Beachside Hotel.
A: Where is the hotel?
B: It's in Blue Bay near the beach.
A: What are the rooms like?
B: All rooms have sea views.
A: Do they serve meals?
B: Yes, they serve breakfast and an evening meal.
A: How can I contact the hotel?
B: You can contact them on their website: www.beachside.com.

EXAM TIME 3 Listening and Speaking

4 **Tip: The questions below are all personal questions about you, so you will know the answers.**

Student A, answer the questions below.

1 How often do you go shopping?
2 What are your favourite shops? Why?
3 Who do you go shopping with?
4 Tell me something about your best friend.

Student B, answer the questions below.

1 How often do you go on holiday?
2 What are your favourite holiday activities?
3 Where would you like to go on holiday? Why?
4 Tell me something about your plans for next weekend.

5a **Tip: If you need more time to think, use phrases such as: *Let's see …, Well, yes, …, Just a moment …***

Student A, turn to page 133 for some information about a new shopping centre. Answer Student B's questions about it.

Student B, you don't know anything about the new shopping centre, so ask Student A some questions about it.

NEW SHOPPING CENTRE

Name of centre? _____
Date / open? _____
Time? _____
Special offers? _____
Event? _____

Exercises 5a

Possible answers:

B: What's the name of the shopping centre?
A: The shopping centre is called Denby Shopping Centre.
B: What date will it open on?
A: It's opening on Saturday 6 May.
B: What time will it open?
A: It will open at 10 a.m.
B: Will there be any special offers?
A: All shops will have special offers on the opening day. There will be free gifts and lower prices.
B: Are there going to be any special events?
A: There will be a children's party at 3 p.m.

5b **Student B, turn to page 133 for some information about a hotel. Answer Student A's questions about it.**

Student A, you don't know anything about the hotel, so ask Student B some questions about it.

NEW HOTEL

Name? _____
Where? _____
Rooms? _____
Meals? _____
Contact? _____

Exam Time 2, Listening and Speaking, Exercise 5a, Student A (page 135)

COMPUTER SHOP SALE

Come to the big sale at
Electronics for All
20, Garden Road
Buy PCs, laptops, printers, keyboards, etc. at very cheap prices!
From 16 – 26 October
Go on our website to check out our prices.
www.electronics4all.com

Exam Time 2, Listening and Speaking, Exercise 5b, Student B (page 135)

NEW HEALTH CENTRE

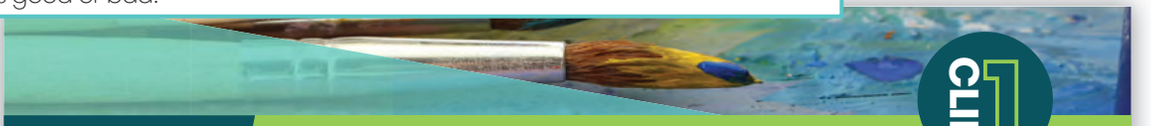
WATERSIDE DOCTORS
5, Main Road
Three doctors in the group:
Dr Mann, Dr Jones and Dr Wise.

Open every day 9 a.m. – 7.30 p.m.
(weekends 9.30 a.m. – 12.00 p.m.)

Health problem?
Phone to make an appointment: 02354378576

Extra activity

Before students open their Students' Books, have a class discussion about where they can see art in their town. If they mention galleries, ask about outside in the street and try to elicit *graffiti*. Discuss whether graffiti can be considered real art and whether they think it looks good or bad.



CLIL 1

ART Why is street art popular?

STREET ART

You usually see paintings and sculptures in galleries and museums. But today there is another place where you can see art. It's in the street. Street artists want their art to be in public places. Then everyone can see it.

Here are some different forms of popular street art.

1 Traditional graffiti

Artists don't usually use brushes for these pictures and they don't paint on a canvas. For them, the canvas is a wall or a pavement! Graffiti artists use spray cans or roll-on paint when they paint on walls. Traditional graffiti is usually words, names or short messages. It's always bright and colourful.

2 Stencil graffiti

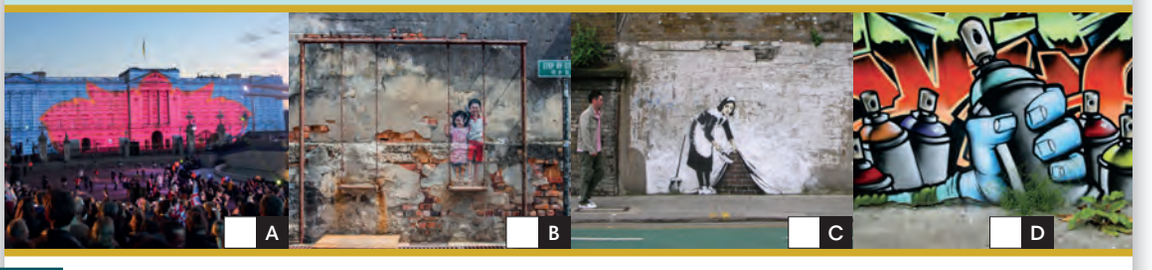
Stencil graffiti artists cut shapes in card. Then they put the card on the wall before they paint. This means they can do the pictures quickly. These pictures are often permanent. They stay on the buildings for a long time.

3 3D street art

3D street art is very clever. Artists draw 3D pictures on the pavement or on buildings. There are competitions in many countries for this art form. 3D artists often use coloured chalk to draw their pictures. They look very real. You think it's a real hole in the ground or real water! These pictures aren't permanent. But the artists take photos. This keeps the pictures alive.

4 Video projections

This new street art form uses computers and lights. Artists create special pictures on buildings. These are called video projections. You can sometimes see video projections at big concerts, festivals and also at sports events. Important buildings in big cities all over the world have video projections.



1 Read the article and match photos A–D with paragraphs 1–4.

2 Read the article again and answer the questions.

1 What do graffiti artists use to paint pictures?
2 Why do some graffiti artists use stencils?
3 Where do 3D artists draw pictures?
4 Where can we see video projections?

3 Work in pairs. Choose one of the four styles of street art from the article. Describe it to your partner but don't say which one you are talking about! Can your partner guess the style? Use these words to help you.

brush canvas card chalk colourful lights paint roll-on paint spray can stencil

4 Now listen to your partner. Which style is he/she describing?

5 In pairs, discuss why you like the styles you chose.

6 PROJECT Work in pairs to create a presentation about a street artist in your country. Make notes about:

- what sort of artist he or she is.
- where the artist works.
- why you like/don't like the art.
- any other interesting information.

7 PROJECT Write a paragraph about the artist. Add pictures.

Exercise 1

1 D
2 C
3 B
4 A

Exercise 2

1 spray cans or roll-on paint
2 so they can do the pictures quickly
3 on the pavement or on buildings
4 on (important) buildings, at big concerts, festivals and sports events

Exercise 5

Possible answers:

A What's the title? *Moby Dick/The Whale*
Who is the author? Herman Melville
What was his nationality? He was American.
When was it published? 1815
How many chapters are there? 135
Who are the main characters? Ahab (a sailor), Moby Dick (a whale), Ishmael (the narrator)

B What's the title? *White Fang*
Who is the author? Jack London
What was his nationality? He was American.
When was it published? 1906
How many chapters are there? 25
Who are the main characters? Weedon Scott (a young hunter), White Fang (a wolfdog)

LITERATURE Animals in fiction

Animals in fiction

There are a lot of books about animals. Many of these are books for children but some aren't. Can you think of any famous books for adults about animals?

One very famous book with animal characters is *Animal Farm* by the English author, George Orwell, published in 1945. It's quite short – only ten chapters – but it's an important classic. The story is about a group of animals who live on a farm. A pig, Old Major, dreams about a life on the farm without humans. He tells the animals that they can work on the farm and make their own decisions. There is a fight and the animals chase Mr Jones, the unkind farmer, off the farm. Then they run the farm themselves. They make some rules. An important one is: 'All animals are equal'. There are many wonderful animal characters in the book. Boxer is the big horse who is strong and works hard. There are three very clever pigs, Snowball, Squealer and Napoleon. For a while the animals work well together but then the pigs start to become powerful. Napoleon wants to be the leader and he chases Snowball away. The meetings stop and the pigs make all the decisions. They also begin to wear human clothes and behave like humans. They live in the warm farmhouse and eat and drink well. The other animals have difficult lives. They work hard but they are often cold and hungry. Now the important rule says: 'All animals are equal but some are more equal than others.' Other farmers come to the farmhouse and eat and drink with the pigs. When the animals look through the window, it's impossible to know which are animals and which are humans.

Animal Farm seems quite a simple story but George Orwell used it to give his opinions about important events at that time. It's a very clever book. It makes us think a lot about our lives and society.

1 **Look at the covers of three books about animals. What do you know about them?**

Exercise 2

Animal Farm

2 **Read the article. Which of the books from Exercise 1 is it about?**

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

Title: 1 _____
Author: 2 _____
Nationality: 3 _____
Published in: 4 _____
Number of chapters: 5 _____
Main characters: 6 _____

Exercise 3

1 Animal Farm
2 George Orwell
3 English/British
4 1945
5 ten/10
6 Old Major (a pig), Mr Jones (the farmer), Boxer (a horse), Snowball, Squealer and Napoleon (pigs)

4 **Choose and read ONE of the summaries (A or B) below.**

5 **Work in pairs. Take turns to ask your partner questions about the summary. Use the headings from the factfile in Exercise 3 to help you.**

A *Moby-Dick; or, The Whale,* is an important classic by the American author Herman Melville. It was published in 1815 and it's very long – 135 chapters! It's about a man called Ahab who works on a boat that finds and kills whales. A big whale bites off his leg! He doesn't die but he can't forget or forgive the whale. He goes on a boat to find and kill it. He is completely mad and ignores everyone's advice. In the end, they find Moby Dick but it kills everyone on the whaling boat – except the narrator, the person who is telling the story. He's called Ishmael.

B *White Fang* is a brilliant book about a wolfdog in Canada. It's shorter than *Moby-Dick* – only twenty-five chapters. It's by Jack London, another American author, and was published in 1906. For a lot of the book the narrator is the wolfdog! It's a sad story because people make White Fang fight with other dogs. But in the end everything is OK. A young hunter called Weedon Scott saves White Fang and takes him home to California.

6 PROJECT **Use the internet to research a book about an animal written by an author from your country. Make notes about:**

- the author and when he/she wrote the book.
- the story and the characters.
- why the book is important.
- any other interesting information.

7 PROJECT **Write a factfile and a story summary about the book. Add pictures.**

Extra activity

Before students open their Student's Books, put them into groups of three. Tell half the groups to discuss any historic buildings they know about in England. Tell the other half to discuss any English kings or queens they have heard or know something about. Elicit ideas from the groups.

HISTORY Beaulieu Palace House

CLIL 3

Started by a king, destroyed by a king

There are many large old houses in England that once belonged to rich people. Beaulieu Palace House, in the south of England, is one of these. Today, this very old building from the thirteenth century is the home of the Montagu family.

In 1203, King John gave some land to a group of monks so they could build a great monastery or 'abbey'. They built Beaulieu Abbey – it was one of the biggest in the south. The building took a very long time but after four decades – in 1246 – it was finished. It had a very big church and places for the monks to live. The Abbey was very famous and very rich.

At that time, the people of England were Catholic but when Henry the Eighth was king of England (between 1509 and 1547) he decided to break with the Pope in Rome. Instead, he started the Church of England.

King Henry believed that the monasteries of England had too much money, so in 1538 he closed and destroyed nearly all of them. Beaulieu Abbey was destroyed too and now only the building where the monks had their meals is still standing. It is now the local church. In the ruins of the Abbey you can still see the lines of the old walls.

The Earl of Southampton bought the land in 1539 and used the gatehouse for his home. Builders made it bigger in the sixteenth and nineteenth centuries and today it is called Palace House. The owners are the Montagu family.

Visitors come to the small village of Beaulieu to visit Palace House every day of the year (except Christmas Day!). They also come to see the ruins of Beaulieu Abbey and the famous National Motor Museum which Lord Montagu started in 1972.

A

B

C

D

E

1 Read the article and match labels 1–5 with photos A–E.

1 ☐ Beaulieu Palace House
2 ☐ a monk
3 ☐ the National Motor Museum
4 ☐ King Henry VIII (the Eighth)
5 ☐ the ruins of Beaulieu Abbey

2 Read the article again. What happened at these times?

1 in 1203
2 in 1246
3 1509–1547
4 in 1538
5 in 1539
6 in 1972

3 Work in pairs. Would you like to visit Beaulieu Palace House? Why?/Why not?

4 Work in pairs. Create a quiz about important events in your country. Use the notes below to help you.

This person became king/president/prime minister in …
This war happened between … and …
This man/woman invented … in the … century.
This queen died in …

5 Work with another pair. Ask and answer your quiz questions.

6 PROJECT Find out about a famous building in your country. Make notes about:

- where it is.
- who built it and when.
- what's special about it.
- how people use it today.
- other interesting information.

7 PROJECT Write a paragraph about the building. Add pictures.

Exercise 1

1 C
2 D
3 B
4 E
5 D

Exercise 2

1 King John gave some land to a group of monks.
2 The building of Beaulieu Abbey was finished.
3 Henry VIII (the Eighth) was king of England.
4 Henry VIII closed and destroyed the monasteries.
5 The Earl of Southampton bought the land where the Beaulieu Abbey ruins were.
6 Lord Montagu started the National Motor Museum.

Extra activity

Before students open their Students' Books, ask them to think about the last time they took medicine prescribed by a doctor (i.e. not just a painkiller for a headache). When students are ready, put them into groups of four and ask them to tell each other what the medicine was for, when they took it, how long they took it for, if it tasted horrible, etc. Invite different groups to tell the class about some of the medicines they discussed.

CLIL 4

SCIENCE Antibiotics

Antibiotics

1

Antibiotics are very important medicines in our lives. Doctors use them to fight many different kinds of infections. However, before 1928 scientists didn't know about them! At that time lots of people died for unimportant reasons, for example, cuts on the skin. Alexander Fleming, a Scottish scientist, discovered an antibiotic called penicillin – just by mistake! Now, we use antibiotics all the time.

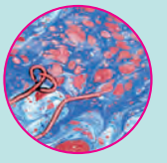
2

Antibiotics are chemicals that kill bacteria and stop infections. There are many different types of antibiotics because there are different types of bacteria and infections. One type of bacterium is called Gram-positive. These bacteria have very thin cell walls and antibiotics can go through the walls easily. The second is called Gram-negative and these have very thick cell walls.

3

The antibiotics kill the bacteria and stop them from making new cells. They make the cell walls weak and they break. There are 'broad spectrum' antibiotics that can fight all types of bacteria and doctors use them for lots of different infections. There are also 'narrow spectrum' antibiotics which are good for attacking special problems.

4



Today doctors are worried. Many bacteria are getting resistant – that means they get stronger and a lot of antibiotics don't kill them. This is because we use them too often. Also, we should finish all our tablets but sometimes we don't do this because we feel better. Then, the bacteria which are still in our bodies get stronger. In the past, doctors had a lot of different antibiotics to give us but now many of them don't work. Scientists need to find new antibiotics but it isn't easy. If they don't find new antibiotics, people will die for unimportant reasons again.

1 Read the article and match paragraph headings A–D with paragraphs 1–4.

A How antibiotics work
B A problem for scientists
C Antibiotics and bacteria
D The first antibiotics

2 Read the article again and answer the questions.

1 Who discovered the first antibiotic?
2 When did he discover it?
3 What was it called?
4 What are antibiotics?
5 Name two types of bacteria.
6 Name two types of antibiotics.
7 What is a problem today?
8 Give two causes of that problem.

3 Work in pairs. Do you think that doctors give antibiotics when they don't need to? Why?

4 Work in pairs. Look at the list of things a–g which scientists do to develop a new antibiotic drug. Put the stages in the order which you think they happen.

Scientists:

a ☐ test the drug on people who have the illness.
b ☐ test the new drug using a computer model.
c ☐ test the drug on human cells in a laboratory.
d [1] find a new source for an antibiotic.
e ☐ test the drug on animals.
f ☐ stop testing if the drug damages the cells.
g ☐ test the drug on healthy humans.

5 Compare your ideas from Exercise 4 with another pair. Do you agree on the order? Ask your teacher for the correct order. Who was right?

6 Now cover the list and take turns with your partner to give the correct stages.

7 PROJECT Use the internet to research a possible source for a new antibiotic. Make notes about:

- possible places to look.
- animals which might be a source.
- why this might be a good source.
- what infections it might be good for.

8 PROJECT Write a report and add some pictures. Present your report to the class.

Exercise 1

1 D
2 C
3 A
4 B

Exercise 4

d, b, c, f, e, g, a

Exercise 2

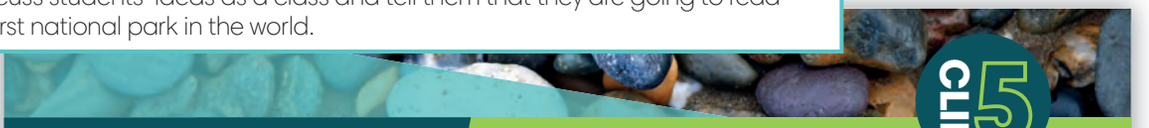
1 Alexander Fleming
2 1928
3 penicillin
4 chemicals that kill bacteria and stop infections
5 Gram-positive, Gram-negative
6 broad spectrum, narrow spectrum
7 Many bacteria are getting resistant (stronger) and antibiotics don't kill them.
8 We use them too often; we don't finish the tablets.

Background notes

Tell students that there could be a lot of very technical language in texts they find on the internet. Explain that they should summarise the texts as simply as possible so that everyone will be able to understand them.

Extra activity

Before students open their Students' Books, put them into groups of three or four. They should discuss national parks in their country and anything they know about them (e.g. how many there are, the oldest/newest/biggest/smallest one, any they have visited). Discuss students' ideas as a class and tell them that they are going to read about the first national park in the world.

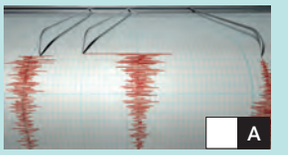


CLIL 5

GEOGRAPHY Yellowstone National Park

Yellowstone National Park

1 Yellowstone National Park in the USA was probably the first national park in the world. Yellowstone is very popular and very big (8,983km^2). It's a wonderful place to see wildlife and different natural features such as mountains, forests, canyons, rivers, lakes and waterfalls. But many people don't realise that this amazing park is sitting on top of something that is very dangerous – one of the biggest supervolcanoes in the world!



2 Deep under Yellowstone Park is a volcanic 'hotspot'. Heat from inside the Earth melts the rocks above it and this makes a big pool of magma. Sometimes this magma erupts and sends out huge amounts of lava, rock and ash. A really big eruption throws out nearly all the magma and then the land above the magma pool falls in. This creates a huge hole called a caldera. The Yellowstone Caldera is fifty-five kilometres wide and eighty kilometres long! Another natural feature of Yellowstone Park are the many geysers: rainwater goes down through the rocks, the magma heats it and then very hot water rises back up to the surface. The water rises fast into the air with clouds of steam. The most famous geyser at Yellowstone is called 'Old Faithful' and it erupts nearly every hour.

3 The Yellowstone Supervolcano has erupted several times in the last two million years (the last time about 640,000 years ago) and it's still active. It will erupt again! The ash could cover the whole of North America and make the temperatures cold for a long time. But scientists don't think that this will happen soon – maybe in one or two million years. They study the area very carefully with special equipment. They are always checking for movements in the crust that might cause earthquakes. They hope that they will be able to tell people a long time before an eruption happens.

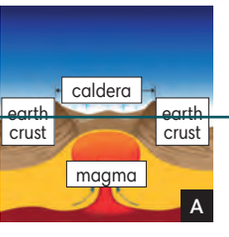
1 Have you ever heard of 'Yellowstone National Park'? What do you know about it?

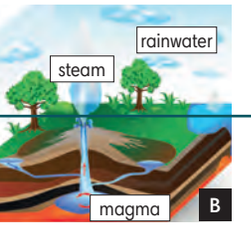
2 Read the article and match photos A–C with paragraphs 1–3.

3 Read the article again and answer the questions.

1 How big is Yellowstone National Park?
2 Name three natural features that you can see there.
3 What do many people NOT know about Yellowstone Park?
4 How big is the Yellowstone caldera?
5 If there is another eruption, what will happen?
6 When do scientists think this might happen?

4 Choose a diagram (A or B) below. Study the diagram. Find the part of the reading text that explains your diagram and read it again.





5 Work in pairs. Cover the reading text. Use your diagram to explain to your partner how a volcano or a geyser works.

6 PROJECT Use the internet to find out about another supervolcano. Make notes about:

- where it is.
- how it has changed the landscape.
- how dangerous it is.

7 PROJECT Write a factfile about the supervolcano you have chosen. Add pictures.

Exercise 2

1 C
2 B
3 A

Exercise 3

1 8,983 km^2
2 Possible answers: mountains, forests, canyons, rivers, lakes, waterfalls
3 that it is on top of a supervolcano
4 fifty-five kilometres wide and eighty kilometres long
5 the ash could cover the whole of North America and make the temperatures cold for a long time
6 not soon, maybe in one or two million years

Background notes

According to experts, there are currently six active supervolcanoes in the world, five in addition to Yellowstone. It may be a good idea to split the class into five groups and to tell them each to research a different supervolcano to ensure that there is variety when they give their presentations. The supervolcanoes can be found at: Long Valley, California; Valles, New Mexico; Lake Toba, Indonesia; Taupo, New Zealand and Aira, Japan.

Extra activity

Before students open their Student's Books, tell them that they are going to read about the USA. Put students into groups of four and explain that they are going to write a short paragraph about the USA, for someone who has never heard of the country. They can write about anything, as long as the information is true and correct. When students have finished, invite each group to read out their paragraph to the class.

CULTURE 1 Explore the USA

Exercise 1

50

1 Read about the USA. How many states are there in the USA?

2 Read about the USA again. Answer the questions.

1 Is the USA a multicultural country? Why?
2 What is the capital of the USA? Why is this city important?
3 What is the 'Big Apple'?
4 Which famous buildings are in New York?
5 What is the weather like in LA?

And YOU

3 In pairs, answer the questions.

1 What is the largest city in your country?
2 What is your favourite city in your country?
3 What other cities do you know in Europe and the USA?

4 Write a short paragraph about your favourite city in your country. Use your answers to Exercise 3 and the USA examples to help you.

The USA

The USA has fifty states and they are all different. There are many different kinds of climate, landscape, cities and culture in the USA. People from all over the world live there. It is very multicultural.

DC Washington DC is the capital of the USA. It is an important city. The President and his family live in Washington DC in the White House. The White House has tennis courts, a swimming pool and a cinema for the President's family. Inside the White House is the Oval Office. It is the office of the President. Leaders from around the world travel to the Oval Office to meet the President.

I love NYC New York city, or the 'Big Apple', has a population of 8.2 million people. The New York skyline is very famous. It has some tall buildings called skyscrapers. The Empire State Building and the Chrysler building are easy to recognise. The Statue of Liberty is in New York Harbour. It was a present from the people of France to the USA. It is a symbol of freedom and democracy.

City of Angels Los Angeles (LA) is very multicultural. People from all over the world live, work and enjoy the good weather in LA. The city has many important centres of culture, science and technology and it is the movie capital of the world! You can see the famous Hollywood sign in the hills of the city. You can also walk down Hollywood Boulevard and see the handprints of famous actors.

Washington DC

New York

Los Angeles

143

Exercise 2

1 Yes – people from all over the world live there.
2 Washington DC – the President and his family live there in the White House.
3 New York
4 the Empire State Building, the Chrysler Building, the Statue of Liberty
5 The weather in LA is good.

Extra activity

Before students open their Student's Books, tell them that they are going to read about Australia. Put students into groups of four and explain that they are going to write a short paragraph about Australia, for someone who has never heard of the country. They can write about anything, as long as the information is true and correct. When students have finished, invite each group to read their paragraph to the class.

CULTURE 2 Explore Australia

Exercise 1

It is a continent, a country and an island.

1 **Read about Australia. Is Australia a continent, a country or an island?**

2 **Read about Australia again. Answer the questions.**

1 How many beaches are there in Australia?
2 What can you see from space?
3 Do children go to school in the Outback?
4 What are the 'Three Sisters'?

Exercise 2

1 over 10,000
2 the Great Barrier Reef
3 No, they don't. They learn at home.
4 three famous rocks in the Blue Mountains

And YOU

3 **In pairs, answer the questions.**

1 What country and continent do you live in?
2 What is special about the nature in your country?
3 Do you know an old story about your country? Tell your partner.

4 **Write a short paragraph about the nature in your country. Use your answers to Exercise 3 and the Australia examples to help you.**

AUSTRALIA

Australia is a continent, country and an island. It is very famous for its nature. It has 550 national parks and fifteen World Heritage Sites. In Australia, you can see mountains, salt lakes, deserts, rainforests, coral reefs and amazing beaches!

The Outback

The Outback is part of Australia where few people live. It is often dry like a desert. Many families work on big sheep farms and live hundreds of kilometres away from towns or schools. Children in these families don't go to school. They learn at home and speak to their teachers over the internet!

The coast

There are over 10,000 beaches in Australia! The Great Barrier Reef is on the north-east coast of Australia. It is a marine park that is over 3,000 kilometres long! It is longer than the Great Wall of China and you can see it from space. It is very famous for its natural beauty. The Reef has many colourful corals and is home to whales, dolphins, turtles and crocodiles!

Mountains

The Blue Mountains are in the south-east of Australia. In the Blue Mountains, there are three famous rocks called the 'Three Sisters.' The Aborigine people have a very old story about the rocks. The story is about three beautiful women. The women fall in love with three brothers. The brothers are from a different tribe and they can't get married. The brothers try to catch the sisters. A magician wants to protect the sisters and he changes them into rocks!

144

1.08 Unit 0, 0.2, Exercise 5b

A = Amy L = Lee

A: Hey, Lee. There's a questionnaire about your favourite free time activities. What's your favourite then? Is it listening to music?
L: No, it isn't.
A: Oh! That's a surprise! So is it taking photos? Playing computer games?
L: Yeah, they're OK. But they're not my favourite.
A: So perhaps reading books or magazines? Surfing the internet?
L: Yes, they're OK but not really …
A: So perhaps your favourite activity is visiting relatives? Or tidying your bedroom?
L: No, definitely not!
A: Maybe watching TV or DVDs or films on Youtube? Going to the cinema?
L: No, not really.
A: So what about doing nothing?
L: Bingo! That's my favourite free time activity.

1.17 Unit 0, 0.4, Exercise 5b

Um, let's see, I can't act at all! Er, I can cook quite well, I can dance, er, I can't play the guitar but I *can* play the piano, well, a little bit. I can definitely repair a computer. And I can speak English, of course. I can speak French but not Spanish. And that's it. I can't drive a car – I'm too young. And I can't swim!

1.18 Unit 1, 1.1, Exercise 1

1 S = Sam B = Bernadette

S: Bernadette? Look! I like the colours in that painting, but what is it?
B: Em … I'm not sure … Is it a tower? Or a house? Or maybe it's a window? Anyway, I think she's a really talented artist!
S: Eh … yeah …
B: Oh look at that one!

2 C = Craig J = Jodie

C: What's the book, Jodie?
J: Oh, hi, Craig. It's called *One day*. It's …
C: Who's the writer?
J: Eh, someone called Kirsty Stewart. It's …
C: What's it about?
J: It's about two students who fall in love and …
C: Has it got a happy ending? I like stories with a happy ending.

3 D = Dan S = Sarah

D: Let *me* take one. I'm a good photographer.
S: Yes, but you always want to be in all the photos, don't you?
D: That's no problem. I'll take a selfie. OK, everyone stand behind me. Look at the camera … say 'cheese'!

4 T = Tammy R = Rafa

T: This is great, but it's difficult.
R: What?
T: It's difficult! It isn't easy to learn the steps. I don't know what to do.
R: Don't worry! You're a great dancer! Just follow me and enjoy yourself.

5 D = Darren M = Mother

D: Mum! What's that terrible noise?
M: The musicians are tuning their instruments.
D: Is it very long?
M: What?
D: Is the concert very long?
M: Ssh!

6 C = Clapper board girl A = Anna S = Stephen

C: 'I love you.' Take three!
A: Don't go! Don't leave me! I love you!
S: Cut! I don't believe it! The actors in this movie are terrible!
A: Huh! The problem with this movie is the actors are good, but the director's terrible! Goodbye!

1.3 1.30 Unit 1, 1.4, Exercise 5

A = Amy L = Lee

A: Hi, Lee! I've got a new poster for my bedroom. Help me put it up!
L: A new poster? It's not Bro, is it?
A: No, it's the actor Tom Lewis. Oh, he's really good-looking. And he's an interesting person too. Do you know what he does in his free time?
L: I've no idea. What does he do in his free time?
A: He helps old people in a hospital. Ask me how often he goes there.
L: How often does he go there?
A: He goes there three times a week.
L: Hmm …
A: He lives in an apartment opposite Central Park in New York.
L: Great.
A: He's a fantastic actor. Do you know … Lee! Lee!
L: Eh, yeah?
A: What's wrong with you? You never listen to me!
L: That's not true. I always listen to you … Well, I usually listen to you.
A: Yeah, right. Well, do you want to go to the movies or not?
L: The movies? Eh, yeah, OK.

1.53 Unit 2, 2.5, Exercise 5

1 S = Sandra T = Taylor

S: Frank wants to go out with me.
T: Frank?
S: Yeah … Oh, I like that blue skirt. How much is it?
T: Frank from school?
S: Yes …
T: Oh! OK. These skirts are twenty-five pounds but I don't know about the blue one. Oh, look! It's twenty pounds.
S: Oh! I've only got fifteen pounds.

2 S = Sandra F = Frank

S: It's lovely here. So romantic!
F: Mmm.
S: And it's not too expensive. The waiter's friendly too!
F: Mmm.
S: I love Italian food. Do you?
F: What?
S: Frank, are you listening to me?

3 M = Malcolm S = Sandra

M: Sandra?
S: Hi, Malcolm.
M: Listen, I've got two tickets for the Ed Sheeran concert tomorrow. Do you want to come?
S: What time is it?
M: Hold on, let me look at my phone. It's a quarter past seven.
S: No, not now. What time is the concert tomorrow?
M: Oh! It starts at a quarter to eight.
S: OK, thanks! What time do you want to meet?
M: A quarter to seven at the park, OK?
S: OK.

4 S = Sandra M = Malcolm

S: Malcolm!
M: Uh huh?
S: It's not raining, is it?
M: Eh … no. The sun's shining.
S: And it's not cold?
M: No, it's quite hot for the time of year, actually.
S: Malcolm! Are we in a hurry?
M: Not really, no.

5 T = Tyler S = Sandra

T: Oh, you've got the new *Mankey King* game. Is it good?
S: I don't know. It's not mine. It's my brother's … Do you want a biscuit, Tyler?
T: No, thanks. It's almost time for lunch. Let's start!
S: OK, thanks a lot for helping me with my homework, Tyler. It's really nice of you.
T: It's no problem. It's fun doing homework with you …

1.54 Unit 2, 2.5, Exercise 6

1 S = Sandra F = Frank

S: It's lovely here. So romantic!
F: Mmm.
S: And it's not too expensive. The waiter's friendly too!
F: Mmm.
S: I love Italian food. Do you?
F: What?
S: Frank, are you listening to me?
F: Yes, but …
S: What are you doing?
F: Nothing.
S: You're texting!
F: No, I'm not.
S: Yes, you are. Let me see.
F: Hey!
S: *Help! I don't know what to say.* Who's John and why are you writing him a text?
F: He's my brother. I'm sorry, Sandra, but I'm very shy with girls. I never know what to say.

2 S = Sandra M = Malcolm

S: Malcolm! Are we in a hurry?
M: Not really, no.
S: So why are we walking so fast? Can't we sit down and talk? Or feed the ducks or something?
M: I always walk fast. I run fast too. I can run ten kilometres in under thirty-five minutes. I play football really well too.
S: That's interesting because …
M: I'm an excellent student. I want to be a doctor. Or maybe a professional footballer. Or maybe a doctor *and* a footballer …

3 T = Tyler S = Sandra D = Dad

T: Let's start!
S: OK, thanks a lot for helping me with my homework, Tyler. It's really nice of you.
T: It's no problem. It's fun doing homework with you … Sandra?
S: Yes?
T: I like you.
S: I like you too.
T: But I don't know much about you. What do you do in your free time?
S: Well, I'm quite relaxed. I do yoga twice a week and …
D: Sandra, do you and your friend want a cup of tea?
S: No, thanks, dad.
D: Juice? Some cake?
S: Not right now, thanks!
D: A cheese sandwich?
S: Dad!

2.15 Unit 3, 3.5, Exercise 4

1 A = Ali L = Luke

A: I want to get a pet but I don't know what to get. Maybe a dog? What do you think?
L: Dogs are fun. But you need to train them and they make a lot of noise.
A: That's true. You need to get up early to take them for a walk too.
L: What about a cat? Cats are quiet and you don't need to take them for a walk.
A: Yeah, they're clean too. The only thing is they scratch the furniture. My mum and dad wouldn't like that.
L: How about a snake? Snakes are quiet and they don't need a lot of space.
A: A snake! No way! They eat live animals! And you can't take a snake for a walk, can you?
L: No.
A: I think I prefer a cat. I can train it not to scratch the furniture.

2 A = Ali J = Jodie

A: Hello, is that Jodie?
J: Yes.
A: My name's Ali. I talked to your friend Sally and … It's about the baby cats.
J: Yes, OK, the kittens. Do you want one?
A: Well, I'd like to see them first but yes, I think so. How many have you got?
J: Well, there were four of them but I promised one to Sally and I want one myself, so you can have two if you like.
A: I'd love two but no, one is fine, thanks.

3 A = Assistant D = Denny

A: Good morning. Can I help you?
D: Yes, I'm looking for a bed cat, a cat bed, a bed for cats.
A: A cat bed. Well, we have several kinds. This is a good one. It's big, comfortable and easy to wash. And it's only fifty pounds.
D: Fifty? Oh! Eh … how much is this one?
A: Twenty-five. It's small but it's very good.
D: Hmm.
A: This one was twenty-five but now it's only fifteen pounds.
D: Is it a good one?
A: Yes, it's fine. It's very popular. We sell a lot of these.
D: OK, I'll take it.

4 D = Denny A = Ali

D: Ali! Come here!
A: What is it, dad?
D: Look at this!
A: What?
D: How many times do I have to tell you? Simba is *your* cat and it's *your* job to look after her.
A: But there's lots of food in the bowl!
D: Yes, but what about the litter tray? Look at it! You need to empty it!
A: OK, OK, I'm doing it.
D: Why don't you train her to do it in the garden?
A: Dad! She's a cat, not a dog!

5 A = Ali D = Denny

A: Dad! Where's Simba? I can't find her.
D: I don't know. Look in the garden. Cats climb trees, you know. Maybe she's sitting in a tree and she can't get down.
A: Oh no! Can you help me look for her? Please?
D: OK!
D: Did you look in your bedroom?
A: Yes, I did. She's not there.
A: Dad! What are you doing? She's not here.
D: Did you look under the bed?
A: Yes, I did!
A: Oh! There she is. She's sleeping in my sweater. It's nice and warm there. She likes warm places.
D: Yes, I know. Yesterday she was on the car in the garage.

2.22 Unit 4, 4.1, Exercise 8

Eh … no, I don't, actually. I don't really have much money and things like that are so expensive. When I need to print or scan something, I just go to the library. I prefer to spend money on things like clothes and books. Hmm … no, I've just got one.
I think I should probably get another address, because I get so much spam, you know strange emails from people I don't know!
Oh, yes! Quite often! The thing is, I'm not really a computer freak. But I sometimes have dreams about things from the internet. For example, I belong to the Sam Smith fan website and sometimes in my dreams I spend time with people from the message board. But I don't know them in real life!

4.2 2.24 Unit 4, 4.2, Exercise 5

R = Ruby M = Mum

R: Mum!
M: What's the matter, Ruby?
R: Did you put my jeans in the washing machine?
M: I didn't catch that. What did you say?
R: Did you put my jeans in the washing machine?
M: Which jeans?
R: The black ones.
M: Yes, I did.
R: Oh no!
M: But fortunately for you, I had a look in the pockets first and I found your phone, so I took it out and put it in a safe place.
R: Oh mum! Thanks!
M: Why did you leave your new phone in your jeans?
R: I didn't do it! It was Lee! He took my phone last night and then he put it in my jeans.
M: Why did he do that?
R: I don't know. He's stupid! So where is it?
M: Where's what?
R: My phone!
M: Hm … It's here. Oh! I thought I put it on the shelf …
R: Mum!
M: … but it's not there. Where did I put it?
R: Mum!
M: Calm down, Ruby. Here it is.
R: Oh, thanks, mum!

2.29 Unit 4, 4.5, Exercise 4

N = Nicky A = Alex

N: My name is Nicky Morton and my guest today is video games reviewer Alex McGregor. Alex, what's your favourite website?
A: Well, Nicky, I love viewing videos on YouTube.
N: Now probably everyone knows this already but tell us, what kind of website is it?
A: It's a website for people to upload, view and share videos.
N: How old is it? When did YouTube begin?
A: It isn't very old, actually. It began in February 2005.
N: How did it begin?
A: Three friends started it in a small office above a pizza restaurant in California. The first video they uploaded to the site was very short. It was only nineteen seconds long! It showed one of the friends at San Diego zoo.
It became very successful very quickly. The next year, in November 2006, the three friends agreed to sell their website to Google for 1.65 billion dollars!
N: How popular is YouTube?
A: It's the most popular website in the world after Google and Facebook.
N: Really?
A: Yes, and the numbers are amazing: people watch more than 200 million videos on YouTube every day!
N: Wow!
A: And every minute of every day people upload over 300 hours of videos to the site.
N: That's amazing!
A: It's international too. You can view YouTube in over sixty different languages!
N: That's interesting. Now, …

2.32 Unit 4, 4.6, Exercise 4

A = Amy L = Lee

A: OK, that's it, Lee! Congratulations! Your computer is working fine and you now have a video on YouTube!
L: Brilliant! Thanks, Amy. Do you want to hear about the dream I had last night?
A: Yeah, all right.
L: I dreamt that I uploaded the video of my song on YouTube. At first, it wasn't very successful. Only three people viewed the video in the first week. But then suddenly it became popular. Millions of people saw it. A few days later I got a call from a music company and I went to London to make a professional video. That was really successful too. After that they asked me to write the music for a Hollywood movie! In the end I won an Oscar for the best original song in a film!
A: Cool!
L: Amy?
A: Uh huh?
L: Do you think that can happen?
A: Well, I don't know. Maybe, but I don't know about the Oscar …

2.34 Unit 4, 4.7, Exercise 6

1 The person who I admire the most is Bill Gates. He uses his money to help people.
2 The place where I want to live when I'm older? That's difficult. Maybe Italy. It's a country where the weather is good and the food is wonderful.
3 The next electronic gadget which I want to buy is a new phone. The one that I have is really old. I got it eighteen months ago!
4 One place where I feel really happy is my bed. I love sleeping.
5 The first person who I saw this morning is the first person that I see every morning – my mum. She always wakes me up so that I'm not late for school.
6 I'd love to have a robot that can help me with my homework. Or even better, a robot which can do my homework for me.

2.49 Unit 5, 5.5, Exercise 4

Welcome to Keswick Tourist Information Hotline. To book accommodation in one of Keswick's hotels, press 1. To hear about the main attractions in Keswick, press 2. Keswick is a small town in the English Lake District, with a population of about 5,000 people. Many visitors come to the town and there's a lot to see. A good place to start is the Tourist Information Centre. Here you can find maps, leaflets, books and postcards. It's open seven days a week and it's in the old Town Hall. One of the top attractions for visitors is the museum, which tells the history of pencil making. There's also a small art gallery with many interesting old paintings and on the ground floor there's a popular arts café. In Keswick we are also lucky to have a theatre and a cinema. For more information about …

2.50 Unit 5, 5.5, Exercise 5

1 I = Interviewer D = Declan

I: OK, Declan. What do you like best about Keswick?
D: Er, the people. I lived in Oxford until I was nine years old – I found it hard to make friends there. But here everyone's really friendly. And because it's a small town, you always meet people you know when you're in the centre. I think that's really cool.

I: And what's the worst thing about Keswick?
D: There are no shops for young people. My friends and I have to travel to a city like Manchester or Newcastle to buy games or clothes and the train tickets are really expensive. Keswick needs a shopping centre!

2 I = Interviewer L = Louise

I: We're doing a survey about Keswick for a class project. Do you mind answering just two questions?
L: No, not at all.
I: Great. OK, Louise, in your opinion, what's the best thing about living in Keswick?
L: Er, I think the fact that we live so close to amazing countryside. People come from all over the world to see it. And it's brilliant if you like walking or riding a bike like I do. I think we're very lucky.
I: Thanks. And what *don't* you like about living here?
L: I don't like the fact that it's a small place, so if you do something unusual or different, everyone in the town knows about it. I suppose that's a problem in any small town. Sometimes it feels like living in a very small aquarium!

3 I = Interviewer A = Annie

I: What's the best thing about Keswick in your opinion, Annie?
A: I don't know, I just love the atmosphere in the centre of town with all the old buildings. I think some of them even come from the sixteenth century!
I: And the worst thing?
A: Well, Keswick's an old town with very narrow streets – it's crazy that there are so many cars! I don't ride my bike in town any more – it's too dangerous!

4 I = Interviewer B = Brett

I: Tell me what you like most about living here, Brett.
B: Nothing!
I: Oh, I'm sure there's something you like.
B: Well, I like kayaking, so I'm quite lucky to live close to some quite nice lakes.
I: 'Quite nice'! Brett, people come from all over the world to see the lakes here – they're beautiful! And what do you most dislike about Keswick?
B: Well, I live on a small estate in Castlerigg – that's about two miles out of town. The last bus is at twenty to six and after that I have to walk. It's really difficult to meet friends after school!

3.03 Unit 6, 6.1, Exercise 6

E = Ellen O = Owen

E: Excuse me. Is this your phone? I think you dropped it.
O: Oh, yes it is! Thank you!
E: Here you are! Ooh!
O: Are you OK?
E: It's just my back. My dance partner dropped me this morning and I fell and hurt my back. I'm a ballet dancer, you see.
O: I never knew ballet was so dangerous.
E: Yes, it is! In a practice last week I fell and twisted my ankle really badly.
O: It's the same for us rugby players. I'm Owen, by the way!
E: Oh, I'm Ellen!
O: It's very easy to hurt your back or break your leg when you play rugby.
E: So what happened to you today?
O: I cut my finger on a can of cola.
E: Oh no!
O: Yes, the pain was terrible! I don't think it's serious but I want to ask …

3.04 Unit 6, 6.1, Exercise 8

O = Owen E = Ellen

O: Yes, it's important for me to keep fit. I play rugby for Hillingdon Harriers and we usually have a training session once a week but I also do a lot of things on my own. I do exercises at home for about ten minutes every morning. Apart from that, I go to the gym regularly in the evenings
E: Oh, right?
O: Yes, I do weight training. Oh, and I go running or cycling on Saturday mornings as well. So in a typical week I have about ten hours of exercise. That's quite a lot, isn't it?
E: Mmm!
O: What about you? Do ballet dancers train hard?
E: Yes, we do. Every morning I do yoga at home for about an hour. And, believe it or not, I also do weight training at the gym every day. And apart from that, I have fitness classes at ballet school every day. Oh, I nearly forgot – I usually go swimming once a week. So in a typical week I have about thirty-five hours of exercise.
O: Thirty-five?

3.08 Unit 6, 6.3, Exercise 6

A: I always go to bed late, so I find it hard to get up in the morning. I'm so sleepy and tired. I have two alarm clocks and my mum has to come to my room to wake me up. The only thing I can tell you is if you want to get up early, don't go to bed late.
B: Really late! I usually go to bed at about 10 p.m. during the week. But it's different at weekends because I don't have to get up early the next morning, so last Friday I went to bed at about one o'clock and I got up on Saturday afternoon at half past one! I slept for over twelve hours!
C: Usually I sleep really well, but when I'm worried about something, an exam, for example, I find it really hard to go to sleep. My friend Jane says if you can't fall asleep, you should breathe slowly and count sheep, but that doesn't work for me. I sometimes listen to music and that helps.
D: Last night I dreamt I was at the swimming pool with some friends. I was jumping into the pool when I saw a crocodile. And while I was falling, the crocodile opened its mouth. I screamed, and then I woke up. I remember it really clearly, but that's unusual. I don't normally remember my dreams.

3.12 Unit 6, 6.5, Exercise 3

I play for Bridgeton United five-a-side football team. I'm the goalkeeper. Tomorrow is a big day. It's the cup final. Yesterday, we took some photos but apart from me, everyone was ill. Nathan was sneezing all the time. James had a bad stomachache. Ben had a sore throat and a high temperature. And Chris had a cough. I hope they're well for the match tomorrow.

3.13 Unit 6, 6.5, Exercise 6

T = Tom Je = Jerry B = Ben N = Nathan Ja = James C = Chris

T: OK Jerry, remember this match is really important. It's the cup final!
Je: Don't worry, coach. We've got a great team. We can win this match, no problem.
T: Good boy! But where are the others? The match starts in ten minutes!
T: Hello, Ben. This is Tom. Where are you?
B: Hi, coach. I'm sorry. I can't play today. I've got a sore throat and … and a terrible cough and …
T: You've got a cold, Ben. That's all. Come on! You can play with a cold!
B: No, coach. I haven't got a cold. My temperature's really high. I'm in bed. I think I've got the flu. Sorry, coach. Good luck!
T: Ben can't play. He's ill.

Je: Don't worry, coach. OK, they've got five players, and we've only got four but we can win, no problem!
T: Nathan?
N: Hi, coach. Listen, I'm really sorry but I can't come to the match. I've got hay fever. It's really bad. I can't stop sneezing. The doctor says I have to stay at home. Sorry, coach. Good luck!
T: Nathan can't come. He's got hay fever.
Je: Don't worry, coach. Three against five isn't bad and I'm a great goalkeeper. We can win! I'm sure …
T: James! Tell me you're OK!
Ja: No, coach! I feel really sick. My stomach is terrible. It's something I ate. I think I'm allergic to fish. I can't play. Sorry. Good luck!
T: James can't come. Stomachache.
Je: Don't worry, coach. With me and Chris in the team we can win. I'm a really good goalkeeper and Chris is fantastic!
C: It's Chris.
T: Hi, Chris. Please tell me you're not ill.
C: Well, I've got a cough but apart from that I feel fine.
T: Oh, that's good news! But where are you? It's five to three! The match starts in five minutes!
C: I know, coach, but I've got a problem. I got on the wrong train. I don't know where I am.
T: Oh no!
C: What is it, coach?
T: I've got a terrible headache!
Je: Don't worry, coach. One against five. I can win, no problem!

3.14 Unit 6, 6.5, Exercise 7

L = Linda J = Jerry

L: So, how did the match go on Saturday, Jerry?
J: We didn't play. All our players were ill except me.
L: Oh, no!
J: Well, Chris wasn't ill but he couldn't get to the match. The coach wanted to play next Sunday but the coach of the other team didn't agree so in the end we played on Wednesday.
L: Yesterday?
J: Yes, but last Sunday I went to see my friends and you know what happened to me? I caught the flu!
L: You're joking!
J: No, seriously! At first, I thought it was only a cold. My dad thought it was hay fever. But the next day I had a high temperature and I was coughing and sneezing, my throat was sore and I felt terrible. So I spent Monday and Tuesday in bed.
L: So you couldn't play in the match?
J: Well, I didn't feel great but I really wanted to play. I didn't play very well because I was ill and I hurt my back too. And then Ben had to stop playing ten minutes before the end of the match!
L: Why? What happened?
J: He fell and twisted his ankle. He was lucky he didn't break his leg.
L: So, did you win?
J: Yes. Chris was fantastic. He scored two goals and we won the game three–two.
L: Wow!

3.31 Unit 7, 7.4, Exercise 5

L = Lee R = Ruby

L: We're almost there now! I tell you the first thing I'm going to do – I'm going to buy something to drink. I'm really thirsty!
R: Hmm, me too.
L: Oh, that's a text from Billy. He's going to wait for us at the entrance and then he's going to come with me to the shoe shop. Are you going to come with us?
R: No, I think I'm going to go to the bookshop first. Perhaps there's a nice book we can buy for mum.
L: Good idea.
R: Don't spend too much money on trainers, Lee. Remember – we're going to buy a nice present for mum.
L: Don't worry, Ruby – I'm not going to spend all my money. That's funny! I can't … I can't find my wallet. I was sure I had it when I got on the bus. I don't believe it! Ruby?! What am I going to do? Where …? Why …? Didn't I …?
R: Top left pocket.
L: Oh, yes – thanks.

3.32 Unit 7, 7.5, Exercise 2

Ge = Gemma Gr = Greg

Ge: Hey, Greg. Do you want to do this quiz? It's to find out how important money is to you.
Gr: It depends.
Ge: It depends on what?
Gr: Well, are you going to pay me to do it?
Ge: No, I'm not. Just answer the questions, OK?
Gr: All right.
Ge: Question one: one day you get ten pounds pocket money and earn twenty pounds babysitting. Do you put the money in a piggy bank or in your purse, wallet or pocket?
Gr: I don't have a piggy bank or a purse or a wallet. I put it in my pocket.
Ge: OK, question two: you get fifty pounds for your birthday. Do you save some and spend the rest or spend it all immediately?
Gr: You know me, Gemma. I run to the shops as fast as I can and spend it all immediately.
Ge: Yeah, that's what I thought. OK. Question three: you get too much change in a shop. Do you keep the money or tell the shop assistant?
Gr: Honestly?
Ge: Yeah.
Gr: Um … keep the money, I think.
Ge: Oh Greg! That's terrible!
Gr: Hmm, OK, put 'tell the shop assistant', then.
Ge: Question four: you need a new pair of jeans. Do you wait for the sales or buy the pair you like without looking at the price?
Gr: I wait for the sales, obviously.
Ge: Yeah, me too. OK, last question: some friends want to borrow thirty pounds. Do you tell them you never lend money or do you give them the money and say they can pay you back any time?
Gr: The first one. I never lend money. I never have any. I only borrow it. Eh, Gemma?
Ge: Yes?
Gr: Can you lend me ten pounds?

3.34 Unit 7, 7.5, Exercise 6

D = Desmond P = Penny

D: Do you get pocket money? If you do, what do you do with it? Our next caller is Penny Richards from Glasgow.
P: Hi Desmond, I'm fifteen years old and I get pocket money, ten pounds a week, normally. But my parents don't just *give* it to me. I have to *earn* it! I do housework, work in the garden, wash the car, you know. I don't spend all my money in the shops. I save it! I don't have a piggy bank any more but I've got more than 400 pounds in the bank. I like going to the shopping centre with my friends. But I don't have to take out my purse every time I see a top I like or a nice pair of shoes. I only buy something when I really need it and I always check the price first. In fact, I usually wait for the sales because things are cheaper then. Some of my friends never have any money. They often ask me to lend them a few pounds and I usually give it to them but I … well, I don't think it's a good idea to borrow money. You shouldn't spend what you haven't got. That's what I think, anyway.
D: That's great, Penny. Thanks, but can I ask you a question?
P: Yes. What is it?
D: What are you going to do with your money? What are you saving it for?

P: I want to travel, Desmond. One day when I finish school, I'm going to take my money and travel around the world.
D: OK, thanks very much, Penny. Well, my guest today is an expert on how to save money, Molly Barclay. Molly, what do you think …

3.35 Unit 7, 7.5, Exercise 7

D = Desmond M = Molly

D: OK, thanks very much, Penny. Well, my guest today is an expert on how to save money, Molly Barclay. Molly, what do you think of what Penny was saying?
M: Well, clearly, Penny's a very clever girl. It seems easy for her to save money, but that's not true for a lot of people.
D: Tell me about it.
M: But you can learn to be intelligent with your money. You can learn how to save money and how not to spend money you don't have.
D: How?
M: The first thing is to write down how much money you get every week, from working or from pocket money and how much money you spend.
D: OK.
M: And then it's simple, you make sure you don't spend more than you earn.
D: Hmm.
M: It's very important to shop around – I mean, you should look for the best prices. There can be very big differences between the price of the same thing in different places. A good example is with mobile phones. When you change from one company to another, you – or your parents – can save a lot of money. Also you should think twice before you buy something – do you really need it or do you think you need it because your friends have it?
D: That's a good point.

3.41 Unit 8, 8.1, Exercise 5

1 MG = Mr Gray N = Nicola

MG: Nicola! Can you come to my office now?
N: I'm a bit busy right now, Mr Gray. What's the problem?
MG: It's this new computer. I switched it on but the screen is black.
N: Did you check that it's plugged in?
MG: Of course it's plug- … Oh no! I didn't plug the computer in.

2 R = Ruth

R: Good morning. Richards and Townsend. Ruth speaking. How can I help you? … Oh, hi Penny … Oh, I'm fine … The new job? Well, I'm so busy! I have to answer the phone, write emails and letters for my bosses and I sometimes have to make them tea and go out and buy biscuits for them too.

3 E = Ewan S = Scott

E: How much did you pay for it?
S: 200 pounds, just last week. But it doesn't start. Can you fix it, Ewan?
E: Don't know, give me twenty minutes.
S: So Ewan, can you fix the car or not?

4 C = Carrie T = Tommy

C: Hey! Watch out!
T: I almost had an accident. You cyclists are … Carrie?
C: Uncle Tommy!
T: What are *you* doing here?
C: I've got a new job. I deliver letters and parcels all round town on my bike.

5 D = Darren T = Ted

D: Oh yes, I think that's the one, sir. The colour really suits you and it's a perfect fit.
T: You think so? I'm not sure. Aren't the trousers a bit short?
D: No, no! They're just right and the jacket is …
T: Look, eh … Darren. This suit has got to be perfect. It's for a job interview, you see, and I want to look good.
D: You do, sir. You look fantastic!
T: I don't know. Maybe I should try on another suit.
D: No, no! This is definitely the right one for you.
T: OK, I'll take it.

6 G = Gina E = Eddie

G: Eddie!
E: Yeah?
G: Where's the food for table 8? The customers can't wait any more!
E: Take it easy, here it is.
G: What's this? They asked for ham and potatoes.
E: Ham? Oh no! I cooked lamb!

3.42 Unit 8, 8.1, Exercise 6

1 MG = Mr Gray N = Nicola

MG: Nicola! Can you come to my office now?
N: I'm a bit busy right now, Mr Gray. What's the problem?
MG: It's this new computer. I switched it on but the screen is black.
N: Did you check that it's plugged in?
MG: Of course it's plug- … Oh no! I didn't plug the computer in.
N: So you don't need an IT specialist to fix that, then, do you?
MG: No, oh, I am sorry, Nicola.

2 R = Ruth

R: Good morning. Richards and Townsend. Ruth speaking. How can I help you? … Oh, hi Penny … Oh, I'm fine … The new job? Well, I'm so busy! I have to answer the phone, write emails and letters for my bosses and I sometimes have to make them tea and go out and buy biscuits for them too. It's not easy being a secretary!

3 E = Ewan S = Scott

E: How much did you pay for it?
S: 200 pounds, just last week. But it doesn't start. Can you fix it, Ewan?
E: Don't know, give me twenty minutes.
S: So Ewan, can you fix the car or not?
E: Scott, I'm a good mechanic, but nobody can repair this car.
S: Oh no!

4 C = Carrie T = Tommy

C: Hey! Watch out!
T: I almost had an accident. You cyclists are … Carrie?
C: Uncle Tommy!
T What are *you* doing here?
C: I've got a new job. I deliver letters and parcels all round town on my bike.
T: Well, that's a surprise! My niece Carrie is a bike courier.

5 D = Darren T = Ted

D: Oh yes, I think that's the one, sir. The colour really suits you and it's a perfect fit.
T: You think so? I'm not sure. Aren't the trousers a bit short?
D: No, no! They're just right and the jacket is …
T: Look, eh … Darren. This suit has got to be perfect. It's for a job interview, you see, and I want to look good.
D: You do, sir. You look fantastic!
T: I don't know. Maybe I should try on another suit.
D: No, no! This is definitely the right one for you.
T: OK, I'll take it.
T: You're an excellent sales assistant, you know, Darren. Now, I need a tie to go with the suit. Have you …

6 G = Gina E = Eddie

G: Eddie!
E: Yeah?
G: Where's the food for table 8? The customers can't wait any more!

E: Take it easy, here it is.
G: What's this? They asked for ham and potatoes.
E: Ham? Oh no! I cooked lamb!
G: Eddie, you're a great chef, but you need to learn to listen!!

3.43 Unit 8, 8.1, Exercise 8

I don't earn much money but I don't mind because I'm happy at work. I really like working in a team. My workmates are great. I don't work from nine to five. Sometimes I work during the day and sometimes at night. I have to wear a uniform but that's all right. I look good in it! In my job it's really important to get to work on time because people can die if you're late. It's great being a fireman.

3.51 Unit 8, 8.5, Exercise 2

Skerries School looks like any normal small British school. There's a bright classroom with pictures on the wall. There's a small library and a science lab. There are even special classrooms for Arts and Music as well as a computer room. The school has a playground and there's also a sports field where you can play football. The only thing the school doesn't have is a gymnasium but it isn't a problem because students can have their PE lessons in the village Sports Hall not far from the school.

The school day at Skerries School is also the same as at any other school in Britain. Lessons start at nine o'clock and finish about half past three. Also pupils have to take exams and do homework, the same as at any other secondary school.

But in other ways Skerries is a very strange school. First of all, it's on a very small island in the middle of the North Sea, between Scotland and Norway. It's actually about 240 kilometres north-east of Scotland and to get to the nearest large town, you have to travel by boat across the sea for an hour and a half, or fly twenty minutes by plane.

But perhaps the strangest thing about the school is that there are more teachers and other staff in the school than students. In fact, Skerries is the smallest secondary school in Britain. A few years ago, there were two pupils – two brothers. Later the school had three pupils – all different ages but all from the same family. At the moment there is just one pupil. But he doesn't feel too lonely. The Primary School is actually in the classroom next door!

Sadly, there are plans to close Skerries. People on the island hope that it won't happen – they say that if the school closes, it will be bad news for the island. Politicians say they will do everything to save the school. When I spoke to the headteacher, she told me that if they close the school, families on the island won't have a chance to …

8.6 3.55 Unit 8, 8.6, Exercise 4

L = Lee B = Billy A = Amy

L: No, I didn't cheat!
B: So, how did you do it?
L: Well, first of all I wrote all the dates on the back of my ruler! Amy told me it wasn't a good idea … and I thought, 'Amy's right, they'll probably catch me.' But at the last minute I panicked. I thought 'Oh no! I probably won't remember anything now.' So I wrote all the dates on the back of my hand this morning!
A: On your hand? Lee! That's terrible!
L: Yes, well anyway, as I was leaving for school, I thought to myself, 'This is silly, they might catch me and throw me out of the exam!' And I went to the bathroom and washed my hands. I thought 'Now, I definitely won't pass that test!' But I'm really happy that I didn't cheat. The thing is – writing all those dates twice actually helped me to remember them in the test! It's the perfect way to revise!

8.6 3.56 Unit 8, 8.6, Exercise 5

L = Lee B = Billy A = Amy

L: The summer holidays are coming up. Perhaps we could go camping together? My dad's got two big tents – me and Billy can share a tent and you can sleep in the second one, Amy.
B: That's a great idea!
A: Yeah, I'd love to go camping! Maybe by the sea. Brighton!
L: Brighton's often busy so it will probably be expensive.
B: Hey – I've got an idea! My Uncle Ally has got a farm in the Scottish Highlands. We could camp there.
A: The Scottish Highlands? That sounds amazing.
L: Yeah. But are you sure your uncle will say *yes*?
B: Sure – Uncle Ally will definitely let us camp on his farm. People often stay with him. Perhaps we should invite Krystal as well?
L: Why not? There will definitely be space in Amy's tent – it's for three people.
A: Hmm. Knowing Krystal, she probably won't want to stay in a tent. She might want to stay in a hotel!
L: I'm sorry but I definitely won't have the money to stay in a hotel! I may have to borrow money for my train ticket.
B: No, a hotel's too expensive! Look, I'll phone my uncle tonight and check.

4.12 Unit 9, 9.5, Exercise 2

N = Narrator T = Tony L = Lucy S = Sue G = Glenn

N: Tony
T: I think mountain biking is the most exciting outdoor activity.
N: Lucy
L: Hmm, that's good. I like it too but it isn't as exciting as surfing.
N: Sue
S: I don't agree. I prefer snowboarding.
N: Glenn
G: I think you're all wrong. The most exciting activity is kayaking.

4.14 Unit 9, 9.5, Exercise 5

1

Lucy Last year I was on holiday in Portugal and at the beach there was a school where you could learn to surf. It was really difficult at first! I felt silly wearing a wetsuit and I just couldn't stand up on the surfboard. I kept falling in the sea! But after a couple of days I found it easier and now I love it. I've already joined a club and we go surfing most weekends. The best place we've been to is a beach in North Wales. Surfing's brilliant!

2

Glenn I've tried lots of different water sports: windsurfing, surfing and I've even done scuba diving a couple of times but my favourite is kayaking. It feels so exciting when you're going down a fast-moving river with your paddle in your hands. But you've got to remember that it's not a game. I've had lots of accidents. You can die if you're not careful. So it's really important to get lessons and to do exactly what your instructor tells you. And you should always wear a helmet and a life jacket.

3

Tony Mountain biking can be horrible! It's really tiring when you have to cycle up a big hill or a mountain. Sometimes it can be so difficult you just want to get off and walk. But it's brilliant when you come down. It's so fast. It's the most exciting thing I've ever done. You need a helmet and a map and a compass so you don't get lost in the mountains. And you need a good bike. I've just got a new one. I haven't tried it yet. I can't wait.

4

Sue I live in Denver, Colorado, which is real close to the Rocky Mountains. My mom and dad love skiing but I prefer snowboarding. Most weekends outside the summer, we jump in the car and drive to the mountains. My parents put on their skis and take a map and a compass and try not to get lost. And I put on my snowboard boots, my gloves and my goggles and spend the day on my snowboard. I've already taken part in lots of competitions. In fact, I've just won the under-sixteen state championship.

4.17 Unit 9, 9.5, Exercise 8

Lucy Surfing has been around for a long time. It's not a modern sport. And it didn't start in Europe. It began in countries in the Pacific Ocean. More than 200 years ago English explorers wrote about seeing surfers on islands like Tahiti or Hawaii. I've only surfed in the sea, but people surf in lakes and rivers too. I haven't tried it in the river where I live and I'm not going to. It's too dirty!

Glenn Kayaking isn't hard to learn but there's something that can be difficult for beginners. If you want to go to the right, you have to put the paddle in the water on your left and if you want to turn left, you paddle on the right. A lot of people paddle on the wrong side at first and so they go the wrong way but you soon learn how to do it right.

Tony Mountain biking isn't an expensive sport. OK, some people pay thousands of euros for their bikes, but you don't need to spend so much. You can get a good mountain bike for about 200 euros. Mountain biking started in the USA but it's really popular in Europe now.

Sue Snowboarding became popular in the 1970s and 1980s but it started a long time before that. Some people say it began as early as the 1920s but modern snowboarding only began in 1965 when an American engineer made the first snowboard as a present for his daughter. People of all ages like snowboarding but it's most popular with teenagers and people in their early twenties.

4.24 Exam Time 1, Exercise 1

B = Boy G = Girl

Example

B: Would you like to go to the cinema later today? There are lots of films on.
G: Good idea. I think the new horror film is good.
B: I watched a horror film on TV last night. I don't really want to watch another one. Tom says the science fiction film and the romantic one are excellent.
G: Yes, I like science fiction. But I'm not into romantic films. The last one was terrible!
B: That's fine.

1

B: My uncle's on television tonight.
G: Really? That's exciting. Which programme?
B: It's a drama about a famous musician. My uncle's an actor. He's often on television.
G: Oh yes, I remember. There was a photograph of him in my magazine. You look like him!
B: Thanks!

2

B: There are a lot of people in my class at school now. We've got twenty-eight if all the students come!
G: That's a lot. There were twenty-one in my class last year.
B: You can learn a lot when there are only twenty-one.
G: But that changed last month. Susan and Freddie Boyle joined the class.
B: Oh yes, they moved from Swindon. Their sister's in my class.

3

B: It's Jon's party tonight.
G: Yes. I can't decide what to wear. I've got a new dress but I've got some new jeans too.
B: I like your blue skirt. It's really pretty.
G: Thanks. But it isn't very comfortable.
B: Then wear the jeans. With your pink top – that's nice.
G: OK, I think you're right.

4

B: Is that your new dog? She's lovely!
G: Yes. This is Penny. She arrived yesterday. This is her first walk.
B: Where's your other dog – the black one?
G: He's at home. He's quite old and doesn't like going for long walks.
B: Is Penny OK with your two cats?
G: She's fine. And the cats love her!

5

B: Did Tina invite you to her birthday party? It's on Saturday.
G: Yes. I need to get her a present. Is it her birthday on Saturday?
B: No, it's on Thursday. But Friday's a school day so a party on Thursday isn't a good idea!
G: No, that's true! See you there!

4.25 Exam Time 1, Exercise 2

L = Lindsay A = Alex

L: Hi Alex, are you going to football practice or salsa class?
A: No, I'm not going to either of them. Football's on Wednesday and salsa's on Monday.
L: You do a lot of free time activities.
A: Well, I don't play the guitar anymore but I've got a new hobby!
L: What is it?
A: I'm learning a new language.
L: That's great! Is it Spanish?
A: I go to Spain a lot and I can speak some Spanish. But I've got a French friend and I'd like to write to him in French. So, I'm taking some classes. Perhaps I can learn Italian too next year.
L: Do you go to classes after school?
A: Those are on Mondays and I've got my salsa on then, so I can't go. I'm learning French online. It's great fun! Dad sometimes tries to teach me some words but I don't learn very well from him!
L: Is it very expensive?
A: I have a special one-to-one teacher online. It's forty pounds for fifteen lessons. The lessons are forty-five minutes.
L: That's a good price! Is it an easy language? I always have problems with grammar in foreign languages.
A: That's OK and the vocabulary isn't very difficult. My problem is when I'm writing. The spelling is hard!
L: Well, good for you! Oh, look at the time, it's 4.30. I've got a swimming lesson at 5.15.
A: And my next language lesson in at 4.50! I can't be late. See you soon!

4.26 Exam Time 1, Exercise 3

F = Fran O = Oliver

F: Hi, Oliver. It's Fran. I know you want to help at the animal centre. Do you want to come with me after school today?
O: Oh yes, I'd love to come. What do you usually do there?
F: There's lots to do! Sometimes I take the dogs for walks. This week they've got some new baby donkeys. We can help feed them. Then we can clean out the rabbits! It's great fun!
O: OK. What time do you want to go?
F: I usually get the 4.30 bus. Is that all right for you?
O: I've got extra Maths after school and it finishes at 4.30. But my dad can drive me and I can meet you there. What's the address?

F: It's in Water Road. It's a big white house. Phone me if you can't find it.
O: What's your new number?
F: Sorry – yes, it's 07124824723. And we can get the 6.30 bus back together.
O: That's fine.
F: And don't forget – wear some old clothes. I often get really dirty!
O: OK! See you later.

4.27 Exam Time 2, Exercise 1

G = Girl B = Boy

Example

G: How was the dentist yesterday?
B: It was fine. I didn't have any problems. My teeth are OK.
G: That's good.
B: But I have to see the doctor this afternoon. I've got a bad stomachache. I had a headache too after the dentist but that stopped this morning.
G: This isn't a good week for you!

1

G: Do you live in the town centre, Mark?
B: No. We live in Manbridge Street. It's nice but there aren't any shops near us. And it takes fifteen minutes for dad to get to the station every morning.
G: You're nearly in the countryside!
B: Not really! There's a park across the road but it's a ten-minute drive to the real countryside!

2

B: You weren't at Anne's party last night.
G: No, I wasn't feeling very well. I stayed at home.
B: Did you write your essay?
G: No! I read my novel for an hour. Then I wanted to watch the news on television but I was tired so I went to sleep.

3

B: I love your new laptop! Was it expensive?
G: Well, I didn't want to get this one because it was 1,500 pounds!
B: That's a lot!
G: There was a cheap one that cost 500 pounds but mum and dad gave me 1,000 pounds for my birthday so I decided to get the expensive one.
B: You have to spend a lot of money to get something really good.

4

B: Do you want to meet at the café after school today? We can sit outside and do our homework. The weather's nice.
G: I'd like to, but I can't. I mustn't be late home because I have to take the dog for a walk. Mum and dad aren't in. They went to London this morning to see a new art gallery.
B: That's a shame. Can I phone you if I've got any problems with my Maths?
G: No problem!

5

G: Hi! Are you a new student?
B: Yes, I started last week.
G: Cool. Where was your last school?
B: That was in Winchester. My dad got a job here last October. He travelled every day for a few months. But he got really tired. So mum and dad decided to move here in March.
G: I hope you like the school. It's really great. We have lots of trips this term. In June there's a trip to Winchester! You can see your old city!

4.38 Exam Time 2, Exercise 2

G = Girl K = Kenny

G: Hi, Kenny. Do you like your new house?
K: It's excellent! We all went shopping last weekend for new things for the house.
G: Oh, that's exciting! What did your dad get?
K: He's into cooking so he wanted a new cooker but they didn't have the right size. But he got a fridge, so he was happy.
G: Your mum loves watching films – did she buy a really big new TV?
K: Dad thought they were all too expensive – poor mum. They bought her a new armchair – just for her, no one else can sit in it!
G: I know what you got – a new computer!
K: Wrong! I don't need one, but I now have a brilliant games console. I am really pleased with it. It was expensive but it's for my birthday too.
G: How about Elsa and Helena?
K: Elsa just wanted new curtains – pink ones! And you know Helena, she's got books everywhere – she chose a big bookcase for her room.
G: Wow! An expensive shopping day then!
K: And that's not all. You mustn't forget Harry, our dog! He got something new too. He usually sleeps on the old red rug, but mum threw it away when we moved, so they bought him a new comfortable bed.
G: Lucky Harry!
K: So if you'd like to play a computer game, come round and see my console!

4.29 Exam Time 2, Exercise 3

B = Beth C = Chris

B: Hi, Chris. Did you go to the concert last weekend? I'm sorry I couldn't go. I had to look after Ray, my baby brother.
C: That was a pity, Beth. It was really good. Brad came with me and we had a great time.
B: Next year perhaps! Which bands were playing?
C: There were three bands. Blue Paper was OK, but I don't really like their music very much. Dakota and The Baileys also played. In my opinion Dakota were a bit boring but The Baileys were really amazing!
B: I love them! They were playing at the Royal Theatre last summer but I couldn't go. Then they were in the Park Festival while we were in France! But I saw a recording of the Park Festival on TV last month. Incredible! I really like the tall, blond guy – what's his name?
C: Do you mean Danny? Yeah – he's got a great voice. Mike is good too but unfortunately he wasn't there last weekend. It was just Danny and Joe.
B: Really? Why wasn't he there?
C: He was ill. I know he often has problems with his throat and he gets bad headaches too. But he was in an accident last month and he hurt his back. He's still in hospital.
B: Oh, that's terrible. I hope he's OK soon. Did the concert finish late? Sometimes they go on playing until after midnight!
C: They stopped playing at 11.00 p.m. but then everyone wanted them to play another song – they continued for half an hour!
B: What a night!

4.30 Exam Time 3, Exercise 1

G = Girl B = Boy

Example

G: We must remember to buy some crisps for the party.
B: That's OK. We've got lots from last week! But we need some cola. I drank the last bottle yesterday.
G: Tim is going to bring the drinks, so we only have to get some bread for the sandwiches. OK?
B: It's going to be a cheap shopping trip!

1

B: Has your sister found a job yet?
G: Well, she was a receptionist at the Grand Hotel but that work finished a month ago. Now she's a waitress in Tino's restaurant but she's decided to train as a hairdresser in September.
B: Oh, she'll be good at that. Her hair is always fantastic!

2

B: Carrie, did you go on the school trip last year to Chichester Castle?
G: Yes, I did – it was on my birthday, the 18th of October! It was great.
B: OK. I'm trying to decide if I want to go this year. It's on the twenty-fifth of October.
G: Yes. You must go. You'll love it. I'd like to go again, but we're away in London on the twenty-fifth and twenty-sixth.
B: Thanks. Yes, I'll sign the list.

3

G: Hi, Pete! Did you enjoy your skiing holiday?
B: Not really. We couldn't ski every day because there wasn't enough snow.
G: That's a shame. So, was it sunny all the time?
B: No. It was cold and cloudy. We waited for snow but nothing happened!
G: Never mind. You can go again next winter.
B: Mm …

4

B: I love your boots. Are they new?
G: Yes, I went shopping with Anna yesterday and bought them.
B: They look expensive!
G: Well, they were fifty-five pounds but it was a good sale and they only cost forty pounds. They're very good quality.
B: Yes, they are. I never spend more than twenty-five pounds on shoes.
G: That's why you have to keep buying new ones!

5

G: Did you stay at that lovely hotel on Bird Island again this year on your holiday?
B: No, mum wanted to go somewhere different, so we went to a hotel that was right by a lake. It was beautiful.
G: Cool! You always go somewhere very pretty.
B: My parents like nature! Next year dad wants to go to the mountains so we can do some climbing.
G: That's nice. Better than going to the beach all the time like we do.

4.31 Exam Time 3, Exercise 2

K = Karen T = Tilly

K: Hi, Tilly! I'm so excited about your visit next week. I've got a lot of plans.
T: Yes, I'm excited too. A whole week in the countryside! That's brilliant.
K: The weather's going to be really hot, which is great! I think on Monday I'll show you the area. We can take our dogs for a walk across the fields and along the river. It's very pretty.
I know you like swimming but we can't swim in the river – it's quite small. But maybe on Tuesday we can go to the beach and have a swim in the sea. Would you like that?
T: Oh, yes. And if it's hot and sunny, we can sunbathe too!
K: Exactly. Then on Wednesday dad's got a day off work so he can drive us to Wilbury Castle. Wilbury museum is closed but the castle is very interesting.
T: I'd really like that. I've got to do a project on castles during the summer so it will be useful too. I can take some photos. I'd like to take you and your parents to a restaurant for a meal – to say thank you for having me! Can we do that on Thursday?
K: What a lovely idea! Dad's out at a meeting on Thursday, so maybe on Friday? Mum can book a table. On Thursday my brother Gary is going to take us to the cinema in town. You can choose the film – there are six different films on. I thought about the theatre but I know you prefer the cinema.
T: Cool! There's a new Eddie Redmayne film out at the moment. Can we go shopping one day – I must get some souvenirs for my family?
K: Yes, we can do that on Saturday. There are some lovely gift shops in the village near us and on Saturday there's a market too.
T: It sounds a great week, Karen! See you on Sunday.
K: Yes. Bye for now!

4.32 Exam Time 3, Exercise 3

H = Helen M = Mark

H: Mark, are you still looking for a summer job?
M: Yes, I am. I'd like to work until the middle of September. Then I start college.
H: Well, I think they're still looking for an assistant for July and August at the sports shop in the shopping centre.
M: Cool! Is that the Benton shopping centre?
H: No, it's the Newgate Centre, in the High Street. The sports shop is great. It's really big.
M: I know it. That's perfect. Do you know how much they pay? I really need six or seven pounds an hour.
H: You must check, but I think it's ten pounds an hour. My brother worked there last year and he got eight pounds, but he says it's more this year.
M: That is really good.
H: I've got their phone number here if you want to ring them.
M: Excellent! Tell me.
H: It's 02385698024. And ask for Mr Collins. That's C-O-L-L-I-N-S.
M: Got it. Thanks a lot, Helen.

02 Unit 1, 1.5, Exercise 3

A: It depends. Some programmes are brilliant! I really love the talent shows. I like watching new singers and I always phone in to vote for my favourite. Sometimes the judges don't agree and they have arguments. It's good to watch but sometimes they are just really boring.
B: I have my favourite and I watch it every night. I don't want to miss anything. The stories are very good and I think we can learn from their problems! My mum and dad don't watch them. They laugh and say that they're silly!
C: Sometimes you can see famous and interesting people – like celebrities, actors and famous sportsmen. It's interesting to hear what they think. We usually see these people in films or sports events and sometimes we don't think of them as real people, you know?
D: My best friend wants to! She always watches them and thinks they're very funny. She also wants to win a lot of money or a good prize! Me? No, thanks. Horrible idea! We usually laugh when the people in the show do things wrong. No, no, no!
E: Most people think we aren't. They say that we only watch films and soap operas but they would be surprised. A lot of my friends and classmates watch this type of programme maybe once a week. It's important to see and hear what's happening in the world, isn't it?

04 Unit 2, 2.5, Exercise 5

1 G = Girl B = Boy

G: We've got a new student in our class.
B: Really? Is that her – the girl in the red skirt?
G: Oh no, that's Anna. She's in Class 4.
B: Oh yes. She's sits next to Sally, my sister.
G: The new student is Alex. She's nice but she's quite shy.
B: Well, it's her first day – that's not surprising!

2 G = Girl B = Boyy

G: Hi! Where are you going?
B: I'm going into town to buy a new laptop. I'm walking so I hope it doesn't rain!
G: Sit down and have a sandwich. We're having a picnic.
B: OK. Just for a moment. I must get my laptop today. It's nice out here.
G: Yeah, we often come here at lunch. It's fun to watch the children and the people with their dogs.
B: You're right. And the trees are looking beautiful!

3 B = Boy G = Girl

B: You're looking very cheerful today! What's going on?
G: It's my birthday!
B: Oh but today's Wednesday – I've got the day wrong! In my diary it says Friday!
G: No, that's my party! I can't have the party today because it's a school night.
B: OK! I haven't got your present today. You can have it at your party.
G: Thanks! My parents are taking me to London on Saturday to buy a new dress.
B: I hope you're not too tired after the party!

4 G = Grace E = Eva

G: Are you going to the concert in the park this afternoon?
E: Oh yes – it's really exciting! Blue Friday are playing. I love them!
G: Do you want to come with me and Brian? Brian's driving us there.
E: Thanks, Grace! Are you wearing a dress or jeans?
G: Jeans, I think. It's raining at the moment and I think it's quite cold too.
E: And boots, not trainers I think. Oh, I hope it's sunny.
G: Me too. But I don't really care. I could listen to Blue Friday in the snow!

5 G = Girl B = Boy

G: I don't believe it! Tim is so lazy! He's still in bed.
B: He's always in bed on Saturday mornings. He stays out late at clubs on Friday nights.
G: But his breakfast is on the table. Mum spends a long time cooking a big breakfast for him and he never eats it.
B: That's OK, I can eat it. I'm really hungry – I need a lot of food!
G: Good idea. Tim can cook his own when he gets up.

06 Unit 2, 2.7, Exercise 4

I'm happy to tell you that the new Two Trees Shopping Centre opens on Saturday, the 14th of August. There are events all day! In the morning at 11.30 the famous actor, Bruce Downton, is here to open the Centre. In the afternoon the local band, Blue Friday, play outside. Also at 2.30 there's a special children's party in the main restaurant. Everyone is welcome and everything is free! We hope you like TwoTrees Centre. We open every day at 7.30 and we are also open in the evenings until 10.30. We close on Christmas Day but that is the only day in the year we are not open!

07 Unit 3, 3.5, Exercise 2

1

A: Hi! What's wrong? You look worried.
B: It's Harry, our dog. He isn't very well this morning. He doesn't want to go out for a walk and he didn't want his breakfast.
A: What do you give him for his meals?
B: We only give him dog food. He has special biscuits from that bag. At the weekend he gets some chicken too – but not every day.
A: And was it the same food last night?
B: Yes, but … wait a moment! My brother didn't finish his dinner – it was a Chinese curry. But later his plate was clean!
A: Perhaps Harry finished it for him! There's your answer!

2

A: Hi, Paul. What are you doing?
B: I'm just going out the front door! I'm taking our dog for a walk. Do you want to come?
A: I don't think so! It's raining!
B: No, it isn't. Look out of the window. It stopped ten minutes ago.
A: But the grass is wet and my boots have got holes in them!
B: We can stay on the path. It's a lovely sunny day! Come on!
A: You're crazy! It's really cold outside. Your dog can wait for your mum or dad. Come round to my house and we can play a computer game.
B: I'm outside now and it's very warm. You're just lazy! See you tomorrow!

3

A: Hi! Did you enjoy your visit to the safari park last weekend?
B: It was brilliant! You can drive along a road through the park and see all the animals through the window!
A: Yes. We were there last year. What animals did you see?
B: Well, there were lots of monkeys. Two jumped on the car and one tried to take the car mirror.
A: I hope you didn't open the window.
B: Oh no, we didn't! Then we were in the lion park – unfortunately I think all the lions were asleep.
A: That's a pity. When we were there, a group of four lions were right by the side of the road. They were beautiful. I also loved the snakes in the reptile house.
B: Yeah. Luckily, they're behind glass!

4

A: My dad is mad at me today.
B: How come? What did you do?
A: It's what I didn't do! He asked me to give the cat some water, put food in her bowl and empty her litter tray before school this morning.
B: And you didn't?
A: Well, I remembered the water. But I filled it quickly and there was water on the floor when dad arrived home.
B: And the food?
A: Yeah, I remembered the food – but it was the wrong food – it was the dog's biscuits and not the cat biscuits. And of course I hate emptying the litter tray, so I … sort of … didn't remember that.
B: Ah. And your dad's mad.
A: Yeah – but she's HIS cat. I didn't want to be late for school.
B: Of course you didn't!

5

A: I visited my gran yesterday and she's got a new pet – well, for a short time.
B: Your gran loves animals. She's got lots of cats, hasn't she?
A: Yeah – five! But her new pet is something a bit different.
B: Go on, tell me … is it a parrot? My uncle's got one. It's blue and red and it shouts at his dog!
A: Wonderful! I'd like a parrot too. No, gran's friend is in hospital, so she's looking after her tortoise for a month.
B: And what do the cats think about it?
A: It's winter, so it's asleep in a box right now. The cats completely ignore it!

09 Unit 4, 4.5, Exercise 2

G = Granddad T = Tom

G: Tom, this project on the history of computers is really good! I didn't know that the first computer was invented such a long time ago!
T: Thanks. I got an A for it.
G: Did you spend a long time on it?
T: Actually – not very long at all. I think I spent an hour looking for the information and then another two hours typing it up. So, about three hours altogether.
G: I think it's very interesting. Where did you find all the information?
T: I usually get all my information online. I search the web. For this project I found a lot of interesting things on Wikipedia.
G: OK. Is that a useful site? Is it something new?
T: I think it's brilliant. It isn't that new. Two guys called Jimmy Wales and Larry Sanger started it in 2001 – that's more than fifteen years ago! Now, people all over the world visit the site to read the articles. There are more than 500 million visitors a month.
G: Wow! Why is it so popular?
T: Well. It has more than five million pages of articles – on every possible type of subject! You can look up anything! Jimmy Wales and Larry Sanger don't write all those articles! Other people write them. So, if you need information quickly, you just type in the subject and it's all there in front of you – in seconds! People need to know things quickly today so that's why it's important.
G: When I was at school we went to the library to get information like that. It took hours and hours. But – are you sure that the information is correct?
T: Yes. They had some problems a few years ago, but now it's checked all the time.
G: Can I go on this site to find out about a writer that I like?
T: Sure! Just click on this link …

12 Unit 5, 5.5, Exercise 3

J = James A = Alice

J: Hi, Alice! Did you have a good time in Paxford last week?
A: Yeah – it was cool, thanks. It's a little town in the countryside but there's a lot to see and do.
J: What did you like best?
A: Well – you know I love art! There's a beautiful art gallery there called The Mann Art Gallery.
J: Mann?
A: Yeah – that's M-A-double N. It's quite famous. Percy Mann started it in 1876.
J: Yeah, I think I know the name.
A: It was small then but now it's really big. It's got a great café. We had lunch there.
J: Has it got some lovely gardens with interesting statues in them?
A: No, you're thinking about the museum. There aren't any statues or a garden! It's right in the town centre next to the station. No big gardens there.
J: Was it expensive to get in?
A: No, not really. It was ten pounds fifty for mum and dad, but it was only five pounds for me because I'm still at school.
J: Are there any famous paintings there?
A: Not many. There's one small room with paintings by Percy Mann himself – and he's famous. They weren't very good though.
J: So, what else did you see?
A: There's a room full of lovely paintings of Paxford by local artists. I really liked that. They're all pictures of the town in the past and also today. Oh yes, and there was a special exhibition of black and white photographs for a competition.
J: What was your favourite painting? I know you usually like pictures of the sea!
A: I do – but my favourite there, was a very large picture of a castle. It was absolutely beautiful. I looked at it for ages.
J: Were any of the pictures for sale?
A: No. But there was a gift shop and I spent some money there on a poster of the castle and some cards. We had to leave at 5.30 because it closed then but I'd like to go back one day.

14 Unit 6, 6.5, Exercise 3

B = Beth L = Lloyd

B: Did you see the last programme of *Sing out* on TV?
L: Unfortunately, no – I had football training on Friday evening.
B: They changed the day. It was on Saturday!
L: That's a pity! I wanted to see it. Maybe it's on again on Monday. Was it good? Did Johnny win?
B: Oh – it was so sad! Johnny had a sore throat and he sang very badly. All the singers were ill last week. They had the flu.
L: The tall girl, Viva, was she ill too? I liked her.
B: Yeah – her face was quite red. I think she had a temperature but she smiled and she sang really well. The young boy, Mark, looked a bit sick but I think that was because he was nervous.
L: I quite liked him too. I saw him on another singing show – was it *Songbirds*?
B: Yes, I remember him too. It was *Sing and Shout* on Channel 3. I watched that programme. He danced a lot and while he was jumping off a box he hurt his back!
L: Poor Mark. He isn't very lucky in these competitions. Did he win *Sing Out*?
B: Maybe you should wait until Monday!
L: No. Tell me.
B: OK! It was Viva. She was so pleased! But she doesn't get a lot of money or a big holiday. She gets a course of music lessons and she makes one record.
L: And she and all the others from the competition are in a big concert in August.
B: That's true. If they haven't all got the flu again!

16 Unit 7, 7.5, Exercise 3

H = Harry J = Jenny

H: Hi, Jenny. What's wrong?
J: Oh, Olly and Alexa are going to London for a weekend in June. They're going to stay at a hotel and go to the One Direction concert. They want me to go with them.
H: That's great! You love that band! I'd prefer Ellie Goulding or Sam Smith myself, but One Direction are OK. And a nice hotel in London! It sounds amazing!
J: Yeah – it sounds amazing but I can't go.
H: Why not? You haven't got any exams in June.
J: No, my exams finish in May. But tickets for One Direction are really expensive! And two nights at a hotel – I haven't got enough money for that! I spent all my money on a new computer last month.
H: OK. Well, that isn't a problem. You can save some more money. It's only March now. You've got two months.
J: Well, there is a problem. There are two problems actually! One – how can I save a lot of money in two months? And two – I have to pay for the ticket now, today! They go on sale online at one o'clock and Alexa is going to buy three.
H: Ah, I see. But there's an answer to both problems. I can lend you the money today and you can buy the ticket.
J: That's very kind of you but I can't borrow money from you. It's fifty pounds! I don't know when I can pay you back. I don't get much money a week. My parents give me ten pounds. Before, with my baby sitting job I worked for three families. That was good. I earned about forty-five pounds a week. But then two families moved to the USA, so now I only babysit for one – that's only fifteen pounds. That's the usual rate in London.
H: I know what you can do. Your French is very good.
J: Yeah, I lived in Paris for two years when I was younger.
H: Lots of students want to improve their French. Why don't you give some private French lessons? You can earn a lot of money!
J: Do you think I can do that?
H: Yes, I do! And I can be your first student.
J: OK! I agree.
H: Cool! Now, let's go to the bank …

18 Unit 8, 8.5, Exercise 4

I = Interviewer M = Monica

I: Good morning, listeners. I guess a lot of you are at home, getting ready to go to school. You're probably thinking about everything you'll do at school today. Well, this morning I'm talking to Monica about where she studies. And she doesn't have to leave the house! Monica, welcome to the programme.
M: Hi!
I: So, tell our listeners – why don't you need to leave your house to go to school?
M: OK. I have home schooling, that means that my mum and dad teach me at home.
I: Wow! So, you never leave the house!
M: No, not exactly. Of course I leave the house when we do sports or we visit museums and things like that. And I sometimes go to the library in town. But I have all my lessons in the dining room.
I: And do you study the same things as other children who go to school?
M: Yes. My mum follows the same topics as teachers do in schools. Every term someone from the local secondary school visits us and checks that mum is teaching me the same things.
I: So, the big question is why – why is your mum teaching you at home?
M: Well, our local school is very good and there are some great teachers there. I liked my classmates and my marks weren't very bad. But the classes are very big. It's hard for teachers to answer every pupil's questions or help every pupil to do their best. My mum was a secondary school teacher too. So, she and dad decided to home school me and then they could make sure I learned as much as possible.
I: And do you like it?
M: Yes, I do – most of the time. Mum is very strict and we have a timetable for every day. Sometimes I'd like to stay in bed but I can't! Sometimes I'd like to talk about the work I'm doing with a classmate, but most of the time it's fine. I go to lots of sports and music clubs, so I meet friends then.
I: Well, thank you, Monica. If any of our listeners have a question for Monica, phone our number or email your question to …

20 Unit 9, 9.5, Exercise 4

E = Emily A = Adam

E: Hi, Adam! Have you just come back from holiday? You look very brown!
A: Well, we got back a week ago. It was sunny but it wasn't very hot.
E: You usually go on an activity holiday – where was it this time?
A: Yeah, usually I go with my family, but this year I went with some mates and my cousin on a winter holiday. I love skiing, as you know.
E: You must be very good now! Your cousin is a mountain climber, isn't he? Did he do some climbing?
A: No, that's my other cousin! This cousin, Ken, is really into snowboarding. I tried it but I didn't really enjoy it much.
E: So why didn't you go with the whole family?
A: Well, we like different sports these days. It's hard to find a place where we can all enjoy our sports. The others like to go somewhere near water as my sister's favourite activity is fishing! She sits by a river for hours.
E: My dad loves that. He goes every weekend.
A: My dad's not too keen. He prefers boats – more specifically kayaks – he likes going fast, whereas my sister likes sitting still! She once tried windsurfing but it was too fast for her!
E: What about your brother?
A: Yeah, he likes the water too – he did a lot of competitive swimming when he was young. Now he's more into scuba diving. So they all went to the coast this year.

Starter Unit

0.1

Exercise 1
2 cousin 3 grandfather 4 uncle
5 parents 6 son

Exercise 2
1 His 2 my/Her 3 Our 4 Their
5 your

Exercise 3
2 cousins 3 parents' 4 children's
5 Harry and Jan's 6 Kai's brother's
7 aunts'

Exercise 4
2 A: Has your cousin got a car?
B: No, he hasn't.
3 We haven't got a big house.
4 A: Have you got a sister?
B: Yes, I have.
5 Our teacher's got a dog. He's got short legs.
6 Linda and Brian haven't got a cousin.

0.2

Exercise 1
2 the fifteenth of June
3 the twenty-sixth of November
4 the second of April
5 the fourth of December
6 the thirteenth of September
7 the twenty-first of October
8 the thirtieth of July

Exercise 2
2 h 3 j 4 f 5 a 6 d 7 i 8 b
9 c 10 g

Exercise 3
2 exciting 3 terrible 4 great 5 fun
6 interesting

Exercise 4
2 B 3 F 4 G 5 H 6 C 7 D 8 A

0.3

Exercise 1

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

Exercise 2
2 A 3 F 4 B 5 D 6 E 7 G 8 C

Exercise 3
2 There aren't (any) books in the kitchen.
3 There are (some) posters in the classroom.
4 Are there (any) trainers in your sports bag?
5 There are (some) keys on the table.
6 There's a game on the computer.
7 There isn't a dictionary in the classroom.
8 Is there an MP3 player in your rucksack?

Exercise 4
2 The 3 a 4 The; a 5 The; The
6 a 7 the 8 an; a

0.4

Exercise 1
2 History 3 Music 4 English
5 Geography 6 Art 7 Chemistry

Exercise 2
2 Joe can't bake a cake.
3 Peter can drive a car.
4 Chris can't repair a computer.
5 Helen can speak Spanish.
6 Ben can play chess.
7 Jenna can't read music.
8 Beth can draw (people's faces).

Exercise 3
2 Can Joe bake a cake? No, he can't.
3 Can Peter drive a car? Yes, he can.
4 Can Chris repair a computer? No, he can't.
5 Can Helen speak Spanish? Yes, she can.
6 Can Ben play chess? Yes, he can.
7 Can Jenna read music? No, she can't.
8 Can Beth draw people's faces? Yes, she can.

Exercise 4
2 Where is your friend now?
3 How old is your brother?
4 Who is your favourite singer?
5 What is your dad's job?
6 When is your next holiday?

Exercise 5
2 Have 3 Is 4 Has 5 Are 6 Can
7 Has 8 Can

Unit 1

1.1

Exercise 1
2 musician 3 writer 4 photographer
5 artists 6 actor

Exercise 2
violin, techno, horror, salsa, ballet, rock, novel

Exercise 3
2 interested 3 into 4 hate 5 don't
6 really

Exercise 4
2 e 3 a 4 b 5 f 6 c

Exercise 5
2 artist 3 violin 4 horror 5 comedy
6 photography 7 ballet 8 novel

Exercise 6
2 piano 3 short stories 4 director
5 salsa 6 rock

Exercise 7
1 comedies 2 dancing; Zumba
3 musician; guitar 4 drawing; cartoon
5 reading; watching

Exercise 8
2 graphic 3 writer 4 artist 5 fantasy
6 cinema 7 interested 8 taking
9 into 10 actor

Exercise 9
2 classical 3 musician 4 reading
5 watching 6 dancers 7 photography
8 taking

1.2

Exercise 1
2 go 3 play 4 writes 5 speak 6 lives

Exercise 2
2 My friends don't go to a café after school.
3 I don't play computer games.
4 My teacher doesn't write poems.
5 I don't speak English.
6 My English friend doesn't live in London.

Exercise 3
2 I sometimes read short stories.
3 My brother is always in his room.
4 I'm always interested in new songs.
5 My mum usually goes to Zumba classes on Mondays.
6 My classmates are never bored in Mr Tutt's classes!

Exercise 4
2 My sister sometimes likes listening to techno.
3 He always goes to bed at 10.30.
4 My favourite actor doesn't act in horror films.
5 She is never at home before 8.30.
6 We often play games in our English class.

Exercise 5
2 I often play computer games with my friends.
3 I don't understand Spanish.
4 I usually buy clothes online.
5 Our teacher doesn't drive a car.
6 Tom is never late for class.

Exercise 6
2 don't go 3 do 4 isn't 5 give
6 watch 7 doesn't like 8 watch
9 watches

1.3

Exercise 1
2 a 3 d 4 c

Exercise 2
2 ✗ 3 ✓ 4 ✗ 5 ? 6 ?

Exercise 3
2 online 3 advertisements 4 live

Exercise 4
2 kid 3 Teenagers 4 pensioners

1.4

Exercise 1
2 When do you start school?
3 What do they do in the evenings?
4 What does your sister like reading?
5 How often do you go to dance classes?
6 What time does the film finish?

Exercise 2
2 Does your sister speak French?
3 Does Mr Jacobs live in a big house?
4 Does Jack play an instrument?
5 Does your dad work in the city?
6 Do your classmates listen to rap music?

Exercise 3
2 No, she doesn't. 3 Yes, he does.
4 No, he doesn't. 5 Yes, he does.
6 Yes, they do.

Exercise 4
2 they 3 Does 4 does 5 Does
6 doesn't 7 Where 8 do 9 Do
10 do 11 What 12 How 13 once

Exercise 5
2 Do you have
3 Do they go
4 do they work
5 Do you like
6 do you like
7 do you usually read
8 Do you often go
9 do you speak

Exercise 6
2 b 3 a 4 e 5 c

1.5

Exercise 1
2 C 3 H 4 G 5 F 6 D 7 A 8 E

Exercise 2
2 game show 3 reality show
4 documentary 5 soap opera
6 talk show 7 weather forecast
8 news headlines

Exercise 3
B 4 C 5 D 7 E 1

Exercise 4
1 E 2 C 3 A 4 D 6 B

1.6

Exercise 1
2 c 3 b/d 4 a 5 d/b

Exercise 2
2 No way 3 front row 4 Hold on
5 Come on

Exercise 3
2 d 3 a 4 b

Exercise 4
2 What's on 3 No way 4 Oh, OK
5 Can I have 6 which screening
7 I'd like 8 That's 9 Here you are
10 Enjoy the film

Exercise 5
Dialogue A: 2 a 3 c
Dialogue B: 1 b 2 d 3 a 4 c

1.7

Exercise 1
2 fifteen 3 one sister, two brothers
4 Marchwood 5 London
6 Marchwood High School
7 Art, English, History 8 rock and pop
9 *One Republic*
10 *The Fault in our Stars, Twilight*
11 writing short stories

Exercise 2
2 R 3 H 4 P 5 P 6 H

Exercise 3
2 from 3 hometown 4 with 5 about
6 favourite 7 big 8 Outside 9 a

BBC Culture: Why do we dance?

Exercise 1
2 D 3 A 4 B

Exercise 2
1 swing 2 breaking; popping

Exercise 3
2 flexible 3 skilful 4 attractive
5 version 6 improvisation

Exercise 4
2 skilful 3 style 4 version
5 flexible 6 improvisation

Exercise 5
2 passionate 3 thrilling 4 liberating
5 hypnotic 6 uplifting

Exercise 6
2 creative 3 hypnotic 4 uplifting
5 passionate 6 thrilling

Exercise 7
2 version 3 passionate
4 attractive 5 popular

Unit 2

2.1

Exercise 1
clothes and footwear: jacket, sweater, pyjamas, tracksuit, trainers
accessories: glasses, handbag, scarf, necklace, cap,
adjectives: baggy, leather, cotton, checked, tight

Exercise 2
2 b 3 c 4 b 5 a 6 a 7 c 8 c

Exercise 3
2 necklace 3 underwear 4 piercing
5 trainers 6 shorts

Exercise 4
2 boots 3 fancy-dress costume
4 piercings 5 (baseball) cap
6 handbag

Exercise 5
2 b 3 a 4 c 5 c 6 a 7 b

Exercise 6
2 b 3 f 4 c 5 a 6 d

Exercise 7
Across: 5 necklace 8 belt 9 trainers
10 logo
Down: 1 jeans 2 jacket 4 tracksuit
6 sweater 7 scarf 8 baggy

Exercise 8
2 jeans 3 costumes 4 trainers
5 tracksuits 6 checked 7 striped
8 leather 9 pyjamas 10 necklace

2.2

Exercise 1
2 is reading 3 are playing
4 is checking 5 is eating
6 is listening 7 is lying 8 is crying

Exercise 2
2 They aren't studying French.
3 She isn't wearing jeans.
4 You aren't eating a chicken sandwich.
5 We aren't watching the news.
6 He isn't going to town.

Exercise 3
2 Why is the teacher shouting?
3 What are the boys doing?
4 Where are you going?
5 Is Elise meeting us here?

Exercise 4
2 d 3 f 4 e 5 c 6 a

Exercise 5
2 Are you writing 3 'm doing
4 'm not doing 5 'm watching
6 Are you enjoying 7 is cooking
8 is playing

2.3

Exercise 1
2 d 3 g 4 f 5 b 6 h 7 a 8 e

Exercise 2
2 tired 3 annoyed 4 interesting
5 excited 6 frightened

Exercise 3
2 b 3 a 4 a 5 b

2.4

Exercise 1
2 R 3 P 4 N 5 F 6 P 7 R 8 N

Exercise 2
2 's coming 3 rains 4 Are you playing
5 lives 6 's watching

Exercise 3
2 a 3 f 4 b 5 d 6 e

Exercise 4
1 we're having
2 and
3 'm not doing; isn't working
4 but
5 Do you always have; don't
6 usually wears; but; 's wearing

Exercise 5
2 sings 3 plays 4 don't get 5 enjoy
6 practises 7 hear 8 is singing 9 love

2.5

Exercise 1
2 selfish 3 bossy 4 rude
5 big-headed 6 cheerful

Exercise 2
2 moody 3 polite 4 tidy 5 talkative

Exercise 3
quiet shy untidy lazy chatty

Exercise 4
2 helpful 3 shy 4 chatty 5 untidy
6 lazy

Exercise 5
2 c 3 b 4 b 5 c

Exercise 6
2 T 3 F 4 F 5 T 6 F

2.6

Exercise 1
2 f 3 a 4 b 5 d 6 c

Exercise 2
2 I'm learning a new language.
3 My mum isn't feeling well these days.
4 I'm spending a lot of money at the moment!
5 The tennis tournament is going well.
6 My dad is feeling worried because he's having problems with his new car.

Exercise 3
2 done 3 pity 4 That's 5 Poor
6 Good 7 kidding

Exercise 4
Good news: Well done!; Good for you!
Bad news: What a pity!; Poor you!; That's terrible!
Surprising news: No way!;You're kidding!

Exercise 5
2 b 3 b 4 a 5 c

2.7

Exercise 1
IN: autumn; 2018
ON: my birthday; Sundays; Monday morning
AT: night; Easter; 3.45; the weekend

Exercise 2
1 at; at 2 in; in 3 in; in; at
4 On; at; at; on; at 5 At; on; at; in
6 in; on; on; on

Exercise 3
2 in 3 on 4 at 5 in 6 on 7 at
8 on 9 in

Exercise 4
2 11.30 3 the afternoon 4 2.30
5 Christmas Day

BBC Culture: Are hipsters cool?

Exercise 1
2 B 3 A 4 D

Exercise 2
2 c 3 b 4 d

Exercise 3
2 neat 3 vintage 4 well-fitting
5 layers 6 high heels 7 brands
8 Hipsters

Exercise 4
2 audience 3 clap 4 catwalk

Exercise 5
2 a 3 c 4 d 5 b

Exercise 6
2 does her make-up
3 eat snacks/a snack
4 style your hair
5 take a photograph

Exercise 7
2 dancing
3 eating snacks
4 styling the model's hair
5 doing the model's/her make-up
6 taking a photograph/photographs

Unit 3

3.1

Exercise 1
2 butterfly 3 spider 4 giraffe
5 kangaroo 6 snake 7 monkey
8 chicken

Exercise 2

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

Exercise 3
2 W 3 I 4 F 5 W 6 F 7 F 8 F 9 I
10 W 11 F 12 I 13 W 14 I 15 I

Exercise 4
2 d 3 e 4 f 5 h 6 b 7 a 8 c

Exercise 5
2 a 3 b 4 c 5 b

Exercise 6
2 tails 3 fur 4 wings 5 claws 6 wings

Exercise 7
1 wings 2 swims; feathers
3 climbs; a tail 4 meat; claws
5 jumps; fur 6 bites; sea

Exercise 8
2 wings 3 sheep 4 rabbits 5 tails
6 claws 7 ducks 8 tortoise

3.2

Exercise 1
1 was 2 were 3 weren't; was; were
4 was; was 5 wasn't; was
6 was; were; weren't

Exercise 2
2 Were your friends at the party?
3 Was Marie in class this morning?
4 Were the shops open yesterday evening?
5 Was the film interesting?
6 Was Tim at your house last night?

Exercise 3
2 they weren't 3 she was
4 they were 5 it wasn't 6 he wasn't

Exercise 4
2 at; on 3 at 4 at 5 in; at 6 in

Exercise 5
2 Where were they at lunchtime?
3 Who were you with after school?
4 What was the weather like in Italy?
5 When/What time was the film on TV?
6 Who was on the phone?

Exercise 6
2 weren't 3 wasn't 4 in 5 was
6 were 7 Was 8 was 9 were
10 What 11 Was 12 wasn't

3.3

Exercise 1
2 lovable 3 aggressive 4 adventurous
5 impulsive

Exercise 2
2 ✓ 3 ✓ 4 ✓ 5 ✗ 6 ✗ 7 ?

Exercise 3
2 enormous 3 orphaned 4 jungle
5 charity 6 survive 7 nest 8 volunteer

Exercise 4
2 f 3 a 4 e 5 d 6 b

3.4

Exercise 1
1 Calm 2 matter 3 wrong

Exercise 2
2 helped 3 looked 4 decided
5 arrived 6 walked

Exercise 3
2 didn't phone 3 didn't study
4 didn't walk 5 didn't promise
6 didn't watch

Exercise 4
2 Did you answer the teacher's question? No, I didn't.
3 Did they walk to the party? Yes, they did.
4 Did I look OK in my new dress? Yes, you did.
5 Did the police look for the dog? No, they didn't.
6 Did the TV programme finish at 9.30? No, it didn't.

Exercise 5
2 did you phone; phoned
3 Did you listen; listened
4 did the film end; ended
5 did the band play; played; didn't play
6 Did it rain; it didn't (rain)

Exercise 6
2 played 3 changed 4 didn't play
5 decided 6 looked 7 printed
8 didn't finish 9 promised

3.5

Exercise 1
1 d E 2 e F 3 f B 4 b D 5 a A
6 c C

Exercise 2
2 D 3 B 4 C 5 E

Exercise 3
2 c 3 a 4 b 5 b

3.6

Exercise 1
Apologising: I'm so sorry.
Accepting apologies:
Never mind; I totally understand
These things happen.; No problem.
Not accepting apologies:
You can't be serious!;
I'll never forgive you!;
How could you be so careless?;
I'm really angry about this.

Exercise 2
2 c 3 a 4 c 5 b

Exercise 3
1 serious 2 Never
3 apologise; problem 4 totally
5 accident; careless 6 serious; forgive

3.7

Exercise 1
1 monkeys and chimps
2 Cambridge University

Exercise 2
2 born 3 lived 4 worked 5 returned
6 started 7 works

Exercise 3
2 B 3 D 4 A

Exercise 4
2 1973 3 British Airways 4 Biology
5 karate 6 Colombian 7 five
8 *Tiger Wars* 9 2014

BBC Culture: Why do parrots talk?

Exercise 1
2 parrot 3 rabbit 4 snake 5 hamster
6 puppy

Exercise 2
2 d 3 e 4 c 5 f 6 a

Exercise 3
2 poisonous 3 aggressive
4 vegetarian 5 gentle 6 memory

Exercise 4
2 a 3 c 4 b

Exercise 5
2 mimic 3 escape 4 hunt 5 prepare

Exercise 6
2 on 3 from 4 for; in 5 about 6 to
7 in 8 for

Unit 4

4.1

Exercise 1
2 tablet 3 CD player 4 games console
5 smartphone 6 e-reader
7 DVD player 8 MP3 player

Exercise 2
2 e-reader 3 smartphone
4 CD player 5 MP3 player/tablet
6 DVD player 7 digital camera

Exercise 3
2 surf 3 take 4 read 5 watch
6 check 7 make 8 play

Exercise 4
2 a 3 c 4 e 5 f 6 g 7 d 8 b

Exercise 5
2 keyboard 3 joystick 4 memory
5 USB ports 6 pen drive

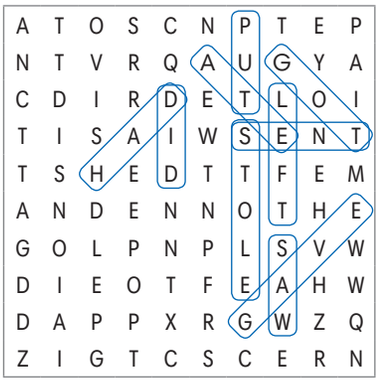
Exercise 6
2 b 3 a 4 c 5 c 6 b

Exercise 7
2 messages 3 smartphone 4 surf
5 play 6 DVD player 7 e-reader
8 pen drive 9 charge

4.2

Exercise 1
2 bought 3 lost 4 did 5 forgot
6 went 7 took 8 found

Exercise 2



Exercise 3
2 stole 3 gave 4 forgot 5 sent
6 cost 7 saw/asked 8 put

Exercise 4
1 did you see; didn't see; saw
2 bought; did they buy; didn't buy; bought
3 gave; did she give; didn't give; gave
4 left; did they leave; didn't leave; left

Exercise 5
2 I went with Tina. We arranged to meet for lunch.
3 Where did you go?
4 We found a table at Marco's.
5 What did you have?
6 I had pizza. Tina didn't eat anything. She wasn't hungry.
7 So, how many gadgets did you buy?
8 I didn't buy any! We didn't stay long. It was very crowded!

4.3

Exercise 1
2 switch 3 Hang 4 give 5 Check
6 Look

Exercise 2
2 c 3 a 4 d 5 b

Exercise 3
2 ✓ 3 ✗ 4 ? 5 ✗

4.4

Exercise 1
2 a 3 e 4 d 5 c

Exercise 2
A: remember; decide; agree; try; would like; forget; need; want
B: don't mind; love; prefer; stop; can't stand; enjoy; finish; hate; like

Exercise 3
2 going/going 3 to charge 4 to leave
5 to use 6 getting

Exercise 4
2 reading 3 looking 4 to reply
5 watching 6 to make 7 to film
8 running 9 working 10 to fix
11 to study 12 to design

4.5

Exercise 1
2 share 3 download 4 chat
5 Click 6 upload

Exercise 2
2 A 3 three hours 4 2001 5 million
6 writer

Exercise 3
2 c 3 a 4 c 5 a

Exercise 4
2 up 3 up 4 in 5 out

Exercise 5
2 on 3 in 4 up 5 up

4.6

Exercise 1
1 give 2 up; crashed 3 virus 4 died
5 working 6 program

Exercise 2
1 Then 2 all; later 3 suddenly
4 Finally 5 that 6 end

Exercise 3
A 2 a 3 d; Then 4 c; Finally
B 1 b 2 d; First of all 3 c; Next
4 a, In the end
C 1 d 2 a; First 3 c; After that
4 b; Finally

Exercise 4
2 c 3 a 4 f 5 b 6 e

4.7

Exercise 1
2 e 3 c 4 d 5 a 6 f

Exercise 2
Across: 3 update 6 gadget 8 desktop
Down: 1 virus 4 text 5 mouse 7 app

Exercise 3
2 that/which 3 that/which
4 that/which 5 who 6 where 7 which

BBC Culture: Is there wi-fi in the Sahara?

Exercise 1
2 E 3 A 4 G 5 C 6 B 7 D

Exercise 2
2 browsed 3 made 4 went

Exercise 3
2 receiver 3 countryside 4 free
5 connection

Exercise 4
2 government 3 products
4 equipment 5 poor

Exercise 5
2 spy 3 grow 4 give 5 benefit
6 earn 7 compete 8 sell

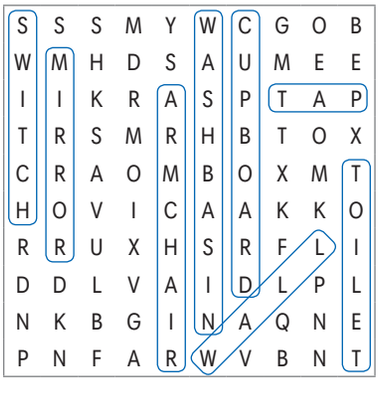
Exercise 6
2 Kudjo sold his crops for a lot of money.
3 The internet changed people's lives when it started.
4 Tim Berners-Lee invented the internet.
5 He didn't know his invention was so important.
6 The boys came from a nearby village.

Unit 5

5.1

Exercise 1
2 toilet 3 washing machine 4 sofa
5 switch 6 mirror

Exercise 2



Exercise 3
2 lamp 3 mirror 4 curtains 5 tap
6 floor

Exercise 4
2 washing machine 3 tap
4 bookcase 5 cupboard 6 mirror
7 curtains 8 lamp

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

Exercise 6
2 b 3 c 4 a 5 a

Exercise 7
2 washbasin 3 switch 4 armchair
5 floor 6 curtains 7 ceiling 8 desk

Exercise 8
2 window 3 sink 4 living 5 sofa
6 wardrobe 7 rug 8 walls
9 bathroom

5.2

Exercise 1
2 load; take 3 make 4 sweep 5 tidy
6 dry 7 set

Exercise 2
2 happy 3 cheerfully 4 angrily
5 noisily 6 bad

Exercise 3
A: angrily; badly; slowly; cheerfully; noisily; sadly; quickly
B: late; hard; early; right; wrong

Exercise 4
2 fast 3 carefully 4 hard 5 well
6 wrong 7 late 8 badly

Exercise 5
2 a 3 e 4 f 5 b 6 d

Exercise 6
2 late 3 very 4 take 5 angry
6 wrong 7 so 8 tidy 9 carefully
10 right 11 late 12 well 13 that

5.3

Exercise 1
2 cosy 3 narrow 4 large 5 modern
6 messy

Exercise 2
2 ✓ 3 ? 4 ✓ 5 ? 6 ✓ 7 ?

Exercise 3
2 out 3 out of 4 down 5 up at

5.4

Exercise 1
2 can't 3 can 4 Can 5 can't
6 can; can't

Exercise 2
2 My dad has to get up early.
3 I don't have to tidy my room.
4 Does your mum have to cook every day?
5 My dog doesn't have to sleep outside.
6 Do you have to help with the housework?

Exercise 3
2 We don't have to do Exercise 4 for homework.
3 The teacher has to arrive at school before 8.00.
4 Peter doesn't have to take the rubbish out at weekends.
5 Does your dad have to take the train to work?
6 At university my sister doesn't have to get up early every day.

Exercise 4
2 a 3 c 4 c 5 b 6 a

Exercise 5
2 don't 3 can 4 can 5 can't 6 has
7 does 8 have 9 must

5.5

Exercise 1
2 station 3 hotel 4 library 5 café
6 castle

Exercise 2
2 estate 3 church 4 museum
5 post office

Exercise 3
2 1876 3 town centre 4 £5.00 5 5.30

Exercise 4
Tick: 4, 5, 7, 9

5.6

Exercise 1
2 good; Thanks 3 Why 4 should
5 don't 6 think 7 terrible

Exercise 2
2 b 3 a 4 b

Exercise 3
1 c, a, b 2 c, b, a 3 b, a, c

Exercise 4
2 f 3 b 4 e 5 g 6 c 7 a

5.7

Exercise 1
2 well 3 Guess 4 called 5 in 6 far
7 flat 8 on 9 in 10 have 11 care

Exercise 2
2 A 3 D 4 A 5 B

Exercise 3
b 1 c 4 d 2 e 3
b I bought some postcards but I forgot to send them.
c We spoke English a lot because Jacques needs to improve.
d I didn't like the cheese so I didn't try it again!
e Jacques took me to an art gallery but it wasn't open on Wednesdays.

BBC Culture: Why are there houses on stilts?

Exercise 1
2 C 3 B 4 D 5 A

Exercise 2
2 wood 3 shapes 4 blocks 5 bricks

Exercise 3
2 shelves 3 doorstops 4 blind
5 work station 6 sewing machine
7 glass case 8 alcove

Exercise 4
2 F 3 T 4 F 5 F

Exercise 5
2 design 3 share 4 throw 5 surprise

Exercise 6
2 miner 3 wood 4 alcove 5 block
6 doorstop 7 stilts 8 blind 9 enemy
Mystery word: crocodile

Unit 6

6.1

Exercise 1
2 nose 3 mouth 4 teeth 5 arm
6 knee 7 foot 8 leg 9 hand 10 ear
11 eye 12 hair

Exercise 2

Words not in the word search: leg, eye

Exercise 3
2 skin 3 heart 4 muscles 5 beard
6 stomach

Exercise 4
2 fingers 3 shoulders 4 bones
5 knee 6 elbow

Exercise 5
2 A 3 B 4 C

Exercise 6
2 b 3 d 4 c 5 a

Exercise 7
2 c 3 a 4 b 5 a 6 b 7 c 8 c

Exercise 8
2 has 3 does 4 foot 5 hurt 6 skin
7 broke 8 teeth 9 muscles

6.2

Exercise 1
2 d 3 g 4 e 5 b 6 j 7 h 8 a 9 f
10 i

Exercise 2
A: banana; crisps; sandwich; hot dog; chocolate bar; nut; sweet; thing; burger; chips
B: salad; fruit; cake; yoghurt; bread; food; time; sugar; meat; chocolate

Exercise 3
2 I eat too much cake.
3 There isn't much food in the fridge.
4 How much salt do you put on your food?
5 I've got some crisps for lunch.
6 You should eat a lot of fruit.
7 They haven't got any chips on the menu.
8 Do they sell any nuts here?

Exercise 4
1 any; any; some 2 much; a lot
3 many 4 much 5 a lot

Exercise 5
2 too 3 lot 4 much 5 any 6 any
7 of 8 some 9 many 10 Some
11 lot 12 how

6.3

Exercise 1
2 have 3 stay 4 get; wake 5 get
6 go 7 sleep

Exercise 2
2 c 3 b 4 c 5 a

6.4

Exercise 1
2 was sleeping 3 were watching
4 was walking 5 was playing; was doing
6 were waiting

Exercise 2
2 Jake wasn't doing his homework during the lesson. Was Jake doing his homework during the lesson?
3 The students weren't eating chips and salad. Were the students eating chips and salad?
4 You weren't playing well in the match. Were you playing well in the match?
5 The teacher wasn't explaining a difficult grammar point. Was the teacher explaining a difficult grammar point?
6 You weren't having lunch when Sammy arrived. Were you having lunch when Sammy arrived?

Exercise 3
2 a 3 c 4 e 5 b 6 d

Exercise 4
2 were doing; rang
3 was shopping; met
4 arrived; was watching
5 wasn't looking; fell; was talking
6 were you doing; phoned

Exercise 5
2 was hurting 3 went 4 was sitting
5 was reading 6 said 7 looked
8 saw 9 sat 10 chatted
11 was riding 12 fell 13 were chatting
14 called 15 went 16 didn't see

6.5

Exercise 1
2 headache 3 sore throat 4 coughing
5 sneezing 6 stomachache 7 fever
8 allergy 9 temperature 10 flu

Exercise 2
2 hay fever 3 headache 4 flu 5 sore throat 6 food allergy 7 temperature

Exercise 3
2 b 3 b 4 c 5 a

Exercise 4
2 ✓ 3 ✗ 4 ✓ 5 ✗ 6 ?

6.6

Exercise 1
2 How 3 flu 4 sick 5 back 6 down
7 Have 8 in bed 9 medicine
10 make 11 go

Exercise 2
2 I've got a bad toothache
3 You should take an aspirin.
4 You should make an appointment with the dentist.
5 You should stay in bed.
6 I've got a broken leg.

Exercise 3
1 feel; should
2 feeling; terrible; make
3 What's; sneezing; hay fever; an aspirin

Exercise 4
2 c 3 a 4 f 5 d 6 b

6.7

Exercise 1
2 up 3 up 4 on 5 up 6 after
7 out 8 on 9 out 10 out 11 off
12 up

Exercise 2
2 looked after 3 took up 4 hang out
5 going on 6 gave up 7 check out
8 fell out 9 top up 10 went off
11 got on well 12 picked up

Exercise 3
2 c 3 b 4 a 5 c 6 b 7 c 8 a

Exercise 4
2 a 3 e 4 d 5 c 6 g 7 f 8 b

BBC Culture: Is chess a sport?

Exercise 1
2 D 3 A 4 C

Exercise 2
2 off 3 hard 4 got 5 race 6 team

Exercise 3
2 d 3 a 4 b

Exercise 4
2 trainer 3 swimmer 4 boxer 5 artist
6 runner

Exercise 5
2 slanted 3 directions 4 backwards
5 alternative 6 encourage

Exercise 6
2 shoulders 3 prize 4 cheer 5 heavy
6 calories

Unit 7

7.1

Exercise 1
2 bookshop 3 shoe shop 4 butcher's
5 florist's 6 bakery 7 greengrocer's
8 clothes shop 9 pharmacy

Exercise 2
2 clothes shop 3 greengrocer's
4 newsagent's 5 butcher's
6 shoe shop 7 pharmacy 8 florist's

Exercise 3
2 packet 3 bunch 4 box 5 bottle
6 can

Exercise 4
2 e 3 a 4 f 5 b 6 g 7 h 8 d

Pictures:
B a box of matches
C a bag of apples
D a bunch of flowers
E a packet of crisps
F a bar of chocolate
G a bottle of lemonade
H a jar of jam

Exercise 5
2 b 3 a 4 b 5 a 6 c 7 b 8 a

Exercise 6
2 bag 3 newsagent's 4 packets
5 box 6 bakery 7 loaf 8 butcher's
9 jar 10 bottles

7.2

Exercise 1
2 nicer 3 warmer 4 the longest
5 better 6 the most expensive
7 the happiest 8 worst

Exercise 2
2 smaller than; bigger than; the biggest
3 cheaper than; more expensive than; the most expensive
4 happier than; sadder than; the happiest

Exercise 3
2 as cold here as it is in Scotland
3 as interesting as this programme
4 as expensive as yours/your jeans
5 as comfortable as my new bed/this one
6 as tidy as my sister's

Exercise 4
2 easier 3 better 4 long
5 more difficult 6 the worst 7 the best
8 higher 9 more relaxed
10 the noisiest

7.3

Exercise 1
2 escalator 3 trolley 4 car park
5 shoppers 6 food court
7 public toilets 8 multi-screen cinema

Exercise 2
2 ✓ 3 ✗ 4 ✓ 5 ? 6 ✗

Exercise 3
2 designer 3 counter 4 motto
5 customer 6 scene

7.4

Exercise 1
2 're going to look
3 Is your mother going to get
4 'm not going to become
5 's going to get
6 Are you going to email

Exercise 2
2 'm having 3 Are you flying
4 is opening 5 aren't meeting
6 's playing

Exercise 3
2 catching 3 going to have
4 going to work 5 arriving 6 giving
7 going to spend 8 going to read

Exercise 4
2 'm going 3 's going to buy
4 'm going to show 5 'm playing
6 's going to bring 7 Are you doing
8 'm going to check out
9 'm going to make

7.5

Exercise 1
2 pocket money 3 price 4 sales
5 wallet/purse 6 change

Exercise 2
2 a 3 g 4 c 5 d 6 f 7 b

Exercise 3
2 ✗ 3 ✓ 4 ✓ 5 ✗ 6 ✓

Exercise 4
2 b 3 a 4 a 5 c 6 c

7.6

Exercise 1
2 ones 3 ones 4 one 5 one 6 one

Exercise 2
2 sale 3 size 4 much 5 forget 6 take

Exercise 3
2 How much is it?
3 Can I try this on, please?
4 The changing rooms are over there.
5 Have you got it in another colour?
6 These are too small.

Exercise 4
2 f 3 e 4 d 5 c 6 b

Exercise 5
2 d 3 a 4 e 5 h 6 f 7 b 8 c

7.7

Exercise 1
2 Help 3 can't 4 Would 5 Can
6 Perhaps 7 should 8 Let's 9 leaving
10 planning 11 there 12 Let 13 hope

Exercise 2
Possible answers:

2 Hi Anna,
Yes, please. Let's meet outside my house at 2.05.
See you soon.
Sara

3 Hi Dean,
My computer's not working! Can you help? Perhaps you could come round after school?
I hope you can help.
Mick

Exercise 3
2 his eighteenth birthday 3 Sunday
4 12.30 until ??? 5 plate of food
6 bus 7 bus stop/12.15

BBC Culture: Where can you buy a town?

Exercise 1
2 auction 3 yacht 4 habit
5 forehead 6 cemetery 7 lift
8 advertising

Exercise 2
2 put 3 start 4 stay 5 owns
6 celebrate

Exercise 3
2 celebrate, spa 3 habits 4 lift
5 auctions 6 own 7 advertising
8 put

Exercise 4
2 F 3 C 4 D 5 B 6 E

Exercise 5
2 enormous 3 trendy 4 tasty
5 colourful

Exercise 6
2 stalls 3 saucers 4 trendy
5 antique 6 auction 7 crowded

Unit 8

8.1

Exercise 1
2 G 3 A 4 C 5 B 6 F 7 H 8 D

Exercise 2
2 a 3 d 4 c 5 b

Exercise 3
2 architect 3 mechanic
4 journalist 5 artist 6 farmer
7 chef 8 pilot

Exercise 4
2 postman 3 electrician 4 waiter
5 pilot 6 police officer 7 tour guide
8 farmer 9 soldier 10 gardener

Exercise 5
2 Are you happy at work?
3 Farmers don't work indoors.
4 I wouldn't like to wear a uniform.
5 You must get to work on time.
6 Firefighters need to work in a team.
7 Do teachers have to work at the weekend?
8 Secretaries usually work indoors.
9 Bus drivers often have to start work early.

Exercise 6
2 from 3 alone 4 happy 5 earn
6 time 7 weekend 8 team

Exercise 7
2 waiter 3 money 4 in 5 chef
6 weekend 7 uniform 8 journalist
9 architect 10 get 11 at

8.2

Exercise 1
2 timetable 3 course book
4 uniform 5 test 6 classroom

Exercise 2
2 will rain 3 'll be 4 'll break 5 'll win
6 will work

Exercise 3
2 N: It won't rain tomorrow.
Q: Will it rain tomorrow?
3 N: Prices won't be lower in the summer.
Q: Will prices be lower in the summer?
4 N: In the future children won't start school at the age of three.
Q: In the future will children start school at the age of three?

Exercise 4
2 Will you help me with this homework later?
3 It will only take an hour.
4 I don't think Miss Jones will teach us next term.
5 Where will your family live in England?
6 People will live longer in the future.

Exercise 5
2 'll do 3 won't need 4 will tell
5 won't have to 6 will drive
7 will robots choose 8 will 9 'll go
10 'll see 11 'll decide 12 won't have
13 'll pay 14 won't be

8.3

Exercise 1
2 part-time 3 summer 4 full-time

Exercise 2
2 a 3 b 4 c 5 b 6 b

Exercise 3
2 ✗ 3 ? 4 ✓ 5 ? 6 ✗ 7 ✗

Exercise 4
2 realistic 3 survey 4 ambitious
5 definite 6 princesses

8.4

Exercise 1
2 failed 3 take 4 getting 5 get
6 cheated

Exercise 2
3 I'll be happy if I get a good mark.
4 If I get home too late, I won't call you.
5 I won't go running if it's very cold and rainy.
6 If I get a summer job, I'll earn lots of money.
7 If you don't go to bed soon, you'll be very tired tomorrow.

Exercise 3
2 f 3 d 4 e 5 a 6 b 7 c

Exercise 4
2 won't buy; don't want 3 'll be; leave
4 go; 'll have 5 will have to; becomes
6 doesn't give; 'll be 7 Will you wait; is

Exercise 5
2 go 3 'll be 4 spend 5 won't have
6 ask 7 'll give 8 will you buy
9 don't see

8.5

Exercise 1
2 staff room 3 pupil 4 cloakroom

Exercise 2
2 head 3 pupil 4 science 5 library
6 classmate 7 gymnasium
8 cloakroom 9 playground
10 education

Exercise 3
2 write 3 do; do 4 give

Exercise 4
2 A 3 B 4 A 5 C

8.6

Exercise 1
b I might go shopping tomorrow.
c I definitely won't watch the horror film.
d I probably won't finish this essay today.
e I will probably email some friends this evening.

Exercise 2
2 e 3 b 4 d 5 c

Exercise 3
2 I probably won't win lots of money/ the lottery.
3 I'll definitely learn to drive.
4 I'll probably buy a house.
5 I may/might have (two) children.
6 I probably won't go on a safari holiday.
7 I definitely won't run a marathon.

Exercise 4
2 b 3 d 4 f 5 c 6 a

8.7

Exercise 1
2 on 3 in 4 of 5 at 6 of 7 at
8 about 9 at
2 D 3 C 4 A 5 E 6 F 7 G 8 I
9 B

Exercise 2
a 3 b 9 c 4 d 8 e 5 g 6 h 2 i 7

Exercise 3
2 a 3 c 4 c 5 a 6 c 7 b 8 a
9 a

BBC Culture: Will robots do our jobs?

Exercise 1
2 D 3 A 4 F 5 E 6 H 7 C 8 G

Exercise 2
2 replaced 3 code 4 manufacture
5 looked 6 check

Exercise 3
1 C 2 B 3 D 4 E 5 A 6 F

Exercise 4
2 b 3 a 4 c

Exercise 5
2 gives orders 3 makes/made us laugh
4 wear a uniform

Exercise 6
2 recognition 3 turn off 4 travel agent

Unit 9

9.1

Exercise 1
2 cliff 3 lake 4 river 5 forest
6 island 7 rocks 8 sea

Exercise 2
Across: 4 rainforest 6 ocean
8 waterfall 9 desert
Down: 1 mountain 2 volcano 5 field
7 coast

Exercise 3
2 a river 3 a desert 4 a beach 5 a cliff 6 rainforest 7 a field

Exercise 4
a 7 b 4 c 5 e 6 f 3 g 2

Exercise 5
2 in 3 by 4 on 5 on 6 by

Exercise 6
2 c 3 a 4 c 5 a 6 b 7 a

Exercise 7
2 country 3 coast 4 rivers 5 fields
6 sea 7 beaches 8 islands 9 cliffs

9.2

Exercise 1
2 has written 3 has eaten
4 have played 5 have won 6 has seen

Exercise 2
2 Have you ever eaten rabbit?
3 Our teacher has never forgotten to mark our homework.
4 We haven't seen the new horror film.
5 My brother has never played football.
6 Has your computer ever crashed?
7 How many times have you been to France?

Exercise 3
2 I have never flown in a helicopter.
3 Erin hasn't seen the new TV talent show.
4 How many people have you invited to your party?
5 We haven't studied the Present Perfect before.
6 Have your parents ever lived in another country?
7 Which countries in Europe have you visited?
8 My friends have never eaten Chinese food.

Exercise 4
2 've travelled 3 've been 4 've stayed
5 Have you ever given 6 've done
7 've also done 8 've learnt 9 've made

9.3

Exercise 1
2 a 3 c 4 b 5 b

Exercise 2
2 b 3 b 4 b 5 a

Exercise 3
2 partner 3 survivor 4 rope
5 operation 6 director

9.4

Exercise 1
2 I've already read that book.
3 We haven't studied the grammar yet.
4 Mick has just phoned.
5 Has the teacher marked our homework yet?
6 I haven't been to the beach yet.

Exercise 2
a 4 c 6 d 2 e 5 f 3

Exercise 3
2 Dad has just booked our holiday in Spain.
3 I haven't spoken to Bill about the concert yet.
4 We've already seen that film.
5 I've just opened your email.
6 Has she already invited you to the party?

Exercise 4
2 I've already done my homework.
3 I haven't tidied my room yet.
4 Have you cleaned the car yet?
5 My friend has just sent me a really funny video clip.
6 We have already been to the museum.

Exercise 5
2 b 3 c 4 b 5 a 6 b 7 c 8 c

9.5

Exercise 1

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

B cycling C surfing D skiing
E kayaking F swimming
G snowboarding H hiking

Exercise 2
2 biking 3 scuba 4 rock
5 windsurfing

Exercise 3
2 compass 3 wetsuit 4 paddles
5 gloves 6 goggles 7 boots

Exercise 4
2 g 3 e 4 d 5 a

9.6

Exercise 1
2 ahead 3 Can 4 a 5 afraid
6 can't 7 problem

Exercise 2
2 GP 3 AFP 4 AFP 5 RP 6 RP
7 GP

Exercise 3
1 a, b 2 b, a, c 3 d, b, c, a

Exercise 4
2 e 3 a 4 f 5 d 6 b 7 c 8 g

9.7

Exercise 1
2 sunbathed 3 visited 4 ate
5 watched 6 had 7 made 8 went

Exercise 2
2 're having 3 been 4 staying 5 to
6 'm going 7 See 8 PS

Exercise 3
2 a; The weather has been brilliant.
3 c; We've been to lots of nice places.
4 e; Tomorrow I'm going windsurfing.
5 b; Lots of love

BBC Culture: Can you count the fish in the sea?

Exercise 1

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

2 coast 3 rare 4 conservation
5 albatross 6 technique 7 turtle
8 area
Missing word: conservation

Exercise 2
2 causes 3 lay 4 catch 5 got
6 survive 7 kill 8 drown

Exercise 3
2 C 3 A 4 B 5 C 6 C 7 B 8 B

Exercise 4
2 conservation 3 rare 4 survive
5 record 6 exact 7 coast 8 by hand

Exercise 5
2 They have done this for a long time.
3 In 1956, scientists used technology to check fish numbers for the first time.
4 The fishermen record how many fish they catch.
5 This ship is going to look for fish.
6 Before this, they didn't have computers.

Exam Time 1

Exercise 1
2 H 3 G 4 A 5 E 6 B

Exercise 2
2 C 3 C 4 A 5 A 6 B

Exercise 3
2 A 3 B 4 C 5 C 6 C

Exercise 4
2 D 3 A 4 F 5 G 6 C

Exercise 5
2 A 3 B 4 B 5 B 6 C

Exercise 6
2 A 3 C 4 C 5 A 6 B 7 B 8 A
9 B

Exercise 7
2 review 3 comedy 4 row
5 pensioner 6 documentary

Exercise 8
2 got 3 called 4 was 5 then 6 old
7 lot 8 going 9 Last/One 10 didn't
11 can

Exercise 9
2 10 June 3 8.30 4 Alex's house
5 car 6 (warm clothes and) sandwiches

Exam Time 2

Exercise 1
2 H 3 C 4 G 5 D 6 F

Exercise 2
2 C 3 B 4 C 5 A 6 B

Exercise 3
2 C 3 B 4 A 5 C 6 B

Exercise 4
2 I 3 F 4 C 5 H 6 A

Exercise 5
2 A 3 B 4 B 5 C 6 A

Exercise 6
2 C 3 B 4 A 5 B 6 A 7 C 8 B
9 B

Exercise 7
2 stomach 3 appointment
4 hospital 5 symptoms 6 teeth

Exercise 8
2 Did 3 feeling 4 got/caught
5 fever 6 some 7 to
8 didn't/couldn't 9 too 10 have
11 must

Exercise 9
2 11, Africa Drive 3 12B
4 £6 an hour/per hour
5 07643842198 6 (in the) evening(s)

Exam Time 3

Exercise 1
2 G 3 E 4 H 5 C 6 B

Exercise 2
2 B 3 C 4 A 5 C 6 A

Exercise 3
2 C 3 B 4 C 5 C 6 B

Exercise 4
2 D 3 B 4 G 5 A 6 F

Exercise 5
2 A 3 B 4 C 5 B 6 A 7 A 8 C

Exercise 6
2 C 3 A 4 C 5 B 6 B 7 C 8 C
9 A

Exercise 7
2 journalist 3 library 4 timetable
5 unemployed 6 classmate

Exercise 8
2 has 3 not 4 than 5 next 6 do
7 some 8 don't 9 Have 10 can't
11 the

Exercise 9
2 (next) Saturday 3 5.30 4 coach
5 £15 6 09874653210

Notes

Notes

Notes

Notes

Experience English
Experience the WiderWorld

***Wider World* is the portal to a fascinating world of English language knowledge and skills for the 21st century learner. The combination of authentic and engaging videos from the BBC with Pearson's ELT expertise gives teenage learners everything they need to achieve their goals in the wider world.**

AUTHENTIC

Humorous drama, intriguing *BBC Culture* and *Vox Pop* videos provide inspiring content and motivate students to use English as it is really spoken.

INTERACTIVE

Numerous opportunities for interaction with real-life content across print and digital formats allow students to develop their language skills at a deeper cognitive level.

RELIABLE

Thoroughly researched and challenging content delivered within the 'Assessment for Learning' principles improves students' chances for exam success.

Find more information at

pearsonELT.com/widerworld

COURSE LEVEL	CEFR	GSE	PTE GENERAL	CAMBRIDGE
Wider World 0	<A1/A1	10-25	Level A1	
Wider World 1	A1/A2	22-34		
Wider World 2	A2/A2+	32-42	Level 1	Key for Schools
Wider World 3	A2+/B1	40-50	Level 2	Preliminary for Schools
Wider World 4	B1/B1+	45-55		

STUDENTS' PACKS

OPTION 1: CLASSIC

Students' Book + Workbook with Extra Online Homework

OPTION 2: BLENDED

Students' Book with MyEnglishLab and Extra Online Homework

EXAM PRACTICE BOOKS

Pearson Test of English General A1
Pearson Test of English General Level 1
Pearson Test of English General Level 2
Cambridge Key for Schools
Cambridge Preliminary for Schools

COMPONENTS

Students' Book
Students' Book with MyEnglishLab and Extra Online Homework
Students' eText
Workbook with Extra Online Homework
Teacher's Book with DVD-ROM
Teacher's Resource Book
ActiveTeach
Class Audio CDs
Exam Practice Books

ISBN 978-1-292-23130-3