

OXFORD

INSIGHT

Elementary

Teacher's Guide

with Digital Pack

Second Edition

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Print components

FOR STUDENTS



Student Book

- 10 topic-based units each including *Review* lessons
- 5 *Global skills* lessons
- 10 *Vocabulary extra* lessons
- 5 *Cumulative review* lessons



Workbook

- Further lesson-by-lesson practice including 10 pages of *Exam practice* and 5 *Literature Insight* lessons
- *Assess your progress* pages after every unit
- 5 additional *Global skills* lessons
- Wordlist

FOR TEACHERS

Teacher's Guide

- An overview of the course and its methodology
- Professional development support
- Teaching notes for the Student Book
- Extra activities for stronger and weaker students
- *Assessment for Learning* tips
- Answer keys and audio scripts
- Access code for Oxford English Hub



Digital components

on Oxford English Hub

The digital materials and resources for this course can all be found at [oxfordenglishhub.com](https://www.oxfordenglishhub.com)

FOR STUDENTS

Student e-book

- A digital version of the Student Book with audio and video

Workbook e-book

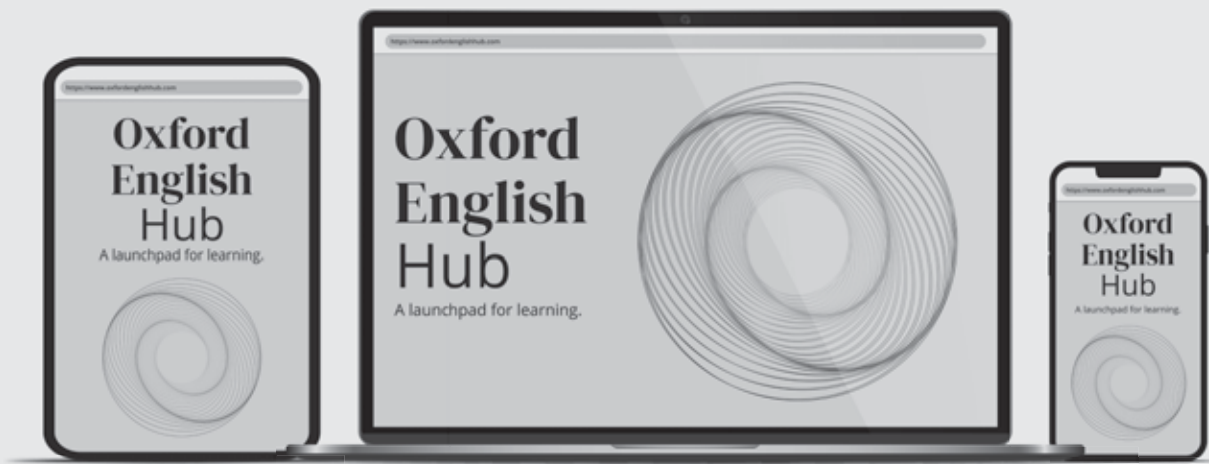
- A digital version of the Workbook with audio

Student Online Practice

- Extra interactive practice of all four skills, grammar and vocabulary

Student resources

- Course audio and video, scripts, worksheets and wordlists



FOR TEACHERS

Teacher's Guide

- PDF version

Classroom Presentation Tool

Student Book

- Student Book on screen with audio, answer keys and 15 videos including *Global skills* discussions and documentaries
- Games and interactive activities
- Navigate function to the Workbook

Workbook

- Workbook on screen with audio and answer keys
- Navigate function to the Student Book

Course assessment

- Entry test, diagnostic test, short tests, unit tests, progress tests and end-of-year tests

Teacher resources

- 30 communicative activities – 10 grammar, 10 vocabulary and 10 functional language worksheets
- 10 documentary video worksheets and 5 *Global skills* video worksheets
- Downloadable wordlists, Writing bank and Functional language bank
- *Exam Insight* audio and answer keys
- *Pronunciation Insight* worksheets

Teacher Online Practice

- Extra interactive practice of all four skills, grammar and vocabulary
- Tools to assign and track students' homework and progress, and manage classes

Professional development

- Methodology support, bite-sized training and more to maximize your teaching

Introducing *Insight Second Edition*

A note from the Student Book author

When I started writing *Insight*, I understood that the course needed to satisfy several objectives: a rigorous syllabus that would develop students' language skills and help them pass exams, and material that dealt with global issues, inspired students' curiosity and gave them the opportunity to express their point of view.

In *Insight* we value that point of view and seek it out. We constantly ask students to question and evaluate assumptions and ideas, to make cross-cultural comparisons, and find out more. *What do you think?*, *React* and *Global skills* sections develop students' confidence as language learners, as well as confidence in their own opinions and beliefs.

In *Insight* we've added a special ingredient, too: in many texts and topics there is a fact or point of view students may not have come across before, something surprising or thought-provoking that makes them think about an issue in a different way. The aim of this extra ingredient is to inspire curiosity and a passion to discover and learn.

For *Insight Second Edition* we have kept this special ingredient while refreshing core content to deal with up-to-date issues such as the digital divide, the algorithms in our lives, fake news, climate change and migration.

There is also an increased emphasis on global skills, with five freestanding *Global skills* lessons for each level and a *Global skills* focus on every Culture spread. In addition, we have included extra support for assessment for learning, as well as professional development modules on Oxford English Hub.



Insight is a course that is trusted and used by teachers all over the world. It strives to create the right conditions for students to grow, to develop their critical thinking and to become lifelong learners and open-minded, global citizens. *Insight Second Edition* does all this and more. I hope you enjoy teaching with *Insight Second Edition*!

Jayne Wildman

Aims of the course

To challenge students to think critically about the world around them

Insight Second Edition has been developed not only to teach students English, but also to increase their awareness of the world around them. Amongst other topics, *Insight Second Edition* addresses social issues, culture, literature, history, social media, science and technology.

Documentary video clips also cover cultural and historical themes, broadening students' understanding of the customs, traditions and history of English-speaking countries.

Moving beyond simple comprehension of information, students are encouraged to think critically about the issues raised, to evaluate their current point of view, and to share their opinions with others even once they have left the classroom.

Each lesson of *Insight Second Edition* includes activities that invite curiosity and allow for multiple paths of exploration, such as the *What do you think?* feature at the beginning of each lesson, and the discussion-based *React* tasks that ask students to react to the content of a text. These higher order questions prompt students to discuss their opinions and think of problems and solutions; leaving 'gaps' where not everything is spelled out encourages interpretation, experimentation and personal ownership.

To engage learners with stimulating topics and inspire discussion in the classroom

The selection of all the topics that appear in *Insight Second Edition* is based on the belief that students learn best when they feel that they can relate to the topics, issues and ideas in the course. In each unit the material helps students learn new language items and language skills by capturing their interest and focusing their attention with engaging topics and issues that they can identify with.

The information-rich and thought-provoking texts and recordings will inspire discussion amongst students. Structured activities encourage students to question their existing opinions and the opinions of others. Activities are designed to stimulate critical thinking, to encourage participation and the exchange of opinions.

The speaking sections also teach the skills needed to be an active participant in discussions, such as interrupting, asking for clarification, disagreeing and encouraging others to speak.

To give a deeper understanding of vocabulary and build the confidence to use it

Insight Second Edition gives students a deeper understanding of language and goes beyond purely teaching meaning. The course explores such areas as collocation, word-building and connotation to provide a fuller understanding of how vocabulary is used. This comprehensive approach allows students to use new language with greater confidence.

Vocabulary is taught in the context of reading or listening texts, and is presented in sets organized by topic, word type or theme. Research has shown that teaching vocabulary in this way makes it easier for students to recall and use it.

Core vocabulary is recycled throughout the Student Book, Workbook and photocopiable materials, while the *Vocabulary extra* page at the end of each unit helps to further expand students' range of vocabulary.

To help students explore the rules of grammar

The guided discovery approach to grammar in *Insight Second Edition* allows students to work out grammar rules for themselves and furnishes them with a better understanding of how grammar works. This approach actively engages students in the learning process, making them more likely to understand and remember the grammar point.

New structures are always presented in the context of a reading or listening text, so that students become familiar with the usage and meaning of the grammar, before manipulating its form.

This is supported by grammar animation videos in the *Online Practice* activities. The *Grammar reference* section in the Workbook also offers a quick and easy way for students to check information about grammar rules.

Practice exercises are topic-based, so students are required to understand the usage and meaning of the grammatical structures, as well as the form. The free speaking activities allow students to use the new language in a personalized, productive and creative way.

To promote learner agency and self-reflection

Learner agency refers to the feeling of ownership and sense of control that students have over their learning, and self-reflection plays a key role in developing this sense of ownership. Learners who are able to look to themselves for solutions to problems rather than always seeking out the help of others will be better equipped for later life in academic or professional environments.

Insight Second Edition encourages learner agency and self-reflection in a variety of ways:

- The *Project* task in the *Global skills* spread invites students to collaborate in open project work and encourages them to feed back on their classmates' performance.
- The *Assessment for learning* strand in the Teacher's Guide provides opportunities for teachers to play an essential role in facilitating the development of learner agency.
- The *Assess your progress* section in the Workbook helps learners to identify gaps in their knowledge and skills, and to build an Action Plan in conjunction with support in the Teacher's Guide.
- Review checklists in Writing lessons help teach students how to evaluate their own work against a set of criteria. The corrected writing assignments can also be a record of their progress.

To encourage autonomous and lifelong learning

Strategy boxes in every unit offer step-by-step guides on how to improve core skills for autonomous learning. Students apply the strategy immediately in a series of exercises which allows them to see how the strategy can benefit them. The strategies are relevant to students' studies now and in the future, so they will be able to use the same strategy again and again.

Writing preparation covers extensive practice and development of key skills, such as brainstorming, planning, checking, paraphrasing and avoiding repetition. These skills will also help students outside the classroom environment.

The use of authentic texts builds students' confidence by showing them that they can tackle these kinds of texts outside the classroom, in real-life situations. The accompanying activities teach students how to think critically – question ideas, analyse, rationalize, synthesize and make reasoned judgements – skills that students will need in all areas of their lives, especially in higher education and the workplace.

To help learners develop global skills

Global skills prepare students at all levels of education to become successful, fulfilled and responsible participants in society. Transferable across subjects in school and across work and social settings, global skills are both desirable outcomes of learning and an enriching part of the learning process.

Global skills are a recurring feature throughout *Insight Second Edition*, with a focus on cultural awareness, critical thinking, communication and life skills.

The Student Book includes five *Global skills* spreads, each of which includes a reading text, vocabulary support, speaking activities and video. Each spread culminates in a group project allowing students to put the skills into practice.

Each unit also includes two *Global skills* boxes set outside the main *Global skills* spreads. These provide information and discussion prompts, giving students an active role in applying unit themes to the real world.

What's new in *Insight Second Edition*?

- Assessment for Learning features prominently in the second edition. In the Teacher's Guide, the assessment for learning strand includes special feature boxes outside the teacher's notes. These further reference a bank of ideas in the Teacher's Guide introduction that teachers can select from in order to enhance the assessment for learning classroom experience, (see page 10).
- Each Student Book lesson has clear learning objectives with an opportunity to 'Assess your Progress' at the end of every spread to allow students to evaluate their learning in relation to the learning objectives, and to set themselves action points for further learning. This is an integral part of assessment for learning.
- *What do you think?* and *React* tasks are higher order discussion tasks that function both as critical thinking activities for the students and also assessment for learning diagnostic tools for the teacher.
- *Global skills* are a recurring feature throughout the Student Book and include skills such as cultural awareness, critical thinking and communication skills. In spread D, the *Global skills* box focuses on intercultural competence, drawing on issues raised in the text and allowing students to discuss its wider importance.
- Dedicated *Global skills* spreads in the Student Book are an integral part of the course and cover all five strands of global skills. These highly engaging spreads include project work and new bespoke videos on the topic of the lesson. This is mirrored by *Global skills* pages in the Workbook for further practice.
- 100% new opener texts, with interesting, information-rich texts relevant to teenagers and over 40% new content overall.
- New *Grammar Insight* boxes provide more explicit focus on the grammar rules.
- There is a fresh approach to Writing lessons, with a new layout, tasks and organizational features to strategically help students develop vital writing subskills.
- The Hub is now a convenient single access point for all digital components, (see page 6).

Course assessment

Insight Second Edition assessment material is based on learning objectives from OxELF, which provide a detailed level of feedback to inform progress.

Insight Second Edition offers a seamless learning and assessment experience. With regular assessment check-ins, the course provides you with the information you need to make the right decisions for your students to support better learning.

All test items are written to the specific learning objectives covered in the course, informed by OxELF and mapped to the CEFR. This principled approach gives you the information you need to guide learning progress forward and not leave students behind.

Most *Insight Second Edition* tests are available in two different versions (A and B) and are fully editable so that you can adapt them to match your students' needs. The course also offers dyslexia-friendly unit tests. Tests can be accessed via Oxford English Hub.

Entry test

This short test aims to recommend the best level for your students to begin at. It ensures that each student is matched to the right level of *Insight Second Edition*.

Diagnostic test

The diagnostic test is level specific and offers insights into your students' strengths and weaknesses. It can be used to create individual or class learning plans at the beginning of a course of study, and to inform decisions about which language areas to focus on.

Short tests

There are two short tests per unit, which offer a snapshot of students' progress and guide the teacher to offer remedial work.

End-of-unit tests

The end-of-unit tests enable you to identify where learning has been successful in a specific unit and where remedial work is needed. The content in the test reflects the language objectives within that particular unit. You and your learners will get feedback on performance in the form of explanatory answer keys. You can also download the marking criteria for speaking and writing activities, as well as supplementary exercises to support and stretch your learners.

Progress tests

The progress tests enable you to assess the progress made by students in relation to a specific group of units (for example at the end of term or the end of the year). The content in the test is restricted to the language areas covered in those specific units. They are used to measure the learning that has taken place in the course of study so far.

End-of-year test

The end-of-year test is used to summarize what students have learned during the year, and the content in the test can come from any material covered during the year. The test reports on the students' overall progress in a course level.

Exam practice

The *Exam Insight* section of the Workbook provides exam practice opportunities with exam strategies to help students achieve their goals and to prepare for external exams.

The Oxford Test of English practice

The Oxford Test of English is a general English language proficiency test certified by the University of Oxford. Available online through a network of approved test centres, it assesses understanding and communication in speaking, listening, reading and writing across three CEFR levels: A2, B1 and B2. The reading and listening modules are computer adaptive, which means that the test adjusts the difficulty of questions based on the test taker's responses. This makes the test more motivating, shorter and gives a more precise measurement than traditional proficiency tests. The speaking and writing modules use task randomisation, making each test an individualized experience. Further information and free practice materials are available at:

www.oxfordtestofenglish.com

Methodology support

Insight Second Edition is informed by Oxford's research and best practice from leading experts and practitioners in English language teaching and learning.

The topics of assessment for learning, global skills for the language classroom, and learner agency will help you teach *Insight Second Edition* with confidence.

Position papers

This course-specific selection includes some of our influential papers. Built on research and classroom practice, our position papers offer practical guidance on the major issues shaping language education today. Our shorter focus papers offer insights and tips on specific topics for the classroom. To access these position papers, visit:

www.oup.com/elt/expert

Professional development modules

The modules consist of short introductions to topics relevant to *Insight Second Edition*, as well as practical ideas on how to implement them in your daily practice. Each module is no more than 30 minutes long. To access these resources, visit:

www.oxfordenglishhub.com

Explore further

If you would like to develop your skills and knowledge beyond the professional development content offered with this course, you can visit:

www.oup.com/elt/professionaldevelopmentonline

This includes a range of materials from further reading to live professional development events.

Professional development books

Keep up with the latest insights into English Language Teaching with our professional development books. For further information, visit:

www.oup.com/elt

Assessment for learning

What is assessment for learning?

Assessment for learning (AfL) is an approach that builds formal and informal assessment practices into everyday classroom activities to directly encourage learning. It is recognized by educators around the world as a way of improving students' performance and motivation and promoting high-quality teaching.

AfL relies on a constant flow of information between you and your students. Students provide evidence of their knowledge, understanding and skills as they engage in learning activities. Meanwhile, they receive specific and constructive feedback on their performance and progress, which helps them to move forward in their learning. This creates an ongoing cycle of gathering information, identifying next steps and supporting learners to achieve the set objectives.

In an AfL approach, it does not need to be only you who gathers and interprets evidence about what students know and can do. Students are also encouraged to do this for themselves and for each other through self-assessment and peer assessment. This helps deepen their understanding of what they are learning, why they are learning it and what successful performance looks like.

The evidence you gather for AfL does not always need to be in the form of grades or scores. Often, you will collect quick insights from a warm-up activity that will then inform the rest of your lesson; or you will offer a brief comment about a student's performance on a particular task. Neither should comments focus only on aspects that students need to improve. It is just as important to highlight what students have achieved and are already doing well. It can therefore be useful to focus feedback on 'medals' and 'missions' – what they have done successfully and how they can move their learning forward.

Once students have received feedback, they need time and opportunities to act on it. It is by putting feedback into action that students can 'close the gap' between their current performance and their desired performance. So, for example, after students have received feedback on an essay, you could set aside lesson time for students to redraft their work and/or set specific goals for their next essay.

Why is AfL useful?

For students:

- **It improves attainment.** Receiving quality feedback has a positive impact on students' achievement.
- **It deepens learning.** Students understand not only what they are learning but also why they are learning it and what success looks like.
- **It is motivating.** AfL emphasizes progress rather than failure, encouraging students to set goals, recognize their achievements and develop positive attitudes to learning.
- **It prepares students for lifelong learning.** By making students more responsible and self-aware, it equips them to learn independently in the future.

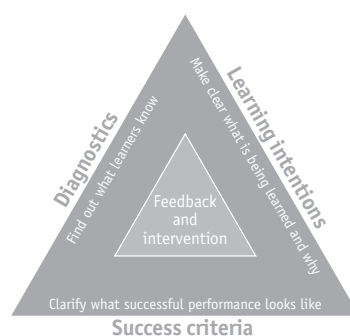
For teachers:

- **It informs teaching decisions.** AfL provides valuable information about students' needs, allowing you to decide what to prioritize in your teaching.

- **It develops skills and confidence.** AfL can encourage more flexible and creative approaches to teaching and give you a clear sense that you are helping your students succeed.
- **It allows you to teach more inclusively.** By providing more tailored support to individual students, you can feel more confident that no one is being left behind.
- **It enables colleagues to support each other.** AfL offers a consistent approach which you and your colleagues can implement together.

How can I implement AfL in my teaching?

Effective implementation of AfL is grounded in three key classroom practices: diagnostics (where the learner is), learning intentions (what the learner needs to learn next, not to be confused with the learning objectives in the Student Book) and success criteria (what success looks like).



As this diagram illustrates, these practices are interrelated and together they lay the foundations for effective feedback. The next section explains the three key practices in more detail and shows how they can be put into practice in the classroom.

Diagnostics

To be able to provide intentions feedback, you need to find out what students already know and can do. You can gather this evidence in a variety of ways – not just through the diagnostic and progress tests that come with this course, but also through classwork and homework activities, including those that incorporate peer and self-assessment.

For instance, after a speaking activity students could assess their own and each other's performance using a set of 'Can-do' statements. This, combined with your assessment, can reveal what students are already doing well and highlight specific areas for improvement.

Classroom dialogue can also provide valuable insights into students' understanding and there are a number of ways to maximize its potential as a diagnostic tool. These include:

- short warmer activities
- asking students open questions that require deeper reflection
- allowing plenty of thinking time
- exploring their answers through follow-up questions
- providing opportunities for them to ask questions themselves.

Learning intentions

Determining what students already know through diagnostics will enable you to identify appropriate learning intentions. Learning intentions tell students what they are learning in a lesson and why. This helps them understand the rationale and value of particular activities, making learning more relevant.

You may choose to present learning objectives at the beginning of a lesson. It can also be effective to wait until after an activity and then ask students to infer for themselves what skills the activity was aiming to develop, why these might be useful and how they might be applied.

Success criteria

In order for students to make sense of learning objectives, these need to be linked to clear success criteria. If students understand and recognize what successful performance looks like, they will be better able to set clear goals, make use of feedback and measure their own progress.

When your students have become more familiar with this approach, it is a good idea to have them negotiate their own success criteria. This encourages them to feel responsible for the quality of their work and to take charge of their own learning.

Giving and analysing examples of what good writing looks like is another way of establishing success criteria. The Teacher's Guide includes model answers for speaking and writing activities to facilitate this conversation.

Peer and self-assessment are also powerful ways of engaging students with success criteria. For example, if students have written a formal email, they can send it to a classmate, who then gives feedback based on the agreed criteria. In addition, in the Workbook *Assess Your Progress* pages, students are asked to reflect on what they have learned in that unit.

How is AfL different from other kinds of assessment?

AfL is often contrasted with assessment *of* learning (also called 'summative assessment'), which measures the outcomes of learning by showing where students are at a given moment in time. In reality, however, the two kinds of assessment can overlap. For example, you might give your students a summative end-of-term test to measure their achievement. If you then use their results as feedback on how they can improve, the same test can also become a tool for AfL.

Is AfL a new approach?

In many ways, AfL reflects what most teachers have always done in the classroom. Finding out what students can do and giving them feedback are, of course, fundamental and natural aspects of good teaching. However, in an AfL approach feedback is viewed as part of a continuous cycle of goal-setting and reflection, with each learning activity feeding into the next. The AfL framework also supports you in providing feedback in a way that is systematic and inclusive.

In what contexts can I use AfL?

AfL can be used with students of all ages, and it is compatible with different approaches to language teaching, from grammar-based to more communicative methodologies. Research indicates that AfL can also be beneficial in exam-oriented contexts. Students are likely to perform better on exam tasks if they understand what skills that task is assessing, why those skills are being assessed and what a successful task response looks like.

More information

You can find more support and information here:

elt.oup.com/feature/global/expert

Written by experts in English language assessment, *Effective feedback: the key to successful assessment for learning* offers practical tips on implementing AfL. Elaine Boyd, co-author of *Effective feedback*, has also authored the Teacher's Guides for *Insight Second Edition* Intermediate and Upper-Intermediate.

AfL ideas bank

The following are activity ideas and tips to use in conjunction with the assessment for learning guidance in the teacher's notes section of the Teacher's Guide. The tips have been organized according to the different areas of Assessment for learning.

Learning intentions

Engaging with the course map

Look at the Grammar and Vocabulary sections in the unit map at the beginning of each unit before the students start a new unit. Which grammatical structures/vocabulary have they come across before? Which are new? This helps you plan which parts of the unit are likely to need greater focus and attention, and helps your students raise awareness of where they are in their learning in relation to that content.

Learner confidence

Refer students to the learning objectives at the top of the page. Put students into pairs/groups to discuss whether they understand what each objective means and how confident they feel with each one. At the end of the lesson, ask students to discuss how confident they *now* feel with each objective before they look at the *Assess your progress* section in the Workbook.

Engaging with learning objectives

Help students break up a learning objective into smaller steps: ask students to brainstorm what steps they could take in order to achieve the objective. Their responses will encourage them to become involved in the learning process, but also help you understand how much support students will need to achieve the objective.

Exploiting learning objectives

Being aware of the aim of an activity helps students develop an awareness of the purpose of doing the activity. Ask students to skim through the activities on the page and identify which activities practise or help with each of the learning objectives at the top of the page.

Diagnostics

How much do students know?

Listen for how students use the language area highlighted in the learning objectives; include pronunciation in your assessment. Write the language on the board and/or keep a record for use later in the lesson. This will show you what students need to focus on, but also will give the class a record of how far they have come when they come to assess their progress.

Setting up a task

In a speaking task, ask students to discuss the speaking task. What is the purpose of the task? What type of language do they need to use to achieve the task? Refer them to the learning objective to check. If there is a *Global skills* box, ask why students need to use the global skill and how it will change what they say.

In a Listening section, tell students to read the tasks carefully and decide exactly what they are listening for, e.g. a name, a number, if they hear/don't hear an idea in the question. This will make focusing on the relevant information easier.

Using model texts and dialogues to measure progress

Model texts and dialogues can be a useful tool to raise self-awareness of learning needs in a reflective way. Ask students to rate the model writing text or speaking as easy, OK or difficult for them to do. Then do the exercises in the lesson to build their confidence. Highlight the areas you will concentrate on in correction and feedback, and let them peer correct written work before they hand it in, empowering students to share knowledge and build confidence. A second draft helps students see tangible improvements in their work.

In a Speaking section, ask students to record themselves doing the first speaking activity. Go through the task exercises. Next, ask students to listen to their initial recording and say how they would now improve it. Then do the final task and listen again. Ask them to revisit the learning objective and ask how much progress they have made and how successfully they think they have achieved the objective.

Learner-led feedback

Students discuss and agree (with teacher consent and guidance) what type of feedback they prefer in an end-of-lesson task, e.g. immediate or delayed correction, whether they want positive and/or negative feedback and how it is delivered. When the task is complete or marked, write a number of sentences from the activity on the board, half correct and half wrong. In pairs or small groups, students decide which sentences are wrong and correct them, and which sentences are correct.

Text analysis

When students use higher order questions to analyse and evaluate what they are reading or hearing, it helps them engage in their own learning. Ask students to read a text/listen to a podcast. Ask: *What genre/type of text is it? What is the writer's/speaker's purpose? What language does the writer/speaker use to achieve their purpose? How do I react to the text/podcast?* This will make texts/podcasts more engaging and the language easier to remember.

Success criteria

Effective feedback challenges

When students get feedback, they should know what they need to do to improve and what they should do next. Feedback should be simple, motivating, achievable, and have a time-limit. Give students time to respond to feedback and encourage them to implement their feedback the next time they do something, e.g. in the review lesson or the corresponding Workbook page.

Comparing performance against models

Using good and bad models can establish success criteria. Give students a well written and a badly written text which answers the Writing task. The text will contain the mistakes you have already highlighted in feedback sessions during the unit, with a range of vocabulary, grammar, spelling and writing mistakes. Ask students to work in groups and assess the texts. What makes them good/bad? Ask them to write success criteria which they can then use in their own work.

Specific and clear feedback

Feedback is effective when it is specific. When you give feedback, include a positive general point and then a particular area that the learner can focus on to improve, e.g. *You've described what everyone in the photo is wearing very well. Can you use a wider range of vocabulary so that you are not repeating the same adjective when speculating what they are doing? What could you use instead of 'I think ...'?*

Effective feedback for the right stage

Effective feedback gives prompts at the right level on how to move learning forward. It is important that you pitch feedback at the appropriate level for the stage the learner has reached: 1 Informational (low level): ask students to provide further or more accurate information, e.g. *Can you add some examples here? Can you make it negative?;* 2 Process (medium level). Ask: *What conclusion does this lead to? What evidence is there in the text to support this idea?;* 3 Self-regulatory (high level): ask students to reflect on their work, e.g. *Have you used what you know about writing an email? Is the language you used formal or informal?*

Students establish their own success criteria

Students can start to establish their own success criteria (with guidance) and develop strategies for ongoing learning success. Students write or tick the problems they experience most often, and then select and write which solutions they will try, or how they will seek learning support. Using diagnostics, working on learning objectives and success criteria and the 'Can-do' statements in the *Assess your progress* section of the Workbook, all help motivate students to engage with feedback to support their own independent learning.

1 My life

Reading and vocabulary

1 **WHAT DO YOU THINK?** Work in pairs and discuss. Do you follow the same routine every morning? Why are routines important?

Insight Daily routines

2 Match photos 1–8 to eight of the daily routines below.

- chat on the phone ■ do homework ■ get dressed
- get home ■ get up ■ go to bed ■ have a shower
- have breakfast ■ have dinner ■ have lunch
- meet friends ■ play football ■ read a book
- start school ■ use the internet ■ watch TV



3 **1.1** Listen and write the daily routines from exercise 2 that you hear.

4 **1.2** Listen, check and repeat the answers to exercises 2 and 3.

5 Look at the photos of a research station in Antarctica and read the factfile. What do you think life is like for the scientists there during the winter? Read the article and check your answers.

6 Read the article again. Are the sentences true (T) or false (F)? Correct the false sentences.

- 1 No boats travel to the Antarctic in winter.
- 2 It's cold inside the station.
- 3 Maria doesn't like the food in the canteen.
- 4 She does some exercise every day.
- 5 She likes watching the sky.
- 6 She usually goes to bed late.

12

WHAT DO YOU THINK? lead-in question introduces the topic and promotes critical thinking

Vocabulary is taught in lexical groups making it easier to remember

Brand new, thought-provoking reading texts inspire students to increase their awareness of the world around them

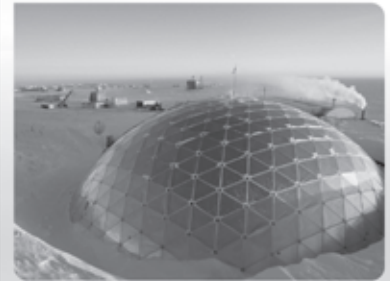
WINTER IN ANTARCTICA

FACTFILE

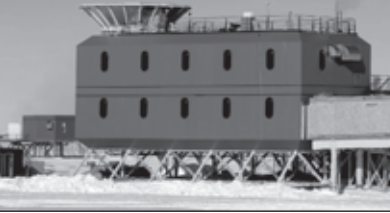
- ❄ temperature at the South Pole: -25 to -35°C in summer, and -55 to -65°C in winter
- ❄ six months of daylight, six months of night
- ❄ sun goes down on 21 September and comes up again on 21 March

Winter in Antarctica lasts for six months, from March to September. The temperature at the South Pole is about -60°C. Boats can't go there because of the ice. Aeroplanes don't fly. At the South Pole, it's **permanent** night for six months.

The Amundsen-Scott South Pole Station is an American research station. 50 people live and work there in winter. Maria Corsini, one of the **astronomers** at the research station, studies the stars in the Antarctic sky. She tells us about life at the station.



I get up at 6.30 in the morning. It's dark outside, of course. It's always dark, but it isn't cold. Inside the station, it's 20°C in winter and in summer. But I only live here in winter. You can't study the stars here in summer – there's no night!



Vocabulary practice activities in the **Workbook**

1 My life

Vocabulary

1 Complete the sentences with the words below.

a do a get up a go to bed a have a shower a meet a watch

1 I at 7.30.

2 I at 10.30.

3 I at 11.30.

4 I at 12.30.

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LEARNING OBJECTIVES

Use phrases to describe daily routines

Work out the meaning of unknown words in a text

Use prepositions of time to talk about routines

1A



My morning routine is always the same. I have a shower, I get dressed and then I go to the **canteen**. I have breakfast there with everyone else. The food is really good. We have a little garden inside the research centre and we grow **fresh** green vegetables and salad.

After breakfast, I go to the gym. We don't go outside very often because it's so cold, but it's really important to do some exercise every day. After the gym, I start work. The South Pole is the perfect place to study the stars in winter. The sky here is amazing. Before dinner, I sometimes watch the **Aurora Australis** – the Southern Lights. The colours are so beautiful!



I usually go to bed early during the week, but at the weekend, there are lots of things to do. We have a cinema room and we sometimes watch films there together in the evening. There's a music room as well, with some guitars, a piano and other stuff. Some of the people here are really good **musicians**. We sometimes have a **concert** on Saturday night and we all sit and listen to them play. It's true we live and work at night for six months, but you know, life isn't so hard in Antarctica!



Strategy Guessing the meaning of words

To guess the meaning of a word:

- read the sentence carefully – the words before and after it can help you understand the meaning.
- read the sentences before and after the word – they can also help you understand.
- think of similar words in your language.
- look at pictures and photos – they can show the meaning, too.

7 Read the strategy. Guess the meaning of the words in bold in the article.

8 REACT In the summer at the South Pole, it is light for 24 hours a day for six months. Which would you prefer: six months of constant day or six months of constant night? Why?

V Insight Prepositions of time

9 Study the highlighted prepositions in the article. Write them in the table.

Preposition	Time
1	the weekend, night, 6.30 a.m., seven o'clock
2	Saturday
3	the morning, the afternoon, the evening, (the) winter, December
4	breakfast, lunch, dinner
5	
–	every day / night, all the time, all week, early, late

10 Complete the text with the correct prepositions or no preposition (-).

I'm an astronomer and I work in the USA. I start work ¹ 9 p.m. ² every night. ³ autumn, winter and spring, I study the sky and stars, but ⁴ June, July and August, I work at Space Camp. Teenagers from a lot of different countries come ⁵ Monday and stay ⁶ all week. ⁷ the morning and afternoon, they learn about space. ⁸ night, they look at the stars with telescopes. I finish work ⁹ late, but I don't work ¹⁰ the weekend.

11 TASK Work in pairs. Tell your partner about your routines during the week and at the weekend. Use the phrases in exercise 9 to help you. Find three things that are the same about your routines.

On a school day, I get up at 6.30, but at the weekend, I get up at 10.

Assess your progress Workbook page 17

Learning objectives clearly stated in each lesson allow students and teachers to establish the focus for learning

Strategy boxes help students improve key language skills and develop their confidence to become autonomous learners

REACT activities get students discussing the issues in the text

Open-ended discussion tasks to consolidate and personalize new vocabulary

Self-evaluation in the **Workbook** provides students opportunity to reflect on their learning

Vocabulary extra 1

1

Match the words to the pictures in the pictures.

1

2

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2

Work in pairs. Read the words in the classroom. Your partner says the word.

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10

3

Complete the phrases with the words in the box.

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4

Label pictures 1-10 with the phrases in exercise 3.

1

2

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5

Work in pairs. Read the phrases from exercise 3. Your partner guesses what it is.

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2

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10

Vocabulary extra page in the **Student Book** to expand students' lexical range

Thought-provoking topics that capture students' interest

Guided discovery approach to grammar ensures that students actively engage with the new language

Grammar animation videos available via **Online Practice**

1B

Grammar and listening

Grammar

Present simple: affirmative

- 1 WHAT DO YOU THINK?** Work in pairs. Look at the photos in the article. It is early on a typical morning. What can you see? Do you think the people like getting up early in the morning? Read the article and check your answers.

WHAT A WONDERFUL MORNING!

A lot of people don't like mornings, but Shona and Nico are different. The morning is their favourite time of day.

Shona is in the local swimming team. She gets up at five o'clock and she goes to the swimming pool for two hours before school. She swims and practises with her team. 'My friends don't get up so early. They're tired at school in the morning, but I feel great after a swim,' she says. She doesn't swim at the weekend. She gets up late. She watches TV in bed. Then she has a shower and she studies for her exams. 'I don't do any exercise on Sunday, but I study a lot and I feel tired all day!'



Nico lives near Lake Como in Italy. Every morning, he gets up at half past five to walk his dog. 'In winter and in summer, I get up every morning to take Hugo for a walk before I have breakfast and go to school. It's cold and dark in winter, but we don't mind!' he says. 'It's a great time to walk down to the lake. People don't usually go to the lake at that time in the morning. There's no one else there. Hugo loves the lake! He always jumps in and swims in the water. I don't swim in the lake in winter! It's too cold. But sometimes I swim with Hugo in summer. We enjoy our morning walks together very much!'

- 2** Read the article again and complete the sentences.

- 1 Shona _____ up at five o'clock. 4 Shona _____ for her exams.
2 Shona _____ TV in bed. 5 Nico _____ in Italy.
3 Then Shona _____ a shower. 6 Hugo _____ the lake.

- 3 REACT** Do you get up before most other people in the morning? Do you like getting up early in the morning? Why / why not? What's your favourite time of day? Why?

My sister and I get up at 6 a.m. every morning. We live on a farm and we help my parents with the animals.

Grammar Insight

- 4** Study sentences 1–6 in exercise 2. Which talk about routines? Which talk about facts and general truths?

- 1 routines: _____
2 facts and general truths: _____

- 5** Complete the table with examples from exercise 2 and the article.

swim	study	watch	have
1 / you / we / they	1 / you / we / they	1 / you / we / they	1 / you / we / they
2	2	2	2
he / she / it	he / she / it	he / she / it	he / she / it
4	4	4	4

- 6** Match 1–4 to a–d to complete the rules about *he*, *she* and *it* in the present simple.

After *he*, *she* and *it*:

- 1 most verbs add a -ies. a
2 verbs with consonant + -y at the end change -y to -ies. b
3 verbs with -ch, -sh, -s or -o at the end add -es. c
4 *have* changes to -s. d

For further reference and practice > Workbook > page 92

Josh always plays basketball on Saturdays.



LEARNING OBJECTIVES

Understand descriptions of morning routines

Use the present simple to talk about routines, facts and general truths

Understand someone describing a hobby

1B

Grammar

Present simple: negative

7 Underline the other examples of the *he / she / it* form of the present simple affirmative in the article.

8 Put the words in order to make sentences about Shona and Nico. Use the correct form of the present simple for the verbs in bold.

1 at Merryfield High School / **study** / Shona

2 **work** / her mum / at her school

3 her school / at four o'clock / **finish**

4 two hours of homework / after school / **do** / Nico

5 dinner / **he** / with his family / at eight o'clock / **have**

6 **go** / running with / his brother / **he** / at the weekend

9 TASK Work in pairs. Tell your partner about the daily routine of a friend or relative.

My friend Eva gets up at 6 a.m. She does her homework before school. She ...

Grammar Insight

10 Study the examples of negative present simple verbs. Find more examples in the article in exercise 1.

11 Look at the examples in exercise 10 and complete the rules with *don't* or *doesn't*.

12 Complete the sentences with the verbs below. Then choose the correct negative form.

13 Complete the text with the correct present simple form of the verbs in brackets.

14 1.3 Listen to Jake. What is his hobby?

15 1.3 Listen again and choose the correct words.

16 TASK Work in pairs. Write three true and two false sentences about you, your friends or your family. Use the present simple negative. Your partner guesses if they are true or false.

Assess your progress

Workbook page 17

15

Learning objectives aligned with the OxELF syllabus

Productive TASK providing personalized practice of the target language in a real-world context

Grammar reference and more in-depth practice in the **Workbook** providing students with a flexible resource for extra support

Grammar reference and practice 1

1.1 Present simple affirmative and negative

1.2 Present simple questions and short answers

1.3 1B - question words

1.1 Present simple affirmative and negative

1.2 Present simple questions and short answers

1.3 1B - question words

Grammar

1.1 Present simple affirmative and negative

1.2 Present simple questions and short answers

1.3 1B - question words

1.1 Present simple affirmative and negative

1.2 Present simple questions and short answers

1.3 1B - question words

Activities encourage students to engage with different cultural perspectives

Global skills boxes help students to develop their intercultural awareness – drawing on issues raised in the text and allowing students to discuss its wider importance

Culture texts provide input on the customs, traditions and history of countries around the world

1c

CULTURE Reading, vocabulary and grammar

Reading and vocabulary

1 WHAT DO YOU THINK? Work in pairs and discuss the questions.

- Is it a good idea for school to start in the afternoon?
- What are the advantages? What are the disadvantages?

2 Read an article about a British school that opens only in the afternoon. Does it mention any of your ideas from exercise 1? Is Robbie happy with the afternoon timetable? Why / why not?

3 Read the interview with Robbie again. Put the activities below in the order he does them (1–8).

do sport ■ get up ■ go to bed ■ have breakfast ■ have a shower ■ have lunch ■ start school ■ study and do homework

GS

Global skills Culture

4 Work in pairs and discuss the questions.

- Would you like to go to a school like this?
- How do you think schools are different in other countries?
- Would you like to study in another country? Why / why not?
- Do you think students from other countries would like to study in your country? Why / why not?

V

Insight School subjects

5 1.4 Label icons 1–14 with the school subjects below. Then listen, check and repeat.

art ■ citizenship ■ design and technology (DT) ■ drama ■ English ■ geography ■ history ■ information and communication technology (ICT) ■ maths ■ modern languages ■ music ■ physical education (PE) ■ religious education (RE) ■ science

















6 Which lessons do you hear these words in?

- Shakespeare, Emily Brontë, Wordsworth
- Mozart, Beethoven, The Beatles
- geometry, algebra, arithmetic
- Australia, the Nile, Everest
- molecule, photosynthesis, carbon dioxide

7 TASK Work in pairs. Which school subjects do you study at your school? Which do you like? Why? What other subjects would you like to study? Why?

Grammar

Present simple: questions, question words

8 Complete the questions and answers from the interview with Robbie.

- 'Do you _____ this new timetable?' 'Yes, I _____.'
- '_____ your headteacher like the idea?' 'Yes, she _____.'
- '_____ your teachers like the new timetable?' 'Yes, they do.'
- 'Do you want to go back to the old timetable?' 'No, I _____!'

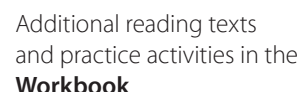
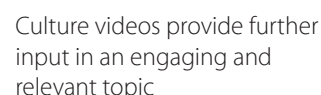
School in the afternoon?

Average school starting times for year 10 (14–15 years old)

China: 7 a.m.
Brazil: 7.30 a.m.
USA: 8 a.m.
UK: 8.45 a.m.

Teenagers just don't get enough sleep. It's a fact: most of them go to bed late. At the weekend, they can sleep until late the next day. But during the week, they get up early and they don't get a full eight hours of sleep. This is a big problem. Parents know this, teachers know this, but what can they do?

One school in London is trying something new. They have a new timetable for years 10 to 13. The school day doesn't start in the morning; it starts in the afternoon – at 1.30 p.m. And it finishes at 7 p.m. They have the same number of classes, but they start later in the day. We asked one of the students about the timetable.



Integrated skills pages reflect the way English is really used and prepare students for using English in the real world

1b Listening, vocabulary and speaking

Listening and vocabulary

1 WHAT DO YOU THINK? Work in pairs and discuss the questions.

- Are there a lot of cars in the centre of your town or city?
- Does your town or city do anything to stop the use of cars? If yes, what?

V Insight Transport

2 1.5 Match the photos to the forms of transport below. Then listen, check and repeat.

■ bike ■ bus ■ car ■ plane ■ train ■ walking



Strategy Understanding words and phrases with the same meaning

We call words with the same meaning **synonyms** – for example, *excellent* and *fantastic*. Record words and phrases which have the same meaning together in your vocabulary notebook.

3 1.6 Read the strategy. Match the verbs to the phrases. Listen, check and repeat. Then write the words and phrases with the same meaning in your vocabulary notebook.

- | | |
|---------|---------------|
| 1 walk | a go by bike |
| 2 fly | b go by car |
| 3 drive | c go on foot |
| 4 cycle | d go by plane |

4 1.7 Listen to a radio programme about teenagers' journeys to school. Who lives on a farm? Who lives on an island?

5 1.7 Listen again and complete the table. Who has the longest journey and who has the shortest journey?

	Amanda	Joseph	Claire	Henrik	Salma	Brad
Country						
Transport to school						
Journey time						

6 1.8 Match the questions to the answers. Then listen and check.

- | | |
|-----------------------------------|---------------------|
| 1 How do you go to school? | a About 15 minutes. |
| 2 When do you leave home? | b I go by bike. |
| 3 How long does the journey take? | c At 8.25. |
| 4 When do you arrive at school? | d At 8.30. |

7 TASK Work in small groups. Ask and answer the questions in exercise 6. Find out who has the longest and shortest journey to school every day.

18

Listening, vocabulary and speaking

Classroom language

1 Complete sentences in so that there is a similar meaning.

- She doesn't like to walk to school. (she likes to go by car)
- They go to school by train. (they don't go by car)
- It's a long journey. (it's not a short journey)
- They go to school by bike. (they don't go by car)
- It's a long journey. (it's not a short journey)
- They go to school by bike. (they don't go by car)
- It's a long journey. (it's not a short journey)
- They go to school by bike. (they don't go by car)
- It's a long journey. (it's not a short journey)
- They go to school by bike. (they don't go by car)

2 Complete the instructions.

- Look at the board and read the instructions.
- Write the words in the boxes.
- Write the words in the boxes.
- Write the words in the boxes.

Classroom language

3 Look at the photos. Write negative and affirmative instructions with the verbs below.

in class • behave • look • use



- Teacher: Don't talk.
- Teacher: Don't use your phone.
- Teacher: Don't look at your phone.
- Teacher: Don't use your phone.

4 Put the words in order to make sentences.

- Teacher: Look at your phone. (Don't look at your phone.)
- Teacher: Look at your phone. (Don't look at your phone.)
- Teacher: Look at your phone. (Don't look at your phone.)
- Teacher: Look at your phone. (Don't look at your phone.)

5 Listen to the dialogue. Number the phrases in order as you hear them.

6 Complete the dialogue with three phrases from exercise 5 and three other phrases. Then listen again and check.

Teacher: Good afternoon. How does school go?

Student: It's going to be a long day. I'm not sure.

Teacher: What time is it now?

Student: It's 8.30.

Teacher: What time do you have to go?

Student: I have to go at 8.45.

Teacher: How long does it take to get to school?

Student: It takes about 15 minutes.

Teacher: How do you go to school?

Student: I go by bike.

Teacher: What time do you arrive at school?

Student: I arrive at 8.30.

Teacher: What time do you leave home?

Student: I leave home at 8.15.

Teacher: How long does it take to get to school?

Student: It takes about 15 minutes.

Teacher: How do you go to school?

Student: I go by bike.

Teacher: What time do you arrive at school?

Student: I arrive at 8.30.

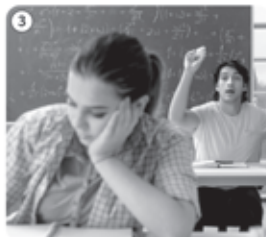
Teacher: What time do you leave home?

Student: I leave home at 8.15.

Speaking Classroom language

8 Match three of the actions below to photos 1–3. Do you do these things in class? What does your teacher say if you do?

■ answer questions ■ chat ■ listen ■ throw paper ■ use a dictionary ■ use your phone



9 1.9 Listen to a dialogue. What is Simon doing in class? Choose a photo from exercise 8.

10 1.9 Complete the phrases from the dialogue. Then listen again and check.

Instructions (affirmative)	Instructions (negative)	Asking for help
Sit down, ¹ _____.	Don't ⁴ _____ your	How do ⁶ _____ say that?
Open your ² _____ at	mobile phone in class.	in English?
page 22.	⁵ _____ write in your	Sorry, I ⁷ _____
Answer ³ _____	textbook.	understand.
questions (in exercise five).		Can you say ⁸ _____
		again, please?

Students are actively involved in the presentation of functional language

11 1.10 Complete the dialogues with the phrases in exercise 10. Then listen and check.

- 1 Teacher Eva, what's your surname?
Eva Sorry, I _____, please?
Teacher What's your surname?
2 Teacher Charlie, _____ in class.
Charlie Sorry, Mrs Taylor.
Teacher Put the phone in your bag, Charlie.
3 Cosimo _____ treno in English?
Teacher _____ at page 86. Transport words are there.
4 Teacher Now _____ about the text.
Marisa Mrs Taylor, what does 'journey' mean?
Teacher Guess from the context, Marisa, or use a dictionary.

12 Read the dialogue again. Underline more affirmative instructions and ways of asking for help.



Global skills Saying sorry

When someone asks you to stop doing something, often because they don't like it, you should say sorry or I'm sorry. It's very important to say sorry because:

- it makes people feel better.
- it can stop a situation from getting worse.

'Please don't look at your phone, Mark.' 'I'm sorry, Mr Jones.'

Global skills integrated throughout the course enabling students to learn skills for the real world beyond the classroom

13 TASK Work in pairs. Choose photo 1 or 3 from exercise 8 and write a dialogue between a teacher and a student. Use expressions from exercises 10 and 11. Act out your dialogue for another pair.

Vocabulary extra > Classroom language > page 134

Assess your progress Workbook page 17

A writing model provided for students to analyse before writing their own text

Writing Insight with a focus on writing sub-skills and key language

1E Writing Answering a questionnaire

1 Read the questionnaire and complete the questions with the words and phrases below.

■ school bag ■ school day ■ subject ■ teacher ■ time of day

Getting to know you



1 What's your favourite _____?

It's Friday because it's the end of the week and we have some fun classes on Friday afternoon – drama and music. After school, I go to a dance class with my friends and sometimes we have something to eat after class. I usually come home late, but that's OK because I don't get up early on Saturday.

2 What's your favourite _____?

Maths. My friends say I'm crazy, but I really like it because we have a very good teacher. He explains things so well and his classes are really interesting. I'd like to study maths at university.

3 Who's your favourite _____?

My French teacher, Claudette. She's from Paris and she's new to the school. She's quite young – only 25 years old. We all like her because we learn a lot in her classes and she doesn't give us a lot of homework!

4 What's your favourite thing in your _____?

My phone, of course! I chat with my friends on it and I play games. I've got a cool app for doing maths problems and I listen to music on it when I do my homework.

5 What's your favourite _____?

It's three o'clock, of course, because school finishes then, and I walk home with my friends. It's good to chat with my friends before I go home to do my homework. It's the best time of day – especially in summer!

2 Work in pairs and discuss the questions in the questionnaire.

Writing Insight

3 When do we use capital letters? Look at the questionnaire and tick (✓) the correct answers.

We use capital letters for:

1 ☐ the first letter of a sentence.

2 ☐ the personal pronoun I.

3 ☐ other personal pronouns.

4 ☐ languages and nationalities.

5 ☐ the names of people and places.

6 ☐ days and months.

7 ☐ seasons.

8 ☐ school subjects (except languages).

4 Look at the highlighted word **because** in the questionnaire. Choose the correct word to complete the rule in the language box.

because

Use **because** to explain **why** / **when** in your answers.

5 Read the strategy. Find and correct ten mistakes in the paragraph below.

Strategy Checking your writing

When you finish writing, check your work carefully. Check and correct:

■ capital letters. ■ grammar. ■ spelling.

Who's your favourite person?

My favourite person is my friend Carmen. She's Spanish, but she live in Manchester. We're in the same class at school, but we're very different. I like maths, but she don't like it. She play football and I don't like football at all! On Saturdays, I not see Carmen in the morning becaus she plays football. But she meets me afterwards on two o'clock and we spend the afternoon and evening together. we meet our friends in the park or we go to the shops. Sometime she comes to my house.

LEARNING OBJECTIVES

Use capital letters correctly

Use because to give reasons in your writing

Write answers to a questionnaire

1E

Writing your questionnaire answers

Write answers to the questionnaire in exercise 1.

PLAN Look at each question in the questionnaire again. Think about your answers in exercise 2, and use the extra questions below to help you.

1 Why is it a good day? What do you do on that day?

2 Why do you like it? What does it teach you?

3 What's his/her name and subject? Why do you like this teacher?

4 What is it? What do you do with it? Why do you like it?

5 Why? What do you do at that time?

Think about your answer to each question. What can you write? What language can you use? Make some notes.

WRITE Write your answers. Use your notes to help you. Write one paragraph for each question. Each paragraph should have at least three sentences.

REVIEW Check your answers. Use the strategy on page 20 to help you.

Assess your progress

Workbook page 17

Review 1

Vocabulary

1 Complete the text with the correct prepositions.

My school starts ¹ 8.50 a.m. Most of the students come to school ² foot, but some of them come ³ car. Lunch is ⁴ 12.15 p.m. Some students have sandwiches ⁵ lunch. School finishes ⁶ 3.20 p.m. ⁷ winter, it's dark when we get home. Most students do homework ⁸ the evening. ⁹ Friday evening, they meet friends. We don't go to school ¹⁰ the weekend.

Marks ____ / 10

2 Match the words in A to the words in B to make daily routines. Then complete the sentences.

A ■ do ■ get ■ go ■ have ■ meet

B ■ dinner ■ homework ■ my friends ■ to bed ■ up

1 We _____ late on Sunday morning.

2 We _____ in a restaurant on Saturdays.

3 What time do you _____ at night?

4 I chat online when I can't _____.

5 We _____ when we get home from school every day.

Marks ____ / 5

3 Complete the sentences with school subjects.

1 You do sport in _____.

2 You learn about the past in _____.

3 You learn about the world in _____.

4 You use a computer in _____.

5 You learn to act in _____.

Marks ____ / 5

Grammar

4 Complete the text with the correct present simple form of the verbs in brackets.

School at home

Some children ¹ (not go) to school because their parents ² (teach) them at home. This is called homeschooling. Hari Patel is 13, and he's a homeschooled. He ³ (get up) at the same time as his friends, but he ⁴ (not walk) to school with them. His classes ⁵ (start) after he ⁶ (have) breakfast. He ⁷ (study) some subjects with his mum and others with his dad.

His brothers and sisters also ⁸ (learn) at home. They ⁹ (read) a lot of books and they ¹⁰ (use) the internet, too. They all love homeschooling.

Marks ____ / 10

5 Complete the questions and short answers in the dialogue.

A ¹ _____ you go to school?

B Green Park High. Do you go there, too?

A No, ² _____, I go to a bilingual school.

B ³ _____ languages _____ you speak?

A Three. My mum's Swiss.

B Does she speak French?

A Yes, ⁴ _____.

B Does your father speak French, too?

A No, ⁵ _____.

Marks ____ / 10

Total ____ / 40

21

Step-by-step guide takes students through different stages of the writing process

Review checklist to encourage self-assessment

Writing tasks let students use the language taught throughout the unit in a personalized, productive and creative way

Writing: Answering a questionnaire

1 Add the missing letters to the sentences. Some are capital letters.

1 The teacher's name is Miss Jones.

2 I like to go to school.

3 I like to go to school.

4 I like to go to school.

5 I like to go to school.

2 Put the words in order to make sentences, using the words.

1 I like to go to school.

2 I like to go to school.

3 I like to go to school.

4 I like to go to school.

5 I like to go to school.

3 Match questions 1-5 to the questions in the box.

1 What's your favourite subject?

2 What's your favourite sport?

3 What's your favourite teacher?

4 What's your favourite book?

5 What's your favourite food?

4 Answer the questions.

1 Why do you like to go to school?

2 Why do you like to go to school?

3 Why do you like to go to school?

4 Why do you like to go to school?

5 Why do you like to go to school?

5 Write your answers to the questionnaire in exercise 4.

1 PLAN: Answer the questions and make notes.

2 PLAN: Answer the questions and make notes.

3 PLAN: Answer the questions and make notes.

4 PLAN: Answer the questions and make notes.

5 PLAN: Answer the questions and make notes.

Unit walkthrough 21

Review and self-evaluation

LEARNING OBJECTIVES Use capital letters correctly. Use because to give reasons in your writing. Write answers to a questionnaire. **1E**

Writing your questionnaire answers

Write answers to the questionnaire in exercise 1.

PLAN Look at each question in the questionnaire again. Think about your answers in exercise 2, and use the extra questions below to help you.

- Why is it a good day? What do you do on that day?
- Why do you like it? What does it teach you?
- What's his/her name and subject? Why do you like this teacher?
- What is it? What do you do with it? Why do you like it?
- Why? What do you do at that time?

WRITE Write your answers. Use your notes to help you. Write one paragraph for each question. Each paragraph should have at least three sentences.

REVIEW Check your answers. Use the strategy on page 20 to help you.

✓ **Assess your progress** Workbook page 17

Review 1

Vocabulary

1 Complete the text with the correct prepositions.

My school starts ¹ 8.50 a.m. Most of the students come to school ² foot, but some of them come ³ car. Lunch is ⁴ 12.35 p.m. Some students have sandwiches ⁵ lunch. School finishes ⁶ 3.20 p.m. ⁷ winter, it's dark when we get home. Most students do homework ⁸ the evening. ⁹ Friday evening, they meet friends. We don't go to school ¹⁰ the weekend.

Marks ____ / 10

2 Match the words in A to the words in B to make daily routines. Then complete the sentences.

A = do = get = go = have = meet

B = dinner = homework = my friends = to bed = up

- We late on Sunday morning.
- We in a restaurant on Saturdays.
- What time do you at night?
- I chat online when I can't
- We when we get home from school every day.

Marks ____ / 5

3 Complete the sentences with school subjects.

- You do sport in
- You learn about the past in
- You learn about the world in
- You use a computer in
- You learn to act in

Marks ____ / 5

Grammar

4 Complete the text with the correct present simple form of the verbs in brackets.

School at home

Some children ¹ (not go) to school because their parents ² (teach) them at home. This is called homeschooling. Hari Patel is 13, and he's a homeschooled. He ³ (get up) at the same time as his friends, but he ⁴ (not walk) to school with them. His classes ⁵ (start) after he ⁶ (have) breakfast. He ⁷ (study) some subjects with his mum and others with his dad. His brothers and sisters also ⁸ (learn) at home. They ⁹ (read) a lot of books and they ¹⁰ (use) the internet, too. They all love homeschooling.

Marks ____ / 10

5 Complete the questions and short answers in the dialogue.

A: ¹ you go to school?

B: Green Park High. Do you go there, too?

A: No, ² I go to a bilingual school.

B: ³ languages you speak?

A: Three. My mum's Swiss.

B: Does she speak French?

A: Yes, ⁴

B: Does your father speak French, too?

A: No, ⁵

Marks ____ / 10

Total ____ / 40

21

Vocabulary and grammar review after each unit, with a simple scoring system to help students and teachers to monitor progress through the book

Practice exercises don't just revise language but also teach students more about the world around them

U1 Assess your progress Give yourself a mark 1-3 for each Learning Objective from the lesson.

1 I found this difficult. 2 This was OK. 3 I can do this well.

Lesson 1A	I can use phrases to describe daily routines. I can work out the meaning of unknown words in a text. I can use prepositions of time to talk about routines. How can I improve?	Mark
Lesson 1B	I can understand descriptions of morning routines. I can use the present simple to talk about routines, facts and general truths. I can understand someone describing a hobby. How can I improve?	Mark
Lesson 1C	I can understand the main points of an article. I can use the names of school subjects. I can ask questions in the present simple. How can I improve?	Mark
Lesson 1D	I can understand words and phrases with the same meaning. I can understand the main points of a radio programme. I can use classroom language. How can I improve?	Mark
Lesson 1E	I can use capital letters correctly. I can use because to give reasons in my writing. I can write answers to a questionnaire. How can I improve?	Mark

Action plan

Make a plan for what you can do next to improve. Discuss your ideas with your classmates / teachers.

Unit 1 17

Self-evaluation page after each unit to encourage student reflection and assessment for learning

'Can-do' statements empower students on their assessment for learning journey

Space for students to formulate a personalized improvement plan in support of their independent learning

Cumulative review after every two units. This reviews key language and skills from the **Student Book** up to that point through a series of skills-based tasks. Each review includes listening, speaking, reading, grammar and vocabulary, and writing exercises.

Cumulative review Units 1-2

Listening

- 1 **2.31** Listen to a radio interview with a triathlon athlete. Are the sentences true (T) or false (F)? Correct the false sentences.

- The three sports in a triathlon are swimming, cycling and running.
- Triathlon athletes usually swim for 500 metres.
- They cycle for 14 kilometres.
- They do each sport on a different day.
- They run for ten kilometres.
- Andy's favourite sport is swimming.
- He trains every day of the week.
- He often goes running in the mornings.
- He studies sports science at university.
- He is into cooking.

Speaking

- 2 **Work in pairs. You are in class, but you have not got your school bag. Prepare a dialogue. Follow these steps.**

- Greet your friend and explain your problem.
- Ask to use your friend's book. Thank your friend.
- Ask for a pencil/sharpeners. Thank your friend.
- Tell your friend they are a really good friend.

Reading

- 3 **Skim-read the article and tick (✓) the true sentences.**

- Klara and Oliver both love their hobby. ☐
- They both do their hobby very well. ☐
- They both do their hobby at school. ☐
- They both go to different countries for their hobby. ☐

- 4 **Read the article again and choose the correct answers.**

- Klara likes
 - painting on paper.
 - painting at an art club.
 - painting skateboards.
 - painting and dancing.
- The skateboarding competition
 - is in Europe.
 - is only for adults.
 - is only for teenagers.
 - is for school teams.
- Every day after school, Klara
 - plays computer games.
 - practices skateboarding.
 - forgets her homework.
 - watches TV.
- Oliver goes to
 - a gaming club.
 - an English language club.
 - a science club.
 - a robotics club.
- Oliver and his team learn about robots from
 - their parents.
 - their teachers.
 - the internet.
 - books.
- The robotics competitions are
 - very easy.
 - in different countries.
 - very difficult.
 - in California.

More than a HOBBY

Some people like doing their hobby for an hour on a Sunday afternoon, and forget about it for the rest of the week. For others, it's their life! Meet two teenagers who take their hobbies to extremes.

Klara Tremblay

is from the city of Lacombe, in Alberta, Canada. She's interested in art and when she's at home, she enjoys painting. But she doesn't paint on paper; she paints skateboards! For

Klara, skateboarding is more than a hobby – she can't live without it! She's a freestyle skateboarder and when she jumps and spins on her board, it looks like dancing. Every year, she goes to a big skateboard competition for teenagers and adults in Europe, and every year, she wins! Skateboarding at Klara's level is hard work. Every day, she practises for hours when she gets home from school, and she has to do her homework, too. She doesn't have a lot of time for TV. So why does she skateboard? Because it makes her feel great!



Oliver Ekundayo

is sixteen. He lives in California, USA, and he's in his last year of school. His favourite subject is science. He also likes reading books and playing video games, but his favourite free-time activity is the robotics club. He's the captain of his school's robotics team. They use the internet to learn how to make cool machines and robots, and they learn quickly! They've got lots of medals from robotics competitions in different countries. It isn't very easy to travel outside the USA when you're a student, but Oliver tries to make time for everything. It's hard work, but he enjoys it, and he's always very excited when he can go to other countries. He likes travelling by plane, and he enjoys riding a bike in the cities that he visits. But most of all, he loves making robots with his friends on the team.



Grammar and vocabulary

- 5 **Read the article and choose the correct answers.**



The man with the fastest fingers

Ben Lee is a musician. He ^a..... the violin. He has a band called FUSE with another violinist called Linzi Stoppard ^b..... are Ben and Linzi from? They're from the UK.

Ben and Linzi ^c..... classical music. They have electric violins and they play rock music. Ben and Linzi don't ^d..... together. Ben ^e..... for other bands, like Arctic Monkeys and Gorillaz. But Ben likes ^f..... the violin with Linzi and they ^g..... to many different countries to give concerts together. They usually go ^h..... plane.

Ben plays the violin ⁱ..... but he also plays it very fast. There is a difficult piece of violin music called The Flight of the Bumblebee. Ben ^j..... it in under a minute. He is the fastest violin player in the world.

- a play b plays c playing
- a when b where c what
- a don't play b doesn't play c not play
- a play always b always playing c always play
- a often play b often plays c plays often
- a play b plays c playing
- a travel b travels c travelling
- a by b in c on
- a very good b very bad c very well
- a can play b can plays c can playing

Writing

- 6 **Write an informal letter to your new English-speaking pen pal. Tell them about your interests and the things you do in your free time. Include this information:**

- your name, age and where you live.
- your favourite subjects at school.
- what music you like and what instruments you play.
- what sports you do.
- what other free-time activities you enjoy.
- when you do your hobbies.

Posted on 15 March | 16.13

Hello! I'm Zoë and I'm in my third year of secondary school. My goals for the rest of this year are to:
 ★ study better. ★ learn Spanish. ★ have more free time.
 And yes, I think all three things are possible! (25)

This is my typical school day.



Before school

It's 7.30 and it's time to get up! I have a shower and get dressed. Then I have breakfast with my family. I usually have a big bowl of cereal and fruit. I've got a science test later today, so I don't want to be hungry.



Then my friends and I often go outside for a while before lessons start again. We love playing football in the playground!



After breakfast, I look at my flashcard app and learn three new Spanish words. Then I try to remember them while I brush my teeth. I do the same thing every evening.



After school
I get home and watch TV with my little sister. I need a break after a long day at school! Then I start my homework. First, I look at my homework app and check what I need to do. Today I've got maths and English homework. There are only two exercises to do for maths, so I finish them before we all eat dinner together.



I walk to school with my friend Elsa and we revise for our tests together. Elsa asks me questions and I answer them. Then I ask her some questions.



After dinner, I start my English homework. I need to write an essay. I've got three days to do it, but I want to start today. First, I read my notes from class and do some research online. Next, I take some paper and coloured pens and make a mind map. After that, I can write the introduction and the first paragraph.



At lunchtime

I eat lunch at school with my friends. My dad makes a packed lunch for me. It's always very healthy, with some fruit and vegetables. It stops me feeling tired in the afternoon.



In the evening
I quickly revise my Spanish words from this morning. But that's enough work for today and now it's time to relax! I listen to music, play games on my tablet or watch some more TV. And I spend time with my family and my cat, Cleo. At 10.30 I go to bed. I need at least eight hours' sleep!

22

Dedicated *Global skills* spread after every two units as an integral part of the course

[illegible]

4 Read the blog post again. When does Zoë use these strategies?

- Use apps to help with learning and to organize work.
- Take time to relax and sleep.
- Learn information in small amounts and look at it lots of times.
- Study with friends.
- Do a big piece of work in small steps.
- Make mind maps to organize ideas.
- Eat healthy food and eat regular meals.
- Do exercise.

5 Work in pairs and discuss the questions.

- How is your school day similar to Zoë's? How is it different?
- Which of the strategies in exercise 4 do you already use? Tell your partner about each one.
- Which ones don't you use? Why not? Can you try any of them? How?

6 Read the checklist. Match the ideas about learning to learn to the strategies in exercise 4. Think of at least one more strategy for each idea.

Learning to learn

We all need to learn *how* to learn. There are lots of ways to do this. Here are some useful ideas.

- Experiment and use strategies that work for you.**
Everyone is different. Try different strategies to discover the best ones for you.
- Big doesn't always mean better.**
Don't try to do too much in one go. Large amounts of information are more difficult to remember. Long essays feel shorter when you divide them into paragraphs.
- Health matters, too.**
Look after yourself. Remember that you study better when you feel well.

7 Complete the collocations in bold with the verbs below. Then check your answers in Zoë's blog post.

■ ask ■ do ■ make ■ revise ■ write

- Let's _____ a **mind map** to organize our ideas.
- We need to _____ an **essay** of 200 words for homework.
- Can I have your Wi-Fi password? I want to _____ **some research** for my project.
- Please be quiet. I need to _____ for a test.
- Put up your hand before you _____ a **question** in class.

8 PROJECT Work in groups. Make a poster with the title 'How to be a good language learner'. Use your own ideas, do some research online or talk to other students about the strategies they use.



Assess your progress Workbook page 132

Collaborative projects encourage students to relate lesson themes to their own lives and foster learner agency

Video Studying effectively



Watch Aimee, Louis, Ruairidh and Valentina sharing their studying tips.

Watch the video online 23

Video discussion in each *Global skills* spread with a dedicated video worksheet

Literature Insight and Exam Insight

Five *Literature Insight* spreads in the Workbook introduce students to classic English literature and encourage reading for pleasure

Literary extracts and activities have been carefully selected to link with the topic and language covered in the Student Book

Five *Exam Insight* spreads in the **Workbook** provide practice for the Oxford Test of English and other international exams

Exam strategies help students learn how to deal with the most common exam tasks

Literature Insight 1 The Adventures of Tom Sawyer – Mark Twain

Before you read

- Read about Mark Twain. How old was he when he left school? What was his first job?
- Read the background to the story. Who does Tom live with?

About the author

Mark Twain (real name: Samuel Langhorne Clemens; born 1835 in Missouri, USA)

Mark Twain was an American writer, humorist, and lecturer. He is best known for his novels *The Adventures of Tom Sawyer* (1876) and *The Adventures of Huckleberry Finn* (1884). A Connecticut Yankee in King Arthur's Court (1889)

Did you know? Mark Twain grew up in Hannibal, Missouri, on the Mississippi River. The Mississippi is a very important river in the USA. When Twain was growing up, many towns escaped from their owners on this river. The river offered them freedom. This is where he set the story of Tom Sawyer and many of his other books.

Like Tom, Twain didn't like school. He left when he was 17 and got a job as a printer. He had many jobs in his life, he worked on boats on the Mississippi and he was a journalist. He also fought in the army during the Civil War. Later he became a writer. He had a lot of fun names before he chose the name Mark Twain. He named himself after a riverboat pilot's cry: 'Mark Twain' means 'two fathoms' or 'two metres' deep.

Read the extract on pages 152 to 153. Where is Joe going?

Read the extract again. Match sentences A–G to gaps 1–7 in the extract.

A. More hands came to laugh at Tom.
B. 'You call this work?' he said.
C. The next morning, Joe left town.
D. I can go to the store any time.
E. Joe began to get interested and said,
F. He sat down and ate his apple.
G. Tom thought for a second.

3 SPEAKING Work in pairs. Answer the questions.

- Why is Tom painting the fence?
- Why do Tom's friends help?
- What do you think happens next?

4 Read what happens next. What do the boys decide to do?

Background to the story

Tom Sawyer is a 10-year-old boy. He lives with his Aunt Polly and his half brother Sid in St. Petersburg, Missouri. This is a town on the Mississippi River. Tom likes swimming in the river, fishing and having adventures with his friends. He doesn't like school and he's always in trouble. Aunt Polly is often angry with him.

One day, she makes him paint the garden fence. Tom doesn't want to do this, but he thinks of a clever plan. He tells his friends that painting is fun. Some of his friends are helping.

THE ADVENTURES OF TOM SAWYER

1 'I am sorry, Tom.'

Tom said nothing. The paint brush moved up and down.

2 'Working for your aunt?' said Joe. 'I'm going down to the store. I'll see you can't come with me.'

Tom put down his brush.

3 'Painting a fence?' said Joe. 'Oh, come on! It's work!'

4 'Perhaps it is and perhaps it isn't. But I like it,' said Tom.

5 'I can't paint a fence very often.'

Joe watched Tom for about five minutes. Tom painted very slowly and carefully. He often stopped, looked back at his work, the fence and looked at his work with a smile.

6 'Tom, can I paint a little?'

7 'No, Joe, I can't.'

'OK, you can have all my apple!'

Tom gave Joe the brush. He did not smile, but for the first time that day he was a very happy boy.

8 'Yes, Joe, I can't.'

'OK, you can have all my apple!'

Tom gave Joe the brush. He did not smile, but for the first time that day he was a very happy boy.

9 'No, Joe, I can't.'

'OK, you can have all my apple!'

Tom gave Joe the brush. He did not smile, but for the first time that day he was a very happy boy.

10 'No, Joe, I can't.'

'OK, you can have all my apple!'

Tom gave Joe the brush. He did not smile, but for the first time that day he was a very happy boy.

11 'No, Joe, I can't.'

'OK, you can have all my apple!'

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Exam Insight 1

Listening

Exam strategy

- Read the questions before you listen.
- Try to predict the main topic of each recording.
- Predict the words you might hear.

1 Look at the questions in exercise 2. Match the words below with the recording you think you will hear them in.

a skateboard b water c beach d drawing e pool f singing g picnic h musical

2 EXAM TASK 40/41 Listen to recordings 1–4 and choose the correct answers.

1 On which days does the boy do his swimming lessons?

a Tuesday and Thursday
b Tuesday, Thursday and Saturday
c Tuesday, Thursday, Saturday and Sunday

2 What does Ben think about skateboarding?

a He loves it very much.
b He doesn't like it.
c He's very good at it.
d He's not very good at it.

3 What does the girl say about her family and music?

a Her mother sings, her sister plays the piano and her dad plays the guitar.
b Her mother sings, her sister plays the guitar and her dad likes to rock music.
c Her mother sings, her sister plays the piano and her dad likes to rock music.
d What does Ben want to do?

a Draw a picture of Ben.
b Draw a picture of Ben's guitar.
c Draw a picture of a football.

Reading

Exam strategy

- Read the text quickly.
- Try to find the answers for each question in the text.
- Remember – the questions aren't the same order as the information in the text.

3 Read the article about Sophie quickly. Find the following information.

- The name of the football team.
- The name of the stadium.
- The number of spectators at the match.

4 EXAM TASK Read the text. For each question, choose the correct answer.

1 What does Sophie think about the match?

a Only Sophie.
b Only Sophie and her dad.
c Everyone in Sophie's family.

2 Where does Sophie go after saying goodbye to her family?

a To the stadium.
b To her seat in the stadium.
c To the family room.
d She goes to the toilet.

3 What does Sophie think about the match?

a She doesn't like it.
b She doesn't know who to go to.
c She doesn't know who to go to.

4 Who does Sophie watch the match with?

a Her family.
b The players.
c The other mascots.

Real lives

Sophie Bennett, 14, describes her amazing experience as a Tottenham Hotspur mascot.

It is two o'clock in the afternoon on Saturday 17th June, and this is a very exciting day for me with my parents and my brother in the family room at White Hart Lane, in North London – home of Tottenham Hotspur Football Club. My whole family – my mum, my dad, my younger brother, my sister, and I are all going to the stadium and watching the Tottenham Hotspur match. It's a special day for me because I am one of the mascots for Tottenham's match today. Tottenham Hotspur chooses eleven young mascots for every important match.

Now it's half past two. I walk into the tunnel area with the other ten mascots. We meet the Tottenham players and talk to them. The players sign autographs and pose for photographs with us. 'Then we all return to the family room, we change into the Tottenham kit – special clothes for the match – and say goodbye to our families. My mum, dad and brother go to their seats in the stadium and wait for the match to begin, but I go back to the tunnel with the other mascots.

It is now three o'clock and the players are in the tunnel and ready to start the game. The ball stops and we all run out onto the pitch. Each mascot runs together with one member of the team. I am with Moussa Dembélé – a favourite player! I can hear shouting and singing from the crowds. There are more than 30,000 spectators for today's match at White Hart Lane and the noise is incredible! The players and the mascots stand together on the pitch for a photo session. The mascots shake the hands of the players and of the referees. Then, finally, we wave at the crowds for one last time before we join our families to watch the match. What an amazing experience!

Use of English

Exam strategy

- Read the text and try to guess the missing words.
- Look at the words in the list. Are they the same as the gaps?
- Complete the gaps you are certain about.
- Remember that there are four words you do not need.

5 EXAM TASK Complete the gaps in the text with the words below. There are two words that you do not need.

a can b don't c has d for e has't f has g into h listening i their j them k to

My hero

My grandfather is my hero. He's tall and he's got short white hair. He's 60 years old and he lives in a small flat next to the university. It's got a living room, a small kitchen, a bathroom and a bedroom, but it's not a house. He's got a garden. He loves to go to the cinema and he has got more than 500 CDs. He keeps a dog in a box under his bed. He plays the piano and the violin. He is a hard worker. The Old Times, sometimes they perform at a club in town. Everyone in the band is more than 80 years old. He can't walk very well, but he goes out every day and meets his friends in the library or in the park. They read the newspapers together and play chess. Sometimes, they go swimming on Friday afternoons at the sports centre. On Sundays, we usually have lunch at his flat. It's really cooking and he often prepares unusual food. We always like his food, but he's very funny and we always enjoy spending time with him.

Speaking

Exam strategy

- Read the task carefully.
- Think of one or two pieces of information for each point and one or two questions for the other person.
- Remember to show interest in the other person's information.

6 Match these words with the four points in the exam task below. There are three words for each point. Then use the words to write two sentences for each point.

a at the weekend b bedroom c brother d chat online e cousin f garden g grandfather h have a shower i often j photography k play tennis l sofa

7 EXAM TASK Role-play the situation below at a party. Student A: Talk to another guest. Find out about the person's:

a daily routine
b likes and dislikes
c family
d home

Student B: One of the other guests talks to you. Answer his/her questions about:

a your daily routine
b your likes and dislikes
c your family
d your home

Writing

Exam strategy

- Read the task carefully and make notes for each point.
- Use a new paragraph for each new point.
- Remember to check your grammar, spelling and punctuation.

8 EXAM TASK Write an email to your pen friend in another country. Describe your best friend. Write 60–80 words. Include information about:

a your friend's appearance
b your friend's personality
c your friend's interests
d where you meet and what you do together.

Welcome

Unit map

Grammar

be: affirmative and negative page 4

Possessive adjectives; *this, that, these, those* page 7

have got; Object pronouns; Articles page 8

Vocabulary

Countries and nationalities; The alphabet page 5

Family; Plural nouns page 6

Days, months and seasons; Numbers; Ordinal numbers and dates pages 10–11

Skills

Listening: Spelling words; Where are you from? page 4

Listening: Max's family page 6

Listening: What have you got? page 8

Reading: The world is a village! page 11

Lesson WA: Grammar and vocabulary SB pages 4–5

Learning objectives

Use the verb *be*

Talk about countries and nationalities

Recognize the letters of the alphabet

Materials

Workbook page 4

AfL: Learning intentions

Focus students on the learning objectives at the top of Student Book page 5. See page 10 of the Teacher's Guide for more ideas.

AfL: Diagnostics

While monitoring exercise 1, listen for how successfully or unsuccessfully students can read and recognize the letters of the alphabet, which is a learning objective for this page. See page 10 of the Teacher's Guide for more ideas.

Exercise 1 0.1

- Play the recording while students read the dialogue.
- Ask questions to check comprehension: *Where's Mateo from?* (Rome, Italy) *Who's fifteen?* (Marie) *Does Mateo like Rome?* (yes)
- Before students practise the dialogue, check students can pronounce fifteen and sixteen.
- Students practise the dialogue in pairs, while you circulate to assist as necessary. To lengthen the activity, students could practise again taking the other part.
- With a **stronger class**, ask students to read the dialogue again, but this time substituting their own name, age, country/nationality and interests.

Audio script 0.1 page 163

Exercise 2

- Check students understand *blog post* (n).
- Give students time to read the post individually and complete the exercise, then compare their answers in pairs before checking as a class.
- With a **weaker class**, read through the blog post sentence by sentence, checking students understand the words.

ANSWERS

1 b 2 c 3 a

Culture note: Oxford

Oxford is an English city with approximately 150,000 people. It is a one-hour train ride northwest of London. It is famous for its university, which is over one thousand years old.

Exercise 3

- Check students understand *be*, then elicit the short form for the first gap as an example.
- Explain that in English, short forms are usually used in speaking and often in writing (except for in very formal situations).
- After students complete the table, write the answers on the board so that students can check the placement of their apostrophes.

ANSWERS

1 I'm 2 it's 3 we're

Exercise 4

- Give students time to complete the gaps, or with a **weaker class**, complete the table together. Students often find the pronunciation of the short forms difficult, so take time to demonstrate them, asking students to listen and repeat.

ANSWERS

1 'm not 2 isn't 3 aren't

Further reference and practice Workbook page 90

1 2 are; aren't 3 are; aren't 4 is; isn't 5 is; isn't
6 'm; 'm not

Exercise 5

- Read through the first prompts and example sentences, checking students understand that the cross means to make a negative sentence and the tick means to make a positive sentence.
- Pre-teach *be good at* (v phr).
- Students complete the sentences individually or in pairs, then ask different students to write their answers on the board, with the class helping them.

ANSWERS

2 You aren't from New Zealand. You're from Greece.
3 We aren't in London. We're in Oxford.
4 They aren't my family. They're my friends.
5 I'm not good at football. I'm good at basketball.

V Insight Countries and nationalities

Countries and nationalities always start with a capital letter. Some countries have *the* in front of the main word(s), e.g. *the UK, the US, the Czech Republic*.

The UK stands for *the United Kingdom*, and *the US* stands for *the United States (of America)*. The short forms are more commonly used, and the shorter form *the US* is more common than *the USA*.

Many words for nationality are similar to the country, e.g. *Australia/Australian, Poland/Polish*. However, some are not similar, e.g. *the UK/British, the USA/American*.

Common endings for words for nationalities include: *-ian, -ish, -ese*.

Exercise 6

- Read through the countries in the quiz with students first, then give them a few minutes to complete the quiz in pairs.
- Students check their own answers.

ANSWERS

See answers at the bottom of the quiz on Student Book page 5.

Exercise 7 0.2

- Ask students to work in pairs to match the nationalities to the flags and then play the recording. Point out that the double *s* in *Russian* is pronounced 'sh'.
- With a **weaker class**, play the recording a second time for extra practice.

Audio script 0.2 page 163

ANSWERS

the UK – British, Italy – Italian, Japan – Japanese, Poland – Polish, India – Indian, Russia – Russian, China – Chinese, Germany – German, Brazil – Brazilian, Australia – Australian

Vocabulary extra: Countries and nationalities SB page 132

Exercise 1

1 Canada 2 the USA 3 Mexico 4 Brazil
5 Argentina 6 Ireland 7 the UK 8 Belgium
9 the Netherlands 10 Portugal 11 Spain 12 France
13 Germany 14 Poland 15 the Czech Republic
16 Italy 17 Hungary 18 Slovakia 19 Morocco
20 Egypt 21 Kenya 22 South Africa 23 Turkey
24 Russia 25 China 26 India 27 Thailand 28 Japan
29 Australia 30 New Zealand

Exercise 2

Students' own answers

Exercise 3

1 Belgian 2 Turkish 3 Canadian 4 Thai 5 Czech
6 Egyptian 7 Polish 8 Argentinian 9 Slovakian
10 Dutch 11 Mexican 12 Kenyan 13 Hungarian
14 New Zealander 15 Moroccan

Exercise 4

1 Northern Ireland 2 Scotland 3 England 4 Ireland
5 Wales

Exercise 5

1 Irish 2 English 3 Welsh 4 Scottish

EXTENSION

Students each find another picture on the internet related to one of the countries in the vocabulary extra to create their own collaborative class quiz, e.g. using a slide show presentation. Students show the class their picture and other students guess the country.

V Insight The alphabet

Point out that there are 26 letters in the English alphabet, five vowels (A, E, I, O, U) and 21 consonants. In the Student Book, the letters are capital or upper case, e.g. *D* but there are also lower case letters, e.g. *d*.

Check students can hear and pronounce the difference between the vowels *A, E, I*, and *G, J*, which may be different from other languages they know. Also pay special attention to the letters *W, X, Y, Z*.

Z is pronounced *zed* in British English, and *zee* in American English.

Exercise 8 0.3

- When students have practised saying the alphabet with the recording, elicit the letters of the alphabet again in the correct order, with each student saying one of the letters.
- With a **stronger class**, ask students to say the alphabet backwards, starting from Z.

Audio script 0.3 page 163

Exercise 9

- Ask two stronger students to read the example dialogue.
- Circulate while students ask and answer the questions for a few minutes, then reorganize students into new pairs.

EXTENSION: CLASS MINGLE

Have a class mingle, giving students a time limit of ten to fifteen minutes to move around the classroom, pairing up with as many different students as possible to ask and answer the questions from exercise 9. You could write or display the examples on the board as prompts.

Exercise 10

- Read through and complete the table as a class.
- Tell students that it is more common and also more polite to answer the questions with the short answer forms rather than just *yes* or *no*.
- Point out that affirmative short answers never use short forms, e.g. *Yes, I am.* ~~Yes, I'm.~~

ANSWERS

1 'm not 2 Is 3 isn't 4 are

Further reference and practice Workbook page 90

- 2 2 Is the girl happy? No, she isn't.
3 Are they sixteen? Yes, they are.
4 Are we in London? No, we aren't.
5 Are you my friend? No, I'm not.
6 Is the boy your brother? Yes, he is.

Exercise 11

- Check students understand *cousin* (n) and *best friend* (n phr).
- Elicit the first question as an example and write it on the board.
- Students complete the remaining questions individually then compare their answers in pairs before checking as a class.
- With a **stronger class**, students could be encouraged to write two more similar questions of their own.

ANSWERS

- 1 Are you from Australia? 2 Is your best friend 16?
3 Are your cousins Italian? 4 Are you good at sport?
5 Is your home in a city?

Exercise 12

AfL: Success criteria

Ask students to look at the task and discuss what a successful outcome would look like. Agree with students in advance what you will give feedback on, e.g. correct use of *be* in questions and answers.

After students have done the task, ask them to peer assess themselves on how well they completed the task.

See page 10 of the Teacher's Guide for more ideas.

- Pair students with a new partner that they have not yet worked with to ask each other the questions.
- With a **stronger class**, students could ask the questions in any order.
- For class feedback, ask one student a question. The student answers it then chooses another student to ask one of the other questions, and so on.

AfL: Assess your progress

The 'Assess your progress' page allows students to assess themselves and gives them a sense of ownership for their own learning.

Direct students to Workbook page 4 and ask them to do the exercises in class or at home, then fill in the 'Can-do' statements on page 9 for Lesson WA. Encourage them to think about and make brief notes on how well they have done and to think about future learning opportunities. 'How can I improve?' suggestions: Write three more similar questions to those in exercise 11 then record yourself answering them.

Lesson WB: Grammar and listening SB pages 6–7

Learning objectives

Talk about your family tree

Use plural nouns

Use determiners to talk about your family

Materials

Workbook page 5

AfL: Learning intentions

Focus students on the learning objectives at the top of Student Book page 7. See page 10 of the Teacher's Guide for more ideas.

AfL: Diagnostics

While monitoring exercise 1 before you play the recording, listen to how successfully or unsuccessfully students use words to talk about the family tree, which is related to the learning objective for this page. See page 10 of the Teacher's Guide for more ideas.

Insight Family

Some family words have a similar word which is more informal and is used to talk directly to the person, e.g. mother – *mum/mummy*,

father – *dad/daddy*,

grandmother – *gran/granny*.

Your *big sister* / *big brother* is older than you. Your *little sister* / *little brother* is younger than you.

The word *cousin* is used for any gender.

Exercise 1 0.4

- As you teach this lesson, be mindful that family may be a sensitive issue for some students and that there are many different types of family structure.

- Point out the photo on Student Book page 6 and explain that this is Max and his grandparents.
- Then point out Max's family tree (checking students understand both words) and ask students to find Max on it. Point out that the family words should all be relative to him.
- Give students a few minutes to work in pairs and write as many family words under the correct names as they can before you play the recording.
- As you check answers as a class, focus on the pronunciation of *uncle*, *grandfather* and *grandmother*, pointing out that the *d* in the last two words is silent.
- Point out that Max's family is just one example of a family and that families take many forms and different sizes. Give some examples of other family forms, e.g. a very large family with stepbrothers and sisters, a grandmother raising her grandchild with no other family, a family with one parent, a couple with no children, etc.

ANSWERS

1 grandfather 2 grandmother 4 dad 5 mum
6 parents 7 uncle 8 aunt 9 brother 10 sister
11 cousin 12 cousin

Audio script 0.4 page 163

Exercise 2 0.5

- Point out that these sentences all relate to the family tree in exercise 1. With a **weaker class**, do the first item together, eliciting the correct answer.
- Students work individually to do the exercise then compare their answers in pairs.
- Play the recording for students to check their answers. Encourage students to practise the pronunciation of the words, especially *daughter*, *husband* and *niece*.

ANSWERS

1 husband 2 grandson 3 niece 4 nephew 5 son
6 wife 7 granddaughter 8 daughter

Audio script 0.5 page 163

Exercise 3

- Point out that for each sentence, pairs need to choose a person and write a sentence about one of that person's family members and their relationship.
- With a **weaker class**, give another example, e.g. *Clive's my dad*. Then ask students to guess who you are. (*Caroline or Mark*)
- Circulate to assist as necessary as pairs write their sentences.
- During the guessing stage, pairs work with another pair. Remind students to use short answers to the questions e.g. *Yes, I am. No, I'm not*. They can refer back to Student Book page 5 if necessary.

V Insight Plural nouns

Most nouns in English are formed by adding an *s*. When a noun ends with *y*, the *y* is replaced in the plural form by *-ies*. e.g. *one family, two families*. There are very few irregular plurals in English, so it is a good idea for students to keep a record of them and learn them. Other common irregular plurals include: *foot – feet*, *tooth – teeth*, *mouse – mice*. Point out and ask students to practise the difference in pronunciation between the irregular plurals *man/men* and *woman/women*.

Exercise 4 0.6

- Read through the table with the class, giving students more examples for each category, e.g. regular plural: *cousin/cousins*, *aunty/aunties*; irregular plural: *wife/wives*.
- After students do the exercise, play the recording once for students to check their answers, then again for students to repeat.

Audio script 0.6 page 163

ANSWERS

1 women, aunts 2 children 3 cousins, friends
4 people, men 5 countries

Exercise 5

- Tell students that the photos are of people in Max's family.
- Give students two minutes to read the descriptions of them to work out who is the writer.

ANSWER

Caroline or Paul (one of the parents)

Language note

Possessive adjectives in English describe who a noun belongs to or relates to. They come before the noun that they describe:

my aunt, your uncle.

The possessive adjectives are the same for singular and plural forms of the noun: *her cousin, her cousins*.

When you use a possessive adjective, don't use an article: *the his sons*.

Exercise 6

- Point out that the bold words in the text are possessive adjectives.
- Students complete the exercise on their own or in pairs before checking as a class.

ANSWERS

1 my 2 his 3 her 4 our 5 their

Further reference and practice Workbook page 90

1 2 His 3 Their 4 Her 5 Your 6 My

Exercise 7

- Pre-teach or elicit the meaning of *tired* (adj), *happy* (adj) and *exam* (n).
- Explain to students that they have to read the sentences carefully and decide if the words are subject pronouns (*I, you*, etc.) or possessive adjectives (*my, your*, etc.). Point out that possessive adjectives come before a noun, whereas subject pronouns usually come before a verb.
- Students compare answers in pairs before checking as a class.

ANSWERS

1 my, We 2 She, your 3 your, its 4 He, his
5 They, their

Exercise 8

- As you read through the rules in the box with the class to complete them, demonstrate the meanings by referring students to the pictures and pointing to things in the classroom. Use *this* and *these* for things that are close to you and *that* and *those* for things that are further away.

ANSWERS

1 this 2 that 3 these 4 those

Further reference and practice Workbook page 90

1 2 Those 3 this 4 these 5 That 6 Those

Exercise 9

- Ask students to look at the picture of the family group and to identify the people who are close to the front and those that are further away.
- Remind them that they will also need to decide whether the noun is singular or plural to help them decide which word to use.
- Students work in pairs to complete the exercise, then check as a class.

ANSWERS

1 These, Those 2 This, that 3 That, this

Exercise 10

AfL: Success criteria

Ask students to look at the task and discuss what a successful outcome would look like. Agree with students in advance what you will give feedback on, e.g. say at least three sentences about your family tree, use determiners correctly to talk about your family.

After students have done the task, ask them to peer assess themselves on how well they completed it.

See page 10 of the Teacher's Guide for more ideas.

- Give students the option to draw their real family tree or an imaginary one.
- While students ask and answer the questions, circulate and monitor, noting down anything for class feedback.
- For a longer activity, students could repeat the task with a new partner.

AfL: Assess your progress

The 'Assess your progress' page allows students to assess themselves and gives them a sense of ownership for their own learning. Direct students to Workbook page 5 and ask them to do the exercises in class or at home, then fill in the 'Can-do' statements on page 9 for Lesson WB. Encourage them to think about and make brief notes on how well they have done and to think about future learning opportunities. 'How can I improve?' suggestions: Draw a family tree for a fictional family from one of your favourite books/films/TV shows and talk about it with a partner; write a paragraph about your family or a family you know.

Lesson WC: Grammar SB pages 8–9

Learning objectives

Use *have got* to describe people

Use object pronouns

Use articles before nouns

Materials

Workbook page 6

AfL: Learning intentions

Focus students on the learning objectives at the top of Student Book page 9. See page 10 of the Teacher's Guide for more ideas.

Language note

In English, we commonly use *have got* to talk about things that we have, e.g. family members, personal features and things, e.g. *I've got one sister. She's got black hair. She's got a nice guitar.*

Exercise 1 0.7

- Focus students on the photos to teach the words *football* (n) and *guitar* (n).
- Play the recording while students read the dialogue. Then give them a moment to decide who the people in the photo are.

Audio script 0.7 page 163

ANSWERS

1 Sophie 2 Peter

AfL: Diagnostics

While monitoring exercise 2, listen to how successfully or unsuccessfully students find the forms of *have got*, which is related to a learning objective for this page. See page 10 of the Teacher's Guide for more ideas.

Exercise 2

- Focus students' attention on the table and explain that the contracted forms are in brackets. Remind students that we usually use contracted forms in informal written English and when we are speaking.
- Do the first item together before students complete it on their own or in pairs.
- Elicit the answers, writing them on the board so that students can check their spelling.

ANSWERS

1 've got 2 's got 3 Have 4 Has 5 have 6 hasn't

Further reference and practice Workbook page 91

1 3 haven't got 4 haven't got 5 Has (Anna) got; hasn't 6 've got 7 has got 8 hasn't got
2 1 d 2 c 3 a 4 e 5 b

Exercise 3

- Tell students that they can use the table in exercise 2 to help them. Ask them if the text is formal or informal. Elicit that it is informal, so they should use contracted forms.
- Students complete the text individually and then compare their answers in pairs.
- As you check the answers, demonstrate the pronunciation of the different forms, especially the negative forms *haven't got* / *hasn't got*.

ANSWERS

1 've got 2 haven't got 3 've got 4 's got 5 hasn't got 6 's got 7 haven't got 8 have got

Exercise 4 🎧 0.8

- Check students understand *laptop* (n) and *school band* (n).
- To check students understand the instructions, elicit the first question: *Have you got a brother?* Write this on the board as a prompt for students to refer to during the exercise.
- Give students a few minutes to do the exercise. Then play the recording for them to circle Ian's answers.

Audio script 0.8 page 163

ANSWERS

- 1 Have you got a brother? ✓
- 2 Have you got a sister? ✗
- 3 Have you got a dog or a cat? ✗
- 4 Have your friends got laptops? ✓
- 5 Has your class got nice teachers? ✓
- 6 Has your school got a school band? ✗

Exercise 5

- Model the activity. Ask: *Have you got a brother?* and elicit a reply from a student.
- Students ask and answer in pairs.
- Circulate and monitor, noting any common strengths or common errors for class feedback.

EXTENSION

Students ask some of their own questions using *have got* and any other words they know, e.g. *Have you got a phone?*

Exercise 6

- Refer students back to the dialogue in exercise 1 again to find and underline five object pronouns.

ANSWERS

Peter is in it and I like him.
He's in the music club with me.
Oh, I like them.
I'm in the film club with her.

Exercise 7

- With a **stronger class**, ask students to cover exercise 6.
- As you check answers as a class, point out that *it* is the same in both subject and object pronoun forms.

ANSWERS

- 1 me
- 2 him
- 3 her
- 4 it
- 5 them

Further reference and practice Workbook page 91

- 1 2 She's got it.
- 3 I haven't got them.
- 4 Jude likes us.
- 5 We are with her.

Exercise 8

- Give students a few minutes to complete the exercise individually or in pairs before checking answers as a class.

ANSWERS

- 1 him
- 2 me
- 3 it
- 4 them
- 5 us

Exercise 9

- Explain that *a*, *an*, and *the* are articles, and '–' means *zero/no article* in this exercise.
- Students read the examples in pairs (or read them as a class). Then elicit the answer.

ANSWER

a noun

Language note: Zero article

We use zero article for most cities and countries (with a few exceptions such as the UK and the USA).

Exercise 10

- Read through the first rule with the class and elicit the example it matches from exercise 9 (*example 3*).
- Students work on their own to complete the exercise. They then compare answers in pairs before checking as a class.

ANSWERS

- a 3
- b 1
- c 4
- d 2
- e 5

Further reference and practice Workbook page 91

- 1 1 The
- 2 the
- 3 a
- 4 a; a; The
- 5 an; a
- 6 a

Exercise 11

- Students complete the sentences individually and then compare their answers in pairs.
- As you check the answers, ask students if they can find the rule for each answer from exercise 10.

ANSWERS

- 1 an, –, a
- 2 a, The, –, –
- 3 an, The, –
- 4 a, The, –

Exercise 12

AfL: Success criteria

Ask students to look at the task and discuss what a successful outcome would look like, e.g. use *have got* correctly, use articles correctly, write at least three sentences. After they have done the task, get them to check their work, referring to the list, and peer assess themselves on how well they completed the task. See page 10 of the Teacher's Guide for ideas for ideas.

- Ask students to look at the photo and complete the description. They can use the table in exercise 6 to help them if necessary.
- After checking answers as a class, put students into pairs to write their descriptions.
- Circulate to assist with language and ideas as required.
- To lengthen the activity, students share their description with another pair, who guess which picture it is.

ANSWERS

- 1 has got
- 2 –
- 3 a
- 4 the / his
- 5 has
- 6 a
- 7 his / the
- 8 them

Vocabulary extra: Colours SB page 133

Exercise 1

- 1 green
- 2 red
- 3 yellow
- 4 black
- 5 orange
- 6 white
- 7 pink
- 8 brown
- 9 blue
- 10 purple

Exercise 2

- 1 yellow bus
- 2 blue dress
- 3 red door
- 4 green banana
- 5 orange pen
- 6 purple watch
- 7 black horse
- 8 pink book
- 9 white cat
- 10 brown leaf

Exercise 3

Students' own answers

AfL: Assess your progress

The 'Assess your progress' page allows students to assess themselves and gives them a sense of ownership for their own learning.

Direct students to Workbook page 7 and ask them to do the exercises in class or at home, then fill in the 'Can-do' statements on page 9 for Lesson WC. Encourage them to think about and make brief notes on how well they have done and to think about future learning opportunities. 'How can I improve?' suggestion: Write five sentences about one of your own photos of people; write a description of yourself and things you have got.

Lesson WD: Listening, vocabulary and speaking

SB pages 10–11

Learning objectives

Talk about days, months and seasons

Use numbers

Say dates

Materials

Workbook pages 7–8

AfL: Learning intentions

Focus students on the learning objectives at the top of Student Book page 11. See page 10 of the Teacher's Guide for more ideas.

V Insight Days, months and seasons

The words for days and months start with a capital letter.
The weekend = Saturday and Sunday.
In American English, *autumn* is called *fall* because of the falling leaves in that season.

AfL: Diagnostics

Before you start exercise 1, brainstorm any days, months and seasons which students already know, which relates to the first learning objective of this page. See page 10 of the Teacher's Guide for more ideas.

Exercise 1

0.9

- Ask students what day it is in their language. Then ask them to find the corresponding English word in exercise 1.
- Ask students to order the days as quickly as possible. The first student to finish should put their hand up.
- Play the recording for students to check their answers and repeat, paying special attention to *Wednesday* and the initial sounds in *Tuesday* and *Thursday*.

Audio script 0.9

page 163

ANSWERS

Wednesday 3 Friday 5 Sunday 7 Tuesday 2
Saturday 6 Monday 1 Thursday 4

Exercise 2

0.10

- Play the recording for students to listen to the endings.
- Play it again so they can repeat and check their answers. If necessary, do this more than once.
- With a **stronger class**, ask students to close their books and try the exercise again.
- Elicit the months in the correct order, with each student saying one of the months.

Audio script 0.10

page 163

ANSWERS

February July September October November
December

Exercise 3

0.11

- Students match the seasons to the photos.
- Play the recording for students to listen, check and repeat, pointing out that the final *n* in *autumn* is silent.

Audio script 0.11

page 163

ANSWERS

1 spring 2 summer 3 autumn 4 winter

Exercise 4

- As students ask and answer the questions in pairs, circulate and monitor, checking that students are pronouncing the days of the week and the months correctly.

ANSWERS

1 a Monday, Tuesday, Wednesday, Thursday, Friday
b Saturday, Sunday
2 Students' own answers
3 a Students' own answers b January
4 In the northern hemisphere: a March, April, May
b September, October, November
In the southern hemisphere: a September, October,
November b a March, April, May

V Insight Numbers

Check students know that the word *zero* means 0.
A hyphen is used in numbers between 21 and 99 that don't end in 0, e.g. *twenty-one*.
Pay special attention to the pronunciation of *eleven*, *twelve*, *thirteen*. Point out the difference in emphasis between *thirteen* and *thirty*.

Exercise 5

0.12

- Ask students to start counting from one to see how many numbers they already know. Then play the recording for students to check, listen and repeat.

Audio script 0.12

page 163

Exercise 6

0.13

- Students should write the numbers in the gaps.
- After playing the recording to check the answers, write up the numerals for a hundred (100) and a million (1 000 000) for students to check.

Audio script 0.13 page 163

ANSWERS

1 thirty 2 sixty 3 seventy 4 a hundred 5 a million

Exercise 7 0.14

- Give students time to read the example numbers before you play the recording for them to listen and repeat.
- With a **weaker class**, play the recording a second time.
- Students write the numbers individually then compare their answers in pairs before checking as a class. Point out that there is an *and* after the word *hundred* in *a hundred* and *twenty-four*.

Audio script 0.14 page 163

ANSWERS

1 35 2 2,000 3 78 4 252 5 96 6 8,000,000

Exercise 8

- While students ask and answer the questions, circulate and monitor language used, noting down anything for class feedback.
- For a longer activity, students could repeat the task with a new partner.

Exercise 9

- Play the recording for students to listen and repeat.
- Point out that *first*, *second* and *third* are especially irregular and should be learned by heart.

Exercise 10

- Read out the rules, then ask a student to say today's date and write it on the board.
- Give students two minutes to complete the sentences.
- Play the recording for students to check and repeat.
- Ask different students to say the sentences. Focus on correct stress and pronunciation, including the *th /ð/* sound. Explain that students need to put their tongue between their teeth to make the *th /ð/* sound correctly.

ANSWERS

1 22(nd) April
2 14(th) February
3 31(st) December
4 1(st) January
5 31(st) October
6–8 Students' own answers

Exercise 11

- Explain the meaning of *village* (n). Read out the first sentence of the text and check students understand it.
- Students work in pairs to read and complete the text with their guesses.
- Play the recording for students to check their answers. Ask if anything surprised them.

ANSWERS

1 Ten 2 Thirty-four 3 Sixteen 4 Fifty-seven
5 eleven 6 Seventy-five 7 Fifty-three

Exercise 12

AfL: Success criteria

Ask students to look at the task and discuss what a successful outcome would look like. Agree with students in advance what you will give feedback on, e.g. correct use of questions, answering each question, speaking clearly. After the task, ask students to reflect on how well they did against their agreed successful outcome benchmark. Ask: *Did you find the task easy or difficult? Why? What could you improve?*
See page 10 of the Teacher's Guide for more ideas.

- Tell students that these questions revise language covered in the whole unit.
- After students match the questions in pairs, check the answers before they ask and answer them.
- Students could work in different pairs or small groups to ask and answer the questions.
- Circulate and monitor, helping with vocabulary, pronunciation and ideas where necessary.

ANSWERS

1 b 2 e 3 a 4 c 5 f 6 h 7 d 8 g

Vocabulary extra: The time SB page 133

Exercise 1

1 six o'clock 2 five past six 3 ten past six 4 quarter past six 5 twenty past six 6 twenty-five past six 7 half past six 8 twenty-five to seven 9 twenty to seven 10 quarter to seven 11 ten to seven 12 five to seven

Exercise 2

1 half past three 2 ten past five 3 twenty to four 4 two o'clock 5 quarter past seven 6 twenty-five to nine 7 five past eleven 8 ten to one 9 twenty past eight 10 quarter to ten 11 twenty-five past six 12 five to twelve

Exercise 3

1 It's two twenty. 2 It's six fifty. 3 It's ten fifteen. 4 It's three thirty-five. 5 It's nine oh five. 6 It's eight thirty.

Exercise 4

Students' own answers

AfL: Assess your progress

The 'Assess your progress' page allows students to assess themselves and gives them a sense of ownership for their own learning.

Direct students to Workbook pages 7–8 and ask them to do the exercises in class or at home, then fill in the 'Can-do' statements on page 9 for Lesson WD. Encourage them to think about and make brief notes on how well they have done and to think about future learning opportunities.

'How can I improve?' suggestions: Make a poster with words for months or seasons from the lesson; write down five special dates for you in English and share them with a partner; find and listen to a song online which teaches days of the week or months of the year.

Unit map

Grammar

Present simple: affirmative and negative pages 14–15

Present simple: questions page 16

Question words page 17

Vocabulary

Daily routines page 12

Prepositions of time page 13

School subjects page 16

Transport page 18

Skills

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Review

Review 1 page 21

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Video

Online video: Nadiya's family

Global skills video: Studying effectively

Lesson 1A: Reading and vocabulary SB pages 12–13

Learning objectives

Use phrases to describe daily routines

Work out the meaning of unknown words in a text

Use prepositions of time to talk about routines

Materials

Workbook page 10

Communication worksheet 1A: Vocabulary

AfL: Learning intentions

Focus students on the learning objectives at the top of Student Book page 13. See page 10 of the Teacher's Guide for more ideas.

AfL: Diagnostics

While monitoring exercise 1, listen for how successfully or unsuccessfully students use phrases for daily routines and prepositions of time. Note down if students already know any phrases from exercise 2 and any errors related to these language points, which can be addressed during the lesson. See page 10 of the Teacher's Guide for more ideas.

Exercise 1

- Check students understand and can pronounce *routine* (n).
- Students do the exercise in pairs, then have a brief class feedback.

V Insight Daily routines

Daily means something that happens every day.

Phrases for daily routines usually have a verb + noun, e.g. *have dinner*.

Students need to learn which phrases take different articles (*a* or *the*) or no article before the noun.

I have a shower. I use the internet. I watch TV.

Exercise 2

- Give students two minutes in pairs to match the photos to the phrases. Remind them that they do not need to use all of the phrases.
- Tell students that you will check answers in exercise 4.

Culture note: *Mate*

In recording 1.1, Callum's friend asks: *How are you, mate?* *Mate* is an informal word for *friend*, often used when saying hello, e.g. *Hey, mate!* In the UK and Australia, it's also common to talk informally about your friends as mates, e.g. *I have lunch with my mates every day.*

Exercise 3 1.1

- Tell students that they are going to hear a teenager called Callum doing seven things in his daily routine, but not in order.
- Play the recording for students to write the daily routines, using phrases from exercise 2.
- Ask students to compare their answers in pairs. The answers will be checked in exercise 4.

Audio script 1.1 page 164

ANSWERS

Exercise 2

1 have breakfast 2 do homework 3 use the internet
4 watch TV 5 have lunch 6 go to bed

Exercise 3

1 meet friends 2 play football 3 start school
4 get up 5 get home 6 chat on the phone
7 have a shower

Exercise 4 1.2

- Tell students that as you play the recording, they should check their answers and repeat each phrase aloud.
- Check and practise the pronunciation of *breakfast*, *friend* and *shower*. Ask students if there are any other phrases they would like to check.

Audio script 1.2 page 164

EXTENSION

In pairs or small groups, students take turns to act out one of the daily routines from the lesson. The other students guess the routine.

Exercise 5

- Tell students that looking at the title and photos of an article can help them work out what words mean. Read the title aloud, so students can hear the pronunciation of *Antarctica*.
- Write the following words on the board: *research station*, *ice*, *lights*, *garden*. Ask students to work in pairs to find the words in the photos.
- Elicit answers to the question. Ask students not to use dictionaries when reading the article.

ANSWERS

They stay inside most of the time because it's so cold.

Exercise 6

- Give students time to read the article again and do the exercise on their own.
- Students compare their answers in pairs before checking as a class.

ANSWERS

1 T 2 F – It's 20°C all year.
3 F – Maria says the food is really good. 4 T
5 T 6 F – She goes to bed early during the week.

Exercise 7

- As you read through the strategy with the class, focus students on the first word in bold (*permanent*). Work through the strategies in the box as a class then elicit the meaning.

- Students do the exercise on their own. They then compare their answers in pairs before checking answers as a class.

ANSWERS

permanent – all the time
astronomer – a person who studies the stars and space
canteen – a place where you can eat food that someone else cooks for you in a school, factory or workplace
fresh – describes food that is not frozen/processed
musician – someone who plays a musical instrument
concert – a public music performance

Exercise 8

- Give students time to think about their answer to the question on their own first.
- Students discuss their answers in pairs or small groups and then have a brief class feedback.

EXTENSION

To lengthen the activity, write extra questions on the board for students to discuss during exercise 8.

How is your life the same as Maria's? How is it different?

Would you like to work in Antarctica? Why / Why not?

Insight Prepositions of time

Point out that for parts of the day, we usually use *in*, e.g. *in the morning*, *in the afternoon*, *in the evening*, *but*, *at night*.

We use *on* + days of the week, e.g. *on Friday*.

We also use *on* with days of the week + parts of the day, e.g. *on Saturday night*, *on Sunday morning*, *on Monday afternoon*.

For special times of more than one day, use *at*, e.g. *at Christmas*, *at Eid*.

For a specific special day, use *on*, e.g. *on Christmas Day*, *on my birthday*, *on New Year's Eve*.

Exercise 9

- Give students time to complete the table on their own. They then compare their answers in pairs before checking as a class.

ANSWERS

1 at 2 on 3 in 4&5 before, after, at

Exercise 10

- Remind students to use the table in exercise 9 to help them with this exercise.
- Circulate and monitor, noting any common errors.

ANSWERS

1 at 2 – 3 In 4 in 5 on 6 – 7 In 8 At
9 – 10 at

Exercise 11

AfL: Success criteria

Ask students to look at the task and discuss what a successful outcome would look like. Agree with students in advance what you will give feedback on, e.g. use of at least four different phrases for daily routines and at least four different prepositions of time.

After students have done the task, ask them to peer assess each other on how well they completed the task.

See page 10 of the Teacher's Guide for more ideas.

- Give a few sentences about your own routine as an example, e.g. *On a school day, I get up at 7 a.m. I get to school at 8 a.m. and I have a big cup of coffee.*
- Students take turns to say sentences about their routine.
- Ask each student to share one thing from their routine with the class.

AfL: Assess your progress

Direct students to Workbook page 10 and ask them to do the exercises in class or at home, then fill in the 'Can-do' statements on page 17 for Lesson 1A. Encourage them to think about and make notes on how well they have done and to think about future learning opportunities.

'How can I improve?' suggestions: Write a paragraph about your daily routine; start a vocabulary notebook; choose an English song and guess some unknown words from the context.

Further practice

Communication worksheet 1A: Vocabulary

Lesson 1B: Grammar and listening

SB pages 14–15

Learning objectives

Understand descriptions of morning routines

Use the present simple to talk about routines, facts and general truths

Understand someone describing a hobby

Materials

Workbook page 11

Communication worksheet 1B: Grammar

Pronunciation Insight worksheet 1: Present simple -s endings

AfL: Learning intentions

Focus students on the learning objectives at the top of Student Book page 15. See page 10 of the Teacher's Guide for more ideas.

Grammar

Exercise 1

- Check students understand *typical* (adj) and *early* (adv).
- Students discuss the questions in pairs. Have a brief class feedback.
- Elicit the meaning of *wonderful* (adj) in the title. Give students a few minutes to read the article and then elicit the answers. Check if students have any questions about vocabulary in the text.

Exercise 2

- Give students time to do the exercise on their own.
- Students compare their answers in pairs before checking as a class.

ANSWERS

1 gets 2 watches 3 has 4 studies 5 lives 6 loves

AfL: Diagnostics

While monitoring exercise 3, listen to how successfully or unsuccessfully students use present simple to talk about routines, facts and general truths, which is a learning objective for this page. See page 10 of the Teacher's Guide for more ideas.

Culture note: Early bird

Early bird comes from a saying 'The early bird catches the worm'. A person who likes getting up early and feels good in the morning is *a morning person*. A word for someone who likes to go to bed late is *a night owl*.

Exercise 3

- Read through the questions and example with the class.
- Ask a student to ask you the questions and give a few example sentences with your own answers, using present simple.
- Students discuss the questions in pairs or small groups.
- For class feedback, direct questions to different students, e.g. say: *Lina, do you like getting up early in the morning? Andor, how about you?*

Language note: Present simple

Emphasize that in English most present simple forms are the same as the base form of the verb, e.g. For the verb *practise*, the forms are: *I practise, you practise, we practise, they practise*.

Only the third person singular (*he/she/it*) uses a different form: *he practises*.

Remind students that the verb *be* is irregular.

The present simple forms are: *I am, you/we/they are, he/she/it is*. (See Student Book page 4.)

Exercise 4

- Check students understand *facts* (n) and *general truths* (n).
- Students do the exercise on their own before checking answers as a class.

ANSWERS

1: 1, 2, 3, 4 2: 5, 6

Exercise 5

- Students work on their own. They then compare their answers in pairs.
- Check the answers as a class, demonstrating pronunciation of the forms. Highlight how the -es ending becomes a new syllable, e.g. *watch* is one syllable but *watches* is two. Also, focus on how the final *s* in *he/she/it* forms is pronounced /z/.

ANSWERS

1 swim 2 study 3 have 4 swims 5 studies
6 watches 7 has

Language note: Present simple: pronunciation

There are three different sounds for the third person present simple ending:

/s/ e.g. *gets, likes*

/z/ e.g. *goes, swims, lives*

/ɪz/ e.g. *watches*

Exercise 6

- Students complete the exercise on their own or in pairs before checking as a class.

ANSWERS

1 b 2 a 3 d 4 c

Further reference and practice Workbook page 92

1 2 study 3 finishes 4 has 5 writes 6 meet
7 love 8 live

Culture note: Pronouns

In English, some people use pronouns other than *he/she* to refer to themselves in the singular, e.g. *they*, because these better describe their identity. Sometimes people share pronouns after their name in emails or in other online activities.

Gina Redston (she/her), Jay Andrews (they/them)

It is also common to use *they* for a singular person when talking about someone who isn't present, when you don't know the pronoun, e.g. 'My friend lives in Sweden.' 'Really?' 'What city do they live in?'

Exercise 7

- Tell students to find four examples not including *be*.
- Elicit examples and demonstrate pronunciation, asking students to repeat, especially *goes* (one syllable) and *practises* (three syllables).

ANSWERS

More examples (not including *be*): *goes, practises, says, jumps*

Exercise 8

- Give students time to write sentences on their own and then compare in pairs.
- While checking as a class, write the verb forms in each sentence on the board so that students can check their spelling.

ANSWERS

- Her mum works at her school.
- Her school finishes at four o'clock.
- Nico does two hours of homework after school. / After school, Nico does two hours of homework.
- He has dinner with his family at eight o'clock. / At eight o'clock, he has dinner with his family.
- He goes running with his brother at the weekend. / At the weekend, he goes running with his brother.

Exercise 9

- Tell students about the daily routine of someone you know as an example. Use the verbs from the lesson in affirmative forms, e.g. *My brother gets up at six in the morning.*
- Some students might enjoy describing the routine of a pet.
- Give students a few minutes to think about and make notes on at least four things to say about their person's daily routine.

EXTENSION

Ask students to reflect on their task and identify any parts to improve or pronunciation to check. Give them a few minutes to practise and check those parts. Then put students into new pairs to repeat the task with increased confidence and fluency.

Exercise 10

- Read through the examples, focusing on the pronunciation of *doesn't* and *don't*. Ask students to practise and repeat the words individually, then repeat the example sentences.
- Write the examples students find on the board.

ANSWERS

More examples: *don't like, don't get up, don't mind, don't (usually) go, don't swim*

Exercise 11

- Students complete the rules then check answers as a class.

ANSWERS

a don't b doesn't

Further reference and practice Workbook page 92

- 2 don't study 3 doesn't finish 4 doesn't have
5 doesn't write 6 don't meet 7 don't love
8 don't live
- 2 doesn't make 3 starts 4 watch 5 don't like
6 don't go 7 has 8 sleeps
- 4 2 doesn't like 3 have 4 play 5 gets up
6 don't understand

Exercise 12

- Complete the first sentence together as an example.
- Students complete the rest of the exercise on their own, then compare answers in pairs before checking as a class.

ANSWERS

- don't; like 2 doesn't; have 3 don't; meet
4 doesn't; start 5 don't; do

Exercise 13

- Pre-teach *gymnast* (n), *gymnastics* (n). Tell students that a gym can be a place to do gymnastics or a place to do other exercise.
- Students work in pairs to complete the text. Point out that they will sometimes need the negative form.
- Check answers as a class.

ANSWERS

- don't do 2 like 3 gets up 4 gets 5 doesn't have
6 goes 7 starts 8 finishes 9 doesn't feel 10 says

Exercise 14 1.3

- Explain that you are going to play the recording once for students to listen to find out Jake's hobby.

Audio script 1.3 page 164

ANSWERS

playing online games / computer games

Exercise 15 1.3

- Give students a minute to read the sentences before you play the recording again.
- Play the recording once and then allow students to check their answers in pairs.

ANSWERS

1 plays 2 goes 3 don't live 4 don't play
5 doesn't do 6 like

Exercise 16

AfL: Success criteria

Ask students to look at the task and discuss what a successful outcome would look like. Agree with students in advance what you will give feedback on, e.g. write at least five sentences, use the present simple negative correctly, use different verbs in each sentence.

After they have done the task, ask them to peer assess themselves on how well they completed the task.

See page 10 of the Teacher's Guide for more ideas.

- Model the speaking activity for students by saying five negative sentences (not using *be*) and asking students to guess if they are true or false, e.g. *I don't like chocolate*.
- They then work in pairs. Circulate and monitor, checking that students are forming the verbs correctly and pronouncing *don't/doesn't* correctly.
- Ask students to reflect on their task. If time, ask students to repeat the task with a new partner, aiming to improve what they identified in their reflection.

AfL: Assess your progress

Direct students to Workbook page 11 and ask them to do the exercises in class or at home, then fill in the 'Can-do' statements on page 17 for Lesson 1B. Encourage them to think about and make brief notes on how well they have done and to think about future learning opportunities.

Encourage students to start noticing how present simple affirmative and negative is used when they listen to English online, on TV or in songs, and to bring in examples to discuss in class.

'How can I improve?' suggestions: Write a paragraph about someone's daily routine (e.g. someone they know or a celebrity); look up at least three more words related to a hobby and add them to your vocabulary notebook.

Further practice

Communication worksheet 1B: Grammar

Pronunciation Insight worksheet 1: Present simple -s endings

Lesson 1C: Culture Reading, vocabulary and grammar SB pages 16–17

Learning objectives

Understand the main points of an article

Use the names of school subjects

Ask questions in the present simple

Materials

Workbook page 12

Video worksheet 1: Nadiya's family

AfL: Learning intentions

Focus students on the learning objectives at the top of Student Book page 17. See page 10 of the Teacher's Guide for more ideas.

Reading and vocabulary

Exercise 1

- Check students understand that *advantages* are good things about something and *disadvantages* are bad things.
- For feedback, divide the board into two columns and write students' advantages on one side and disadvantages on the other.

Exercise 2

AfL: Success criteria

The aim of this activity is to get students engaged in the function of different reading tasks and how they respond to them. Read the instruction in exercise 2 with the class and ask which Student Book learning objective it matches (*Understand the main points of the article*). Ask students if they need to read the article quickly or carefully to answer the question (quickly). Ask how long they think they should spend reading the article in order to answer the question. Accept any reasonable answers. Get students to time how long it took them to complete the task and how close their guess was. Do the same for question 3.

- Focus students on the title and the box about average school times at the top of the article. If you have students from different countries, ask: *What time does school start in your country?*
- Read the Student Book learning objective *Understand the main points of the article* with the class if you didn't do the Success criteria activity. Encourage them to read for the main points at this stage. Give students about three minutes to read the article to find answers to the questions.

ANSWERS

Yes, he is happy because he can sleep more and does better in his exams.

Exercise 3

- Before they read the article again, remind students that if there are unknown words, they could use the strategies from Lesson 1A on page 13.

ANSWERS

1 get up 2 have breakfast 3 study and do homework
4 do sport 5 have a shower 6 have lunch 7 start school 8 go to bed

Exercise 4

- In pairs, students discuss the questions in the Global skills box.
- Ask students to get together with another pair and compare their answers. When they have finished, ask one student from two or three groups to report back to the class.

V Insight School subjects

Some words for school subjects are likely to be similar to words in other languages students know, which can help them remember them. Encourage students to look for similarities to help them make this connection.

Languages use capital letters, e.g. *English, Spanish, Chinese*, but other subjects do not, e.g. *maths, geography*.

It is common to use acronyms for some subjects.

These are pronounced as individual letters, e.g. I–C–T (information and communication technology).

Some students may find it helpful for you to tap or clap out the rhythm of longer words, and they also tap when repeating them, e.g. *citizenship, religious education*.

Some students find the sounds at the end of *maths* tricky. To say the *th /θ/* sound, their tongue needs to come forward between their teeth.

AfL: Diagnostics

Ask students to close their books. Tell them that the next learning objective is to use the names of school subjects. Find out what students already know by brainstorming on the board any words they already know for school subjects. In this way, students will be able to reflect on how many words they do or don't know and understand.

Exercise 5 1.4

- Focus students' attention on the icons and check that students understand what they represent by asking them to say the subjects in their own language.
- Students match the English words to the icons and then compare their answers in pairs.
- Play the recording once for students to listen only and check their answers. Then play the recording again for students to listen and repeat. Listen to students' pronunciation and, if necessary, play the recording again.

Audio script 1.4 page 164

ANSWERS

1 English 2 information and communication technology (ICT) 3 art 4 design and technology (DT) 5 maths 6 science 7 geography 8 history 9 religious education (RE) 10 citizenship 11 drama 12 physical education (PE) 13 music 14 modern languages

Exercise 6

- Point out that it doesn't matter if students don't know all the words (although they may be similar in their language).
- Students discuss in pairs before checking as a class.

ANSWERS

1 English 2 music 3 maths 4 geography 5 science

Exercise 7

- Give students about five minutes to ask and answer the questions in pairs, before brief class feedback.

Grammar

Exercise 8

- Give students a few minutes to complete the exercise before checking answers as a class.
- Students practise asking and answering the questions in pairs. Remind them to use rising intonation with *yes/no* questions.

ANSWERS

1 like, do 2 Does, does 3 Do 4 don't

Exercise 9

- Emphasize that the main verb does not change in present simple questions.

ANSWERS

1 Do 2 Does 3 do 4 don't 5 does 6 doesn't

Further reference and practice Workbook page 93

1 2 c 3 f 4 a 5 b 6 d

- 2 2 Does your friend live in London? Yes, he/she does.
3 Do your parents get up before you? No, they don't.
4 Does William ride his bike to school? Yes, he does.
5 Do we have a maths lesson today? No, we don't.
6 Does Eloise listen to music every evening? No, she doesn't.

Exercise 10

- Make the first question together as a class, writing the answer on the board. Point out that in this example, *do* appears twice: as an auxiliary verb and the main verb.
- Students work on their own to complete the exercise. They then compare answers in pairs before checking as a class.

ANSWERS

- 1 Do you do your homework before school?
2 Do you study on Saturday morning?
3 Do you and your friends play football at break time?
4 Do other people in your family study at your school?
5 Does your English teacher wear glasses?
6 Do you do sports at the weekend?

Exercise 11

- With a **stronger class**, encourage students to give extra information, especially when they answer *No*, e.g. '*Does your school day finish at 2 p.m.?*' *No, it doesn't. It finishes at half past three.*

EXTENSION

If your classroom layout allows, ask students to move around the classroom to ask and answer each question with a different partner. Students can ask the questions in any order and answer each question more than once for extra practice.

Exercise 12

- Ask students to underline the question words in the interview.
- With a **weaker class**, give an example for each function word, e.g. things – school subjects; time – 1.30 p.m.; age – seventeen; number – 156; people – Sarah, my father; places – London.

- Students do the exercise individually or in pairs, before checking answers as a class.

ANSWERS

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

Further reference and practice Workbook page 93

- 1 2 Where 3 What 4 Who 5 How old
6 How many
2 2 2 3 1 4 4 5 5 6 3
3 2 How old is your house? 3 Where does Tessa live?
4 Who is your favourite teacher? 5 What is the answer to this question? 6 How many people are in your family?

Exercise 13

- Explain that the questions are about an after-school club and check students understand *club* (n).
- Tell students to read the answers carefully as they give a clue about the question word that is needed.
- Students compare answers in pairs by reading out the completed questions and answers before checking as a class.

ANSWERS

1 When 2 Who 3 What 4 How old 5 How many
6 Where

Exercise 14

AfL: Success criteria

Ask students to look at the task and discuss what a successful outcome would look like, e.g. to understand all the questions, to answer all the questions, to use present simple correctly, to work as a team.

After they have done the task, get them to check their work, referring to the list, and peer assess themselves on how well they completed the task.

See page 10 of the Teacher's Guide for more ideas.

- Check students understand *timetable* (n).
- Students can use the ideas in the book as well as their own ideas. Tell them that each student should make their own notes because they will swap pairs later to present their ideas.
- Organize students into new pairs. Students take turns to interview each other about their perfect timetable. To shorten the activity, each student could choose four questions to ask.

Vocabulary extra: Classroom items SB page 134

Exercise 1

1 poster 2 map 3 clock 4 interactive whiteboard
5 blackboard 6 window 7 chair 8 teacher
9 bin 10 door 11 student 12 school bag 13 desk
14 text book 15 diary 16 pen 17 exercise book
18 dictionary 19 rubber 20 ruler 21 glue 22 folder
23 pencil case 24 sheet of paper 25 pencil sharpener
26 scissors 27 pencil 28 calculator

Exercise 2

Students' own answers

AfL: Assess your progress

Direct students to Workbook page 12 and ask them to do the exercises in class or at home, then fill in the 'Can-do' statements on page 17 for Lesson 1C. Encourage them to think about and make brief notes on how well they have done and to think about future learning opportunities.

Encourage students to choose the most useful school subjects for them to record in their vocabulary notebook. It helps students to remember them if they write a sentence using the word or phrase they want to remember. They may also draw pictures to help.

'How can I improve?' suggestion: Choose five school subjects to record in your vocabulary notebook with sentences or pictures.

Further practice

Video worksheet 1: Nadiya's family

Lesson 1D: Listening, vocabulary and speaking SB pages 18–19

Learning objectives

Understand words and phrases with the same meaning

Understand the main points of a radio programme

Use classroom language

Materials

Workbook page 13

Communication worksheet 1D: Speaking

Functional language bank

AfL: Learning intentions

Focus students on the learning objectives at the top of Student Book page 19. See page 10 of the Teacher's Guide for more ideas.

Listening and vocabulary

Exercise 1

- Give students a minute to discuss the questions, then have a brief class feedback.

V Insight Transport

Bike and *plane* are very common short forms of *bicycle* and *aeroplane*.

The plural form of *bus* (*buses*) has two syllables.

Transport that people can take around cities with other people, e.g. *buses* and *trains*, is called *public transport*.

Exercise 2 1.5

- Give students one minute to do the matching activity.
- Play the recording for them to check their answers and repeat. Point out the silent *l* in *walking*.

Audio script 1.5 page 164

ANSWERS

1 bike 2 car 3 plane 4 train 5 bus 6 walking

Exercise 3 🎧 1.6

- Read through the strategy with the class. Ask if students can think of any other synonyms for *excellent* and *fantastic*, e.g. *wonderful*, *amazing*, *great*.
- Students do the exercise on their own or in pairs.
- When you play the recording for students to check their answers, monitor their pronunciation. Play the recording again for extra practice, if necessary.

Audio script 1.6 page 164

ANSWERS

1 c 2 d 3 b 4 a

Exercise 4 🎧 1.7

- Tell students that they are going to hear about six different teenagers. Draw their attention to the names of the teenagers in the table in exercise 5.
- Check that students understand *island* (n) and *farm* (n) and remind them that they do not have to understand every word in order to understand the main points.
- Elicit the answers.

Audio script 1.7 page 164

ANSWERS

Brad lives on a farm. Claire lives on an island.

AfL: Diagnostics

While monitoring pair feedback in exercise 5, listen to see if students have understood the main points of the radio programme, which is a learning objective of this page. If they haven't understood the main ideas, play the recording again (or several times, if necessary) before you go through the answers.

See page 10 of the Teacher's Guide for more ideas.

Exercise 5 🎧 1.7

- Read through the row headings with the class to make sure students understand what they are listening for. Ask students to fill in any information they remember before you play the recording.
- Ask students to compare their answers in pairs before you play the recording again, if necessary. Then check answers as a class.

ANSWERS

	Amanda	Joseph	Claire	Henrik	Salma	Brad
Country	Brazil	Kenya	Scotland	Norway	Morocco	USA
Transport to school	train	bike	plane	walking	bus	car
Journey time	1 hour	10 minutes	96 seconds	10 minutes	15 minutes	20 minutes

Amanda has the longest journey. Claire has the shortest journey.

Exercise 6 🎧 1.8

- Focus students on the question words *How*, *When*, *How long* to help them match the questions and answers.
- Play the recording for students to check their answers. Highlight the word *about* in the phrase *about fifteen minutes* and elicit what it means.

Audio script 1.8 page 164

ANSWERS

1 b 2 d 3 a 4 c

Exercise 7

- Put students in groups of three to four students. Encourage students to take turns to ask the questions.
- Circulate and monitor, helping with vocabulary and pronunciation where necessary.
- Ask each group to report back to the class.

Speaking

Exercise 8

- Ask students to look at the photos and identify the actions in them.
- Allow students to discuss the questions in their own language. When they have finished, elicit answers in English.

ANSWERS

1 chat 2 use your phone 3 throw paper

Exercise 9 🎧 1.9

- Tell students that there are several different voices in the recording, but they need to listen out for Simon. Play the recording for students to identify the correct photo.

Audio script 1.9 page 164

ANSWERS

using his phone; photo 2

Exercise 10 🎧 1.9

- Students work on their own or in pairs to complete as many phrases as they can.
- Play the recording again and then write the answers on the board so students can check their spelling.

ANSWERS

1 please 2 book 3 the 4 use 5 Don't 6 you
7 don't 8 that

Exercise 11 🎧 1.10

- Emphasize that each gap is for a phrase (not one word).
- Students work on their own or in pairs to complete the dialogues.
- Play the recording for students to check their answers.

Audio script 1.10 page 164

ANSWERS

1 don't understand; Can you say that again
2 don't use your mobile phone
3 How do you say; Open your book
4 answer the questions

EXTENSION

For extra practice, students practise reading the dialogues in exercise 11 aloud in pairs, taking turns to be the teacher and the student.

Exercise 12

- Give an example of an affirmative instruction, e.g. *Open your books*, and a negative instruction example, e.g. *Don't open your books*.
- After eliciting the answers, read through the Global skills box with the class.

ANSWERS

Instructions (affirmative): Put the phone in your bag.

Guess from the context. Use a dictionary.

Asking for help: How do you say *treno* in English? What does 'journey' mean?

Global skills

- Read through the Global skills box with the class, emphasizing the reasons it is important. It is very common in many English-speaking countries to use *sorry* often.
- Point out that tone of voice is very important in an apology to show that you mean it. Students can also make their *sorry* stronger with *very*, e.g. *I'm very sorry*.
- Ask students to read the examples and practice saying *sorry* to each other.

Exercise 13

AfL: Success criteria

Ask students to look at the task and discuss what a successful outcome would look like. Agree with students in advance what you will give feedback on, e.g. use at least three classroom phrases from the lesson correctly.

After the task, ask students to reflect on how well they did against their agreed successful outcome benchmark. Ask: *Did you find the task easy or difficult? Why? What could you improve?* See page 10 of the Teacher's Guide for more ideas.

- Give students fifteen minutes to write and practise their dialogues in pairs.
- Organize students into groups of two pairs to act out their dialogues for each other.
- Finish by encouraging students to use the language for asking for help in class.

Vocabulary extra: Classroom language

SB page 134

Exercise 1

1 read 2 study 3 do 4 look 5 write 6 work
7 repeat 8 open 9 listen 10 close 11 check
12 learn

Exercise 2

A study for the test	G open your book
B read the text	H work in pairs
C look at the board	I close the door
D do the exercise	J learn the vocabulary
E repeat the words	K listen to the dialogue
F write a sentence	L check your answers

Exercise 3

Students' own answers

AfL: Assess your progress

Direct students to Workbook page 13 and ask them to do the exercises in class or at home, then fill in the 'Can-do' statements on page 17 for Lesson 1D. Encourage them to think about and make brief notes on how well they have done and to think about future learning opportunities.

'How can I improve?' suggestions: Record classroom language as phrases in your vocabulary notebook; find three more words for transport; record yourself talking about your journey to school.

Further practice

Communication worksheet 1D: Speaking

Functional language bank

Lesson 1E: Writing Answering a questionnaire

SB pages 20–21

Learning objectives

Use capital letters correctly

Use *because* to give reasons in your writing

Write answers to a questionnaire

Materials

Workbook page 16

Writing bank

AfL: Learning intentions

Focus students on the learning objectives at the top of SB page 21. See page 10 of the Teacher's Guide for more ideas.

Exercise 1

- Elicit or explain *questionnaire*. Ask students to skim-read the questionnaire and find the main topic (favourite things).

ANSWERS

1 school day 2 subject 3 teacher 4 school bag
5 time of day

Exercise 2

- Read through the questionnaire with the class, pointing out that the writer has added some extra information for each question. Explain any new vocabulary.

AfL: Diagnostics

Example texts (exemplars) can be a useful tool to raise self-awareness of learning needs in a reflective way.

Ask students to identify and discuss strengths in the example questionnaire.

They could also identify and underline any useful phrases in the example they might like to use in their own answer.

Ask students to reflect on whether and how the example meets the success criteria you develop together later in the lesson.

Exercise 3

- Explain that the rules concerning the use of capital letters can be different in other languages.
- Ask students to underline the examples in the text. Encourage them to keep a page in their vocabulary notebooks for punctuation rules.
- Check answers as a class, eliciting some examples of each item from different students.

ANSWERS

Students tick 1, 2, 4, 5, 6

Language note: *Because*

Because is a useful word for answering *why* questions or giving reasons, e.g. 'Why do you like English?' 'Because I have a British friend.'

I like English because I have a British friend.

Exercise 4

- Read through the sentences in the questionnaire that use *because*.
- Direct students to the language box and elicit the answer.

ANSWER

why

Exercise 5

- Focus students' attention on the strategy, explaining that students should always check these things for any piece of writing.
- Give students five minutes to do the exercise.
- Ask students to compare their answers in pairs before checking as a class.

ANSWERS

My favourite person is my friend Carmen. She's Spanish, but she lives in Manchester. We're in the same class at school, but we're very different. I like maths, but she ~~don't~~ **doesn't** like it. She plays football and I don't like football at all! On Saturdays, I ~~not don't~~ **don't** see Carmen in the morning because she plays football. But she meets me afterwards ~~on~~ **at** two o'clock and we spend the afternoon and evening together. We meet our friends in the park or we go to the shops. Sometimes she comes to my house.

Writing your questionnaire answers

AfL: Success criteria

Ask students to look at the task and discuss what a successful outcome would look like. Agree with students in advance what you will give feedback on, e.g. answering every question, using *because*, correct use of present simple forms.

After the task, go through the agreed feedback to see how well students did. See page 10 of the Teacher's Guide for more ideas.

- Read the task together, making sure students write answers similar to the model in exercise 1. If you are short on time, ask students to choose one question to answer.
- Circulate and monitor while students write their answers, encouraging them to use *because* to give reasons.
- When students have finished, they check their work.

EXTENSION

Follow the writing activity with a speaking activity, using the same questions. Write the questions from exercise 1 on the board, numbered 1–5. Students form pairs. Call out a random number from 1 to 5. Students take turns to ask and answer the question with that number. After one minute, one student from each pair rotates to the next person to form a new pair, and you call out another question number. This can continue for more than five changes of pairs, allowing students to repeat questions with a new partner for increased confidence and fluency.

Extra activity: Writing

Write the following questions on the board. Students write their answer to one or more of the questions:

Who's your favourite musician?

What's your favourite daily routine?

Where do you like to go at the weekend?

AfL: Assess your progress

Direct students to Workbook page 16 and ask them to do the exercises in class or at home, then fill in the 'Can-do' statements on page 17 for Lesson 1E. Encourage them to think about how well they have done.

With Writing feedback, remember to give positive feedback about aspects where students have been successful.

When correcting written work, you could underline the mistake rather than correct it, then give students time during class to read their work again and make their own corrections. With weaker students, you could write *G = grammar*, *V = Vocabulary*, etc. for each mistake. Ask students to go through their mistakes/corrections and pick out their most common mistakes, which they can start to work on.

'How can I improve?' suggestions: Make a note of a mistake you have made and write the correct sentence; find and do an online questionnaire in English.

Further practice

Writing bank

Review 1

SB page 21

Exercise 1

1 at 2 on 3 by 4 at 5 for 6 at 7 in 8 in
9 On 10 at

Exercise 2

1 get up 2 have dinner 3 go to bed 4 meet my friends 5 do homework

Exercise 3

1 PE 2 history 3 geography 4 ICT 5 drama

Exercise 4

1 don't go 2 teach 3 gets up 4 doesn't walk
5 start 6 has 7 studies 8 learn 9 read 10 use

Exercise 5

1 Where do 2 I don't 3 How many; do 4 she does
5 he doesn't

Global skills: Studying effectively

SB pages 22–23

Learning objectives

Understand strategies for studying and learning

Think about ways to become a better learner

Create a poster about being a good language learner

Materials

Workbook page 132

Global skills video worksheet: Studying effectively

AfL: Learning intentions

Focus students on the learning objectives at the top of Student Book page 23. See page 10 of the Teacher's Guide for more ideas.

Exercise 1

- Write the following on the board: *Good students ...*. Elicit some ideas to complete the sentence.
- While students discuss the questions in pairs, circulate and monitor, helping with vocabulary as necessary.
- During whole-class feedback, ask students why they agree or disagree with each statement.

AfL: Diagnostics

While monitoring exercise 2, listen to the ideas students mention. What do they believe it means to be a 'good student'? Listen also for how successfully or unsuccessfully students use the relevant language.

Exercise 2

- Remind students just to look at the photos in the blog post and predict what the writer will say about the statements in exercise 1.
- As you elicit students' ideas, focus on the photos and introduce the following words from the blog post: *flashcard app*, *packed lunch* and *mind map*.

Exercise 3

- Give students time to read the blog post individually and discuss their answers in pairs.
- During feedback, ask students to justify their answers using information from the text.

Exercise 4

- Focus on the first strategy as an example and ask students when Zoë uses this strategy. Remind them that she might use a strategy more than once during the day.

ANSWERS

- a Before school (she learns Spanish vocabulary), after school (she checks what her homework is) and in the evening (she revises her Spanish vocabulary).

- b At lunchtime (she plays football) and in the evening (she watches TV, listens to music and spends time with her cat).
c Before school and in the evening (she learns Spanish vocabulary).
d Before school (she revises for tests with her friend Elsa).
e After school (she divides her English essay into small steps).
f After school (she makes a mind map of ideas for her essay).
g Before school, at lunchtime and after school (she has a healthy breakfast with her family, a healthy packed lunch at school and dinner with her family).
h Before school (she walks to school) and at lunchtime (she plays football).

Exercise 5

- As students discuss the questions in pairs, circulate and monitor, noting their ideas and examples of good language/errors for a later feedback session.

Exercise 6

- Check that students understand *experiment* (v) and *in one go* (adv).

Exercise 7

- Elicit what a collocation is and examples of verbs and nouns that are used together, e.g. *have lunch*, *take a taxi*.
- Students do the exercise on their own or in pairs.

ANSWERS

1 make 2 write 3 do 4 revise 5 ask

Exercise 8

AfL: Success criteria

Ask students to look at the task and discuss what a good poster would look like. Agree with the students in advance what you and their peers will give feedback on.

See page 10 of the Teacher's Guide for more ideas.

- In groups, students discuss their ideas about effective language learning and where to find useful information.
- They work together to plan and create their posters.
- In the next lesson, students review each other's posters using the agreed success criteria.

AfL: Assess your progress

The 'Assess your progress' page allows students to assess themselves and gives them a sense of ownership over their own learning.

Direct students to Workbook page 132 and ask them to do the exercises and fill in the 'Can-do' statements.

Further practice

Global skills video worksheet: Studying effectively

2 Time out

Unit map

Grammar

Adverbs of frequency page 26

can/can't for ability page 29

Adverbs of manner page 30

Vocabulary

Free-time activities page 24

Likes and dislikes page 25

Musical instruments page 28

Languages page 30

Skills

Reading: Feel the flow! page 24

Reading: Spotlight on ... wheelchair rugby page 26

Listening: Healthy lifestyle survey page 27

Reading: Music mad! page 28

Listening: Superheroes page 30

Speaking: Requests with *can* and *could* page 31

Writing: An informal letter page 32

Reading: Workbook pages 22–23

Strategies

Reading: Skim-reading for the main ideas page 24

Vocabulary: Recording antonyms page 25

Writing: Writing informal letters page 32

Review

Review 2 page 33

Vocabulary extra 2 page 135

Cumulative review Units 1–2 pages 34–35

Literature Insight 1 Workbook pages 112–113

Answer key Teacher's Guide pages 156–157

Exam Insight 1 Workbook pages 122–123

Answer key Teacher's Guide page 159

Video

Online video: Time travellers

Lesson 2A: Reading and vocabulary

SB pages 24–25

Learning objectives

Skim-read an article for the main ideas

Talk about free-time activities, likes and dislikes

Record antonyms in your notebook

Materials

Workbook page 18

Communication worksheet 2A: Vocabulary

AFL: Learning intentions

Focus students on the learning objectives at the top of Student Book page 25. See page 10 of the Teacher's Guide for more ideas.

Exercise 1

- Pre-teach *concentrate* (v), and check students understand the questions, before they discuss them in pairs.
- During class feedback, write the words for the activities in the photos and other activities students think of on the board.

ANSWERS

- 1 climbing 2 playing the drums 3 painting
4 playing a video game; Students' own answers

Culture note: Flow

Flow is an enjoyable psychological state where people are so focused on an activity that time seems to stop or change. It was named by the psychologist Mihály Csíkszentmihályi in 1975. Several people in his studies described their feelings of *flow* like being carried by the flow of water or a river. People are more likely to experience flow when there is a good balance between the task difficulty and their skills and confidence.

Exercise 2

- Give some reasons for skim-reading, e.g. we skim-read a news website to find which articles we want to read.
- Read through the strategy with the class.
- If students ask the meaning of *flow* (n), tell them they will find out in the article.
- Set a strict one-minute time limit for the skim-reading activity.
- Read the first sentence of the article aloud and briefly discuss the meaning of *flow*. Then check the answer as a class and elicit reasons.

ANSWERS

b (The answer is not A or C because many of the activities are not sports and many of the activities are not strange, lots of people like them.)

Exercise 3

- Explain to students that they will need to read in more detail to answer these questions. Encourage them to read the questions carefully first and underline the key words. Tell them that they might not see the exact words in the text, but other words with the same meaning.
- Students work individually to answer the questions then compare their answers in pairs before checking as a class.

ANSWERS

1 Lukasz 2 Karin 3 Gillian 4 Luigi

AfL: Diagnostics

While monitoring exercise 4, listen to students' language and confidence when talking about free-time activities and likes and dislikes. Depending on their language and confidence, you can adjust the time spent on activities or incorporate additional support or extension activities. See page 10 of the Teacher's Guide for more ideas.

Exercise 4

- Share your own answers to the questions with the class as an example.
- Give students a moment to think about their answers on their own, before sharing their answers in pairs, then with the class.

V Insight Free-time activities

Nouns for activities are often formed with verb + *ing*. The stress is usually on the first syllable: *cooking, singing*. Please underline first syllable of the words cooking, singing, above.
Use *playing* with games, team sports and musical instruments, e.g. *playing cards, playing football, playing the guitar*.
Elicit other free-time activities students already know with *-ing*, e.g. *reading, running, cycling, listening to music*.

Exercise 5 2.1

- Focus students' attention on the icons. Give them two minutes to match the words to the icons.
- As you play the recording, encourage students to listen carefully and repeat.
- Check answers as a class. Point out that in single-word free-time activities, the stress is on the first syllable.

Audio script 2.1 page 165

ANSWERS

1 singing 2 acting 3 dancing 4 swimming 5 rock climbing 6 drawing 7 painting 8 playing computer games 9 cooking 10 playing the drums 11 playing tennis 12 skateboarding

EXTENSION

Play the recording again and encourage students to mime each action as they repeat to help them remember. Then take turns to mime one of the activities while the other students call out what it is as quickly as possible.

Exercise 6

- Put students in pairs to discuss the first two questions. Model another example: *I like singing. I like singing in the morning. How about you?*

- When students talk about someone who does each activity, point out that they can use the verb with the present simple. Remind students of the time phrases covered in exercise 9 on page 13.

V Insight Likes and dislikes

The verbs *love, like, enjoy, dislike, and hate* can be followed by a noun:

I love tennis. He doesn't like computer games.

the *-ing* form of a verb (+ object):

I love playing tennis. He doesn't like playing computer games.

expressions with prepositions, e.g. *I'm into ...* and

I'm interested in ... can also be followed by a noun or the gerund form of a verb:

She's into new music. We're interested in watching old films.

Be into is more informal than *like, love, enjoy* and *be interested in*. It is often used with *really*:

They're really into cycling.

Exercise 7

- Students complete the exercise individually then compare their answers in pairs before checking as a class.

ANSWERS

1 interested in 2 enjoy 3 love 4 like
5 interested in 6 love 7 into

Exercise 8

- Read through the strategy together. Elicit a few simple examples of antonyms, e.g. good – bad, cold – hot.
- Elicit the answer to the first item with the class to check students understand what to do. Students complete the remaining items then check answers as a class.

ANSWERS

a 2 b 3,6 c 1,5 d 4 e 7

Exercise 9

AfL: Success criteria

Ask students to look at the task and discuss what a successful outcome would look like. Agree with students in advance what you will give feedback on, e.g. talk about *at least* three free-time activities for each question, use four *or more* different phrases for likes and dislikes.

Note: Using the words *at least / or more* allows you to set an achievable standard for weaker students, while setting no upper limit for stronger students.

- Give students a couple of minutes to consider their answers and make notes if they wish before the task.
- Circulate and monitor, assisting with ideas and pronunciation, as necessary.

Vocabulary extra: Sports SB page 135

Exercise 1

1 basketball 2 sailing 3 volleyball 4 aerobics
5 canoeing 6 hockey 7 archery 8 running
9 skiing 10 athletics 11 badminton 12 rugby
13 cricket 14 karate 15 gymnastics

Exercise 2

1 hockey 2 basketball 3 volleyball 4 sailing
5 rugby 6 skiing 7 cricket

Exercise 3

Students' own answers

AfL: Assess your progress

Direct students to Workbook page 18 and ask them to do the exercises in class or at home, then fill in the 'Can-do' statements on page 25 for Lesson 2A. Encourage them to think about and make notes on how well they have done and to think about future learning opportunities.

Students may not be able to say how well they did, so ask *Was the exercise easy or difficult?* If easy, then they can give themselves a 3, but probably at this stage most will go for 2. 'How can I improve?' suggestions: Find three more words for free-time activities; add at least five free-time activities to your vocabulary notebook.

Further practice

Communication worksheet 2A: Vocabulary

Lesson 2B: Grammar and reading

SB pages 26–27

Learning objectives

Scan an article to find specific information

Use adverbs of frequency to talk about routines

Materials

Workbook page 19

Communication worksheet 2B: Grammar

AfL: Learning intentions

Focus students on the learning objectives at the top of Student Book page 27. See page 10 of the Teacher's Guide for more ideas.

Grammar

Exercise 1

- Give students a few minutes to read the text, or with a **weaker class**, read it together.
- Check students understand *fencing* (n), then model the pronunciation of *Olympics* and *Paralympics*, with the emphasis on the *-lym* syllable.
- After students discuss the question in pairs, have a brief class feedback.

Language note

Use online pictures or videos to help you teach new language or help students to visualize context. For this text, show a picture of a taco or some hummus, or show a short video of some wheelchair rugby.

Exercise 2

- Students complete the exercise on their own, then compare their answers in pairs before checking as a class.
- If necessary, teach *tacos* (n) and *hummus* (n).

ANSWERS

1 Ched plays wheelchair rugby and wheelchair basketball.

- 2 He trains in the gym in the afternoons and he trains with Team USA in Alabama, especially before the Paralympics.
- 3 He loves tacos and often eats hummus as a snack.

Exercise 3

- Ask students to discuss the questions in pairs before brief class feedback.

ANSWERS

He says he wants to be the best and never wants to lose. This is probably because he loves his sport and he wants to be good at what he does.

Language note: Adverbs of frequency

An adverb is a word that adds extra information about the verb. We use adverbs and expressions of frequency to answer the question *How often ... ?*

The adverbs of frequency, e.g. *never, sometimes, often, usually, always* give general information about frequency. These adverbs usually go before the main verb. *I sometimes train with others. They don't often lose.*

Be careful: after the verb *be*, these adverbs come after the verb. ~~It always is fun.~~ *It's always fun.*

Sometimes and *usually* can go at the beginning of a sentence, too. *Sometimes, we win. Always, we win.*

Other adverbs and expressions of frequency give more specific information about how often something happens, e.g. *every day, twice a year, monthly*. These usually go at the end of a sentence.

We train three times a week. We meet monthly.

Exercise 4

- Go through the diagram of percentages, explaining that the percentages are a general idea of how often something happens.
- Ask students to listen and repeat the adverbs. Pay special attention to *usually*, with the emphasis on the first syllable.
- Students do the exercise individually and then check answers as a class.

ANSWERS

1 never 2 always 3 always 4 Usually 5 sometimes, usually 6 Sometimes 7 often 8 often

Exercise 5

- Students work on their own then compare their answers in pairs.
- Explain the rules in more detail using further examples from the language note above.

ANSWERS

a before b after c beginning

AfL: Diagnostics

Ask students to reflect on how well they have understood the rules in exercise 5 by writing a number from 1 (not very well) to 5 (very well) on a piece of paper and holding it up (or use anonymous electronic polling software if you have access.) If most students write down a low number, go over the rules again with additional examples.

Further reference and practice Workbook page 94

- 1 2 We always train for two hours before breakfast.
3 Sarah never reads her text messages. 4 Ahmed and Natalie occasionally go cycling after work.
5 I'm often bored at the weekend. 6 My cousins are rarely at the sports centre on Sundays.
- 2 2 never goes to the cinema 3 sometimes play football in the park 4 I'm usually late for school
5 occasionally drive to work 6 always sleeps on my bed

Exercise 6

- Remind students to look at whether the verb *be* is used to decide where the adverb goes. In some sentences, more than one answer is possible.
- Students complete the exercise on their own or in pairs before checking as a class.

ANSWERS

- 1 I always play football at the weekend with my cousins Hassan and Ali.
2 Gary and Sandra are sometimes late for school, but André is never late. / Sometimes, Gary and Sandra are late for school, but André is never late.
3 Paola usually wins the game. / Usually, Paola wins the game.
4 She often has piano lessons after school.
5 I'm always very tired at the end of the day.
6 We don't often watch rugby matches on TV.

EXTENSION

Write sentence starters on the board which correspond to the adverbs in exercise 6:

I always ..., I usually ..., I'm never ..., I'm always ..., I don't often ...

Ask students to work in pairs and think of ways to complete the sentences which are true for them. Then have a brief class feedback.

Exercise 7

- Read through the instructions and example with the class, pointing out the green tick in the first row which gives the information for the example sentence.
- To shorten the activity, ask half the class to write sentences about Raúl and the other half to write sentences about Angela.
- Students compare their answers in pairs, then check the answers as a class.

ANSWERS

Raúl always plays football at the weekend.
He often goes cycling (at the weekend).
He doesn't often get bored (at the weekend).
He never does homework (at the weekend).
He sometimes plays computer games (at the weekend). / Sometimes, he plays computer games (at the weekend).
Angela usually plays football at the weekend. / Usually, Angela plays football at the weekend.
She sometimes goes cycling (at the weekend). / Sometimes, she goes cycling (at the weekend).
She usually gets bored (at the weekend). / Usually, she gets bored (at the weekend).

She often does homework (at the weekend).
She never plays computer games (at the weekend).

Exercise 8

- Tell students to tick their answers to each question on the table.
- Briefly demonstrate the pronunciation of the items, especially *cycling* and *bored*.

Exercise 9 2.2

- Pre-teach *healthy* (things that are good for a person) and *lifestyle* (the way someone usually lives and the routines they have).
- Give students a minute to read the notes about Sarah's lifestyle and explain that some of the adverbs are incorrect.
- Play the recording for students to correct the adverbs. Play the recording a second time, if necessary.

Audio script 2.2 page 165

ANSWERS

usually gets up at seven in the morning
sometimes gets up at eight or nine at the weekend
doesn't often have breakfast
never takes the bus to school – she always cycles
always goes to bed at ten

Exercise 10

AfL: Success criteria

Ask students to look at the task and discuss what a successful outcome would look like. Agree in advance what you will give feedback on, e.g. answer each question with a full sentence, include an adverb of frequency in each sentence in the correct position.

When discussing success criteria for a task, refer back to the relevant learning objective to help generate ideas, e.g. Use adverbs of frequency to talk about routines.

- Ask a student the first question as an example: *How often do you get up early?*
- Write up their answer as a full-sentence model on the board, e.g. *Katy never gets up early.*
- For writing their own questions, you could refer students back to the *daily routines* on page 12 or *free-time activities* on page 24 for ideas.
- For class feedback, invite a few pairs to ask and answer one of the questions in front of the class.

Vocabulary extra: Sports collocations: *play, go, do* SB page 135

Exercise 1

play: badminton, basketball, cricket, hockey, rugby, volleyball
go: canoeing, running, sailing, skiing
do: aerobics, archery, athletics, gymnastics, karate

Exercise 2

a play b go c do

Exercise 3

1 play 2 play 3 play 4 do 5 play 6 play
7 play 8 do 9 do 10 do 11 go 12 do 13 go
14 go 15 go

Exercise 4

Students' own answers

AfL: Assess your progress

Direct students to Workbook page 19 and ask them to do the exercises in class or at home, then fill in the 'Can-do' statements on page 25 for Lesson 2B. Encourage them to think about and make brief notes on how well they have done and to think about future learning opportunities.

'How can I improve?' suggestions: Find another article on the internet to read about a sports star or celebrity; write four sentences about yourself or friends using adverbs of frequency.

Further practice

Communication worksheet 2B: Grammar

Lesson 2C: Culture Reading, vocabulary and grammar

SB pages 28–29

Learning objectives

Recognize different musical instruments

Find and understand relevant information in an article

Talk about abilities using *can* / *can't*

Materials

Workbook page 20

Pronunciation Insight worksheet 2: *can* and *can't*

Video worksheet 2: Time travellers

AfL: Learning intentions

Focus students on the learning objectives at the top of Student Book page 29. See page 10 of the Teacher's Guide for more ideas.

Reading and vocabulary

AfL: Diagnostics

Find out about how much language students know for musical instruments with a brainstorm. Write *music* on the board.

Ask students to work in pairs. Give them one minute to brainstorm any words they know in English related to music.

When they have finished, ask the pair with the longest list to read out their words.

Exercise 1

- Focus students' attention on the photos and ask students to discuss the questions in pairs.
- When they have finished, ask students to share their ideas with the class. Do not expect full sentence answers to the question *What are they doing?*

V Insight Musical instruments

The words for musical instruments came to English from a range of languages so they include a range of different sounds and stress patterns.

Tell students to listen carefully to the first sound in *cello*.

To help students notice stress patterns in words, ask them to underline the stressed syllable in each word while listening to the recording in exercise 2: cello, clarinet, drums, flute, guitar, keyboards, piano, saxophone, trumpet, violin.

A *keyboard* is an electric piano. The same word is also used for a computer *keyboard*.

Exercise 2 2.3

- Play the recording for students to listen and repeat the words. Point out the pronunciation of the first consonant in *cello*.
- After eliciting the words students can see in the photos, elicit or share the names for other instruments in the picture (*ukulele, trombone, french horn*).

Audio script 2.3 page 165

ANSWERS

From left to right: guitar, violin, saxophone, flute, (a drum in the background)

Exercise 3 2.4

- Put students into pairs for this activity. Pause the recording after each tune for students to briefly discuss.
- For feedback, play the recording again and have students call out the instrument they think it is.

Audio script 2.4 page 165

ANSWERS

1 keyboards 2 flute 3 drums 4 violin 5 trumpet
6 cello

Exercise 4

- Brainstorm some words to describe different kinds of music and write them on the board, e.g. *pop, jazz, classical, rock, metal, fast, slow, dance*.
- Have a brief class feedback.

Culture note: National Youth Music Camps

The National Youth Music Camps are for young people in the UK aged 8–17 years old who love music. Some campers are experienced musicians and others are beginning to play. Campers can try out different musical instruments and different types of music. At the end of the week, they put on a show for families. The camps have been running for over 50 years.

Exercise 5

- Refer students to the article title and ask: *What does it mean to be Music Mad?* (You are really into music. You love music.)
- Tell students that *Milton Keynes* is the name of a large town in the UK. Give students about five minutes to read the article and complete the exercise.
- Students compare their answers in pairs before checking as a class.

ANSWERS

1 live in Britain 2 has 3 tents

Exercise 6

AfL: Success criteria

Exercise 6 relates to the learning intention 'Find and understand relevant information in the article'. By asking students to compare answers in pairs before you check as a class, students have the opportunity to reflect on and assess their achievement of this learning intention with a peer, and to teach each other, which can benefit both students.

- Tell students to read the sentences and to underline the key words. They should then look for these words or words with the same meaning in the text.
- Give students time to re-read the article and compare their answers in pairs before checking as a class.

ANSWERS

- 1 T
- 2 T
- 3 F – Some young people are good musicians, but some can't play an instrument.
- 4 F – The young people perform a special concert.
- 5 F – Varinder thinks that singing isn't important at Music Camp.
- 6 F – Tamara always plays classical music, except at Music Camp.

Exercise 7

- Remind students that they learned about antonyms on page 25.
- Give students time to complete the exercise then elicit the answers, writing them on the board. Encourage students to record the antonyms in their vocabulary notebook.

ANSWERS

bad – good (line 10) same – different (line 11)
big – small (line 1) unusual – usual (line 4) /
difficult – easy (line 41) ordinary (line 5)
quiet – noisy (line 3)

Exercise 8

- Students discuss the questions from the Global skills box in pairs.
- For class feedback, elicit a few responses from different students to each question.

ANSWERS

- 1 Varinder likes Music Camp because he likes sharing and learning new things; you can learn new instruments, meet new people and discover music from other cultures. Tamara likes Music Camp because there are people who like all kinds of music – classical, jazz, tango. She likes the fact that people accept you whatever your taste is in music.

2–3 Students' own answers

Grammar

Language note

Be careful: *I can't play the cello. He can't swim.*

Can and *can't* have different vowel sounds in British English.

Can rhymes with *an* / *man*.

Can't has an *a* / *ɑː* / sound like the word *car*. It rhymes with *aren't* / *aunt*.

Exercise 9

- Read out the example sentences and tell students to find them in the text. Explain or demonstrate the meaning of *ability* (n); mime something that you can do, e.g. *sing*, *hop*, and something that you can't do, e.g. *fly*.
- Check answers as a class by reading the first word(s) in the sentence and inviting students to call out their answer.

ANSWERS

1 play 2 can 3 can't

Exercise 10

- Ask students to complete the rules.

ANSWERS

a without b can't c the same

Further reference and practice Workbook page 94

- 1 2 a 3 b 4 a 5 b 6 c
- 2 2 can do 3 can play 4 can't 5 can make 6 can speak
- 3 2 Can she do karate? No, she can't.
3 Can she play the drums? No, she can't.
4 Can she sing? Yes, she can.
5 Can she make a cake? No, she can't.
6 Can she speak Spanish? Yes, she can.

Exercise 11

- Students work individually to write the sentences.
- They compare answers in pairs, then check as a class.

ANSWERS

1 Maurice can play the flute. 2 Annabel can't dance salsa. 3 Can Tom make good videos? 4 Pria can't ride a horse. 5 Can Simon play the saxophone? 6 Maria can speak Hindi.

Exercise 12 2.5

- Tell students to look at the table and think about the words they will hear in the recording.
- Play the recording for students to complete the table.
- They then work in pairs to write the sentences.
- Play the recording again for students to check their answers.
- Ask a few students to read out their sentences. Make sure that they are pronouncing *can* and *can't* correctly.

Audio script 2.5 page 165

ANSWERS

	Omar	Bella
play the violin	✓	✗
sing	✗	✓
play the flute	✗	✓
dance	✓	✗
act	✗	✓

Omar can't sing. Bella can sing.

Omar can't play the flute. Bella can play the flute.

Omar can dance. Bella can't dance.

Omar can't act. Bella can act.

Exercise 13

- Ask: *Can you play a musical instrument?* and elicit the short answers *Yes, I can* or *No, I can't*. Write these on the board as prompts.
- Students ask and answer in pairs, while you circulate and monitor.

EXTENSION

Fast finishers can use the list of instruments on page 28 or the sports from the Vocabulary bank on page 135 to make more questions for their partner with *can*.

Exercise 14

AfL: Success criteria

Ask students to look at the task and discuss what a successful outcome would look like. Agree with students in advance what you will give feedback on, e.g. using words to describe instruments and music, clear presentation. After students have done the task, ask them to peer assess themselves on how well they completed the task.

- Explain to students that they are going to plan their own music camp. They must include answers to questions 1–6 and they can also add their own ideas.
- Give students five to ten minutes to discuss their music camp and to make some notes individually and in pairs.

AfL: Assess your progress

Direct students to Workbook page 20 and ask them to do the exercises in class or at home, then fill in the 'Can-do' statements on page 25 for Lesson 2C. Encourage them to think about and make brief notes on how well they have done and to think about future learning opportunities. 'How can I improve?' suggestions: Research and list the instruments used in a favourite song in your vocabulary notebook; write at least four sentences about what you can or can't do; re-read the article for homework and write three questions to ask a partner in the next lesson.

Further practice

Pronunciation Insight worksheet 2: *can* and *can't*
Video worksheet 2: Time travellers

Lesson 2D: Listening, vocabulary, grammar and speaking

SB pages 30–31

Learning objectives

Listen for specific information in a dialogue
Describe actions using adverbs of manner
Make requests with *can* and *could*

Materials

Workbook page 21
Communication worksheet 2D: Speaking
Functional language bank

AfL: Learning intentions

Focus students on the learning objectives at the top of Student Book page 31. See page 10 of the Teacher's Guide for more ideas.

Listening and vocabulary

Exercise 1

- As students discuss the questions, circulate and help with any useful vocabulary.
- Have a brief class feedback.

V Insight Languages

Languages in English have a capital letter.

We also use the same words as languages for nationalities and adjectives, e.g. *My friends are Polish. I like Japanese food.*

Exercise 2 2.6

- Focus students' attention on the different languages and explain that the sentences all mean the same thing.
- Give students a few minutes to match the languages to the sentences in pairs.
- Play the recording for students to check their answers.

Audio script 2.6 page 165

ANSWERS

1 Dutch 2 Japanese 3 French 4 Italian 5 Spanish
6 English 7 Portuguese 8 Hungarian 9 Polish
10 Russian 11 Mandarin Chinese 12 Arabic

Exercise 3

- Students work in pairs to match the languages and countries.
- As you check answers as a class, remind students to notice *the* before *the United Kingdom* and *the Netherlands*.

ANSWERS

a Mandarin Chinese b English c Russian d Japanese
e Spanish f Polish g Arabic h Italian i Hungarian
j French k Dutch l Portuguese

EXTENSION

Write the endings on the board and ask students to record the languages in their vocabulary notebook.

-ish: English, Polish, Spanish

-ian: Hungarian, Italian, Russian

-ese: Chinese, Japanese, Portuguese

-ch: Dutch, French

Exercise 4

- Encourage discussion of which languages are spoken in each country, then check as a class. Point out that although these are official languages, people may speak many languages, including indigenous languages. In some countries like Mexico, sign language also has official language status.

ANSWERS

The official languages are:

Brazil: Portuguese, Egypt: Arabic, Mexico: Spanish,
Senegal: French, the USA: English

Exercise 5

- Ask students to turn to Student Book page 132 and review the additional nationalities and languages.
- Put students into pairs to ask and answer the questions.

Exercise 6 2.7

- Tell students that they are going to hear a dialogue between two people discussing an article about some real-life *superheroes*. Pre-teach *superhero* (n).
- Read through the questions together.
- Play the recording only once before checking answers.

Audio script 2.7 page 165

ANSWERS

- 1 English, French, Dutch, Portuguese, Spanish, Italian
2 swimming, cycling, running
3–4 Students' own answers

Exercise 7 2.7

- Give students time to read the questions and underline key words in the question stems.
- Play the recording again then check answers as a class.

ANSWERS

- 1 b 2 a 3 c 4 a

Exercise 8

- Elicit an idea for why Richard and Amber are called superheroes. Give students a minute to think about the other questions and put them into pairs to discuss.
- Have a brief class feedback.

ANSWERS

Richard and Amber are very good at their hobbies which is why they are called 'superheroes'; Students' own answers

Grammar

Language note: Adverbs of manner

Adverbs of manner usually come after the main verb if there is no object, or after the object:

She reads quickly. She reads the book quickly.

Be careful: Adverbs of manner do not come between the main verb and the object.

She reads quickly the book.

Other common irregular adverbs of manner include *fast* and *straight*.

We can use *very* with adverbs of manner:

He plays the piano very well. They walk very quickly.

Exercise 9

- Remind students that they have already studied adverbs. Say: *Adverbs of frequency answer the question 'How often ... ?'. Adverbs of manner answer the question 'How ... ?'.*

ANSWERS

- 1 slowly 2 quickly

Exercise 10

- Give students a minute to complete the rules then check as a class.

ANSWERS

- 1 verb 2 -ly

Further reference and practice Workbook page 95

- 1 2 well 3 fast 4 badly 5 easily 6 slowly
2 2 I play tennis badly.
3 They play the piano slowly.
4 We usually finish our homework quickly.
5 Dad sometimes shouts angrily at our dog.
6 Your little brother plays very noisily.
3 1 Kate plays the flute really beautifully.
2 Our teacher speaks very loudly.
3 I do quite well in tests.
4 The volleyball team trains very hard.
5 I eat breakfast really quickly.

Exercise 11 2.8

- Play the recording once and ask students to complete the sentences.
- Play the recording again. This time pause after each adverb.
- Check answers by asking individual students to read out the sentences.

Audio script 2.8 page 165

ANSWERS

- 1 easily 2 quickly 3 hard 4 well 5 badly
6 quietly

Exercise 12

- Say a few things you do well and badly as an example, e.g. *I read books fast. I cook well. I sing badly. I run slowly.*
- Give students a couple of minutes to think about their answers, then put students into pairs to discuss.
- Elicit some similarities or differences students found.

Speaking

Exercise 13

- Tell students that they are going to practise making requests with *can* and *could*.
- Refer students to photos A and B and elicit which problem matches each.

ANSWERS

- 1 B 2 A

Exercise 14 2.9

- Encourage students to listen for the main points in the dialogue while you play the recording.
- Elicit the answer.

Audio script 2.9 page 165

ANSWER

Photo A

Exercise 15 2.9

- Give students time to read the phrases before you play the recording.
- Write the answers on the board for students to check.

ANSWERS

- 1 help 2 you 3 sorry 4 no

AfL: Diagnostics

To check how students are progressing with making requests with *can* and *could*, ask students to practise reading the dialogue in exercise 16 aloud in pairs. Monitor the fluency and pronunciation of the requests with *can* and *could*.

Exercise 16 2.10

- Give students time to read the phrases and dialogue.
- Play the recording for students to check.

Audio script 2.10 page 166

ANSWERS

- 1 could you pay for it
- 2 Yes, of course. Here's my
- 3 Can you get me another coffee
- 4 Of course I can

Exercise 17

- Read through the Global skills box then elicit some ideas, e.g. in shops, at the bank, at a new job.

Exercise 18

AfL: Success criteria

Ask students to look at the task and discuss what a successful outcome would look like. Agree with students in advance what you will give feedback on, e.g. correct phrase(s) used to make the request and respond to it, politeness.

After students have done the task, go through the agreed feedback to see how well students did.

See page 10 of the Teacher's Guide for more ideas.

- Read through the situations with the class. Check students understand *pocket money* (n phr) and *borrow* (v).
- Circulate while students write their dialogues, helping with ideas and language as necessary.
- Encourage students to practise their dialogues for increased confidence and fluency.

EXTENSION

Students could record their dialogues on a mobile phone then listen back, reflect and re-record. These could be shared with another pair or with you for feedback.

AfL: Assess your progress

Direct students to Workbook page 21 and ask them to do the exercises in class or at home, then fill in the 'Can-do' statements on page 25 for Lesson 2D. Encourage them to think about and make brief notes on how well they have done and to think about future learning opportunities.

'How can I improve?' suggestions: Practise the dialogue from exercise 16 aloud; write a dialogue for another situation in exercise 18; make a poster with words for at least six different languages (with pictures of food/flags from around the world).

Further practice

Communication worksheet 2D: Speaking
Functional language bank

Lesson 2E: Writing An informal letter

SB pages 32–33

Learning objectives

- Organize an informal letter
- Use the linking words *and*, *but* and *or*
- Write an informal letter

Materials

- Workbook page 24
- Writing bank

AfL: Learning intentions

Focus students on the learning objectives at the top of Student Book page 33. See page 10 of the Teacher's Guide for more ideas.

Exercise 1

- Focus students on the letter from Carla.
- Give them a few minutes to read it and answer the questions before checking as a class.

ANSWERS

Carla is a 15-year-old Italian girl. She lives in Turin. She has got two brothers and three sisters. She is writing because she wants to be Julia's pen pal and she wants to know about students in other countries for her school project. A typical reply would include information about your free time, family, friends and interests.

Exercise 2

- Give students a few minutes to read the reply from Julia and tick the things she mentions.
- Students compare their answers in pairs then as a class.

ANSWERS

Students tick: 1, 2, 6, 7, 9

AfL: Diagnostics

Ask students to reflect on Julia's letter. Will writing a similar letter be easy, OK or difficult? Explain that the exercises in the lesson will build students' confidence and help them to write a similar letter.

Exercise 3

- Students read the letter again to complete the strategy.
- Then read through the strategy together to check the answers. Explain that you use an informal style when talking or writing to friends and family, or in informal social settings like parties with friends or on social media.
- Point out that *Hey* is informal.

ANSWERS

1 Begin 2 Finish 3 Use 4 a new paragraph for each topic

Exercise 4

- Explain that the sentences are all from Julia's letter.
- Give students two minutes to complete them before checking answers as a class.

ANSWERS

1 and 2 and 3 or 4 and 5 but 6 or

Language note: Linking words: *and, but, or*

We use *and* to add information: *I like swimming and rock climbing.* We use *but* to contrast information: *I can play the piano but I can't play the guitar.* We use *or* to offer a choice: *Do you want to go to the gym or go home?* We also use *or* to combine two negative phrases: *I can't drive or cycle.*

Exercise 5

- Make sure students understand *contrast*.
- Students complete the rules then check as a class.

ANSWERS

1 or 2 and 3 but

Exercise 6

- Give students five minutes to do the exercise.
- Ask students to compare their answers in pairs before checking as a class.

ANSWERS

1 but 2 or 3 and 4 but 5 or

Writing your letter

AfL: Success criteria

Ask students to look at the task and discuss what a successful outcome would look like.

After they have done the task, go through the agreed feedback to see how well students did.

See page 10 of the Teacher's Guide for more ideas.

- Circulate and monitor while students write their letters, encouraging them to use *and, but* and *or*. Encourage them to use other language they learned in this unit (*can* and *can't* for ability, adverbs of frequency/manner).
- When students have finished, they check their work.

AfL: Assess your progress

Direct students to Workbook page 24 and ask them to do the exercises in class or at home, then fill in the 'Can-do' statements on page 25 for Lesson 2E. Encourage them to think about and make brief notes on how well they have done and to think about future learning opportunities. 'How can I improve?' suggestions: Review feedback on your letter and try to improve it; write a letter to a friend or family member in English.

Further practice

Writing bank

Review 2

SB page 33

Vocabulary

Exercise 1

1 drawing 2 painting 3 dancing 4 swimming
5 violin 6 flute 7 trumpet

Exercise 2

1 My brother loves rock climbing. 2 I'm into singing.
3 Rob likes cooking. 4 We don't enjoy playing tennis.
5 My sister is not interested in painting. 6 Kate dislikes acting.

Exercise 3

1 Russian 2 Japanese 3 Spanish 4 Polish 5 Italian
6 Dutch 7 English

Grammar

Exercise 4

1 Patricia never has meat for dinner.
2 My sister often goes to bed early.
3 We usually walk to school. / Usually, we walk to school.
4 I'm sometimes late for school. / Sometimes I'm late for school.
5 Mohit usually plays football at the weekend. / Usually, Mohit plays football at the weekend.
6 My parents don't often watch TV.

Exercise 5

1 can you do 2 can you act 3 can't 4 can't dance
5 Can you take 6 can 7 Can you use 8 can

Exercise 6

1 loudly 2 hard 3 well 4 badly 5 slowly 6 easily

Cumulative Review Units 1–2

SB pages 34–35

Listening

Exercise 1

2.11

1 T 2 F – They usually swim for 1,500 metres.
3 F – They cycle for 40 kilometres. 4 F – They do all the sports on the same day. 5 T 6 F – His favourite sport is cycling. 7 F – He trains six days a week. 8 T 9 T 10 T

Audio script 2.11

page 166

Speaking

Exercise 2

Students' own answers

Reading

Exercise 3

Students tick: 1, 2, 4

Exercise 4

1 c 2 a 3 b 4 d 5 c 6 b

Exercise 5

1 b 2 b 3 a 4 c 5 b 6 c 7 a 8 a 9 c 10 a

Writing

Exercise 6

Students' own answers

Additional materials

Literature Insight 1 Workbook pages 112–113 Answer key pages 156–157

Exam Insight 1 WB pages 122–123 Answer key: page 159

3 No place like home

Unit map

Grammar

there is / there are with *some / any* page 38

Possessive 's page 40

Possessive pronouns and *whose* page 41

Vocabulary

Inside and outside the home page 36

Prepositions of place page 37

City to country page 42

Skills

Reading: Container homes – from the simple to the sophisticated page 36

Reading: The Jet Star or the Pac-Man Dome? page 38

Listening: Sam's holiday page 39

Reading: Montreal – a tale of two cities page 40

Listening: Where we live page 42

Speaking: Asking for and giving directions page 43

Writing: A tourist guide page 44

Reading: Workbook pages 30–31

Strategies

Vocabulary: Recording vocabulary with pictures page 37

Listening: Listening for key words page 42

Writing: Using a model text page 44

Global Skills

Working in a team page 46

Review

Review 3 page 45

Vocabulary extra 3 page 136

Video

Online video: The Fairy Tale House

Global skills video: Working in a team

Lesson 3A: Reading and vocabulary

SB pages 36–37

Learning objectives

Predict and find information in a blog post

Use vocabulary to describe homes

Describe where things are using prepositions of place

Materials

Workbook page 26

Communication worksheet 3A: Vocabulary

AfL: Learning intentions

Focus students on the learning objectives at the top of Student Book page 37. See page 10 of the Teacher's Guide for more ideas.

AfL: Diagnostics

While monitoring exercise 1, listen to how much vocabulary students use to describe homes, which is a learning objective for the lesson. Depending on their prior knowledge, you can adjust the time spent on activities or incorporate additional support or extension activities. See page 10 of the Teacher's Guide for more ideas.

Exercise 1

- Discuss the first two questions with the whole class.
- For the third question, tell students something about your home as an example, e.g. *I live in a flat in the city. My favourite thing in my flat is my piano because I love playing music.*
- Students discuss the question in pairs, then have a brief class feedback.

V Insight Inside and outside the home

Bathroom and *bedroom* are one word, but *living room* is two words.

An extra bedroom for guests is a *spare bedroom* or *guest room*. Some homes have a *study* or a *home office* for doing work at home.

Loo is a common informal word for *bathroom* or *toilet* in British English.

A bathroom in a public place with several toilets is called *the toilets* or *the loos* (informal).

Exercise 2 3.1

- Give students one minute to match the words to the pictures. Then play the recording for them to check and repeat.
- Point out that all the words are stressed on the first syllable.

Audio script 3.1 page 166

ANSWERS

- 1 bedroom 2 kitchen 3 hall 4 living room
5 bathroom 6 garden

Exercise 3 3.2

- Use classroom objects to pre-teach *ceiling* (n), *cupboard* (n), *door* (n), *floor* (n), *table* (n), *wall* (n) and *window* (n).
- Ask students to find the other things in the photos.
- As students listen to the recording to check their answers, encourage them to notice the pronunciation of *ceiling*, *drawers*, *cupboard* and *fridge*.

Audio script 3.2 page 166

ANSWERS

A window B bed C chest of drawers D fridge
E cupboard F cooker G table H ceiling I door
J floor K wall L sofa M rug N shower O toilet
P bath Q roof

Exercise 4 3.3

- Explain that the sentences are about homes in different countries. Ask students to skim-read the sentences and find out which country each sentence is about. They then work in pairs to circle the correct words.
- Play the recording for students to check their answers.

Audio script 3.3 page 166

ANSWERS

1 table; floor 2 in a bed; cupboard 3 fridges; cookers
4 paper windows 5 bathroom

EXTENSION

Students write similar sentences to those in exercise 4 about homes in their own countries.

Exercise 5

- Read the information in the box with the class and make sure students know that the photos numbered 1–6 are not part of the blog post.
- Elicit some predictions as to why people make their homes out of shipping containers.
- Give students two minutes to read the text quickly to check their ideas, encouraging them to look for three reasons.
- After eliciting the answers, check students understand the adjectives by eliciting antonyms: *strong* (weak), *easy to use* (difficult to use) and *cheap* (expensive).

ANSWERS

Shipping containers are strong, easy to use and cheap;
Students' own answers

Exercise 6

- Tell students to read the sentences carefully and then look for the key information in the texts.
- Check students understand the meaning of *homeless person* (n phr) and *attractive* (adj).
- Check answers as a class.

ANSWERS

1 F It's easy to make a house. 2 T 3 F You only need one container to make a small flat. 4 F You can have more than one window. 5 T 6 F There are lots of different types. 7 F All kinds of people live in container homes. 8 T

Exercise 7

- Put students into pairs or small groups to discuss the questions.
- Elicit some answers from different students.

Insight Prepositions of place

The most commonly used prepositions of place are *at*, *on* and *in*. We often use:

at with points, e.g. *at the bus stop*, *at the end of the road*

in with enclosed spaces, e.g. *in the house*, *in the garden*

on with surfaces, e.g. *on the floor*, *on a page*.

Encourage students to make a note of phrases with prepositions and to learn them in context.

Exercise 8

- Use objects in the classroom, e.g. a bag and a desk, to demonstrate the different prepositions.
- Students find the prepositions in the text and match them to the diagrams.
- Check answers as a class. Make sure students understand that *next to* is usually closer than *near*.

ANSWERS

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

Exercise 9

- Students look at the photos again and use prepositions to describe where things are.
- Check answers by reading out the stems and having the class call out the words in the gaps.

ANSWERS

1 in front of 2 on 3 under 4 opposite / in front of
5 behind

EXTENSION: WHERE'S THE COIN?

Ask one student to leave the classroom. Another student hides a coin somewhere in the classroom. Bring the first student back into the classroom. They ask questions to find out where the coin is, e.g. *Is it under the desk?* *Is it near the door?* The rest of the class answers the questions. The game can then be played in pairs with each student taking turns to hide something and ask questions.

Exercise 10

- Read through the strategy with students. Emphasize that they do not have to be good at drawing but the process of actively drawing something will help them to remember the word.
- Give students a few minutes to draw their own pictures for each preposition.

Exercise 11

- Focus students' attention on the first picture on page 36. Students will need to use some of the new vocabulary on this page to describe where the different things are. Share an example, e.g. *The window is behind the bed*.
- While monitoring the activity, if students use the wrong preposition, give them an opportunity to self-correct by using prompts, e.g. *Student: The rug is in the table. Teacher: The rug is ...*

- After saying sentences in pairs, go around the class and ask different students to say a sentence for feedback.

SUGGESTED ANSWERS

The window is behind the bed.
 The pillows / cushions are on the bed.
 The table is in front of the bed.
 The rug is under the table / next to the bed.
 The bedside table is next to the bed.
 The clock is on the bedside table.
 The picture / painting is on the wall.
 The vase and a picture are on the chest of drawers.
 The picture is behind the vase.

Exercise 12

AfL: Success criteria

Ask students to look at the task and discuss what a successful outcome would look like. Agree with the students in advance what you will give feedback on, e.g. using vocabulary to describe homes, correct use of prepositions of place.

After students have done the task, go through the agreed feedback to see how well students did against their agreed successful outcome benchmark.

See page 10 of the Teacher's Guide for more ideas.

- Give students a couple of minutes to consider their answers and make notes before the task.
- Circulate and monitor, assisting with ideas and use of prepositions and home vocabulary.
- For extra practice, after reflecting on what they did well and what they could improve, students could repeat the task with a new partner.

Vocabulary extra: In the home

SB page 136

Exercise 1

1 shutters 2 wardrobe 3 shelf 4 lamp 5 bedside table 6 mirror 7 curtains 8 washbasin 9 bidet 10 front door 11 stairs 12 armchair 13 fireplace 14 carpet 15 cushion 16 freezer 17 dishwasher 18 sink 19 washing machine

Exercise 2–3

Students' own answers

AfL: Assess your progress

The 'Assess your progress' page allows students to assess themselves and gives them a sense of ownership for their own learning.

Direct students to Workbook page 26 and ask them to do the exercises in class or at home, then fill in the 'Can-do' statements on page 33 for Lesson 3A. Encourage them to think about and make brief notes on how well they have done and to think about future learning opportunities.

'How can I improve?' suggestions: Find a blog post to read in English and predict the content before reading; write a paragraph describing your room; record yourself describing your room.

Further practice

Communication worksheet 3A: Vocabulary

Lesson 3B: Grammar and reading

SB pages 38–39

Learning objectives

Use photos to predict information in a review

Describe places using *there is / there are* with *some / any*

Materials

Workbook page 27

Communication worksheet 3B: Grammar

Pronunciation Insight worksheet 3: Final -s

AfL: Learning intentions

Focus students on the learning objectives at the top of Student Book page 39. See page 10 of the Teacher's Guide for more ideas.

Grammar

Exercise 1

- Make sure students understand the meaning of *camping* (n). If possible, show some pictures of people camping.
- After students discuss the questions in pairs, have a brief class feedback.

Exercise 2

- Ask students to cover up the text with a piece of paper or notebook, leaving the photos visible.
- Give students about a minute to talk about the photos and predict what might be in each review.
- Give students two minutes to read the text quickly and check their ideas.

ANSWERS

Inside the Jet Star: two bedrooms, a living room, an Xbox with flying games, a bathroom and a toilet
 Inside the Pac-Man Dome: a table and chairs, a big double bed and computer games from the eighties

Exercise 3

- Ask students to discuss the questions in pairs.
- For feedback, ask for a show of hands: *Who would like to stay in the Jet Star? Who would like to stay in the Pac Man Dome?* Then elicit reasons from a few different students.

Language note: *there is / there are* with *some / any*

We use *there is / there are* to introduce a topic or to say that something exists.

There is a pencil in my bag. There are some books on the desk.

We use *There's / There is / There isn't* with singular nouns. Remember, we use *an* before singular nouns that begin with *a, e, i, o* and sometimes *u*.

(We also use *There is + some* with uncountable nouns, but students will not be studying this construction yet.)

When replying to questions, only use the contraction *there's* if you are adding to the sentence.

Is there a shower?

Yes, there is. / Yes, there's a nice bathroom. Yes, there's.

Exercise 4

- Students find the examples and complete the rules.
- They then compare answers in pairs before checking as a class.

ANSWERS

a is, are b aren't c there d singular e affirmative
f plural

Further reference and practice Workbook page 96

- 1 2 There is 3 There is 4 There are 5 There are
6 There are
2 2 an 3 Is; No 4 some 5 aren't 6 is
3 2 Is there an armchair in your room? No, there isn't.
3 Is there a bin in your classroom? Yes, there is.
4 Are there any curtains at the window? No, there aren't.
5 Is there a university in your town? Yes, there is.

Exercise 5

- Tell students to use the rules in exercise 4 to help them complete the sentences.
- Students compare their answers in pairs before checking answers as a class.

ANSWERS

1 some; JS (or B from the photos) 2 an; JS 3 any; B
4 any; JS (or B from the photos) 5 a; JS 6 a; PM

AfL: Diagnostics

While monitoring exercise 6, listen to students' use of *there is / there are* with *some / any* which is a learning intention for this lesson. Take note of any common errors for further teaching, for example, you could write similar sentences with errors on the board for the class to correct. See page 10 of the Teacher's Guide for more ideas.

Exercise 6

- Explain that the photo is a kind of tent called a yurt.
- Point out the information next to the photo to help students make sentences.
- For a shorter activity, students make sentences verbally in pairs. For a longer activity, students write sentences.
- Elicit sentences from the class.

ANSWERS

- 2 There's a comfortable sofa at the back.
3 There are some chairs and a table for eating on the left.
4 There are some beautiful rugs on the floor.
5 There isn't a cooker inside, but there's a small kitchen outside.
6 There aren't any windows but there's a lot of light from the ceiling.

Exercise 7

- Remind students to use the rules from exercise 4 to help them complete the questions.
- Check the question forms as a class.
- In pairs, students take turns to ask and answer questions in any order.

ANSWERS

1 Is there a; No, there isn't. 2 Is there a; Yes, there is.
3 Are there any; No, there aren't. 4 Is there a; No, there isn't. 5 Are there any; No, there aren't. 6 Are there any; Yes, there are.

Exercise 8

- Ask: *Which of the three places would you like to stay in most? The Jet Star, the Pac-Man Dome or the Orchard Yurt?*
- Students discuss their answers in pairs.
- For class feedback, have a vote on the best place by asking students to raise their hands for their favourite place. As students vote, ask them to give a reason.

Exercise 9 3.4

- Read through the words together and make sure students know what they mean, before you play the recording.
- Check answers as a class.

ANSWERS

In the order they are mentioned: beach, sports, good views, swimming pool, TV

Audio script 3.4 page 166

Exercise 10 3.4

- Give students a minute to read the sentences. Then play the recording again.

ANSWERS

1 garden 2 are some 3 two 4 five 5 aren't any
6 aren't any 7 are some 8 is 9 isn't

Exercise 11

AfL: Success criteria

Ask students to look at the task and discuss what a successful outcome would look like. Agree with students in advance what you will give feedback on, e.g. use of *there is / there are / some / any*.

To help students achieve success in a task, remind them of the purpose of it. For example, the purpose of exercise 11 is to practise describing places using *there is / there are / some / any* and to practise negotiating and communicating in English. These skills can help when travelling or talking to an English-speaking friend, or in an English-speaking workplace. See page 10 of the Teacher's Guide for more ideas.

- Give students a minute on their own to look at the list of six features and decide which are the most important.
- Organize pairs into groups of four to explain their choices to each other.
- Ask a few groups to feed back their choices of accommodation. Did both pairs choose the same place?

Vocabulary extra: Around town SB page 136

Exercise 1

1 café 2 restaurant 3 park 4 leisure centre
5 stadium 6 cinema 7 theatre 8 bus stop 9 train station
10 bank 11 hospital 12 library 13 museum
14 police station 15 shopping centre 16 university

Exercise 2

1 theatre 2 park 3 bus stop 4 leisure centre
5 stadium 6 university 7 museum 8 library
9 hospital 10 bank

Exercise 3

Students' own answers

AfL: Assess your progress

The 'Assess your progress' page allows students to assess themselves and gives them a sense of ownership for their own learning.

Direct students to Workbook page 27 and ask them to do the exercises in class or at home, then fill in the 'Can-do' statements on page 33 for Lesson 3B. Encourage them to think about and make brief notes on how well they have done and to think about future learning opportunities.

'How can I improve?' suggestions: Search for the Apple Camping website in Wales and read about another tent; write a paragraph or tell a classmate about a holiday place using *there is / there are / some / any*.

Further practice

Communication worksheet 3B: Grammar

Pronunciation Insight worksheet 3: Final -s

Lesson 3C: Culture Reading, vocabulary and grammar

SB pages 40–41

Learning objectives

Search a text to identify relevant words

Use possessive 's, possessive pronouns and *whose*

Materials

Workbook page 28

Video worksheet 3: The Fairy Tale House

AfL: Learning intentions

Focus students on the learning objectives at the top of Student Book page 41. See page 10 of the Teacher's Guide for more ideas.

Reading and vocabulary

Exercise 1

- Read the questions aloud so that students can hear the pronunciation of *indoors* and *outdoors*, before students discuss the questions in pairs or small groups.
- When they have finished, ask a few students to share their ideas with the class.

Culture note: Underground Montreal

The first underground building in Montreal was the Place Ville-Marie shopping centre, which opened in 1962. After the Metro was built in 1966, more underground shops appeared and tunnels were built to link them together. The underground city is now known as RÉSO (a homonym for the French word *réseau*, meaning 'network'). It covers twelve square kilometres and there are more than 120 entrance points to the underground city.

AfL: Diagnostics

While monitoring the answers to exercise 2, listen for how confidently students answer the questions, which involves searching a text to identify relevant words and is a learning objective for this page. See page 10 of the Teacher's Guide for more ideas.

Exercise 2

- Ask students to work in pairs to see how many answers they can guess correctly.
- They then read the text quickly to check their answers.
- To check the answers, read out the sentence stems and let students call out the correct word(s) to complete it.

ANSWERS

1 c 2 b 3 a

Exercise 3

- Before they read the article again, remind students that if there are unknown words, they could use the strategies from Lesson 1A on page 13.
- Check answers as a class by asking different students to read out sentences.

ANSWERS

1 snow 2 tunnels 3 sport(s) 4 engineering
5 hockey 6 winter

Exercise 4

- Remind students that the Global skills discussion questions require them to reflect on other cultures, as well as their own culture and language.
- Check students understand *official language* (n phr), *bilingual* (adj).
- Ask a few students to share their partner's ideas with the class.

Grammar

Language note: Possessive 's

When names end in -s, e.g. *Chris*, we can use either 's or '.

Chris's bag *Chris' bag*

With two or more names, e.g. *Chris and David*, the possessive 's comes after the final name.

This is Chris and David's house.

Exercise 5

- Students complete the sentences by finding them in the article.
- Ask different students to read each sentence to check answers.

ANSWERS

1 people's 2 family's 3 parents'

Exercise 6

- Students work in pairs to complete the rules.
- Write the correct answers on the board so that students can check their apostrophes.

ANSWERS

a 's, 2 b ', 3 c 's, 1

Further reference and practice Workbook page 96

- 1 2 's 3 s' 4 's 5 's 6 's 7 s' 8 's
- 2 2 My children's room is very messy.
3 This is my friends' new song. They are in a band.
4 I've got one cat. The cat's bed is under the table.
5 A: Are those bikes Tim's?
B: Yes, they are. He's got five bikes!
6 My sister's daughter's name is Alice.
- 3 2 That is my brother's house.
3 My mum's hair is short and brown.
4 These are my parents' clothes.
5 This is my dog's new toy.
6 Where are the boys' backpacks?

Exercise 7

- Point out how possessive 's has been added and how the word order has changed in the example sentence.
- When checking the answers, write them up on the board (or ask students to) so that students can check the position of the apostrophes.

ANSWERS

- 2 men's clothes 3 my grandmother's cat
- 4 her parents' friend 5 my friend's brothers
- 6 a boys' school 7 Canadian people's favourite sport
- 8 my mother's office

Exercise 8

- Tell students that the factfile has a list of true and false facts, which they will discuss in the following exercise.
- Pre-teach *ancient* (adj), *president* (n), *gold* (n), *mask* (n) and *pyramid* (n).
- Read through the first sentence together. Some students may point out that the sentence is false, but do not confirm this yet.
- Tell students that not every sentence has an apostrophe.
- Check answers as a class by writing answers on the board (or asking students to) so that they can check apostrophe placement.

ANSWERS

- 1 Boston's 2 Queen's 3 – 4 president's 5 London's
- 6 people's 7 Tutankhamun's; Cairo's 8 Egyptians'

Exercise 9 3.5

- Students work in pairs to discuss the facts.
- You could run the exercise as a quiz game, with a point for each correct answer. For this, pairs should swap their list of answers with another pair for marking.
- Play the recording for students to check their answers.

Audio script 3.5 page 166

ANSWERS

- 1 F 2 F 3 T 4 F 5 T 6 F 7 T 8 F

Exercise 10 3.6

- Point out some of the highlighted words in the article as an example.
- Students work on their own to complete the exercise before comparing their answers in pairs.
- Play the recording for students to check and repeat.

ANSWERS

- 1 Whose 2 mine 4 his 5 hers 7 theirs

Audio script 3.6 page 166

Language note: *whose* and possessive pronouns

Clarify the difference between subject pronouns, possessive adjectives and possessive pronouns before students attempt exercises 11 and 12.

Write the subject pronouns on the board: *I, you, he, she, we, they*. Point to *I* and give an example sentence: *I've got a blue bag*. Then write *my* next to *I* and say: *It's my blue bag*. Finally, write *mine* next to *my* and say: *The blue bag is mine*.

AfL: Diagnostics

While monitoring exercise 11, encourage students to ask questions to clarify understanding, e.g. of the rules around possessive pronouns and *whose*. Questions can show you whether students have understood and what you need to spend more time explaining.

At this level, it is fine to ask questions about grammar points in students' main/first language.

Exercise 11

- Ask students to look again at the sentences in exercise 10 and then do the matching activity in pairs, before checking answers as a class.

ANSWERS

- a 3 b 1 c 2

Further reference and practice Workbook page 97

- 1 2 b 3 a 4 a 5 a 6 c
- 2 1 B: her; ours 2 A: your; my B: your; mine 3 yours; ours 4 A: your B: theirs; my 5 A: my; yours B: mine 6 Your; hers 7 A: Whose B: his 8 Our; ours; yours
- 3 2 theirs 3 ours 4 yours 5 his 6 mine

Exercise 12

- Tell students to look at the rules about possessive 's in exercise 6 again. Remind them that possessive adjectives come before nouns, but there is no noun after a possessive pronoun.
- Students work individually or in pairs to do the exercise.
- Check answers as a class. Write answers for items 7 and 9 on the board for students to check.

ANSWERS

- 1 ours 2 Our 3 Whose 4 yours 5 mine 6 Her
- 7 Jamie's 8 grandparents 9 Lucy's 10 Theirs

EXTENSION

Students practise reading the dialogue aloud in pairs.

Exercise 13

AfL: Success criteria

Ask students to look at the task and discuss what a successful outcome would look like. Agree with students in advance what you will give feedback on, e.g. correct use of possessive 's and possessive pronouns.

Targeted teacher feedback can have a big impact on student learning. During this task, consider participating so that you can have a one-to-one interaction with some students and can feed back on an individual basis, e.g. give encouragement about the correct use of possessive pronouns or remodel any unclear pronunciation.

- Read through the instructions, emphasizing that students are just borrowing things for the activity then they will give them back.
- Give students two minutes with their first partner to organize their four things each (two of their own, two borrowed.) Remind students that they will need to think about whether the items are singular or plural.
- Organize students into new pairs for the asking and answering stage.

AfL: Assess your progress

The 'Assess your progress' page allows students to assess themselves and gives them a sense of ownership for their own learning.

Direct students to Workbook page 28 and ask them to do the exercises in class or at home, then fill in the 'Can-do' statements on page 33 for Lesson 3C. Encourage them to think about and make brief notes on how well they have done and to think about future learning opportunities. 'How can I improve?' suggestions: Re-read the article about Montreal; look up some information about the underground city in English; record the possessive pronouns in your vocabulary notebook.

Further practice

Video worksheet 3: The Fairy Tale House

Lesson 3D: Listening, vocabulary and speaking

SB pages 42–43

Learning objectives

- Use words to describe the city and the country
- Listen for key words
- Ask for and give directions

Materials

- Workbook page 29
- Communication worksheet 3D: Speaking
- Functional language bank

AfL: Learning intentions

Focus students on the learning objectives at the top of Student Book page 43. See page 10 of the Teacher's Guide for more ideas.

Listening and vocabulary

Exercise 1 3.7

- Focus students' attention on the photos.
- Put students into pairs to discuss and guess the places. They could guess the city, region or the country.

- As you play the recording for students to check, write the answers on the board. Point out that we usually say *the* before *the UK* and *the USA*. However, this is not the case when listing cities.

Audio script 3.7 page 167

ANSWERS

- 1 Darjeeling, India 2 Houston, USA 3 Snowhill, UK
4 Times Square, New York, USA 5 Scarborough, England
6 Alsace, France

Culture notes: Places

Darjeeling is a town in the north of India. It is situated in the mountains, 2,045 metres above sea level. Darjeeling is famous for its production of black tea. The Darjeeling Himalayan Railway is over 120 years old, 78 kilometres long and is a UNESCO World Heritage site.

Houston is a large city in Texas, USA. It is also known as the 'space city' because NASA (the National Aeronautics and Space Administration) built a large space centre in the city in 1961. It suffers from some extreme weather conditions including flooding and hurricanes. Its main industries are oil, natural gas, aeronautics and biomedical research.

Snowhill is a small village in the Cotswolds, an area of outstanding natural beauty in the UK. It is a typically English village, with ancient pretty cottages and a church, all set around a village green.

Times Square is a large pedestrianized square in Manhattan, New York. It is famous for being the heart of Broadway – the theatre district of the city – and its brightly illuminated billboards are an iconic image of New York. On New Year's Eve, many people gather in Times Square to welcome the New Year and watch the Time Ball drop from the top of the One Times Square building.

Scarborough is a large holiday resort on the North Yorkshire coast of the UK. It has the ruins of a fine 12th century stone castle, which was destroyed during the English Civil War of 1645.

Alsace is a small region in the north-east of France, bordering Germany and Switzerland. It is a popular destination for tourists because of its pretty villages, old churches and castles. It is also a major wine-growing area.

Insight City to country

The suburbs are parts of a city with homes outside the city centre. The stress is on the first syllable.

The countryside can also be called *the country*, e.g. *I live on a farm in the country*.

People sometimes just use *the city* or *town* to mean *the city centre*.

I work in the city. / The hotel's in town.

Exercise 2 3.8

- Give students one minute to do the matching activity.
- Play the recording for them to check their answers and repeat.

Audio script 3.8 page 167

ANSWERS

- 1 town 2 city 3 village 4 city centre 5 suburb
6 countryside

Exercise 3

- Elicit answers to the first question from the class.
- Check students understand *capital city* (n phr).
- Students discuss the rest of the questions in pairs.
- For class feedback, ask a few different students each question.

ANSWERS

- 1 A village is a small town located in the countryside.
A town is larger than a village and usually has many houses and shops. A city is a large and important town.
- 2 The countryside is used mainly for farming, with mostly single houses or very small groups of houses; a village is small, there is no mayor; a town is bigger, it has often has a mayor and usually tens of thousands of people live there; a city is very big.
- 3 Students' own answers

AfL: Diagnostics

Sometimes it is easier to diagnose students' needs by simply asking for their preferences. In exercise 4, ask *Who would like to listen to the recording again?* to decide whether to play it an extra time before checking the answers.

If only a few students want to hear it again, give an additional task to those feeling more confident, e.g. say: *If you are already sure of your answers, this time when you listen, note at least two extra things that each person says.*

Exercise 4 3.9

- Read through the strategy together and then tell students to underline the key words in sentences 1–9. Explain any unknown vocabulary.
- Before you play the recording, check that students have correctly identified the key words.

Audio script 3.9 page 167

ANSWERS

Suggested key words: 1 home, important place, tea
2 lives, suburb 3 hasn't got, cafés, leisure centres
4 hear, musical instruments, favourite place
5 likes, countryside 6 dances, favourite place
7 likes, cinema 8 chats, friends, shop 9 favourite place, centre of town
1 H 2 S 3 Y 4 S 5 Y 6 S 7 H 8 Y 9 H

Exercise 5

- Pre-teach *balcony* (n). Give students five minutes to work individually and make notes about their perfect home. Remind them that they could use the words for things in homes from Student Book page 136.
- Students work in pairs and discuss their perfect home.
- For feedback, students could present their perfect homes to groups, or a few students could share their home description with the class.

Speaking

Language note: St and Rd

Focus students' attention on the words *St* and *Rd* on the map. Elicit what they are short for.

St = street, *Rd* = road

Even when written in short form, they are pronounced *street* and *road*.

Other common short forms in maps and addresses include *Pl* (Place), *Ln* (Lane) and *Dr* (Drive).

Exercise 6

- Check that students remember the prepositions of place they learned on page 37: *opposite*, *next to*, *on* and *between*.
- Students find the places on the map.

ANSWERS

1 shopping centre 2 theatre 3 museum 4 library

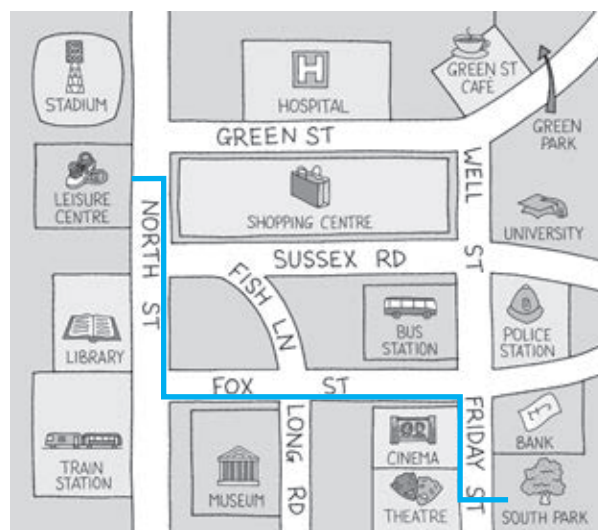
Exercise 7 3.10

- Tell students that they are going to listen to someone asking for directions. Make sure that they have found the leisure centre on the map and are ready to draw the route before you play the recording.

Audio script 3.10 page 167

ANSWERS

Jane wants to go to South Park.



Exercise 8 3.10

- Students work in pairs to complete the phrases.
- When they have finished, play the recording again so they can check their answers.
- To check answers, ask individual students to read out the complete phrases.

ANSWERS

1 Where's 2 How 3 Cross 4 second 5 Go 6 At
7 right 8 on

Exercise 9 3.11

- Read the correct first sentence aloud.
- Students work individually to do the exercise, then compare their answers in pairs.
- Play the recording for students to check their answers.
- Tell students that Dan is outside the Green St Cafe and they should draw the route from there.

Audio script 3.11 page 167

ANSWERS

Dan Excuse me. How do you get to the station, please?

Woman The train station or the bus station?

Dan The train station.

Woman Outside the café, turn right. Then take the first road on the left.

Dan Do you know the name of the road?

Woman Well Street, I think. Go past the shopping centre and the bus station. Then turn right into Fox Street. Go straight on. When you get to North Street, the train station is opposite you.

Dan Thanks a lot!



Exercise 10

- After students re-read the dialogue, elicit useful phrases and write them on the board.
- Encourage students to record the phrases in their vocabulary notebook.

ANSWERS

Asking for directions: How do you get to ... ? Do you know the name of the road?

Giving directions: outside (the café), turn (right), take the (first) road on the (left), Go past ..., turn (right) into ...

Exercise 11

- Read the Global skills box with the class. Tell students that *Thanks* is more informal than *Thank you* or *Thank you very much*.
- Elicit some answers to the question.

Exercise 12

- Tell students to take turns to ask and give directions.
- Elicit the first question as an example: *How do I get from the bus station to the stadium?*

Exercise 13

AfL: Success criteria

Ask students to look at the task and discuss what a successful outcome would look like. Agree with the students in advance what you will give feedback on, e.g. clear and correct questions and instructions for directions. After students have done the task, ask them to peer assess themselves on how well they completed the task.

- Check students understand *newsagent's* (a small store selling newspapers, snacks and drinks, etc.).
- Demonstrate the activity with a student asking you for directions to one of the places.

- Give students fifteen minutes to write and practise their dialogues in pairs.
- Finish by asking a few pairs to share one of their dialogues with the class.

EXTENSION

Brainstorm some places in the school building and write them on the board, e.g. *library, computer room, the toilets, office, Room 3*. Students take turns to give directions from their classroom to another place in the school building and their partner tries to guess the place.

AfL: Assess your progress

Direct students to Workbook page 29 and ask them to do the exercises in class or at home, then fill in the 'Can-do' statements on page 33 for Lesson 3D. Encourage them to think about and make brief notes on how well they have done and to think about future learning opportunities. 'How can I improve?' suggestions: Practise asking and giving directions around school with a classmate; practise different ways of saying *thanks* in English with classmates.

Further practice

Communication worksheet 3D: Speaking
Functional language bank

Lesson 3E: Writing A tourist guide

SB pages 44–45

Learning objectives

- Write a tourist guide
- Use sequencers to organize your writing
- Use a model text to help plan your writing

Materials

- Workbook page 32
- Writing bank

AfL: Learning intentions

Focus students on the learning objectives at the top of Student Book page 45. See page 10 of the Teacher's Guide for more ideas.

Exercise 1

- Introduce the activity by telling students what you do when you visit a city for the first time, e.g. *When I visit a new city, I usually take a bus around the city and then I visit a museum or an art gallery.*
- Students discuss their ideas in pairs. Write the following questions on the board to use as prompts: *What do you do? Where do you go? How do you travel around the city?*

Exercise 2

- Give students a few minutes to read the guide quickly to see if their ideas are included.
- Have a brief class feedback.

AfL: Diagnostics

Example texts can be a useful tool to raise self-awareness of learning needs in a reflective way. Ask students to rate the model profile as easy, OK or difficult for them to do in the target language. Then do the exercises in the lesson that will build their confidence and extend their mastery in doing the same writing task.

Exercise 3

- Tell students that the words they need to find are *sequencers*. They are used to help organize a text.
- Emphasize that *next*, *then* and *after that* can go in any order. However, *first* is used for the first event or step in a sequence, and *finally* is used for the last.

ANSWERS

First find your nearest stop, ...

After that, hop back on the bus ...

Next, it's time for lunch.

Then choose your next stop.

Finally, in the evening, ...

1 first 2 next, then, after that 3 finally

Exercise 4

- Read through the sentences with the class, checking students understand *wild* (adj), *world-famous* (adj), *National Park* (n phr) and *explore* (v) and explaining any other new words.
- Students work individually to do the exercise then check the answers as a class.

ANSWERS

1 First 2, 3 & 4 Then, After that, Next (in any order)
5 Finally

Exercise 5

- Read through the strategy together and explain to students that the Student Book always has a model text to study before they do their writing task.
- Explain the meaning of *bullet point* and *imperative*.
- Students work in pairs to do the exercise, before checking as a class.

ANSWERS

1 bullet point 2 introduction 3 imperatives
4 Students' own answers

Writing your guide

AfL: Success criteria

Ask students to look at the task and discuss what a successful outcome would look like. Agree with the students in advance what you will give feedback on, e.g. using sequencers, clear structure, including both information and suggestions for fun things to do.

Choosing specific aspects to give feedback on can make feedback and marking more manageable.

After students have done the task, ask them to peer assess themselves on how well they completed the task.

- Read the task together, making sure students understand that they have to write a tourist guide similar to the guide about Dublin.
- Give students five to ten minutes to plan.
- Circulate and monitor, encouraging students to use the sequencers *first*, *next*, *after that*, *then* and *finally*. Remind them to use prepositions of place, *there is / there are*, city to country vocabulary.
- Students could present their tourist guides to small groups or to the class.

Extra activity: Writing

Write a tourist guide for a holiday in your country or a country you would like to visit. Include information about the country, places to visit and activities.

AfL: Assess your progress

Direct students to Workbook page 32 and ask them to do the exercises in class or at home, then fill in the 'Can-do' statements on page 33 for Lesson 3E. Encourage them to think about and make brief notes on how well they have done and to think about future learning opportunities.

'How can I improve?' suggestions: Research a place you would like to visit using websites in English; do the additional writing activity; record sequencers in your vocabulary notebook.

Further practice

Writing bank

Review 3

SB page 45

Vocabulary

Exercise 1

1 chair 2 bathroom 3 bed 4 cupboard 5 fridge
6 kitchen 7 cooker

Exercise 2

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

Exercise 3

1 town 2 city 3 suburb 4 city centre
5 countryside

Grammar

Exercise 4

1 are 2 is 3 is 4 there's 5 a 6 any 7 aren't
8 some

Exercise 5

1 Robbie's book 2 my cousins' house 3 men's shoes
4 my friends' class 5 the children's computer 6 dog's bed

Exercise 6

1 mine 2 ours 3 yours 4 hers 5 theirs 6 his

Global skills: Working in a team

SB pages 46–47

Learning objectives

- Understand the skills you need to work well in a team
- Think about your strengths and weaknesses as a team member
- Take part in a teamwork task

Materials

- Workbook page 133
- Global skills video worksheet: Working in a team

AfL: Learning intentions

Focus students on the learning objectives at the top of Student Book page 47. See page 10 of the Teacher's Guide for more ideas.

Exercise 1

- Write *Teamwork* on the board and elicit some activities and situations that involve working in a team.

AfL: Diagnostics

While monitoring exercise 2, listen to students' ideas about teamwork. What do they think are the advantages of working in a team with others? Listen also for how successfully or unsuccessfully students use the relevant language.

Exercise 2

- Focus on the quiz on page 46. Check that students understand *good team player* (n phr) and elicit some initial ideas about what this means.
- Give students time to do the quiz on their own and compare their answers in pairs.

Exercise 3

- Students discuss in pairs. During whole-class feedback, ask students to give reasons for their answers. Encourage them to give examples from the text.

Exercise 4

- Focus students on the quiz answers and give them time to read the answers and complete them with the missing sentences.

ANSWERS

1 c 2 b 3 a

Exercise 5

- As students discuss the questions, circulate and monitor, noting the ideas they mention and examples of good language as well as errors.

Exercise 6 3.12

- Play the recording and give students time to discuss the questions in pairs. Play the recording again if necessary.

- During whole-class feedback, ask: *What was good about the way they worked together? What could be better?*

Audio script 3.12 page 167

Exercise 7 3.12

- Students read the questions before listening to the recording again.
- Give them time to compare their answers in pairs before checking answers as a class.

ANSWERS

- outside the café
- three: a café, a (takeaway) pizzeria and a burger bar
- the burger bar

Exercise 8 3.12

- Ask students to try to remember or guess the missing words in the sentences before playing the recording again.

ANSWERS

a then b great c because d point e agree

Exercise 9

- Explain that each phrase in exercise 8 relates to a tip in the checklist. Focus on the first tip and elicit which phrase they can use to give a reason for an opinion.
- During whole-class feedback, ask students if they will do anything differently the next time they work in a team.

ANSWERS

1 c 2 a 3 e 4 b 5 d

Exercise 10

AfL: Success criteria

Agree with the students in advance what you and their peers will give feedback on.

See page 10 of the Teacher's Guide for more ideas.

- Divide students into groups and ask them to choose one of the ideas before working together to design their building.
- Students present their design, give each other feedback using the agreed success criteria and discuss their experiences of working in a team.

AfL: Assess your progress

Direct students to Workbook page 133 and ask them to do the exercises and fill in the 'Can-do' statements.

'How can I improve?' suggestion: Encourage students to think about and make brief notes on the following questions:

- * How have your ideas about working in a team changed?
- * When might you need to work in a team, now or in the future?
- * What useful language have you learned in this lesson?

Further practice

Global skills video worksheet: Working in a team

Unit map

Grammar

Present continuous page 50

Present simple or present continuous? page 53

Vocabulary

The natural world page 48

Animal verbs page 49

Describing weather page 52

Adjective suffix -y page 52

Outdoor activities page 54

Skills

Reading: Thanks for your help! page 48

Reading: Watching animals page 50

Listening: Where is Raj? page 51

Reading: Weather alerts page 52

Listening: Redingly Activity Centre page 54

Speaking: Asking for, making and responding to suggestions page 55

Writing: A description of a photo page 56

Reading: Workbook pages 38–39

Strategies

Reading: Recording words in context page 49

Listening: Using visual clues page 54

Writing: Using questions to plan your writing page 56

Review

Review 4 page 57

Vocabulary extra 4 page 137

Cumulative review Units 1–4 pages 58–59

Literature Insight 2 Workbook pages 157

Answer key Teacher's Guide page 124–125

Exam Insight 2 Workbook pages xxx-xxx

Answer key Teacher's Guide pages 159–160

Video

Online video: Measuring the weather

Lesson 4A: Reading and vocabulary

SB pages 48–49

Learning objectives

Scan an article for specific information

Record new words in context

Use words to describe animal behaviour and the natural world

Materials

Workbook page 34

Communication worksheet 4A: Vocabulary

Pronunciation Insight worksheet 4: Stress in two-syllable nouns

AfL: Learning intentions

Focus students on the learning objectives at the top of Student Book page 49. See page 10 of the Teacher's Guide for more ideas.

AfL: Diagnostics

Have a short quiz to help students to track their progress, e.g. ask students to write numbers 1–10 and draw or write a translation of any of the following words they know. Call out: *tree, cloud, flower, desert, forest, ice, mountain, plan, sand, snow*. Don't give answers but tell students that they will learn all the words during the lesson. Repeat the quiz at the end of the lesson (calling the words out in a different order) so that students can see their progress. See page 10 of the Teacher's Guide for more ideas.

Exercise 1

- Check students understand *survive* (v), *in the wild* (n phr), *dangers* (pl n).
- Give students a few minutes to discuss the question in pairs for a few minutes.
- Have a brief class feedback.

V Insight The natural world

The phonemic script in the definitions shows pronunciation. Each character represents a sound. The small vertical dash comes before the stressed syllable.

Look online for interactive phonemic charts where you can hear the pronunciation of individual sounds.

Desert, forest and *grassland* all have emphasis on the first syllable. Point out that the middle consonant sound in *desert* /^ldezət/ is /z/.

Exercise 2

- Explain that the definitions are from a dictionary and that the words describe different types of places in the natural world.
- After students have read and matched the definitions, check answers as a class.

- Model and drill the words.

ANSWERS

1 forest 2 desert 3 grassland

Exercise 3

- Focus students' attention on the words and ask: *What things can you find in photo 1?* Students call out the answers.
- They then find the things in photos 2 and 3. Explain that one thing (cloud) is in more than one photo.

ANSWERS

Photo 1: ice, mountain, snow, tree

Photo 2: cactus, cloud, plant, sand, mountain

Photo 3: cloud, flower, grass, tree, plant

Exercise 4

- Before students read the article, ask them to work in pairs to see if they can match the words for animals to the photos.
- Give students time to read the article and complete the exercise.
- Check answers as a class, demonstrating the pronunciation of the animals and countries. Point out the second syllable stress in *giraffe*.

ANSWERS

Ethiopia: ostrich, zebra; Kenya: giraffe, tick, oxpecker;

Canada: polar bear, Arctic fox

EXTENSION

Students add a column to the table in exercise 4 for their own country and write three animals.

Exercise 5

- Read through the sentences together.
- Focus students on the article *An* at the beginning of sentences 2 and 4. Elicit what these tell us about the words that follow. (*An* is followed by a word that starts with a vowel sound.)
- Give students a few minutes to complete the exercise individually. They then compare their answers in pairs before checking as a class.
- Remind students to record new words in their vocabulary notebooks.

ANSWERS

1 polar bear 2 Arctic fox 3 giraffe 4 ostrich 5 tick 6 zebra

Culture note: Symbiotic relationships

There are three types of symbiotic relationship:

Mutualism: Both partners' actions help each other.

Commensalism: One partner benefits and the other partner is not helped nor harmed. For example, small remora fish attach themselves to sharks and eat small parts of food that the sharks do not want. The fish benefit by getting the food but this does not help the shark.

Parasitism: One partner benefits but the other partner suffers. For example, when ticks bite other animals, they benefit from feeding. However, ticks may irritate the animals' skin and transmit diseases to the animals, making them sick.

Exercise 6

- Put students into pairs or small groups to discuss the questions.
- Elicit some answers to each question.

V Insight Animal verbs

The verbs *bite*, *follow*, *carry*, *look for*, *hunt*, *run away* and *dig* are used for animals, but they are also all used for actions by humans.

Look for and *run away* are examples of phrasal verbs – verbs that are followed by another word, e.g. a preposition or an adverb. There are many phrasal verbs in English and the second word sometimes changes the meaning of the verb.

Compare the different vowel sounds of the letter *i* in *bite* and *dig*.

Exercise 7

- Give students two minutes to do the activity then check the answers as a class, drilling the pronunciation of each one. Point out that the vowel sound in *run* and *hunt* is the same.
- You could humorously mime each verb to help students understand them, if it suits your teaching style.

ANSWERS

1 bite 2 follow 3 carry 4 look for (food) 5 hunt, run away 6 dig

Exercise 8

AfL: Success criteria

Peer modelling can help students understand expectations. You could ask to look at a few student vocabulary notebooks and with their permission, take photos of a few entries that illustrate strategies such as recording words in context or using pictures. These could be shared with the class on an interactive whiteboard slide when discussing the strategy.

- Read through the strategy together.
- Give an example of a word with a different meaning in a different context, e.g. *Your answer is right* (correct). *Turn right* (the opposite of left).
- Read out the example sentence and elicit another example for *run away*, e.g. *Zebras run away from lions*.
- Remind students that present simple for *he/she/it* uses *-s/-es/-ies* endings.

Exercise 9

AfL: Success criteria

Ask students to look at the task and discuss what a successful outcome would look like. Agree with students in advance what you will give feedback on, e.g. using a range of words to describe animal behaviour.

After they have done the task, go through the agreed feedback to see how well students did against their agreed successful outcome benchmark.

See page 10 of the Teacher's Guide for more ideas.

- Read through the questions with the class, checking students understand them.

- Give students time to discuss the questions and tell them that they will need to report back to the class.
- Have a brief class feedback.

EXTENSION: INTERNET RESEARCH

Ask students to work individually or in pairs to find out about another symbiotic relationship. You could give them some ideas, e.g. crocodile and Egyptian plover; clownfish and sea anemone; bee and flower; human and pet. Tell them to write notes and then share back in small groups.

Vocabulary extra: Animals SB page 137

Exercise 1

1 spider 2 whale 3 eagle 4 butterfly 5 horse
6 sheep 7 fox 8 cow 9 chicken 10 pig 11 tiger
12 wolf 13 elephant 14 giraffe 15 bear 16 monkey

Exercise 2

1 chicken 2 tiger 3 monkey 4 horse 5 elephant
6 pig 7 wolf 8 sheep 9 giraffe 10 butterfly
11 bear 12 spider 13 whale 14 fox 15 eagle 16 cow

Exercise 3

Students' own answers

AfL: Assess your progress

The 'Assess your progress' page allows students to assess themselves and gives them a sense of ownership for their own learning.

Direct students to Workbook page 34 and ask them to do the exercises in class or at home, then fill in the 'Can-do' statements on page 41 for Lesson 4A. Encourage them to think about and make brief notes on how well they have done and to think about future learning opportunities.

'How can I improve?' suggestions: Add five more words from the lesson to your vocabulary notebooks in context; find and read another article about your favourite animal.

Further practice

Communication worksheet 4A: Vocabulary

Pronunciation Insight worksheet 4: Stress in two-syllable nouns

Lesson 4B: Grammar and reading SB pages 50–51

Learning objectives

Identify relevant words related to a particular topic

Use the present continuous to talk about actions happening now

Materials

Workbook page 35

Communication worksheet 4B: Grammar

AfL: Learning intentions

Focus students on the learning objectives at the top of Student Book page 51. See page 10 of the Teacher's Guide for more ideas.

Grammar

Exercise 1

- Elicit some examples of social media sites (e.g. TikTok, Facebook, Instagram). Check students understand the difference between *share* (v) and *comment on* (v).
- After students have discussed the questions in pairs, have a brief class feedback.

EXTENSION

Write the following questions on the board for further discussion.

Do you share your photos or other people's photos?

How often do you use social media?

What things are not a good idea to post online?

Exercise 2

- Explain that students are going to read a post by Ecomagazine and replies to it.
- Give students two to three minutes to read the posts and match the names with the activities.

ANSWERS

1 PuppyCrazy 2 BestSafari 3 PuppyCrazy
4 SleepyGirl 5 two elephants 6 SleepyGirl's cat

Exercise 3

- Ask students to discuss the questions in pairs for one minute, before brief class feedback.

Language note: Present continuous

We use the present continuous:

to talk about actions happening right now.

I'm watching a film about a whale.

to talk about what is happening around now.

I'm studying French at university.

to talk about fixed plans in the near future.

I'm going out tonight.

Some verbs do not take the present continuous. They are called stative verbs and include *feel, hear, see, love, like, want, understand, believe, know*.

In recent times, some stative verbs have started to be used in present continuous in informal situations, e.g. *I'm loving your holiday photos!*

Exercise 4

- Students find the examples and complete the table.
- Tell students that the first verb in each example is called an auxiliary verb and the second is called the main verb, e.g. *am* is the auxiliary, *sleeping* is the main verb.

ANSWERS

1 'm 2 is 3 're 4 'm not 5 isn't 6 Are

AfL: Diagnostics

Asking students to find further examples of something can be a good way to check for understanding.

After students have completed exercise 5, ask them to find and underline further examples of the present continuous in the social media posts. See page 10 of the Teacher's Guide for more ideas.

Exercise 5

- Students look at the example sentences and complete the rules.
- Point out that for rule *a*, students need to understand why we use the present continuous, and for rules *b* and *c*, they need to understand how we form it.

ANSWERS

a actions **b** be **c** after, before

Further reference and practice Workbook page 98

- 2 getting 3 using 4 lying 5 washing 6 talking
7 making 8 putting 9 having 10 eating
11 sitting 12 trying
- 2 are preparing 3 A: Are you looking B: 'm looking
4 isn't talking; 's sleeping 5 're learning 6 A: Is your brother listening B: isn't
- 2 My dog is chasing a cat in the garden.
3 We're taking photographs of tigers at London Zoo.
4 The foxes are digging a hole in the ground.
5 The hungry wolves are looking for food.
6 I'm not doing my homework. I'm drinking a cup of tea.
7 She's listening to some music at the moment.
8 Why are you laughing?
- 4 1 Is (he) chatting; b
2 Are (you) downloading; c
3 Is (she) doing; a
4 Are (they) enjoying; d

Exercise 6

- Focus students' attention on the photos and elicit the animals to check students know the words and their pronunciation (*tiger, horse, birds, lions, bear*).
- Ask two students to read out the example exchange.
- Students write the questions, then check as a class before students ask and answer them in pairs.

ANSWERS

- 2 Are the birds flying? No, they aren't. They're sitting (on the horse).
- 3 Are the lions hunting? No, they aren't. They're resting.
- 4 Are the tourists sleeping? No, they aren't. They're watching the lions/animals.
- 5 Is the bear drinking water? No, it isn't. It's eating.

Exercise 7 4.1

- Tell students to use shortened auxiliary forms in the dialogue where possible, e.g. *I'm watching*.
- Students work individually to complete the dialogue, then compare their answers in pairs.
- After you play the recording, write the answers on the board for students to double check.

Audio script 4.1 page 167

ANSWERS

- 1 'm watching 2 Is your sister watching 3 isn't
4 's playing 5 's singing 6 Are your parents listening
7 aren't 8 're playing 9 are you doing 10 Are you sitting
11 'm not sitting 12 'm doing 13 's shouting
14 is he shouting 15 's digging

Exercise 8

AfL: Success criteria

Before you monitor a task, share what you are listening for and the reason, e.g. say: *While you ask and answer the questions in exercise 8, I'll walk around. I'm listening to your questions and answers to check how you are using the present continuous, especially word order and verb forms. This will help me know whether to review any of the rules again.* See page 10 of the Teacher's Guide for more ideas.

- Complete the first question on the board with the class as an example.
- When students have completed the questions, check as a class before students ask and answer them in pairs.

ANSWERS

- 1 are your classmates doing 2 is your teacher talking
3 are you reading 4 Are you watching 5 Are you listening 6 are you doing

EXTENSION: DRAW AND GUESS

Write some present continuous sentences on cards, each with a different present continuous verb from the course so far, e.g. *The boy is eating a banana. The baby is sleeping on the sofa. The cat is running away from the dog. The girl is reading a book. The man is playing the violin.* Ask one student to come up to the board and try to draw the sentence. The first person to guess the sentence correctly can be the next person to draw on the board. Alternatively, the game can be played in small groups.

Exercise 9 4.2

- Tell students that they are going to hear a phone conversation between two friends, Raj and Sarah, and read through the questions with the class.
- After you play the recording, elicit the problem.

Audio script 4.2 page 167

ANSWERS

a; Raj can't take a photo with his phone.

Exercise 10 4.2

- Give students a minute to read the questions and underline key words. Then play the recording again.

ANSWERS

- 1 He's in Scotland.
- 2 He's going to his cousin's house.
- 3 His dad is driving.
- 4 They're having lunch in a café.
- 5 He's trying to take a photo of his sister.
- 6 She's eating a big chocolate ice cream.
- 7 The camera isn't working.
- 8 She's writing her geography essay and she's helping Raj.

Exercise 11

AfL: Success criteria

Ask students to look at the task and discuss what a successful outcome would look like. Agree with students in advance what you will give feedback on, e.g. correct use of present continuous

After they have done the task, go through the agreed feedback to see how well students did against their agreed successful outcome benchmark.

Encourage students to work with a new partner and communicate what kind of feedback they would like from their partner. Do they want their partner to look for and correct any errors, or just focus on understanding and communication?

See page 10 of the Teacher's Guide for more ideas.

- Students work on their own to form questions before checking as a class.
- Encourage students to use their imagination to plan their trip. Give some examples: *I'm staying in a beautiful hotel next to the Taj Mahal. I'm staying in a tent in the desert.*

Vocabulary extra: Pets SB page 137

Exercise 1

1 rabbit 2 dog 3 tortoise 4 hamster 5 budgie
6 mouse 7 cat 8 snake 9 fish 10 parrot
11 guinea pig 12 lizard

Exercise 2

1 tortoise 2 hamster 3 lizard 4 dog 5 rabbit
6 fish 7 cat 8 budgie

Exercise 3

Students' own answers

AfL: Assess your progress

The 'Assess your progress' page allows students to assess themselves and gives them a sense of ownership for their own learning.

Direct students to Workbook page 35 and ask them to do the exercises in class or at home, then fill in the 'Can-do' statements on page 41 for Lesson 4B. Encourage them to think about and make brief notes on how well they have done and to think about future learning opportunities.

'How can I improve?' suggestions: Tell a classmate about what you learned today; ask and answer with a classmate: *What are you doing?*; add words for pets to your vocabulary notebook.

Further practice

Communication worksheet 4B: Grammar

Lesson 4C: Culture Reading, vocabulary and grammar SB pages 52–53

Learning objectives

Use pictures to help locate information in a text

Make adjectives from nouns by adding the suffix -y

Use the present simple and continuous to talk about habits, truths and current events

Materials

Workbook page 36

Video worksheet 4: Measuring the weather

AfL: Learning intentions

Focus students on the learning objectives at the top of Student Book page 53. See page 10 of the Teacher's Guide for more ideas.

Reading and vocabulary

AfL: Diagnostics

While monitoring exercise 1, listen for how successfully or unsuccessfully students use present simple forms or continuous forms and weather adjectives ending with -y (*sunny, rainy*, etc.), which are learning objectives for this page. See page 10 of the Teacher's Guide for more ideas.

Exercise 1

- Check students understand *forecast* (n) and *normal* (adj).
- Students discuss the questions in pairs or small groups.
- When they have finished, ask a few students to share their ideas with the class.

Culture note: Places

Adelaide is a city in South Australia by the sea.

Yekaterinburg is the fourth-largest city in Russia. It is in central Russia, east of the Ural Mountains.

The Azores are a group of islands to the west of Portugal.

Cape Town is on the southwest coast of South Africa. A *cape* is a narrow part of land that goes out into the sea or a lake.

Exercise 2

- Ask students to cover the text and only look at the photos. Explain that the photos show people in different parts of the world. It is the same date, 20 November, but the seasons are different.
- Give students one minute to look at the photos in pairs and guess where the place might be and the season.
- Give students two minutes to quickly read the posts to check their ideas, before checking as a class

ANSWERS

1 C; summer 2 B; winter 3 D; They don't have seasons in the Azores. 4 A; spring

Exercise 3

- Before students read the posts again, ask them to read the questions and underline key words to help focus them on the specific information they need to find.
- Ask students to compare their answers in pairs before checking answers as a class.

ANSWERS

- 1 They have very dry weather.
- 2 The climate is changing, temperatures are getting higher.
- 3 He lives in Yekaterinburg, Russia.
- 4 He's skateboarding today.
- 5 They don't really have seasons in the Azores. The weather is similar all year.
- 6 He's sitting by the sea and he's watching the waves.
- 7 She's taking a walk up Table Mountain, having her lunch and enjoying herself.
- 8 She's worried about the future because drought is a problem in Cape Town.

Exercise 4

- Give students two or three minutes to discuss the Global skills questions in pairs.
- Have a brief class feedback.

ANSWERS

- 1 *Weather* refers to the condition of the atmosphere at a particular place and time, such as the temperature, and if there is wind, rain, sun, etc. *Climate* describes the regular pattern of weather conditions of a particular place. Weather is what happens everyday, but climate is what you expect to happen.
- 2 Students' own answers
- 3 Students' own answers

V Insight Describing weather

Point out that stormy weather can include *thunder* (the sound) and *lightning* (the light you see in the sky). Demonstrate the different vowel sounds in the words *hot*, *cold*, *cool*, *snowy*, *windy*, *warm*, *sunny*. Point out that -20°C is pronounced minus/negative twenty degrees celsius.

Exercise 5

- Students work in pairs to match the highlighted adjectives to the weather icons.
- As you check the answers, drill the pronunciation.

ANSWERS

- 1 rainy 2 sunny 3 snowy 4 windy 5 cloudy
- 6 stormy 7 hot 8 warm 9 cool 10 cold

V Insight Adjective suffix -y

Many adjectives in English are formed by adding -y to nouns. Further examples related to weather or the natural world include *ice* – *icy*, *breeze* – *breezy*, *grass* – *grassy*, *sand* – *sandy*. Be careful – the adjective *funny* looks like it follows this pattern. However, *fun* and *funny* have different meanings. *Fun* means something enjoyable. *Funny* means something humorous that makes you laugh.

Exercise 6

- Point out to students that they have to make both adjectives and nouns; they add -y to the nouns to form adjectives and they remove the -y from the adjectives to form nouns.
- As you check answers as a class, ask students to listen and repeat the words across the rows in the table.

ANSWERS

- 1 sun 2 snow 3 wind 4 stormy 5 cloudy

Exercise 7

- Give students a couple of minutes to find the answers.
- Point out the difference in structure between *It is snowy* (*it* + *be* + adjective) and *It is snowing* (*it* + present continuous of *snow*).

ANSWERS

- 1 It's snowing. 2 It's raining.

Exercise 8 4.3

- Explain that the quiz is for fun and you don't expect students to know the answers. They need to guess.

- Pre-teach *tornado* (n) and *thunderstorms* (pl n).
- Give students two minutes to discuss the sentences in pairs. Then ask them to vote on whether the sentences are true or false. Write the results of the vote on the board.
- Play the recording for students to check their answers.

Audio script 4.3 page 167

ANSWERS

- 1 T 2 F 3 F 4 T 5 F

EXTENSION

Ask students to listen to the recording again and write down as many other facts as they can. Put students into small groups to make a list of the facts, then check them against the audio as a class.

Grammar

Language note

Some languages have equivalent verb forms to present simple and present continuous, but others use only one verb form and use other ways of expressing the continuous, e.g. German, French. You could ask students to reflect on and share how present simple and present continuous compare to verb forms in other languages they know.

Exercise 9

- Write a present simple and a present continuous sentence on the board. Ask students to identify the present simple verb (*walk*) and the present continuous verb (*'m taking*). Remind them how we form the present continuous.
- To check answers, ask students to read out a sentence and say if it is present simple or present continuous.

ANSWERS

- 1 PS 2 PC 3 PC 4 PS 5 PS 6 PC

AfL: Diagnostics

You can check students' understanding by asking for their own examples.

Ask for students to share their own present simple or continuous sentences similar to those in exercise 9, e.g. *I'm sitting in class. I'm answering a question. We have a small class.* See page 10 of the Teacher's Guide for more ideas.

Exercise 10

- Ask students to work in pairs to complete the rules.
- Remind students that there are two sentences for some headings.

ANSWERS

- a present simple; 1, 4 b present continuous; 3, 6
- c present simple; 5 d present continuous; 2

Further reference and practice Workbook page 99

- 1 2 PC 3 PC 4 PS 5 PC 6 PS 7 PS 8 PC
- 2 1 I do 2 are cooking 3 isn't reading; 's listening 4 visit 5 watch 6 are you doing; 'm writing
- 3 2 don't ride; take 3 A: Is (she) swimming B: isn't; goes

- 4 aren't studying; 're visiting
 5 A: Do (you usually) meet B: do; 'm staying
 6 are working
 7 A: do you do B: go
 8 're watching
 4 2 are you reading 3 we go 4 we are visiting
 5 I help 6 do you wake up

Exercise 11

- Tell students that they are going to read a post by a student in Kansas, USA. Give students a few minutes to complete the text.
- Students compare their answers in pairs before checking as a class.

ANSWERS

- 2 're staying 3 's raining 4 're listening 5 is hiding
 6 doesn't like 7 have 8 's 9 Is it raining 10 is the sun shining

Exercise 12

AfL: Success criteria

Ask students to look at the task and discuss what a successful outcome would look like. Agree with students in advance what you will give feedback on, e.g. correct use of present simple and present continuous.

After they have done the task, go through the agreed feedback to see how well students did against their agreed successful outcome benchmark.

See page 10 of the Teacher's Guide for more ideas.

- Write the first question together on the board as an example.
- Check the question forms as a class before students ask and answer the questions.
- To finish, ask one student a question. They answer then direct another question to another student, and so on.

ANSWERS

- 1 What's the weather like today?
 2 Is it raining at the moment?
 3 What do you usually do at the weekend?
 4 What are you doing now?
 5 How many TV series do you watch every year?
 6 What series are you watching now?
 7 What music do you usually listen to?
 8 Are you listening to music now?

AfL: Assess your progress

The 'Assess your progress' page allows students to assess themselves and gives them a sense of ownership for their own learning.

Direct students to Workbook page 36 and ask them to do the exercises in class or at home, then fill in the 'Can-do' statements on page 41 for Lesson 4C. Encourage them to think about and make brief notes on how well they have done and to think about future learning opportunities.

'How can I improve?' suggestions: Record yourself answering the questions in exercise 12; teach a friend or family member some words for weather.

Further practice

Video worksheet 4: Measuring the weather

Lesson 4D: Listening, vocabulary and speaking

SB pages 54–55

Learning objectives

- Describe outdoor activities
- Use visual clues to predict information
- Ask for, make and respond to suggestions

Materials

- Workbook page 37
- Communication worksheet 4D: Speaking
- Functional language bank

AfL: Learning intentions

Focus students on the learning objectives at the top of Student Book page 55. See page 10 of the Teacher's Guide for more ideas.

Listening and vocabulary

AfL: Diagnostics

While monitoring exercise 1, see how much language students know and what knowledge they have when talking about outdoor activities. Help them to make connections with what they already know – many outdoor activities have similar words or roots in different languages (sometimes called cognates). See page 10 of the Teacher's Guide for more ideas.

Exercise 1

- Start by brainstorming any outdoor activities students can think of on the board, to provide some words for weaker students to use for the discussion.
- Students discuss the questions in groups of three. Then ask one student from a couple of groups to feed back the answers to each of the longer questions.

V Insight Outdoor activities

With all the outdoor activities listed in exercise 2, we use *go*, (not *do* or *play*), e.g. *I'm going bungee jumping this weekend.* / *She sometimes goes canoeing.*

Point out that some of the activities are two separate words, e.g. horse riding.

Bouldering is like rock climbing but on boulders (large rocks). Zorbing means getting inside a large plastic ball. The ball is rolled down a hill.

Exercise 2

- Students match the words to the photos. Point out that four of the words do not have photos.
- Check answers as a class. Then read through the remaining words (*canoeing*, *horse riding*, *mountain biking* and *surfing*) and elicit their meaning.

ANSWERS

- 1 bungee jumping 2 caving 3 diving
 4 snowboarding 5 rock climbing 6 zorbing
 7 bouldering

EXTENSION

Ask **fast finishers** to identify the water sports from the list of activities (*canoeing, diving, surfing*).

Exercise 3

- Focus students' attention on the strategy and read through the examples of visual clues.
- Give students a minute to look at the flyer, identify the visual clues and think about what type of information is needed to complete each gap.

ANSWERS

It's an activity centre.

Missing information: 1&2 activities 3 price 4 opening hours / time 5 day

Exercise 4 4.4

- After you play the recording, students compare answers in pairs before listening to the recording again.
- Check answers as a class, writing the answers on the board for students to check their spelling.

Audio script 4.4 page 168

ANSWERS

1 horse riding / canoeing 2 canoeing / horse riding
3 42 4 8.00 5 Saturday

Exercise 5 4.5

- Explain to students that they are going to listen to two instructors from the activity centre, Jeff and Maria. Read out the questions and remind students that they should focus on listening for the answers to those questions.
- Elicit the answers.

Audio script 4.5 page 168

ANSWERS

Jeff talks about rock climbing and bouldering. He's teaching bouldering.
Maria talks about zorbing. She's teaching zorbing.

Exercise 6 4.5

- Focus students' attention on photos 5, 6 and 7 and tell students that they can find the things in these photos.
- Play the recording again. Then ask different students to point to the things in the photos.

ANSWERS

Photo 5: helmet, partner, rope
Photo 6: zorb, hill
Photo 7: boulder, crash pad

Exercise 7

- Put students into pairs or small groups to ask and answer the questions.
- Encourage them to say at least three different activities in each answer and give detail if they can.

Speaking

Exercise 8

- Check students understand *holiday park* (a place you can stay for a holiday with different activities; usually cheaper than a hotel). Ask: *Do you stay in holiday parks on holiday? What things can you do there?*

- Give students one minute to read the advertisement quickly and answer the questions in pairs.
- Check students understand *minigolf* (n).

ANSWERS

1 outdoor swimming, skateboarding
2 indoor swimming, climbing, tennis
3 outdoor swimming, horse riding, skateboarding, minigolf, street hockey

Exercise 9 4.6

- Explain to students that Goran and Elisa are friends who are both staying at Southview Holiday Park. They are trying to decide what to do.
- After you play the recording, elicit the activity they decide to do.

Audio script 4.6 page 168

ANSWERS

outdoor swimming

Exercise 10 4.6

- Students work on their own or in pairs to complete as many phrases as they can.
- Play the recording for students to check their answers, then write the answers on the board as well for students to check.

ANSWERS

1 want 2 about 3 don't we 4 rather not 5 Good

Exercise 11 4.7

- Explain that this dialogue happens between Elisa and Goran thirty minutes later.
- Read through the phrases with students. Ask them to identify two phrases for suggestions (*What about, Let's*) and two responses (*That sounds great, I'd prefer to*).
- Give students one minute to complete the dialogue. Then play the recording for them to check their answers.

Audio script 4.7 page 168

ANSWERS

1 How about 2 That sounds OK 3 Let's 4 I'd prefer to

Exercise 12

- Read through the Global skills box with the class. Elicit some other excuses to the stem *I'd love to go to the cinema this weekend, but ...*

EXTENSION

Students work in pairs and take turns to ask each other *Would you like to go to the cinema this weekend?* and give a polite excuse.

Exercise 13

AfL: Success criteria

Ask students to look at the task and discuss what a successful outcome would look like. Agree with students in advance what you and their peers will give feedback on, e.g. using correct phrases for making suggestions, using appropriate phrases to accept/decline.

After the task, ask students to reflect on whether they met the criteria and how they could improve. See page 10 of the Teacher's Guide for more ideas.

- Check students understand the instructions, pointing out that the dialogue starts on the left, then follows onto the right-hand column.
- Put students in pairs to prepare their dialogues.
- Organize students into groups of four (two pairs) to share their dialogues.

AfL: Assess your progress

The 'Assess your progress' page allows students to assess themselves and gives them a sense of ownership for their own learning.

Direct students to Workbook page 37 and ask them to do the exercises in class or at home, then fill in the 'Can-do' statements on page 41 for Lesson 4D. Encourage them to think about and make brief notes on how well they have done and to think about future learning opportunities.

'How can I improve?' suggestions: Research one of the outdoor activities from the lesson in English; make up excuses for three different situations.

Further practice

Communication worksheet 4D: Speaking
Functional language bank

Lesson 4E: Writing A description of a photo

SB pages 56–57

Learning objectives

Write a description of a photo

Use phrases to express uncertainty

Use questions to plan your writing

Materials

Workbook page 40

Writing bank

AfL: Learning intentions

Focus students on the learning objectives at the top of Student Book page 57. See page 10 of the Teacher's Guide for more ideas.

Exercise 1

- Ask students to cover the text while they look at the photo only. Students discuss in pairs.
- Do not check answers as a class yet because this will be part of exercise 2.

Exercise 2

- Give students a few minutes to read the description.
- Read each question from exercise 1 and elicit the writer's answer, and whether the writer sounds sure or not sure.

ANSWERS

1 elephants 2 They're crossing a river. 3 They're probably tourists. 4 Perhaps it's in a country in Africa. 5 It's hot and sunny.

The writer is not sure about answers 2, 3, 4 and 5.

Exercise 3

- Explain that uncertainty means *not being sure about something*.

- Refer students to the language box to the right of the text.
- Give students time to complete the rules in pairs, referring to the text to help them, then check as a class.

ANSWERS

1 not sure 2 start 3 after, before

Culture note: Being polite

People also use phrases for expressing uncertainty to sound more polite, for example, when they make a suggestion or give their opinion.

Perhaps it's time to go.

That's probably not a good idea.

I think there's a problem.

Exercise 4

- Explain that the four sentences use words and phrases that express that the writer is sure about what they are saying: *definitely, I'm sure, I know*.
- Students complete the exercises individually then compare their answers in pairs before checking as a class.

ANSWERS

1 probably 2 I think / Perhaps 3 Perhaps / I think
4 probably

Exercise 5

- Do the first sentence together, then students rewrite the other sentences individually.
- Ask individual students to write their sentences on the board and check as a class.

ANSWERS

2 The weather is probably very cold because there's snow on the ground.
3 I think the man is the children's grandfather because he's very old.
4 The boy probably likes football because he's wearing a football shirt.

V Insight Describing a photo

Encourage students to learn the words as phrases with the correct preposition:

in + the background, the foreground, the middle

at + the top, the bottom

on + the left, the right

The words *foreground* and *background* mean *the front* and *the back*, but they are special words for describing pictures.

Background is also used when describing phones, files or websites. It means the colour or picture behind other text and pictures. e.g. *That's a nice background on your phone, is it your photo?*

AfL: Diagnostics

While monitoring exercises 6 and 8, see how confident students are with describing photos. If necessary, provide additional support or practice such as asking a stronger pair to model the activity for the class or remodelling the activity yourself before students repeat their description of the same picture with a new partner. See page 10 of the Teacher's Guide for more ideas.

Exercise 6

- Check students know what the words mean.
- Remind students that they could also use the expressions *on the left* and *on the right*, which they learned when they were giving directions (see Student Book page 43).

Exercise 7

- As an example, describe a picture on page 54 for students to guess. Say: *In the foreground there is road on the right. In the middle, there is a ball. It is going down the hill. In the background, there is a hill and the sky.* Elicit the picture (6).
- Give students two minutes to choose a photo from the unit and think of what they are going to say.

Exercise 8

- Read through the strategy together. Explain that using questions to plan your writing is a useful way of checking that all the important information is included.
- Students describe the photo they chose in exercise 7 to the same partner again, this time trying to include answers to all the questions in the strategy box.
- Elicit some ways that students' descriptions improved.

Writing your description

AfL: Success criteria

Ask students to look at the task and discuss what a successful outcome would look like. Agree with students in advance what you will give feedback on, e.g. including all parts of the task (as outlined in the plan), correct use of at least three expressions of uncertainty.

After they have done the task, go through the agreed feedback to see how well students did against their agreed successful outcome benchmark.

See page 10 of the Teacher's Guide for more ideas.

- Make sure students understand that they have to write a description similar to the one in exercise 2 on page 56.
- Students choose a different photo to the one they talked about in exercise 7 and 8.
- Circulate and monitor, helping with language and ideas as necessary.
- Circulate and monitor while students write their descriptions, encouraging them to use phrases to express uncertainty and other language from the unit (weather, words for the natural world).
- When students have finished, they check their work.

Extra activity: Writing

Ask students to choose a photo of their own to share in class. It could be a personal photo or a photo from the internet about the natural world. Students swap photos (either physically or digitally) with a partner and write a description of their partner's photo. They then share their descriptions and find out from their partner if their guesses in the description were correct.

AfL: Assess your progress

Direct students to Workbook page 38 and ask them to do the exercises in class or at home, then fill in the 'Can-do' statements on page 41 for Lesson 4E. Encourage them to think about and make brief notes on how well they have done and to think about future learning opportunities.

'How can I improve?' suggestions: Swap descriptions with a classmate to peer check; write a description for another photo; record a description of a personal photo.

Further practice

Writing bank

Review 4 SB page 57

Vocabulary

Exercise 1

1 follow 2 bite 3 carry 4 hunt 5 dig 6 run away
7 look for

Exercise 2

1 sunny 2 snowy 3 windy 4 rainy 5 stormy
6 cloudy

Exercise 3

1 mountain biking 2 snowboarding 3 bouldering
4 caving 5 zorbing 6 rock climbing 7 diving

Grammar

Exercise 4

1 's / is it doing 2 it's hiding 3 it isn't hiding
4 It's waiting 5 They're eating 6 I'm not pushing
7 They're running away 8 you're making

Exercise 5

1 do (people) go 2 live 3 organizes 4 doesn't go
5 starts 6 's / is looking 7 's / is driving 8 's / is
raining 9 wants 10 is Sanyu explaining 11 's / is
telling 12 have

Cumulative review Units 1–4 SB pages 58–59

Exercise 1

1 b 2 c 3 c 4 b 5 a

Exercise 2

Students' own answers

Exercise 3

1 e 2 a 3 d 4 f 5 b

Exercise 4

1 c 2 a 3 c 4 b 5 a 6 a 7 b 8 b 9 a 10 c

Exercise 5

Students' own answers

Additional materials

Literature Insight 2 Workbook pages 114–115 Answer key page 157

Exam Insight 2 WB pages 124–125 Answer key: pages 159–160

5 You are what you eat

Unit map

Grammar

Countable and uncountable nouns page 62

much, many, a lot of page 63

a little / a few page 65

Vocabulary

Food page 60

Compound nouns page 61

On the dinner table page 64

Opinion adjectives page 66

Skills

Reading: Carbon on our plates page 60

Reading: Education with a difference page 62

Listening: Helping at the local farm page 63

Reading: A special meal for a special occasion page 64

Listening: Unusual food page 66

Speaking: Ordering food page 67

Writing: A description of a festival page 68

Reading: Workbook pages 46–47

Strategies

Vocabulary: Making mind maps page 60

Reading: Using a dictionary when you read page 64

Writing: Focusing on the writing goal page 68

Global skills

Using technology wisely page 70

Review

Review 5 page 69

Vocabulary extra 5 page 138

Video

Online video: Borough Market

Global skills video: Using technology wisely

Lesson 5A: Reading and vocabulary SB pages 60–61

Learning objectives

Use food words

Use key words to identify the main idea

Use compound nouns to describe food

Materials

Workbook page 42

Communication worksheet 5A: Vocabulary

Pronunciation Insight worksheet 5: Stress in compound nouns

AfL: Learning intentions

Focus students on the learning objectives at the top of Student Book page 61. See page 10 of the Teacher's Guide for more ideas.

AfL: Diagnostics

While monitoring exercises 1 and 2, listen for how successfully or unsuccessfully students use food words, which is the learning objective for this page. See page 10 of the Teacher's Guide for more ideas.

Exercise 1

- Pre-teach *healthy* (adj), *unhealthy* (adj) and *environment* (n).
- Students discuss the question in pairs.
- Have a brief class feedback.

V Insight Food

The plural of tomato is tomatos.

The syllable stress in tomato is on the second syllable. The other words have the stress on the first syllable.

Point out that the *ch* at the start of chocolate and cheese has a *t-sh* /tʃ/ sound. Some students may not be used to saying multiple consonant sounds together in a cluster. Point out the silent *e* at the end of *apple*, *cheese*, *lettuce* and *orange*.

Orange is the word for the fruit and also the colour.

Exercise 2 5.1

- Give students one minute to match the words to the pictures. Then play the recording for them to check and repeat.
- With a **weaker class**, you could play the recording a second time.

Audio script 5.1 page 169

ANSWERS

1 tomato 2 cucumber 3 carrot 4 bread
5 apple 6 chocolate 7 orange 8 cheese 9 nuts
10 mushroom 11 lettuce 12 coffee

Exercise 3

- Read through the strategy together. Give an example of a mind map by revising the animal words from Unit 4. Write *Animals* as the main topic word on the board. Around this write the sub-topics *sea*, *land* and *air*, and elicit two animals for each sub-topic, e.g. sea: *fish*, *whale*; land: *elephant*, *giraffe*; air: *eagle*, *butterfly*.
- Students copy the mind map from Student Book page 60 and complete it with the words in exercise 2. Tell them to leave space so that they can add more food words later.
- Check answers as a class. Students may point out that a tomato is actually a fruit, lettuce is a plant and a mushroom is a fungus, but they are more commonly classed as vegetables.

ANSWERS

carbohydrates: bread; vegetables: carrot, cucumber, lettuce, mushroom, (tomato); fruit: apple, nut, orange, (tomato); sugar and fats: chocolate; dairy products: cheese; drinks: coffee

EXTENSION

Write the following words from the article *Carbon On Our Plates* on the board: *beef*, *lamb*, *pears*, *strawberries*, *orange juice*. Ask students to add them to the mind map. Students could also add more words of their own to the mind map, using a dictionary or their previous knowledge.

Exercise 4

- Refer students to the title and photos, and check students understand *carbon* (n) and *plate* (n).
- Read through the glossary at the bottom of the article as a class.
- Give students a few minutes to skim-read the article to check their answers. Remind students that they do not need to understand every word in order to answer the questions; they should look for the main ideas in the text at this stage.

ANSWER

C

Exercise 5

- Give students five minutes to re-read the article and match the headings and paragraphs.
- Students compare their answers in pairs then check as a class.

ANSWERS

1 B 2 C 3 A

Exercise 6

- Read through the questions with the class first. Check that students understand that the three solutions referred to are *eat less meat*, *buy local*, and *fight waste*. Elicit what a *locavore* is (someone who only buys and eats local food).
- Students discuss the questions in pairs, while you circulate and monitor language.
- Have a brief class feedback.

EXTENSION: FURTHER DISCUSSION

Ask students to discuss these questions in groups:
Think of three things you eat regularly. Do you know where the foods come from?
Where do you usually buy food from? Why?

V Insight Compound nouns

Most compound nouns in English are formed by combining a noun and another word (another noun, an adjective, a verb or a preposition) to make a new word. The first word in a compound noun usually modifies the second word, e.g. compare the compound nouns *milk chocolate* (chocolate made with milk) with *chocolate milk* (milk with a chocolate flavour).

Some compound nouns are written as two separate words, e.g. *orange juice*, *swimming pool*, *climate change*, *greenhouse gas*, *polar bear*, *train station*. The compound nouns related to food in this lesson are all two separate words.

Some compound nouns are one word, e.g. *bedroom*, *thunderstorm*, *campsite*, *skateboard*, *football*.

Some compound nouns have a hyphen, e.g. *sub-topic*, *check-in*.

Exercise 7

- Do the first sentence together, demonstrating that students need to choose one word from the first group and one word from the second group to make a compound noun.
- Check answers as a class. Remind students to record the words in their vocabulary notebooks.

EXTENSION

Ask students to think of more food words that could form compound nouns with ... *juice*, ... *sandwich*, ... *cake*.

Culture note: Popular sandwiches

According to some recent surveys, people's favourite sandwich in the UK is a chicken sandwich. In the US, it is grilled cheese. Ask: *What sandwiches are people's favourite in your country? What's your favourite sandwich?*

Exercise 8

AfL: Success criteria

Ask students to look at the task and discuss what a successful outcome would look like. Agree with students in advance what you will give feedback on, e.g. correct use of food words, including at least three ideas, making a visually attractive poster.

After they have done the task, ask students to peer assess themselves on how well they completed the task.

- Read through the task as a class. Point out that *waste* can be both a noun and a verb.
- Give students a few minutes to think individually and make notes about what food they waste or see others waste, and try to think of at least three ways to reduce the waste.
- Put students into new pairs to share their ideas. Give them some paper to write their ideas as a poster.
- Ask a few pairs of students to share their ideas with the class.

EXTENSION

Students could make a class video about reducing waste. Each pair records themselves presenting an idea for reducing food waste (approximately thirty seconds to one minute) and sends it to you. Compile these into one class video and play it at the beginning of the next class.

Vocabulary extra: Food SB page 138

Exercise 1

1 ketchup, onions, potatoes, steak 2 peas, pepper, salmon 3 cream, strawberries, sugar 4 pasta, rice 5 grapes, (a) peach 6 crisps, sweets

Exercise 2

Carbohydrates: pasta, potatoes, rice

Meat and fish: salmon, steak

Fruit: grapes, (a) peach, strawberries

Vegetables: onions, peas, potatoes

High in sugar or fat: cream, crisps, sugar, sweets

Condiments: ketchup, pepper

Exercise 3

Students' own answers

AfL: Assess your progress

The 'Assess your progress' page allows students to assess themselves and gives them a sense of ownership for their own learning.

Direct students to Workbook page 42 and ask them to do the exercises in class or at home, then fill in the 'Can-do' statements on page 49 for Lesson 5A. Encourage them to think about and make brief notes on how well they have done and to think about future learning opportunities.

'How can I improve?' suggestions: Look up and add at least five more words to the food mind map; record five favourite compound noun foods in vocabulary notebooks with images; write a grocery shopping list in English.

Further practice

Communication worksheet 5A: Vocabulary

Pronunciation Insight worksheet 5: Stress in compound nouns

Lesson 5B: Grammar and reading SB pages 62–63

Learning objectives

Use countable and uncountable nouns correctly

Use *much*, *many* and *a lot of* to talk about food

Materials

Workbook page 43

Communication worksheet 5B: Grammar

AfL: Learning intentions

Focus students on the learning objectives at the top of Student Book page 63. See page 10 of the Teacher's Guide for more ideas.

Grammar

AfL: Diagnostics

While monitoring exercise 1, listen for how successfully or unsuccessfully students use countable and uncountable nouns correctly, which is the learning objective for this page. See page 10 of the Teacher's Guide for more ideas.

Exercise 1

- Make sure students understand *farmer* (n) and *grow food* (v phr). If possible, show some pictures of farmers or food from your local area to help stimulate discussion.
- After students discuss the question in pairs, have a brief class feedback.

Exercise 2

- Read the title with students and tell them that it is an interview with one of the students *Jonathan Woods*.
- Give students two minutes to read the text quickly to find out what's special about the school. Elicit the answer.

ANSWER

His school grows its own food.

Exercise 3

- Read through the foods listed and check students understand and can pronounce *honey* (n).
- Students complete the exercise individually then compare their answers in pairs before checking as a class.

ANSWERS

Students tick: 2, 3, 5 and 6

Exercise 4

- Give students one minute to read the questions and think about their own ideas.
- Put students into pairs to compare their ideas. Encourage students to give reasons for their answers.
- Have a brief class feedback.

Language note: Countable and uncountable nouns

In English, countable nouns are generally things we can count, e.g. *pencils*, *computers*, *chairs*. They can be singular or plural. When a countable noun is singular, we must use an article or a possessive adjective before it, e.g. *This is a book*. *It's my book*.

Uncountable nouns are things we cannot or do not easily count as individual units, e.g. *water*, *pasta*, *rice*, *bread*.

Words for abstract concepts are usually uncountable, e.g. *love*, *money*, *time*, *information*.

We do not use *a/an* with uncountable nouns.

We usually use a singular verb, e.g. *This rice is delicious*.

Some words which are usually uncountable, may be countable in some situations, e.g.

I like coffee. (coffee = uncountable)

Can I have a large coffee please? (coffee = countable, meaning an individual cup of coffee)

Whether a noun is countable or uncountable often differs between languages, and not all languages differentiate between them.

Exercise 5

- Refer students to the highlighted words.
- Students work through the questions on their own or in pairs before checking as a class.

ANSWERS

You can count apples and pears. You can't count honey and milk. After *a/an*, you can say *apple* and *pear*. Apples and pears can have a plural form. Honey and milk can never be plural.

Exercise 6

- Encourage students to find the words in the interview and look for clues, for example, if the words have an -s in the plural form they are countable.

ANSWERS

Countable: cow, hen, potato, pig

Uncountable: cheese, fruit

Exercise 7

- Read through the first rule and elicit the words that go in the gaps in the first example.
- Students read the remaining rules and complete the examples on their own or in pairs.
- Give an example of using *any* in a question, e.g. *Do you have any honey?*

ANSWERS

1 an 2 a 3 some 4 any 5 some 6 any

EXTENSION

Start a game by saying: *I work in the farm shop and I sell eggs.* Then elicit another food item to add to the sentence: *I work in the farm shop and I sell eggs and bread.* Continue around the class, with each student adding a food to the sentence. Remind them to use the plural for countable nouns and the singular for uncountable nouns.

Further reference and practice Workbook page 100

- 1 2 C 3 C 4 U 5 U 6 U 7 U 8 C 9 C 10 U
2 2 A; a; some
3 a; some
4 some; some; a
5 a; a
6 a; some
3 2 any bread 3 an apple 4 fruit 5 some eggs
6 any sugar

Exercise 8 5.2

- Tell students that this dialogue is from the market stall at the school from the interview.
- Tell students to look at the nouns in brackets and decide whether they are countable or uncountable.
- Read through the first gap together and elicit that *carrots* is countable, so the verb is in the plural form: *There are some carrots.*
- Remind students that we use *any* with negatives and questions, and *some* in affirmative sentences.
- Give students time to complete the sentences on their own, then compare their answers in pairs before checking as a class.

Audio script 5.2 page 169

ANSWERS

- 1 There are some carrots 2 there are some cucumbers
3 there aren't any tomatoes 4 Is there any fruit
5 there are some apples 6 there aren't any strawberries
7 is there any honey 8 There isn't any honey

Exercise 9

- Look at the first sentence together then ask students to find the missing words in the text.

- Give students two minutes to complete the sentences.

ANSWERS

- 1 many 2 a lot of 3 a lot of 4 much 5 much
6 many

Exercise 10

- Students use the information in the sentences from exercise 9 to complete the rules on their own or in pairs before checking as a class.

ANSWERS

- 1 b 2 a 3 c 4 d

Further reference and practice Workbook page 100

- 1 2 much 3 many; a lot of 4 many 5 a lot of; a lot of 6 much 7 a lot of 8 much
2 2 How many people are in your family?
3 How much time do you usually spend on your homework?
4 How much water do you drink every day?
5 How many armchairs have you got in your living room?
6 How much chicken do you eat every week?
7 How many eggs are in the box?
8 How many pets have you got?

Exercise 11

- Students complete the factfile and then compare answers in pairs before checking as a class.
- Check answers as a class. Check students understand *billion* (1,000,000,000), *disappear* (v) and that % is the symbol for *percent*.

ANSWERS

- 1 much 2 much 3 many 4 many 5 a lot of
6 much 7 a lot of 8 much 9 many 10 a lot of

Exercise 12 5.3

- Tell students that they are going to hear a programme about some students who help at a local farm in the UK.
- Remind students that to decide whether to use *much* or *many*, they need to look at the noun after the gap and decide whether it's countable or uncountable.
- Play the recording twice for students. Then elicit the answers.

Audio script 5.3 page 169

ANSWERS

- 1 many; four 2 much; no 3 many; eight 4 many; one
5 many; two 6 much; no

Exercise 13

AfL: Success criteria

Ask students to look at the task and discuss what a successful outcome would look like. Agree with students in advance what you will give feedback on, e.g. correct use of countable/uncountable nouns in their plans, communicating their plan clearly.

After they have done the task, go through the agreed feedback to see how well students did against their agreed successful outcome benchmark.

See page 10 of the Teacher's Guide for more ideas.

- Circulate and monitor, helping with vocabulary, pronunciation and ideas where necessary.
- Ask each pair to present their ideas to another pair.

EXTENSION

Plan a new cafe menu for your school.

- 1 Make a list of at least five foods you will sell.
- 2 Share your ideas with another pair.

AfL: Assess your progress

The 'Assess your progress' page allows students to assess themselves and gives them a sense of ownership for their own learning.

Direct students to Workbook page 43 and ask them to do the exercises in class or at home, then fill in the 'Can-do' statements on page 49 for Lesson 5B. Encourage them to think about and make brief notes on how well they have done and to think about future learning opportunities.

'How can I improve?' suggestions: Look up five more food words and find out if they are countable/uncountable; write five sentences with *much*, *many*, *a lot of*; research another school which runs a programme for growing food.

Further practice

Communication worksheet 5B: Grammar

Lesson 5C: Culture Reading, vocabulary and grammar

SB pages 64–65

Learning objectives

- Use a dictionary to understand new words
- Use words to describe things on the dinner table
- Use *a little* and *a few* to talk about quantity

Materials

- Workbook page 44
- Video worksheet 5: Borough Market

AfL: Learning intentions

Focus students on the learning objectives at the top of Student Book page 65. See page 10 of the Teacher's Guide for more ideas.

Reading and vocabulary

AfL: Diagnostics

While monitoring exercise 1, look for whether and how students use dictionaries to understand new words, which is a learning objective for this page. See page 10 of the Teacher's Guide for more ideas.

Exercise 1

- For the first question, brainstorm at least five special occasions on the board with the class which they can use in their discussion.
- Students discuss the remaining questions in pairs.

Culture note: the British Isles, Britain and the UK – What's the difference?

The British Isles are a group of over six thousand islands in the Atlantic.

The largest islands in the British Isles are Great Britain and Ireland. 'Great' was added to the name Britain to be different from the Brittany region in France.

The United Kingdom (UK) is a sovereign state in the British Isles, which includes four countries: England, Scotland, Wales and Northern Ireland.

(The Republic of Ireland, the Channel Islands and the Isle of Man are in the British Isles, but they aren't part of the UK.)

Exercise 2

- Refer students to the map in the background of the article first and go through the countries that are in the British Isles. Ask students to work in pairs to look at the photos and guess what each dish is made of.
- They then read the text quickly to check their answers.
- Check answers as a class. If students don't understand any of the food words, tell them that they will use dictionaries in the next exercise.

ANSWERS

Shamrock biscuits: butter, flour and sugar

Cawl: lamb, potatoes and leek

Haggis: stomach, heart, lungs and liver of sheep

Sunday lunch: roast meat (beef, pork, lamb, turkey or chicken), potatoes, vegetables, Yorkshire pudding and gravy

Exercise 3

- Read through the strategy together. Explain that even when we look up words in a dictionary, we still need to think about the context; many words in English have more than one meaning.
- Suggest students underline unknown words, then choose between four to six to look up in class. Encourage them to think about which words are vital for them to understand the meaning of the text.

Culture note: British dishes

Here are some popular dishes:

- * fish and chips: fried fish and potato chips, often served with tomato sauce
- * full English breakfast: fried eggs, bacon, sausage, tomato and mushrooms, and toast
- * chicken tikka masala: a chicken curry served with rice
- * shepherds pie: minced lamb with mashed potato on top
- * bangers and mash: sausages with mashed potato, often served with onion gravy

These days, British people have many cultural backgrounds so British food includes a lot of different dishes and types of food.

Exercise 4

- Students discuss the questions in the Globals skills box in pairs.
- Have a class vote to find out which is the most popular British dish from the article and the least popular.

V Insight On the dinner table

A *cup* means a small drinking container with a handle, often for tea. It is also a general word – *mugs* and *glasses* are types of *cups*.

A *glass* is a type of cup for cold drinks made of *glass*.

Students may recognize *cup* from the word *cupboard*, a compound noun of cup + board (although pronunciation is different).

A small spoon is a *teaspoon*. A larger spoon is a *tablespoon*.

Exercise 5 5.4

- Students match the objects.
- Play the recording for them to check their answers and listen to the sounds. Point out the silent *k* in *knife* and that the consonant sound in *mug/jug/cup* is the same.
- Play the recording again for students to repeat the words.
- Check answers as a class.

Audio script 5.4 page 169

ANSWERS

1 cup 2 spoon 3 plate 4 mug 5 fork 6 knife
7 glass 8 bowl 9 jug

Exercise 6

- Explain that students may need to use more than one word for each answer. For breakfast, students' answers will depend on what they eat; if they have toast, they may not use any cutlery, but if they have cereal with milk, they will use a spoon. Some students may use *chopsticks*.
- Check students understand the verb *pour*.
- Students ask and answer the questions in pairs.
- Have a brief class feedback.

Grammar

Language note: *a little / a few*

Be careful – there is a difference in meaning between *a little* and *little*, and *a few* and *few*.

A little means a small amount and *a few* means a small number (usually three to four but it depends on context), e.g. *I've got a little money. I've got a few friends.*

However, the words *little* and *few* without *a* show that the speaker feels negatively or thinks that the amount is not enough. *Little* and *few* are often used with *very*, e.g. *I've got very little money. (I don't have enough money.) I've got very few friends. (I don't have enough friends.)*

Exercise 7

- Ask students to choose the words, using the article to help them.
- Students compare answers in pairs then check as a class.

ANSWERS

1 a few 2 a little 3 a few 4 a little

Exercise 8

- Ask students to use the examples from exercise 7 to complete the rules, then check as a class.

ANSWERS

a uncountable b countable c not much d not many

Further reference and practice Workbook page 101

- 1 2 a few 3 a little; a few 4 a little 5 a few 6 a few
2 2 a little 3 a little 4 a few 5 a few 6 a little
7 a few 8 a little
3 2 There's a little honey left in the jar.
3 I like to put a little milk in my coffee.
4 We have a few sandwiches in the car.
5 Would you like a few biscuits with your tea?

Exercise 9

- Focus attention on the photo and ask students what ingredients they think are in this dish. Ask: *Do you want to try it?*
- Students read the text quickly to check their ideas.
- Give them two minutes to complete the dialogue.
- To check answers, ask two students to read out the dialogue and tell the class to raise their hand if they think there are any mistakes.
- Explain that although *cake* is uncountable, we use *a few* because we are talking about slices of cake, and *slice* is countable.

ANSWERS

1 a little 2 a few 3 a little 4 a little 5 a few
6 a little 7 a little 8 a few

Exercise 10

AfL: Success criteria

Ask students to look at the task and discuss what a successful outcome would look like. Agree with the students in advance what you will give feedback on, e.g. correct use of *a lot*, *a little*, *a few* and clear and interesting presentation of their dish.

After they have done the task, ask them to peer assess themselves on how well they completed the task.

- Read through the task instructions then give students ten to fifteen minutes to work on the task.
- Pairs take turns to present to the class. Monitor the use of *a lot of*, *a little*, *a few*.
- To shorten the activity, instead of presenting to the class, students form new groups of two or three pairs to present to each other.

Vocabulary extra: Food quantities SB page 138

Exercise 1

1 bread 2 water 3 juice 4 pizza 5 cola 6 jam
7 sweets 8 peaches 9 apples 10 oil

Exercise 2

2 a tin of 3 a loaf of 4 a jar of 5 a bottle of
6 a packet of 7 a kilo of 8 a carton of 9 a slice of
10 a can of

Exercise 3

Students' own answers

AfL: Assess your progress

The 'Assess your progress' page allows students to assess themselves and gives them a sense of ownership for their own learning.

Direct students to Workbook page 44 and ask them to do the exercises in class or at home, then fill in the 'Can-do' statements on page 49 for Lesson 5C. Encourage them to think about and make brief notes on how well they have done and to think about future learning opportunities.

'How can I improve?' suggestions: Write a paragraph about another traditional dish; look up a recipe for one of the dishes from the lesson; add four new dinner table words to your vocabulary notebook.

Further practice

Video worksheet 5: Borough Market

Lesson 5D: Listening, vocabulary and speaking

SB pages 66–67

Learning objectives

Understand the opinions of different speakers
Give your opinion about things you like and don't like
Order food

Materials

Workbook page 45
Communication worksheet 5D: Speaking
Functional language bank

AfL: Learning intentions

Focus students on the learning objectives at the top of Student Book page 67. See page 10 of the Teacher's Guide for more ideas.

Listening and vocabulary

AfL: Diagnostics

While monitoring exercise 1, listen for how successfully or unsuccessfully students give their opinions about things they like and don't like, which is a learning objective for this page. See page 10 of the Teacher's Guide for more ideas.

Exercise 1

- Pre-teach *insects* (pl n) and *protein* (n).
- Students discuss the questions in pairs then have a brief class feedback.

Exercise 2

- Point out that three of the words in the list are ingredients and three are countries. You may need to translate the ingredients to ensure students understand *caterpillars* (pl n), *tarantulas* (pl n), *guinea pigs* (pl n).
- Students compare their answers in pairs but do not check as a class as this will be done in exercise 3.

ANSWERS

- 1 Dish: caterpillars; Country: South Africa
- 2 Dish: guinea pigs; Country: Peru
- 3 Dish: tarantulas; Country: Cambodia

Exercise 3 5.5

- Read through the headings for the columns and rows on the table with the class before you play the recording.

Audio script 5.5 page 169

ANSWERS

	Dylan	Lauren	Elsa
Food	caterpillars	tarantulas	guinea pig(s)
Country	South Africa	Cambodia	Peru
Does he/she like it?	no	yes	no

Exercise 4 5.5

- Before you play the recording, ask students to read the questions and underline key words.

ANSWERS

1 c 2 a 3 b 4 a 5 a 6 b 7 a

V Insight Opinion adjectives

These adjectives all show an opinion of the speaker. Point out that tone of voice is important in communicating opinion.

Ask students to underline the stressed syllable in each adjective:

exciting, strange, boring, scary, disgusting, lovely, interesting, delicious

For stronger students, you could point out that some of these adjectives have a similar form for talking about someone's feelings. The feelings form ends in *-ed*, e.g.

I feel ... excited/bored/scared/disgusted/interested.

Bungee jumping is exciting, but I'm scared!

Culture note: Opinion adjectives, sarcasm and humour

In English, sometimes people say something but mean the opposite. This is called sarcasm. For example, you might hear people use the adjective *lovely* for something really nice, or something not nice at all. Sometimes people use a different tone and sometimes they don't because they think you will know that they mean the opposite. As a learner, be careful about using sarcasm as people may not expect it!

Exercise 5 5.5

- Remind students that adjectives are words used to describe nouns.
- Give students a minute to read the adjectives and noun list and match any they remember before you play the recording again.

ANSWERS

1 d 2 c 3 g 4 e 5 h 6 b 7 f 8 a

Exercise 6 🎧 5.6

- Complete the first gap with the class as an example.
- Play the recording twice, once for students to check their answers and listen carefully to the pronunciation, and a second time for students to repeat the words.

Audio script 5.6 page 169

ANSWERS

1 interesting 2 disgusting 3 scary 4 delicious
5 boring 6 lovely 7 strange 8 exciting

EXTENSION

Ask students to choose five adjectives from exercise 5 and write them at the top of a piece of paper. Below them, in a different order, they write five nouns, one for each adjective above. They then exchange their papers and try to match their partner's words with the adjectives.

Exercise 7

- Read through the instructions and examples. Write prompts on the board that students can use for their questions: *What's your opinion of...? What do you think about...? What do you like about...?*
- Try to ensure a balance of topics within the class.
- For the discussion, students could be in small groups or they could walk around the class talking to different students.

Speaking

Exercise 8

- Tell students that in this part of the lesson they are going to practise ordering from a café.
- Focus attention on the menu and check that students understand *starter* (the first course of a meal, usually something small), *main course* (n) and *dessert* (n).
- Give students two minutes in pairs to complete the menu.
- Check answers as a class and that students understand *garlic* (n), *salmon* (n) and *vanilla* (n).
- Remind them to write any new words in their vocabulary notebook.

ANSWERS

1 bread 2 Cheese 3 chips 4 Pasta 5 cake
6 strawberry 7 Fruit 8 juice

EXTENSION

Ask **fast finishers** to add one more item to each section of the menu. They could use ideas from the unit so far or their own ideas.

Exercise 9 🎧 5.7

- Explain to students that they are going to hear a short dialogue in a restaurant. They have to find the items on the menu that the boy and girl order.
- Play the recording then elicit the answers.

Audio script 5.7 page 169

ANSWERS

The boy orders tomato soup, pasta with tomato sauce and a glass of orange juice.

The girl orders garlic bread, a cheese, tomato and mushroom pizza and some lemonade.

Exercise 10 🎧 5.7

- Students work in pairs to complete the phrases.
- Play the recording again and then ask individual students to read out the phrases to check the answers.

ANSWERS

1 ready 2 Would 3 What 4 anything 5 like
6 have

Exercise 11 🎧 5.8

- Students work on their own or in pairs to complete the dialogue.
- Play the recording for students to check their answers and listen to the intonation of the phrases.

Audio script 5.8 page 169

ANSWERS

1 Can we see the menu 2 Here you are 3 Anything for you 4 I'm fine, thanks

Exercise 12

- Give students a minute to find and underline the phrases in the dialogue.

EXTENSION

Students work in pairs to read the dialogue aloud, using appropriate expression.

Exercise 13

- Read through the Global skills box with the class.
- Say the compliments in the box with expression for students to listen and repeat.
- Elicit some situations where students give compliments, e.g. if a classmate does some good work, if your friend has a new item of clothing, if you receive a gift, etc.
- Elicit some polite responses to compliments, e.g. *Thanks!*, *Thank you!*, *That's kind of you.*

Exercise 14

AfL: Success criteria

Ask students to look at the task and discuss what a successful outcome would look like. Agree with students in advance what you will give feedback on, e.g. using phrases correctly to order food, answering appropriately, including compliments, overall fluency.

After they have done the task, ask them to peer assess themselves on how well they completed the task.

- Check students understand the task instructions.
- Circulate and monitor, assisting with language and pronunciation as necessary.
- Encourage students to practise their dialogue several times to increase confidence and fluency.
- Invite pairs to perform their dialogue for another pair or for the class.

AfL: Diagnostics

When students have completed the Speaking task, ask them to think about these questions for a few minutes.

- 1 Was your dialogue successful? Why / Why not?
- 2 Did you order and respond successfully?
- 3 What phrases did you use?
- 4 What did you find difficult to do during the dialogues?

AfL: Assess your progress

The 'Assess your progress' page allows students to assess themselves and gives them a sense of ownership for their own learning.

Direct students to Workbook page 45 and ask them to do the exercises in class or at home, then fill in the 'Can-do' statements on page 49 for Lesson 5D. Encourage them to think about and make brief notes on how well they have done and to think about future learning opportunities.

'How can I improve?' suggestions: Record your own dialogue; practise the dialogue from the lesson; add four opinion adjectives to your vocabulary notebook with sentences showing their meaning; give someone a compliment in English.

Further practice

Communication worksheet 5D: Speaking
Functional language bank

Lesson 5E: Writing A description of a festival

SB pages 68–69

Learning objectives

Use *too* and *also* to give more information

Think about your writing goal before you write

Write a description

Materials

Workbook page 48

Writing bank

AfL: Learning intentions

Focus students on the learning objectives at the top of Student Book page 69. See page 10 of the Teacher's Guide for more ideas.

Exercise 1

- Focus students' attention on the photos and ask them to discuss the questions in pairs, before sharing ideas as a class.

Exercise 2

- Give students two minutes to read the email to find out about the festival and see if their ideas are included.
- Check students understand the words *burning* (n) and *clock* (n).

ANSWERS

Sample answer:

Penny is describing the Burning of the Clocks, a festival that is celebrated in Brighton on 21 December to

celebrate the shortest day of the year. People make white lanterns and carry them through the streets of the town to burn them on a fire on the beach. There's music and fireworks on the beach. Penny and her friends then go to Penny's house and cook food on a small fire in their garden. They stay up late and tell stories.

AfL: Diagnostics

Example texts can be a useful tool to raise self-awareness of learning needs in a reflective way. Ask students to rate the model description as easy, OK or difficult for them to do in the target language. Then do the exercises in the lesson that will build their confidence and extend their mastery in doing the same writing task.

Exercise 3

- Give students two minutes to match the words to the definitions.
- As you check the answers, demonstrate the pronunciation of each word.

ANSWERS

1 celebrate 2 lantern 3 parade 4 tradition 5 wish

Language note: too

Too sounds the same as the words *two* and *to*. Students should note the difference in meaning and spelling.

Too is also a modifier used to mean more than enough. e.g. *The shower is too hot.*

Exercise 4

- Students find and underline examples of *too* and *also* in the email and then complete the rules in the language box.

ANSWERS

It's the shortest day of the year and it's also the Burning of the Clocks.

Then there's music and fireworks, too.

We also cook potatoes in the fire.

Language box:

- 1 give more information
- 2 after, before
- 3 end

Exercise 5

- Read out the example answer and point out that *and* is used to link the two parts.
- Students work individually to rewrite the sentences.
- Students compare their answers in pairs before checking as a class.

ANSWERS

2 We go to the see the fire on the beach and we have a small fire at home, too.

3 The fireworks on the beach are very beautiful and they're / they are also very noisy.

4 My dog is scared of fireworks and he's/she's also scared of thunder.

5 The Burning of the Clocks is in December and my birthday is in December, too.

Exercise 6

- Read through the strategy together. Point out that this strategy applies both for class assignments and in real-life contexts, e.g. writing an email for work or a 'thank you' email.
- Students work on their own or in pairs to answer the questions before checking as a class.

ANSWERS

1 an email 2 a friend 3 to describe her favourite festival 4 facts 5 information about dates, history, activities and food 6 informal style

Writing your description

AfL: Success criteria

Ask students to look at the task and discuss what a successful outcome would look like. Agree with students in advance what you will give feedback on, e.g. Appropriate start and end to the email, including an opening sentence, use of *too/also*, whether the description includes a reason people celebrate it and some details.

Also discuss how you will give feedback, e.g. will you be collecting the descriptions in to read and comment on, or will you simply monitor and answer questions during the task?

See page 10 of the Teacher's Guide for more ideas.

- Make sure students understand that they have to write an email similar to Penny's but about a festival from their country.
- Give students five to ten minutes to complete the ideas stage and plan their email.
- Circulate and monitor while students write the emails, encouraging them to include *also* and *too*. Remind them to use the language they learned earlier in the unit (food vocabulary, countable and uncountable nouns, quantities).
- When students have finished, they check their work.
- Students could swap their email with a partner to read and peer check.

Extra activity: Writing

Write an email to a friend describing what you usually do on your birthday or on another special day within your family or friends. Include information about the food you eat, the activities you do and the people you spend time with on the special day.

AfL: Assess your progress

Direct students to Workbook page 43 and ask them to do the exercises in class or at home, then fill in the 'Can-do' statements on page 49 for Lesson 5E. Encourage them to think about and make brief notes on how well they have done and to think about future learning opportunities. 'How can I improve?' suggestions: Swap descriptions with a partner and give peer feedback; do the extra writing activity.

Review 5 SB page 69

Vocabulary

Exercise 1

1 meat 2 bread 3 salad 4 tomato 5 plate
6 knife / fork 7 fork / knife

Exercise 2

1 ham sandwich 2 orange juice 3 ice cream
4 tomato sauce 5 olive oil 6 chocolate cake

Exercise 3

1 boring 2 lovely 3 disgusting 4 interesting
5 delicious 6 exciting 7 strange

Grammar

Exercise 4

- 1 You don't need any cucumbers.
- 2 You don't need any eggs.
- 3 You need some butter.
- 4 You need some cheese.
- 5 You don't need any onions.
- 6 You need some cream.
- 7 You don't need any potatoes.
- 8 You don't need any rice.
- 9 You need some pasta.
- 10 You don't need any yoghurt.

Exercise 5

1 how many 2 a few 3 some 4 How much
5 a lot 6 many 7 an 8 much 9 any 10 a little

Further practice

Writing bank

Global skills: Using technology wisely

SB pages 70–71

Learning objectives

Understand advice for staying safe online

Discuss the positive and negative effects of technology

Research and give a presentation on digital safety and well-being

Materials

Workbook page 134

Global skills video worksheet: Using technology wisely

AfL: Learning intentions

Focus students on the learning objectives at the top of Student Book page 71. See page 10 of the Teacher's Guide for more ideas.

Exercise 1

- Check that students understand and can pronounce *malware* (n), *hacker* (n), *phishing* (n), *post* (v) and *delete* (v).
- As students discuss the questions in pairs, circulate and monitor, helping with ideas and vocabulary.

AfL: Diagnostics

While monitoring exercise 2, listen to students' ideas about online safety. What dangers are they aware of and what do they do to avoid them? Listen also for how successfully or unsuccessfully students use the relevant language.

Exercise 2

- Ask students to use the title of the infographic, the introduction and the pictures to predict what it is about.
- Focus on the missing subheadings and elicit the first one as an example before students do the activity.

ANSWERS

1 c 2 b 3 a 4 e 5 d

Exercise 3

- Give students time to read the infographic again and match the sentence halves on their own or in pairs.

ANSWERS

1 c 2 a 3 d 4 e 5 b

Exercise 4

- As students discuss the questions, note examples of good language as well as errors. These notes can be used in a feedback session after the activity.
- During whole-class feedback, elicit what students could do more often in the future to stay safe online.

Exercise 5

- Focus on the verbs. Ask students to look for the first verb (*check*) in the infographic and elicit the words that come after it (*the privacy settings*). Remind them that some verbs appear more than once in the text, with different nouns.

- Students work on their own or in pairs to find the rest of the collocations.
- During whole-class feedback, elicit the meaning of each collocation.

ANSWERS

1 check the privacy settings 2 choose a password
3 click on links 4 download files 5 install security updates
6 post personal information / messages / comments / photos / videos

Exercise 6

- Students work on their own or in pairs to complete the sentences.

ANSWERS

1 install 2 post 3 download 4 Click on
5 Check 6 choose

Exercise 7

- Elicit one or two positive effects of technology and one or two negative effects.
- Give students time to read the checklist and discuss their ideas in pairs.
- During whole-class feedback, ask: *Which of these questions do you often ask yourself? Is there anything you would like to change about the way you use technology?*

Exercise 8

AfL: Success criteria

Ask students to look at the task, decide whether they want to create a poster or a web page and discuss what a good poster or web page would look like. Agree with the students in advance what you and their peers will give feedback on. See page 10 of the Teacher's Guide for ideas.

- Divide students into groups and ask them to agree on a topic to focus on.
- In their groups, they discuss their ideas about the topic and do some research. Remind students to use reliable sources and elicit where they could find useful information.
- In the next lesson, students present their posters or web pages and give feedback on those of other groups using the agreed success criteria.

AfL: Assess your progress

Direct students to Workbook page 134 and ask them to do the exercises and fill in the 'Can-do' statements.

'How can I improve?' suggestion: Encourage students to think about and make brief notes on the following

* Will you do anything differently when you use technology in the future? If so, what?

* What useful language have you learned in this lesson?

Further practice

Global skills video worksheet: Using technology wisely

6 Going green

Unit map

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Video

Online video: Shopping in London

Lesson 6A: Reading and vocabulary

SB pages 72–73

Learning objectives

Scan a text to find specific information
Talk about clothes and accessories
Use prefixes to make negative adjectives

Materials

Workbook page 50
Communication worksheet 6A: Vocabulary

AfL: Learning intentions

Focus students on the learning objectives at the top of Student Book page 73. See page 10 of the Teacher's Guide for more ideas.

AfL: Diagnostics

While monitoring exercise 1, listen for how successfully or unsuccessfully students talk about clothes and accessories, which is a learning objective for this page. See page 10 of the Teacher's Guide for more ideas.

Exercise 1

- Students discuss the question in pairs.
- Have a brief class feedback.

POSSIBLE ANSWER

Sometimes clothes can tell you a lot and sometimes they can only tell you a little about a person's job or school, their hobbies or sports, their favourite colour, their personality or their favourite things.

V Insight Clothes and accessories

Clothes usually refer to items made of material which go on the main part of your body, e.g. shirt, jeans, skirt.

An accessory is something that you wear or carry that isn't clothing.

The words *clothes* and *accessories* can be tricky to pronounce. Carefully demonstrate the pronunciation of the words, breaking them down into sounds and syllables if necessary: c - l - o - th - z (one syllable) and ac - ces - o - ries.

Be careful – clothes for the legs are usually plural in English, even when there is only one item, e.g. *trousers*, *jeans*, *tights*, *shorts*.

Items with two parts are also called *a pair of* ...

I want a new pair of jeans. / I want some new jeans.

Exercise 2

- While students match the pictures, circulate and monitor, helping with vocabulary if necessary.
- Then play the recording for students to check and repeat.
- Read through the words in exercise 2 that are not in the recording and invite students to share the meaning by

showing if they are wearing them or drawing them on the board: *cardigan, coat, dress, make-up, sandals, scarf, shorts, tights, top, trousers*.

ANSWERS

1 boots 2 cap 3 jeans 4 trainers 5 shirt 6 skirt
7 necklace 8 jacket 9 backpack 10 jumper

EXTENSION

Ask **fast finishers** to find three compound nouns (as covered in Unit 5) in the list of words (*backpack, make-up, necklace*).

Exercise 3

- Draw three columns on the board, one for each category. Invite students to do the same in their vocabulary notebook.
- Students work on their own or in pairs to divide the words.
- Invite students to come to the board to fill in the table aided by their peers calling out answers.

ANSWERS

Clothes: *cardigan, coat, dress, jacket, jeans, jumper, shirt, shorts, skirt, socks, tights, top, trousers*

Shoes: *boots, sandals, trainers*

Accessories: *backpack, cap, hat, make-up, necklace, scarf*

Exercise 4

- Direct students to the title *Ethical fashion* and elicit what students think it means.
- Point out the three subheadings *Rent your jeans*, *Nothing New trainers* and *Charity shops* and check students understand those words. Then give students a few minutes to read the article and find out what the three sections have in common.

ANSWERS

All three ideas are green or ethical because the way the clothing is made or sold does not harm the environment as much as 'traditional' clothing.

Exercise 5

- Read through the strategy together. Remind students that they learned about skim-reading for the main ideas in Unit 2. Explain that we often scan material in our first language in order to find a specific piece of information, e.g. we scan a train timetable to find the train we want to take; we scan the sports pages of a newspaper to find the results of the team we support.
- Students complete the questions on their own then compare their answers in pairs before checking as a class.

ANSWERS

1 Ethical fashion is a way to look great and help the environment at the same time. 2 70% 3 two billion
4 renting jeans 5 (exactly) 5.6 6 over 11,000

Exercise 6

- Give students a minute to read the questions and think about how they will answer. Then ask students to discuss the questions in pairs.
- Call out the three ideas in turn (*rent jeans*, *buy Nothing New trainers*, *shop at charity shops*) and ask students to raise their hand to show which idea they would most like to try. Elicit some reasons.

EXTENSION

Write two more questions on the board for further discussion:
Do you (or people you know) make your own clothes or accessories?
What's your favourite item of clothing? Why?

Vocabulary extra: Clothes verbs

SB page 139

Exercise 1

1 put on, take off 2 zip up, unzip 3 try on
4 take back 5 hang up 6 take out, put away
7 do up 8 look for 9 undo

Exercise 2

1 take off 2 take back 3 do up 4 take out
5 hang up 6 zip up 7 look for 8 try on

Exercise 3

Students' own answers

Exercise 7

- Ask students to underline or highlight the words in the article and use the context to help them to match the definitions. If necessary, students can use dictionaries.
- As you check the answers, point out the stress in *designer*, *donate*, *expensive*, *fashionable*, *material*, *recycle*.

ANSWERS

1 material 2 donate 3 recycle 4 scruffy 5 brand new
6 fit 7 designer label 8 baggy 9 fashionable
10 expensive

EXTENSION

Ask **fast finishers** to divide the list of words into nouns, adjectives and verbs (based on their use in the article) in their vocabulary notebook.

Nouns: *fit, designer label, material*

Verbs: *donate, recycle*

Adjectives: *baggy, brand new, expensive, fashionable, scruffy*

Students choose the one word from each category that they are most likely to use. They write a sentence with it in their vocabulary notebook.

V Insight Negative prefixes

When adjectives have the negative prefix *un-* or *-um*, they usually mean the opposite of the positive adjective, e.g. *untidy* = *not tidy*, *unsure* = *not sure*, *informal* = *not formal*, *inexpensive* = *not expensive*.

Be careful – *uneasy* is not the opposite of *easy*! *Uneasy* means worried. The opposite of *easy* is *hard* or *difficult*.

There are also words with similar meanings in English but the adjectives beginning with *-in* or *-un* may be more formal:

The information's wrong! (informal)

The information is incorrect. (formal)

The project isn't finished! (informal)

The project is incomplete. (formal)

Students may notice other negative prefixes in English. These include *im-*, *il-* and *ir-*.

Exercise 8

- Explain that *prefix* means 'a group of letters that you add to the beginning of a word to make another word'. Give some examples of prefixes in the students' own language, if these exist.
- Students work on their own or in pairs to make negative adjectives.
- As you check answers as a class, demonstrate the pronunciation of each word.

ANSWERS

1 incomplete 2 incorrect 3 inexpensive 4 unfair
5 unfashionable 6 informal 7 unfriendly 8 unhappy
9 unimportant 10 unkind 11 unlucky 12 intolerant

Exercise 9

- Elicit the answer to the first item as an example.
- Students work on their own or in pairs to complete the exercise before checking as a class.

ANSWERS

1 unhappy 2 inexpensive 3 incorrect 4 incomplete
5 informal 6 unlucky

Exercise 10

AfL: Success criteria

Ask students to look at the task and discuss what a successful outcome would look like. Agree with the students in advance what you will give feedback on, e.g. use and pronunciation of words for clothes and accessories, fluency in answering the questions. After they have done the task, go through the agreed feedback to see how well students did against their agreed successful outcome benchmark. See page 10 of the Teacher's Guide for more ideas.

- Consider whether your students will be comfortable discussing how much money they spend on clothes or how long they keep them, especially if there is wide socioeconomic variation in your class. If appropriate, substitute with the extension task below.
- Tell students that they can take notes on their first partner's answers as they will need to share these.
- During the sharing stage, remind students to use the third person forms, e.g. *Marina spends ...*, *Hakim has ...*, *Lara doesn't wear ...*.

EXTENSION

Work in pairs. Design an ethical uniform for your school/sports team/club.

- Make a list of clothing items and accessories for your uniform.
- Describe each piece with colours and other clothing adjectives.
- Explain how your uniform is ethical.

Present your ideas in groups or with the class.

AfL: Assess your progress

The 'Assess your progress' page allows students to assess themselves and gives them a sense of ownership for their own learning.

Direct students to Workbook page 50 and ask them to do the exercises in class or at home, then fill in the 'Can-do' statements on page 57 for Lesson 6A. Encourage them to think about and make brief notes on how well they have done and to think about future learning opportunities. 'How can I improve?' suggestions: Make a poster about different clothes and accessories; write a list of clothes in your favourite outfit; re-read the article.

Further practice

Communication worksheet 6A: Vocabulary

Lesson 6B: Grammar and reading

SB pages 74–75

Learning objectives

Use key words to understand the gist of a paragraph in a text

Use comparative adjectives to describe how two things are different

Understand comparison in a text

Materials

Workbook page 51

Communication worksheet 6B: Grammar

AfL: Learning intentions

Focus students on the learning objectives at the top of Student Book page 75. See page 10 of the Teacher's Guide for more ideas.

Grammar

Exercise 1

- Make sure students understand *gadgets* and *toiletries* by eliciting or sharing examples, e.g. *gadgets* = small electronic items or tools such as a smartphone, headphones, a charger, a smartwatch; *toiletries* = products for face or body such as soap, shampoo, make-up.
- Encourage students to use the names for different shops in the Vocabulary bank on Student Book page 139.
- After students discuss the question in pairs, have a brief class feedback.

AfL: Diagnostics

While monitoring exercise 2, listen for how successfully or unsuccessfully students use key words to understand the gist of a paragraph, which is a learning objective for this page. See page 10 of the Teacher's Guide for more ideas.

Exercise 2

- Ask students to look at the headings and identify the key words. Then give them two minutes to match the headings to the paragraphs. Remind them that they should skim-read to understand the main ideas.
- Then give students time to discuss their answers in pairs, including any key words in the text that helped them decide on the headings.

ANSWERS

1 C 2 B 3 A

Exercise 3

- Students discuss the question in pairs then have a brief class feedback. When students give reasons, encourage them to use *because*.

Language note: Comparative adjectives

We use the comparative form of an adjective to compare two things. We often use *than* after the adjective, e.g. *Your trainers are newer than mine*.

We can also use two comparative forms with *and* to emphasize a change, e.g. *Online shopping is getting easier and easier!*

Your English is getting better and better!

Exercise 4

- Use objects in the classroom to demonstrate comparative adjectives. Hold up two books, one big and one small, and say, e.g. *The (blue) book is bigger than the (black) book. The (black) book is smaller than the (blue) book*.
- Tell students to read the blog post again and underline the comparative adjectives. They then put the comparative forms into the correct place in the table.
- After checking as a class, demonstrate the pronunciation of the comparative forms, especially of the irregular form *worse*. Point out that it rhymes with *nurse* not *horse*.

ANSWERS

1 cheaper 2 larger 3 hotter 4 easier
5 more convenient 6 better

Exercise 5

- Tell students to use the rules in exercise 4 to help them complete the sentences.
- With a **weaker class**, read through each rule in turn as a class and elicit the answer.

ANSWERS

a cheaper b larger c hotter d easier
e more convenient f better, worse, further

Further reference and practice Workbook page 102

- 2 closer 3 friendlier / more friendly; more intelligent 4 better; worse 5 more important 6 sadder 7 quieter 8 later
- 2 Jim's dog is thinner than Hal's dog.
3 Your house is larger than our house.
4 Pete's exam results are worse than Jay's exam results.
5 Today is wetter than yesterday.
6 Your dress is prettier than my dress.
7 These jeans are cheaper than those jeans.
8 The supermarket is more convenient than the shops on the high street.
9 The film is more exciting than the book.
10 I think maths is easier than geography.
- 2 younger 3 earlier 4 smaller 5 better 6 nicer 7 more expensive 8 further / farther

Exercise 6

- Remind students to think carefully about spelling changes and use the rules from exercise 4.

- Ask students to write the answers on the board and have the class check their spelling.

ANSWERS

1 thinner 2 noisier 3 more exciting 4 more important
5 worse 6 smaller

Exercise 7

- Ask students to look at the title but cover the article.
- In pairs, students predict the answer to the question then skim-read to check their answers.
- Students complete the gaps in the text then compare their answers in pairs before checking as a class.

ANSWERS

1 worse 2 more traditional 3 busier 4 bigger
5 better 6 higher 7 further 8 easier

Exercise 8 6.1

- Tell students that this is a long recording, but they only need to find the answers to four simple questions. Read through the questions together and ask students to predict the answers. This prediction exercise will help them to focus on the type of information they should listen for.
- Play the recording once, then let students compare answers in pairs before checking as a class.

Audio script 6.1 page 169

ANSWERS

1 70% 2 food 3 clothes 4 books and music (He's also going to book hotel rooms online.)

Exercise 9 6.1

- With a **stronger class**, ask students to try and complete the sentences before they listen. Play the recording again for students to write their answers.
- With a **weaker class**, read the adjectives and elicit the comparative form, e.g. *quick, quicker*.
- Be prepared to play the recording again for less confident students.

ANSWERS

1 more popular 2 easier, quicker 3 noisier
4 more difficult 5 cheaper 6 better 7 more useful
8 friendlier

Exercise 10

AfL: Success criteria

Ask students to look at the task and discuss what a successful outcome would look like. Agree with the students in advance what you will give feedback on, e.g. use of comparative adjectives.

After they have done the task, ask them to peer assess themselves on how well they completed the task.

- Check students understand all the words in 1–6.
- Put students in small groups to discuss their ideas then report back.
- For a shorter activity, divide the class into six groups and allocate each group one of the people (1–6) to discuss.
- Each group presents their ideas to the class.

EXTENSION

Elicit and write some adjectives on the board, e.g. *beautiful, scary, delicious, disgusting, exciting, boring, big, small*. Start the game by choosing one of the adjectives and making a sentence with *I've got*, e.g. *I've got a beautiful jacket*. Elicit the response from a student: *My jacket is more beautiful than yours*. The same student then makes a sentence using a different adjective from the board, e.g. *I've got a delicious sandwich* and chooses another student to reply with the comparative sentence: *My sandwich is more delicious than yours*. Continue around the class with different students making sentences. Once students understand the idea of the game, it can be played in small groups of four to five students.

AfL: Assess your progress

The 'Assess your progress' page allows students to assess themselves and gives them a sense of ownership for their own learning.

Direct students to Workbook page 51 and ask them to do the exercises in class or at home, then fill in the 'Can-do' statements on page 57 for Lesson 6B. Encourage them to think about and make brief notes on how well they have done and to think about future learning opportunities. 'How can I improve?' suggestions: Write four sentences using comparatives; re-read texts from the lesson and underline the comparatives.

Further practice

Communication worksheet 6B: Grammar

Lesson 6C: Culture Reading, vocabulary and grammar

SB pages 76–77

Learning objectives

Use strategies to increase your vocabulary

Use words to describe shopping

Use superlative adjectives to describe how one thing is different to a group of things

Materials

Workbook page 52

Pronunciation Insight worksheet 6: Comparatives and superlatives

Video worksheet 6: Shopping in London

AfL: Learning intentions

Focus students on the learning objectives at the top of Student Book page 77. See page 10 of the Teacher's Guide for more ideas.

Reading and vocabulary

AfL: Diagnostics

While monitoring exercise 1, listen for how successfully or unsuccessfully students use words to describe shopping, which is a learning objective for this page. See page 10 of the Teacher's Guide for more ideas.

Exercise 1

- Focus attention on the pictures and elicit answers to the questions.
- Accept all suggestions as students will be able to check their answers when they read the article.

Culture note: Black Friday and Buy Nothing Day

The term 'Black Friday' originally came from Philadelphia, USA. It was used to describe the shopping crowds and heavy traffic on the roads on the day after Thanksgiving, which is celebrated on the last Thursday of November.

Many stores in the USA now compete with earlier and earlier opening hours and special prices on Black Friday. Some stores even open on the evening of Thanksgiving.

'Buy Nothing Day' was first organized in Canada in 1992. Protesters use various ways of publicizing the campaign: they cut up credit cards, hold free parties in the street and push empty trolleys around supermarkets.

Exercise 2

- With a **weaker class**, pre-teach *queue* (n), *immediately* (adv), *celebrate* (v) and *crazy* (adj).
- Give students a few minutes to read the text quickly to check their answers. Remind them that they do not need to understand every word in order to do this task.

POSSIBLE ANSWERS

- 1 People are shopping. It's the last Thursday in November.
- 2 On Buy Nothing Day you don't buy anything. It's to help the environment.

Exercise 3

- Before they read the article again, remind students that if there are unknown words, they could use the strategies from Lesson 1A on page 13.
- Read through the questions together and remind students to identify the key words to help them find the answers.
- With a **weaker class**, tell students that the answers to questions 1 and 2 are in paragraph 1, the answers to questions 3 and 4 are in paragraph 2, the answer to question 5 is in paragraph 3 and the answer to question 6 is in paragraph 4.

ANSWERS

- 1 They prepare a huge meal that they eat together.
- 2 People don't return to work after Thanksgiving. It's an opportunity to meet up with and go shopping with friends. There are also bargains and huge discounts available.
- 3 Black Friday is the day when she can get the best bargains.
- 4 She leaves Macy's at 6.30 a.m. She buys two mobile phones and some designer clothes (for her boyfriend).
- 5 It makes people buy things that they don't need and can't afford.
- 6 They are talking to people about Buy Nothing Day. He explains, 'North Americans are the biggest consumers in the world. We live in a rich country, but we always want more things! We want to have the fastest car on the street, or the latest gadget. We use credit cards to buy unnecessary things and then we have problems with debt. It's crazy!'

Exercise 4

- Give students two or three minutes to discuss the questions in the Global skills box in pairs.
- For feedback, ask a few students to share their partner's ideas with the class.

V Insight Shopping

Demonstrate the pronunciation of each word in exercise 5.

Ask students to notice the syllabic stress and underline the stressed syllable in:

bargains, consumers, credit card, discount, purchases, wallet.
Elicit which letters are silent in *debt* (b) and *half* (l).

Exercise 5

- Read through the strategy with the class. Emphasize that students do not need to read long, difficult texts in order to improve their English; reading short texts two or three times a week is effective.
- Encourage students to find the words in the article and read them in context before they do the exercise.
- Students compare answers in pairs before checking as a class.

ANSWERS

1 sale 2 half price 3 wallet 4 credit card
5 bargains, discount 6 debt 7 Consumers
8 purchases

Vocabulary extra: Shops SB page 139

Exercise 1

1 butcher's 2 greengrocer's 3 fishmonger's
4 baker's 5 chemist's 6 sandwich shop 7 market
8 department store 9 sports shop 10 post office
11 phone shop 12 bookshop 13 clothes shop
14 newsagents

Exercise 2

1 baker's 2 butcher's 3 sports shop 4 clothes shop
5 market 6 sandwich shop 7 fishmonger's
8 greengrocer's 9 phone shop 10 post office
11 chemist's 12 newsagent's 13 bookshop
14 department store

Exercise 3

Students' own answers

Grammar

Exercise 6

- Draw three boxes on the board in ascending order of size. Then say: *Box 1 is the smallest box. Box 2 is bigger than Box 1 and it's smaller than Box 3. Box 3 is the biggest box.* Explain that we use superlatives to compare three or more things.
- Tell students to underline the superlative forms in the text and match them with the adjectives.

ANSWERS

1 the most important (line 1)
2 the busiest (lines 8–9)
3 the best (line 24)
4 the biggest (line 42)

5 the fastest (line 44)

6 the latest (lines 44–45)

Language note: Superlative adjectives

Superlative adjectives are often followed by phrases with a preposition, e.g.

You're the best friend in the world!

Today is the hottest day of the year.

Trifle is the most delicious dessert on the menu.

Exercise 7

- Give students two minutes to complete the rules. Tell them to use the superlative forms in exercise 6 as a reference.
- Students compare answers in pairs then check as a class.

ANSWERS

a est b st c double d i e most f the

Further reference and practice Workbook page 103

- 1 2 rainier; the rainiest 3 more delicious; the most delicious 4 farther / further; the farthest / the furthest 5 more famous; the most famous
6 more traditional; the most traditional 7 smarter; the smartest 8 better; the best 9 baggier; the baggiest 10 fatter; the fattest 11 safer; the safest
12 nicer; the nicest
2 2 the hottest 3 the friendliest / the most friendly
4 the richest; the most popular 5 the strangest
6 the biggest 7 best 8 the most interesting
3 3 the most expensive 4 the oldest 5 older than 6 faster than 7 the fastest 8 the longest
9 shorter than 10 the shortest

Exercise 8

- Explain that the factfile has some interesting facts about shopping and shopping malls around the world.
- Students do the exercise on their own or in pairs, before checking as a class.

ANSWERS

2 biggest 3 busiest 4 most expensive 5 emptiest

Exercise 9

AfL: Success criteria

Ask students to look at the task and discuss what a successful outcome would look like. Agree with students in advance what you will give feedback on, e.g. how clearly they explain their list to a partner, correct use of superlatives and shopping words.

During the activity, you could note good examples of language related to the negotiated feedback and share them (or ask students to share them) with the class.

After students have done the task, ask them to peer assess themselves on how well they completed it.

- Ask students to close their books and write 1–8 on a piece of paper.
- Give them three minutes write down the first eight things they can think of that they or their families buy every month. Circulate to help with vocabulary as required.

- Then put students into pairs and ask them to open their books and read the rest of the task.
- Circulate and monitor, providing assistance with language and ideas as required.
- For feedback, elicit a few responses to each question from different pairs.

AfL: Assess your progress

The 'Assess your progress' page allows students to assess themselves and gives them a sense of ownership for their own learning.

Direct students to Workbook page 52 and ask students to do the exercises in class or at home, then fill in the 'Can-do' statements on page 57 for Lesson 6C. Encourage them to think about and make brief notes on how well they have done and to think about future learning opportunities.

'How can I improve?' suggestions: Write sentences with shopping words or superlatives; try reading two different things from the strategy box, e.g. a website and a short story or a magazine article and an advertisement.

Further practice

Pronunciation Insight worksheet 6: Comparatives and superlatives

Video worksheet 6: Shopping in London

Lesson 6D: Listening, vocabulary and speaking

SB pages 78–79

Learning objectives

Talk about gadgets

Listen for specific information

Ask about things in a shop

Materials

Workbook page 53

Communication worksheet 6D: Speaking

Functional language bank

AfL: Learning intentions

Focus students on the learning objectives at the top of Student Book page 79. See page 10 of the Teacher's Guide for more ideas.

Listening and vocabulary

AfL: Diagnostics

While monitoring exercise 1, listen for how successfully or unsuccessfully students talk about gadgets, which is a learning objective for this page. See page 10 of the Teacher's Guide for more ideas.

Exercise 1

- Brainstorm some examples of gadgets on the board, e.g. *smartphone, fitness tracker, tablet, smartwatch, charger*.
- Put students into pairs to discuss the questions.
- For feedback, elicit ideas and note good things about gadgets on one side of the board and dangers on the other.

V Insight Gadgets

Many of the gadget names are compound nouns, e.g. *Bluetooth speaker, smartphone, laptop*.

The *e* in *e-reader* or *e-book* means *electronic*.

Culture note: Bluetooth

Blue is a colour and *tooth* is a body part. So, how did the wireless connection 'Bluetooth' get its name? It takes the name from a Danish King Harald Gormsson. His nickname was 'Blatand' (Bluetooth) because he had a dead tooth. 'Blatand' connected Denmark and Norway as one in the tenth century. A worker suggested the name 'Bluetooth' because the new technology would connect computers and phones and unite them with one wireless network.

Exercise 2

- Read through the gadgets and check that students understand all the words. If you have the facilities to do so, you could show pictures from the internet.
- Put students in pairs to discuss the questions.
- Elicit some answers to each question from different students.

Exercise 3 6.2

- Explain to students that they are going to listen to a very short introduction to a TV programme. Focus attention on the gapped sentences and ask: *What kind of information goes in the gaps?* (numbers)
- Play the recording then check answers as a class. Check students know that % is pronounced *percent*.

Audio script 6.2 page 170

ANSWERS

1 84 2 50 3 20

Exercise 4 6.3

- Check that students understand what the TV programme is about (living without gadgets). Tell students that they are going to hear an interview with Mike and Sally.
- Play the recording for students to list the gadgets each person mentions (they are all from exercise 2).
- To check answers, ask different students to write the gadgets on the board.

Audio script 6.3 page 170

ANSWERS

Mike: (smart)phone, laptop, tablet

Sally: laptop, tablet, (smart)phone, Bluetooth speaker

Exercise 5 6.3

- Give students one minute to read the sentence halves.
- With a **stronger class**, ask students to try to match the sentence halves before playing the recording again.
- Students compare answers in pairs, then check the answers as a class.

ANSWERS

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

Exercise 6

- If necessary, play the recording again, before students discuss the questions in pairs.
- Have a brief class feedback.

Exercise 7

- Give students two minutes to read the questions and think about their own answers before you put them in pairs to discuss.
- To lengthen the activity, students could swap partners and repeat the task for increased confidence and fluency.
- Ask a few students to share something that they discussed. Then have a vote on who is enjoying the week and who isn't enjoying the week.

Speaking

Exercise 8

- Students discuss the questions in pairs. The answers will be checked in exercise 9.

Exercise 9 6.4

- Emphasize that students are listening for the answers to questions 1–3 in exercise 8.
- Play the recording once or twice before eliciting the answers.

Audio script 6.4 page 170

ANSWERS

1 in a clothes shop 2 looking at some jeans / trousers
3 Students' own answers

Exercise 10 6.4

- Give students about two minutes to work in pairs and complete as many phrases as they can.
- Play the recording for students to check their answers. Write up the answers on the board so students can check their spelling.

ANSWERS

1 need any help 2 size are 3 over there 4 fit
5 afraid 6 looking for 7 much 8 try them
9 too big 10 smaller size 11 never mind

Exercise 11 6.5

- Point out that the first line of the dialogue is already numbered 1 (*Hello, can I help you?*).
- Play the recording for students to check.

Audio script 6.5 page 170

ANSWERS

1 Sales assistant	Hello, can I help you?
2 Woman	Yes, please. Does this scarf come in a different colour?
3 Sales assistant	Yes, it does. We have it in blue, green or pink.
4 Woman	Could I see the pink one, please?
5 Sales assistant	Here you are.
6 Woman	Thank you. It's lovely. How much does it cost?
7 Sales assistant	Well, it's half price this week. So it's only £12.
8 Woman	Great! I'll take it.

Exercise 12

- Elicit other useful phrases.
- Give students time to choose the most useful phrases to write in their vocabulary notebook.

ANSWERS

Sales assistant: Hello, can I help you? We have it in blue, green or pink. Here you are.

Customer: Does this scarf come in a different colour? Could I see the pink one, please? How much does it cost? I'll take it.

EXTENSION

Ask students to read the script in exercise 11 aloud in pairs.

Exercise 13

- Read through the Global skills box as a class and elicit some possible answers to the question.

Exercise 14

AfL: Success criteria

Ask students to look at the task and discuss what a successful outcome would look like. Agree with students in advance what you will give feedback on, e.g. content, accuracy, pronunciation.

After they have done the task, ask them to peer assess themselves on how well they completed the task. Highlight successful communication and good examples of language use to add some positive feedback to the correction phase.

- Point out that students can make up information; they don't need to choose their real size and can choose items they wouldn't normally buy.
- Students perform their dialogue for another pair. Invite a few volunteers to share their dialogue with the class.

AfL: Diagnostics

When students have completed the Speaking task, ask them to think about these questions for a few minutes.

- 1 Was your dialogue successful? Why / Why not?
 - 2 Did you ask for and answer questions about things in the shop successfully?
 - 3 What phrases did you use?
 - 4 What did you find difficult to do during the dialogues?
- Help students with the questions, giving them suggestions for improving content, accuracy, pronunciation and language use.

AfL: Assess your progress

The 'Assess your progress' page allows students to assess themselves and gives them a sense of ownership for their own learning.

Direct students to Workbook page 53 and ask them to do the exercises in class or at home, then fill in the 'Can-do' statements on page 57 for Lesson 6D. Encourage them to think about and make brief notes on how well they have done and to think about future learning opportunities. 'How can I improve?' suggestions: Make a mind map of different gadgets; write a dialogue for a shop you go to; practise reading the questions in exercise 14 aloud.

Further practice

Communication worksheet 6D: Speaking
Functional language bank

Lesson 6E: Writing A review

SB pages 80–81

Learning objectives

Use positive and negative adjectives in your writing
Use a bilingual dictionary to understand new words
Write a review

Materials

Workbook page 56
Writing bank

AfL: Learning intentions

Focus students on the learning objectives at the top of Student Book page 81. See page 10 of the Teacher's Guide for more ideas.

Exercise 1

- Introduce the activity by telling students to imagine that they have been given some money to spend on a gadget.
- Students discuss their ideas in pairs.
- Have a brief class feedback, where you ask for a show of hands for different things students do, then elicit more detail.

AfL: Diagnostics

Example texts can be a useful tool to raise self-awareness of learning needs in a reflective way. Ask students to rate the model review as easy, OK or difficult for them to do in the target language. Then do the exercises in the lesson that will build their confidence and extend their mastery in doing the same writing task.

Exercise 2

- Focus attention on the title and point out that the reviewer has given the smartphone four and a half stars.
- Students match the sections to the descriptions, then check answers as a class.

ANSWERS

1 B 2 A 3 C 4 D

Language note: quite

Quite appears three times in the review.

Be careful – *quite* is a common but tricky word. *Quite* can mean:

1. a bit, moderately (more than *a little*, less than *very*)
It's quite small. (It's a bit small.)

2. very, totally, completely

This phone has quite an unattractive design. (This phone has a very unattractive design.)

Listeners or readers need to look at the context and/or tone of voice and decide which meaning is most likely.

Exercise 3

- Read through the questions together and encourage students to underline the key words before they look for the information in the text.
- To check, ask different students to read out their answers to the questions.

ANSWERS

- £250
- The design is quite unattractive.
- It has an excellent camera, it's easy to use and the volume and home buttons are in the right place / where you'd expect them to be.
- It's heavy, has a small screen and no headphone connection.
- A low price means low quality; a high price means better quality and features.

Exercise 4

- Tell students to underline the adjectives in the review. This will help them to understand the meaning in context.
- With a **weaker class**, remind them that paragraph B focuses on the positive points and paragraph C focuses on the negative points.
- Elicit which two of the adjectives use a negative prefix (*inconvenient*, *unattractive*).

ANSWERS

Positive: cheap, colourful, excellent

Negative: heavy, inconvenient, unattractive

Exercise 5

- Students work on their own or in pairs to complete the sentences.

ANSWERS

- cheap 2 colourful 3 heavy 4 excellent
- inconvenient 6 unattractive

EXTENSION

Ask students to find and underline a superlative and a comparative in the text (*the best*; *better*).

Ask students to choose at least three of the adjectives in exercise 4 and write down their comparative and superlative forms (*cheaper*, *cheapest*, *more colourful*, *most colourful*, *more excellent*, *most excellent*, *heavier*, *heaviest*, *more inconvenient*, *most inconvenient*, *more unattractive*, *most unattractive*).

Exercise 6

- Read through the strategy as a class. Remind students that when they record new words in their notebooks, it's helpful to write the word in a sentence so that they have an example of context.
- Students use bilingual dictionaries to find the words for the pictures.
- Check answers as a class. Emphasize that most bilingual dictionaries have pronunciation guides, and make sure students pronounce the words correctly when they give their answers.

ANSWERS

- plug /plʌg/ 2 socket /'sɒkɪt/ 3 adaptor /ə'dæptə(r)/
- battery /'bætri/

Writing your review

AfL: Success criteria

Ask students to look at the task and discuss what a successful outcome would look like. Agree with students in advance what you will give feedback on.

In your feedback, be specific about what students have done successfully and help them identify the next steps in their learning. Suggest an active self-correction task, if possible, e.g. *You have used a range of a positive and negative adjectives, which help communicate your opinion. Most are correct but there are two that need to be moved before the noun. Can you find them?*

After students have done the task, ask them to peer assess themselves on how well they completed the task.

- Make sure students are clear that they have to write a review similar to the review of smartphone.
- Give students five to ten minutes to complete the ideas stage and plan their review. Circulate and monitor, helping with language and ideas as necessary. Remind students to write notes, not full sentences.
- Circulate and monitor while students write their reviews, encouraging them to use positive and negative adjectives. Remind them to activate the language they learned earlier in the unit (vocabulary for gadgets, adjectives, comparative and superlative adjectives).
- When students have finished, they check their work. Refer them to the checklist to make sure they have completed the task as well as they can.

EXTENSION: FAST FINISHERS

Ask **fast finishers** to swap reviews with another student to read the review and see if they agree with the points made. They could also peer-check the spelling, grammar and punctuation.

Extra activity: Writing

Choose a piece of clothing, an accessory or a gift you have bought or received in the last year. Imagine you are writing a review for a shopping website. Write a review of the item. Include a description, positive and negative points and whether you recommend it.

AfL: Assess your progress

The 'Assess your progress' page allows students to assess themselves and gives them a sense of ownership for their own learning.

Direct students to Workbook page 56 and ask them to do the exercises in class or at home, then fill in the 'Can-do' statements on page 57 for Lesson 6E. Encourage them to think about and make brief notes on how well they have done and to think about future learning opportunities. 'How can I improve?' suggestions: Swap reviews with another student to peer assess; do the extra writing activity.

Further practice

Writing bank

Review 6 SB page 81

Vocabulary

Exercise 1

1 a screen 2 T-shirts 3 Lucky 4 necklace 5 case
6 Consumers 7 a tablet

Exercise 2

1 inexpensive 2 informal 3 unhappy 4 unfair
5 unfashionable 6 inconvenience 7 unimportant

Exercise 3

1 bargain 2 discount 3 half price 4 credit card
5 purchases 6 debts

Grammar

Exercise 4

1 warmer than 2 heavier than 3 more dangerous than
4 slower than 5 noisier than 6 better than
7 smaller than 8 wetter than

Exercise 5

1 the biggest 2 the most beautiful 3 the longest
4 the fastest 5 the most expensive 6 the best

Exercise 6

1 most 2 best 3 the 4 in 5 more 6 than

Cumulative Review Units 1–6 SB pages 82–83

Exercise 1 6.6

1 d 2 a 3 e 4 b

Audio script 6.6 page 170

Exercise 2

Students' own answers

Exercise 3

1 c 2 f 3 a 4 b 5 d

Exercise 4

1 a 2 b 3 b 4 b 5 a

Exercise 5

1 c 2 b 3 a 4 c 5 a 6 a 7 b 8 a 9 b 10 c

Exercise 6

Students' own answers

Additional materials

Literature Insight 3 WB pages 116–117 Answer key: page 157

Exam Insight 3 WB pages 126–127 Answer key: page 160

Unit map

Grammar

have to and *should* page 86

Past simple of *be* and *can* page 89

Vocabulary

Parts of the body page 84

Noun suffixes: *-er/-or* page 85

Opposite adjectives page 88

Health page 90

Skills

Reading: Three of the world's toughest challenges page 84

Reading: Behind the scenes: who cleans the UK's favourite tourist attractions? page 86

Listening: A school club page 87

Reading: Our Himalayan trek page 88

Listening: Health myths and facts page 90

Speaking: Talking about illness page 91

Writing: A letter of advice page 92

Reading: Workbook pages 62–63

Strategies

Reading: Guessing the meaning of words page 84

Vocabulary: Using new words page 89

Writing: Brainstorming ideas page 92

Global skills

Speaking confidently in public page 94

Review

Review 7 page 93

Vocabulary extra 7 page 140

Video

Online video: Cleaning beaches

Global skills video: Speaking confidently in public

Lesson 7A: Reading and vocabulary SB pages 84–85

Learning objectives

Guess the meaning of unknown words in a text

Use words to describe parts of the body

Add suffixes *-er* and *-or* to make nouns

Materials

Workbook page 58

Communication worksheet 7A: Vocabulary

AFL: Learning intentions

Focus students on the learning objectives at the top of Student Book page 85. See page 10 of the Teacher's Guide for more ideas.

AFL: Diagnostics

While monitoring exercises 1 and 2, listen for how successfully or unsuccessfully students use words to describe parts of the body, which is a learning objective for this page. See page 10 of the Teacher's Guide for more ideas.

If most of the words in exercise 2 are new to students, you could spend extra time learning them before moving on to the next exercise.

Exercise 1

- Check students understand the difference between *fit* (adj) and *fit* (n) from Unit 6.
- Students discuss their answers in pairs, then have a brief class feedback.

V Insight Parts of the body

Arm and *leg* are general words for the whole limbs.

In some languages, the words for *fingers* and *toes* are the same or similar, but in English they are different. The largest toe is called the *big toe* and the smallest toe is called the *little toe*.

You could also revise parts of the face: *eyes, nose, mouth, ears*.

Exercise 2 7.1

- Give students a few minutes to match the words to the photos, then compare their answers in pairs.
- Play the recording for students to check and repeat.
- Pay special attention to the pronunciation of *ankle, elbow, knee, wrist* and *stomach*, redrilling as necessary.

Audio script 7.1 page 171

ANSWERS

- 1 head 2 arm 3 elbow 4 wrist 5 leg 6 ankle
7 neck 8 chest 9 back 10 knee 11 toe
12 foot 13 face 14 shoulder 15 stomach
16 hip 17 hand 18 finger

Exercise 3

- Write the following headings on the board: *Below the hips, Above the hips but below the shoulders, Above the shoulders.*
- Say *knee* and ask a student to write the word under the correct heading.
- Students then work in pairs, testing each other.
- Check answers by asking different students to write the words under the correct heading on the board.

ANSWERS

Above the shoulders: face, head, neck

Above the hips but below the shoulders: arm, back, chest, elbow, finger, hand, stomach, wrist

Below the hips: ankle, foot, knee, leg, toe

Exercise 4

- Read through the questions and check that students understand *marathon runner* (n phr) and *weightlifter* (n).
- Students look at the photos in exercise 2 and which body type the article is going to say is best for each sport.
- Give students a few minutes to read the text quickly and check their ideas.
- Check answers as a class. Point out that the views in the article are generalizations and that these sports are not limited to the different body types in the article. People with different body types (and genders) can participate in, enjoy, and succeed in the sports mentioned.

ANSWERS

1 C 2 B 3 A

Exercise 5

- Ask students to scan the text to find the three words and then match them to the body types.
- With a **weaker class**, point out that each word they are looking for ends in *-morph*.
- Point out that some people find it helpful to use a finger and move it down the page when scanning a text for specific information.
- Check answers as a class, then elicit what kind of language *the strongest*, *the fastest* and *the fittest* are examples of (superlatives – see Student Book page 77).

ANSWERS

A endomorph: probably the strongest

B ectomorph: probably the fittest

C mesomorph

Culture note: The Highland Games

The Highland Games are a Scottish tradition. They are held in Scotland and around the world where there are groups of Scottish people. These days, there are categories for male, female and gender non-binary athletes to compete. In addition to the caber toss mentioned in the article, other events include the stone put (throwing a large stone) and the sheaf toss (throwing a bundle of straw over a bar). The Games also feature traditional music competitions with bagpipes, drumming and dance.

Exercise 6

- Tell students to read the questions and underline the key words.

- Students complete the questions on their own then compare their answers in pairs before checking as a class.

ANSWERS

1 in a different country each year

2 weightlifting and wrestling

3 The Badwater Ultramarathon is a very long running race.

4 The weather is hot because it's summer.

5 Marathon runners are usually slimmer and taller than swimmers, with longer legs and arms.

6 an ectomorph

Exercise 7

- Read through the strategy together. Explain that there are different ways of using context to understand unknown words; context can include the illustrations and headings as well as the text itself.
- Give students three minutes to find the highlighted words and guess their meanings before they check their answers in a dictionary. Remind them to write the new words in their vocabulary notebooks and include an example sentence for each word.

ANSWER

Students check meaning in a dictionary.

Exercise 8

- Students discuss the questions in pairs.
- Have a brief class feedback.

V Insight Noun suffixes: -er / -or

A suffix is letters that you add to the end of a word to make another word. The suffix usually changes the type of word, e.g. from a noun to an adjective or from a verb to a noun.

The *-er* or *-or* suffix usually changes a verb to a noun, and it is particularly common when describing a person who does something. The *-er* suffix is much more common than *-or*.

There are some spelling changes and a few irregular changes.

One-syllable verbs with one vowel + one consonant: double the final consonant, e.g. *run – runner*.

Verbs ending in *e*: add *-r*, not *-er*, e.g. *make – maker*.

Exercise 9

- Explain to students that the verbs can be changed into nouns by adding *-er* or *-or*. Students find and underline the noun forms of the verbs in the article. With a **stronger class**, ask students to form the nouns first and then check their answers in the text.
- To check answers, ask different students to write the nouns on the board. Drill pronunciation.
- Point out the spelling changes and focus attention on *competitor*, which is irregular and has a vowel sound change from the verb.

ANSWERS

1 runner (line 35) 2 swimmer (line 38) 3 competitor (line 17) 4 sprinter (line 13) 5 skater (line 13)

6 player (line 13)

Exercise 10

- Give students two minutes to complete the sentences.
- With a **weaker class**, tell students that *visit* and *direct* are the only two verbs which take *-or*.
- Students work in pairs to divide the words and check them in a dictionary, before checking as a class.

ANSWERS

1 reporter 2 driver 3 fighter 4 visitors 5 jogger
6 director 7 rider 8 designer

Exercise 11

- Students complete the definitions. Emphasize that they will not need to use two of the words from exercise 10.
- Students compare their answers in pairs then check as a class.

ANSWERS

1 jogger 2 driver 3 designer 4 reporter 5 visitor
6 director

Exercise 12

AfL: Success criteria

Ask students to look at the task and discuss what a successful outcome would look like. Agree with students in advance what you will give feedback on, e.g. clear presentation, using at least two nouns with *-er/-or* suffixes. After they have done the task, go through the agreed feedback to see how well students did against their agreed successful outcome benchmark. See page 10 of the Teacher's Guide for more ideas.

- Circulate and monitor during the task, helping with vocabulary and ideas if necessary.
- Ask a few pairs of students to present their ideas to the rest of the class. Alternatively, students could present their challenge to other pairs.

AfL: Assess your progress

The 'Assess your progress' page allows students to assess themselves and gives them a sense of ownership for their own learning.

Direct students to Workbook page 58 and ask them to do the exercises in class or at home, then fill in the 'Can-do' statements on page 65 for Lesson 7A. Encourage them to think about and make brief notes on how well they have done and to think about future learning opportunities. 'How can I improve?' suggestions: Make flash cards for parts of the body; write sentences with five *-or/-er* nouns.

Further practice

Communication worksheet 7A: Vocabulary

Lesson 7B: Grammar and reading

SB pages 86–87

Learning objectives

Use key words to find information in a text

Talk about rules using *have to* and *don't have to*

Give advice using *should* and *shouldn't*

Materials

Workbook page 59

Communication worksheet 7B: Grammar

AfL: Learning intentions

Focus students on the learning objectives at the top of Student Book page 87. See page 10 of the Teacher's Guide for more ideas.

Grammar

AfL: Diagnostics

While monitoring exercises 1 and 2, listen for how successfully or unsuccessfully students talk about rules using *have to* / *don't have to* or advice using *should* / *shouldn't*, which is a learning objective for this page. See page 10 of the Teacher's Guide for more ideas.

Exercise 1

- Focus students' attention on the photos and elicit the city (*London*).
- After students discuss the questions in pairs, have a brief class feedback.

Exercise 2

- Ask students to read the article quickly and check their answers to exercise 1, then elicit these.
- If necessary, explain that Legoland is a theme park in which everything is made out of Lego building blocks. Find out if any students have visited Legoland or any similar 'model' towns.

ANSWERS

Photo 1: Buckingham Palace, London

Photo 2: Legoland, Windsor

The most difficult place to clean is the London Eye because they use safety equipment and clean it at night.

Exercise 3

- Focus students' attention on the questions. Tell them that all these questions relate to numbers.
- Ask students to underline key words in the questions, which can help them to quickly locate information in the text.
- Give students a few minutes to complete the questions then compare their answers in pairs before checking as a class.
- Ask: *Which answers were most interesting or surprising? Why?*

ANSWERS

1 more than 800 2 760 3 32 4 three weeks
5 80 million 6 two days

Exercise 4

- Pre-teach *monument* (n).
- Brainstorm three monuments, buildings or attractions in your town and write them on the board as discussion prompts.
- Students discuss the questions in pairs then have a brief class feedback.

Language note: *have to* and *should*

We use *have to* to express obligation, usually from an external source, e.g.

I have to get to school early today.

We have to pay for our hotel room.

In British English, we can sometimes use *have got to* in place of *have to*. Both forms are correct, but *have to* is more common in written English.

Don't have to is used to express a lack of obligation.

You don't have to come. (But you can.)

We also use *should* and *shouldn't* to give advice (including to ourselves), e.g.

You should clean this room.

I shouldn't go to bed so late.

Exercise 5

- Students work individually to complete the sentences.
- To check answers, ask students to read out the sentences.

ANSWERS

1 *have to* 2 *have to* 3 *don't have to* 4 *have to*
5 *should* 6 *shouldn't*

Exercise 6

- Students study the example sentences in exercise 5 and complete the rules.
- Students compare their answers in pairs then check answers as a class. Demonstrate and drill the pronunciation of the different forms.

ANSWERS

a *should* b *shouldn't* c *have to* d *don't have to*

Further reference and practice Workbook page 104

- 1 2 *They have to empty the bins after breakfast.*
3 *Do you have to do your homework on Friday night?*
4 *We have to make our beds in the morning.*
5 *My friends don't have to wear school uniform.*
6 *Julie and I have to walk home every afternoon.*
7 *I don't have to go to school at the weekend.*
8 *My dog has to sleep in the kitchen.*
- 2 *have to wear* 3 *doesn't have to do* 4 *have to do* 5 *doesn't have to be* 6 *have to be* 7 *has to eat* 8 *don't have to eat* 9 *doesn't have to tidy* 10 *don't have to tidy*
- 3 2 *shouldn't; should* 3 *should* 4 *should* 5 *shouldn't* 6 *shouldn't*
- 4 2 *They shouldn't work so late.* 3 *I should drink more water.* 4 *You should go to the doctor.*

Exercise 7

- Ask students to read the problems. Then elicit some advice, e.g. buy some new flowers; talk to your parents. Accept phrases and do not expect students to form sentences with *should* and *shouldn't* yet. Write these ideas on the board for the **fast finisher** activity below.
- Give students two minutes to match the problems to the advice.
- After you have checked the answers, in pairs, students practise saying one of the problems and replying with advice. With a **stronger class**, students could use their own ideas for advice.

ANSWERS

1 c 2 d 3 a 4 b

Extra activity: Fast finishers

Fast finishers use some of the ideas on the board to write an extra piece of advice for each problem in exercise 7. Tell them to write full sentences with *should* and *shouldn't*.

Exercise 8

- Explain that Amy is a person who gives advice for a magazine and Lucy is writing for advice.
- Read through the example. With a **weaker class**, do the next gap together as another example.
- Students complete the exercise on their own then compare their answers in pairs before checking as a class.

ANSWERS

2 *have to walk* 3 *has to take out* 4 *have to tidy*
5 *doesn't have to do* 6 *have to do* 8 *should make*
9 *shouldn't get* 10 *should stay*

Exercise 9 7.2

- Explain to students that they are going to listen to a teacher talking about an after-school club. Ask:
What after-school clubs are there at this school?
Who goes to an after-school club?
Are there any rules at the club?
- Play the recording for students to identify the club.

Audio script 7.2 page 171

ANSWER

b

Exercise 10 7.2

- Teach *apron* (n) and *oven gloves* (n phr) with the pictures on the page.
- Give students a minute to read the gapped sentences and say in pairs what they think the answer might be.
- Play the recording again for students to complete the sentences then check as a class.
- With a **weaker class**, play the recording an extra time.

ANSWERS

1 *don't have to* 2 *should* 3 *have to* 4 *don't have to*
5 *have to* 6 *shouldn't* 7 *have to* 8 *should*

Exercise 11

AfL: Success criteria

Ask students to look at the task and discuss what a successful outcome would look like. Agree with students in advance what you will give feedback on, e.g. accurate use of *should* / *shouldn't* / *have to* / *don't have to*, fluency of presentation, pronunciation, etc.

One option for giving feedback is to take notes during the presentation then give some overall feedback about common strengths and any common errors, without identifying individual students.

After students have done the task, ask them to peer assess themselves on how well they completed the task.

- Read through the after-school clubs and then elicit and write any further suggestions on the board.

- Students work in pairs to decide on their club's rules. Circulate and monitor, checking that they use *have to*, *don't have to*, *should* and *shouldn't* correctly.
- Ask each pair to make a presentation about their club to the class. The class then votes on the best club.

EXTENSION

In small groups, students choose a place or activity and write five rules or advice for it using *should* / *have to* forms. Groups take turns to read their rules to the class and the other students guess what the place or activity is.

Vocabulary extra: Housework SB page 140

Exercise 1

1 do the ironing 2 load / unload the dishwasher
3 Hoover the floor 4 take out the rubbish 5 wash the car
6 lay the table 7 help with the cooking
8 do the shopping 9 load / unload the washing machine
10 do the washing up 11 make the bed
12 tidy your bedroom 13 hang out / bring in the washing
14 walk the dog 15 clear the table

Exercise 2

1 do the shopping 2 walk the dog 3 take out the rubbish
4 do the ironing 5 do the washing up / load the dishwasher / clear the table
6 load the washing machine 7 lay the table 8 make the bed 9 wash the car
10 do the washing-up

Exercise 3

Students' own answers

AfL: Assess your progress

The 'Assess your progress' page allows students to assess themselves and gives them a sense of ownership for their own learning.

Direct students to Workbook page 59 and ask them to do the exercises in class or at home, then fill in the 'Can-do' statements on page 65 for Lesson 7B. Encourage them to think about and make brief notes on how well they have done and to think about future learning opportunities.

'How can I improve?' suggestions: Write a list of rules for your home/class; research one of the London tourist attractions.

Further practice

Communication worksheet 7B: Grammar

Lesson 7C: Culture Reading, vocabulary and grammar SB pages 88–89

Learning objectives

Recognize and understand opinion in a blog post
Use the past simple of *be* and *can*
Use opposite adjectives

Materials

Workbook page 60
Pronunciation Insight worksheet 7: Negative forms
Video worksheet 7: Cleaning beaches

AfL: Learning intentions

Focus students on the learning objectives at the top of Student Book page 89. See page 10 of the Teacher's Guide for more ideas.

Reading and vocabulary

Culture note: Names for Mount Everest

The world's highest peak already had many local names when it was given the name 'Everest' in the 1800s after George Everest, a British Surveyor General in India.

The Tibetan name is Chomolungma, which means 'Mother Goddess of the World'. The Nepali name is Sagarmatha, which has various meanings including 'Goddess of the sky'.

Many indigenous groups live in the Himalayan valleys, including the Sherpa people.

Exercise 1

- Students discuss the questions in pairs or small groups.
- When they have finished, ask a few students to share their ideas with the class.

AfL: Diagnostics

While checking the answers to exercise 2, listen for the reasons students give to see how successfully or unsuccessfully students have understood opinion in the blog post, which is a learning objective for this page. See page 10 of the Teacher's Guide for more ideas.

Exercise 2

- Pre-teach the words in the glossary on Student Book page 89.
- Read through the factfile with the class.
- Give students a few minutes to read the article quickly to find the answer to the question. Remind students that they do not need to understand every word at this stage.

ANSWERS

It was a positive experience in general. They liked their guide, the beautiful scenery and the people in the teahouse, but they didn't like the flight, the rubbish or the altitude sickness.

Exercise 3

- Before students read the article again, remind them that if there are unknown words, they could use the strategies from Lesson 1A, Student Book page 13.
- Students work on their own to answer the questions then compare answers in pairs before checking as a class.

ANSWERS

- It's one of the most dangerous airports in the world because of the wind.
- They're poor and they don't have much money, but they're very hard-working and strong. They all love their mountains.
- (cloudy), cold and windy
- 5,364 m above sea level
- seven days (21–27 May)

Exercise 4

- Give students a moment to re-read the factfile then elicit the answer.

ANSWER

They leave a lot of rubbish behind.

Exercise 5

- Read through the first question in the Global skills box, checking students understand *limit* (n). Give pairs two minutes to discuss it, encouraging them to continue the conversation for the whole time.
- Have a brief class feedback about the first question, then repeat for the remaining two questions.

V Insight Opposite adjectives

Learning words in opposite pairs can help make them easier to remember. Another word for words that mean the opposite to each other is *antonyms*.

Sometimes words have more than one opposite. For example, the opposite of *safe* is *dangerous* or *unsafe*. The opposite of *well* could be *ill* or *unwell*.

The adjective *poor* is often meant negatively. *Poor* is used for the opposite of *rich*, but it also means *weak* or *not good*, e.g. *The internet connection here is very poor*.

Exercise 6

- With a **weaker class**, write the answers out of order on the board, then ask students to find and underline them in the text, before matching them to the opposites.
- Drill the pronunciation of the adjectives.

ANSWERS

- | | |
|----------------------|------------------|
| 1 dangerous (line 6) | 4 lazy (line 31) |
| 2 happy (line 7) | 5 well (line 44) |
| 3 poor (line 16) | |

Exercise 7

- Point out that the sentences relate to the article but are not from the article.

ANSWERS

- 1 rich 2 ill 3 hard-working 4 dangerous 5 happy

EXTENSION: PERSONALIZED SENTENCES

Ask students to choose four of the adjectives and write their own personalized sentences in their vocabulary notebook. They should choose adjectives that are new to them if possible.

Grammar

Exercise 8

- Tell students to find the sentences in the blog post and complete them with past simple forms of *be* and *can*.

ANSWERS

- 1 was, were 2 wasn't, could 3 was, couldn't
4 were, weren't

Exercise 9

- Students complete the rules then check as a class.
- With a **weaker class**, complete the rules together.
- Demonstrate and drill pronunciation of each of the past forms.

ANSWERS

- 1 was 2 weren't 3 could 4 couldn't

Further reference and practice Workbook page 105

- 1 2 were 3 were 4 was; were 5 Were; was
2 2 She was at school.
3 A: Were you a student?
B: No, I wasn't. I was a teacher!
4 A: Was your sister in her bedroom?
B: Yes, she was.
5 We weren't very rich, but we were happy.
6 They were at the station.
3 2 My friends couldn't hear the music at the concert.
3 I couldn't swim when I was a child.
4 Could you play the violin when you were younger?
5 We could remember the teacher's name.
6 Could they climb up the ladder?

Exercise 10

- Point out that for each gap students need to decide whether to use the past form of *be* or *can*, and whether they should use the affirmative or negative form.
- Students work on their own to complete the exercise before comparing their answers in pairs then checking as a class.

ANSWERS

- 1 were 2 was 3 was 4 was 5 could 6 were
7 were 8 couldn't 9 were 10 wasn't 11 were
12 were

Exercise 11

- Read through the strategy as a class.
- Give students time to complete the questions then check as a class.
- Emphasize that students are taking on a role as someone who has been on the trek when they answer the questions.
- In pairs, students take turns to ask and answer the questions.

ANSWERS

- 1 safe 2 rich 3 lazy 4 ill 5 happy

Exercise 12

- Give students five minutes to plan their trip on their own. Give some examples, e.g. surfing lessons in Australia, a jungle trip in the Amazon, a cycling tour from France to Spain.
- Write some headings on the board for students to consider and write notes for.

Place:

Local language:

Activities:

Accommodation:

Weather:

Your feelings:

Exercise 13

AfL: Success criteria

Ask students to look at the task and discuss what a successful outcome would look like. Agree with students in advance what you will give feedback on, e.g. correct use of past simple (*be* and *can*), use of adjectives, fluency when answering the questions.

After they have done the task, go through the agreed feedback to see how well students did against their agreed successful outcome benchmark.

See page 10 of the Teacher's Guide for more ideas.

- Put students into new pairs with someone they haven't worked with during the lesson.
- Students take turns to ask the six questions to their partner.
- For feedback, pairs report something about their partner's holiday using past forms of *be/could*.

AfL: Assess your progress

The 'Assess your progress' page allows students to assess themselves and gives them a sense of ownership for their own learning.

Direct students to Workbook page 60 and ask them to do the exercises in class or at home, then fill in the 'Can-do' statements on page 65 for Lesson 7C. Encourage them to think about and make brief notes on how well they have done and to think about future learning opportunities.

'How can I improve?' suggestions: Write about a real holiday you have been on; make flash cards for the opposite adjective pairs from the lesson.

Further practice

Pronunciation Insight worksheet 7: Negative forms

Video worksheet 7: Cleaning beaches

Lesson 7D: Listening, vocabulary and speaking

SB pages 90–91

Learning objectives

Describe health problems and treatments

Listen for specific words and phrases

Talk about symptoms and offer health advice

Materials

Workbook page 61

Communication worksheet 7D: Speaking

Functional language bank

AfL: Learning intentions

Focus students on the learning objectives at the top of Student Book page 91. See page 10 of the Teacher's Guide for more ideas.

Listening and vocabulary

V Insight Health problems

Some words for problems and treatments are both nouns and verbs, e.g. *bandage*, *burn*, *cough*, *cut*, *sneeze*.

Many health problems can be described with the verb *have/have got* and a noun:

have/have got + a cold / a cough / the flu / a headache / a sore throat / a broken leg / a burn.

I've got a very sore throat. My son has a headache.

We use different parts of the body with *sore*, e.g. *I have a sore back / ankle / arm / finger.*

Headache is a compound noun formed with a part of the body + *ache*. Other similar examples are *stomachache*, *backache*, *earache*.

Ache rhymes with *take*.

AfL: Diagnostics

While monitoring exercises 1, 2 and 3, listen for how successfully or unsuccessfully students describe health problems or treatments, which is a learning objective for this page. See page 10 of the Teacher's Guide for more ideas.

You could note any significant or common pronunciation errors in the words in exercise 2, then highlight the correct pronunciation when the recording is played.

Exercise 1

- Check students understand *health* (n).
- Put students into pairs to discuss the question, before having a brief class feedback.

Exercise 2 7.3

- Students complete the exercise in pairs.
- Play the recording for students to check their answers, then play it again for students to repeat the words.

Audio script 7.3 page 171

ANSWERS

Problems: broken leg, burn, cold / flu, cough, cut, dizzy, flu, headache, sneeze, sore throat

Treatments: antibiotics, bandage, injection, medicine, painkiller, plaster

Exercise 3

- Students work in pairs to look at the picture and find some of the things in exercise 2. With a **weaker class**, tell them that there are five problems and three treatments to find.
- Check answers as a class, re-modelling pronunciation of the problems and treatment words as required.

ANSWERS

bandage, broken leg, cold, cut, headache, medicine, plaster, sore throat

Exercise 4

- Focus students' attention on the title and explain that a *myth* is a story or belief that is not true.
- Give students two minutes to discuss the statements in pairs.

- Hold a class vote. Read out each statement and ask a student to count how many pairs vote for true and how many vote for false. Write the results on the board, e.g. sentence 1 – true: 3; false: 7.

Exercise 5 7.4

- Tell students to listen just to check their answers; they do not need to understand every word.
- Play the recording. Stop after each piece of information and ask: *True or false?* Write the correct answer on the board next to the class vote results.

Audio script 7.4 page 171

ANSWERS

- 1 F – Eating carrots is good for you, but it doesn't help you see in the dark.
- 2 F – You won't catch a cold, but having wet hair on a cold day can cause other health problems.
- 3 T
- 4 F – Eating garlic does not keep mosquitoes away – you need to use a spray.
- 5 T – You should only hold a burn under running water if it is a small burn.

Exercise 6 7.4

- Students work in pairs to complete as many gaps as possible.
- Play the recording again for students to check, then elicit the answers from the class.

ANSWERS

- 1 eyes
- 2 cold
- 3 medicines
- 4 work (for mosquitoes)
- 5 ill
- 6 bite
- 7 small
- 8 bowl
- 9 antibiotics

Exercise 7

- Point out that these sentences use *have to* / *should* / *shouldn't*, which was covered in Lesson 7B.
- Put students into small groups to discuss the statements.
- Ask each group to report back on one statement, then ask the other groups if they agreed or have anything else to add.

POSSIBLE ANSWERS

- 1 Bad advice: antibiotics are for infections, but a cold is a virus, so they don't help to fight a cold.
- 2 It depends on how serious the cut is.
- 3 Good advice: chicken soup has got lots of good ingredients and can really help with a cough and a sore throat.
- 4 Bad advice: you should wait about an hour after a meal before going swimming.
- 5 Good advice: it helps stop the spread of viruses.

Speaking

Exercise 8

- Match the first problem (*I've got a bad cut.*) with photo 5 as an example.
- Students do the exercise individually or in pairs.
- Point out that *dizzy* is a feeling, so it uses *I feel* / *I'm dizzy*. Other feelings related to illness include *sick*, *tired*, *unwell*.

ANSWERS

- 1 I've got a headache.
- 2 I feel dizzy.
- 3 I've got a cough and sore throat.
- 4 I can't sleep.
- 5 I've got a bad cut.

Exercise 9

- Check students understand *painkiller* (n).
- Students work in pairs to match the advice with the problems in exercise 8.
- After you check answers as a class, ask pairs to take turns to say one of the problems and respond with advice.

ANSWERS

- a I've got a bad cut.
- b I can't sleep.
- c I've got a cough and sore throat.
- d I've got a headache.
- e I feel dizzy.

Vocabulary extra: Health problems SB page 140

Exercise 1

- 1 (high) temperature
- 2 ill / unwell
- 3 sick
- 4 stomach ache
- 5 shivery
- 6 hay fever
- 7 weak
- 8 nosebleed
- 9 toothache
- 10 blocked nose
- 11 sprained ankle
- 12 bruise
- 13 rash
- 14 broken arm

Exercise 2

I'm feeling: ill / unwell, shivery, sick, weak
 I've got: a broken arm, a bruise, hay fever, a nosebleed, a rash, a sprained ankle, a stomach ache, a (high) temperature, toothache

Exercise 3

- 2 I'm feeling sick.
- 3 He's got toothache.
- 4 You've got a (high) temperature.
- 5 She's feeling shivery.
- 6 They're feeling weak.
- 7 I'm feeling ill / unwell.
- 8 She's got a broken arm.
- 9 You've got hay fever.
- 10 I've got a blocked nose.
- 11 You've got a bruise.
- 12 I've got a sprained ankle.

Exercise 4

Students' own answers

Exercise 10 7.5

- Explain to students that they are going to listen to a dialogue between a patient called James and his doctor.
- Play the recording for students to identify James's problems.

Audio script 7.5 page 171

ANSWERS

He's got a headache and he can't sleep.

Exercise 11 7.5

- Students work individually or in pairs to complete the phrases.
- Play the recording for them to check their answers.
- With a **weaker class**, write the answers on the board as well so that students can check their spelling.

ANSWERS

- 1 problem
- 2 worried
- 3 've got
- 4 can't sleep
- 5 relax
- 6 Don't think

Exercise 12 7.6

- Read through the phrases together and make sure students understand *lift your feet up* (v phr). Pre-teach *blood* (n).
- Give them a few minutes to complete the dialogue.
- Play the recording for them to check their answers.

Audio script 7.6 page 171

ANSWERS

1 Are 2 feel 3 your 4 Do 5 see

EXTENSION

In pairs, students take the parts of Rachel and Steve and read the dialogue aloud, using appropriate expression.

Exercise 13

- Tell students to find one more phrase (not in a gap) for describing a problem and one more example of giving advice.
- Read through the Global skills box with the class. Elicit some ways to complete the fourth question, e.g. *Would you like me to ... get you a drink / open a window / get you a painkiller / take you to the doctor?*

ANSWERS

Describing problems: I've got a bad sore throat.

Giving advice: You should sit down.

Exercise 14

AfL: Success criteria

Ask students to look at the task and discuss what a successful outcome would look like. Agree with students in advance what you will give feedback on, e.g. how well they talk about symptoms and give advice.

After students have done the task, ask them to peer assess themselves on how well they completed the task.

- Tell students that they need to prepare a dialogue and be ready to perform it to two other pairs.
- Circulate and monitor, helping with vocabulary and pronunciation/ideas where necessary.
- Combine pairs to form groups of six to perform their dialogues for each other.

AfL: Assess your progress

Direct students to Workbook page 61 and ask them to do the exercises in class or at home, then fill in the 'Can-do' statements on page 65 for Lesson 7D. Encourage them to think about and make brief notes on how well they have done and to think about future learning opportunities. 'How can I improve?' suggestions: Practise roleplaying health problems and advice with a partner; make a mind map of useful words and phrases from the lesson.

Further practice

Communication worksheet 7D: Speaking
Functional language bank

Lesson 7E: Writing A letter of advice SB pages 92–93

Learning objectives

Brainstorm ideas before you write

Make suggestions and give advice

Write a letter of advice

Materials

Workbook page 64

Writing bank

AfL: Learning intentions

Focus students on the learning objectives at the top of Student Book page 93. See page 10 of the Teacher's Guide for more ideas.

Exercise 1

- Make sure students understand *problem pages* (websites or social media sites where people post problems and someone replies with advice).
- Give students a minute to ask and answer the questions in pairs.

Exercise 2

- Focus students on the letter at the top of the page (from Jake to Hannah).
- Give them one minute to skim the letter then elicit the problem.

ANSWER

Jake doesn't understand his maths lessons and he's too scared to talk to his teacher about it. His sister usually helps him with his homework, but next week, he has an important exam and he knows he can't pass it.

AfL: Diagnostics

Example texts can be a useful tool to raise self-awareness of learning needs in a reflective way. Ask students to rate the model letter of advice as easy, OK or difficult for them to do in the target language. Then do the exercises in the lesson that will build their confidence and extend their mastery in doing the same writing task.

Exercise 3

- Read through the strategy together. Point out to students that they already do a lot of brainstorming in their English classes. Emphasize the importance of writing down all the ideas they think of. They can 'edit' their ideas later.
- Give students two minutes to read the problem and brainstorm ideas individually, encouraging them to think of at least three ideas.
- They then compare ideas in pairs or in small groups.

Exercise 4

- Give students two minutes to read Hannah's reply.
- Elicit answers to the questions from the class.

Exercise 5

- Point out that the language box gives the stems of five different ways of giving advice, which they can use in their letter of advice later in the lesson.
- Students complete the phrases then check as a class. Point out that *perhaps* and *maybe* make the advice less direct and more polite. *Perhaps* and *maybe* can also go before the phrases *you should* / *you shouldn't*.

ANSWERS

- 1 ask your sister to go with you
- 2 there are other students in your class with the same problem
- 3 talk to your teacher together
- 4 talk to your teacher
- 5 worry

Exercise 6

- Point out that one gap needs a phrase and four of them need a word.
- Students complete the gaps then compare their answers in pairs before checking as a class.

ANSWERS

- 1 should
- 2 Why don't you
- 3 could / should
- 4 Perhaps / Maybe
- 5 shouldn't

Exercise 7

- In pairs, students take turns to say the problem and the other student gives advice.
- Finish by eliciting examples of the advice that was given, e.g. *Why don't you go to bed earlier?* *Maybe you should talk to your parents.*

Writing your letter

AfL: Success criteria

Ask students to look at the task and discuss what a successful outcome would look like. Agree with students in advance what you will give feedback on, e.g. use of one paragraph for each suggestion, correct use of language for making suggestions and giving advice, accurate spelling, grammar and punctuation.

After students have done the task, ask them to peer assess themselves on how well they completed the task.

- Make sure students are clear that they have to write a letter similar in length and style to Hannah's.
- Circulate and monitor while students write their letters, encouraging them to use a range of different phrases for giving advice.
- When students have finished, they check their work.

Extra activity: roleplays

Students work in groups of three and roleplay. Each student pretends to have one of the problems and asks for advice. The other students give at least two pieces of advice each.

AfL: Assess your progress

Direct students to Workbook page 64 and ask them to do the exercises in class or at home, then fill in the 'Can-do' statements on page 65 for Lesson 7E. Encourage them to think about and make brief notes on how well they have done and to think about future learning opportunities.

'How can I improve?' suggestions: Swap letters with another classmate for peer feedback; edit your letter again tomorrow to see if you can make further improvements; do the extra writing activity.

Further practice

Writing bank

Review 7

SB page 93

Vocabulary

Exercise 1

- 1 neck
- 2 shoulder
- 3 elbow
- 4 wrist
- 5 hip
- 6 knee
- 7 ankle

Exercise 2

- 1 swimmers
- 2 director
- 3 players
- 4 reporter
- 5 drivers
- 6 visitor
- 7 riders

Exercise 3

- 1 sneeze
- 2 headache
- 3 dizzy
- 4 antibiotics
- 5 painkillers
- 6 medicine

Grammar

Exercise 4

- 1 Do you have to do
- 2 Should you help
- 3 don't have to do
- 4 have to make
- 5 should take
- 6 has to leave
- 7 doesn't have to walk
- 8 have to run
- 9 should get up
- 10 shouldn't be

Exercise 5

- 1 was
- 2 were
- 3 was
- 4 was
- 5 was
- 6 could
- 7 wasn't
- 8 was
- 9 could
- 10 could

Global skills: Speaking confidently in public

SB pages 94–95

Learning objectives

- Understand tips for public speaking
- Discuss strategies for looking and feeling confident in presentations
- Prepare and give a short presentation

Materials

- Workbook page 135
- Global skills video worksheet: Speaking confidently in public

AfL: Learning intentions

Focus students on the learning objectives at the top of Student Book page 95. See page 10 of the Teacher's Guide for more ideas.

Exercise 1

- Check that students understand and can pronounce *public speaking* (n phr), *confident* (adj) and *body language* (n phr).
- During whole-class feedback, elicit the reasons for students' opinions but do not comment on them yet.

AfL: Diagnostics

While monitoring exercise 2, listen to the ideas that students discuss. Do they think public speaking is a skill they will need? How confident do they feel about it?

Exercise 2 7.7

- Ask students to predict which ideas will be in the talk.
- After playing the introduction, give students time to compare their answers in pairs.

Audio script 7.7 page 172

ANSWER

b

Exercise 3 7.8

- Ask students to guess the first missing word. Then give them time to read the whole infographic and guess the other words in pairs before playing the rest of the talk.
- As you check answers, elicit the part of speech of each missing word.

Audio script 7.8 page 172

ANSWERS

1 Speak 2 fast 3 slowly 4 look 5 happy 6 head
7 move 8 arms

Exercise 4 7.8

- Check that students understand the questions before you play the talk a second time.

- Give students time to compare their answers in pairs. Then play the talk again before checking answers with the class.

SUGGESTED ANSWERS

1 loudly and quite slowly, with pauses 2 slowly and deeply; It helps you feel relaxed and speak more clearly.
3 You shouldn't look at your notes or slides all the time because you need to make eye contact with the audience.
4 stand up straight, with your head high and shoulders back 5 use hand gestures, but not too many
6 because it stops you looking open, friendly and relaxed

Exercise 5

- Elicit examples of confident public speakers.
- While students discuss the questions in pairs, circulate and monitor, helping with vocabulary and ideas as necessary.

Exercise 6

- After students have done the exercise, ask them to compare their ideas with another pair, then feed back as a class.

ANSWERS

Students' own answers

Exercise 7

- After students have read the checklist, ask them if it included any of their ideas.

Exercise 8

- During whole-class feedback, check students' pronunciation of *gestures*, *breathe* and *straight*.

ANSWERS

1 B 2 D 3 C 4 F 5 E 6 A

Folding your arms isn't good body language for public speaking.

Exercise 9

AfL: Success criteria

Agree with the students in advance what you and their peers will give feedback on.

See page 10 of the Teacher's Guide for more ideas.

- Ask students to work on their own to choose a topic and plan a two-minute presentation.
- Students deliver their presentation to the class and give each other feedback using the agreed success criteria.

AfL: Assess your progress

Direct students to Workbook page 135 and ask them to do the exercises and fill in the 'Can-do' statements.

'How can I improve?' suggestion: Encourage students to think about and make brief notes on the following:

- * How have your ideas about speaking in public changed?
- * When might you need to speak in public, now or in the future?
- * What useful language have you learned in this lesson?

Further practice

Global skills video worksheet: Speaking confidently in public

8 And the rest is history

Unit map

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- Past simple affirmative: regular verbs page 98
- Past simple affirmative: irregular verbs page 99
- Past simple: negative, questions and short answers page 101

Vocabulary

- Life stages page 96
- Adjective suffixes: *-ful* and *-al* page 97
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Skills

- Reading: Inspirational leaders page 96
- Reading: When and where was human culture born? page 98
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- Reading: World literature: famous female novelists page 100
- Listening: The best moment of your life page 102
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Strategies

- Listening: Listening for gist and for detail page 99
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Review

- Review 8 page 105
- Vocabulary extra 8 page 141
- Cumulative review Units 1–8 pages 106–107
- Literature Insight 4 Workbook pages 118–119
- Answer key Teacher's Guide page 158
- Exam Insight 4 Workbook pages 128–129
- Answer key Teacher's Guide pages 160–161

Video

- Online video: The magic of Roald Dahl

Lesson 8A: Reading and vocabulary SB pages 96–97

Learning objectives

- Recognize key words in an article
- Use words to describe different life stages
- Use the adjective suffixes *-ful* and *-al*

Materials

- Workbook page 66
- Communication worksheet 8A: Vocabulary

AfL: Learning intentions

Focus students on the learning objectives at the top of Student Book page 97. See page 10 of the Teacher's Guide for more ideas.

AfL: Diagnostics

While monitoring exercises 1 and 2, listen for how successfully or unsuccessfully students use words to describe different life stages, which is a learning objective for this page. For example, you could listen for students' understanding of the words, their correct use in context and pronunciation. See page 10 of the Teacher's Guide for more ideas.

Exercise 1

- Give students time to number the items from 1 to 6 first.
- Put students into pairs to discuss their reasons.

V Insight Life stages

With *be born*, remember that *be* is irregular and changes depending on the subject of the sentence. *I was born in England. My grandparents were born in Pakistan.*

The verb *grow* means to get bigger, and the phrasal verb *grow up* means the life stage going from a child to an adult. We often use *grow up* to talk about where we spent time as a child, e.g. *I grew up in Seoul.*

Fall in love means to feel strong romantic feelings for someone, and it is often used when two people feel the same way.

When talking about life events, we use the preposition *in* for a place, *month* or *year*, and *on* for a specific date. *I was born in the Netherlands in 2004. We got married on 14 February 2015.*

Exercise 2 8.1

- Give students two minutes to match the words to the photos.
- Then play the recording for them to check and repeat.

Audio script 8.1 page 172

ANSWERS

- 1 be born 2 grow up 3 go to university 4 get a job
5 fall in love 6 get married 7 have a baby 8 get divorced 9 retire 10 die

Exercise 3 8.2

- Students work in pairs to complete the sentences.
- Play the recording for students to check their answers.
- Check answers as a class. Ask: *Which fact is the most surprising? Which is the least surprising?*

Audio script 8.2 page 172

ANSWERS

1 are born, die 2 retire 3 has a baby, grows up
4 get a job 5 go to university 6 falls in love, gets married, get divorced

Exercise 4

- Encourage students to look at the photos but not look at the text yet.
- Students predict in pairs. Remind students that predicting what they are going to read is a helpful strategy to help them to understand a text.
- Give students two minutes to skim the articles to check their ideas. Remind them that they do not need to understand every word at this stage.

ANSWERS

The two people are both politicians.
Things in common: they are both very 'human' leaders; they can both connect with people; they were both young when they became political leaders; they are both very different to most other political leaders.

Exercise 5

- Tell students to read the sentences carefully and then look for the key information in the texts. Sentences 9 and 10 will require them to look at both texts.
- Students complete the exercise then compare their answers in pairs before checking as a class.

ANSWERS

- 1 F – He grew up in the UK.
2 F – It was very difficult.
3 F – His clothes are more like a rock star's.
5 F – She was the third.
6 T
7 F – She had her baby after she became prime minister.
8 F – She only sometimes wears Maori clothes.
9 T
10 T

Exercise 6

- Students work in pairs and discuss the questions.
- Have a brief class feedback.

Insight Adjective suffixes: -ful and -al

We can add the suffix *-ful* (meaning 'full of') to some nouns to make adjectives, e.g. *careful*.

We can add the suffix *-al* (meaning 'relating to' or 'about') to some nouns to make adjectives, e.g. *natural*.

Be careful – sometimes there are pronunciation changes, e.g. there is a vowel sound change in *nation/national*, *nature/natural*, or a syllabic stress change: *politics/political*.

Exercise 7

- Give students time to underline the adjectives in the texts and complete the table.

- Check as a class, drilling pronunciation, especially the stressed syllables.

ANSWERS

1 professional 2 natural 3 beautiful 4 magical
5 successful 6 wonderful 7 political 8 traditional
9 powerful 10 national

Exercise 8

- Direct students to the photo of Mahatma Gandhi and elicit anything they know about him.
- Encourage students to skim-read the text first to get the gist of it before attempting to fill in the gaps.
- Students compare their answers in pairs then check as a class.

ANSWERS

1 political 2 traditional 3 professional 4 successful
5 wonderful 6 peaceful 7 national 8 powerful

Exercise 9

AfL: Success criteria

Ask students to look at the task and discuss what a successful outcome would look like. Agree with students in advance what you will give feedback on, e.g. how detailed and relevant the research is, use of descriptive language and presentation skills.

After students have done the task, ask them to peer assess themselves on how well they completed the task.

- As you read through the instructions, point out that it does not need to be a politician – it can be someone who leads in another way – but it should be someone who is a positive leader.
- Give students some guidelines on how to present their findings, e.g. slides or just an oral presentation.
- Alternatively, students could present their research to the class using six 'I' sentences about their life events, e.g. *I was born in 2006. I grew up in Sweden*. Other students listen and guess the person.
- Remind students that they should vote for the most important leader, not the best group. You could take votes in different categories relating to some of the adjectives, e.g. *Who is the most successful leader? Who is the most powerful leader? Who is the most traditional leader?*

Vocabulary extra: Jobs SB page 141

Exercise 1

1 lawyer 2 builder 3 teacher 4 vet 5 electrician
6 plumber 7 doctor 8 waiter 9 office worker
10 accountant 11 shop assistant 12 architect
13 nurse 14 scientist 15 engineer 16 factory worker

Exercise 2

1 a scientist 2 a vet 3 a doctor / a nurse
4 a lawyer 5 an accountant 6 a plumber 7 a waiter
8 a factory worker 9 a doctor / a nurse 10 an architect

Exercise 3

Students' own answers

AfL: Assess your progress

The 'Assess your progress' page allows students to assess themselves and gives them a sense of ownership for their own learning.

Direct students to Workbook page 66 and ask them to do the exercises in class or at home, then fill in the 'Can-do' statements on page 73 for Lesson 8A. Encourage them to think about and make brief notes on how well they have done and to think about future learning opportunities.

'How can I improve?' suggestions: Write sentences about yourself using adjectives with *-ful* and *-al*; make a timeline of life stages in your vocabulary notebook.

Further practice

Communication worksheet 8A: Vocabulary

Lesson 8B: Grammar and listening

SB pages 98–99

Learning objectives

Recognize numbers in a text

Talk about past events using regular and irregular verbs in the past simple

Listen for gist and detail

Materials

Workbook page 67

Communication worksheet 8B: Grammar

Pronunciation Insight worksheet 8: Past simple *-ed* endings

AfL: Learning intentions

Focus students on the learning objectives at the top of Student Book page 99. See page 10 of the Teacher's Guide for more ideas.

Grammar

AfL: Diagnostics

While monitoring exercise 1, listen for how successfully or unsuccessfully students talk about past events in the past simple, which is a learning objective for this page. See page 10 of the Teacher's Guide for more ideas.

Exercise 1

- Check students understand *human species* (n phr) and introduce the word *homo sapiens*.
- Students discuss the questions in pairs.
- Have a brief class feedback.

EXTENSION

Write the following events from human prehistory on the board:

Humans ...

used tools:

used fire:

farmed land:

built the first city:

wrote words:

Elicit or explain the meaning of *tools* (n).

Ask students to work in groups and put the events in order, starting with the earliest. When they have finished, write the dates to check:

Humans ...

used tools: 2,000,000 BC

used fire: 700,000 BC

farmed land: 10,000 BC

built the first city: 8,000 BC

wrote words: 3,500 BC

Exercise 2

- Read through the sentences together. If necessary, explain that ancestors are people in your family who lived a very long time ago.
- Students discuss the answers to the questions in pairs.
- They then read the text to check their answers.

ANSWERS

1 Africa 2 130,000 3 40,000

Exercise 3

- Ask students to discuss the questions in small groups.
- Have a brief class feedback where you invite someone from each group to share what they discussed.

Language note: Past simple affirmative: regular verbs

We use the past simple to describe an event that took place at a specific time in the past. We often use past time expressions with the past simple, e.g. *yesterday*, *five years ago*, *in the Ice Age*.

Past simple verb forms are the same for all persons: *I/you/he/she/it/we/you*.

The exception is the irregular verb *be*, which has the form *was* for *I/he/she/it* and *were* for *you/we/they*.

Exercise 4

- Read through rules a–d with the class.
- Direct students to the first highlighted verb (*appeared*) and elicit which rule it is an example of (a).
- Students match the remaining highlighted verbs to the rules then check answers as a class.

ANSWERS

a appeared, started b replaced c tried d travelled

Further reference and practice

Workbook page 106

1 1 looked 2 chatted 3 used 4 invented

5 tried 6 wanted

2 2 stayed 3 copied 4 waited 5 started; finished

6 liked 7 studied 8 hated

Exercise 5 8.3

- Tell students to use the rules in exercise 4 to help them complete the text.
- With a **weaker class**, read each verb in brackets and ask students to match the verb to a rule.
- Play the recording for students to check their answers.

- Write the answers for items 3, 4, 10, 11 and 12 on the board, which have a double letter or y to i spelling change.

Audio script 8.3 page 172

ANSWERS

1 hunted 2 looked 3 travelled 4 carried
5 invented 6 changed 7 planted 8 noticed
9 produced 10 chatted 11 copied 12 stopped
13 started

Language note: Past simple affirmative: irregular verbs

Encourage students to keep a list of irregular verbs and to use different strategies to learn and revise them, e.g.:

Make flashcards with the base form on one side and the irregular past simple form on the other side.

Write sentences with past simple forms in them.

Make a chart of the most common irregular past simple forms and stick it on the classroom wall, above your desk at home or at the back of your vocabulary notebook.

Exercise 6

- Students look at the article again and find the irregular past simple forms of the verbs in the list.
- Check the answers as a class, demonstrating and drilling pronunciation of the present and past forms for comparison.

ANSWERS

2 went 3 became 4 came 5 made 6 found 7 had

Further reference and practice Workbook page 106

- 2 We bought a new armchair last weekend.
 - 3 I wore a beautiful green dress at my friend's party.
 - 4 Jude and Max went to Australia in 2013.
 - 5 My sister made a cheese and mushroom pizza and I ate it.
 - 6 We wrote a letter to the President of the USA last year.
 - 7 My friends gave me a wonderful present for my birthday.
 - 8 Gemma left her homework in her bag.
- 2 1 wrote 2 found 3 had 4 put 5 went
6 heard 7 left 8 ran

Exercise 7

- Tell students to read the timeline quickly before they complete it.
- Circulate and monitor, helping with any comprehension queries if necessary.
- As you read through the answers, demonstrate the pronunciation of *saw* (it sounds the same as *sore*).

ANSWERS

1 sang 2 made 3 went 4 saw 5 had 6 wore
7 wrote 8 heard 9 left 10 became

Vocabulary extra: Past time expressions SB page 141

Exercise 1

2 yesterday evening 3 yesterday afternoon
4 yesterday morning 5 the day before yesterday

6 three days ago 7 last weekend 8 last week
9 two weeks ago 10 last month 11 four months ago
12 last summer 13 last year 14 five years ago

Exercise 2

ago: four months, three days, five years, two weeks, a decade

last: week, weekend, month, year, summer

yesterday: morning, evening, afternoon, the day before yesterday

Exercise 3

1 g 2 f 3 l 4 j 5 h 6 d 7 k 8 i 9 e
10 b 11 a 12 c

We use *in* with years and centuries.

We use *at* with *the beginning of ...* and *the end of ...*.

Exercise 4

Students' own answers

Exercise 8 8.4

- Read through the strategy together. Point out that listening for gist is similar to skim-reading – it is a strategy that we use to get a general idea of the meaning. Similarly, listening for detail is like scanning to find out specific information.
- Read out the three options and then play the recording.

Audio script 8.4 page 172

ANSWER

C

Exercise 9 8.4

- Remind students that this time they should listen for detail.
- Give them time to read the sentences. With a **stronger class** some students may already be able to choose the correct words from memory.
- Play the recording again for students to select answers, then check as a class.

ANSWERS

1 Europe 2 heads 3 cold 4 used tools 5 homes
6 25,000 7 killed 8 climate change

Exercise 10

AfL: Success criteria

Ask students to look at the task and discuss what a successful outcome would look like. Agree with students in advance what you will give feedback on, e.g. use of words to describe life stages, correct tenses, clear presentation.

After they have done the task, go through the agreed feedback to see how well students did against their agreed successful outcome benchmark.

See page 10 of the Teacher's Guide for more ideas.

- Students may need extra time to do some research for this presentation.
- Remind them to include information about when and where the event took place and why it was important.
- Give students some guidelines for their presentation, e.g. Do you expect slides or just an oral presentation? One or two minutes long? Do both partners need to speak an equal amount?

AfL: Assess your progress

The 'Assess your progress' page allows students to assess themselves and gives them a sense of ownership for their own learning.

Direct students to Workbook page 67 and ask them to do the exercises in class or at home, then fill in the 'Can-do' statements on page 73 for Lesson 8B. Encourage them to think about and make brief notes on how well they have done and to think about future learning opportunities.

'How can I improve?' suggestions: Write five large numbers that are important and practise saying them (e.g. the population of your city and country); write about a past event in your life using the past simple.

Further practice

Communication worksheet 8B: Grammar

Pronunciation Insight worksheet 8: Past simple -ed endings

Lesson 8C: Culture Reading, vocabulary and grammar

SB pages 100–101

Learning objectives

Recognize proper names in a biography

Use words to describe different types of writing

Use negative sentences, questions and short answers in the past simple

Materials

Workbook page 68

Video worksheet 8: The magic of Roald Dahl

AfL: Learning intentions

Focus students on the learning objectives at the top of Student Book page 101. See page 10 of the Teacher's Guide for more ideas.

Reading and vocabulary

Exercise 1

- Pre-teach *novel* (n) and *novelist* (n).
- Consider sharing your own answer to the third question as an example.
- After students discuss the questions in pairs, have a brief class feedback.

Language note: Proper names

Proper names or proper nouns in English include names for specific people, places, and titles for books, films, etc.

In English, proper names have capital letters.

Nouns which are not 'proper' are called common nouns, and only have a capital letter at the beginning of a sentence.

Exercise 2

- Point out that these names are examples of proper nouns.
- Focus attention on the photos and ask students to identify William Shakespeare.
- Tell students to work in pairs to match the photos and names, but not to worry too much if they don't know them.

ANSWERS

- 1 William Shakespeare 2 JK Rowling 3 Roald Dahl
4 Charles Dickens 5 Jane Austen 6 Philip Pullman

Exercise 3

- Ask students to identify Shakespeare's work. They then work in pairs to match the other writers to their works.
- Check answers as a class, pointing out the capitalisation of most words in the titles because they are proper nouns. Less important words such as *and* and *the* are not capitalised.
- Ask students if they have read any of the books or seen films of the books.

ANSWERS

Charlie and the Chocolate Factory: Roald Dahl

Hamlet: William Shakespeare

Harry Potter: JK Rowling

His Dark Materials: Philip Pullman

Oliver Twist: Charles Dickens

Pride and Prejudice: Jane Austen

Exercise 4

- Ask if any students have heard of the writers Agatha Christie or Louisa May Alcott and elicit anything they know about them.
- Ask them to read the questions before they read the texts.
- Remind them that this is a skim-reading activity, so they do not need to understand every word in order to answer the questions.

ANSWERS

- 1 Agatha Christie 2 Louisa May Alcott 3 Louisa May Alcott
4 Agatha Christie

Exercise 5

- Tell students that some sentences need one specific word, but other sentences need more than one word.
- With a **weaker class**, read through the sentences together and encourage students to underline key words that will help them find the answers in the text.
- Students work individually to complete the sentences, then compare their answers in pairs before checking as a class.

ANSWERS

- 1 mother
2 memory
3 best-known character / detective
4 (favourite) dog
5 family and her (three) sisters
6 six months
7 her sister's daughter / May's daughter / her niece
8 nurse

AfL: Diagnostics

For exercise 6, give students a time limit of one or two minutes and see how many past simple forms of the verbs they can find during that time. This will give you the opportunity to see which students might need extra help. See page 10 of the Teacher's Guide for more ideas.

Exercise 6

- Give students two minutes to find the past simple forms of the verbs.

- Check as a class and drill the pronunciation, especially of *taught*. Remind students to keep a list of these irregular past simple forms and to revise and practise them regularly.

ANSWERS

become – became (line 4)

do – did (line 7)

go – went (line 45)

have – had (line 23)

leave – left (line 7)

lose – lost (line 9)

run – ran (line 9)

teach – taught (line 3)

write – wrote (line 14)

Exercise 7

- Encourage students to think of at least one reason for their answer to each question in the Global skills box. Remind them that they can use *because* to give a reason.
- After students have discussed the questions in pairs, have a brief class feedback.

V Insight Types of writing

Non-fiction writing is true or based on fact, e.g. news articles, science books, recipes.

Fiction writing is made up or imagined, e.g. novels, children's stories. Sometimes *fiction* might be based on a true story, but the author has imagined the details.

A *script* is the written dialogue for a *play*, *film* or *TV show*.

Exercise 8

- Explain to students that the words are different types of writing. Give them two minutes to match the words to the definitions.

ANSWERS

1 fiction 2 poem 3 script 4 play 5 article

6 short story 7 non-fiction 8 novel

Exercise 9

- Brainstorm some question words students could use to start their questions on the board, e.g. *What*, *When*, *Where*, *How often*, *How long*, *Why* and encourage students to use at least four different question starters in their questionnaire.
- Make sure students understand that both students in each pair need to have a written copy of the questions they write.
- Circulate while students write their questions to assist as required and monitor for accurate question forms.
- Organize students into new pairs to interview each other.

Language note: Past simple: negative

The past simple negative form is the same for both regular and irregular verbs. We nearly always use the contracted form *didn't* unless we want to emphasize the negative or contradict a previous statement, e.g. 'You went to the party last night.' 'I did not go to the party! I stayed at home and did my homework.'

Exercise 10

- Students complete the sentences on their own.

- After checking as a class, remind students how we form the present simple negative. Say *I like cats* and elicit *I don't like dogs*. Then say *She likes cats* and elicit *She doesn't like dogs*. Write the two negative sentences on the board and underline the auxiliary verbs *don't* and *doesn't*. Then elicit and write the past simple version of these two sentences: *I didn't like dogs*. *She didn't like dogs*. and underline the auxiliary verb *didn't*. Emphasize that in the past simple, *didn't* remains the same for all persons.

ANSWERS

1 didn't go 2 didn't want

Exercise 11

- Ask students to look again at the sentences in exercise 10 and then complete the rules.
- Check answers as a class, demonstrating the pronunciation of *didn't*.

ANSWERS

a didn't b doesn't change

Further reference and practice Workbook page 107

- 1 2 We didn't see a cat in the road.
- 3 My cousins didn't write a book about Spanish history.
- 4 Ned didn't play tennis with his friend, James.
- 5 I didn't plant a tree in our garden.
- 6 The children didn't wait for their friends.
- 7 I didn't buy a new pair of jeans yesterday.
- 8 The dog didn't eat all the biscuits on the table.

Exercise 12

- If anyone in the class knows the original Frankenstein story, elicit a summary of the plot in the students' own language.
- With a **weaker class**, complete the first gap together as an example.
- Students work individually to complete the text, then compare answers in pairs before checking as a class.

ANSWERS

1 didn't sleep 2 didn't like 3 didn't understand
4 didn't give 5 didn't meet 6 didn't want

Exercise 13

- Focus students' attention back on the texts about Agatha Christie and Louisa May Alcott and ask them to underline questions that use the past simple (all of them except the first one) and the short answers (e.g. *Yes, she did.*)
- Read through the rules as a class.

ANSWERS

a did b did c didn't

Further reference and practice Workbook page 107

- 2 2 Where did your sister find her phone?
 - 3 Did she like the ice cream?
 - 4 What did Tom put on the table?
 - 5 How did you get here?
 - 6 Did you remember your book?
 - 7 Did he read my magazine?
 - 8 Did we see this film last year?
- 3 a 2 b 4 c – d 8 e 6 f – g 3 h 5
i 1 j 7

Exercise 14 8.5

- Read through the example together before students write.
- They then ask and answer in pairs before listening to check their ideas.

ANSWERS

- 2 Did Sherlock Holmes and Doctor Watson live in Paris? No, they didn't. They lived in London.
- 3 Did the Brontë sisters write novels? Yes, they did. Charlotte Brontë wrote *Jane Eyre*, Emily Brontë wrote *Wuthering Heights* and Anne Brontë wrote *Agnes Grey*.
- 4 Did Homer tell stories about the Trojan War? Yes, he did. The stories were in two long poems, *The Iliad* and *The Odyssey*.
- 5 Did JK Rowling write *The Hobbit*? No, she didn't. She wrote the Harry Potter novels.

Audio script 8.5 page 173

Exercise 15

AfL: Success criteria

Ask students to look at the task and discuss what a successful outcome would look like. Agree with students in advance what you will give feedback on, e.g. correct question forms, correct short answer forms.

After they have done the task, go through the agreed feedback to see how well students did against their agreed successful outcome benchmark.

See page 10 of the Teacher's Guide for more ideas.

- Encourage students to choose very famous people that they will all of heard of. Emphasize that they must be from the past. You could brainstorm ten to fifteen people on the board to start with for students to use for the activity.
- Brainstorm some questions on the board as prompts, e.g. *Did he/she live in this country? Did he/she write books? Did/he she lead a country? Did he/she have children?*
- With a **weaker class**, do an example with the whole class first.
- Circulate and monitor, noting examples of good questions as well as errors, which you can use in a feedback session after the activity.

AfL: Assess your progress

The 'Assess your progress' page allows students to assess themselves and gives them a sense of ownership for their own learning.

Direct students to Workbook page 67 and ask them to do the exercises in class or at home, then fill in the 'Can-do' statements on page 73 for Lesson 8C. Encourage them to think about and make brief notes on how well they have done and to think about future learning opportunities.

'How can I improve?' suggestions: Research one of the authors or books from the lesson; write five questions in the past simple with short answers.

Further practice

Video worksheet 8: The magic of Roald Dahl

Lesson 8D: Listening, vocabulary and speaking SB pages 102–103

Learning objectives

Match photos to sections in a listening text

Identify and use collocations with *take*

Talk about your weekend

Materials

Workbook page 69

Communication worksheet 8D: Speaking

Functional language bank

AfL: Learning intentions

Focus students on the learning objectives at the top of Student Book page 103. See page 10 of the Teacher's Guide for more ideas.

Listening and vocabulary

Exercise 1

- Students discuss the questions in pairs, encouraging students to think of at least three ideas.
- Have a brief class feedback.

AfL: Diagnostics

While monitoring the initial discussion in exercise 2, listen for how successfully or unsuccessfully students use words to describe the photos, then invite them to share their ideas with the class. Helping students to identify relevant words that they already know will help them to match photos to sections of the listening text, which is a learning objective for this page.

See page 10 of the Teacher's Guide for more ideas.

Exercise 2 8.6

- Before you play the recording, elicit predictions using past forms of what the people are doing in each photo (e.g. A She went on a holiday. B He got a new job. C She passed her driver's licence. D He became a dad.)
- Remind students that they need to listen for gist, so they do not need to understand every word.
- Play the recording for students to do the exercise, then check as a class.

Audio script 8.6 page 173

ANSWERS

1 Mark D 2 Jenny C 3 Peter B 4 Isobel A

Exercise 3 8.6

- Give students time to read the sentences before you play the recording again.
- With a **weaker class**, you could write up the answers out of order on the board for students to match to the gaps.
- Check answers as a class, writing up the first one to check students have included the apostrophe correctly.

ANSWERS

1 daughter's 2 photos 3 fun 4 sad 5 drive
6 interviews 7 week 8 retired 9 liked 10 life

V Insight Collocations with take

Collocations are words that are commonly used together in English.

The collocations in this lesson with *take* have the form verb + noun.

It often makes sense to record the meaning of the collocation as a whole, e.g. *take part* = *participate*, *take place* = *happen*.

The expression *take care* is sometimes used at the end of a conversation or an email, e.g. *See you next week. Take care.*

Exercise 4 8.7

- Read through the strategy together. Remind students that they have already learned other collocations with different verbs such as *go*, *play* and *do*, e.g. *go swimming*, *play tennis*, *do athletics*.
- Do the first sentence together and then give students two minutes to complete the rest of the sentences.

Audio script 8.7 page 173

ANSWERS

1 d 2 c 3 a 4 b

Exercise 5

- Students complete the tips on their own or in pairs before checking as a class.

ANSWERS

1 control 2 part 3 care 4 a break 5 photos
6 turns 7 a test 8 place

Exercise 6

- Give students two minutes on their own to think about a time that fits each category first.
- Students discuss their answers in pairs.
- Circulate and monitor, helping with vocabulary where necessary.

Exercise 7

- Encourage students to use the *take* collocations in their tips.
- Give students five to ten minutes to write a list of tips and choose the best three.
- Go around the groups and ask each group to share their best tip.
- To shorten the activity, allocate each pair one of the collocations to write one tip for.

Speaking

Exercise 8

- Focus attention on the pictures and ask students to say what each one shows.
- Demonstrate the activity by asking one student: *What did you do at the weekend? Where did you go? Did you enjoy it?*
- Students then ask and answer about their weekend in pairs.
- Have a brief class feedback where some students share something they did.

Exercise 9 8.8

- Tell students that they are going to hear a conversation between two classmates, Ned and Jasmine. Remind

students that they just need to listen for gist to find out what each person did.

- Play the recording then elicit the answers.

Audio script 8.8 page 173

ANSWERS

Jasmine went to a party and a football match. Yes, she had fun.
Ned went to the cinema and to his grandmother's house.
No, he didn't have fun.

Exercise 10 8.8

- Give students time to read the phrases and fill in any they remember before you replay the recording.
- To check answers as a class, ask individual students to read out the phrases.
- Read through the Global skills box with the class and ask students to listen and repeat the phrases with appropriate expression.

ANSWERS

1 was 2 about 3 time 4 thanks 5 it was 6 fun
7 you 8 Bad 9 Poor

Exercise 11 8.9

- Ask students to read the dialogue between two friends quickly. Then elicit the phrase that completes the first gap.
- Students work individually to complete the dialogue then compare their answers in pairs.
- Play the recording for students to check their answers.

Audio script 8.9 page 173

ANSWERS

1 your weekend 2 a disaster 3 poor you 4 what
about 5 Did you have 6 it was fantastic 7 Lucky you

Exercise 12

- Pre-teach *sympathy* (n).
- Tell students they need to underline five more phrases.
- Check as a class, demonstrating pronunciation and expression for students to listen and repeat.

ANSWERS

Expressing interest: *How brilliant!*

Expressing sympathy: *That's a shame!*

Expressing surprise: *No way! / You're joking! / Wow!*

EXTENSION

Students practise reading the dialogue in pairs. Tell them to use expression, for example, they should stress key words like *disaster*, *a shame*, *fantastic* and *poor*.

Exercise 13

AfL: Success criteria

Ask students to look at the task and discuss what a successful outcome would look like. Agree with students in advance what you will give feedback on, e.g. fluency, clear description of the weekend, accurate use of words and phrases to respond.

After they have done the task, go through the agreed feedback to see how well students did against their agreed successful outcome benchmark.

See page 10 of the Teacher's Guide for more ideas.

- Point out that students can choose whether they talk about true events or make something up.
- Remind students to include expressions to show interest or surprise.
- Circulate and monitor, helping with vocabulary and ideas as necessary.
- When they have finished, ask a few pairs to act out their dialogues for another pair or for the class.

AfL: Diagnostics

When students have completed the Speaking task, ask them to think about these questions for a few minutes.

- 1 Was your dialogue successful? Why / Why not?
- 2 Did you ask questions and respond appropriately?
- 3 What phrases did you use?
- 4 What did you find difficult to do during the dialogue?

Help students with the questions, giving them suggestions for improving content, accuracy, pronunciation and language use.

AfL: Assess your progress

The 'Assess your progress' page allows students to assess themselves and gives them a sense of ownership for their own learning.

Direct students to Workbook page 69 and ask them to do the exercises in class or at home, then fill in the 'Can-do' statements on page 73 for Lesson 8D. Encourage them to think about and make brief notes on how well they have done and to think about future learning opportunities.

'How can I improve?' suggestions: Practise reading the dialogue again; add the *take* collocations to your vocabulary notebook; write four sentences with words from the lesson.

Further practice

Communication worksheet 8D: Speaking
Functional language bank

Lesson 8E: Writing A narrative

SB pages 104–105

Learning objectives

- Use narrative adverbs when you write a story
- Make your writing more interesting
- Write a narrative about a special day

Materials

- Workbook page 72
- Writing bank

AfL: Learning intentions

Focus students on the learning objectives at the top of Student Book page 105. See page 10 of the Teacher's Guide for more ideas.

Exercise 1

- Pre-teach *memorable* (adj).
- Introduce the activity by telling students about a memorable day in your life.

- Students discuss the questions in pairs.
- Have a brief class feedback.

Exercise 2

- Read through the questions as a class.
- Give students two minutes to read the post quickly for gist and to answer the questions.
- Elicit some responses, encouraging students to give reasons.

AfL: Diagnostics

Example texts can be a useful tool to raise self-awareness of learning needs in a reflective way. Ask students to rate the model blog post about a memorable day as easy, OK or difficult for them to do in the target language. Then do the exercises in the lesson that will build their confidence and extend their mastery in doing the same writing task.

Exercise 3

- Remind students that they have already studied adverbs of frequency which answer the question *How often ... ?*, and adverbs of manner which answer the question *How ... ?* They will now learn about narrative adverbs, which answer the question *When ... ?*
- Ask students to find the adverbs in the text and read them in context. This will help them to understand their meaning.
- They then match the adverbs to the definitions.
- Students compare their answers in pairs, then check as a class.

ANSWERS

1 d 2 a 3 c 4 e 5 b

Exercise 4

- Ask: *Do you remember your first day at school? What do you remember?*
- Ask students to complete the text about Melissa's first day.
- Students compare their answers in pairs then check as a class.

ANSWERS

1 at first 2 Soon 3 immediately 4 Suddenly
5 at last

Exercise 5

- Read through the strategy together and explain that it is particularly important to make writing interesting when we are telling a story, whether a true story or a piece of fiction.
- Students read the text in exercise 2 again to identify the different ways that the writer has made it interesting.

ANSWERS

- 1 When I got up that morning, I was a bit nervous because it's a long hike. Soon, we were really cold and wet because we didn't have many warm clothes. But we didn't stop and tried not to think about the weather.
- 2 It was a fantastic day! Then we continued our climb. We made over £60 for them!
- 3 Positive adjectives: fantastic, better, nice, lovely, warm, beautiful; Negative adjectives: nervous, windy, cold, wet
- 4 Could I get to the top?
- 5 It was a fantastic day! We made over £60 for them!

Writing your narrative

AfL: Success criteria

Ask students to look at the task and discuss what a successful outcome would look like. Agree with the students in advance what you will give feedback on, e.g. accuracy of past simple and narrative verbs.

After students have done the task, ask them to peer assess themselves on how well they completed the task.

- Make sure students understand that they have to write a narrative similar in length and style to the one in exercise 2.
- Give students five to ten minutes to complete the ideas stage and plan their guide. Circulate and monitor, helping with language and ideas as necessary. Remind students to write notes, not full sentences.
- Circulate and monitor while students write narratives to help with ideas and language as required.
- When students have finished, they check their work. Encourage them to check whether they have included the five different ways to make their writing interesting from the strategy, and if not, to edit their narrative to do so.
- Put students into pairs or small groups to share their narratives.

Extra activity: Writing

Write a narrative about how you celebrated a special day, for example, a festival, a birthday or your first day of school.

AfL: Assess your progress

The 'Assess your progress' page allows students to assess themselves and gives them a sense of ownership for their own learning.

Direct students to Workbook page 72 and ask them to do the exercises in class or at home, then fill in the 'Can-do' statements on page 73 for Lesson 8E. Encourage them to think about and make brief notes on how well they have done and to think about future learning opportunities.

'How can I improve?' suggestions: Swap narratives with another student to review; do the extra writing exercise; review your own narrative against the writing strategy and see if you can improve it.

Further practice

Writing bank

Review 8 SB page 105

Vocabulary

Exercise 1

1 was 2 up 3 went 4 in 5 got 6 had

Exercise 2

1 successful 2 natural 3 powerful 4 traditional
5 magical 6 professional 7 beautiful

Exercise 3

1 a break 2 part 3 a / the / your test / tests
4 a photo / photos 5 place 6 care 7 turns

Grammar

Exercise 4

1 got on 2 were 3 didn't have 4 didn't arrive
5 took 6 woke up 7 spoke 8 didn't sleep 9 heard
10 opened 11 didn't see 12 was

Exercise 5

1 When did CS Lewis write the book?
2 How many children were there in the story?
3 What did they discover?
4 Where did they discover Narnia?
5 What season was it in Narnia?
6 Who was the ruler of Narnia?
7 What was the name of the lion the children met?
8 How did Aslan help the children?

Cumulative review Units 1–8 SB page 106–107

Exercise 1

1 F – He went to Harvard, but didn't finish his degree.
2 T
3 T
4 F – He got his university degree in 2002.
5 T
6 F – His wife said it was a good story, so he finished it.
7 T
8 F – He started playing for the NBA when he was 21.

Exercise 2

Students' own answers

Exercise 3

1 c 2 a 3 b 4 b 5 d 6 a

Exercise 4

1 c 2 b 3 b 4 a 5 b 6 a 7 c 8 c 9 b 10 a

Exercise 5

Students' own answers

Additional materials

Literature Insight 4 WB pages 118–119 Answer key: page 158

Exam Insight 4 WB pages 128–129 Answer key: pages 160–161

Unit map

Grammar

going to: plans page 110

will: predictions page 113

Vocabulary

Describing people page 108

like page 109

Noun suffixes: *-ion* and *-ment* page 112

Phrasal verbs page 114

Skills

Reading: How stop-motion animation works page 108

Reading: All change! page 110

Listening: Everything's going to be different page 111

Reading: Graduation time! page 112

Listening: Young Businessperson of the Year page 114

Speaking: Talking on the phone page 115

Writing: An informal email page 116

Reading: Workbook pages 78–79

Strategies

Reading: Summarizing page 109

Vocabulary: Revising vocabulary page 113

Writing: Making your writing personal page 116

Global skills

Making a good impression at work page 118

Review

Review 9 page 117

Vocabulary extra 9 page 142

Video

Online video: i-Mag'zine for teens

Global skills video: Making a good impression at work

Lesson 9A: Reading and vocabulary

SB pages 108–109

Learning objectives

Use words to describe what people look like

Summarize a text

Use *like* in different ways

Materials

Workbook page 74

Communication worksheet 9A: Vocabulary

AfL: Learning intentions

Focus students on the learning objectives at the top of Student Book page 109. See page 10 of the Teacher's Guide for more ideas.

AfL: Diagnostics

While monitoring exercises 1 and 2, listen for how successfully or unsuccessfully students use words to describe what people look like, which is a learning objective for this page. See page 10 of the Teacher's Guide for more ideas.

V Insight Describing people

If using more than one adjective for hair, we usually say length, type, then colour, e.g.

He has got short, curly, brown hair.

She has got long, straight, black hair.

Fair hair means *blonde* or *light brown*.

Orange hair is usually called *red hair*. A person with red hair is sometimes called a *red head*.

Be careful with the pronunciation of *moustache*, *beard* and *bald* (rhymes with *called*).

Be careful about using size words to describe people because it can be a sensitive topic.

Exercise 1

- Check students understand *notice* (v), *smile* (v), *body language* (n phr), *first impressions* (n phr).
- Students discuss the questions in pairs.
- Have a brief class feedback.

Exercise 2

- Focus students' attention on the table and make sure that they understand the meaning of *height* (n) and *size* (n).
- Students work in pairs to complete the table, using dictionaries as necessary.
- Check answers as a class, demonstrating pronunciation of the words for students to repeat. Pay special attention to words which students might find difficult to pronounce, e.g. *bald*, *beard*, *moustache*, *freckles*.

ANSWERS

Height: medium height

Size: medium weight, overweight, thin

Hair colour: blonde

Hair style: curly, dyed

Other features: beard, freckles, glasses, moustache, tanned

Culture note: What's the most common eye colour?

About 80% of the world's population have some kind of brown eyes. About 10% have blue eyes and about 2% have green eyes. About 5% have hazel eyes, which are a combination of green, gold and brown.

Exercise 3

- Students read the description and match it to the correct person in the photo.
- Read out the description and ask students to put their hands up when you come to a verb. Explain that we use *be* to describe height and weight and we also use it with *bald* and *tanned*, e.g. *He is bald and tanned*. We use *have got* to describe eye colour, hair colour and hair style, and we also use it with *beard*, *moustache*, *freckles* and *dyed hair*, e.g. *He's got a beard, freckles and dyed hair*. We use *wear* with *clothes* and *glasses*.

ANSWERS

The woman is standing right in the centre of the photo, wearing a pink top and jeans.

The three verbs are *is*, *has got* and *wear/wearing*.

Exercise 4

- With a **stronger class**, students work in pairs and describe someone in the photo to their partner without writing anything down first.
- With a **weaker class**, students work in pairs to choose a photo and write a description together, both writing a copy. Then organize students into new pairs to read their descriptions and guess the person.
- Ask a few pairs to read out their descriptions to the class for others to guess.

EXTENSION

Ask students to write sentences about their own hair and eye colour, as well as other features.

Exercise 5

- Emphasize that students shouldn't read the text yet. Give students a few minutes to look at the title and pictures in pairs, then answer the questions.

Exercise 6

- Read through the strategy together. Ask students where they might read a summary of a text in their own language, e.g. in a book description in an online bookshop, in an article about a long speech.
- Give students three or four minutes to read the text for gist and choose the best summary.
- Ask students what is wrong with the other two summaries.

ANSWERS

c

Summary a does not include enough important information. Summary b includes the writer's opinion of the text.

Exercise 7

- Remind students to read the questions carefully and underline the key words. These will help them to find the relevant information in the text.
- Students work on their own to complete the questions, then compare their answers in pairs before checking as a class.

ANSWERS

1 in the 1890s

2 They make small changes to the position of the objects and then take a photo. Then they repeat the process over and over again.

3 You need to show the person's emotions on their face.

4 They make lots of different heads for one character, and the face on each head shows a different emotion. Then they can change the heads on their models after each photo.

5 They need hundreds of photos for a short scene.

6 It's still magical, even in our digital world.

Exercise 8

- Put students into groups of four to five to discuss the questions.
- For feedback, ask one to two groups to report back their answers to each question.

V Insight like

Be like is often used to talk about personality, e.g.

'What's she like?' 'She's very confident and successful.'

Look like is used to ask about appearance. It can also mean *similar to*, e.g.

'What does your brother look like?' 'He looks like me!'

Like means *enjoy*. It can be followed by a noun, the infinitive of a verb with *to*, or the *-ing* form of a verb, e.g.

I like sport. I like playing tennis.

I like to go rock climbing in the summer.

Exercise 9

- Read through the exercise as a class, eliciting the answers as you go.

ANSWERS

1 c 2 a 3 b

Exercise 10

- Read through the first sentence with the class as an example, eliciting the forms for the gaps and demonstrating that students need to select whether to use *be like*, *look like*, or *like*, then put it in the correct form.
- Students complete the remaining sentences on their own or in pairs then check answers as a class.

ANSWERS

1 does, look like 2 Do, like 3 is, like 4 'm not like
5 like 6 look like / are like

Exercise 11

AfL: Success criteria

Ask students to look at the task and discuss what a successful outcome would look like. Agree with students in advance what you will give feedback on, e.g. using a range of words to describe what people look like, responding to the questions with appropriate content, fluency.

After they have done the task, go through the agreed feedback to see how well students did against their agreed successful outcome benchmark.
See page 10 of the Teacher's Guide for more ideas.

- Give students two to three minutes to think about their own answers to the questions and the language they will use.
- Put students into pairs to ask and answer the questions.
- Finish with a feedback session. Share some of the good examples you heard and write up any sentences for correction for students to correct in pairs.

Vocabulary extra: Materials page 142

Exercise 1

1 leather 2 paper 3 wood 4 clay 5 wax
6 cardboard 7 glass 8 stone 9 marble 10 foam
11 metal 12 plastic

Exercise 2

1 wood 2 foam 3 stone 4 glass 5 plastic
6 clay 7 metal 8 leather 9 cardboard 10 marble
11 wax 12 paper

Exercise 3

Students' own answers

AfL: Assess your progress

The 'Assess your progress' page allows students to assess themselves and gives them a sense of ownership for their own learning.

Direct students to Workbook page 74 and ask them to do the exercises in class or at home, then fill in the 'Can-do' statements on page 81 for Lesson 9A. Encourage them to think about and make brief notes on how well they have done and to think about future learning opportunities.

'How can I improve?' suggestions: Write a summary of another article from the Student Book; write three true sentences using *like* in different ways.

Further practice

Communication worksheet 9A: Vocabulary

Lesson 9B: Grammar and reading SB pages 110–111

Learning objectives

Identify key words to match sentences to paragraphs in a text

Talk about future plans using *going to*

Describe how you think your life is going to change in the future

Materials

Workbook page 75

Communication worksheet 9B: Grammar

AfL: Learning intentions

Focus students on the learning objectives at the top of Student Book page 111. See page 10 of the Teacher's Guide for more ideas.

Grammar

AfL: Diagnostics

While monitoring exercises 1 and 2, listen for how successfully or unsuccessfully students talk about the different changes. Their confidence with this task will help you gauge their ability to describe how their life is going to change in the future, which is a learning objective for this page. See page 10 of the Teacher's Guide for more ideas.

Exercise 1

- Look at the four different life events together. Explain that a *volunteer* is someone who works to help other people but does not get paid. Ask students to think of examples of volunteer jobs, e.g. working in a charity shop, picking up litter in a public place, etc.
- Students work in pairs to discuss the events and decide which is the best, the worst, the biggest and the scariest.
- When they have finished, ask a few pairs to share their ideas with the class.

Exercise 2

- Focus attention on the title of the text. Point out that the expression *All change* is also a common public transport announcement. It is used when a train or bus gets to a stop where all passengers must get off and change to another service.
- Ask students to read the text quickly and match the people to the sentences. Remind them that they do not need to understand every word in order to do this task.

ANSWERS

1 c 2 a 3 b

Language note: *going to*: plans

We use *going to* for plans and intentions for the future. The nearness of the future is not important; more important is the fact that it is planned:

I'm going to meet my friends in the park tomorrow.

We're going to buy a new car next year.

We rarely use *going to* with *go*; we usually use the present continuous for future instead:

I'm going to go to the supermarket this afternoon. ✗ (not incorrect but less common)

I'm going to the supermarket this afternoon. ✓ (more common)

Exercise 3

- Students complete the exercise on their own, then compare their answers with the text, underlining the examples of *going to*.
- Check answers as a class. Point out that the main verb and the word *going* do not change form, but the form of *be* changes depending on the person, e.g. *'m, 're, is*, etc.

ANSWERS

1 make 2 travel 3 teach 4 move 5 start 6 be

Exercise 4

- Check students know what is meant by infinitive and present participle.
- Encourage students to use the examples from exercise 3 to complete the rules.

ANSWERS

a plans b be c infinitive without to

Further reference and practice Workbook page 108

- 1 3 's going to find 4 isn't going to do 5 isn't going to watch 6 's going to drive 7 isn't going to play 8 's going to fly
- 2 1 'm going to play 2 isn't going to buy; 's going to save 3 Are you going to make 4 are they going to stay 5 aren't going to have 6 A: Is he going to tidy B: isn't; 's going to visit 7 are going to join 8 're going to start
- 3 2 Are they going to watch a film this evening? No, they aren't.
3 Is your sister going to study in Spain? Yes, she is.
4 Are Dani and Michael going to play basketball today? Yes, they are.
5 Are they going to be late for the party? No, they aren't.
6 Is Carly going to start her new job next week? Yes, she is.

Exercise 5

- Check students realise that *Hugo* is the second person in the text from exercise 2.
- Read through the example together. Students then work individually to write questions and answers.
- When they have finished, they work in pairs to ask and answer their questions. Circulate and monitor, noting any common errors related to *going to* forms. If there are common errors, write these on the board for students to correct.

ANSWERS

- 2 Is Hugo going to move away from home? No, he isn't going to move away from home. He's going to stay at home.
- 3 Are the apprentices going to teach digital journalism? No, they aren't going to teach digital journalism. They're going to learn about digital journalism.
- 4 Are they going to do some classes first? No, they aren't going to do some classes first. They're going to start work/working with the professionals immediately.
- 5 Is Hugo going to earn a lot of money? No, he isn't going to earn a lot of money. He's going to learn how to be a journalist.

Exercise 6

- Remind students that Penny is going to move to New Zealand, Australia. Ask them to read her email quickly and find out: *When is her dad going to fly to Australia?* (tomorrow) *When are they going to have a big party?* (on Tuesday night) *When is she going to meet Julia and Jamal?* (Thursday afternoon)
- Tell students to use short forms where possible, e.g. *I'm ...*
- Give students a few minutes to complete the email, before comparing their answers in pairs then checking as a class.

ANSWERS

2 is going to fly 3 aren't going to leave 4 're going to have 5 're going to say 6 Are you going to come 7 isn't going to be 8 's going to make 9 're going to clean 10 are you going to do 11 'm going to meet 12 're going to play

Exercise 7 9.1

- Ask students to read the text about Marnie again very quickly. Ask: *Where is Marnie going to go?* (Ghana) *What is she going to do there?* (work as a volunteer)
- Play the recording for students to answer the question.

ANSWER

She's in Ghana.

Audio script 9.1 page 174

Exercise 8 9.1

- Read through the example sentence and point out how it uses a verb from A and a phrase from B.
- Focus on the phrase *by tro-tro* and elicit if any students heard on the recording what it is (a type of mini-bus).
- Give students time to read the sentences before you play the recording.

ANSWERS

2 is going to prepare a typical Ghanaian meal
3 is going to go by tro-tro
4 's going to buy sports equipment
5 are going to visit Kakum National Park

EXTENSION: LISTENING FOR DETAIL

Write the following questions on the board:

- 1 How many children are at the orphanage?
- 2 How old is Kojo?
- 3 What sport do the children at the orphanage like?
- 4 Where is Marnie going to stay at Kakum National Park?
- 5 What animals can you see there?

Ask students to listen to the dialogue again and write the answers. Then let students compare answers in pairs before checking as a class.

ANSWERS

1 thirty 2 twelve 3 football 4 at a hotel by the water 5 crocodiles

Exercise 9

- Point out that students can choose to talk about something that they are truly planning to do, or something imaginary.
- Give students about eight to ten minutes to discuss and plan their change. If they have access to the internet, they could look up some details.

Exercise 10

AfL: Success criteria

Ask students to look at the task and discuss what a successful outcome would look like. Agree with students in advance what you will give feedback on, e.g. talking about the future with *going to*, asking and answering the questions fluently. After students have done the task, ask them to peer assess themselves on how well they completed the task.

- Re-organize students into new pairs. Students use questions 1–3 from exercise 9 to interview each other.
- Ask different pairs to feedback to the class whose life is going to change the most and why.

EXTENSION: GOING TO

Write the following prompts on the board:

After class ... , Tomorrow ... , Next week ... , Next year ... , One day ...

Give students time to write sentences or think about plans they have for each prompt. Then students move around the class, pairing up and sharing a sentence each, using the same prompt. At the end, have a brief class feedback session to see if anyone found plans in common with another student.

AfL: Assess your progress

The 'Assess your progress' page allows students to assess themselves and gives them a sense of ownership for their own learning.

Direct students to Workbook page 75 and ask them to do the exercises in class or at home, then fill in the 'Can-do' statements on page 81 for Lesson 9B. Encourage them to think about and make brief notes on how well they have done and to think about future learning opportunities. 'How can I improve?' suggestions: Write a paragraph about your plans for next year using *going to*; talk about your weekend plans with a partner.

Further practice

Communication worksheet 9B: Grammar

Lesson 9C: Culture Reading, vocabulary and grammar SB pages 112–113

Learning objectives

Make nouns from verbs with the suffixes *-ion* and *-ment*

Use different techniques to revise vocabulary

Make predictions about the future using *will*

Materials

Workbook page 76

Video worksheet 9: i-Mag'zine for teens

AfL: Learning intentions

Focus students on the learning objectives at the top of Student Book page 113. See page 10 of the Teacher's Guide for more ideas.

Reading and vocabulary

AfL: Diagnostics

While monitoring exercise 1, listen for how successfully or unsuccessfully students use and pronounce *graduation* or make/use other nouns ending in *-ion* or *-ment*, which is a learning objective for this page. See page 10 of the Teacher's Guide for more ideas.

Exercise 1

- Using the photos, pre-teach *graduation* (n) and *ceremony* (n).
- Students discuss the questions in pairs.
- Have a brief class feedback.

Exercise 2

- Ask students to work in pairs to see how many countries they can match to the photos.
- Give them two minutes to quickly read the article to check their answers. Remind them that they do not need to understand every word in order to do this task.
- Check answers as a class, eliciting key words and phrases from each text that match the photos, e.g. *Elin* (Sweden ... we all have to wear white clothes and sailor caps); *Marcos* (Spain ... little cousin ... kindergarten ... long gowns and graduation caps); *Teresa* (Argentina ... bring all kinds of food ... eggs, flour ... they throw all of it at you ... such a mess).

ANSWERS

1 Spain 2 Sweden 3 Argentina

Exercise 3

- Ask students to read the questions and underline key words before re-reading the article.
- Students answer the questions on their own, then compare their answers in pairs before checking as a class.

ANSWERS

- 1 no
- 2 Because the photos are from when they were little children.
- 3 three (university, high school, kindergarten)
- 4 They have a party with games, balloons, decorations, entertainment and a clown.
- 5 Finishing her last university exam.
- 6 Old clothes because they are going to get dirty.

Exercise 4

- Read through the questions in the Global skills box with the class then give students a few minutes to think about their own answers.
- Put students into pairs to discuss the questions.
- Circulate and monitor, helping with vocabulary and ideas where necessary.
- Combine pairs into groups of four or six to compare their answers.

V Insight Noun suffixes -ion and -ment

Some nouns in English are formed by adding a suffix to the verb.

Verbs ending in *-t* or *-te* often have *-ion* added. If the verb ends in *-te*, the *e* is omitted in the noun, e.g. *celebrate* – *celebration*.

The *t* in *tion* is pronounced like 'sh'.

When *-ment* is the suffix, any final *e* in the verb stays, e.g. *achievement*.

The stress is usually on the syllable before the suffix. This may be a change in pronunciation from the noun form.

Exercise 5

- Give students a few minutes to find and underline the nouns in the text.

- They may need to use a dictionary to check the meanings of some of the verbs.
- Students complete the exercise then check as a class.
- Demonstrate the pronunciation for students to listen and repeat, especially the change in syllabic stress from graduate, celebrate, decorate to graduation, celebration and decoration.

ANSWERS

- | | |
|-------------------------|---------------------------|
| 1 graduation (line 4) | 5 entertainment (line 24) |
| 2 attraction (line 8) | 6 reaction (line 26) |
| 3 celebration (line 16) | 7 achievement (line 30) |
| 4 decoration (line 24) | 8 enjoyment (line 40) |

Exercise 6

- Pre-teach *wedding* (n) and *magician* (n).
- Students complete the sentences on their own then compare their answers in pairs before checking as a class.

ANSWERS

- 1 graduation 2 entertainment 3 reaction
4 achievement 5 decorations 6 attraction

Exercise 7

- Students work in pairs to complete the exercise.
- Then they divide up the words to check between themselves in a dictionary, looking up three each.
- Demonstrate the pronunciation of each word, pointing out that the *n* in *government* is silent.

ANSWERS

- 1 education 2 government 3 action 4 donation
5 amusement 6 payment

EXTENSION: MIND MAPS

Remind students about mind maps as a strategy for learning vocabulary (see Student Book page 60). Draw two separate mind maps on the board with *-ion* and *-ment* at the centres. Ask students to do the same in their vocabulary notebooks and add the new nouns from the lesson, putting similar words closer together, e.g. *entertainment*, *amusement*.

Exercise 8

- As you read through the four ideas in the strategy box as a class, ask students whether they have tried any of them, and whether they have any other ways of revising vocabulary.
- Give students some blank cards or paper to make cards for the activity.
- Organize students to work with a new partner to exchange cards and test each other.

Grammar

Language note: *will*

We use *will* to make predictions about the future. We often use it with verbs like *think*, *believe*, *promise* and *hope*. These verbs show that we are not entirely certain about the future. We also often use the adverbs *probably*, *maybe* or *possibly* with *will*, again to show uncertainty about our predictions.

When we are more certain about our future plans we usually use *going to* or the present continuous.

We also use *will* to talk about decisions we make at the moment of speaking, e.g. *What shall we have for lunch?*
I'll make some sandwiches. (I decided this right now.)
I'm going to make some sandwiches. (I decided earlier.)

Exercise 9

- Remind students that they have already learned one future form in lesson 5B (*going to* + verb for plans). Now students are learning about predictions for the future (what you think will happen).
- With a **weaker class**, tell students that the negative form of *will* is *won't*.
- Give students a few minutes to find and underline forms of *will* in the article and complete the exercise.
- Students compare their answers in pairs before checking as a class.

ANSWERS

- 1 'll 2 won't 3 will 4 won't

Exercise 10

- Students work in pairs to complete the rules.
- As you check as a class, point out for rule c that contracted forms are common, e.g. *I'll*, *you'll*, *she'll*, *he'll*, *it'll*, *we'll*, *they'll*. Demonstrate pronunciation of these forms. For item d, elicit the contraction for *do not* (*don't*). Point out that *won't* rhymes with *don't*.

ANSWERS

- a predictions b without c 'll d will not

Further reference and practice Workbook page 109

- 1 2 will win 3 won't get married 4 will be 5 Will it be 6 will move 7 won't go; will earn 8 will sell
2 2 Many people will take holidays on the moon.
3 Families will probably live in smaller houses.
4 People won't eat meat.
5 We'll grow plants in space.
6 I think there won't be any wars.
7 It won't rain very often.
8 We probably won't use desktop computers.
3 2 's going to 3 aren't going to; 're going to
4 won't 5 'm going to 6 will

Exercise 11

- Make sure students understand that they are completing the predictions so that they are true for themselves.
- When students have written their predictions, students compare in pairs.
- Elicit a few from the class to check forms.

ANSWERS

Students' own answers

- 1 will eat / won't eat 2 will rain / won't rain 3 'll have / will have / won't have 4 'll get up / will get up / won't get up

Exercise 12

AfL: Success criteria

Ask students to look at the task and discuss what a successful outcome would look like. Agree with students in advance what you will give feedback on, e.g. correct use of *will* in predictions, use of a range of verbs.

After students have done the task, go through the agreed feedback to see how well students did against their agreed successful outcome benchmark.

See page 10 of the Teacher's Guide for more ideas.

- Demonstrate the activity. Make some predictions about your life, e.g. *Next year, I will teach a new class. I will probably buy some new furniture for my living room. My daughter will learn to drive.*
- Give students time to write their six predictions individually. Circulate and monitor, helping with vocabulary and ideas if necessary.
- Students discuss and compare their predictions in pairs or in small groups.

EXTENSION: GRADUATION PREDICTIONS

Ask students to predict what their school graduation will be like. Write the following questions on the board for students to discuss in pairs:

When will you graduate? How will you celebrate? Who will you celebrate with? What will you wear? What will you do next?

AfL: Assess your progress

Direct students to Workbook page 76 and ask them to do the exercises in class or at home, then fill in the 'Can-do' statements on page 81 for Lesson 9C. Encourage them to think about and make brief notes on how well they have done and to think about future learning opportunities. 'How can I improve?' suggestions: Try the strategies for revising vocabulary with some vocabulary from the course; write six predictions for your life in 20 years' time.

Further practice

Video worksheet 9: i-Mag'zine for teens

Lesson 9D: Listening, vocabulary and speaking

SB pages 114–115

Learning objectives

Listen and order events in a listening text

Use phrasal verbs

Talk on the phone effectively

Materials

Workbook page 77

Communication worksheet 9D: Speaking

Pronunciation Insight worksheet 9: Saying telephone numbers

Functional language bank

AfL: Learning intentions

Focus students on the learning objectives at the top of Student Book page 115. See page 10 of the Teacher's Guide for more ideas.

Listening and vocabulary

AfL: Diagnostics

While monitoring exercises 1 and 2, listen for how successfully or unsuccessfully students use any phrasal verbs, which is a learning objective for this page. Note down any phrasal verbs you hear students using correctly to discuss during Exercise 5.

See page 10 of the Teacher's Guide for more ideas.

Exercise 1

- Teach *run a business* (manage a business).
- Read through the questions with the class and for question two, point out that they should discuss the advantages and disadvantages of running a business compared to working for someone else.
- Put students into groups of three or four to discuss the questions.
- For class feedback, draw two columns on the board labelled + for the advantages and - for the disadvantages. List student ideas in note form in the relevant column.

Exercise 2

- Introduce the idea of a competition for young business people where young people start a small business.
- Discuss the first idea as a class. Read it aloud, then ask: *Would you like to try this? Why / Why not? Do you think it will be successful?*
- Students discuss the remaining ideas in pairs.
- Have a brief class feedback by asking students to vote for the ideas they would like to try and those they think will/won't be successful.

Exercise 3 9.2

- Read through the question with the class before you play the recording.
- Elicit the answer.

Audio script 9.2 page 174

ANSWERS

The idea was 'We want to design websites for local businesses'. Yes, it was successful in the end.

Exercise 4 9.2

- Give students time to read the events first. Check students understand *mentor* (n) before you replay the recording.
- Check answers as a class by using questions like *What happened first? What happened next? What happened after that?*

ANSWERS

1 e 2 c 3 f 4 h 5 b 6 d 7 a 8 g

V Insight Phrasal verbs

A phrasal verb is a verb + preposition or a verb + adverb. The preposition or adverb changes the meaning of the verb.

Some phrasal verbs are followed by an object:

We put together a plan.

Other phrasal verbs are intransitive, i.e. they are not followed by an object:

She didn't give up.

Some phrasal verbs can be separated by the object:

The teacher told us off.

Other phrasal verbs cannot be separated:

They looked for a new idea.

Exercise 5 9.2

- Read through the description of phrasal verbs together. Tell students that they probably already know some common phrasal verbs, e.g. *get up*, *go out*.
- Give students time to complete as many of the phrasal verbs as they can on their own or in pairs.
- Play the recording again and then do a final check of the answers as a class.

ANSWERS

1 up with 2 up 3 out 4 out 5 together 6 up
7 for 8 ahead

Exercise 6

- Remind students that reading the phrasal verbs in context in the sentences in exercise 5 will help them to understand the meaning.
- If they use dictionaries, warn them that many phrasal verbs have more than one meaning, e.g. *work out* can mean *calculate*, *exercise* or *for a plan to succeed*.
- Elicit the answers from different students.

ANSWERS

1 set up 2 go ahead 3 work out 4 find out
5 put together 6 give up 7 come up with 8 look for

Exercise 7

- Students discuss their business plans in pairs. Circulate and monitor, helping with vocabulary and ideas if necessary.
- Groups present their ideas to the class. Students could vote on the most original idea and the most realistic idea.

Speaking

Exercise 8

- Write some adverbs and phrases of frequency on the board as prompts for talking about *how often*, e.g. *always*, *often*, *sometimes*, *rarely*, *never*, *twice a week*, *on Sunday night*, *from time to time*.
- Give students two minutes to ask and answer the questions in pairs.
- When they have finished, ask a few students to tell the class about their partner. Remind them to use third person -s, e.g. *Eva sometimes calls her friends. She calls her grandmother once a week.*

Exercise 9 9.3

- Tell students they are going to listen to a short dialogue on the phone. Read through the questions with the class.
- Elicit some situations when you would use formal language on a phone call and some situations when you would use informal language.
- Play the recording then elicit the answer.

Audio script 9.3 page 174

ANSWERS

The receptionist answers the phone at work in a formal way, but the rest of the conversation is informal. The receptionist obviously knows that Alex is the son of her employer, Dr Williams, but she doesn't recognize his voice at first.

Exercise 10 9.3

- Read out the four headings and make sure students understand *apologize* (v).
- Give students time to read the phrases before you play the recording again.
- To check answers, ask different students to read out the phrases. Write up the answers with apostrophes on the board so that students can check their spelling.

ANSWERS

1 Who's 2 It's 3 speak to 4 I'm sorry 5 Do you want 6 I'll tell

Exercise 11 9.4

- Students work individually to order the dialogue, then compare their answers in pairs.
- Play the recording for students to check their answers.

ANSWERS

1 Receptionist Good morning, Golden Sands Activity Centre.
2 Tessa Hello, could you put me through to Mr Harris, please?
3 Receptionist Who's calling, please?
4 Tessa This is Tessa Grey.
5 Receptionist Just a moment, Ms Grey. I'm afraid Mr Harris isn't at his desk. Can I take a message?
6 Tessa Yes, please. Could you ask him to call me on 01227 847522?
7 Receptionist 01227 847522. Yes, no problem, I'll give him the message.
8 Tessa Thank you.
9 Receptionist Goodbye.

The dialogue is formal. The people do not know each other and the receptionist is at work.

Audio script 9.4 page 174

Exercise 12

- Tell students that there is one more phrase to find for each of the headings in exercise 10 and two for the last heading.
- Give students two minutes to read the dialogue again and find more phrases.
- Call out each heading and elicit the phrase(s) students found.

POSSIBLE ANSWERS

Giving / Asking for your name: This is Tessa Grey. Who's calling, please?

Asking to speak to someone: Could you put me through to Mr Harris, please?
 Apologizing: I'm afraid Mr Harris isn't at his desk.
 Offering to take a message: Can I take a message? Yes, no problem, I'll give him the message.

Global skills box

- Read through the Global skills box with the class. Demonstrate intonation, such as a rising tone for *Hello?*
- Tell students that it is also common to give your name using *this is / you're speaking with*, e.g. *Hello? This is Matt. / Good morning, Golden Sands Activity Centre, you're speaking with Matt. How can I help you?*

Exercise 13

AfL: Success criteria

Ask students to look at the task and discuss what a successful outcome would look like. Agree with students in advance what you will give feedback on, e.g. appropriate answering of the phone, appropriate introductions for the situation, achieving the goal in their situation, clear communication.

After they have done the task, go through the agreed feedback to see how well students did against their agreed successful outcome benchmark.

See page 10 of the Teacher's Guide for more ideas.

- You could allow students to read both situations and choose or allocate half the class each situation.
- For situation 1, make sure students understand *give someone a lift home* (idiom).
- Give students about ten minutes to write their dialogue while you circulate and monitor, assisting with ideas and language as necessary.
- Organize pairs into groups of four to share their dialogues. It doesn't matter if some of the pairs have chosen different situations.
- Finish by asking a few pairs to share one of their dialogues with the class.

Vocabulary extra: On the phone: phrasal verbs page 142

Exercise 1

look up (line 2)	get off (line 9)
pick up (line 4)	put through (line 10)
hang up (line 7)	get through (line 11)
call back (line 8)	speak up (line 11)
hold on (line 8)	cut off (line 12)

Exercise 2

1 hang up 2 speak up 3 get through 4 call back
 5 put through 6 cut off 7 look up 8 hold on
 9 pick up 10 get off

Exercise 3

1 get through 2 speak up 3 call back 4 hang up
 5 put (me) through 6 look up 7 pick up 8 get off
 9 hold on 10 cut (me) off

Exercise 4

Students' own answers

AfL: Assess your progress

Direct students to Workbook page 77 and ask them to do the exercises in class or at home, then fill in the 'Can-do' statements on page 81 for Lesson 9D. Encourage them to think about and make brief notes on how well they have done and to think about future learning opportunities.

'How can I improve?' suggestions: Write down at least five of the phrasal verbs in your vocabulary notebook; record yourself reading the dialogue in exercise 11; roleplay a phone call with a classmate to practise your dialogue over the phone.

Further practice

Communication worksheet 9D: Speaking

Pronunciation Insight worksheet 9: Saying telephone numbers

Functional language bank

Lesson 9E: Writing An informal email SB pages 116–117

Learning objectives

Use informal language for emails

Make your writing personal

Write an informal email to a friend

Materials

Workbook page 80

Writing bank

AfL: Learning intentions

Focus students on the learning objectives at the top of Student Book page 117. See page 10 of the Teacher's Guide for more ideas.

Exercise 1

- Read through the instructions and elicit what tense students should use for plans (*going to* + infinitive without *to*). Elicit some more example questions and write them on the board as prompts, e.g. *What are you going to do this summer? Are you going to decorate your room?*
- Tell students about some of your holiday plans (real or imaginary) as an example, e.g. *I'm going to take the train to the beach and I'm going to read a lot of books.*
- Give students a few minutes to discuss the questions then have a brief class feedback.

Exercise 2

- Give students one minute to skim read the email to find out who Jenni is writing to and why (she is writing to Danny about her summer plans).
- Give them a few minutes to read the email and answer the questions.
- Students compare their answers in pairs then check as a class.

ANSWERS

- 1 Danny
- 2 Spain
- 3 Jenni (and her family)
- 4 Jenni (and Anna)
- 5 In an apartment near the city centre in Milan.
- 6 She's going to get a job at the local arts centre and help with the kids on their summer camp.

AfL: Diagnostics

Example texts can be a useful tool to raise self-awareness of learning needs in a reflective way. Ask students to rate the model informal email as easy, OK or difficult for them to do in the target language. Then do the exercises in the lesson that will build their confidence and extend their mastery in doing the same writing task.

Exercise 3

- Read through the language box together. Make sure students understand what an exclamation mark is.
- Elicit examples for the first item.
- Students then work in pairs to find the examples, before checking answers as a class.

ANSWERS

- 1 Hi Danny, Write again soon! Lots of love,
- 2 Your holiday plans sound fantastic! I think it'll be very hot there in August! I love the photo of you with the trophy! I can't wait! I think it'll be fun!
- 3 Are you going to stay with friends in Spain?
- 4 it'll We're She's can't I'm I've I'm isn't
- 5 PS

Exercise 4

- Read through the strategy together. Explain that adding extra details with personal information makes writing more interesting. It is also important to ask questions about the person you are writing to; this shows that you are thinking about them.
- Students use the points in the strategy to help them add more information to Danny's email.

ANSWERS

Students' own answers

Exercise 5

- Students exchange emails and compare their ideas with their partner's ideas.
- Ask a few students to share how their partner made the email personal.

Writing your email

AfL: Success criteria

Ask students to look at the task and discuss what a successful outcome would look like. Agree with students in advance what you will give feedback on, e.g. including all parts of the task, informal language, accuracy in spelling, punctuation and grammar.

After students have done the task, ask them to peer assess themselves on how well they completed it.

- Read the task together, making sure students understand that they have to write an email similar to Jenni's in style.
- Give students five to ten minutes to complete the ideas stage and plan their guide.
- Circulate and monitor while students write their email, encouraging them to use the language features from exercise 3. Remind them to use the language they learned earlier in the unit.
- When students have finished, they check their work.
- Students could take turns to read out their emails in pairs.

Extra activity: Writing

Imagine your friend is coming to stay in your area for a weekend next month. It is your friend's first time visiting your city. Write an informal email describing what you are going to do together during the weekend.

AfL: Assess your progress

Direct students to Workbook page 80 and ask them to do the exercises in class or at home, then fill in the 'Can-do' statements on page 81 for Lesson 9E. Encourage them to think about and make brief notes on how well they have done and to think about future learning opportunities. 'How can I improve?' suggestions: Swap emails with another student to review; do the extra writing activity; review your email against the writing strategy and see if you can improve it.

Further practice

Writing bank

Review 9

SB page 117

Vocabulary

Exercise 1

- 1 curly
- 2 glasses
- 3 freckles
- 4 tanned
- 5 bald
- 6 overweight
- 7 beard

Exercise 2

- 1 donation
- 2 celebration
- 3 reaction
- 4 achievement
- 5 attraction

Exercise 3

- 1 find
- 2 work
- 3 come
- 4 Give
- 5 look
- 6 set
- 7 put
- 8 go

Grammar

Exercise 4

- 1 's going to retire
- 2 isn't going to play
- 3 's he going to do
- 4 isn't going to continue
- 5 's going to focus
- 6 are going to set up
- 7 isn't going to be
- 8 's going to be
- 9 'm going to work
- 10 'm going to save

Exercise 5

- 1 will fly
- 2 won't stay
- 3 will do
- 4 will build
- 5 won't be
- 6 will live
- 7 won't have
- 8 will open
- 9 won't be
- 10 will stay

Global skills: Making a good impression at work

SB pages 118–119

Learning objectives

Read and understand a description of someone's first day of work experience

Discuss ways to make a good impression at work

Present advice on making a good impression

Materials

Workbook page 136

Global skills video worksheet: Making a good impression at work

AfL: Learning intentions

Focus students on the learning objectives at the top of Student Book page 119. See page 10 of the Teacher's Guide for more ideas.

Exercise 1

- Check that students understand *work experience* (n phr) and *make a good (first) impression* (idiom).
- Elicit ideas about how to make a good impression at work before students discuss the questions in pairs.

ANSWERS

Students' own answers

AfL: Diagnostics

While monitoring exercise 2, listen to the ideas that students discuss. What do they already know about how to make a good impression at work and why does this matter? Listen also for how successfully or unsuccessfully students use the relevant language.

Exercise 2

- Focus on the introduction and ask: *Where is Jack doing work experience? Why does he want to make a good impression?*
- Give students time to read the whole text before comparing their ideas in pairs.
- During whole-class feedback, ask students to give examples of what Jack does to make a good impression.

ANSWERS

Jack does make a good impression because he wears smart clothes, arrives on time, is friendly and polite, listens carefully to instructions, shows that he's interested / enthusiastic and tries to be helpful.

Exercise 3

- Complete the first sentence as an example. Remind students that they can find the words they need in the text.

POSSIBLE ANSWERS

1 web design agency 2 five 3 computer 4 questions
5 canteen 6 checks 7 manager

Exercise 4

- Focus on the highlighted words in the text and ask what they have in common. (They are all positive adjectives for describing people.)
- As you go through the answers, elicit how many syllables each adjective has and which syllable is stressed.

ANSWERS

1 curious 2 enthusiastic 3 proactive 4 polite
5 punctual 6 organize 7 sociable

Exercise 5

- Give students time to re-read the text and think of ideas before comparing their ideas with a partner.

ANSWERS

Students' own answers

Exercise 6

- Write on the board: *Preparing for your first day at work*. Elicit one or two ideas from students and write them on the board.
- In pairs, students think of three more ideas before reading the checklist.

Exercise 7

AfL: Success criteria

Ask students to look at the task and discuss what a good presentation would look like. Agree with the students in advance what you and their peers will give feedback on. See page 10 of the Teacher's Guide for more ideas.

- Divide students into groups and ask them to discuss their top tips for making a good impression at work.
- They work together to plan and practise their presentations.
- Students deliver their presentations to the class and give each other feedback using the agreed success criteria. Elicit which tip from each presentation they thought was the most useful.

AfL: Assess your progress

The 'Assess your progress' page allows students to assess themselves and gives them a sense of ownership over their own learning. Direct students to Workbook page 136 and ask them to do the exercises and fill in the 'Can-do' statements.

'How can I improve?' suggestion: Encourage students to think about and make brief notes on the following:

- * How have your ideas about making a good impression at work changed?
- * When might you have to make a good impression on an employer in the future?
- * What useful language have you learned in this lesson?

Further practice

Global skills video worksheet: Making a good impression at work

10 Wanderlust

Unit map

Grammar

Present perfect: affirmative and negative page 122

Present perfect: questions, short answers, *ever* and *never* page 125

Vocabulary

Holiday places page 120

Prepositions of place: *in*, *on* and *at* page 121

American English page 124

Travel collocations page 126

Skills

Reading: Disaster tourism page 120

Reading: Life is an adventure page 122

Listening: A cycling trip page 123

Reading: Staycation USA! page 124

Listening: Beijing by train via Moscow page 126

Speaking: Tourist information page 127

Writing: A profile page 128

Reading: Workbook pages 86–87

Strategies

Vocabulary: Recognizing varieties of English page 124

Listening: Taking notes page 126

Writing: Choosing the right tense page 128

Review

Review 10 page 129

Vocabulary extra 10 page 143

Cumulative review Units 1–10 pages 130–131

Literature Insight 5 Workbook pages 120–121

Answer key Teacher's Guide page 158

Exam Insight 5 Workbook pages 130–131

Answer key Teacher's Guide page 161

Video

Online video: The Sky Lodge: an unusual hotel

Lesson 10A: Reading and vocabulary

SB pages 120–121

Learning objectives

Use words to talk about different places people visit on holiday

Identify key words in order to match sentences to parts of an article

Use the prepositions of place *in*, *on* and *at*

Materials

Workbook page 82

Communication worksheet 10A: Vocabulary

AfL: Learning intentions

Focus students on the learning objectives at the top of Student Book page 121. See page 10 of the Teacher's Guide for more ideas.

AfL: Diagnostics

While monitoring exercise 1, listen for how successfully or unsuccessfully students use words to talk about different places people visit on holiday, which is a learning objective for this page. See page 10 of the Teacher's Guide for more ideas.

Exercise 1

- Students discuss the questions in pairs. Encourage students to think of at least three ideas for each question.
- As you have a brief class feedback, note any useful vocabulary related to holiday places on the board.

V Insight Holiday places

The *coast* is the general area of land near the sea. A *beach* is the specific narrow bit of land right next to water, usually with sand or small stones.

An *island* is a separate piece of land, separated from the mainland by water, or in the middle of a lake or river. Note that the emphasis is on the first syllable and the *s* is silent.

A *bed and breakfast* is usually a small, personal hotel or home to stay at, where a room and breakfast is provided. In the UK, there is often a cooked English breakfast on offer.

A *resort* is a type of accommodation specifically for leisure holidays. You can stay at a *ski resort* (at the snow) or a *beach resort* on the coast.

A *temple* is a religious building.

Exercise 2 10.1

- Give students two minutes to match the places to the pictures.
- Play the recording for them to check their answers and repeat the words. Point out the different pronunciation of *ea* in *breakfast* and *beach*. Also point out the silent *s* in *island*.

ANSWERS

1 theme park 2 lake 3 tower 4 coast 5 harbour
6 campsite 7 island 8 bed and breakfast
9 temple 10 beach 11 volcano 12 ski resort
13 river 14 caravan 15 camper van 16 waterfall

Exercise 3

- Focus attention on the categories and encourage students to draw up columns or mind maps in their vocabulary notebooks for each category.
- Elicit an example of a place for each category.
- Students work on their own or in pairs to categorise the remaining words then check as a class.

ANSWERS

1 temple, tower 2 beach, coast, harbour, island, lake, river, volcano, waterfall 3 bed and breakfast, camper van, campsite, caravan, ski resort 4 theme park, (harbour, ski resort)

EXTENSION: WHERE AM I?

Demonstrate the game. Say: *I can swim here, it's very hot and most people are lying on the ground. Where am I?* (beach) Students play the game in small groups. They choose one of the places in exercise 2 and describe it in one or two sentences. The other students guess the place.

Exercise 4 10.2

- Explain that this is a general knowledge quiz about places around the world.
- Students work in pairs to complete the exercise.
- Play the recording for students to check answers.

ANSWERS

1 island 2 temple 3 theme park 4 tower
5 Harbour 6 beach 7 volcano 8 waterfall

EXTENSION: QUIZ SENTENCES

In pairs, students write similar gapped sentences to those in exercise 4 about places they know, leaving gaps for the words from exercise 2. Students write their sentences on the board (or into an online collaborative document) for other students to complete.

Exercise 5

- Elicit some strategies for reading texts from this course (e.g. use visual clues, use context to guess unknown words, read quickly for gist first). Encourage students to use those strategies for understanding this text.
- Give students a few minutes to read the text quickly for gist and to match the places and answer the question.

ANSWERS

1 B bush fires 2 C volcanic eruption 3 hurricane, flood / flooding

Exercise 6

- Tell students to read the sentences carefully, underlining key words before they re-read the texts.

- Students compare their answers in pairs before checking as a class.

ANSWERS

1 the USA and Australia 2 Australia 3 the USA, Australia and Iceland 4 the USA and Australia 5 Iceland 6 Australia

Exercise 7

- Put students into pairs or small groups to discuss the questions.
- Elicit some answers to each question.

V Insight Prepositions of place: in, on and at

In general we use:

in with enclosed spaces, cities, countries e.g. *in my pocket, in a car, in France.*

at for a point, e.g. *at the gate, at the bus stop, at a beach.*

on for a surface, e.g. *on the floor, on a page, on an island.*

With places, sometimes both *at* and *in* are possible, but with a different meaning, e.g. *We had a picnic at the lake. We went swimming in the lake.*

There are also standard expressions which students have to learn, e.g. *at home, on Green Street, on a bicycle.*

Exercise 8

- Give students a few minutes to find the highlighted words in the text and add them to the correct list.
- Check answers as a class. Point out that we use *in* with place names and countries.

ANSWERS

1 New Orleans, restaurants, the community, the neighbourhood, villages, small towns, rural Australia, the countryside, Iceland
2 farms, the island, the coast, a beautiful beach
3 the market, school, ports, harbours

Exercise 9

- Remind students to use the table they have completed in exercise 8 to help them complete the text.
- Students compare their answers in pairs before checking as a class.

ANSWERS

1 in 2 in 3 on 4 in 5 on 6 in 7 at 8 at 9 in
10 in 11 at

Exercise 10

AfL: Success criteria

Ask students to look at the task and discuss what a successful outcome would look like. Agree with students in advance what you will give feedback on, e.g. using words to talk about different holiday places, clear presentation of research, correct use of prepositions.

After students have done the task, go through the agreed feedback to see how well students did against their agreed successful outcome benchmark.

See page 10 of the Teacher's Guide for more ideas.

- Encourage students to choose and report back on one place.
- Circulate and monitor, helping with vocabulary and ideas.

Vocabulary extra: Types of holidays

SB page 143

Exercise 1

1 beach holiday 2 guided tour 3 walking holiday
4 activity holiday 5 camping holiday 6 study holiday
7 cruise 8 day trip 9 ski trip 10 farm holiday
11 sightseeing holiday 12 summer camp

Exercise 2

a cruise b camping holiday c farm holiday
d guided tour e day trip f sightseeing holiday
g beach holiday h study holiday

Exercise 3

Students' own answers

AfL: Assess your progress

The 'Assess your progress' page allows students to assess themselves and gives them a sense of ownership for their own learning.

Direct students to Workbook page 82 and ask them to do the exercises in class or at home, then fill in the 'Can-do' statements on page 89 for Lesson 10A. Encourage them to think about and make brief notes on how well they have done and to think about future learning opportunities.

'How can I improve?' suggestions: Write about a holiday place you have been to; write sentences with prepositions; record yourself answering the questions in exercise 1.

Further practice

Communication worksheet 10A: Vocabulary

Lesson 10B: Grammar and reading

SB pages 122–123

Learning objectives

Predict information in a text from photos

Use the present perfect to describe experiences

Materials

Workbook page 83

Communication worksheet 10B: Grammar

Pronunciation Insight worksheet 10: Pronunciation of *have* in present perfect

AfL: Learning intentions

Focus students on the learning objectives at the top of Student Book page 123. See page 10 of the Teacher's Guide for more ideas.

Grammar

AfL: Diagnostics

While monitoring exercise 1, listen for how successfully or unsuccessfully students predict information in the text from the photos, which is a learning objective for this page. See page 10 of the Teacher's Guide for more ideas.

Exercise 1

- Focus students' attention on the photos and the title.
- Remind them that when guessing, they could use the words *Perhaps ...* and *Maybe ...*
- After students discuss the question in pairs, have a brief class feedback.

Exercise 2

- Give students two minutes to read the text and check their ideas.

ANSWER

They are both adventurers.

Exercise 3

- Remind students to read the questions and underline key words before they read the article again.
- Students compare their answers in pairs before checking as a class.

ANSWERS

- 1 Namira has travelled to both Poles, and both of them have been to Everest.
- 2 Namira has skydived over Everest and she has trained to be an astronaut. Alyssa has climbed Everest twice, she has written a book and she has started a podcast.

Exercise 4

- Make sure students understand *impressive* (adj).
- Give students time to consider their answers individually, before discussing in pairs and class feedback.

Exercise 5

- Tell students that there is more than one word missing in each gap.
- Ask different students to write the completed sentences on the board. You can use these to show the structure of the present perfect.

ANSWERS

- 1 haven't won 2 have achieved 3 has explored
- 4 hasn't stopped

Language note: Present perfect affirmative and negative: regular verbs

We use the present perfect to talk about experiences, but we use the past simple to give details about it. The present perfect focuses on the experience itself, e.g.

I've sailed across the Pacific Ocean.

I sailed across the Pacific Ocean in 2009.

We also use the present perfect to talk about events in the past that are still true now, often with the words *since* or *for*, e.g.

I've lived in this city for ten years.

I've worked for this company since 2021.

Exercise 6

- Students look at the sentences on the board from exercise 5 and complete the rules.
- Check as a class, demonstrating the pronunciation of the different forms.

ANSWERS

a don't say b have c past simple d haven't or hasn't

Further reference and practice Workbook page 110

- 1 2 haven't 3 posted 4 offered 5 haven't
6 hasn't
2 2's baked 3 's walked 4 's finished 5 've talked
6 hasn't visited

Exercise 7

- Encourage students to use the contracted form 's + past participle after *he, she* or *it* and explain that we usually use the full form in formal contexts.
- Students work individually to complete the sentences, then compare answers in pairs before checking as a class.

ANSWERS

- 1 haven't talked, 've looked 2 hasn't climbed
3 's designed / has designed 4 's visited / has visited
5 's experienced / has experienced 6 hasn't travelled

Exercise 8

- Students read the article again and focus on the highlighted irregular past participles.
- Point out the list of irregular verbs on Workbook page 106.
- Ask students which past participle is the same for two verbs (*been* – *be* and *go*). Explain that we can also use *gone* but the meaning emphasizes that someone has left, e.g. *Is she here? No, she's gone. / I've been to the library three times this week.*

ANSWERS

be – been, become – become, break – broken, do – done,
go – been, see – seen, take – taken, win – won, write – written

- 1 *Be* and *go* have the same past participle (*been*).
2 *Ollie has gone to France* means Ollie is in France now and hasn't returned yet.
Ollie has been to France means Ollie has travelled to France at some time in his life before now, but he is not there at the moment.

Further reference and practice Workbook page 110

- 3 2 My parents have taught at different schools around the world.
3 They haven't given any money to charity.
4 I haven't heard this song before.
5 Mike's run two marathons this year.
6 You've made a terrible mistake.
4 2 've written 3 've known 4 hasn't been
5 've broken 6 haven't won 7 's ridden
8 hasn't met

Exercise 9

- Students complete the text on their own then compare their answers in pairs before checking as a class.

ANSWERS

- 1 've seen 2 have taken 3 has won 4 has become
5 have written 6 has broken 7 has been 8 has done

Exercise 10 10.3

- Warn students that the conversation they will hear is long, but they only have to find the answers to two questions.
- Play the recording then elicit the answers.

Audio script 10.3 page 174**ANSWERS**

Sophie wants to go on a cycling trip to South Africa. Paul doesn't want to do it.

Exercise 11 10.3

- Give students a minute to read the sentences before you play the recording again.

ANSWERS

- 1 read 2 120,000 3 93 4 haven't 5 South Africa
6 camping 7 years 8 weather 9 desert 10 seen

Exercise 12**AfL: Success criteria**

Ask students to look at the task and discuss what a successful outcome would look like. Agree with students in advance what you will give feedback on, e.g. using different verbs accurately in the present perfect.

After students have done the task, ask them to peer assess themselves on how well they completed the task.

- Consider sharing some examples from your own life using the verbs for students to guess whether they are true or false, e.g. *I've been to London three times. I've learned Russian.*
- Tell students to use six different verbs in their sentences.
- Give students time to write their sentences on their own.
- Put students into pairs. Students get a point for each guess they make correctly about another student. The student with the most points at the end wins.
- Finish by inviting students to share one of their sentences and the class guesses whether they are true or false.

AfL: Assess your progress

The 'Assess your progress' page allows students to assess themselves and gives them a sense of ownership for their own learning.

Direct students to Workbook page 83 and ask them to do the exercises in class or at home, then fill in the 'Can-do' statements on page 89 for Lesson 10B. Encourage them to think about and make brief notes on how well they have done and to think about future learning opportunities.

'How can I improve?' suggestions: Predict the content of a website article by the pictures; write sentences about what you have and haven't done.

Further practice

Communication worksheet 10B: Grammar

Pronunciation Insight worksheet 10: Pronunciation of *have* in present perfect

Lesson 10C: Culture Reading, vocabulary and grammar

SB pages 124–125

Learning objectives

Use world knowledge of a topic to answer questions about a text

Recognize words which are different in American and British English

Use the present perfect with *ever* and *never*, questions and short answers

Materials

Workbook page 84

Video worksheet 10: The Sky Lodge: an unusual hotel

AfL: Learning intentions

Focus students on the learning objectives at the top of Student Book page 125. See page 10 of the Teacher's Guide for more ideas.

Reading and vocabulary

AfL: Diagnostics

Have a short brainstorm of what students know about the USA and any words students already know which are different in American and British English, which is a learning objective for this page. See page 10 of the Teacher's Guide for more ideas.

Exercise 1

- Students discuss the questions in pairs or small groups.
- Have a brief class feedback.

Exercise 2

- Tell students to cover the blog post with a notebook.
- Give students two minutes, in pairs, to read the statements in the USA quiz and decide if they are true or false.
- Read out each statement and ask students to vote true or false. Write the scores on the board, e.g. 1: True – 7 votes; False – 11 votes. Do not tell students if the statements are correct or incorrect as these will be checked in exercise 3.

Exercise 3

- Students read the text and check their answers to the quiz.
- Check answers as a class so that students can see which statement received the most incorrect votes.
- Ask: *Which answer is the most surprising?*

ANSWERS

1 T 2 T 3 T 4 F 5 F 6 F

Culture notes: Holidaying at home

There are a number of reasons why North Americans do not travel abroad as much as Europeans do.

The USA offers a rich diversity of landscapes, climates and experiences.

North Americans tend to have far fewer days of paid holiday than Europeans. On average, workers in Europe have between four to six weeks of paid holiday, whereas North Americans usually have two weeks of paid holiday.

Travelling abroad can be very expensive for North Americans because of the distances involved.

Exercise 4

- Explain that the eight sentences are all from different people who want to visit the USA. Students have to read them and find the best state for the people to visit.
- Students compare their answers in pairs then check as a class.

ANSWERS

1 Florida 2 Alaska 3 California 4 Florida 5 Hawaii
6 Massachusetts 7 Wyoming 8 California

Exercise 5

- Students discuss the questions in the Global skills box in pairs then have a brief class feedback.

V Insight American English

American English has differences in pronunciation, spelling and words.

American pop culture has a huge influence around the world, for example, through TV shows, films and songs.

As a result, many English speakers around the world recognize American English words such as *candy* even if they use other words.

Point out the following:

Football is used in American English, but it refers to American football – a different game from *football* in British English.

Sweet (British English) is a countable noun and has a plural form, but the American English equivalent, *candy*, is uncountable.

Exercise 6 10.4

- Give students three minutes to match the words.
- Play the recording for them to check their answers.

Audio script 10.4 page 175

ANSWERS

autumn – fall, cinema – movie theater, flat – apartment, holiday – vacation

Exercise 7 10.5

- Students work in pairs to match the words and use dictionaries to check any that they are unsure of.
- Play the recording for students to check their answers.

Audio script 10.5 page 175

ANSWERS

candy – sweets, eraser – rubber, fries – chips, garbage – rubbish, pants – trousers, soccer – football, sneakers – trainers, sweater – jumper

Exercise 8

- Students work individually to change the sentences.
- They then compare answers in pairs before checking as a class.

ANSWERS

1 I eat a lot of candy and my favourite meal is a burger with fries.

- 2 I'm a big soccer fan. I know a lot about all the players and teams.
- 3 We live in a top floor apartment, so taking the out the garbage is a real pain!
- 4 I feel the cold a lot in winter, so I usually wear boots, not sneakers.
- 5 My family take a vacation every fall.
- 6 I like to go to the movie theater as often as I can.

Exercise 9

- Give an example of how you could change the sentence, e.g. *I don't eat a lot of candy and my favourite meal isn't a burger with chips, it's sushi!*
- Students work in pairs to discuss each sentence.

Grammar

Exercise 10

- Read through the first question with the class and elicit which of the short answers matches it. Do the same with the second question.

ANSWERS

1 b 2 a

Exercise 11

- Students complete the rules on their own or in pairs.
- Check answers as a class. Explain that we nearly always use the contracted form in negative short answers. Full forms are used in formal situations or to very strongly emphasize the negative.

ANSWERS

a Have / Has b haven't / hasn't

Further reference and practice Workbook page 111

- 1 2 Has he read your book?
- 3 Have you received my email?
- 4 Where have you put your homework?
- 5 Have you found your dog?
- 6 Has the glass broken?
- 7 What has she said?
- 8 How many people have seen this film?

Exercise 12

- Read through the first item together. Elicit the correct verb (*meet*) and ask: *What is the past participle of 'meet'?* (met).
- After you check answers as a class, students ask and answer the questions in pairs.

ANSWERS

1 Have you met 2 Have your parents had 3 Has your English teacher taught 4 Have you and your friends been 5 Has your school organized

Exercise 13

- Students find the underlined sentences in the blog post. Ask: *Which sentences are questions?* (1 and 3) *Has the writer left the USA?* (no) *Has the writer seen polar bears?* (no)
- Students complete the rules then compare their answers in pairs before checking as a class.

ANSWERS

a questions b negative c before

Further reference and practice Workbook page 111

- 1 2 Has Sara ever taught English? Yes, she has.
- 3 Have they ever visited the museum? Yes, they have.
- 4 Have you ever climbed a mountain? No, I haven't.
- 5 Has he ever sung in public? Yes, he has.
- 6 Have the girls ever played basketball? No, they haven't.
- 7 Have you and your friends ever been camping? Yes, we have.
- 8 Has Dan ever won a competition? No, he hasn't.
- 2 3 's never walked 4 's jumped 5 's ridden
- 6 have never sailed 7 've swum 8 've walked
- 9 haven't jumped 10 haven't ridden

Exercise 14

AfL: Success criteria

Ask students to look at the task and discuss what a successful outcome would look like. Agree with the students in advance what you will give feedback on, e.g. present perfect question forms, correct use of *never* and *ever*.

After students have done the task, go through the agreed feedback to see how well they did. See page 10 of the Teacher's Guide for more ideas.

- Ask two students to read out the example dialogue.
- Point out that the question will always use *ever* (not *never*), but the answer may include *never*.
- Students then ask and answer the questions in pairs.
- For feedback, ask a few students something they found that they had in common with their partner.

AfL: Assess your progress

Direct students to Workbook page 84 and ask them to do the exercises in class or at home, then fill in the 'Can-do' statements on page 89 for Lesson 10C. Encourage them to think about and make brief notes on how well they have done and to think about future learning opportunities. 'How can I improve?' suggestions: Record yourself saying new vocabulary; write and answer three questions using the present perfect.

Further practice

Video worksheet 10: The Sky Lodge: an unusual hotel

Lesson 10D: Listening, vocabulary and speaking SB pages 126–127

Learning objectives

Take notes when you listen
Use collocations related to travel
Ask for information and ask for, give and refuse permission

Materials

Workbook page 85
Communication worksheet 10D: Speaking
Functional language bank

AfL: Learning intentions

Focus students on the learning objectives at the top of Student Book page 127. See page 10 of the Teacher's Guide for more ideas.

Listening and vocabulary

AfL: Diagnostics

While monitoring exercise 1, listen for how successfully or unsuccessfully students use any collocations related to travel, which is a learning objective for this page. See page 10 of the Teacher's Guide for more ideas.

Exercise 1

- Brainstorm words for different forms of transport and write them on the board, e.g. *train, boat, bicycle, bus, car, plane*. Ask students to vote for their favourite form of transport.
- Then ask them to work in pairs and think of two advantages and two disadvantages of travelling by train.
- Focus students' attention on the photos and elicit anything they know about the Trans-Siberian Railway or can guess from the pictures.

Culture note: Trans-Siberian Railway

The Trans-Siberian Railway connects Moscow with Vladivostok in the far east of Russia. It is 9289 km long and is the longest railway line in the world. This section was built between 1891 and 1916. Expansion is still occurring with trains from Vladivostok travelling on to China, Mongolia and North Korea.

Exercise 2 10.6

- Focus students' attention on the travel itinerary on the left of the page and explain that an itinerary is a plan of a journey. Students look at the itinerary and think about what type of information is needed to complete it.
- Play the recording once for students to do the exercise, and a second time if necessary, before checking as a class.

Audio script 10.6 page 175

ANSWERS

1 London 2 Moscow 3 Hotel 4 Beijing 5 six

Exercise 3 10.6

- Read through the strategy together. Ask: *When do you take notes in your language?* (e.g. in lessons at school, when taking a phone message).
- Read out the question and emphasize that students need to identify five reasons.
- Elicit reasons from the class.

ANSWERS

He's always wanted to go on it because it's really famous.
It's the longest train route in the world.
He'll see a lot of amazing countryside on the train.
He'll meet a lot of people. He can go to lots of new countries.

EXTENSION: DISCUSSION

Ask students to discuss in pairs: *Would you like to go on the Trans-Siberian Railway? Why / Why not?*

V Insight Travel collocations

Many collocations have a base verb which can be combined with different similar nouns.

book – your holiday / your ticket / your seat

pack – your bag

miss – your train / your bus / your plane

catch – the train / the bus / the plane

stay – in a hotel / in a caravan / in a bed and breakfast

go – abroad / away / on holiday

buy – souvenirs / gifts for people / a snack

send – postcards / emails / messages / photos

Exercise 4 10.7

- Remind students that collocations are words that often go together. Ask if they can remember any of the collocations with *take* which they learned in Unit 8, e.g. *take control, take a break, take part, take photos, take care*.
- Students work individually. Then play the recording for them to check their answers and repeat the phrases.
- Encourage students to copy at least three collocations into their vocabulary notebook.

Audio script 10.7 page 175

ANSWERS

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

Exercise 5 10.8

- Students use the travel collocations in exercise 4 to complete the travel advice.
- Play the recording for students to check their answers.

Audio script 10.8 page 175

ANSWERS

1 Book your holiday 2 pack your bag 3 miss your train
4 catch the train 5 Stay in a hotel 6 go abroad
7 buy souvenirs 8 Send postcards

Exercise 6

- Read through the instructions and ask two students to read out the example dialogue.
- Remind students to use the present perfect with *ever* and *never*, and to try to use the travel collocations in exercise 5.

Vocabulary extra: Holidays: phrasal verbs SB page 143

Exercise 1

1 take off 2 check into 3 check out of 4 queue up
5 get into 6 get out of 7 chill out 8 set off 9 get back
10 get away 11 get off 12 get on 13 look forward to
14 pick up 15 drop off

Exercise 2

1 get away 2 set off 3 pick (us) up 4 got into
5 dropped (us) off 6 got out of 7 queue up
8 got on 9 took off 10 got off 11 checked into
12 chilled out 13 looking forward to 14 check out of
15 got back

Exercise 3

Students' own answers

Speaking

Exercise 7

- Give students one minute to discuss their ideas in pairs.
- Check answers as a class.

ANSWERS

- A the Summer Palace in Beijing
B the Forbidden City also in Beijing

Culture note: Beijing monuments

Beijing, the capital of China, is home to over 21 million people. The Summer Palace is a large garden complex in North-Western Beijing. Its Mandarin name means 'Nourishing Peach Garden'. It includes a lake, paths, buildings, a marble boat and traditional riverside shops.

The Forbidden City is a palace in the centre of Beijing. It was built in 1420. It's the largest imperial palace in the world and 24 emperors lived there. There is a 10-metre high wall surrounding the palace and a moat which is 52 metres wide.

Exercise 8 10.9

- Tell students that they are going to hear a dialogue between Matt and a tourist officer.
- Play the recording and elicit the answer.

Audio script 10.9 page 175

ANSWER B

Exercise 9 10.9

- Students work in pairs to complete the phrases.
- Play the recording for students to check their answers.

ANSWERS

- 1 like 2 What 3 much 4 for 5 Can we 6 it
7 of 8 I'm

Exercise 10 10.10

- Read out the phrases before asking students to compare answers in pairs by reading the dialogue.
- Play the recording again for them to check their answers.

Audio script 10.10 page 176

ANSWERS

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

Exercise 11

- Tell students to underline one more phrase for each heading in exercise 9 and one way the officer offers to help.
- Elicit the answers.
- Read through the Global skills box with the class, demonstrating polite intonation in the examples.

ANSWERS

Asking permission: Can we go into all the attractions? Is it possible to have lunch inside? Can I book online?

Giving permission: Yes, of course.

Refusing permission: I'm afraid not.

Tourist officer offers to help by saying 'Can I help you?'

EXTENSION: ROLEPLAY

Students work in pairs and read the dialogue aloud, taking the parts of Matt and the Tourist Officer.

Exercise 12

AfL: Success criteria

Agree with students in advance what you will give feedback on, e.g. asking/giving the correct information, accurate use of phrases from the lesson, fluency.

After they have done the task, go through the agreed feedback to see how well students did. See page 10 of the Teacher's Guide for more ideas.

- For the Great Wall of China, Student B is the tourist officer. For the Temple of Heaven, Student A is the tourist officer.

AfL: Assess your progress

Direct students to Workbook page 85 and ask them to do the exercises in class or at home, then fill in the 'Can-do' statements on page 89 for Lesson 10D. Encourage them to think about and make brief notes on how well they have done and to think about future learning opportunities.

'How can I improve?' suggestions: Make matching cards with the travel collocations from the lesson; watch a video and take notes; record yourself reading phrases asking for information and asking for permission from the lesson.

Further practice

Communication worksheet 10D: Speaking
Functional language bank

Lesson 10E: Writing A profile

SB pages 128–129

Learning objectives

Use the linking words *so* and *because*

Choose the right tense

Write a profile

Materials

Workbook page 88

Writing bank

AfL: Learning intentions

Focus students on the learning objectives at the top of Student Book page 129. See page 10 of the Teacher's Guide for more ideas.

Exercise 1

- Introduce the activity by telling students about someone you consider a hero (or role model) and why.
- Give students a moment to think about their answers to the questions, then discuss them in pairs.

Exercise 2

- Give students two minutes to read the profile and find answers to the questions.

AfL: Diagnostics

Example texts can be a useful tool to raise self-awareness of learning needs in a reflective way. Ask students to rate the model profile as easy, OK or difficult for them to do in the target language. Then do the exercises in the lesson that will build their confidence and extend their mastery in doing the same writing task.

Exercise 3

- Tell students that we use linking words to join two shorter sentences to make our writing more fluent.
- Focus students on the language box at the bottom of the second column. Make sure they understand *reason* and *result*.
- Ask students to find one more example of *so* for a result in the last paragraph. (*A lot of people don't leave their hotel when they go abroad, so they don't learn much about where they are.*)

ANSWERS

1 result 2 reason

Exercise 4

- Do the first item together. Students then work individually to complete the sentences before checking as a class.

ANSWERS

1 so 2 because 3 because 4 because 5 so
6 because 7 so 8 so

Exercise 5

- Read through the strategy together.
- Students read the profile again and find examples of the three tenses.
- Ask students to read out the example sentences and check that the whole class agrees with the tenses.

ANSWERS

present simple is, works, does, admire, show, teach, don't leave, go, don't learn, shows
past simple was (born), grew up, left, got, started, was
present perfect has made, has been, has met, has had, (has) been, (has) eaten, has (also) written, has had

Exercise 6

- Remind students to refer to the strategy.
- Students work in pairs to complete the sentences, before checking answers as a class.

ANSWERS

1 ate, eats 2 went, visited 3 has climbed, has swum
4 loves, goes / has been 5 has never seen, has seen
6 took

Writing your profile

- Give students five to ten minutes to complete the ideas stage and plan their profile.
- Encourage students to use the linking words *so* and *because*, and choose the right tenses.
- When students have finished, they check their work.
- Students could present their profiles to small groups.

AfL: Assess your progress

Direct students to Workbook page 88 and ask them to do the exercises in class or at home, then fill in the 'Can-do' statements on page 89 for Lesson 10E. Encourage them to think about and make brief notes on how well they have done and to think about future learning opportunities. 'How can I improve?' suggestions: Swap and review profiles with another student; do the extra writing activity.

Further practice

Writing bank

Review 10

SB page 129

Vocabulary

Exercise 1

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

Exercise 2

1 flat 2 rubbish 3 chips 4 trousers 5 jumper
6 holiday

Exercise 3

1 pack 2 missed 3 send 4 stay 5 buy 6 goes
7 catch

Grammar

Exercise 4

1 Have you ever been 2 have 3 have you done 4 've surfed
5 've dived 6 haven't tried 7 have fallen
8 has he done 9 has tried 10 hasn't had

Exercise 5

1 Have you ever heard 2 hasn't competed 3 hasn't won
4 has done 5 has become 6 has travelled
7 has spent 8 has had 9 have rescued 10 haven't stopped

Cumulative review Units 1–10

SB pages 130–131

Exercise 1

1 a 2 a 3 c 4 c 5 b

Exercise 2

Students' own answers

Exercise 3

1 b 2 d 3 f 4 a 5 e

Exercise 4

a 4 b 3 c 2 d 5 e 1 f 1 g 5 h 2

Exercise 5

1 b 2 a 3 c 4 b 5 a 6 b 7 c 8 a 9 b 10 c

Exercise 6

Students' own answers

Additional materials

Literature Insight 5 Workbook pages 120–121 Answer key: page 158
Exam Insight 5 WB pages 130–131 Answer key: page 161

Workbook answer key and audio scripts

Welcome Unit

Welcome A page 4

Exercise 1

2 's / is 3 'm not / am not 4 'm / am 5 're / are 6 're / are / 7 's 8 are 9 aren't 10 isn't

Exercise 2

2 Brazilian 3 Britain 4 Chinese 5 Germany 6 India 7 Italian 8 Japan 9 Polish 10 Russia

Exercise 3 0.01

Sport	Music	Country
baseball	rock	China
tennis	hip hop	Poland
basketball	samba	Brazil

Audio script 0.01

1 b-a-s-e-b-a-l-l
2 c-h-i-n-a
3 t-e-n-n-i-s
4 r-o-c-k
5 h-i-p-h-o-p
6 p-o-l-a-n-d
7 b-r-a-z-i-l
8 s-a-m-b-a
9 b-a-s-k-e-t-b-a-l-l

Exercise 4

2 Are they into music? 3 Am I good at tennis? 4 Is she from Brazil? 5 Are we at the same school? 6 Are you Japanese?

Exercise 5

2 she isn't 3 you are 4 he is 5 I'm not 6 they aren't

Exercise 6

2 's 3 Are 4 'm not 5 'm 6 're 7 Are 8 'm not 9 'm 10 'm 11 'm 12 Is 13 isn't 14 's 15 Are 16 aren't 17 're

Exercise 7

Students' own answers

Welcome B page 5

Exercise 1

1 dad 3 daughter 4 brother 5 cousins 6 grandfather 7 grandparents 8 niece 9 aunt 10 grandson 11 grandchildren

Exercise 2

2 teams 3 women 4 People 5 sisters 6 men 7 grannies 8 children

Exercise 3

2 Your 3 her 4 his 5 Its 6 our 7 their

Exercise 4

2 their 3 my 4 her 5 its 6 our 7 your

Exercise 5

2 These are 3 That is 4 Those are 5 This is 6 These are

Exercise 6

Students' own answers

Welcome C page 6

Exercise 1

2 has / 's got 3 have / 've got 4 haven't got 5 haven't got 6 has / 's got 7 haven't got 8 hasn't got

Exercise 2

2 Have they got a school band?; haven't 3 Has Max got a sister?; hasn't 4 Have I got your pen?; haven't 5 Has Kayla got an uncle?; has 6 Have you got a football?; have 7 Have we got a new teacher?; have

Exercise 3

2 him 3 her 4 it 5 us 6 them

Exercise 4

2 him 3 her 4 me 5 it 6 us 7 you

Exercise 5

2 a 3 the 4 a, the 5 - 6 an / the 7 a, the 8 a, -

Exercise 6

2 blue 3 brown 4 pink 5 yellow 6 purple 7 red 8 green 9 black 10 white

Exercise 7

2 his 3 Has 4 hasn't 5 's 6 him 7 a 8 the 9 me 10 her

Exercise 8

Students' own answers

Welcome D page 7

Exercise 1

2 Tuesday 3 Wednesday 4 Thursday 5 Friday 6 Saturday 7 Sunday

Exercise 2

2 February 3 March 4 April 5 May 6 June 7 July 8 August 9 September 10 October 11 November 12 December

Exercise 3

1 spring / autumn 2 summer / winter 3 autumn / spring 4 winter / summer

Exercise 4 0.02

2 19 3 41 4 300 5 250 6 5010 7 8,000,000
8 1,673

Audio script 0.02

1 seven 2 nineteen 3 forty-one 4 three hundred
5 two hundred and fifty 6 five thousand and ten
7 eight million 8 one thousand, six hundred and
seventy-three

Exercise 5

2 two 3 ten 4 thirty 5 eleven 6 twelve
7 ninety-five 8 a / one hundred and eighty-four
9 nine thousand and twenty 10 thirteen million

Exercise 6

2 twenty-fourth 3 twelfth 4 third 5 thirteenth
6 sixteenth 7 fifth 8 eleventh

Exercise 7

3 3 / 3rd December 4 the thirty-first of May
5 3 / 3rd June 6 the second of February 7 21 / 21st
July 8 the fifth of October 9 2 / 2nd August
10 the fifteenth of March

Exercise 8

2 half-past two 3 three o'clock 4 twenty-five to eleven
5 twenty past seven 6 quarter to four 7 ten to six
8 five to five

Exercise 9

Students' own answers

Reading page 8

Exercise 1

2 What 3 When 4 Have 5 How 6 What 7 Where
8 Describe

Exercises 2 and 3 0.03

B How old are you? C When is your birthday?
D Who is your favourite singer? E Describe your family.
F What is your favourite sport? G Have you got a pet?

Audio script 0.03

Presenter Today we're with Rakesh Devi! He's a raga singer. Raga is traditional Indian music. Welcome Rakesh! Where are you from?

Rakesh I'm from Birmingham. It's a big city in the UK. My grandparents are from India and my family love Indian music!

Presenter How old are you?

Rakesh I'm 23.

Presenter When is your birthday?

Rakesh It's on the 31st of July. It's in my favourite season, spring.

Presenter Who is your favourite singer?

Rakesh My mum, Parveen! She's into music, too. She's in a raga group with me and my dad – he plays the sitar. That's my dad in the photo. His name's Shahid.

Presenter Describe your family.

Rakesh They're great! Well, I've got my mum and dad, and I've got two sisters, Aruna and Meera. Mum is tall. She's

got long black hair. Dad's got short black hair. He isn't tall. Aruna is short. She's got straight hair. Meera is tall. She loves sport. She's in her school basketball team.

Presenter What's your favourite sport?

Rakesh I'm not into sport! I don't like it. But I like my sister's team. So ... the answer is basketball!

Presenter Have you got a pet?

Rakesh No, I haven't. I love dogs, but I haven't got one. My grandparents have got three pets. They've got two dogs and a cat. Their favourite is the cat. Her name is Mitzi. She's my favourite, too!

Presenter Thanks, Rakesh!

Exercise 4

1 Birmingham 2 23 3 31st 4 dad 5 long 6 black
7 dogs

Exercise 5

2 India 3 summer 4 dad 5 Meera 6 dogs

Exercise 6

2 Shahid 3 Meera 4 Aruna 5 Mitzi

Exercise 7

Students' own answers

Unit 1 My life

Vocabulary page 10

Exercise 1

2 go 3 get 4 watch 5 have 6 do, get 7 get
8 meet

Exercise 2

2 internet 3 school 4 lunch 5 football 6 phone
7 book 8 friends

Exercise 3

2 have breakfast 3 get dressed 4 start school
5 meet my friends 6 have lunch 7 get home
8 have a shower 9 do my homework 10 go to bed

Exercise 4

2 in 3 At 4 in 5 on 6 In 7 before 8 at

Exercise 5

2 start 3 have 4 at 5 -- 6 In 7 do 8 chat
9 watch 10 At 11 In 12 On 13 meet 14 --

Exercise 6

Students' own answers

Grammar page 11

Exercise 1

2 My parents grow vegetables in the garden.
3 Our school has got a swimming pool.
4 I play the guitar in the evening.
5 My uncle studies the stars.
6 Helen goes to the gym every day.

Exercise 2

2 teaches 3 studies 4 have 5 watches 6 play
7 has got 8 helps 9 gets up 10 does

Exercise 3

2 doesn't go 3 don't have 4 don't use 5 doesn't watch 6 doesn't swim 7 don't start 8 doesn't do

Exercise 4

2 Sam and Rose don't like gymnastics. 3 My town hasn't got a cinema. 4 My brother doesn't sleep a lot. 5 My sister doesn't take a lot of photos. 6 Carla doesn't play football at the park.

Exercise 5

2 doesn't go 3 works 4 has 5 finishes 6 doesn't do 7 plays 8 don't meet 9 study 10 watch

Vocabulary and grammar page 12

Exercise 1

2 modern languages 3 maths 4 ICT / information and communication technology 5 geography 6 PE (physical education) 7 DT (design and technology) 8 history

Exercise 2

Items you can put in your school bag: folder, glue, pen, pencil case, pencil sharpener, rubber, ruler, scissors, textbook

Items in the classroom: blackboard, chair, clock, desk, door, interactive whiteboard, poster, student, teacher

Exercise 3

2 Does your school start at 9.00? SS's own answers.
3 Do you use the internet for homework? SS's own answers.
4 Does your friend study modern languages? SS's own answers.
5 Does your mum work in a school? SS's own answers.
6 Do your friends have lunch at school? SS's own answers.

Exercise 4

1 Students' own answers 2 Who, Students' own answers
3 What, Students' own answers 4 Where, Students' own answers
5 How many, Students' own answers
6 How old, Students' own answers

Exercise 5

2 Who's/Who is 3 Do you know 4 Do you want
5 When does it start 6 What do I need

Exercise 6

Students' own answers

Listening, vocabulary and speaking page 13

Exercise 1

2 go by bike / cycle 3 foot 4 walk 5 by car 6 cycle
7 drive 8 fly

Exercise 2

2 Open, read 3 Listen, check 4 repeat 5 Work, write
6 Study

Exercise 3

2 Look at the board. 3 Close the door. 4 Don't use your phone (in class).

Exercise 4

b Can you say that again, please? c What does 'orchestra' mean? d Sit down, please. e Put your phone in your bag. f How do you say 'trompeta' in English?

Exercise 5 1.01

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

Audio script 1.01

Teacher Good afternoon. Sit down, please. I'm going to play some music. It's an orchestra, and --

Axel Excuse me, Miss Green. What does 'orchestra' mean?

Teacher It's a large group of musicians that plays classical music.

Axel Thanks.

Teacher So, I'm going to play some music. Listen very carefully. What can you hear? Write in your books.

Maria Sorry, I don't understand.

Teacher What instruments can you hear? Violin... Drums... Flute...? Write a list.

Maria OK. How do you say 'trompeta' in English?

Teacher It's 'trumpet'.

Maria Can you say that again, please?

Teacher Yes, it's 'trumpet'. T-R-U-M-P-E-T.

Maria Thank you.

Teacher Axel! What are you doing? Don't draw in your book! Put your phone in your bag!

Axel Sorry, Miss Green.

Teacher OK. Is everyone ready? Here we go...

Exercise 6 1.01

2 What does 'orchestra' mean? 3 Listen (very carefully).
4 Sorry, I don't understand. 5 Can you say that again, please? 6 Put your phone in your bag.

Exercise 7

Students' own answers

Reading pages 14–15

Exercise 1

1 B 2 A 3 C

Exercise 2

b

Exercise 3

2 20 / twenty 3 reading, writing and art 4 secondary school students
5 on the big islands or the mainland
6 They go fishing. 7 He works in a shop. 8 at 8.00 in the evening

Exercise 4

1 T
2 F – It has got 117 islands.
3 T
4 F – They don't learn about fishing on the mainland. / They learn about fishing at the Floating School.
5 F – He thinks they're beautiful and very important.
6 T

Exercise 5

2 earn 3 education 4 wooden 5 laptops 6 typical
7 environment 8 traditions

Exercise 6

2 environment 3 laptop 4 tradition 5 education
6 skill 7 wooden 8 earn

Writing page 16

Exercise 1

2 I play football on Wednesday.
3 Is your grandmother English?
4 My birthday is in January. It's on the 22nd.
5 We've got geography and history today.
6 I want to go to the United Kingdom. Can I go with you?

Exercise 2

2 I'm happy because it's my birthday.
3 She likes Sam because he's clever.

Exercise 3

1 B 2 C 3 D 4 E 5 A

Exercise 4

2 at night / before she goes to sleep
3 because she has / they have a long summer holiday.
4 Japanese
5 because she's strong and very kind
6 with her friends Millie and Ethan
7 because she's in a swimming team.
8 because the weather is nice

Unit 2 Time Out

Vocabulary page 18

Exercise 1

2 playing computer games 3 swimming 4 acting
5 painting 6 playing the drums

Exercise 2

2 drawing 3 skateboarding 4 singing 5 rock
climbing 6 playing tennis 7 dancing

Exercise 3

2 Megan isn't into acting. 3 Mum doesn't enjoy rock
climbing. 4 I'm not interested in playing the drums.
5 Sam likes my music. 6 I hate playing football online.
7 I enjoy dancing.

Exercise 4

2 into 3 loves 4 into / interested in 5 doesn't like /
doesn't enjoy / dislikes 6 hates 7 dislike / don't like /
don't enjoy 8 hate

Exercise 5

Team sports / ball sports: basketball, cricket, hockey,
volleyball

Individual sports (on land): aerobics, archery, athletics,
gymnastics, karate, running, skiing

Individual sports (on water): canoeing, sailing

Exercise 6

Students' own answers

Grammar page 19

Exercise 1

2 They are sometimes bored on Sunday.
3 Leo often goes rock climbing with his mum.
4 Meg always goes skateboarding on Friday.
5 We never do homework at the weekend.
6 We don't often play computer games.
7 I am always hungry in the morning.
8 My dad usually sings in the shower.

Exercise 2

2 He sometimes plays tennis in the afternoon.
3 He always sings in the evening.
4 He often paints in the afternoon.
5 He doesn't often go rock climbing.
6 He's never at home on Saturday afternoon.

Exercise 3

2 play 3 do 4 go 5 play 6 go 7 play 8 play
9 do 10 go 11 do 12 play 13 do

Exercise 4

2 volleyball 3 canoeing 4 hockey 5 running

Exercise 5

Students' own answers

Vocabulary and grammar page 20

Exercise 1

2 piano 3 guitar 4 flute

Exercise 2

2 drums 3 piano 4 keyboards 5 cello 6 violin
7 trumpet 8 clarinet

Exercise 3

2 can sing 3 can't ride 4 can't speak 5 can swim
6 can't drive

Exercise 4

2 Evan can't draw but Kayla can draw.
3 Kayla and Evan can't paint.
4 Evan can act but Kayla can't act.
5 Evan can't draw or paint but he can cycle and swim.

Exercise 5

2 Can you dance? Yes, I can.
3 Can Maria do archery? Yes, she can.
4 Can Ben and Lily cook? No, they can't.
5 Can you and Sam speak Polish? Yes, we can.
6 Can your brother play hockey? No, he can't.

Exercise 6

2 can't speak 3 can travel 4 can't swim 5 can read
6 can write 7 can't understand 8 can cook

Exercise 7

Students' own answers

Listening, vocabulary and speaking

page 21

Exercise 1

2 b 3 d 4 e 5 a 6 f

Exercise 2

2 easily 3 well 4 quietly 5 quickly / loudly
6 loudly / quickly 7 badly

Exercise 3

2 Alfie can't play the flute well.
3 I dance badly.
4 Do you work hard?
5 I don't learn new games easily.
6 You walk slowly.

Exercise 4



2.01

Dialogue 1: D Dialogue 2: B Dialogue 3: C
Dialogue 4: A

Audio script 2.01

1 **Man** Can you buy some eggs on your way home, please?
Woman Yes, of course.
Man Thanks.
2 **Man** Could you tell me how to get to the station, please?
Woman I'm sorry, I can't. I don't live here.
Man Oh OK, then. Thanks anyway.
3 **Young woman** Can you bring me some magazines, please?
Young man No, sorry. I can't. I'm at work.
Young woman Oh OK, then.
4 **Woman** Could you open the window, please?
Teen boy Sure, no problem.
Woman Thanks. That's better!

Exercise 5



2.01

A, D

Exercise 6



2.01

1 Can you buy some eggs, please?; b
2 Could you tell me how to get to the station, please?; a
3 Can you bring me some magazines, please?; d
4 Could you open the window, please?; c

Exercise 7

Students' own answers

Reading

pages 22–23

Exercise 1

Students' own answers

Exercise 2

2 E 3 A 4 B 5 F

Exercise 3

1 T 2 T 3 F 4 F 5 F 6 T 7 T 8 F 9 T 10 F

Exercise 4

Photo 1: S Photo 2: H Photo 3: H Photo 4: S

Exercise 5

2 go online 3 brain 4 roughly 5 solve
6 comfortable 7 freely 8 stressed

Exercise 6

2 fascination 3 solve 4 stressed 5 goes online
6 comfortable 7 brain 8 freely

Writing

page 24

Exercise 1

2 a F b I 3 a F b I 4 a I b F 5 a I b F 6 a F b I

Exercise 2

1 and 2 and 3 but 4 but 5 and 6 but
7 or / and 8 but

Exercise 3

2 dog and a 3 pen or a 4 tired but I

WRITING GUIDE

1 Bella's weekend 4; Bella's family 2; Bella's school 3
2 in a city 3 a dog 4 a big school 5 1,300
6 science, maths and PE 7 hockey 8 *Spider-Man* films

Unit 3 No place like home

Vocabulary

page 26

Exercise 1

2 kitchen 3 garden 4 bedroom 5 living room 6 hall

Exercise 2

1 bedroom 2 bathroom 3 kitchen 4 living room

Exercise 3

1 bedside table, lamp 2 fireplace, curtains, shutters
3 sink, washing machine, dishwasher, freezer
4 washbasin, mirror, bidet 5 armchair, cushion, carpet, shelf, 6 front door, stairs

Exercise 4

2 a rug 3 a bedside table 4 two windows
5 a cooker 6 a washbasin 7 a wardrobe / cupboard

Exercise 5

2 in front of 3 behind 4 next to 5 behind 6 near
7 under 8 on 9 between 10 opposite 11 in

Exercise 6

Students' own answers

Grammar

page 27

Exercise 1

2 mirror 3 cushions 4 old 5 chairs 6 view

Exercise 2

2 a 3 any 4 some 5 an 6 a 7 a 8 any

Exercise 3

2 Is there a swimming pool? No, there isn't.
3 There are some interesting local activities.
4 Is there a double bed in The Cabin? Yes, there is.

- 5 Is there a fireplace in The Cabin? No, there isn't.
6 There aren't any curtains on the windows.

Exercise 4

- 2 Is there a 3 There's a 4 there isn't a 5 there are some
6 Is there a 7 Are there any 8 Are there any
9 There's a 10 There's a 11 there are some

Exercise 5

Students' own answers

Vocabulary and grammar page 28

Exercise 1

- 2 cinema 3 library 4 leisure centre 5 hospital
6 theatre 7 bank 8 stadium

Exercise 2

- 2 my uncle's house 3 my parents' friend 4 Ayla's books
5 my cousins' dog

Exercise 3

- 2 theirs 3 yours 4 ours 5 yours 6 mine 7 hers

Exercise 4

- 1 Whose are those bikes? / Whose bikes are those?
They're Tegan's and Daisy's bikes. / They're Tegan and Daisy's bikes.
2 Whose is this phone? / Whose phone is this?
It's Meg's phone.

Exercise 5

- 2 yours 3 's 4 ours 5 whose 6 yours 7 mine
8 's 9 yours

Exercise 6

Students' own answers

Listening, vocabulary and speaking page 29

Exercise 1

- 2 village 3 countryside 4 city 5 suburb
6 city centre

Exercise 2

- 2 city centre 3 suburb 4 town 5 village
6 countryside

Exercise 3 3.01

Audio script 3.01

Cody Excuse me. Could you help me?

Woman Yes, of course.

Cody Thanks. Erm... Is this Water Street?

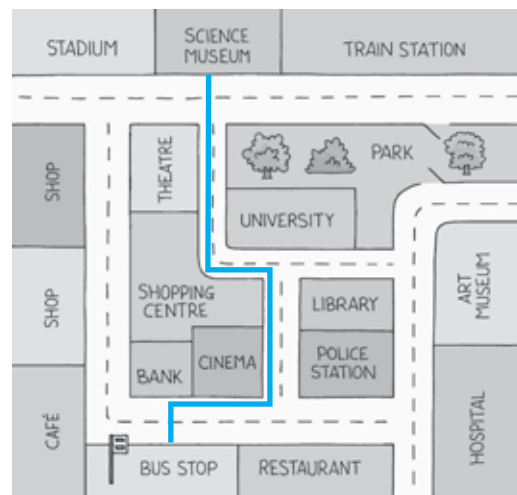
Woman No, it isn't. This is Bridge Street. Where do you want to go?

Cody I want to go to the museum.

Woman The Science Museum or the Art Museum?

Cody The Science Museum. How do you get to the Science Museum, please?

Exercise 4 3.02



Audio script 3.02

Cody Excuse me. Could you help me?

Woman Yes, of course.

Cody Thanks. Erm... Is this Water Street?

Woman No, it isn't. This is Bridge Street. Where do you want to go?

Cody I want to go to the museum.

Woman The Science Museum or the Art Museum?

Cody The Science Museum. How do you get to the Science Museum, please?

Woman Oh, OK. Let's see. Cross this road and go along Bridge Street, towards the hospital. You can see the hospital at the end of the street.

Cody Yes, I see it.

Woman Take the first road on the left, between the police station and the cinema. That's North Street, it's opposite the restaurant. Go straight up North Street to the university.

Cody North Street to the university. OK.

Woman At the end of the street, turn left into University Street. Stay on University Street, go past the park on your right, and the Science Museum is in front of you, next to the stadium.

Cody Thank you. Thank you very much.

Woman You're welcome.

Exercise 5 3.02

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

Exercise 6

Students' own answers

Reading pages 30–31

Exercise 1

Students' own answers

Exercise 2

- 1 C 2 D 3 B 4 A

Exercise 3

- 1 b 2 d 3 c 4 c 5 a 6 b

Exercise 4

- 2 share 3 convert 4 damp 5 peaceful 6 cramped

Exercise 5

2 creates 3 peaceful 4 converts 5 share 6 damp

Exercise 6

Students' own answers

Writing page 32

Exercise 1

1 F 2 A 3 E 4 C 5 D 6 B

Exercise 2

1 First 2 After that / Next / Then 3 After that / Next / Then 4 After that / Next / Then 5 Finally

Exercise 3

1 bullet points 2 purpose 3 vocabulary 4 grammar

Exercise 4

Present simple:

Bristol is a city...; Today it is home to...; it's very popular;
The museum tells the story...

have/has got:

It has got a long history...

there is/are:

There are two universities...; there are also a lot of cafés

imperatives:

walk, see, Enjoy, go, visit, walk, take, find, Watch, explore,
go

can:

On fine days, you can sometimes see...; Here you can
find...

Unit 4 It's a wild world

Vocabulary page 34

Exercise 1

2 sand 3 cactus 4 mountain 5 forest 6 tree
7 plant 8 snow 9 grasslands 10 grass
11 flower 12 cloud

Exercise 2

2 spider 3 giraffe 4 tiger 5 elephant 6 butterfly
7 whale 8 eagle 9 bear 10 cow 11 pig 12 horse
13 sheep 14 chicken

Exercise 3

2 hunt 3 bite 4 run away 5 carry 6 follow
7 look for

Exercise 4

2 ice 3 flowers 4 look for 5 dig 6 hunt 7 foxes

Exercise 5

Students' own answers

Vocabulary and grammar page 35

Exercise 1

2 tortoise 3 lizard, snake 4 dog, cat 5 budgie,
parrot 6 guinea pig, hamster 7 mouse, rabbit

Exercise 2

2 Are you doing 3 'm not studying 4 'm watching
5 'm learning 6 's following 7 isn't making 8 Is the
tiger chasing 9 isn't running away 10 's biting

Exercise 3

2 Are female turtles digging holes in the sand?
Yes, they are.
3 Are baby turtles coming out of the eggs?
Yes, they are.
4 Are turtles walking on the beach?
No, they aren't.

Exercise 4

2 we're staying 3 aren't walking 4 'm sitting
5 'm looking 6 are happening 7 are running 8 is/'s
following 9 digging 10 Is it looking for 11 isn't flying

Exercise 5

Students' own answers

Vocabulary and grammar page 36

Exercise 1

1 cold 2 hot 3 warm 4 cool

Exercise 2

2 windy 3 sunny 4 stormy 5 snowy 6 cloudy

Exercise 3

2 storm in Mexico 3 rain in Scotland 4 cloudy here
5 windy in the desert 6 snow in Moscow

Exercise 4

2 is/'s snowing 3 are/re getting 4 starts 5 is Dan
doing 6 don't eat

Exercise 5

2 I'm not enjoying this film.
3 Anya works at the wildlife centre every Monday.
4 The eagles are hunting at the moment.
5 Are you doing your homework now?
6 They travel to the countryside every summer.

Exercise 6

2 knows 3 rains 4 have 5 is/'s getting
6 Is, starting 7 don't know 8 is coming
9 is/'s raining 10 are/'re sitting 11 work

Exercise 7

Students' own answers

Listening, vocabulary and speaking

page 37

Exercise 1

1 caving, rock climbing 2 bouldering, caving, horse riding, mountain biking, rock climbing, snowboarding
3 canoeing, diving, surfing 4 bouldering 5 zorbing

Exercise 2

2 surfing 3 zorbing 4 bungee jumping
5 snowboarding 6 rock climbing 7 mountain biking
8 bouldering 9 horse riding 10 canoeing 11 caving

Exercise 3

1 horse riding 2 zorbing 3 diving

Exercise 4

4.01
rock climbing

Audio script 4.01

Lewis Oh, no! Look. The bouldering course is full. That's a shame. I really want to try bouldering.

Grace Me too.

Lewis Well, look, there are lots of other activities in July and August. Let's do something else.

Grace Good idea. What do you want to do?

Lewis How about mountain biking?

Grace That sounds OK, but I'm not so sure. I'm not really into cycling. Also, I'd prefer to do something on the water. Why don't we do the canoeing course? Look. We can start this afternoon. What do you think?

Lewis I'd love to, but it's very cold and rainy today. What about caving?

Grace Maybe, but I don't really like the dark!

Lewis OK. How about rock climbing? That isn't dark or cold!

Grace Great idea! Let's do it!

Exercise 5

4.01
1 bouldering 2 mountain biking 3 canoeing
4 caving 5 rock climbing

Exercise 6

4.01
2 want 3 How 4 sounds 5 into 6 prefer 7 Why
8 think 9 but 10 How 11 Great

Exercise 7

Students' own answers

Exercise 8

Students' own answers

Reading

pages 38–39

Exercise 1

Students' own answers

Exercise 2

Photo B: 3.30 p.m. cheetah(s); Photo C: 4.00 p.m. oxpecker;
Photo D: 6.30 a.m. hyenas; Photo E: 5.30 a.m. lions

Exercise 3

1 F – It's five in the morning. I'm having coffee and fruit
2 F – It's half past five. ... This time of day is good for wildlife photography here because the animals hunt at night and they're still busy now.
3 T
4 T
5 F – Oh, they're running away from me now! That's a shame, but I've got one or two good photos!
6 F – Five thirty, and the light's changing ... it's six thirty and it's completely dark now

Exercise 4

2 incredible 3 leaves 4 cub 5 awake 6 jeep
7 edit

Exercise 5

2 cubs 3 jeep 4 awake 5 edit 6 leaves 7 light

Exercise 6

Students' own answers

Writing

page 40

Exercise 1

1 probably 2 Perhaps 3 probably 4 probably
5 I think / Perhaps 6 I think / Perhaps 7 probably
8 I think / Perhaps

Exercise 2

(possible answers) 1 baby elephant, plants 2 jeep, tourists, trees 3 mother elephant 4 trees and plants
5 baby elephant

Exercise 3

1 tour 2 two 3 middle 4 foreground 5 right
6 background 7 tourists 8 sunny 9 plants 10 left

Exercise 4

Students' own answers

Unit 5 You are what you eat

Vocabulary

page 42

Exercise 1

Fruit or vegetable: apple, carrot, cucumber, lettuce, mushroom, orange, tomato,

Not fruit or vegetable: bread, cheese, chocolate, coffee

Exercise 2

2 juice 3 tomato, pizza 4 salad 5 sauce, ice 6 cake
7 ham sandwich

Exercise 3

2 rice 3 crisps 4 sugar 5 potatoes 6 cream
7 salmon 8 grapes 9 pepper

Exercise 4

2 crisps 3 steak 4 sweets 5 pepper 6 bread
7 carrots 8 orange

Exercise 5

2 cheese and tomato 3 steak and salmon 4 crisps and sweets 5 lettuce and cucumber, Peas and carrots 6 bread and pasta 7 olive oil and pepper 8 orange juice and coffee

Exercise 6

Students' own answers

Grammar page 43

Exercise 1

Countable nouns	Uncountable nouns
apple egg nut vegetable garden	apple sauce cheese cream fruit honey

Exercise 2

2 a 3 any 4 any 5 any 6 some 7 an 8 any

Exercise 3

2 There isn't any bread in the cupboard.
3 There is / There's a big kitchen at our school.
4 Are there any nuts in that bag?
5 There aren't any cows on the farm.
6 Is there any water in the bottle?
7 There is / There's some grape juice in the fridge.
8 Is there an armchair in your bedroom?

Exercise 4

2 many 3 a lot of 4 many 5 a lot of 6 much
7 much

Exercise 5

2 many apples 3 much chocolate sauce 4 many bees
5 many dairy products, a lot of milk 6 a lot of meat, any vegetables

Exercise 6

2 some 3 a lot of 4 many 5 a lot of 6 an
7 some / a lot of 8 any 9 much 10 many

Exercise 7

Students' own answers

Vocabulary and grammar page 44

Exercise 1

2 plate 3 fork, knife 4 glass 5 cup, mug 6 jug
7 bowl

Exercise 2

2 A little 3 a little 4 a few 5 a little 6 a few
7 a few 8 a little

Exercise 3

2 There's a little sugar in the bowl.
3 There are a few onions.
4 There's a little pepper on the pasta.
5 We've got a little rice.
6 I like a little ketchup on my steak.

Exercise 4

2 tin 3 loaf 4 packet 5 bottle 6 kilo 7 jar
8 litre 9 can 10 slice

Exercise 5

2 few 3 bottle 4 loaf 5 slices 6 cans 7 jug
8 little 9 spoons 10 glasses 11 knives 12 plates

Exercise 6

Students' own answers

Listening, vocabulary and speaking page 45

Exercise 1

2 disgusting 3 interesting 4 scary 5 delicious
6 boring 7 strange 8 exciting

Exercise 2

Students' own answers

Exercise 3

1 Starters 2 Main courses 3 Drinks 4 Desserts

Exercise 4 5.01

Meat

Audio script 5.01

Megan Mmmm! I'm hungry! Let's see ... Ooh, steak and onions – that's my favourite!

Oscar Oh, I'm pescatarian. Is there anything without meat?

Megan Let's see ... Yes, look. Some of the starters are OK. And you can have salmon and rice.

Oscar Oh, yes! And all the desserts are fine for pescatarians! Great! I'm starving!

Exercise 5 5.02

1 chicken soup 2 green salad 3 steak with onions and chips 4 salmon with rice and vegetables 5 cola
6 apple juice 7 trifle

Audio script 5.02

Megan Mmmm! I'm hungry! Let's see ... Ooh, steak and onions – that's my favourite!

Oscar Oh, I'm pescatarian. Is there anything without meat?

Megan Let's see ... Yes, look. Some of the starters are OK. And you can have salmon and rice.

Oscar Oh, yes! And all the desserts are fine for pescatarians! Great! I'm starving!

Waiter Hello. Are you ready to order now?

Megan Yes, thank you.

Waiter Would you like a starter?

Megan Yes, please. I'd like some chicken soup.

Oscar And I'd like a green salad, please.

Waiter What would you like for your main course?

Megan I'd like the steak with onions and chips, please.

Oscar And can I have the salmon with rice and vegetables, please?

Waiter Great! Would you like anything to drink?

Oscar I'd like a glass of cola.

Megan Can I have an apple juice, please?

Waiter Of course. Do you want to order dessert now?

Megan Hmmm. I love trifle! Can I have some trifle, please?

Oscar No, I'm fine, thanks.

Waiter OK. Thank you.

Waiter Here's your green salad.

Oscar Thanks. That looks lovely!

Waiter And here's your chicken soup.

Megan Mmm! Thank you! It smells great!

Waiter Is everything OK with your meal?

Megan Yes, thanks. The steak tastes lovely!

Oscar And the salmon's delicious, too.

Exercise 6

1 M 2 W 3 W 4 O 5 M 6 W

Exercise 7

① 5.02

1 you ready to order 2 Would you like 3 I'd like

4 Can I have 5 looks lovely 6 tastes 7 delicious

Exercise 8

Students' own answers

Reading

pages 46–47

Exercise 1

Photo 1: Circus; Photo 2: Archipelago; Photo 3: Sketch

Exercise 2

1 a 2 b 3 a 4 c 5 c 6 b

Exercise 3

1 C 2 S 3 A 4 S 5 C 6 C

Exercise 4

2 original 3 dishes 4 lively 5 entertaining

6 venue

Exercise 5

2 dishes 3 entertaining 4 lively 5 original 6 tasty

Exercise 6

Students' own answers

Writing

page 48

Exercise 1

1 Yes, because he starts the email with 'Hi', and thanks him for his email.

2 He likes all the traditions and he likes being with his family.

Exercise 2

1 Chinese New Year

2 first month of spring

3 It's the start of a new year.

4 clean houses to clean away all the bad things; have a special meal of traditional food; have fireworks; wear red clothes; give money and sweets; have a lantern festival; have a dragon dance

5 They eat traditional food.

6 They wear red clothes.

7 His favourite part is the dragon dance.

Exercise 3

1 informal 2 tell 3 writes about facts 4 traditions

Exercise 4

1 We also eat chocolate eggs! 2 I give them presents, too. 3 We also buy them. 4 Girls send cards to boys, too. 5 We are also very happy.

Unit 6 Going green

Vocabulary

page 50

Exercise 1

1 hat, coat, shirt, socks, boots 2 hat, necklace, jacket, top 3 make-up, jacket, top, skirt 4 glasses, scarf, cardigan, top, jeans 5 cap, T-shirt, backpack, shorts, sandals 6 jumper, trousers, trainers

Exercise 2

2 put away 3 do up 4 try on 5 look for 6 undo 7 take off 8 unzip

Exercise 3

2 up, jacket 3 up, coat 4 back, sandals 5 on, a hat 6 out, shirt

Exercise 4

2 incomplete 3 incorrect 4 unfriendly 5 unlucky 6 unkind 7 unhappy 8 informal 9 unfashionable 10 inexpensive

Exercise 5

Students' own answers

Grammar

page 51

Exercise 1

1 Keira 2 Clare 3 Freya 4 Leo 5 James

Exercise 2

2 more expensive, busier, more traditional

3 larger, later, longer

4 easier, better, worse

5 friendlier, more unusual, more exciting

6 hotter, thinner, taller

Exercise 3

2 A coat is bigger than a jacket.

3 Ivan's clothes are more unusual than Matt's clothes.

4 Your wardrobe is tidier than mine.

5 Shopping online is more convenient than going to the shops.

6 The shopping centre is further from here than the supermarket.

Exercise 4

2 easier 3 hotter 4 worse 5 more fashionable

Exercise 5

2 thinner 3 more expensive 4 nicer 5 worse

6 better 7 easier 8 smaller 9 quicker 10 happier

Exercise 6

Students' own answers

Vocabulary and grammar page 52

Exercise 1

2 a 3 c 4 a 5 c 6 b 7 a 8 b 9 b

Exercise 2

2 the most popular 3 The worst 4 the quietest
5 The cheapest, the best 6 the busiest 7 The most important

Exercise 3

2 The hottest month of the year in my country is (Students' own answers).
3 The best day of the week is (Students' own answers).
4 The worst TV programme is (Students' own answers).
5 The easiest subject at school is (Students' own answers).
6 The most unusual thing I have / I've got is (Students' own answers).

Exercise 4

2 chemist's 3 baker's 4 butcher's 5 fishmonger's
6 greengrocer's 7 sandwich shop 8 post office
9 newsagent's 10 bookshop 11 sports shop
12 clothes shop 13 department store 14 market

Exercise 5

2 The biggest 3 the oldest 4 the most expensive

Exercise 6

Students' own answers

Listening, vocabulary and speaking page 53

Exercise 1

2 smartphone 3 laptop 4 tablet 5 camera
6 e-reader 7 Bluetooth headphones 8 DVD player
9 games console

Exercise 2

2 camera 3 games console 4 DVD player 5 laptop
6 Bluetooth headphones 7 tablet 8 e-reader
9 Bluetooth speaker

Exercise 3 6.01

1 F – The shop hasn't got the trainers in green. / He tries on some grey trainers 2 F – The trainers are too big.
3 T 4 T 5 F – The pink jacket isn't in the sale.
6 F – She doesn't buy the skirt.

Audio script 6.01

1 **Assistant** Hello. Do you need any help?
Boy Oh, hi. Yes, I'm looking for some new trainers.
Assistant What size are you?
Boy Size forty-two.
Assistant Well, we've got these ones here.
Boy They're cool. Do they come in different colours?
Assistant Yes, they do. They come in black, grey and green.
Boy OK. Can I try the green ones on, please?
Assistant I can order the green ones online, but I'm afraid we only have them in black and grey in the shop at the moment. Sorry about that.
Boy No worries! Can I try on the grey ones?

Assistant Yes, of course ... Size forty-two ... here you are.

Boy Thanks.

Assistant How are they?

Boy They're too big. Have you got a smaller size?

Assistant One moment. Here. These are size forty-one.

Boy They fit perfectly. Thanks, I'll take them.

2 **Assistant** Hello, can I help you?

Girl Yes, please. I'm looking for a long skirt.

Assistant OK, we've got these ones here. The come in pink, blue and red.

Girl Could I see the blue one, please?

Assistant Sure, yes, here you are.

Girl Thanks. Oh, it's lovely. Can try it on?

Assistant I'm afraid the changing rooms are closed at the moment. You can try it on at home and bring it back if it isn't right.

Girl Hmm... I need to try it on now, really. Oh well, never mind.

Assistant OK. Sorry about that.

Girl Don't worry.

Exercise 4 6.01

1 C ✓ 2 S ✓ 3 C ✓ 4 C ✓ 5 C 6 S ✓ 7 S 8 C ✓
9 C ✓ 10 C ✓ 11 S 12 C ✓

Exercise 5

2 No worries 3 It doesn't matter 4 That's OK 5 No problem. 6 Don't worry

Exercise 6

Students' own answers

Reading pages 54–55

Exercise 1

b

Exercise 2

1 E 2 C 3 G 4 A 5 B

Exercise 3

1 an amazing shopping experience 2 in 'real' shops / in shops 3 try clothes on 4 new products 5 (large) digital mirrors 6 social media 7 skate park 8 sleep

Exercise 4

2 attract 3 convenient 4 virtual reality 5 order
6 queue 7 brands 8 possessions

Exercise 5

2 possessions 3 order 4 attract 5 convenient
6 Virtual reality 7 queue 8 collect

Exercise 6

Students' own answers

Exercise 7

Students' own answers

Writing page 56

Exercise 1

1 T 2 T 3 F 4 T 5 F 6 F 7 T 8 F

Exercise 2

1 P 2 P 3 N 4 N 5 P 6 P 7 P 8 N

Exercise 3

1 stunning 2 pricey 3 straightforward 4 waterproof
5 compact 6 light 7 annoying 8 unreliable

Unit 7 That's quite a challenge!

Vocabulary page 58

Exercise 1

2 back 3 arm 4 hand 5 leg 6 foot

Exercise 2

Head and top of body: face, neck; Back and centre of the body: chest, stomach; Leg or foot: knee, ankle, toe; Arm or hand: shoulder, elbow, wrist, finger

Exercise 3

1 neck 2 toes 3 stomach 4 wrist 5 shoulders
6 face 7 legs 8 elbows, knees

Exercise 4

2 director 3 fighter 4 jogger 5 rider 6 visitor
7 surfer 8 swimmer

Exercise 5

2 knee 3 skater 4 ankles 5 teacher 6 head
7 runner 8 chest 9 competitors

Exercise 6

(suggested answers)

- 2 Runners are usually thin and have got strong legs.
- 3 Swimmers have usually got wide shoulders and strong backs and arms.
- 4 Piano players have usually got long fingers and strong wrists.
- 5 Firefighters have usually got strong arms and shoulders.

Vocabulary and grammar page 59

Exercise 1

2 should do 3 don't have to wear 4 has to work
5 shouldn't leave 6 have to take

Exercise 2

- 2 I have to / don't have to walk to school.
- 3 My best friend has to / doesn't have to go to school.
- 4 My friends and I have to / don't have to study French.
- 5 I have to / don't have to get up early on Sunday.
- 6 I have to / don't have to do homework every day.
- 7 We all have to / don't have to tidy our bedrooms at home.
- 8 My best friend has to / doesn't have to work at the weekend.

Exercise 3

2 should go 3 should put on 4 shouldn't use
5 should wash 6 shouldn't carry

Exercise 4

2 lay 3 do, wash 4 walk 5 clear, load 6 unload, hang out 7 help 8 bring in

Exercise 5

2 take out the rubbish 3 do the shopping 4 do the washing-up 5 make the bed

Exercise 6

2 have to write 3 don't have to get up 4 have to lay
5 have to clear 6 don't have to do 7 have to Hoover
8 shouldn't spend 9 should go 10 should try

Exercise 7

Students' own answers

Vocabulary and grammar page 60

Exercise 1

1 sad 2 ill 3 rich 4 dangerous 5 hard-working

Exercise 2

2 happy 3 hard-working 4 poor 5 dangerous

Exercise 3

2 was 3 weren't 4 could use 5 wasn't 6 couldn't go

Exercise 4

2 were 3 were 4 wasn't 5 was 6 were 7 weren't
8 was 9 wasn't 10 was

Exercise 5

2 couldn't communicate 3 could send 4 couldn't make
5 couldn't fly 6 could watch

Exercise 6

2 were 3 could 4 was 5 weren't 6 were 7 couldn't
8 could 9 was 10 couldn't 11 was 12 could

Exercise 7

Students' own answers

Listening, vocabulary and speaking page 61

Exercise 1

2 sore throat 3 cough 4 sneeze 5 broken leg
6 burn 7 cold 8 flu 9 dizzy 10 cut

Exercise 2

2 bandage 3 painkiller 4 antibiotics 5 plaster
6 injection

Exercise 3

Head and neck: I've got hay fever, toothache, a blocked nose, a nosebleed, a sore throat

Arms and legs: I've got a broken arm, a sprained ankle

All of the body: I feel ill/unwell, shivery, sick, weak, I've got a (high) temperature

Centre of the body: I've got a stomach ache

On the body: I've got a rash, a bruise

Exercise 4 7.01

b

Audio script 7.01

Milo Hi, Jessie! Are you OK?

Jessie No, I'm not. I don't feel very well.

Milo What's the problem?

Jessie I've got a headache and a really sore throat.

Milo I can hear you've got a sore throat. Your voice sounds strange. Can I do anything for you?

Jessie I don't know.

Milo Do you feel sick?

Jessie No, I don't, but I've got a bad cough and I feel shivery.

Milo Have you got a temperature?

Jessie Yes, I think so.

Milo Maybe you've got the flu. I think you should see a doctor.

Jessie I'm not sure. I don't think there's any medicine for the flu. You can't take antibiotics.

Milo That's true. Well, you can take a painkiller. I've got some in my bag.

Jessie Oh, thanks.

Milo Would you like me to get you some water?

Jessie Yes, please.

Milo OK, here you are. I think you should go home and go to bed.

Jessie Yes, maybe you're right.

Exercise 5 7.01

2 h 3 g 4 b 5 a 6 f 7 d 8 c

Exercise 6 7.01

1 I don't feel very well. 2 headache, sore throat

3 I don't know. 4 bad cough, shivery 5 think so.

6 'm not sure. 7 Yes, please. 8 Yes, maybe you're right.

Exercise 7

1 Can I get you anything? 2 Would you like me to call your mum? 3 Do you need anything? 4 Can I do anything for you?

Exercise 8

Students' own answers

Reading pages 62–63

Exercise 1

Students' own answers

Exercise 2

1 E 2 A 3 D 4 B

Exercise 8

1 F – Most people couldn't pay their costs. 2 T 3 T
4 T 5 F – There were no / weren't any antibiotics in medieval times. 6 F – Doctors couldn't do operations in medieval times. 7 F – There were some good ideas - for example, go / going to bed, keep / keeping clean and eat / eating fruit and vegetables. 8 T

Exercise 4

2 tasks 3 useless 4 limited 5 horrific 6 common
7 fancy 8 nonsense

Exercise 5

2 common 3 fancy 4 limited 5 useless 6 fees
7 nonsense 8 tasks

Exercise 6

Who do doctors treat?	doctors treat rich people
What do doctors make medicines from?	plants and animals
Are there special doctors who do operations?	No. Barbers and blacksmiths use their tools to do operations.
Are operations successful?	No. Death is common.
Do people suffer with infections?	Yes. There are often infections.

Students' own answers

Writing page 64

Exercise 1

1 You shouldn't be unkind to him.

2 Why don't you ask your friend?

3 You should try to talk to her.

4 Perhaps you can ask your father for help.

5 You could arrange a meeting with your teacher.

Exercise 2

Leila isn't doing her own work.

Leila doesn't think she can do her school work well this year.

Alfie doesn't want the teachers to know what Leila is doing.

Exercise 3

1 Why don't you talk 2 could 3 shouldn't copy

4 should say 5 Perhaps

Unit 8 And the rest is history

Vocabulary page 66

Exercise 1

2 go to university 3 get divorced 4 have a baby

5 get married 6 grow up 7 fall in love 8 retire

9 get a job 10 die

Exercise 2

2 magical 3 political 4 beautiful 5 successful

6 traditional 7 peaceful 8 professional

Exercise 3

2 natural 3 successful 4 powerful 5 wonderful

6 national

Exercise 4

2 nurse 3 vet 4 waiter 5 shop assistant

6 teacher 7 office worker 8 accountant 9 architect

10 electrician 11 plumber 12 engineer 13 factory

worker 14 scientist

Exercise 5

2 divorced 3 political 4 university 5 lawyer

6 successful 7 married 8 powerful

Exercise 6

Students' own answers

Grammar page 67

Exercise 1

2 hunted 3 needed 4 decided 5 retired 6 copied
7 tried 8 chatted 9 jogged 10 travelled

Exercise 2

2 changed 3 enjoyed 4 carried 5 waited
6 stopped

Exercise 3

2 took 3 stood 4 drew 5 got 6 wrote

Exercise 4

2 went 3 saw 4 heard 5 made 6 wore 7 found

Exercise 5

2 yesterday 3 yesterday morning 4 six months ago
5 a decade ago 6 last weekend

Exercise 6

2 in 3 at 4 in 5 in 6 in

Exercise 7

2 in the 20th century 3 at the beginning of 2012
4 in the mid-sixties 5 in the late nineties

Exercise 8

2 lived 3 studied 4 drew 5 painted 6 took
7 had 8 became 9 stood 10 invented

Exercise 9

Students' own answers

Vocabulary and grammar page 68

Exercise 1

2 script 3 fiction 4 novel 5 non-fiction 6 article
7 poem 8 short story

Exercise 2

2 We didn't dance at the party. 3 Leila didn't carry the bags. 4 The music didn't stop. 5 I didn't see the penguins. 6 Josh didn't find the key. 7 We didn't have lunch. 8 He didn't become famous.

Exercise 3

2 Did your father go to university in the 1990s?
3 Did you enjoy the film last night?
4 When did Sasha arrive?
5 Where did your grandmother grow up?

Exercise 4

2 Yes, she did. 3 No, I didn't. 4 Yes, he did. 5 No, they didn't. 6 No, you didn't.

Exercise 5

2 didn't 3 didn't have 4 Did you say 5 did 6 did you think / do you think 7 didn't listen 8 didn't understand 9 did the poem have 10 didn't 11 did you have to 12 did

Exercise 6

Students' own answers

Listening, vocabulary and speaking page 69

Exercise 1

2 a test 3 turns 4 a photo 5 care 6 place
7 control 8 a break

Exercise 2

2 care 3 turns 4 control 5 part 6 break

Exercise 3 ⑩ 8.01

saw someone get married, listened to a band, danced

Audio script 8.01

Ryan Hi, Molly! Did you have a good weekend?

Molly Yes, I did. It was fantastic. Do you remember my cousin Ben?

Ryan Yes.

Molly Well, he got married.

Ryan No way!

Molly Yes! We went to a big hotel in Scotland – the whole family. My grandparents, all my aunts and uncles and lots of cousins were there.

Ryan That sounds fun.

Molly Yes, it was.

Ryan How was the wedding?

Molly It was nice. My cousin's wife looked amazing.

Ryan Was there a big party after your cousin got married? Was there some good music?

Molly No, it was a disaster!

Ryan Oh no! Why?

Molly The band was terrible!

Ryan Really?

Molly Yes, the singer was awful. He couldn't sing at all.

Ryan That's awful!

Molly Well, it was quite funny, really. We were all trying not to laugh.

Ryan Poor man!

Molly Well, he didn't see us laughing! But in the end it was OK. We all danced and had a good time. And my cousin and his wife didn't care. They were very happy.

Ryan Well, that's the most important thing.

Molly Yes. Anyway, what about your weekend?

Exercise 4 ⑩ 8.01

1 Did 2 was 3 No 4 sounds 5 How 6 disaster
7 Why 8 awful! 9 about

Exercise 5

1 a 2 b 3 b 4 a 5 a

Exercise 6

(possible answers)

1 you have a good 2 I didn't / it was terrible / awful / a disaster 3 Really 4 Oh no / You're joking 5 You're joking / Oh no 6 How was your weekend / Did you have a good weekend 7 It was fantastic / brilliant / amazing / great 8 sounds good

Exercise 7

Students' own answers

Reading pages 70–71

Exercise 1

Students' own answers

Exercise 2

1 D 2 A 3 G 4 B 5 E

Exercise 3

1 F – He was born in 1893. 2 T 3 F – He invented Nevbosh with his cousins. 4 F – He went to (Oxford) university 5 F – He wrote it between the mid-30s and the mid-50s 6 T

Exercise 4

1 a (big) (big, hairy) spider 2 Naffarin 3 Elvish
4 students, artists, writers and musicians 5 Peter Jackson

Exercise 5

2 fans 3 huge 4 damaged 5 childhood
6 fantasy novels 7 critics 8 made up 9 memory
10 intended

Exercise 6

2 fantasy novels 3 memory 4 made up 5 intended
6 damaged 7 characters 8 fans 9 huge 10 critics

Exercise 7

2 hurt 3 fight 4 begin 5 bring

Exercise 8

Students' own answers

Writing page 72

Exercise 1

1 Suddenly 2 soon 3 immediately 4 at last
5 at first

Exercise 2

1 immediately 2 at last 3 At first 4 soon
5 Suddenly

Exercise 3

1 last summer 2 (on a film set) near London
3 at 4:00 a.m. 4 about 30 times 5 about two seconds

Exercise 4

2 brilliant 3 terrible 4 large 5 began

Exercise 5

1 Why? 2 huge 3 but 4 wonderful 5 soon

Unit 9 Changing with the times

Vocabulary page 74

Exercise 1

2 medium height 3 moustache 4 glasses 5 beard
6 curly 7 freckles

Exercise 2

2 medium height 3 tanned 4 overweight 5 glasses
6 dyed

Exercise 3

2 like 3 aren't like 4 likes, doesn't like 5 doesn't look like

Exercise 4

2 foam 3 metal 4 stone 5 cardboard 6 leather
7 marble

Exercise 5

2 like 3 isn't like 4 wood 5 clay 6 wax 7 glass
8 blonde 9 looks like 10 plastic 11 like

Exercise 6

Students' own answers

Grammar page 75

Exercise 1

2 is/'s going to start 3 are/'re going to tidy 4 isn't going to play 5 am/'m not going to buy 6 are going to write

Exercise 2

2 'm not going to spend 3 'm going to take 4 're going to clean 5 're going to plant 6 aren't going to get 7 're going to work 8 's going to come 9 isn't going to get 10 are going to go

Exercise 3

Students' own answers

Exercise 4

2 Is she going to stay here? No, she isn't.
3 Are you going to visit them? Yes, I am / we are.
4 Are they going to watch a film? Yes, they are.
5 Are you going to get a job? No, I'm not. / we aren't.

Exercise 5

2 Where are you going to sleep
3 When's / is she going to take
4 How are you going to cook

Exercise 6

2 'm going to get up 3 are you going to do 4 are going to decorate 5 're going to take out 6 going to paint 7 'm not going to be

Exercise 7

Students' own answers

Vocabulary and grammar page 76

Exercise 1

2 action 3 attraction 4 celebration 5 decoration
6 donation 7 education 8 enjoyment
9 entertainment 10 government 11 graduation
12 reaction

Exercise 2

2 graduation 3 achievement 4 attraction 5 action
6 reaction

Exercise 3

2 won't understand 3 won't see 4 'll / will love
5 will be 6 won't retire

Exercise 4

Students' own answers

Exercise 5

3 predictions 4 will work 5 education 6 will eat
7 won't go 8 enjoyment 9 will be 10 entertainment
11 will use 12 won't stop

Exercise 6

Students' own answers

Listening, vocabulary and speaking

page 77

Exercise 1

2 up 3 ahead 4 out 5 up 6 up 7 out 8 for

Exercise 2

2 Put together 3 look for 4 give up 5 find out
6 work out 7 set up 8 go ahead

Exercise 3

2 look 3 hang 4 cut 5 speak 6 get 7 put, hold
8 get, call

Exercise 4



9.01

1 T 2 F – He's doing archery. 3 F – There's a course at the Arts Centre next month. 4 T 5 F – Holly is going to call the Arts Centre now.

Audio script 9.01

Man Hello?

Holly Hello. Is that Aiden?

Man No, this is his dad! Who's calling, please?

Holly It's Holly. Can I speak to Aiden, please?

Man Hi, Holly. I'm sorry, but he's not here at the moment. He's out doing archery. He'll be back later this afternoon. Do you want to leave a message?

Holly Yes, can you tell him there's a sculpture course next month at the Arts Centre. I'm going to do it. I think Aiden would like it, too.

Man That's sounds good. What kind of sculpture?

Holly All sorts. They're going to show people how to work with metal, wood, paper – lots of things.

Man Sounds great. I'll tell him you called.

Holly Thanks. I'm going to call the Centre now.

Man OK.

Holly Bye.

Man Bye.

Exercise 5



9.01

2 It's 3 Can 4 sorry 5 Do you want 6 tell him

Exercise 6



9.02

1 Good morning 2 can I help 3 Can you put me
4 Who's calling 5 This is 6 I'm afraid 7 Can I take
8 I'll give him

Audio script 9.02

Receptionist Good morning, Arts Centre. How can I help you?

Holly Hello. Could you put me through to Zac Collins in the sculpture studio, please?

Receptionist Yes, of course. Who's calling, please?

Holly This is Holly Stone.

Receptionist Just a moment, Ms Stone. I'm afraid Mr Collins isn't there. Can I take a message?

Holly Yes, please. Could you ask him to call me on 0782 224 224 to give me some information about the course, please?

Receptionist 0782 224 224. Yes, no problem. I'll give him the message.

Holly Thank you. Goodbye.

Receptionist Goodbye.

Exercise 7

a Good morning b can I help c Could you put me
d I'm afraid e Can I take f I'll give him

Exercise 8

Students' own answers

Reading

pages 78–79

Exercise 1

1 H 2 F 3 C 4 E 5 A 6 D

Exercise 2

Introduction a; Paragraph 1 b; Paragraph 2 a; Paragraph 3 b; Paragraph 4 b; Paragraph 5 b; Paragraph 6 a

Exercise 3

1 c 2 b 3 c 4 a 5 b 6 a

Exercise 4

2 employers 3 grant 4 inclusion 5 apply
6 finances 7 backgrounds 8 encourage

Exercise 5

2 backgrounds 3 inclusion 4 encourage 5 runs
6 apply 7 finances 8 Employers

Exercise 6

Students' own answers

Writing

page 80

Exercise 1

1 B 2 E 3 F 4 H 5 D 6 C

Exercise 2

1 He took a music exam.
2 She went to a concert (with her aunt and uncle).
3 He's going to take the exam again.
4 He's going to go to Ljubljana / Slovenia.
5 Students' own answers
6 She's going to go to Florida.
7 She's going to visit the Harry Potter amusement park and go surfing.
8 She's going to work at a café.

Unit 10 Wanderlust

Vocabulary page 82

Exercise 1

2 campsite 3 tower 4 temple 5 waterfall
6 volcano 7 theme park

Exercise 2

2 harbour 3 caravan 4 island 5 lake 6 river
7 coast

Exercise 3

2 at the market 3 on holiday 4 at school
5 in the world

Exercise 4

2 study 3 farm 4 walking 5 sightseeing 6 day
7 camping 8 activity

Exercise 5

2 breakfast 3 resort 4 beach 5 on 6 camp
7 in 8 Cruise 9 guided 10 at

Exercise 6

Students' own answers

Grammar page 83

Exercise 1

2 has started 3 hasn't used 4 haven't worked
5 haven't studied 6 've jogged

Exercise 2

2 's / has travelled 3 've / have visited 4 've tried
5 haven't cycled 6 haven't sailed 7 hasn't stopped
8 haven't decided

Exercise 3

2 He's done a lot of camping.
3 He's taken lots of photos.
4 He hasn't spent a lot of money.
5 He hasn't been to Australia.
6 He hasn't become famous.

Exercise 4

2 's / has done 3 haven't been 4 hasn't won
5 has / 's had 6 haven't swum

Exercise 5

2 haven't written 3 have heard 4 've been 5 've
seen 6 've met 7 haven't worked 8 've taught
9 has had 10 hasn't been 11 have disappeared

Exercise 6

Students' own answers

Vocabulary and grammar page 84

Exercise 1

2 soccer 3 eraser 4 sneakers 5 fries 6 garbage
7 apartment 8 pants

Exercise 2

2 apartment 3 fall 4 sweater 5 fries 6 candy
7 movie theater 8 soccer

Exercise 3

2 Have you and Noah done your homework?
3 Have your friends tried these candies?
4 Have you been to North America?
5 Have the children swum in a lake?

Exercise 4

2 Have your parents travelled much? No, they haven't.
3 Has Mia broken her leg? Yes, she has.
4 Have you and Kai seen this film? Yes, we have.
5 Has Diego's plane taken off? No, it hasn't.
6 Have you had a good time, Nick? Yes, I have.

Exercise 5

2 never 3 ever 4 ever 5 never 6 ever

Exercise 6

2 have 3 ever 4 haven't 5 been 6 vacation
7 never 8 eraser 9 gone 10 soccer

Exercise 7

Students' own answers

Listening, vocabulary and speaking page 85

Exercise 1

2 book 3 miss 4 pack 5 buy 6 go 7 stay
8 send

Exercise 2

2 been 3 staying 4 catch / take 5 pack 6 miss

Exercise 3

2 look forward 3 set off 4 check into 5 chill out
6 check out of 7 get back

Exercise 4

2 drop 3 into 4 on 5 take 6 up 7 queue 8 out

Exercise 5 10.01

1 can't 2 can 3 can 4 can't

Audio script 10.01

Assistant Hello. Can I help you?

Tyler Yes, please. I'd like some information about St Michael's Mount. Is it true that it's sometimes an island?

Assistant Yes, that's right. When the sea is at its highest level, the road is covered with water. Then St Michael's Mount becomes an island.

Tyler Wow! Can I go there today?

Assistant I'm afraid not. It's too late today.

Tyler So, what time is the road open tomorrow?

Assistant Tomorrow the road is open from 8.15.

Tyler And what time does it close?

Assistant It closes at 15.10, but it opens again in the evening at 20.35.

Tyler Is it possible to visit the castle?

Assistant Yes, of course. We sell tickets here.

Tyler How much does a ticket cost?

Assistant £14.

Tyler Is there a discount for students?

Assistant No, I'm afraid not. The price is the same for all adults.

Tyler Ok, thank you.

Assistant You're welcome. Goodbye.

Exercise 6 10.01

- 1 I'd like some information about St Michael's Mount.
- 2 Can I go there today?
- 3 So, what time is the road open tomorrow?
- 4 And what time does it close?
- 5 Is it possible to visit the castle?
- 6 How much does a ticket cost, please?
- 7 Is there a discount for students?

Exercise 7

- 1 information, discount 2 possible, course
- 3 Can, afraid

Exercise 8

Students' own answers

Reading pages 86–87

Exercise 1

a

Exercise 2

See exercise 1.

Exercise 3

- 1 D 2 I 3 E 4 H 5 G 6 F 7 B

Exercise 4

- 1 T 2 F – He has been to India. / He has travelled to many places.
- 3 T 4 F – He had microadventures / mini adventures.
- 5 T 6 F – He challenged people to enter any race or competition.
- 7 F – He has never won a race (in his life).
- 8 T 9 F – It doesn't have to be the Amazon – it can be any river.
- 10 T

Exercise 5

- 2 bike 3 river / beach 4 volcanoes 5 near home / in the UK
- 6 race 7 hills 8 anyone / everyone

Exercise 6

- 2 fortune 3 suggestion 4 excuses 5 impressive
- 6 trekked 7 source 8 crave

Exercise 7

- 2 challenge 3 impressive 4 trek 5 source
- 6 suggestions 7 fortune 8 excuses

Exercise 8

Students' own answers

Writing page 88

Exercise 1

- 1 E 2 B 3 F 4 A 5 D

Exercise 2

- 1 because 2 ,so 3 because 4 ,so 5 because
- 6 because 7 because, so 8 because

Grammar reference and practice pages 92–111

These answer keys are within the main teaching notes for the relevant grammar section.

Literature Insight

Literature Insight 1 page 112–113

Before you read

- 1 He was twelve when he left school. His first job was as a printer.
- 2 Tom lives with his Aunt Polly and his half-brother Sid.

Exercise 1

He is going down to the river.

Exercise 2

- 1 B 2 D 3 E 4 G 5 F 6 A 7 C

Exercise 3

(Possible answers)

- 1 He is painting the fence because his aunt wants him to, and because he is good at painting.
- 2 Because Tom makes painting the fence sound interesting and exciting.
- 3 Students' own answers

Exercise 4 11.01

They decide to run away.

Audio script LI.01

After breakfast they walked through the island, swam some more, talked, fished, and swam again. They came back to their fire in the afternoon. Suddenly, Tom looked up and said, 'Listen. Can you hear boats?' There were twenty or more boats on the water. Every boat in St Petersburg was out.

'What are they doing?' asked Joe.

'They're looking for a dead body, I think,' said Huck. 'They did that last summer when Bill Turner fell in the river and drowned.'

'Who's dead, do you think?' asked Joe.

The boys watched the boats. Suddenly, Tom cried, 'I know who's dead! It's us! They're looking for us!'

Tom looked at his friends. 'We're famous!' he said.

'Everybody in St Petersburg is talking about us. And they all feel sorry for us!'

Night came, and the boys went to sleep. But Tom did not sleep, and when morning came, he wasn't there!

'Huck, where's Tom?' cried Joe.

'I don't know,' Huck began, 'but—Look! There he is. He's swimming across to the island now. Hey, Tom!'

At breakfast Tom told his story.

Exercise 5 11.01

swimming and fishing

Exercise 6

- 1 F – He can hear boats.
- 2 T 3 F – He fell in the river last summer.
- 4 F – Tom can't sleep.
- 5 F – Tom isn't there.
- 6 F – He tells his story at breakfast.

Exercise 7

(Possible answers)

- 1 Because they want to do something exciting.
- 2 They swim, fish and talk.
- 3 They see the boats after breakfast. Twenty or more boats are looking for them – every boat in St Petersburg.
- 4 Tom goes home.

Exercise 8

Students' own answers

Literature Insight 2 pages 114–115

Before you read

- 1 His father built him a theatre.
- 2 To a country called Oz.

Exercise 1

A big lion.

Exercise 2

2 a 3 g 4 e 5 b 6 h 7 d 8 c

Exercise 3

- 2 Students' own answers
- 1 Students' own answers
- 3 Dorothy wants to go back to Kansas, the Scarecrow wants some brains and the Tin Man wants a heart.

Exercise 4 LI.02

They take the straw out of the Scarecrow, they break the Tin Man, they put the Lion in the cellar and they carry Dorothy and Toto to the Witch's house.

Exercise 5 LI.02

She wants the red shoes.

Audio script LI.02

Now Dorothy did not know this, but the red shoes were magic.
The Witch wanted those shoes very much, but Dorothy never took them off. She took them off when she washed, of course, but the Witch never went near water. She was very, very afraid of water.
Then, one morning, Dorothy's left shoe fell off.
The Witch picked up the shoe at once. 'This is my shoe now!' she shouted.
Dorothy loved her red shoes, and she was very angry.
There was a bucket of water near the door. Dorothy picked up the bucket and threw the water at the Witch.
The water hit her in the face, and she cried out, 'Help! Help! The water is killing me! The – water – is ...'
And then she disappeared! There was only her tall black hat and a long black dress.
Dorothy picked up her red shoe and put it on.
'Now, how can I help my friends?' she said. 'Can I call the Magic Monkeys?' She picked up the Witch's black hat and looked at it.
'Perhaps I must wear this magic hat when I speak.' So she put the hat on and called, 'Magic Monkeys – come!'

Exercise 6

1 A 2 A 3 B 4 A 5 B 6 A 7 A 8 B
9 A 10 A

Exercises 7 and 8

Students' own answer

Literature Insight 3 pages 116–117

Before you read

- 1 He was eighteen.
- 2 They tell him that he is the father of kings.; Students' own answers

Exercise 1

Banquo's ghost.

Exercise 2

- 1 F – They are in the dining room. 2 T 3 T 4 F – The ghost looks at him, but doesn't speak. 5 F – They can't see the ghost. 6 F – She tells them that her husband isn't well. 7 T 8 F – He does appear again.

Exercise 3

- 1 He says he is late.
- 2 He is sitting in Macbeth's chair. Macbeth is afraid.
- 3 No, he isn't. Students' own answers

Exercise 4

He is afraid of Macduff.

Exercise 5 LI.03

She talks and walks in her sleep.

Audio script LI.03

It was late at night. One of Lady Macbeth's servants was with the doctor. 'I'm worried about the queen,' said the servant. 'At night, when she's sleeping, she sometimes gets up and walks out of her room. She talks, and does strange things.'
'When she talks in her sleep, what does she say?' asked the doctor.
'I'm sorry, sir, but I don't want to tell anyone. Look, here she comes now!'
Lady Macbeth's door opened, and she walked out. She carried a candle in her hand.
'Her eyes are open, but she's sleeping,' said the doctor. 'Where did she find the candle?'
'She always has a candle by her bed, sir. She's afraid of the night, and doesn't like it when it's dark.'
Lady Macbeth put down the candle and began to speak. 'We must wash our hands. Are you a man or are you afraid? No one is going to know the truth. What's this? Blood!'
In her sleep, she looked at her hands and cried, 'There's blood on my hands! He was an old man but he had a lot of blood in him. Macduff's wife, and their children! Where are they now?'

Exercise 6 LI.03

1 a 2 a 3 c 4 b 5 c 6 c

Exercises 7 and 8

Students' own answers

Literature Insight 4 pages 118–119

Before you read

- 1 Wessex is a fictional place name. It's in south-west England.
- 2 He brings his new wife (Gertrude) home.

Exercise 1

Her wedding-ring.

Exercise 2

1 c 2 b 3 b 4 a 5 a 6 a

Exercise 3

- 1 The phantom of Gertrude Lodge.
- 2 No, she doesn't sleep again. She feels ill in the morning.

Exercise 4

Gertrude Lodge has a withered arm.

Exercise 5 LI.04

She sees it in the reflection in a glass of water.

Audio script LI.04

They found Mr Trendle's house outside the village. He was at home when they arrived. He was an old man with grey hair, and he looked long and hard at Rhoda when he saw her. Mrs Lodge told him about her arm, and he looked at it carefully.

'No, doctors can't do anything for this,' he said. 'This is the work of an enemy.'

'An enemy? What enemy?' asked Mrs Lodge.

'I don't know,' said the Wise Man, looking at her. 'But perhaps you do. I can show the person to you. Do you want me to do that?'

'Yes,' said Gertrude. 'Yes, please show me.'

Mr Trendle took Gertrude into another room, but the door was open, and Rhoda could see into the room.

The Wise Man took an egg, and did something to it. Then he put a glass of water on the table, and carefully broke the egg open. The white of the egg went down into the water, changing to a milky white colour, and moving slowly round and round.

'Look down into the water,' he said. 'Look for a face.'

Gertrude stared down into the water.

'Do you see a face?'

Gertrude whispered something, but Rhoda could not hear.

When Mrs Lodge came out, her face was pale. Mr Trendle closed the door behind her, and the two women began to walk home. But things were not the same between them.

Exercise 6 LI.04

1 C 2 C 3 B 4 A 5 B 6 A 7 B

Exercise 7

- 1 He's an old man with grey hair.
- 2 She sees Rhoda's face.
- 3 Students' own answers

Exercise 8

Students' own answers

Literature Insight 5 pages 120–121

Before you read

- 1 One of his teachers, Dr Joseph Bell.
- 2 He went out of his bedroom window and climbed down the ivy.

Exercise 1

He received a letter.

Exercise 2

- 1 He writes things in his notebook.
- 2 The school asked his father and he is afraid for his son.
- 3 Dr Huxtable is the unhappiest man in England.
- 4 The Duke doesn't like people talking about his life.
- 5 The police found a man and a boy at the station in Liverpool.
- 6 He doesn't learn German.
- 7 He caught the first train to London.
- 8 The German teacher owns a bicycle.

Exercise 3

Students' own answers

Exercise 4

He finds cow tracks, bicycle tracks and blood.

Exercise 5 LI.05

He runs quickly down the hill to the school.

Audio script LI.05

'Shall I run back to the school?' I said.

'No, I need you with me. Look!' he said. 'There's a workman over there. He can go back to the school for us.'

I went and got the workman, and Holmes wrote a note for Dr Huxtable. The poor workman took one look at the body, and began to run quickly down the hill to Ragged Shaw.

'Now,' said Holmes, 'before we go on, let's think carefully for a minute. What do we know so far? First, the boy left freely. He was dressed, he did not leave suddenly, he wanted to go – perhaps with someone, perhaps not. But the German teacher left without his socks and without his shirt, so he left very suddenly. And why did Heidegger go? Because, from his bedroom window, he saw the boy. But why doesn't Heidegger just run after the boy? A man can easily run faster than a boy – but Heidegger doesn't do this. He gets his bicycle. Why?'

'Ah,' I said, 'because the boy has a bicycle.'

'Not so fast, Watson. Think about it. Heidegger dies eight kilometres from the school. So the boy is moving very fast, because it is eight kilometres before a man on a bicycle can get near him. And Heidegger dies because someone hits him very hard on the head.'

Exercise 6 LI.05

- 1 school
- 2 note
- 3 hill
- 4 thinks
- 5 socks and shirt
- 6 died
- 7 very fast
- 8 head

Exercises 7 and 8

Students' own answers

Exam Insight

Exam Insight 1 page 122

Exercise 1

Recording 1: water, teach, pool; Recording 2: skateboard;
Recording 3: singing, musical; Recording 4: drawing,
picture

Exercise 2 EI.01

1 b 2 c 3 c 4 a

Audio script EI.01

1 Well, I usually train at the swimming pool after school on Tuesday and Thursday. And then I train on Saturday morning for two hours. So... I do about five or six hours of training per week. And then there are competitions on Sunday.

So ... yes, I spend a lot of time in the water!

2 **Maria** Hi, Ben, are you busy?

Ben Hi, Maria. No, I'm not busy. Why?

Maria Do you want to go skateboarding with me?

Ben Yes ... but I haven't got a skateboard.

Maria That's not a problem. I've got two.

Ben That's good ... but I can't skateboard very well!

Maria Don't worry. I can teach you.

Ben OK then. See you at three o'clock?

Maria Great!

3 We're all very musical in my family. My mum's crazy about singing. She sings all the time – in the shower, in the car, even in the street! And my sister really loves playing the piano. She has piano lessons twice a week and she's really good at it. My dad and I – we're both really into rock music. Well ... I love playing rock music on my guitar and he loves listening to it.

4 **Gemma** Hi, Dan.

Dan Hi, Gemma. Wow – is that a picture of Mr Granger?

Gemma Yes, it is.

Dan It's really good. Do you like drawing, Gemma?

Gemma Yes, I do. I love it. I draw pictures of people all the time.

Dan Can you draw a picture of me?

Gemma Yes, I can, but not now. Maybe this afternoon after football practice.

Dan OK, thanks!

Exercise 3

1 Tottenham Hotspur 2 White Hart Lane
3 more than 30,000

Exercise 4

1 c 2 b 3 a 4 a

Exercise 5

1 to 2 hasn't 3 listening 4 them 5 can
6 fast 7 go 8 into 9 don't 10 him

Exercise 6

daily routine: often, at the weekend, have a shower
likes and dislikes: play tennis, chat online, photography
family: grandmother, brother, cousin
home: garden, bedroom, sofa
Students' own answers

Exercises 7 and 8

Students' own answers

Exam Insight 2 page 124

Exercise 1

1 d 2 c 3 a 4 b

Exercise 2 EI.02

1 about 800 2 none 3 schools in Central Africa
4 forests 5 protect the forests 6 local farmers

Audio script EI.02

Tricia Welcome to My Favourite Charity and on the programme today we have Professor of Biology Tony Bremen, who will talk to us about The Gorilla Organization. Tony, tell us about the work of The Gorilla Organization.

Tony Hello, yes, The Gorilla Organization protects gorillas. There are now only about 800 mountain gorillas in the wild and they all live in Central Africa.

Tricia What about in zoos and wildlife parks? How many mountain gorillas are there in captivity?

Tony Tricia – there are no mountain gorillas in zoos or wildlife parks. Zero. None. So, 800 is the total number of mountain gorillas alive today.

Tricia Right. So, how do they protect these animals?

Tony Well, The Gorilla Organization works in three different ways. First, through education. They send information about the mountain gorillas to schools in Central Africa. Then the schools teach young people about these beautiful animals. Second, through conservation. The mountain gorillas live in forests. That's their habitat – they need the forests. So, The Gorilla Organization trains forest rangers. These people learn how to protect the forests.

Tricia So, first, we have education – The Gorilla Organization teaches people about the gorillas; second, we have conservation – they protect the forests. And ...

Tony And finally, development. Local farmers want to grow food. And they use the forests. But this is bad for the gorillas. It destroys their home. The Gorilla Organization helps the farmers find new ways to produce food.

Tricia Fantastic. Well, thanks very much, Tony, for talking to us today about your favourite charity.

Tony Thank you.

Exercise 3

1 big city 2 herbs 3 often

Exercise 4

1 different 2 the garden 3 on the roof
4 Local businesses 5 eggs 6 writer

Exercise 5

1 b 2 d 3 a 4 b 5 a 6 d 7 a 8 c 9 c

Exercises 6 and 7

Students' own answers

Exercise 8

1 F 2 I 3 I 4 F 5 I 6 F

Exercise 9

Students' own answers

Exam Insight 3 page 126

Exercise 1

1 not into; like 2 a few; a lot of 3 easy; difficult
4 bad; great 5 expensive; half price

Exercise 2 EI.03

1 T 2 T 3 F 4 F 5 T 6 F 7 T 8 F

Audio script EI.03

- Adam** Hi, Jackie. What are you doing here? You hate shopping.
- Jackie** Hi, Adam. Yes, I know, it's true. I hate shopping. But I have to find a present for my brother. It's his birthday tomorrow – he's sixteen and I don't know what to get for him.
- Adam** Hm. Well, what kinds of things does he like doing?
- Jackie** Um, he loves listening to music and watching films, and he really likes playing basketball.
- Adam** Well, why don't you get him a book about basketball? There's a good biography of LeBron James out at the moment.
- Jackie** I don't know. He likes playing basketball, but he's not really into reading.
- Adam** OK, well, what about a DVD of his favourite film?
- Jackie** Yeah, maybe. But he's already got lots of DVDs. And I don't know what his favourite film is.
- Adam** Oh dear! It's not easy choosing a present, is it?
- Jackie** No, it isn't! It's really difficult trying to find a present for him.
- Adam** Oh, I know, what about something to wear? A new pair of trainers, maybe.
- Jackie** Oh, no, not trainers. They're really expensive and I don't want to spend more than about £20.
- Adam** Well, all right, not trainers. How about a hat?
- Jackie** A hat – that's a great idea. He likes wearing hats.
- Adam** Well, there's a fantastic shop on the High Street. It's usually quite expensive, but there's a sale on at the moment and everything is half price.
- Jackie** What's it called?
- Adam** Albatross. Do you know it?
- Jackie** Oh, yes, I know that shop. It's got lots of cool stuff! Let's go there now!

Exercise 3

C

Exercise 4

1 D 2 B 3 E 4 – 5 A 6 C

Exercise 5

1 unusual 2 interesting 3 designer 4 best
5 rider 6 windy 7 quickly 8 slower 9 faster
10 more exciting

Exercise 6

1 D 2 D 3 P 4 D 5 P 6 P

Exercises 7 and 9

Students' own answers

Exam Insight 4 page 128

Exercise 1

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

Exercise 2 EI.04

A 3 B 1 C 5 D 4 E – F 2

Audio script EI.04

- 1 My cousins live in Argentina, but they're going to come and stay with us for six months next year. I'm so excited because they're going to teach me Spanish! I want to spend two hours every day practising and speaking Spanish. I can't speak a word of it now, but I'm good at French and German, so I think I'll learn quite quickly.
- 2 I've got my driving test next month, and I'm really worried about it. I try to practise as much as possible. There's a theory test, and then a practical test. I'm more worried about the theory test, so I'm revising really hard for it at the moment. I read my theory book every night and I do some online practice tests, too. I think I'm actually quite good at driving, but I just hate taking exams.
- 3 My sister worked there last year and she says that everyone is very helpful and friendly. I hope so! For the first two or three months I'm just going to wash up in the kitchen and clean the floor ... it's not very exciting. But then I'm going to start preparing the food and helping the chef. The salary is terrible, but it's a great opportunity, anyway.
- 4 My weekends are busy already and they're going to get busier! I play football and tennis on Saturday mornings, and then I usually go for a long run on Sunday afternoons. But now my dad and I are setting up a sports club for children on Sunday mornings. I'm going to teach the children about different sports, and also about fitness and healthy eating. I think they'll learn a lot.
- 5 I'm trying to practise my French – I studied it for three years, but then I gave it up when I was fifteen. Now I need to remember it because it's really important for me to speak the language. We're going to live in Dakar – that's the capital of Senegal. I don't know how long we're going to stay there. My mum thinks probably four or five years. It's an adventure, but I think I'll miss my friends.

Exercise 3

1 C 2 E 3 D 4 A 5 B

Exercise 4

1 C 2 E 3 G 4 D 5 F 6 A

Exercise 5

1 made 2 to travel 3 flying 4 took 5 passed
6 go 7 'm packing 8 start 9 's driving
10 're taking 11 will be

Exercise 6

1 B 2 A 3 B 4 A, B 5 A

Exam Insight 5 page 130

Exercise 1

1 2 and 6 2 1, 3 and 4 3 7 4 5

Exercise 2 EI.05

1 hospital 2 families 3 mountains 4 countries
5 passport 6 climbers 7 £3,500

Audio script EI.05

Tara Hello, my name's Tara Kelly, and I want to talk to you today about my journey by bike from Ireland to Croatia! This time last year, I couldn't even ride a bike! I had a lot of health problems when I was a child and I stayed in hospital for a long time. Now I'm really healthy and fit, but I wanted to raise money for Guy's Hospital in London, where I spent so much time as a child. So I decided to cycle from Dublin in Ireland to Dubrovnik in Croatia. I set up a website, and I got some amazing offers of help from people along the route. I stayed with a different family each night, and they gave me a good meal and a safe place to sleep. I usually cycled about a hundred kilometres in one day. But some days I cycled a lot less, because there are some very big mountains to go over in Switzerland and Italy.

I started my journey in Dublin, Ireland and took the boat over to Liverpool. Then I cycled down to the south of England and took another boat across to France. I went through France, Switzerland, Italy, Slovenia and finally along the coast of Croatia. There were some very scary moments in my journey. Someone stole my passport in France, so that delayed me for several days. I nearly crashed into a car in Italy and then in Switzerland I got completely lost in the mountains. That was probably my scariest experience. Fortunately I met a group of climbers, and they helped me to get back onto the right road. The final part of the journey was the most difficult. I was tired, and I missed my home and my friends and family. But it was also the best part of the journey because the scenery was so beautiful.

When I got home, I went to London – by plane this time, not by bike – and I visited Guy's Hospital. I was proud to give them over £3,500. It's been an incredible year and I've met some wonderful people, but most importantly, I've raised money for a really good cause.

Exercise 3

1 AW 2 VK 3 MP 4 AW 5 MP

Exercise 4

1 has 2 most 3 the 4 in 5 at 6 up
7 years 8 to

Exercises 5 and 7

Students' own answers

Global Skills

Global skills 1 page 132

Exercise 1

- 1 when playing games online
- 2 make colourful mind maps, draw pictures to help me remember new words
- 3 use a flashcard app on your phone
- 4 listen to English and American songs

Exercise 2

A, C, E, F, H

Exercise 3

- 1 a question 2 some research 3 a mind map
- 4 an essay 5 a test

Exercise 4

- 1 goals 2 Organize 3 relax 4 Spend 5 cereal
- 6 healthy 7 playground 8 study apps

Exercise 5

Students' own answers

Global skills 2 page 133

Exercise 1

- 1 T
- 2 F – He wants people to know about his ideas but it's difficult for him to share them.
- 3 F – He thinks it's a great project.
- 4 F – She thinks it's normal and good to have different styles within a team.
- 5 F – She thinks the team leader could ask everyone to speak in turn at each meeting.

Exercise 2

- 2 clear, points 3 suggestions 4 positive 5 respect

Exercise 3 GS.01

- 1 First 2 Then 3 agree 4 think 5 because
- 6 point 7 great

Audio script GS.01

Jen So, we need to plan a park for the centre of town. That's a big project!

Myra Yes, it is. First, we need to decide what kind of park we want to have. Then we need to draw it and write some descriptions.

Tom OK. Well, we want a lot of trees and flowers in the park, right? What do you think? Do you agree?

Jen Well, yes, trees and flowers are nice, but I think we need a large play area for children, too, because the park is next to a primary school.

Tom Oh yes, I see. That's a good point.

Myra There are a lot of flats and houses near the park, too. Why don't we have a path around the park so that people can go jogging? Maybe we could have an outdoor gym area, too, where they can exercise.

Jen That's a great idea! So, who's good at drawing?

Exercise 4

1 include 2 solve 3 share 4 make

Exercise 5

Students' own answers

Exercise 5

1 colleagues 2 web designer 3 manager 4 client

Exercise 6

Students' own answers

Global skills 3 page 134

Exercise 1

1 kind 2 video 3 inspiring 4 relative 5 webpage
6 vocabulary

Exercise 2

1 privacy settings 2 password 3 security updates
4 photos 5 link

Exercise 3

1 devices, online accounts 2 virus 3 phishing, malware

Exercise 4

Students' own answers

Global skills 4 page 135

Exercise 1

1 E 2 B 3 D 4 A 5 F

Exercise 2

1 make 2 Stand up 3 Smile 4 fold 5 Breathe
6 Use

Exercise 3

1 public speaker 2 slide 3 notes 4 audience

Exercise 4

1 memorize 2 pause 3 Focus on

Exercise 5

Students' own answers

Global skills 5 page 136

Exercise 1

1 T 2 F – Closed *yes/no* questions are useful for finding out facts and checking information, but they don't naturally lead to conversation. 3 T 4 F – nobody has to answer questions. If someone asks *you* a question you don't want to answer, say, 'I'd rather not say.' 5 T

Exercise 2

(Suggested answers)

- 1 Look at their website and read any information they've sent you.
- 2 Decide what clothes you're going to wear and make sure they're clean.
- 3 a notebook and pen, umbrella
- 4 Ask some questions.

Exercise 3

1 sociable 2 punctual 3 proactive 4 organized
5 polite 6 enthusiastic 7 curious

Exercise 4

1 printer 2 office 3 canteen 4 CV

Student Book audio scripts

Welcome A, Track 0.1, page 4, exercise 1

Marie Hello. I'm Marie. What's your name?

Mateo My name's Mateo.

Marie It's nice to meet you, Mateo. How do you spell your name?

Mateo M-A-T-E-O.

Marie How old are you?

Mateo I'm 16. And you?

Marie I'm 15. Are you from England?

Mateo No, I'm not. I'm Italian.

Marie Are you from Rome? Is it nice?

Mateo Yes, it's very nice.

Welcome A, Track 0.2, page 5, exercise 7

the UK, British; Italy, Italian; Japan, Japanese; Poland, Polish; India, Indian; Russia, Russian; China, Chinese; Germany, German; Brazil, Brazilian; Australia, Australian

Welcome A, Track 0.3, page 5, exercise 8

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

Welcome B, Track 0.4, page 6, exercises 1 and 2

Max My name's Max. I've got one brother, James, and one sister, Harriet. Our parents are called Paul and Caroline. Paul is my father, and Caroline is my mother. My grandparents are Clive and Margaret. Clive is my grandfather and Margaret is my grandmother. My grandparents have got another child, Mark. He's my uncle. And Sharon is my aunt. Their children are called Bella and Brendan. They're my cousins.

Welcome B, Track 0.5, page 6, exercise 2

1 Caroline This is Paul. He's my husband.

2 Margaret This is James. He's my grandson

3 Sharon This is Harriet. She's my niece.

4 Paul This is Brendan. He's my nephew.

5 Clive This is Mark. He's my son.

6 Mark This is Sharon. She's my wife.

7 Clive This is Harriet. She's my granddaughter.

8 Sharon This is Bella. She's my daughter.

Welcome B, Track 0.6, page 6, exercise 4

1 The two women in the photo are my aunts.

2 The children are very tired.

3 Speaker Sam and Liz are her cousins, and Jonas and Mick are her friends.

4 11 people are in the team. They are men.

5 Britain and Germany are countries in Europe.

Welcome C, Track 0.7, page 8, exercise 1

Sam Have you got friends in your new class?

Eva Yes, I have. Peter is in it and I like him. He's in the music club with me.

S Oh yes. He's got a new guitar.

E That's right. Sophie from the football team is in my class, too. She's got a sister, Lucy. I think Lucy is in your class.

S Yes, she is. Oh, I like them. They're cool.

E And I've got a new friend, too. Her name's Alice.

S Has Alice got a brother in my class?

E No, she hasn't. She's got a cousin in our school. Her name's Anna.

S Oh yes. I'm in the film club with her. She's nice.

Welcome C, Track 0.8, page 8, exercise 4

Leah So, Ian, have you got a brother or a sister?

Ian Yes, I have. I've got two brothers, but I haven't got a sister.

L Have you got a dog or a cat?

I No, I haven't. I love dogs, but I haven't got one.

L Have your friends got laptops?

I Yes, they have. All the people in my class have got them.

L Has your class got nice teachers?

I Yes, it has. I like all our teachers this year.

L Has your school got a school band?

I No, it hasn't, but it's got a guitar club. My brother's in that. I'm in the film club.

Welcome D, Track 0.9, page 10, exercise 1

Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday

Welcome D, Track 0.10, page 10, exercise 2

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

Welcome D, Track 0.11, page 10, exercise 3

1 spring **2** summer **3** autumn
4 winter

Welcome D, Track 0.12, page 10, exercise 5

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

Welcome D, Track 0.13, page 6, exercise 6

ten, twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, a hundred, a thousand, a million, a billion

Welcome D, Track 0.14, page 10, exercise 7

thirty-one, forty-seven, sixty, eighty-nine, a hundred and twenty-four, seven thousand

Welcome D, Track 0.15, page 11, exercise 9

first eleventh twenty-first
thirty-first
second twelfth twenty-second
third thirteenth twenty-third
fourth fourteenth twenty-fourth
fifth fifteenth twenty-fifth
sixth sixteenth twenty-sixth
seventh seventeenth
twenty-seventh
eighth eighteenth twenty-eighth
ninth nineteenth twenty-ninth
tenth twentieth thirtieth

Welcome D, Track 0.16, page 11, exercise 10

1 Earth Day is the twenty-second of April.

2 Valentine's Day is the fourteenth of February.

3 New Year's Eve is the thirty-first of December.

4 New Year's Day is the first of January.

5 Halloween is the thirty-first of October.

Welcome D, Track 0.17, page 11, exercise 11

The world is a village!

Imagine the world is a small village of only a hundred people.

- Nineteen people are Chinese and seventeen are Indian. Ten are from Europe.
- Thirty-four people are children or teenagers. Sixteen are aged ten to nineteen.
- Fifty-seven people use the internet.
- Nine people have got a dog and eleven have got a cat.
- Seventy-five people have got a mobile phone, but only five have got a computer.
- Fifty-three people like football.

Lesson 1A, Track 1.1, page 12, exercise 3

- 1 Callum** Hi, Adam. Hi, Jed.
Adam Hey, Callum. How are you, mate?
2 [SFX: a football game]
3 Callum Come on, it's time for class.
4 Mum Callum, it's seven o'clock.
5 Callum Mum, I'm home.
Mum Hi, Callum. How was school?
6 Callum Hello.
Adam Hi, Callum. It's Adam.
Callum Hi, Adam, what are you ...
7 [Sfx: running water]

Lesson 1A, Track 1.2, page 12, exercise 4

Exercise 2

- 1** have breakfast **2** do homework
3 use the internet **4** watch TV
5 have lunch **6** go to bed

Exercise 3

- 1** meet friends **2** play football
3 start school **4** get up
5 get home **6** chat on the phone
7 have a shower

Lesson 1B, Track 1.3, page 15, exercises 14 and 15

- Mum** Hey, Jake, why are you on the computer? It's time for breakfast.
Jake I know, Mum, but this game's with Mia.
M Your cousin Mia, in Singapore?
J Yes. She gets home from school in Singapore at this time every day, and we play online games together. It's morning here in Britain, but it's afternoon in Singapore ... I play with Alex in Canada, too.
M But it's night time in Canada!
J Yes, I know. I don't play with Alex before breakfast. I play with him in the evening – at eight o'clock. That's four o'clock in the afternoon in Canada. We only play on Mondays because on the other days he does sport after

school and he gets home late. But on Mondays we play for half an hour.

- M** What's your favourite game?
J We haven't got a favourite. We like lots of different games. We like games where you make cities. We all live in different countries, but that's not important.
M Well, say hi to Mia from me! But it really is time for breakfast.

Lesson 1C, Track 1.4, page 17, exercise 5

- 1** English **2** information and communication technology (ICT)
3 art **4** design and technology (DT)
5 maths **6** science **7** geography
8 history **9** religious education (RE)
10 citizenship **11** drama
12 physical education (PE) **13** music
14 modern languages

Lesson 1D, Track 1.5, page 18, exercise 2

- 1** bike **2** car **3** plane **4** train
5 bus **6** walking

Lesson 1D, Track 1.6, page 18, exercise 3

- 1** walk **c** go on foot
2 fly **d** go by plane
3 drive **b** go by car
4 cycle **a** go by bike

Lesson 1D, Track 1.7, page 18, exercises 4 and 5

Speaker Today our programme asks: how do you go to school?

Amanda Hi! I'm Amanda and I live in São Paulo, Brazil. I'm at school from eight in the morning to four in the afternoon. I go to school by train. It takes an hour.

Joseph Hi! I'm Joseph and I'm from Kenya in Africa. One of my friends goes to school on his dad's motorbike. My dad hasn't got a motorbike, so I cycle to school with my sister. It only takes ten minutes.

Claire Hello! I'm Claire and I'm from a small island in Scotland. Only five teenagers live on the island. My friends and I go to school by plane. The journey's fun, and it only takes 96 seconds!

Henrik Hello, I'm Henrik and I'm from Norway. I walk to school. It only takes ten minutes, but in winter it's very cold and dark. In my part of Norway, we only see the sun for two or three hours each day in winter.

Salma Hi! I'm Salma and I'm from Morocco in Africa. Lots of my friends walk to school, but it takes 30 minutes.

I get the bus to school. I go with my sisters and it only takes 15 minutes.

Brad Hello, I'm Brad and I'm 15. I live on a farm in the USA. Lots of people go to my school on foot or by bus, but the buses don't come to my farm. I drive to school. It takes about 20 minutes.

Lesson 1D, Track 1.8, page 18, exercise 6

Male teen How do you go to school?

Female teen I go by bike.

Male teen When do you leave home?

Female teen At ten past eight.

Male teen How long does the journey take?

Female teen About fifteen minutes.

Male teen When do you arrive at school?

Female teen At twenty-five past eight.

Lesson 1D, Track 1.9, page 19, exercises 9 and 10

Teacher Good afternoon, class. Sit down, please. Yes, Simon, you too ...

T OK, please open your book at page 22. ... Page 22, everybody ... OK, got it?

T Now, what's in this photo?

O A bicycle.

T Yes, very good, Odie. Simon, don't use your mobile phone in class. And what else can you see in the photo?

Maria Two schoolchildren. A boy and a girl.

T Yes, well done, Maria.

O The bicycle is ... How do you say that in English?

T Yellow. The bicycle is yellow. Have the schoolchildren got uniforms, Anna?

Anna Sorry, I don't understand. Can you say that again, please?

T Of course. Have the schoolchildren got uniforms?

A Oh, uniforms! No, they haven't.

T Good, Anna. Now, class, answer the questions in exercise five. But don't write in your textbook. Write in your exercise book. And after that, please ...

Lesson 1D, Track 1.10, page 19, exercise 11

1 Teacher Eva, what's your surname?

Eva Sorry, I don't understand. Can you say that again, please?

T What's your surname?

2 T Charlie, don't use your mobile phone in class.

Charlie Sorry, Mrs Taylor.

T Put the phone in your bag, Charlie.

3 Cosimo How do you say *treno* in English?

Mrs Taylor Open your book at page 86. Transport words are there.

4 T Now answer the questions about the text.

Marisa Mrs Taylor, what does 'journey' mean?

T Guess from the context, Marisa, or use a dictionary.

Lesson 2A, Track 2.1, page 24, exercise 5

1 singing 2 acting 3 dancing
4 swimming 5 rock climbing
6 drawing 7 painting 8 playing computer games
9 cooking
10 playing the drums 11 playing tennis
12 skateboarding

Lesson 2B, Track 2.2, page 27, exercise 9

Rose Hey, Sarah, I've got this healthy lifestyle survey for my English homework. Can I ask you some questions?

Sarah Um, OK then.

R What time do you get up in the morning?

S I usually get up at seven. But at the weekends, I sometimes get up at eight or nine.

R OK. And what do you usually have for breakfast?

S I don't often have breakfast. I don't like eating in the morning.

R Oh, that's not very healthy. Well, how do you get to school? Do you take the school bus?

S No, I never take the bus. I always cycle to school. Also when it rains!

R Very healthy! So, next question. How often do you do sport after school?

S Well, you know I love playing basketball and I'm in the karate club. So, I do sport three or four nights a week.

R OK, so that means you often do sport.

S Yes, that's right. Any more questions?

R Yes, last one. What time do you go to bed?

S I always go to bed at ten o'clock.

R Great. Thanks very much, Sarah. I think your lifestyle is quite healthy!

Lesson 2C, Track 2.3, page 28, exercise 2

cello, clarinet, drums, flute, guitar, keyboards, piano, saxophone, trumpet, violin

Lesson 2C, Track 2.4, page 28, exercise 3

1 [Sfx: keyboards] 2 [Sfx: [flute]

3 [Sfx: drums] 4 [Sfx: violin]

5 [Sfx: trumpet] 6 [Sfx: cello]

Lesson 2C, Track 2.5, page 29, exercise 12

Bella Wow! Omar, you're really good at the violin!

Omar Thanks, Bella. Can you play the violin?

B No, I can't. I can sing and I can play the flute, but I can't play the violin.

O Ah, I can't play the flute and I can't sing.

B No, you can't. That's true. Do you want to be a professional musician?

O No. Actually, I want to be a dancer.

B Oh, so you can dance.

O Yes, I can. Can you dance?

B No way! I'm a terrible dancer. I can act, but I can't dance.

O And I can dance ... but I can't act.

B Well, we've all got our own talents, I guess.

Lesson 2D, Track 2.6, page 30, exercise 2

1 Welkom in mijn land!
Dutch

2 日本へようこそ!
Japanese

3 Bienvenue dans mon pays!
French

4 Benvenuti nel mio paese!
Italian

5 Bienvenido a mi país!
Spanish

6 Welcome to my country!
English

7 Bem-vindo ao meu país!
Portuguese

8 Üdvözlök országunkban!
Hungarian

9 Witaj w miom kraju!
Polish

10 Добро пожаловать в мою страну!
Russian

11 歡迎來到我的國家!
Mandarin Chinese

12 يـدبـلـبـيـفـكـبـهـلا!
Arabic

Lesson 2D, Track 2.7, page 30, exercises 6 and 7

Girl Look at this article, *Vote for your Superhero*. It's really interesting.

Boy What's that about?

G It's an article about three people who are really into their particular hobby – learning languages, sport and music. So, for example, there's this guy called Richard Simcott.

B And why is he a superhero?

G Well, he loves learning languages. He travels around the world and he can speak more than sixteen languages.

B Really? Which ones can he speak?

G Oh, I can't remember all of them. But definitely English, French, Dutch, ... erm, Portuguese, I think Spanish, Italian ...

B Wow, that's very impressive! Who else is in this 'superhero' article?

G Right, well, there's a woman called Amber Monforte. She works as a nurse, but she also loves sport. Every year, she does this event called Ultraman in Hawaii.

B And what do athletes do in an Ultraman event?

G They swim, cycle and run. First, they swim ten kilometres in the sea.

B Wow! OK.

G Then they cycle four hundred and twenty-one kilometres.

B What? Four hundred and twenty-one kilometres?

G Yup, and finally, they run eighty-four kilometres.

B And how long does it take?

G Well, Amber usually completes the whole race in about twenty-four hours.

B And who's the third superhero in the article?

G It's Herbie Newson. He loves music and he can play twenty-two different instruments!

Lesson 2D, Track 2.8, page 31, exercise 11

Boy I can learn to play new musical instruments easily, and I often learn songs from YouTube tutorials. I learn new songs quickly, but I practise hard every day, so that helps. My first instrument is the violin, and I can play it well. I can also play the guitar and the cello. But I'm a beginner at the cello. I play it badly! I can also play the recorder, the flute and the piano. But I usually play the piano very quietly because my girlfriend hates listening to piano music. I can play about twenty-two or twenty-three instruments in total.

Lesson 2D, Track 2.9, page 31, exercises 14 and 15

Dad Hi, Sarah. What's the problem?

Sarah It's my homework. It's really hard. Can you help me with it, please?

D No, I'm sorry, I can't. I have to go to shopping now.

S OK. Well, could you help me when you get home?

D Sure, no problem.

S Thanks a lot.

Lesson 2D, Track 2.10, page 31, exercise 16

Jade I want to buy this top online, but I don't have my credit card.

Dana No problem. I have my card.

J So, could you pay for it then, please?

D Yes, of course. Here's my card.

J Can you get me another coffee as well?

D Of course I can! Cappuccino?

J Yes, great – thank you!

Cumulative Review Lessons 1–2, Track 2.11, page 34, exercise 1

Trisha Hello, and welcome to *The Sports Programme*. Triathlon is a very difficult sport. Andy Brown is a champion triathlon athlete and he's here with us today. Hello, Andy.

Andy Hi.

T Now, Andy. There are three sports in the triathlon. What are they?

A Well, Trisha, the triathlon sports are swimming, cycling and running.

T Right. So, how far do you swim?

A In the Olympics, we swim for one thousand five hundred metres.

T And how far do you cycle?

A We cycle for forty kilometres.

T Do you stop and rest after the swimming and before the cycling?

A We don't rest. But we stop to change clothes. The triathlon is a continuous race and we do one sport after the other.

T Right. So it's swimming for one thousand five hundred metres, cycling for forty kilometres and then running. How far do you run?

A We run for ten kilometres.

T Ten kilometres! That's a long way. Are you tired when you finish?

A Yes, I am. I'm very tired!

T Which is your favourite sport, Andy? Swimming, cycling or running?

A I really enjoy cycling. I love going fast.

T OK. Now, Andy, how often do you train?

A I train six days a week. Sunday is my day off, so I don't train then.

T And do you train in the morning or in the evening?

A I train every evening from Monday to Saturday, and I go running three mornings a week. I get up early and I run for about five kilometres before I go to university.

T So you're a student, Andy?

A Yes. I study sports science at the University of Manchester.

T That's interesting. Andy, do you do any other activities in your free time, apart from sport?

A Yes, I love cooking. On Sundays, I often cook a special meal for my girlfriend and some friends. We usually have a curry, but sometimes I make some Japanese food. I'm really into sushi.

T That sounds delicious! Andy Brown, thank you for talking to us. And good luck in your next triathlon.

A Thanks a lot, Trisha.

Lesson 3A, Track 3.1, page 36, exercise 2

1 bedroom 2 kitchen 3 hall

4 living room 5 bathroom

6 garden

Lesson 3A, Track 3.2, page 36, exercise 3

A window **B** bed **C** chest of

drawers **D** fridge **E** cupboard

F cooker **G** table **H** ceiling

I door **J** floor **K** wall **L** sofa

M rug **N** shower **O** toilet

P bath **Q** roof

Lesson 3A, Track 3.3, page 36, exercise 4

Homes are different around the world. Here are some examples.

1 In Morocco, when you have dinner at a traditional table, you sit on the floor.

2 People usually sleep in a bed, but in traditional Japanese homes they sleep on a 'futon'. In the morning, they put the futon in a cupboard.

3 In Israel, some kitchens have got two fridges and two cookers. Families use them for different types of food.

4 In Korea, traditional homes have got paper windows.

5 In Indonesia, you don't wash in hot water. You stand in the bathroom and wash in cold water.

Lesson 3B, Track 3.4, page 39, exercises 9 and 10

Mum Hey Sam, come and have a look at this website. There are lots of holiday homes on it. We can choose one for our next holiday.

Sam Cool. That first place is nice – the one in Cornwall. It's got a nice garden, and the beaches in Cornwall are fantastic.

M Yes, but we can't go there. There are only two beds, and there are four people in our family.

S That's fine. Anna and I can sleep in the beds, and you and Dad can sleep on the sofa or the floor.

M Hmm. Maybe not, Sam. But that second place is OK. It's got five beds

and it's in the mountains in Wales.

You can do lots of fun sports in the mountains. What do you think?

S Well, there aren't any nice views of the mountains from the house. Look! It's in a horrible town.

M That's true. And there aren't any beaches in the area.

S Oh. I want a holiday near the sea.

M OK. What about the third place, in Yorkshire? It's near some nice beaches. And look, it's got a swimming pool, too!

S Cool. How many beds are there?

M Four, so that's OK. There isn't a TV, but we can play games in the evenings.

S No way! We can't stay in a place without a TV.

M Oh, Sam! You're impossible!

Lesson 3C, Track 3.5, page 41, exercise 9

1 In the USA, the name of Boston's famous university is Cambridge.

False. There are two famous universities in Boston: Harvard and MIT. Cambridge University is in the UK.

2 Big Ben is the British Queen's home in London.

False. Her home is Buckingham Palace.

3 You can see ancient Roman theatres in many countries, including Spain, Turkey, Syria, Libya and France. True.

4 The Chinese president's home and office is in the Kremlin.

False. The Kremlin is in Moscow, Russia, and it's the home and office of the Russian president.

5 London's famous football stadium is at Wembley. True.

6 In the Canadian Arctic, the Inuit people's homes are igloos. False. Inuit people don't live in igloos now.

7 Tutankhamun's gold mask is in Cairo's Egyptian Museum. True.

8 Some of the ancient Egyptians' pyramids are now hotels. False. There aren't any hotels in Egyptian pyramids.

Lesson 3C, Track 3.6, page 41, exercise 10

1 Whose bedroom is this?

2 It's my bedroom. It's mine.

3 It's your pen. It's yours.

4 It's his chair. It's his.

5 It's her flat. It's hers.

6 It's our park. It's ours.

7 It's their kitchen. It's theirs.

Lesson 3D, Track 3.7, page 42, exercise 1

- 1 Photo 1 is Darjeeling, India.
- 2 Photo 2 is Houston, the USA.
- 3 Photo 3 is Snowhill, the UK.
- 4 Photo 4 is Times Square, New York, the USA.
- 5 Photo 5 is Scarborough, England.
- 6 Photo 6 is Alsace, France.

Lesson 3D, Track 3.8, page 42, exercise 2

- 1 town 2 city 3 village 4 city centre 5 suburb 6 countryside

Lesson 3D, Track 3.9, page 42, exercise 4

Su-Lin My home is the city of Beijing. It's the capital of China, and it's very big – about 20 million people live here. The flats in my suburb haven't got gardens, so everyone goes to the park. The park near my flat is my favourite place. It's very relaxing, and there are always lots of interesting things to see there. In the early morning, people do tai chi together – that's a type of Chinese exercise. At other times of the day, they play musical instruments and people dance together. I sometimes dance with them.

Yasmin I'm from a small village in England. Only 800 people live here, and there aren't any cafés or leisure centres. There isn't even a bus stop! But the people here are great. When I'm with my friends from the village, I always have a good time. We often cycle to town – the journey takes about half an hour. We also enjoy cycling in the fantastic countryside nearby. After that, we sit on the wall next to the village shop. It's our favourite place. We chat there for hours.

Hari I live in Darjeeling. It's a town in India, in the Himalayan mountains. Darjeeling is famous for its tea – we grow lots of tea in the mountains here. But my favourite place is the cinema in the centre of town. My dad works there, so I can watch the films for free. Indian films – people call them Bollywood films – are fantastic. They've got lots of singing and dancing, and they're very exciting.

Lesson 3D, Track 3.10, page 43, exercises 7 and 8

Jane Excuse me. Where's the park?

Man The park? There are two parks. Do you want Green Park or South Park?

J South Park. How do you get to South Park, please?

M Oh, OK. First, cross the road outside the leisure centre. Take the second road on the left. That's Fox Street.

J Fox Street. OK ...

M Go straight up Fox Street. Then, at the cinema, turn right into Friday Street. The park is on the left, opposite the theatre.

J Thank you very much for your help.

Lesson 3D, Track 3.11, page 43, exercise 9

Dan Excuse me. How do you get to the station, please?

Woman The train station or the bus station?

D The train station.

W Outside the café, turn right. Then take the first road on the left.

D Do you know the name of the road?

W Well Street, I think. Go past the shopping centre and the bus station. Then turn right into Fox Street. Go straight on. When you get to North Street, the train station is opposite you.

D Thanks a lot!

Global Skills 2, Track 3.12, page 47, exercises 6, 7 and 8

Lucia OK. So, I think we've got a plan now. First, we draw the campsite and then we write the descriptions. Is that OK with everyone?

Andy Yes, that's fine with me, Lucia.

Ravi Yes. Great.

R So what do you think of my drawing? This is the café. Is it OK?

L Wow! That's a great drawing, Ravi! I love the tables and chairs outside!

R Thanks!

A But it's quite small. I think it needs to be bigger.

L Well, I think it's OK because there are also two other places to eat.

R Yes. There's a takeaway pizzeria and there's a burger bar next to the lake.

A Oh, yes, I see. That's a good point.

L And I also think we need to have toilets and showers. What do you think? Do you agree?

R Yes, definitely! Good idea, Lucia!

Lesson 4B, Track 4.1, page 51, exercise 7

Pat Hi, Carl. What are you doing at the moment?

Carl I'm watching a series about animals in the Arctic.

P Is your sister watching TV with you?

C No, she isn't. She's playing the guitar and she's singing a song.

P Are your parents listening to your sister?

C No, they aren't. They're playing basketball in the garden with my little brother. What are you doing? Are you sitting in the garden?

P No, I'm not sitting in the garden. I'm doing my homework.

C But I can hear a loud noise. What is it?

P That's my dad. He's shouting at the neighbour's dog.

C Why is he shouting at the neighbour's dog?

P Because it's digging a hole in our garden!

Lesson 4B, Track 4.2, page 51, exercises 9 and 10

Sarah Hello?

Raj Hi, Sarah. It's Raj.

S Hi, Raj. This isn't your number. Have you got a new phone?

R No, I'm using Mum's phone. I'm having a lot of problems with mine.

S I see. So, what are you doing?

R I'm in Scotland with my family. We're driving to my cousin's house.

S Are you using the phone and driving at the same time?

R No! Don't worry! My dad's driving. I'm learning to drive, remember?

Anyway, we're not driving at the moment. We're in a café. It's a long journey and we're all hungry. So, we're having lunch now.

S Oh. So what's wrong with your phone?

R I don't know. I'm trying to take a photo of my sister. She's eating a big chocolate ice cream and she's got chocolate all over her face.

S Urgh! And ... ?

R Well, the camera isn't working. You've got the same phone, right? What am I doing wrong?

S Ah ... is there a small red button at the bottom of the screen?

R Yes, there is.

S The camera is locked. It's red because the camera's locked! Press the button. Then try taking the photo.

R OK. I'm pressing the button and ... Yes! It's working now. Thanks, Sarah! So, what are you doing at the moment?

S I'm writing my geography essay and I'm helping you, Raj!

Lesson 4C, Track 4.3, page 52, exercise 8

1 A tornado can pick up a truck. This is true. A tornado is a very strong wind. Tornadoes can pick up cars, trucks,

even houses, and carry them to a different place.

2 It rains every day in the Amazon Rainforest. This is false. It's called the Amazon Rainforest, but it isn't always rainy! It rains about two hundred and fifty days a year in the Amazon Rainforest. In total, the Amazon gets about two hundred and fifty centimetres of rain per year.

3 All deserts are hot and dry. This is false. All deserts are dry, but not all deserts are hot. In fact, many deserts are very cold at night time. Some deserts are also cold during the day. Antarctica is a desert because it doesn't rain there.

4 Mount Baker in the USA has more snow per year than Antarctica. This is true. Mount Baker is very snowy! It gets about sixteen metres of snow every year. Antarctica gets five centimetres of snow per year.

5 There are four hundred thunderstorms every day around the world. This is false. There are, in fact, forty thousand thunderstorms every day around the world.

Lesson 4D, Track 4.4, page 54, exercise 4

It's holiday time at Redingly Activity Centre, and we've got some amazing activities this week. Try bouldering or horse riding! Maybe mountain biking is more your thing. Or you can go zorbing in our amazing new zorbing area. And don't forget: we have a wonderful lake, so you can also go canoeing.

Our holiday offer is now on – just twenty-five pounds for a morning or afternoon session with two activities, or forty-two pounds for the day with four activities. We start early – we're open from eight in the morning until half past five in the afternoon, Monday to Saturday. So come to Redingly Activity Centre and have some fun!

Lesson 4D, Track 4.5, page 54, exercises 5 and 6

Interviewer So, Jeff, you're an instructor here at Redingly Activity Centre. Can you explain for our listeners, what are you doing at the moment?

Jeff At the moment, I'm teaching a bouldering session.

I Bouldering. What's that?

J Well, a boulder is a small rock, about three or four metres high. At the moment, we're outside, and as you can see, there are lots of boulders here. The students are climbing the boulders.

I Right, yes. So ... what's the difference between rock climbing and bouldering?

J Well, with rock climbing, you climb mountains or very big rocks and you also have lots of equipment. You use ropes, you wear a helmet and you usually climb with a partner. Bouldering uses no equipment.

I No equipment?

J That's right. No ropes, no helmet. But, of course, the rocks are small – just three or four metres high. And there's a crash pad on the ground.

I A crash pad?

J Yes, that's a thick cushion.

I OK, thanks very much, Jeff. Now I'm talking to another instructor here. This is Maria. Maria, what are you doing today?

Maria Hi! Today I've got three people with me and they're doing a zorbing session.

I Zorbing?

M Yes. Each person stands inside a big plastic ball, called a zorb. And then the zorb rolls down the hill.

I Is it difficult to do?

M No, it's not difficult, but it's fun. Guys, is it fun?

Voices Yeah! / Yes! / Woohoo!

Lesson 4D, Track 4.6, page 55, exercises 9 and 10

Goran OK, so what do you want to do this morning, Elisa?

Elisa Um, how about street hockey?

G Sorry, I'd rather not. I really don't like hockey, and I don't actually like team sports in general.

E Oh, all right then. Why don't we go horse riding then?

G I like horses, but it costs twenty-five pounds, and I haven't got much money.

E How about swimming, then? The outside pool is free.

G Good idea! But isn't it a bit cold?

E No, come on!

Lesson 4D, Track 4.7, page 55, exercise 11

Elisa Oh no! The swimming pool's closed.

Goran How about playing minigolf then?

E That sounds OK, but I'm not so sure. Golf is a bit boring.

G Yes, that's true. Let's go to the skate park, then. That's fun and it's free.

E It's a good idea, but ... I'm not very good at skateboarding. I think I'd prefer to go on the climbing wall. It's three pounds fifty, but that's OK.

G Great, I love climbing! Let's go!

Cumulative Review Lessons 1–4, Track 4.8, page 58, exercise 1

1 This is a request for helpers to go to Westbrook Beach to help save some dolphins.

We need volunteers to get the animals back into the sea. The dolphins have been out of the water for two hours, so they want to begin the rescue as soon as possible. The official start time is half past two, so you have 45 minutes to get down to Margate and help.

2 Girl Is it real?

Boy What? The tiger?

G Yes. It looks real to me. It's really scary!

B It's in a boat with the boy – that's really dangerous.

G Maybe it's a trained tiger. It's a beautiful animal, anyway.

B Yes, it is, but I don't think it's real. It's probably a computer image.

They don't use wild animals to make films.

3 Commentator ... and City win the ball from United. City's Matt Enrico passes to Lucas Talin, and they're in front of the United goal. Talin shoots! Oh, and what a save from the United goalkeeper! That was a great try. The United goalkeeper kicks the ball out to Jones, and he passes it to Dankot. Dankot is going to take a shot. Ooh, that's unlucky he missed. With only minutes to go before half-time, it's a draw with no goals – nil, nil. This is a very exciting game at the stadium of ...

4 Mum Do you know what you want for your birthday, Amy?

Amy Yes, I do. I'd really like to have a puppy.

M A puppy? What about a cat?

Puppies don't stay small forever, Amy. They grow into dogs. Some of them grow into big dogs. A cat stays small.

A Yes, I know, but I don't mind.

M What about a rabbit? Dogs need exercise, too. What about taking it for walks? Rabbits can run around in the garden.

A No problem. I can take it for a walk before I go to school and in the evening after I get home.

M Well, let's wait and see what your father says, OK?

5 Tourist Wow! Look at that! Look at those dolphins! Can you see them? Is that a mother with her babies? They're playing in the waves. They're so playful! They're playing around

that boat. Get the camera out of the bag. Don't get sand on it. They're swimming out to sea now.

Lesson 5A, Track 5.1, page 60, exercise 2

- 1 tomato 2 cucumber 3 carrot
4 bread 5 apple 6 chocolate
7 orange 8 cheese 9 nuts
10 mushroom 11 lettuce
12 coffee

Lesson 5B, Track 5.2, page 63, exercise 8

Woman Are there any vegetables today?

Man Yes, there are. There are some carrots and there are some cucumbers, but there aren't any tomatoes.

W Is there any fruit?

M Yes, there are some apples, but there aren't any strawberries.

W And is there any honey?

M No, I'm sorry. There isn't any honey today.

Lesson 5B, Track 5.3, page 63, exercise 12

Journalist It's half past seven in the morning here at Oathall Farm, and we are talking to four students who help at the farm. Hello. What are you doing?

Girl I'm giving some food to the animals. We don't give the sheep much food now. It's summer, so there's a lot of grass for them outside. But the pigs and hens are always hungry.

J And what about you? What are you doing?

Boy 1 I'm looking for eggs. We've got eight hens on the farm at the moment. Each hen usually produces one egg every day, but sometimes it's difficult to find them.

Girl 2 And I'm milking one of the cows. Her name's Daisy. One student milks her early in the morning and another student milks her again after school.

J Do you drink the milk?

Girl 2 No, we can't drink it because it isn't pasteurized, but the pigs love it.

J Woah, what's that smell? What are you doing in here?

Boy 2 I'm cleaning the pigs' living area. The smell isn't very nice, but the pigs are great. I spend half an hour with them every day, so I know them quite well. They're very friendly, clever animals.

Lesson 5C, Track 5.4, page 64, exercise 5

- 1 cup 2 spoon 3 plate 4 mug
5 fork 6 knife 7 glass 8 bowl
9 jug

Lesson 5D, Track 5.5, page 66, exercises 3, 4 and 5

Speaker Hello, and welcome to *The Food Show*. On the show today, we've got some exciting food from around the world, and three people to taste it. First, we've got Dylan.

Dylan Hi.

S And for you, we've got a favourite snack from South Africa – caterpillars! Dylan, are you ready?

D Ew! They're strange! They don't look very nice, but, well, here goes.

S What do you think?

D They're OK ... but they aren't great. They taste of salt and ... nothing, really. In fact, they've got a boring taste. I prefer sweets as a snack.

S Oh, but sweets are very bad for you, and these caterpillars are very healthy. They've got a lot of protein in them. Well done for trying one, Dylan. ... And next, we've got Lauren, and her food today is very popular in Cambodia in Asia: tarantulas!

Lauren Oh no! Spiders are scary. And these tarantulas' legs have got hair on them. They're really disgusting!

S Go on, try one! A lot of people like eating them.

L OK ...

Wow. It's a really nice taste! It's like ... umm ... crisps.

S Would you like another?

L Yes, please!

S And now for our last food. Elsa, are you ready for this? It's a popular meat in Peru. It is ... guinea pig!

Elsa Oh no! Guinea pigs are lovely pets, but I don't want one for my dinner! Yuck!

S But it's just meat, Elsa. Do you eat beef?

E Yes, sometimes, but that's different.

S Not really. It's all about your culture. The differences around the world are very interesting. In India, people don't eat beef. A lot of Indians think it's wrong to kill a cow.

E Really? Well, I can't eat that guinea pig. No way!

S Oh dear! Lauren, Dylan, would you like some guinea pig meat?

D Yeah, sure.

L OK.

D Yum! It's great! What do you think, Lauren?

L Yes, it's a delicious taste – like chicken.

Lesson 5D, Track 5.6, page 66, exercise 6

- 1 If something is interesting, you want to know about it.

- 2 If something is disgusting, it's got a very bad taste, smell or appearance.

- 3 If something is scary, you want to run away.

- 4 If something is delicious, it's got a very nice taste.

- 5 If something is boring, you don't want to know about it.

- 6 If something is lovely, it's got a nice appearance or it's nice in another way.

- 7 If something is strange, it's unusual.

- 8 If something is exciting, it gives you a lot of very good or very happy feelings.

Lesson 5D, Track 5.7, page 67, exercises 9 and 10

Waiter Hello, are you ready to order?

Boy Yes, thank you.

W Would you like a starter?

Girl Yes, please. I'd like some garlic bread.

W What would you like for your starter?

B I'd like some tomato soup.

W And what would you like for your main course?

G Can I have a cheese, tomato and mushroom pizza, please?

B And I'd like the pasta with tomato sauce.

W Would you like anything to drink?

B Can I have a glass of orange juice, please?

G And I'd like some lemonade.

W Fine. Thank you.

Lesson 5D, Track 5.8, page 67, exercise 11

Waiter Is everything OK with your meal?

Girl Yes, thanks. The pizza's really good!

Boy The pasta is delicious, too!

W That's great. Would you like a dessert?

G Oh, yes. Can we see the menu, please?

W Of course. Here you are.

G Great. Can I have some strawberry ice cream, please?

W Yes, sure. Anything for you, sir?

B No, I'm fine, thanks.

Lesson 6B, Track 6.1, page 75, exercises 8 and 9

Reporter Recent statistics show that online shopping is becoming more popular in Britain. Seventy per cent of British adults now use the internet to buy clothes, food, holidays or music. Why is that? Today, we're talking to listeners to find out why. Good

morning, Anna. You're an online shopper. Is that right?

Woman Morning. Yes, that's right. I do my food shopping online once a week. It's easier than going to the supermarket. And I think it's also quicker. It takes about fifteen minutes – I sit down with my laptop, add items to my basket, pay for my order at the checkout and then wait for the delivery. It's great! Going to the supermarket takes longer and it's noisier, too.

R So you think shopping online is the best way to shop?

W Well, for some things, yes. I don't buy clothes online. I like trying on clothes first. My sister buys all her clothes online, but it's more difficult to return clothes you don't like or that don't fit.

R Good point. Thank you, Anna. Next, we have Steve. So, Steve, how about you? Do you buy a lot of things online?

Man Yes, I buy all my books and music online.

R And why is that?

M I live in a small town. The music shops here don't have new music or the bands I like, and I like more unusual rock bands. But when I shop online, I find what I'm looking for. I can listen to a track and then download it. I buy a lot of books online, too. Online bookshops are cheaper than high street bookshops. And there is often a better choice of books.

R OK. And what about other things?

M Well, I'm thinking about going on a city break with my friends. We're looking at different hotels online, and we're going to book our rooms online, too. It's more useful than visiting a travel agent because people post reviews and photos. The reviews are very helpful. For example, you can see which hotels have friendlier staff.

R Thank you, Steve. That's very interesting. Now, we're going to talk about ...

Lesson 6D, Track 6.2, page 78, exercise 3

Interviewer In a recent survey, eighty-four per cent of people say they can't live without their phone for one day. Fifty per cent say that they sleep with their phone by their bed, and twenty per cent say that they check their phone every ten minutes. What about you? This week's experiment is: can you live without technology for a week?

Lesson 6D, Track 6.3, page 78, exercises 4 and 5

Interviewer Can you live without technology for a week? Mike and Sally are trying to live without their gadgets. Mike, which gadgets do you usually use every day?

Mike Well, my phone, of course! I probably send hundreds of texts and WhatsApp messages every week. In fact, I use my phone for everything – as a camera to take pictures and make videos, to go online and check social media – you know ... Facebook, Instagram ...

I What about a computer or a laptop?

M Yes, I use a laptop at home for my homework, and I use my tablet to watch TV or play games in the evenings.

I So, Mike, this is the last day of your week without technology. What's it like?

M It's really strange. I don't like it! I don't know what my friends are saying. They discuss everything on social media. And I can't see their photos.

I Yes, but you see your friends every day at school.

M I know, but it's not the same.

I And what do you do in the evenings?

M Well, I read a bit and I play football with my friends.

I Are you enjoying your time with no technology?

M No, I'm not! My phone is my social life!

I But there's one advantage: you are doing more sport. You're getting healthier.

M Yeah, OK, that's true.

I Now let's talk to Sally. Sally, are you enjoying your week without technology?

S It's fine. I'm reading lots of books, I'm going out with my friends ...

I What about your college work? Is it more difficult to do your college work without a laptop?

S Well, I go to the library every afternoon and study there. It's OK. It's really quiet and I do a lot of work. When I work at home on the laptop or on my tablet, I often stop and look at other websites or check social media on my phone. But with no computer, I finish my college work really quickly! Actually, I think the hardest problem for me is life without music. I use my Bluetooth speaker all the time at home.

I So ... now ... do you want your gadgets, Sally? Or do you prefer your life without technology?

S Oh no! I want my gadgets, please. I need my phone, my tablet and my laptop! And I want to listen to music again!

Lesson 6D, Track 6.4, page 79, exercises 9 and 10

Sales assistant Hello. Do you need any help?

C Oh yes. I'm looking for some blue jeans.

SA What size are you?

C Size thirty-two.

SA Well, we've got these ones here.

C They're really nice. How much are they?

SA They're sixty pounds.

C Sixty pounds ... OK. Can I try them on, please?

SA Yes, of course. The changing room is over there.

SA How are they? Do they fit OK?

C They're too big. Have you got a smaller size?

SA I'm afraid not. That's the smallest size we have.

C Oh well, never mind. Thanks a lot!

Lesson 6D, Track 6.5, page 79, exercise 11

Sales assistant Hello, can I help you?

Woman Yes, please. Does this scarf come in a different colour?

SA Yes, it does. We have it in blue, green or pink.

W Could I see the pink one, please?

SA Here you are.

W Thank you. It's lovely. How much does it cost?

SA Well, it's half price this week. So it's only £12.

W Great! I'll take it.

Cumulative Review Lessons 1–6, Track 6.6, page 82, exercise 1

Boy I've got some new trainers and I love them! They're black with orange and white stripes down the side, and I think they're really cool. I wear them everywhere: when I go to school, when I'm out with my friends and when I do things with my family. But I don't wear them when I do sport – I've got an old pair for that. My new ones cost a lot of money, so I need to look after them.

Girl My sister buys a lot of clothes because she has her own money – she's a nurse at the local hospital. She often gives me things when she doesn't want them any more, but

they're usually a bit big for me. But now I've got one of her tops, and I love it! It was too small for her, so it's perfect for me. It's black and white, and it looks great with my new shorts. I wear it all the time.

Boy My mum isn't very happy about the clothes I wear. She says I look a mess. And she doesn't really like my favourite pair of jeans. They're quite new, actually, but they don't look it. They're quite loose and they're really comfortable, so I wear them a lot. Most of my friends wear the same kind of clothes as me, and they don't have any problems with their parents!

Girl I'm really excited because it's my birthday next week, and I've got the perfect dress for my party. I'm a bit bored of wearing the same clothes every day and this dress is a bit different – I'm sure none of my friends has anything the same. It's short and it's quite colourful: half of it is black and the other half is pink. I've got some high black shoes and some black tights to wear with it.

Lesson 7A, Track 7.1, page 84, exercise 2

1 head 2 arm 3 elbow
4 wrist 5 leg 6 ankle 7 neck
8 chest 9 back 10 knee
11 toe 12 foot 13 face
14 shoulder 15 stomach
16 hip 17 hand 18 finger

Lesson 7B, Track 7.2, page 87, exercises 9 and 10

Teacher Right, OK. Now, please listen before we start. This isn't a lesson, it is a club, but everyone still has to follow some important rules. All right? You don't have to wear school uniform, but you should wear an apron and, of course, you have to clean your hands before we start.

Girl Do we have to buy food for the club?

T No, you don't. We've got all the food here. You have to pay your club fee – that's twenty pounds per term – but you don't have to buy any food. So, today, we're making chocolate biscuits.

T Shush! You should listen to me, please. I don't want to shout! Now, there are some bags of flour on this table. You need one hundred grams of flour per person. You shouldn't take more than one hundred grams. Please weigh your flour carefully. Now, next you need ...

T Good. So, your biscuits are now ready, and you can take them out of the oven.

Boy Do we have to use oven gloves?

T Yes, you do! Take the biscuits out of the oven. Great! Now, the most important part: you should always try your food. So ... let's have a biscuit!

Lesson 7D, Track 7.3, page 90, exercise 2

Problems: broken leg, burn, cold, cough, cut, dizzy, flu, headache, sneeze, sore throat

Treatments: antibiotics, bandage, injection, medicine, painkiller, plaster

Lesson 7D, Track 7.4, page 90, exercises 5 and 6

Radio pres: Hello. Today we're talking about some of the most common health facts and myths. In the studio with me I have Dr Anisha Shan. Dr Shan, let's start with carrots. Is it true that eating carrots can help you see in the dark?

Dr Shan Carrots have a lot of vitamin A, and vitamin A is very good for our eyes. It's true that vitamin A helps you see, but it can't help you see in the dark. You can eat as many carrots as you want, but they won't give you night vision! So, yes, it's false. Though you should still eat carrots because vitamin A is a very important part of a healthy diet.

Radio pres: OK, let's move on to wet hair. Is it true that we shouldn't leave the house with wet hair? Is it true that it can give us a cold?

Dr Shan No, it isn't true that wet hair gives us a cold. A cold is a virus. When you get a cold, it's because you have a virus, not because your body is cold. But it is true that you lose body heat more quickly when you're wet. So, when the weather is cold, it's a good idea to stay dry. Wet hair or wet clothes can make your body temperature drop very quickly. And that can cause other health problems. But no, wet hair does not give you a cold.

Radio pres: So, still on the subject of colds, is it true that drinking milk and honey can help to cure a cough? This is something that my mother always says when I have a cough or a cold.

Dr Shan And do you follow her advice?

Radio pres: Well, yes, actually, I do!

Dr Shan And she's absolutely right! Honey is very good for you when you have a cough. You can drink it with

milk, with tea and lemon or just eat it on toast. It's a great natural remedy. In fact, it's better than some medicines!

Radio pres: OK, let's move on to the next one. Is it true that eating garlic can keep mosquitoes away?

Dr Shan I really like this idea because I love cooking with garlic. I think it's delicious, but I'm sad to say it doesn't work for mosquitoes. You should always use a special anti-mosquito spray instead. Remember that in some countries, mosquitoes can make people very ill, so the best thing to do is make sure they don't bite you in the first place.

Radio pres: So, let's look at the last item on our list. Is it true that if you burn yourself, you should hold the burn under running water?

Dr Shan Well, of course, it depends on the burn, but for a small burn – you know, maybe you touched something hot in the kitchen – then yes, you should hold the burn under a tap with running water or put it in a bowl.

Radio pres: Should it be cold water?

Dr Shan Yes, but not too cold. The water will help the pain. When the pain stops, you should cover the burn with a bandage. Don't use a plaster – it can hurt the skin. For a larger burn, go and see a doctor. They may want to give you a tetanus injection or antibiotics.

Radio pres: Dr Shan, thanks for talking to us today.

Dr Shan It's my pleasure.

Lesson 7D, Track 7.5, page 91, exercises 10 and 11

Doctor Hello, James. Now, what's the problem?

James I've got a really bad headache.

D Hmm ... Do you often get headaches?

J No, I don't. This is very unusual.

D I see.

J And I can't sleep at night.

D Are you worried about anything?

J Well, I've got my exams next week.

D That's probably the problem. Try to relax. You should have a bath and listen to some music before you go to bed. Read a funny book or a magazine. Don't think about schoolwork or exams before bedtime.

J Yes, OK. Thanks very much.

Lesson 7D, Track 7.6, page 91, exercise 12

Steve Hello, Rachel. You don't look very well. Are you OK?

Rachel No, I'm not. I feel really dizzy.

S Oh dear! You should sit down. And you should lift your feet up. It makes the blood go to your head.

R Oh OK, thanks.

S Do you feel sick?

R No, I don't. But I've got a bad sore throat.

S Can I get you a glass of water?

R Yes, thanks.

S Here you are!

R Thanks! That's better.

S I think you should see a doctor.

R Yes, maybe you're right.

Global Skills 4, Track 7.7, page 94, exercise 2

Good afternoon, everyone, and thanks for coming today. Now, is anyone here scared of speaking in public? Well, you're not the only one – it's completely normal to feel this way. But public speaking doesn't have to be scary. You can learn to be good at it. You can even learn to enjoy it! So how can you feel more confident in front of an audience? Well, a good place to start is to think about how you use your voice, how you control your breathing, and your use of body language. Get all these things correct and you *appear* confident. When your audience thinks you're confident, they relax. And then you can start to relax, too!

Global Skills 4, Track 7.8, page 94, exercises 3 and 4

So, how can you look confident when you're speaking in public? Well, first of all, think about your voice. Speak loudly. Make sure that everyone can hear you. My second tip is to speak slowly. We often talk quickly when we're nervous. But remember that confident speakers always take their time. Don't speak too fast. Don't forget to pause and give your audience time to think about your ideas. Think about your breathing, too. Remember to breathe slowly and deeply. It helps you feel more relaxed. It also helps you speak more clearly.

Now let's look at body language. What do you need to think about? Well, first of all, your eyes. Make eye contact with the audience. It's OK to use notes and you can look at them sometimes, but not too often. And when you use slides in your presentation, try not to read from the screen. You should look at the audience most of the time. Also, don't forget to smile. That's very important. When you look happy,

the audience feels more positive, too. And another important part of body language is the way you stand. It's important to stand up straight. Keep your head high and your shoulders back. When we stand up straight, we quickly feel more confident. And finally, people often ask, 'What should I do with my hands?' Well, you should use them! Hand gestures help you to communicate your ideas and keep your audience interested. But don't move your hands and arms too much. It makes you look nervous. Remember that your body language needs to be friendly and open. Don't fold your arms in front of your body. Show the audience that you're relaxed. Of course, it isn't easy to remember all of these things at the same time. But we can all learn to do it. We just need to practise, practise and practise! Now, has anyone got any questions they'd like to ask?

Lesson 8A, Track 8.1, page 96, exercise 2

- 1 be born 2 grow up 3 go to university 4 get a job
5 fall in love 6 get married
7 have a baby 8 get divorced
9 retire 10 die

Lesson 8A, Track 8.2, page 96, exercise 3

- 1 Around the world, two hundred and sixty-seven babies are born every minute and a hundred and eight people die from illness or accidents.
- 2 The most dangerous years of your life are your first year, when you are very young, and the year after you retire from work and have a lot of free time.
- 3 In the UK, the average woman has a baby for the first time at the age of twenty-nine and the typical child grows up in a family with one brother or sister.
- 4 British teenagers often get a job, for example, in a shop or café, while they are still at school.
- 5 Six point seven per cent of the people on the planet go to university to continue their education after they leave school.
- 6 The average person falls in love with four different people in their lifetime, but gets married to one. Husbands and wives aren't always happy together and they sometimes get divorced.

Lesson 8B, Track 8.3, page 98, exercise 5

The first humans hunted animals and looked for fruit, seeds and nuts for their food. They travelled from place to place and carried their young children with them. But about ten thousand years ago, humans invented farming, and their life changed completely. The first farmer planted some seeds in the earth. Soon, he noticed little green plants in the earth, and these plants produced a lot of food. The people in his tribe chatted to other tribes, and they copied the farmer's idea. Soon, there were a lot of farmers. Humans stopped travelling all the time and started living in small villages.

Lesson 8B, Track 8.4, page 99, exercises 8 and 9

Journalist Today, I'm with scientist Lucas Jones, and he's here to tell us about Neanderthals. Lucas, who exactly were Neanderthals?

Scientist Neanderthals were very like modern humans, and started living in Europe and the west of Asia a long time before *Homo sapiens* arrived. They had bigger heads and chests than us, longer noses and shorter arms and legs. They were stronger than us, too, and they were better at living in cold climates.

J What else do we know about them?

S They used tools, and we think they had a language – or probably a lot of different languages – and lived in tribes. They were hunters, and they cooked vegetables, too.

J So they could use fire?

S Yes, they could. And they also made homes from animal bones.

J Why aren't there any Neanderthals today?

S We can't be sure. The last Neanderthals probably died about 25,000 years ago. Some scientists think that modern humans came to live in Neanderthal areas. Because modern humans were better hunters, the Neanderthals couldn't find much food. Some people even think that modern humans hunted and killed the Neanderthals. But there are other possible reasons, too.

J For example?

S Well, there were a lot of climate changes in the years before they disappeared. Perhaps the hotter weather killed a lot of them. And maybe some of them joined tribes of modern humans and had babies

with them. Perhaps there is some Neanderthal in the people of today!

Lesson 8C, Track 8.5, page 101, exercise 14

- 1 Did Steven Spielberg make *Star Wars*?
No, he didn't. George Lucas made it.
- 2 Did Sherlock Holmes and Doctor Watson live in Paris?
No, they didn't. They lived in London.
- 3 Did the Brontë sisters write novels?
Yes, they did. Charlotte Brontë wrote *Jane Eyre*. Emily Brontë wrote *Wuthering Heights* and Anne Brontë wrote *Agnes Grey*.
- 4 Did Homer tell stories about the Trojan War?
Yes, he did. The stories were in two long poems, *The Iliad* and *the Odyssey*.
- 5 Did JK Rowling write *The Hobbit*?
No, she didn't. She wrote the *Harry Potter* novels.

Lesson 8D, Track 8.6, page 102, exercises 2 and 3

One. Mark

Interviewer What's the best moment of your life so far?

Man The best moment of my life? That's easy! It was when my daughter was born three years ago. Those little fingers and toes – she was the most beautiful thing in the world! I took about a thousand photos of her in that first week. Now my wife and I take turns to stay at home and take care of her during the day. She's growing up fast and she's more fun now. But those first moments with her were amazing.

Two. Jenny

Interviewer What's the best moment of your life so far?

Teenage girl It was when I passed my driving test last summer. When I took the test the first time, I didn't pass. I was really sad. But the second time, I passed! It was a fantastic feeling. Finally, I could drive without my mum in the car. I was free!

Three. Peter

Interviewer What's the best moment of your life so far?

Young man Well, one of the best was definitely when I got my job. When I left university, there weren't many jobs. I went to a lot of interviews, but everyone said no. It was really difficult. Then I heard from a TV company, and they wanted me to join them as a journalist! Yay! I was so excited! I

started work the next week, and it's a brilliant job.

Four. Isobel

Interviewer What's the best moment of your life so far?

Older woman Probably the best moment was when I retired from my job last year. I didn't hate my job. In fact, I really liked it. But now I've got a lot of free time and I can take a break when I want. I can go on long holidays to interesting places. Life really is fun when you get older!

Lesson 8D, Track 8.7, page 102, exercise 4

- 1 I took about a thousand photos of her in that first week.
- 2 Now my wife and I take turns to stay at home and take care of her during the day.
- 3 When I took the test the first time, I didn't pass.
- 4 ... and I can take a break when I want.

Lesson 8D, Track 8.8, page 103, exercises 9 and 10

Ned Hi, Jasmine. How was your weekend?

Jasmine It was fantastic, thanks. I went to a party at Martha's house on Saturday night.

N That sounds fun.

J Yes, it was great. And then, on Sunday, my brother and I went to a football match – Liverpool against Manchester United. It was brilliant.

N Wow! Lucky you!

J What about your weekend, Ned? Did you have a good time?

N No, it was a disaster!

J Oh, bad luck! What was the problem?

N Well, I wanted to see that new *Frankenstein* film at the cinema on Saturday, but when I got there, there weren't any tickets.

J Oh no! Poor you!

N And then on Sunday, we went to see my grandmother. It was a two-hour drive, but when we got to her house, she wasn't there.

J Really? Where was she?

N At a friend's house. My mum wrote the wrong date in her diary, so we have to go again next weekend!

Lesson 8D, Track 8.9, page 103, exercise 11

Polly How was your weekend?

Nick It was a disaster!

P That's a shame. What was the problem?

N I lost my watch. It was a present from my mum and dad.

P Oh no, poor you!

N It was a really nice watch as well.

P No way! You're joking!

N But anyway, what about your weekend? Did you have a good time?

P Yes, it was fantastic. I went to the beach with some friends.

N How brilliant! What did you do there?

P We sunbathed and then we had a picnic. Everybody was happy because it was a beautiful day. The water was also really warm – it was great for swimming!

N Wow! Lucky you!

Cumulative Review Lessons 1–8, Track 8.10, page 106, exercise 1

Man Hello, and welcome to *Celebrity Watch*. Now, some people think that famous people have an easy life, but that isn't necessarily true. Magazine editor Ruth Philips is in the studio with us today, and she's going to tell us about some of the stars who had a difficult start. Ruth, who's your first celebrity?

Ruth Well, I'm going to start with one of the richest men in the world: Bill Gates. Did you know that Bill Gates didn't finish university?

M Really?

R Yeah, he went to one of the best universities in the USA, Harvard, but then he left to set up a company before he got his degree. But his first company was a failure, and he didn't make much money. It wasn't until he started Microsoft that Bill Gates became successful.

M How interesting! I didn't know that. Who have you got next for us?

R Film director Steven Spielberg.

M But he's one of the most successful directors in Hollywood!

R That's right, but it wasn't always that way. When he applied for film school, the school said that they didn't want him. This happened three times, and so he had to go to a different one. But he didn't stay until the end of the course because he left to become a director. Thirty-five years later, in 2002, he went back and finished his degree.

M Wow, I never knew! Who's next on your list?

R Well, our next person is also a Stephen: Stephen King.

M The novelist?

R Yes. Now, when Stephen King started writing his first novel, he

decided that he didn't like it, so he threw it away. Fortunately, his wife found it. She read it and told him she thought it was a great story, so he finished it. The novel was *Carrie*, and it went on to sell over four million copies.

M Wow! That's a lot of books! Ruth, we've got time for one more. Who is it?

R The greatest basketball player of all time: Michael Jordan. Jordan was only one metre eight tall when he was sixteen, so he was too short to play for the school team. But he trained hard every night and he grew ten centimetres that summer, so the following year, the coach gave him a place. By the time he was twenty-one, he was playing for the NBA.

M That's incredible! Ruth Philips, thanks for joining us.

R You're welcome.

Lesson 9B, Track 9.1, page 111, exercises 7 and 8

Marnie Hello?

Mum Hello, Marnie. Can you hear me?

Marnie Hi, Mum. Yes, I can hear you fine!

Mum How are you?

Marnie I'm great. It's really hot here, and I'm very busy, but I'm having a really good time.

Mum So, what's the orphanage like?

Marnie Well, there are about thirty children here, all aged between six and fifteen. They're really friendly, and they want to know all about my life in England. Tomorrow I'm going to show them some photos of my school, and of you and Dad.

Mum And where are you staying?

Marnie I'm staying with a lovely family. I've got my own room, and I eat with the family. This evening their son, Kojo, is going to prepare a typical Ghanaian meal of beans and rice. He's only twelve, but he's a great cook. And at the weekend, I'm going to go to the capital city, Accra.

Mum How are you going to get there?

Marnie Everyone here travels by *tro-tro*. It's like a minibus.

Mum And what are you going to do in Accra?

Marnie I'm going to go shopping. I want to buy some sports equipment for the children at the orphanage. They're all crazy about football.

Mum And have you got plans to visit any other places in Ghana?

Marnie Yes, I have. My friend Olly and I are going to visit Kakum National

Park next month. There's a hotel by the water there, and you can see lots of crocodiles!

Mum Oh! Not my idea of fun.

Lesson 9D, Track 9.2, page 114, exercises 3, 4 and 5

Interviewer So, today we're talking to people about their big achievements, and I've got Abi Tomlin from North Park Secondary School with me. Abi, what was your big achievement of the year?

Abi Well, I took part in an after-school club called 'Young Enterprise' at my school. The idea is that students come up with an original idea, and then they set up and manage a business together.

I So, what was your idea?

A We decided to set up a web design company. I'm really good at computer studies – it's my favourite subject – and my friend Jade is really artistic, so we had the right skills. First, we did some research. We wanted to find out about prices.

I How did you do your research?

A We talked to local small businesses. We listened to lots of opinions, and then we decided on the best price for our website design services.

I OK, so you did your research, you worked out the best price ... and then what?

A Well, we then talked to our mentor. A mentor is an expert who gives you advice and help. We were really lucky because we got loads of useful advice from Pepe Dubois. He runs a web design company. So he showed us some of his most popular website designs, and he also gave us advice about marketing and advertising.

I Right. Very useful. And then what did you do?

A We put together some sample website designs, and we showed them to local businesses.

I And?

A Oh, they were terrible! No one liked them.

I Oh no!

A But we didn't give up! We looked for different design ideas online, and then we went ahead and designed free websites for four local companies. We made a Facebook page to advertise our website designs.

I And these new designs were more popular?

A Yes. We had a lot of interest from local businesses and from people

at school who wanted their own personal blogs. And now, at the end of the year, we've got a profit of two hundred pounds.

I Wow! I'm impressed! Are you going to buy something exciting with the money?

A Yes, I'm going to do a course on website design!

Lesson 9D, Track 9.3, page 115, exercises 9 and 10

Receptionist Hello, William's Dental Surgery. How can I help you?

Alex Erm ... yes, hello. Can I speak to Dr Williams, please?

Receptionist I'm afraid Dr Williams is busy at the moment. Who's calling, please?

Alex It's Alex, Alex Williams.

R Oh hello, Alex. I didn't recognize your voice! I'm sorry, but your mum's with a patient at the moment. Do you want to leave a message?

A No, it's OK. It's not important, thanks. Tell her not to worry. I'll see her when she gets home.

R OK. I'll tell her you called.

A OK, thank you. Goodbye.

R Bye.

Lesson 9D, Track 9.4, page 115, exercise 11

Receptionist Good morning, Golden Sands Activity Centre.

Tessa Hello, could you put me through to Mr Harris, please?

R Who's calling, please?

T This is Tessa Grey.

R Just a moment, Ms Grey. I'm afraid Mr Harris isn't at his desk. Can I take a message?

T Yes, please. Could you ask him to call me on 01227 847522?

R 01227 847522. Yes, no problem, I'll give him the message.

T Thank you.

R Goodbye.

Lesson 10A, Track 10.1, page 120, exercise 2

1 theme park 2 lake 3 tower
4 coast 5 harbour 6 campsite
7 island 8 bed and breakfast
9 temple 10 beach 11 volcano
12 ski resort 13 river 14 caravan
15 camper van 16 waterfall

Lesson 10A, Track 10.2, page 120, exercise 4

1 Madagascar is an island four hundred kilometres from the coast of East Africa. It's famous for its amazing wildlife.

- 2 The Pantheon is a well-known temple in Rome, Italy.
- 3 The most popular theme park in the world is Disneyland in Florida, USA.
- 4 The Burj Khalifa is a tower in Dubai, in the United Arab Emirates. At eight hundred and twenty-eight metres, it's the tallest building in the world.
- 5 Sydney Harbour in Australia is the largest in the world and it's famous for its opera house.
- 6 Copacabana is a well-known beach in Rio de Janeiro, Brazil. It's a great place to relax.
- 7 Krakatoa is a volcano in Indonesia. It last erupted in 1868.
- 8 Angel Falls in Venezuela is the world's highest waterfall – it's nine hundred and seventy-nine metres high.

Lesson 10B, Track 10.3, page 123, exercises 10 and 11

Sophie Hey, Paul. Let's go on a cycling trip.

Paul OK. Where do you want to go? A park or the countryside?

S Why don't we cycle to South Africa?

P South Africa! You're joking, Sophie!

S No, I'm not. I've read about some really long cycling trips. People have cycled all round the world. There's a woman called Amaya Williams. She and her husband Eric Schambion have travelled a hundred and twenty thousand kilometres by bike.

P A hundred and twenty thousand kilometres! Their poor legs!

S I know! They're amazing. They've been to ninety-three different countries on six different continents. But they haven't taken their bikes to Antarctica.

P Well, cycling in snow isn't easy.

S But they've cycled from Europe to South Africa and back again, and they've crossed the USA. They've stayed in some campsites, but they've often camped at the side of the road. They've spent six years on their bikes, and they haven't stopped.

P But I'm sure it hasn't all been great. They've probably had some really bad days, too.

S Yes. They've had terrible weather – snow storms and things like that. They've survived a difficult day in the desert without any water. But they've seen some beautiful places: the Andes Mountains, the Amazon Rainforest, waterfalls ... We should go on a cycling trip like theirs.

P Hmm ... I don't know. Maybe next year.

Lesson 10C, Track 10.4, page 124, exercise 6

British autumn **American** fall

British cinema **American** movie theater

British flat **American** apartment

British holiday **American** vacation

Lesson 10C, Track 10.5, page 125, exercise 7

American candy **British** sweets

American eraser **British** rubber

American fries **British** chips

American garbage **British** rubbish

American pants **British** trousers

American soccer **British** football

American sneakers **British** trainers

American sweater **British** jumper

Lesson 10D, Track 10.6, page 126, exercises 2 and 3

Girl Hi, Matt. Have you made any plans for your next holiday?

Matt Yes, I have. Well, it's more than a holiday. I'm going to be away for two months.

G Wow! Lucky you! Where are you going?

M To China.

G Have you booked your plane ticket?

M No, I haven't. I'm not going to go by plane.

G What do you mean? You can't walk there!

M No, but I'm going to take the train.

G It's a very long way! Why do you want to go by train?

M I'm going to go on the Trans-Siberian railway. I've always wanted to go on it because it's really famous. It's the longest train route in the world! First, I'm going to catch the train in London. The journey from London to Moscow takes forty-eight hours. Then I'm going to spend two days in Moscow.

G What are you going to do there?

M I'm going to stay in a cheap hotel – it's called the Stravinsky Hotel, I think – and see the sights ... and buy some Russian souvenirs, maybe. Then I'm going to get on the Trans-Siberian railway, and six days later, I'll be in Beijing!

G Six days on a train! That'll be boring! When you pack your bag, remember some good books.

M Trains aren't boring. They're great! On a plane, you don't really see anything. I'll see a lot of amazing countryside on the train.

G Yes, that'll be nice ...

M And I'll meet a lot of people, too. I can't wait!

G But you'll be very tired at the end of your journey.

M Oh, I'll have a bed on the train, so I'll be OK. It's better than sleeping on a plane. And the best thing about travelling there by train is, I can go to lots of new countries. I've been abroad before, but only to France and Spain. On this journey I'm going to go to six countries for the first time: Belgium, Germany, Poland, Belarus, Russia and China.

Girl Well, it'll be an amazing adventure. Don't miss the train! And send me a postcard!

Lesson 10D, Track 10.7, page 126, exercise 4

1 catch the train miss the train

2 book your holiday 3 buy souvenirs 4 stay in a hotel 5 pack your bag 6 send a postcard

7 go abroad go away

Lesson 10D, Track 10.8, page 126, exercise 5

1 Book your holiday early to get the best price.

2 Write a list before you pack your bag. You don't want to leave anything at home.

3 Get to the train station early so you don't miss the train.

4 When you catch the train, sit next to the window and enjoy the view.

5 Stay in a hotel with good food and a view of the beach.

6 When you go abroad, respect the local traditions.

7 Don't buy souvenirs at the first shop. Look for the best bargains.

8 Send a postcard to your friends and tell them your holiday news.

Lesson 10D, Track 10.9, page 127, exercises 8 and 9

Tourist officer Hello. Can I help you?

Matt Yes, please. I'd like some information about visits to the Forbidden City. What time does it open?

TO In the summer, it opens at half past eight, seven days a week.

M And what time does it close?

TO At five o'clock.

M How much do tickets cost, please?

TO Sixty yuan for adults and thirty yuan for over 60s. It's free for children under the age of six.

M Is there a discount for students?

TO Yes, there is. It's twenty yuan for all students.

M Oh, that's good. And can we take photos in there?

TO Yes, of course. But you can't use a flash inside the exhibitions.
M Oh, OK. Is it possible to have a guided tour in English?
TO I'm afraid not. We usually have English-speaking guides, but the tours are all fully booked this week.
M Hmm ... Can I get an audio guide in English instead?
TO Yes, sure. It's forty yuan extra with an audio guide.
M OK, that's fine. Thanks.

Lesson 10D, Track 10.10, page 127, exercise 10

Tourist officer Hello. Can I help you?
Matt Yes, please. I'd like some information about visits to the Summer Palace. What time does it open?
TO In summer, it opens at half past eight and closes at five.
M How much do tickets cost, please?
TO Thirty yuan.
M Is there a discount for students?
TO Yes, there is. It's fifteen yuan for students, and it's free for children under six.
M Can we go into all the attractions?
TO I'm afraid not. Those tickets are more expensive. They're sixty yuan for adults, but there are some really interesting things to see.
M Is it possible to have lunch inside?
TO Sorry, there isn't a café, but there are places to eat just outside the gates.
M Oh, OK. And one more thing. Can I book online?
TO Yes, of course. That's a good idea because you can avoid the queue!

Cumulative Review Lessons 1–10, Track 10.11, page 130, exercise 1

1 Woman This is an announcement for passengers on flight EZY3650 from Madrid to Bristol. There has been a change to the departure gate for this flight. The new gate is B7. Will passengers who are waiting at gate B28 please go to the new gate immediately. That's a gate change for flight EZY3650 from gate B28 to gate B7. Boarding will start in approximately ten minutes.
2 Girl Hi! You're back. How was your holiday?
Boy Cool! I had a great time.
G What did you do? Did you go and see all the sights?
B No, we went to the beach every day.
G Oh. Do you like sunbathing?

B No, I hate it. But there were some people playing volleyball, so I went and joined in.
G That sounds like fun.
B Yeah, it was.

3 Man Good morning. I have a reservation.
Receptionist Hello. Can you give me your name, please?
M Yes, it's Williams. Anthony Williams.
R Thank you, Mr Williams. Yes, here we are. You're staying for two nights, is that right?
M Well, actually, I'd like to stay for an extra night. Is that OK?
R Is that just one extra night, Mr Williams?
M Yes, that's right.
R So, three nights in total. That's fine. Here's your key card, Mr Williams. You're in room 101 on the second floor.
M Thanks a lot.
4 Tour guide Hello, everybody. Just to let you know the plan for this afternoon before our beach barbecue tonight. Our first stop will be the aquarium – we're going to spend an hour there, so you have time to see it all. I know you'll probably all want to see the sharks ... Anyway, at about four o'clock, we're going to drop you in town, so that you can go shopping. And then we'll pick you up at six to go to the beach for the barbecue tonight. How does that sound?
5 Taxi driver Where to, sir?
Man Um, can you take me to the Hilton Hotel, please?
TD Which one?
M Um, hold on a minute. I'll have a look.
TD Is it the Hilton at Paddington Station?
M No, it isn't that one. It's nearer the centre.
TD Perhaps it's the Hilton at Trafalgar Square?
M No, I don't think so.
TD Then it's probably the Hilton Metropole.
M No, that doesn't sound right, either. Here it is. You were right, it's the Hilton Trafalgar Square.