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LIFE VISION

Teacher's Guide

A1/A2

Elementary

Freia Layfield

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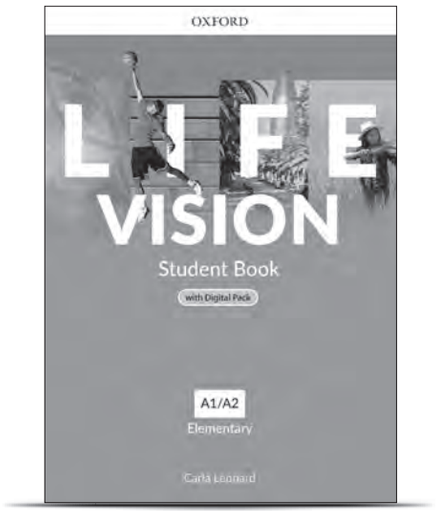
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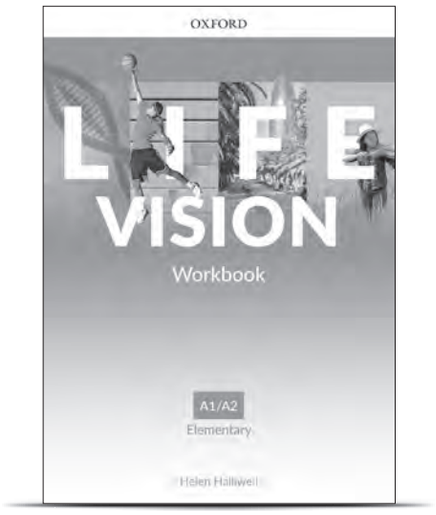
Print components

FOR STUDENTS



Student Book

- 8 topic-based units each including *Global skills*, *Exam skills* and *Review* lessons
- 4 *Vision 360°* interactive lessons
- 16 *Vocabulary booster* lessons
- Grammar section for reference and extra practice



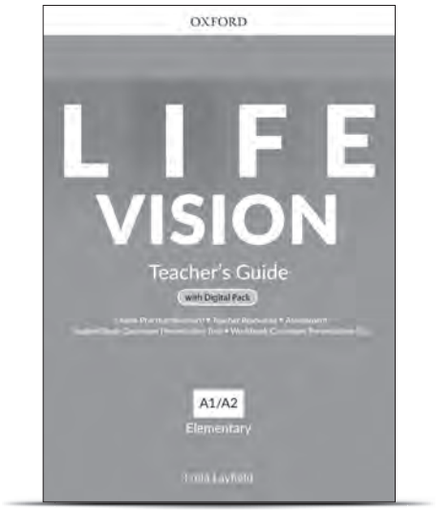
Workbook

- Further lesson-by-lesson practice including 8 pages of *Exam skills* and 8 *Review* lessons
- 8 *How to learn vocabulary* lessons
- 8 *Vocabulary booster* lessons
- Functions Bank, Writing Bank and 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 and video scripts
- Access code for Oxford English Hub



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Digital components
on Oxford English Hub

The digital materials and resources for this course can all be found at **oxfordenglishhub.com**

FOR STUDENTS

Student e-book
- A digital version of the Student Book with audio, video and *Vision 360°* interactive images

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



FOR TEACHERS

Teacher's Guide
- PDF version

Classroom Presentation Tool

Student Book
- Student Book on screen with audio, 28 videos including vlogs, grammar animations and documentaries, *Vision 360°* interactive images and answer keys
- Games and interactive activities
- 8 culture lessons
- 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
- 40 photocopiable activities – 16 grammar, 16 vocabulary and 8 communication worksheets
- 4 documentary video worksheets and 8 culture lessons
- Downloadable wordlists

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 maximise your teaching

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Introducing *Life Vision*

Life Vision is a new six-level course for teenagers working towards national and international exams, and has been developed to give them the tools they need for exam success. But more than that, *Life Vision* is a new course for young people preparing for adult life in the globalised, digital world of the 21st century. *Life Vision* helps them develop the communication skills, learning strategies and life skills that they need to realise their full potential.

Life Vision offers you and your students:

- A carefully levelled and consistent grammar syllabus aligned to the CEFR.
- A strong vocabulary focus with vocabulary aligned to the CEFR and the Oxford 3000 and Oxford 5000 word lists, as well as vocabulary development lessons in the Workbook.
- Thorough preparation for national and international exams including Cambridge exams through exams skills lessons in the Student Book and Workbook.
- Clear skills development with strategies in the four skills aligned to the CEFR.
- Accessible, interesting topics to engage teenage learners and help them develop as global citizens.
- Three or four videos in every unit to provide fun, flexible content to use during class, or as homework to introduce or consolidate learning.
- *Global skills* lessons in every unit that equip students with invaluable strategies to become successful global citizens.
- Speaking lessons with carefully staged activities and a phrasebook of useful expressions.
- *Think and share* activities that encourage students to think analytically, justify their answers, and challenge other opinions.
- *Vision 360°* lessons in every other unit that transport students to real-world environments to develop digital literacy skills and develop learner autonomy through speaking tasks and collaboration.
- Development of digital literacy skills to access, evaluate and share online content.
- A mixed ability focus throughout with differentiated exercises in the lessons and *Vocabulary boosters*, dyslexia-friendly tests and extra support and ideas for you in the Teacher's Guide.
- Mediation activities designed to help students develop a range of key language skills to clearly convey information to others.
- An assessment for learning focus enabling students to take an active part in their learning.

Life Vision also offers professional development through methodology support; this consists of a range of resources to maximise your teaching effectiveness. They can be found here: www.oxfordenglishhub.com

The Oxford English Learning Framework: the right foundations for every classroom

What is the Oxford English Learning Framework?

The Oxford English Learning Framework (OxELF) is a set of tools aligned to the CEFR, which inform our course and assessment materials. Our authors and editors use these tools to create learning materials that lay the right foundations for every classroom, enabling you to maximise each student's potential. OxELF was developed in consultation with our expert panel and it represents OUP's view of the best way to learn a language.

OxELF is composed of a range of tools that are designed to ensure that OUP's English language courses:

- are consistently levelled to the CEFR.
- are informed by evidence-based theories of language learning.
- support learners in meeting CEFR learning objectives in the most effective way possible.

The framework is flexible, allowing course materials to be developed that meet a variety of teacher and learner needs, cater to mixed abilities, and take local contexts into account. The resources are used by course developers to develop and produce material at the right level of challenge for learners. They focus on the essential elements of language acquisition: grammar, vocabulary, pronunciation, and the four skills – reading, writing, listening and speaking. They can be used by themselves or adapted to conform with requirements from external sources (e.g. ministry syllabus criteria or international and national exam specifications).

The OxELF resources

Grammar

The approach to grammar in *Life Vision* is based on the OxELF grammar syllabus which recommends at which level to teach which grammar point for the first time, ensuring that grammar acquisition is accessible to learners.

Vocabulary

The OxELF vocabulary syllabus is based on the Oxford 3000 and Oxford 5000. This enables learners to focus on the most useful words to know at each CEFR level and acquire strategies for using them. Learning objectives relating to vocabulary development are aligned to CEFR competences such as recognising different parts of speech and recognising collocations.

Pronunciation

Pronunciation is integrated into all areas of language learning and is aligned with CEFR competences. The key goal for learners is intelligibility, focusing on key pronunciation features such as consonant sounds, consonant clusters, vowel sounds, word stress, sentence stress, intonation and connected speech.

The four skills

OxELF categorises reading, writing, listening and speaking by key competences, such as understanding text structure in a reading text. These break down into specific micro-skills that are needed for learners to improve in that skill, such as recognising linking words in a reading text.

More information

To find out more about OxELF, visit http://www.oup.com/elt/OxELF

Key features of this course

Grammar syllabus

Life Vision is built on a robust grammar syllabus that satisfies several criteria. It is based on the CEFR-levelled OxELF grammar syllabi, whilst at the same time taking into account the grammar requirements of international and national exams relevant to each level. There are two grammar lessons in each unit, supported by grammar animation videos. Further grammar practice can be found in *Life Vision Online Practice*.

Vocabulary syllabus

There are two vocabulary lessons in each unit which introduce and practise the core vocabulary sets for each topic and the *Real English* phrases (common everyday expressions). There is further practice of these core sets in the *Vocabulary boosters* in the Student Book and Workbook. A feature called *Word skills* (vocabulary development in areas such as using compound nouns, or understanding word building), is in the *Vocabulary booster* for each unit of the Student Book and is then developed and practised in the *How to Learn Vocabulary* lessons in each unit of the Workbook. Vocabulary is recycled throughout the Student Book, Workbook and photocopiable materials. Vocabulary related to the unit topic can also be practised in *Life Vision Online Practice*.

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Exam skills

Life Vision is built on thorough, targeted preparation for the Oxford Test of English, international exams including Cambridge exams, and national school-leaving exams. The syllabus was developed to reflect up-to-date curriculum requirements of national education systems and to cover the topics that occur most frequently.

There is one exam skills lesson in each unit of both the Student Book and the Workbook. Between these two lessons all the main exam papers are practised: Use of English, Listening, Reading, Speaking and Writing. All units have exam strategy boxes for each type of task, and the tasks themselves help students activate those strategies.

In addition to the exam skills lessons, there are exam exercise types throughout the Student Book and Workbook as well as in the photocopiable materials and *Life Vision Online Practice*.

The four skills

Based on OxELF, the four language skills of reading, writing, listening, and speaking are developed throughout the course with a strong focus on strategies. Every skills lesson in the course has a specific strategy and accompanying exercise, such as 'How to structure for and against arguments in an essay' or 'Understanding text structure in a reading text.' The intention is that there is a useful takeaway with these strategies as the students will be able to apply them both in their exams and outside of the classroom. The strategies are further practised in *Life Vision Online Practice*.

Stimulating topics

The selection of all the topics that appear in *Life Vision* 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.

Video

There are three or four videos in each unit of the course. The units start with a vlog presenting the vocabulary of the first lesson and introducing the first grammar point of the unit.

The two grammar animation videos in each unit support the grammar lessons. They can be used as part of a 'flipped classroom' approach, to be viewed either before, during, or after the lesson. The animations and explanations provide a relatable context for the new grammar, making it clear and accessible for self-study, classroom presentation, or revision. These animations can also be found in *Life Vision Online Practice*.

There are also four authentic documentary videos in each level which expose students to life beyond the classroom and have an accompanying worksheet.

Development of global skills

What are global skills?

Global skills prepare students at all levels of education to become successful, fulfilled and responsible participants in 21st century 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 can be grouped into five interdependent skills clusters which are all applicable to ELT settings:

Communication and collaboration

These are closely linked: collaboration requires effective communication skills, and communication is enhanced when a person is aware of how they can contribute to the interaction for the benefit of others.

Creativity and critical thinking

Critical thinking involves being able to analyse information and use problem-solving skills. It is a natural partner to creativity, which relies on the ability to think flexibly and generate original ideas and solutions to problems.

Intercultural competence and citizenship

Intercultural competence is concerned with the skills needed to interact appropriately and sensitively with people from diverse cultural backgrounds. The notion of citizenship is concerned with both the local and the global, focusing on social responsibility.

Emotional self-regulation and well-being

Learner-centred approaches in education focus on aspects of well-being such as ways of promoting learner autonomy, enhancing learners' self-belief and attending to positive learner attitudes. Other aspects of learner well-being include boosting learner motivation, developing a growth mindset and making learners aware of effective self-regulatory strategies.

Digital literacies

Digital literacies include the ability not only to use a diverse range of digital technologies but to employ them in socially appropriate ways across a range of cultural contexts (see section on digital literacy below).

Global skills in *Life Vision*

In each unit there is one lesson focusing on one of the sub-skills described above. The lesson normally contains the following elements:

- a reading or listening text on the topic, often supported by new vocabulary
- one or two speaking activities that enable students to discuss aspects of the topic.

Many features of communicative English language teaching are suitable for the development of global skills alongside language skills. To find out more, read our position paper *Global Skills: Creating Empowered 21st Century Learners* at www.oup.com/elt/expert

Speaking

Life Vision places a strong emphasis on developing a range of active communication skills to equip students to respond confidently in different situations. Throughout the course, and in every lesson, students have varied opportunities for speaking practice. Speaking is built into each lesson, from the stimulating, image-based unit openers that activate students' prior knowledge of a topic, to the spoken output tasks that build on what students have learned in the lesson and allow them to personalise and activate it.

In addition to this, the *Think and share* speaking activities in every lesson make the topics more engaging and meaningful for students.

Dedicated speaking lessons in each unit provide structured tasks and phrase banks, so that students have a clear framework to express their ideas. The speaking lessons set achievable goals and give students the tools and strategies to achieve them, whilst also providing the right language and skills that they need for their exams. In the first of the two vocabulary presentation lessons in each unit, there is a Real English section, which consists of idiomatic, informal phrases. These sections help to make students' spoken language sound natural and fluent.

Critical thinking

What is critical thinking?

Critical thinking has been identified as an essential 21st century skill. It is one of the 'Four Cs,' the others being creativity, collaboration and communication. Developing critical thinking skills means helping students move beyond simple comprehension of information. They learn to use logic and evidence to make deductions, analyse and classify information, and solve problems.

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As previously mentioned in the Speaking section, in *Life Vision* there are regular *Think and share* tasks, which support and develop students' critical thinking. The tasks encourage students to think analytically, justify their answers and challenge other opinions.

These activities run throughout the course and allow students to personalise and engage with a range of current topics. The critical thinking skills they foster allow students to approach real-world problems with a useful toolkit of skills, and help them to navigate with confidence through the information overload that is characteristic of today's world.

Vision 360° lessons

These lessons allow students to look at interactive 360° images in which additional content – video and audio clips and texts – has been embedded. This content is accessed through different hotspots that can be found on the 360° image. The use of this feature is highly motivating for students as they can explore interesting aspects of the 360° images before looking in closer detail at the additional content. *Vision 360°* lessons add extra dimensions to learning:

- they showcase digital technology that is easy to use and attractive to students.
- the visual stimuli provide multiple opportunities for speaking.
- the hotspot exercises and the project work allow students to develop their digital literacy and research skills (see next section).

Digital literacy

Digital literacy covers a very broad spectrum of skills, but it can be defined in general terms as the ability to access, use, create and share information and content, using a range of digital devices and applications in ways that show critical awareness and an understanding of what is safe and legal. Digital literacy plays a fundamental role in almost all areas of life and work in the 21st century. In a learning environment it enables and enhances a large number of activities that involve:

- communication
- presenting ideas
- finding, modifying and creating information
- problem solving

Social engagement also plays an important part in digital literacy; collaboration and communication skills go naturally with using digital tools in a socially engaged way.

Life Vision is a course for today's teenagers – digital natives with a strong interest in the possibilities of technology. The use of digital content throughout the course appeals to both teachers and students in its variety and flexibility for learning.

The importance of digital literacy is reflected in two main places in *Life Vision*:

1 In the topics of the *Global skills* lessons, which cover issues such as online security and global internet usage.
2 In each of the *Vision 360°* lessons, in which there is a focus on developing digital literacy through the hot spot exercises and projects (see also the section on *Vision 360°*). For example, a project may require students to do research online – such as finding out about community projects in their area then produce a poster or advert in pairs or groups and finally present it to the class. This helps develop students' digital literacy by encouraging them to:

- critically evaluate the reliability of the information on the websites that they use for their research.
- work together to decide on the best way to structure and edit the information that they find online.
- apply and extend their knowledge of digital tools for presenting their work.

Support for mixed ability classes

Through appropriate levelling with the CEFR, *Life Vision* ensures that content is manageable for all students. The speaking activities in the Student Book are carefully staged. In addition, the *Vocabulary boosters* in both the Student Book and Workbook have *Get started* review exercises for less confident students and *Extend* exercises for more confident students. Further support for less confident students is provided in the Review sections in the Workbook and the extra support and challenge activities in the Teacher's Guide. In addition, the unit tests have a dyslexia-friendly version.

Mediation

What is mediation?

Mediation normally means negotiating in order to resolve an argument or conflict. In the English language classroom, mediation has a different meaning. In a basic sense, it is someone telling someone else about something. In a fuller sense, mediation is an aspect of communication that involves clarifying or enhancing understanding between people, for example when reporting or interpreting ideas in different ways, or when presenting information or concepts.

Developing mediation skills has acquired more importance in recent years; the CEFR now defines these skills in detail for different levels of language ability and provides can-do statements that can be adapted as learning aims for communicative activities in the classroom.

How do mediation activities work in the classroom?

A mediation task normally involves two texts, which may be either spoken or written. Students read or listen to the first text (often called the source text) and then have to change it in some way in order to explain or tell it to another person or group of people who have not had access to this information. The changed version that students speak or write is the second text (often called the mediated text).



Mediation can happen in various ways, such as changing the medium (e.g. from written to oral / aural), or the register (e.g. from formal to informal) or the purpose of the text (e.g. from information to advice).

The examples below show how these different kinds of mediation work as classroom tasks:

- Students read a text and change the information in it to a visual format (e.g. a diagram or an illustrated poster).
- Students read a text written in a formal style and write about it to a friend in an informal style.
- Students listen to a presentation and write a summary of the key points for their work colleagues.

There is one mediation task in each unit of the Student Book, and one in each unit of the Workbook.

How do mediation activities enhance learning?

A shift of emphasis

While mediation activities may help students practise grammar and vocabulary from the unit, their main purpose is to help students develop their communication skills. For this reason, the emphasis is often on effective communication rather than focused practice of grammar and vocabulary in the unit.

Personalisation

When students mediate texts, they communicate in their own words ideas or information they have read or listened to. In this way, they adapt and personalise the message, making it more relevant to the person they are communicating with.

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Integrated skills

Mediation activities focus on integrating receptive skills (listening and reading in the source texts) and productive skills (speaking and writing in the mediated versions).

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 recognised 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 emphasises progress rather than failure, encouraging students to set goals, recognise 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 prioritise 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 objectives (what the learner needs to learn next) 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 with examples from *Life Vision*.

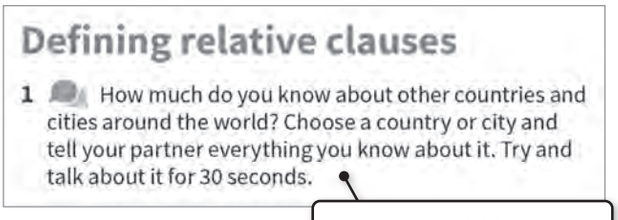
Diagnostics

To be able to provide effective 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 maximise 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.


Defining relative clauses

1 How much do you know about other countries and cities around the world? Choose a country or city and tell your partner everything you know about it. Try and talk about it for 30 seconds.

From Life Vision, Intermediate level, Student Book

Warmer activities help you understand what your students already know as well as what to focus on next in your lesson.

Learning objectives

Determining what students already know through diagnostics will enable you to identify appropriate learning objectives. Learning objectives 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.

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You may choose to present learning objectives at the beginning of a lesson.

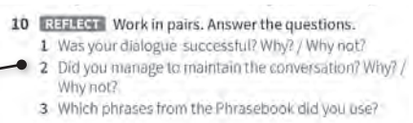
The learning objective for each lesson is clearly indicated.



From Life Vision, Intermediate level, Student Book

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.

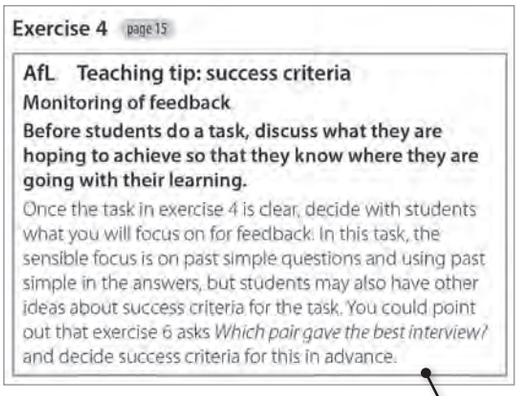
Student Book reflection activity: students self-assess against the learning objectives.



From Life Vision, Pre-intermediate level, Student Book

Success criteria

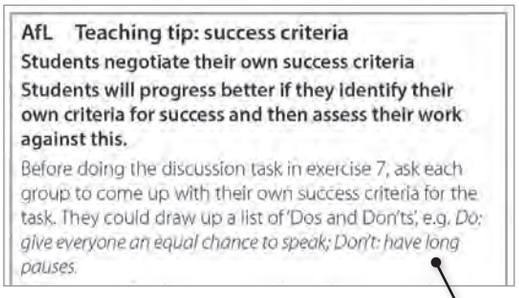
In order for students to make sense of learning objectives, these need to be linked to clear success criteria. If students understand and recognise what successful performance looks like, they will be better able to set clear goals, make use of feedback and measure their own progress. This Teacher's Guide contains many useful tips that suggest ideas on how to focus on success criteria as well as learning objectives and diagnostics.



From Life Vision, Pre-intermediate level, Teacher's Guide

Tips for success criteria

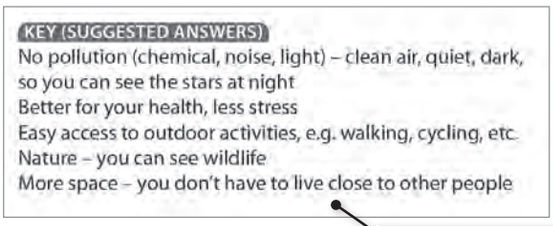
When your students have become more familiar with this approach, it is a good idea to have them negotiate their own success criteria. This encourages them to feel responsible for the quality of their work, and to take charge of their own learning.



From Life Vision, Intermediate level, Teacher's Guide

Tips for success criteria

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.



From Life Vision, Pre-intermediate level, Teacher's Guide

Model answers help students know what success looks like.

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 Review lessons 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:

https://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.

Course assessment

Life Vision assessment material is based on the leaning objectives from OxELF, which provide a detailed level of feedback to inform progress.

Life Vision offers a seamless learning and assessment experience, built on the principles of AfL. With regular assessment check-ins,

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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 and not leave students behind.

Most *Life Vision* tests are available in two slightly 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 tests. Both online and print 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 *Life Vision*.

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

In *Life Vision*, there are two short tests per unit: the first focuses on the grammar and vocabulary of lessons 1 and 2 and the second focuses on the grammar and vocabulary of lessons 5 and 6. They offer a snapshot of students' progress and guide the teacher to offer remedial work while still working within a given unit.

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.

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 summarise 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

Throughout your course book there are regular exam practice opportunities with exam tips for students to help them 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 individualised experience. Further information and free practice materials are available at http://www.oxfordtestofenglish.com

Life Vision Online Practice

There is also an opportunity for further practice through the bank of skills-focused *Life Vision Online Practice* materials. This enables you to assign your students work in specific areas where they need to develop.

Methodology support on Oxford English Hub

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

Relevant to the course methodology, the *Life Vision* team have selected the following topics to help you teach with confidence:

- AfL and effective feedback
- Global skills for the language classroom
- Mediation

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.

Professional development modules

The modules consist of short introductions to topics relevant to *Life Vision*, as well as practical ideas on how to implement them in your daily practice. Each module is no more than 30 minutes long.

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.

Topics include:

Mixed-ability teaching

Motivational teaching

Teacher well-being

Find out more: oxfordenglishhub.com

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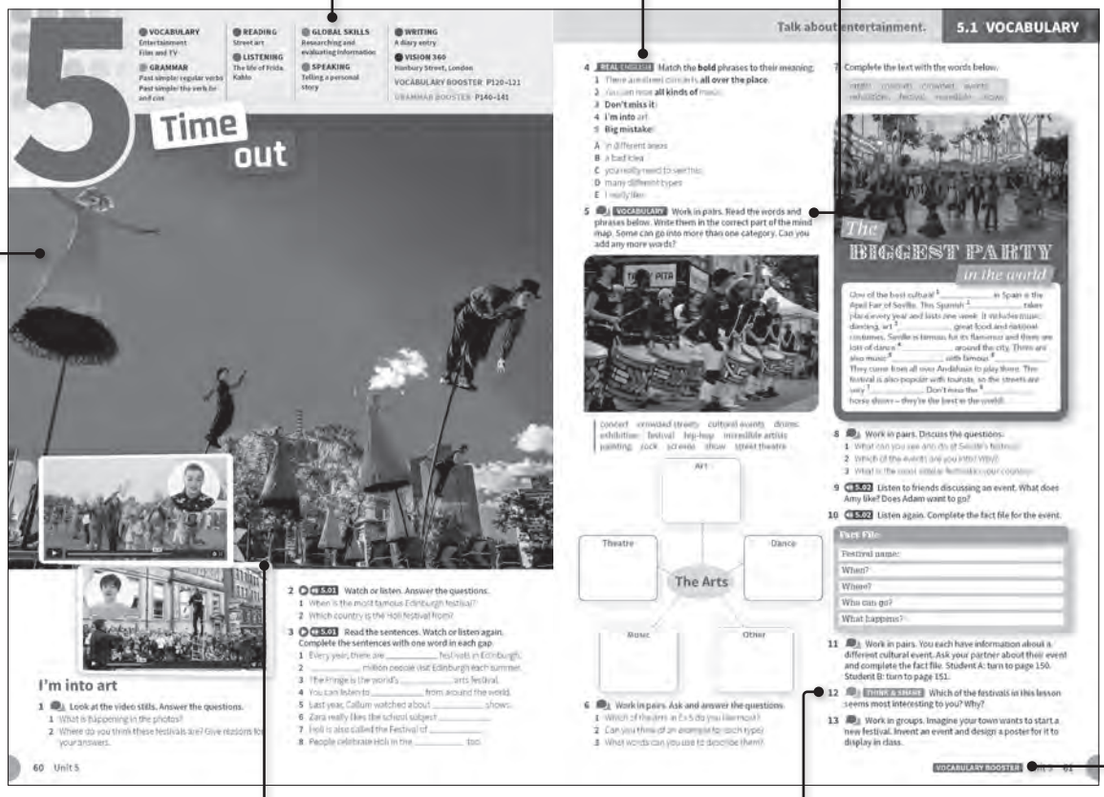
Impact photo and Lesson 1 Vocabulary

Impact photo to get students talking

OxELF syllabus aligned to CEFR

Real English – modern idiomatic phrases

Core vocabulary sets practised in Student Book and recycled in Workbook, *Vocabulary boosters* and photocopiable worksheets



YouTube style vlog presents vocabulary and grammar

Think & share – open-ended questions providing soft critical thinking and mixed ability speaking practice for all students

Workbook gives further practice of the language and skills taught in Student Book

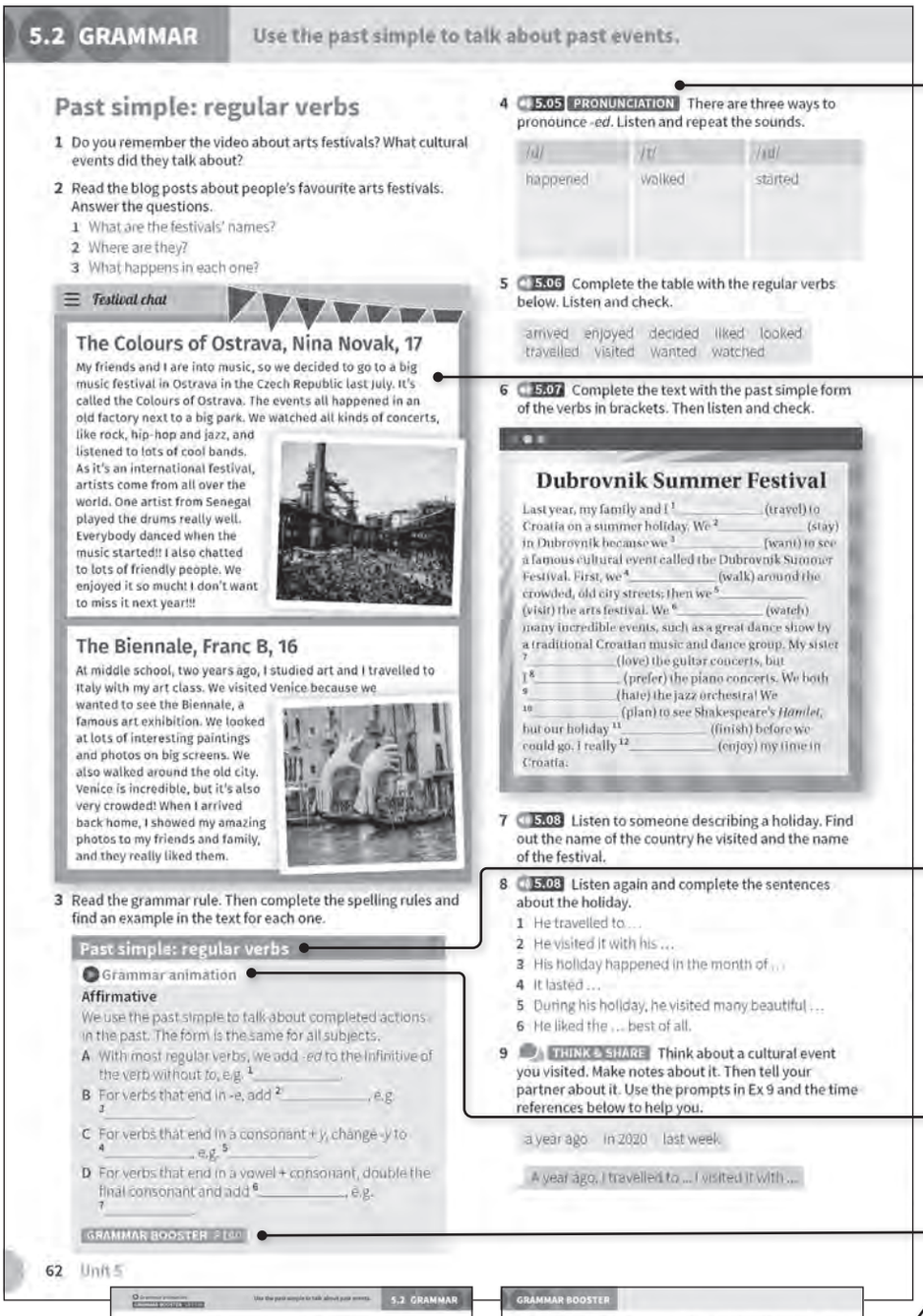




Vocabulary booster reference and exercises

Mixed ability practice with *Get started*, *Practice* and *Extend* exercises

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5.2 GRAMMAR Use the past simple to talk about past events.

Past simple: regular verbs

1 Do you remember the video about arts festivals? What cultural events did they talk about?

2 Read the blog posts about people's favourite arts festivals. Answer the questions.
1 What are the festivals' names?
2 Where are they?
3 What happens in each one?

Festival chat

The Colours of Ostrava, Nina Novak, 17

My friends and I are into music, so we decided to go to a big music festival in Ostrava in the Czech Republic last July. It's called the Colours of Ostrava. The events all happened in an old factory next to a big park. We watched all kinds of concerts, like rock, hip-hop and jazz, and listened to lots of cool bands. As it's an international festival, artists come from all over the world. One artist from Senegal played the drums really well. Everybody danced when the music started!! I also chatted to lots of friendly people. We enjoyed it so much! I don't want to miss it next year!!!

The Biennale, Franc B, 16

At middle school, two years ago, I studied art and I travelled to Italy with my art class. We visited Venice because we wanted to see the Biennale, a famous art exhibition. We looked at lots of interesting paintings and photos on big screens. We also walked around the old city. Venice is incredible, but it's also very crowded! When I arrived back home, I showed my amazing photos to my friends and family, and they really liked them.

3 Read the grammar rule. Then complete the spelling rules and find an example in the text for each one.

Past simple: regular verbs

Grammar animation

Affirmative

We use the past simple to talk about completed actions in the past. The form is the same for all subjects.

A With most regular verbs, we add *-ed* to the infinitive of the verb without *to*, e.g. 1 _____.

B For verbs that end in *-e*, add 2 _____, e.g. 3 _____.

C For verbs that end in a consonant + *y*, change *-y* to 4 _____, e.g. 5 _____.

D For verbs that end in a vowel + consonant, double the final consonant and add 6 _____, e.g. 7 _____.

GRAMMAR BOOSTER PAGE

4 5.05 PRONUNCIATION There are three ways to pronounce *-ed*. Listen and repeat the sounds.

/d/	/t/	/ɪd/
happened	walked	started

5 5.06 Complete the table with the regular verbs below. Listen and check.

arrived enjoyed decided liked looked travelled visited wanted watched

6 5.07 Complete the text with the past simple form of the verbs in brackets. Then listen and check.

Dubrovnik Summer Festival

Last year, my family and I 1 _____ (travel) to Croatia on a summer holiday. We 2 _____ (stay) in Dubrovnik because we 3 _____ (want) to see a famous cultural event called the Dubrovnik Summer Festival. First, we 4 _____ (walk) around the crowded, old city streets; then we 5 _____ (visit) the arts festival. We 6 _____ (watch) many incredible events, such as a great dance show by a traditional Croatian music and dance group. My sister 7 _____ (love) the guitar concerts, but I 8 _____ (prefer) the piano concerts. We both 9 _____ (hate) the jazz orchestra! We 10 _____ (plan) to see Shakespeare's *Hamlet*, but our holiday 11 _____ (finish) before we could go. I really 12 _____ (enjoy) my time in Croatia.

7 5.08 Listen to someone describing a holiday. Find out the name of the country he visited and the name of the festival.

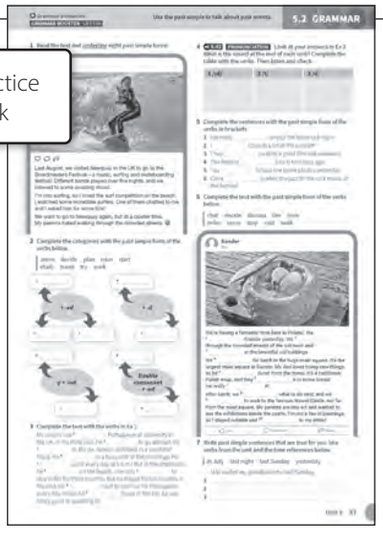
8 5.08 Listen again and complete the sentences about the holiday.
1 He travelled to …
2 He visited it with his …
3 His holiday happened in the month of …
4 It lasted …
5 During his holiday, he visited many beautiful …
6 He liked the … best of all.

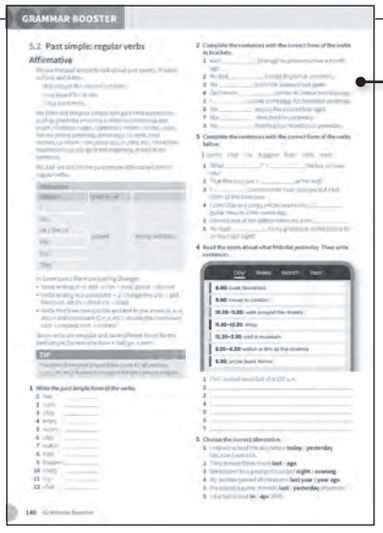
9 THINK & SHARE Think about a cultural event you visited. Make notes about it. Then tell your partner about it. Use the prompts in Ex 9 and the time references below to help you.

a year ago in 2020 last week

A year ago, I travelled to … I visited it with …

62 Unit 5





GRAMMAR BOOSTER

5.2 Past simple: regular verbs

Affirmative

Pronunciation strategy and exercise in each unit

Thought-provoking topics that capture students' interest

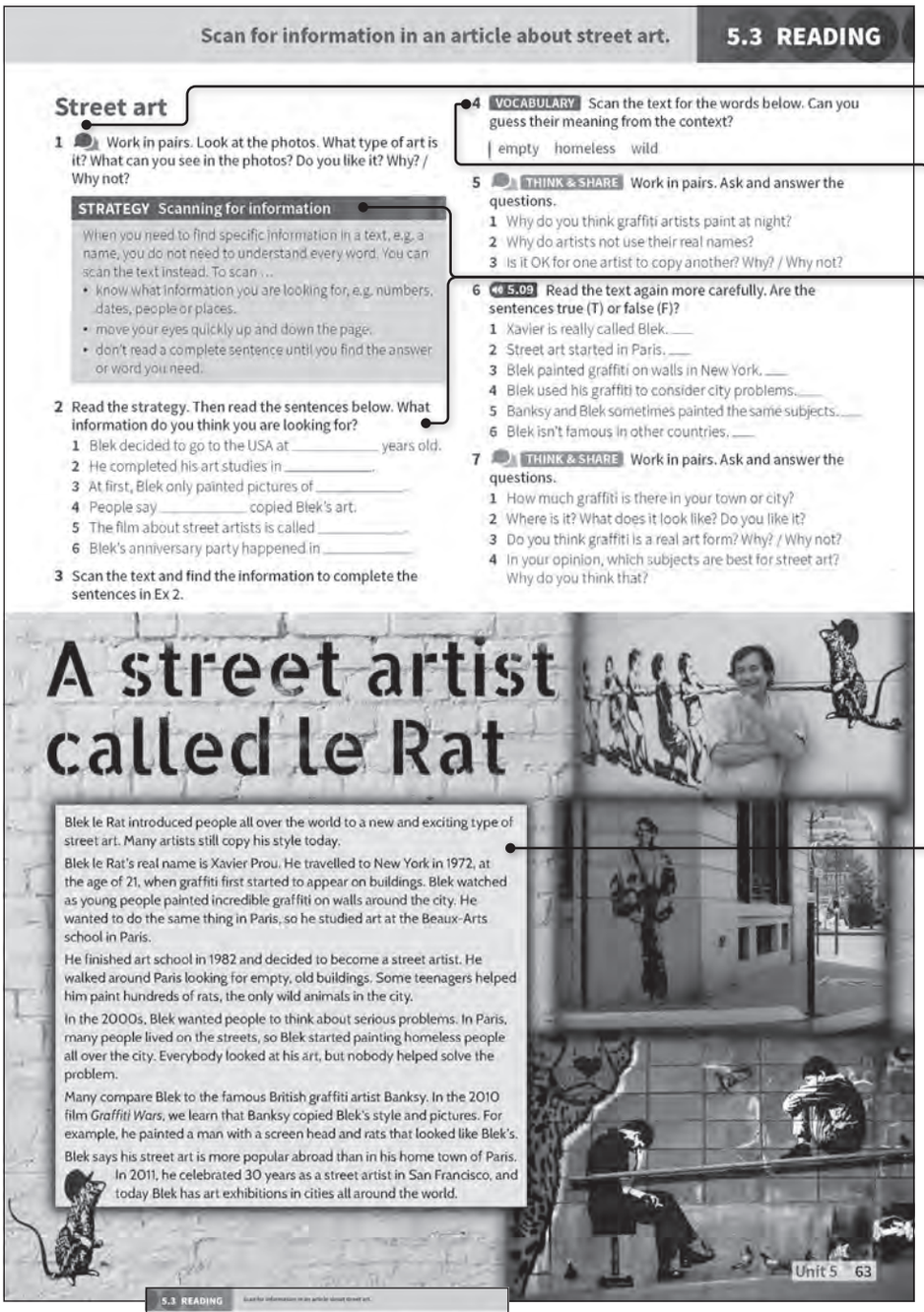
Strong grammar focus with guided inductive approach

Two grammar animations per unit for flipped classroom or learning in class

Grammar booster reference and exercises

Further practice in Workbook

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Scan for information in an article about street art. **5.3 READING**

Street art

1 Work in pairs. Look at the photos. What type of art is it? What can you see in the photos? Do you like it? Why? / Why not?

STRATEGY Scanning for information

When you need to find specific information in a text, e.g. a name, you do not need to understand every word. You can scan the text instead. To scan …

- know what information you are looking for, e.g. numbers, dates, people or places.
- move your eyes quickly up and down the page.
- don't read a complete sentence until you find the answer or word you need.

2 Read the strategy. Then read the sentences below. What information do you think you are looking for?

1 Blek decided to go to the USA at _____ years old.
2 He completed his art studies in _____.
3 At first, Blek only painted pictures of _____.
4 People say _____ copied Blek's art.
5 The film about street artists is called _____.
6 Blek's anniversary party happened in _____.

3 Scan the text and find the information to complete the sentences in Ex 2.

4 VOCABULARY Scan the text for the words below. Can you guess their meaning from the context?

empty homeless wild

5 THINK & SHARE Work in pairs. Ask and answer the questions.

1 Why do you think graffiti artists paint at night?
2 Why do artists not use their real names?
3 Is it OK for one artist to copy another? Why? / Why not?

6 5.09 Read the text again more carefully. Are the sentences true (T) or false (F)?

1 Xavier is really called Blek. ___
2 Street art started in Paris. ___
3 Blek painted graffiti on walls in New York. ___
4 Blek used his graffiti to consider city problems. ___
5 Banksy and Blek sometimes painted the same subjects. ___
6 Blek isn't famous in other countries. ___

7 THINK & SHARE Work in pairs. Ask and answer the questions.

1 How much graffiti is there in your town or city?
2 Where is it? What does it look like? Do you like it?
3 Do you think graffiti is a real art form? Why? / Why not?
4 In your opinion, which subjects are best for street art? Why do you think that?

A street artist called le Rat

Blek le Rat introduced people all over the world to a new and exciting type of street art. Many artists still copy his style today.

Blek le Rat's real name is Xavier Prou. He travelled to New York in 1972, at the age of 21, when graffiti first started to appear on buildings. Blek watched as young people painted incredible graffiti on walls around the city. He wanted to do the same thing in Paris, so he studied art at the Beaux-Arts school in Paris.

He finished art school in 1982 and decided to become a street artist. He walked around Paris looking for empty, old buildings. Some teenagers helped him paint hundreds of rats, the only wild animals in the city.

In the 2000s, Blek wanted people to think about serious problems. In Paris, many people lived on the streets, so Blek started painting homeless people all over the city. Everybody looked at his art, but nobody helped solve the problem.

Many compare Blek to the famous British graffiti artist Banksy. In the 2010 film *Graffiti Wars*, we learn that Banksy copied Blek's style and pictures. For example, he painted a man with a screen head and rats that looked like Blek's.

Blek says his street art is more popular abroad than in his home town of Paris. In 2011, he celebrated 30 years as a street artist in San Francisco, and today Blek has art exhibitions in cities all around the world.

Unit 5 63



Preparation for topic of the lesson with short speaking activities in every lesson, flagged with speech bubbles

All vocabulary exercises flagged

OxELF strategy in all skills lessons, with activation exercise

'Googleable' texts

4 documentaries per level
– interesting, global, diverse and inclusive content
– linked to reading or listening lesson topic

Further practice in Workbook

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5.4 GLOBAL SKILLS — Research and evaluate information.

Researching and evaluating information

1 Work in pairs. Ask and answer the questions.
1 Where do you usually search for information?
2 What type of information do you often search?
3 Why do you need it?

2 5.10 Listen to an expert talking about research. Answer the questions.
1 What is her talk about?
2 Which source does she talk about?
3 What is her old blog about?

3 5.10 Look at the chart. Complete it with the words below. Then listen again and check.

answer check look main recent understand want



How to research and evaluate information online

1 Do I know what information I [1]_____ to find out?
Yes ↓ No/Not sure →

2 Can I [2]_____ what this source is trying to say?
Yes ↓ No/Not sure →

3 Does it give me useful information and [3]_____ my questions?
Yes ↓ No/Not sure →

4 Does it [4]_____ like a high-quality source (e.g. the author is an expert in the subject)?
Yes ↓ No/Not sure →

5 Do I know what the [5]_____ purpose of the source is?
Yes ↓ No/Not sure →

6 Is this information [6]_____ (e.g. a month old) and/or is it still true?
Yes ↓ No/Not sure →

Now [7]_____ the information using different sources.

NO or NOT SURE?
Try a different source or change your online search.

4 THINK & SHARE Work in pairs. Ask and answer the questions.
1 Which of the things in the chart do you do?
2 What parts of research do you find most difficult?
3 Do you read any sources that often contain opinions? What are they about?

5 VOCABULARY Match the highlighted words in the chart with the definitions.
1 to form an opinion on a subject by thinking about it carefully
2 something or someone that gives information
3 to study a subject to discover new facts
4 very good, serious
5 a person who writes books or articles
6 the reason why something exists

6 Complete the text with the words below.

author find out high-quality research source

At first, it is difficult to understand if an article contains [1]_____ information or if it is just a personal opinion of the [2]_____. But like many skills, it becomes easier to [3]_____ information with practice. It's important that you always evaluate any [4]_____ you want to use carefully. Don't just read one – study many articles and try to [5]_____ as much as you can about the subject. Then you can compare them with each other to check.

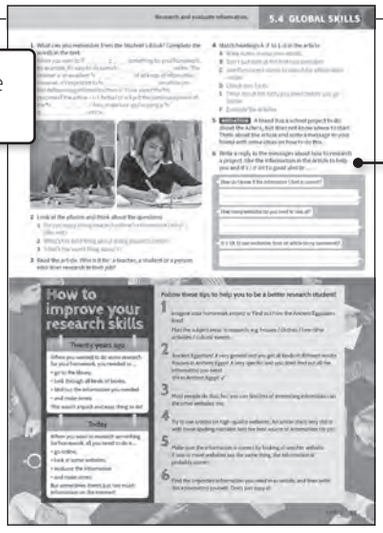
7 THINK & SHARE Choose a subject or event that you would like to research. Write down all the things you need to search for and three questions you want to answer.

8 Work in pairs. Discuss the questions.
1 What would you like to research and why?
2 What type of information do you want to find out?
3 Which sources are you planning to use?
4 Which websites are high-quality sources?

9 Now do your research in English. Use the chart to evaluate any sources. Then tell your class about your experience. Describe how you looked for the information and why you wanted to find out more.

10 Work in groups. Discuss the questions.
1 What was the easiest and hardest part?
2 Are you planning to do your research differently in the future? How?

64 Unit 5



Global skills lesson for lifelong learning

Focus on communication and collaboration

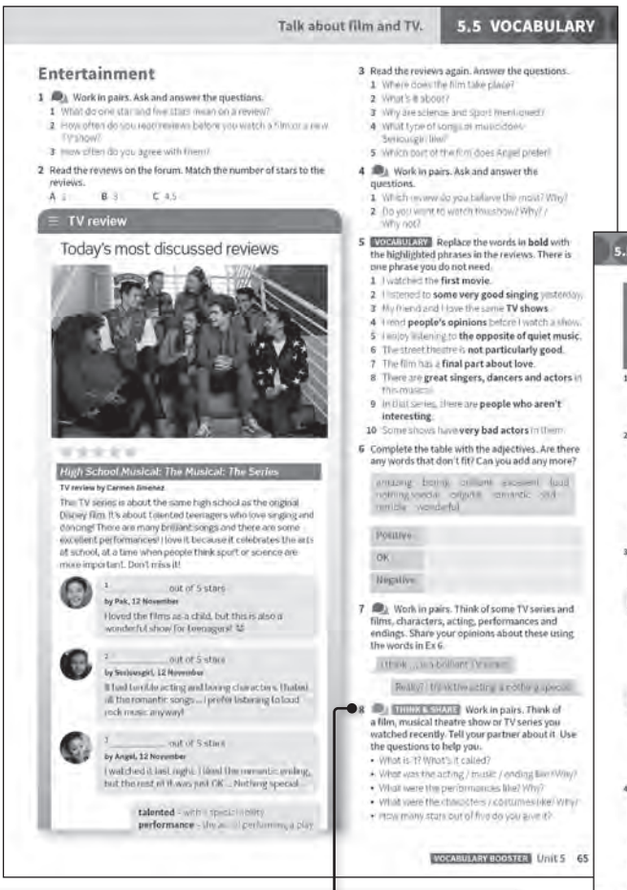
Developing global skills by exploring real issues

Practising skills needed in life after school

Further practice in Workbook

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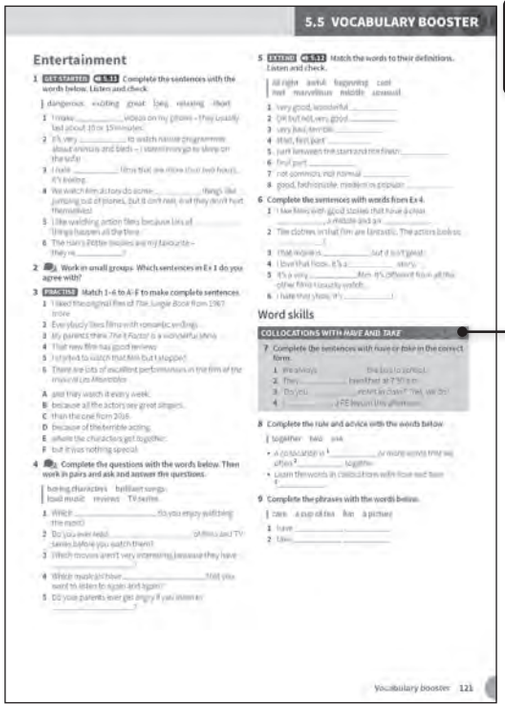
Lesson 5 Vocabulary



Second vocabulary lesson and *Vocabulary booster*

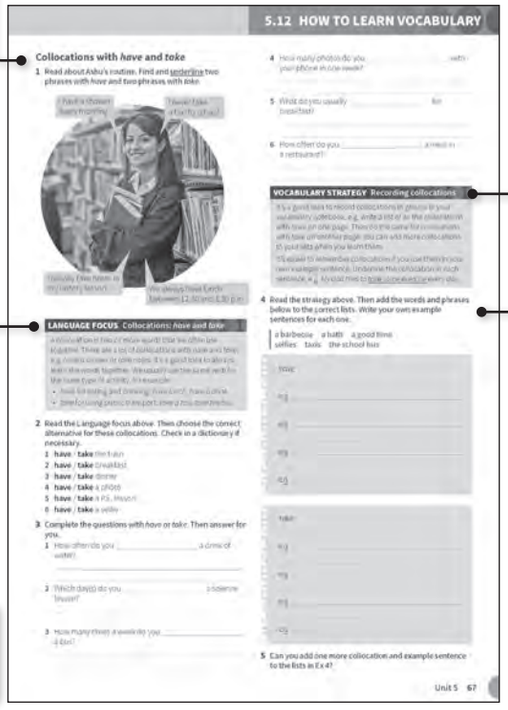


Think & share – open-ended questions providing soft critical thinking and mixed ability speaking practice for all students



Topic of *Word skills* studied in greater detail in Workbook

Strategies on how to learn vocabulary



Exercise activating vocabulary learning strategies

Tips on how vocabulary works

4064439 Life Vision Elem TG (International).indb 18 07/11/2021 20:48

5.6 GRAMMAR — Use the verb *be* and *can* to talk about the past.

Past simple: the verb *be* and *can*

1 THINK & SHARE Do you know any talented children? Are people born with special abilities or do they become talented through hard work?

2 Look at the photos. What are they doing? What can they do? Read the article and check your answers.



Talented teens

Alma Deutscher and Kareem Olamilekan weren't the same as other children. What were they like? What could they do?

Alma was born in 2005 in England. She could sing before she could talk. When she was three, she received a violin, and she couldn't stop playing. But the violin wasn't the only instrument that she loved. She could also play the piano and she started writing original music and performing when she was eight. 'Little Miss Mozart's' concerts received wonderful reviews.

Kareem was born in 2006 in Nigeria. Like Picasso, he could draw brilliant portraits when he was eight. His drawings weren't famous until the French president visited Nigeria in 2018 and Kareem created an excellent portrait of him. He couldn't believe how talented the eleven-year-old was!

3 Read the grammar rules. Underline all the examples of the past simple of *can* and *be* in the text. Then complete the grammar rules.

Past simple: the verb *be*

Grammar animation

Affirmative

I / He / She / It + [1] _____ eight years old.
You / We / They + [2] _____ good at drawing.

Negative

I / He / She / It + [3] _____ very talented.
You / We / They + [4] _____ famous.

Questions

[5] _____ I / he / she / it famous?
Yes, I / he / she / it [6] _____. / No, I / he / she / it [7] _____.
[8] _____ you / we / they good?
Yes, you / we / they [9] _____. / No, you / we / they [10] _____.

GRAMMAR BOOSTER P141

Past simple: *can*

Grammar animation

The forms for *could* are the same for all persons.

Affirmative

He [11] _____ draw.

Negative

They [12] _____ stop.

Questions

[13] _____ you swim?
Yes, I [14] _____. / No, I [15] _____.

GRAMMAR BOOSTER P141

4 Complete the sentences with the correct form of *be* or *can*.

1 He hated that painting, so his review _____ terrible.
2 You _____ quiet last night. Are you OK?
3 The songs _____ boring. I loved them!
4 When we _____ fourteen, we visited New York.
5 Liam _____ come with us last night – he was ill.
6 When I _____ a child, I _____ sing brilliantly.
7 I _____ hear you speak clearly because the music _____ loud at all.
8 My parents aren't Polish. They _____ born in China.

5 5.13 Complete the text with the correct form of *be* or *can*. Listen and check your answers.

Mini Monet

The newspapers [1] _____ interested in Kieron Williamson as a child, because he [2] _____ paint like a master! In his first exhibition in 2008, aged six, the reviews [3] _____ excellent. After that, his nickname [4] _____ 'Mini Monet'. People [5] _____ (not) stop buying his brilliant paintings! In three years, Kieron and his family [6] _____ rich. They had £1.5 million! At the age of fourteen, he appeared in the TV show *The Making of a Master*. But his mum [7] _____ (not) happy with his education: he [8] _____ (not) go to school because he [9] _____ too busy and famous.

6 Write questions.

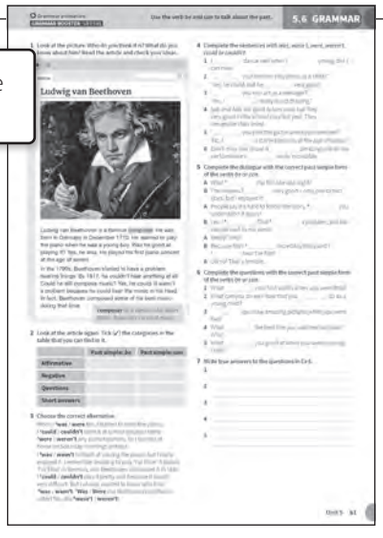
1 What / Mozart do when he / four / ?
2 Mozart and his father / both / musical / ?
3 How old / Mozart when he first performed / ?
4 What / Picasso's first word / ?
5 Picasso / write before he / draw / ?
6 How old / he / when he started going to art school / ?
7 Picasso and Mozart / famous before they die / ?

7 5.14 Listen to the radio show. Answer the questions in Ex 6.

8 Work in pairs. Ask and answer the questions.

1 How old were you when you could first . . .
- draw a face?
- play an instrument?
- speak English?
- write your name?
- swim?
- ride a bike?
- sing a song?

2 What could you do well as a child?





Second grammar lesson and *Grammar booster*

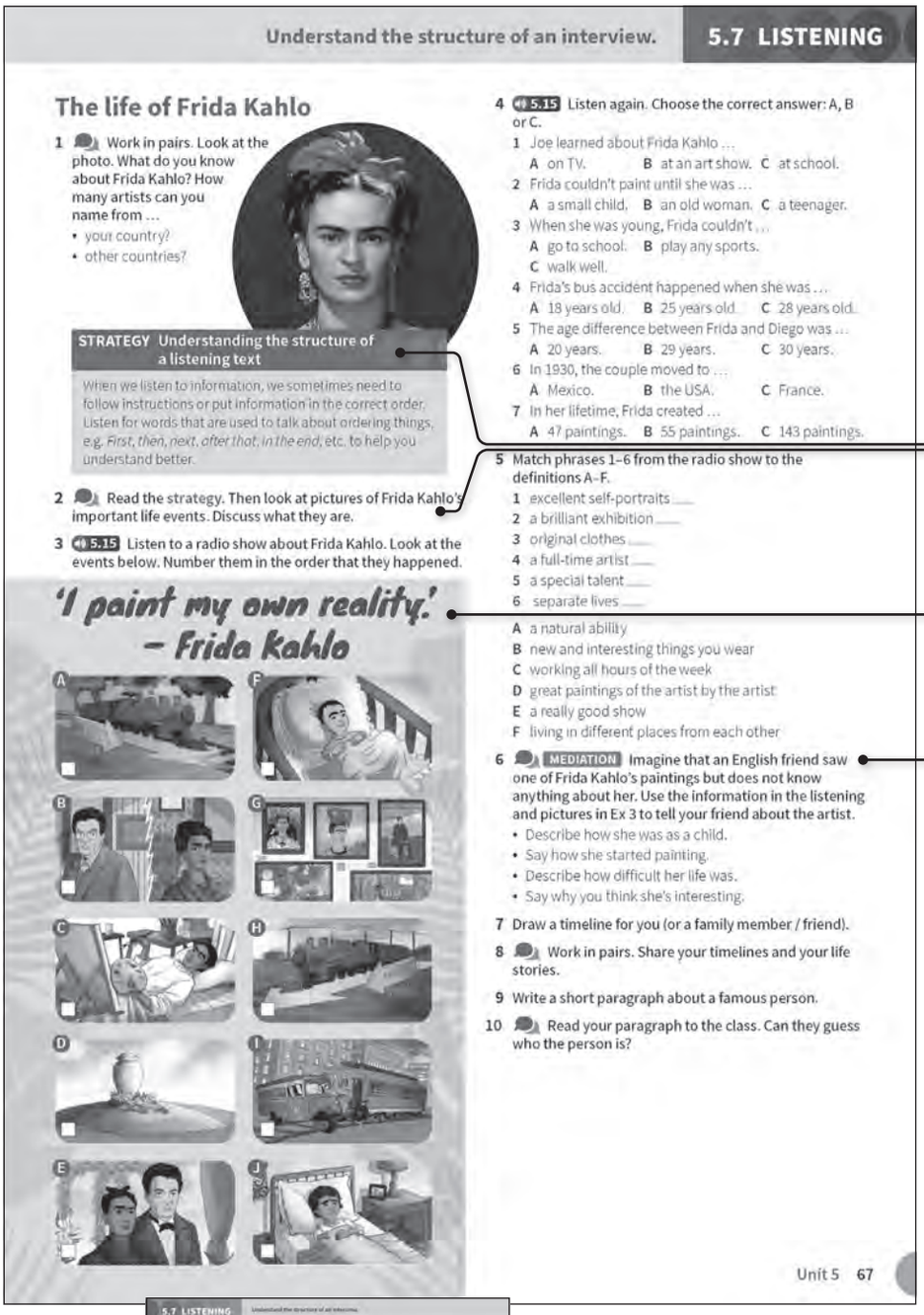
Second grammar animation

Personalisation tasks to make learning meaningful and improve retention

Further practice in Workbook

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Lesson 7 Listening



Understand the structure of an interview. **5.7 LISTENING**

The life of Frida Kahlo

1 Work in pairs. Look at the photo. What do you know about Frida Kahlo? How many artists can you name from …
- your country?
- other countries?

STRATEGY Understanding the structure of a listening text

When we listen to information, we sometimes need to follow instructions or put information in the correct order. Listen for words that are used to talk about ordering things, e.g. *First, then, next, after that, in the end*, etc. to help you understand better.

2 Read the strategy. Then look at pictures of Frida Kahlo's important life events. Discuss what they are.

3 5.15 Listen to a radio show about Frida Kahlo. Look at the events below. Number them in the order that they happened.

'I paint my own reality.' – Frida Kahlo

A ☐ F ☐ B ☐ G ☐ C ☐ H ☐ D ☐ I ☐ E ☐ J ☐

4 5.15 Listen again. Choose the correct answer: A, B or C.

1 Joe learned about Frida Kahlo …
A on TV. B at an art show. C at school.
2 Frida couldn't paint until she was …
A a small child. B an old woman. C a teenager.
3 When she was young, Frida couldn't …
A go to school. B play any sports. C walk well.
4 Frida's bus accident happened when she was …
A 18 years old. B 25 years old. C 28 years old.
5 The age difference between Frida and Diego was …
A 20 years. B 29 years. C 30 years.
6 In 1930, the couple moved to …
A Mexico. B the USA. C France.
7 In her lifetime, Frida created …
A 47 paintings. B 55 paintings. C 143 paintings.

5 Match phrases 1–6 from the radio show to the definitions A–F.

1 excellent self-portraits ___
2 a brilliant exhibition ___
3 original clothes ___
4 a full-time artist ___
5 a special talent ___
6 separate lives ___

A a natural ability
B new and interesting things you wear
C working all hours of the week
D great paintings of the artist by the artist
E a really good show
F living in different places from each other

6 MEDIATION Imagine that an English friend saw one of Frida Kahlo's paintings but does not know anything about her. Use the information in the listening and pictures in Ex 3 to tell your friend about the artist.
- Describe how she was as a child.
- Say how she started painting.
- Describe how difficult her life was.
- Say why you think she's interesting.

7 Draw a timeline for you (or a family member / friend).

8 Work in pairs. Share your timelines and your life stories.

9 Write a short paragraph about a famous person.

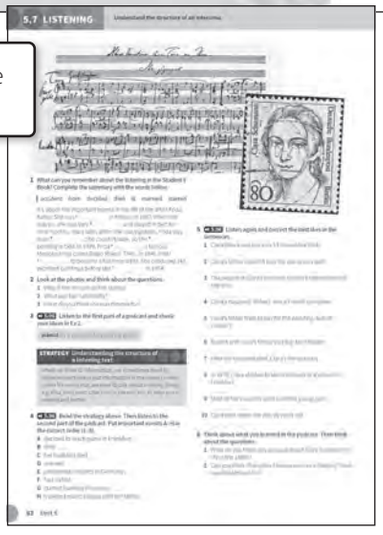
10 Read your paragraph to the class. Can they guess who the person is?

Unit 5 67

OxELF listening strategy and activation exercises

Thought-provoking issues to facilitate discussion

Mediation activity for focused communication practice



Further practice in Workbook

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5.8 SPEAKING — Show interest and tell a personal story.

Telling a personal story

1 Work in pairs. Look at the photos. Answer the questions.
1 What type of story does each photo show?
2 What type of stories do you enjoy the most/the least? Why?



2 5.16 Listen to Rick telling a personal story to Ava. Answer the questions.
1 Which photo in Ex 1 shows the musical Rick was in?
2 Which character was he?
3 Was his personal story funny, sad or romantic? Why?

STRATEGY Showing interest

During a conversation, we often use short phrases to show interest and react to what the other person is saying.
How amazing / wonderful / sad / terrible!
Oh no!
No way!
Poor you!
Lucky you!
Congratulations!
Wow!
Really?
Well done!

3 5.16 Read the strategy. Listen again. Which of the phrases in the strategy do you hear?

4 Complete the table with the phrases in the strategy.

Reacting to good news
Reacting to bad news
Showing surprise

5 5.17 Listen to the speakers. Repeat what they say and show interest using the phrases.

I was hurt in an accident two weeks ago.

You were hurt in an accident. Oh no!

6 5.18 Complete the Phrasebook with the words below. Then listen, check and repeat.

ago amazingly happened soon was wasn't

PHRASEBOOK Telling a personal story

The introduction
A few days / years / months [1]_____, I was (in middle school)

The beginning
I was in a school theatre show ... it [2]_____ *Beauty and the Beast*, ...

The main events
First / Then / After that / As [3]_____ as I (arrived) ...
While I was there, something terrible / amazing
[4]_____

The end
And, [5]_____, ... / It's funny now, but it [6]_____ at the time.

7 Match the sentence halves.
1 Two years ago, I was in
2 After about two minutes, they asked
3 As soon as I arrived,
4 Wow, how
5 And, amazingly, all the
6 While I was there, I

A looked everywhere, but I couldn't find it!
B a really difficult situation.
C terrible!
D Belle looked at me strangely!
E me to go back and finish the ending of the story.
F students loved the new ending!

8 Think about something that happened to you or invent a story for one of the ideas below.
- a brilliant / romantic moment
- a wonderful / funny event
- a special / terrible day

Brainstorm your ideas, and then write them in the correct part of the mind map.



9 Work in pairs. Take turns to tell your story. Use the Phrasebook to help you. Use appropriate expressions from the strategy to show interest and react to your partner.

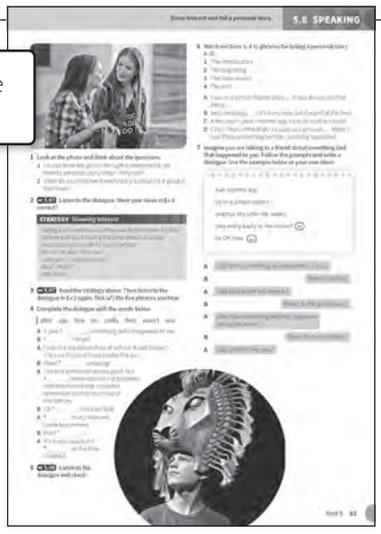
10 REFLECT Discuss in pairs.
1 Did your story have a clear structure?
2 Did you react using the phrases in the Phrasebook? Which ones did you use?

68 Unit 5

Speaking lesson with *Phrasebook*

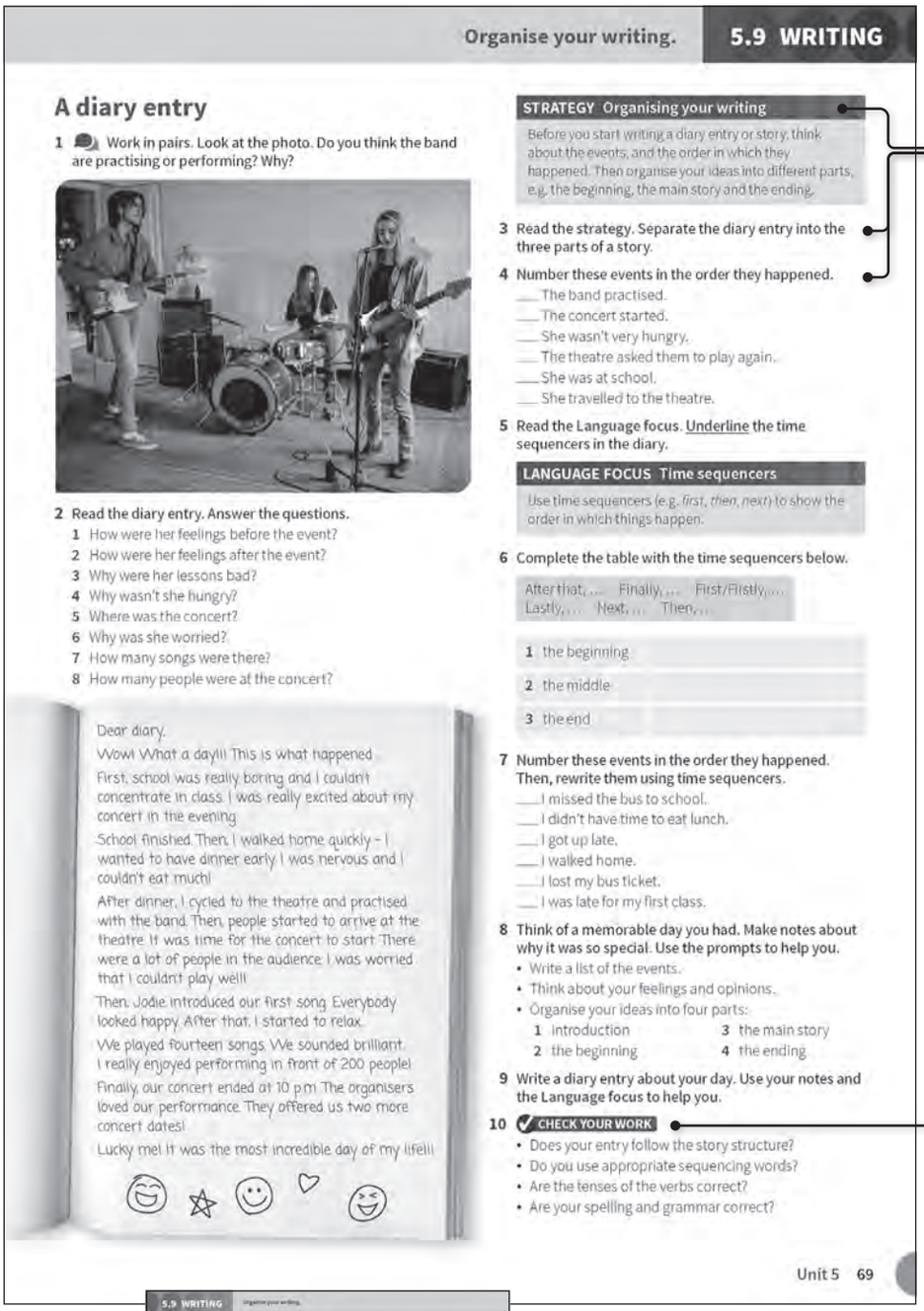
OxELF speaking strategy and activation exercise

Further practice in Workbook



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Lesson 9 Writing



Organise your writing. **5.9 WRITING**

A diary entry

1 Work in pairs. Look at the photo. Do you think the band are practising or performing? Why?

2 Read the diary entry. Answer the questions.
1 How were her feelings before the event?
2 How were her feelings after the event?
3 Why were her lessons bad?
4 Why wasn't she hungry?
5 Where was the concert?
6 Why was she worried?
7 How many songs were there?
8 How many people were at the concert?

Dear diary,

Wow! What a day!!! This is what happened.

First, school was really boring and I couldn't concentrate in class. I was really excited about my concert in the evening.

School finished. Then, I walked home quickly – I wanted to have dinner early. I was nervous and I couldn't eat much!

After dinner, I cycled to the theatre and practised with the band. Then, people started to arrive at the theatre. It was time for the concert to start. There were a lot of people in the audience. I was worried that I couldn't play well!

Then, Jodie introduced our first song. Everybody looked happy. After that, I started to relax.

We played fourteen songs. We sounded brilliant. I really enjoyed performing in front of 200 people!

Finally, our concert ended at 10 p.m. The organisers loved our performance. They offered us two more concert dates!

Lucky me! It was the most incredible day of my life!!!

STRATEGY Organising your writing

Before you start writing a diary entry or story, think about the events, and the order in which they happened. Then organise your ideas into different parts, e.g. the beginning, the main story and the ending.

3 Read the strategy. Separate the diary entry into the three parts of a story.

4 Number these events in the order they happened.
___ The band practised.
___ The concert started.
___ She wasn't very hungry.
___ The theatre asked them to play again.
___ She was at school.
___ She travelled to the theatre.

5 Read the Language focus. Underline the time sequencers in the diary.

LANGUAGE FOCUS Time sequencers

Use time sequencers (e.g. *first, then, next*) to show the order in which things happen.

6 Complete the table with the time sequencers below.

After that, ... Finally, ... First/Firstly, ... Lastly, ... Next, ... Then, ...

1 the beginning	
2 the middle	
3 the end	

7 Number these events in the order they happened. Then, rewrite them using time sequencers.
___ I missed the bus to school.
___ I didn't have time to eat lunch.
___ I got up late.
___ I walked home.
___ I lost my bus ticket.
___ I was late for my first class.

8 Think of a memorable day you had. Make notes about why it was so special. Use the prompts to help you.
- Write a list of the events.
- Think about your feelings and opinions.
- Organise your ideas into four parts:
  1 introduction
  2 the beginning
  3 the main story
  4 the ending

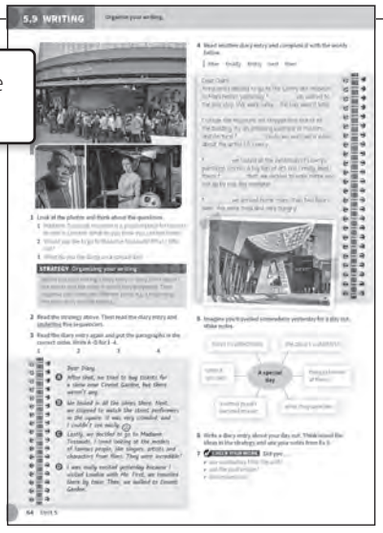
9 Write a diary entry about your day. Use your notes and the Language focus to help you.

10 CHECK YOUR WORK
- Does your entry follow the story structure?
- Do you use appropriate sequencing words?
- Are the tenses of the verbs correct?
- Are your spelling and grammar correct?

Unit 5 69

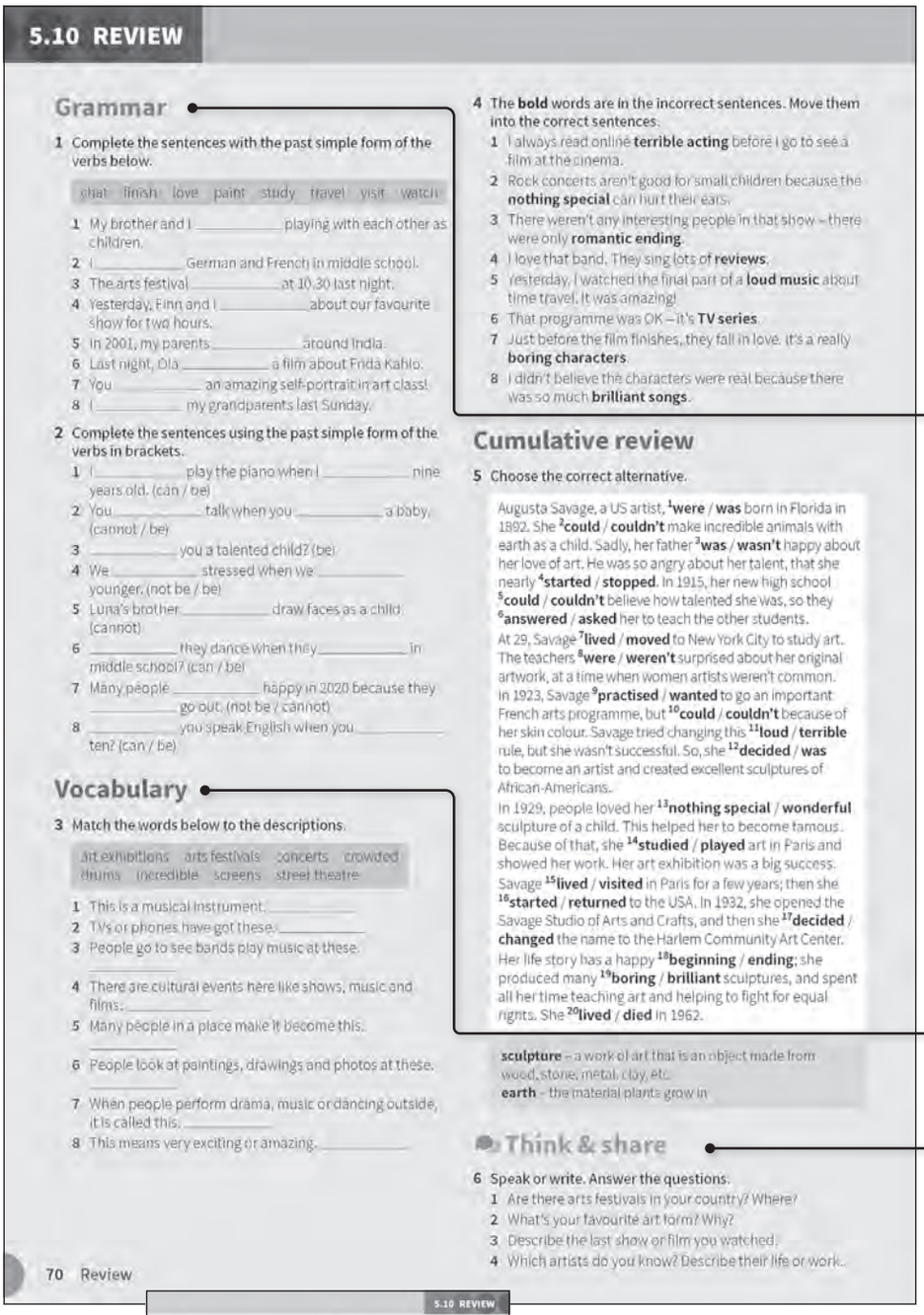
OxELF writing strategy and activation exercises

Check your work to encourage self-assessment



Further practice in Workbook

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5.10 REVIEW

Grammar

1 Complete the sentences with the past simple form of the verbs below.

chat finish love paint study travel visit watch

1 My brother and I _____ playing with each other as children.
2 I _____ German and French in middle school.
3 The arts festival _____ at 10.30 last night.
4 Yesterday, Finn and I _____ about our favourite show for two hours.
5 In 2001, my parents _____ around India.
6 Last night, Ola _____ a film about Frida Kahlo.
7 You _____ an amazing self-portrait in art class!
8 I _____ my grandparents last Sunday.

2 Complete the sentences using the past simple form of the verbs in brackets.

1 I _____ play the piano when I _____ nine years old. (can / be)
2 You _____ talk when you _____ a baby. (cannot / be)
3 _____ you a talented child? (be)
4 We _____ stressed when we _____ younger. (not be / be)
5 Luna's brother _____ draw faces as a child. (cannot)
6 _____ they dance when they _____ in middle school? (can / be)
7 Many people _____ happy in 2020 because they _____ go out. (not be / cannot)
8 _____ you speak English when you _____ ten? (can / be)

Vocabulary

3 Match the words below to the descriptions.

art exhibitions arts festivals concerts crowded drums incredible screens street theatre

1 This is a musical instrument. _____
2 TVs or phones have got these. _____
3 People go to see bands play music at these. _____
4 There are cultural events here like shows, music and films. _____
5 Many people in a place make it become this. _____
6 People look at paintings, drawings and photos at these. _____
7 When people perform drama, music or dancing outside, it is called this. _____
8 This means very exciting or amazing. _____

4 The **bold** words are in the incorrect sentences. Move them into the correct sentences.

1 I always read online **terrible acting** before I go to see a film at the cinema.
2 Rock concerts aren't good for small children because the **nothing special** can hurt their ears.
3 There weren't any interesting people in that show – there were only **romantic ending**.
4 I love that band. They sing lots of **reviews**.
5 Yesterday, I watched the final part of a **loud music** about time travel. It was amazing!
6 That programme was OK – it's **TV series**.
7 Just before the film finishes, they fall in love. It's a really **boring characters**.
8 I didn't believe the characters were real because there was so much **brilliant songs**.

Cumulative review

5 Choose the correct alternative.

Augusta Savage, a US artist, [1]**were** / **was** born in Florida in 1892. She [2]**could** / **couldn't** make incredible animals with earth as a child. Sadly, her father [3]**was** / **wasn't** happy about her love of art. He was so angry about her talent, that she nearly [4]**started** / **stopped**. In 1915, her new high school [5]**could** / **couldn't** believe how talented she was, so they [6]**answered** / **asked** her to teach the other students.

At 29, Savage [7]**lived** / **moved** to New York City to study art. The teachers [8]**were** / **weren't** surprised about her original artwork, at a time when women artists weren't common.

In 1923, Savage [9]**practised** / **wanted** to go an important French arts programme, but [10]**could** / **couldn't** because of her skin colour. Savage tried changing this [11]**loud** / **terrible** rule, but she wasn't successful. So, she [12]**decided** / **was** to become an artist and created excellent sculptures of African-Americans.

In 1929, people loved her [13]**nothing special** / **wonderful** sculpture of a child. This helped her to become famous. Because of that, she [14]**studied** / **played** art in Paris and showed her work. Her art exhibition was a big success.

Savage [15]**lived** / **visited** in Paris for a few years; then she [16]**started** / **returned** to the USA. In 1932, she opened the Savage Studio of Arts and Crafts, and then she [17]**decided** / **changed** the name to the Harlem Community Art Center.

Her life story has a happy [18]**beginning** / **ending**; she produced many [19]**boring** / **brilliant** sculptures, and spent all her time teaching art and helping to fight for equal rights. She [20]**lived** / **died** in 1962.

sculpture – a work of art that is an object made from wood, stone, metal, clay, etc.
earth – the material plants grow in

Think & share

6 Speak or write. Answer the questions.

1 Are there arts festivals in your country? Where?
2 What's your favourite art form? Why?
3 Describe the last show or film you watched.
4 Which artists do you know? Describe their life or work.

70 Review



Review lesson to revise grammar and vocabulary of the unit

Recycling grammar to deepen understanding

Recycling vocabulary to improve recall and retention

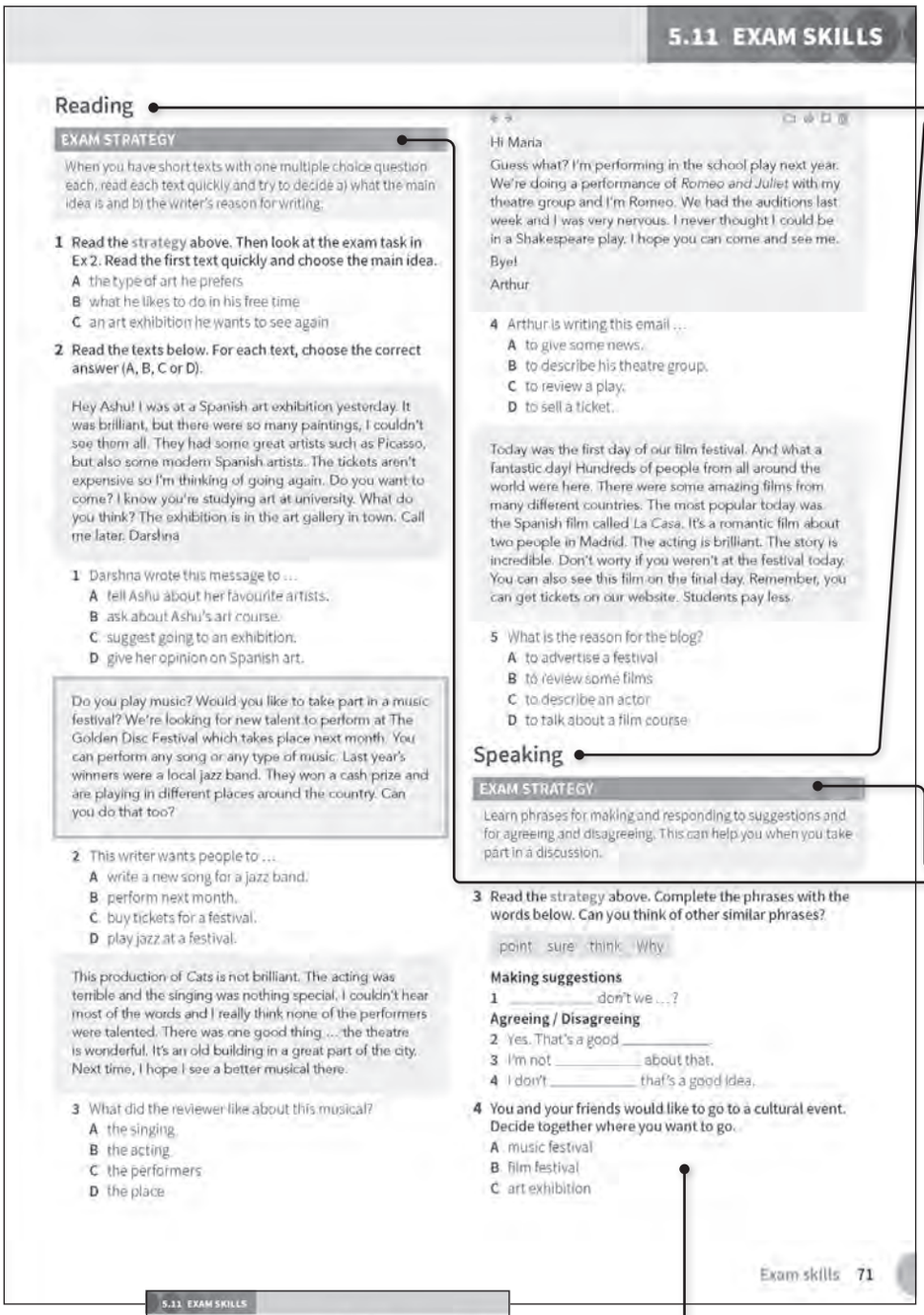
Think & share to reflect on the topic of the unit

Further practice in Workbook

Reflect activity to help students be aware of how they learn

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Lesson 11 Exam skills



5.11 EXAM SKILLS

Reading

EXAM STRATEGY

When you have short texts with one multiple choice question each, read each text quickly and try to decide a) what the main idea is and b) the writer's reason for writing.

1 **Read the strategy above. Then look at the exam task in Ex 2. Read the first text quickly and choose the main idea.**
- **A** the type of art he prefers
- **B** what he likes to do in his free time
- **C** an art exhibition he wants to see again

2 **Read the texts below. For each text, choose the correct answer (A, B, C or D).**

Hey Ashu! I was at a Spanish art exhibition yesterday. It was brilliant, but there were so many paintings, I couldn't see them all. They had some great artists such as Picasso, but also some modern Spanish artists. The tickets aren't expensive so I'm thinking of going again. Do you want to come? I know you're studying art at university. What do you think? The exhibition is in the art gallery in town. Call me later. Darshna

1 Darshna wrote this message to …
- **A** tell Ashu about her favourite artists.
- **B** ask about Ashu's art course.
- **C** suggest going to an exhibition.
- **D** give her opinion on Spanish art.

Do you play music? Would you like to take part in a music festival? We're looking for new talent to perform at The Golden Disc Festival which takes place next month. You can perform any song or any type of music. Last year's winners were a local jazz band. They won a cash prize and are playing in different places around the country. Can you do that too?

2 This writer wants people to …
- **A** write a new song for a jazz band.
- **B** perform next month.
- **C** buy tickets for a festival.
- **D** play jazz at a festival.

This production of *Cats* is not brilliant. The acting was terrible and the singing was nothing special. I couldn't hear most of the words and I really think none of the performers were talented. There was one good thing … the theatre is wonderful. It's an old building in a great part of the city. Next time, I hope I see a better musical there.

3 What did the reviewer like about this musical?
- **A** the singing
- **B** the acting
- **C** the performers
- **D** the place

Hi Maria

Guess what? I'm performing in the school play next year. We're doing a performance of *Romeo and Juliet* with my theatre group and I'm Romeo. We had the auditions last week and I was very nervous. I never thought I could be in a Shakespeare play. I hope you can come and see me.

Bye!

Arthur

4 Arthur is writing this email …
- **A** to give some news.
- **B** to describe his theatre group.
- **C** to review a play.
- **D** to sell a ticket.

Today was the first day of our film festival. And what a fantastic day! Hundreds of people from all around the world were here. There were some amazing films from many different countries. The most popular today was the Spanish film called *La Casa*. It's a romantic film about two people in Madrid. The acting is brilliant. The story is incredible. Don't worry if you weren't at the festival today. You can also see this film on the final day. Remember, you can get tickets on our website. Students pay less.

5 What is the reason for the blog?
- **A** to advertise a festival
- **B** to review some films
- **C** to describe an actor
- **D** to talk about a film course

Speaking

EXAM STRATEGY

Learn phrases for making and responding to suggestions and for agreeing and disagreeing. This can help you when you take part in a discussion.

3 **Read the strategy above. Complete the phrases with the words below. Can you think of other similar phrases?**

point sure think Why

Making suggestions

1 _____ don't we …?

Agreeing / Disagreeing

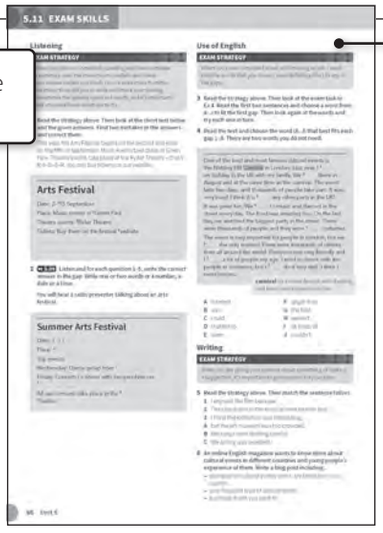
2 Yes. That's a good _____.

3 I'm not _____ about that.

4 I don't _____ that's a good idea.

4 **You and your friends would like to go to a cultural event. Decide together where you want to go.**
- **A** music festival
- **B** film festival
- **C** art exhibition

Exam skills 71



5.11 EXAM SKILLS

Listening

Use of English

Writing

Arts Festival

Summer Arts Festival

Robust preparation for national and international exams with exposure to all exam task types

Exam strategies and activation exercises to help students perform to the best of their ability

Further practice in Workbook

Use of English, Listening, Speaking, Reading and Writing exams all covered between Student Book and Workbook in each unit

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Four double-page *Vision 360°* lessons per level

Enhanced learning experience through digital technology that is motivating and easy to use



Hotspots embedded with text, audio and video content

Development of digital literacy and research skills through project work

Collaborative speaking tasks to develop learner autonomy

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Introduction

0.1 Introduction

Lesson summary
Listening: Students introducing themselves; a conversation in an English exam
Grammar: Present simple; the verb *be*: affirmative, negative and questions
Vocabulary: An English exam; countries and nationalities; the alphabet
Speaking: An exam role-play

SHORTCUT To do the lesson in 30 minutes, keep the warm-up brief, omit exercise 3 and set exercise 10 as homework.

WARM-UP On the board, write: *Hello / Hi. My name's … What's your name?*

- Introduce yourself to the class, e.g. *Hello. My name's Mrs Thomas.* Then ask a student: *What's your name?* and elicit *Hello / Hi. My name's (student's name).*
- Ask students to introduce themselves in English to two students next to them.

Exercise 1 0.01 page 4

- Play the audio for students to read and listen. Tell them not to worry if they don't understand all the words. If necessary, play the audio again.
- Working in pairs, students answer the question, giving reasons for their answer.
- Check the answer as a class.

KEY

No, she doesn't. (She introduces herself and says: *I'm Margot*. Then she asks: *What's your name?* and *Where are you from?*)

Transcript

See Student's Book, page 4.

Exercise 2 page 4

- Students find all the numbers and write them in number form.

Extra support

- Write the numbers from 1–20 on the board in number form and drill how to say them.
- Then write the numbers in words on the board, or ask volunteers to come to the board and write them.

- Working in pairs, students compare their answers.
- Check answers as a class.

KEY

eighteen – 18; seventeen – 17; sixteen – 16; ten – 10; eleven – 11; fifteen – 15

Exercise 3 page 4

- Working in pairs, students count from 0–50 and then back to 0.

Extra support

- Write the following numbers on the board: *20, 21, 22, 30, 31, 40, 42, 50* and drill how to say them.
- Then write the numbers in words on the board or ask volunteers to come to the board and write them.
- Drill the pronunciation of the following pairs: *thirteen – thirty, fourteen – forty, fifteen – fifty*.
- Call out random numbers between 0 and 50 and get students to write them in number form on the board.

Exercise 4 Vocabulary 0.02 page 4

- Put students in different pairs to point to and say the numbers.
- Circulate and monitor, helping as necessary.

Extra support

- Write the following numbers on the board: *60, 64, 70, 75, 80, 86, 90, 97, 100, 101, 110, 120* and drill how to say them.
- Then write the numbers in words on the board, or ask volunteers to come to the board and write them.
- Drill the pronunciation of the following pairs: *sixteen – sixty, seventeen – seventy, eighteen – eighty, nineteen – ninety*.

- Play the audio for students to listen and repeat.

Transcript

See Student's Book, page 4.

Exercise 5 page 4

- Give students time to read the grammar rules.
- Students find and underline sentences with the verb *be* individually.

Extra support

Tell students there are 23 examples in the dialogue. Alternatively, ask students to find just 10 examples. You could also ask for examples by verb form, i.e. affirmative, negative and questions, singular and plural.

- Check answers as a class.

KEY

Hi, are you here for the English exam?
Yes, we are.
I'm Margot. What's your name?
My name's Rodrigo and this is Tomek.
Where are you from? Are you Spanish?
No, we aren't. We're from Portugal.
But my dad isn't Portuguese. He's Polish. Are you French?
No, I'm not. I'm from Switzerland.
I'm eighteen and he's seventeen years old. How old are you, Margot?
I'm sixteen.

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Rodrigo! The exam is in ten minutes! Is it in room eleven?
No, it isn't. It's in room fifteen.

- Give students time to read the grammar rules and complete the table.
- Check answers as a class.

KEY

(I)'m (Lucy.)
(Our cat) is (two years old.)
(Jan and Marek) are (Czech.)
(He) isn't (Hungarian – he's German.)
(They) aren't (from Peru – they're from Mexico.)
(Are you English? No, I)'m not.
(Is she Chinese? Yes, she) is.
(Are they from Slovakia? No, they) aren't.
(What's his name? It)'s (Dan.)

- Students do the Grammar Booster exercises on page 128.

Exercise 6 page 4

- Point out the use of (+) and (-) in the text.
- Students complete the text individually.
- Working in pairs, students compare their answers.
- Check answers as a class.

KEY

1 is **2** 'm **3** 'm **4** 'm not **5** isn't **6** 's **7** are
8 isn't **9** are **10** isn't **11** 's

Exercise 7 page 4

- Remind students to think carefully whether they need to use *am*, *is* or *are*.
- Students complete the questions individually.
- Working in pairs, students compare their answers.
- Check answers as a class.

KEY

1 's **2** are **3** Are **4** Is **5** Is **6** Is

Exercise 8 page 4

- Working in pairs, students ask and answer the questions. Emphasise that they should not answer just *yes* or *no*; they should use short answers, e.g. *Yes, I am. / No, I'm not*.
- Circulate and monitor, helping as necessary.

Note!

Pairing students is a good way of helping both stronger and weaker students improve their English. As the course progresses, you will see which pairings work best for your students. These may be weaker + weaker, stronger + stronger, weaker + stronger, or even a group of three, with both weak and strong. You will also learn which personal relationships and interactions work well.

Extra activity

Set a timer for five minutes. Get students to walk around the classroom asking and answering the questions with as many classmates as possible.

Exercise 9 Vocabulary page 4

- Working in pairs or individually, students find the countries and nationalities and add them to the table.
- Check answers as a class.

KEY

1 French **2** British **3** Polish **4** Portugal
5 Spanish **6** Switzerland **7** Slovakia **8** Czech
9 Peru **10** Hungarian **11** Mexico **12** Chinese

- Drill pronunciation of the countries and nationalities.

Exercise 10 page 4

- Working in pairs, students think of more countries and nationalities.
- Elicit their ideas and write them on the board, e.g. *Korea – Korean, Morocco – Moroccan, the Netherlands – Dutch*.

Exercise 11 Vocabulary 0.03 page 4

- Play the audio for students to listen and repeat.
- In pairs, students take turns to say the alphabet. Their partner listens and corrects them if they make a mistake or can't remember a letter.

Transcript

See Teacher's Guide, page 182.

Exercise 12 0.04 page 4

- Tell students not to worry if they don't understand every word. They just need to listen for the answers to the two questions.
- Ask students to make a note of the answer as they listen.
- Working in pairs, students compare their answers.
- Check answers as a class. Spell the woman's name for the students: *J-E-N-N-Y S-C-O-T-T*.

KEY

There are four people.
The woman's name is Jenny Scott.

Transcript

See Teacher's Guide, page 182.

Exercise 13 0.04 page 4

- Before you play the audio again, tell students they just have to listen for the spelling of the names.

KEY

1 Sequiera **2** Nowak

Transcript

See Teacher's Guide, page 182.

Exercise 14 page 4

- Demonstrate the role-play with three confident students.
- Put students in groups of four.
- As groups speak, circulate and monitor, helping as necessary and noting any common mistakes.
- Put students in different groups, ask them to change roles and repeat the role-play.
- When students have finished, write some common mistakes on the board and get students to correct them.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can talk about personal information and nationalities.*

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Further practice
Workbook page 4
Grammar Booster page 128
Grammar photocopiable worksheet
Online practice

0.2 Introduction

Lesson summary

Listening: A conversation between a security guard and a boy

Grammar: Singular and plural nouns: *this / that / these / those*; imperatives

Vocabulary: Everyday objects; colours and adjectives

Writing: Instructions for home, school and another place

SHORTCUT To do the lesson in 30 minutes, omit the warm-up and exercise 8.

WARM-UP Put students in two teams and ask them to write as many words for everyday objects as they can in one or two minutes, e.g. *pencil, clock, jeans*. The team with the most words wins.

Exercise 1 page 5

- Students answer the questions individually.
- Working in pairs, students compare their answers.
- Check answers as a class.

KEY

1 It's from London Stadium.
2 a food box, food, a large bag / backpack, an umbrella, keys, a mobile phone, a camera, a small bag / backpack
3 It's OK to take keys, a mobile phone, a camera and a small bag / backpack. It isn't OK to take a food box, food, a large bag / backpack or an umbrella.

Exercise 2 0.05 page 5

- Check that students understand what a security guard is (a person who makes sure places like buildings are safe).
- Tell students that they don't have to understand every word. They just have to listen for colours and note them down.
- Play the audio.
- Check answers as a class.

KEY

yellow, purple, orange, blue

Transcript

See Teacher's Guide, page 182.

Exercise 3 0.05 page 5

- Focus attention on the poster in exercise 1.
- Play the audio. This time students need to listen only for the things on the poster.
- Check answers as a class.

KEY

bag, mobile phone, keys, umbrella

Transcript

See Teacher's Guide, page 182.

Exercise 4 Vocabulary page 5

- Check that students understand the words.
- Students complete the table individually.
- Working in pairs, students compare their answers.
- Check answers as a class.

KEY

1 headphones 2 mobile phone 3 books 4 box
5 chair 6 diaries 7 drink 8 food 9 keys
10 sunglasses 11 umbrella 12 blue 13 orange
14 purple 15 fast 16 new 17 old 18 slow

Extra activity

Ask students to add one or two words to each category, e.g. *tablet, wallet, black, long*.

Extra activity

Read out the words in the box and get students to repeat, paying special attention to sounds students find difficult. If words have more than one syllable, make sure students stress the correct one.

Exercise 5 page 5

- Give students time to read the grammar rules and complete the table.
- Check answers as a class.

KEY

a (bag); an (orange)
We add *-s* to form most plural nouns, but sometimes we add *-es* or *-ies*.

- Students do the Grammar Booster exercises on page 129.

Exercise 6 page 5

- Working in pairs, students take turns saying singular nouns and making them plural.
- Circulate and monitor, checking pronunciation of plural noun endings: /s/, /z/ or /ɪz/.

Extra activity

- Draw the following table on the board:

/s/	/z/	/ɪz/
books	diaries	sunglasses

- Read out the plural nouns in the table and get students to repeat, focusing on the pronunciation of the endings.
- Then write the following words on the board: *babies, bedrooms, brushes, buses, cats, desks, glasses, pencils, shoes, shops, students, teachers*.
- Ask students to copy the table into their notebooks and write the words in the correct column.
- Check answers as a class, making sure students pronounce the plural noun endings correctly.

KEY

/s/ cats, desks, shops, students
/z/ babies, bedrooms, pencils, shoes, teachers
/ɪz/ brushes, buses, glasses

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Exercise 7 page 5

- Students write the plural forms individually. They can refer to the grammar rules to help them.
- Check answers as a class.

KEY

1 boys **2** classes **3** countries **4** families **5** halves **6** men **7** people **8** phones **9** watches **10** women **11** apples **12** exams

Exercise 8 page 5

- Tell students to think about whether they need to use the singular or plural form, and to use the correct ending (*-s, -es* or *-ies*) for regular plural nouns.
- Working in pairs, students write a list of the things in the bag.
- Check answers by asking students to come to the board and write one object.

KEY

bag, banana, books, camera, diary, drink, headphones, keys, mobile phone, sunglasses, umbrella, video game

Exercise 9 page 5

- Give students time to read the table and complete the rules.
- Check answers as a class.

KEY

We use this or these with *is/are* to talk about things or people that are near us.
We use that or those with *is/are* to talk about things or people that aren't near us.

- Students do the Grammar Booster exercises on page 129.

Extra activity

- Put students in pairs. Ask students to take turns to point to random objects near or not near them and say what they are, using *this, these, that* or *those*, e.g.
  A: (pointing to the board; not near)
  B: *That's a board.*
  B: (pointing to bags, near)
  A: *These are bags.*
- Circulate and monitor, helping as necessary.

Exercise 10 page 5

- Give students time to read the grammar rules and complete the sentences. Remind them to think about collocations when choosing the correct verb.
- Working in pairs, students compare their answers.
- Check answers as a class.

KEY

Listen (to the teacher).
Open (your books).
Don't sit (on that chair).
Don't be (late for the exam).

- Students do the Grammar Booster exercises on page 129.

Extra activity

Write some common classroom language that uses imperatives on the board, e.g. *stand up, sit down, open your book, draw a circle.* Ask pairs to take turns miming an instruction for their partner to read from the board and say. Demonstrate the activity with a confident student.

Exercise 11 page 5

- Students write their instructions individually.

Extra support

Write some prompt words on the board to help students with ideas and check that students know what they mean, e.g.
Home: wash / the dishes; tidy / room; be late / dinner; make / a noise
School: do / homework; eat / in the classroom; talk / in the library
Museum: touch / things; listen to / guards; make / a noise

- Working in pairs, students share their ideas.
- Elicit ideas from the class.

KEY

Students' own answers

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can use nouns, pronouns and imperatives to talk about everyday objects.*

Further practice

Workbook page 5
Grammar Booster page 129
Grammar photocopiable worksheet
Online practice

0.3 Introduction

Lesson summary
Vocabulary: Families
Reading: A short autobiography
Grammar: *Have got*; possessive *'s*
Speaking: Asking and answering questions about a family tree; talking about your family

SHORTCUT To do the lesson in 30 minutes, omit the warm-up and exercise 9.

WARM-UP With books closed, ask students to write as many words related to family as they can in one minute.

- Put students in pairs to compare their ideas. They get a point for every correctly spelled word.

Exercise 1 page 6

- Working in pairs, students look at the photos and discuss their ideas.
- Elicit ideas from the class.

Exercise 2 0.06 page 6

- Ask students to read the questions before listening.
- Play the audio for students to listen and read.
- Working in pairs, students work out who the people are in each photo and where they are.

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Extra support

- Read out the first sentence and then focus attention on the photo on the top left.
- Elicit who Cora is (the girl on the top left) and where she and her family are (Dublin).
- Now ask students to read the second paragraph and work out the names of the other people in that photo (Mark, Anna and Charlie).
- Ask: *Who isn't in this photo?* (Chloe)
- Working in pairs, students identify the rest of the people in the photos and find out where they are.

- Check answers as a class. Elicit or explain that Dublin is the capital of Ireland (or Eire), and that Cork is a large city in Ireland.

KEY

1

Photo top left: Cora, Mark (dad), Anna (mum), Charlie (brother)
Photo top right: Agnes (grandmother), Chloe (sister)
Photo bottom left: Mary (grandmother), Conrad (grandfather)
Photo bottom right: James (uncle), Rachel (aunt), Olly and Archie (cousins)

2

Photo top left: Dublin
Photo top right: Cork
Photo bottom left: Australia
Photo bottom right: Wales

Transcript

See Student's Book, page 6.

Exercise 3 Vocabulary page 6

- Focus attention on the diagram and check that students understand *male* (being a man or a boy) and *female* (being a woman or a girl).
- Students do the exercise individually.
- Working in pairs, students compare their answers.

Extra support

Students complete the exercise in pairs.

- Check answers as a class, making sure students understand the meaning of the highlighted words.

KEY

Male: dad, brother, grandfather, uncle
Female: mum, sister, grandmother, aunt
Both: twins, grandparents, children, baby, only child, cousins, pets

Exercise 4 page 6

- Give students time to read the grammar rules.
- Students underline examples in the text and complete the sentences individually.

Extra support

Tell students there are nine examples of *have got* in the text.

- Working in pairs, students compare their answers.
- Check answers as a class.

KEY

(I)'ve got (a little sister.)
(Our grandmother) has got (pets.)
(They)'ve got (two little children.)
(Mum) hasn't got (any brothers or sisters.)
Have (you) got (cousins too?)

- Students do the Grammar Booster exercises on page 130.

Exercise 5 page 6

- Model the pronunciation of the words in the box.
- Then choose two students to read out the example.
- Working in pairs, students ask and answer questions to find out about their partner's family.
- Circulate and monitor, checking that students are using *have got* and family vocabulary correctly.

Exercise 6 page 6

- Give students time to read the grammar rules.
- Students underline examples in the text and complete the table individually.
- Check answers as a class.

KEY

My sister's name's Chloe. Today she's in Cork at our grandmother Agnes's house.
My dad's parents' names are Conrad and Mary.

- Students do the Grammar Booster exercises on page 130.

Exercise 7 page 6

- Students complete the exercise in pairs.
- Check answers as a class.

KEY

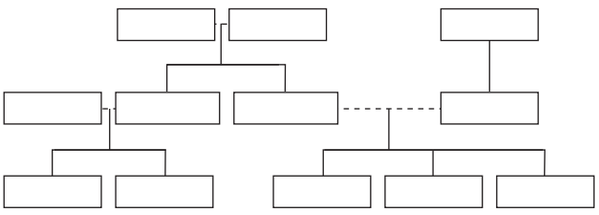
1 P, I **2** H, P **3** I, P **4** H, P **5** I, P, P **6** P, H, P

Exercise 8 page 6

- Ask students to draw Cora's family tree on a piece of paper or in their notebooks.

Extra support

- Draw the skeleton family tree for Cora's family on the board, e.g.:



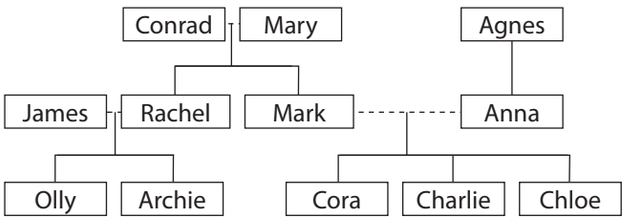
- Explain, if necessary, how a family tree works and point out that we don't know the name of one of Cora's grandparents.
- Add Cora's name and the names of one or two other family members. Ask students to add the remaining names to the family tree on the board.

- When students have finished, elicit the complete family tree on the board.
- Ask two confident students to read out the example.
- Working in pairs, students take turns to ask and answer questions about Cora's family.
- Circulate and monitor, making sure students use family vocabulary and the possessive *'s* correctly.

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- Elicit some examples of questions and answers from pairs.

KEY



Exercise 9 page 6

- Ask students to write six names of family members on a piece of paper and give it to their partner.
- Brainstorm ideas for questions before students ask and answer, e.g. questions about brothers and sisters, nationality, age, where they are, pets.
- Working in pairs, students ask and answer.

Extra support

Write some question prompts on the board to help students:
Who's … ?
Are they … ?
How old are they?
Where are they from?
Have they got … ?

Extra activity

Re-pair students using a *chat circle*. Ask half the class to stand in a circle facing out and the other half to stand in a larger circle facing in towards a student in the smaller circle. Set a timer of one minute for pairs to talk about their family. After a minute, tell students in the inner circle to move clockwise so they are facing a different partner. Repeat until students have talked to each person on the outer circle.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can use 'have got' and possessive 's to talk about family and possessions.*

Further practice
Workbook page 6
Grammar Booster page 130
Grammar photocopiable worksheet
Online practice

0.4 Introduction

Lesson summary
Vocabulary: School subjects and abilities
Reading: An article about an intelligent family
Grammar: *Can*; object pronouns
Writing: A paragraph about yourself for your school website

SHORTCUT To do the lesson in 30 minutes, omit the warm-up and exercises 4 and 12.

WARM-UP With books closed, review family vocabulary from Lesson 0.3. Draw three columns with the headings *Male, Female* and *Both* on the board. Check that students understand what they mean. Ask students to write family words under each heading in their notebooks.

- Elicit ideas from students, asking them to spell the words, e.g. *uncle: U-N-C-L-E*, and write them on the board.

Exercise 1 page 7

- Set a timer for two minutes. Working in pairs, students say all the school subjects they see.
- Elicit answers from the class, writing them on the board.

KEY

Top row: maths, science, technology, geography, languages
Bottom row: engineering, P.E., computer science, history

- Drill pronunciation of the school subjects.
- Then point to the words in random order and ask students to say them.

Exercise 2 0.07 page 7

- Tell students to look at the photo and answer the question before reading.
- Elicit ideas from the class, but don't confirm their answers yet.
- Play the audio for students to read and listen and check their answer.
- Check the answer as a class.

KEY

They are three sisters and one brother: Christiana, Samantha (and the twins) Peter and Paula.

Transcript

See Student's Book, page 7.

Exercise 3 Vocabulary page 7

- Check that students understand the meaning of *humanities,* e.g. language, literature and culture.
- Students complete the exercise individually.
- Then in pairs, students think of any other subjects they can add.

Extra support

On the board, write a list of subjects and abilities, e.g. *act, Ancient Greek, athletics, classical studies, design and technology, drama, draw, economics, gym, jump, Latin, music, philosophy, religious education, sing, swim.*

KEY

STEM: (1–5 in any order) computer science, science, technology, engineering, maths 6 solve
Arts: 7 play
Humanities: (8 and 9 in any order) geography, history 10 languages
Sport: 11 P.E. 12 run

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Exercise 4 page 7

- Give students time to think and put the school subjects in order.
- Working in pairs, students discuss the questions.
- Circulate and monitor, helping as necessary, and making a note of any pronunciation errors related to school subjects.

Extra activity

- Take a class poll to find the favourite and least favourite subject in the class. Ask students what their favourite and least favourite subject is, and write their answers on the board.
- Then discuss why students voted as they did.

Exercise 5 page 7

- Give students time to read the grammar rules, underline examples in the text and complete the sentences.
- Working in pairs, students discuss the question.
- Check answers as a class.

KEY

The Imafidons can do many things.
She can play the violin and he can play the guitar.
Most people can't do it all.
Can you speak six foreign languages?
Can I do it? Yes, I can!

- Students do the Grammar Booster exercises on page 131.

Exercise 6 page 7

- Set a time limit for students to write their sentences.

Exercise 7 page 7

- Ask two students to read the example.
- Working in pairs, students share their sentences and try to guess which of their partner's sentences is false.
- Circulate and monitor, helping as necessary.

Exercise 8 page 7

- Give students time to read the table, underline examples in the text and complete the table individually.
- Check answers as a class.

KEY

1 me 2 him 3 her 4 it 5 us 6 them

- Students do the Grammar Booster exercises on page 131.

Exercise 9 page 7

- Ask students to rewrite the sentences in their notebooks, changing the words in bold to an object pronoun.
- Check answers as a class.

KEY

1 it 2 them 3 her 4 us 5 him 6 you

Exercise 10 page 7

- Read out the example question and ask a confident student to answer.
- Ask students to stand up and walk around the classroom to ask and answer the questions. Tell them to write down the name of any student who can do these things.
- Be prepared to give the answer to the arithmetic problem in item 2. The answer is 1!

Exercise 11 page 7

- Give students time to think about the three topics they have to write about.
- Students write their paragraph individually. Remind them to check that they have spelled school subjects correctly and that they have used *can* and object pronouns correctly.
- Circulate and monitor, helping as necessary.

Exercise 12 Think & share page 7

- Brainstorm some ideas for extra questions as a class, e.g. *Why are … and … your favourite subjects? What can't you do well? Why do you want to … one day?*
- Working in pairs, students take turns to read their paragraphs to each other and listen so they can ask questions.

Extra activity

Put the paragraphs on the classroom walls for students to walk around and read. Ask them to respect one another's work and not comment on errors.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can use 'can' and pronouns to talk about school subjects*.

Further practice

Workbook page 7
Grammar Booster page 131
Grammar photocopiable worksheet
Online practice

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1 Vlog your day!

1.1 Vocabulary

Lesson summary

Listening: A vlog about daily routines
Vocabulary: Daily routines
Writing: A blog post about a typical day
Speaking: Talking about daily routines

SHORTCUT To do the lesson in 30 minutes, keep the warm-up brief and omit exercise 7.

WARM-UP Tell students to look at the photo.

- Ask: *What do you think all the clocks around the girl represent? Does this picture express anything about your own life?*
- Students discuss in pairs.
- Ask a few students to share their ideas with the class.

Culture notes

Edinburgh is the capital of Scotland, in the north of the United Kingdom. Edinburgh Castle is located on a hill overlooking the city. Edinburgh has a world famous university and many museums, art galleries, music venues and shops. The Forth Bridge, which is a UNESCO World Heritage Site, is just 30 minutes from the city centre.

Exercise 1 Think & share page 8

- Working in pairs, students ask and answer the questions.
- Elicit ideas from the class. Encourage students to talk about their favourite time of day and help them with vocabulary if necessary.

Exercise 2 1.01 page 8

- Ask students to read the questions before they watch the vlog.
- Play the video. (If you don't have access to the video, the audio is available separately to use.)
- Check answers as a class.

KEY

Callum is 17. Zara is 16.
They are brother and sister.

Transcript

See Teacher's Guide, page 182.

Exercise 3 1.01 page 8

- Ask students to read the sentences. Encourage them to think about the answers before they watch the video again.
- Play the video again for students to choose the correct alternative.
- Working in pairs, students compare their answers.
- Check answers as a class.

KEY

1 Edinburgh 2 Scotland 3 daily 4 15 5 12.30
6 guitar 7 evening 8 bedtime

Transcript

See Teacher's Guide, page 182.

Extra activity

- Practise telling the time. Write the following times on the board: *9.00, 10.04, 11.15, 12.30, 1.35, 2.40, 3.45, 4.53, 5.55.*
- Point to each item on the board and elicit different ways of saying the time, i.e. *nine o'clock, four minutes past ten, (a) quarter past eleven / eleven fifteen, half past twelve / twelve thirty, twenty-five to two / one thirty-five, twenty to three / two forty, (a) quarter to four / three forty-five, seven minutes to five / four fifty-three, five (minutes) to six / five fifty-five.*

Exercise 4 page 9

- Put students in pairs to ask and answer the questions.
- Circulate and monitor, helping with vocabulary and pronunciation as necessary.

Exercise 5 Real English page 9

- Point out that the phrases in bold were in the video. Set a time limit for students to complete the task.
- Working in pairs, students compare their answers.
- Check answers as a class.

KEY

1 D 2 A 3 F 4 B 5 C 6 E

- Drill the phrases for accurate pronunciation and intonation.

Exercise 6 Vocabulary page 9

- Check the meaning of the verbs.
- Students complete the phrases individually.
- Check answers as a class.

KEY

1 go 2 brush 3 take 4 do 5 watch 6 relax
7 get 8 have

AfL Teaching tip: success criteria

Recording vocabulary

Students will benefit from keeping a vocabulary notebook, and recording collocations rather than just single verbs will help them develop an understanding of how these verbs are used naturally in English.

Tell students these phrases are collocations, i.e. these verbs often occur with these nouns. Learning collocations will help them to speak English naturally.

Tell students to write these collocations in their vocabulary notebook and read them again when they get home. Ask pairs to review the phrases in the next lesson by taking turns to call out a verb for their partner to collocate, e.g.
A: *Watch.*
B: *Watch TV. Have.*
A: *Have a shower.*

See the notes for Assessment for Learning on page 11.

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Exercise 7 page 9

- Do an example with a confident student.
- Put students in pairs to act out and say the phrases from exercise 6.
- Set a time limit for students to complete this task.

AfL Teaching tip: diagnostics

Collaborative error correction

Students will progress better if they learn to work with their peers to correct common errors. This will also help to reassure weaker students that people of all abilities can have similar problems.

As students speak, monitor and make a note of any problems or errors. Write a few common errors that you feel need to be addressed on the board. Then put students in pairs to read the errors and correct them. Finally, check as a class.

See the notes for Assessment for Learning on page 11.

Exercise 8 1.02 page 9

- Tell students to read the title and look at the picture. Ask them what they think the text is about.
- Ask students to read the text before they listen to get the overall meaning and guess the missing words. Remind them to consider the collocations they saw in exercise 6.
- Students complete the text individually.
- Play the audio for students to check their answers.

Extra support

Play the audio again, pausing after each sentence to give students a chance to write the missing words.

- Check answers as a class.

KEY

1 up 2 shower 3 teeth 4 breakfast 5 to 6 take 7 watch 8 have 9 go 10 do

Transcript

See Student's Book, page 9 and Key above.

Exercise 9 page 9

- Tell students to look at the activities in exercise 6 and tick the ones they do every day.
- Focus attention on the table and elicit an activity for each time period, e.g. *In the morning – get up*.
- Students complete the table individually.
- Circulate and monitor, helping as necessary.

Exercise 10 page 9

- Students number the activities in the order they do them.
- Working in pairs, students take turns to tell each other about their daily routine. Tell them to listen carefully to their partner and decide if their routines are the same or different.

Extra activity

Put students in new pairs to repeat the activity. Ask stronger students to talk about their day without looking at the Student's Book.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can talk about daily routines*.

Further practice

Workbook page 8
Vocabulary Booster page 112
Vocabulary photocopiable worksheet
Short test

1.2 Grammar

Lesson summary
Reading: Comments on Callum and Zara's vlog
Grammar: Present simple: affirmative
Pronunciation: Third person singular verbs
Writing: A plan for a vlog

SHORTCUT To do the lesson in 30 minutes, keep the warm-up brief and set exercise 10 as homework. Students can share their ideas in the next lesson. Ask students to watch the grammar video at home.

WARM-UP Write the following on the board:
Callum and Zara are brother and _____. (sister)
Callum is 17 years old and Zara is _____. (16)
They live in _____. (Scotland)
They vlog about their _____. (day)
Callum vlogs for _____ minutes every morning. (15)
Callum and Zara describe _____ steps to make their vlog. (five)

- Give students 30 seconds to see how much they remember about Callum and Zara and complete the sentences.

Exercise 1 page 10

- Remind students that there are five steps to creating a vlog and write the numbers 1–5 in a list on the board.
- Working in pairs, students try to recall the steps from Lesson 1.1.
- Elicit the steps in the correct order from the class and write them on the board.
- Working in pairs, students look at the pictures and say the daily activities using phrases from Lesson 1.1.
- Elicit answers from the class.

KEY

1 get up 2 have a shower 3 brush (your) teeth
4 get dressed 5 have breakfast 6 take the bus
7 do homework 8 go to bed 9 watch TV

Exercise 2 page 10

- Check that students understand the meaning of *similar*.
- Students read the comments and decide who is more similar to Callum.
- Elicit the answer from the class.

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KEY

Maya

Exercise 3 page 10

- Tell students to find all the examples of the present simple in the comments in exercise 2. They then read the grammar rules and complete them.

Note!
The verb *be* is not covered here.

Extra activity
Ask weaker students to find one example in the comments for each grammar rule. Ask stronger students to find all the examples in the comments for each rule.

- Working in pairs, students compare their answers.
- Play the video.
- Check answers as a class.

KEY

Jamal
Hi, guys! Callum, you get up very early! 😱 I'm a daily vlogger, but I hate mornings. I make my videos in the afternoon. Then I do my homework and I have a shower in the evening before I go to bed … Please subscribe to my channel – it's called *My Life*!

Anita
Hello Callum and Zara! Congratulations! I love your videos!!! 😍 I watch them every day after I have dinner. I'm not a vlogger, but my big sister Maya is. She gets up at 6 a.m. and she vlogs before she goes to school. After school, she studies in the library. She's got lots of homework, but she relaxes with me in the evening. See you.

1 goes **2** relaxes **3** studies

- Students do the Grammar Booster exercises on page 132.

Note!
The grammar video can be utilised in different ways. Students can be asked to watch it in advance of the class so they have some knowledge of the grammar prior to the lesson. Alternatively, it can be used in class as a presentation tool before students complete the related activities, or students can watch the video at home after the lesson as reinforcement.

Exercise 4 page 10

- Refer students to rules B and C in the grammar box.
- Students choose the correct alternative individually.
- Check answers as a class.

KEY

1 take **2** goes **3** get **4** do **5** have **6** watches

Exercise 5 page 10

- Tell students to read the blog entry to get the overall meaning.
- Students complete the blog entry individually.

Extra support
Ask students to note the pronoun, name or thing before each gap and note which ones are third person singular.

- Check answers as a class.

KEY

1 want **2** goes **3** gets up **4** takes **5** starts
6 relaxes **7** watches **8** sleep **9** finishes **10** clean
11 have **12** does **13** studies **14** go

Exercise 6 Pronunciation page 10

- Explain that the *s* verb ending can be pronounced in different ways.
- Focus attention on the examples in the table. Read out the verbs and get students to repeat.
- Put students in pairs. Tell them to read out the words to each other and complete the table.

KEY

1 /s/: takes, cooks, eats, gets, likes
2 /z/: has, does, goes, lives
3 /ɪz/: uses, brushes, finishes, relaxes, studies, watches

Exercise 7 1.05 page 10

- Play the audio for students to listen and check their answers.
- Then play it again for students to listen and repeat.

Transcript
See Key above.

Exercise 8 page 10

- Check that students understand the meaning of *compare*, and make sure they understand what they have to do.
- Ask a student to read out the example and elicit the use of *but*.

Extra support
Explain that we use *but* to join two contrasting sentences, e.g. *I get up early. My brother gets up late.*
I get up early, but my brother gets up late.

Extra support
Write a few prompts on the board to help students talk about their own day first, e.g.
I get up at …
I … to school (walk, take the bus / train) to school. /
My (mum / dad) drives me to school.
My school starts at …
My school finishes at …
In the afternoon, I …
In the evening, I …
I go to bed at …

- Put students in pairs to compare their day with Eun-a's day.
- Circulate and monitor, helping with vocabulary, grammar and pronunciation as necessary.

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Exercise 9 Think & share page 10

- Put students in small groups to write a plan for a vlog. Tell them to write their ideas in note form (words and phrases rather than full sentences) under each heading.
- Circulate and monitor, helping as necessary.

Exercise 10 page 10

- Groups take turns to share their ideas with the class. Make sure that each student has a chance to speak.

Extra activity

Get students to record their vlogs using video or audio. The rest of the class watch or listen. Then have a class vote for the best video or audio.

AfL Teaching tip: diagnostics

Speaking checklist

Students will progress better if they create a checklist to analyse their speaking. This will help them identify areas of strength and areas they need to work on.

Once students have completed their plan for the vlog, create a speaking checklist as a class. Elicit ideas about what could be on the checklist, e.g.

Did you…

- *cover all headings from exercise 9?*
- *use vocabulary from Lesson 1.1?*
- *use the present simple accurately?*
- *pronounce the -s ending of verbs correctly?*
- *speak clearly and confidently?*

Put two groups together. Ask them to listen to each other's vlog and evaluate it against the checklist. Encourage them to give positive and respectful feedback.

See the notes for Assessment for Learning on page 11.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can use the present simple affirmative to talk about my school day.*

Further practice

Workbook page 9
Grammar Booster page 132
Grammar photocopiable worksheet
Online practice

1.3 Listening

Lesson summary
Strategy: Predicting before you listen
Listening: People talking about vlogging
Writing: An email with information about the pros and cons of vlogging
Speaking: Giving your opinion of vlogging

SHORTCUT To do the lesson in 30 minutes, omit the warm-up and exercise 7.

WARM-UP Do a quick class survey to find out how popular vlogs are with the class. On the board, write the following:

I watch …
a 0 vlogs
b 1–5 vlogs per week
c 6–10 vlogs per week
d more than 10 vlogs per week

- Point to a–d in turn and ask students to put up their hands if it is true for them. Keep a tally on the board.
- Then ask: *How popular are vlogs in this class?* (very popular, popular, not very popular, not popular).

Exercise 1 Think & share page 11

- Check the meaning of the words and phrases in the box.
- Working in pairs, students discuss the questions.
- Elicit some ideas from the class.

Exercise 2 page 11

- Go through the strategy together.
- Ask students to write brief notes about 1 and 3, and write a list of words they predict they will hear.
- Working in pairs, students share their ideas.
- Elicit some ideas from the class.

Exercise 3 1.06 page 11

- Play the audio for students to listen and match the photos to the people. Remind students that the words the speakers use will help them.
- Working in pairs, students compare their answers.
- Check answers as a class. Then ask students which words helped them, and if any of them were in the list they made in exercise 2.

Extra challenge

Play the audio again for students to listen and write the words they hear that helped them find the answers. Then put students in pairs and ask them to explain why they chose their answers.

KEY

A Speaker 1 (Sam)
B Speaker 3 (Demi)
C Speaker 4 (Tom / Megan)
D Speaker 2 (Lukas and Hanna)

Transcript

See Teacher's Guide, page 182.

Exercise 4 1.06 page 11

- Ask students to read the sentences carefully before they listen again.
- Play the audio for students to listen and write T or F.
- Working in pairs, students compare their answers.
- Check answers as a class.

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Extra activity
Play the audio again and ask students to correct the false sentences.

KEY
1 F – He makes money from the videos.
2 F – He goes to school at half past eight.
3 T
4 F – Their weekends are busy. On Saturdays they edit videos and on Sundays they do their homework.
5 T
6 F – People take photos of her.
7 F – She plays the guitar.
8 F – She loves vlogging.

Transcript
See Teacher's Guide, page 182.

Exercise 5 Mediation page 11
- Tell students to read the title of the email and explain the meaning of *pros* and *cons*.
- Elicit suggestions about what the email might say about the pros and cons.
- Students read the email to see if it mentions any of their ideas. Point out the use of *but* and *the problem is*, which indicate that each sentence starts with a *pro*. Remind students that therefore, a *con* should follow.

Extra support
Students work in pairs to discuss their ideas before they complete the email.

- Check answers as a class.

KEY
1 one video 2 is tired 3 takes photos 4 horrible

Exercise 6 page 11
- Ask students to write the pros and cons about vlogging from the email.
- Then ask students to add as many pros and cons as they can.
- Circulate and monitor, helping as necessary.

KEY
Pros: make money, have fun, be popular
Cons: no time, tired, people write bad things

Exercise 7 page 11
- Put students in pairs to compare their ideas and answer the questions.
- Ask a few students to share their ideas with the class.

Lesson outcome
- If you are using the Classroom Presentation Tool, first do the lesson closer activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can predict before I listen.*

Further practice
Workbook page 10
Online practice

1.4 Global skills

Lesson summary
Speaking: Talking about managing my time
Listening: A conversation about time management
Vocabulary: How to manage your time; prepositions of time
Writing: A plan for the week

SHORTCUT To do the lesson in 30 minutes, omit exercise 7. Set exercise 9 as homework and do exercises 10 and 11 quickly in the next lesson.

WARM-UP With books closed, elicit words and phrases we use to talk about time and write them on the board, e.g. *seconds, minutes, hours, o'clock, half past, quarter to, quarter past*.

Exercise 1 page 12
- Read out the example and point out the use of *hours a day*.
- Tell students to read the sentences and check the meaning of any unfamiliar words.
- Students complete the sentences about themselves.
- Put students in pairs to compare their answers, as in the example. Circulate and monitor, helping as necessary.

Exercise 2 1.07 page 12
- Tell students that they don't have to understand every word to answer the questions. They just have to listen for the names.
- Play the audio.
- Check answers as a class.

KEY
There are three students. Their names are Nico, Zoe and Paul.

Transcript
See Teacher's Guide, page 183.

Exercise 3 Vocabulary 1.07 page 12
- Check that students understand the meaning of the words in the box. Then go through the two meanings of *break* and check understanding.
- Tell students to read the tips and try to guess which words complete the gaps.
- Play the audio for students to listen and check their guesses.
- Check answers as a class.

KEY
1 week 2 homework 3 daily 4 notes 5 tasks
6 minutes 7 routine

Transcript
See Teacher's Guide, page 183.

Exercise 4 page 12
- Tell students to read the examples and complete the box.
- Check answers as a class.

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KEY

1 in 2 on 3 at

- Students do the Grammar Booster exercises on page 132.

Culture notes

Diwali is a festival of lights and is celebrated in India by Hindus, Sikhs and Jains. It is also celebrated in the United Kingdom and other parts of the world where there are Hindu, Sikh and Jain communities. During Diwali people wear their best clothes, light up the inside of their houses with candles and lights so that they will have light, happiness and success in the year to come. They also get together with their family and eat delicious sweet treats.

Exercise 5 page 12

- Focus attention on the diagram and make sure that students understand that we can use the prepositions *in*, *on* and *at* for different times.
- Look at the diagram as a class, explain the meaning of any unfamiliar words and add a time example from the box to each section (*in*, *on* or *at*).
- Check the words in the box before students add them to the diagram.
- Working in pairs, students compare their answers.

Extra support

Pair a stronger student with a weaker one to complete the exercise.

- Check answers as a class.

KEY

at: 2 a.m., midnight
on: Monday, 23rd August
in: January, the afternoon, the summer, 2018

Extra activity

With books closed, draw three columns on the board with the headings *IN*, *ON* and *AT*. Then ask students to call out short sentences using the prepositions and write them on the board in the correct column. Encourage students to create a table in their vocabulary notebooks to help remember and recall the use of prepositions.

Exercise 6 1.08 page 12

- Students can refer to exercises 4 and 5 for help.
- Students complete the sentences individually.
- Play the audio for students to listen and check their answers.

Extra support

Elicit the times in each sentence and write them on the board. Working in pairs, students refer to exercise 5 and decide where they belong in the diagram.

- Check answers as a class.

KEY

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

Transcript

See Student's Book, page 12 and Key above.

Exercise 7 page 12

- Read out the example.
- Tell students to write six sentences about themselves, using each preposition twice.
- Circulate and monitor, helping as necessary.

Extra activity

- Put students in pairs. They take turns to read their sentences to each other and find out if they do the same things at the same time.
- Write the following prompts on the board:
  We both …
  I …, but Marco …
- Ask pairs to share their findings with the class, e.g. *We both do our homework in the afternoon. / I do my homework in the afternoon, but Marco does his homework in the evening.*

Exercise 8 Think & share page 12

- Tell students that better time management could help them be more organised and less stressed.
- Students look at their answers in exercise 1 and think about which tips from exercise 3 might help them.
- Put students in pairs to discuss their ideas.

Exercise 9 page 12

- Ask students to write a plan for their week considering the ideas they discussed in exercise 8. Encourage them to use the prepositions of time.

AfL Teaching tip: learning intentions

Highlighting activity aims

Students will engage better with the lesson if they understand the aims of an activity before doing it. This will help them focus better on the language they have to use.

Exercises 8 and 9: Elicit ideas about the language students need to use, e.g. daily activities, days of the week, parts of the day, times, prepositions of time.

Explain that exercise 9 recycles some of the language they have covered in this unit so far, and it will help them to remember and use the language in later lessons.

See the notes for Assessment for Learning on page 11.

Exercise 10 page 12

- Ask students to share their plans with the class.
- Alternatively, put them in small groups to share their ideas.

Exercise 11 page 12

- Put students in groups to discuss the questions.
- Ask students to share their plans with the class.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can manage my time.*

Further practice

Workbook page 11

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1.5 Vocabulary

Lesson summary

Reading: An article about sports and hobbies

Vocabulary: Hobbies

Listening: People talking about their hobbies or sports

Speaking: Talking about free-time activities and why you like them

SHORTCUT To do the lesson in 30 minutes, keep the warm-up brief and omit exercise 6.

WARM-UP With books closed, set a timer for one minute and ask students to write as many free-time activities as they can.

- Elicit ideas from the class. The student with the most correct activities wins.

Exercise 1 page 13

- Put students in pairs to discuss the questions.
- Elicit some ideas from the class.

Exercise 2 page 13

- Students read the article and see if it includes any of the ideas on their list.

Exercise 3 page 13

- Ask students to read the descriptions of free-time activities and match the highlighted words to the photos.
- Check answers as a class.

KEY

1 go for a walk 2 go for a run 3 ride a bike
4 take photos 5 make a cake 6 draw a picture
7 read a comic 8 listen to music 9 learn a language
10 design a website 11 play a board game
12 tidy your room

Exercise 4 Vocabulary page 13

- Tell students to read the list and check the meaning of any unfamiliar vocabulary.
- Working in pairs, students compare their answers.
- Check answers as a class.

KEY

1 take photos, design a website
2 play a board game
3 go for a walk, go for a run, ride a bike
4 read
5 listen to music
6 tidy your room
7 make a cake
8 learn a language
9 draw a picture

Exercise 5 page 13

- Students write the free-time activities in the correct part of the diagram. Encourage them to add as many other free-time activities as they can.
- Check answers as a class. Then elicit other free-time activities students have thought of.

KEY

Indoors: design a website, learn a language, make a cake, play a board game, read (a comic), tidy your room
Outdoors: go for a walk, go for a run, ride a bike
Both: listen to music, take photos, draw a picture

AfL Teaching tip: success criteria

Connecting speech

Students will benefit from practising phrases as a chunk of language. This will improve their pronunciation.

Once students have completed exercise 5, drill the collocations. Point to each collocation in turn, say it clearly as a connected phrase and get students to repeat. Go round the class, asking individual students to repeat without prompting. Tell students that practising saying these phrases as a chunk will help them connect their speech, as native English speakers do.

See the notes for Assessment for Learning on page 11.

Exercise 6 page 13

- Put students in pairs. Tell them not to tell their partner which free-time activities they have chosen. They then draw them all in one minute.
- Pairs take turns to guess each other's activities.
- Circulate and monitor, making sure that students are saying the whole phrase for each activity.

Exercise 7 1.09 page 13

- Play the audio for students to listen and match the people to the hobbies or sports that they do.
- Check answers as a class.

KEY

1 go for a run
2 play a board game
3 read a comic, listen to music

Transcript

See Teacher's Guide, page 183.

Exercise 8 page 13

- Remind students to think about the form of the verb with *I, you, we, they* and *he, she, it*.

Extra support

Revise third person singular verb endings. Write the following verbs, including the ones that students will need on the board and elicit the third person singular: *do, go, have, learn, listen, play, read, ride, study, take, tidy, walk, watch*.

- Students complete the sentences individually.
- Working in pairs, students compare their answers.
- Check answers as a class.

KEY

1 learn 2 goes 3 ride 4 tidies 5 listen 6 read
7 go 8 takes

Exercise 9 page 13

- Ask students to rank the activities in their vocabulary notebooks.

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Exercise 10 Think & share page 13

- In pairs, students talk about their top five free-time activities using their ranking list from exercise 9, saying where and when they do them, and why they like them. Remind them to use prepositions of time.
- Ask a few students to share their ideas with the class.

Extra activity

Ask pairs to record their conversation on their phones and then listen to themselves. Ask them to think about what they did well or what they need to improve on.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can talk about free-time activities*.

Further practice

Workbook page 12
Vocabulary Booster page 113
Vocabulary photocopiable worksheet
Short test

1.6 Grammar

Lesson summary

Reading: A quiz about free-time activities

Grammar: Present simple: negative and *yes/no* questions

Listening: Quiz answers

Speaking: Asking and answering questions about common activities

SHORTCUT To do the lesson in 30 minutes, keep the warm-up brief and omit exercises 11 and 12.

WARM-UP With books closed, review vocabulary for free-time activities. Write the following verbs on the board in a list: *go, ride, take, read, make, listen, draw, play, tidy, learn, design*.

- Ask volunteers to come to the board in turn and write a phrase next to the correct verb.
- Ask the rest of the class to check the phrases and add as many others as they can.

Exercise 1 page 14

- Working in pairs, students match the words to the icons.
- Elicit answers from the class and clarify the meaning of the words if necessary.

KEY

1 creative 2 active 3 practical

Exercise 2 page 14

- Draw three columns on the board with the headings *Creative, Active* and *Practical*.
- Ask students to think of three more free-time activities for each category.
- Put students in pairs to share their ideas.
- Elicit ideas from the class and write them under the correct headings on the board. Emphasise that some activities can belong to more than one category.

KEY (SUGGESTED ANSWERS)

Creative: design a website, draw pictures, make cakes, take photos
Active: go for a run, go for a walk, ride a bike
Practical: design a website, make a cake, tidy your room

Exercise 3 page 14

- Students read the quiz quickly to see if it includes any of the free-time activities they thought of.
- Elicit the activities in the quiz (read, watch TV, go out with my friends, tidy my room, draw, go to the gym, go for a run, listen to music, play a musical instrument, play video games, take photos, learn how to do something new, ride a bike).

Exercise 4 page 14

- Students read the quiz again and answer the questions for them.

Extra support

Go through the quiz and check the meaning of any unfamiliar words before students answer the questions.

Exercise 5 page 14

- Tell students to read the grammar rules carefully and complete the examples.
- Play the video.
- Check answers as a class.

KEY

1 don't 2 doesn't

- Students do the Grammar Booster exercises on page 133.

Exercise 6 page 14

- Ask students to read the sentences and say what pronoun could replace the subject in each sentence, e.g. *Bako and I = we*.
- Students make the sentences negative.
- Check answers as a class.

KEY

1 Bako and I don't like rock music.
2 I don't design websites in my free time.
3 Lucas doesn't play the piano.
4 My cousins don't go to school with me.
5 You don't study Spanish.
6 My teacher doesn't tidy the classroom every day.

Exercise 7 page 14

- Tell students to read the grammar rules carefully and complete them.
- Play the video.
- Check answers as a class.

KEY

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

- Students do the Grammar Booster exercises on page 133.

Exercise 8 page 14

- Students make questions and answers individually.

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Extra support

Do the first item as an example on the board and elicit that the words in questions need to go in the following order: *Do / Does + subject + verb (+ object)?*

- Check answers as a class.

KEY

1 Do they listen to music? No, they don't.
2 Does Amir do homework? Yes, he does.
3 Do you tidy your room? Yes, I do.
4 Do you and Jo take the bus? Yes, we do.
5 Does Ana speak French? No, she doesn't.

Exercise 9 page 14

- Put students in A+B pairs. Student A turns to page 150 and Student B turns to page 151. Explain that their tables are about the same people, but they don't have all the information about them. Students need to ask each other questions to complete their table.
- Read out the example question and answer with a confident student.
- Circulate and monitor, making sure that students form questions correctly and answer using complete short answers, not just *yes* or *no*.
- When students have finished, ask pairs to ask and answer questions while the rest of class listen and call out if they hear a mistake.

Note!

Having students work in pairs is useful in a mixed ability classroom. You may decide to pair students of a similar level together or pair stronger students with weaker ones. It is also important to consider friendship groupings. It takes time to find out which students work well together, but when you find out what kind of pairings work well in a particular class, your students will feel more confident and learn more effectively.

Exercise 10 1.12 page 14

- Students read the quiz answers to get the general meaning. They then complete them.
- Play the audio for students to check their answers.

AfL Teaching tip: learning intentions

Predicting answers

Students will benefit from thinking about the aim of an exercise. This will help them focus on the language being practised.

Exercise 10: Ask students to read the text and discuss in pairs which language they think will be practised in the activity and why. Elicit that the purpose of the activity is to practise the present simple negative and *yes/no* questions. Then play the audio for students to listen and complete the text.

Tell students that thinking about the purpose of an exercise will help them find the answers in a listening or reading task more easily.

See the notes for Assessment for Learning on page 11.

- Check answers as a class.

KEY

1 don't do 2 Do, tell 3 don't need 4 don't do
5 like art 6 you want 7 don't want 8 they don't

Transcript

See Student's Book, page 14 and Key above.

Exercise 11 1.12 page 14

- Play the audio again for students to think about their answers to the quiz and the result.
- Put students in groups according to their answers: students who had mostly A answers, students who had mostly B answers, students who had mostly C answers. Ask them to discuss if they agree or disagree with these results and why.

Note!

The aim of the activity is to develop fluency, so accuracy is not the main focus as long as the meaning is clear. Allow students to talk freely about their results.

Transcript

See Student's Book, page 14 and Key above.

Exercise 12 page 14

- Put student in groups to ask questions and find somebody who does these activities. They write the name of the person who answers *yes* next to each activity.

Exercise 13 Think & share page 14

- Elicit the names of students who do each activity, and keep a tally on the board to find the most popular and least popular activities.
- Then ask students to call out any popular activities that aren't on the list and write them on the board.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can use the present simple negative and yes/no questions to talk about free time.*

Further practice

Workbook page 13
Grammar Booster page 133
Grammar photocopiable worksheet
Online practice

1.7 Reading

Lesson summary
Reading: An article about teenage stress
Strategy: Identifying main ideas
Speaking: Giving your opinion on how far stress is a problem for teenagers

SHORTCUT To do the lesson in 30 minutes, keep the warm-up brief, omit exercise 3 and set exercise 7 as homework.

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WARM-UP Draw two columns on the board with the headings: *Teenagers want to …* and *Teenagers don't want to …*

- Elicit students' ideas of what teenagers want and don't want to do and write them on the board in the correct column, e.g. *(want to) be with their friends, go out, have fun; (don't want to) do homework, get up early.*

Exercise 1 page 15

- Read the definitions aloud and elicit the answer from the class.

Extra support

Write two short sentences on the board:
I feel stressed when I have a lot of work.
Stress is bad for you.

KEY

stressed = adjective; stress = noun

Exercise 2 page 15

- Focus attention on the bar charts and check that students can understand them and can say percentages, e.g. *What percentage of 13–15-year-olds have a problem with stress? 'Sixty-two per cent.'*
- Working in pairs, students answer the questions.
- Check answers as a class.

KEY

1 Because of activities and homework
2 16–17 years
3 Students' own answers

Exercise 3 page 15

- Have a class vote on the question *Do your free-time activities and homework make you stressed?*
- Count the students who answer *yes,* the number who answer *no*, and write the numbers on the board.
- As a class, work out the percentage of each group, e.g. 15/20 = 75%.
- Then ask students to compare the class results with the bar chart. Ask: *Are they similar or different?*

Extra activity

Ask students to draw and label a bar chart showing the result of their class vote.

Exercise 4 page 15

- Tell students that they don't need to understand every word and that reading for the overall meaning will help them guess the meaning of unknown words more easily. The only thing they need to decide is if Louise and Max are a teenager or a parent and say why. Set a time limit of one minute to encourage students to read quickly.
- Students compare their ideas in pairs before whole class feedback.

KEY

Louise is a parent. Max is teenager.
Louise talks about students as 'they'. Max talks about students as 'us'.

Exercise 5 page 15

- Go through the strategy together.
- Ask comprehension questions to check understanding, e.g. *Do all the words in a text help to find the main idea?* (no) *What do content words do?* (They give the main idea.) Point out that identifying the main idea is an important skill for reading in general and also in exams.
- Tell students to use the strategy and underline the key words in headings A–F. These will help them find the main information in the text and match the headings to paragraphs.
- Check ideas as a class.

KEY

A Teenagers need to have free time.
B Stress teaches teenagers how to manage their time.
C Teenagers and adults want different things.
D Too much free time is bad for teenagers.
E Stress is unhealthy for teenagers.
F Stress prepares teenagers for their future.

Exercise 6 page 15

- Set a time limit to keep students focused while they match the headings to the paragraphs.
- Working in pairs, students compare their answers.
- Check answers as a class.

KEY

1 F 2 B 3 D 4 E 5 A 6 C

Exercise 7 1.13 page 15

- Ask students to read questions 1–6, underline the key words and think about the answers before they read the text again.
- Working in pairs, students compare their answers.

Extra support

Ask students to underline the sentences that give the correct information.

- Check answers as a class.

KEY

1 Yes, they do.
2 No, they don't. Many teenagers go to after-school clubs or language classes.
3 No, they don't. They learn practical skills or do sports.
4 Yes, he does.
5 No, he doesn't. They watch TV because they need a break.
6 No, they don't. They think different things are important.

Transcript

See Student's Book, page 15.

Exercise 8 Think & share page 15

- Working in pairs, students discuss the opinions in exercise 5.
- Circulate and monitor, making a note of any common errors with the present simple.
- Write some common errors on the board and elicit corrections from the class.

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Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can identify the main ideas in an article about teenage stress.*

Further practice
Workbook page 14
Online practice

1.8 Speaking

Lesson summary

Listening: Classmates talking about after-school activities

Phrasebook: Talking about likes and dislikes

Strategy: Consonant-vowel linking

Speaking: Talking about likes and dislikes

SHORTCUT To do the lesson in 30 minutes, keep the warm up brief and omit exercise 10.

WARM-UP With books closed, ask pairs to discuss what after-school clubs they go to or what activities they do and why they like them.

Exercise 1 page 16

- Put students in pairs. Point out that they should read the timetable only to find out *when* and *where* these activities take place.
- Check answers as a class.

KEY

1 Tuesday, 3.45–5.30 p.m., Gaming club, computer lab
2 Monday, 3.45–4.45 p.m., Cooking club, café
3 Tuesday, 3.45–5.30 p.m. and Friday 3.45–5.00 p.m., Sports club, gym
4 Wednesday, 3.45–5.00 p.m., Art and design classes, art room
5 Every day, 3.30–6.00 p.m., library

Exercise 2 1.14 page 16

- Play the audio for students to listen and do the activity. Suggest that they tick the activities they talk about and circle the activity they choose to do together.
- Working in pairs, students compare their answers.

Extra support

- Play the audio again after pairs have compared their answers.

- Check answers as a class.

KEY

They talk about homework, cooking club, gaming, school band, book club and Italian lessons.
They choose to do sports club together.

Transcript

See Teacher's Guide, page 183.

Exercise 3 page 16

- Focus attention on the Phrasebook.
- Students match the verbs to the emojis individually.
- Check answers as a class.

KEY

😍 love
🙂 like, enjoy
🙁 don't like
😠 can't stand, hate

Exercise 4 page 16

- Tell students to read the dialogues to get the overall meaning.
- Students complete the dialogues individually.
- Don't check answers yet.

Exercise 5 1.15 page 16

- Play the audio for students to listen and check their answers.
- Check answers as a class.
- Put students in pairs to practise the dialogues.

KEY

1 So, like, do, neither
2 don't, do, Really, hate

Transcript

See Student's Book, page 16 and Key above.

Exercise 6 page 16

- Go through the strategy together. Elicit or explain what vowels and consonants are and then elicit the vowels in English.
- Read out the example and ask students to repeat.
- Ask students to read the sentences and circle the consonant-vowel link in each sentence.

Exercise 7 1.16 page 16

- Play the audio for students to listen, check and repeat.
- Check answers as a class.

KEY

1 I love it.
2 She plays football twice a week.
3 They don't like apples or bananas.
4 What else can we do?
5 I like music but I can't stand art.
6 I think it's awesome.

Transcript

See Student's Book, page 16.

Exercise 8 Think & share page 16

- Give students time to write their opinions, saying if they love, like, don't like, hate or can't stand the activities.

Exercise 9 page 16

- Read out the example with a student.
- Working in pairs, students ask each other about the activities and agree or disagree.
- Circulate and monitor, encouraging students to self-correct errors.

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Extra activity

- Write each activity on a large card and put the cards on the walls around the room. Add more activities if you have a large class.
- Small groups of students stand up in front of each card and give their opinion about the activity and say if they agree or disagree with each other.
- Students then move clockwise to the next card. This helps keep students in mixed ability classes talking for the same length of time.

Exercise 10 Reflect page 16

- Working in pairs, students discuss the questions.

Extra activity

Ask students to record their conversations. They then listen to the conversation as a pair and discuss what they did well or what they need to work on.

AfL Teaching tip: diagnostics

Having a 'safe' time

Students will benefit from having a 'safe' time in a speaking task to make errors and learn from them; teachers can value effort and encourage risk taking.

Exercise 10: Tell students that while accuracy is important, it is also important to be confident when speaking and that it is all right to make mistakes when learning a language; that is how we learn and develop. Encourage students to self-correct if they feel they have said something wrong but not to correct one another.

See the notes for Assessment for Learning on page 11.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can use consonant-vowel linking to talk about likes and dislikes.*

Further practice

Workbook page 15
Communicative activity photocopiable worksheet
Online practice

1.9 Writing

Lesson summary
Reading: Personal profiles
Strategy: Using pronouns or adverbs to avoid repetition
Language focus: Conjunctions: *and*, *but*, *or*
Writing: A personal profile for a website

SHORTCUT To do the lesson in 30 minutes, omit the warm-up and exercise 4. Set exercises 11 and 12 as homework.

WARM-UP With books closed, write *Personal profile* on the board. Elicit or explain what a profile is (a description of somebody that gives useful information).

- Elicit from the class what information might be included in a personal profile.

Exercise 1 page 17

- Tell students to read the profiles. Set a time limit for this.
- Students discuss their answers in pairs.
- Elicit some answers from the class.

Exercise 2 page 17

- Check the meaning of *paragraph* and *topic*.
- Tell students to read the profiles again and complete the table for Jan and Labani.
- Working in pairs, students compare their answers.

Extra support

Put students in pairs and assign one profile to each student. When they have read their profile and completed the table for their person, they exchange notes.

- Check answers as a class.

KEY

	Jan	Labani
Number of paragraphs	3	3
Type of vlog	personal	personal/family
Type of school	boarding school	homeschool
Family	only child	3 brothers
Daily activities	play chess, learn Chinese	help make meals
Likes / dislikes	watch TV, relax with friends, gaming	listen to music, take care of horses, tidy the house
School subjects	history, computer science, art, English	maths, technology, engineering

Exercise 3 page 17

- Go through the strategy together.

Extra support

Write examples on the board to clarify the use of pronouns:
I have a sister. My sister's name is Sarah.
I have a sister. Her name is Sarah.
Point out that *My sister's name is* unnatural and repetitive; *Her* makes the sentence more natural.
I go to Grantchester College. Grantchester College is a boarding school.
I go to Grantchester Boys' College. It's a boarding school.

- Students underline the pronouns.
- Check answers as a class.

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KEY

Jan: It's a boarding school, so I live there. This is my new student vlog! My subjects are history, computer science and art. It's difficult to study in English, but I love it! We watch TV together or we play games on the Xbox. I'm happy so I don't want to go home, but my family misses me!
Labani: Lots of people like our family vlog, *Homeschool is Cool!* In fact, 20,000 people watch us. I enjoy them because they are very interesting. My mum loves tidying the house, but I hate it.

Exercise 4 page 17

- Students refer to the profiles in exercise 1 to do the activity.

Extra support
Do the first item together as an example.

- Check answers as a class.

KEY

1 there = at Grantchester Boys' College / at the boarding school
2 it = study(ing) in English
3 we = my friends and I
4 us = my family and me
5 them = videos about technology or engineering; they = videos about technology or engineering

Exercise 5 page 17

- Students complete the exercise individually.
- Working in pairs, students compare their answers.
- Check answers as a class.

KEY

1 I enjoy learning English – it is a very important language.
2 My friend Leon likes reading books and he has got lots of them. His favourite book is *The Lord of the Rings*.
3 My sister and I hate taking the bus to school – we like riding our bikes there instead. It helps us stay fit.

Exercise 6 page 17

- Go through the Language focus box together.
- On the board, write:
  I love reading comics. I read them all the time.
  I love reading comics. My brothers don't like them. Do you want to read a book? Do you want to read a comic?
- Ask students to join the sentences using a correct conjunction.

Extra support
Ask students to translate the conjunctions into their own language and discuss as a class if they are used in the same way.

- Students find examples of the conjunctions in the profiles.
- Check answers as a class.

KEY

I'm seventeen and I'm Polish.
I haven't got any brothers or sisters.
I love living with other students and I've got lots of new friends.
Here, you choose three or four subjects for A levels.
It's difficult to study in English, but I love it!
After school I have chess classes and I learn Mandarin Chinese.
We watch TV together or we play games on the Xbox.
I'm happy so I don't want to go home, but my family misses me!
I'm fourteen and I've got three little brothers.
I get up early and have a big breakfast.
Then I watch videos about technology or engineering on the internet.
My mum loves tidying the house, but I hate it.
My brothers enjoy riding their bikes, but I enjoy listening to music and taking care of horses instead.

Exercise 7 page 17

- Students complete the text individually. They can refer to the Language focus box for help.
- Check answers as a class.

KEY

I enjoy making Japanese food, but I don't like eating sushi. I also love Italian food and my favourite meals are pizza and pasta. I don't enjoy watching football or going for a run, but I like going for walks on Sunday afternoons. At weekends, my friends and I ride our bikes or we stay at home and play board games instead.

Exercise 8 page 17

- Give students time to read the tips and think about why they are important.
- Students then discuss the tips in pairs.
- Elicit some ideas from the class.

Exercise 9 page 17

- Remind students that for a plan, they only need to make notes, not write full sentences.
- Set a time limit to keep them focused.

Exercise 10 page 17

- Point out that this stage allows students to organise their writing. This will make their writing easier to read, and is a key element of success in exams.
- Set a time limit to keep them focused.
- Circulate and monitor, helping as necessary.

Exercise 11 page 17

- Students use their plans to write their profile. Remind them to use vocabulary for free-time activities, the present simple, conjunctions and pronouns.

AfL Teaching tip: success criteria
Writing checklists
Students will benefit from reading the writing checklist before they write.
Ask students to read the checklist in exercise 12 before they write to reinforce the importance of organising their writing, writing appropriate content, using appropriate language, and checking spelling and grammar.
See the notes for Assessment for Learning on page 11.

Exercise 12 Check your work page 17

- Ask students to check their writing carefully against these criteria.

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- Give them time to add anything and to improve their spelling, punctuation and grammar.
- Take students profiles in to mark. Give just one or two pieces of very specific feedback that should relate to the checklist.

Extra challenge
Ask students to swap their profiles with a partner and check their partner's work.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can use pronouns, adverbs and conjunctions in a personal profile.*

Further practice
Workbook page 16
Online practice

1.10 Review

Grammar

Exercise 1 page 18

KEY
1 studies 2 go 3 relax 4 don't like 5 doesn't have 6 don't speak 7 does 8 teaches

Exercise 2 page 18

KEY
1 Do … like 2 I do 3 Do … play 4 I do 5 make 6 Does … have 7 she doesn't 8 sings 9 Do … watch 10 they don't

Vocabulary

Exercise 3 page 18

KEY
1 H 2 C 3 F 4 B 5 D 6 E 7 A 8 G

Exercise 4 page 18

KEY
1 play, board 2 listen, music 3 draw, pictures 4 read, comic 5 learn, language 6 goes, run 7 make, cakes

Cumulative review

Exercise 5 page 18

KEY
1 B 2 B 3 A 4 C 5 B 6 B 7 A 8 C 9 A 10 B 11 C 12 C 13 A 14 B 15 B 16 C

Note!
Once students have completed the Review page in the Student's Book, they should complete the Review page in the Workbook and the Assessment for Learning questions.

Think & share

Exercise 6 page 18

- Working in pairs, students discuss the questions.

KEY
Students' own answers

Further practice
Workbook page 17
Progress test

1.11 Exam skills

Lesson summary

Exam strategies: Reading: completing a text with missing sentences by reading the text carefully before and after each gap; Speaking: answering questions in full sentences

Reading: An article about teenage bloggers

Speaking: Answering questions about your life

WARM-UP With books closed, write: *What's the difference between blogging and vlogging? Do you read or write blogs? What can we use blogs for?*

- Put students in pairs to discuss the questions.
- Elicit ideas from the class.

Reading

Exercise 1 page 19

- Go through the Reading exam strategy together.
- Students complete the activity individually.
- Check the answer as a class. Ask students to explain what words helped them choose their answer.

KEY
C

Exercise 2 page 19

- Tell students to read the text quickly to get the overall meaning. Remind them to focus on the sentences before and after each gap.
- Encourage students to underline the key words in sentences A–F as these will relate to the sentences before and / or after the gap. Pronouns can also help them to work out which sentence fits a gap.
- Students complete the task individually.
- Working in pairs, students compare their answers.
- Check answers as a class.

KEY
1 E 2 B 3 F 4 D 5 A 6 C

Extra activity
Ask students: *Would you like to read Jake's blog? What makes his blog different?* Elicit ideas from the class.

Speaking

Exercise 3 page 19

- Go through the Speaking exam strategy together.

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- Students match the questions and answers individually.
- Check answers as a class.

KEY

1 B 2 D 3 C 4 A

Exercise 4 page 19

- Working in pairs, students ask and answer the questions.
- Circulate and monitor, making sure students are answering in full sentences.

Extra activity

- Put students in pairs to ask and answer the questions.
- Circulate and monitor, checking that students are using full sentences.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can complete a text with missing sentences. I can answer questions about my life using full sentences.*

Further practice
Workbook page 18
Culture lesson 1: Life in different countries

1 Vision 360°

Another world

Lesson summary
▲ **triangle:** A video about the HI-SEAS biodome
◆ **diamond:** A man talking about doing experiments outside the biodome
● **circle:** A woman talking about keeping fit and doing exercise in the biodome
⬢ **hexagon:** A man describing the kind of food people eat in the biodome
■ **square:** A message thread about daily life in the biodome
★ **star:** A woman talking about life in the biodome
Speaking: Discussing what biodomes are, how useful they are and biodomes in the students' own country; discussing if a biodome is a good place for people to live and work
Listening: A video about the HI-SEAS biodome; a video in which a scientist describes what it is like to work in a biodome; a video about the importance of being fit in space; a video about food and meals in a biodome
Reading: Messages asking and answering questions about life in a biodome
Create task: Creating an information leaflet about a biodome

SHORTCUT To do the lesson in 30 minutes, keep exercise 6 brief; in exercise 7, set the reply from Jay for homework; ensure that Steps 1 and 2 of the Create task are done in class, set Steps 3 and 4 for homework, and do Step 5 in the next lesson.

WARM-UP Ask: *What kinds of places are difficult to live / work in? What are some advantages and disadvantages of working alone / with other people / with the same people all the time?*

- Put students into pairs to discuss the questions.
- Elicit ideas from the class, write notes on the board and see if students have similar or different ideas.

Exercise 1 Think & share page 20

- Read out the definition and make sure students understand it. Then focus on questions 1 and 2 in turn and ask further questions to prompt thought and discussion, e.g.
  1 *What might you find in a rainforest biodome? What would a desert biodome be like inside?*
  2 *Why do people create biodomes? Why don't they just go to the rainforest / desert? Would you like to live or work in a biodome?*
- Put students in pairs to discuss the questions. Then ask some students to share their ideas with the class. Elicit or explain that biodomes help us to study how living things (including people, animals and plants) interact in a particular environment.

EXPLORE

Exercise 2 page 20

- Go through the task together and then enter into the 360° image. Move around the image of the biodome, but do not click on the hotspot symbols yet.
- Stop after 30 seconds and ask students to discuss the questions in pairs.
- Elicit suggestions from the class.

KEY (SUGGESTED ANSWERS)

There are maps and photos on the walls. There are desks with computers, a microscope and some glass test tubes. There is a white board with sticky notes and a diagram drawn on it. There is a sofa, a guitar, some book shelves and books, and some exercise equipment. There is a kitchen and an area upstairs with some clothes hanging up.
The people may be both living and working in the biodome since there is work equipment and things you use for relaxing and for free time.

Exercise 3 ▲ page 20

- Before you click on the red triangle hotspot, ask students to read the questions and guess the answers.
- Click on the hotspot and play the video for students to listen and answer the questions. Alternatively, students could access the image and the hotspot on their own devices.
- Check answers as a class and find out if students guessed any correctly.

KEY

1 B 2 C 3 A

Transcript

See Teacher's Guide, page 184.

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Exercise 4 All Hotspots page 20

- Go through the task together, then explore each of the hotspots in turn as a class. Alternatively, students could access the image and the hotspots on their own devices. As each hotspot is explored, students match it to the information it provides.
- Once all the hotspots have been explored, check answers as a class. If necessary, have another quick look through the hotspots to confirm the answers.

KEY

1 ● 2 ■ 3 ★ 4 ◆ 5 ⬢

Transcripts

See Teacher's Guide, page 184.

Exercise 5 page 20

- You could begin by asking students if they know the answers to any of these questions.
- Students could then work individually or in groups of three to go online and find or check their answers. Encourage them to find valid and reputable sources to do this.

KEY (SUGGESTED ANSWERS)

1 From a distance, Mars is a rusty red colour.
2 It is cold on Mars.
3 It is the fourth planet from the sun.

Extra activity

- If students show an interest in the topic, and if time allows, write the following questions on the board and ask students to go online to find the answers:
  1 *What gives Mars its rusty red colour?*
  2 *How cold is it on Mars?*
  3 *How far from the sun is Mars?*
  4 *How far from the Earth is it?*
- Check answers as a class.

KEY

1 Iron oxide (i.e. rust) gives Mars its colour.
2 The average temperature on Mars is about –60°C. In winter, near the poles, the temperature is about –125°C. In summer, during the day, it can be 20°C near the equator, but at night it can be –73°C.
3 Mars is about 228 million kilometres from the sun. (This is the average distance.)
4 This varies, depending on the relative positions of the two planets. The closest Mars comes to the Earth is 62.07 million kilometres.

Exercise 6 ● page 20

- Ask students to read the questions before they watch the video. Encourage them to try to answer the questions from memory if possible.
- Click on the circle hotspot again and allow students time to answer the questions. Encourage them to correct the false sentences.
- Check answers as a class.

KEY

1 T 2 F (They do exercise every day.) 3 T
4 F (It's hard work, but it's fun.)

Transcript

See Teacher's Guide, page 184.

Exercise 7 ⬢ page 20

- Ask students to read the questions before they watch the video. Encourage them to try to answer the questions from memory if possible.
- Click on the hexagon hotspot again and allow students time to answer the questions.
- Check answers as a class.

KEY

1 They have breakfast, lunch and dinner together.
2 They add water and other things to make it taste good.
3 They prepare traditional dishes from around the world.
4 Sushi or pasta.

Transcript

See Teacher's Guide, page 184.

Exercise 8 ■ page 20

- Click on the square hotspot again and allow students time to read the messages. Working individually, students think of a question to ask Jay. Alternatively, you could brainstorm questions as a whole-class activity. Write students' ideas on the board, e.g. *What kind of experiments do you do? Do you like everyone in the biodome? What do you talk about? What else do you do to have fun?* Then ask students to choose one of the questions.
- Students swap questions with a partner and write a reply. Encourage them to use their imagination.
- Ask a few students to read out their replies.

Exercise 9 ◆ page 21

- Ask students to read the questions before they watch the video. Encourage them to try to answer the questions from memory if possible.
- Click on the diamond hotspot again and allow students time to answer the questions.
- Check answers as a class.

KEY

1 Yes, they do. 2 No, they don't. 3 Yes, it does.

Transcript

See Teacher's Guide, page 184.

Exercise 10 page 21

- Read out the opinions and make sure students understand them. Working in pairs, students discuss whether the biodome is a good place for the people, giving reasons.
- Ask a few pairs to share their ideas with the class.

Exercise 11 Think & share page 21

- Working in pairs, students discuss the questions.
- Ask a few students to share their ideas about question 1 with the class.
- Then ask students to raise their hands if they think they are a good person to be in the biodome. Elicit their reasons for their opinion. Do the same for students who think they are not a good person to be in the biodome.

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CREATE … an information leaflet

To complete the Create task, students will need access to the internet to research a biodome and find photos.

STEP 1 page 21

- Put students into groups and ask them to find a biodome in one of the countries in the box. Try to get groups to choose a variety of biodomes.

STEP 2 page 21

- Go through the information in the box. Ensure that groups share out the research fairly.

STEP 3 page 21

- Students go online to find the information and make notes. Circulate and monitor if students are doing their research in class.

STEP 4 page 21

- If possible, show students some actual leaflets about places like museums, art galleries or botanical gardens, or show them information about these places online so that they can see how much information they give and how it is displayed.
- Students combine their research and create their leaflet. They can use a computer to do this or write it on paper.

STEP 5 page 21

- Pass the completed leaflets round the class or display them on the classroom walls for students to see and read.
- Then ask the class to answer the questions, giving reasons.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand information about biodomes and create an information leaflet.*

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2 Healthy living

2.1 Vocabulary

Lesson summary
Listening: A vlog about fitness
Vocabulary: Staying fit
Speaking: Asking and answering questions about fitness activities
Writing: A list of fitness activities

SHORTCUT To do the lesson in 30 minutes, omit the warm-up and exercise 6.

WARM-UP Tell students to look at the photo.

- Ask: *What food can see see in the photo?* (broccoli, tomatoes, artichokes, avocados, wild rice, salmon, garlic, almonds, walnuts, grain, (olive) oil))
- Students discuss in pairs.
- Ask a few students to share their ideas with the class.

Exercise 1 page 22

- Working in pairs, students look at the video stills and ask and answer the questions.
- Elicit answers from the class. Encourage students to talk about their favourite sports and help with any vocabulary as necessary.

KEY

1 No, he doesn't. He looks hot and tired.
2 Student's own answers

Exercise 2 2.01 page 22

- Tell students to write a list of sports. Set a time limit for this to keep them focused.
- Play the video. (If you don't have access to the video, the audio is available separately to use.)
- Elicit from students the sports they thought of and write them on the board.

Transcript

See Teacher's Guide, page 184.

Exercise 3 2.01 page 22

- Tell students to read the sentences and note key words before they listen.
- Play the video again for students to listen and decide if the sentences are true or false.
- Working in pairs, students compare their answers.
- Check answers as a class.

KEY

1 T
2 T
3 F – She loves sport. She's crazy about it.
4 T
5 F – She goes snowboarding in the winter.
6 F – She hardly ever goes to the gym.
7 F – There are three (running, squats and lunges),
8 F – He says 'Bye!' and goes.

Transcript

See Teacher's Guide, page 184.

Extra challenge

Play the video again and ask students to correct the false statements.

Exercise 4 Real English page 22

- Point out that the words and phrases in bold were in the video. Students read the sentences and choose the correct meaning for the words in bold. Set a time limit for this to keep them focused.

Extra support

Read out the phrases with the tone and intonation that helps convey their meaning.

KEY

1 B 2 B 3 A 4 B 5 B 6 A

- Check answers as a class.

Exercise 5 Vocabulary page 23

- Tell students to match the words and phrases to the definitions starting with the ones they know. They should look for key words in the definitions, e.g. 1 *water sports, indoors.*
- Working in pairs, students compare their answers.
- Check answers as a class.

KEY

1 swimming, diving 2 athlete 3 dance class 4 fit 5 windsurfing, surfing 6 football, tennis, volleyball 7 workout 8 skateboarding, snowboarding 9 gym

- Drill pronunciation of the words and phrases.

Exercise 6 2.02 page 23

- Focus attention on the photos and elicit the activities that they illustrate, e.g. *football, swimming, dance class*.
- Play the audio for students to listen and write the activities they hear. Remind students to spell the words correctly.
- Check answers as a class.

KEY

1 swimming 2 football 3 skateboarding 4 tennis 5 dance class 6 surfing / windsurfing

Transcript

See Teacher's Guide, page 184.

Exercise 7 page 23

- Read out the words and phrases in the box, check that students understand them and drill pronunciation.
- Ask two students to read the example questions and answers.

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- Put students in pairs. They take turns to choose an activity and ask and answer questions about it.

Extra support

Elicit more questions from the class before students ask and answer in pairs, e.g. *Is it a winter sport? Do you do it indoors? Do you listen to music?*

- Circulate and monitor, making a note of any problems students may have with questions and short answers.
- When students have finished, write examples of errors on the board and elicit corrections from the class.

Exercise 8 Think & share page 23

- Students write their lists individually. Encourage them to ask for help if they need it.

Exercise 9 page 23

- Ask two students to read the example.
- Working in pairs, students share their ideas. Encourage them to use the phrases for agreeing and disagreeing they learned in Lesson 1.8, e.g. *Really? I do. Neither do I.*
- Circulate and monitor, helping as necessary.

AfL Teaching tip: learning intentions

Encourage freer speaking

Asking students to speak freely about a topic will give them confidence.

Tell students they should try to use the words and phrases they have learned but that it is OK to make mistakes. The important thing is that the person to whom they are speaking understands them. Stress that the more they practise speaking in English, the better and more confident they will become.

See the notes for Assessment for Learning on page 11.

Extra activity

Put students in groups. Students take turns miming a sport for the other members of the group to guess. If they guess correctly, they win a point. The student with the most points wins.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can talk about staying fit.*

Further practice

Workbook page 20
Vocabulary Booster page 114
Vocabulary photocopiable worksheet
Short test

2.2 Grammar

Lesson summary
Reading: An interview on a fitness vlog
Grammar: Adverbs of frequency, question words
Listening: A conversation about fitness
Speaking: Asking and answering questions about fitness and sport
Writing: A short report based on an interview

SHORTCUT To do the lesson in 30 minutes, omit the warm-up and set exercise 14 as homework. Ask students to watch the grammar videos at home.

WARM-UP Revise vocabulary for sports and activities from Lesson 2.1. Put students in pairs and ask them to write as many words as they can remember. Set a timer for one minute.

- Elicit ideas from pairs and write them on the board.

Exercise 1 page 24

- Students discuss the questions in pairs.
- Elicit answers from the class.

KEY

Callum: football, skateboarding, tennis, volleyball
Zara: swimming, diving, snowboarding, surfing, windsurfing, dance classes, short workouts

Exercise 2 2.05 page 24

- Remind students that they don't have to understand every word.
- Play the audio for students to read and listen and find the three things Jade does as well as vlogging.
- Check answers as a class.

KEY

She does workouts. She plays sepak takraw. She watches athletes' vlogs.

Transcript

See Student's Book, page 24.

Culture notes

Sepak takraw is a kick volleyball style game, where teams of two to four players kick, knee or head a rattan ball over a net on a court. First played in China, it is most popular in Southeast Asia in places such as Thailand, Malaysia and Indonesia. Players have to be very fit and acrobatic to get the ball over the net.

Exercise 3 page 24

- Students complete the table with adverbs of frequency.
- Check answers as a class.

KEY

(always, usually,) often, sometimes, hardly ever, never

Exercise 4 page 24

- Tell students to read the grammar rules carefully and refer to the example sentences to complete them.

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- Play the video.
- Check answers as a class.

KEY

1 before 2 after

- Students do the Grammar Booster exercises on page 134.

Exercise 5 page 24

- Students complete the exercise individually.
- Elicit sentences from students.

Extra support

Ask pairs to read each other's sentences to check that the adverbs are in the correct position before they do exercise 6.

Exercise 6 page 24

- Ask confident students to read out the example.
- Put students in groups to talk about the people in their groups.

Extra support

Elicit ways students can modify the sentences in exercise 5 to talk about the members of their group, e.g.

1 X (often) goes to the gym.
2 P.E. lessons are (never) fun for X.
3 X's best friend (sometimes) plays tennis.
4 X is (often) tired after a workout.
5 X and their family (often) go swimming.
6 X is (never) busy at weekends.

- Circulate and monitor, checking the use of adverbs of frequency.

Exercise 7 page 24

- Tell students to read the grammar rules carefully, underline all the question words in the interview and complete the rule.
- Play the video.
- Check answers as a class.

KEY

(1–4 in any order) how often, where, when, whose

- Students do the Grammar Booster exercises on page 134.

Exercise 8 page 24

- Students do the exercise individually.
- Check answers as a class, asking students to explain their choice.

KEY

1 day 2 How often 3 How 4 Which 5 Who 6 Why

Exercise 9 page 24

- Ask two students to read out the example.
- Students take turns to ask and answer the questions in exercise 8.
- Circulate and monitor, helping as necessary.

Extra challenge

Ask students to write six more questions using the question words to ask and answer with a partner, e.g. *What sports do you play? Why do you like tennis? What day do you do exercise? Which do you prefer, swimming or running?*

Exercise 10 2.06 page 24

- Students write the questions individually.
- Play the audio for students to check their questions.

KEY

1 Which sports do you love doing?
2 How often do you have P.E. lessons?
3 What do you do in P.E. lessons?
4 What do you and your family do to stay fit?
5 Who do you do exercise with?
6 When do you and your brother go to the gym?

Transcript

See Teacher's Guide, page 184.

Exercise 11 2.06 page 24

- Play the audio again for students to listen and answer the questions. Tell them to write their answers in note form, not full sentences.
- Check answers as a class.

KEY

1 skateboarding and windsurfing
2 twice a week
3 play football (in autumn and winter), go swimming (in the summer), play tennis (in the spring)
4 ride bikes, play volleyball
5 brother
6 never

Transcript

See Teacher's Guide, page 184.

Exercise 12 Think & share page 24

- Focus attention on the question words and phrases about sports in the boxes and tell students to use them to write their questions.
- Circulate and monitor, helping as necessary.

Extra support

Put students in pairs to write questions. Then elicit examples for each question word from the class and write them on the board. Students check their own questions against the examples.

Exercise 13 page 24

- Working in pairs, students take turns to ask and answer the questions. Tell them to listen to their partner's answers carefully and make a note of them in their notebooks.
- Circulate and monitor, helping as necessary and making notes of common errors.
- When students have finished, write examples of errors on the board and elicit corrections from the class.

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Extra challenge

Ask pairs of students to role-play their interviews for the class.

Exercise 14 page 24

- Tell students to use the notes they made of their partner's answers in exercise 13 to write the report. Remind them to think about the grammar and vocabulary they will need, i.e. the present simple, adverbs of frequency and vocabulary for sports and fitness.

AfL Teaching tip: diagnostics

Editing work

Students will benefit from checking their own writing. This will help them identify their areas of strength and weakness and improve the accuracy of their language.

Exercise 14: When students have completed their report, ask them to read it again and check their use of grammar and vocabulary. You could write the following checklist on the board:

Third person singular ending for present simple verbs
Adverbs of frequency in the correct position
Correct sports and fitness vocabulary
Spelling mistakes

Remind students that it is normal to make mistakes, but if they learn to correct their own mistakes, they will quickly avoid making the same ones.

See the notes for Assessment for Learning on page 11.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can use adverbs of frequency and question words to talk about sport and exercise.*

Further practice

Workbook page 21
Grammar Booster page 134
Grammar photocopiable worksheet
Online practice

2.3 Listening

Lesson summary

Listening: An interview with a successful sports coach

Strategy: Recognising common collocations

Speaking: Interviewing someone about their daily schedule

SHORTCUT To do the lesson in 30 minutes, omit the warm-up and keep exercise 1 brief.

WARM-UP Tell students to look at the photos and ask: *What sports can you see?* If necessary, teach *snooker / billiards* and *wheelchair basketball*.

- Then ask: *Can you do these sports? Do you like to watch these sports? Why? / Why not?*
- Discuss the questions as a class.

Exercise 1 page 25

- Tell students to read the questions and check that they understand them.
- Working in pairs, students discuss the questions.
- Circulate and monitor, helping as necessary.
- Elicit ideas from the class.

Exercise 2 2.07 page 25

- Tell students to read A–C and check that they understand them. Remind students that they don't have to understand every word; they just have to understand the overall idea to choose the correct answer.
- Play the audio.
- Check the answer as a class.

KEY

B

Transcript

See Teacher's Guide, page 185.

Exercise 3 2.07 page 25

- Tell students to read the questions and answer options and note the key words in each.
- Play the audio for students to listen and choose the correct answer.

Extra challenge

Ask students to try to answer the questions from memory before they listen again. Then play the audio for them to check their answers.

- Check answers as a class.

KEY

1 A **2** C **3** A **4** C

Transcript

See Teacher's Guide, page 195.

Exercise 4 Think & share page 25

- Working in pairs, students ask and answer the questions.
- You could set a timer for one minute. Once the minute is up, put students in new pairs to ask and answer the questions. Repeat a few times to give students plenty of speaking practice.

Exercise 5 2.08 page 25

- Go through the strategy together.
- Students complete the table individually.
- Working in pairs, students compare their answers.
- Play the audio for students to listen and check their answers.

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KEY

Do	Go	Have
gymnastics workouts	to bed to the gym	a break a shower an orange dinner lunch

Transcript
See Key above.

AfL Teaching tip: learning intentions

Recording collocations

Students will progress better if they record collocations by topic as this will develop their range of language.

Tell students that learning and using collocations will help them to develop their vocabulary and speak and write more natural English. Creating a table, as in exercise 5, is a good way of recording collocations in a vocabulary notebook.

Ask students to copy the table into their vocabulary notebooks and add to it as they come across new collocations with these verbs.

See the notes for Assessment for Learning on page 11.

Exercise 6 2.09 page 25
- Tell students to look at the daily schedule. Give them time to look at the times and try to guess the missing words before they listen.
- Play the audio for students to listen and check their guesses.
- Check answers as a class.

KEY

7 a.m.	(goes) to the gym
8.30 a.m.	(does) gymnastics
11.30 a.m.	(has) lunch
2.30 p.m.	(has) a break
3 p.m.	(does) workouts
5 p.m.	(does gymnastics)
9.40 p.m.	(has) dinner
10.15 p.m.	(goes) to bed

Transcript
See Teacher's Guide, page 185.

Exercise 7 Mediation page 25
- Tell students to write their advice and keep their sentences short and accurate. Remind them to use collocations from the lesson where possible.
- Ask a few students to share their ideas with the class.

Extra support

Students can use the imperative to write the advice. They could also use the following sentences beginning: *It's a good idea to … ,* e.g. *It's a good idea to eat healthy food.*

Exercise 8 page 25
- Students write their questions individually.

Extra support

Write a few prompts on the board to help students write questions, e.g. *Do you (often) … ? How often do you … ? What time / When do you … ? What do you … ? Where do you … ?*

Exercise 9 page 25
- Working in pairs, students ask and answer their questions.
- Circulate and monitor, helping as necessary. Make a note of any common errors.
- When students have finished their interviews, write examples of errors on the board and elicit corrections from the class.

Lesson outcome
- If you are using the Classroom Presentation Tool, first do the lesson closer activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can recognise common collocations in an interview about an athlete's schedule.*

Further practice

Workbook page 22
Online practice

2.4 Global skills

Lesson summary

Reading: Food labels
Listening: A conversation about food
Phrasebook: Talking about food labels
Speaking: Talking about food labels

SHORTCUT To do the lesson in 30 minutes, omit the warm-up and keep exercises 6 and 7 brief.

WARM-UP Bring some food labels to class or show some pictures on an interactive whiteboard. Ask students to look at them and ask: *What information can you find on a food label?* Discuss as a class.

Culture notes

Traffic light food labelling began in the UK in 2007, when a major supermarket responded to customer demand. The government has backed the idea since 2013, and now most supermarkets and food producers label their food in this way. However, labelling is voluntary; it is not required by law.

Exercise 1 page 26
- Tell students to look at the food label and check the meaning of *energy*, *sugar, fat* (in context), *salt* and *amount*.
- Discuss the questions as a class.

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KEY

1 Red means stop. Orange means stop; you can go on only if the orange light appears after you have crossed the stop line or are very close to it. Green means go.
2 Students' own answers
3 Students' own answers

Exercise 2 page 26

- Tell students to refer to the food label in exercise 1 to complete the information box.
- Working in pairs, students compare their answers.
- Check answers as a class.

KEY

The traffic-light system … shows you the amount of energy, sugar, fat and salt in food.
The three colours make it quick and easy …
Red = it's high in something …
Orange = it's medium …
Green = it's low in something …

Exercise 3 2.10 page 26

- Tell students to look at the food label before they listen.
- Play the audio for students to listen and complete the missing information.

KEY

They meet at a supermarket.
1 half 2 25% 3 sugar 4 salt 5 52%

Extra support

Play the audio once for students to answer the first question. Play it again for students to complete the food label for the pizza.

- Check answers as a class.

Transcript

See Teacher's Guide, page 185.

Exercise 4 2.10 page 26

- Tell students to read the phrases and try to complete them before they listen to the audio again.
- Play the audio for students to listen and check their answers or complete the phrases.
- Check answers as a class.

KEY

1 good 2 for 3 got 4 low 5 in 6 of

Transcript

See Teacher's Guide, page 185.

Extra activity

Drill the pronunciation of the phrases. Read out each phrase and get students to repeat, making sure they use connected speech. Then point to the phrases in random order for students to read out.

Exercise 5 page 26

- Read out the words for food and drink in the box and check that students understand them.
- Ask two students to read out the example conversation.
- Working in pairs, students discuss the food labels and match them to the food and drink.
- Circulate and monitor, checking the use of phrases in the Phrasebook.

KEY

A a hamburger B breakfast cereal C cola
D chocolate cake

Exercise 6 Think & share page 26

- Working in pairs, students discuss the questions.
- Circulate and monitor, helping as necessary.

KEY

Students' own answers

Exercise 7 page 26

- Ask students to think about their answers before they speak.
- Working in pairs, students discuss their ideas.
- Circulate and monitor, helping as necessary.

Extra activity

Ask students to write three of four sentences about how important it is to check food labels.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can talk about food labels.*

Further practice

Workbook page 23

2.5 Vocabulary

Lesson summary
Reading: An article about how to eat well
Vocabulary: Food and drink
Pronunciation: /ɪ/ and /iː/
Speaking: Creating and talking about a healthy meal

SHORTCUT To do the lesson in 30 minutes, omit the warm-up and exercise 4.

WARM-UP Ask students: *What do you usually eat for breakfast / lunch / dinner?*

- Put students in pairs to discuss the questions.
- Elicit ideas from the class.

Exercise 1 page 27

- Put students in pairs to think of different foods and set a timer on the board for two minutes.
- Elicit some answers from the class.

Exercise 2 page 27

- Focus attention on the Eatwell Plate and ask students to discuss what it shows.

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- Students read the questions before they read the article. Remind them not to worry about words they don't know. Students answer the questions individually.
- Check answers as a class.

KEY

1 Students' own answers
2 There are five.
3 You only have a little oil, chocolate, ice cream and cola because they are high in sugar and fat and they are bad for your health.

Exercise 3 Vocabulary page 27

- Focus attention on the food and drink items A–Z on the Eatwell Plate. Students match the highlighted words in the article to the pictures.
- Check answers as a class.

Extra support
Students do the exercise in pairs.

KEY

A bread B rice C apple D banana E broccoli
F carrots G avocado H strawberries I pasta
J potatoes K tomato L orange M lettuce N fish
O eggs P chicken Q oil R cheese S beans
T ice cream U meat V chocolate W cola X milk
Y yoghurt Z water

Exercise 4 page 27

- Ask two students to read the example conversation and explain the meaning of *milk product* (food made from milk).
- Working in pairs, students take turns to describe a food item from exercise 3, and guess what it is.

Extra activity
Do exercise 4 as a team game. Put students in two teams. Students from each team take turns to describe a food or drink item to their team. If their team guesses correctly, they get a point. The team with the most points wins.

Exercise 5 page 27

- Students complete the sentences individually.
- Working in pairs, students compare their answers.
- Check answers as a class.

KEY

1 Carrots, broccoli / lettuce, lettuce / broccoli
2 Cheese / Yoghurt, yoghurt / cheese
3 pasta
4 chicken / fish, fish / chicken
5 apple
6 Apples / Strawberries, strawberries / apples

Exercise 6 page 27

- Elicit or explain what countable and uncountable nouns are. Countable nouns have a singular and plural form and you can count them, e.g. *one student, two students*. Uncountable nouns do not have a plural form; they are singular and you don't count them. We often think of uncountable nouns as a mass or amount, e.g. *water*.
- Students complete the table individually.
- Working in pairs, students compare their answers.
- Check answers as a class.

KEY

Countable	Uncountable
apple, orange, banana, avocado, strawberries, tomato, carrot, potatoes, beans, eggs	lettuce, broccoli, rice, bread, pasta, meat, chicken, fish, milk, cheese, yoghurt, water, oil, chocolate, ice cream, cola

AfL Teaching tip: success criteria
Countable and uncountable nouns
Students will benefit from writing [C] or [U] next to new nouns as they record them in their vocabulary notebooks. This will help them use the correct article with the nouns.
Exercise 6: Tell students to write the food words in their vocabulary notebooks and write a [C] for countable or [U] for uncountable next to each. Tell them this will help them to use the correct article.
See the notes for Assessment for Learning on page 11.

Exercise 7 page 27

- Students complete the sentences individually.
- Check answers as a class.

KEY

1 an 2 – 3 a 4 – 5 an 6 –

Exercise 8 Pronunciation 2.11 page 27

- Focus attention on the table.
- Play the audio for students to listen and repeat.

Transcript
See Student's Book, page 27.

Exercise 9 2.12 page 27

- Ask students to say the words to themselves, decide how the letters in bold are pronounced and add them to the table.
- Play the audio for students to listen, check and repeat.

KEY

/ɪ/ chicken, drink, lettuce, milk
/iː/ beans, cheese, meat, ice cream

Transcript
See Key above.

Extra challenge
Elicit two or three more words for each sound, e.g. /ɪ/: *bin, dish, hit;* /iː/: *see, leave, me*.

Exercise 10 page 27

- Students can draw and / or write their Eatwell Plate with the food they usually eat in the correct category. Set a time limit for this to keep them focused.

Exercise 11 Think & share page 27

- Working in pairs, students take turns to ask and answer the questions.
- Circulate and monitor, helping as necessary.

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Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can talk about food and drink.*

Further practice
Workbook page 24
Vocabulary Booster page 115
Vocabulary photocopiable worksheet
Short test

2.6 Grammar

Lesson summary
Reading: A text about meals from around the world
Grammar: *There is / there are*, *some*, *any*, *a lot of*, *much* and *many*
Speaking: Talking about and designing bento boxes

SHORTCUT To do the lesson in 30 minutes, omit the warm-up and exercise 10.

WARM-UP With books closed, put students in small groups to play *Food chain*. The first student says a food word. The second student then says a food word that starts with the final letter of the previous word, and so on, e.g.
Student 1: *tomato*
Student 2: *oil*
Student 3: *lettuce*
Student 4: *eggs*
Student 1: *salt*

Exercise 1 page 28

- Working in pairs, students try to answer the questions.
- Elicit ideas from the class.

KEY (SUGGESTED ANSWERS)
A salad (U) with pasta (U), cheese (U), tomatoes (C), olives (C) and basil (U)
B different Chinese dishes: spring rolls (C), noodles (C) / pasta (U), meat (U)
C feijkoada: beans (C) and meat (U), rice (U)

Exercise 2 page 28

- Tell students to read the text. Remind them that they don't have to understand every word to answer the questions. Set a time limit to keep them focused.
- Check answers as a class.

KEY
A Italy B China C Brazil
Other countries: India, Japan

Exercise 3 page 28

- Tell students to read the examples and complete the grammar rules.
- Play the video.
- Check answers as a class.

KEY
1 There is 2 There isn't 3 Is there 4 There are
5 There aren't 6 Are there

- Students do the Grammar Booster exercises on page 135.

Exercise 4 page 28

- Focus attention on photo A. Students complete the sentences individually.
- Check answers as a class.

KEY
1 There are 2 There is 3 There is 4 There are
5 There is 6 There are

Exercise 5 page 28

- Students read the rules and complete them.
- They then find other examples in the text and decide if the nouns are countable or uncountable.
- Play the video.
- Check answers as a class.

KEY
1 some 2 any
Other examples: In Brazil's national dish there's … some rice (U) or potatoes (C), but there isn't any lettuce (U). Are there any bento boxes (C) … ? These Japanese lunch boxes have … some side dishes (C) too, e.g. some carrots (C) and an apple. Or they have some cheese (U) and tomatoes (C) in summer.

- Students do the Grammar Booster exercises on page 135.

Exercise 6 page 28

- Students complete the sentences individually. They can refer to exercise 5 for help.
- Check answers as a class.

KEY
1 any 2 some 3 any 4 any 5 any 6 some

Exercise 7 page 28

- Students read the rules and complete them individually.
- Play the video.
- Check answers as a class.

KEY
uncountable, countable

- Students do the Grammar Booster exercises on page 135.

AfL Teaching tip: success criteria
Feedback to discuss grammar
Students will benefit from varied feedback that encourages discussion of the grammar point.
You can vary feedback in a number of ways to encourage class discussion of grammar:
Students can discuss in pairs why they chose an answer. This encourages them to explain the grammar point and helps them clarify meaning.

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Elicit answers from students after they have completed an exercise, asking them to explain their choice of answer.

Ask individuals or pairs of students to write answers on the board for the class to read and check or correct.

Call out answers for students to listen and check, encouraging them to raise their hands and query answer choices.

Use the feedback which best suits your class.

See the notes for Assessment for Learning on page 11.

Exercise 8 page 28

- Tell students to read the text to get the overall meaning.
- Students read the text again and choose the correct alternative.
- Working in pairs, students compare their answers and explain their choice of answer.
- Check answers as a class.

KEY

1 much 2 any 3 some 4 much 5 some
6 some 7 many 8 A lot of

Exercise 9 page 28

- Put students in A+B pairs. Tell Student A to turn to page 150 and Students B to turn to page 151.
- Ask students to look at their photos and explain that they have different bento boxes. They have to ask and answer questions to find out what is in their partner's bento box.
- Circulate and monitor, helping as necessary.
- When students have finished, elicit what is in each bento box.

KEY (SUGGESTED ANSWERS)

A: rice, fish, carrots, tomatoes, lettuce
B: rice, broccoli, lettuce, tomatoes chicken

Exercise 10 Think & share page 28

- Give students time to design their perfect bento box.
- Put students in pairs to share their ideas with their partner and explain why they chose that food and drink.

Extra activity

Collect the bento boxes and put them up on the classroom walls. Ask students to walk around in pairs to talk about the food and drink they see and say if they would like it. Pairs can then vote for the best bento box.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can use 'there is' / 'there are', 'some', 'any', 'a lot of', 'much' and 'many' to talk about food.*

Further practice

Workbook page 25
Grammar Booster page 135
Grammar photocopiable worksheet
Online practice

2.7 Reading

Lesson summary

Strategy: Using general knowledge to predict content

Reading: An article about healthy eating habits for active teenagers

Speaking: Talking about healthy eating habits

SHORTCUT To do the lesson in 30 minutes, keep the warm-up brief and omit exercise 7.

WARM-UP With books closed, write *Healthy and unhealthy food* on the board. Then put students in pairs and ask them to tell their partner what healthy and / or unhealthy food they eat.

- Elicit some answers from the class.

Exercise 1 Think & share page 29

- Ask pairs to brainstorm as many examples for each food type as they can. Set a time limit to keep them focused.
- Elicit ideas from the class for each type of food.

Exercise 2 page 29

- Go through the strategy together.
- Students answer the questions individually.
- Working in pairs, students compare their answers.
- Check answers as a class.

KEY

1 some apples, orange juice, milk, breakfast cereal, strawberries, an egg
2 Students' own answers
3 Students' own answers

AfL Teaching tip: learning intentions

Predicting the content of a text is an important life and exam skill.

Tell students that this strategy can be applied both inside and outside the classroom. If students think what the content might be before they read, they can focus on the topic more effectively. This will help them understand the overall meaning of a text even if they don't understand every word. It will also help them predict what kind of language will be used.

This reading skill is useful in language exams, and it will also help them read and understand news articles, books and comics.

See the notes for Assessment for Learning on page 11.

Exercise 3 page 29

- Tell students not to read the whole article, just questions 1–4 in the article and discuss possible answers.
- Elicit ideas from the class.

Exercise 4 2.15 page 29

- Students read and listen to the article to check their ideas from exercise 3.
- Working in pairs, students discuss if their ideas were correct.
- Elicit answers from the class.

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Transcript
See Student's Book, page 29.

Exercise 5 page 29
- Tell students to read the questions and question stem options and note 1–5 key words in each, e.g. *1 right things, 2 eat, food, high, fat, sugar*.
- Students read the article again and choose the correct answer.
- Working in pairs, students compare their answers.
- Check answers as a class.

KEY
1 A **2** B **3** C **4** C **5** B **6** B

Exercise 6 page 29
- Elicit or tell students that we use *How much … ?* with uncountable nouns and *How many … ?* with countable nouns.
- Read out the example question.
- Put students in small groups to take turns to ask and answer the questions.
- Circulate and monitor, checking that students are using *much* and *many* correctly.

Exercise 7 page 29
- Working in pairs, students take turns to ask and answer the questions.
- Elicit some answers from the class.

Lesson outcome
- If you are using the Classroom Presentation Tool, first do the lesson closer activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can use general knowledge to predict the content of an article about food.*

Further practice
Workbook page 26
Online practice
Documentary: Soccer in Soweto

2.8 Speaking

Lesson summary

Listening: Completing a waiter's notes

Phrasebook: Ordering food and drink; paying for your meal

Speaking: Ordering food and drink and paying for your meal in a restaurant

Strategy: Rating your performance

SHORTCUT To do the lesson in 30 minutes, omit the warm-up and set time limits for exercises 1, 4, 7 and 8.

WARM-UP Put students in pairs and ask them to tell each other what they like to eat for dinner.
- Ask a few students to tell the class about their partner.

Exercise 1 page 30
- Working in pairs, students discuss the questions.
- Elicit ideas from the class.

Exercise 2 2.16 page 30
- Tell students to look at the menu and check the meaning of the items on it.
- Play the audio for students to listen and complete the waiter's notes.
- Working in pairs, students compare their answers.

Extra support
Play the audio again after pairs have compared their answers so they can check or change their answers.
- Check answers as a class.

KEY

	Starter	Main	Dessert	Drinks
Girl	avocado salad	all-day breakfast	–	water
Boy	–	chicken curry	fruit salad	water

Transcript
See Teacher's Guide, page 185.

Exercise 3 2.16 page 30
- Ask students to read the phrases and write the answers before they listen.
- Play the audio for students to listen and check their answers.
- Check answers as a class.

KEY
C Can we have a table for (two), please?
C Can we have the menu, please?
W Are you ready to order?
C I'd like the (soup) to start, please.
W And for your main course?
C Can I have the (chicken), please?
W And for you, sir?
C I'd like the (salad) followed by a (curry), please.
W Would you like anything to drink?
C The same for me, please.

Transcript
See Teacher's Guide, page 185.

AfL Teaching tip: success criteria
Pronunciation of phrases
Students will benefit from repeating phrases as this will help them produce more natural speech.
Display the phrases on the board. Read out each phrase with the correct intonation for students to listen and repeat. Then point to the phrases in random order and ask students to say them. This drilling will prepare them for the speaking task in exercise 4 and help them produce the phrases in a natural way.
See the notes for Assessment for Learning on page 11.

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Exercise 4 page 30

- Put students in groups of three and tell them to choose a role.
- Tell the 'customers' they can order any food or drink they want. Ask the 'waiter' to write what the 'customers' order on a piece of paper. Students can refer to the Phrasebook for help.
- Circulate and monitor, helping as necessary.
- You can put students in new groups, ask them to choose a different role and repeat the exercise two more times so that every student has a chance to be a waiter.

Exercise 5 2.17 page 30

- Play the audio for students to listen and answer the question.
- Elicit the answer from the class.

KEY

The girl pays.

Transcript

See Teacher's Guide, page 186.

Exercise 6 2.17 page 30

- Students read the phrases and complete them before they listen again.
- Play the audio for students to listen and check their answers.
- Check answers as a class.

KEY

Waiter Would you like <u>any</u> tea or coffee?
Customer No, thanks. I <u>don't</u> want anything else.
Customer Can we have the bill, <u>please</u>?
Customer How <u>much</u> is it?
Customer <u>It's</u> £25. I'd like to pay for this.

Transcript

See Teacher's Guide, page 186.

Exercise 7 page 30

- Put students in groups of three. Then focus attention on the menu and the prompts.
- Students then prepare their role-play. Set a time limit to keep students focused. The 'customers' should decide what they want to eat and drink. Remind them to use the phrases from the Phrasebooks.
- Circulate and monitor, helping as necessary.

Exercise 8 page 30

- Ask the 'waiter' in each group to stand up and take their customers' orders.
- Circulate and monitor, helping as necessary, but don't over-correct.
- Ask a few groups to perform their role-play for the class.

Exercise 9 Reflect page 30

- Go through the strategy together.
- Ask groups to rate their performance based on the areas described in the strategy, i.e. use of grammar, vocabulary, pronunciation and interaction with partners.

Extra activity

Ask groups to record their role-play and then listen to the recording. This will help them rate their performance and highlight areas of strength or the areas they need to improve.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can order food and drink.*

Further practice

Workbook page 27
Communicative activity photocopiable worksheet
Online practice

2.9 Writing

Lesson summary
Reading: A gym membership form
Strategy: Using capital letters
Language focus: Abbreviations
Writing: Completing a customer survey form for a local gym

SHORTCUT To do the lesson in 30 minutes, omit the warm-up and set exercise 8 as homework. Check it in the following lesson.

WARM-UP With books closed, write *form* on the board. Explain what it is and ask the class to brainstorm when people need to complete a form, e.g. *join a gym, get a passport, apply for a job.*

- Ask students what information is usually written on a form, e.g. *name, date of birth, address, telephone number.*

Exercise 1 page 31

- Focus attention on the form and ask students to answer the questions individually.
- Check answers as a class.

KEY

It's a membership form. It asks for the person's gender, name, date of birth, contact details (i.e. address, email address, telephone number) and job.

Exercise 2 page 31

- Ask students to read the form again and answer the questions.
- Check answers as a class.

KEY

1 (Mr) Vijay Gupta
2 22/04/2005 / 22 April 2005
3 4 Crown Road, Windsor, UK
4 Three times a week

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Exercise 3 page 31

- Go through the strategy together and make sure students understand it.
- Students find all the examples of capital letters on the form and then one example to match to uses 1–6.
- Working in pairs, students compare their answers.
- Check answers as a class.

KEY

1 Please fill in all parts of this form. When would you like to use the gym?
2 Mr Vijay Gupta
3 Friday, Saturday, Sunday
4 Sept(ember), June
5 SL7 5NO
6 PTO, M / F

Exercise 4 page 31

- Focus attention on the customer service survey and explain that it is a way for the gym to find out what customers do there and what they like or don't like. Tell students they will complete a similar form at the end of the lesson.
- Tell students to read the questions and make sure they understand them.
- Students then read the customer survey and match the questions to the answers.
- Working in pairs, students compare their answers.
- Check answers as a class.

KEY

1 F 2 E 3 D 4 A 5 B 6 C

Exercise 5 Think & share page 31

- Working in pairs, students discuss the questions.
- Elicit some ideas from the class

KEY

He is fit and active. His diet is not balanced. He eats a lot of fast food and drinks a lot of cola.

Exercise 6 page 31

- Working in pairs, students ask and answer the questions in exercise 4.
- Circulate and monitor, helping as necessary.

Exercise 7 page 31

- Go through the Language focus together and check that students understand *abbreviation*.
- Students find all the abbreviations on the form and match them to their full forms.
- Working in pairs, students compare their answers.
- Check answers as a class.

KEY

1 mins 2 DD/MM/YYYY 3 Mob. 4 Rd 5 DOB
6 UK 7 Sept 8 hrs 9 M 10 F

Exercise 8 page 31

- Students complete the customer survey form on page 149 individually. They can refer to the Language focus box for help.

Exercise 9 Check your work page 31

- Ask students to read the checklist. They then check their completed forms against these points.
- Give students time to add anything they may have forgotten and correct any errors.

Extra challenge

Ask students to create a survey about their English lessons. They can use the questions in exercise 4 and the form on page 149 as a guide.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can use capital letters and abbreviations to complete a form.*

Further practice
Workbook page 28
Online practice

2.10 Review

Grammar

Exercise 1 page 32

KEY

1 C 2 C 3 B 4 A 5 A 6 B 7 B 8 B

Exercise 2 page 32

KEY

1 do … live
2 time do … get up
3 often do … go
4 does … go for a run
5 Are there any
6 much … is there

Vocabulary

Exercise 3 page 32

KEY

1 lettuce, broccoli 2 water 3 potatoes 4 bread
5 tomato, cheese 6 eggs 7 rice 8 strawberries
9 avocado 10 yoghurt

Exercise 4 page 32

KEY

1 In winter, we go snowboarding in the mountains.
2 Students often play ball sports like volleyball and tennis in P.E. class.
3 I enjoy going skateboarding in the street with my friends.
4 I have Latin American dance classes twice a week. My favourite is salsa.
5 Popular water sports in Australia include surfing, diving, and windsurfing.
6 I'm very tired after a long workout in the gym.

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Cumulative review

Exercise 5 page 32

KEY

1 much 2 do 3 Which / What 4 play 5 never
6 there 7 's 8 going 9 yes 10 do 11 some
12 any 13 much 14 many 15 How 16 twice

Note!
Once students have completed the Review page in the Student's Book, they should complete the Review page in the Workbook and the Assessment for Learning questions.

Think & share

Exercise 6 page 32

- Working in pairs, students discuss the questions.

KEY

Students' own answers

Further practice
Workbook page 29
Progress test

2.11 Exam skills

Lesson summary

Exam strategies: Listening: reading questions and looking at photos to predict content; Use of English: thinking about what type of word is missing in a text with missing words; Writing: using your own words to respond to a letter or email

Listening: A conversation about being healthy

Use of English: A text about eating for healthy living

Writing: An informal email about activities to keep fit and healthy

WARM-UP Play the A–Z race. Pairs write the letters A–Z on a piece of paper. Set a timer of two minutes. Pairs try to write at least one word from the unit starting with each letter of the alphabet. They should focus on vocabulary for sports and free-time activities, fitness and health, and food and drink.

- Pairs swap their paper with another pair and tick the other pair's correctly spelled words. They win one point for each correctly spelled item and one bonus point for each letter of the alphabet for which they have an item.

Listening

Exercise 1 page 33

- Go through the Listening exam strategy together.
- Students answer the questions individually.
- Working in pairs, students compare their answers.
- Check answers as a class.

KEY

1 It's about breakfast.
2 They talk about football, volleyball and tennis.
3 He's in a restaurant.
4 They talk about a café / canteen, a gym and a swimming pool.

Exercise 2 2.18 page 33

- Play the audio for students to listen and choose the correct answer.
- Working in pairs, students compare their answers.

Extra support
Play the audio again after students have compared their answers in pairs so that they can check them again or change them.

- Check answers as a class.

KEY

1 B 2 C 3 A 4 B

Transcript
See Teacher's Guide, page 186.

Use of English

Exercise 3 page 33

- Go through the Use of English exam strategy together.
- Students decide which type of word is missing.
- Check the answer as a class, eliciting the reason for students' choice (the word after the gap is a countable noun, so it needs an article).

KEY

1 C

Exercise 4 page 33

- Tell students to read the text quickly to get the overall meaning.
- Then tell them to look at the words around the gaps and think about what types of words are missing.

Extra support
Write the missing words in random order on the board.

- Students complete the text individually.
- Working in pairs, students compare their answers.
- Check answers as a class.

KEY

1 an 2 lot 3 some 4 are 5 often 6 ever
7 There 8 with

Extra activity
Put students in pairs to ask and answer the questions from the text, i.e. *Do you have a healthy diet? How often do you eat fast food and sweet desserts?* Circulate and monitor, helping as necessary.

Writing

Exercise 5 page 33

- Go through the Writing exam strategy together and explain that using your own words may mean using synonyms or paraphrasing.
- Students read the email in exercise 6 and match the words in bold with A–C individually.
- Check answers as a class.

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KEY

A like best **B** great **C** activities

Exercise 6 page 33

- Focus attention on the email. Remind students that this is the usual format for an informal email.
- Tell students to read the email to get the overall meaning. Remind them that they must answer all the questions in their reply.

Extra support

Write some useful sentence beginnings on the board to help students structure their email:
I do [number / a lot of] / I don't do many activities at school. I play / do / go / go to … on …
I'd love to … It's a great idea because …
I'd prefer to … / I like … best because …

- Set a time limit for this to keep students focused.
- Encourage students to check their work before they hand it in.

KEY

(Sample answer)
Hi Joe,
Thanks for your email. I do two activities at school. I play basketball on Wednesdays at lunchtime and I'm in the Korean language club on Fridays.
I'd love to do a new hobby or activity at the weekend. It's a fantastic idea. I think I'd prefer to join the tennis club because I really enjoy outdoor sports.
See you soon,
Student's name

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can do a multiple choice listening task. I can complete a text with missing words. I can reply to an email using different words.*

Further practice

Workbook page 30
Culture lesson 2: A healthy life in India

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3 Looking good

3.1 Vocabulary

Lesson summary

Listening: A vlog about clothes that people wear at weddings; students discussing designs for a costume

Vocabulary: Clothes from around the world

Writing: A text about traditional British wedding clothes

Speaking: Describing clothes from different countries; describing designs for wedding clothes for a couple

SHORTCUT To do the lesson in 30 minutes, omit the warm-up and exercises 2 and 9.

WARM-UP Tell students to look at the photo.

- Ask: *Do you like the clothes these girls are wearing?* Then say: *The girls are wearing the traditional clothes of their country. In your country, do people often wear traditional clothes? When do they wear them?*
- Students discuss in pairs.
- Ask a few students to share their ideas with the class.

Culture notes

A kilt is a skirt made of a woollen fabric called tartan and it is traditionally worn by Scottish men. The fabrics used to make tartans have different colours and designs because they represent the different historical families of Scotland. For example, if a person's surname is McGregor, the tartan is red and dark green, like Callum's. If their surname is Graham, the tartan is blue, green and black.

Exercise 1 Think & share page 34

- Working in pairs, students ask and answer the questions.
- Elicit answers from the class.

KEY

1 No, they aren't. Students' own answers
2 Students' own answers

Exercise 2 3.01 page 34

- Tell students to read the list of countries. Remind them that they don't have to understand every word to do the exercise. They just have to listen for words for countries or nationalities.
- Play the video. (If you don't have access to the video, the audio is available separately to use.)
- Check answers as a class.

KEY

4 Norway; 5 Peru; 3 China; 2 India; 1 Scotland

Transcript

See Teacher's Guide, page 186.

Exercise 3 3.01 page 34

- Tell students to read the questions and answers before they listen. Encourage them to answer any questions they can before they watch or listen again.
- Play the video again.
- Working in pairs, students compare their answers.

Extra support

After students have compared their answers in pairs, play the audio again for them to check or change their answers.

- Check answers as a class.

KEY

1 B 2 A 3 C 4 C 5 B 6 C

Transcript

See Teacher's Guide, page 186.

Exercise 4 Real English page 35

- Point out that the words and phrases in bold were in the video. Students match them to their meanings individually.
- Working in pairs, students compare their answers.
- Check answers as a class.

KEY

1 B 2 C 3 F 4 A 5 D 6 E

- Drill the words and phrases for accurate pronunciation and intonation.

Exercise 5 Vocabulary page 35

- Students match the words to the descriptions. Encourage them to focus on key words in the descriptions, e.g. *1 colours, 2 head.*
- Working in pairs, students compare their answers.
- Check answers as a class.

KEY

1 black, cream, pink, red
2 hat
3 shoes, socks
4 beautiful, big, colourful, dark, long, pretty, short
5 dress, jacket, jeans, shirt, skirt, tie, top, trousers, T-shirt

- Drill the pronunciation of the words.

Exercise 6 page 35

- Read out the example and make sure students understand what they have to do.
- Working in pairs, students find pairs of opposites.
- Check answers as a class.

KEY

big – small; black – white; dark – pale; long – short

Exercise 7 page 35

- Tell students to look at the title and the photo and guess what the text is about. Then ask them to read the text quickly to see if their guess was correct.
- Students read the text again and complete it individually.
- Working in pairs, students compare their answers.
- Check answers as a class.

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KEY

1 dress **2** top **3** skirt **4** colourful **5** shirt
6 tie **7** jacket **8** trousers **9** shoes **10** T-shirt

Extra activity

- Write the following questions about British weddings on the board:
  1 *Do women always wear a dress?* (No, they don't.)
  2 *Is red a popular colour for wedding dresses?* (No, it isn't.)
  3 *What do some women hold?* (colourful flowers)
  4 *Do men usually wear jeans?* (No, they don't.)
  5 *What do we call a jacket and trousers that have the same colour?* (a suit)
  6 *What do men wear around their neck?* (a tie)
- Give students 30 seconds to answer the questions.

Exercise 8 page 35

- Ask each student in a pair to choose a photo, A or B.
- Focus attention on the example and tell students they should describe the clothes in as much detail as they can.
- Working in pairs, students take turns using *They have got + adjective(s) + noun (+ on their head / feet)* to describe the clothes in their picture.
- Circulate and monitor, helping students to self-correct if necessary, e.g.
  Teacher: 'Jacket colourful' or 'colourful jacket?'
  Student: Colourful jacket.
- Ask a few students to share their descriptions with the class. Students who chose the same picture, but who have described the clothes differently, can put up their hands and add their ideas.

Exercise 9 3.02 page 35

- As a class, discuss what makes a good design. Encourage students to express their ideas by asking questions, e.g. *What colours are nice together? What types of clothes do you like?*
- Play the audio for students to listen and decide if they like the designs. Emphasise that there is no right or wrong answer; they just need to listen and understand what the speakers are saying so that they can give their opinion.
- Elicit opinions from the class.

Transcript

See Teacher's Guide, page 186.

AfL Teaching tip: success criteria

Note taking

Students will benefit from taking notes as they listen.

Exercise 9: Ask students to take notes as they listen to the descriptions. Play the first two sentences of the audio and write notes on the board as an example, e.g. *He: pale blue shirt, dark grey tie.* Tell students they can refer to their notes to explain why they think one design is better than the other.

Tell students that note taking is also a useful life skill that they can use in all educational situations and in many work situations too.

See the notes for Assessment for Learning on page 11.

Exercise 10 3.02 page 35

- Tell students to look at the table carefully before they listen again to see if they can complete any items from memory or from their notes.
- Play the audio for students to listen and complete the table.
- Working in pairs, students compare their answers.
- Check answers as a class.

KEY

Person	Clothes
1 Man	a pale blue shirt with a dark grey tie and long, dark blue trousers
1 Woman	a beautiful, pale pink dress and a short white jacket
2 Woman	a short, orange T-shirt, a long, dark pink skirt and a big purple hat
2 Man	a pale yellow T-shirt, short, green trousers, long, cream socks and big, dark brown shoes

Transcript

See Teacher's Guide, page 186.

Extra activity

Ask pairs to use the notes in the table to re-create what the speakers say in the audio. When they have finished, play the audio again for them to compare what they have written with what the speakers say.

Exercise 11 Think & share page 35

- Students design the wedding costumes and write their notes individually. Set a time limit to keep them focused.
- Circulate and monitor, helping as necessary.
- Working in pairs, students take turns to describe their designs to their partner.
- Ask a few students to share their designs with the class.

Extra activity

On the board, write some questions about clothes for pairs to discuss:
Do you wear similar clothes for special events in your country?
What do you like to wear for special events?
What would you like to wear at your own wedding?
What would you like to wear as a wedding guest?

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can talk about clothes from around the world.*

Further practice

Workbook page 32
Vocabulary Booster page 116
Vocabulary photocopiable worksheet
Short test

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3.2 Grammar

Lesson summary
Reading: A blog post about a favourite photo
Grammar: Present continuous
Pronunciation: /ŋ/
Speaking: Describing people in photos; describing clothes people are wearing and a favourite photo
Listening: A description of a family photo

SHORTCUT To do the lesson in 30 minutes, omit the warm-up and keep exercises 1 and 6 brief. Ask students to watch the grammar video at home.

WARM-UP With books closed, put students in pairs to create a word snake. Explain how they can do this:

1 Student A writes an item of clothing on a piece of paper, e.g. *dress*.
2 Student A then passes the paper to Student B, who writes another item of clothing that starts with the last letter of the first word, e.g. *dresshoes*.
3 Student B passes the paper back to Student A, who writes another item of clothing that starts with the last letter of the last word, e.g. *dresshoeshirt*, and so on.

- Set a time limit of one minute and see how long students can make their word snake.

Exercise 1 page 36

- Students discuss the questions in pairs.
- Elicit answers from the class.

KEY (SUGGESTED ANSWERS)

Scotland: kilts
India: pink or red saris
China: red clothes
Norway: bunad (men wear long, white socks, short, black trousers and black shoes)
Peru: colourful long skirts, ponchos, hats

Culture notes

Kimonos have been worn in Japan for over 1,300 years. Traditionally made from silk with colourful patterns, they are a T shape and wrap around the body from left to right. They are worn with an *obi* (a decorative belt), *zori* (sandals) and *tabi* (socks). They are worn by men and women for formal ceremonies such as weddings, funerals and special national events, such as the Summer festival.

Exercise 2 page 36

- Remind students that they don't have to understand every word to answer the two questions.
- Then refer students to the glossary and make sure students understand it.
- Students read the blog post and answer the questions individually.
- Working in pairs, students compare their answers.
- Check answers as a class.

KEY

It's about seijin-no-hi.
It's the kimono.

Exercise 3 page 36

- Tell students to read the grammar rules carefully, read the blog post and complete the examples individually.
- Working in pairs, students compare their answers.
- Play the video.
- Check answers as a class.

KEY

1 'm holding 2 's taking 3 're wearing 4 'm not taking
5 isn't standing 6 aren't going 7 Am … having
8 are … wearing 9 taking

- Students do the Grammar Booster exercises on page 136.

Exercise 4 page 36

- Tell students to read the chat quickly to get the overall meaning.
- Check comprehension by asking a few questions, e.g. *Is Aneta at home?* (no) *Where is she?* (in the park) *How many people are with her?* (two) *Can Aneta's friend visit Ken and Yoshi?* (no)
- Students complete the chat individually.

Extra support

As a class, match the verbs to the gaps before students complete the chat. Encourage students to think about the collocations they have learned so far, e.g. *watch TV, go for a walk*.

- Working in pairs, students compare their answers.
- Check answers as a class.

KEY

1 Are … watching 2 'm not 3 'm going
4 Is … walking 5 is 6 's riding 7 aren't doing
8 'm not going 9 'm studying

Exercise 5 Pronunciation 3.05 page 36

- Play the audio for students to listen and repeat.

Transcript

See Student's Book, page 36.

Exercise 6 page 36

- Students turn to page 149.
- Read out the example questions and answers with a confident student.
- Working in pairs, students take turns to choose a person and ask and answer questions to find out who it is.
- Circulate and monitor, helping as necessary.

Exercise 7 3.06 page 36

- Remind students that they don't have to understand every word to answer the two questions.
- Play the audio.
- Check answers as a class.

KEY

He's from Boston in the USA.
It's his high school graduation.

Transcript

See Teacher's Guide, page 186.

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Exercise 8 page 36

- Students write the questions individually.
- Working in pairs, students compare their answers.

Extra support
Elicit the first two questions from the class and write them on the board. Circle the question word and subject, and underline the auxiliary verb and the *-ing* ending of the main verb.

- Check answers as a class.

KEY
1 Where are they standing?
2 What's Nick wearing under his costume?
3 What's he holding?
4 Is he standing with his friends?
5 What's his mum holding?
6 What's his sister doing?
7 Who's wearing a yellow shirt?
8 What's Nick's uncle doing?

Exercise 9 3.06 page 36

- Tell students to listen and make brief notes of the answers as they listen.
- Play the audio again for students to make notes of the answers, e.g. *in front of school*.

Extra support
Pause the audio after each answer to give students time to write their notes.

- Students then use their notes to write full sentences.
- Working in pairs, students compare their answers.
- Check answers as a class.

KEY
1 They're standing in front of the school.
2 He's wearing a white shirt with a dark blue tie under his graduation costume.
3 He's holding a black jacket in one hand and his school yearbook in the other.
4 No, he isn't. He's standing with his family.
5 His mum is holding her bag.
6 His sister is looking at her phone.
7 His cousin is wearing a yellow shirt.
8 He's taking the photo.

Transcript
See Teacher's Guide, page 186.

Exercise 10 page 36

- Working in pairs, students take turns to describe what they are wearing, what a classmate is wearing and their favourite family photo.
- Circulate and monitor, making notes of common errors.
- When students have finished, write examples of errors on the board and elicit corrections from the class.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can use the present continuous to talk about things happening now*.

Further practice
Workbook page 33
Grammar Booster page 136
Grammar photocopiable worksheet
Online practice

3.3 Listening

Lesson summary
Listening: A podcast about the culture of clothes
Strategy: Identifying examples
Speaking: Talking about national costumes; giving examples

SHORTCUT To do the lesson in 30 minutes, omit the warm-up and exercise 8.

WARM-UP Ask students to look at the pictures in Lessons 3.1 and 3.2 and ask: *What clothes can you see?*
- Discuss the clothes as a class and encourage students to use adjectives to describe them.

Exercise 1 page 37

- Working in pairs, students discuss the questions.
- Elicit some ideas from the class.

Exercise 2 3.07 page 37

- Remind students that they don't have to understand every word to complete the two sentences.
- Play the audio.
- Check answers as a class.

KEY
1 clothes 2 can't

Transcript
See Teacher's Guide, page 186.

Exercise 3 page 37

- Go through the strategy together.

Extra support
Go through the sentences together and elicit which words are clues for the missing examples, e.g. 1 *Canada*: so the missing word(s) must be another country / countries; *wearing things*: so the missing word(s) must be items of clothing / clothes.

- Ask students to read the sentences and predict the missing words.
- Working in pairs, students compare their answers.

Exercise 4 3.08 page 37

- Play the audio for students to check and, if necessary, change their answers.
- Check answers as a class.

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KEY

1 the USA; big Mexican hats (or traditional German trousers)
2 Chinese dresses
3 pop stars, saris

Transcript

See Teacher's Guide, page 187.

Exercise 5 3.09 page 37

- Students write their lists individually.
- Working in pairs, students compare the clothes on their lists.
- Play the audio for students to check their answers.
- Check answers as a class.

Extra activity

After students have written their lists, elicit ideas from the class and write them on the board. Add more words that are pictured which students have not mentioned, e.g. *belts, shawls, sash*. to teach more vocabulary.

KEY

Clothes: dresses, skirts, tops, kimonos
Matt doesn't completely agree with Jane.

Transcript

See Teacher's Guide, page 187.

Exercise 6 3.09 page 37

- Focus attention on the glossary and check that students understand it.
- Tell students to read the sentences and answer options before they listen.
- Play the audio.
- Working in pairs, students compare their answers.
- Check answers as a class.

KEY

1 C 2 C 3 A 4 C

Transcript

See Teacher's Guide, page 187.

Exercise 7 Think & share page 37

- Working in pairs, students discuss the questions.
- Elicit some ideas from the class.

Exercise 8 page 37

- Students write the questions individually.
- Circulate and monitor, helping as necessary.
- Check questions as a class.

KEY

1 What is your country's national costume?
2 When do people wear it?
3 What clothes do you and your friends wear when you go out?
4 Which type of clothes do you like and dislike?

- Working in pairs, students take turns to ask and answer the questions.
- Elicit some answers from the class.

Exercise 9 page 37

- Remind students to use *such as*, *like* and *for example* to give examples.
- Working in pairs, students complete the sentences with examples.
- Elicit some ideas from the class.

Extra activity

- Ask pairs to create a 'podcast' about the culture of clothes. They can talk about their own culture or another culture they are familiar with and write 4–5 sentences about it, giving examples where necessary.
- Ask pairs to record their 'podcast' on their phones.
- Pairs can then swap their 'podcast' with another pair, listen to the other pair's 'podcast', make notes, and decide if they agree with it.
- Encourage pairs to ask questions about one another's 'podcast', e.g. *Why do they wear that colour? Do old and young people wear the same clothes? Are the clothes comfortable?*

AfL Teaching tip: success criteria

Recording topic vocabulary

Students will benefit from looking back over a lesson and recording and learning some of the words or phrases that they have come across.

At the end of the lesson, ask students to write down 4–5 new words or phrases that they have learned about clothes in this lesson. They can choose any words or phrases that they like or think they will use.

Tell students to write Lesson 3.3, Listening: Clothes p.37 in their notebook and write down the new language. They could use the new word or phrase in a sentence or write a simple definition. Encourage students to do this throughout the course to help them develop their range of language.

See the notes for Assessment for Learning on page 11.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can identify examples in a podcast about clothes.*

Further practice

Workbook page 34
Online practice

3.4 Global skills

Lesson summary
Reading: A web page about staying safe online
Vocabulary: Sharing information safely
Listening: A conversation between friends about posting photos online
Speaking: Talking about online safety

SHORTCUT To do the lesson in 30 minutes, omit the warm-up and keep exercises 1 and 4 brief.

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WARM-UP Ask students: *How many hours a day or week do you spend online? Do you use social media? What do you use it for? Do you think it's a good thing or a bad thing? Why?*

- Put students in pairs to discuss the questions.
- Elicit ideas from the class.

Exercise 1 Think & share page 38

- Working in pairs, students discuss the questions.
- Elicit some answers from the class.

Exercise 2 page 38

- Tell students to read the advice on the web page and note the key words. They then match the sentence halves individually.
- Working in pairs, students compare their answers.
- Check answers as a class.

KEY

1 C 2 A 3 E 4 B 5 D

Exercise 3 Vocabulary page 38

- Focus attention on the highlighted words on the web page and check the meaning.
- Students complete the sentences individually.
- Working in pairs, students compare their answers.
- Check answers as a class.

KEY

1 information 2 share 3 post 4 social media
5 Delete 6 download

Exercise 4 Think & share page 38

- Working in pairs, students discuss their opinions, giving reasons for them.
- Circulate and monitor, helping as necessary.
- Ask a few students to share their ideas with the class.

Exercise 5 3.10 page 38

- Tell students to listen carefully and make a note of what one person wants to do and three reasons why this is unsafe.
- Play the audio for students to make notes.

Extra support

- Play the audio twice. The first time, students listen and note down what one of the friends wants to do (he wants to upload a photo of them wearing funny costumes).
- Then play the audio again and elicit why this is unsafe (a university or a business might find the photo in the future; someone could download it and post it on social media; everybody will know they aren't at home).

- Working in pairs, students discuss what advice to give them and why.
- Check answers as a class.

KEY

Advice 2, 3, 4 and 5

Transcript

See Teacher's Guide, page 187.

Exercise 6 3.10 page 38

- Tell students to read the statements and try to decide if they are true or false before they listen again.
- Play the audio for students to listen and answer the questions.
- Then play the audio again for students to listen and correct the false ones.
- Working in pairs, students compare their answers.
- Check answers as a class.

KEY

1 T
2 F – Jake doesn't ask Olly if he can share his photo.
3 F – They're wearing cat costumes.
4 F – They don't want everybody to find their photo.
5 F – Jake's friends and family can see his photos.
6 T
7 F – Olly doesn't want to tell people they aren't at home.
8 T

Transcript

See Teacher's Guide, page 187.

Exercise 7 page 38

- Working in pairs, students read the list and discuss their ideas.
- Ask a few students to share their ideas with the class.

Exercise 8 page 38

- Working in pairs, students discuss the questions.
- Circulate and monitor, helping as necessary.
- Elicit some answers from the class.

Extra activity

Put students in groups and ask them to create a web safety poster to display in the classroom. They should work together to write five top tips for being safe online. They then use the imperative to write their tips.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can share information safely online.*

Further practice

Workbook page 35

3.5 Vocabulary

Lesson summary
Reading: A personality quiz
Vocabulary: Character types
Speaking: Talking about character and personality

SHORTCUT To do the lesson in 30 minutes, keep the warm-up brief and set exercise 10 as homework.

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WARM-UP With books closed, play the A–Z race. Ask pairs to write adjectives beginning with as many letters of the alphabet as they can in two minutes, e.g. *A – angry, B – beautiful, C – cold, D – dark*.

- Award one point for each correctly spelled adjective.

Exercise 1 page 39

- Working in pairs, students think of adjectives that describe a person's character.
- Elicit some ideas from the class, e.g. *kind, generous*.

Exercise 2 page 39

- Ask students to read the questions before they read the text.
- Students read the text quickly and answer the questions. Set a time limit to keep them focused and encourage them to read quickly.
- Check answers as a class.

KEY

1 There are four main character types.
2 Students' own answers
3 Students' own answers

Exercise 3 page 39

- Tell students to read the quiz quickly to get the overall meaning. Check the meaning of a few words students may find difficult, e.g. *superpowers, chatting*, but don't explain the meaning of the highlighted words; students should be able to do the quiz without knowing the meaning.
- Students do the quiz individually.

Exercise 4 page 39

- Students count up their A, B, C and D answers and then read their score to find their dominant character type or types.

Extra activity

Do a class survey. Ask students to put up their hands if they are mainly A, B, C or D characters according to the quiz. Write the number for each letter on the board and work out the percentages. Are they similar or different from the ones in exercise 2?

Exercise 5 page 39

- Tell students to read the questions and check that they understand them. Then ask them to note one key word in each question, e.g. *1 correct, 2 attention, 3 studying, 4 others.*
- Students answer the questions individually.
- Check answers as a class. Ask students which words in the scores in exercise 4 helped them find the answer, e.g. for question 1 (likes doing the correct thing): *you always follow the rules*.

KEY

1 C 2 A 3 D 4 B

Exercise 6 Vocabulary page 39

- Tell students to read the meanings and check that they understand them.
- Students complete the exercise individually.
- Working in pairs, students compare their answers.
- Check answers as a class.

KEY

1 patient 2 serious 3 brave 4 polite 5 popular
6 funny 7 kind 8 clever 9 honest 10 quiet
11 friendly

Extra activity

Write the adjectives on the board and underline the stressed syllables. Drill the pronunciation of the adjectives.

AfL Teaching tip: diagnostics

Vocabulary review

Students will benefit from completing or writing definitions for words they know before they learn new vocabulary.

Exercise 6: Tell students to match the adjectives they know to their meanings before they move on to those they don't know. They should use the context of the quiz and clues within the definitions to work out which adjectives match the remaining meanings, e.g. *true – honest; jokes – funny*.

Tell them to review the new words and try to use them in the future.

See the notes for Assessment for Learning on page 11.

Exercise 7 Think & share page 39

- Working in pairs, students tell each other about their quiz result, saying if they agree or disagree with it. You could write prompts on the board to help students discuss, e.g.
  I think the quiz result is true / false for me.
  I think / I don't think I'm …
  I'm (honest), but I (don't) think I'm (serious).
- Ask a few students to share their ideas with the class.
- Students then discuss which qualities they like or dislike in people and why.
- Again, ask a few students to share their ideas with the class.

Exercise 8 page 39

- Ask two students to read out the example.
- If necessary, do another example with a confident student, e.g.
  A: Do you sometimes feel afraid?
  B: Yes, I do.
  A: When do you feel afraid?
  B: When I'm watching a scary film on TV at night.
- Students make the questions individually.
- Put them in groups to ask and answer the questions.
- Circulate and monitor, helping with vocabulary as necessary.

Exercise 9 Mediation page 39

- Elicit some questions to prepare students to speak, e.g. *What are the four different character types?*
- What adjectives are associated with each one? Can you add any others?

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- Working in pairs, students discuss what they would tell their friend about the charcter type quiz.

Exercise 10 page 39

- Set this exercise as homework.
- Tell students to make a note of their family members and friends' answers and count the As, Bs, Cs and Ds.
- Students bring their results to class the following lesson, compare them with their classmates' results and discuss their findings.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can talk about character types*.

Further practice

Workbook page 36
Vocabulary Booster page 117
Vocabulary photocopiable worksheet
Short test

3.6 Grammar

Lesson summary
Reading: An article about profile pictures
Grammar: Present simple and present continuous
Speaking: Describing people in your classroom

SHORTCUT To do the lesson in 30 minutes, omit the warm-up and keep exercise 1 brief.

WARM-UP Working in pairs, students ask and answer questions about a favourite photo of family members or friends, e.g. *Who's in the photo? What are they wearing? What are they doing? Why do you like the photo?*

- Ask a few students to describe their favourite photo to the class.

Exercise 1 page 40

- Working in pairs, ask and answer the questions about a photo.
- Circulate and monitor, helping as necessary.

Exercise 2 page 40

- Tell students to read the article and answer the questions.
- Working in pairs, students compare their answers.
- Check answers as a class.

KEY

1 Students' own answers
2 They say a lot about people's character.

Extra activity

Put students in pairs and ask them to describe their profile photo to their partner. Their partner listens carefully and suggests what the photo says about them.

Exercise 3 page 40

- Students do the exercise individually.
- Check answers as a class

KEY

Present simple: A picture tells a thousand words. A recent study says that this is true … It seems your profile photo says a lot … The person … hates staying at home on their own. In this photo, we have a boy and an object … People who share photos with an object … like learning new things. This means she is kind but quiet. He's patient and doesn't want to make mistakes.
Present continuous: This person is using a photo of a group of people. This girl is covering her face with some flowers. Here the boy is wearing a suit and tie. He's smiling, but the photo is bad.

Exercise 4 page 40

- Tell students to read the rules and complete them.
- Play the video.
- Check answers as a class.

KEY

1 present continuous 2 present simple

- Students do the Grammar Booster exercises on page 137.

Exercise 5 page 40

- Students complete the sentences individually. They can refer to the grammar rules for help.
- Working in pairs, students compare their answers.

Extra support

Go through the sentences together and elicit the time expressions in each, i.e. *1 never, 2 today, 3 today, 4 at the moment, 5 on Wednesdays, 6 now, 7 this week, 8 How often*. Remind students that these will help them choose the correct tense.

- Check answers as a class.

KEY

1 wears 2 isn't wearing 3 isn't working 4 is reading
5 doesn't go 6 'm downloading 7 Are … studying
8 do … do

AfL Teaching tip: diagnostics

Explaining answers

Students will benefit from giving reasons for their choice of tense as it helps consolidate what they know and gives them confidence.

Exercise 5: Ask students to explain why they chose a particular tense for a sentence. Elicit answers and reasons from the class.

See the notes for Assessment for Learning on page 11.

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Exercise 6 page 40

- Refer students to the grammar rules and remind students what stative verbs are. Explain that stative verbs describe states rather than actions.
- Students find the stative verbs in the text and then add as many as they can.
- Check answers as a class.

KEY

It seems your profile photo says a lot about your character. The person … hates staying at home … In this photo, we have a boy and an object. People who share photos … like learning new things. This means she is kind but quiet. He's patient and doesn't want to make mistakes.
Other stative verbs: agree, believe, hate, hear, know, look, love, need, prefer, remember, think, understand

Exercise 7 page 40

- Tell students to read the dialogue quickly to get the overall meaning.
- Students complete the dialogue individually.
- Working in pairs, students compare their answers.
- Check answers as a class.

KEY

1 Do … know 2 is … doing 3 's drawing 4 loves
5 is … studying 6 wants 7 works 8 doesn't work

Exercise 8 page 40

- Ask two students to read the example.
- Demonstrate another example with a confident student, e.g.
  A: She speaks three languages.
  B: Is it Ewa? I think her father is Polish.
- Working in pairs, students take turns to describe a person in the class and guess who it is.
- Circulate and monitor, helping as necessary.

Extra activity

Put photos of famous people on the classroom walls. Ask pairs to walk around and describe them, e.g. *He's wearing a black jacket and a white T-shirt. He's very handsome. I think he's kind and funny because he's smiling.*

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can use the present simple and present continuous.*

Further practice

Workbook page 37
Grammar Booster page 137
Grammar photocopiable worksheet
Online practice

3.7 Reading

Lesson summary
Reading: An article about perfect selfies
Vocabulary: Describing appearance
Strategy: Dealing with unknown words
Speaking: Talking about photo editing apps
Writing: A summary of your opinion of photo editing apps

SHORTCUT To do the lesson in 30 minutes, keep exercise 1 brief and set exercise 12 as homework.

WARM-UP With books closed, show students a photo of a face or draw a sketch of a person's face on the board. Elicit the parts of the face to label the picture and write the words on the board, e.g. *hair, skin, freckles, wrinkles, eyes, eyebrows, nose, cheeks, mouth, lips, ears*.

Exercise 1 page 41

- Working in pairs, students discuss the questions.
- Elicit some ideas from the class.

Exercise 2 Vocabulary page 41

- Tell students to read the sentences and note key words that will help them choose the correct answer, e.g. *1 blond, 2 curly*. Check understanding of the key words.
- Students choose the correct alternative individually.
- Working in pairs, students compare their answers.
- Check answers as a class.

KEY

1 hair 2 straight 3 skin 4 eyes 5 wavy 6 face

AfL Teaching tip: success criteria

Visual vocabulary recording

Students will benefit from drawing pictures to illustrate some vocabulary.

Exercise 2: Ask students to record new words in their vocabulary notebooks and to draw a face or small picture to illustrate each word. This will help them recall and use the vocabulary inside and outside the classroom. See the notes for Assessment for Learning on page 11.

Exercise 3 page 41

- Working in pairs, students take turns to describe people using the words in exercises 2 and 3.
- Circulate and monitor, helping as necessary.
- Ask a few students to describe a person to the class.

Exercise 4 page 41

- Go through the strategy together.
- Working in pairs, students discuss the questions.
- Elicit some ideas from the class.

Exercise 5 page 41

- Tell students to read the first two paragraphs only and answer the questions individually.
- Check answers as a class.

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KEY

1 It's important for them to look good and have perfect skin and make-up because they want lots of 'likes'.
2 You can change yourself on a smartphone and delete things you don't like.

Exercise 6 page 41

- Tell students to think about the meaning of the words they underlined.

Exercise 7 3.13 page 41

- Tell students to cover exercise 7, read the whole article and think of one sentence to summarise it. Set a time limit for this to keep them focused and so that they read quickly.
- Then ask them to look at the titles A–C and choose the best heading for the article.
- Check the answer as a class and ask: *Is it similar to the sentence you wrote?* Elicit why the title is correct.

KEY

B

Transcript

See Student's Book, page 41.

Extra challenge

Ask students to explain why titles A and C are not correct.

KEY

A: Appearance is important: they spend many hours a year taking selfies to post on social media. They compare themselves to photos of celebrities and often become unhappy with their appearance.
C: The text says that celebrities change their appearance, but it doesn't describe how they take selfies.

Exercise 8 page 41

- Tell students to read the questions and note the key words before they read the article again.
- Ask students to scan the article to find the answers. Set a time limit for this.
- Check answers as a class.

KEY

1 They spend 55 hours.
2 You can change your hairstyle and delete dark circles under your eyes.
3 It's a serious problem.
4 It is called Selfie Harm. It means that selfies hurt us / are bad for us.
5 They aren't showing themselves as they really are. / They're deceiving us.
6 The photo on the left shows the person's real appearance. The photo on the right is edited and doesn't show the person's real face.

Exercise 9 page 41

- Elicit the words the students didn't know and write them on the board. Then ask students if these words prevent them understanding the text.
- Ask students to guess the meaning of the words on the board from the context.
- Elicit possible meanings of the words from the class.

Extra support

Demonstrate how to work out the meaning of a few words on the board, e.g. *essential*. Ask:
Is this a verb, noun or adjective? (an adjective)
Why do celebrities want to look good? (Because they want lots of 'likes'.)
What word can you use instead of 'essential'? (important)
How important? (very important)

Exercise 10 page 41

- Working in pairs, students discuss the questions.
- Elicit some answers from the class.

Exercise 11 Think & share page 41

- Tell students to make notes of their own ideas before they speak.
- Working in pairs, students share their ideas. They can add ideas to their own notes after speaking with their partner.

Exercise 12 page 41

- Tell students to use their ideas from exercise 11 to write their summary. They should use the questions in exercise 11 to help them organise their writing.

Extra support

On the board, write some sentence beginnings that students can use in their summary, e.g.
The text says young people are taking lots of photos because …
I agree / don't agree that …
I think that …

- Circulate and monitor, helping where necessary.
- Put students' summaries on the classroom wall for the class to read.
- Then discuss students' ideas as a class.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can deal with unknown words in an article about appearance.*

Further practice
Workbook page 38
Online practice

3.8 Speaking

Lesson summary
Listening: A description of a photo
Strategy: Brainstorming useful vocabulary
Speaking: Describing people in the class; describing photos
Phrasebook: Describing photos

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SHORTCUT To do the lesson in 30 minutes, keep the warm-up brief and keep exercise 11 brief.

WARM-UP Ask pairs to describe people in a photo from a previous lesson, e.g. Callum and Zara on page 34 or the people on page 40.

Exercise 1 3.14 page 42

- Give students a few seconds to look at the photos before they listen.
- Play the audio.
- Check the answer as a class.

KEY
photo B

Transcript
See Teacher's Guide, page 187.

Extra challenge
- Tell students to make notes as they listen.
- Then ask students to work in pairs and take turns to describe the photo using their notes.
- When they have finished, ask them if their descriptions were different, and if so how.

Exercise 2 3.14 page 42

- Tell students to read the things 1–9 and see if they can remember which ones Liam mentions.
- Play the audio for students to listen and tick.
- Working in pairs, students compare their answers.

Extra support
After students have compared their answers in pairs, play the audio again for them to check or change their answers.

- Check answers as a class. Play the audio again, if necessary, to confirm answers.

KEY
Liam mentions:
2 how old the people are (16 or 17)
3 what they are doing (talking on the phone, looking at a computer)
4 what they are wearing (a shirt, jeans, socks, shoes, tops and jeans)
5 their appearance (long, wavy blond hair, pale blue eyes)
6 the number of people (he talks about four people)
7 their character (serious, friendly, bored)
8 where they are in the photo (foreground, background, middle)
9 what he thinks they are saying (talking to parents about a problem)

Transcript
See Teacher's Guide, page 187.

Exercise 3 page 42

- Go through the strategy together.
- Put students in small groups to write as many words as they can for each part of the mind map. Set a time limit to keep them focused.

AfL Teaching tip: learning intentions
Mind maps
Students will benefit from using and being made aware of different ways to record vocabulary.
Tell students that mind maps are a useful way to record vocabulary because they help students organise vocabulary according to specific topics. Many topics, such as describing a person's appearance or character, are common in everyday conversations as well as in exams.
See the notes for Assessment for Learning on page 11.

Exercise 4 page 42

- Draw a large version of the mind map on the board and elicit words from the class or ask groups to come to the board and write 4–5 words each.

Exercise 5 page 42

- Ask a confident student to read out the example.
- Working in pairs, students take turns to describe and guess people in the class.
- Circulate and monitor, encouraging students to self-correct. Make a note of common errors with the use of the present continuous, present simple and vocabulary.
- When students have finished, write examples of errors on the board and elicit corrections from the class.

Exercise 6 page 42

- Tell students that Liam used versions of these phrases to describe the photo in exercises 1 and 2.
- Students complete the phrases individually.

Exercise 7 3.14 page 42

- Play the audio for students to listen, check their answers and repeat.
- Check answers as a class.

KEY
1 shows 2 background 3 got 4 looks 5 Maybe
6 background 7 left 8 think

Transcript
See Teacher's Guide, page 187.

Exercise 8 page 42

- Focus attention on photo A.
- Working in pairs, students describe it and suggest what the people in it are saying, e.g. *Say 'Cheese'! Come closer. You look great!*
- Circulate and monitor, helping as necessary.

Exercise 9 page 42

- Put students in pairs. Students brainstorm language to describe their photo and make a list.

Exercise 10 page 42

- Working in pairs, students take turns to describe their photo.
- Circulate and monitor, helping as necessary.

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- Ask two students to describe the photos for the class. The rest of the class listen and compare with their own descriptions.

Extra activity

Tell students to use the Phrasebook as a checklist when listening to their partner and tick the phrases their partner uses when describing the photo.

Exercise 11 Reflect page 42

- Working in pairs, students discuss the questions.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can describe photos of people.*

Further practice

Workbook page 39
Communicative activity photocopiable worksheet
Online practice

3.9 Writing

Lesson summary
Strategy: Writing informal emails
Reading: An informal email
Language focus: *like*
Writing: An informal email to a penfriend

SHORTCUT To do the lesson in 30 minutes, omit the warm-up and set exercise 10 as homework. Check it in the following lesson.

WARM-UP With books closed, write *formal* and *informal* on the board. Check the meaning and ask:
Do you write formal or informal emails …
– to your friends? (informal)
– to your teacher to apologise for not finishing your homework? (formal)
– to your cousin to thank her for sending you a birthday present? (informal)
– to apply for a job at a café? (formal)
– to complain to a hotel? (formal)

Exercise 1 page 43

- Working in pairs, students read the definition and discuss the questions.
- Elicit answers from the class.

Exercise 2 page 43

- Go through the writing strategy together.
- Tell students to read the questions before they read the informal email.
- Check answers as a class.

KEY
1 Phoebe 2 Mirko 3 Yes, she does.

Exercise 3 page 43

- Ask students to read the email again and put the parts in order.
- Check answers as a class.

KEY
6 Describe your appearance
7 Describe your family
2 Ask how someone is
8 End the email
1 Greeting
3 Say what you are doing
5 Describe your interests
4 Describe your character

Exercise 4 page 43

- Students answer the questions individually.
- Check answers as a class.

KEY
1 She's studying hard for her exams.
2 She loves surfing.
3 She's got long, straight hair and brown eyes.
4 No, she doesn't.
5 He's popular, friendly and funny.
6 Her dad is wearing a cream shirt. Her mum is wearing a dark red top.
7 She looks like her mum.

Exercise 5 page 43

- Students complete the phrases individually.
- Check answers as a class.

KEY
1 Dear 2 for 3 hear 4 doing 5 Write 6 Regards

Exercise 6 page 43

- Students complete the exercise individually.
- Check answers as a class.

KEY
I: What do you like doing? I love surfing. What do you like? Chocolate cake!
C: What are you like? I'm popular and friendly.
A: Who do you look like? My mother. We both have long, black hair.

Exercise 7 page 43

- Students match the questions to the answers individually.
- Check answers as a class.

KEY
1 D 2 E 3 B 4 A 5 C

Exercise 8 page 43

- Ask two confident students to demonstrate the activity.
- Working in pairs, students ask and answer the questions.
- Circulate and monitor, helping as necessary.

Exercise 9 page 43

- Students could check their phones for a photo to describe.
- Circulate and monitor, helping as necessary.

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Exercise 10 page 43

- Remind students to refer to exercise 3 to help organise their informal email.
- Circulate and monitor, helping as necessary.

Exercise 11 Check your work page 43

- Ask students to read the checklist. They then check their completed emails against these criteria.
- Give students time to add anything they may have forgotten and correct any errors.

Extra challenge
With a supportive class, you could ask students to swap their work with a partner and assess each other's work.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can write an informal email about myself.*

Further practice
Workbook page 40
Online practice

3.10 Review

Grammar

Exercise 1 page 44

KEY
1 'm sharing 2 are … wearing 3 're going
4 aren't wearing 5 Are … talking 6 'm not
7 'm dancing 8 is … standing 9 isn't having

Exercise 2 page 44

KEY
1 is looking 2 don't believe 3 doesn't look 4 loves
5 aren't working; 're talking 6 want 7 has
8 'm having

Vocabulary

Exercise 3 page 44

KEY
1 cream 2 jacket 3 tie 4 shoes 5 pretty 6 hat
7 skirt 8 top

Exercise 4 page 44

KEY
1 polite 2 honest 3 clever 4 brave 5 quiet
6 patient 7 Kind

Cumulative review

Exercise 5 page 44

KEY
1 don't know 2 are 3 serious 4 understand 5 like
6 do 7 friendly 8 don't always go out 9 play
10 enjoy 11 does 12 want 13 shirt 14 pale
15 aren't wearing 16 T-shirts

Note!
Once students have completed the Review page in the Student's Book, they should complete the Review page in the Workbook and the Assessment for Learning questions.

Think & share

Exercise 6 page 44

- Working in pairs, students discuss the questions.

KEY
Students' own answers

Further practice
Workbook page 41
Progress test

3.11 Exam skills

Lesson summary

Exam strategies: Reading: underlining key information in a true / false task; Speaking: saying as much as you can when describing a photo

Reading: Discussion board posts

Speaking: Describing photos

WARM-UP Ask: *What are the pros and cons of fast fashion? How often do you buy clothes? What do you like to spend your money on?*

- Put students in pairs to discuss the questions.
- Elicit some ideas from the class.

Reading

Exercise 1 page 45

- Go through the Reading exam strategy together.
- Students complete the exercise individually.

Exercise 2 page 45

- Students complete the exercise individually.
- Working in pairs, students compare their answers.
- Check answers as a class, asking students to say which part of the text supports each answer.

KEY
1 T – I have a job in a café on Saturdays …
2 F – I don't want to spend it all on clothes. I don't like walking around the shops for hours either.
3 F – But these celebrities don't pay for their clothes. …
4 T – I often go to town with my friends at the weekend, but I also enjoy having lunch with them or going to the cinema.
5 F – … I'm doing a project on fast fashion at school.
6 F – … she gives these clothes to her friends … She also sells them to other people on her website.

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Speaking

Exercise 3 page 45

- Go through the Speaking exam strategy together.
- Students complete the prompts individually.
- Check answers as a class.

KEY

1 about 2 look 3 think 4 sure 5 Maybe

Exercise 4 page 45

- Put students in A+B pairs and ask them to choose a picture.
- Give them time to read the ideas and think of language they could use before they speak.
- Students take turns to describe their picture to their partner.
- Circulate and monitor, helping as necessary.
- Ask two students to describe a photo each.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can read the statements carefully and underline key information in a true / false task. I can say a lot when I describe a photo and speculate or make guesses about what it shows.*

Further practice

Workbook page 42

Culture lesson 3: Buying and selling

3 Vision 360°

A living room

Lesson summary
▲ **triangle:** A boy talking to his grandmother on the phone, saying what he and his family are doing
★ **star:** A message thread about a reality show on TV
● **circle:** A boy talking about why he likes playing video games
◆ **diamond:** A video call between two sisters, one of whom is at university
♥ **heart:** An extract from a newspaper article about how technology is changing communication
■ **square:** A boy talking about how he listens to music on his phone
Speaking: Talking about sociable and unsociable activities; describing what people are doing in a living room; discussing what friends do together; discussing opinions about video games
Listening: A phone conversation between a boy and his grandmother; friends playing a video game together; a video call between two sisters; a boy saying how he listens to music
Reading: Text messages about a reality show on TV; a short newspaper article about how technology is changing the way we communicate
Create task: Creating an idea for a video game

SHORTCUT To do the lesson in 30 minutes, keep exercise 2 brief; ensure that Steps 1–4 of the Create task are done in class and do Step 5 in the next lesson.

WARM-UP On the board, write:
How do you and your friends relax in your free time?
Do you use technology a lot when you relax? If so, what do you use?
What are the most common or popular ways to relax among young people your age?
What do your parents do to relax? What about your grandparents?

- Put students into pairs to discuss the questions, then elicit answers from the class.

Exercise 1 Think & share page 46

- Read out the definitions and make sure students understand them.
- Working in pairs, students make their lists. Circulate and monitor, helping with vocabulary if necessary.
- Draw two columns on the board with the headings *Sociable* and *Not sociable*, elicit ideas from students and write them in the appropriate column. You could tick an activity every time it is mentioned to find out which activities are common or popular among students.

EXPLORE

Exercise 2 page 46

- Enter into the 360° image. Move around the image of the living room, but do not click on the hotspot symbols yet.
- Stop after 30 seconds and ask students to discuss the questions in pairs.
- Elicit suggestions from the class.

Exercise 3 All hotspots page 46

- Explore each of the hotspots in turn as a class. Alternatively, students could access the image and the hotspots on their own devices. As each hotspot is explored, students describe what is happening in one sentence. You could ask students to write their sentences on a piece of paper.
- When you have finished, ask students to compare their answers in pairs, then check answers as a class. Ask students if the guesses they made in exercise 2 were correct.

KEY (SUGGESTED ANSWERS)

▲ Tom is talking to his grandma on the phone.
★ She is watching a reality show on TV and sharing her thoughts about it with a friend who is also watching it.
● He is playing an online video game in a team.
◆ Bella is having a video call with her older sister, Katy, who is at university.
♥ There is an article (about technology) in an online newspaper.
■ He is listening to music with his friends.

Transcripts

See Teacher's Guide, page 187.

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Exercise 4 ▲ page 46

- Ask students to read the questions before they listen and note the key words.
- Click on the triangle hotspot again and allow students time to answer the questions.
- Check answers as a class. Play the audio again if necessary to confirm answers.

KEY

1 He chills out and watches TV.
2 They're all in the living room with him.
3 Gabi is watching her favourite programme on TV.
4 They are wearing headphones and doing things online.

Transcripts

See Teacher's Guide, page 187.

Exercise 5 ★ page 46

- Click on the orange star hotspot again and ask students to read the messages, then discuss the questions in pairs.
- Ask a few students to share their answers with the class. You could ask for a show of hands to find out how many students send messages while they are watching TV.

Exercise 6 ● ■ page 46

- Ask students to read the questions before they listen and note the key words.
- Click on the blue circle and green square hotspots again and allow students time to answer the questions. Encourage them to correct the false sentences.
- Check answers as a class. Play the audio again if necessary to confirm answers.

KEY

1 F (They are playing a game.) 2 T 3 F (He helps her; he tells her where he is.) 4 T 5 T 6 F (He's listening to the same music as his friends and chatting about it with them.)

Transcripts

See Teacher's Guide, page 187.

Exercise 7 ◆ page 46

- Ask students to read the questions before they listen and note the key words.
- Click on the diamond hotspot again and allow students time to answer the questions.
- Check answers as a class. Play the audio again if necessary to confirm answers. Check that students understand the meaning of *gorgeous*.

KEY

1 No, she isn't living at home. She's at university.
2 She's sad because she's missing her sister.
3 They're serious, but they're kind and patient too.
4 They're friendly.
5 Yes, she likes Jade because she is funny.
6 She likes it. She thinks it's gorgeous and colourful.

Transcripts

See Teacher's Guide, page 188.

Exercise 8 ♥ page 46

- Click on the purple heart hotspot again and allow students time to read the article again.
- Working in pairs, students discuss the questions.
- Ask a few students to share their answers with the class.

Exercise 9 page 47

- Read out the opinions and check that students understand *affect*. Working in pairs, students discuss whether they agree with the opinions, giving reasons.
- Ask a few pairs to share their ideas with the class.

Exercise 10 Think & share page 47

- Read out the task and make sure students understand it. Allow students time to think about it individually before they discuss with a partner.
- Ask students to raise their hand if they have changed their mind about any of the activities in the lists they made in exercise 1, and say why.

CREATE … an idea for a video game

To complete the Create task, students will need access to the internet to research video games and find photos.

STEP 1 page 47

- Put students into groups and ask them to go online and find the answers to the questions.
- When they have finished, ask groups to share their findings with the class.

STEP 2 page 47

- Focus attention on the ideas and get groups to brainstorm more ideas, e.g. genre: puzzle and party games; place: a fantasy world; activities: role playing.
- Groups then discuss the kind of game they want to create and come to an agreement that all members are happy with. They could use their findings in Step 1 either to guide them to create a video game with similar features, or to create one that is an improvement on it, or even to create one that is very different. Circulate and monitor, ensuring that all members of the group are taking part in the discussion.

STEP 3 page 47

- Students go online to find ideas and information for their game. Set a time limit for this to keep them focused.

STEP 4 page 47

- Students combine their research and write notes to help them give a presentation describing their game. They could use software to present their idea and show photos, and they should be prepared to answer questions about it. Remind them that their description should include a description of the genre, the place / setting, and what players can do in it. All group members should play an active role in the presentation.

STEP 5 page 47

- Encourage students to be positive about the video game ideas of other groups.
- You could have a class vote for the most exciting video game idea, the most original idea and the one that students think would be the most popular.

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Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand information about technology and communication and create an idea for a video game.*

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4 Where we live

4.1 Vocabulary

Lesson summary

Listening: A vlog about different homes; an interview about a flat design

Vocabulary: Houses and rooms

Speaking: Asking and answering about the home of your dreams

SHORTCUT To do the lesson in 30 minutes, omit the warm-up and exercise 10.

WARM-UP Tell students to look at the photo.

- Ask: *What can you see in the photo? Would you like to live in a house like this? Why / Why not?*
- Students discuss in pairs.
- Ask a few students to share their ideas with the class.

Culture notes

There are many types of housing in Britain. People live in flats, terraced houses, semi-detached houses and detached houses. Detached houses are usually the most expensive because they are on the largest amount of land.

Exercise 1 page 48

- Working in pairs, look at the video stills and discuss the questions.
- Elicit ideas from the class.

KEY

1 She's looking at her phone. Students' own answers
2 Students' own answers

Exercise 2 4.01 page 48

- Tell students to read the questions and the glossary and check that they understand *carpet* and *mansion*.
- Play the video. (If you don't have access to the video, the audio is available separately to use.)
- Check answers as a class.

KEY

1 He is house-sitting for his cousin, James.
2 It's in Liverpool.
3 Yes, he is. He's having a great time.

Transcript

See Teacher's Guide, page 188.

Exercise 3 4.01 page 48

- Tell students to read the sentences before they watch the video again and encourage them to complete any they can from memory.
- Play the video or audio again.
- Working in pairs, students compare their answers.

Extra support

After students have compared their answers in pairs, play the video again for them to check or change their answers.

- Check answers as a class.

KEY

1 exams 2 student 3 doesn't like 4 plants
5 ten / 10 6 four (large) 7 garden 8 big / large

Transcript

See Teacher's Guide, page 188.

Exercise 4 Vocabulary page 49

- Students label the photos individually.
- Working in pairs, students compare their answers.
- Check answers as a class.

KEY

1 flat 2 sofa 3 oven 4 sink 5 living room
6 bathroom 7 bedroom 8 balcony 9 hall 10 fridge
11 kitchen 12 cupboard 13 dining room 14 floor

Exercise 5 Vocabulary page 49

- Read out the adjectives, get students to repeat and check that they understand them.
- Tell students that they can use more than one adjective to describe the places in the photos.

Extra support

Ask students: *Which places in the photos are clean?* Elicit ideas, e.g. sofa, oven, sink, living room, bathroom. Then ask: *Which places in the photos are comfortable?* Elicit ideas, e.g. sofa, living room, bedroom.

- Students match the adjectives to the places individually.
- Discuss students' ideas as class.

KEY (SUGGESTED ANSWERS)

1 small flat
2 clean / comfortable / large sofa
3 clean oven
4 clean sink
5 clean / comfortable living room
6 clean / small bathroom
7 clean / comfortable / large bedroom
8 small / narrow balcony
9 clean / large / huge hall
10 clean / small fridge
11 clean / large / huge kitchen
12 clean / small cupboard
13 clean / small dining room
14 clean floor

Exercise 6 page 49

- Working in pairs, students think of places, rooms, parts of a room or items of furniture that can be described using one of the adjectives in exercise 5. Set a time limit to keep students focused.
- Elicit some ideas from the class.

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Exercise 7 Real English page 49

- Point out that the words and phrases in bold were in the video. Students match them to their meanings individually.
- Working in pairs, students compare their answers.
- Check answers as a class.

KEY

1 B 2 D 3 F 4 C 5 A 6 E

- Drill the phrases for accurate pronunciation and intonation.

Exercise 8 4.02 page 49

- Tell students to read the questions before they listen.
- Play the audio for students to listen and answer the questions. Tell them they don't have to write full sentences.
- Check answers as a class.

KEY

1 a flat 2 his bedroom 3 dark blue

Transcript

See Teacher's Guide, page 188.

Exercise 9 4.02 page 49

- Give students time to read the words and look at the floor plan of the boy's flat before they listen.
- Play the audio for students to listen and label the rooms.
- Working in pairs, students compare their answers.
- Elicit answers from the class.

KEY

A balcony
B parents' bedroom
C kitchen
D (big) bathroom
E boy's bedroom
F cupboard
G living room
H hall
I shower
J brother's bedroom

Transcript

See Teacher's Guide, page 188.

Exercise 10 page 49

- Give students time to draw a plan of their home and label the rooms.
- When they have finished, you could ask a few volunteers to describe their homes using their floor plans.

Exercise 11 page 49

- Ask a few students to read out the example questions.
- Ask students to write more questions they could ask, e.g. *Where is home / the house of your dreams? How big is it? How many bedrooms / bathrooms are there? What colour are the walls? Is your kitchen large or small? Which room is your favourite, and why?*
- Working in pairs, students ask and answer questions about their home or the house of their dreams and make notes of their partner's answers.
- Circulate and monitor, helping as necessary.

Exercise 12 page 49

- Students taking turns to describe their partner's home. Make notes of any common errors.
- When students have finished, write examples of errors on the board and elicit corrections from the class.

Extra activity

Show students the floor plan of a celebrity's home or a short video clip from a home show. Working in pairs, students describe the home.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can talk about houses and rooms.*

Further practice

Workbook page 44
Vocabulary Booster page 118
Vocabulary photocopiable worksheet
Short test

4.2 Grammar

Lesson summary
Reading: A blog post about a houseboat
Grammar: Comparative adjectives
Listening: A podcast about houseboats
Pronunciation: The schwa /ə/
Speaking: Comparing opinions about things

SHORTCUT To do the lesson in 30 minutes, omit the warm-up and exercises 5 and 6. Ask students to watch the grammar video at home.

WARM-UP Revise vocabulary for talking about homes and houses. On the board, write: *Where is it? What type of home is it? Rooms? Colour of walls? Furniture? Favourite room?*

- Put students in pairs and ask them to take turns to describe their homes to each other.
- Ask a few volunteers to describe either their own home or their partner's to the class.

Exercise 1 page 50

- Working in pairs, students describe the photo. Students may not know the word *houseboat*, but encourage them to express the idea in other words, e.g. *people live in this boat*, *it's a boat and a house*. Also encourage them to use words like *foreground* and *background*.
- Elicit a description of the photo from a few students.

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Culture notes

Houseboats offer a cheaper alternative to buying houses in the centre of London. In the area known as Little Venice, people can live in the centre of the city and walk to all of the popular tourist destinations. Houseboats are popular with film stars and holiday-makers who want a different experience when visiting the British capital.

Exercise 2 page 50

- Focus attention on the glossary and explain the meaning of *open-plan* further if necessary, e.g. *In some homes, especially some modern homes, the living room, kitchen and dining room are one room. There are no walls between them*.
- Tell students to read the reply quickly and answer the questions individually.
- Check answers as a class.

KEY

It's a houseboat. It's in Amsterdam. It's Lotte's cousin Marta's.

Exercise 3 page 50

- Tell students to read the grammar rules, find the examples in the text and complete the grammar rules individually.
- Play the video.
- Check answers as a class.

KEY

1 older 2 bigger 3 dirtier 4 larger 5 more popular 6 better 7 worse 8 further (/ farther)

- Students do the Grammar Booster exercises on page 138.

Exercise 4 page 50

- Students choose the correct alternative individually.
- Check answers as a class.

KEY

1 smaller 2 bigger 3 more expensive 4 further from 5 better 6 cleaner; newer

Exercise 5 page 50

- Working in pairs, students complete the sentences in the quiz.
- Check answers as a class.

KEY

1 taller than 2 larger than 3 colder than 4 more expensive than 5 longer than 6 higher than

Exercise 6 4.05 page 50

- Students answer the quiz questions individually.
- Play the audio for them to listen and check their answers.

KEY

1 True 2 False 3 False 4 True 5 False 6 False

Transcript

See Teacher's Guide, page 188.

Extra challenge

- Write the following adjectives on the board: *small, warm, short, low*.
- Ask students to correct the false sentences in the quiz in two ways using the comparative form of the adjective in brackets and one of the adjectives on the board, e.g. *Berlin is larger than Amsterdam. Amsterdam is smaller than Berlin*.

KEY

2 Berlin is larger than Amsterdam. Amsterdam is smaller than Berlin.
3 Scottish winters are colder than English winters. English winters are warmer than Scottish winters.
5 A mile is longer than a kilometre. A kilometre is shorter than a mile.
6 The temperature on Venus is higher than on Mercury. The temperature on Mercury is lower than on Venus.

Exercise 7 4.06 page 50

- Remind students that they don't need to understand every word to answer the questions.
- Play the audio.
- Check the answers as a class.

KEY

There are about 4,000 houseboats in London. This is more than Amsterdam, which, according to exercise 1, has 2,500.

Transcript

See Teacher's Guide, page 188.

Exercise 8 4.06 page 50

- Tell students to read the summary quickly to get the overall meaning.
- Students then complete the summary individually.
- Play the audio for students to listen and check their answers.
- Check answers as a class.

KEY

1 more popular 2 higher 3 earlier 4 nearer 5 more expensive 6 friendlier 7 better 8 hotter

Transcript

See Teacher's Guide, page 188.

Exercise 9 Pronunciation 4.07 page 50

- Play the audio for students to listen and repeat.

Transcript

See Student's Book, page 50.

Note!

The schwa is a weak sound so remind students not to stress it.

Exercise 10 4.08 page 50

- Tell students to read the sentence and circle the schwa sounds.
- Play the audio for students to listen and check.
- Check answers as a class. Then play the audio again for students to listen and repeat. Point out that *her* can also be pronounced with a schwa.

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KEY

The cupboard in her sister's flat is smaller than my mother's.

Transcript

See Student's Book, page 50.

Exercise 11 Think & share page 50

- Read out the example.
- Working in pairs, students use the adjectives in brackets to give their opinions about the pairs of things. Remind them always to give a reason for their opinion.
- Circulate and monitor, helping where necessary.
- Ask a few students to share their opinion about a pair of things with the class.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can use comparative adjectives to talk about places*.

Further practice

Workbook page 45
Grammar Booster page 138
Grammar photocopiable worksheet
Online practice

4.3 Listening

Lesson summary
Listening: A description of unusual houses; an interview about unusual houses
Strategy: Recognising prepositions of place
Speaking: Asking and answering questions about unusual houses

SHORTCUT To do the lesson in 30 minutes, omit the warm-up and keep exercises 1 and 9 brief.

WARM-UP On the board, write: *Are there any unusual houses or buildings in your country? Describe one. Do you like it? Why? / Why not?* Put students in pairs to discuss the questions.

- Elicit ideas from the class.

Exercise 1 page 51

- Focus attention on the glossary and make sure students understand what the words mean.
- Working in pairs, students look at the pictures and guess the names of the houses.
- Elicit ideas from the class.

Exercise 2 4.09 page 51

- Play the audio for students to listen and check their answers to exercise 1.
- Check answers as a class.

KEY

Crazy House D **Glass House** B **Mirror House** A **Seashell House** C

Transcript

See Teacher's Guide, page 189.

Exercise 3 page 51

- Go through the strategy together.
- Students label the diagram individually.
- Working in pairs, students compare their answers.
- Check answers as a class.

KEY

1 on **2** under **3** in front of **4** in **5** between **6** over **7** next to **8** behind

Extra activity

Tell students to use a pencil and a pencil case (or any two suitable objects) to practise prepositions. Call out sentences describing the position of the pencil, e.g. *The pencil is in front of the pencil case*. Students listen and put the pencil in the correct position.

Exercise 4 page 51

- Tell students to read the descriptions and make notes of their answers.

Exercise 5 4.09 page 51

- Play the audio for students to listen and check their answers to exercise 4.
- Check answers as a class.

KEY

1 B **2** A **3** D **4** A **5** C **6** A **7** C **8** D

Transcript

See Teacher's Guide, page 189.

Exercise 6 page 51

- Ask two students to read out the example.
- Demonstrate another example if necessary with a confident student, e.g.
  A: Where's the car in the Crazy House?
  B: It's under the balcony.
- Working in pairs, students ask and answer questions about where things are in the photos.
- Elicit some sentences saying where things are from the class.

Exercise 7 4.10 page 51

- Tell students to read the question. Remind them that they don't have to understand every word to answer it. They just have to listen for where the people are.
- Play the audio.
- Check the answer as a class.

KEY

They're in the (busy) city centre.

Transcript

See Teacher's Guide, page 189.

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Exercise 8 4.10 page 51

- Tell students to read the sentences and note the key words. Encourage them to answer any questions they can from memory before they listen again.
- Play the audio.
- Check answers as a class.

KEY

1 F – The name is 'Amazing Homes'.
2 T
3 F – There are photos of a living room and bathroom.
4 F – It's in Edersee, in Germany.
5 F – The balcony has got some chairs over it.
6 T
7 T
8 F – He says the wall next to the sofa is beautiful.

Transcript

See Teacher's Guide, page 189.

Extra activity

Play the audio again for students to correct the false statements.

Exercise 9 Think & share page 51

- Working in pairs, students ask and answer the questions.
- Circulate and monitor, helping as necessary.
- Ask a few students to share their ideas with the class.

Extra activity

Ask students to research another unusual house and write a short description of it. They can then show the class a photo of the house and read out their description.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can recognise prepositions of place in an interview about unusual houses.*

Further practice
Workbook page 46
Online practice

4.4 Global skills

Lesson summary
Vocabulary: Adjectives to describe rooms
Reading: A competition to design a better classroom
Speaking: Giving opinions about classroom design; working in a team to identify and solve problems and design a new classroom
Listening: Discussions about problems with classrooms and solutions
Phrasebook: Problem-solving

SHORTCUT To do the lesson in 30 minutes, omit the warm-up and keep exercise 11 brief.

WARM-UP Ask students: *Do you like having lessons in a classroom? Why? / Why not?* Put students in pairs and ask them to discuss the questions.

- Elicit answers from the class.

Exercise 1 page 52

- Read out the adjectives, get students to repeat and check that they understand them all.
- Working in pairs, students discuss the questions. Remind them to use comparatives when they compare, e.g. *Classroom A is cleaner, bigger and lighter than Classroom B.*
- Elicit some answers from the class.

AfL Teaching tip: diagnostics

Dictionary work

Students will benefit from using an English dictionary to check the meaning of new words.

Exercise 1: Tell students to read the adjectives and underline any that are new to them. Then get them to check the meaning of the words in an English dictionary. Point out that a good dictionary will give a definition and an example to help show the meaning and how the word is used. It will also show how the word is pronounced using the phonemic script.

Tell students to write the new words in their vocabulary notebooks and add their own definition, a synonym or an antonym to help them remember and learn them.

See the notes for Assessment for Learning on page 11.

Exercise 2 page 52

- Tell students to read the competition quickly to get the overall meaning.
- Students answer the questions individually.
- Check answers as a class.

KEY

1 They spend over 40 hours a week at school.
2 There are projects or art on the walls to make the classroom more beautiful. It uses pictures and maps to make learning easier. There are photos of amazing people. It has natural light, it is tidy, and there is space for wheelchairs.
3 It's to design a better classroom.
4 You can win £500.

Exercise 3 page 52

- Working in pairs, students discuss their classroom using the questions.
- Circulate and monitor, helping as necessary.
- Elicit some answers from the class.

Exercise 4 4.11 page 52

- Tell students to read the problems and check that students understand *wheelchair* and *enter*.
- Play the audio for students to listen and number the problems.
- Check answers as a class.

KEY

A 4 B 3 C 5 D 1 E 2

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Transcript
See Teacher's Guide, page 189.

Exercise 5 4.11 page 52
- Tell students to read the solutions and check that they understand the meaning of *wide(r)* and *face* (v).
- Ask students to match the problems to the solutions before they listen.
- Play the audio again for students to check their answers.
- Check answers as a class.

KEY
1 C 2 E 3 A 4 D 5 B

Transcript
See Teacher's Guide, page 189.

Exercise 6 page 52
- Tell students to read the steps to get the overall meaning and check that students understand the meaning of *identify*, *consider*, *solve* and *decide*.
- Students choose the correct alternative individually.

KEY
1 Identify 2 write 3 Consider 4 Decide

Exercise 7 page 52
- Tell students to read the phrases in the Phrasebook and match each phrase with a step.
- Working in pairs, students compare their answers.
- Check answers as a class.

KEY
I find (groupwork) difficult. = Step 1
Why don't we … ? = Step 2
How about (choosing three colours)? = Step 2
I'm not so sure. Maybe … is a better idea? = Step 3
Good / Great idea! = Step 3
I agree! Let's (buy) … = Step 4

Exercise 8 page 52
- Working in pairs, students discuss their own classroom.
- Circulate and monitor, helping as necessary.

Exercise 9 page 52
- Put two pairs together to form a group of four.
- Ask pairs to share their ideas and work as a group to design their new classroom. Remind them to use phrases from the Phrasebook and language from the lesson.
- Circulate and monitor, helping as necessary.

Exercise 10 page 52
- Ask groups to present their ideas to the class.
- As students listen, ask them to take notes of good ideas.
- Have a class vote to decide which three ideas are the best.

Exercise 11 Think & share page 52
- Working in pairs, students discuss the questions.
- Ask a few students to share their ideas with the class.

Lesson outcome
- If you are using the Classroom Presentation Tool, first do the lesson closer activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can identify problems and think of solutions.*

Further practice
Workbook page 47

4.5 Vocabulary

Lesson summary
Reading: A geography quiz; a text about Singapore
Vocabulary: Places and geographical features
Speaking: Comparing and contrasting places
Writing: Comparing and contrasting places in my country with places in other countries

SHORTCUT To do the lesson in 30 minutes, keep the warm-up brief and set the sentences in exercise 9 as homework. Students can share their sentences in the next lesson.

WARM-UP With books closed, ask pairs to write as many geography words as they can, e.g. *sea*, *ocean*, *mountain*, *city*. Set a time limit of one minute.
- Elicit students' ideas and write them on the board.

Culture notes
- Five countries have a shoreline at the **Caspian Sea**: Azerbaijan, Iran, Kazakhstan, Russia and Turkmenistan.
- **The Nile** flows through or along the border of eleven African countries: Tanzania, Burundi, Rwanda, the Democratic Republic of the Congo, Kenya, Uganda, South Sudan, Ethiopia, Eritrea, Sudan and Egypt, and into the Mediterranean Sea.
- **The Amazon** flows from the Andes Mountains of Peru through Ecuador, Colombia, Venezuela, Bolivia and Brazil and into the Atlantic Ocean.

Exercise 1 page 53
- Put students in pairs to look at the photos and discuss the questions. Tell them not to worry if they don't know the answers.
- Elicit some ideas from the class.

Exercise 2 page 53
- Ask students to do the quiz individually.

Exercise 3 4.12 page 53
- Play the audio for students to listen and check their answers.
- Check answers as a class.

KEY
1 A 2 B 3 A 4 A 5 B

Transcript
See Teacher's Guide, page 189.

Exercise 4 Vocabulary page 53
- Write *Natural* and *Man-made* on the board and elicit or explain the meanings. Then ask students to give examples of natural and man-made features, e.g. *sea*, *river (natural)*; *city, road (man-made)*.

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- Students complete the table individually.
- Check answers as a class.

KEY

Natural: beaches, ocean, lake, island, forests, river, rainforest, desert
Man-made: squares, buildings, streets, architecture

- Then elicit other words students could add to the table, e.g. *(natural) mountain, glacier, volcano*; *(man-made) tunnel, motorway, harbour*.

Exercise 5 page 53

- Students complete the exercise individually.
- Check answers as a class.

KEY

1 wide 2 busy 3 ancient 4 dry 5 long 6 deep

AfL Teaching tip: learning intentions

Antonyms and synonyms

Students will develop their language if they learn, record and use antonyms (opposites) and synonyms.

Tell students it is helpful to record synonyms and / or antonyms for new vocabulary in their vocabulary notebooks as these help show meaning. Doing so will also develop their range of language and help them to sound more natural when they speak.

See the notes for Assessment for Learning on page 11.

Exercise 6 page 53

- Read out the example. If necessary, ask a confident student to give another example to demonstrate the activity.
- Working in pairs, students compare places.
- Circulate and monitor, helping as necessary.
- Elicit some ideas from the class.

Extra challenge

- Elicit more adjectives that students could use to compare the places and write them on the board, e.g. *beautiful, interesting, exciting, warm, quiet*.
- Ask students to write 3–4 sentences comparing the places.

Exercise 7 page 53

- Ask students what they know about Singapore before they read the text.
- Tell students to read the text quickly to get the overall meaning.
- Remind students to note the key words in each sentence as well as the words around the gap to help them, e.g. 1 *island, Pacific,* so the missing word must be *Ocean*.
- Students complete the text individually.
- Working in pairs, students compare their answers.
- Check answers as a class.

KEY

1 Ocean 2 high mountains 3 dry deserts
4 long rivers 5 ancient buildings 6 busy streets
7 modern architecture 8 thick forest

Exercise 8 page 53

- As a class, brainstorm some of the advantages of living in the city and some of the disadvantages, and write short notes on the board, e.g. *advantages: lots of shops / cinemas / theatres, easier to get a job, good schools; disadvantages: noisy, dirty, dangerous*. Then do the same for the country, e.g. *advantages: quiet, clean air, safe; disadvantages: boring, lonely, not many shops, no public transport*.
- Working in pairs, students discuss living in the city and the country, using the notes on the board and comparatives, e.g. *The city is noisier than the country because there are more people and cars*.
- Pairs then compare Singapore with their home town, e.g. *Singapore has more modern buildings than here. My town is older*. Circulate and monitor, helping as necessary.

Exercise 9 Think & share page 53

- Elicit some places the class could compare in your country.
- As a class, discuss where they are and what they are like (e.g. *green, modern, by the sea, in the mountains*) and what they have (e.g. *cafés, museums, a lake*).
- Students then write five sentences to compare their places with some of the places in the quiz.
- Ask a few students to read out their sentences.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can talk about places and geographical features*.

Further practice

Workbook page 48
Vocabulary Booster page 119
Vocabulary photocopiable worksheet
Short test

4.6 Grammar

Lesson summary
Reading: An article about places to take great selfies
Grammar: Superlative adjectives
Speaking: Talking about your local area
Writing: A message recommending places to visit in your local area

SHORTCUT To do the lesson in 30 minutes, omit the warm-up and exercise 4 and set exercise 10 as homework.

WARM-UP Tell students to think of a place they like going to on holiday and ask: *Where is it? What's it like? Do you take any holiday photos there? What do you take photos of?*

- Put students in pairs to discuss the questions.
- Elicit ideas from the class.

Exercise 1 page 54

- Working in pairs, students discuss the questions.
- Elicit ideas from the class.

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KEY (SUGGESTED ANSWERS)

The girl is at the Grand Canyon, in the USA. The place is natural.

Exercise 2 page 54

- Tell students to read the text quickly. Remind them that they don't need to understand every word to match the sentences to the places.
- Students match the sentences to the places individually.
- Check answers as a class.

KEY

A 3 **B** 1 **C** 2

Exercise 3 page 54

- Tell students to underline all the examples of the superlative form in the article and then complete the table.
- Play the video.
- Check answers as a class.

KEY

1 the biggest **2** the emptiest **3** the widest
4 the most famous **5** the best **6** the worst

- Students do the Grammar Booster exercises on page 139.

Exercise 4 page 54

- Students choose the correct alternative individually.
- Check answers as a class.

KEY

1 driest **2** best **3** ancient **4** largest **5** worst
6 most dangerous

Exercise 5 page 54

- Students complete the quiz questions individually.
- Working in pairs, students compare their answers.
- Check answers as a class.

KEY

1 the highest **2** the longest **3** the furthest / farthest
4 the deepest **5** the most expensive **6** the smallest
7 the largest **8** the biggest

Exercise 6 page 54

- Drill the pronunciation of the place names.
- Working in pairs, students ask and answer the quiz questions.

Exercise 7 4.15 page 54

- Play the audio for students to listen and check their answers to the quiz questions in exercise 5.
- Check answers as a class.

KEY

1 Everest **2** the Volga **3** New Zealand **4** China
5 Singapore **6** Vatican City **7** the Amazon
8 Greenland

Transcript

See Teacher's Guide, page 189.

Extra activity

Ask students to research where the places are and to plot them on a world map on the board.

Exercise 8 page 54

- Ask a student to read out the example.
- Working in pairs, students compare the places.
- Circulate and monitor, helping as necessary.

KEY (SUGGESTED ANSWERS)

Squares are larger than balconies, but cities are the largest.
Tropical islands are drier than rainforests, but deserts are the driest.
A sea is narrower than an ocean, but a river is the narrowest.
A hill is higher than a beach, but a mountain is the highest.
A small town is busier than the country, but a city centre is the busiest.

Exercise 9 Think & share page 54

- Ask a student to read out the example question.
- Working in pairs, students ask and answer questions about their local area.
- Circulate and monitor, helping as necessary.

Exercise 10 page 54

- Tell students to use the ideas they discussed in exercise 9.
- Elicit an example of an interesting thing, e.g. *The best place for a selfie is in the old town square. There are some old buildings around the square and they're very beautiful.*
- Students complete the message individually.
- Ask a few students to read their messages to the class.

Extra activity

Put students in pairs or groups and ask them to create an information leaflet advertising their local area. They can use ideas from exercises 9 and 10. Display the leaflets on the classroom walls.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can use superlative adjectives to talk about my local area.*

Further practice

Workbook page 49
Grammar Booster page 139
Grammar photocopiable worksheet
Online practice

4.7 Reading

Lesson summary
Reading: An article about different countries
Strategy: Recognising different word forms
Writing: A reason for wanting to travel to a country
Speaking: Talking about interesting countries; talking about the things that make your country interesting

SHORTCUT To do the lesson in 30 minutes, omit the warm-up and exercise 6 and keep exercises 1 and 10 brief.

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WARM-UP With books closed, revise geography words. Write a word on the board, e.g. *river*. Students race to think of another geography word that has one of the letters in *river*, e.g. *ocean*. Write *ocean* on the board. Students race to think of another word with one of the letters in *ocean*, e.g. *forest*, and so on.

Exercise 1 page 55

- Set a timer on the whiteboard or a phone.
- Students write the names of countries individually.
- Elicit names of countries from the class and write them on the board or get students to write them.

Exercise 2 page 55

- Working in pairs, students discuss the questions.
- Elicit some ideas from the class.

Exercise 3 4.16 page 55

- Ask students to read the text quickly and check their answers in exercise 2.
- Working in pairs, students compare their answers.
- Check answers as a class.

Transcript

See Student's Book, page 55.

Extra activity

- Ask students: *What do you think is the most interesting fact in the article about each country?*
- Put students in pairs and ask them to take turns to give their opinion.
- Elicit some ideas from students.

Exercise 4 page 55

- Go through the strategy together.
- Students complete the table individually.
- Check answers as a class.

KEY

Adjective	Comparative	Superlative	Adverb
fast	faster	the fastest	fast
easy	easier	the easiest	easily
good	better	the best	well
healthy	healthier	the healthiest	healthily

Exercise 5 page 55

- Tell students to read the sentences and note the key words before they read the text again, e.g. 1 *best, hot, bath.*
- Students complete the sentences individually.

Extra activity

Ask students to say in each case which part of the text supports their answers.

- Check answers as a class and check the meaning of key words like *site*, *spa* and *crime*.

KEY

1 Hungary ('There is no better place … than in one of Hungary's many natural spas.')
2 Japan ('Japan has also got very little crime. People can walk around with their backpacks open!')
3 Hungary ('Many people say it is the hardest language in the world to learn!')
4 Peru ('The thick Amazon rainforest has the highest number of different birds on Earth.')
5 Japan ('And because they eat healthily, Japanese people live longer than anyone else …')
6 Hungary ('This fast, wide river runs through ten countries …')
7 Peru ('It also has the world's fastest river.')
8 Japan ('Not only is Japanese food one of the healthiest …')
9 Peru ('The Andes have many very old and beautiful sites, like the city of Cusco.')

Exercise 6 page 55

- Working in pairs, students discuss the questions.
- Ask a few students to share their ideas with the class.

Exercise 7 page 55

- Ask students to read the text quickly to get the overall meaning.
- Students choose the correct alternative individually.
- Check answers as a class.

KEY

1 healthy 2 highest 3 more 4 bad 5 older
6 well 7 easier 8 safe

Exercise 8 Mediation page 55

- Elicit how to begin and end an informal email, and if necessary, refer students to Lesson 3.9.
- Give students time to write their email.
- Circulate and monitor, helping as necessary.

Extra support

Ask students to plan their writing in pairs before they write. Ask them to think about what each place is like and what it has. Then encourage students to use adjectives, comparatives or superlatives to explain their choice, e.g. *Peru is more interesting than Hungary. It has mountains and rainforests and it also has ancient buildings*.

Exercise 9 page 55

- As a class, brainstorm one or two ideas for some of the things that makes the students' country interesting and write notes on the board.
- Students then complete their lists individually.

Exercise 10 Think & share page 55

- Put students in small groups to share their ideas. Encourage them to agree, disagree or suggest other ideas to keep the conversation going. Write some phrases on the board for support, e.g. *Yes, I agree. I think you're right. Really? I think … is more interesting because … What about … ? I think … is also …*
- Circulate and monitor, helping as necessary.
- Ask a few groups to share their ideas with the class.

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Extra activity

Ask groups to create a general knowledge quiz about countries and places using adjectives, comparatives, superlatives and adverbs. They could write 6–10 questions. They then swap quiz questions with another group and try to answer the other group's quiz questions.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can recognise different word forms in a factual text about countries.*

Further practice

Workbook page 50
Online practice
Documentary: Fairytale house

4.8 Speaking

Lesson summary
Speaking: Asking and answering questions about where places are; asking for and giving directions
Listening: Following directions on a map
Phrasebook: Directions
Strategy: Asking for clarification

SHORTCUT To do the lesson in 30 minutes, keep the warm-up brief and omit exercise 7.

WARM-UP With books closed, elicit prepositions of place and write them on the board, e.g. *in, on, under, behind, between, over, in front of*.

- Place an object, e.g. a book, in, on, under, etc. one or more objects, e.g. a box / boxes and ask students to say where the book is, e.g. *It's between the two boxes. It's behind the box.*

Exercise 1 page 56

- Focus attention on the floor plan of the school and check that students understand the meaning of *(ground) floor, canteen, science lab, ICT room, head teacher, reception.*
- Working in pairs, students discuss the questions. Remind them to use comparatives when they compare the school to their own school.
- Check answers as a class.

KEY

1 There are seven classrooms.
2 Canteen, Science Lab, Teachers' Room, Library, ICT Room, Hall, Head Teacher's Room, Reception, Music Room
3 Students' own answers

Exercise 2 page 56

- Ask two students to read the example.
- Working in pairs, students ask and answer questions about the places.
- Elicit some answers from the class, e.g.
  A: Tom, where's the Library?
  B: It's on the first floor, between Classroom 7 and the ICT room.

Exercise 3 4.17 page 56

- Focus attention on the map. Tell students to listen for the place the new student wants to go to and not worry if they don't understand every word. Encourage them to listen and follow the directions as best they can.
- Play the audio.
- Check the answer as a class.

KEY

Classroom 3

Transcript

See Teacher's Guide, page 190.

Extra activity

Put students in pairs and play the audio again, pausing it after every direction so that students can confirm the route the new student follows to get to Classroom 3.

Exercise 4 4.17 page 56

- Tell students to complete the Phrasebook individually.
- Play the audio for students to listen and check.
- Check answers as a class.

KEY

1 for 2 along 3 past 4 down 5 right
6 through 7 on

Transcript

See Teacher's Guide, page 190.

Exercise 5 4.18 page 56

- Go through the strategy together.
- Play the audio.
- Check answers as a class.

KEY

1 the Head Teacher's Room
2 the ICT Room

Transcript

See Teacher's Guide, page 190.

Exercise 6 page 56

- Demonstrate the activity with a confident student.
- Working in pairs, students use the floor plan and ask for and give directions using the strategy and phrases from the Phrasebook.
- Circulate and monitor, helping as necessary.
- Ask a few pairs to act out their dialogues for the class.

Exercise 7 Reflect page 56

- Working in pairs, students discuss the questions.

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Extra activity

Play some music the students may like. Tell them to stand up and walk around the classroom as the music plays. When you pause the music, they form a pair with the student nearest to them and ask for and give directions to a place in their school. Then start the music again, pause it, tell students to form a new pair, and ask for and give directions to another place in their school. Repeat a few times.

AfL Teaching tip: diagnostics

Self-reflection

Students will benefit from thinking about what they did well or what they need to work on after a speaking task.

Ask students to think about what they did well or what they need to work on when they ask for and give directions. They may need to focus on vocabulary (rooms and prepositions), phrases from the lesson, pronunciation (e.g. word stress, intonation) and / or body language (eye contact, hand gestures).

Ask students to make a note of their weaknesses at the end of the lesson and try to work on these the next time they do a speaking task.

See the notes for Assessment for Learning on page 11.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can ask for and give directions.*

Further practice

Workbook page 51
Communicative activity photocopiable worksheet
Online practice

4.9 Writing

Lesson summary
Reading: An article about two tourist destinations
Strategy: Making your descriptions more interesting
Writing: An article describing your favourite place

SHORTCUT To do the lesson in 30 minutes, omit the warm-up and set exercises 7 and 8 as homework. Discuss them with students in the next lesson.

WARM-UP On the board, write: *Do you read travel blogs or articles? What information do they usually include?* Put students in pairs to discuss the questions.

- Elicit ideas from the class.

Exercise 1 page 57

- Working in pairs, students look at the photos and discuss and questions.
- Elicit answers from the class.

Exercise 2 page 57

- Tell students to read the questions before they read the article.
- Students read the article and answer the questions individually.
- Check answers as a class.

KEY

1 Dubai in the United Arab Emirates and Giethoorn (Dutch Venice) in the Netherlands
2 to find the best article about a favourite place or building

Exercise 3 page 57

- Working in pairs, students discuss their choice, giving reasons, e.g. *I prefer Dubai because it has more modern architecture and shops*.
- Elicit ideas from the class.

Exercise 4 page 57

- Elicit some aspects which students can consider, and write a few prompts on the board, e.g. *Many people? Busy? Architecture? Natural geography?*
- Tell students to write down three ways these places are similar to and different from their local area.
- Working in pairs, students discuss their ideas.
- Elicit ideas from the class.

AfL Teaching tip: learning intentions

Students will benefit from recycling language from previous lessons in freer speaking activities.

Exercise 4: Tell students that this activity enables them to use comparatives, superlatives and adjectives from previous lessons. If they use language they learned in earlier lessons, they will consolidate it and they will be able to use a wide range of language naturally when they speak or write.

See the notes for Assessment for Learning on page 11.

Exercise 5 page 57

- Go through the strategy together.
- Tell students to complete the table with examples from both articles. Students complete the table individually.
- Check answers as a class.

KEY

Interesting title: The City of Gold!; Dutch Venice
Questions: Do you know where Dubai is? How much taller is it than the Eiffel Tower? Why is it so quiet? When is it better?
Adjectives: most famous; modern architecture; amazingly tall building; taller; bigger; most expensive hotels; underwater hotel; gold walls; seven-star hotel; beautiful deserts; the easiest; the quietest place; a small village; quiet; wide streets; green parks; thick forests; narrow rivers; clean lakes; beautiful, old houses; little bridges; most popular and busiest; the best time; better; friendlier; more comfortable; emptier

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Opinion: But the thing I like best…; I prefer (spring or autumn).

Exercise 6 page 57

- Give students time to write their lists individually.
- Circulate and monitor, helping as necessary.

Extra support

As a class, brainstorm some possible places and the buildings, places and things that you can see there. Then ask students to choose a place. Students who choose the same place can work together to share ideas.

Exercise 7 page 57

- Give students time to write their article.
- Circulate and monitor, helping as necessary.

Exercise 8 Check your work page 57

- Students assess their work against the points.
- Give them time to add anything and to improve their organisation, content and language.
- With a supportive class, you could ask them to swap and assess their partner's work. Ask: *How interesting is your partner's article? Give a number from 1–10 with 10 being 'very interesting'. Students should give clear reasons for their decision.*
- Do some quick feedback with the class.

Extra activity

Put the completed competition entries on the classroom walls for students to read. Ask them which place they would like to visit and why. The class could vote for the place that sounds the most interesting.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can make my descriptions more interesting.*

Further practice
Workbook page 52
Online practice

4.10 Review

Grammar

Exercise 1 page 58

KEY

1 Dad is two years older than Mum.
2 In our country, spring is hotter than autumn.
3 Gold is always more expensive than silver.
4 Mountains are larger than hills.
5 Your school bag is heavier than mine.
6 I think flats are better than houses.
7 We are further / farther from Lima than London.
8 In my opinion, books are worse than comics.

Exercise 2 page 58

KEY

1 is the widest
2 is the most interesting
3 are the newest
4 is the highest
5 is the worst
6 is the biggest
7 is the best
8 are the busiest

Vocabulary

Exercise 3 page 58

KEY

1 living room 2 comfortable 3 dirty 4 fridge
5 dining room 6 hall 7 sink 8 cupboard

Exercise 4 page 58

KEY

1 F – The pyramids of Giza are famous examples of ancient / old architecture.
2 F – Beaches are areas of land next to the sea.
3 T
4 F – An ocean is bigger / larger than a sea.
5 T
6 F – There are many tall trees, and it is often wet in a rainforest.
7 F – Deserts receive less than 25 cm of rain a year.
8 T

Cumulative review

Exercise 5 page 58

KEY

1 friendliest 2 nearer 3 balcony 4 bathroom
5 toilet 6 driest 7 thickest 8 largest 9 cheaper
10 most unusual 11 lower 12 island 13 tallest
14 the most beautiful 15 happier 16 the happiest
17 beach

Note!

Once students have completed the Review page in the Student's Book, they should complete the Review page in the Workbook and the Assessment for Learning questions.

Think & share

- Working in pairs, students discuss the questions.

Exercise 6 page 58

KEY

Students' own answers

Further practice
Workbook page 53
Progress test

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4.11 Exam skills

Lesson summary

Exam strategies: Listening: reading statements before listening and thinking of different ways to say the ideas in them; Use of English: completing the gaps that you know first in a multiple-choice task; Writing: using different adjectives to make your writing more interesting to readers

Listening: Different people describing their homes

Use of English: A text about an unusual house

Writing: A magazine article about a dream home

WARM-UP On the board, write: *What makes a home nice to live in? What makes it difficult to live in?* Put students in pairs to discuss the questions.

- Elicit ideas from the class.

Listening

Exercise 1 page 59

- Go through the Listening exam strategy together.
- Tell students to read statements 1–3 and note the key words. They then read sentences A–C and note the words that express the same ideas as the ones in 1–3, e.g. *1 hate; C terrible, noisy*.
- Check answers as a class.

KEY

1 C 2 B 3 A

Exercise 2 4.19 page 59

- Students read the statements and note the key words. Give them time to think about how the ideas in the statements might be expressed using different words.
- Play the audio for students to listen and decide what each speaker says. Play the audio again if necessary.
- Check answers as a class.

KEY

1 B 2 E 3 F 4 C 5 A

Transcript

See Teacher's Guide, page 190.

Use of English

Exercise 3 page 59

- Go through the Use of English exam strategy together.
- Students complete the gaps in the text individually.
- Check answers as a class. Ask students which gaps were the easiest and hardest to complete. Did the strategy help them?

KEY

1 B 2 C 3 B 4 A

Exercise 4 page 59

- Tell students to read the text quickly to get the overall meaning. Remind them to complete the gaps they know first and then read the text again to complete the rest. When they have finished, they should read the text once more to make sure it makes sense.
- Students complete the text individually.
- Working in pairs, students compare their answers.
- Check answers as a class.

KEY

1 B 2 A 3 C 4 B 5 C 6 A 7 C 8 B

Writing

Exercise 5 page 59

- Go through the Writing exam strategy together.
- Students match the adjectives with the categories individually. Then ask them to add 2–3 more adjectives to each category if they can.
- Working in pairs, students compare their answers.
- Check answers as a class

KEY

size: large, narrow, tall, wide
colour: gold, orange, pink, silver
personality: friendly, kind, patient, serious
other: amazing, beautiful, modern, strange
Students' own answers

Exercise 6 page 59

- Give students time to plan their writing.
- Circulate and monitor, making sure students use adjectives, comparatives and superlatives.
- When students have finished, ask them to check that they have answered all the questions in the advert.
- Students could swap articles with a partner and suggest improvements.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can consider how ideas are expressed in other words in listening tasks, complete gap fill tasks and write a magazine article to describe a place using adjectives.*

Further practice

Workbook page 54
Culture lesson 4: Twin towns?

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5 Time out

5.1 Vocabulary

Lesson summary
Listening: A vlog about the Edinburgh Fringe Festival and Holi; a conversation about the Book Festival
Vocabulary: Entertainment
Reading: An article about the April Fair in Seville
Speaking: Talking about festivals and cultural events

SHORTCUT To do the lesson in 30 minutes, omit the warm-up and exercise 13 and keep exercise 8 brief.

Culture notes

Strange Fruit are a performing arts company based in Australia. Their performances combine theatre, dance and circus, and they are given free of charge to audiences at festivals all over the world. The performers stand on very strong, flexible five-metre long poles that enable them to bow and move in extraordinary ways as they sway back and forth.

WARM-UP Tell students to look at the photo.

- Ask: *Do you think the people on the poles are real? Why / Why not?*
- Ask a few students to share their ideas with the class.
- You could then tell students that the people in the photo are real, and give them the information in the Culture notes.

Culture notes

The Edinburgh Fringe Festival is the biggest cultural festival in the world. It takes place in August and lasts for 25 days. There are hundreds of stages all over the city and you can see many different kinds of performances, including theatre, comedy, opera, dance, music and art exhibitions.

Holi is a Hindu festival that celebrates spring, love and new life. People play music, sing, light bonfires and throw colourful dry paint at one another. It is also celebrated in the UK, where there is a large British Indian community. The largest celebrations are in London and Leicester.

Exercise 1 page 60

- Working in pairs, students discuss the questions.
- Elicit ideas from the class.

Exercise 2 5.01 page 60

- Tell students to read the questions.
- Play the video. (If you don't have access to the video, the audio is available separately to use.)
- Check answers as a class.

KEY

1 August 2 India

Transcript

See Teacher's Guide, page 190.

Exercise 3 5.01 page 60

- Tell students to read the sentences before they listen and think about what kinds of words complete each sentence, e.g. in item 1, the missing word could be a number, a word like *many* or *some*, or even an adjective. Encourage students to complete any sentences they can from memory.
- Play the video or audio again.
- Working in pairs, students compare their answers.

Extra support

After students have compared their answers in pairs, play the audio again for them to check or change their answers.

- Check answers as a class.

KEY

1 six 2 Four 3 biggest 4 traditional music 5 ten
6 art 7 Colour 8 UK

Transcript

See Teacher's Guide, page 190.

Exercise 4 Real English page 61

- Point out that the phrases in bold were in the video. Students match them to their meanings individually.
- Working in pairs, students compare their answers.
- Check answers as a class.

KEY

1 A 2 D 3 C 4 E 5 B

- Drill the phrases for accurate pronunciation and intonation.

Exercise 5 Vocabulary page 61

- Working in pairs, students complete the mind map.
- Ask pairs to add as many words as they can to each category.

Extra support

Tell pairs to add the words they know to the mind map. Then ask them to check the meaning of words they don't know in a dictionary and complete the mind map.

- Elicit answers from the class.

KEY

Art: cultural events, festival, exhibition, incredible artists, painting
Theatre: cultural events, festival, incredible artists, show, street theatre
Dance: cultural events, festival, incredible artists, show
Music: concert, cultural events, drums, festival, hip-hop, incredible artists, rock,
Other: crowded streets, screens

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Exercise 6 page 61

- Working in pairs, students ask and answer the questions.
- Ask a few students to share their ideas with the class.

Exercise 7 page 61

- Tell students to look at the photo and read the text quickly to get the overall meaning.
- Students complete the text individually.
- Check answers as a class.

KEY

1 events 2 festival 3 exhibitions 4 shows
5 concerts 6 artists 7 crowded 8 incredible

AfL Teaching tip: learning intentions

Gap-fill reading texts

Students will benefit from doing gap-fill reading texts as this develops their vocabulary and prepares them for exams.

Remind students that looking at any photos that accompany a text and reading the text itself quickly to get the overall meaning will help them focus on the topic and complete the text correctly. Tell students that the words around the gap are important clues that will help them choose the correct word. Sometimes the correct words complete collocations.

See the notes for Assessment for Learning on page 11.

Exercise 8 page 61

- Students discuss the questions in pairs. Set a time limit to keep them focused.
- Check answers as a class.

KEY

1 music, dancing (flamenco, dance shows), art exhibitions, great food, national costumes, horse shows
2 Students' own answers
3 Students' own answers

Exercise 9 5.02 page 61

- Remind students that they don't have to understand every word to answer the two questions.
- Play the audio.
- Check answers as a class.

KEY

1 She likes reading.
2 No, he doesn't.

Transcript

See Teacher's Guide, page 191.

Exercise 10 5.02 page 61

- Tell students to look at the fact file and see if they can complete any information before they listen again.
- Play the audio.
- Working in pairs, students compare their answers.
- Check answers as a class.

KEY

Festival name: Edinburgh Book Festival
When? The last three weeks of August
Where? Charlotte Square, Edinburgh city centre
Who can go? Everyone – adults, young people and children
What happens? Writers come from all over the world to talk about their books. There are also writing classes, theatre and concerts.

Transcript

See Teacher's Guide, page 191.

Exercise 11 page 61

- Put students in A+B pairs. Tell Student A to turn to page 150 and Student B to turn to page 151.
- Working in pairs, students ask and answer questions about their partner's festival and complete the fact file.

KEY

A:
Festival name: The Chicago International Children's Film Festival
When? 1–10 November
Where? Theatres all over Chicago city center (USA)
Who for? 2–16-year-olds
What happens? 250 films and videos. Artists from 40 countries talk about how to make the best videos, painting classes

B:
Festival name: Latitude Festival
When? 13–16 July
Where? Henham Park, Suffolk, England (UK)
Who for? Everybody, but under sixteen-year-olds can't go at the weekend without an adult
What happens? Dance shows, art exhibitions and lots of street theatre

Exercise 12 Think & share page 61

- Working in pairs, students ask and answer the questions.
- Ask a few students to share their ideas with the class.

Exercise 13 page 61

- Put students in small groups. Hand out the materials necessary to create the poster, e.g. paper, coloured pens.
- Ask students to use the fact file in exercise 10 to help them plan their new festival.
- Put up the posters on the classroom walls for students to look at and read.

Extra activity

Ask students to choose three posters and compare the festivals, e.g. *A is busier than B, but C is the busiest. B has more interesting events than C, but A has the most interesting events*. Students then vote for the most interesting festival.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can talk about entertainment.*

Further practice

Workbook page 56
Vocabulary Booster page 120
Vocabulary photocopiable worksheet
Short test

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5.2 Grammar

Lesson summary
Reading: Blog posts about people's favourite arts festivals
Grammar: Past simple: regular verbs
Pronunciation: *-ed* verb endings
Listening: A description of a cultural event
Speaking: Talking about a cultural event

SHORTCUT To do the lesson in 30 minutes, omit the warm-up and exercise 1. Ask students to watch the grammar video at home.

WARM-UP Revise vocabulary for the arts. Write the categories from the mind map in Lesson 5.1, exercise 5 on the board. Ask students to work in pairs and think of words that could go in each category.

- Ask students to come to the board in turn and write a word in the mind map, making sure they don't repeat a word that is already there.

Exercise 1 page 62

- Working in pairs, students discuss the questions.
- Elicit answers from the class.

KEY

They talked about the Edinburgh Fringe Festival and the Holi festival in India.

Exercise 2 page 62

- Tell students to read the blog posts quickly and answer the questions.
- Check answers as a class.

KEY

1 Colours of Ostrava; Biennale
2 Ostrava, Czech Republic; Venice, Italy
3 Colours of Ostrava: music concerts; Biennale: an art exhibition

Exercise 3 page 62

- Tell students to read the grammar rule and complete the spelling rules, finding an example in the text for each one.
- Play the video.
- Check answers as a class.

KEY

1 crowded / happened / watched / listened / played / started / enjoyed / visited / wanted / looked / walked / showed
2 -d
3 decided / danced / arrived / liked
4 -ied
5 studied
6 -ed
7 chatted / travelled

- Students do the Grammar Booster exercises on page 140.

Exercise 4 Pronunciation 5.05 page 62

- Focus attention on the table and the three ways to pronounce *-ed*.
- Play the audio for students to listen and repeat.

Transcript

See Student's Book, page 62.

Exercise 5 5.06 page 62

- Tell students to read the past simple verbs and complete the table.
- Play the audio for students to listen and check their answers.
- Check answers as a class. Then play the audio again for students to listen and repeat.

KEY

/d/: arrived, enjoyed, travelled
/t/: liked, looked, watched
/ɪd/: decided, visited, wanted

Transcript

See Key above.

AfL Teaching tip: diagnostics

Pronunciation of *-ed* endings

Students will benefit from noting the pronunciation of *-ed* endings for past simple verbs in their notebooks.

Encourage students to write the phoneme symbol next to past simple verbs with *-ed* endings in their notebooks when they come across them, e.g. *looked* /t/, *played* /d/, *decided* /ɪd/ or to create a past simple verb table headed by the sounds /t/, /d/ and /ɪd/ and add to them, as in exercise 5.

Tell students this will help them pronounce the words correctly.

See the notes for Assessment for Learning on page 11.

Exercise 6 5.07 page 62

- Tell students to read the text quickly to get the overall meaning.
- Students complete the text individually.
- Play the audio for students to listen and check their answers.
- Check answers as a class.

KEY

1 travelled 2 stayed 3 wanted 4 walked
5 visited 6 watched 7 loved 8 preferred
9 hated 10 planned 11 finished 12 enjoyed

Transcript

See Student's Book, page 62 and Key above.

Extra activity

Drill the pronunciation of the verbs in exercise 6 as a class.

Exercise 7 5.08 page 62

- Remind students that they don't have to understand every word to find out the two facts.
- Play the audio.
- Check answers as a class.

KEY

Peru; the Sun Festival (Inti Raymi)

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Transcript
See Teacher's Guide, page 191.

Exercise 8 5.08 page 62
- Tell students to see if they can remember how to finish the sentences before they listen again.
- Play the audio for students to listen and complete the sentences. Pause the audio if necessary to give students time to write their answers. Then play the audio again if necessary.
- Check answers as a class.

KEY
1 Cusco in Peru
2 parents and older brother
3 June
4 for a week
5 old buildings
6 Sun Festival

Transcript
See Teacher's Guide, page 191.

Exercise 9 Think & share page 62
- Students use the prompts in exercise 8 and the time references to make notes about the cultural event.
- Students then take turns to tell their partner about the cultural event they visited.
- Circulate and monitor, helping students to self-correct.

Lesson outcome
- If you are using the Classroom Presentation Tool, first do the lesson closer activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can use the past simple to talk about past events.*

Further practice
Workbook page 57
Grammar Booster page 140
Grammar photocopiable worksheet
Online practice

5.3 Reading

Lesson summary
Strategy: Scanning for information
Reading: A text about a street artist
Speaking: Talking about graffiti
Vocabulary: Adjectives

SHORTCUT To do the lesson in 30 minutes, omit the warm-up and keep exercises 1 and 5 brief.

WARM-UP With books closed, write on the board: *What types of art do you like? Do you have a favourite artist? Who is it? Why do you like their art? What types of art can you see in your local area?*
- Put students in pairs to ask and answer the questions.
- Ask a few students to share their ideas with the class.

Exercise 1 page 63
- Working in pairs, students ask and answer the questions.
- Ask a few students to share their ideas with the class.

Exercise 2 page 63
- Go through the strategy together.
- Do item 1 together as an example. Read out the sentence and elicit that the missing word is a number.
- Students then do the exercise individually.
- Working in pairs, students discuss their answers.
- Elicit answers from the class.

KEY (SUGGESTED ANSWERS)
1 a number 2 a year / a place 3 things 4 a person
5 a name 6 a year / a place

Exercise 3 page 63
- Tell students to scan the text to find the information that completes the sentences in exercise 2. Set a time limit of a minute to encourage students to scan, and not read every word.
- Check answers as a class.

KEY
1 21 2 1982 3 rats 4 Banksy 5 Graffiti Wars
6 2011 / San Francisco

AfL Teaching tip: learning intentions
Scanning for specific information
Students will benefit from scanning a long text for specific information. This is a very important reading skill in life as well as in exams.
Tell students that scanning for specific information means they don't have to understand every word in a text in order to find key information. Give examples of when we scan, e.g. when we look at a restaurant menu to find the price of something; when we look in a train timetable to find what time a train is leaving; when we read an online encyclopaedia to find important information. Scanning is also useful in exams because it helps students find the information they need very quickly.
See the notes for Assessment for Learning on page 11.

Exercise 4 Vocabulary page 63
- Students scan the text to find the words and guess their meaning individually.
- Working in pairs, students discuss the meaning of the words.
- Check answers as a class.

KEY (SUGGESTED ANSWERS)
empty – having nothing inside
homeless – people who live on the street because they have no home
wild – living in natural conditions, not with people

Exercise 5 Think & share page 63
- Working in pairs, students discuss the questions. Prompt discussion if necessary, and write questions and prompts on the board, e.g. *Does everybody like street art? Is it legal to draw graffiti in your town?*
- Ask a few students to share their ideas with the class.

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Exercise 6 5.09 page 63

- Tell students to read the sentences and note the key words before they read the text again.
- Students do the exercise individually.
- Working in pairs, students compare their answers.
- Check answers as a class.

KEY

1 F ('Blek le Rat's real name is Xavier Prou.')
2 F (' … when graffiti first started to appear on buildings.')
3 F ('He walked around Paris looking for empty, old buildings. Some teenagers helped him paint hundreds of rats …')
4 T ('… Blek wanted people to think about serious problems. In Paris, many people lived on the streets, so Blek started painting homeless people …')
5 T ('… we learn that Banksy copied Blek's style and pictures. For example, he painted … rats that looked like Blek's.')
6 F ('Blek le Rat introduced people all over the world to a new and exciting type of street art.' 'Blek says his street art is more popular abroad than in his home town of Paris.' '… today Blek has art exhibitions in cities all around the world.')

Transcript

See Student's Book, page 63.

Extra activity

Ask students to say which part of the text supports their answer.

Exercise 7 Think & share page 63

- Working in pairs, students discuss the questions.
- Ask a few students to share their ideas with the class.

Extra activity

Ask students to research and write a paragraph about an artist of their choice and their work. They could read an online encyclopaedia to find the information. Write some questions on the board to help students write their paragraph, e.g. *What's their name? Where are they from? What type of art do they create? Where can you see their art? Why do you like it?*

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can scan for information in an article about street art.*

Further practice
Workbook page 58
Online practice

5.4 Global skills

Lesson summary

Listening: A talk about how to research information online
Reading: A chart about how to research and evaluate information online
Speaking: Talking about how to research a topic online
Vocabulary: Finding information online

SHORTCUT To do the lesson in 30 minutes, omit the warm-up and set exercise 9 as homework. Discuss the questions in exercise 10 in the following lesson.

WARM-UP With books closed, write on the board: *For which school subjects do you do the most research? How many hours do you spend online doing research every week?*

- Put students in pairs to ask and answer the questions.
- Elicit answers from the class.

Exercise 1 page 64

- Working in pairs, students discuss the questions.
- Elicit some answers from the class.

Exercise 2 5.10 page 64

- Remind students that they don't have to understand every word to answer the three questions.
- Play the audio.
- Check answers as a class.

KEY

1 It's about how to research information online.
2 It's an online article.
3 It's about painting.

Transcript

See Teacher's Guide, page 191.

Exercise 3 5.10 page 64

- Students read the chart and complete it individually.
- Play the audio for students to listen and check their answers.
- Check answers as a class.

KEY

1 want 2 understand 3 answer 4 look 5 main 6 recent 7 check

Transcript

See Teacher's Guide, page 191.

Exercise 4 Think & share page 64

- Working in pairs, students discuss the questions.
- Ask a few students to share their ideas with the class.

Exercise 5 Vocabulary page 64

- Tell students to read the definitions to check that they understand them.
- Students match the highlighted words with the definitions.
- Check answers as a class.

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KEY

1 evaluate 2 source 3 research 4 high-quality
5 author 6 purpose

Exercise 6 page 64

- Tell students to read the text quickly to get the overall meaning.
- Students complete the text individually.
- Check answers as a class.

KEY

1 high-quality 2 author 3 research 4 source
5 find out

Exercise 7 Think & share page 64

- When students have chosen a subject or event they would like to research, tell them to write a list of all the things they need to search for and three questions they want to find answers for.
- Circulate and monitor, helping as necessary.

Exercise 8 page 64

- Working in pairs, students discuss their questions.

Exercise 9 page 64

- Students can do their online research in class if they have internet access and enough time, or they can do their research as homework.

Exercise 10 page 64

- Working in pairs, students discuss the questions.
- Ask a few students to share their ideas with the class.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can research and evaluate information.*

Further practice
Workbook page 59

5.5 Vocabulary

Lesson summary
Reading: TV reviews
Vocabulary: Film and TV
Speaking: Talking about films, musical theatre shows or TV series

SHORTCUT To do the lesson in 30 minutes, omit the warm-up and keep exercises 1 and 4 brief.

WARM-UP With books closed, write on the board: *What type of films do you like? Why? What is your favourite type of entertainment (e.g. film, TV, theatre, musicals)? Why do you like it?*

- Put students in pairs to ask and answer the questions.
- Ask a few students to share their ideas with the class.

Exercise 1 page 65

- Working in pairs, students discuss the questions.
- Elicit some answers from the class.

Exercise 2 page 65

- Tell students to look at the picture, the title of the review and the 'by' line and ask: *Does Carmen Jimenez like the series? How do you know?*
- Elicit ideas.
- Then tell students to read the reviews quickly to get the overall meaning and match the number of stars.
- Check answers as a class.

KEY

1 C 2 A 3 B

Exercise 3 page 65

- Tell students to read the questions and note the key words. Remind them that the key words will help them find the answers.
- Students answer the questions individually.
- Working in pairs, students compare their answers.
- Check answers as a class.

KEY

1 It takes place in a high school.
2 It's about talented teenagers who love singing and dancing.
3 Because the reviewer thinks sport and science aren't more important than the arts.
4 She likes loud rock music.
5 She prefers the romantic ending.

Exercise 4 page 65

- Working in pairs, students discuss the reviews.
- Ask a few students to share their ideas with the class.

Exercise 5 Vocabulary page 65

- Tell students to read the sentences and check that they understand the words in bold.
- Students complete the exercise individually.
- Working in pairs, students compare their answers.
- Check answers as a class. Then elicit which phrase they did not need (wonderful show).

KEY

1 original (Disney) film 2 brilliant songs 3 TV series
4 reviews 5 loud (rock) music 6 nothing special
7 romantic ending 8 excellent performances
9 boring characters 10 terrible acting

Exercise 6 page 65

- Emphasise that some adjectives do not fit in the categories.
- Students complete the table with the adjectives individually.
- Check answers as a class. Explain that some adjectives, like *original* and *romantic*, are often considered positive. Then elicit more adjectives, e.g. *fantastic, awful*.

KEY (SUGGESTED ANSWERS)

Positive: amazing, brilliant, excellent, (original, romantic), wonderful

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OK: nothing special
Negative: boring, terrible
The following don't fit: loud, (original, romantic,) sad

Exercise 7 page 65

- As a class, brainstorm some TV series and films.
- Demonstrate the activity with a confident student, using the example in the speech bubbles.
- Working in pairs, students give their opinions using the adjectives in exercise 6. Remind them to use language for likes and dislikes from Lesson 1.8.
- Circulate and monitor, helping as necessary.
- Ask a few pairs to share their ideas with the class.

Extra activity

Show students a video still or a short scene from a popular film or TV series. Have a whole class discussion about the film or series, encouraging students to use the language of the lesson.

Exercise 8 Think & share page 65

- Give students time to think about the different types of entertainment and the questions.
- Working in pairs, students take turns to tell their partner about something they watched recently.
- Circulate and monitor, helping as necessary.

AfL Teaching tip: diagnostics

Vocabulary development and use

Students will benefit from considering their use of new vocabulary within a lesson.

Ask students to think about their discussion in exercise 1. Did they use a range of adjectives and phrases to talk about films and TV shows? Remind them that the more vocabulary they learn, the better their English will become.

Tell students to use the language of the lesson as much as possible in exercise 8 to personalise the vocabulary and develop their English.

See the notes for Assessment for Learning on page 11.

Extra activity

Ask students to record their discussions and listen back to them. Ask them to think about what they did well and if they need to work on improving their vocabulary, grammar or pronunciation. They could take notes on these areas as they listen and then discuss in pairs.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can talk about film and TV*.

Further practice

Workbook page 60
Vocabulary Booster page 121
Vocabulary photocopiable worksheet
Short test

5.6 Grammar

Lesson summary

Reading: An article about talented teens
Grammar: Past simple: the verb *be* and *can*
Listening: A radio show about a talented child artist
Speaking: Talking about abilities in the past

SHORTCUT To do the lesson in 30 minutes, omit the warm-up and set exercise 4 as homework.

WARM-UP With books closed, write the word *talented* on the board. Elicit or teach the meaning and then elicit or teach the noun: *talent*.

- Ask students: *What kind of things can talented people do?* Elicit some ideas from the class.

Exercise 1 Think & share page 66

- Working in pairs, students discuss the questions.
- Ask a few students to share their ideas with the class.

Culture notes

Wolfgang Amadeus Mozart (1756–1791) was born in Salzburg, in present day Austria. He was a child prodigy and by the age of six was performing in concerts across Europe. His compositions, including operas (e.g. *Le Nozze di Figaro, Don Giovanni*, *Cosi fan Tutte*), piano concertos, symphonies, violin concertos, symphonies, chamber music and masses are considered some of the greatest music ever written.

Pablo Picasso (1881–1973) was born in Malaga, Spain, but spent most of his adult life in France. He is one of the most influential artists of the 20th century and a leading figure of the Cubist movement. His large painting of the bombing of *Guernica* is a brilliant example of his work.

Claude Monet (1840–1926) was born in Paris, France, and was one of the founders of the Impressionist movement. His paintings of the waterlily ponds at his home in Giverny are among his most famous and best loved works.

Exercise 2 page 66

- Tell students to cover the text, look at the photos and discuss the questions in pairs.
- Then ask students to read the article quickly to see if their ideas were correct.
- Check ideas as a class.

KEY

The girl is playing the piano. She can also play the violin and write original music.
The boy is holding a man's hand (the man is the French President, Emmanuel Macron) and there is a painting in the photo of Macron. The boy can paint brilliant portraits.

Exercise 3 page 66

- Students read the grammar rules, underline all the examples of the past simple of *can* and the verb *be* in the text, and then complete the grammar rules.
- Play the video.

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Extra support

Check the examples of *can* and the verb *be* in the text before students complete the grammar rules.

- Check answers as a class.

KEY

1 was 2 were 3 wasn't 4 weren't 5 Was 6 was
7 wasn't 8 Were 9 were 10 weren't 11 could
12 couldn't 13 Could 14 could 15 couldn't

- Students do the Grammar Booster exercises on page 141.

Exercise 4 page 66

- Students complete the sentences individually. They can refer to the grammar rules to help them.
- Check answers as a class.

KEY

1 was 2 were 3 weren't 4 were 5 couldn't
6 was, could 7 could, wasn't 8 were

Exercise 5 5.13 page 66

- Tell students to read the text quickly to get the overall meaning. Check comprehension by asking a few questions, e.g. *Is Kieron a talented singer, athlete or artist?* (an artist) *When was his first exhibition?* (2008) *How old was he?* (six) *Did he make a lot of money?* (yes) *Did he go to school?* (no)
- Students complete the text individually.
- Play the audio for students to check their answers.
- Check answers as a class.

KEY

1 were 2 could 3 were 4 was 5 couldn't
6 were 7 wasn't 8 couldn't 9 was

Transcript

See Student's Book, page 66 and Key above.

Exercise 6 page 66

- Do the first item together as an example.
- Students write the questions individually.
- Circulate and monitor, helping as necessary.

Extra support

Students can work in pairs to write the questions.

- Check the questions as a class.

KEY

1 What could Mozart do when he was four?
2 Were Mozart and his father both musical?
3 How old was Mozart when he first performed?
4 What was Picasso's first word?
5 Could Picasso write before he could draw?
6 How old was he when he started going to art school?
7 Were Picasso and Mozart famous before they died?

Exercise 7 5.14 page 66

- Play the audio for students to listen and answer the questions using full sentences.
- Check answers as a class.

KEY

1 He could play the piano and violin.
2 Yes, they were. His father was a composer.
3 He was six years old.
4 His first word was 'pencil'.
5 No, he couldn't.
6 He was thirteen years old.
7 Yes, they were.

Transcript

See Teacher's Guide, page 192.

Exercise 8 page 66

- Working in pairs, students ask and answer questions about the things they could do when they were younger.
- Circulate and monitor, helping as necessary. Make notes of any common errors.
- When students have finished, write examples of errors on the board and elicit corrections from the class.

AfL Teaching tip: success criteria

Active listening

Students will develop their listening and language skills if they are given a good reason to listen carefully in a speaking activity.

Exercise 8: Tell students to listen carefully to their partner because they will have to tell another person what their partner told them. This will encourage them to focus and interact naturally, as well as provide additional practice of the grammar. They can take notes as their partner speaks to help them recall the information.

When pairs have finished speaking, put them in new pairs. They then take turns to tell their new partner what their previous partner could do.

See the notes for Assessment for Learning on page 11.

Extra activity

- Ask students to write a paragraph about their past using the prompts in exercise 8 and the past forms of the verb *be* and *can*.
- When they have finished writing, they swap paragraphs with a partner, read their partner's paragraph and correct it or suggest ways to improve it if necessary. Remind students to do this in a respectful way.
- Collect the paragraphs and check them for any common errors. Address them in the next lesson.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can use the verb 'be' and 'can' to talk about the past.*

Further practice

Workbook page 61
Grammar Booster page 141
Grammar photocopiable worksheet
Online practice

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5.7 Listening

Lesson summary

Strategy: Understanding the structure of a listening text

Listening: A radio show about Frida Kahlo

Speaking: Talking about Frida Kahlo's past; talking about a personal life story

Writing: A short paragraph about a famous person

SHORTCUT To do the lesson in 30 minutes, omit the warm-up, set exercise 9 as homework and do exercise 10 in the next lesson.

WARM-UP Show students a few famous paintings by different artists. If possible, include one by Frida Kahlo. Ask students which ones they like / don't like and why.

- Alternatively, with books closed, write on the board: *What talent would you most like to have: a talent for playing a musical instrument, singing, composing, painting / drawing, acting, dancing or writing?*
- Put students in pairs to ask and answer the questions.
- Ask a few students to share their ideas with the class.

Exercise 1 page 67

- Working in pairs, students discuss the questions.
- Elicit some ideas from the class.

Exercise 2 page 67

- Go through the strategy together.
- Give students time to look at the pictures about important events in Frida Kahlo's life and, in pairs, discuss what they show.
- Check ideas as a class.

Exercise 3 5.15 page 67

- Play the audio for students to listen and number the events in the order that they happened.
- Working in pairs, students compare their answers.
- Check answers as a class.

KEY

1 F **2** J **3** I **4** C **5** E **6** A **7** H **8** G **9** B **10** D

Transcript

See Teacher's Guide, page 192.

Exercise 4 5.15 page 67

- Tell students to read the questions and see if they can answer any of them before they listen again.
- Play the audio.
- Working in pairs, students compare their answers.
- Check answers as a class.

KEY

1 B **2** C **3** C **4** A **5** A **6** B **7** C

Transcript

See Teacher's Guide, page 192.

Exercise 5 page 67

- Students match the phrases to the definitions individually.

Extra support

Play the audio again, pausing it after every question and answer so that students can hear the phrases again in context.

- Check answers as a class.

KEY

1 D **2** E **3** B **4** C **5** A **6** F

AfL Teaching tip: success criteria

Use texts to develop vocabulary

Students will progress better if they are encouraged to learn vocabulary from listening and reading texts.

Tell students that it is important to learn as much new vocabulary as possible. Encourage them to record new words and phrases in their vocabulary notebooks together with information such as the part of speech, word stress and an example sentence to provide context. Tell students they should do this when they read or listen to English outside the classroom. If they learn 5–7 new words or phrases every few days by recording them and using them, their English will improve quickly.

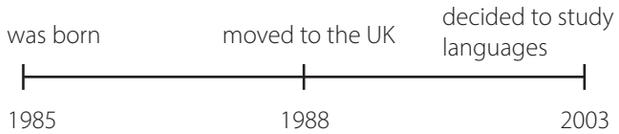
See the notes for Assessment for Learning on page 11.

Exercise 6 Mediation page 67

- Tell students they can use information from exercises 3 and 4 to tell their friend about Frida Kahlo's life.
- Put students in A+B pairs and ask Student A to tell Student B (the friend) about Frida Kahlo's life.
- Then put students in new A+B pairs, but this time Student B tells Student A (the friend) about Kahlo's life.
- Circulate and monitor, helping as necessary.

Exercise 7 page 67

- Draw a timeline for yourself or a member of your family on the board as an example, e.g.



- Give students a time limit to create their timeline.
- Circulate and monitor, helping as necessary.

Exercise 8 page 67

- Remind students to use the past simple and words for ordering things when they speak.
- Working in pairs, students talk about their timelines.
- Circulate and monitor, helping as necessary.

Exercise 9 page 67

- Give students time to research the person. Remind them to evaluate the sources they use. You could ask students to do the research for homework.

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Extra support

Write questions on the board to help students structure their paragraph:
When and where was the person born?
Why were they famous?
Describe the most important events in their life.
(What year / When did they happen? How old was the person?)

Exercise 10 page 67

- Students take turns to read out their paragraphs for the class to guess the identity of the person.

Extra activity

Ask students to write a paragraph using their own timeline and the grammar and vocabulary of the unit. Remind them to use the ordering words from the listening strategy as well as past simple tense verbs.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand the structure of an interview.*

Further practice
Workbook page 62
Online practice

5.8 Speaking

Lesson summary
Listening: Friends telling personal stories
Strategy: Showing interest
Phrasebook: Telling a personal story
Speaking: Telling a personal story and showing interest

SHORTCUT To do the lesson in 30 minutes, omit the warm-up and exercise 10 and keep exercise 1 brief.

WARM-UP Review positive and negative adjectives. Put students in pairs and ask them to write as many positive or negative adjectives as they can to describe a film or TV show, e.g. *brilliant, interesting, funny; boring, terrible*. Set a time limit of two minutes.

- Elicit answers from the class and write them on the board as opposites where possible, e.g. *brilliant ≠ terrible*.

Exercise 1 page 68

- Put students in pairs and ask them to describe what they can see in each photo. Circulate and monitor, helping with vocabulary as necessary.
- Students discuss the questions.
- Ask a few students to share their ideas with the class.

KEY

1 A: a romantic story; B: a sad / tragic story; C: a funny story
2 Students' own answers

Exercise 2 5.16 page 68

- Tell students to read the questions before they listen.
- Play the audio for students to listen and answer the questions.
- Check answers as a class.

KEY

1 A
2 He was the Beast.
3 It was funny because he couldn't find his prince costume at the end of the show, so he changed the last part of the story.

Transcript

See Teacher's Guide, page 192.

Exercise 3 5.16 page 68

- Go through the strategy together.
- Read out the expressions and get students to repeat with appropriate intonation.
- Play the audio again for students to listen and tick the expressions they hear.
- Check answers as a class.

KEY

Congratulations! How amazing! Really? Wow! How wonderful! Oh no!
How terrible! Poor you! No way! Lucky you!

Transcript

See Teacher's Guide, page 192.

Exercise 4 page 68

- Students complete the table individually.
- Working in pairs, students compare their answers.
- Check answers as a class.

KEY (SUGGESTED ANSWERS)

Reacting to good news: How amazing / wonderful! Lucky you! Congratulations! Wow! Well done!
Reacting to bad news: How sad / terrible! Oh no! Poor you!
Showing surprise: No way! Really? Wow!

Exercise 5 5.17 page 68

- Play the audio for students to listen to the example.
- Then say: *I was hurt in an accident two weeks ago*. Ask a confident student to repeat, but respond with a different expression, e.g. *You were hurt in an accident. How terrible!*
- Now play the audio from the beginning so that students can listen, repeat and respond appropriately.

KEY (SUGGESTED ANSWERS)

1 You passed your driving test yesterday! How amazing / wonderful! / Congratulations! / Wow! / Really? / Well done!
2 Your bus was an hour late. How terrible! / Oh no! / No way! / Poor you! / Really?
3 You received two free tickets to a concert! How amazing / wonderful! / No way! / Lucky you! / Wow! / Really?

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4 You couldn't come because you weren't very well. How terrible! / Oh no! / Poor you!
5 You can't find your house keys. Oh no! / Poor you! / Really?
6 You're going on holiday to New York. How amazing / wonderful! / No way! / Lucky you! / Wow! / Really?

Transcript
See Teacher's Guide, page 192.

Extra activity
- Write the sentences from the audio on the board.
- Put students in pairs. Students take turns to say the sentences. Their partner repeats, showing interest. They then swap roles, and show interest using a different expression.

Exercise 6 5.18 page 68
- Focus attention on the Phrasebook and ask students to complete it.
- Play the audio for students to listen and check their answers.
- Check answers as a class.

KEY
1 ago 2 was 3 soon 4 happened 5 amazingly 6 wasn't

Transcript
See Student's Book, page 68 and Key above.

Exercise 7 page 68
- Tell students to read the sentence halves and explain any unknown words or phrases.
- Students match the sentence halves individually.
- Check answers as a class.

KEY
1 B 2 E 3 D 4 C 5 F 6 A

Exercise 8 Think & share page 68
- Give students time to brainstorm ideas and write them in the mind map.
- Circulate and monitor, helping as necessary.

Exercise 9 page 68
- Working in pairs, students take turns to tell their story and react to their partner's story.
- Tell students to listen carefully to their partner's story and make notes to help them remember what they heard.

Exercise 10 Reflect page 68
- Working in pairs, students discuss the questions.

Lesson outcome
- If you are using the Classroom Presentation Tool, first do the lesson closer activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can show interest and tell a personal story.*

Further practice
Workbook page 63
Communicative activity photocopiable worksheet
Online practice

5.9 Writing

Lesson summary
Reading: A diary entry
Strategy: Organising your writing
Language focus: Time sequencers
Writing: A diary entry about your day

SHORTCUT To do the lesson in 30 minutes, omit the warm-up and set exercises 9 and 10 for homework. Go over exercise 10 in the next lesson.

WARM-UP With books closed, write on the board: *Do you write a diary? Why? / Why not? What do people usually write in a diary?*
- Put students in pairs to ask and answer the questions.
- Ask a few students to share their ideas with the class.

Exercise 1 page 69
- Working in pairs, students look at the photo and discuss and questions.
- Elicit answers from the class.

KEY (SUGGESTED ANSWERS)
They're practising because they look like they're in somebody's house / living room, not in a theatre or other public building.

Exercise 2 page 69
- Tell students to read the diary entry quickly to get the overall meaning. Remind them not to worry about any words they don't know.
- Students read the diary again and answer the questions individually.
- Working in pairs, students compare their answers.
- Check answers as a class.

KEY
1 She was excited in class, and she felt nervous at home.
2 She was very happy – it was the most incredible day of her life.
3 Lessons were boring and she couldn't concentrate.
4 She was nervous.
5 It was at the theatre.
6 She was worried that she couldn't play well.
7 There were fourteen songs.
8 There were 200 people there.

Exercise 3 page 69
- Go through the strategy as a class.
- Students do the exercise individually.
- Working in pairs, students compare their answers.
- Check answers as a class.

KEY
The beginning: First, school was really boring … in the evening.
The main story: School finished. …They offered us two more concert dates.
The ending: Lucky me! It was the most incredible day of my life!!!

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Exercise 4 page 69

- Students read the events and number them in the order they happened.
- Check answers as a class.

KEY

4 The band practised.
5 The concert started.
2 She wasn't very hungry.
6 The theatre asked them to play again.
1 She was at school.
3 She travelled to the theatre.

Exercise 5 page 69

- Go through the Language focus together.
- Students underline the time sequencers in the diary.
- Check answers as a class.

KEY

First, school was really boring … Then, I walked home quickly … After dinner, I cycled to the theatre … Then, people started to arrive … Then, Jodie introduced our first song. After that, I started to relax. Finally, our concert ended at 10 p.m.

Exercise 6 page 69

- Students complete the table individually.
- Check answers as a class.

KEY

1 the beginning: First / Firstly, …
2 the middle: After that, … Next, … Then, …
3 the end: Finally, … Lastly, …

Exercise 7 page 69

- Students read the sentences and number them in the order they happened.
- They then rewrite them as a paragraph using time sequencers.
- Check answers as a class.

KEY

1 First / Firstly, I got up late.
2 Then / Next / After that, I lost my bus ticket.
3 Next / After that / Then, I missed the bus to school.
4 After that / Then / Next, I was late for my first class.
5 Then / Next / After that, I didn't have time to eat lunch.
6 Finally / Lastly, I walked home.

Exercise 8 page 69

- Give students time to think and make notes.
- Circulate and monitor, helping as necessary.

Exercise 9 page 69

- Give students time to write their diary entry.
- Circulate and monitor, helping as necessary.

Exercise 10 Check your work page 69

- Students assess their work against these points.
- With a supportive class, you could ask them to swap their work with a partner and assess each other's work.
- Give them time to add anything and to improve their organisation, content and language.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can organise my writing.*

Further practice
Workbook page 64
Online practice

5.10 Review

Grammar

Exercise 1 page 70

KEY

1 loved 2 studied 3 finished 4 chatted
5 travelled 6 watched 7 painted 8 visited

Exercise 2 page 70

KEY

1 could, was 2 couldn't, were 3 Were 4 weren't, were 5 couldn't 6 Could, were 7 weren't, couldn't 8 Could, were

Vocabulary

Exercise 3 page 70

KEY

1 drums 2 screens 3 concerts 4 arts festivals
5 crowded 6 art exhibitions 7 street theatre
8 incredible

Exercise 4 page 70

KEY

1 I always read online reviews before I go to see a film at the cinema.
2 Rock concerts aren't good for small children because the loud music can hurt their ears.
3 There weren't any interesting people in that show – there were only boring characters.
4 I love that band. They sing lots of brilliant songs.
5 Yesterday, I watched the final part of a TV series about time travel. It was amazing!
6 That programme was OK – it's nothing special.
7 Just before the film finishes, they fall in love. It's a really romantic ending.
8 I didn't believe the characters were real because there was so much terrible acting.

Cumulative review

Exercise 5 page 70

KEY

1 was 2 could 3 wasn't 4 stopped 5 couldn't
6 asked 7 moved 8 were 9 wanted 10 couldn't
11 terrible 12 decided 13 wonderful 14 studied
15 lived 16 returned 17 changed 18 ending
19 brilliant 20 died

Note!
Once students have completed the Review page in the Student's Book, they should complete the Review page in the Workbook and the Assessment for Learning questions.

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Think & share

Exercise 6 page 70

- Working in pairs, students discuss the questions.

KEY

Students' own answers

Further practice
Workbook page 65
Progress test

5.11 Exam skills

Lesson summary

Exam strategies: Reading: reading quickly for the main idea and the writer's reason for writing; Speaking: phrases for making and responding to suggestions, agreeing or disagreeing

Reading: Five short texts to find the main idea

Speaking: Talking about a cultural event

WARM-UP With books closed, write on the board: *What types of text do you read in a day? Do you read them quickly or slowly and carefully? Do you read all texts in the same way?*

- Put students in pairs to ask and answer the questions.
- Ask a few students to share their ideas with the class.

Reading

Exercise 1 page 71

- Go through the Reading exam strategy together.
- Students read the first short text quickly for the main idea. Remind them that they don't have to read or understand every word.
- Check the answer as a class.

KEY

C

Extra activity

Elicit why options A and B don't express the main idea. Ask: *Did Darshna like the art at the exhibition?* (yes) *Does she say that she likes one type of art more than another?* (no) *Does she tell Ashu about the kind of art she likes?* (no) *Does Darshna say when she saw the exhibition?* (Yes, she saw it yesterday.) *Did she see it in her free time?* (probably) *Why does she tell Ashu where the exhibition is and say the tickets weren't expensive?* (Because she hopes Ashu will go to the exhibition with her.) *Is this the same as telling Ashu what she likes to do in her free time?* (no)

Exercise 2 page 71

- Set a time limit to keep students focused and to make them read quickly.
- Working in pairs, students compare their answers.
- Check answers as a class.

KEY

1 C 2 B 3 D 4 A 5 A

Speaking

Exercise 3 page 71

- Go through the Speaking exam strategy together.
- Students complete the phrases individually.
- Working in pairs, students compare their answers and try to think of other similar phrases, e.g. (making suggestions) *Let's …, What about …-ing?* (agreeing / disagreeing) *Great idea! I'm afraid I don't agree. I'd prefer …*
- Check answers and ideas as a class

KEY

1 Why 2 point 3 sure 4 think

Exercise 4 page 71

- Put students in small groups to decide where to go.
- Remind them to use expressions from exercise 3 and language from the unit.
- Circulate and monitor, helping as necessary.
- Ask groups to tell the class which event they chose and why.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can read a text quickly for the main idea and reason for writing and use expressions for making suggestions, agreeing and disagreeing to make a group decision.*

Further practice
Workbook page 66
Culture lesson 5: Indigenous Australian art

5 Vision 360°

Hanbury Street, London

Lesson summary

▲ **triangle:** An article about the East End of London

◆ **diamond:** A visitor to London talking about cultural events in the East End

● **circle:** A Twitter feed about a painting by ROA

♥ **heart:** A video text message advertising a walking tour to see street art in the East End

■ **square:** An interview with a street artist about how she decides what to paint

★ **star:** A street artist talking about his job

Speaking: Discussing life as a street artist

Listening: A description of cultural events in the East End of London; a street artist describing what he does; a street artist talking about how she decides what to paint

Reading: An article about the East End of London; a Twitter feed about street art; a text message about a street art tour

Create task: Creating a digital slideshow

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SHORTCUT To do the lesson in 30 minutes, keep exercise 2 brief, set exercise 6 as homework and check answers in the next lesson, ensure that Steps 1–4 of the Create task are done in class, and do Step 5 in the next lesson.

WARM-UP On the board, write:
Is there a lot of street art where you live?
Do you like street art? Why / Why not?
Would you like to paint street art? Why / Why not?

- Put students into pairs to discuss the questions.
- Elicit ideas from the class.

Exercise 1 Think & share page 72

- Allow students time to think about the question individually before they share their ideas in pairs or small groups and make notes.
- You could ask more questions to prompt thought and discussion, e.g. *Do street artists earn money from painting? Can they work in all kinds of weather or at all times of day? Why do they paint?*
- Ask a few students to share their ideas with the class.

EXPLORE

Exercise 2 page 72

- Enter into the 360° image. Move around the image of the streets, but do not click on the hotspot symbols yet.
- Stop after 30 seconds and ask students to discuss the question in pairs.
- Elicit answers from the class.

KEY (SUGGESTED ANSWERS)
Some people are walking along the street. One woman is taking a photo of the street art showing a bird. One person is riding a bicycle.

Exercise 3 All hotspots page 72

- Go through the task together, then explore each of the hotspots in turn as a class. Alternatively, students could access the image and the hotspots on their own devices. As each hotspot is explored, students match it to the information it provides.
- Once all the hotspots have been explored, check answers as a class. If necessary, have another quick look through the hotspots to confirm the answers.

KEY
1 ■ and ★ 2 ● 3 ▲ 4 ♥ 5 ◆

Transcripts
See Teacher's Guide, page 193.

Exercise 4 page 72

- Click on the triangle hotspot again and allow students time to read the information in the text and answer the questions.
- Elicit answers from the class.

KEY
1 The East End is a part of London which is popular with people from different cultures.
2 They came from India and Bangladesh.
3 Because lots of creative people live and work there.
4 They are famous for their (colourful) street art.

Exercise 5 page 72

- Click on the diamond hotspot again for students to look at the pictures and listen.
- Check answers as a class. If necessary, explain *curry* (a South Asian dish of meat, vegetables, etc. cooked in a hot spicy sauce, often served with rice) and ask students if they have ever eaten one. Then pairs discuss if they would like to go to any of these festivals, giving reasons.
- Ask a few students to share their ideas with the class.

KEY
The speaker mentions a hip-hop festival, a curry festival and a coffee festival.

Exercise 6 page 72

- You could begin by asking students if they know the answers to any of these questions.
- Students could then work individually or in groups of three to go online and find or check the answers. Encourage them to use valid and reputable sources to do this.
- When students have finished, elicit their findings.

KEY (SUGGESTED ANSWERS)
1 The Chinese New Year is not on the same date every year. It begins at the new moon that falls between 21 January and 20 February.
2 People celebrate it in London because many Chinese people live in London and visit it.
3 There are many events, including a parade with lions and dragons, firecrackers, traditional lion dances, Chinese music and dance shows and food stalls.

Exercise 7 page 72

- Ask students to read the statements before they read the post and note the key words.
- Click on the circle hotspot again and allow students time to answer the questions.
- Check answers as a class.

KEY
1 C 2 A 3 B

Exercise 8 page 72

- Focus attention on the message and point out the stars at the bottom. Elicit that one star means you think something is bad, three stars that it is good and five stars that it is excellent.
- Click on the heart hotspot again and allow students time to complete the review, working in pairs.
- Check answers as a class.

KEY
Name of tour: Street Art London
Type of tour: Walking tour to see street art
Days and times: Thursday, Friday and Saturday, starting at 3.30 p.m.; Sunday, starting at 1 p.m.
Tour leader: Jackson
Number of stars: 5

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Exercise 9 ■ ★ page 73

- Ask students to read the sentences carefully and note the key words before you click on the square and star hotspot in turn for them to listen. Encourage them to correct the false sentences.
- Check answers as a class. Play the video and audio again if necessary to confirm answers.

KEY

1 F (They usually have an idea of what they want to paint.) **2** T **3** T **4** T **5** F (The artist is happy when people take photos of his paintings and share them on social media.) **6** T

Transcripts

See Teacher's Guide, page 193.

Exercise 10 Think & share page 73

- Allow students time to think individually about the task. They then share their ideas in pairs or groups.
- Ask a few students to share their ideas with the class.

CREATE … a digital slideshow

To complete the Create task, students will need access to the internet to do the Research it! task and an appropriate software to produce their digital slideshow. Alternatively, students could create a presentation on paper.

Extra support

Rather than working individually, students complete the Create task in pairs or groups of three.

STEP 1 page 73

- Encourage students to use valid and reputable sources to do their research.

KEY (SUGGESTED ANSWERS)

1 ROA is a street artist from Ghent, in Belgium. We know very little about him because he likes to keep his personal life private.
2 He is fascinated by animals, and he paints very large realistic pictures of them. Many of his paintings are in black, white and shades of grey. You can see his street art in many cities, including London, Warsaw, Madrid, Moscow, New York, Los Angeles, Paris and Melbourne.

STEP 2 page 73

- Students may already know the names of famous street artists, but if necessary, you could suggest some, e.g. Banksy, C215, Mentalgassi, Swoon, Vhils, Above, Titi Freak.

STEP 3 page 73

- Go through the adjectives in the box and make sure students know what they mean.
- Encourage students to check the accuracy of the information they find online by comparing different valid and reputable sources.

STEP 4 page 73

- Students write their presentation for their digital slideshow.

STEP 5 page 73

- Students listen to their classmates' presentations and watch their digital slideshows. Then have a class vote for the best slideshow and the best street artist. You could also ask students to give their reasons for their choices.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand information about street art and street artists and create a digital slideshow.*

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6 Digital detox

6.1 Vocabulary

Lesson summary

Listening: A vlog about digital detox

Vocabulary: Technology

Speaking: Talking about your use of technology and digital devices

SHORTCUT To do the lesson in 30 minutes, omit the warm-up, set exercises 6 and 7 as homework and do exercise 8 in the next lesson.

AfL Teaching tip: learning intentions

Engaging with content

Exploring the course unit map can help learners identify course content that interests them. It can raise awareness of where they are in their learning in relation to that content.

Before the warm-up, focus attention on the unit map and ask: *Which topics are you most familiar with? Which ones look new? Which grammar structures have you learned about before? Which are new?*

Help students identify a lesson that they think is going to be particularly interesting for them.

See the notes on Assessment for Learning on page 11.

WARM-UP Tell students to look at the photo.

- Ask: *Where is the boy? What is he doing? Why do you think he's doing this?*
- Students discuss in pairs.
- Ask a few students to share their ideas with the class.

Culture notes

Although the first mobile phones were introduced in the early 1990s, they were large and few people used them. Smartphones, which were slim and easy to use, weren't sold in large numbers until 2007. Since then, Apple and Android devices have dominated the mobile phone market, and new types of smartphone, or 'next generation' phones, are released every few years. People born since 2007 are sometimes referred to as 'digital natives' because smartphones have existed their whole lives.

Exercise 1 page 74

- Working in pairs, students discuss the questions.
- Elicit ideas from the class.

KEY

1 He's getting dressed and looking at his phone. + Students' own answers
2 Students' own answers

Exercise 2 6.01 page 74

- Ask students to read the questions.
- Play the video. (If you don't have access to the video, the audio is available separately to use.)
- Check answers as a class.

KEY

1 Callum's friends
2 five days
3 No, he doesn't.

Transcript

See Teacher's Guide, page 193.

Exercise 3 6.01 page 74

- Tell students to read the sentences and check that they understand them.
- Play the video or audio again for students to listen and match the days of the week to the events.
- Working in pairs, students compare their answers.

Extra support

After students have compared their answers in pairs, play the audio again for them to check or change their answers.

- Check answers as a class.

KEY

1 B 2 F 3 A 4 E 5 C 6 D

Transcript

See Teacher's Guide, page 193.

Exercise 4 Real English page 75

- Point out that the phrases in bold were in the video.
- Students choose the correct alternative individually.
- Working in pairs, students compare their answers.
- Check answers as a class.

KEY

1 without 2 look 3 was 4 real
5 excluded 6 terrible

- Drill the phrases for accurate pronunciation and intonation.

Exercise 5 Vocabulary page 75

- Read out the words and phrases and get students to repeat.
- Then tell students to read the definitions and check that they understand them.
- Encourage students to match the words and phrases they know before they try to match the rest.

Extra support

Students complete the exercise in pairs and look up the meaning of difficult words in an English dictionary.

- Check answers as a class.

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KEY

1 laptop 2 battery 3 post on group chats 4 digital devices 5 check your messages 6 turn on 7 text 8 scroll through 9 Bluetooth speaker 10 music library 11 turn off

Exercise 6 page 75

- Do an example with the class and ask: *Where does 'battery' go?*
- Students complete the mind map individually and add as many other words as they can
- Check answers as a class.

KEY

Music: Bluetooth speaker, music library
Devices: battery, laptop
Verbs: check your messages, post on group chats, scroll through, text, turn off, turn on

Exercise 7 page 75

- Students complete the statements individually.
- Check answers as a class.

KEY

1 digital devices / Bluetooth speaker 2 turn on
3 check 4 scroll through 5 laptop 6 battery

Exercise 8 page 75

- Working in pairs, students discuss the statements in exercise 7.
- You could then read out each statement in turn and ask students to put up their hands if it is true for them.

Exercise 9 page 75

- Students complete the questionnaire individually.
- Working in pairs, students compare their answers.
- Check answers as a class.

KEY

1 laptop 2 group chats 3 media 4 text 5 library
6 Bluetooth 7 battery 8 digital

Exercise 10 page 75

- Ask two students to read out the example.
- Working in pairs, students ask and answer the questions, making a note of their partner's answers.
- Circulate and monitor, helping as necessary.

Exercise 11 Think & share page 75

- Working in pairs, students compare their answers in exercise 10 and discuss the questions in exercise 11.
- Circulate and monitor, helping as necessary.
- Ask a few pairs to share their ideas with the class.

Exercise 12 page 75

- Give students time to think about the questions.
- Put them in groups to discuss their opinions. Remind them to use the language they learned in Lesson 5.11 for agreeing, disagreeing and making suggestions.
- Circulate and monitor, helping as necessary.

Extra activity

Ask groups to share their ideas with the class. They should say which digital device is the best and give reasons for their choice. Encourage the rest of the class to listen and say if they agree or disagree. Then have a class vote for the best digital device.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can talk about technology.*

Further practice

Workbook page 68
Vocabulary Booster page 122
Vocabulary photocopiable worksheet
Short test

6.2 Grammar

Lesson summary

Reading: A report about a digital detox disaster; opinions of technology experts
Grammar: Past simple affirmative: irregular verbs
Speaking: Giving opinions about using technology
Pronunciation: /ɔː/ and /e/

SHORTCUT To do the lesson in 30 minutes, omit the warm-up and exercise 6, and keep exercise 1 brief. Ask students to watch the grammar videos at home.

WARM-UP With books closed, draw the mind map from Lesson 6.1 on the board. Put students in pairs and ask them to think of as many words as they can for each category. Set a time limit of one minute for this.

- Then ask pairs to come to the board and write their words on the mind map, making sure not to repeat a word that is already there.

Exercise 1 page 76

- Working in pairs, students discuss the questions.
- Elicit ideas from the class.

KEY

A digital detox is time without digital devices.

Exercise 2 page 76

- Ask students: *What do you remember about Callum's experience?*
- Elicit answers from the class and write their ideas on the board in note form. If necessary, play the video from Lesson 6.1, exercise 2 again and ask students to make notes, e.g. *Monday: a lot more time. Tuesday: missed phone. Wednesday: was bored because couldn't use phone; friends talked to him.*
- Give students time to read the report and make notes to summarise the person's experience, e.g. *At first, easy.*

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After breakfast, stressed because couldn't read messages on group chat.

- Put students in pairs and ask them to compare Callum's experience with this person's experience: whose was better?
- Discuss the answer as a class.

KEY

Callum was more successful.

Exercise 3 page 76

- Tell students to read the grammar rules carefully before they find the past simple forms in the text.
- Ask students to write the past simple verbs in their notebooks in two lists: regular and irregular.
- Play the video.
- Check answers as a class.

KEY

Regular: wanted, ended
Irregular: told, thought, began, found, had, did, brought, said, couldn't, became, went, got, saw, was

- Students do the Grammar Booster exercises on page 142.

Exercise 4 page 76

- Put students in pairs. They take turns to say the past simple and the infinitive using the lists of past simple verbs they made in exercise 3.
- Check answers as a class.

KEY

Regular: wanted – want, ended – end
Irregular: told – tell, thought – think, began – begin, found – find, had – have, did – do, brought – bring, said – say, couldn't – can't, became – become, went – go, got – get, saw – see, was – is

Culture notes

Bill Gates is the co-founder of Microsoft and he was the CEO (Chief Executive Officer) of the company until 2000. He is one of the world's richest people and today his organisation works to get vaccines for preventable diseases, like polio, to children across the world.

Susan Wojcicki has worked in technology for 20 years and was one of the founding members of Google. She encouraged Google to buy YouTube and has been the CEO since 2014. She works to get girls involved in technology and coding in school projects around the world.

Sundar Pichai moved from India to the USA to study engineering at Stanford University. He joined Google in 2004 and helped to develop Google Maps and Gmail.

Exercise 5 page 76

- Tell students to read the text quickly to get the overall meaning.
- Students complete the text individually.
- Working in pairs, students compare their answers.
- Check answers as a class.

KEY

1 said 2 became 3 saw 4 found 5 began
6 got 7 was 8 weren't 9 could 10 did

Extra activity

Write the following questions on the board for students to answer:

1 *Why was Bill Gates worried?*
2 *How many children does he have?*
3 *How old were his children when they got their first mobile phone?*
4 *Did Susan Wojcicki have a smartphone when she was a child?*
5 *Do Sundar Pichal's children use the internet at home?*

KEY

1 Because one of his daughters couldn't stop playing video games.
2 He has three children.
3 They were fourteen.
4 No, she didn't.
5 No, they don't.

AfL Teaching tip: diagnostics

Summarise a text

Students will benefit from summarising the arguments in a text. This highlights their understanding and consolidates learning.

Exercise 5: Elicit the names of the experts in the text and write them on the board. Working in pairs, students say how each expert feels about technology and the reasons they give. Elicit ideas from the class to check understanding.

Tell students it is useful to summarise arguments in a text as this helps them check they have understood it. It also helps them to understand and express another person's opinion clearly and briefly when speaking or writing.

See the notes for Assessment for Learning on page 11.

Exercise 6 Think & share page 76

- Working in pairs, students discuss their opinions.
- Circulate and monitor, helping as necessary.
- Ask a few students to share their ideas with the class.

Exercise 7 page 76

- Students complete the sentences individually.
- Working in pairs, students compare their answers.
- Check answers as a class.

KEY

1 found 2 thought 3 got, was 4 became, looked at
5 told, sent 6 saw, went

Exercise 8 page 76

- Read out the example. Then ask a confident student to talk about a time when they found good music online.
- Working in pairs, students talk about the times they did the activities in exercise 7, giving extra information.
- Circulate and monitor, helping as necessary.
- Ask a few students to share their experiences with the class.

Exercise 9 6.04 page 76

- Students read the past simple verbs and complete the table.
- Play the audio for them to listen and check their answers.
- Check answers as a class.
- Then play the audio again for them to listen and repeat.

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KEY
/ɔː/: caught, brought, saw, thought
/e/: went, read, said, sent

Transcript
See Key above.

Lesson outcome
- If you are using the Classroom Presentation Tool, first do the lesson closer activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can use past simple irregular verbs to talk about past events.*

Further practice
Workbook page 69
Grammar Booster page 142
Grammar photocopiable worksheet
Online practice

6.3 Reading

Lesson summary
Strategy: Understanding linking words: reasons and results
Reading: An article about a man who said goodbye to technology
Vocabulary: Living without technology
Speaking: Discussing the pros and cons of living without technology
Writing: An informal letter

SHORTCUT To do the lesson in 30 minutes, omit the warm-up and set exercise 9 as homework.

WARM-UP Put students in pairs and give them two minutes to write regular or irregular past simple verbs that begin with as many letters of the alphabet as possible. The pair with the most correct verbs wins.

Exercise 1 page 77
- Working in pairs, students discuss the photo. Encourage them to describe it in detail by asking questions if necessary, e.g. *How old do you think the man is? Are his clothes modern or new? Do you think he is poor? Where is the house?*
- You could also ask: *Would you like to live in a place or house like this? What do you think the house is like inside?*
- Elicit some ideas from the class.

KEY (SUGGESTED ANSWER)
There's a man standing outside a small house in the woods or forest. He looks serious. He's about 35 years old and he isn't wearing modern clothes. Maybe he's poor.

Exercise 2 page 77
- Go through the strategy together.
- Students match the sentence halves individually.
- Check answers as a class.

KEY
1 B 2 D 3 F 4 E 5 C 6 A

Culture notes
Mohandas Gandhi (1869–1948) was an Indian lawyer who was one of the leaders of the campaign for India's independence from British rule. He employed non-violent resistance and protest as a means of achieving this. Gandhi identified with India's poor and lived a very modest, simple life. He had few possessions, he was a vegetarian and he dressed simply in cloth he had spun and woven himself.

Exercise 3 6.05 page 77
- Students read and listen to the article and answer the question.
- Check the answer as a class.

KEY
He said goodbye to modern technology.

Transcript
See Student's Book, page 77.

Exercise 4 page 77
- Tell students to read the questions and note the key words.
- Students read the article again and answer the questions. Ask them to note the part of the text that gives the correct answer.
- Working in pairs, students compare their answers.
- Check answers as a class.

KEY
1 A 2 B 3 C 4 B 5 B 6 B

Exercise 5 Vocabulary page 77
- Tell students to read the definitions and check that they understand them.
- Students match the highlighted words or phrases with the definitions individually.
- Check answers as a class.

KEY
1 modern technology 2 community 3 the environment
4 a simple life

Exercise 6 Think & share page 77
- Do an example with the class. Say: *Mark doesn't use any money. Is this a good thing or a bad thing?*
- Elicit ideas, e.g. *It's good because money causes problems for people, society and the environment. It's bad for the economy when people don't use money.* You could stress that people might have different opinions about what is a pro and what is a con.
- Set a time limit to keep students focused.
- Circulate and monitor, helping as necessary.

Exercise 7 page 77
- Working in pairs, students share their ideas. Remind them that they can use language to agree or disagree, but if they disagree, they should do so politely.
- Ask a few students to share their ideas with the class.

Exercise 8 page 77
- Working in pairs, students discuss their ideas.
- Ask a few students to share their ideas with the class.

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Exercise 9 Mediation page 77

- Tell students that an informal letter to a friend is similar to an informal email. Elicit or remind them how to begin and end an informal letter or email, i.e. *Dear (name), Hello / Hi (name)*, and *Write soon! Lots of love, Regards*. Also elicit some fixed phrases, e.g. *How are you? It's great to hear from you!*
- Then get students to make notes to summarise Mark's old life and his new life.
- Give students time to plan and write their letter.
- When they have finished, they can swap letters with a partner. Has their partner included the same information as them?

AfL Teaching tip: diagnostics

Assessing students' development throughout the year (Formative assessment)

Students will develop if they use writing tasks as a form of formative assessment.

Exercise 9: Tell students before they write their letter that you will collect their work to assess their development on the course. You will mark it on organisation, vocabulary and grammar, but above all, you will assess if they have communicated all the information successfully.

You may choose to award a grade for this task and ask students to keep the letter as part of a writing portfolio to measure their development.

See the notes for Assessment for Learning on page 11.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand reason and result in an article about an unusual way of life.*

Further practice

Workbook page 70
Online practice
Documentary: TV time travellers

6.4 Global skills

Lesson summary
Speaking: Talking about online etiquette
Listening: A conversation about a group chat
Reading: Golden rules for online etiquette

SHORTCUT To do the lesson in 30 minutes, omit the warm-up and keep exercises 7 and 9 brief.

WARM-UP With books closed, write on the board: *Do you think you are polite online? Are all your friends polite online? How do emojis and punctuation help show your feelings in messages?*

- Put students in pairs to ask and answer the questions.
- Ask a few students to share their ideas with the class.

Exercise 1 Think & share page 78

- Tell students to read the group chat.
- Working in pairs, students discuss the questions.
- Elicit some answers from the class.

Exercise 2 page 78

- Ask students to read the message.
- Working in pairs, students discuss their answers.
- Check answers as a class.

KEY

He is asking them to think before they post. He wants them to be kind / not make people upset.

Exercise 3 6.06 page 78

- Tell students to read the sentences before they listen.
- Play the audio.

Extra support

Play the audio again for students to check their answers before checking as a class.

- Check answers as a class.

KEY

1 are 2 stop 3 was 4 hated 5 kind 6 couldn't

Transcript

See Teacher's Guide, page 193.

Exercise 4 page 78

- Students complete the phrases individually.
- Check answers as a class.

KEY

1 good 2 Was 3 did 4 thought 5 don't
6 bad 7 worst

Exercise 5 page 78

- Working in pairs, students share their personal opinions. Remind them to be polite if they disagree with their partner.
- Circulate and monitor, helping as necessary.
- Ask a few students to share their ideas with the class.

AfL Teaching tip: success criteria

Phrase checklist

Students will benefit from creating a checklist to use new phrases.

Exercise 4: Ask students to use exercise 4 as a checklist as they speak. When they give their opinion, they should tick off the phrases as they use them and try to use all of them. Tell students that using the phrases will help them recall and use them in the future, and that creating a checklist will ensure that they practise all the phrases.

See the notes for Assessment for Learning on page 11.

Exercise 6 page 78

- Tell students to read the online etiquette rules quickly to get the overall meaning. Remind them that they don't have to understand every word, and they can often guess the meaning of unknown words from the context.
- Ask students to read the headings and check that they understand them.

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- Students match the headings to the paragraphs individually.
- Check answers as a class.

KEY
1 E 2 B 3 D 4 C 5 A

Exercise 7 page 78
- Working in pairs, students discuss their opinions of the rules.
- Circulate and monitor, helping as necessary.
- Ask a few students to share their ideas with the class.

Exercise 8 Think & share page 78
- Put students in small groups. Tell them to read the steps and discuss each one in turn. Ask students to choose a member of their group to take notes when they discuss what exactly to include on their poster and how to design it.
- Set a time limit for this to keep students focused.
- Circulate and monitor, helping as necessary.

Exercise 9 page 78
- Groups present their posters to the class. Encourage the class to ask why the group made the choices they did, e.g. *Why do you like rule number 2 so much?*
- Remind the group to use linkers such as *because* or *so* to give reasons or results.
- Have a class vote for the most interesting poster.

Exercise 10 page 78
- Students discuss the questions.
- Ask a few students to share their ideas with the class.

Lesson outcome
- If you are using the Classroom Presentation Tool, first do the lesson closer activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can be polite online.*

Further practice
Workbook page 71

6.5 Vocabulary

Lesson summary
Reading: An article about things people can't live without
Vocabulary: Things you can't live without
Speaking: Talking about things you can't live without
Writing: An article about things you can't live without

SHORTCUT To do the lesson in 30 minutes, omit the warm-up and set exercise 5 as homework.

WARM-UP With books closed, write on the board: *What do you carry in your bag every day? Do you use everything in your bag?*
- Put students in pairs to ask and answer the questions.
- Ask a few students to share their ideas with the class.

Exercise 1 page 79
- Tell students to cover the article and look only at the photos and the title. Ask: *Which questions can you answer without reading the article?* (question 1, and probably question 2 as well) Take this opportunity to remind students how much information they can get even before reading.
- Then ask: *Do you think her favourite thing is one of the items in the photos?*
- Tell students to read the article quickly to get the overall meaning, check their answers to questions 1 and 2, and find the answer to question 3.
- Check answers as a class.

KEY
1 It's about things people can't live without.
2 They're Alina's things.
3 It's her digital camera.

Exercise 2 6.07 page 79
- Students read and listen to the article again and match the words highlighted in the text to the photos. Encourage students to match the words they know first.
- Working in pairs, students compare their answers.
- Check answers as a class.

KEY
A water bottle B charger C make-up D mirror
E comb F wallet G bank cards H cash
I digital camera J dictionary

Transcript
See Student's Book, page 79.

Exercise 3 page 79
- Tell students to read the text quickly to get the overall meaning.
- Students complete the text individually.
- Working in pairs, students compare their answers.
- Check answers as a class.

KEY
1 make-up 2 comb 3 mirror 4 dictionary
5 water bottle 6 cash 7 bank cards 8 charger
9 digital camera

Exercise 4 page 79
- Working in pairs, students take turns to tell each other which of the items in the photos they have and how often and when they use them.
- Circulate and monitor, helping as necessary.
- Ask a few students to share their ideas with the class.

Extra activity
- Write the following questions on the board:
  Which items don't you use? Why don't you use them?
  How often do you use (a camera)?
  Where do you use them?
  Do you use any other objects every day? Which ones?
- Students ask and answer the questions in pairs.
- Ask a few students to tell the class about their partner.

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Exercise 5 page 79

- Give students time to plan their article.
- Students write their article individually, using vocabulary from the lesson.
- Circulate and monitor, helping as necessary.

Extra support

As a class, brainstorm a plan for the article, using the texts in exercises 1 and 3, and write a plan with prompt questions on the board, e.g.
Paragraph 1: Do you have a lot of different items in your bag? Why? / Why not?
Paragraph 2: What items do you have in your bag? What do you use them for?
Paragraph 3: Are there any items you can't live without? Why can't you live without it / them?

- When students have finished their articles, collect them and mark them for students to add to their writing portfolio.

AfL Teaching tip: success criteria

Qualitative success criteria

Students will benefit from reflecting on their successes with their peers.

Encourage students in their groups to share with each other whether the article in exercise 5 was easy or difficult to write and, importantly, identify why. Ask students to come up with two specific things they could do differently if they did the task again, e.g. *We could plan our writing as a class. We could write phrases to use as a class. We could read each other's writing and correct mistakes together.*

See the notes on Assessment for Learning on page 11.

Extra activity

- Get students to make a vocabulary test for their classmates to do during the next lesson. Brainstorm different kinds of test, e.g. cards with pictures on one side and words or definitions on the other (for prepositions, nouns, etc.); oral questions recorded on a mobile phone that students can play for another student to answer (e.g. *What's the opposite of 'terrible'? Correct this sentence: 'I go to the park yesterday'*); gapped sentences for a partner to complete (e.g. *I ___it's a great idea!*); multiple-choice questions (e.g. *I wash my hair with shampoo / a bathroom / a comb.*)
- Students could create the tests in pairs or groups, in class or as homework.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can talk about things I can't live without.*

Further practice

Workbook page 72
Vocabulary Booster page 123
Vocabulary photocopiable worksheet
Short test

6.6 Grammar

Lesson summary

Reading: A quiz about Generation X

Grammar: Past simple negative and questions: irregular verbs

Speaking: Asking and answering questions about the past

SHORTCUT To do the lesson in 30 minutes, omit the warm-up and keep exercises 1 and 2 brief. Ask students to watch the grammar video at home.

WARM-UP With books closed, write on the board: *generation* and *millennials,* and elicit or explain *generation* (all the people who were born about the same time) and *millennials* (the generation of people who were born between 1981 and 1996).

- Then ask: *Do you think the year a person is born in is important? Why? / Why not? How old are millennials today?*
- Elicit answers and ideas from the class.

Culture notes

Generation X are the people who were born between 1965 and 1980.

Generation Y, also known as Millennials, are the people who were born between 1981 and 1996.

Generation Z is the newest generation, born between 1997 and 2012 / 2015.

The generation that comes after Generation Z is Generation Alpha.

The generation to which a person belongs affects their attitudes and behaviour. Many factors influence and shape generations, including historical events and popular culture.

Exercise 1 Think & share page 80

- Working in pairs, students discuss the questions.
- Ask a few students to share their ideas with the class.

Culture notes

The way we listen to music has changed considerably since the 1980s and 1990s. Vinyl albums that were played on turntables were replaced by cassettes and then compact discs (CDs). Both cassettes and CDs were often played on large radios and CD / cassette players, known as ghetto blasters, that people carried around in public. They could also be played on personal stereos. Today music is digital and is played on a variety of digital devices, including mp3 players and smartphones.

Exercise 2 page 80

- Tell students to look at the photos and discuss the questions.
- Elicit answers and ideas from the class.

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KEY (SUGGESTED ANSWERS)

The people are wearing casual clothes like jeans, T-shirts, sweatshirts, and jackets.
Photo, top left: The people are looking at and buying CDs.
Photo, top right: The young man is listening to a CD or cassette on a personal stereo. He has earphones.
Photo, bottom left: The people are listening to music on a ghetto blaster.
Photo, bottom right: The young woman is working in an office. She's talking on the phone.
The decade is probably the 1990s.

Exercise 3 page 80

- Pre-teach any words that students may find difficult, e.g. *post* (v), *credit card, exist*.
- Students do the quiz individually. Set a time limit to keep them focused.
- Working in pairs, students compare their answers.
- Check answers as a class.

KEY

1 A 2 C 3 B 4 C

Exercise 4 page 80

- Tell students to find all the examples of past simple negative and question forms in the quiz.
- Then they complete the grammar rules.
- Play the video.

Extra support

Check the examples of past simple negative and question forms in the quiz before students complete the grammar rules.

- Check answers as a class.

KEY

What did they do … ? How did they work … ? Did they read … ? No, they didn't. Yes, they did. How did they listen … ?

1 didn't 2 Did 3 did 4 didn't

- Students do the Grammar Booster exercises on page 143.

Exercise 5 page 80

- Students can refer to the grammar rules to help them complete the sentences.
- Working in pairs, students compare their answers.
- Check answers as a class.

KEY

1 didn't meet 2 didn't buy 3 didn't eat 4 didn't write
5 didn't bring 6 didn't have

Exercise 6 page 80

- Give students time to write their sentences individually.
- Working in pairs, students share their sentences and guess which of their partner's sentences is true.
- Circulate and monitor, helping as necessary.
- Ask a few students to tell the class a true fact about their partner's person, e.g. *(Marco's grandfather) lived in Indonesia for many years*.

Exercise 7 page 80

- Students complete the questions individually.
- Working in pairs, students compare their questions.

Extra support

Elicit from the class which verbs are needed to complete each question.

- Check the questions as a class.

KEY

1 Did … go 2 Did … buy 3 Did … send 4 Did … post
5 Did … listen 6 Did … use

Exercise 8 page 80

- Ask two students to read out the example question and answer.
- Working in pairs, students ask and answer the questions. Ask students to try to add details about what they did or didn't do when answering questions. They should also listen carefully to their partner's answers.
- Circulate and monitor, helping as necessary.

Extra activity

Ask students to tell the class one thing that their partner did, e.g. *Ana went to the shops at the weekend and she bought a pair of jeans*.

Exercise 9 page 80

- Ask two students to read the example.
- Working in pairs, students ask and answer questions about last week and try to find out as much information as they can.
- Circulate and monitor, helping as necessary.

Extra support

Write the following question prompts on the board to help students ask more questions to find out information:

1 What / you eat? Who / you have lunch with / ?
2 Why / you bring it? You / always bring it / ?
3 Why / you read it? You / like it / ?
4 What / you say in your message / ?
5 Why / you go there? Who / you go with / ?

KEY

1 Where did you have lunch last week?
2 What did you bring with you to school?
3 What did you read?
4 Who did you send messages to?
5 Where did you go out?

AfL Teaching tip: success criteria

Effective feedback is well timed

As students become more proficient, it is good to give feedback only after they have completed a task. It is also important to give students time to respond to feedback.

Exercise 9: After the speaking task, do necessary error correction relating to the past simple negative and questions. Write errors on the board and give students time to think individually about how to correct them. Then elicit corrections from the class. Refer students to the grammar rules and Grammar Booster as appropriate.

See the notes on Assessment for Learning on page 11.

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Extra activity

- Ask students to write a paragraph about what they did and didn't do last week, using verbs from the lesson.
- When they have finished writing, they can swap paragraphs with a partner to read and check or correct. Remind students to do so in a respectful way.
- Circulate and monitor, making a note of common errors to address in the next lesson.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can use the past simple to ask and answer about the past.*

Further practice

Workbook page 73
Grammar Booster page 143
Grammar photocopiable worksheet
Online practice

6.7 Listening

Lesson summary

Speaking: Talking about objects that were popular in the past; giving opinions on a social experiment; talking about your past

Strategy: Recognising specific information

Listening: A podcast about a social experiment

SHORTCUT To do the lesson in 30 minutes, omit the warm-up and exercise 10.

WARM-UP Write 10–12 verbs from Lessons 6.2 and 6.6 on the board. Put students in pairs and ask them to decide if they are regular or irregular and say the past simple tense.

- Elicit answers from the class.

AfL Teaching tip: success criteria

Using verb lists

Students will benefit from using the irregular verb list to drill past simple verbs at home.

Refer students to the Irregular verb list on page 142. Tell them to try to learn or revise the past simple form of ten verbs every week. They should say the verbs and copy or write them out three or four times each day. This will help them to learn and recall them with ease.

See the notes on Assessment for Learning on page 11.

Exercise 1 page 81

- Ask students to read the definition of *time capsule* and check that they have understood it.
- Working in pairs, students discuss the questions.
- Elicit answers and ideas from the class.

KEY

1 They put things that are typical of the time.
2 They put them in the ground because they want people in the future to find them.
3 Students' own answers

Exercise 2 page 81

- Working in pairs, students match the photos with the descriptions.
- They then discuss the question.
- Check answers as a class. You could ask students if their parents have any of these objects at home.

KEY

1 B 2 C 3 D 4 A

Exercise 3 6.10 page 81

- Remind students that they don't have to understand every word to answer the question; they just have to listen for the overall meaning.
- Play the audio for students to listen and answer the question.
- Check the answer as a class.

KEY

They spent one year living like it was 1986.

Transcript

See Teacher's Guide, page 194.

Exercise 4 page 81

- Go through the strategy together.
- Tell students to read the questions and write what information they need to listen for, e.g. *age, date, name, number, place, reason, time* next to each question.
- Students complete the exercise individually.
- Check students' ideas as a class.

KEY

1 a place 2 a date / a year 3 names 4 ages / numbers 5 a number 6 ages / numbers 7 a reason 8 a date / dates / a year / years

Exercise 5 6.10 page 81

- Play the audio for students to listen and answer the questions. Tell them their answers should be words or short phrases, not full sentences.
- Working in pairs, students compare their answers.
- Check answers as a class.

KEY

1 Ontario
2 2014
3 Blair and Morgan
4 Blair was 27 and Morgan was 28.
5 two (sons)
6 five and three
7 They spent all day looking at their screens and didn't want to play outside.
8 1986

Transcript

See Teacher's Guide, page 194.

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Exercise 6 page 81

- Give students time to read the questions and think about what the answers might be before they discuss them in pairs.
- Elicit some ideas from the class.

Exercise 7 6.11 page 81

- Play the audio for students to listen and check their answers in exercise 6.
- Check answers as a class.

KEY

1 They had music on cassette tapes and films on video cassettes, a (Nintendo) games console, Polaroid cameras and film cameras.
2 No, they didn't. They went to a shop.
3 Yes, they did. They put their tablets and phones in a box.
4 They missed modern digital devices and chatting with friends.
5 They spent a lot of time together; they talked more; they thought it was an amazing experience.

Transcript

See Teacher's Guide, page 194.

Exercise 8 6.11 page 81

- Tell students to read the sentences before they listen.
- Play the audio again for students to listen and correct the mistakes.

Extra support

Pause the audio as necessary to give students time to record their answers.

- Working in pairs, students compare their answers.
- Check answers as a class.

KEY

1 In 1986, people read paper maps and books.
2 They used real books like dictionaries to find information.
3 *Top Gun* was the most popular film in 1986.
3 The family took photos with film cameras.
5 The parents could use bank cards in the shops.
6 Guests couldn't use their digital devices.
7 It was difficult to communicate with others.
8 The parents thought the experience went well / amazingly.

Transcript

See Teacher's Guide, page 194.

Exercise 9 Think & share page 81

- Working in pairs, students discuss the questions.
- Elicit some ideas from the class.

Exercise 10 page 81

- Put students in pairs to ask and answer the questions. Set a time limit to keep them focused.
- Circulate and monitor, helping as necessary.

Extra activity

- Show a short clip from a 1980s film, such as *Back to the Future*. Mute the film. Working in pairs, students compare and contrast what people are wearing and using compared with the present day.
- Ask a few students to share their ideas with the class.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can recognise specific information in a conversation about a past event.*

Further practice

Workbook page 74
Online practice

6.8 Speaking

Lesson summary
Listening: A conversation in a shop
Phrasebook: Shopping; how to talk about prices
Strategy: Asking questions politely
Speaking: A dialogue in a shop

SHORTCUT To do the lesson in 30 minutes, omit the warm-up and exercise 1.

WARM-UP With books closed, write on the board: *What shops are there in your town / city? Which shops do you think people really need? Why?*

- Put students in pairs to ask and answer the questions.
- Ask a few students to share their ideas with the class.

Exercise 1 page 82

- Working in pairs, students discuss the questions.
- Elicit answers from the class.

Exercise 2 6.12 page 82

- Students read and listen to the dialogue and answer the questions.
- Check answers as a class.

KEY

He buys the X8 because it's cheaper.

Transcript

See Student's Book, page 82.

Exercise 3 page 82

- Focus attention on the Phrasebook. Students decide who says the phrases and complete them individually.
- Working in pairs, students compare their answers.
- Check answers as a class.

KEY

1 help; A 2 for; C 3 much; C 4 £20; A 5 card; C
6 cash; C 7 change; A 8 bag; A

Exercise 4 page 82

- Go through the Phrasebook together.
- Students answer question 1. Elicit the prices for both smartphones.
- Put students in pairs and ask them to take turns to say the prices.
- Say the prices in turn and get students to repeat.

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KEY

1 The X8 is one hundred and forty-nine pounds ninety-nine. The X9 is one hundred and ninety-nine pounds ninety-nine.
2 ten pence / p; fifty pence / p; one pound; two (pounds) fifty; ten (pounds) ninety-nine; twelve pounds; twenty-three (pounds) sixty-four pence / p; seven hundred and ninety-eight (pounds) ninety-nine pence / p

Exercise 5 page 82

- Ask two students to read out the example.
- Working in pairs, students ask for and give the prices.
- Circulate and monitor, helping as necessary.

Exercise 6 6.13 page 82

- Go through the strategy together.
- Play the audio for students to listen and decide how the speakers sound.
- Check answers as a class.

KEY

1 P 2 R 3 R 4 P 5 R 6 R

Transcript

See Teacher's Guide, page 194.

Extra activity

Read out each question so that it sounds rude. Then ask individual students to repeat, but make it sound polite.

Exercise 7 page 82

- Tell students they can choose any device they like.
- Give students time to prepare their dialogue. They could make notes to help them.
- Circulate and monitor, helping as necessary.

Exercise 8 page 82

- Students practise their dialogue in pairs.
- Circulate and monitor, checking that students sound polite.
- Pairs take turns to act out their dialogues to the class.

Extra activity

- Set up five or six role-plays.
- Ask for volunteers to be shop assistants in five different shops, e.g. a clothes shop, a shop that sells electronic devices, a bookshop, a sports shop, a gift shop, a toy shop.
- Each shop assistant writes a list of six items for sale in their shop on a piece of paper with the price.
- The rest of the students are customers who want to buy something from one of the shops.
- Customers go into a particular shop and buy something from the list the shop assistant shows them.

Exercise 9 Reflect page 82

- Working in pairs, students discuss the questions.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can ask questions politely when shopping.*

Further practice

Workbook page 75
Communicative activity photocopiable worksheet
Online practice

6.9 Writing

Lesson summary
Reading: Product reviews
Strategy: Writing product reviews
Language focus: Adverbs
Writing: A review about a digital device

SHORTCUT To do the lesson in 30 minutes, omit the warm-up and exercise 5 and keep exercise 6 brief.

WARM-UP With books closed, write on the board: *What was the last thing you bought? Did you buy it in a shop or online? How much did is cost? Why did you buy it?*

- Put students in pairs to ask and answer the questions.
- Ask a few students to share their ideas with the class.

Exercise 1 Think & share page 83

- Working in pairs, students discuss the questions.
- Elicit answers from the class.

Exercise 2 page 83

- On the board, write: *good / OK, bad, not good, excellent, very good*. Then ask students to match the five descriptions with the number of stars.
- Students read the reviews and decide how many stars each reviewer gave.
- Elicit ideas from the class.

Exercise 3 page 83

- Revise the use of *so* and *because*. On the board, write the following pairs of sentences and ask students to join them:
  I needed a computer. I bought one. (so)
  I bought the computer. I needed one. (because)
- Students then complete the reviews individually.
- Working in pairs, students compare their answers.
- Check answers as a class.

KEY

1 so 2 so 3 because 4 because 5 because

Exercise 4 page 83

- Do an example with the class. Read out the first two sentences of Pavel's review and ask: *Is Pavel describing a pro or a con?* (a pro) *What's the pro?* (It's cheap.) Students complete the exercise individually.
- Check answers as a class.

KEY

Pros: cheap; arrived quickly; good camera
Cons: not very fast; battery doesn't last long; microphone and speakers aren't good

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Exercise 5 page 83

- Working in pairs, students discuss the questions.
- Elicit some ideas from the class.

Exercise 6 page 83

- Go through the strategy as a class.
- Ask students to find examples and write them in their notebooks.
- Check answers as a class.

KEY

1 online
2 to do homework; to play games; (to take photos;) for vlogging; to record / make music
3 cheap but not very fast; good camera but bad battery; cheap but bad microphone and speakers
4 It works perfectly for the person's needs. It works OK for their vlog. It's OK for home use, but not for recording music.
5 Suggested answers: Pavel: 4/5; Kaarina: 3/5; Bukayo: 2/5

Exercise 7 page 83

- Working in pairs, students ask and answer the questions.
- Elicit some ideas from the class.

Extra activity

- Ask students to listen carefully to their partner's answers and make notes.
- Then put students in new pairs. They take turns to tell their new partner what their old partner bought, when and where they bought it, and the product's pros and cons.

Exercise 8 page 83

- Go through the Language focus together.
- Students underline all the adverbs and note their adjective forms.
- Check answers as a class.

KEY

cheaply – cheap; perfectly – perfect; quickly – quick; OK – OK; long – long; unfortunately – unfortunate; sadly – sad

Exercise 9 page 83

- Students complete the review individually.

Extra support

Check the meaning of the adjectives and the form of the adverbs before students complete the review.

- Check answers as a class.

KEY

1 Unfortunately 2 long 3 badly 4 Fortunately
5 perfectly 6 perfectly

Exercise 10 page 83

- Give students time to make notes.
- Circulate and monitor, helping as necessary.

Exercise 11 page 83

- Give students time to write their review.
- Circulate and monitor, helping as necessary.

Exercise 12 Check your work page 83

- Students assess their work against these points.
- With a supportive class, you could ask them to swap their work with a partner and assess each other's work.
- Give them time to add anything and to improve their organisation, content and language.

Extra activity

Put students in groups. Ask them to read each other's reviews and choose which review they would trust the most. Ask them to explain their choice to the group.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can write a product review.*

Further practice
Workbook page 76
Online practice

6.10 Review

Grammar

Exercise 1 page 84

KEY

1 found 2 didn't like 3 didn't have 4 did 5 read
6 got 7 had 8 gave 9 saw 10 could 11 thought

Exercise 2 page 84

KEY

1 Did … meet 2 did 3 did … go 4 did … talk
5 told 6 didn't say 7 did … have 8 didn't stay
9 didn't pay 10 Did … send 11 didn't

Vocabulary

Exercise 3 page 84

KEY

1 laptop computer 2 turned on 3 turned off
4 digital camera 5 scroll through 6 group chat
7 music library 8 Bluetooth speakers

Exercise 4 page 84

KEY

1 dictionary 2 cash 3 mirror 4 bank 5 comb
6 bottle

Cumulative review

Exercise 5 page 84

KEY

1 C 2 B 3 C 4 B 5 A 6 B 7 B 8 A 9 C
10 B 11 C 12 B 13 A

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Note!
Once students have completed the Review page in the Student's Book, they should complete the Review page in the Workbook and the Assessment for Learning questions.

Think & share

- Working in pairs, students discuss the questions.

Exercise 6 page 84

KEY
Students' own answers

Further practice
Workbook page 77
Progress test

6.11 Exam skills

Lesson summary

Exam strategies: Listening: answering *true* or *false* tasks; Use of English: predicting answers in texts with missing words; Writing: using polite formal expressions in formal letters

Listening: A radio interview about technology

Use of English: A text about life at sea

Writing: A formal letter of complaint

WARM-UP With books closed, write on the board: *What types of exam tasks do you find difficult? What types of exam tasks do you find easier? Do you want to take an English exam in the future? Why? / Why not?*

- Put students in pairs to ask and answer the questions.
- Ask a few students to share their ideas with the class.

Listening

Exercise 1 page 85

- Go through the Listening exam strategy together.
- Students read the extract and use the strategy to decide if the statements are true or false.
- Ask students which questions they answered the first time and which questions they needed to read again.
- Then check answers as a class.

KEY
1 F (She likes technology, but she can live without it.)
2 F (She checks her messages after breakfast.)
3 F (She looks at her phone again at lunchtime.)
4 F (She did a digital detox last year.)

Exercise 2 6.14 page 85

- Tell students to read the statements and note the key words before they listen.
- Play the audio.
- Working in pairs, students compare their answers, giving reasons for them.
- Check answers as a class.

KEY
1 T
2 T
3 F – He's studying technology at university in Manchester.
4 T
5 F – He got a phone when he was five.
6 F – He worked hard.
7 F – They had no mobile phones at lunch and dinnertime.
8 T

Transcript
See Teacher's Guide, page 194.

Use of English

Exercise 3 page 85

- Go through the Use of English exam strategy together.
- Students complete the text individually.
- Working in pairs, students compare their answers.
- Check answers as a class.

KEY
1 to 2 an 3 spend

Exercise 4 page 85

- Tell students to cover the options and read the text for overall meaning.
- Students read the text again and this time guess the missing words. Encourage them to make a note of their guesses. Set a time limit to keep them focused.
- Now ask students to look at the options and check or change their answers.
- Working in pairs, students compare their answers.
- Check answers as a class.

KEY
1 I 2 G 3 A 4 C 5 E 6 D 7 J 8 H

Writing

Exercise 5 page 85

- Go through the Writing exam strategy together.
- Students complete the expressions individually.
- Check answers as a class, making sure students understand the expressions.

KEY
1 Madam 2 Ms / Mr / Mrs 3 am 4 forward
5 faithfully 6 Yours

Exercise 6 page 85

- Give students time to plan their letter of complaint.
- Circulate and monitor, helping as necessary.
- When students have finished their letters, collect them and mark them for students to add to their writing portfolio.

KEY (SUGGESTED ANSWER)
Dear Sir or Madam
I am writing to complain about a tablet that I bought from your website.

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When it arrived, I turned it on, but the battery didn't work. I am returning the item with my letter to you today. I would like you to send me a new tablet as soon as possible.
I look forward to hearing from you.
Yours faithfully,
Student's name

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can answer questions in a true or false task. I can predict the missing words in a text. I can write a formal letter of complaint.*

Further practice

Workbook page 78
Culture lesson 6: Places famous for tech

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7 A bright future

7.1 Vocabulary

Lesson summary

Listening: A vlog about dreams for the future; a talk about college and life goals

Vocabulary: Life goals

Speaking: Talking about life goals

SHORTCUT To do the lesson in 30 minutes, omit the warm-up and keep exercises 1, 6 and 11 brief.

WARM-UP Tell students to look at the photo.

- Ask: *Where do you think the people are? Why do you think that? What do you think they're doing?*
- Students discuss in pairs.
- Ask a few students to share their ideas with the class.

Culture notes

While you can study any subject at most universities, universities in the UK specialise in different areas or offer popular courses for certain subjects. Oxford's Politics, Philosophy and Economics (PPE) course has been popular with British prime ministers over the years. Cambridge is famous for its Mathematics department, where Stephen Hawking was once a professor. Students can study Marine Biology at Bangor University in Wales, by the sea, do a degree in Popular Music at the University of Liverpool, home of the Beatles, or study Sports Business Management at the University of Manchester, which is home to two successful football clubs.

Exercise 1 page 86

- Working in pairs, students discuss the questions.
- Elicit ideas from the class.

KEY

1 Yes, he does. He want to become an actor.
2 Students' own answers

Exercise 2 7.01 page 86

- Tell students to read the questions.
- Play the video. (If you don't have access to the video, the audio is available separately to use.)
- Check answers as a class.

KEY

They're comparing a (young) child and a teenager.

Transcript

See Teacher's Guide, page 194.

Exercise 3 7.01 page 86

- Tell students to read the sentences and note the key words. Encourage them to try to guess the answers.
- Play the video or audio again for students to answer the questions.
- Working in pairs, students compare their answers.

Extra support

After students have compared their answers in pairs, play the video or audio again for them to check or change their answers.

Extra activity

Play the video or audio again and ask students to correct the false sentences.

- Check answers as a class.

KEY

1 T
2 F – She's at school, exercising or studying.
3 T
4 F – She wants to work for an international company and become a top manager.
5 F – He was already vlogging when he was fourteen.
6 T
7 F – Callum says he isn't famous at all.
8 F – He wants to learn to drive in the future.

Transcript

See Teacher's Guide, page 194.

Exercise 4 Real English page 87

- Point out that the phrases in bold were in the video.
- Students choose the correct meaning individually.
- Check answers as a class.

KEY

1 B 2 B 3 A 4 B 5 B 6 A

- Drill the phrases for accurate pronunciation and intonation.

Exercise 5 page 87

- Working in pairs, students discuss the questions.
- Elicit some answers from the class.

Exercise 6 page 87

- Students finish the sentences individually. Set a time limit for this to keep them focused.
- Working in pairs, students discuss the questions.
- Elicit some answers from the class.

AfL Teaching tip: learning intentions

Collocations in gap-fill activities

Students will develop if they practise matching collocations in gap-fill exercises

Exercise 7: Before students complete exercise 7, tell them to read the options and sentences quickly. Then elicit that the options and bold words are collocations.

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Tell students to record new collocations in their vocabulary notebooks under the title *Collocations for talking about life goals*.

See the notes on Assessment for Learning on page 11.

Exercise 7 Vocabulary page 87

- Tell students to read the options and think about their meaning before they read the sentences.
- Students complete the sentences individually.

Extra support

Ask students to complete the exercise in pairs and look up any unfamiliar words in an English dictionary.

- Check answers as a class.

KEY

1a go **1b** become **2a** manager **2b** cook **3a** earn **3b** share **4a** work **4b** drive **5a** famous **5b** rich **6a** get **6b** save

Exercise 8 page 87

- Check the meaning of *education* and *life skills*, and do another example with the class.
- Students complete the mind map individually.
- Working in pairs, students compare their answers.
- Check answers as a class.

KEY

Work: become an actor, become a top manager, earn money, work for a bank, become famous, become rich
Education: go to university, get a degree
Life skills: learn to cook, share a house, learn to drive, save money

Exercise 9 7.02 page 87

- Remind students that they don't have to understand every word. They just have to listen for overall meaning and answer the two questions.
- Play the audio.
- Check answers as a class.

KEY

He works at a college. He's giving advice to high school students / teenagers.

Transcript

See Teacher's Guide, page 195.

Exercise 10 7.02 page 87

- Tell students to read the questions before they listen again and try to remember or guess the answers. They don't have to use full sentences for all the answers.
- Play the audio.
- Working in pairs, students compare their answers.
- Check answers as a class.

KEY

1 No, it isn't.
2 drama
3 They don't earn any money.
4 in the evening or at the weekends
5 manage your time, cook meals, drive a car
6 the right course

Transcript

See Teacher's Guide, page 195.

Exercise 11 page 87

- Working in pairs, students ask and answer the questions.
- Circulate and monitor, helping as necessary.
- Elicit some answers from the class.

Exercise 12 Think & share page 87

- Do the example with a confident student.
- Working in pairs, students ask and answer the questions. Remind them that they can agree or disagree with their partner's opinions, but they must always be respectful.
- Circulate and monitor, helping as necessary.
- Ask a few students to share their ideas with the class.

Extra activity

- In class or for homework, ask students to choose five of the words and phrases from exercise 7 and use them to write their own sentences. Tell them to omit the word or phrase to create a gap-fill test for another student. Circulate and monitor, checking that the sentences are correct and encouraging students to self-correct any errors.
- In a later lesson, students swap sentences with a partner and complete them as revision of the vocabulary.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can talk about my life goals.*

Further practice

Workbook page 80
Vocabulary Booster page 124
Vocabulary photocopiable worksheet
Short test

7.2 Grammar

Lesson summary
Reading: A social media page about life goals
Grammar: *Be going to*
Speaking: Asking and answering questions about future plans

SHORTCUT To do the lesson in 30 minutes, omit the warm-up and exercise 8, and ask students to watch the grammar video at home.

WARM-UP If students did the Extra activity at the end of Lesson 7.1, ask them to swap tests with a partner and do their partner's test. Alternatively, write the following sentences on the board and ask students to complete them with words or phrases from Lesson 7.1:

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1 I want to _____ a degree in music.
2 Toni and Mika want to ___ a flat.
3 You can ___ to drive next year.
4 Actors ___ famous when they win awards.
5 I don't _____ a lot of money from vlogging.
6 You can _____ to university when you are seventeen.
7 She _____ for a phone company.
8 You can _____ to cook at school in the UK.

KEY

1 get **2** share **3** learn **4** become **5** earn
6 go **7** works **8** learn

Exercise 1 page 88

- Working in pairs, students discuss the questions.
- Elicit answers from the class.

KEY (SUGGESTED ANSWER)

Zara had dreams of sharing a house with other students, learning to cook and drive a car, getting a degree and working for an international company. In real life, she goes to school, exercises and studies so she can go to college and then university. Callum had dreams of becoming a millionaire and being famous. Now he is trying to save money for university, go to drama school and become an actor.

Exercise 2 page 88

- Tell students to cover the text and focus on the pictures and captions and see if they can answer either of the questions.
- Then ask them to read the dream board quickly and find or check any question(s) they haven't answered yet.
- Check answers as a class.

KEY

She is planning to study Business at the University of Texas in the USA.

Exercise 3 page 88

- Tell students to read the grammar rules carefully, find the *be going to* examples in the text and complete the examples in the box.
- Play the video.
- Check answers as a class.

KEY

1 'm / am **2** aren't **3** isn't

- Students do the Grammar Booster exercises on page 144.

Exercise 4 page 88

- Students complete the sentences individually.
- Working in pairs, students compare their answers.
- Check answers as a class.

KEY

1 are going to get
2 isn't going to learn
3 is going to start
4 'm going to work
5 Are … going to stay
6 aren't going to share
7 Is … going to become
8 Are … going to see

Exercise 5 page 88

- Students complete the exercise individually.

Extra support

Do exercise 5 as a class and write the answers on the board. Then elicit more future time expressions, e.g. *in two years, in October, in a week's time, in 2030, next Tuesday / month / year, tomorrow morning / evening, this afternoon, next weekend, later*. Ask students to copy the time expressions into their notebooks under the heading *Future: be going to.*

- Check answers as a class.

KEY

in a minute, in a few minutes, in half an hour, this evening, tonight, tomorrow afternoon, the day after tomorrow, next week, in ten days' time, in a month, in a year, in two years

Exercise 6 page 88

- Students write their sentences individually. Set a time limit to keep them focused.
- Circulate and monitor, helping as necessary and making a note of any common errors to address in a feedback session at the end.
- Ask students to read out one of their sentences to the class.

Exercise 7 page 88

- Ask two students to read out the example.
- Working in pairs, students ask and answer questions about their future plans. Tell students to listen to their partner's answers carefully and make notes.
- Circulate and monitor, helping as necessary.

AfL Teaching tip: success criteria

Effective feedback is well timed

Students will benefit from feedback after a task is completed. It is also important to give students time to respond to the feedback.

Exercise 7: After the speaking task, do necessary error correction relating to *be going to*. Write errors on the board and give students time to think about how to correct them. Elicit corrections from the class. Refer students to the grammar rules and Grammar Booster.

See the notes on Assessment for Learning on page 11.

Exercise 8 page 88

- Read out the example.
- Then put students in new pairs. They tell their new partner about their previous partner's plans.
- Circulate and monitor, helping as necessary.
- Ask a few students to tell the class about their previous partner's plans.

Exercise 9 Think & share page 88

- Working in pairs, students discuss the questions.
- Ask a few students to share their ideas with the class.

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Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can use 'be going to' to talk about goals and future plans.*

Further practice
Workbook page 81
Grammar Booster page 144
Grammar photocopiable worksheet
Online practice

7.3 Listening

Lesson summary
Reading: An article about future goals
Strategy: Recognising different speakers
Listening: A conversation about New Year's Eve plans; a conversation about goals for the New Year
Speaking: Discussing future goals

SHORTCUT To do the lesson in 30 minutes, omit the warm-up and exercise 8 and keep exercises 1 and 5 brief.

WARM-UP With books closed, elicit future time expressions from Lesson 7.2 and write them on the board.

- Working in pairs, students ask and answer questions about their future plans using some of the expressions, e.g.
  A: What are you going to do the day after tomorrow?
  B: I'm going to play tennis with my friend in the morning, and in the afternoon, I'm going to help my parents in their shop.

Exercise 1 page 89

- Working in pairs, students discuss the photos and questions.
- Elicit some answers from the class. Teach *confetti* and *fireworks*.

KEY
There are four people who are celebrating New Year. There are fireworks behind Big Ben.

Exercise 2 page 89

- Students read the short article and answer the questions. Set a time limit to keep them focused.
- Check answers as a class.

KEY
1 They set them on 31 December.
2 They are often about health, money or learning new things.
3 54% of people don't meet their goals.

Exercise 3 7.05 page 89

- Go through the strategy together.
- Play the audio.
- Check answers as a class.

KEY
1 five
2 two male voices and three female voices

Transcript
See Teacher's Guide, page 195.

Exercise 4 7.05 page 89

- Tell students to read the sentences before they listen again.
- Write the names of the people having the conversation on the board: *Jess*, *Maddie*, *Ms Blake*, *Simon* and *Tom*.
- Play the audio for students to listen and write the names.
- Check answers as a class.

KEY
1 Jess 2 Maddie 3 Tom 4 Simon 5 Ms Blake

Transcript
See Teacher's Guide, page 195.

Exercise 5 page 89

- Working in pairs, students discuss the questions.
- Elicit answers from the class.

Exercise 6 7.06 page 89

- Play the audio for students to listen and answer the questions.
- Check answers as a class.

KEY
1 They're talking about their goals for the New Year.
2 He's going to save money.
3 She's got three goals (read more, go to bed earlier, do an IT course).

Transcript
See Teacher's Guide, page 195.

Exercise 7 7.06 page 89

- Tell students to read the questions and options before they listen again and answer any questions they think they remember.
- Play the audio.
- Working in pairs, students compare their answers.
- Check answers as a class.

KEY
1 A 2 B 3 B 4 C 5 C

Transcript
See Teacher's Guide, page 195.

Exercise 8 page 89

- Working in pairs, students discuss the questions.
- Circulate and monitor, helping as necessary.
- Elicit some answers from the class.

Exercise 9 page 89

- Set a time limit for this to keep students focused.
- Circulate and monitor, helping as necessary.

Exercise 10 page 89

- Working in pairs, students share their future goals, explaining how they are going to achieve them.
- Circulate and monitor, helping as necessary.

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Extra activity

- Ask students to listen carefully to their partner's answers and make notes.
- Then put students in new pairs. They take turns to tell their new partner about their old partner's future goals.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can recognise different speakers in a discussion about plans and goals.*

Further practice
Workbook page 82
Online practice

7.4 Global skills

Lesson summary
Listening: A talk about how to prepare a presentation; a presentation about someone's dreams for the future
Phrasebook: Giving a presentation
Writing: A presentation
Speaking: Giving a presentation

SHORTCUT To do the lesson in 30 minutes, omit the warm-up and keep exercises 1 and 4 brief.

AfL Teaching tip: learning intentions

Discuss the aims of the lesson as a warm-up

Students will benefit from considering the aims of a lesson to establish learning intentions and then referring back to the aims once they have done the lesson to see if they have achieved them.

With books closed, write *Give a presentation* on the board. Tell students this will be the focus of the lesson today. Ask pairs to discuss what they think they will need to cover in the lesson in order to achieve the aim of giving a presentation, e.g. how to organise a presentation, useful phrases to use while giving the presentation. Elicit ideas from the class and write them on the board.

Ask students to open their books and check what the lesson covers. If students have mentioned an aspect that the lesson doesn't cover, discuss if it is important and how they can cover it as a class.

See the notes on Assessment for Learning on page 11.

Exercise 1 page 90

- Working in pairs, students discuss the questions.
- Elicit some answers from the class.

Exercise 2 7.07 page 90

- Tell students to read the steps and check that they understand them.
- Play the audio for students to listen and put the steps in order.
- Check answers as a class.

KEY
1 C 2 D 3 A 4 B

Transcript

See Teacher's Guide, page 195.

Exercise 3 7.07 page 90

- Point out that there are four steps and eight tips, so some steps will have more than one tip.
- Students complete the tips and match them to the steps.

Extra support

Write the words that complete the tips in random order on the board.

- Play the audio for students to check their answers.
- Check answers as a class.

KEY
1 Always speak loudly and clearly. B
2 Start your talk with an introduction. D
3 Use (good) photos to add interest to what you say. A
4 While you talk, look at the audience. B
5 Think what your main points are going to be. C
6 End / Finish your talk with a conclusion. D
7 Practise your presentation in front of friends or family. B
8 Decide what topic you'd like to talk about. C

Transcript

See Teacher's Guide, page 195.

Exercise 4 Think & share page 90

- Working in pairs, students discuss the questions.
- Elicit some ideas from the class.

Exercise 5 page 90

- Focus attention on the photos and ask students what they show and what the person is going to talk about. If necessary, teach or elicit *graduate from school / college / university, actor* and *director*.
- Elicit ideas from the class.

Exercise 6 7.08 page 90

- Play the audio for students to check their ideas in exercise 5.
- Elicit answers from the class.

KEY (SUGGESTED ANSWER)
Luca talks about his dreams for the future.

Transcript

See Teacher's Guide, page 195.

Exercise 7 7.08 page 90

- Students complete the phrases in the Phrasebook.
- Play the audio again for students to listen and check their answers.
- Check answers as a class.

KEY
1 morning 2 talk 3 First 4 because 5 Next
6 photo 7 other 8 Finally 9 Thank

Transcript

See Teacher's Guide, page 195.

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Exercise 8 page 90

- Ask students to think about five things they would like to talk about. Elicit ideas and write them on the board, e.g. *study at college / university, career, family, things you want to do, things you want to have*.
- Students then use a mind map to help them think about what they want to say.
- Circulate and monitor, helping as necessary.

Exercise 9 page 90

- Working in pairs, students share their mind maps and discuss the questions.

Exercise 10 page 90

- Students write their presentations. Tell them their presentation should be 1–2 minutes long, and they should write 150–180 words.
- Circulate and monitor, helping as necessary.

Exercise 11 page 90

- Students take turns to give their presentations. With a large class, you could put students in groups to do this.
- Remind students to listen to their classmates' presentations respectfully. They should think of a question to ask at the end and one thing they really like about the presentation.

Extra support

- Play the audio for exercise 6 again and pause it after each section. As a class, brainstorm questions students could ask Luca, e.g.
  Are there other things you'd love to do one day?
  What other countries do you want to visit?
  Which university do you want to go to?
  Do you want to go to university in your country or another country?
- Write the questions as question prompts on the board, e.g. *other things?*
  what other countries / visit?
  which university?
  university in your country or another country?
- Students can use these examples to help them think of questions.

Exercise 12 page 90

- Students ask their questions and share what they liked about each presentation.

Exercise 13 page 90

- Give students time to think about answers to the questions.
- Elicit some answers from the class.

Extra activity

Record students' presentations and email them to each student. Ask them to watch their presentations and reflect on them using the questions in exercise 13. This could be done as homework.

Extra activity

Discuss the lesson aims from the warm-up. Ask students:
Did this lesson cover all the aims?
Did the lesson help you give a good presentation?
What could you add next time to make your presentation more successful?

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can give a presentation.*

Further practice
Workbook page 83

7.5 Vocabulary

Lesson summary
Reading: A web page about career choices
Vocabulary: Jobs
Pronunciation: /ə/ and /ɜː/
Speaking: Talking about jobs
Listening: People playing the ten questions game

SHORTCUT To do the lesson in 30 minutes, omit the warm-up and keep exercises 1 and 11 brief.

WARM-UP With books closed, write on the board: *What job did you want to do when you were younger? Do you want to do the same job now? What jobs do you think are difficult or stressful? What jobs do you think are interesting? Why?*

- Put students in pairs to ask and answer the questions.
- Ask a few students to share their ideas with the class.

Exercise 1 page 91

- Set a timer on the board to count down two minutes.
- Working in pairs, students write down as many jobs as they can think of.
- Elicit students' ideas and write them on the board so students can check spelling.
- The pair with the most correct words for jobs wins.

Exercise 2 page 91

- Students read section A and answer the questions individually.
- Check answers as a class.

KEY
It's for people aged fourteen to twenty.
It's going to show you your dream job.

Exercise 3 page 91

- Tell students to read the sentences and check that they understand them.
- Students tick the sentences they agree with.

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Exercise 4 page 91

- Tell students to read the introductory paragraph in section C quickly.
- Then read out the jobs in each group, get students to repeat, and check the meaning of all unfamiliar vocabulary.
- Next, ask students if the jobs agree with their quiz results.
- Ask individual students to say which opinion they ticked in section B and which jobs agree with that opinion in section C.

Exercise 5 page 91

- Label part 1 of the chart as an example (practical). Students label the rest of the chart individually.
- Check answers as a class.
- Then put students in pairs or small groups and ask them to add as many jobs as they can think of to each group.
- Elicit these jobs from the class.

KEY

1 practical (e.g. taxi driver, postman / postwoman)
2 thinkers (e.g. scientist)
3 creative (e.g. artist)
4 helpers (e.g. shop assistant, tour guide)
5 influencers (e.g. vlogger)
6 organisers (e.g. secretary)

Exercise 6 Vocabulary page 91

- Tell students to read the definitions and check that they understand them.
- Students match jobs in exercise 5 to the definitions individually.
- Check answers as a class.

KEY

1 doctor, dentist, nurse
2 pilot
3 IT technician
4 journalist
5 police officer, lawyer
6 farmer
7 manager
8 designer, engineer
9 manager
10 teacher

Exercise 7 page 91

- Working in pairs, students discuss the questions.
- Elicit some ideas from the class.

Exercise 8 Pronunciation 7.09 page 91

- Remind students or elicit how to pronounce the schwa /ə/.
- Play the audio for students to listen and repeat.

Transcript

See Student's Book, page 91

Exercise 9 7.10 page 91

- Ask students to read the words and write them in the correct group in the table in exercise 8.
- Play the audio for students to listen, check their answers and repeat.

KEY

/ə/ teacher, farmer, lawyer, pilot, police
/ɜː/ journalist, nurse, businessperson

Transcript

See Key above.

Extra activity

Ask pairs of students to add three more words to each group, e.g. /ə/: *theat**re**, comput**er**, conc**er**t*; /ɜː/: *w**or**k, p**ur**ple, **ea**rly*. When they have finished, ask them to share their ideas with the class.

Exercise 10 7.11 page 91

- Tell students that in this game, a person can answer only *yes* or *no*; they can't give any other information.
- Play the audio for students to listen and answer the questions.
- Check answers as a class.

KEY

He asks seven questions. The job is police officer.

Transcript

See Teacher's Guide, page 196.

Exercise 11 page 91

- If necessary, demonstrate the game with a confident student.
- Students then play the game in pairs, taking turns to ask and answer questions.
- Circulate and monitor, helping as necessary.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can talk about jobs.*

Further practice

Workbook page 84
Vocabulary Booster page 125
Vocabulary photocopiable worksheet

7.6 Grammar

Lesson summary

Reading: An article about future jobs in space; an article about future jobs

Grammar: *will*

Speaking: Asking and answering questions about jobs in the future; asking and answering questions about predictions about the future

Writing: A paragraph about predictions for the future

SHORTCUT To do the lesson in 30 minutes, omit the warm-up and set exercise 9 as homework. Ask students to watch the grammar video at home.

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WARM-UP With books closed, ask pairs to review jobs from Lesson 7.5. Students take turns to say a category of job and give two or three examples, e.g.
A: Thinker.
B: Engineer, chemist.

Culture notes

Several companies are competing to offer commercial space flights to private citizens. One of these is Virgin Galactic, created by Virgin Airlines founder, Richard Branson. Others are Blue Origin, founded by Jeff Bezos, and Space Exploration Technologies Corp (SpaceX), founded by Elon Musk.

Exercise 1 Think & share page 92

- Working in pairs, students look at the picture and discuss the questions. Elicit or teach *spacecraft* (a vehicle that travels in space).
- Elicit ideas from the class. Write students' ideas for space jobs on the board so that students can refer to them when they do exercise 1.

Exercise 2 page 92

- Focus attention on the glossary and check that students understand it.
- Students read the article and check their ideas about jobs in space in exercise 1.
- Ask students if they guessed any of the jobs.

KEY

Students' own answers
The text mentions green-energy technicians, space guides, doctors, dentists and nurses.

Exercise 3 page 92

- Tell students to read the grammar rules carefully before they find the examples of *will / won't* in the article.
- Play the video.
- Check answers as a class.

KEY

Will you work; what will happen; jobs will look like; children will have jobs; many of tomorrow's jobs will come from; They will also exist; This will certainly lead to; Companies will probably start; this will create; tourists won't be; they'll need; people won't feel; they will definitely need; work won't be boring

- Students do the Grammar Booster exercises on page 145.

Exercise 4 page 92

- Students complete the predictions individually.
- Check answers as a class.

KEY

1 will travel 2 won't work 3 will have / take
4 won't exist 5 will take / have 6 won't look

Exercise 5 page 92

- Working in pairs, students give their opinions.
- Elicit some ideas from the class.

Exercise 6 page 92

- Tell students to read the text quickly to get the overall meaning.
- Students complete the text individually. They can refer to the grammar rules to help them.
- Working in pairs, students compare their answers.
- Check answers as a class.

KEY

1 will definitely live
2 probably won't be
3 will certainly need
4 will do
5 won't fly
6 will still design
7 will use
8 won't disappear
9 will continue

Exercise 7 Think & share page 92

- Working in pairs, students discuss the questions.
- Circulate and monitor, helping as necessary.
- Elicit ideas from the class.

Exercise 8 page 92

- Ask a student to read out the example.
- Students write questions individually.
- Check the questions as a class.
- Working in pairs, students ask and answer the questions.
- Circulate and monitor, helping as necessary.

KEY

1 Will you go to university or college in the future? What subject will you study?
2 Will you work in ten years' time? What job will you do?
3 Will you live in a different house or flat? Where will you live?
4 Will you become famous one day? Why will you be famous?
5 Will you have children one day? How many will you have?
6 Will you travel to space in the future? When will you go?

Extra activity

- Ask students to listen carefully to their partner's answers and make notes.
- Then put students in new pairs. They take turns to tell their new partner about their old partner's predictions about the future.

Exercise 9 page 92

- Give students time to write their paragraph. Remind them to add an extra sentence for each idea, e.g. *I'll study modern languages at university. They'll be useful because I want to travel around the world.*
- Circulate and monitor, helping as necessary.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can use 'will' to talk about the future and make predictions.*

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Further practice
Workbook page 85
Grammar Booster page 145
Grammar photocopiable worksheet
Online practice

7.7 Reading

Lesson summary

Reading: An article about teenagers who are changing the world

Strategy: Recognising proper nouns

Speaking: Discussing interesting teen ideas

Writing: A text about an incredible young person

SHORTCUT To do the lesson in 30 minutes, keep the warm-up brief and set exercise 7 as homework. Students can do exercise 8 in the next lesson.

WARM-UP With books closed, write on the board: *Imagine you can do one thing to change the world and make it a better place. What will you do, and why?*

- Put students in pairs to discuss the question.
- Ask a few students to share their ideas with the class.

Exercise 1 page 93

- Read out the world problems, get students to repeat and check that they understand them.
- Working in pairs, students discuss which one is the most serious and give reasons for their choice.
- Ask a few students to share their ideas with the class.

Exercise 2 page 93

- Go through the strategy together.
- Set a time limit to encourage students to scan the article quickly to find all the proper nouns.
- Elicit the nouns from the class.

KEY

Deepika Kurup, India, Deepika, USA's Top Young Scientist, White House, Harvard University
Rishab Jain, Portland, USA, Young Scientist, Samyak Science Society
Melati/Isabel Wijsen, Bali, 'Bye, Bye Plastic Bags', YOUTHTOPIA

Exercise 3 7.14 page 93

- Tell students to read the questions and underline the key words.
- Students read and listen to the article and answer the questions.
- Check answers as a class.

KEY

1 India
2 USA's Top Young Scientist
3 Harvard University
4 Portland, USA
5 Samyak Science Society
6 'Bye Bye Plastic Bags'
7 Bali
8 YOUTHTOPIA

Transcript

See Student's Book, page 93.

Exercise 4 page 93

- Tell students to cover the sentence endings A–I. Then ask them to read the sentence beginnings 1–6 and try to remember or think of ways to finish them.
- Students uncover A–I and match the sentence halves.
- Check answers as a class.

KEY

1 I 2 F 3 A 4 G 5 D 6 E

Exercise 5 Mediation page 93

- Students complete the notes for the presentation individually.
- Working in pairs, students compare their answers.
- Check answers as a class.

KEY

Name: Deepika; Did what?: invented a cheap way to clean water using sunlight; Wants to …?: end dirty water for 2 billion people
Name: Rishab; Did what?: designed a computer program to help fight cancer; Wants to …?: … help poor children study scientific subjects
Name: Melati (and Isabel); Did what?: started a project called 'Bye Bye Plastic Bags'; Wants to …?: … get 1,000 businesses to stop using single-use plastic bags

Exercise 6 Think & share page 93

- Working in pairs, students ask and answer the questions.
- Circulate and monitor, helping as necessary.
- Ask a few students to share their ideas with the class.

Exercise 7 page 93

- Students could do their research in class if there is time and they have access to the internet, or they could do it as homework.

Exercise 8 page 93

- Ask students to share what they found out about an incredible young person with the class.

Extra activity

Students prepare a presentation on the teenager they have researched. Tell them to write 120–150 words. Remind them that they need to write an introduction and a conclusion. They can refer to Lesson 7.4 for help.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can recognise proper nouns in an article about amazing teenagers.*

Further practice
Workbook page 86
Online practice

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7.8 Speaking

Lesson summary

Listening: A student comparing and contrasting photos in a speaking exam

Strategy: Follow a structure (when comparing photos)

Phrasebook: Comparing and contrasting photos

Speaking: Comparing and contrasting photos

SHORTCUT To do the lesson in 30 minutes, omit the warm-up and exercise 9.

WARM-UP Write *compare and contrast* on the board and elicit or teach the meaning, i.e. *compare* = to look at or think about people or things so that you can see how they are similar or different; *contrast* = to look at or think about people or things so that you can see the differences between them.

Exercise 1 page 94

- Focus attention on the photos and tell students to think of verbs, nouns, adjectives and even adverbs that they could use to describe them.
- Working in pairs, students share their ideas.
- Elicit words from the class and write them on the board.

KEY (SUGGESTED ANSWERS)

A: modern, young, talk, organise, professional, serious
B: map, tour guide, tour group, holiday, sunny, point, describe, fun
C: fruit, bushes, traditional clothes, traditional equipment, hard work
D: school trip, teacher, police officer or fire fighter, inside, interesting, excited

Exercise 2 7.15 page 94

- Play the audio twice. The first time, students listen and tick the words on their list that Suki uses. The second time, they listen to hear which photos Suki is describing.
- Check answers as a class.

KEY

Students' own answers
The first photo is C. The second photo is A.

Transcript

See Teacher's Guide, page 196.

Exercise 3 7.15 page 94

- Go through the strategy together.
- Ask students if they remember how Suki described the photos.
- Play the audio for students to listen and check if Suki followed the steps.
- Check the answer as a class.

KEY

Yes, she does.

Transcript

See Teacher's Guide, page 196.

Exercise 4 page 94

- Students match A–F with the steps in the strategy.
- Check answers as a class.

KEY

1 E, D 2 B 3 F 4 A, C

Exercise 5 page 94

- Focus attention on the Phrasebook.
- Students complete the phrases individually.
- Check answers as a class.

KEY

1 first 2 see 3 similar 4 Both 5 but 6 different 7 opinion 8 think

Exercise 6 page 94

- Put students in A+B pairs.
- Students look at their photos and make notes.
- Circulate and monitor, helping as necessary.

Exercise 7 page 94

- Working in their pairs, students take turns to compare and contrast their photos.
- Remind them to listen carefully to their partner and check that they follow all the steps in the strategy.
- Circulate and monitor, making a note of any common errors to address in a feedback session at the end.

AfL Teaching tip: diagnostics

Peer feedback

Students will benefit from reflecting on peer feedback.

Exercise 7: Once pairs have completed the speaking activity, ask them to give each other feedback.

Using the notes they made as they listened, pairs discuss what their partner did well and which areas could be improved. Remind students to be respectful and stress that the purpose of feedback is to help someone develop, not to give negative criticism.

Ask students to note their own strengths and weaknesses, and work on their weaknesses so that they can do better the next time they have a speaking task.

See the notes on Assessment for Learning on page 11.

Extra activity

Repeat exercise 7 after peer feedback.

Exercise 8 Think & share page 94

- Working in pairs, students ask and answer the questions, giving reasons for their opinions.
- Tell students to listen to their partner's ideas carefully and make notes.

Exercise 9 Reflect page 94

- Working in pairs, students answer the questions.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer activity to review what has been covered in this lesson.

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- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can compare and contrast photos.*

Further practice
Workbook page 87
Communicative activity photocopiable worksheet
Online practice

7.9 Writing

Lesson summary
Reading: Informal invitations
Strategy: Using appropriate tenses
Language focus: Contractions
Writing: An informal invitation

SHORTCUT To do the lesson in 30 minutes, omit the warm-up and set exercise 8 as homework. Students can check their work in the next lesson.

WARM-UP With books closed, write on the board: *How do you celebrate birthdays or special events? Do you celebrate with a lot of people or with just a few?*
- Put students in pairs to ask and answer the questions.
- Ask a few students to share their ideas with the class.

Exercise 1 page 95
- Working in pairs, students discuss the questions.
- Elicit answers from the class. If necessary, elicit or teach words like *wedding* and *anniversary*.

Exercise 2 page 95
- Tell students to read the invitations quickly and complete the table. Remind them that they don't have to read every word; they can scan the invitations for the necessary information.
- Check answers as a class.

KEY

	Email 1	Email 2
Event	dinner	video games
Date	28 August	20 Sept
Time	7.30 p.m.	eight
Place	pizza restaurant	Xavier's house

Exercise 3 page 95
- Go through the strategy together.
- Students find all the examples of the different tenses and underline them, noting the time expressions used with them.
- Check answers as a class.

KEY
Past simple: I didn't reply; I got an offer; I passed
Present simple: I hope so; I hope; My sister shares
Present continuous: I'm planning
Future: I'm going to study; I'm going to have; We're going to go; We're going to meet; My cousin Paco's going to be; we'll have fun
Time expressions: in September; On Sunday evening; on 28 August; at 7:30 p.m.; by Thursday; last Wednesday; on Saturday 20 Sept; around eight

Exercise 4 page 95
- Tell students to note the time expressions and any other clues in the sentences to help them choose the correct tense.
- Working in pairs, students compare their answers.
- Check answers as a class.

KEY
1 got 2 didn't 3 's going 4 're planning
5 'll have 6 lives 7 hope

Exercise 5 page 95
- Go through the Language focus together.
- Students find all the examples in the invitations individually.
- Check answers as a class.

KEY
didn't; I'm; That's; We're; Paco's; we'll; Don't

Exercise 6 page 95
- Students work individually to rewrite the invitation.
- Check answers as a class by asking individual students to come to the board and write one sentence each.

KEY
I'm very happy because I've got a new Saturday job! I'd like to invite you to my home for Sunday lunch. I'm organising a barbecue to celebrate. We're going to eat, and after that, we'll probably play games in the garden. It probably won't rain, but don't forget to bring an umbrella, just in case!
Hope you can come! Please let me know.

Exercise 7 page 95
- Students make their notes individually. Set a time limit to keep them focused.
- Circulate and monitor, helping as needed.

Exercise 8 page 95
- Students now write their invitation. Remind them to refer to the strategy and the Language focus box.
- Circulate and monitor, helping as necessary.

AfL Teaching tip: success criteria
Exemplars and modelling
Students will benefit from focusing on a model text or answer as this will help them see what is required to complete a task.
Exercise 8: Read students' informal invitations and make a note of eight to ten excellent examples of sentences using a range of tenses, i.e. present simple, present continuous, past simple, *be going to* and *will*, along with time expressions, contractions and other useful expressions, e.g. *Thanks for your email! I look forward to hearing from you soon*. Write them on the board and point out or elicit why these are good examples for an informal email.
See the notes on Assessment for Learning on page 11.

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Exercise 9 Check your work page 95

- Students assess their work against these points.
- With a supportive class, you could ask them to swap their work with a partner and assess each other's work.
- Give them time to add anything and to improve their organisation, content and language.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can use appropriate tenses in an informal invitation email.*

Further practice
Workbook page 88
Online practice

7.10 Review

Grammar

Exercise 1 page 96

KEY
1 Are … going to go
2 'm not
3 are going to travel
4 are … going to pay
5 'm going to save
6 is going to try
7 is … going to do
8 's going to find
9 Are … going to be
10 aren't
11 aren't going to be
12 'm not going to do

Exercise 2 page 96

KEY
1 People will fly to space one day.
2 There won't be any waiters in space.
3 We don't think we will come.
4 Will you be here tomorrow? Yes, I will.
5 Where will they work next year?
6 My team probably won't win.
7 I definitely won't become a teacher.
8 I think space travel will exist in 2035.

Vocabulary

Exercise 3 page 96

KEY
1 C 2 B 3 C 4 A 5 A 6 C

Exercise 4 page 96

KEY
1 pilot 2 designer 3 Nurses 4 journalist
5 police officer 6 farmers 7 engineer 8 lawyers

Cumulative review

Exercise 5 page 96

KEY
1 going 2 're / are 3 to 4 technician 5 business
6 manager 7 journalist 8 earn / make 9 probably
10 officer 11 go 12 'll / will 13 get 14 'm / am
15 in 16 think / imagine 17 one

Note!
Once students have completed the Review page in the Student's Book, they should complete the Review page in the Workbook and the Assessment for Learning questions.

Think & share

Exercise 6 page 96

- Working in pairs, students discuss the questions.

KEY
Students' own answers

Further practice
Workbook page 89
Progress test

7.11 Exam skills

Lesson summary

Exam strategies: Reading: in a matching task, making sure that all the points in a description match what is in a text; Speaking: learning phrases for comparing and contrasting ideas

Reading: Short course descriptions

Speaking: Comparing and contrasting two photos

WARM-UP With books closed, write on the board: *What course would you like to study at university / college? Why? What wouldn't you like to study at university / college? Why?*

- Put students in pairs to ask and answer the questions.
- Ask a few students to share their ideas with the class.

Reading

Exercise 1 page 97

- Go through the Reading exam strategy and the example together.
- Students complete the exercise individually.
- Check answers as a class.

KEY (SUGGESTED ANSWERS)
2 Rana loves travelling. She already has a travel blog, but would like to improve her skills. She doesn't have much money and would prefer to study from home.
3 Rita makes jewellery and sells it on her website. She would like to improve her IT and maths skills and to make a lot of money one day. She can only study for a few hours every week.

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4 Jaime is going to do work experience in a big hotel next summer. When he finishes, he wants to do a degree in business that will help him become a hotel manager in a few years' time. He definitely doesn't want to study online.
5 Karim loves singing and is going to take part in a festival next year. He'd like to learn to play a musical instrument before he goes. He's happy to travel somewhere.

Exercise 2 page 97

- Students read the descriptions of the courses and match them to the people, using the key words. Remind them to try to guess the meaning of any unfamiliar words from the context. Also, remind them that the ideas expressed in the descriptions of the people will probably be expressed in different words in the descriptions of the courses.
- Working in pairs, students compare their answers.
- Check answers as a class.

KEY
1 E 2 D 3 A 4 F 5 G

Speaking

Exercise 3 page 97

- Go through the Speaking exam strategy together.
- Students complete the phrases individually.
- Check answers as a class

KEY
1 Both 2 similar 3 but 4 between

Exercise 4 page 97

- Put students in A+B pairs. Student A compares and contrasts the two photos. Student B listens to Student A, and notes which phrases they use and if they cover the three points in exercise 4. When Student A has finished talking, Student B provides feedback. Remind students to be respectful and helpful.
- Now tell students to swap roles and put them in new pairs to repeat.
- Circulate and monitor, helping as necessary.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can make sure that all the points in a description match what is in a text. I can use phrases for comparing and contrasting in a speaking task.*

Further practice
Workbook page 90
Culture lesson 7: The Prince's Trust

7 Vision 360°

A visit to the museum

Lesson summary
◆ **diamond:** Photos of the Archaeological Museum of Zagreb and a girl talking about her forthcoming visit to the museum
■ **square:** A video about hieroglyphs
▲ **triangle:** A talk about what we can learn about how people lived in Ancient Egypt from paintings
★ **star:** A text about make-up in Ancient Egypt
♥ **heart:** A fact file about the job of a museum curator
● **circle:** A text about homes, food and jobs in Ancient Egypt
Speaking: Discussing what we can learn about an ancient culture from its art and objects; discussing who will be good at doing a curator's job
Listening: A girl talking about the Archaeological Museum of Zagreb; a video about hieroglyphs; a person talking about everyday objects used in Ancient Egypt
Reading: A text about make-up in Ancient Egypt; a fact file about a museum curator's job; a text about everyday life in Ancient Egypt
Create task: Creating a secret language

SHORTCUT To do the lesson in 30 minutes, set exercise 7 as homework and check answers in the next lesson; ensure that Steps 1–4 of the Create task are done in class, and do Step 5 in the next lesson.

WARM-UP On the board, write:
Do you like visiting museums? Why / Why not?
Describe the last time you visited a museum. What did you see / learn?

- Put students into pairs to discuss the questions.
- Ask a few students to tell the class what they learned about their partner.

Exercise 1 Think & share page 98

- You could ask further questions to prompt discussion, e.g. *What kinds of things did artists paint? What people and objects do you see in their art? Why does an artist paint something? What can an object like a cooking pot, a chair, a door or a child's toy tell you about a culture?*
- Put students into pairs or groups to discuss the questions.
- Ask a few students to share their ideas with the class.

EXPLORE

Exercise 2 page 98

- Enter into the 360° image. Move around the image of the museum, but do not click on the hotspot symbols yet.
- Stop after 30 seconds and ask students to discuss the answers to the questions in pairs.
- Elicit suggestions from the class.

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Exercise 3 ◆ page 98

- Click on the diamond hotspot for students to listen and check their answers in exercise 2.
- Check answers as a class. If necessary, play the audio again to confirm the answers.

KEY (SUGGESTED ANSWERS)

1 A 2 A 3 C

Transcript

See Teacher's Guide, page 196.

Exercise 4 All hotspots page 98

- Go through the task together, then explore each of the hotspots in turn as a class. Alternatively, students could access the image and the hotspots on their own devices. As each hotspot is explored, students match it to the information it provides.
- Once all the hotspots have been explored, check answers as a class. If necessary, have another quick look through the hotspots to confirm the answers

KEY

1 ▲ 2 ★ 3 ● 4 ◆ 5 ♥ 6 ■

Transcripts

See Teacher's Guide, page 196.

Exercise 5 ■ page 98

- Click on the square hotspot again for students to watch and listen to the video.
- Check answers as a class.

KEY

1 They mean words or sounds.
2 They wrote them on the walls of buildings and on objects.
3 They started to learn to write hieroglyphs when they were six, they had an important job, and they were from rich families.

Transcript

See Teacher's Guide, page 196.

Exercise 6 page 98

- You could begin by asking students if they know anything about the Rosetta Stone.
- Students then work individually or in groups of three to go online and find or check their answers. Encourage them to find valid and reputable sources to do this.
- Check the answers to the questions as a class.

KEY (SUGGESTED ANSWERS)

The Rosetta Stone is a large piece of carved stone from Ancient Egypt. It helped historians to understand the meaning of the hieroglyphs.

Extra activity

- If students show an interest in the topic, and if time allows, write the following questions on the board and ask students to go online to find the answers:
  1 *Who found the Rosetta Stone, and where did they find it?*
  2 *How many scripts are on the Rosetta Stone? What are they?*
  3 *How did the scripts help historians understand the meaning of the hieroglyphs?*
  4 *Who worked out how to read Ancient Egyptian hieroglyphs?*
- Check answers as a class.

KEY

1 A French officer called François Bouchard discovered it near the town of Rashid (or Rosetta).
2 There are three different scripts: Ancient Egyptian hieroglyphs, Demotic Egyptian script (another script used in Egyptian writing) and Ancient Greek.
3 People realised that the three scripts said the same thing. They could read Ancient Greek, so they were able to work out the meaning of the hieroglyphs.
4 Jean-François Champollion.

Exercise 7 page 98

- Give students time to read the hieroglyphic alphabet and the message they need to translate.
- Point out to them that some different letters have the same hieroglyphic symbol.
- Check the answer as a class.

KEY

The translated message is: Learning English is easy

Exercise 8 ▲ page 98

- Click on the triangle hotspot again and give students time to answer question 1.
- Check the answer as a class.

Extra support

Write some things and objects on the board for students to consider, e.g. *clothes, jewellery, cars, other forms of transport, pets*.

KEY

1 gold jewellery and (big) chairs
2 Students' own answers

Transcript

See Teacher's Guide, page 196.

Exercise 9 ♥ page 99

- Click on the heart hotspot again, go through the fact file as a class and make sure students understand everything. Check the pronunciation of *curator*: /kjʊəˈreɪtə(r)/.
- Put students into pairs to read about the people. Ask: *Does anyone have all the skills and qualifications in the fact file?* (no) Students then discuss who will be good at the job.

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Extra support

- Draw the following table on the board and ask students to copy it into their notebooks:

	H	J	R	T
arrange objects				
prepare information				
organise exhibitions				
science / history degree				
creative, good at writing				
enjoy research, learning				
communication skills				

- They then consider each person in turn against the criteria by drawing a tick or a cross. This will help them decide which person will be good at the job, but tell students to use their judgement as some criteria may be more important than others.

- Elicit suggestions from the class and ask students to give reasons for their answers.

Exercise 10 ● page 99

- Before you click on the circle hotspot, ask students to read the sentences and note the key words.
- Students could work individually to decide which sentences are true or false before they discuss their answers in pairs. Encourage them to correct the false sentences.
- Check answers as a class.

KEY

1 T (They had a living room.) 2 F (Rich people could eat meat and fish.) 3 T 4 F (There weren't any schools.)

Exercise 11 Think & share page 99

- In pairs or groups, students think about what they have learned and if possible, add ideas to the list they made in exercise 1.
- Ask a few students to share their ideas with the class. If necessary, explain that the art and objects of an ancient culture can tell us something about what people believed, what they thought about the world, how they lived, what they ate, what they wore, the jobs they did, and many other things.

CREATE … a secret language

To complete the Create task, students will need access to the internet to research Obish.

Extra support

Rather than working individually, students complete the Create task in pairs or groups of three.

STEP 1 page 99

- Check answers as a class.

KEY

1 It is a simple made-up language. The words sound as if they have no meaning or are impossible to understand.
2 You add the syllable 'ob' in front of every vowel in a word.
3 fish = fobish; meat = mobeat

STEP 2 page 99

- Go through the information in the box and make sure students understand by asking further questions, e.g. *What suffix or prefix could you add to 'fish' and 'meat'?* (e.g. the suffix *pop-*: *popfish*, *popmeat*; the suffix *-iggy*: *fishiggy*; *meatiggy*) *If I add two letters, what are D and Z?* (D = F, Z = B) *If I write the letters of a word backwards, how do I write 'fish'?* (hsif) *What symbols could you have for words?* (e.g. 1 = A, 2 = B, 3 = C, etc. / * = A, $ = B, % = C, etc.)

STEP 3 page 99

- When students have worked out how to create their secret language and practised writing words in it, ask them to make a word sheet showing how the language works. Stress that they should write this out as neatly as possible.

STEP 4 page 99

- Students decide what the actual English words of their instructions will be, e.g. *We will meet in the park. We will bring a picnic. We will wear jeans and a T-shirt*. They then 'translate' the instructions into their secret language.

STEP 5 page 99

- Students exchange word sheets and instructions and try to decipher the instructions.
- Have a vote on the best secret language. Ask students to give a reason for their choice.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand information about Ancient Egypt and create a secret language.*

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8 A ticket to ride

8.1 Vocabulary

Lesson summary

Listening: A vlog about city holidays

Vocabulary: Travel and tourism

Reading: A travel guide about Oslo

Speaking: Talking about travel and tourism in your own town or city

SHORTCUT To do the lesson in 30 minutes, omit the warm-up and keep exercises 7 and 8 brief.

WARM-UP Tell students to look at the photo.

- Ask: *What can you see in the photo? Why do you think people enjoy going up in a cable car? Would you like to go in one? Why? / Why not?*
- Students discuss in pairs.
- Ask a few students to share their ideas with the class.

Culture notes

Interrail is the cheapest and most environmentally friendly way to travel around Europe. A ticket costs around 250 Euros and you can travel on any train within and to 33 European countries over a month. However, it costs extra to travel through the Channel Tunnel from France to the UK on the Eurostar.

Exercise 1 page 100

- Working in pairs, students discuss the questions.
- Elicit ideas from the class.

Exercise 2 8.01 page 100

- Play the video. (If you don't have access to the video, the audio is available separately to use.)
- Working in pairs, students discuss their predictions for exercise 1.
- Check answers as a class.

HELEN

The guest vloggers (Dan and Lily) talk about their favourite places.
The city behind Dan is Buenos Aires (in Argentina).
The city behind Lily is Bratislava (in Slovakia).

Transcript

See Teacher's Guide, page 196.

Exercise 3 8.01 page 100

- Tell students to read the questions and note the key words. Encourage them to try to remember or guess the answers.
- Play the video or audio again for students to answer the questions.
- Working in pairs, students compare their answers.

Extra support

After students have compared their answers in pairs, play the audio again for them to check or change their answers.

- Check answers as a class.

KEY

1 over 13 hours
2 football stadium
3 four hours
4 from Vienna
5 a taxi
6 Czech Republic, Austria and Hungary

Transcript

See Teacher's Guide, page 196.

Exercise 4 Real English page 101

- Point out that the phrases in bold were in the video.
- Students match the bold words and meanings individually.
- Working in pairs, students compare their answers.
- Check answers as a class.

KEY

1 C 2 E 3 A 4 B 5 F 6 D

- Drill the phrases for accurate pronunciation and intonation.

Exercise 5 Vocabulary page 101

- Students label the photos individually.
- Check answers as a class.

KEY

1 taxi 2 car 3 coach 4 foot 5 tram 6 plane

Exercise 6 Vocabulary 8.02 page 101

- Tell students to read the travel guide quickly to get the overall meaning.
- Then read out the words in the box and get students to repeat.
- Students complete the travel guide individually.
- Play the audio for students to check their answers.
- Check answers as a class.

KEY

1 city break
2 short journeys
3 public transport
4 underground system
5 catch a flight
6 boat trips
7 amazing views

Transcript

See Student's Book, page 101 and Key above.

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AfL Teaching tip: diagnostics

Discussing content before reading

Students will benefit from talking about the topic of a text before they read.

Exercise 6: Before students complete the travel guide, elicit what they know about the topic (Oslo) by asking questions, e.g. *Where is Oslo? What do you know about this city? Have you been there? Do you think it's similar to or different from your town / city?* Then ask students to read the text to check their ideas and get the overall meaning.

Tell students that thinking about the content of a text before they read will help them to think about what vocabulary may be in the text. They will then be able to recognise these words or synonyms, which will help them to understand the text.

See the notes on Assessment for Learning on page 11.

Exercise 7 page 101

- Working in pairs, students ask and answer the questions.
- Elicit some ideas from the class.

Exercise 8 Think & share page 101

- Working in pairs, students discuss the questions.

Extra support

- Write more questions and prompts on the board to promote discussion, e.g.
  Brainstorm places in your town / city and choose four or five of the most important or interesting. Why are these places important / interesting?
  What would young children like to see or do in your town / city? What about teenagers / adults / older people?
  Is it easy to walk around your town / city?
  Are bus / train / underground tickets cheap or expensive?
- Encourage students to make notes before they discuss.

- Circulate and monitor, helping as necessary.
- Ask a few pairs to share their ideas with the class.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can talk about travel and tourism.*

Further practice

Workbook page 92
Vocabulary Booster page 126
Vocabulary photocopiable worksheet
Short test

8.2 Grammar

Lesson summary
Reading: Social media comments about places to visit
Grammar: Present perfect: affirmative
Speaking: Talking about travel experiences

SHORTCUT To do the lesson in 30 minutes, omit the warm-up and exercises 8 and 10. Ask students to watch the grammar video at home.

WARM-UP Put students in pairs. Students take turns to say the name of a country while their partner says either the capital or the adjective, e.g.
A: The UK.
B: London / British.
Set a time limit for this.

Exercise 1 page 102

- Elicit forms of transport and places from the class.

KEY (SUGGESTED ANSWERS)

boat, car, coach, foot, plane, taxi, the underground, tram, Buenos Aires, Palermo, Paris, Berlin, Vienna, Bratislava, Slovakia, Czech Republic, Austria, Hungary, Edinburgh

Exercise 2 page 102

- Focus attention on the photos and tell students to read the comments quickly to answer the questions.
- Check answers as a class and elicit ideas about which of the places students would like to visit, and why.

KEY

Budapest, Hungary; Bratislava, Slovakia; Slovak mountains, Iguazú Falls, Brazil, Argentina; Buenos Aires, Puerto Iguazú
Students' own answers

Exercise 3 page 102

- Tell students to use the comments in exercise 2 to help them complete the rules.
- Play the video.
- Check answers as a class.

KEY

1 have **2** has

- Students do the Grammar Booster exercises on page 146.

Exercise 4 page 102

- Students find the examples of the present perfect in the text and decide which verbs are regular and which are irregular.
- Check answers as a class.

KEY

Regular: (my parents and I) have visited, (I)'ve only travelled, (I)'ve (always) stayed
Irregular: (We)'ve been, (My family) has been, (we)'ve always had, (You)'ve (probably) heard, (I)'ve seen, (I)'ve done

Exercise 5 page 102

- Students complete the exercise individually.

Extra support

Students complete exercise 5 in pairs. Tell them to write the past participles they know first and then use an English dictionary to find the past participles of the remaining verbs.

- Check answers as a class.

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KEY

Regular: finish – finished; live – lived; play – played; relax – relaxed; try – tried; walk – walked
Irregular: break – broken; catch – caught; drive – driven; eat – eaten; get – got; give – given; leave – left; lose – lost; make – made; meet – met; ride – ridden; say – said; speak – spoken; take – taken; tell – told; write –written

AfL Teaching tip: learning intentions

Verb forms

Students will benefit from drilling the three forms of verbs and keeping a list of them in their notebooks.

Exercise 5: Ask students to write the verbs and their past simple and past participle forms in their vocabulary notebook. Tell them to learn them and revise them regularly at home and encourage them to add to the list when they come across new verbs.

See the notes on Assessment for Learning on page 11.

Exercise 6 page 102

- Tell students to read the sentences and tick the ones that need the third person singular form of the verb.
- Students complete the sentences individually.
- Working in pairs, students compare their answers.
- Check answers as a class.

KEY

1 've tried 2 's told 3 've ridden 4 've caught
5 's come 6 've got

Exercise 7 page 102

- Tell students to read the email quickly to get the overall meaning.

Extra support

Go through the text as a class to decide which verb from the box is needed in each gap.

- Students complete the email individually.
- Working in pairs, students compare their answers.
- Check answers as a class.

KEY

1 've arrived 2 've travelled 3 've … taken
4 have done 5 has given 6 has told 7 's been
8 've sent 9 have answered

Exercise 8 page 102

- Tell students they can write about any things they have done, not necessarily things connected with travel.
- Working in pairs, students take turns to share their sentences and guess which of their partner's sentences are true.
- Circulate and monitor, helping as necessary.

Exercise 9 Think & share page 102

- Students complete the experiences individually. Remind them that often the past participle of *go* is *been*.
- Circulate and monitor, helping as necessary.
- Working in pairs, students share their experiences. Tell them to listen carefully to their partner's experiences.

Exercise 10 page 102

- Ask volunteers to share their partner's experiences with the class. Remind them that they need to use *has* + past participle not *have* + past participle to talk about most of these experiences.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can use the present perfect to talk about travel experiences.*

Further practice

Workbook page 93
Grammar Booster page 146
Grammar photocopiable worksheet
Online practice

8.3 Listening

Lesson summary

Strategy: Recognising phrasal verbs for travel
Listening: People talking about their travel experiences
Speaking: Planning a year-long adventure

SHORTCUT To do the lesson in 30 minutes, omit the warm-up and exercise 5 and keep exercise 1 brief.

WARM-UP Put students in pairs. Then write a list of regular and irregular verbs on the board, e.g. *arrive, cycle, do, eat, go, look, meet, see, travel, try*.

- Invite volunteers to come to the board and write the past simple and past participle forms.

Exercise 1 Think & share page 103

- Working in pairs, students discuss the photos and questions. If necessary, teach *motorbike* and *4x4* (*four-by-four*).

Extra support

Write prompts on the board to help students, e.g.
Do you travel fast or slowly?
Which is the fastest?
Which is the most comfortable?
Do you see more in a train / on a motorbike / in a plane / in a 4X4?
Which is the safest?
Which is the best / worst for the environment?

- Elicit some ideas from the class.

KEY (SUGGESTED ANSWERS)

1 (top left) plane, (top right bicycle), (bottom left) car (4x4 / four-by-four), (bottom right) train
2 The train, bike and car are slower than the plane, but you can see more while travelling. The bicycle is the most uncomfortable, but it's also maybe the most enjoyable. The car and plane are the worst for the environment.

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Exercise 2 page 103

- Go through the strategy together.
- Tell students to read the sentences and try to work out the meaning of the phrasal verbs from the context before they match them with their meaning.
- Working in pairs, students compare their answers.
- Check answers as a class.

KEY

1 b 2 i 3 f 4 h 5 d 6 a 7 e 8 g 9 c

AfL Teaching tip: success criteria

Recording phrasal verbs

Students will benefit from recording phrasal verbs with a phrasal verb or verb that has the opposite meaning, by topic.

Exercise 2: Ask students to write the new phrasal verbs under the topic heading of *Travel*. Ask pairs to think of a verb or another phrasal verb with the opposite meaning for each one and write it next to the phrasal verb to help show meaning, e.g. *take off ≠ land, check in ≠ check out*. Tell students this will help them develop their range of language.

See the notes on Assessment for Learning on page 11.

Exercise 3 8.05 page 103

- Read out the names of the countries and get students to repeat.
- Play the audio for students to listen and complete the table.
- Check answers as a class.

KEY

Speaker 1: Russia, China
Speaker 2: Turkey, Hungary
Speaker 3: Argentina, Brazil
Speaker 4: Singapore, Indonesia

Transcript

See Teacher's Guide, page 197.

Exercise 4 8.05 page 103

- Tell students to read the statements carefully before they listen and note the key words. Point out that there are two statements for each speaker.
- Play the audio.
- Check answers as a class. Play the audio again if necessary to confirm answers.

KEY

A 1 B 4 C 3 D 2 E 2 F 1 G 4 H 3

Transcript

See Teacher's Guide, page 197.

Exercise 5 Think & share page 103

- Working in pairs, discuss the questions.
- Elicit some answers from the class.

Exercise 6 page 103

- Working in pairs, students plan their adventure. Set a time limit to keep students focused.

Extra support

Write more questions on the board to help students with ideas, e.g.
Who will you go with?
Will you travel to one or more countries or continents?
How long will you spend in each place?
Are there any special forms of transport that you'd like to use, e.g. ride a camel, paddle in a canoe?
What will you take with you?

- Circulate and monitor, helping as necessary.

Extra activity

Ask pairs to create a poster for their year-long adventure and present their ideas to the class.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand phrasal verbs for travel.*

Further practice

Workbook page 94
Online practice

8.4 Global skills

Lesson summary
Listening: A conversation solving a difficult situation
Reading: Tips on dealing with difficult situations
Speaking: Dealing with difficult travel problems
Writing: A short message giving advice for dealing with a problem

SHORTCUT To do the lesson in 30 minutes, omit the warm-up and exercises 9 and 10. Keep exercise 1 brief.

WARM-UP Write the phrasal verbs from Lesson 8.3 on the board. Working in pairs, students take turns to say a phrasal verb for their partner to use in a sentence. They listen and check if it is correct, e.g.
A: check in
B: I checked in to my hotel at twelve o'clock.
A: Yes!
B: set off
A: We set off in the car from Paris.
B: Correct!

Culture notes

Duke Ellington (1899–1974) was an African American composer and pianist. He and his jazz orchestra were a huge influence in the history of jazz.

Mary Engelbreit (1952–) is an American artist and illustrator whose colourful pictures have appeared in many children's books.

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Confucius (551–479 BCE) was a Chinese philosopher. His teachings and philosophy focused on how people should behave in various spheres of life, both personal and public.

Exercise 1 Think & share page 104

- Working in pairs, students discuss the quotes, say which one they prefer and why.
- Elicit some ideas from the class.

Exercise 2 8.06 page 104

- Tell students to read the options before they listen.
- Play the audio.
- Check the answer as a class.

KEY

B

Transcript

See Teacher's Guide, page 197.

Exercise 3 8.06 page 104

- Tell students to read the advice before they listen again, note the key words and see if they can remember any answers.
- Play the audio for students to listen, tick the advice the people follow and answer the question.
- Check answers as a class.

KEY

They follow all of the advice; they take a taxi to the airport.

Transcript

See Teacher's Guide, page 197.

Exercise 4 page 104

- Tell students that the tips give advice that is basically the same as the advice in exercise 3, but the tips use different words and give a little more information.
- Then tell students to read the tips and try to match them to the pieces of advice in exercise 3. They don't have to understand every word, and they should try to guess the meaning of any important words from the context.
- Working in pairs, compare their answers.
- Check answers as a class.

KEY

1 E 2 A 3 B 4 D 5 C

Exercise 5 page 104

- Working in pairs, students look at the photo and discuss the questions.
- Elicit ideas from the class.

KEY (SUGGESTED ANSWERS)

1 She's missed her train.
2 She can wait for the next train or use another form of transport.
3 She can find out when the next train is and then decide what to do.

Exercise 6 page 104

- Students match the phrases to the tips in exercise 4 individually.
- Working in pairs, students compare their answers.
- Check answers as a class.

KEY

1 A, F 2 E 3 C, D, F, G 4 H 5 B

Exercise 7 page 104

- Tell students to read the mini dialogues for overall meaning.
- Students complete the dialogues individually.
- Check answers as a class.

KEY

1 've 2 panic / worry 3 options 4 Let's / We should
5 better / other 6 Keep / Stay 7 Let's / We should
8 B 9 idea / plan

- Working in pairs, students practise the dialogues, focusing on pronunciation and suitable intonation and expression.
- Ask two pairs to read out one dialogue each for the class.

Exercise 8 page 104

- Ask pairs to read the problems and check that they understand them.
- Students could write brief notes before they role-play the dialogues.
- Circulate and monitor, helping as necessary.

Exercise 9 page 104

- Ask pairs to act out their dialogues for the class.
- The rest of the class listen and say if they agree with the way the pair deal with the problem.
- You could have a class vote for the best way to deal with each problem.

Exercise 10 page 104

- Students write their text message individually.
- Circulate and monitor, helping as necessary.
- Ask a few students to read out their text messages to the class.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can deal with difficult situations.*

Further practice
Workbook page 95

8.5 Vocabulary

Lesson summary
Reading: Adverts for different types of holidays
Vocabulary: Types of holidays
Pronunciation: /æ/ and /eɪ/
Speaking: Talking about different types of holidays and places to stay
Writing: A text message about a place to stay; an advert for a holiday and places to stay

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SHORTCUT To do the lesson in 30 minutes, omit the warm-up and set exercise 9 as homework.

WARM-UP With books closed, write on the board: *What was the last holiday you went on? Where did you stay? What did you do there? Did you enjoy it?*

- Put students in pairs to ask and answer the questions.
- Ask a few students to share their ideas with the class.

Exercise 1 page 105

- Working in pairs, students discuss the questions.
- Elicit some answers from the class.

KEY (SUGGESTED ANSWERS)

camping – tent, campervan
beach holiday – hotel, resort, rented apartment
city break – hotel, guest house, Airbnb

Exercise 2 page 105

- Tell students to read the heading, look at the photos and guess which advert matches each type of holiday.
- Students then read the adverts quickly to see if their guesses were correct. Remind them that they don't need to understand every word in order to answer the questions.
- Check answers as a class.

KEY

1 C **2** A **3** B

Exercise 3 page 105

- Tell students to read the sentences and note the key words before they read the adverts again.
- Students complete the exercise individually.
- Working in pairs, students compare their answers.
- Check answers as a class.

KEY

1 P **2** C **3** M **4** C **5** M **6** C

Exercise 4 Vocabulary page 105

- Students complete the exercise individually.

Extra support

- Tell students to guess the meaning of any unfamiliar words; encourage them to think about whether the word is a noun, a verb or an adjective.
- Ask them to write the words they know or whose meaning they have worked out from the context.
- Students then work in pairs to check the meaning of any remaining words an English dictionary.

- Working in pairs, students compare their answers.
- Check answers as a class. Also, check that students understand what all the highlighted words mean.

KEY

Types of holidays or activities: camping, adventure holiday
Places to stay: campsite, tent, guest house
People: guests, reception, tour guides
Verbs: book, pack, arrange
Adjectives: all-inclusive, available

- Put students in pairs or groups and ask them to add as many words as they can to each group.
- Elicit ideas and write them on the board, e.g. *Types of holidays or activities: beach holiday, hiking, sailing; Places to stay: hotel, rented apartment, cabin; People: driver, waiter; Verbs: arrive, depart, leave; Adjectives: unavailable, luxury, exciting*.

Exercise 5 page 105

- Students complete the sentences individually.
- Working in pairs, students compare their answers.
- Check answers as a class.

KEY

1 campsite **2** guest house **3** tour guide
4 all-inclusive **5** adventure **6** reception
7 guest **8** Pack

Exercise 6 Pronunciation 8.07 page 105

- Ask students to read the words and complete the table.
- Play the audio for students to listen, check their answers and repeat.
- Check answers as a class. Then play the audio again for students to listen and repeat.

KEY

/æ/ apple, camping, pack, practise
/eɪ/ stay, arrange, available, holiday

Transcript

See Key above.

Exercise 7 Mediation page 105

- Ask students what information they should give their friend, elicit ideas and write them on the board in note form, e.g. *What type of holiday? Place / stay? Describe it. What / do and see?*
- Circulate and monitor, helping as necessary.
- Put students in groups and ask them to read each other's texts.
- Ask one student from each group to read their text to the class.

Exercise 8 Think & share page 105

- Working in pairs, students discuss the questions.
- Circulate and monitor, helping as necessary.

Exercise 9 page 105

- Encourage pairs to discuss their ideas, choose the best ones and plan their advert before they write it.
- As pairs to share their adverts with the class.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can talk about types of holidays.*

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Further practice
Workbook page 96
Vocabulary Booster page 127
Vocabulary photocopiable worksheet

8.6 Grammar

Lesson summary
Reading: A quiz about travelling
Grammar: Present perfect: negative and questions
Listening: A conversation at an airport
Speaking: Asking and answering questions about experiences

SHORTCUT To do the lesson in 30 minutes, omit the warm-up and ask students to watch the grammar video at home.

WARM-UP With books closed, revise the form and use of the present perfect. Write the following verbs on the board and elicit the past participles: *arrive, eat, go, done, have, stop, travel*.

- Then write the following sentences on the board and elicit ways to complete them:
  I _____ the fish in that restaurant. It's delicious! (have eaten / tried / had)
  Dad isn't here. He _____ to Australia on business. (has gone)
  They _____ snowboarding many times. (have been / tried)
  Maria _____ that film and she doesn't want to see it again. (has seen)

Exercise 1 page 106

- Read out the heading of the quiz and check that students understand the difference between a *tourist* (a person who travels to a place to relax, to have fun, to see the sights), a *traveller* (a person who often travels, or who enjoys the experience of travelling) and an *adventurer* (a person who travels to unusual places because they enjoy exciting new experiences).
- Ask students to read the quiz quickly and check the meaning of any unfamiliar words.
- Students do the quiz individually.

Exercise 2 page 106

- Students check their quiz scores.
- Working in pairs or groups, students discuss whether they agree or disagree with them.
- Ask a few students to share their ideas with the class.

Exercise 3 page 106

- Students read the table and complete the rules.
- Working in pairs, students compare their answers.
- Play the video.
- Check answers as a class.

KEY

1 haven't 2 hasn't 3 Have 4 haven't
5 Has 6 hasn't 7 ever 8 never

- Students do the Grammar Booster exercises on page 147.

Exercise 4 page 106

- Students complete the sentences individually.
- Check answers as a class.

KEY

1 It's a big resort. I haven't met any other guests here.
2 You've never stayed in a guest house.
3 We haven't brought a tent, so we'll rent one.
4 He's never been to a campsite. He can't wait to go.
5 Clara hasn't visited Bali, but she's going to next year.
6 Fan Wang and Bo haven't seen a live performance.

Exercise 5 page 106

- Students order the words to make questions individually.
- Check answers as a class.

KEY

1 Have they ever forgotten their passports?
2 Has he ever run a marathon?
3 Has your sister ever eaten Chinese food?
4 Have you ever been on an adventure holiday?
5 Have your friends ever arranged a day trip?

Exercise 6 page 106

- Students complete the exercise individually.
- Working in pairs, students compare their answers.
- Check answers as a class.

KEY

1 Nina hasn't danced the tango. / Nina has never danced the tango.
2 Have Lars and Sal ever eaten sushi? No, they haven't.
3 Have you and I ever visited Vietnam? Yes, we have.
4 Has Nina ever eaten sushi? Yes, she has.
5 You and I haven't danced the tango. / You and I have never danced the tango.
6 Lars and Sal haven't visited Vietnam. / Lars and Sal have never visited Vietnam.

Exercise 7 8.10 page 106

- Remind students that they don't have to understand every word to answer the questions.
- Play the audio.
- Check answers as a class.

KEY

They are at the airport. They want to go to Prague.

Transcript

See Teacher's Guide, page 198.

Exercise 8 page 106

- Students complete the questions individually.
- Check the questions as a class.

KEY

1 Has Sofia's mum lost anything important?
2 What has Sofia lost?
3 Has Sofia packed it in her suitcase?
4 Has she put it in her backpack?
5 Has anybody found her passport?
6 Why haven't they got on the plane?

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Exercise 9 8.10 page 106

- Ask students if they can answer any questions before they listen again.
- Play the audio for students to listen and answer the questions.
- Check answers as a class.

KEY

1 No, she hasn't.
2 She's lost her passport.
3 No, she hasn't.
4 No, she hasn't.
5 Yes, they have.
6 The plane has gone. / The plane has taken off. / They have missed their flight.

Transcript

See Teacher's Guide, page 198.

Exercise 10 page 106

- Ask two students to read out the example.
- Remind students that we use the past simple to give or find out details about something that has happened.
- Working in pairs, students ask and answer questions about their experiences.
- Circulate and monitor, helping as necessary and taking notes of errors to address in feedback at the end of the lesson.

Extra activity

Ask students to write about two experiences, giving two or three details about each. Remind them to use the present perfect and past simple.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can use the present perfect to ask and answer questions.*

Further practice

Workbook page 97
Grammar Booster page 147
Grammar photocopiable worksheet
Online practice

8.7 Reading

Lesson summary
Strategy: Understanding topic sentences
Reading: An article about a travel photographer
Vocabulary: Work and travel
Writing: Completing a summary of an article
Speaking: Paraphrasing quotes and discussing travel

SHORTCUT To do the lesson in 30 minutes, omit the warm-up and keep exercises 1, 4, 7 and 8 brief.

WARM-UP With books closed, write on the board: *Do you take a lot of photos on holiday? What do you like to take photos of? Do you print them out when you get home? What is your best holiday photo?*

- Put students in pairs to ask and answer the questions.
- Ask a few students to share their ideas with the class.

Exercise 1 page 107

- Working in pairs, students discuss the question.
- Elicit answers from the class.

KEY

They take photos of different countries / places.

Exercise 2 page 107

- Go through the strategy together.
- Students read the title and opening paragraph quickly and answer the questions.
- Check answers as a class.

KEY

1 He's a travel photographer.
2 He takes photos of beautiful mountains and lakes and interesting people.

Exercise 3 8.11 page 107

- Tell students to read the headings and topic sentences and try to match them before they listen to and read the article.
- Students read and listen to the article and check their answers.
- Check answers as a class.

KEY

1 E 2 D 3 F 4 A 5 G

Transcript

See Student's Book, page 107.

Extra challenge

- Ask students to explain why headings B and C are incorrect.
- Elicit answers from the class.

KEY

B is incorrect because the article does not talk about his family.
C is incorrect because this article is about past experiences. It does not talk about the future.

Exercise 4 page 107

- Working in pairs, students discuss the questions.
- Elicit some ideas from the class.

Exercise 5 Vocabulary page 107

- Students complete the exercise individually.
- Working in pairs, students compare their answers.
- Check answers as a class.

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KEY
1 are full of emotion
2 get to know the people
3 become successful
4 the best decision he has ever made

Exercise 6 page 107

- Tell students to read the summary quickly to get the overall meaning.
- Students complete the summary individually.
- Check answers as a class.

KEY
1 photography
2 photographer
3 countries / places / continents
4 America
5 journeys / trips / adventures
6 met / seen / observed
7 before
8 doesn't

Culture notes

Saint Augustine of Hippo (354–430) was a North African theologian and philosopher, and he was also the bishop of Hippo Regius in Numidia Roman North Africa.

Dalai Lama is the title given to the leader of Tibetan Buddhists. Buddhism is the main religion of Central Asia, but it is also practised in Korea, Japan and Southeast Asia.

Ernest Hemingway (1899–1961) was an American author and journalist, admired for his economical style of writing. Among his most famous books are *A Farewell to Arms*, *For Whom the Bell Tolls* and *The Old Man and the Sea*.

Buddha (6–4th century BCE) was the founder of Buddhism, one of the main religions and philosophies of southern and eastern Asia and the world.

Exercise 7 page 107

- Discuss the meaning of one quote as an example, e.g. Buddha's quote: *The journey to a place is more important, or as important, as getting there.* This also suggests how we should live. Living everyday life well is as important as achieving our goals.
- Working in pairs, students discuss the quotes.
- Circulate and monitor, helping as necessary.
- Ask a few pairs to share their explanations with the class.

Exercise 8 Think & share page 107

- Working in pairs, students give their opinions.
- Elicit some ideas from the class.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand topic sentences in an article about a travel photographer.*

Further practice
Workbook page 98
Online practice
Documentary: Sky Lodge: an unusual hotel

8.8 Speaking

Lesson summary

Strategy: Preparing to talk

Listening: A phone conversation between a customer and a receptionist

Phrasebook: Talking about numbers

Speaking: Asking and answering questions about places to stay

SHORTCUT To do the lesson in 30 minutes, omit the warm-up and keep exercises 1 and 4 brief.

WARM-UP With books closed, write the mind map headings from Lesson 8.5 on the board. Ask pairs to write as many holiday words as they can for each category in two minutes. Pairs get a point for every correct word.

Exercise 1 Think & share page 108

- Working in pairs, students discuss the questions.
- Elicit ideas from the class.

KEY (SUGGESTED ANSWERS)
1 It's at the Niagara Falls in Canada.
2 It's a guest house or youth hostel.
3 Students' own answers (Yes, it's a good place to share with friends. It's cheaper than a hotel. It's more comfortable than a campsite. / No, I don't like sharing a room with others. I prefer camping. I like hotels better.)

Exercise 2 page 108

- Go through the strategy together.
- Working in pairs, students discuss what they would like to know. Encourage students to make notes in their notebook, e.g. *How much does it cost? How many people in a room? Can you go there in the winter?*
- Elicit some ideas from the class.

Exercise 3 page 108

- Working in pairs, students discuss if their ideas in exercise 2 were similar.
- Students match the information to the phrases individually.
- Working in pairs, students compare their answers.
- Check answers as a class.

KEY
A The Holiday Inn, 42 Parkside Rd
B by tram, every half an hour, on foot, ten minutes by bus
C double room, twin room
D in July, next week
E two people
F a hundred pounds, $50
G boat trips

Exercise 4 page 108

- Working in pairs, students prepare a list of questions.
- Circulate and monitor, helping as necessary.

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Extra support

Elicit question words that students could use to prepare some of their questions and write them on the board, e.g. *How … ? How many … ? How much … ? How often … ? What's … ? When / What dates … ?*

- Check ideas as a class.

KEY (SUGGESTED ANSWERS)

A What's the name of the hotel? What's your address?
B How do I get to the hotel? Is there any public transport? How long does it take to get there? How often do buses / trains leave?
C What types of rooms are available?
D Are there any rooms available in July / next week? / Have you got any rooms free in July / next week? When are you (thinking of) coming? / What are your planned travel dates?
E How many people are there?
F How much does it / do the rooms cost?
G What types of tours are there?

AfL Teaching tip: diagnostics

Collaborative feedback

Students will benefit from writing answers on the board and assessing them as a class.

Exercise 4: Ask pairs of students to take turns to write one of their questions on the board, making sure it covers different information from previous questions. Continue until you have elicited seven questions. Ask the rest of the class to read the questions and come to the board to correct any they think are incorrect. Then check the questions as a class and discuss common errors.

See the notes on Assessment for Learning on page 11.

Exercise 5 8.12 page 108

- Play the audio for students to listen and make a note of the questions they hear.
- Ask them if they heard any of their own questions.

Transcript

See Teacher's Guide, page 198.

Exercise 6 8.12 page 108

- Tell students to read the notes and think about what kind of information completes each gap, e.g. a number, a form of transport, a date.
- Play the audio for students to listen and complete the note. Play the audio again if necessary.
- Check answers as a class.

KEY

1 9678 **2** on foot **3** 29 **4** 4 **5** 48 **6** 8.30 **7** 8922

Transcript

See Teacher's Guide, page 198.

Exercise 7 page 108

- Focus attention on the Phrasebook and go through the phrases together.
- Students complete the exercise individually.
- Working in pairs, students compare their answers.
- Check answers as a class.

KEY

Reception; Customer

Exercise 8 page 108

- Working in pairs, students take turns to ask and answer the questions. Remind them to use the phrases from the Phrasebook.
- Circulate and monitor, helping as necessary.

Exercise 9 8.13 page 108

- Tell students to read the dialogue to get the overall meaning.
- Students complete the dialogue individually.
- Working in pairs, students compare their answers.
- Check answers as a class by asking two students to read out the completed dialogue.

KEY

1 twice **2** 10 km **3** half **4** minutes
5 fifth **6** six **7** twin **8** €135

Transcript

See Student's Book, page 108 and Key above.

Exercise 10 page 108

- Put students in A+B pairs. Student A reads cards 1 and 2 on page 150 and Student B reads cards 1 and 2 on page 151.
- Give students time to prepare their questions.
- Students then take turns to ask and answer their questions to complete card 2.
- Circulate and monitor, helping as necessary.

Exercise 11 Reflect page 108

- Ask pairs to show each other their cards to check if their information was correct and discuss the questions.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can ask for information about a place to stay.*

Further practice

Workbook page 99
Communicative activity photocopiable worksheet
Online practice

8.9 Writing

Lesson summary
Reading: Postcards
Strategy: Deciding what to include
Language focus: Postcards
Writing: A postcard about a holiday

SHORTCUT To do the lesson in 30 minutes, omit the warm-up and set exercises 10 and 11 as homework. Alternatively, do exercise 11 in the next lesson.

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WARM-UP Put students in pairs and ask them to discuss what they need to improve on in their writing. Ask them to make a list of three things they would like to achieve in this lesson.

- Elicit ideas from the class and write them on the board in note form.

Exercise 1 page 109

- Working in pairs, students discuss the questions.
- Elicit answers from the class.

Exercise 2 page 109

- Tell students to read the questions before they read the postcards.
- Students answer the questions individually.
- Check answers as a class. Ask students to give reasons for their answers.

KEY

The person in the first postcard is Anya's teacher. She's interested in art.
The person in the second postcard is Anya's grandad. He's interested in cars.
The first postcard (to her teacher) sounds more formal.

Exercise 3 page 109

- Go through the strategy together.
- Students answer the questions individually.
- Check answers as a class.

KEY

1 Dear (Ms Rossi,); Hi (Grandad,)
Best wishes,; Love from
2 present continuous (happening now)
3 present simple
4 present perfect
5 *be going to* (future)

Exercise 4 page 109

- Students complete the table individually.
- Working in pairs, students compare their answers.
- Check answers as a class.

KEY

Postcard 1
1 at a campsite near Lucca
2 wonderful
3 visited lots of museums; seen some amazing paintings
4 go to the Uffizi art gallery on Friday
Postcard 2
1 at a guest house near Milan
2 very hot
3 visited the Ferrari museum in Modena
4 go to the racing track in Monza this week

Exercise 5 page 109

- Focus attention on the Language focus box and go through the phrases together.
- Students find examples of the phrases in the postcards individually. Then they decide which greetings are more formal.
- Check answers as a class.

KEY

Informal: Hi, Hello; Say hi to …; Wish you were here! Thinking of you. Love from
Formal: Dear; Give my regards to …; Best wishes
Both: We're staying at …; we've visited …; See you soon. See you (next week.)

Exercise 6 page 109

- Students complete the exercise individually.
- Check answers as a class.

KEY

This is our fourth day in …; The weather is wonderful. Say hi / hello to …; See you soon.

Exercise 7 page 109

- Tell students to read the postcard to get the overall meaning.
- Students complete the exercise individually.
- Working in pairs, students compare their answers.
- Check answers as a class.

KEY

1 having 2 'm staying 3 is 4 've been 5 've swum
6 're going to visit 7 were 8 soon 9 Love from

Exercise 8 page 109

- Give students time to think of ideas for their postcard.
- Circulate and monitor, helping as necessary.

Exercise 9 page 109

- Remind students to refer to the strategy when they are organising their ideas.
- Circulate and monitor, helping as necessary.

Exercise 10 page 109

- Students work individually to write their postcard.

Exercise 11 Check your work page 109

- Ask students to check their writing carefully against these points.
- Give them time to add anything and to improve their organisation, content and language.

AfL Teaching tip: success criteria

Exemplars and modelling

Focusing on a model text or answer can help explain to students what they need to do to complete a task.

Exercise 11: Read students' postcards and make a note of good examples of tense use or phrases. Write them on the board and point out or elicit why these are good examples.

See the notes on Assessment for Learning on page 11.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can decide what to include in a postcard.*

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Further practice
Workbook page 100
Online practice

8.10 Review

Grammar

Exercise 1 page 110

KEY
1 haven't brought
2 have studied
3 Have … met
4 has never missed
5 Have … ever tried
6 haven't spoken
7 have never had
8 Has … (ever) eaten

Exercise 2 page 110

KEY
1 A 2 C 3 B 4 B 5 C 6 A

Vocabulary

Exercise 3 page 110

KEY
1 F – A flight is the time you spend on a plane.
2 F – Trams usually run on city streets, next to cars.
3 T
4 F – A coach is a big, comfortable bus that travels long distances.
5 T
6 F – A short holiday in a big town is called a city break.
7 F – People often take a boat trip along a river.
8 T

Exercise 4 page 110

KEY
1 tent 2 arrange 3 guests 4 adventure
5 trip / tour 6 all-inclusive 7 campsite 8 pack
9 available 10 camping

Cumulative review

Exercise 5 page 110

KEY
1 haven't travelled
2 Have … ever visited
3 booked
4 guest house
5 reception
6 've stayed
7 transport
8 underground
9 's never eaten
10 's rained
11 walking tour
12 've spent
13 pack
14 've bought / bought
15 views

Note!
Once students have completed the Review page in the Student's Book, they should complete the Review page in the Workbook and the Assessment for Learning questions.

Think and share

Exercise 6 page 110

- Working in pairs, students discuss the questions.

KEY
Students' own answers

Further practice
Workbook page 101
Progress test

8.11 Exam skills

Lesson summary

Exam strategies: Listening: predicting missing information; Use of English: reading a text again to check answers; Writing: reading the task carefully and making notes about each piece of information you need to include

Listening: A travel show about Seville

Reading: An article about Venice

Writing: A description of an interesting travel experience or an online magazine article about the best place you have ever been to

WARM-UP With books closed, write on the board: *Have you even been to Spain or Italy? Where did you go? What was it like? What did you do there? If you haven't been to Spain or Italy, where would you like to go? Why?*

- Put students in pairs to ask and answer the questions.
- Ask a few students to share their ideas with the class.

Listening

Exercise 1 page 111

- Go through the Listening exam strategy together.
- Students complete the exercise individually.
- Check answers as a class.

KEY
1 B 2 E 3 C 4 D 5 A

Exercise 2 8.14 page 111

- Give students time to read the text carefully and predict what the missing information might be.
- Play the audio for students to listen and complete the text.
- Check answers as a class.

KEY
1 October 2 three nights 3 fifteen
4 guided tour 5 coach

Transcript
See Teacher's Guide, page 198.

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Use of English

Exercise 3 page 111

- Go through the Use of English exam strategy together.
- Students read the text and answer questions individually.
- Check answers as a class.

KEY

3 is wrong. The answer should be B because 'break down' is the phrasal verb.

Exercise 4 page 111

- Tell students to read the blog quickly to get the overall meaning.
- Student complete the blog individually. Remind them to read the blog again to check their answers.
- Working in pairs, students compare their answers.
- Check answers as a class.

KEY

1 D **2** B **3** A **4** D **5** A **6** B **7** C **8** D

Writing

Exercise 5 page 111

- Go through the Writing exam strategy together.
- Students complete the exercise individually.
- Working in pairs, students discuss their answers.
- Check answers as a class.

KEY

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

Exercise 6 page 111

- Students write their description or article individually. Set a time limit to keep them focused.
- Remind students to check their writing carefully once they have finished and, if necessary, add any missing information. They should also check their organisation, content and language.

KEY

Sample answer (description):
Last year, I was on holiday in Madrid in Spain. One day, we decided to take the train to a town called Toledo. Toledo is thirty minutes on the train from Madrid, but after fifteen minutes, the train broke down. We got out of the train and waited for two hours. It was very hot and we weren't happy. In the end, another train arrived. It was too late to go to Toledo, so we went back to Madrid. The next day we tried again and arrived in Toledo. It's a very beautiful town.
Sample answer (article):
The best place I have ever been to is Paris. There are lots of beautiful buildings and parks everywhere and the museums and art galleries, such as the Louvre, are wonderful. The food is wonderful too. There are lots of things to do in Paris, so you never get bored. I love travelling, and one day I would like to work as a travel guide. I have been to many different places, but I have never been to a more amazing city than Paris.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can predict missing information before I listen. I can check my answers in a Use of English task. I can make notes about each piece of information I need to include in a writing task.*

Further practice

Workbook page 102
Culture lesson 8: The Emerald Isle

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Vocabulary Booster

Vocabulary Booster 1.1 objective

Vocabulary: To review, practise and extend the vocabulary for talking about daily routines

Exercise 1 Get started 1.03 page 112

- Students match the activities to the photos individually.
- Play the audio for students to check their answers.

KEY

1 sleep 2 eat 3 work 4 meet my friends 5 drink 6 study

Transcript

See Key above.

Exercise 2 page 112

- Working in pairs, students ask and answer the questions.

Exercise 3 Practise page 112

- Tell students to use the letters given, the number of spaces and the context to find the missing words.
- Check answers as a class.

KEY

1 relax
2 vlog
3 listen (to) music
4 watch TV
5 go (to) bed; get up
6 have breakfast
7 brush (my) teeth; go (to) bed
8 brush (my) hair

Exercise 4 page 112

- Students choose the correct alternative individually.
- Check answers as a class.

KEY

1 have 2 get 3 have 4 take 5 have 6 go to; go 7 do

- Students then tick the sentences that are true for them.
- Working in pairs, students discuss if they are similar to or different from their partner.

Exercise 5 Extend 1.04 page 112

- Read out the phrases and get students to repeat. Then check the meaning.
- Students complete the definitions individually.
- Play the audio for students to check their answers.

KEY

1 have a rest
2 get ready for tomorrow
3 check your timetable
4 have a lie-in
5 wake up late
6 get out of bed

Transcript

See Key above.

Exercise 6 page 112

- Working in pairs, students ask and answer the questions.
- Elicit some answers from the class.

Extra activity

Put students in groups of three to tell the story of an imaginary day. Set a time limit. Students take turns to say a sentence each time. In each sentence they must use one of the words or phrases from this page. They get a point for each sentence they add and keep track of their score. If at any time they can't think of a sentence, they miss their turn. Stop when the time limit is up. The student with the most points wins.

Further practice

Workbook page 104

Vocabulary Booster 1.5 objective

Vocabulary: To review, practise and extend the vocabulary for talking about free-time activities

Exercise 1 Get started 1.10 page 113

- Students complete the phrases individually.
- Play the audio for students to check their answers.

KEY

1 coffee 2 shopping 3 read 4 cook 5 letter 6 listen 7 talk 8 check

Transcript

See Key above.

Exercise 2 page 113

- Working in pairs, students discuss the questions.
- Elicit some answers from the class.

Exercise 3 Practise page 113

- Students match 1–8 to A–H to make sentences individually.
- Check answers as a class.

KEY

1 E 2 C 3 G 4 D 5 B 6 F 7 A 8 H

Exercise 4 page 113

- Students complete the sentences individually.
- Check answers as a class.

KEY

1 take 2 draw 3 make 4 learn

Exercise 5 Extend 1.11 page 113

- Students complete the phrases individually.
- Play the audio for students to check their answers.

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KEY

1 take 2 hang out with 3 go 4 learn 5 go
6 check 7 listen 8 do

Transcript

See Key above.

Exercise 6 page 113

- Tell students to read the text quickly to get the overall meaning.
- Students complete the text individually.
- Check answers as a class.

KEY

1 take it easy
2 listen to a podcast
3 hang out with
4 go to the library
5 go
6 check
7 musical instruments
8 yoga

Word skills

Exercise 7 page 113

- Students answer the questions individually.
- Check answers as a class.

KEY

1 a verb 2 a noun 3 a noun 4 a verb

Exercise 8 page 113

- Check the answer as a class.

KEY

can

Extra activity

Put students in pairs. Ask them to think of three more words from this page that can be used as both a noun and a verb, e.g. *design*, *run*, *walk*.

They then write a sentence using both forms of the word, e.g. *I walk to school every day. I go for a walk every day.*

Further practice

Workbook page 104

Vocabulary Booster 2.1 objective

Vocabulary: To review, practise and extend the vocabulary for talking about sport

Exercise 1 Get started 2.03 page 114

- Students match the words to the photos individually.
- Play the audio for students to check their answers.

KEY

1 horse-riding 2 rugby 3 sports 4 basketball
5 team 6 cycling 7 game 8 running

Transcript

See Key above.

Exercise 2 page 114

- Students write their sentences individually.
- Working in pairs, students take turns to tell their partner how they stay healthy.
- Elicit some answers from the class.

Exercise 3 Practise page 114

- Students complete the mini quiz individually.
- Check answers as a class.

KEY

1 B 2 C 3 A 4 B 5 A

Exercise 4 page 114

- Students complete the sentences individually.
- Check answers as a class.

KEY

1 gym 2 snowboarding 3 fit 4 volleyball 5 diving
6 workouts 7 skateboarding 8 surfing 9 athlete

Exercise 5 Extend 2.04 page 114

- Tell students to read the words and think about how they can describe each activity before they read the definitions.
- Students match the words to their definitions individually.
- Play the audio for students to check their answers.

KEY

1 a match 2 a racket 3 golf 4 hiking 5 skiing
6 fishing 7 table tennis 8 hockey

Transcript

See Key above.

Exercise 6 page 114

- Students complete the sentences individually.
- Check answers as a class.

KEY

1 hiking 2 hockey 3 golf 4 skiing 5 fishing
6 racket 7 match

Extra activity

Put students in pairs. Ask them to take turns to describe an activity for their partner to guess. They can refer to exercises 4 and 5 for help. Encourage stronger students to describe different activities for their partner to guess.

Further practice

Workbook page 105

Vocabulary Booster 2.5 objective

Vocabulary: To review, practise and extend the vocabulary for talking about how to eat well

Exercise 1 Get started 2.13 page 115

- Students match individually.
- Working in pairs, students compare their answers.
- Play the audio for students to check their answers.

KEY

1 vegetables 2 juice 3 sugar 4 salad 5 tea
6 coffee 7 cake 8 sandwich 9 butter 10 fruit

Transcript

See Key above.

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Exercise 2 page 115

- Set a suitable time limit to keep students focused.
- Working in pairs, students compare the food they like and don't like.
- Circulate and monitor, helping as necessary.
- Elicit answers from the class.

Exercise 3 Practise page 115

- Students choose the incorrect alternative individually.
- Check answers as a class.

KEY

1 cola 2 meat 3 ice cream 4 bread 5 avocado
6 Apples 7 Beans

Exercise 4 page 115

- Remind students to put the adverb of frequency in the correct position when they speak.
- Working in pairs, students ask and answer the questions.
- Elicit some answers from the class.

Exercise 5 Extend 2.14 page 115

- Students match the words to the definitions individually.
- Play the audio for students to check their answers.

KEY

1 jam 2 lamb 3 honey 4 toast 5 a melon
6 a lemon 7 nuts 8 a biscuit

Transcript

See Key above.

Exercise 6 page 115

- Working in pairs, students discuss the questions.
- Elicit answers from the class.

KEY (SUGGESTED ANSWERS)

1 biscuits, honey, nuts, jam, melons
2 lemons, nuts
3 honey, jam
4 honey, lamb, lemons, nuts, melons

Word skills

Exercise 7 page 115

- Students do the exercise individually.
- Check answers as a class.

KEY

Biscuits, vegetables and yoghurt are not compound nouns because we can't separate them into two different words.

Exercise 8 page115

- Students make compound nouns individually.
- Check answers as a class.

KEY

beefburger; milk chocolate; fruit salad (fruit cake); cheesecake; cheeseburger
We write beefburger, cheeseburger and cheesecake as one word.

Extra activity

Put students in groups. Ask them to think of three more compound nouns that can be made using one of the words from the lesson and another word, e.g. *black coffee*, *blue cheese*. They then swap their compound nouns with another group and check the meaning and spelling in a dictionary.

Further practice

Workbook page 105

Vocabulary Booster 3.1 objective

Vocabulary: To review, practise and extend the vocabulary for talking about style

Exercise 1 Get started 3.03 page 116

- Students match the words to the photos individually.
- Play the audio for students to check their answers.

KEY

1 green 2 a jumper 3 boots 4 white 5 brown
6 grey 7 a bag 8 a coat

Transcript

See Key above.

Exercise 2 page 116

- Working in pairs, students ask and answer the questions.
- Elicit some answers from the class.

Exercise 3 Practise page 116

- Point out that this exercise practises adjectives, including colours and clothes.
- Students complete the words in the labels individually.
- Check answers as a class.

KEY

1 a dark top
2 a short skirt
3 beautiful shoes
4 a cream jacket
5 dark trousers
6 a colourful tie
7 a pink T-shirt
8 a beautiful shirt

Exercise 4 page 116

- Working in groups, students compare their ideas.
- Circulate and monitor, helping as necessary.
- Elicit some answers from the class.

Exercise 5 Extend 3.03 page 116

- Students match the clothes to the definitions individually.
- Play the audio for students to check their answers.

KEY

1 trainers 2 gloves 3 a scarf 4 a swimsuit
5 a uniform 6 a cap 7 shorts 8 a belt

Transcript

See Key above.

Exercise 6 page 116

- Tell students to read the text to get the overall meaning.

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- Students complete the text individually.
- Check answers as a class.

KEY

1 uniform 2 shorts 3 a cap 4 trainers 5 scarf 6 gloves

Exercise 7 page 116

- Working in pairs, students describe what students usually wear to school.
- Circulate and monitor, helping as necessary.

Extra activity

Show students a photo of a crowded street. Ask pairs to take turns to describe one of the people in the photo.

Further practice

Workbook page 106

Vocabulary Booster 3.5 objective

Vocabulary: To review, practise and extend the vocabulary for describing character

Exercise 1 Get started 3.11 page 117

- Working in pairs, students choose the correct option to complete the sentences.
- Play the audio for students to check their answers.
- Check answers as a class.

KEY

1a good 1b bad 2a boring 2b interesting 3a sad 3b happy 4a nice 4b horrible

Transcript

See Key above.

Exercise 2 Practise page 117

- Students match the sentences individually.
- Check answers as a class.

KEY

1 D 2 H 3 F 4 K 5 C 6 J 7 G 8 A 9 I 10 E 11 B

Exercise 3 page 117

- Set a time limit to keep students focused.
- Circulate and monitor, helping as necessary.

Exercise 4 Extend 3.12 page 117

- Students complete the definitions individually.
- Play the audio for students to check their answers.

KEY

1 hard-working 2 caring 3 brilliant 4 organised 5 confident 6 relaxed 7 shy 8 Creative

Transcript

See Key above.

Exercise 5 page 117

- Set a time limit to keep students focused.
- Working in pairs, students share their ideas.
- Circulate and monitor, helping as necessary.

Word skills

Exercise 6 page 117

- Students complete the exercise individually.
- Check answers as a class.

KEY

My brother is serious and hardly ever laughs.
This film is so funny! We can't stop laughing!
Your bedroom is so untidy!
Don't be so unkind. Think before you speak.

1 untidy, unkind
2 funny, serious
3 untidy, unkind

Exercise 7 page 117

- Students write the opposites individually.
- Check answers as a class.

KEY

stupid, unfriendly, quiet, unpopular

Extra challenge

Write the following adjectives on the board: *confident*, *hard-working*, *honest*, *organised*, *patient*, *polite*.

Then put students in pairs and tell them to find adjectives with the opposite meaning. They can use a dictionary to help them.

KEY (SUGGESTED ANSWERS)

confident – shy; hard-working – lazy; honest – dishonest; organised – disorganised; patient – impatient; polite – rude / impolite

Further practice

Workbook page 106

Vocabulary Booster 4.1 objective

Vocabulary: To review, practise and extend the vocabulary for talking about where we live

Exercise 1 Get started 4.03 page 118

- Working in pairs, students match the words to the photos.
- Play the audio for students to check their answers.

KEY

1 toilet 2 desk 3 window 4 table 5 bed 6 shower 7 bath 8 door

Transcript

See Key above.

Exercise 2 page 118

- Working in pairs, students ask and answer the questions.
- Circulate and monitor, helping as necessary.

KEY (SUGGESTED ANSWERS)

1 desk, window, bed, door
2 toilet, window, shower, bath, door
3 window, door

Exercise 3 Practise page 118

- Tell students to look at the photos and read the texts quickly to get the overall meaning.
- Students choose the correct alternative individually.

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- Check answers as a class.

KEY
1 flat 2 balcony 3 living room 4 sofas 5 floor
6 bedrooms 7 bathroom 8 dining room 9 kitchen
10 fridges 11 sinks

Exercise 4 page 118
- Working in pairs, students discuss the questions.
- Elicit some ideas from the class.

Exercise 5 Extend 4.04 page 118
- Working in pairs, students match the words to their definitions.
- Play the audio for students to check their answers.

KEY
1 dishwasher 2 basin 3 lamp 4 bin 5 cooker
6 washing machine 7 furniture 8 stairs

Transcript
See Key above.

Exercise 6 page 118
- Give students time to think about their perfect home.
- Working in pairs, students take turns to describe their perfect home.
- Circulate and monitor, helping as necessary.

Extra activity
Put photos of designer homes on the walls around the classroom or show a few on the board. Working in pairs, students describe the homes and discuss whether they like them or not.

Further practice
Workbook page 107

Vocabulary Booster 4.5 objective
Vocabulary: To review, practise and extend the vocabulary for talking about places in the world

Exercise 1 Get started 4.13 page 119
- Students match the words to the photos individually.
- Play the audio for students to check their answers.

KEY
1 hospital 2 restaurant 3 bank 4 supermarket
5 cinema 6 road 7 car park 8 city 9 shop
10 village

Transcript
See Key above.

Exercise 2 page 119
- Set a time limit for students to write their sentences.
- Working in groups, students compare the places where they live.
- Circulate and monitor, helping as necessary.

Exercise 3 Practise page 119
- Students choose the correct alternative individually.
- Check answers as a class.

KEY
1 desert 2 architecture 3 square 4 A street
5 forest 6 lakes 7 islands 8 rivers

Exercise 4 page 119
- Tell students to read the text quickly to get the overall meaning.
- Remind students to think about the words around the gap to help them find the missing word.
- Students complete the text individually.
- Check answers as a class.

KEY
1 islands 2 Ocean 3 buildings 4 beaches
5 rainforests

Exercise 5 Extend 4.14 page 119
- Tell students to read the words and think about how they can describe them before they read the definitions.
- Students match the words to their definitions individually.
- Play the audio for students to check their answers.

KEY
1 hill 2 coast 3 valley 4 waterfall 5 countryside
6 wood 7 stream 8 field

Transcript
See Key above.

Exercise 6 page 119
- Set a time limit for this to keep students focused.
- Students rewrite the sentences individually.

Extra support
Elicit ways to rewrite the first two sentences as a class and write them on the board as examples.

- Working in groups, students compare their answers.
- Elicit some answers from the class.

Word skills

Exercise 7 page 119
- Students answer the questions individually.
- Check answers as a class.

KEY
1 F 2 T

Extra activity
Ask pairs of students to write a few examples for each word skill point, e.g. 1 *comb, knife;* 2 *through, cough, rough.*

Exercise 8 page 119
- Students choose the correct alternative individually.
- Check answers as a class.

KEY
1 different 2 p 3 the same 4 t

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Extra activity

Write the following words on the board: *be, bean, by, I, hear, hour, know, knows, meet, right, sea, son, their, to, wear*.

Put students in pairs and ask them to find another word that is pronounced the same but is spelled differently, e.g. *be – bee*.

Set a time limit and then check answers as a class.

KEY

be – bee; bean – been; by – buy; I – eye; hear – here: hour – our; know – no: knows – nose: meet – meat; right – write; sea – see; son – sun; their – there; to – two; wear – where

Exercise 9 page 119

- Students can work in pairs or groups to think of words.

KEY SUGGESTED ANSWERS

ch (at the beginning of a word): chair, cheese, child;
(in the middle of a word): machine, kitchen, lunchbox
(at the end of a word): catch, teach
silent b: comb, climb
oo: food, pool; cook, foot, look

Further practice

Workbook page 107

Vocabulary Booster 5.1 objective

Vocabulary: To review, practise and extend the vocabulary for talking about cultural events and the arts

Exercise 1 Get started 5.03 page 120

- Students complete the phrases individually.
- Play the audio for students to check their answers.

KEY

1 movie **2** sing **3** dance **4** paint **5** ticket
6 story **7** act **8** band

Transcript

See Key above.

Exercise 2 page 120

- Set a suitable time limit for students to write their sentences.
- Put students in groups to compare their sentences.
- Elicit some answers from the class.

Exercise 3 Practise page 120

- Remind students to read the sentences and consider collocations to help them choose the correct alternative.
- Check answers as a class.

KEY

1 festivals **2** screen **3** Hip-hop **4** show
5 concerts **6** drum **7** exhibition **8** painting

Exercise 4 page 120

- Students complete the sentences individually.
- Check answers as a class.

KEY

1 cultural events **2** street theatre **3** incredible artists
4 crowded streets

Exercise 5 Extend 5.04 page 120

- Students match the words to the photos individually.
- Play the audio for students to check their answers.

KEY

1 pop music **2** opera **3** ballet **4** art gallery **5** jazz
6 painter **7** film star **8** classical music **9** singer

Transcript

See Key above.

Exercise 6 page 120

- Working in pairs, students ask and answer the questions.
- Circulate and monitor, helping as necessary.

Extra activity

Ask students to write 2–3 more questions on a piece of paper using vocabulary from the lesson. Working in pairs, students take turns to ask and answer their questions. They then swap questions and form new pairs. They then take turns to ask and answer questions with their new partner.

Further practice

Workbook page 108

Vocabulary Booster 5.5 objective

Vocabulary: To review, practise and extend the vocabulary to talk about entertainment

Exercise 1 Get started 5.11 page 121

- Students complete the sentences individually.
- Play the audio for students to check their answers.

KEY

1 short **2** relaxing **3** long **4** dangerous
5 exciting **6** great

Transcript

See Key above.

Exercise 2 page 121

- Working in groups of four, students discuss the sentences in exercise 1.
- Elicit some ideas from the class.

Exercise 3 Practise page 121

- Students match 1–6 to A–F to make sentences individually.
- Check answers as a class.

KEY

1 C **2** E **3** A **4** F **5** D **6** B

Exercise 4 page 121

- Remind students to look for clues in the question to help choose the correct word, e.g. 1 *watching*, 2 *read*.
- Students complete the questions individually.
- Check answers as a class.

KEY

1 TV series **2** reviews **3** boring characters
4 brilliant songs **5** loud music

- Working in pairs, students ask and answer the questions.

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Exercise 5 Extend 5.12 page 121

- Students match the words to their definitions individually.
- Play the audio for students to check their answers.

KEY

1 marvellous 2 all right 3 awful 4 beginning
5 middle 6 end 7 unusual 8 cool

Transcript

See Key above.

Exercise 6 page 121

- Students complete the sentences individually.
- Check answers as a class.

KEY

1 beginning; end 2 cool 3 all right 4 marvellous
5 unusual 6 awful

Word skills

Exercise 7 page 121

- Remind students that collocations are common in English and using them accurately will help them sound more natural.
- Students complete the sentences individually.
- Check answers as a class.

KEY

1 take 2 have 3 take 4 have

Exercise 8 page 121

- Students complete the rule and advice individually.
- Check answers as a class.

KEY

1 two 2 use 3 together

Exercise 9 page 121

- Students complete the phrases individually.
- Check answers as a class.

KEY

1 a cup of tea, fun
2 care, a picture

Extra activity

Put students in groups and tell them they are going to make collocation posters. Give each group two large pieces of paper and some coloured pens. Tell them to write *have* in the middle of one sheet of paper and *take* in the other. Then ask them to write words that collocate with *have* and *take* around the verbs. Encourage them to write varied examples, e.g. *have – a shower, a cup of tea, fun, lunch, a party*. When they have finished, they can show their posters to the class.

Further practice
Workbook page 108

Vocabulary Booster 6.1 objective

Vocabulary: To review, practise and extend the vocabulary for talking about phone zombies

Exercise 1 Get started 6.02 page 122

- Students match the words to the photos individually.
- Play the audio for students to check their answers.

KEY

1 a message 2 an email 3 a computer 4 a radio
5 a photo 6 the internet 7 an app 8 a smartphone

Transcript

See Key above.

Exercise 2 page 122

- Working in pairs, students ask and answer the questions.
- Circulate and monitor, helping as necessary.
- Elicit some answers from the class.

Exercise 3 Practise page 122

- Students complete the words individually.
- Check answers as a class.

KEY

1 digital devices 2 laptop 3 battery 4 group chat
5 music library 6 Bluetooth speaker

Exercise 4 page 122

- Tell students to read the text quickly to get the overall meaning.
- Students complete the text individually.
- Check answers as a class.

KEY

1 on 2 check 3 text 4 through 5 off

Exercise 5 Extend 6.03 page 122

- Tell students to discuss the meaning of the words in pairs or check in an English dictionary.
- Students complete the questions individually.
- Play the audio for students to check their answers.

KEY

1 passwords 2 shut down 3 save 4 type 5 click
6 record 7 keyboard

Transcript

See Key above.

Exercise 6 page 122

- Working in pairs, students ask and answer the questions in exercise 5.
- Circulate and monitor, helping as necessary.
- Elicit some answers from the class.

Extra activity

Put students in groups and give each group a word connected to computers, e.g. *keyboard*. The first student in a group says another word connected with computers that has one of the letters in *keyboard*, e.g. *app*. Then the second student in the group says a word that has one of the letters in *app*, e.g. *password*, and so on.

Further practice
Workbook page 109

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Vocabulary Booster 6.5 objective

Vocabulary: To review, practise and extend the vocabulary for talking about everyday items

Exercise 1 Get started 6.08 page 123

- Students match the words to the photos individually.
- Play the audio for students to check their answers.

KEY

1 paper 2 a plate 3 a pen 4 a pencil 5 a cup
6 a glass 7 a newspaper 8 a clock 9 glasses
10 a knife

Transcript

See Key above.

Exercise 2 page 123

- Working in pairs, students talk about the items.
- Circulate and monitor, helping as necessary.

Exercise 3 Practise page 123

- Tell students to think about how they would describe each word before they read the definitions.
- Students complete the definitions individually.
- Check answers as a class.

KEY

1 mirror 2 bank card 3 make-up 4 charger
5 wallet 6 cash

Exercise 4 page 123

- Students choose the correct alternative individually.
- Check answers as a class.

KEY

1 comb 2 water bottle 3 mirror 4 digital
5 dictionary 6 cash; bank card

Exercise 5 Extend 6.09 page 123

- Students complete the exercise individually.
- Working in pairs, students compare their answers.
- Play the audio for students to check their answers.

KEY

1 a calculator 2 a backpack 3 a purse 4 a hairbrush
5 a toothbrush 6 a notebook 7 scissors 8 an ID card

Transcript

See Key above.

Exercise 6 page 123

- Working in pairs, students ask and answer the questions.
- Elicit some answers from the class.

Word skills

Exercise 7 page 123

- Students choose the correct alternative individually.
- Check answers as a class.

KEY

1 to pay 2 scrolling 3 to buy

Exercise 8 page 123

- Students tick the correct statement individually.
- Check the answer as a class.

KEY

Statement 1 is correct

Exercise 9 page 123

- Students complete the sentences individually.
- Elicit some sentences from the class.

Extra activity

Ask students to stand in a line. If you have a large class, ask students to stand up by their desk. Read out the following verbs, one at a time: *choose, don't like, don't mind, enjoy, hate, hope, like, love, need, plan, practise, promise, want, would like*. Students listen and step left if the verb is followed by *to* + verb, or right if it is followed by verb + *-ing*. If a verb can be followed by either *to* + verb or verb + *-ing* (i.e. *don't like*, *hate*, *like*, *love*) students don't move.

Further practice

Workbook page 109

Vocabulary Booster 7.1 objective

Vocabulary: To review, practise and extend the vocabulary for talking about dreaming big

Exercise 1 Get started 7.03 page 124

- Students complete the phrases individually.
- Play the audio for students to correct their answers.

KEY

1 leave 2 live 3 have 4 have 5 do 6 leave
7 get 8 travel

Transcript

See Key above.

Exercise 2 page 124

- Students complete the questions individually.
- Check answers as a class.

KEY

1 do 2 travel 3 have 4 leave; get 5 live; leave
6 have

- Working in pairs, students ask and answer the questions.
- Elicit some answers from the class.

Exercise 3 Practise page 124

- Tell students to read the texts quickly to get the overall meaning. Remind them to consider collocations to help them choose the correct words.
- Students complete the texts individually.
- Check answers as a class.

KEY

A

1 drama school 2 an actor 3 a house 4 cook
5 earn 6 famous

B

7 save 8 university 9 degree 10 company
11 manager 12 rich 13 drive

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Exercise 4 page 124

- Tell students to change the sentences to the affirmative or negative to make them true for them.
- Working in pairs, students compare their answers and discuss differences.
- Elicit some answers from the class.

Exercise 5 page 124

- Working in pairs, students compare their answers.
- Circulate and monitor, helping as necessary.

Exercise 6 Extend 7.04 page 124

- Students complete the sentences individually.
- Play the audio for students to check their answers.

KEY

1 take up a hobby
2 pass an exam
3 write a book
4 start my own business
5 get a better phone
6 get married
7 play for a team
8 move to a new school

Transcript

See Key above.

Exercise 7 page 124

- Students write questions individually.
- Circulate and monitor, helping as necessary.
- Working in pairs, students ask and answer their questions.

Extra activity

Ask students to write 2–3 more questions on a piece of paper using vocabulary from the lesson. Put the questions in a box or bag and mix them up. Hand out a piece of paper to each student. Then put students in pairs to ask and answer the questions on their piece of paper.

Further practice

Workbook page 110

Vocabulary Booster 7.5 objective

Vocabulary: To review, practise and extend the vocabulary to talk about career choices

Exercise 1 Get started 7.12 page 125

- Students match the jobs to the photos individually.
- Play the audio for students to check their answers.

KEY

1 cleaner 2 photographer 3 shop assistant
4 office worker 5 factory worker 6 waiter
7 bus driver 8 chef

Transcript

See Key above.

Exercise 2 page 125

- Working in pairs, students tell each other which jobs in exercise 1 they would like to do.
- They then put them in order from the best to the worst.
- Next, put two or three pairs in a group and ask them to compare their ideas.
- Elicit some ideas from the class.

Exercise 3 Practise page 125

- Students complete the jobs in the sentences individually.
- Check answers as a class.

KEY

1 doctors; nurses 2 Lawyers; police officers
3 technician 4 businessperson 5 pilot 6 dentist
7 engineer 8 journalist 9 designer 10 Farmers

Exercise 4 Extend 7.13 page 125

- Students complete the definitions individually.
- Play the audio for students to check their answers.

KEY

1 hairdresser 2 builder 3 personal assistant
4 architect 5 cook 6 receptionist 7 boss
8 programmer

Transcript

See Key above.

Exercise 5 page 125

- Working in pairs, students take turns to ask and answer the questions.
- Circulate and monitor, helping as necessary.
- Elicit answers from the class.

KEY (SUGGESTED ANSWERS)

1 architect, builder, engineer, farmer, journalist, police officer
2 boss, businessperson, cook, dentist, designer, doctor, hairdresser, journalist, nurse, programmer, personal assistant, receptionist, technician
3 cook
4 hairdresser, designer
5 (hairdresser, personal assistant,) receptionist
6 personal assistant
7 dentist, doctor, nurse
8 Students' own answers

Word skills

Exercise 6 page 125

- Tell students that phrases with *get* are common in English and using them accurately will help them sound more natural.
- Students complete the phrases individually.
- Check answers as a class.

KEY

1 get / go 2 get / receive 3 get / buy 4 get / go

Exercise 7 page 125

- Students complete the exercise individually.
- Check answers as a class.

KEY

buy something – get something (for dinner from the supermarket)
travel somewhere – get to (university by car)
receive something – get (a lot of letters)
arrive somewhere – get to (school early)

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Extra activity

Put students in pairs and ask them to write a list of ten jobs. Pairs swap lists with another pair. They then read the jobs and think about a *get* expression, phrasal verb or collocation that can be used to talk about each job, e.g. *office worker: get an email; doctor: get well; bus driver: get on / off*.

Further practice

Workbook page 110

Vocabulary Booster 8.1 objective

Vocabulary: To review, practise and extend the vocabulary for talking about getting around

Exercise 1 Get started 8.03 page 126

- Students match the words to the photos individually.
- Play the audio for students to check their answers.

KEY

1 a bike 2 a bus 3 a train 4 to walk 5 to drive
6 an airport 7 a station 8 a ticket

Transcript

See Key above.

Exercise 2 page 126

- Working in pairs, students ask and answer the questions.
- Circulate and monitor, helping as necessary.
- Elicit some answers from the class.

Exercise 3 Practise page 126

- Students choose the correct alternative individually.
- Check answers as a class.

KEY

1 public transport 2 trams 3 coach 4 by 5 on
6 an underground system 7 journey

- Working in pairs, students ask and answer the questions.

Exercise 4 page 126

- Tell students to read the text quickly to get the overall meaning.
- Students complete the text individually.
- Check answers as a class.

KEY

1 short journey 2 amazing views 3 boat trips
4 city break 5 catch a flight

Exercise 5 Extend 8.04 page 126

- Tell pairs to discuss the meaning of the words and phrases or check them in an English dictionary.
- Students complete the sentences individually.
- Play the audio for students to check their answers.

KEY

1 late 2 on time 3 soon 4 bus stop 5 the way
6 seat 7 platform 8 get lost

Transcript

See Key above.

Exercise 6 page 126

- Working in pairs, students write questions.
- Circulate and monitor, helping as necessary.
- Put two pairs together to form a group. Students take turns to ask and answer their questions.

Extra activity

Put students in pairs and ask them to write five phrases for talking about travel and tourism on a piece of paper, e.g. *ride a bike*, *catch a train*, *an underground system*. Then put two pairs together in a group. Pairs take turns to act out phrases for the other pair to guess.

Further practice

Workbook page 111

Vocabulary Booster 8.5 objective

Vocabulary: To review, practise and extend the vocabulary for talking about holidays and places to stay

Exercise 1 Get started 8.08 page 127

- Tell students to read the dialogue quickly to get the overall meaning.
- Students complete the dialogue individually.
- Play the audio for students to check their answers.

KEY

1 summer holidays 2 beach holiday 3 hotel 4 pool
5 room 6 sea 7 beds 8 problem 9 fly

Transcript

See Key above.

Exercise 2 page 127

- Students write their sentences individually. Set a time limit to keep them focused.
- Working in pairs, students take turns to read their sentences and guess which are true and which are false.
- Circulate and monitor, helping as necessary.

Exercise 3 Practise page 127

- Tell students to read the texts quickly to get the overall meaning.
- Students complete the texts individually.
- Check answers as a class.

KEY

A

1 all-inclusive 2 adventure 3 reception 4 book

B

5 camping 6 tents 7 campsite 8 available 9 pack

C

10 guest house 11 guests 12 arranges 13 tour guide

Exercise 4 Extend 8.09 page 127

- Ask students to think about how they would describe each word or phrase before they look at the definitions.
- Students match the words or phrases to the definitions individually.
- Play the audio for students to check their answers.

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KEY

1 a reservation 2 a suitcase 3 accommodation
4 a passport 5 a day trip 6 an apartment
7 a youth hostel 8 a visitor

Transcript

See Key above.

Exercise 5 page 127

- Working in pairs, students ask and answer the questions.
- Elicit some answers from the class.

Word skills

Exercise 6 page 127

- Students underline the phrasal verbs individually.
- Check answers as a class.

KEY

We want to look around the museum this morning.
It's safer to sit down on the bus!
We went to New York last year. I want to go back next year.
Before we set off I'm going to look at an online map.

Exercise 7 page 127

- Students complete the exercise individually.
- Check answers as a class.

KEY

return – go back
leave on a journey – set off
see everything in a place – look around
not stand – sit down

Exercise 8 page 127

- Working in pairs, students make phrasal verbs with the verbs and particles.
- Circulate and monitor, helping as necessary.
- Elicit phrasal verbs from the class.

KEY (SUGGESTED ANSWERS)

1 go on, go off, go out, go up, go down, go back, go around
get on, get off, get out, get up, get down, get back, get around
find out
look on, look up, look out, look down, look back, look around, turn on, turn off, turn up, turn out, turn down, turn back, turn around
2 Students' own answers

Further practice

Workbook page 111

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Grammar Booster

Grammar Booster 0.1 objective

Grammar: To consolidate grammar rules for the verb *be*: affirmative and negative, questions and short answers

- Ask students to read the grammar notes and tips to check the rules.
- Point out the forms of the verb *be* with different pronouns and stress that it is important to remember them.
- Remind students that in questions, the verb *be* and pronoun simply change position.

Exercise 1 page 128

KEY

1 'm / am 2 're / are 3 is 4 are 5 is 6 're / are
7 's / is 8 're / are

Exercise 2 page 128

Extra support
Tell students they can write contracted forms or full forms as answers. Remind them that both are correct, but we don't use contractions in short answers.

KEY

1 Julio is not / isn't British.
2 I am not / 'm not from London.
3 We are not / aren't sixteen.
4 You are not / aren't Scottish.
5 My parents are not / aren't teachers.
6 She is not / isn't at home.
7 He is not / isn't from Spain.
8 They are not / aren't happy today.

Exercise 3 page 128

Extra support
Remind students to note the person or pronoun to help choose the correct form of the verb *be*.

KEY

1 A Are you Swiss?
B No, I'm not. I'm from Austria.
2 A Is Luke British?
B Yes, he is. He's from Manchester.
3 A Hi. Are you a new student?
B Yes, I am. I'm Maria. Hi!
4 A Are your friends at school today?
B No, they aren't. They're at home.
5 A Is your phone in your bag?
B No, it isn't. It's in my pocket.

Exercise 4 page 128

- Tell students to read the dialogue quickly to get the overall meaning.
- Students complete the dialogue individually.
- Check answers by asking pairs to read out the completed dialogue.

KEY

1 Are 2 aren't 3 're 4 'm 5 is 6 Are 7 aren't
8 is 9 isn't 10 Is 11 is 12 's 13 are

Extra challenge
Ask students to write 3–4 questions about their partner and people in the class using the verb *be*.

Further practice

Workbook page 4

Grammar Booster 0.2 objective

Grammar: To consolidate grammar rules for singular and plural nouns, *this / that / these / those* and imperatives

- Ask students to read the grammar notes and tips to check the rules.

Exercise 1 page 129

Extra support
Remind students to think about the spelling of plural nouns. Then ask them to check their answers in pairs.

KEY

1 bags 2 wives 3 videos 4 stories 5 foxes
6 women 7 lives 8 children 9 watches
10 people 11 books 12 boys 13 libraries
14 hats 15 lunches 16 matches 17 men
18 phones 19 halves 20 diaries

Exercise 2 page 129

KEY

1 This 2 Those 3 These 4 Those 5 That 6 This

Exercise 3 page 129

Extra support
Tell students to note the person or object in each sentence and remind them that the verb must also change from singular to plural and vice versa.

KEY

1 Those men are old.
2 This book is new.
3 Are those children Spanish?
4 Is this apple from France?
5 These are bad games.

Exercise 4 page 129

- Tell students to read the sentences for meaning and use the correct form of the imperative: affirmative or negative.

KEY

1 sit 2 Don't talk; be 3 Open; turn 4 don't eat
5 Do 6 Close 7 Don't go

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Extra challenge

Put students in groups. Ask them to take turns to give instructions for the rest of the students in their group to follow.

Further practice

Workbook page 5

Grammar Booster 0.3 objective

Grammar: To consolidate grammar rules for *have got*, possessive *'s* and possessive adjectives

- Ask students to read the grammar notes to check the rules.

Exercise 1 page 130

KEY

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

Exercise 2 page 130

KEY

1 Have … got; have; 've got
2 Has … got; hasn't; 's got
3 Have … got; haven't; 've got
4 Have … got; haven't; 've got
5 Has … got has; 's got
6 Has … got; hasn't; 's got

Extra activity

Ask students to practise the dialogues in pairs.

Exercise 3 page 130

KEY

1 Martina's 2 parents' 3 sister's 4 Lewis's / Lewis'
5 Briony's 6 Agnes's / Agnes'

Exercise 4 page 130

- Tell students to read the text to get the overall meaning before they read again and choose the correct alternative.

KEY

1 My 2 've got 3 Her 4 She 5 haven't got
6 parents' 7 They're 8 Their 9 our 10 We
11 Its 12 It's

Extra challenge

Ask students to write a paragraph about their family or a famous family they know from television to practise possessive adjectives.

Further practice

Workbook page 6

Grammar Booster 0.4 objective

Grammar: To consolidate grammar rules for *can* and object pronouns

- Ask students to read the grammar notes and tip to check the rules.

Exercise 1 page 131

KEY

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

Exercise 2 page 131

KEY

1 Can you speak; can
2 Can Rosie run; can't
3 Can I dance; can
4 Can your parents make; can
5 Can David draw; can't

Extra activity

Ask students to write four questions to ask a partner using *can* and the activities in exercise 1. Students take turns to ask and answer the questions.

Exercise 3 page 131

KEY

1 can't walk
2 can play
3 can't dance
4 can speak
5 can read and write
6 can / can't speak

Exercise 4 page 131

- Tell students to read the sentences for meaning before they choose the correct alternative.

KEY

1 I; me
2 They; them
3 She; her
4 he; his; him
5 It's; it
6 us; we

Exercise 5 page 131

KEY

1 me 2 him 3 it 4 her 5 them 6 it 7 us

Extra challenge

Working in pairs, students take turns to say sentences like the ones in exercise 5, saying *beep* instead of the object pronoun, e.g. *I like the colour blue. Do you like beep?* (it) *Let's ask John a question. Text beep.* (him) Their partner completes the sentence with the correct object pronoun.

Further practice

Workbook page 7

Grammar Booster 1.2 objective

Grammar: To consolidate grammar rules for the present simple: affirmative

- Ask students to read the grammar notes and tip to check the rules.
- Point out the spelling changes for the third person singular for some verbs.

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Exercise 1 page 132

KEY

1 take 2 starts 3 have 4 does 5 like 6 watch
7 listen 8 cooks

Exercise 2 page 132

Extra support
Remind students to note the person or pronoun in the sentence and think about the spelling of the verbs.

KEY

1 hates; gets up; loves
2 like; have; relax
3 has; goes; wants
4 play; make; watch

Exercise 3 page 132

KEY

1 watches 2 do 3 have 4 go 5 brushes
6 listen to

Exercise 4 page 132

- Tell students to read the text quickly to get the overall meaning before they complete it.

KEY

1 loves 2 does 3 plays 4 practises 5 think
6 play 7 listen 8 goes 9 tell 10 say

Extra challenge
Ask students to write three sentences about themselves using verbs from this page.

Further practice
Workbook page 9

Grammar Booster 1.4 objective
Grammar: To consolidate grammar rules for prepositions of time

- Ask students to read the grammar notes and tip to check the rules.

Exercise 1 page 132

KEY

1 C 2 E 3 A 4 B 5 D

Exercise 2 page 132

KEY

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

Extra activity
Ask students to write four time expressions on a piece of paper but leave out the prepositions. They then swap with a partner and complete the time expressions on their partner's paper. Their partner then checks if they have completed the time expressions correctly.

Grammar Booster 1.6 objective
Grammar: To consolidate grammar rules for the present simple: negative and *yes/no* questions

- Ask students to read the grammar notes and tips to check the rules.

Exercise 1 page 133

KEY

1 doesn't make 2 doesn't take 3 don't tidy
4 don't ride 5 don't play 6 doesn't like
7 doesn't go 8 doesn't read 9 don't go

Exercise 2 page 133

KEY

1 Do you take lots of selfies? Yes, I do.
2 Does Katya listen to audiobooks? Yes, she does.
3 Do you and your friends go to the gym? No, we don't.
4 Do your parents read comics? No, they don't.
5 Do I speak good English? Yes, you do.
6 Does Aziz do his homework with his friends? No, he doesn't.
7 Does your mum draw lots of pictures? No, she doesn't.
8 Do you and Masood go for a run every day? Yes, we do.

Extra activity
Working in pairs, students take turns to ask questions 1, 3, 4, 5 and 7 from exercise 2 and give true answers.

Exercise 3 page 133

Extra support
Check that students have matched 1–5 to A–E correctly before they complete the questions and answers.

KEY

1 C 2 E 3 A 4 B 5 D
1 A Does Zoltan like Italian food?
B Yes, he does. But he doesn't like pizza.
2 A Do you and your sister read a lot?
B Yes, we do. But we don't read comics.
3 A Do your parents listen to music?
B Yes, they do. But they don't play musical instruments.
4 A Do you speak French?
B No, I don't. And I don't speak German.
5 A Does Beata play chess?
B No, she doesn't. She doesn't like board games.

Extra activity
Ask students to write three questions to ask their partner. Working in pairs, students take turns to ask and answer the questions.

Further practice
Workbook page 13

Grammar Booster 2.2 objective
Grammar: To consolidate grammar rules for adverbs of frequency, expressions of frequency and question words

- Ask students to read the grammar notes and tip to check the rules.
- Point out the position of different adverbs and expressions in a sentence.
- Point out the use of different question words.

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Exercise 1 page 134

KEY
1 never go
2 is hardly ever
3 don't usually play
4 often runs
5 are always
6 sometimes do

Exercise 2 page 134

KEY
1 Josh always goes to the gym on Fridays.
2 I never dance.
3 We hardly ever see our cousins.
4 Sasha usually does yoga on Saturdays.
5 I am always hungry.
6 They often play tennis.
7 I sometimes play football.

Exercise 3 page 134

KEY
1 I brush my teeth twice a day.
2 They go to dance class once a week.
3 We have exams three times a year.
4 I don't go to school every day.
5 My family and I go to the cinema once a month.

Exercise 4 page 134

KEY
1 What 2 Who 3 Why 4 Whose 5 Where
6 How old

Exercise 5 page 134

KEY
1 F 2 B 3 G 4 A 5 C 6 D 7 E

Extra challenge
Ask students to write four questions using question words to ask a partner. Working in pairs, students take turns to ask and answer the questions. Encourage them to use adverbs and expressions of frequency where appropriate.

Further practice
Workbook page 21

Grammar Booster 2.6 objective
Grammar: To consolidate grammar rules for *There is / there are*, *some*, *any* and *a lot of*, *much* and *many*

- Ask students to read the grammar notes to check the rules.
- Check understanding by asking comprehension questions, if necessary, e.g. *Do we use 'there are' with singular or plural nouns?* (plural) *Which quantifiers can we use with both countable and uncountable nouns?* (some, any, a lot of).

Exercise 1 page 135

KEY
1 is some 2 are some 3 isn't any 4 aren't any
5 is some 6 is some

Exercise 2 page 135

KEY
1 some 2 any 3 any 4 some 5 many 6 much
7 a lot of 8 much 9 A lot 10 A lot

Exercise 3 page 135

KEY
1 Are 2 many 3 a lot 4 an 5 any 6 aren't
7 much 8 Is 9 a 10 some 11 isn't 12 some

Exercise 4 page 135

KEY
1 much; much; some
2 any; are; some; are
3 Is; isn't; some; lot

Extra activity
Ask students to write a shopping list like the one in exercise 1. Working in pairs, students ask questions to find out what is on their partner's list, e.g.
A: Are there any strawberries?
B: No, there aren't any strawberries.

Further practice
Workbook page 25

Grammar Booster 3.2 objective
Grammar: To consolidate grammar rules for the present continuous

- Ask students to read the grammar notes and tip to check the rules.
- Tell students to note key points and refer to them as they do the exercises.

Exercise 1 page 136

KEY
1 doing 2 going 3 having 4 playing 5 making
6 wearing 7 stopping 8 tying 9 taking 10 giving
11 hitting 12 carrying

Exercise 2 page 136

Extra support
Ask students to read the sentences and match the verbs. Check that they have matched them correctly. Students then complete the sentences.

KEY
1 is taking 2 'm chatting 3 Are you wearing
4 are playing 5 aren't going 6 Are they making
7 'm not doing 8 isn't having

Exercise 3 page 136

Extra support
Remind students to note the subject of the question.

KEY
1 D 2 A 3 B 4 C 5 F 6 E

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Exercise 4 page 136

Extra support
Do the first question and answer as an example on the board.

KEY
1 A Is Rosa watching TV?
B No, she isn't. She's studying.
2 A Are you writing a story?
B Yes, I am. I'm writing a story about school.
3 A Is Joe wearing his new shirt?
B Yes, he is. But he isn't wearing his new jeans.
4 A Are your parents shopping?
B Yes, they are. They're buying some food.
5 A Are you and I doing the same project this term?
B No, we aren't. We're doing different projects.

Extra challenge
Ask students to write three questions using the present continuous that they could ask about other students in the class. Students walk around the classroom asking each other their questions.

Further practice
Workbook page 33

Grammar Booster 3.6 objective
Grammar: To consolidate grammar rules for the present simple and present continuous and dynamic and stative verbs

- Ask students to read the grammar notes to check the rules.

Exercise 1 page 137

Extra support
Remind students to think about which time expressions are used with the present simple and present continuous.

KEY
1 F 2 D 3 B 4 A 5 E 6 C

Exercise 2 page 137

Extra support
Remind students to note time expressions in each sentence and any other clues that will help them use the correct tense.

KEY
1 is running
2 don't like; get
3 does your dad do
4 are you going; 're going
5 is sleeping; 're playing
6 play; 're listening
7 are you doing; don't have; 'm watching
8 play; want; 'm playing

Exercise 3 page 137

Extra support
Tell students to read the text quickly to get the overall meaning. Remind them to note the time expressions in each sentence.

KEY
1 like 2 'm staying 3 lives 4 go 5 sometimes stop
6 're sitting 7 're having 8 'm not eating 9 don't do

Exercise 4 page 137

Extra support
Complete the first dialogue as an example on the board.

KEY
1 are you doing; 'm writing
2 Is Harry studying; 's chatting
3 Do you often post; use
4 do you look; 'm looking
5 are you laughing; think
6 Are those people speaking; don't know; 're speaking
7 are you thinking; want
8 Do you believe; don't; 's lying

Further practice
Workbook page 37

Grammar Booster 4.2 objective
Grammar: To consolidate grammar rules for comparative adjectives

- Ask students to read the grammar notes and tips to check the rules.
- Point out the importance of the number of syllables in an adjective and spelling changes.

Exercise 1 page 138

KEY
1 faster 2 sadder 3 funnier 4 wetter 5 more horrible
6 safer 7 colder 8 more beautiful 9 stranger
10 crazier 11 happier 12 worse 13 better
14 further / farther

Exercise 2 page 138

Extra support
Ask students to read the sentences and match the adjectives. Check that they have matched them correctly. Students then complete the sentences.

KEY
1 easier 2 more comfortable 3 higher; more difficult
4 cheaper 5 closer 6 better 7 slower 8 friendlier / more friendly

Exercise 3 page 138

Extra support
Complete the first sentences as an example on the board.

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KEY

1 hotter than winter
2 better than 50%
3 smaller than China
4 bigger than a tomato
5 nicer than cheese
6 cleverer than animals / more clever than animals
7 worse than 50%
8 more expensive than phones

Exercise 4 page 138

Extra support

Remind students that we don't add *than* when we don't say what something is being compared to, e.g.
A: Is January colder than October?
B: Yes, January is colder.

KEY

1 easier than; more difficult
2 worse; better than
3 tidier than; more interesting
4 further / farther; closer
5 busier; quieter / more quiet

Extra challenge

Brainstorm countries on different continents onto the board. Put students in pairs. Students take turns to compare two places using comparative adjectives, e.g. *New Zealand is rainier than Egypt*.

Further practice

Workbook page 45

Grammar Booster 4.6 objective

Grammar: To consolidate grammar rules for superlative adjectives

- Ask students to read the grammar notes and tips to check the rules.
- Point out the importance of the number of syllables in an adjective and spelling changes.

Exercise 1 page 139

Extra support

Remind students to use *the* before the superlative to consolidate its use.

KEY

1 (the) fastest 2 (the) saddest 3 (the) funniest
4 (the) wettest 5 (the) most horrible 6 (the) safest
7 (the) coldest 8 (the) most beautiful 9 (the) strangest
10 (the) craziest 11 (the) happiest 12 (the) worst
13 (the) best 14 (the) furthest / (the) farthest

Exercise 2 page 139

KEY

1 most beautiful 2 coolest 3 best 4 most unusual
5 worst 6 happiest 7 nicest 8 funniest

Exercise 3 page 139

Extra activity

Tell students to read both sentences in each item carefully to decide if they need to use *the most* or *the least*.

KEY

1 best 2 most expensive 3 worst 4 least expensive
5 most dangerous 6 most comfortable

Exercise 4 page 139

KEY

1 the highest mountain
2 the most famous city
3 the biggest lake
4 the most exciting places
5 the most difficult language
6 the best books

Exercise 5 page 139

Extra support

Tell students to read the text quickly to get the overall meaning.

KEY

1 driest 2 one 3 dry 4 the 5 in 6 of 7 wettest
8 least 9 popular

Extra activity

Ask students to write a paragraph about their town or city using superlative adjectives from exercise 1. They can then exchange paragraphs with a partner and check each other's work.

Further practice

Workbook page 49

Grammar Booster 5.2 objective

Grammar: To consolidate grammar rules for the past simple affirmative: regular verbs

- Ask students to read the grammar notes and tip to check the rules.
- Ask students to note key points and refer to them as they do the exercises.

Exercise 1 page 140

KEY

1 liked 2 carried 3 stopped 4 enjoyed 5 worried
6 stayed 7 watched 8 hated 9 happened 10 studied
11 cried 12 chatted

Exercise 2 page 140

KEY

1 changed 2 studied 3 visited 4 arrived 5 cooked
6 enjoyed 7 liked 8 finished

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Exercise 3 page 140

Extra challenge
Ask students to read the sentences and match the verbs. Check that they have matched them correctly. Students then complete the sentences.

KEY
1 happened; missed 2 cried 3 hated 4 started
5 arrived 6 chatted

Exercise 4 page 140

Extra support
Refer students to the example and make sure they understand what they have to do.
Do one more sentence as an example on the board.

KEY
1 Priti cooked breakfast at 8.00 a.m.
2 She travelled to London at 9.00 a.m.
3 She walked around the streets from 10.30 to 11.30 a.m.
4 She shopped from 11.30 a.m. to 12.30 p.m.
5 She visited a museum from 12.30 to 2.30 p.m.
6 She watched a film at the cinema from 2.30 to 4.30 p.m.
7 She arrived back home at 6.30 p.m.

Exercise 5 page 140

KEY
1 yesterday 2 ago 3 night 4 last year
5 yesterday 6 in

Extra challenge
Ask students to write three past simple questions using the time expressions in exercise 5. Working in pairs, students ask and answer the questions.

Further practice
Workbook page 57

Grammar Booster 5.6 objective
Grammar: To consolidate grammar rules for the past simple: the verb *be* and *can* (affirmative, negative and questions)

- Ask students to read the grammar notes and tip to check the rules.

Exercise 1 page 141

KEY
1 Jack was at the theatre.
2 We were late for the concert.
3 I couldn't hear the music.
4 Ben could play the guitar.
5 My friends were in a band.
6 It wasn't a very good song.
7 Suzie could speak Italian.
8 My parents couldn't dance.
9 The children weren't tired.
10 They couldn't see the problem.
11 He wasn't happy about the cost.
12 We couldn't swim very well.

Exercise 2 page 141

Extra support
Tell students to read each dialogue and think about the meaning before they complete them.

KEY
1 were 2 was 3 was 4 was 5 Could 6 couldn't
7 was 8 couldn't 9 Were 10 weren't 11 couldn't
12 was 13 wasn't 14 were 15 could 16 couldn't
17 wasn't

Exercise 3 page 141

Extra support
Tell students to read the text quickly to get the overall meaning before they complete it.

KEY
1 was 2 were 3 was 4 could 5 was 6 could
7 was 8 was 9 wasn't 10 weren't 11 was 12 was

Further practice
Workbook page 61

Grammar Booster 6.2 objective
Grammar: To consolidate grammar rules for the past simple: irregular verbs (affirmative)

- Ask students to read the grammar notes and tip to check the rules.
- Encourage students to notice patterns of irregular forms, e.g. the ending *-ought*: *bring – brought – brought; buy – bought – bought; fight – fought – fought.*

Exercise 1 page 142

Note!
Students with dyslexia find such exercises difficult to do. As such, ask students to do exercise 1 in pairs.

KEY
1 was; were 2 met 3 fell 4 got 5 lost
6 said 7 could 8 had 9 wrote 10 left
11 sold 12 went

Exercise 2 page 142

Extra support
Remind students to refer to the list of irregular verbs.

KEY
1 fell; broke 2 sent; spoke 3 made; brought
4 found; put 5 bought; was 6 said; told

Exercise 3 page 142

Extra support
Ask students to read the sentences and match the verbs. Check that they have matched them correctly. Students then complete the sentences.

KEY
1 drew 2 began 3 went 4 bought 5 read 6 met
7 thought 8 did

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Exercise 4 page 142

Extra support
Tell students to read the text quickly to get the overall meaning. Then ask them to read the text again and match the verbs. Check that they have matched them correctly. Students then complete the text individually.

KEY
1 had 2 got 3 drank 4 ate 5 went / ran 6 came 7 spoke 8 was 9 ran / went 10 saw

Extra challenge
Put students in pairs to test one another on the past tense form of irregular verbs. Students take turns to say a verb in the infinitive form and the past simple, e.g.
A Say.
B: Saw. Run.
A Ran. …

Further practice
Workbook page 69

Grammar Booster 6.6 objective
Grammar: To consolidate grammar rules for the past simple: irregular verbs (negative, questions and short answers)

- Ask students to read the grammar notes to check the rules.
- Point out that the verb form is the same for all pronouns.

Exercise 1 page 143

Extra support
Tell students to note the subject of each question. This will help them match the questions to the correct answers.

KEY
1 E 2 C 3 B 4 G 5 F 6 A 7 D
A did B did C didn't D didn't E did F didn't
G didn't

Exercise 2 page 143

Extra support
Do the first item as an example on the board and remind students of the question form.

KEY
1 Did she have a party on her birthday?
2 Did they go to the concert last week?
3 We didn't go to the city centre last weekend.
4 Where did you go after school?
5 I didn't see Eva at the bus stop this morning.
6 They didn't have time to go to the museum this afternoon.
7 What did he do with the money?
8 It didn't take long to find the way here.

Exercise 3 Page 143

Extra support
Ask students to read the sentences and match the verbs. Check that they have matched them correctly. Students then complete the sentences.

KEY
1 didn't write 2 didn't do 3 didn't know 4 didn't buy
5 didn't go 6 didn't have

Exercise 4 page 143

Extra support
Do the first question as an example on the board. Remind students that they need to use the question form of the verb in the answer.

KEY
1 When did you get
2 Where did your friends meet
3 What did Sam buy
4 Why did you go
5 Who did you see last Tuesday
6 Where did she go skateboarding after school / When did she go skateboarding in the park

Exercise 5 page 143

KEY
1 Did Emma take; didn't; left
2 did you download; didn't download; didn't want
3 Did you enjoy; didn't watch; went
4 Did your parents go; did; thought
5 Did Tom post; did; saw

Extra activity
Ask students to write five infinitive verbs on a piece of paper. They give their verbs to a partner, who writes a past tense question using one of the verbs to ask another student. Tell students to write a question that anyone can answer, e.g. *buy* =: *Did you buy any clothes last weekend?*

Further practice
Workbook page 73

Grammar Booster 7.2 objective
Grammar: To consolidate grammar rules for *be going to*

- Ask students to read the grammar notes to check the rules.
- Tell students to note key points and refer to them as they do the exercises.

Exercise 1 page 144

KEY
1 Amy is going to go to university next October.
2 We are not going to share a flat.
3 I am going to watch TV this evening.
4 Roy is not going to study maths next term.
5 My parents are going to talk to my teacher tomorrow afternoon.
6 I am not going to leave school next year.

Exercise 2 page 144

KEY
1 are you going to do
2 am / 'm going to go
3 Are you and your friends going to play
4 are not / aren't going to visit
5 is your brother going to study
6 are not / aren't going to get

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7 am not / 'm not going to take
8 Is Tobias going to play

Exercise 3 page 144

KEY
1 are you going to do
2 Is Ellie going to go
3 Are you going to make
4 are we going to have
5 are they going to travel
A 'm not; 'm going to post
B is going to make
C 're going to go
D is; 's going to study
E 'm going to do
1 E 2 D 3 A 4 B 5 C

Extra activity
Ask students to write three questions using *be going to* that they could ask about other students in the class. Students walk around the classroom asking students their questions.

Further practice
Workbook page 81

Grammar Booster 7.6 objective
Grammar: To consolidate grammar rules for *will*.

- Ask students to read the grammar notes and tip to check the rules.
- Tell students to note key points and refer to them as they do the exercises.

Exercise 1 page 145

Extra support
Remind students to think about the position of *probably, certainly* and *definitely* in a sentence.

KEY
1 will be
2 will probably study
3 will eat
4 Will machines control
5 certainly won't become
6 will we be

Exercise 2 page 145

KEY
1 Will humans live
2 will happen
3 certainly won't happen
4 will probably travel
5 certainly won't be
6 will build
7 will be
8 will be

Exercise 3 page 145

Extra support
Ask students to read the sentences and match the verbs. Check that they have matched them correctly. Students then complete the sentences.

KEY
1 I'll answer 2 I'll stay 3 I'll email 4 I'll have
5 I'll turn 6 I'll go; I'll be 7 I'll turn 8 I'll be

Exercise 4 page 145

KEY
Students' own answers

Exercise 5 page 145

KEY
Students' own answers

Extra activity
Ask individual students to read out a sentence in turn. Each time ask the rest of the class if they agree or disagree with the prediction.

Further practice
Workbook page 85

Grammar Booster 8.2 objective
Grammar: To consolidate grammar rules for the present perfect: affirmative

- Ask students to read the grammar notes to check the rules.

Exercise 1 page 146

KEY
1 been 2 forgotten 3 taken 4 made 5 had
6 been, gone 7 put 8 done 9 found 10 become
11 met 12 seen 13 eaten 14 brought

Exercise 2 page 146

Extra support
Tell students to note the subject of each question. This will help them use the correct form of the present perfect (*have / has* + past participle).

KEY
1 has fallen 2 have / 've finished 3 have gone / been
4 has / 's started 5 have / 've written 6 has made

Exercise 3 page 146

Extra support
Ask students to read the sentences and match the verbs. Check that they have matched them correctly. Students then complete the sentences.

KEY
1 have / 've met 2 have / 've had 3 has taken
4 have / 've been 5 has / 's bought 6 have / 've found
7 has begun 8 have / 've eaten

Exercise 4 page 146

KEY
1 has / 's passed her exams
2 have / 've lost my phone
3 have / 've done our homework
4 have / 've had their lunch
5 have / 've missed the bus

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Exercise 5 page 146

KEY

1 has had
2 have been
3 has begun
4 has / 's downloaded
5 has / 's learned
6 has / 's found
7 have / 've sent
8 have / 've shared

Extra challenge

Put students in pairs to test one another on past participles. Students take turns to say an infinitive form of a verb and give the past participle, e.g.
A: Give.
B: Given. Have.
A: Had. …

Further practice

Workbook page 93

Grammar Booster 8.6 objective

Grammar: To consolidate grammar rules for the present perfect: negative and questions

- Ask students to read the grammar notes and tips to check the rules.

Exercise 1 page 147

KEY

1 hasn't taken
2 haven't packed
3 Have you brought
4 have they gone
5 haven't bought
6 Has Beate visited
7 have you done
8 has Jin told

Exercise 2 Page 147

Extra support

Ask students to complete the questions and short answers. Check that they have completed them correctly before they match the questions and answers.

KEY

1 Have you ever met
2 Has Sam ever swum
3 Have you arranged
4 Have your grandparents ever used
5 Have I given
A have
B have
C hasn't
D haven't
E have
1 D 2 C 3 A 4 E 5 B

Exercise 3 page 147

Extra support

Tell students to read the text quickly to get the overall meaning. Then tell them to read it again and think about whether the verbs need to be in the affirmative, negative or question form, and also consider whether words like *ever* or *never* might be needed to complete some gaps.

KEY

1 never 2 have 3 haven't 4 has 5 hasn't 6 ever
7 have / 've 8 has

Extra activity

Ask students to write infinitive verbs on a piece of paper. They give their verbs to their partner who writes a present perfect question using one of the verbs to ask another student using that verb. Tell students to write a question that anyone can answer, e.g. *travel = Have you ever travelled to South America?*

Further practice

Workbook page 97

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Culture lesson notes

Lesson summary

1 Culture: Life in different countries

SHORTCUT To do the lesson in 30 minutes, keep exercises 1 and 2 brief and set exercise 7 as homework. You can check the answers to exercise 7 in the next lesson.

WARM-UP On the board, write: *What things do young children do that you don't do? What are the good things about a teenager's life? What are the bad things?*

- Students discuss the questions in pairs.
- Ask students to share their answers with the class.

Exercise 1 Think & share

- Go through the activities in the box and make sure students understand them.
- Students ask and answer the questions in pairs. Encourage them to ask follow-up questions, e.g. *What kind of exercise do you do? What musical instrument do you play? / Would you like to learn to play a musical instrument?*
- Ask students to share their answers with the class.

KEY

Students' own answers

Exercise 2 1.17

- Focus attention on the photos and elicit from students what they can see (a teenage girl playing rugby; a cup of tea, boiled eggs and toast).
- Read through the task and emphasise that students need to listen for the things each person does every day and make short notes as they listen.
- Play the audio once for students to listen and make notes. If necessary, play the audio again, pausing it where appropriate.
- Students compare their answers in pairs and find out who their partner is more similar to.
- Ask a few students to share their answers with the class, giving reasons.

KEY

Students' own answers

Transcript

1

Alice I'm in the school rugby team, so I train every day before school. I get up early, at a quarter to five. I have toast and orange juice for breakfast and get my bags ready for school. My dad takes me to the rugby club at ten to six. We put my bike in the car. Then I ride my bike to school. I have a shower at school and I eat a second breakfast, usually fruit. Lessons start at five to nine.
I finish school at ten past three. I ride my bike home with my friend.
After school I do sport and I have music lessons. I play the violin. I get home and have dinner at seven.
I watch TV and I study or play my violin. I go to bed at nine o'clock.

2

Lim I get up at six o'clock. My mum makes me breakfast: kaya toast, eggs and tea. Then I walk to school.
My lessons start at a quarter to eight, but I get to school at a quarter to seven. I study for an hour first. This is normal in Singapore. All of my friends study before classes, too.
My school lessons finish at half past two, but I study until half past three every day, and then I have after-school activities for two and a half hours until six o'clock.
After-school activities are sport clubs. We do a lot of exercise, like in P.E. It's hard work but it's fun, too.
I have dinner at half past six and after that, I play computer games and relax for an hour. Then I study until nine o'clock and have a bath. I read a bit in the evening. I go to bed at half past ten.

Exercise 3 1.17

- Give students time to read the sentences carefully before you play the audio again.
- Working in pairs, students compare their answers.
- Check answers as a class. With a stronger class, you could the ask students to correct the false sentences.

KEY

1 F (Lim's mum makes his breakfast.) **2** T **3** T
4 F (Alice cycles / rides her bike home from school.)
5 T **6** T **7** F (Lim relaxes after dinner.) **8** T

Transcript

See exercise 3.

Exercise 4

- Read through the task and tell students that they will need to estimate the time they spend on the sets of activities 1–6 and write the time in their notebook.
- Before they start, you could write the following on the board to help them not forget anything:
  1: Free-time activities I do every day
  2: Free-time activities I do once a week or a few times a week
  4: breakfast, lunch, dinner, snacks
  5: Other things do I do to get ready, e.g. brush my hair
  6: Things I do, e.g. tidy my room, lay the table for meals
  In each case, students list the activities, estimate the time for each, and then add up the time. For 2, they list the free-time activities and then work out an average, e.g. if they spend two hours (120 minutes) playing tennis once a week, the average for a day is 120 minutes / 5 days = 24 minutes. Then they add up all the averages.
- Give students time to work individually to estimate how much time they spend on each set of activities.
- Elicit answers from individual students, write their estimates on the board, and find out if they spend about the same time, more time or less time than a US teen.

KEY

Students' own answers

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Exercise 5

- Students work individually to match headings A–F to 1–6.
- Working in pairs, students compare their answers.
- Check answers as a class.

KEY

1 Time for bed
2 Free time
3 Schoolwork
4 Meals
5 Getting ready
6 Helping around the house

Exercise 6

- Working in pairs, students take turns to interview each other about the time they spend on these things. You could write the following on the board for students to use: *How much time do you spend sleeping / on free-time activities / on your studies / eating / getting ready / doing housework?* Tell them to make a note of their partner's answers.
- Ask students in turn to tell the class what they found out about their partner. Write their answers on the board.

KEY

Students' own answers

Exercise 7

- Students could do the research for homework. Ask them to write down their answers as full sentences.
- When they have finished, ask some students to read out their answers. Alternatively, you could ask students to write the name of the country and their answers neatly on a sheet of paper. Stick the papers on the classroom walls so that students can walk around reading the information.
- Find out if there are any particularly interesting answers.

KEY

Students' own answers

Lesson summary

2 Culture: A healthy life in India

SHORTCUT To do the lesson in 30 minutes, keep exercise 1 brief and set exercise 7 as homework. You can check the answers to this in the next lesson.

WARM-UP On the board, write two headings: *Healthy* and *Not healthy*. Put students in pairs or small groups and give them one or two minutes to write down as many examples of healthy food, unhealthy food, healthy activities and unhealthy activities as they can.

- Elicit ideas from the class and write them on the board under the correct heading. Find out if students agree with each other's ideas.

Exercise 1 Think & share

- Make sure students understand what is meant by a healthy mind (thinking, behaving and feeling well; not suffering from stress or anxiety.)
- Working in pairs, students discuss the question.
- Ask students to share their answers with the class.

KEY

Students' own answers

Culture note

India is the seventh largest country in the world (about 3,300,000 square kilometres) and has the second highest population (over 1.2 billion at the last census in 2011). The capital of India is New Delhi, but its largest city is Mumbai. The language spoken by the largest number of people is Hindi, and another 120 languages are spoken in the country, including English, Bengali, Marathi, Telugu, Tamil, Gujarati and Urdu. India shares a border with Afghanistan, Bangladesh, Bhutan, China, Myanmar, Nepal and Pakistan.

Exercise 2

- Ask students what they know about India and elicit or give them information about its size, its population, capital city, the number of languages spoken there, the main languages, and its neighbouring countries.
- Focus attention on the photos and ask students to write three words in their notebooks that they could use to describe each one or say what the people are doing.
- Tell students that they don't have to understand every word of the article to do the task. Before they read the article, point out the glossary and make sure they understand the words.
- Students read the article quickly and match the paragraphs 1–3 to the photos A–C. Set a time limit of one or two minutes.
- Working in pairs, students compare their answers.
- Check answers as a class. Ask students if the article used any of the words they wrote in their notebooks and if the words they wrote helped them to focus on the answer.

KEY

1 C 2 A 3 B

Exercise 3

- Ask students to read the questions carefully and note the key words in the question stems, e.g. 1: *Traditions*, *well-being*, *popular*, *because*. You could also encourage students to convert the question stems into questions, e.g. 1: *Why are traditions of well-being from India popular around the world?* 2: *How do you make an asana in yoga?*
- Ask students to read the article and answer the questions.
- Working in pairs, students compare their answers.
- Check answers as a class, and elicit the part of the article that supports each answer.

KEY

1 B 2 C 3 A 4 C 5 B

Exercise 4 2.19

- Before you play the audio, remind students that they don't have to understand every word; they just have to get the general idea to find the two adjectives.
- Play the audio.
- Working in pairs, students compare their answers.
- Check answers as a class.

KEY

quiet, relaxing

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Transcript

Host Today I am speaking to Chloe Martin. Chloe is from Wales, but this week she is in India for a yoga retreat. It starts tomorrow. Chloe, what exactly is a yoga retreat?
Chloe A retreat is a kind of holiday. It's a holiday where you go to a quiet place and relax. At a yoga retreat, you spend a lot of time doing yoga, of course.
H How long is it?
C This one is a week, but they also have retreats for one or two days.
H How is the retreat good for your well-being?
C We spend a lot of time doing yoga and breathing exercises, which is good for your body and mind, but also, we only eat healthy food on the retreat.
H No beefburgers then?
C Oh no! We don't eat any meat or fish on the retreat. The food is all vegetarian and very good for you.
H So, what do you eat and drink on a typical day?
C Before our first yoga lesson, we don't eat anything, we only drink water. Then, for breakfast we have fruit, yoghurt and tea. We don't drink coffee on the retreat.
H No coffee! No meat! What else don't you do?
C No talking. No mobile phones. No TV or music. That helps us really relax our minds in meditation.
H What about lunch?
C Lunch is usually vegetable curry and rice or pasta and fresh vegetables. It's really good! We also drink lots of water during the day and have a break in the afternoon, when we have some juice or Indian tea called chai. I love it!
H Do you have a big dinner after all the exercise?
C No, we don't. We have a small, healthy meal in the evening – a salad with a special Indian bread called na-an, or a vegetable soup, then fruit, because we go to bed early.
H How do you feel after a week of so much healthy food, exercise and sleep?
C I feel awesome!

Exercise 5 2.19

- Play the audio again for students to listen and complete the menu.
- Working in pairs, students compare their answers.
- Check answers as a class.

KEY

1 fruit / yoghurt **2** fruit / yoghurt **3** curry **4** pasta **5** juice **6** chai **7** salad **8** soup

Transcript

See exercise 4.

Exercise 6

- Students discuss the questions in pairs.
- Ask a few pairs to share their ideas with the class and elicit reasons for their opinions.

KEY

Students' own answers

Exercise 7

- Students could do the research in class if time permits and if they have access to the internet. Alternatively, they could do the research for homework. Elicit what they have found out and then ask them if they would like to do any of these activities.

KEY

Students' own answers

Lesson summary

3 Culture: Buying and selling

SHORTCUT To do the lesson in 30 minutes, keep exercises 1 and 6 brief.

WARM-UP On the board, write:
Do you enjoy shopping?
How often do you go shopping?
What kinds of things do you buy often?
Where do you buy your clothes from?
Do you ever buy things that you never use?

- Working in pairs, students discuss the questions.
- Ask a few students to share their answers with the class.

Exercise 1

- Working in pairs, students discuss the questions.
- Ask a few students to share their answers with the class.
- Then ask:
  What other things do you have in your home that you don't want anymore?
  Where do you keep them?
  Are there any shops or other places where you can buy used things in your town / city?
  What kinds of places are there? Are they popular?
- Discuss the questions as a class.

KEY

Students' own answers

Exercise 2

- Focus on the photos and ask individual students to describe what they can see.
- Then ask: *Would you be interested in buying anything from the people in the photo?*
- Give students one minute to read the article quickly and choose the best title for it. Remind them that they don't have to understand every word.
- Check the answer with the class. You could elicit why the other titles are wrong. (A is wrong because although the photos show clothes, the article doesn't mention them and it is clear that people sell all kinds of things. C is wrong because people don't buy and sell cars; they sell things from the boot of their car or from a table near their car.)

KEY

B Shopping with a difference

Exercise 3

- Before students read the article again, tell them to read the sentences carefully and note the key words, e.g. 1: Car boot sales, weekend.
- Ask students to note the sentence in the article that supports their answer.
- Working in pairs, students compare their answers.
- Check answers as a class.

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KEY

1 T ('On Sunday mornings, you can usually find a car boot sale somewhere in the UK.')
2 F ('… they pay a small amount of money to go in.')
3 F ('… people sell things they don't want …''Then, they slowly walk around looking at all the different things that people are selling.')
4 T ('… things are usually pretty cheap at car boot sales.'
5 T ('In the US, … people to have a garage sale … especially before moving house.')
6 F ('They put their things on a table at the front of their garage.')

Exercise 4 3.15

- Read through the task and make sure that students understand what they have to do.
- Play the audio for students to listen and write *B* or *S*.
- Working in pairs, students compare their answers.
- Check answers as a class.

KEY

1 B 2 S 3 S 4 B

Transcript

Speaker 1 Car boot sales are popular with teenagers like me because I want to wear fashion from the 1990s. There aren't many shops where I live that sell clothes like that, but I often find them at car boot sales. This jacket I'm wearing now is from one and I think it's gorgeous!
Speaker 2 We're moving to a new house soon and I've got lots of video games that I don't play anymore. I can't keep them all – my bedroom in the new house is very small. That's why I'm having a garage sale today! I hope lots of people come.
Speaker 3 Car boot sales are great! I've only got a small car, but it doesn't matter. Every month, I put all the things that I don't use any more in it and go to a car boot at a local school. I love talking to all the buyers. And I get some money, too!
Speaker 4 I always stop and look at garage sales when I see them. I'm crazy about sport and I love wearing American football shirts. I'm looking for a red and black one today. I'm also looking for some cool sunglasses. I hope I'm lucky!

Exercise 5 3.15

- Before students listen again, tell them to read the questions carefully and think about what kind of information they should listen for, e.g. 1: one or more adjectives / a description; 2: a place, one or more adjectives / colours; 3: a noun (objects).
- Play the audio again for students to listen and answer the questions. Tell them they don't need to write full sentences; they can write just a word or phrase. When they have finished listening, they can then write full sentences.
- Working in pairs, students compare their answers.
- Check answers as a class.

KEY

1 Speaker 1 likes clothes from the 1990s.
2 It's from a car boot sale and it's gorgeous.
3 Speaker 2 has got lots of video games.
4 Because the bedroom in their new house is very small.
5 Speaker 3 goes to a car boot sale every month.
6 They like talking to the buyers and getting some money.
7 Speaker 4 likes wearing American football shirts.
8 They hope to find a red and black one.

Transcript

See exercise 4.

Exercise 6 Think & share

- Working in pairs, students ask and answer the questions. Tell them to note down their partner's answers.
- Ask a few students to tell the class about their partner.

KEY

Students' own answers

Lesson summary

4 Culture: Twin towns?

SHORTCUT To do the lesson in 30 minutes, keep exercise 1 brief and set exercise 7 as homework. You can check the answers to exercise 7 in the next lesson.

WARM-UP Ask students: *Why do you think there are places with the same name in different countries?*

- Students discuss the question in pairs.
- Ask students to share their answers with the class. Elicit that a town or city can have the name of an older town or city, often, but not always with the word 'new' in it, e.g. the city of New Amsterdam in America got its name from the city of Amsterdam in the Netherlands, but when the British took New Amsterdam from the Dutch in 1664, they changed its name; they called it New York after the city of York in the north of England.
- Tell students that in this lesson they will learn about two places with the same name in two different countries.

Exercise 1 Think & share

- Working in pairs or groups, students discuss the questions.
- Ask a few students to share their ideas with the class. You could ask them if they recognise any of the buildings. (Students may recognise Big Ben and the Houses of Parliament in the photo of London, England. The photo of London Ohio shows the Madison County Courthouse with its clock tower.)

KEY

1 Students' own answers
2 Students' own answers
3 Students' own answers

Culture note

England, France and Spain have a long history in the US. They fought to take control of different parts of the continent, and as a result many towns and cities have names from these countries. But since then, people from all over the world, including Italy, Germany, Sweden, Russia, China and India came to live in the US and they often named their new homes after their old homes. For example, Sorrento is the name of a town in the state of Louisiana, and Moscow is the name of a city in the state of Idaho and the capital of Russia.

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Exercise 2 4.20

- Play the audio for students to listen and answer questions 2 and 3 in exercise 1.
- Working in pairs, students compare their answers.
- Check answers as a class.

KEY

2 There are a lot of places in the US with the same name as places in the UK – more than 650.
3 Because of events in history.

Transcript

Yasmin Hi, I'm Yasmin and I'm from London.
Todd My name's Todd and I'm from London, too.
Y But you're from the US. You can't be from London.
T Oh, yes, I can! I don't come from London in the UK. I come from London in the US. Its name comes from the name of your city.
Y Really?
T Yeah, there are more than 650 places in the US with the same name as places in the UK.
Y Wow! That's a lot!
T I know. It's because of events in history.
Y That's really interesting! Anyway, tell me about London in the US. What's it like?
T There are actually three cities called London in the US.
Y Really? There's only one London in this country.
T Well, I live in London, Ohio, and that's the largest place called London in the US. About 10,000 people live there.
Y That's pretty small! About 9 million people live in London, UK!
T But it's your capital city. London, Ohio, isn't.
Y Is it an old city?
T Yeah, it is. It's from 1811, so it's more than 200 years old.
Y That's not old! London, UK, is over 2000 years old. So, what does London, Ohio, look like?
T Hang on, I've got some photos on my phone here ...

Exercise 3 4.20

- Give students time to look at the table so that they know what to listen for.
- Play the audio for students to listen and complete the table.
- Check answers as a class. If necessary, play the audio again, pausing it where necessary to confirm answers.

KEY

1 Yasmin 2 Todd 3 one 4 three 5 nine million
6 10,000 7 2,000 years old 8 200 years old

Transcript

See exercise 2.

Exercise 4

- Tell students to cover the text in exercise 5, look at the photos and discuss the questions.
- When they have finished discussing, elicit ideas from a few students, but don't confirm their answers.

KEY

1 Photo A is Cambridge in the US. Photo B is Cambridge in the UK.
2 (e.g.) Photos A and B are both cities and there are lots of buildings. The buildings in A are large and modern and there's a river in front of them. The buildings in B are beautiful and old.
3 Students' own answers

Exercise 5

- Ask students to skim-read the article and check that they have understood the general meaning by asking a few comprehension questions, e.g.
  Why are the two cities famous? (They both have famous universities.)
  How many famous universities are there in Cambridge, Massachusetts? (two: Harvard and Massachusetts Institute of Technology)
  What is the capital of Massachusetts? (Boston)
- Now ask students to read through phrases A–G, and then the first paragraph of the article again. Focus attention on the sentence with the first gap and ask: *What is 'they'?* Ask students to work individually to match one of the phrases to the gap.
- Allow students to compare their answers in pairs. Then ask them to see if they can match the rest of the phrases to the gaps.
- Working in pairs, students compare their answers.
- Check answers as a class.

KEY

1 D 2 G 3 B 4 A 5 C 6 F

Exercise 6

- Tell students that they don't have to read every word to find the names; they just have to scan the article for them.
- Check answers as a class.

KEY

1 Massachusetts 2 MIT 3 Newtowne 4 the River Cam
5 the Charles River 6 a Bostonian

Exercise 7

- Students could do the research in class if time permits and if they have access to the internet. Alternatively, they could do the research for homework. You could ask students to focus just on towns or cities, or students could find other kinds of places as well.
- When students have done their research, ask them to share their findings with the class.

KEY

(e.g.) There are 42 places called Oxford in the world. Two of them are in the UK and 31 are in the US. There's also one place called Oxford in New Zealand, Canada, Barbados, Brazil and Suriname. There are 4 places called in Oxford in Jamaica.

Lesson summary

5 Culture: Indigenous Australian art

SHORTCUT To do the lesson in 30 minutes, keep exercise 1 brief and set exercise 5 and/or exercise 6 as homework. You can ask students to share their ideas with the class in the next lesson.

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WARM-UP On the board, write:
Do you enjoy looking at paintings?
What kinds of paintings do you like most, and why?
Do you have a favourite artist?
What do you think of paintings with shapes and colours, not people, places or objects?

- Students discuss the questions in pairs.
- Ask students to share their answers with the class.

Culture note

Indigenous Australians arrived in Australia via Southeast Asia at least 45,000–50,000 years ago, and perhaps even before that.

There are different groups of Indigenous Australians, and although there are similarities between them, their cultures, customs and languages differ. Today, there are about 800,000 Indigenous Australians in Australia, most of them living in the desert areas in the centre of the country.

Indigenous Australians believe that the world began with 'Dreaming'. This was when their earliest ancestors travelled across the land for the first time. The ancestors created special songs and dances to explain the complex relationships between themselves, the land, the plants and other animals. Indigenous Australians continue to tell these stories today through song and dance, which they believe connect them not only to the past, but the present and future.

Exercise 1 Think & share

- Read through the task and elicit or explain who Indigenous Australians are.
- Focus attention on the symbols and make sure students understand what symbols are. If necessary, provide a few examples, e.g. a heart symbol represents love; in many cultures, an owl represents wisdom; an arrow can represent movement.
- Then focus on the four symbols themselves and elicit or teach the words students will need to describe them, i.e. *circle* and *U shape*.
- Working in pairs or small groups, students discuss what the symbols might mean.
- Ask students to share their answers with the class.

KEY

Students' own answers

Exercise 2 5.19

- Play the audio for students to listen and check their ideas in exercise 1.
- Check answers as a class.

KEY

A the sun **B** two men sitting **C** a man **D** a star

Transcript

Traditional Indigenous Australian art

Thousands of years ago, painting was very important for the people of Australia. Everyone was an artist. They used all kinds of materials from nature to paint on rocks, on the ground and also on their bodies.

They didn't use writing. They painted pictures to tell stories and to explain the things they believed. They used four colours more than any others. Red means fire and blood. Black means the earth. Yellow means water and white means the sky and stars.

The artists used symbols for some things they wanted to paint. These symbols helped to explain 'Dreaming', stories about the beginning of the world. A simple circle shape is the sun. But a circle with little circles around it is a star. A fat 'U' shape represents a man. And two 'U' shapes around three or four circles inside each other are two men sitting. They painted lots of animals, too. They always painted from above, like a map.

Some traditional Indigenous art that you can see today is more than 20,000 years old.

Exercise 3 5.19

- Ask students to read the text, ignoring the gaps, and check that they have understood the general meaning by asking a few comprehension questions, e.g. *Did Indigenous Australians paint inside a building?* (no) *How did they explain their ideas?* (They used art.) *Which colours did they use the most?* (red, black, white and yellow)
- Ask them to work in pairs and guess what the missing words might be.
- Play the audio again for students to listen and complete the text.
- Working in pairs, students compare their answers.
- Check answers by asking individual students to write the missing words on the board.

KEY

1 bodies **2** stories **3** fire **4** the earth **5** water
6 stars **7** maps **8** (over / more than) 20,000 years

Transcript

See exercise 2.

Culture note

Alice Springs is a town in the Northwest Territory of Australia. It is located in a region with a hot desert climate. Indigenous Australians have been living in this area for more than 50,000 years.

Sydney is the capital city of the state of New South Wales and the largest city in Australia.

Exercise 4

- Read through the task and ask students what they think they will need to focus on in order to put the events of a person's life in chronological order. Elicit that they will need to look for dates or years.
- Before students read the text, focus on the glossary and make sure students understand the words.
- Ask students to read the texts about the two artists quickly to get the general meaning. Then ask them to underline the years (i.e. for Gloria: 1942, 1977, 1999, 2019, 2021; for Vincent: 1983, 2012, 2013, 2014, 2016, 2020). These will help them put the events in order.
- Now ask students to read the events A–E in Gloria's life and in Vincent's life. Point out that these events are described using different words in the text.

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- Students can work individually or in pairs to put the events in order. Alternatively, you could ask half the class to put Gloria's life events in order and the other half to do the same for Vincent.
- Check answers as a class and elicit the sentence in the text that supports each answer.

KEY

Gloria

1 B **2** E **3** D **4** A **5** C

Vincent

1 E **2** C **3** D **4** B **5** A

Exercise 5

- Students could do their research in class if time permits and if they have access to the internet. Alternatively, they could do the research for homework. Encourage them to draw the symbols as well as describe them.
- When students have done their research, ask them to share their findings with the class.

KEY

Students' own answers

Exercise 6

- Students could work individually, in pairs or small groups to invent and draw five symbols. Ask: *Do you want people to understand what your symbols mean? Or do you prefer to have symbols with a secret meaning?*
- Encourage students to think of the colours they will use for the symbols and if the colours themselves represent something. They should also think of how they would describe these symbols. If students are working in class, monitor and help with language if necessary.
- When students have finished, they show their symbols to the class and describe them.
- You could have a class vote for a) the most interesting symbols, b) the most beautiful symbols, and c) the symbols that are easiest to understand.

KEY

Students' own answers

Lesson summary

6 Culture: Places famous for tech

SHORTCUT To do the lesson in 30 minutes, keep exercises 1, 4 and 7 brief.

WARM-UP Put students in small groups and give them one minute to write down as many English technology words as they can. They can write nouns (e.g. *laptop, screen, mouse, WiFi, virtual reality, code, AI*), verbs (e.g. *scroll, turn on, save (data), download*), or any other relevant words (e.g. *online, digital*).

- When the minute is up, ask each group in turn to call out their words and write them on the board.
- Tell students that in this lesson, they will learn about Silicon Valley, a place that is famous for technology.

Culture notes

- **Silicon Valley** gets its name from the chemical element silicon (Si) that was used to make transistors and computer chips in the area in the 20th century.
- **Apple** is one of the world's largest and most valuable technology companies. It was founded by Steve Jobs, Steve Wozniak and Ronald Wayne in 1976.
- **Google** is an American technology company that specialises in internet-related services and products. It was founded by Larry Page and Sergey Brin while they were students at Stanford University.
- **Facebook** is a social media and social networking service. It was founded in 2004 by five students from Harvard University: Mark Zuckerberg, Eduardo Saverin, Andrew McCollum, Dustin Moskovitz and Chris Hughes.

Exercise 1

- Students discuss the questions in pairs. To encourage further thought, ask: *What does a company need? Think about buildings and people and the community of the place.*
- Ask students to share their answers with the class.

KEY

Students' own answers

Exercise 2

- Divide the class into two groups: A and B. Tell students in group A to look at the fact file on the first worksheet and students in group B to look at the fact file on the second worksheet. Explain to students that the information missing in their fact file is in the other fact file, and they will have to find the missing information by asking questions.
- Tell students to do the following:
  1 Read their fact file for general understanding.
  2 Focus on each gap in turn and think about what kind of information is missing, e.g. Is it the name of a place or a person? Is it a number or a year? Tell them to make a note in their notebooks, e.g. (text A) 1: a place name; 2: a city.
  3 Think about what questions they need to ask to find the information and write them down. Ask them: *What question word do you need to use? What tense? Do you need to ask your partner to spell any words for you?* With a weaker class, students could work in pairs to write their questions. Monitor while they are working and help as necessary. Check that they have written the questions correctly, e.g. *Where in the US is Silicon Valley? How do you spell 'California'?*
- Put students into A / B pairs to ask and answer their questions and complete their fact file.
- When they have finished, you could invite a pair to ask and answer their questions in front of the class.
- Check answers by asking individual students to read out one sentence of the fact file at a time. Write the missing information on the board for students to check their spelling.

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KEY

Student A

1 California 2 Palo Alto 3 Stanford University 4 1939 5 Silicon Valley 6 south 7 their main offices

Student B

1 Google 2 tech company 3 Thirty-two 4 Hewlett Packard 5 Bengaluru 6 Bangalore 7 day

Exercise 3

- Tell students to read the statements and note the key words, e.g. 1: *Only, biggest tech companies, Silicon Valley*.
- Students then read the fact file and decide if the statements are true or false. Ask them to note which sentence in the fact file supports each answer.
- Working in pairs, students compare their answers,
- Check answers as a class.

KEY

1 F 2 T 3 T 4 F 5 F 6 T

Exercise 4

- Working in pairs, students discuss the questions.
- Ask a few students to share their ideas with the class.

KEY

Students' own answers

Exercise 5 6.15

- Play the audio for students to listen and check their answers in exercise 4.
- Ask students if any answers were surprising.

Transcript

In most schools today, it's normal for students to use digital devices and the internet in lots of lessons. But, many parents in California's Silicon Valley don't want their children to learn like this. So, they're choosing a different type of school for them where students learn tech-free. This means that students don't use any modern technology or digital devices in the classroom. Schools like this believe that tech-free learning is much better for children. Without technology, children think more when they're solving problems and communicate more with classmates. Without technology, they can also be more creative. Many of the parents who send their children to these tech-free schools work for one of the large number of tech companies in Silicon Valley. These people are happy to produce technology, but they're worried that using technology in the classroom is actually bad for their children's learning! Silicon Valley isn't the only place in the US where some schools are tech-free. There are more than a hundred schools like this in the US and more than a thousand in different countries around the world.

KEY

Students' own answers

Exercise 6 6.15

- Ask students to read the questions and note the key words. These will help them focus on what to listen for.
- Play the audio again for students to listen and answer the questions. Tell them to write brief notes as answers while they are listening.
- Working in pairs, students compare their answers.
- Check answers as a class. Play the audio again, pausing it where necessary, to confirm them.

KEY

1 digital devices and the internet
2 They don't use any.
3 think more and communicate with others
4 They work for tech companies.
5 more than 100
6 No. (There are more than 1,000 schools around the world.)

Exercise 7 Think & share

- Working in pairs, students discuss the questions.
- Ask a few students to share their ideas with the class.

KEY

Students' own answers

Lesson summary

7 Culture: The Prince's Trust

SHORTCUT To do the lesson in 30 minutes, keep exercises 1 and 6 brief and set exercise 7 as homework.

WARM-UP On the board, write:
What would you like to do when you leave school?
What are your dreams in life?
What will you need to do to make your dreams come true?

- *Students discuss the questions in pairs.*
- Ask students to share their answers with the class, but be sensitive to the fact that some students may be reluctant to talk about such personal matters.

Exercise 1

- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

KEY (SUGGESTED ANSWERS)

1 (e.g.) They want to go to college or university; learn to drive; earn money; have their own company.
2 They don't finish school. They can't get a job. They don't have enough money.

Culture note

HRH Prince of Wales is title given to the heir – the oldest son – of the queen or king of the United Kingdom. HRH stands for His Royal Highness. The present Prince of Wales is Prince Charles, the oldest son of Queen Elizabeth II and Prince Philip, Duke of Edinburgh.

Exercise 2

- Focus attention on the words in the glossary and make sure that students understand them. Then ask students to read the text quickly to get the general meaning. Check comprehension by asking a few simple questions, e.g.
  section 1: *Does the Prince's Trust help young people or old people?* (young people)
  section 2: *How many people does it help every year?* (more than 70,000)

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section 3: *Do people pay for the training courses?* (no)
section 4: *Where can people work?* (in local shops and companies)
section 5: *Does the trust help people only in the UK?* (no)

- Students can work individually or in pairs to match headings A–E to sections 1–5.
- Check answers as a class.

KEY
1 C **2** E **3** D **4** A **5** B

Exercise 3

- Read through the task and make sure that students understand what they have to do.
- With a weaker class, elicit the following information on the board for them to refer to as they work:
  Who? young people 11–30, to be successful
  What kind of help? education or money
  What kind of training? working in a team, solving problems, English maths
  What kind of work? in local shops, companies
- Students can work in pairs to decide if the Prince's Trust can help the people, and how.
- Check answers as a class.

KEY
1 ✓ e.g. He can take a course in life skills.
2 ✓ e.g. He can do work experience.
3 ✗ e.g. She's too old.
4 ✓ e.g. He can take a course in maths.
5 ✗ e.g. The Prince's Trust doesn't help people travel.
6 ✓ e.g. She can get a grant.

Exercise 4 7.16

- Focus attention on the photos and elicit what students can see, e.g. people working in a garden, people picking up litter, people serving meals (rice and vegetables) from big cooking pots
- Play the audio for students to listen and choose the correct photo.
- Check the answer as a class.

KEY
photo A

Transcript

Mo Hey, Zahra, I'm just looking at the Prince's Trust website and there's something called Team.
Zahra Team? What's that?
M You're with a group of young people and you do different activities together during a 12-week period.
Z Wow! Twelve weeks. Is it just for fun?
M No, it aims to help you learn new skills, become confident and improve your life.
Z Sounds great!
M Look! One of the activities is doing a project to help people in the local community.
Z Like what?
M Well, last year, a group created a garden for some older people in their town. Now they can enjoy a beautiful space outdoors.
Z And who is Team for?
M It's for people like us – 16- to 25-year-olds who don't have a job. It says here that 75% of people get a job or go to college after doing Team.
Z How much does it cost?
M Nothing! It's completely free. Look on the website for more information. It's www.princes-trust.org.uk.
Z I will. I don't know what I'm going to do with my life and I think Team will help me decide.
M I think I'll do it, too. I need help to get a job!

Exercise 5 7.16

- Ask students to read the questions before they listen again. With a stronger class, you could ask them to answer any questions from memory before they listen again.
- Working in pairs, students compare their answers.
- Check answers as a class. If necessary, play the audio again to confirm answers.

KEY
1 B **2** C **3** C **4** A **5** C **6** B

Transcript

See exercise 4.

Exercise 6 Think & share

- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

KEY
Students' own answers

Exercise 7

- Students go online to research Explore. They can do this in class if time permits or for homework.
- Elicit what students have found out and then ask them if they would like to do any of the activities.

KEY (SUGGESTED ANSWER)
(e.g.) With Explore, young people do lots of different activities, such as sports, music, drama, science, technology and cooking. This helps them improve their life skills and achieve their personal goals.

Lesson summary
8 Culture: The Emerald Isle

SHORTCUT To do the lesson in 30 minutes, keep exercises 1 and 6 brief and set exercise 7 as homework.

WARM-UP Ask students: *How much do you really know about other countries?* Elicit a few answers.

- Then write the following on the board in a list: *official name, capital city, other important cities, population, money, famous people, food*. Put students in pairs or small groups to see what they know about the things on the board for the UK and one other country of their choice.
- Elicit answers from the class. (Official name of the UK: the United Kingdom of Great Britain and Northern Ireland. Capital city: London. Important cities: (e.g. in England:) Manchester, Birmingham, (e.g. in Wales:) Cardiff, Swansea, (e.g. in Scotland:) Edinburgh, Glasgow, (e.g. in Northern Ireland:) Belfast, Londonderry. Population: about 67.2 million. Famous people: (e.g.) Charles Darwin, Stephen Hawking, Rosalind Franklin,

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Winston Churchill, Margaret Thatcher, Isaac Newton, Rosalind Franklin, Jane Austen, Diana Princess of Wales, Charlie Chaplin, Charles Dickens, William Shakespeare, Adele, Ed Sheeran, Stormzy, JK Rowling, Idris Elba, Tim Berners-Lee, Queen Elizabeth I. Food: roast beef, Yorkshire pudding, fish and chips, scones.

- Then tell them they are going to learn about Ireland, a country that is very close to the UK.

Culture note

Irish (occasionally referred to as 'Gaeilge', especially outside Ireland) is a Celtic language, like Scottish Gaelic and Welsh. Scottish Gaelic and Irish are more closely related to each other than to Welsh, but although they have a lot of words in common, they are different languages and sound different. In contrast, English is a West Germanic language. About 73,000 Irish people living in Ireland speak Irish daily, but most people use English.

Exercise 1 Think & share

- Tell students to cover the fact file in exercise 2. Then put them in pairs or small groups and give them a minute to discuss the questions.
- When the minute is up, ask them if could answer any of the questions, but don't elicit any answers.

KEY

Students' own answers

Exercise 2

- Tell students that they don't have to read every word in the fact file to check their answers to exercise 2. They can scan to find the information, e.g. to answer question 1, they scan the left-hand column for the word *Money* and then read the word in the right-hand column. Set a time limit of no more than a minute for students to check their answers.
- Check answers as a class.

KEY

1 the Euro **2** Irish and English **3** Dublin
4 Summers are warm and dry, winters are long and wet.
5 Irish stew, soda bread, boxty

Culture notes

James Joyce (1882–1941) is one of the most writers of the 20th century. His books include *Ulysses*, *Dubliners*, *A Portrait of the Artist as a Young Man* and *Finnegan's Wake*.

Oscar Wilde (1854–1900) was an Irish poet and playwright. His novel *The Picture of Dorian Grey* and his play *The Importance of Being Earnest* are among his most popular and well-known works.

Samuel Beckett (1906–1989) was an Irish novelist, playwright, theatre director and poet. He wrote in both French and English. His most famous work is the play *Waiting for Godot*. He was awarded the Nobel prize in Literature in 1969.

Bram Stoker (1847–1912) was an Irish writer, who is best know for his horror novel *Dracula*.

Iris Murdoch (1919–1999) was an Irish novelist and philosopher. Her books include *Under the Net* and *The Sea, The Sea*.

Exercise 3

- Focus attention on the words and phrases and elicit that *Limerick* must be a name.
- Student work individually to complete the fact file.
- Working in pairs, students compare their answers.
- Check answers as a class.

KEY

1 green **2** island **3** Limerick **4** 4.8 million **5** Irish
6 business **7** cold **8** snakes **9** books **10** vegetables

Exercise 4 8.15

- Make sure that students understand the adjectives and tell them that they don't have to understand every word.
- Play the audio for students to listen and choose the adjectives that describe the teenager's experience.
- Check answers as a class.

KEY

enjoyable, exciting, fun

Transcript

First, I planned to stay at a summer camp in Galway or Cork, but then I decided to stay with a host family in Dublin. They had a young daughter, but they also had a son the same age as me and we became good friends when we met, like brothers. So, my first best thing is meeting him, Fergus.
The second best thing is that I learned how to play a traditional Irish instrument: the tin whistle. I've never played an instrument before! My host family were very musical. The dad played the guitar, the mum played a small drum and Fergus played the tin whistle. He showed me how to play it. I'm not very good, but I'm getting better.
Number three on my list is the shopping. There's a market on Great Georges Street in Dublin where they sell recycled clothes and books. It was great. Much better than the shops you see in shopping centres and much cheaper!
The fourth best thing is the culture of Ireland. There is so much to see and do and so many parks! My host family took me to lots of places. My favourite was Barney Castle. It's hundreds of years old, in the south of the country. I've been to lots of museums but the castle was the best.
The last thing on my list is the Irish food. My host family made traditional dishes every day and they were delicious. They eat a lot of fish and vegetables, but my favourite dish was Irish stew (a kind of thick soup made with meat and potatoes). You've probably heard about the Irish and their love of potatoes!

Exercise 5 8.15

- Tell students to cover the answer options 1–6 and read the text for general understanding.
- With a stronger class, you could ask students to try to complete the text from memory or guess the missing words.
- Play the audio for students to listen and choose the correct options to complete the text.
- Working in pairs, students compare their answers.
- Check answers as a class.

KEY

1 C **2** A **3** B **4** C **5** C **6** A

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Transcript

See exercise 4.

Exercise 6 Think & share

- Students discuss the questions in pairs.
- Ask a few pairs to share their ideas with the class and elicit reasons for their opinions.

KEY

Students' own answers

Exercise 7

- Students go online to research one of the places. They can do this in class if time permits or for homework. You could divide the class into three and assign one place to each group.
- Elicit what students found out about each place and write notes on the board. You could hold a class vote for the most interesting place.

KEY

Students' own answers

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Student's Book audio and video scripts

Introduction unit, Lesson 0.1, Track 0.03, page 4, exercise 11

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

Introduction unit, Lesson 0.1, Track 0.04, page 4, exercises 12 and 13

Examiner Good afternoon. I'm Jenny Scott and this is Phillip Smith. He's here to listen to us. Now, what's your name?
Rodrigo I'm Rodrigo.
E Thank you. And, what's your name?
Tomek My name's Tomek.
E Thank you. Rodrigo, what's your surname?
R Sequeira.
E How do you spell it?
R S-E-Q-U-E-I-R-A.
E Thank you, Rodrigo. Tomek, what's your surname?
T Nowak.
E How do you spell it?
T N-O-W-A-K.
E Thank you, Tomek.

Introduction unit, Lesson 0.2, Track 0.05, page 5, exercises 2 and 3

Guard Stop! Take off your sunglasses, please. Is this your yellow bag?
Boy Yes, it is.
G Open it, please. What's in this purple box? Is it a mobile phone?
B No, that's an old video game.
G Are these your keys?
B Yes, they are.
G And what are these?
B Those are my headphones and that's my new mobile phone.
G Take out your mobile phone, please. And these orange books?
B Those are my diaries. This is slow. Can I go?
G Not so fast! What's this blue thing?
B That's an umbrella!
G Don't take umbrellas into the stadium! OK, that's it.
B Thanks, bye!
G Wait! Don't forget your bag, sir!

Unit 1, Lesson 1.1, Track 1.01, page 8, exercises 2 and 3

Zara Hi guys. I'm Zara!
Callum And I'm her brother, Callum. I'm seventeen years old.
Z And I'm sixteen.
C We're from Edinburgh – the Scottish capital!
Z And this is our awesome vlog, Born in Scotland!
C We make all kinds of vlogs about all kinds of topics. But a lot of the time we just vlog about our day!
Z These daily vlogs are really popular. Lots of you want to know how we do it, so you can do it too.
C So, here are the top-five secrets to our success! These are the steps we take to achieve our goal and make fun vlogs about our day.
Z Step 1 is get up early. I know. I know, but we both think it's a great time to vlog! I get up around seven.
C But I get up around six … I have a shower, I brush my teeth … I get dressed … and then I vlog for around ten to fifteen minutes!
Z Then it's time for step 2: start your vlog! You can start like this …
C Good morning, guys! How are you?! It's another AMAZING day for another AMAZING vlog!!!
Z Or like this …
C Hey. It's Callum. It's my vlog. And it's very, very cool.
Z But don't worry about it – just do what's natural! Then, once you start the vlog, it's time for step 3: talk about your day, like this …
C … first, I have breakfast …
… then I take the bus to school … and at half past twelve, I have lunch. … and after lunch, I have guitar lessons … then I go home!
Z And then it's time for step 4: vlog in the evening! You can vlog about everything! So, why not vlog after your homework, like this!
C Hi guys! Here we go! It's homework time!
Adult Just do your homework, Callum!
Z … vlog when you have dinner …
C This is delicious!
A Eat your dinner, Callum!
Z … vlog when you relax and listen to music …
C I love this song.
Z … and vlog when you watch TV!
C Let's see what's on!
A No TV, Callum!
Z We vlog all day. It isn't always easy, but that's the secret to a great daily vlog. And before we go to bed, it's time for step 5: finish your video. Why not try something like this?
C Later, guys!
Z Or this …
C See you next time, my friends!
Z Or, just this.
C Bye!
Z And that's it! Nice one, Callum.
C Thanks, Zara! All you need to do now is edit your video, watch it and put it online. But that isn't always easy! You need to take your time, but it's good to do it.
Z So congratulations – you're now a vlogger, like us! So, that's it from us, one more time, Callum …
C Bye!
Z See you next time!

Unit 1, Lesson 1.1, Track 1.02, page 9, Exercise 8

My typical day

I get up at 7.30 a.m. Then I have a shower and brush my hair and my teeth. My family and I have breakfast together in the kitchen – I eat toast. Then my brother and I go to school. We take the bus because our school is fifteen kilometres away. On the bus, in the mornings, we relax and watch videos on our phones. At school, we have lessons until 3.30 p.m. and then we go home at 3.45 p.m. My school friends and I often do our homework on the bus before we get home.

Unit 1, Lesson 1.2, Track 1.05, page 10, exercise 7

1 /s/ cooks, eats, gets, likes
2 /z/ does, goes, lives
3 /ɪz/ brushes, finishes, relaxes, studies, watches

Unit 1, Lesson 1.3, Track 1.06, page 11, exercises 3 and 4

Sam Hi guys. I'm Sam. I buy clothes with the money from my vlog. Then I get dressed in the clothes and I talk about fashion in my videos. I only make one video a week because I'm busy with school. Like most people in Mumbai, I get up early. My family and I have breakfast, and Mum and Dad go to work at 11 a.m., but I have lessons at half past eight. After school, I go home and I can't relax because I do my homework for three hours.
Lukas Hi there, I'm Lukas, I'm sixteen and this is my sister, Hanna.
Hanna Hi, I'm sixteen too. Lukas and I have got a daily vlog. We play video games together. It's fun!

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L Yes, but I'm tired, and I want to spend more time with my friends. My best friend finishes school, goes home, listens to music or goes out, but I can't see him because we make videos every day.
H That's true. Our weekends are busy too. On Saturdays we edit videos, and on Sundays we do our homework.
Demi Hey, I'm Demi. Lots of people want to become vloggers. They think it's easy. In my videos, I put on make-up, I brush my teeth and hair and I talk about beauty products. I do this nearly every day because 2 million people watch my videos! I've got lots of money, and that's good, but the problem is that I work all the time. I never relax when I take the bus or have dinner in my home town because everybody takes photos of me. I like vlogging, but I want some free time too.
Tom Hi. I'm Tom, and my cousin, Megan, lives in Cape Town. Megan plays the guitar in her vlog and people have guitar lessons with her online. She gets up late, has lunch, has a shower, gets dressed in jeans and a T-shirt and then she makes videos all afternoon. She loves vlogging, but some people write horrible comments. For example, they say 'You can't play the guitar well' or 'I hate your music'. This is why I haven't got a vlog.

Unit 1, Lesson 1.4, Track 1.07, page 12, exercises 2 and 3

Zoe The music school party is on the 14 October at five o'clock. Are you free then, Nico?
Nico No, Zoe, I'm not. All I do is study, study, study … I have classes on Mondays to Fridays, then I go home at half past five, I do my homework, I have dinner and I study again until midnight. I'm sorry, but I haven't got time …
Z I understand, Nico. You need to manage your time, so you can study and relax on school days. A plan of all the things you do in the week can help you.
N I'm not the type of person who writes a plan …
Z It's easy, Nico. On Sunday evenings, you make a list of things you need to do in the week, like homework. Then you decide the number of hours to spend on each activity.
Paul But before you do that, you need to know how much time you spend on the things you do every day. Write down all the daily activities that you do in the morning, in the afternoon and in the evening – see how many hours you spend on them.
N So, Paul, I even count the minutes I take to get dressed, brush my teeth and have breakfast every day?
Z Yes, that's right! Why not write it in a diary or on your mobile phone? Bill Gates plans every minute of his day!
N Really, Zoe?! Even at the weekend?
Z Um, probably just on weekdays, Nico … And when I've got lots of homework or a big project, I break it into small tasks. And I always have study breaks.
N Oh, that's interesting.
Z I have a break every two hours – when my phone rings – like this. Then I relax for fifteen minutes. I watch a video or I have a snack and a drink. After that, I study again.
P And on weekdays, I follow the same routine every day – I go to bed and get up at the same time every day … and I have a hot shower at night – it helps me sleep.
N Thanks, Paul. Actually, guys, this is really good advice!

Unit 1, Lesson 1.4, Track 1.08, page 12, exercise 6

1 The music school party is on the 14th of October.
2 I go home at half past five.
3 On Sunday evenings, you make a list of the things you need to do in the week.
4 I have extra classes on Tuesdays.
5 Write down all the things you do in the morning.
6 I have a hot shower at night.
7 You can study and relax on school days.

Unit 1, Lesson 1.5, Track 1.09, page 13, exercise 7

1 I really like sport. I love going for a run. I go to the park every weekend. I go with my brother. He doesn't like running. He rides his bike. I don't ride with him because I can't ride a bike.
2 I've got a Playstation and a TV in my room. When I come home from school I play video games with my brother. I really like board games too. I play them with my family and also with my friends.
3 I haven't got many hobbies, really. I read a lot of comics. I think books are boring. I love music and I listen to songs on the bus every morning. I like rock and pop.

Unit 1, 1.5 Vocabulary Booster, Track 1.10, page 113, exercise 1

1 go for a coffee
2 go shopping
3 read a book
4 cook your favourite meal
5 write a letter
6 listen to the radio
7 talk to a friend
8 check your emails

Unit 1, 1.5 Vocabulary Booster, Track 1.11, page 113, exercise 5

1 take
2 hang out with
3 go
4 learn
5 go
6 check
7 listen
8 do

Unit 1, Lesson 1.8, Track 1.14, page 16, exercise 2

Laila Look, Sam, it's the timetable for this year's after-school activities!
Sam Great! Do you want to do homework in the library with me, Laila?
L No thanks. I like studying at home. Are there any interesting clubs we can do together?
S Um … what about cooking club? I love making pizzas.
L Really? I don't. I hate cooking. What else is there …I don't really like gaming, but you do!
S Yes, I do. I enjoy playing computer games … but I can't stand playing board games …
L Me neither. And I don't like orchestra or band because I don't play any instruments …
S Neither do I. Book club sounds boring. I don't like reading.
L Really? I do. What about Italian lessons? 'Parliamo italiano?'
S Er, no, thanks! I don't really like speaking languages. Do you like doing sport?
L Yes, I do. I love going for a run and playing football.
S Me too. Well, why don't we go to sports club, then?
L Yeah, good idea, but I don't want to go twice a week. I'm too busy.
S Me too. Do you prefer Tuesdays or Fridays?
L Um, well, I have maths lessons on Tuesdays after school, so I prefer Friday.
S Great. Friday it is, then.

Unit 1, Lesson 1.8, Track 1.15, page 16, exercise 5

1
A I love cooking.
B So do I! Do you like making cakes?
A Yes, I do. I love it! But I really don't like tidying the kitchen at the end.
B Me neither! It's boring.

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2
C I like drawing comics.
D Really? I don't. I don't enjoy school art classes.
C Neither do I. And I don't like science.
D Really? I do. Do you hate maths too?
C No, I don't. It's great.

Unit 1, Lesson 1.8, Track 1.16, page 16, exercise 7

1 I love it.
2 She plays football twice a week.
3 They don't like apples or bananas.
4 What else can we do?
5 I like music but I can't stand art.
6 I think it's awesome.

Unit 1, Vision 360, page 20, exercises 3 and 4

Presenter Welcome to the HI-SEAS biodome! This is where we create what it's like on Mars. But the HI-SEAS biodome isn't in space. It's on Earth, and it's in Hawaii in the USA. There are six people inside this biodome. They do different activities during the day, but they don't go home at night. That's because the biodome is their home for eight months! They are here to help plan a trip to Mars. It's important to know how people can live and work together for a long time and be happy.

Unit 1, Vision 360, page 20, exercises 4 and 5

Man We're here to do lots of experiments. Many of these are outside the biodome. We don't wear our normal clothes when we go outdoors. We wear special spacesuits. It's difficult to walk in them, but it feels like we're on Mars.

Unit 1, Vision 360, page 20, exercises 4 and 7

Woman It's important to be fit when you're in space. That's why we do some exercise every day. We can't go for a run or ride a bike outdoors like you can, but we do exercise on special machines indoors. It's hard work, but it's fun.

Unit 1, Vision 360, page 20, exercises 4 and 8

Man Food is very important for us and we always have breakfast, lunch and dinner together. The food has no water in it – so we need to add water and other things to make it taste good. It isn't like a meal in a restaurant, but it's OK. Sometimes we have a special food day when we prepare traditional dishes from around the world. For example, we have a sushi day and a pasta day.

Unit 1, Vision 360, page 20, exercise 4

Woman I'm not very happy today. Life here isn't always easy. We're all from different places and have different interests and habits. But the good thing is that when there's a problem in the biodome, we work together as a team. We don't think about the small daily problems.

Unit 2, Lesson 2.1, Track 2.01, page 22, exercises 2 and 3

Callum Hi guys!
Zara Hello!
C Today's vlog is about fitness. Of course, I am a real athlete. I play football twice a week and I go skateboarding every Saturday, so I'm pretty fit. But Zara, you like sport, don't you?
Z As Callum knows, I am crazy about sport!
C What sports do you play? I usually play tennis once a week and I often play volleyball, too. I'm on the school team for both.
Z I go swimming three times a week and I often practise my diving, too. I love adventure sports, too. In the winter, I go snowboarding, and in the summer I love surfing and windsurfing. Oh AND I go to dance classes on Thursdays. But that's just for fun! It's a busy life, and keeping fit is really important to me. But do you know what? I hardly ever go to the gym. I do short workouts instead. They're only around five minutes, but they're really good. So good I often vlog about them too. Now here's one of my favourite exercise routines. Are you ready? Let's go!
Z First, we need to run on the spot, like this. Great. You can run fast, or you can run slowly, whatever feels right. Just stay in the same place and move those legs!
Z Right, now it's time for some squats. Put your hands out, sit down, hold and then stand up again. And repeat. That's great. Next, let's work on our legs with some lunges.
Z Step forward with your right leg, then down. Then stand back up. Excellent. Now step forward with your left leg, then down and back up again. Do this for one minute.
Z Finally, relax. Close your eyes and breathe.
Z Ahhh. Fantastic. Thanks, guys. Remember: stay fit, have fun and see you next time.
C Nice one, Zara.
Z Thanks. I, er, I have a new routine, actually. I know you're pretty fit, so let's give it a go.
C Now?
Z Yep. Step 1: run on the spot. FAST!
Z KNEES HIGH!
Z Bye!
C See you next time, guys!

Unit 2, Lesson 2.1, Track 2.02, page 23, exercise 6

1 No running!
2 Goal!
3 Ow.
4 The score is 30–40.
5 Step, step, kick and again!
6 Aaaah!

Unit 2, 2.1 Vocabulary Booster, Track 2.03, page 114, exercise 1

1 horse-riding
2 rugby
3 sports
4 basketball
5 team
6 cycling
7 game
8 running

Unit 2, 2.1 Vocabulary Booster, Track 2.04, page 114, exercise 5

1 a match
2 a racket
3 golf
4 hiking
5 skiing
6 fishing
7 table tennis
8 hockey

Unit 2, Lesson 2.2, Track 2.06, page 24, exercises 10 and 11

Girl Hey Matt. Which sports do you love doing?
Boy Well, I really enjoy skateboarding and windsurfing.
G Wow! So, do you love snowboarding too?
B No, I don't! I can't stand the cold.
G Really? I love it! How often do you have P.E. lessons at your school?
B Um, we have them twice a week.
G Nice one! We only have them once a week. So, what do you do in P.E. lessons?
B Right, let me see. We often play football outdoors in autumn and winter, and we sometimes go swimming in the summer when it's hot, but we never do diving. Oh, and in the spring, we play tennis.
G So do we. And what do you and your family do to stay fit?
B Um, we like riding our bikes together. I've got lots of schoolwork at the moment and my parents are always busy … but we sometimes play volleyball together on holiday.
G That's nice. Who do you do exercise with?
B Um, I play sports with my classmates and I sometimes do exercise with my brother. We do workouts together.
G Really? When do you and your brother go to the gym?

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B Oh, we never go to the gym. We do workouts at home instead.

Unit 2, Lesson 2.3, Track 2.07, page 25, exercises 2 and 3

DJ Today, we have Raj Khan in the studio to talk to us. Raj, three of your old high school students are now Olympic volleyball players. Can you share your secret with us? How do you do it?
Raj Well, I don't think they are successful just because I'm a good P.E. teacher. There are many different reasons somebody becomes a top athlete.
D For example, a person's natural ability?
R It helps when you are good at something, but it isn't everything. In the book Outliers, by Malcolm Gladwell, he studies the lives of famous football players and Olympic athletes to discover why they are so good at their sport. He thinks that practice is the main reason. He says that everybody can become amazing at something if they do it for at least 10,000 hours.
D But how do young athletes get this much practice?
R Well, many Olympians and Paralympians often start their sport when they are little children, for example, around four or five. And, then they practise between five and six hours a day while they are at school, which makes a total of 20 to 30 hours' training every week!
D Wow! So, practising a lot is important!
R Yes, it is important, but I think good daily routines are important, too. Athletes often go to bed early and get up at the same time every day, and plan all their meals. But all sports stars share one thing. They always know what they want, and they don't stop even when things are difficult. That's why I tell my students 'never give up'.
D That's a great message, Raj.

Unit 2, Lesson 2.3, Track 2.08, page 25, exercise 5

Do gymnastics
Do workouts
Go to bed
Go to the gym
Have a break
Have a shower
Have an orange
Have dinner
Have lunch

Unit 2, Lesson 2.2, Track 2.09, page 25, exercise 6

D Can you give us an example of a top athlete's daily routine, Raj?
R Sure, I can. Aly Raisman is an American Olympic gymnast. She usually gets up at six thirty a.m. Then she goes to the gym at seven …
D What does she do there?
R First, she does workouts. And then at half past eight she does gymnastics. She practises for three hours, then she has lunch. She eats at half past eleven and after that, she always has a break from half past twelve until 3 p.m.
D Why does she have such a long break?
R Top athletes never train after a big meal. They need to wait for two to three hours. She often has a shower and then a snack …
D What does she usually eat?
R She usually has an orange or an apple. Then at 3 p.m. she goes back to the gym.
D What does she do then?
R She does workouts until five o'clock in the afternoon.
D Again???
Raj Yes! And then she does gymnastics all evening.
D I imagine she's very hungry by the end of the day … When does she have dinner?
R She hardly ever has dinner before half past nine. In fact, she usually eats at twenty to ten. Then she listens to relaxing music, has another shower, brushes her teeth and always goes to bed at quarter past ten.
D That's a long day. Thanks, Raj.

Unit 2, Lesson 2.4, Track 2.10, page 26, exercises 3 and 4

Lia Oh hi, Alex! I don't usually see you here!
Alex Hello Lia. I always come here to buy an energy drink and a healthy snack, like fruit, before my workout.
L I prefer biscuits, Alex!
A I love biscuits, too, but I don't often buy them because they're high in sugar.
L How do you know the amount of sugar in something?
A I always read the traffic-light labels. If a label has got a lot of green on it, it's good for you!
L Oh, I never look at those … So, does red mean it's bad for you – don't eat it?
A No, it doesn't. It means, it's OK to have some once a week, but not every day!
L Ah, I see! Listen, I've got this pizza in my basket. Do you think it's healthy?
A Let me see the label. Hmm, sorry, Lia, but I think it's bad for you.
L Really? Why? What's it got in it?
A Well, half a pizza has got 25% of the energy you need a day. It's orange, so it's OK if you play a sport.
L Hmm, I don't exercise often …. Is it high in sugar?
A No, it's low in sugar, so it's green. In fact, it's only got 10% of the sugar you need a day.
L Fantastic!
A … but … it's high in salt. It's got 33% of the salt you need a day. And it's got a lot of fat. Look. Half a pizza has got 52% of the fat you need a day!
L Wow! That's a lot of fat in one pizza! Er, I don't think I want to eat this pizza any more …

Unit 2, Lesson 2.5, Track 2.12, page 27, exercise 9

/ɪ/ chicken, drink, lettuce, milk
/iː/ beans, cheese, meat, ice cream

Unit 2, 2.5 Vocabulary Booster, Track 2.13, page 115, exercise 1

1 vegetables
2 juice
3 sugar
4 salad
5 tea
6 coffee
7 cake
8 sandwich
9 butter
10 fruit

Unit 2, 2.5 Vocabulary Booster, Track 2.14, page 115, exercise 5

1 jam
2 lamb
3 honey
4 toast
5 a melon
6 a lemon
7 nuts
8 a biscuit

Unit 2, Lesson 2.8, Track 2.16, page 30, exercises 2 and 3

Girl Hello. Can we have a table for two, please?
Waiter Sure. Here you are.
Boy Can we have the menu, please?
W Hi. Are you ready to order?
G Yes, we are. I'd like the avocado salad to start, please.
W And for your main course?
G Can I have the all-day breakfast, please.
W I'm afraid we haven't got any tomatoes. Would you like two eggs instead?
G Yes, please.
W Thank you. And for you, sir?
B I'd like the chicken curry followed by a fruit salad, please. Um, what type of fruit is in it?
W There's some apple, orange and strawberries in it.
B OK, that's fine, thanks.
W Would you like anything to drink?
B Yes, please. I'd like some water.
G The same for me, please.
W Of course. So that's one salad, one curry, one breakfast, a fruit salad and two waters. Thanks.

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Unit 2, Lesson 2.8, Track 2.17, page 30, exercises 5 and 6

Waiter Is everything OK with your meal?
G Yes, thanks.
W Would you like any tea or coffee?
G No, thanks. I don't want anything else.
B Me neither. Can we have the bill, please?
W Certainly. Here you are.
B How much is it?
G Um, it's £25. I'd like to pay for this.
B Oh, thank you!

Unit 2, Lesson 2.11, Track 2.18, page 33, exercise 2

1
Girl 1 Morning, Dad. What's for breakfast? Are there any eggs?
Man Morning, Lucy. Yes, there are. How many do you want?
Girl 1 Can I have two, please? Are there any avocados? My friend Jess has two eggs, some avocado and a piece of bread every morning.
Man Lucky Jess! Yes, there's an avocado but there isn't any bread. Sorry. But you can have a tomato salad. How about that? What a healthy breakfast!
2
Girl 2 How often do you go to the gym, Ben?
Boy 1 Oh, I never go to the gym. I think the gym's boring. I prefer team games. I'm in the volleyball club at school and I play in a football team at the weekend. Why?
Girl 2 Well, I want to get fit. I sometimes play tennis with my friends, but that's just for fun. I want to do something new.
Boy 1 Well, come to volleyball practice. It's good fun and you can get fit.
3
Boy 2 Hello. I'd like the cheese salad to start, and fish and chips for my main course, please.
Woman I'm sorry. There's no fish today. The chicken is very good and we do a lovely pizza. You can have salad or chips with both.
Boy 2 Oh. I don't eat meat and I don't want more salad. Is the pizza vegetarian?
Woman Yes, it is. It's cheese and tomato. It's very popular with our customers.
4
Girl 3 Do you want to eat now? They do some really good low-fat hamburgers and low-sugar desserts in the café.
Boy 3 No, thanks. I'm not hungry. Let's go to the gym first. I want to do a workout.
Girl 3 Ah … OK. You go to the gym. I want to go to the swimming pool. I can see you in the café after that.
Boy 3 OK. See you later.

Unit 3, Lesson 3.1, Track 3.01, page 34, exercises 2 and 3

Callum Hello everyone!
Zara Hi there! As you can see, we're looking a bit different today.
C Yeah, what do you think? Looking good, right?
Z You see, we're going to our aunt's wedding today. That's why we aren't wearing our usual clothes – we're wearing these instead.
Z I'm wearing a pretty, pale blue skirt and I love my beautiful cream top.
C And for me, it's goodbye to my usual jeans and T-shirt look because I've got a white shirt on with a dark red tie and a very cool black jacket. And this … isn't a skirt. It's a kilt!
C Scottish families have got different colours on their kilts. We're the MacGregor family, and our kilts are red and dark green. We usually wear them on important days and for big family parties, like weddings. I hardly ever have the chance to wear mine, but I love it!
Z You know, a lot of countries have their own clothes for special events.
Z Indian women often wear beautiful, long, pink or red dresses at their wedding, which are always colourful events.
Z These dresses are called saris. I love this red and gold sari this bride is wearing. It's gorgeous!
C Many Chinese couples wear red at weddings too because it's a lucky colour.
C In Norway, some couples wear a traditional wedding costume called a bunad. As you can see, the men wear long, white socks and short black trousers with a pair of black shoes.
Z And in some parts of Peru, the traditional wedding costumes are very colourful and beautiful. These women have got long skirts and special wedding ponchos, a long piece of material you wear over your shoulders. And just look at those big beautiful hats.
Z And in Ghana …
C Er, Zara? Sorry to interrupt, but the wedding is in, like, an hour!
Z Oh no! Sorry about this, folks. But before we go, have you got any videos of a wedding in your country? Or any photos of you in your national costumes? Send them to us and tell us all about them.
C But right now it's time for us to go! See you later, guys!
Z Bye!

Unit 3, Lesson 3.1, Track 3.02, page 35, exercises 9 and 10

Boy What clothes has your couple got?
Girl He's got a pale blue shirt with a dark grey tie. He's also got long, dark blue trousers. She's got a beautiful, pale pink dress, and she's got a short, white jacket on. What about your couple?
Boy She's got a short, orange T-shirt and a long, dark pink skirt. And she's got a big, purple hat on her head too. He's got a pale, yellow T-shirt, and he's got short, green trousers, long, cream socks and big, dark brown shoes on his feet.

Unit 3, 3.1 Vocabulary Booster, Track 3.03, page 116, exercise 1

1 green
2 a jumper
3 boots
4 white
5 brown
6 grey
7 a bag
8 a coat

Unit 3, 3.1 Vocabulary Booster, Track 3.04, page 116, exercise 5

1 trainers
2 gloves
3 a scarf
4 a swimsuit
5 a uniform
6 a cap
7 shorts
8 a belt

Unit 3, Lesson 3.2, Track 3.06, page 36, exercises 7 and 9

Nick Hi, I'm Nick and I'm from Boston. In the USA, we have high school graduation when we're eighteen years old. Our families come to watch while the school band is playing music. This is my family photo. We're standing in front of my school. I usually wear jeans and a T-shirt, but I'm not wearing them in this photo. I'm wearing a white shirt with a dark blue tie under my graduation costume. And I'm holding a black jacket in one hand and my school yearbook in the other. My dad's standing next to me. He's wearing dark grey trousers, and a light blue shirt. My mum's sitting next to him, and she's holding her bag and she's wearing a long, cream skirt with a black top and shoes. My sister is wearing a pretty, dark red dress, and she's looking at her phone. The boy next to her is wearing a pale yellow shirt and black trousers. He isn't my brother; he's my cousin. You can't see my uncle – that's because he's taking the photo!

Unit 3, Lesson 3.3, Track 3.07, page 37, exercise 2

Part 1
Host Hello, and welcome to our podcast. Today, we've got Jane Wallis with us, who's here to talk about her new book on the culture of clothes. Jane, I'm reading it now, and it's really

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interesting. You talk about traditional clothes from around the world. You also say that it isn't always OK to wear national costumes, for example to a party. I know a lot of people are talking about this on the internet at the moment, but it's a difficult subject. Can you please explain it?
Jane Of course I can, Matt. It's fine to wear your country's national costume to a party, but it isn't always a good idea to wear one from another culture. It can hurt people and make them feel bad.
H Um, I'm not sure I understand. What do you mean?

Unit 3, Lesson 3.3, Track 3.08, page 37, exercise 4
Part 2
J Well, for example in the USA and Canada at this time of year, lots of teenagers and adults are going to costume parties. Some of them are wearing things such as big Mexican hats or traditional German trousers but they don't know anything about the culture of those countries. They just want to look cool or funny. And there are many photos on the internet of US students in national costumes like Chinese dresses at their high school graduation. And famous people for example, pop stars, sometimes wear Indian clothes such as saris in their videos. The first problem is these people aren't from India or China and they haven't got any family like grandparents living there. Secondly, they don't want to understand the culture of these countries – they just like their beautiful clothes.

Unit 3, Lesson 3.3, Track 3.09, page 37, exercises 5 and 6
Part 3
H So you're saying the important thing is the reason why somebody wears a national costume?
J Yes, exactly. I'd like to show you two photos in my book which I use as examples. Here's a group of dancers. They are from Japan. In this photo, they are practicing a dance called flamenco – a traditional Spanish dance. They are wearing flamenco costumes, like long colourful dresses or long skirts and a top. Also, some dancers are wearing hats or have bright red or pink flowers in their hair. Here, it's fine because the traditional costumes are an important part of the dance. Now, in the second photo, the girls are wearing Japanese kimonos, but they aren't from Tokyo, they're from Toronto in Canada. The problem here is they don't know much about Japanese culture such as the traditions or history. They're wearing them for a party at their high school.
H I see. But does this mean we can't use anything from any other cultures?
J Of course not. We can still have international food, for example Chinese chicken or Greek yogurt. We can also enjoy music like British rock or K-pop, and we can wear an 'I love New York' T-shirt! But before we use important things from other cultures such as their national costume, we need to ask ourselves this question: Am I wearing it because I understand the country's culture or am I just using it for fun?
H Thank you, Jane. I understand what you are saying, but I'm not sure I completely agree with it.

Unit 3, Lesson 3.4, Track 3.10, page 38, exercises 5 and 6
Jake Right. I'm taking a photo of us before we go to the school costume party.
Olly Let's see it! Wow! We look so good in these costumes. Um, what are you doing, Jake?
J I'm sharing it on my social media page right now.
O Jake, stop! I don't want you to share that photo online.
J Why not, Olly?
O Lots of reasons. Firstly, because we're wearing these cat costumes!
J So? I think we look really funny!
Olly Me too, but think about the future. Do you want people to find this photo of you in five years' time? For example, a university or a business?
J And see me in this costume? Um, no, not really. But only my friends and family can see my photos.
O What if one of your friends downloads our photo and posts it on their social media?
J Oh, I guess you're right.
O And another thing. Now everybody knows that we're going out this evening, and we aren't at home!
J Why is that a problem?
O Think about it. In this photo, we're standing here in your bedroom, and everybody can see all your expensive things, like your volleyball medals, for example.
J Ah … you're right! I'm deleting it now!
O Thanks, Jake.

Unit 3, 3.5 Vocabulary Booster, Track 3.11, page 117, exercise 1
1a good
1b bad
2a boring
2b interesting
3a sad
3b happy
4a nice
4b horrible

Unit 3, 3.5 Vocabulary Booster, Track 3.12, page 117, exercise 4
1 hard-working
2 caring
3 brilliant
4 organised
5 confident
6 relaxed
7 shy
8 Creative

Unit 3, Lesson 3.8, Track 3.14, page 42, exercises 1, 2 and 7
Liam It shows a group of people. They look about sixteen or seventeen. I think they're friends or classmates. The girl in the foreground has got long, wavy blond hair and pale blue eyes. She's wearing a shirt, some jeans, socks and shoes. She's talking on the phone and she looks serious. Maybe she's talking to her parents about a problem she's got. In the background there are two boys and a girl. They're sitting down and they're all wearing tops and dark jeans. The girl in the middle is holding a computer. The boy on the right looks friendly because he's smiling. I think he is looking at something funny on the computer. The boy on the left looks bored. Maybe they're doing their homework together.

Unit 3, Vision 360, page 46, exercises 3 and 4
Grandma Hi, Tom, it's Grandma. How are you?
Tom I'm fine, thanks, Grandma.
G What are you doing today?
T I'm just chilling out and watching some TV – it's what I always do on Saturdays!
G Well, where are your brothers and sisters?
T They're all here in the living room with me.
G Really? It's very quiet. Are they sleeping?
T No, they aren't, Grandma. Gaby's watching her favourite programme on TV and the others are wearing headphones and doing things online.
G That's good. OK, see you later, Tom.
T Bye, Grandma. See you later.

Unit 3, Vision 360, page 46, exercises 3 and 6
Boy It looks like I'm not doing anything with other people when I'm wearing headphones and listening to music on my phone. But actually, I'm not listening

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on my own. My friends and I are sharing our music library, so we can listen to the same music – and chat about it at the same time. It's great!

Unit 3, Vision 360, page 46, exercises 3 and 7

Katy Hi, Bella!
Bella Hi, Katy! Are you OK?
K Yes, thanks. I'm really enjoying university.
B That's good, but it feels different here without you at home.
K Are you missing me?
B Yes, I am! Anyway, what are the people like there?
K Well, the teachers are serious, but they're kind and patient too.
B What about the students?
K Everyone's friendly. I've got some great new friends. One of them, Jade, is really funny and very popular. I'm lucky that we're friends – maybe she likes me because I'm so clever and …
B Er, Katy? Sorry … but is that a new top you're wearing?
K Yes, it is. What do you think?
B It's gorgeous and colourful!

Unit 4, Lesson 4.1, Track 4.01, page 48, exercises 2 and 3

Zara Hi guys. It's just me today. I have exams this week, but Callum is house-sitting for our cousin, James. He's a student and he lives in Liverpool. It's Callum's first time there and it looks like he's having a great time, but I really want to see the flat. I love seeing other people's homes! And I've got lots of photos from Callum! Do you want to take a virtual tour? Come on in, and let's take a look!
OK, so this is the living room and, er, also the hall. Callum says the flat is very small and the front door opens right into the living room. What do you think? I mean, the sofa looks comfortable, but I'm not a fan of the colour and I don't like that carpet on the floor! OK, over here's a big cupboard, which looks useful, and the room isn't dirty. It's actually pretty tidy! So, it's OK, I guess. Let's check out the next photo: the kitchen. Ohhh this is nice! It looks narrow, but it's very clean and I like those plants. Nice one, James! Right, next photo and it's … the bathroom. And again, not too bad! It's small, but it's got everything you need: a small sink, a toilet, of course, and a shower.
All in all, James, it's a nice flat! And Callum says it's only ten minutes from the city centre. He loves it! Of course, it's a lot smaller than our house. Do you want to see it? Hang on, I'm sure I've got photos here. Here we are. Of course, our house is bigger than James's flat. A lot bigger! Check it out. It's got four large bedrooms … including my room … which has a beautiful little balcony with a view of the gardens!
Downstairs we've got a lovely dining room … and we have a kitchen with two ovens, four sinks and five huge fridges. That's where our chefs cook all our delicious meals, of course.
Yep. It's an amazing place. The only problem is, it isn't real. This is our real house.
Sure, it's smaller and cheaper than the house of my dreams, but it's still nice! What about you? What's the house of your dreams? A huge mansion? Or a modern house with a pool?! Post your comments below and let us know! We'll check them out when Callum's back. But for now, see you guys next time!

Unit 4, Lesson 4.1, Track 4.02, page 49, exercises 8 and 9

A What's your new home like?
B It's a large flat in the city centre.
A How many rooms are there?
B Seven. The first room you get to is the living room.
A What's the living room like?
B It's long, and there's a comfortable, dark red sofa on the left and a TV on the right.
A Is there a dining room?
B No, there isn't, but there's a small table in the kitchen and we usually eat there. Next to the big fridge, there's a door which opens onto a large balcony with some chairs and a table on it.
A How many bedrooms are there?
B There are three. My room and my parents' bedroom are on the left of the living room, and my brother's room is the first room on the right.
A What's your bedroom like?
B It's very large, and it's got a big cupboard in it and a huge bed in the middle of the room.
A How many bathrooms are there?
B There are two on the right at the end of the hall. The big one has got a toilet, a sink and a bath in it, and the little one only has a shower. My brother always uses that one because it's next to his bedroom.
A What colour are the rooms in your house?
B They're all cream except a pale green bathroom and my dark blue bedroom.
A What's your favourite room and why?
B It's my bedroom, of course, because it's clean and tidy, and I've got all my favourite things in it like my books, my clothes and my computer.

Unit 4, 4.1 Vocabulary Booster, Track 4.03, page 118, exercise 1

1 toilet
2 desk
3 window
4 table
5 bed
6 shower
7 bath
8 door

Unit 4, 4.1 Vocabulary Booster, Track 4.04, page 118, exercise 5

1 dishwasher
2 basin
3 lamp
4 bin
5 cooker
6 washing machine
7 furniture
8 stairs

Unit 4, Lesson 4.2, Track 4.05, page 50, exercise 6

1 The Eiffel Tower is 300 metres high and the Statue of Liberty is 93 metres high.
2 Amsterdam is about 220 square kilometres and over 820,000 people live there. Berlin is nearly 900 square kilometres and 3.8 million people live there.
3 The winters in Scotland are usually colder than in England.
4 There is more silver in the world than gold, so gold costs more to buy.
5 One mile is 1.6 kilometres, so a mile is longer than a kilometre.
6 Mercury is the nearest planet to the sun, and Venus is the second-nearest planet, but Venus is still hotter.

Unit 4, Lesson 4.2, Track 4.06, page 50, exercises 7 and 8

The UK's capital is a great city to work in, but it's also a very expensive place to live. As a result, more and more people are deciding to live on houseboats, especially young people such as students, because they haven't got much money. Today, there are about 4,000 houseboats in the city, and Jake is living on one of them in East London. This area of the city has got more houseboats in it than any other place in England.
Jake's got a job in the centre, and he is always the first person to arrive at work because he can walk there in only ten minutes. The other people at his work take the train or bus because they live much further away. Jake's two-bedroom houseboat costs £700 a month. This is cheaper than a much smaller one-

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bedroom flat further from the city centre. Jake is happier in his new home because the people in the other houseboats next to him always say hello and chat, which is unusual in a flat. But living on a houseboat isn't always easy. Jake says it's worse in the winter than the summer. In January, he often wears a ski jacket and a hat in bed because it's much colder than many houses or flats.

Unit 4, Lesson 4.3, Track 4.09, page 51, exercises 2 and 5

Part 1

1 In this house, everything is upside down, so the roof isn't on the house, and the shower and sink aren't on the floor! You can't live in the Crazy House, but you can visit it.
2 In a quiet part of the city, between two normal houses, there's a very unusual one. The Glass House has glass walls, so it is very light, but everyone can see behind the glass!
3 Over 1,000 metres high in the mountains, this house has got mirrors on all the walls, so you can't see it, even when you are standing in front of it!
4 This house is in the city, not by the sea. On the outside, it looks like a seashell. It's white, and there's a balcony next to some round windows with a door under it. It's a real family's home!

Unit 4, Lesson 4.3, Track 4.10, page 51, exercises 7 and 8

Host Hello, today we're in the city centre, and it's very busy! I want to ask some people on the street what they think about these unusual houses. Excuse me, sir, can I ask you some questions for our TV programme, Amazing Homes?
Man Um, yeah, of course!
H OK, so I'd like you to compare these photos. Here's the Seashell House and this is its living room. And here's a photo of the Crazy House – and this is its bathroom. What do you think of them?
M Wow! Well, they're both very strange – I can't believe these houses are real!
H I can tell you, these are real houses. The Crazy House is in Edersee, in Germany, and the Seashell House is in Mexico City.
M Well, the German house is definitely stranger than the Mexican one. I can't imagine seeing a toilet over my head! And there are chairs over the balcony, instead of on it. I'm sure that it's more difficult to clean the Crazy House, so it's probably dirtier too …
H That's a good point. Which house do you prefer and why?
M Well, the Crazy House is funnier, and it's got a big bathroom – but I think I prefer the Seashell House. The yellow sofa in the living room looks really comfortable, and that colourful wall next to it is beautiful.
H Great, thank you for your time.

Unit 4, Lesson 4.4, Track 4.11, page 52, exercises 4 and 5

A I hate this classroom. It doesn't look interesting and it isn't tidy …
B What's the first thing we can do to make it look newer and cleaner?
A Why don't we take down the older projects on the walls?
B I agree, and let's tidy the books too.
A I find groupwork more difficult when my classmates are sitting behind me. It isn't comfortable to turn around.
B I think that we need to buy some bigger tables.
A Maybe a cheaper and easier idea is to use the furniture we have.
B OK, then. Let's change the position of our tables. Let's put these two next to each other, and these two in front of each other – that way it's much easier to work together – face to face!
A Great idea!
A I think that a more serious problem is a lot of us are feeling stressed. Our classroom needs to become a safer and friendlier place.
B How about making an area where you can sit quietly and think?
A Cool! Let's buy a sofa and put it next to the window where there's more light.
B Good idea, but a sofa is expensive, so maybe two comfortable chairs is a better idea?
A I find the white walls in our classroom really boring … Why don't we change the colour?
B How about choosing three main colours: a lighter colour and two darker ones?
A Great idea. Let's paint one wall pale pink and the other two dark red.
B I'm not so sure. Maybe blue is a better colour than red?
A I think our classroom isn't very wheelchair-friendly. The door is very narrow.
B I agree. I think we need to make the door bigger.
A I'm not so sure. It's difficult to change a door. We've got a lot of space in the hall and the doors are wider, too – why don't we sometimes work there?
B Good idea! And Let's think about which other big rooms we can use …

Unit 4, Lesson 4.5, Track 4.12, page 53, exercise 3

These busy squares both have tall buildings and wide streets and both have many visitors. Times Square in New York has around 300,000 tourists and Leicester Square in London has around 200,000 every day.
Both Tulum and Acapulco are famous beaches in Mexico. Tulum is on the Caribbean Sea, and the city of Acapulco is on the Pacific Ocean. The Pacific is much deeper than the Caribbean – it is over 10,000 metres deep in some places.
The North Sea is in northern Europe, and it's a part of the Atlantic Ocean. The Caspian Sea is between Europe and Asia, and it's larger than the North Sea, but it's really a lake. It is also ancient because it's 5.5 million years old.
Singapore is an island between Malaysia and Indonesia. It has got some beautiful thick, forests in it, but Singapore is much more famous for its tall buildings and other interesting examples of modern architecture.
The Nile River is 6,695 kilometres long and it flows through the deserts in North Africa. The Amazon River flows through the South American rainforest. It is also a very long river, but it is 250 kilometres shorter than the Nile.

Unit 4, 4.5 Vocabulary Booster, Track 4.13, page 119, exercise 1

1 hospital
2 restaurant
3 bank
4 supermarket
5 cinema
6 road
7 car park
8 city
9 shop
10 village

Unit 4, 4.5 Vocabulary Booster, Track 4.14, page 119, exercise 5

1 hill
2 coast
3 valley
4 waterfall
5 countryside
6 wood
7 stream
8 field

Unit 4, Lesson 4.6, Track 4.15, page 54, exercise 7

At over 8,848 metres high, Everest is the highest mountain in the world.
The longest river in Europe is the Volga in Russia.
New Zealand is the furthest country from the UK. The two countries are over 18,000 kilometres apart.
The Yarlung Tsangpo in Tibet, China, is the world's deepest and longest canyon.

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The most expensive city in the world is Singapore, and it also has some of the best schools.
The world's smallest country is Vatican City in Rome. It's only 0.5 square kilometres in size, and is much smaller than the island of Manhattan in New York City.
The world's largest and thickest forest is the Amazon rainforest and many of the most unusual plants and animals live in it too.
The world's biggest national park is in Greenland. It is nearly as big as France and Spain put together, but only 40 people live there.

Unit 4, Lesson 4.8, Track 4.17, page 56, exercises 3 and 4

B Go along the corridor – past the library and the ICT room …
A Sorry, could you repeat that, please? Go along the corridor …
B Yes, and go past the library and ICT room on the left.
A OK …
B Then go down the stairs and turn right.
A Down the stairs and turn right. I see …
B Then go along this corridor …
A OK …
B Then go through the doors – there are two.
A Through two doors …
B Yes. Then it's on the right.
A Great! Thanks very much!
B You're welcome.

Unit 4, Lesson 4.8, Track 4.18, page 56, exercise 5

1
A Excuse me, please. Where's the headteacher's room?
B At the main entrance, go along this corridor, then turn left and go through the door …
A Excuse me, could you speak more slowly, please?
B Sure. At the main entrance, go along the corridor …
2
A Excuse me, please. I'm looking for the ICT Room.
B Sorry, could you repeat that, please?
A Yes, I'm looking for the ICT Room.
B Ah, the ICT Room is up the stairs – it's on the right – opposite the Teachers' Room.
A Sorry, what does opposite mean?
B It's on the other side of the corridor!
A Oh, OK. Thank you.
B You're welcome.

Unit 4, Lesson 4.11, Track 4.19, page 59, exercise 2

1 I live in a flat in Edinburgh with my mum, dad and sister. It's the top flat in a tall, narrow building in the centre of the city. We live in one of the more popular areas of Edinburgh which means it's also more expensive. I like it here because it's only ten minutes from the city centre, but the problem is it's very noisy. That's because there are a lot of cars and people. It's worse in the summer because many visitors come then.
2 At the moment, I'm staying in a huge house in the country. It has a large garden, six bedrooms, a bathroom, a kitchen, a living room and a dining room. It's very quiet here because the house is near a forest. There are two other houses, but this one is the biggest and the most beautiful. The only problem is, I'm only here for two weeks. That's because this isn't my house. I'm house-sitting for my uncle and aunt. I usually live in the town in a small house with my parents.
3 I live on a houseboat. It's OK in the summer but it's very cold in winter. At night, I wear a jumper and a coat when I sleep. The boat is also very small and uncomfortable. It's very narrow and I can't cook in the kitchen. I often go to cafés and that's expensive. There are other people in boats close to mine, but I don't know any of them because people aren't friendly here. I know flats are more expensive, but my friends live in the city. They say I can move in with them.
4 I live with my friends in a flat in the city centre. I like it here because its only takes five minutes to walk to my university. It's fun, too, because there are lots of shops and restaurants near the flat. But one day, I would like to move to Italy. I think Tuscany is the most beautiful place to be. I'd like to live in an old house in a village with views of trees and hills. But for now, I'm happy with my friends in the city.
5 We are very lucky because my parents have a holiday home in south Wales. The house is opposite one of the longest and most beautiful beaches in the UK. The house is very large and modern. The best views are from the balcony. You can see right across the sea. We usually come here in the summer, but also in December and for a couple of weeks in April. It's very popular with visitors and August is the busiest month, but this isn't a problem because the beaches are big and they are usually still empty.

Unit 5, Lesson 5.1, Track 5.01, page 60, exercises 2 and 3

Callum Hi there! It's me, Callum …
Zara … and me, Zara, and we're talking about Callum's favourite topic: Edinburgh!
C As you already know, Edinburgh is fantastic. It's great. It's amazing.
Z OK, Callum. We understand.
C It. Is. Wonderful! Its old streets and beautiful castle make it one of – no, forget that – make it the best place in the world. It's famous for its buildings, its culture …
Z Come on, Callum!
C And its incredible festivals!
Z Finally!
C Every year, Edinburgh is home to six different festivals and the city's streets are crowded with around 4 million tourists from lots of different countries. The most famous of these is the Edinburgh Fringe festival, the biggest arts festival in the world. It's famous for its street theatre. I love it because I love drama and I want to be an actor. But there are lots of other cultural events too … like dance, art and music. There are street concerts all over the place, and you can hear all kinds of music, from rock and hip-hop … to traditional music from different countries. Last year, these guys played and they were incredible. And the shows don't just happen in the streets and squares; you can watch events in many of the city's theatres, cafés and restaurants. I watched about ten shows last year and I wanted to see so many more! There are posters and TV screens everywhere, advertising new acts and new events. There really is something for everyone to enjoy. So, when you come to Edinburgh, try to come in August so you don't miss it!
Z Yep, I agree with all that and I really like the Fringe. But it isn't my favourite festival. I'm into art and I love going to art exhibitions. But the festival I enjoy the most doesn't have famous paintings or sculptures. It's a very different kind of festival … where the people in the audience become the artists! It's called Holi, or the Festival of Colour. It's an Indian festival, but a lot of people celebrate it in the UK. It's famous for something called 'colour throwing' so you need to wear old clothes! I didn't last year. Big mistake! But I still had so much fun! Of course, there's more than just that. Last year, I watched a theatre show, went to a dance show and listened to traditional Indian music. Oh,

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and I had traditional Indian food, which was amazing!
C Oh yeah, that's one of the best things about the Edinburgh festival, too! There are trucks all over the city, selling all kinds of food.
Z OK – but there are lots of good things that aren't in Edinburgh, you know! Hey, maybe you guys can send us some! What is your favourite festival? Why do you love it? Maybe you can show Callum that Edinburgh isn't the only place with good festivals!
C I don't think so!
Z Let's see! OK, until next time!
C Bye!

Unit 5, Lesson 5.1, Track 5.02, page 61, exercises 9 and 10

Boy What's your favourite festival, Amy?
Girl I'm into reading, so it's definitely the Edinburgh Book Festival.
B When is that?
G It takes place in the last three weeks of August every year.
B Where is it?
G It's in Charlotte Square, in Edinburgh city centre. It's always very crowded.
B Who's it for?
G There are lots of events for adults, young people and children, so everyone can enjoy it!
B What happens at the festival?
G Hundreds of incredible writers come from all over the world to talk about their books, and there are writing classes too.
B Does anything else happen?
G Yes, there's theatre, and there are concerts, and even the children's shows are amazing. Do you want to come with me next year?
B No, thanks. I prefer film festivals.

Unit 5, 5.1 Vocabulary Booster, Track 5.03, page 120, exercise 1

1 movie
2 sing
3 dance
4 paint
5 ticket
6 story
7 act
8 band

Unit 5, 5.1 Vocabulary Booster, Track 5.04, page 120, exercise 5

1 pop music
2 opera
3 ballet
4 art gallery
5 jazz
6 painter
7 film star
8 classical music
9 singer

Unit 5, Lesson 5.2, Track 5.05, page 62, exercise 4

/d/ happened
/t/ walked
/ɪd/ started

Unit 5, Lesson 5.2, Track 5.06, page 62, exercise 5

/d/ arrived, enjoyed, travelled
/t/ liked, looked, watched
/ɪd/ decided, visited, wanted

Unit 5, Lesson 5.2, Track 5.07, page 62, exercise 6

Dubrovnik Summer Festival
Last year, my family and I travelled to Croatia on a summer holiday. We stayed in Dubrovnik because we wanted to see a famous cultural event called the Dubrovnik Summer Festival. First, we walked around the crowded, old city streets; then we visited the arts festival. We watched many incredible events, such as a great dance show by a traditional Croatian music and dance group. My sister loved the guitar concerts, but I preferred the piano concerts. We both hated the jazz orchestra! We planned to see Shakespeare's *Hamlet*, but our holiday finished before we could go. I really enjoyed my time in Croatia.

Unit 5, Lesson 5.2, Track 5.08, page 62, exercises 7 and 8

Last summer, I visited Cusco, a beautiful, old city in Peru. I travelled there with my parents and my older brother at the end of June. We only stayed for a week, but I wanted to stay longer because I enjoyed it so much …
Our hotel was in the centre, so we decided to walk along the crowded streets and have dinner in the amazing restaurants every evening. I really wanted to go up to Machu Picchu, an ancient city high in the Andes mountains, but it was too far away. So, we stayed in Cusco the whole time and visited many beautiful, old buildings there instead. But, on the 24th of June, something really incredible happened! We decided to visit an ancient site only two kilometres from Cusco. We wanted to see the Sun Festival. All of a sudden, lots of people in very colourful costumes started walking in our direction, and the streets filled with music, dancing and flowers. I discovered the Sun Festival – or *Inti Raymi* – was the Inca people's New Year's celebration! These days it's the second biggest festival in Latin America with over 200,000 visitors every year! I really loved that holiday!

Unit 5, Lesson 5.4, Track 5.10, page 64, exercises 2 and 3

Hello, students. Today, I'm going to talk to you about how to research information online.
Firstly, you need to know what information to look for. For example, if you want information about an artist for a school art project, it is a good idea to start by writing down all the things you want to find out. You can also write some questions you want answers to, such as: Why are Picasso's paintings in so many different styles?
Next, open your first source, for example, an online article. Read it quickly – and if you can't understand it, then look for a different source. If it gives you the right type of information, and it answers your questions, then ask yourself: Does it look like the author knows a lot about the subject? Does it say where the facts come from?
If the answer is yes, then decide what the main purpose of the article is. Is it trying to teach you something? Or is it trying to sell something? Does it contain true facts or only the writer's opinions? Remember that articles with very strong opinions are not usually the best source of information for research.
After that, you need to check how recent the article is. Look at the date when the author posted or shared it. If it is a year old, the information might not be true now.
And finally, when you find some information that seems useful to you, you need to check that it is also correct. Look at some other sources to find out if they give you the same information. And if you aren't sure about any articles or information you find, just continue searching on the internet.
And lastly, when I was a teenager, I had a daily blog about painting because I loved art – I still do! And I think it's great that anybody can post articles online now – however, it's important to remember that you can't believe everything you read on the internet!

Unit 5, 5.5 Vocabulary Booster, Track 5.11, page 121, exercise 1

1 short
2 relaxing
3 long
4 dangerous
5 exciting
6 great

Unit 5, 5.5 Vocabulary Booster, Track 5.12, page 121, exercise 5

1 marvellous
2 all right
3 awful
4 beginning
5 middle
6 end
7 unusual
8 cool

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Unit 5, Lesson 5.6, Track 5.13, page 66, exercise 5

Mini Monet

The newspapers were interested in Kieron Williamson as a child, because he could paint like a master! In his first exhibition in 2008, aged six, the reviews were excellent. After that, his nickname was 'Mini Monet'. People couldn't stop buying his brilliant paintings! In three years, Kieron and his family were rich. They had one and a half million pounds! At the age of fourteen, he appeared in the TV show *The Making of a Master*. But his mum wasn't happy with his education; he couldn't go to school because he was too busy and famous.

Unit 5, Lesson 5.6, Track 5.14, page 66, exercise 7

Wolfgang Amadeus Mozart and Pablo Picasso were both very talented children. Mozart could play the piano and violin at four years old. His father wrote and performed music, but he soon learned his son was much better than he was, so he organised shows for him in Vienna. The young Austrian was very famous after he played original pieces on the piano in an important theatre. They couldn't believe how brilliant the six-year-old boy was! After that, everybody wanted to hear him play.

Spanish artist Pablo Picasso wasn't the same as other children either. His first words weren't 'Mummy, Daddy!' like most children. His first word was 'pencil'! As a boy, Picasso could draw wonderful pictures before he could write. Picasso finished his earliest painting, *The Picador*, when he was just nine years old. And by thirteen, Picasso was an excellent student at the School of Fine Arts in Barcelona. Picasso was also the first artist to actually see his paintings in the famous gallery in Paris, the Louvre.

Unit 5, Lesson 5.7, Track 5.15, page 67, exercises 3 and 4

Interviewer So, Joe, you're an art expert. Who's your favourite artist?

Joe Um, well, I first discovered Frida Kahlo at a brilliant art exhibition when I was fifteen. I learned that she wasn't good at art when she was little. In fact, she only started painting as a teenager.

I Really? And where was she from?

J Frida Kahlo was born in Mexico City in 1907.

I I see. And what was her early life like?

J Well, when she was six, she was very ill, and she couldn't get out of bed for nine months. After that, she couldn't walk well, but she still played football and enjoyed swimming.

I Wow! So, it was a difficult life for her?

J Yes, yes, it was. But Frida was also clever, and in 1922, she was one of the few girls to go to school. She was famous for her original clothes and interesting character. Then, in 1925, something terrible happened to her.

I Oh no! What happened?

J Sadly, Frida was badly hurt in a bus accident. After that, she couldn't walk for months.

I Poor girl. How old was she in 1925?

J Um, let me see … She was eighteen. She couldn't get up, so she decided to paint in bed. Then, in 1928, Frida asked Diego Rivera, a famous Mexican artist to look at her paintings.

I Interesting! What was his opinion of them?

J Well, he believed they were wonderful and she had a special talent. Diego and Frida married in 1929. Her parents weren't happy because he was 20 years older than her. After that, in 1930, they decided to live in the USA because lots of Diego's shows were there. But Frida missed Mexico, so they returned home three years later.

I I understand. When was Frida's first exhibition?

J In 1938, in New York – and then in 1939 there was another one in Paris. But Frida and Diego weren't happy, so their marriage ended in 1939. Then, in 1940, they married each other again, and they decided to live separate lives.

I How strange.

J I know. Next, in 1940, she decided to become a full-time artist, and she couldn't stop painting after that. In the end, she painted 143 works of art, and 55 of those were excellent self-portraits.

I Great! And how old was she when she died?

J She died when she was only 47, in 1954.

Unit 5, Lesson 5.8, Track 5.16, page 68, exercises 2 and 3

Ava Rick, are you performing in any musicals right now?

Rick Yeah, I'm doing *Grease* with my theatre group. I'm Danny – he's the main character.

A You're the main character! Congratulations! How amazing!

R I know, but I'm a bit nervous too. Things often go wrong in theatre performances! Two years ago, I was in a really difficult situation …

A Really? Why was that?

R I was in a school theatre show and I was one of the main characters. It was *Beauty and the Beast* … and I was the beast.

A Wow! How wonderful!

R It was, but near the end of the show something terrible happened!

A Oh no! What happened?

R You know the real story – the beast died, but then, because of Belle's love for him, he changed back into a prince. Well, I needed to quickly run off the stage and change into my prince costume. While I was there, I looked everywhere, but I couldn't find it! Can you believe it?

A You couldn't find your costume? Oh no! How terrible!

R It was! Anyway, after about two minutes, they asked me to go back and finish my performance. But I was still in my beast costume.

A Poor you! What happened next?

R Well, I couldn't stop the show, so I returned to the stage still dressed as the beast. As soon as I arrived, Belle looked at me strangely – she didn't understand why I was wearing the wrong clothes! So, I decided to change the last part of the story. It wasn't romantic and we just stayed friends.

A You just stayed friends? No way!

R And amazingly, all the students loved the new ending of our show because it was original! It was really successful in the end!

A Lucky you!

R I know! It's funny now, but it wasn't at the time …

Unit 5, Lesson 5.8, Track 5.17, page 68, exercise 5

Example:

I was hurt in an accident two weeks ago.

You were hurt in an accident? Oh no!

1 I passed my driving test yesterday!

2 My bus was an hour late this morning!

3 I received two free tickets to a brilliant concert!

4 I couldn't come because I wasn't very well last night …

5 I can't find my house keys anywhere!

6 I'm going on holiday to New York this afternoon!

Unit 5, Lesson 5.8, Track 5.18, page 68, exercise 6

Telling a personal story

The introduction

A few days / years / months ago, I was (in middle school) …

The beginning

I was in a school theatre show … It was *Beauty and the Beast* …

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The main events
First / Then / After that / As soon as I (arrived) …
While I was there, something terrible / amazing happened.
The end
And, amazingly, … / It's funny now, but it wasn't at the time.

Unit 5, Vision 360, page 72, exercises 3 and 5

Girl I'm staying in London for a few days and I think the East End is an amazing place for cultural events. I was at a hip-hop festival in a park here with some friends on Saturday and it was great. There were some brilliant bands and we danced for hours. On Sunday, we wanted to find a place for lunch. We could hear lots of people and some drums, so we walked down a narrow street and suddenly we were in the middle of another festival! This time it was a curry festival. You could buy all kinds of different curries. I tried three of them and they were incredible. And if you're into coffee, there's a coffee festival here next week!

Unit 5, Vision 360, page 72, exercises 3 and 7

Artist Street art is becoming more and more popular, so it's becoming more difficult for artists like me to find big walls to paint. Other people want to paint in the same place! You can sometimes spend more than 10 hours a day painting. Last year, I painted nearly every day, so I couldn't see my friends! When you're more famous, you can relax a bit more. That's why I'm happy when people take photos of my paintings. They share them on social media and then people all over the world can see your work. When people like your work, they sometimes pay you to paint something for them.

Unit 5, Vision 360, page 72, exercises 3 and 9

Interviewer Do you know exactly what you want to paint before you start?
Street artist I usually have an idea, but sometimes the result is different. It depends on the weather, how much time you've got, your paints … things like that. Six months ago, I decided to paint a big picture near here. After about an hour, it started raining. I was worried because my picture wasn't dry. The rain changed the picture, but it wasn't a problem. It looked better than before!
Interviewer That was lucky!

Unit 6, Lesson 6.1, Track 6.01, page 74, exercises 2 and 3

Callum Hi guys. How's it going? Welcome to my digital detox. Yep, that's right. No phone, no computer and no tablet for a whole week! My parents think that teenagers are all phone zombies that can't live without digital devices. But I want to show they're wrong! Zara didn't want to do it … at all! And that's the problem – I think my parents could be right! I mean, when I told my friends, they all thought I was crazy! They couldn't imagine life without their phones, and I wasn't sure what to expect either!
But on Monday, the first thing I discovered was I had a lot more time. I usually turn on my phone as soon as I get up. Then, while I get dressed, I check my messages. And, while I have breakfast, I scroll through my social media.
But last Monday morning, I realised how much time I spend on my phone. I was ready for school half an hour earlier than usual. That felt good! I was even early for the bus. And that never happens!
But then Tuesday was hard because I walked to school and I started to see screens all over the place! I mean everyone was looking at … phone screens … tablet screens … or laptop computer screens! At that point, I couldn't wait to go online, and I really missed my phone. But you know what? I also saw that we don't chat face-to-face very often! And that became a real problem when I went to see my friends on Wednesday.
They were all on their tablets or phones, checking their messages or scrolling through social media. And I was BORED. I imagined all the posts and messages that I couldn't read. I felt pretty left out, to be honest. I think my friends noticed and we started talking. Not in a group chat, not on social media, but just talking, you know, in real life!
By Thursday I thought, 'hey – this is great!' But then I realised just how useful those little devices are! I had art class, and I forgot my things. Normally I text Zara and borrow hers because she has lots, but I couldn't find her! In the end, I found a friend and borrowed his. I learned that without a phone I needed to become more organised! That's what I realised on Friday … when I wanted to listen to music. I couldn't use my music library and I had nothing to connect my cool Bluetooth speakers to! Nightmare! And today's the day I can finally get online! I mean, I definitely see there are some advantages to life without technology, and IT IS important to turn off your phone every now and then. But it's SO hard and you miss out on a lot too. So now I can't wait to get back on and get into my music library. Ready? The battery's dead! I forgot how much I hate that! See you, guys!

Unit 6, 6.1 Vocabulary Booster, Track 6.02, page 122, exercise 1

1 a message
2 an email
3 a computer
4 a radio
5 a photo
6 the internet
7 an app
8 a smartphone

Unit 6, 6.1 Vocabulary Booster, Track 6.03, page 122, exercise 5

1 passwords
2 shut down
3 save
4 type
5 click
6 record
7 keyboard

Unit 6, Lesson 6.2, Track 6.04, page 76, exercise 9

/ɔ:/ caught, brought, saw, thought
/e/ went, read, said, sent

Unit 6, Lesson 6.4, Track 6.06, page 78, exercise 3

Jamie What do you think about our group chat, Zoe? I'm not sure why Rick stopped the conversation.
Zoe I think he did it because he wanted people to be polite. And he wanted to stop the chat before it became a big argument. 'THINK' is a very helpful rule to follow.
J What about Annie's message? Was it a good idea to post it?
Z Well, I believe that she had a terrible day, but it can't be true that bad things always happen to her, so it was also a bit too negative.
J Yeah, I don't think it was necessary to share all her problems online like that.
Z I agree. And what about Pedro's reply?
Jamie Well, what can I say?! I thought it wasn't kind. It's a really bad idea to use all capital letters online! And the worst thing about it was the rude ending.
Z True. That wasn't helpful at all. Was it necessary to reply to her?
J No, it wasn't. My grandmother always said, 'if you can't say something nice, say nothing.'
Z She was right. And what about Ola's reply?
J Hmmm, her message wasn't clear. I mean, was she serious or was it a joke?
Z I'm not sure. Maybe, it was a bad joke because it wasn't funny or kind.
J Yeah, you're probably right …

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Unit 6, 6.5 Vocabulary Booster, Track 6.08, page 123, exercise 1

1 paper
2 a plate
3 a pen
4 a pencil
5 a cup
6 a glass
7 a newspaper
8 a clock
9 glasses
10 a knife

Unit 6, 6.5 Vocabulary Booster, Track 6.09, page 123, exercise 5

1 a calculator
2 a backpack
3 a purse
4 a hair brush
5 a toothbrush
6 a notebook
7 scissors
8 an ID card

Unit 6, 6.5 Vocabulary Booster, Track 6.10, page 81, exercises 3 and 5

Part 1

Boy Do you ever imagine what life was like in the 1980s? What did people do when tablets and smartphones didn't exist?
Girl I have no idea … Things are so different now.
B Did you hear about that family of four from Ontario? In 2014, they spent one year living like it was 1986.
G Wow! Why did they do that?
B Well, it was all the idea of the parents of the family, Blair and Morgan. At the time, Blair was 27 and Morgan was 28. They had two young sons, and they were worried because their children didn't want to play outside. The boys, who were five and three, spent all day looking at screens inside the house. So, the parents decided to see if they could live in a time without the internet or digital devices. They chose 1986 because they were both born then.
G Incredible! So, tell me. How did it go?

Unit 6, Lesson 6.7, Track 6.11, page 81, exercises 7 and 8

Part 2

B Well, they did a lot differently. For example, they wore clothes from 1986. And they read paper maps, and checked facts in real books like dictionaries instead of using the internet.
G Really? So, what technology did they have, then?
B In 1986, people didn't have MP3 players, CDs or DVDs. In fact, they listened to music on cassette tapes and watched films on video cassettes instead, like Top Gun – the most popular film of 1986! The two boys could play the Super Mario video game because the Nintendo games console came out in 1985. Oh, and they didn't use digital cameras; they could only use Polaroid or film cameras, and the photos cost a lot to print.
G Did they print the photos online?
B No, they needed to go to shops instead. And every time they wanted cash, they went into the bank because online banking didn't exist in 1986. They could use bank cards in shops, but they couldn't buy anything online, of course.
G Did visitors do the experiment too?
B Yes, when friends came, they put their tablets and phones in a box. And they didn't return them until their friends went home.
G What part did the family find most difficult?
B Um, well, the parents missed modern digital devices. They thought the biggest problem was chatting with others. They had an old telephone, but their family and friends didn't want to make phone calls. They didn't have any group chats, messages or texts so they lived in a very different world from their friends.
G How did the experience go in the end?
B They spent a lot of time together as a family and talked with each other more. This was probably because they didn't spend hours scrolling through social media. So, actually, they thought it was an amazing experience.
G I imagine it was.

Unit 6, Lesson 6.8, Track 6.13, page 82, exercise 6

1 Can I help you?
2 How much is it?
3 How would you like to pay?
4 Do you want a bag?
5 Can you enter your PIN, please?
6 How can I help you?

Unit 6, Lesson 6.11, Track 6.14, page 85, exercise 2

Presenter Hello. Welcome to the programme. People say that young people today can't live without their digital devices. Is this true? Right now I'm on the streets of Manchester talking to teenagers about this subject. First let's speak to Rex Harding. Rex is eighteen years old. He's from London, but he's here in Manchester because he's studying technology at university. Rex … Hello.
Rex Hi.
P Rex … You told me earlier you became interested in technology when you were very young.
R That's true. My parents are both into technology and they think it's very important. They bought me my first mobile phone when I was five years old and a laptop when I was eight. I enjoyed using them and I found technology very easy to understand. I liked school and I worked hard but I couldn't wait to get home and go online.
P Was that a problem? Many young people find social media difficult.
R No, because it wasn't only about social media. I did other interesting things. I created my own website. I did my homework online. Also, my parents realised that it's important not to look at a screen all the time. They took my phone at bedtime and we had no mobile phones at lunch and dinnertime. And every week we did a digital detox. No technology for 24 hours.
P Great. Thanks, Rex. That's very interesting. Now let's speak to …

Unit 7, Lesson 7.1, Track 7.01, page 86, exercises 2 and 3

Callum You know the big dreams you had when you were younger about what life is like as a teenager?
Zara You mean dreams that don't always become true?
C Yeah, I guess. But all kids dream about what they're going to be like when they're older. And we often think that life is going to be totally AMAZING. But that's not always true. So, what is it really like to be sixteen or seventeen? Well, we are, and it's not so exciting!
Z As a kid, my dreams were big! I thought that teenagers spent all their time with their friends, going out! But in real life, it isn't like that at all. When I'm not at school or exercising … I'm at the library studying so I can go to college and then go to university! While I'm there, I often start dreaming about how I'm going to share a house with other students, learn to cook … get a degree in business and work for an international company! I want to become a top manager! It's good to dream big, right?!
C When I was younger, I thought that all YouTubers immediately became rich. At fourteen, I wanted to earn a lot of money from my videos. I told everyone, 'I'm going to be a millionaire by the time I'm sixteen. I'm going to have an expensive car and a driver … and I'm going to become famous!' But in reality, my first video got 25 likes and I'm not famous at all! Not yet anyway! Now I'm a bit more realistic. I'm working hard to save money for university. I want to go to drama school and become an actor. Oh, and I want to learn to drive. I'm not going to get a driver anytime soon!

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Z We had very big dreams as kids, but I think that's a good thing! Sure, not all our dreams came true, but we're still young.
C And we've got an awesome vlog and we make some money from it. I think we're living the dream!
Z Yeah, me too! What about you? Why don't you share some of your dreams with us?
C And please give us a like or comments so we can keep dreaming big! See you guys soon!
Z Bye!

Unit 7, Lesson 7.1, Track 7.02, page 87, exercises 9 and 10

Professor Do you know what you want to do when you leave school? Do you want to go to college or university and get a degree? Would you like to work for an international company and become a top manager after that?
Most high school students have got big dreams. However, many find it difficult to make them come true when they leave school. For this reason, we at Greenwood College think it is important to help our students follow their dreams.
Our college has got many interesting and creative courses on offer – for example, drama for future actors. But the best thing about our college is we are very practical. Firstly, we always organise work experience for our students. You don't earn any money doing work experience. However, you can try working in different jobs. This can help you decide which you like … and which you don't like!
And secondly, we also believe that life skills are really important. Many students share a house while they study – so we also offer useful classes in the evenings or at the weekends. For example, you can learn how to manage your time better or how to cook meals. You can even learn to drive a car, as our college has got a driving school!
We at Greenwood College understand how important your dreams are! So we are very happy to talk to you about your future goals. And we can help you choose the right course to achieve them. Call us now to find out more!

Unit 7, 7.1 Vocabulary Booster, Track 7.03, page 124, exercise 1

1 leave
2 live
3 have
4 have
5 do
6 leave
7 get
8 travel

Unit 7, 7.1 Vocabulary Booster, Track 7.04, page 124, exercise 5

1 take up a hobby
2 pass an exam
3 write a book
4 start my own business
5 get a better phone
6 get married
7 play for a team
8 move to a new school

Unit 7, Lesson 7.3, Track 7.05, page 89, exercises 3 and 4

Jess Guys! Are you going to the New Year's Eve celebrations in the main square?
Tom I don't know, Jess. What events are there going to be?
J Well, Tom, there's going to be street theatre, dancing and there are going to be some concerts too.
Maddie Oh, and of course, at midnight there's going to be a big show with music and beautiful fireworks over the river.
J That's right, Maddie!
T Wow! In that case, I'm going to join you! It sounds like it's going to be amazing!
Simon And it's going to be expensive too …
T Aren't you going to join us, Simon?
S No, I'm not. I'm going to stay at home with Mum and Dad and I'm not going to spend any money …
J Ah, that's a shame …
Ms Blake Quiet, please, Jess!
J Sorry, Ms Blake.
MB OK, what's the answer to question number 4, please?

Unit 7, Lesson 7.3, Track 7.06, page 89, exercises 6 and 7

J What are your goals for the New Year, Simon?
S This year, I'm going to save money.
J Why are you going to do that?
S Because I want to learn to drive next year, and the lessons are really expensive …
J I see. How are you going to achieve it?
S I usually buy a lot of things online with my bank card, because it's easier, but I'm not going to do that this year. I'm only going to buy things with cash so I can see exactly how much money I'm spending.
J Good idea, Simon! How much money are you going to try to save?
S Um … I don't know yet … As much as I can. And you, Jess? What's your New Year's goal?
J Which one? Last year, I had two, and this year I couldn't decide what to do, so I've got three. … Firstly, I bought four new books recently because I want to read more. Secondly, I'm going to turn off my phone in the evening so I can go to bed earlier and, finally, the most important one is I'm going to do an IT course.
S Why are you going to do that?
J Because I want to learn how to design websites. It's my dream to have my own company one day.
S What type of company do you want?
J I can't tell you! It's a secret! All I can say is, I'm going to earn a lot of money and have many people working for me …
S Wow! Are you going to do that when you leave school?
J No, I'm not. First, I'm going to study business at university; then I'm going to travel around the world for a year. Then I'm going to start my company!
S Good luck!

Unit 7, Lesson 7.4, Track 7.07, page 90, exercises 2 and 3

Good afternoon, everybody. Today, I'm going to talk to you about how to prepare a presentation in four steps. Are you ready?
First, we're going to look at the subject of your presentation. You need to decide what you are going to talk about and what information to include. Then decide what order to put your ideas in. For example, always start with an introduction, and make sure you have a conclusion at the end.
Next, I'm going to talk about how to make your presentation interesting. You can use photos to do this – but make sure you choose good ones! Then you always need to practise what you are going to say – and how you are going to say it. You can ask your friends or family to watch you, and then they can tell you what they think.
Finally, I'm going to end my talk with how to give your presentation well. Firstly, always look at the audience. And remember they aren't going to understand you if you speak quickly or too quietly, so always speak loudly and clearly. OK, Are there any questions? Right, let's start thinking about the first step, which is what to include in your presentation …

Unit 7, Lesson 7.4, Track 7.08, page 90, exercises 6 and 7

Luca Good morning, everybody. Today I'm going to talk to you about my dreams. First, we're going to look at my dream board. As you can see, there are four things that I'd love to do one day.

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I chose this photo because when I finish school, I'm going to travel around the world. In particular, I want to go to Australia because it's got amazing beaches for surfing and swimming.
Next, I want to talk about these two pictures. In this photo we can see a university. I chose this photo because I hope to get a degree in English in the future. After that, I want to become an actor because I am very interested in theatre and films.
In the other picture, we can see a house because I hope to be famous and earn a lot of money one day – and I'd like to buy my parents a big house, just like this one.
Finally, I'm going to end my talk with my most important point, which is I think everybody needs to 'dream BIG' in life. I know the future isn't going to be easy for me, but I'm never going to give up on my dreams. Thank you for listening. Are there any questions?

Unit 7, Lesson 7.5, Track 7.10, page 91, exercise 9

/ə/ teacher, farmer, lawyer, pilot, police
/ɜː/ journalist, nurse, businessperson

Unit 7, Lesson 7.5, Track 7.11, page 91, exercise 10

Boy Right, you think of a job, then I'm going to ask you a maximum of ten questions about it, and you can only answer yes or no. Then I'm going to try to guess what your job is … OK. My first question is: Do you work in a hospital?
Girl No, I don't.
B Do you help other people?
G Yes, I do.
B Do you travel to other countries?
G No, I don't.
B Do you wear a uniform?
G Yes, I do.
B Is your work sometimes dangerous?
G Yes, it is.
B Do you drive a special car?
G Yes, I do.
B Are you a police officer?
G Yes, I am. Well done!

Unit 7, 7.5 Vocabulary Booster, Track 7.12, page 125, exercise 1

1 cleaner
2 photographer
3 shop assistant
4 office worker
5 factory worker
6 waiter
7 bus driver
8 chef

Unit 7, 7.5 Vocabulary Booster, Track 7.13, page 125, exercise 4

1 hairdresser
2 builder
3 personal assistant
4 architect
5 cook
6 receptionist
7 boss
8 programmer

Unit 7, Lesson 7.8, Track 7.15, page 94, exercises 2 and 3

Man Now, Suki, I'm going to give you two photos and I'd like you to compare them, please.
Suki Right. Um, in the first photo there are some people working in the country. They look like farm workers, and I can see they're picking something – maybe strawberries – and they're putting them in boxes. In the second photo, I can see four people in a clean, white room. There are some pictures of the human body, so maybe they're in a hospital. I think they're probably nurses, doctors or maybe dentists. Both photos are quite similar because they both show jobs and teams. And both photos show people working together to achieve a goal.
The two photos are different because the first one shows people outside, but the second one shows people inside a building. It looks like they are wearing their own clothes in the first photo, but in the second photo, they're wearing uniforms. The type of work that they show is different too. The first photo shows people doing a hard, physical job, and they aren't talking to each other. But the second photo shows two people standing and two people sitting behind a desk. I think they're discussing something, and looking for information in a book …
In my opinion, it is easier to be a farm worker than a doctor. I think being a farm worker is better because I prefer working outside than looking after ill people … and, um …
Man OK, thank you, Suki.

Unit 7, Vision 360, page 98, exercises 3 and 4

Petra I'm really excited – I'm going to visit the Archaeological Museum of Zagreb tomorrow and it'll be the third time this year! The museum first opened in 1846, but moved to a beautiful old palace in 1878. With thousands of visitors every year, it's a very popular museum in Croatia. I'm really into history, so I'm living the dream when I'm there. When you walk through the museum, you can see everyday objects from ancient Greece, Rome and Egypt – for example., shoes, jewellery and children's toys. There are around 400,000 objects to look at! We're going to study Ancient Egypt at school next term, so I'm going to visit the Ancient Egyptian Room tomorrow. I can't wait. I think it'll be really interesting!

Unit 7, Vision 360, page 98, exercises 4 and 5

A hieroglyph is a symbol or a picture of an object that you use for a word or a sound. The Ancient Egyptians used hieroglyphs for writing their language. You could write hieroglyphs in any direction: from left to right, from right to left and from top to bottom. For the Ancient Egyptians, hieroglyphs were a form of art. They used them on the walls of special buildings and on objects. The people who wrote hieroglyphs were called scribes and they started to learn to write them when they were six. A scribe was a very important job and they came from rich families.

Unit 7, Vision 360, page 98, exercises 4 and 8

We can understand how people lived in Ancient Egypt from their everyday objects. For example, in paintings, we can see that rich women wore long, white dresses and gold jewellery. Richer Ancient Egyptians wore jewellery made of gold and expensive stones, but poorer people had jewellery made of glass. This was true for furniture too. Only rich people had enough money to buy chairs – and a big chair meant you were really important!

Unit 8, Lesson 8.1, Track 8.01, page 100, exercises 2 and 3

Callum Hi all. Another school year is almost over, and our summer holidays are going to start very soon! But where to go?
Zara We asked two other vloggers, called Dan and Lily. They're brother and sister, like us.
C They've travelled to all kinds of exciting places and today they're going to tell us a bit about their favourite holidays and city breaks.
Z So, over to you, Dan and Lily!
Lily Hey guys! That's right, we love talking about travel!
Dan So, here are our favourite places! My favourite was our holiday to Buenos Aires. It. Was. Incredible! Apart from the journey, that is. We went there by plane and the flight was over thirteen hours! Ugh! But when we got there, everything was amazing! Buenos Aires has got excellent public transport, including an underground system, trams and buses

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that run from early in the morning until late at night. So, it's really easy to see all the sights! We also went on this brilliant walking tour where we saw areas like La Boca. We saw the famous football stadium. And then we went to Palermo. There were lots of fantastic shops and restaurants. And all this on foot! For four hours! I was so hungry. I ate lots of *empanadas*. I needed the energy! They were delicious!

L OK, now it's my turn! We have visited a lot of places in Europe on city breaks too. Places like Paris, Berlin and Vienna. Actually, when we were in Vienna, we also went on a day trip to Bratislava, the capital of Slovakia. It's a really easy journey and you can go by car, coach or train. But we chose a boat trip down the River Danube. OK, it was the slowest form of transport, but it was also the most beautiful journey. Once we arrived in the city, we went by taxi to the Kamzik TV tower. That was one of my favourite experiences of the whole trip. It's nearly 200 metres high and it's on a hill so it's got amazing views. On a good day, you can even see the Czech Republic, Austria and Hungary too!

D Yeah, that was a great trip!

Z Thanks, Dan and Lily! Those cities sound amazing! I haven't been to any of them, but now I really want to go! What about you, Callum? What's your favourite city?

C Er … Edinburgh. Of course. It's the best city in the world! But now we want to hear all about your favourite city breaks! Where do you think we should go?

Z That's right! Tell us where you've been, or give us your suggestions in the comments. But that's it from us, so see you next time!

C Bye!

Unit 8, Lesson 8.1, Track 8.02, page 101, exercise 6

Getting around in Oslo

Oslo, Norway's capital, is a brilliant place to visit for a city break. With a ticket called *Ruter*, you can travel on long and short journeys on many different forms of public transport including Oslo's underground system (or metro) which has five lines and over 100 stations in the centre. You can also use the ticket on city buses and coaches which take you across Norway. There are also electric trams which go all over the city. These even travel to Oslo Airport if you need to catch a flight home. If you prefer to travel by car, you'll find taxis everywhere too. As Oslo is small, you can easily get around by bike or on foot. And when the weather is good, why not try one of the many boat trips to the islands? You'll enjoy amazing views of Oslo and its incredible fjords from the sea.

Unit 8, 8.1 Vocabulary Booster, Track 8.03, page 126, exercise 1

1 a bike
2 a bus
3 a train
4 to walk
5 to drive
6 an airport
7 a station
8 a ticket

Unit 8, 8.1 Vocabulary Booster, Track 8.04, page 126, exercise 5

1 late
2 on time
3 soon
4 bus stop
5 the way
6 seat
7 platform
8 get lost

Unit 8, Lesson 8.3, Track 8.05, page 103, exercises 3 and 4

Speaker 1 I wanted to travel and see the world before starting my career. I set off from Scotland in July and flew to Moscow. Moscow was the start of my adventure and my trip across Russia and China on the Trans-Siberian Express. You can do it in about 6 days if you don't stop at all. But one of the best things about the Trans-Siberian express is that you can get on and off along the way and look around places. It's a slow way to travel but that's what I loved. Travelling around the world is the best decision I've ever made. I'm living the dream. I've met so many great people and seen so many beautiful places.

Speaker 2 My wife and I weren't happy in our jobs. We wanted to go to Turkey but we didn't want to fly there. We wanted a real adventure. My wife suggested driving there. So, we sold our house, bought a big car and then told the children. They were really excited. It has been a great experience. The car has only broken down once. That was in Hungary. We were worried that it was the end of the adventure – we didn't want to go back home. Luckily, a family stopped and helped us. We've all learned a lot and we've all become much, much closer.

Speaker 3 I love sport and I love South American culture. So, I thought the best thing to do was a cycling trip in South America. I set off from Argentina last August. A year later and here I am back in Argentina. It has been the best year of my life. I've cycled through wind, rain and snow. I've ridden up and down beautiful mountains in Argentina. I've been through pretty little villages in Brazil. The bike really is the best way to get around. It gives you so much freedom to look around.

Speaker 4 London to Sydney by land is one of the greatest adventures. I decided to try and do the 28,000 km trip by public transport. I've visited 25 countries. I've been on 10 boats, 30 buses, 15 trains. I've taken 2 car rides. I've also taken one flight. Well, one and a half flights. I didn't have much time so I decided to fly from Singapore to Indonesia and not take a boat. The plane took off on time. Everything was fine. Then suddenly the weather became really bad. In the end, I went back to Singapore. So, I checked into a hotel near the airport and waited for the next flight to Indonesia. I hate flying.

Unit 8, Lesson 8.4, Track 8.06, page 104, exercises 2 and 3

Dad Why are we slowing down, Amar? Are we at the airport?

Amar No, Dad. We've stopped outside the city centre.

D Why is the driver talking on the phone? What's the problem?

A I think the tram has broken down, Dad …

D Really? This is terrible! What if they can't repair it? We're going to arrive late at the airport … and we're going to miss our flight! Why didn't we leave earlier, Amar … ?

A Don't panic, Dad. Try to stay calm.

D You're right. But it's a bad time for the tram to break down!

A Yes, it is – but I'm sure we can find a solution – let's make a plan. What time is it now?

D Um, er it's half past ten.

A Right. Our flight leaves in 1 hour 40 minutes and the airport is about three kilometres away.

D Um … can we walk there?

A Well … it's 45 minutes on foot, we've got two big suitcases and it's a busy road … so I don't think that's a good idea, Dad.

D Ah, you are right, Amar … So what are our options?

A Well, there are buses to the airport. Can you see any bus stops near here?

D No … I can't. Oh dear! Do you have any other suggestions? What's our plan B?

A Well … How long does it take to drive to the airport?

D That's a good question – but I don't know the answer, I'm afraid.

A So, let's find out! This online map says the journey is only eight minutes! Let's go by taxi!

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D But where are we going to find a taxi around here?
A Let's book one on the internet.
D Are you sure that's a good idea, Amar?
A Yes, Dad! I've travelled with this company many times. Have you got any better ideas?
D No, no, I haven't … Let's go with your plan.
A Brilliant! I've received a message from a taxi driver. He's started his journey and he's going to be here in five minutes. Quick, Dad. Let's get off the tram now.
D Thanks, Amar. You're the best!

Unit 8, Lesson 8.5, Track 8.07, page 105, exercise 6

/æ/ apple, camping, pack, practise
/eɪ/ stay, arrange, available, holiday

Unit 8, 8.5 Vocabulary Booster, Track 8.08, page 127, exercise 1

1 summer holidays
2 beach holiday
3 hotel
4 pool
5 room
6 sea
7 beds
8 problem
9 fly

Unit 8, 8.5 Vocabulary Booster, Track 8.09, page 127, exercise 4

1 a reservation
2 a suitcase
3 accommodation
4 a passport
5 a day trip
6 an apartment
7 a youth hostel
8 a visitor

Unit 8, Lesson 8.6, Track 8.10, page 106, exercises 7 and 9

Girl Um, Mum, have you ever lost anything important?
Mum No, I haven't! Why are you asking me that?
G Um, because I've searched everywhere for my passport, and I still haven't found it.
M Maybe you've packed it. Have you taken everything out of your suitcase?
G Yes, I have. And it isn't in there …
M OK. Have you checked your backpack?
G No, I haven't looked in there … oh … it isn't in there either
Announcer This is the last call for passengers for flight 245 to Prague. This is the last call for passengers for flight 245 to Prague.
M Oh no, that's our flight! They've started getting on the plane. Um … what are our options … we haven't asked at the lost luggage office … let's try there first … Excuse me, please, has anybody given you a lost passport today?
Official No, they haven't, but I've just arrived. Oh, wait, there's a note here … um, it says that somebody has found a passport. It was in the women's bathroom … What's your name, please?
G It's Sofia. Sofia Costa.
O Is this your passport?
G Yes! Yes, it is! Thank you so much …
M Come on, Sofia! Let's run.
A Gate 21 has closed. Gate 21 has closed.
M No!!! They've closed our gate. We're too late. We've missed our flight …
G I'm so sorry, Mum …

Unit 8, Lesson 8.8, Track 8.12, page 108, exercises 5 and 6

Receptionist Falls Hostel, how can I help you?
Boy Hello. I'd like some information about your guest house, please. I've never been to Ontario. What's your address?
R It's 9678 Oakwood Road, and we're only 3 km away from the Falls.
B How long does it take to get to the Falls?
R It takes about 40 minutes on foot. Or there are buses which leave every half an hour. The journey takes under five minutes.
B Thanks. What types of tours are there?
R There are day trips with tour guides which include a boat trip between the first of May and the twenty-ninth of November, and a visit to the Niagara Falls History Museum from 5 to 7 p.m.
B Great. Have you got any rooms free in July?
R When are you thinking of coming?
B We're thinking of coming on the twenty fifth of July and going back on the fourth of August.
R And how many people are there?
B Me and my four friends – so there are five of us.
R One moment, please. We have a single and two twin rooms available, or a family room where up to eight guests can stay.
B How much do they cost?
R A single room is $35 a night, a twin room costs $48 a night, but our family room is more expensive at $110 a night. Which one would you prefer?
B I'll need to ask the others. Can I call you back later?
R Of course. Our reception is open until half past eight tonight. After that, you'll need to call our mobile number: 905-453-8922.
B 905-453-8922?
R Yes, that's right. Thank you for calling.
B Speak to you later. Bye.

Unit 8, Lesson 8.8, Track 8.13, page 108, exercise 9

A I'd like some information about your hotel, please.
B Have you ever been to the Netherlands?
A Yes, I've been twice, but I've never visited Amsterdam. Where exactly are you?
B We're 10 km away from Amsterdam.
A How long does it take to get to the city centre?
B It takes half an hour by bike or 20 minutes by tram. When are you thinking of coming?
A On the fifth of June and going back on the ninth.
B So, four nights. And how many people are there?
A There are six of us.
B We have three twin rooms available.
A How much do they cost?
B Each room costs €45 a night, so €135 in total.

Unit 8, Lesson 8.11, Track 8.14, page 111, exercise 2

Hello and welcome to the travel show. Today we've found some of the best short breaks you can go on in autumn between the months of September and November. The first break I'd like to talk about is in the beautiful city of Seville in Spain. You can take this break early in October. I've been to Seville many times and it really is a very beautiful city. Now, you'll have a three-night stay in an excellent hotel. I've stayed here myself and I can tell you it's one of the nicest in Seville. The hotel is only fifteen minutes on foot from the Parque de Maria Luisa which is one of the most beautiful parks I've seen in a city. The cost of this break includes flight and hotel including breakfast but you can pay for some extras. For example, you can take a guided tour. You'll see all the most famous buildings in Seville. I've never been on this myself, but I've heard good things. There is also the option of a day trip to the very pretty village of Ronda which is a two-hour journey by coach and is a lovely day out.

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Workbook answer key

Introduction

0.1

1
1 are 2 I'm 3 Is it 4 isn't 5 It's
6 Are 7 they are 8 's

2
1 aren't, 're
2 's, isn't
3 'm, 'm not
4 isn't, 's
5 are, aren't
6 aren't, 're

3
1 is 2 Is 3 Are 4 are 5 Is 6 Are
7 is 8 is

4
A 5 B 6 C 4 D 7 E 1 F 3 G 8
H 2

5
1 8 2 12 3 19 4 27 5 30 6 41
7 55 8 64 9 93 10 101

6
1 Spanish 2 Slovak 3 Polish
4 Czech 5 Peruvian 6 French
7 Swiss 8 British 9 Portuguese
10 Hungarian 11 Mexican 12 Chinese

7
1 Filip 2 sixteen / 16 3 Czech
4 Catalina 5 fifteen / 15 6 Mexican

8
1 fourteen 2 UK 3 British
4 Switzerland 5 28 6 sixteen
7 Portuguese 8 Brazil 9 Portugal
10 33

9
Students' own answers

0.2

1
1 keys 2 box 3 umbrella
4 headphones 5 sunglasses
6 mobile phone

2
1 book 2 child 3 blue 4 chair
5 new 6 person 7 country 8 fast
9 box

3
1 E 2 D 3 B 4 F 5 C 6 A

4
1 apples 2 chairs 3 exams 4 boxes
5 classes 6 watches 7 countries
8 families 9 diaries 10 halves
11 people 12 women

5
1 This 2 these 3 That 4 this
5 Those 6 that 7 These 8 those

6
1 Don't write 2 Listen 3 Go
4 Don't eat 5 Answer 6 Don't be
7 Don't forget 8 Look

7
1 What's in this bag?
2 The buses are blue.
3 Look at this watch!
4 Is that woman French?
5 It's an orange chair.
6 My book's purple.

0.3

1
1 A 2 B 3 A 4 B 5 B 6 B 7 A
8 A

2
1 Have 2 haven't 3 have 4 haven't
5 've 6 Has 7 has 8 's

3
1 have 2 Has 3 has 4 Have 5 has
6 Has

4
A 4 B 1 C 6 D 2 E 5 F 3

5
1 My aunt has got two pets.
2 Have you and your friends got a drink?
3 I haven't got a new bike.
4 My school has got 30 classrooms.
5 Alicia hasn't got a twin.
6 Has your sister got a rabbit?

6
1 ' 2 's 3 's 4 ' 5 's 6 ' 7 ' 8 's

7
1 have 2 sister 3 Have I 4 have
5 grandmother's 6 is 7 mum's
8 Has 9 hasn't 10 has

8
2 Have you got twins in your family?
3 Have your grandparents got pets?
4 Has your best friend got a sister?
Students' own answers

0.4

1
1 maths 2 science 3 languages
4 P.E. 5 history 6 technology
7 geography

2
1 C 2 A 3 B 4 A 5 B 6 C 7 C
8 A 9 B

3
1 can't 2 can 3 can't 4 can
5 can't 6 can 7 can 8 can't

4
1 she can 2 he can't 3 they can
4 we can't 5 I can 6 it can't

5
1 me 2 him 3 you 4 us 5 her
6 it 7 them

6
1 him 2 me 3 us 4 them 5 it
6 her

7
1 it 2 her 3 me 4 him 5 them
6 you

8
Students' own answers

Unit 1

1.1

1a
1 get up
2 have / shower
3 brush / teeth
4 get dressed
5 take / bus
6 have / lesson
7 do / homework
8 go / bed

2
1 have 2 brush 3 do 4 watch
5 get 6 have 7 get 8 have

3
1 C 2 F 3 D 4 G 5 B 6 E

4
1 get 2 shower 3 dressed
4 breakfast 5 take 6 lessons
7 lunch 8 go 9 homework 10 relax
11 music videos 12 watch

5
1 guys 2 why not
3 don't worry about it 4 awesome
5 lots of 6 Congratulations

6
Students' own answers

1.2

1
1 goes 2 talk 3 has 4 finishes
5 take 6 get 7 watches 8 do

2

1 /s/	2 /z/	3 /ɪz/
gets	cleans	finishes
starts	listens	relaxes
talks	plays	teaches

4
1 takes the train
2 watches videos
3 have a piano lesson
4 go home
5 relax on the sofa
6 talks to a friend

5
1 go 2 finishes 3 relaxes 4 brush
5 have 6 get 7 does 8 take

6
1 loves 2 think 3 goes 4 starts
5 gets 6 have 7 go 8 play
9 teaches 10 have 11 study
12 cleans

7
Students' own answers

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1.3

1
TV ✗
clothes ✓
video games ✓
sport ✗
beauty products ✓
food ✗
guitar lessons ✓

2
Students' own answers

4
1 weekly – daily
2 20 – 10
3 coffee – breakfast
4 guitar – piano and tennis
5 videos – TV
6 happy – tired

5
1 A 2 B 3 C 4 B 5 C 6 B

1.4

1
1 on 2 in 3 at 4 at 5 on 6 on
7 in 8 at

3
1 Teenagers who find it difficult to manage their time.
2 They forget things.
3 You feel organised and happy with a daily routine.
4 He's very organised.

5
Students' own answers

6
Students' own answers

1.5

3
1 listen to music
2 ride a bike
3 draw a picture
4 make a cake
5 take photos
6 go for a walk

4
1 play 2 reads 3 go 4 design
5 learn 6 tidy 7 listens

5
1 go 2 rides 3 listens 4 reads
5 designs 6 takes 7 makes 8 draws
9 play

6
Students' own answers

1.6

1
1 Q 2 S 3 N 4 Q 5 S 6 N

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

3
1 don't get
2 doesn't start
3 doesn't tidy
4 don't take
5 doesn't go
6 don't brush

4
1 Do your parents listen to music?
2 Do you do your homework after school?
3 Does your mum design websites?
4 Do you and your friends watch music videos?
5 Do you have breakfast every day?
6 Does the school day finish at 3 p.m.?

5
1 Yes, they do. / No, they don't.
2 Yes, I do. / No, I don't.
3 Yes, she does. / No, she doesn't.
4 Yes, we do. / No, we don't.
5 Yes, I do. / No, I don't.
6 Yes, it does. / No, it doesn't.

6
1 do you play
2 Yes, I do
3 don't watch
4 Do your parents like
5 No, they don't
6 don't play
7 doesn't like
8 Does he speak
9 No, he doesn't

7
1 Do you tidy your room?
Yes, I do. / No, I don't.
2 Do you and your friends read comics?
Yes, we do. / No, we don't.
3 Do you and your family play board games?
Yes, we do / No, we don't.

1.7

1
1 teenagers 2 after 3 busy
4 lots of things 5 doesn't agree
6 home

2
Students' own answers

4
1 C 2 D 3 B 4 D 5 C

5
1 T 2 F 3 F 4 F 5 T 6 T

1.8

2
computer club and art club

3
1 go 2 going 3 designing
4 drawing 5 going to

4
1 No, she doesn't.
2 Yes, she does.
3 No, she doesn't.
4 Yes, they do.
5 No, they don't.
6 Yes, she does.

5
1 I hate / can't stand going to bed.
2 They love making cakes.
3 She doesn't like brushing her hair.
4 Do you like / enjoy reading comics?
5 We hate / can't stand music videos.

6
1 Me too. 2 So do I. 3 I don't.
4 Neither do I. 5 Me too. 6 I do.

7
1 I enjoy doing exercise.
2 I love going for a run.
3 I hate riding a bike.
4 I don't like drawing a picture.
5 I think it's boring.
6 I love it.

9
1 Me too. / So do I.
2 love (reading) comics
3 Really? I don't
4 hate / can't stand (reading) comics
5 don't like (reading) history books
6 Me neither. / Neither do I.

1.9

1
3 a vlogger ✓

2
1 C 2 A 3 B

3
1 He 2 there 3 they 4 them 5 it
6 him

4
1 they 2 them 3 me 4 it 5 them
6 there

5
1 and 2 or 3 but 4 but 5 or
6 and

6
Students' own answers

7
Students' own answers

1.10

Grammar

1
1 finishes 2 doesn't have 3 wants
4 has 5 relaxes 6 don't watch
7 cook 8 takes

2
1 Does Dan work in a hospital?
Yes, he does.
2 Does his work finish at 6 a.m.?
No, it doesn't.
3 Does Dan eat in the morning?
No, he doesn't.
4 Does he sleep for six hours?
Yes, he does.
5 Do Dan and Lisa watch TV?
No, they don't.
6 Do they have dinner together?
Yes, they do.
7 Does Dan walk to work?
No, he doesn't.
8 Does Lisa go with Dan?
No, she doesn't.

Vocabulary

3
1 C 2 F 3 B 4 G 5 H 6 E 7 A
8 D

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4
1 school 2 walk 3 music videos
4 bed 5 website 6 comics 7 room
8 board games

Cumulative review

5
1 goes 2 do 3 relax 4 Does
5 doesn't 6 pictures 7 photos 8 Do
9 listen 10 don't 11 go 12 cake

1.11

Listening

1
2 Sara / getting up early
3 Noah and his sister / video games
4 Sara / TV
5 Noah's brother / languages
6 Sara / art

2
1 T 2 F 3 T 4 F 5 F 6 T

Use of English

4
1 B 2 C 3 A 4 D 5 C 6 B 7 D
8 B

Writing

5 sample answer
On Saturday morning, Maya goes to the gym. She doesn't like it, but she thinks it's important to be fit. On Saturday afternoon, Maya learns English in a language class. She has friends in the class and enjoys speaking English to them. Saturday evening is her favourite time because she meets her friends and they listen to music.

6
Students' own answers

1.12

1
1 A 2 A 3 C

2
1 noun 2 noun 3 adjective 4 verb
5 verb 6 adjective

3
1 adjective 2 verb 3 noun 4 verb
5 adjective

4
Students' own answers

5
1 A verb B noun
2 A verb B noun
3 A noun B verb
4 A noun B verb
5 A verb B noun
6 A verb B noun

6
Students' own answers

Unit 2

2.1

1a
1 C 2 C 3 C 4 Z 5 Z 6 C

2

do	go	play
a dance class	diving	tennis
a workout	surfing	volleyball

3
1 F 2 D 3 B 4 A 5 H 6 E 7 G
8 C

4
1 fit 2 dance classes 3 swimming
4 volleyball 5 play 6 windsurfing
7 stay 8 gym 9 workouts
10 athletes

5
1 pretty 2 just 3 work 4 one
5 crazy 6 spot

6
Students' own answers

2.2

1
1 always 2 usually 3 often
4 sometimes 5 hardly ever 6 never

2
1 We usually do P.E. once a week.
2 The classes are always fun.
3 Students sometimes play volleyball.
4 They hardly ever go swimming.
5 I often do a workout.
6 The P.E. teacher is never late.

3
1 What 2 How 3 Who 4 Where
5 Whose 6 Which 7 What 8 How

4
A 5 B 1 C 8 D 4 E 6 F 2 G 7
H 3

5
1 usually 2 hardly ever 3 how
4 What 5 are never 6 where
7 always 8 Which 9 Why? 10 often

6
1 How often do you do dance classes?
e.g. I never do dance classes.
2 Which sport do you and your friends enjoy?
e.g. We enjoy volleyball.
3 When do you watch sport on TV?
e.g. I watch sport on TV on Saturdays.
4 Where do people usually go for a run?
e.g. People usually go for a run in the park.
5 Why do people do exercise?
e.g. People do exercise to stay fit.
6 How do you feel after a workout?
e.g. I always feel tired.

2.3

1
1 volleyball 2 athletes 3 10,000
4 always 5 the gym 6 lunch

3
1 D 2 A 3 E 4 B 5 F 6 C

4
ride a bike

5
1 F 2 F 3 T 4 F 5 T 6 F 7 T
8 F

6
1 He's crazy about it.
2 When he gets home from school.
3 Twice a week.
4 Four times a week.
5 On Tuesday evenings.
6 For hours.
7 On Sundays.
8 His family and friends.

2.4

1
Students' own answers

2
1 good 2 bad 3 got 4 in 5 low
6 a

3
B

5
1 A 2 C 3 B 4 A 5 C 6 A

6
Students' own answers

7
Possible answers
1 Don't buy it! It's high in salt.
2 Don't buy it! It's bad for you.
3 Buy it! It's good for you.
4 Buy it! It's low in sugar.

2.5

1
Students' own answers

2
Students' own answers

3
1 beans 2 strawberries 3 yoghurt
4 bread 5 avocados 6 rice 7 eggs
8 broccoli

4
1 apples 2 Ice cream, chocolate
3 bread 4 tomato 5 potatoes
6 cheese 7 fish 8 milk

5

/ɪ/	/iː/
dinner	beans
drink	cheese
lettuce	meat
orange	pizza

6
1 C 2 C 3 U 4 U 5 U 6 C 7 U
8 C

7
1 C 2 B 3 C 4 A 5 A 6 B

2.6

1
A ✓

2
1 There's some cheese.
2 There isn't any meat.
3 There aren't any beans.
4 Are there any eggs?
5 Is there any chicken?

3
1 are 2 Is 3 isn't 4 some 5 any
6 are 7 some 8 any

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4
1 many 2 A lot of 3 much 4 many
5 much 6 much 7 A lot of 8 much

5
1 A 2 B 3 A 4 C 5 C 6 A 7 A
8 B 9 B 10 C

6
1 Is / any
Yes, there is. / No, there isn't.
2 Are / any
Yes, there are. / No, there aren't.
3 How much
Students' own answers
3 How many
Students' own answers

2.7

1
1 healthy 2 breakfast 3 energy
4 diet 5 fats 6 water

2
Students' own answers

3
3 ✓

4
A 6 B 1 C – D 2 E 3 F 5 G 4

5
Example answers
1 *Rikishi* are professional sumo wrestlers.
2 You can see a *basho* in Japan six times a year.
3 Nothing. *Rikishi* don't have breakfast.
4 They hardly ever go home because they live in special schools.
5 They're pretty large – their weight is two or three times a typical adult's weight.
6 Because *chanko nabe* has a lot of energy.

2.8

2
Ed changes his order because there aren't any hamburgers today.

3
1 order 2 course 3 like 4 table
5 menu 6 have 7 'd like 8 same

4
1 Would 2 anything 3 bill 4 much
5 pay

5
1 Can we have a table for two, please?
2 Can we have the menu, please?
3 Are you ready to order?
4 Are there any eggs in the cheese salad?
5 Can I have the chicken salad, please?
6 Are there any vegetarian meals?
7 I'd like the Margherita pizza, please.
8 Would you like anything to drink?
9 The same for me, please.
10 How much is it?

6
Students' own answers

2.9

1
C

2
1 Anna 2 Jones 3 F 4 12/08/2007
5 12 New Road, Woking, UK
6 GU21 8PZ 7 skater8@mail.com
8 07700 90063 9 student
10 intermediate

3
1 Monday 2 How 3 Baker's
4 SW4 9PT 5 September 6 Monopoly
7 Mrs 8 P.E.

4
1 male 2 female 3 date of birth
4 road 5 hours 6 day, month, year
7 mobile 8 please turn over
9 United Kingdom 10 August

5
1 Daniel 2 Kotev 3 M 4 18/11/2005
5 44 Old Road, Brighton, UK 6 BN3 4AE
7 dankotev@mail.com 8 07700 90092
9 student 10 beginner

2.10

Grammar

1
1 How 2 How 3 Why 4 Which
5 What 6 Where 7 Who 8 How

2
1 many 2 much 3 aren't 4 some
5 is 6 a lot of 7 any 8 much
9 A lot of 10 many

Vocabulary

3
1 fit 2 gym 3 workout 4 swimming
5 dance classes 6 yoghurt 7 avocado
8 water

4
1 athlete 2 lettuce 3 windsurfing
4 bread 5 volleyball 6 skateboarding
7 chocolate 8 rice

Cumulative review

5
1 C 2 A 3 B 4 A 5 C 6 B 7 C
8 C 9 A 10 B 11 A 12 C

2.11

Reading

1
C

2
1 B 2 C 3 G 4 F 5 A 6 E 7 D

3
1 order 2 main 3 like 4 meat

2.12

1
1 T 2 F

2a
1 breakfast 2 homework
3 skateboard 4 strawberry
5 volleyball 6 weekend

b
1 match 2 sport 3 box 4 juice
5 drink 6 lessons

3
1 music teacher 2 Saturday job
3 sports fan 4 homework plan
5 dance class 6 team sport

4
board game classroom computer
science headphones sunglasses
website

5
Students' own answers

Unit 3

3.1

1a
1 skirt 2 top 3 shirt 4 jacket
5 dress 6 socks 7 trousers 8 hats

2

Clothes	Colours	Adjectives
1 dress	5 black	9 big
2 jeans	6 cream	10 long
3 socks	7 pink	11 pretty
4 trousers	8 red	12 short

3
1 shoes 2 jacket 3 tie 4 hat
5 trousers 6 dark

4
1 F 2 C 3 E 4 A 5 D 6 B

5
1 shirt 2 top 3 skirt 4 jacket
5 dress 6 hat 7 Dark 8 pale

6
1 See you later 2 gorgeous 3 lucky
4 You see 5 Sorry to interrupt
6 Oh no

3.2

1
1 ✓ 3 ✓ 4 ✓ 6 ✓ 8 ✓

2
1 Are 2 'm not 3 'm 4 are 5 aren't
6 Is 7 isn't 8 's

3
1 Lily isn't using the computer at the moment.
2 Are they wearing jeans today?
3 The lesson is beginning right now.
4 We're making videos this morning.
5 I'm not doing my homework now.
6 Is he taking photos of us?

5
1 'm going 2 Are / having 3 's taking
4 isn't raining 5 'm wearing
6 aren't doing 7 're sitting
8 'm playing

6
1 What are you wearing today?
2 What's your mum doing right now?
3 Is it raining now?
4 Where are you sitting at the moment?
5 Are you seeing friends this afternoon?
6 What are you having for dinner this evening?
Students' own answers

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3.3

1
1 costume 2 Mexican 3 trousers
4 culture 5 dance

3
five times

4
Style 1 D Style 2 A Style 3 B

5
1 black / dark 2 colourful 3 gorgeous
4 past 5 jacket 6 popular 7 USA
8 pale 9 trousers

6
Students' own answers

3.4

2
1 social media 2 information
3 download 4 post 5 share

3
A ✓ B ✗ C ✗ D ✗ E ✓ F ✓

4
1 E 2 D 3 C 4 F 5 B 6 A

5
Students' own answers

3.5

3
1 honest 2 clever 3 kind 4 patient
5 friendly 6 polite

4
1 serious 2 popular 3 funny
4 brave 5 kind 6 quiet

5
1 serious 2 brave 3 kind 4 funny
5 clever 6 polite 7 popular
8 friendly 9 patient 10 honest

6
Students' own answers

3.6

1
Photo B ✓

2
Present simple
3, 4, 6, 8
Present continuous
1, 2, 5, 7

3
1 's playing 2 plays 3 think 4 loves
5 's wearing 6 doesn't wear
7 aren't watching 8 need

4
1 A are you reading
B do you read
2 A wears
B are wearing
3 A doesn't have
B aren't having
4 A is Zahra sitting
B Does Giovanni sit

5
1 doesn't use 2 's got 3 think
4 's wearing 5 's sitting 6 's having
7 know 8 loves 9 goes 10 looks
11 does she do 12 isn't working
13 're having

6
Students' own answers

3.7

1
1 selfies 2 yourself 3 faces
4 perfect 5 unhappy 6 real

4
1 popular 2 free 3 trousers 4 top
5 shoes

5
1 B 2 C 3 A 4 D 5 D 6 A

6
1 F 2 F 3 T 4 T 5 T 6 F

3.8

2
Students' own answers

4
1 D 2 F 3 C 4 G 5 A 6 H 7 B
8 E

5
Students' own answers

3.9

1
1 first 2 wants

2
1 F 2 E 3 A 4 C 5 B 6 D

3
1 I 2 C 3 A 4 C 5 I 6 A

4
1 What's your mum like?
2 What do you look like?
3 Who are you like in your family?
4 What does your dad like doing?
5 What do you and your friends like doing?
6 What does your sister look like?

5
1 do 2 look 3 like 4 are
5 wearing 6 are 7 like 8 do 9 like

6
Students' own answers

3.10

Grammar

1
1 're standing 2 is holding
3 'm wearing 4 'm going
5 isn't wearing 6 's giving
7 're playing 8 aren't looking

2
1 're reading 2 read 3 wear
4 'm wearing 5 goes 6 are going
7 'm doing 8 do

Vocabulary

3
1 socks 2 jacket 3 long 4 top
5 pale 6 pretty 7 tie 8 cream

4
1 clever 2 brave 3 quiet 4 kind
5 serious 6 polite 7 honest 8 funny

Cumulative review

5
1 'm visiting 2 visit 3 friendly
4 colourful 5 long 6 shirt 7 hat
8 shoes 9 learn 10 are learning
11 is teaching 12 patient

3.11

Listening

1
1 two speakers
2 father and daughter

2
1 C 2 A 3 B 4 B 5 A

Use of English

3
1 in 2 is 3 At 4 aren't 5 do

4
1 now 2 not 3 What 4 are 5 take
6 wearing / in 7 don't 8 Do

Writing

5
physical appearance
personality

6 sample answer
Hi Kato,
Thanks for your email. I'm fifteen years old and I live in Budapest with my family. I have brown eyes and brown hair. I like wearing jeans and trainers. I think I'm a shy person, but I'm friendly too.
Write soon,
(Name)

3.12

1
new, long, straight, good, unkind, popular, friendly
Unkind has a prefix.

2a
1 unpopular
2 uncomfortable
3 unhappy
4 unhealthy
5 unkind
6 untidy

b

big	small
good	bad
long	short
straight	wavy
new	old
serious	funny

3
1 new 2 uncomfortable 3 unhappy
4 short 5 funny 6 untidy

4–5
Students' own answers

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Unit 4

4.1

1a
1 flat 2 living room 3 hall 4 sofa
5 kitchen 6 bathroom 7 bedroom
8 balcony

2
Rooms
1 dining room 2 hall 3 kitchen
Things in a room
4 cupboard 5 floor 6 fridge 7 oven
8 sink
Words to describe a room
9 clean 10 dirty 11 huge 12 narrow
13 small

3
1 flat 2 living
3 comfortable / huge / large 4 dirty
5 bedroom 6 bathroom 7 cupboard
8 floor 9 dining 10 balcony

4
1 I guess 2 check it out
3 I'm not a fan of 4 Hang on
5 not too bad 6 come on in

4.2

2
1 bigger 2 more common 3 easier
4 more expensive 5 better 6 larger
7 quieter 8 younger

3
1 older than
2 more colourful than
3 further / farther than
4 wetter than
5 braver than
6 more comfortable than
7 dirtier than
8 worse / than

4
1 Paco's is larger than Sol's.
2 Sol's is more expensive than Paco's.
3 Sol's is older than Paco's.
4 Paco's is more comfortable than Sol's.
5 Sol's is cleaner than Paco's.
6 Paco's is better than Sol's.

6
1 smaller than 2 more comfortable
3 narrower than 4 friendlier than
5 more serious 6 worse 7 hotter
8 sunnier 9 happier

7
Students' own answers

4.3

1
1 unusual 2 sofa 3 floor 4 over
5 living room 6 funnier

2
1 between 2 on 3 next to
4 behind 5 in 6 under 7 over

3
1 beautiful – unusual
2 floor – walls
3 large – narrow
4 warmer – colder
5 dining – living
6 Stone – The Tree

4
1 A 2 B 3 B 4 C 5 A 6 C

4.4

1
1 C 2 A 3 D 4 B

2
1 difficult 2 about 3 sure 4 better
5 agree 6 don't 7 idea

3
Suggested answers:
A There are lots of things everywhere.
B There isn't much furniture. There aren't any pictures on the walls.
C There isn't any space in the wardrobe.

4
1 Photo C

5

What's the problem?	Linda's wardrobe is full of clothes.
Idea 1	Put some clothes under her bed.
Idea 2	Buy another wardrobe.
Idea 3	Tidy her wardrobe and sell the clothes she doesn't need online.
Which idea is the best solution?	Idea 3

6
Students' own answers

7
Example answers

What's the problem?	It's very boring.
Idea 1	How about painting the walls a nice colour?
Idea 2	Maybe putting some pictures on the walls is a better idea?
Idea 3	Why don't we buy lots of new furniture?
Which idea is the best solution? Why?	e.g. Idea 2

4.5

2

Things usually in a town	Natural things	Adjectives
1 buildings 2 square 3 architecture	4 river 5 lake 6 island	7 wide 8 famous 9 modern 10 large 11 ancient

3
1 tall 2 ancient 3 ocean 4 forest
5 deserts 6 longer 7 busy
8 rainforest

4
1 modern 2 river 3 island
4 beaches 5 streets 6 square
7 buildings 8 dry

5
Students' own answers

4.6

2
1 the most amazing 2 the biggest
3 the easiest 4 the most famous
5 the best 6 the largest
7 the most popular 8 the tallest

3
1 the largest 2 the widest
3 the deepest 4 the driest
5 the furthest 6 the most ancient
7 the worst 8 the most modern

4
1 the biggest 2 the most beautiful
3 the most colourful 4 the best
5 the hottest 6 the most popular
7 the wettest

5
Students' own answers

4.7

1
1 rainforest 2 birds 3 sea
4 Central Europe 5 food 6 longer

3
1 quickly = adverb
2 busiest = superlative
3 strangest = superlative
4 cheaper = comparative
5 safer = comparative
6 amazingly = adverb

4
1 K 2 T 3 T 4 K 5 K 6 T

5
1 H 2 A 3 F 4 D 5 E 6 G 7 C
8 B

4.8

2
1 the nearest 2 second 3 next
4 Excuse me 5 left 6 along
7 opposite 8 Can you 9 in front
10 between

4
Sorry, could you repeat that, please?

5
1 for 2 Where's 3 down 4 through
5 Turn 6 on 7 along 8 past

7
Example answers
1 Excuse me. I'm looking for Dani's restaurant.
2 Go down the stairs and through the doors, then turn right and go past the Eat Well Café. Dani's is between the café and the bookshop.
3 Sorry, could you repeat that, please?
4 Where's the nearest sports shop, please?
5 Go down the stairs and through the doors.
6 Excuse me, could you speak more slowly, please?
7 Go down the stairs and through the doors. Then turn left and along the corridor. Go past the clothes shop and the cinema. Mega Sports is next to the cinema, opposite the toilets.

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4.9

3
B

4
1 Why's that?
2 I think Bologna is a great place to visit.
3 buildings: ancient, university: the oldest, square: huge, restaurants: small, streets: narrow, meat, cheese and pasta: the best

5
Students' own answers

6
Students' own answers

4.10

Grammar

1
1 bigger than 2 longer
3 narrower than 4 more beautiful
5 taller than 6 easier 7 better than
8 further

2
1 the tallest 2 the driest
3 the most popular 4 the largest
5 the healthiest 6 the shortest
7 the most colourful 8 the hottest

Vocabulary

3
1 flat 2 building 3 street
4 bedrooms 5 bathroom
6 living room 7 sofa 8 comfortable

4
1 H 2 D 3 A 4 E 5 C 6 F 7 B
8 G

Cumulative review

5
1 C 2 C 3 A 4 B 5 C 6 B 7 B
8 B 9 A 10 C

4.11

Reading

1
2 What is the most famous building in London?
3 How does Cali travel to work?
4 Why is the city busy?

2
1 B 2 C 3 C 4 A 5 D

4.12

1
1 -ch is pronounced /tʃ/.
2 -sh pronounced /ʃ/.
3 -ph is pronounced /f/.
4 -ight – /aɪt/ -gh isn't pronounced.

2
station, information, directions, nationality
-tion is pronounced /ʃn/

3
1 good 2 break 3 show 4 back

4
1 cupboard 2 autumn 3 straight
4 write 5 February 6 two 7 climb
8 Wednesday 9 listen 10 answer

6
Students' own answers

Unit 5

5.1

1a
1 festivals 2 events 3 street
4 concerts 5 exhibitions 6 artist

2
1 exhibition 2 dance 3 artist
4 events 5 streets 6 rock

3
1 show 2 concert 3 theatre
4 drums 5 hip-hop 6 paintings
7 festival 8 screen

4
1 cultural 2 exhibitions 3 artists
4 screen 5 dance 6 event 7 shows
8 concerts

6
1 all 2 of 3 into 4 miss 5 over
6 place 7 Big

5.2

1
visited / played / listened / loved / watched / chatted / asked / hated

2
1 relaxed 2 started 3 worked
4 arrived 5 decided 6 studied
7 tried 8 planned 9 travelled

3
1 studied 2 decided 3 travelled
4 worked 5 started 6 relaxed
7 planned 8 tried 9 arrived

4

/ɪd/	/t/	/d/
decided	relaxed	arrived
started	worked	planned
		studied
		travelled
		tried

5
1 enjoyed 2 danced 3 watched
4 started 5 showed 6 preferred

6
1 visited 2 walked 3 looked
4 stopped 5 ordered 6 served
7 liked 8 discussed 9 decided
10 chatted

7
Students' own answers

5.3

1
1 artist 2 street 3 rats 4 homeless
5 exhibitions

3
1 São Paolo 2 Batman's Alley
3 Beco de Batman

4
1 May 2 two 3 Cranio 4 blue
5 the 1980s 6 15

5
1 C 2 A 3 D 4 B 5 B 6 C

5.4

1
1 find out 2 research 3 source
4 evaluate 5 main 6 author
7 high-quality

3
A student.

4
1 E 2 C 3 B 4 F 5 D 6 A

5
Students' own answers

6
Students' own answers

5.5

3
1 film 2 TV series 3 rock music
4 songs 5 brilliant 6 excellent
7 boring 8 terrible

4
1 character 2 wonderful
3 performances 4 music 5 special
6 acting

5
1 romantic 2 ending 3 song
4 original 5 series 6 reviews

6
1 show 2 character 3 song
4 performance 5 excellent 6 reviews
7 film 8 nothing 9 acting
10 romantic

7
Students' own answers

5.6

2

	Past simple: *be*	**Past simple: *can***
Affirmative	✓	✓
Negative	✓	✓
Questions	✓	✓
Short answer	✓	✓

3
1 was 2 couldn't 3 weren't
4 wasn't 5 could 6 was 7 Was
8 wasn't

4
1 couldn't, was 2 Could, wasn't
3 Were, was 4 weren't, couldn't
5 Could, couldn't 6 was, were

5
1 was 2 weren't 3 Could 4 could
5 wasn't 6 were 7 couldn't

6
1 were 2 couldn't 3 Could 4 was
5 were

7
Students' own answers

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5.7

1
1 born 2 ill 3 accident 4 started
5 married 6 decided 7 died

3
1 Clara Schumann 2 German
3 She was a talented pianist.

4
A 7 B 8 C 6 D 4 E 2 F 5 G 1
H 3

5
1 November – September
2 couldn't – could
3 tall – good
4 French – German
5 pay for – stop
6 ten – eight
7 was – wasn't
8 German – piano
9 men – women
10 96 – 76

5.8

3
Lucky you!
How wonderful!
Really?
No way!
Well done!

4
1 ago 2 Really 3 How 4 then
5 no 6 After 7 you 8 wasn't

6
1 C 2 A 3 D 4 B

7
Example answers:
A Two months ago, something bad happened to me.
B Oh no!
A I was in a school concert.
B How amazing!
A First, I practised my violin for weeks. Then, I played really badly in the concert.
B Poor you!
A I'm OK now, but I wasn't at the time.
Or Students' own answers

5.9

2
Dear Diary,
After that, we tried to buy tickets for a show near Covent Garden, but there weren't any.
We looked in all the shops there. Next, we stopped to watch the street performers in the square. It was very crowded, and I couldn't see easily. ☹
Lastly, we decided to go to Madame Tussauds. I loved looking at the models of famous people, like singers, artists and characters from films. They were incredible!
I was really excited yesterday because I visited London with Mo. First, we travelled there by train. Then, we walked to Covent Garden.

3
1 D 2 B 3 A 4 C

4
1 Firstly 2 Then / Next 3 Next / Then
4 After 5 Finally

5
Students' own answers

6
Students' own answers

5.10

Grammar

1
1 were 2 decided 3 arrived 4 could
5 stopped 6 started 7 stayed
8 chatted 9 danced 10 was

2
1 were 2 couldn't 3 Could, could
4 wasn't 5 weren't 6 could 7 was
8 couldn't

Vocabulary

3
1 C 2 H 3 E 4 B 5 G 6 F 7 A
8 D

4
1 crowded 2 review 3 Hip-hop
4 screen 5 artists 6 song 7 loud
8 theatre

Cumulative review

5
1 B 2 B 3 A 4 C 5 A 6 C 7 B
8 B 9 A 10 C

5.11

Listening

1
1 5th (wrong date)
3 Ryder (wrong spelling)

2
1 August 2 city centre 3 India
4 (the) drums 5 Starr

Use of English

4
1 B 2 E 3 F 4 A 5 I 6 H 7 D
8 J

Writing

5
1 C 2 B 3 A

6 sample answer
Hey. I'm (name). There are some amazing cultural events in my country including … and … I love music festivals best because … Last year, I went to … I listened to some amazing singers and bands and also watched some incredible street theatre.

5.12

1
have a shower, take a taxi, take notes, have lunch

2
1 take 2 have 3 have 4 take
5 have 6 take

3
1 have 2 have 3 take 4 take
5 have 6 have
Students' own answers

4
have: a barbecue, a bath, a good time
take: selfies, taxis, the school bus

5
Students' own answers

Unit 6

6.1

1a
1 turn on 2 devices 3 scroll
4 check 5 group 6 library 7 battery

2
1 D 2 G 3 C 4 F 5 B 6 A 7 H
8 E

3
1 digital 2 messages 3 post 4 text
5 off 6 laptop 7 on 8 scroll
9 speakers

4
Students' own answers

5
1 phone zombie 2 digital detox
3 Nightmare 4 pretty left out
5 couldn't wait 6 face to face

6.2

3
buy – bought
do – did
get – got
go – went
see – saw
tell – told
think – thought

4
1 went 2 got 3 told 4 saw 5 did
6 bought 7 thought

5
1 read 2 wrote 3 said 4 made
5 brought 6 ran 7 wore 8 taught

6
1 /ɔː/ brought, bought, taught, thought
2 /e/ went, met, read, said

7
1 went 2 had 3 took 4 saw 5 did
6 found 7 bought 8 began

8
Students' own answers

6.3

1
1 computer 2 technology 3 digital
4 electricity 5 text 6 face to face

3
1 Studying for exams.
2 A digital detox camp for teenagers.

4
1 D 2 F 3 B 4 A 5 E 6 C

5
1 F 2 F 3 T 4 T 5 F 6 T

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6.4

1
Students' own answers

2
The correct answers are all B.

3
Students' own answers

4
Suggested answers
Zac – It isn't polite to ignore texts from a friend.
Katja – Don't forget that you're talking to a real person. It isn't kind to send a message like that.
Oscar – It's rude to write in capital letters and use lots of exclamation marks. Don't be unkind to Marta.

6.5

2
Students' own answers

3
devices
1 digital camera 2 charger
things connected to money
3 wallet 4 bank card 5 cash
things connected to looking good
6 comb 7 mirror 8 make-up

4
1 C 2 F 3 A 4 D 5 E 6 B

5
1 digital camera 2 cash 3 mirror
4 wallet 5 bank card 6 comb

6
1 charger 2 dictionary 3 bank card
4 cash 5 digital camera 6 make-up
7 comb 8 mirror

7
Students' own answers

6.6

1
C ✓

2
1 What did you just do? / How did you pay for things when you were young?
2 Did you pay by bank card? / Did you use cash?
3 No, I didn't. / Yes, I did.
4 I didn't have a phone then.

3
1 Did 2 didn't 3 did 4 didn't
5 did 6 Did 7 did

4
1 Did Kiko buy a new laptop?
2 I didn't wear make-up when I was 10.
3 My grandparents didn't use social media.
4 Did you check your messages?
5 They didn't text their friends.
6 Did the students go for a run?
7 Did Jim do his homework last night?
8 We didn't think the film was bad.

5
1 did Jonathan buy
2 Did he get
3 did he go
4 Did the shop sell
5 did he pay
6 did he do
7 Did the speaker work

6
1 He bought a Bluetooth speaker.
2 No, he didn't.
3 He went to Smart Tech.
4 Yes, it did.
5 He paid £10.99.
6 He tried to turn it on.
7 No, it didn't.

7
Students' own answers

6.7

1
1 four 2 twelve 3 1986 4 digital devices 5 text 6 chat face to face

3
It was a wedding photo in 1946.

4
1 a name 2 a place 3 a country
4 a form of transport 5 a month
6 a number 7 an object 8 a year

5
1 Billy 2 London 3 Australia
4 ship / boat 5 September 6 10
7 camera 8 1980

6
1 B 2 D 3 C 4 C 5 A 6 B

6.8

2
A

3
1 How 2 costs 3 Here's 4 Do
5 for 6 much 7 by 8 in

4
1 £0.99 2 £70.99 3 £0.15 4 £16.00
5 £9.99 6 £226.00

5
1 ✓ 3 ✓ 5 ✓ 6 ✓

6
Students' own answers

6.9

2
C

3 & 4

Adverb	Adjective
1 quickly	quick
2 cheaply	cheap
3 unfortunately	unfortunate
4 immediately	immediate
5 well	good
6 fast	fast

5
1 Fortunately 2 slowly 3 hard
4 carefully 5 easily 6 brilliantly

6
1 C 2 P 3 C 4 C 5 P 6 P 7 C
8 P

7
Students' own answers

6.10

Grammar

1
1 had 2 didn't know 3 didn't look
4 bought 5 did 6 didn't turn 7 saw
8 went

2
1 Did you and Mark do
2 did
3 didn't enjoy
4 Did your laptop
5 didn't
6 didn't use
7 did your parents meet
8 became
9 didn't get

Vocabulary

3
1 E 2 H 3 C 4 F 5 A 6 G 7 B
8 D

4
1 bank card 2 dictionary 3 charger
4 turn off 5 group chat 6 mirror
7 laptop 8 music library

Cumulative review

5
1 told 2 write 3 chose 4 bottle
5 digital 6 comb 7 scrolled
8 library 9 What did 10 thought

6.11

Reading

1
C is correct because *so* makes sense as a linking word, the past simple is the correct tense, *he* and *it* are the correct pronouns here.

2
C
Because 'They' are the 'young people' and 'As a result. They're having a more relaxed way of life' is the result of not using your phone.

3
1 C 2 G 3 B 4 A 5 E

6.12

1
1 *decide*, *want* and *would like* are followed by *to* + verb.
2 *enjoy* and *love* are followed by verb + *-ing*.

2
1 posting 2 to help 3 to use
4 watching 5 learning

3
1 playing 2 to go 3 to live
4 texting, talking 5 to post

4

to + verb	Verb +*-ing*
choose	finish
learn	imagine
need	miss

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5–6
Students' own answers

Unit 7

7.1

1a
1 university 2 degree 3 manager
4 drama school 5 actor 6 drive

2
1 money 2 an international company
3 an actor 4 rich 5 manager 6 cook

3
1 learn to drive 2 become famous
3 share a house 4 save money
5 go to college 6 get a degree

4
1 famous 2 earn 3 rich 4 university
5 get 6 money 7 work 8 company
9 manager 10 share

5
1 likes 2 dream big 3 anytime soon
4 not famous at all 5 living the dream
6 kid

6
Students' own answers

7.2

1
1 ✓ 2 ✓ 3 ✓ 6 ✓ 8 ✓

2
1 Are 2 'm not 3 'm 4 're 5 are
6 isn't 7 Is 8 is

3
1 aren't going to look
2 're going to save
3 'm going to do
4 Is / going to learn
5 's going to be
6 Are / going to check
7 'm not going to go
8 isn't going to become

4
1 'm going to learn
2 Are your parents going to teach
3 're going to pay
4 's going to be
5 isn't going to come
6 's going to meet
7 'm going to drive
8 Are you going to save
9 'm not going to buy
10 are going to give

5
1 I'm going to make a cake tonight.
2 I'm not going to tidy my room.
3 My parents are going to stay at home tomorrow.
4 They aren't going to visit relatives.
5 Peter isn't going to learn French next year.
6 He's going to study business.

6
Students' own answers

7.3

1
1 theatre 2 money 3 drive
4 website 5 degree 6 company

3

[Female vector]	[Male vector]
Lara [✓]	Kevin [✓]
Jade [ ]	Dan [✓]
Gina [✓]	Mark [ ]

4
1 Lara 2 Lara 3 Kevin 4 Gina
5 Dan 6 Kevin

5
1 cheap – expensive
2 after school – at weekends
3 maths – business
4 hundreds – thousands
5 rich – famous
6 science – maths

7.4

2
C 5 steps to a good presentation

3
1 D 2 A 3 C 4 E 5 B

4
1 afternoon 2 Today 3 First 4 Next
5 because 6 photo 5 Finally
6 listening

5
1 E 2 D 3 C 4 A 5 B

7.5

2
Students' own answers

3
1 doctor 2 farmer 3 police officer
4 teacher 5 designer 6 lawyer

4
1 E 2 A 3 G 4 F 5 B 6 D 7 C

5

1 /ə/	2 /ɜː/
business	earn
manager	journalist
picture	person
pilot	work

6
1 pilot 2 technician 3 engineer
4 doctors 5 nurses 6 dentists
7 designer 8 businesspeople
9 teacher

7
Students' own answers

7.6

2
Students' own answers

3
1 B and C 2 D and G 3 E 4 F 5 A

4
1 'll 2 won't 3 will 4 won't 5 'll
6 Will 7 will 8 'll

5
1 will become 2 won't be 3 'll get
4 will houses look 5 'll earn
6 Will people live 7 won't make

6
1 you'll study 2 Will it be
3 probably won't 4 'll do
5 'll definitely help 6 you'll
7 STEM students change 8 will
9 will probably be 10 won't

7
Students' own answers

7.7

1
1 teenagers 2 world's problems
3 clean water 4 computer program
5 doctor 6 plastic pollution

3
1 E 2 A 3 G 4 D 5 H 6 C

4
1 Max 2 Big Bang Competition
3 Young Engineer of the Year 4 Turkey
5 (a university like) Imperial College London 6 United Nations

5
Students' own answers

7.8

1
A ✓ C ✓ D ✓ F ✓

3
Photos B and C

4
1 the 2 second 3 are 4 show
5 but 6 different 7 In 8 better

5
Students' own answers

6
Students' own answers

7.9

2
C ✓

3
1 I'm a good cook now!
2 I'm writing to you now …
3 I wasn't at home last weekend.
4 Ana and Marta are going to come too.
5 There'll be four of us … / I'm sure we'll have a good time together. / There won't be any problems with the food.

4
1 B 2 E 3 C 4 A 5 D

5

Contraction	Full form
1 wasn't	was not
2 That's	That is
3 I'm	I am
4 There'll	There will
5 we'll	we will
6 won't	will not

6
1 did not – didn't
2 Do not – Don't
3 You are – You're
4 it will – it'll
5 We are – We're
6 were not – weren't

7
event

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barbecue in the park
why
say goodbye to Lewis – going to a new school
when
Sunday at 2.30
plans
cook burgers
play volleyball
predictions
be sunny
win the game
or Students' own answers

8
Students' own answers

7.10

Grammar

1
1 Are you going to earn
2 am
3 'm going to work
4 Are you going to be
5 aren't
6 're going to learn
7 are you going to do
8 'm going to get
9 'm not going to work

2
1 'll go 2 won't be
3 Will your sister learn 4 'll live
5 won't snow 6 will you save
7 won't see 8 will it take

Vocabulary

3
1 share 2 businessperson 3 rich
4 designer 5 earn 6 technicians
7 works 8 become

4
1 farmer 2 actor 3 pilot 4 degree
5 lawyer 6 nurses 7 manager
8 journalist

Cumulative review

5
1 B 2 A 3 C 4 C 5 B 6 C 7 A
8 A 9 C 10 B 11 B 12 B

7.11

Listening

1
B
possible answers:
A is wrong because Natasha needs to study engineering at university first so she can use it to get a job.
C is wrong because the statement is true for Luke, but the question is about Natasha.

2
1 B 2 A 3 C 4 C 5 A 6 B

Use of English

3
1 past simple 2 noun 3 superlative adjective 4 plural noun 5 adjective
6 adjective

4
1 travelled 2 celebration 3 biggest
4 artists 5 amazing 6 friendly

Writing

5
1 Your friend, Danira
2 To reply to her email. / To answer her questions.
3 What are your plans for when you finish school? Are you going to be in Budapest in August? Do you want to come to Croatia with me?

6 sample answer
Hi Danira,
It's great to hear from you.
Congratulations on the offer from the music school! When I leave school, I'm going to travel around Europe and then work for a few months. Then I'm going to study science at university.
I will be in Budapest on 5th and I'd love to see you. We can go for coffee or a meal.
I'd also love to come to Croatia with you on 20th.
See you soon!
(Name)

7.12

1
No, *get* has different meanings.

2
1 B 2 A 3 B 4 R 5 T 6 A 7 T
8 R

3
1 get a ticket 2 got to the park
3 got pizzas 4 getting a bus
5 get the message
6 get lots of homework

4
Get (receive): a degree, a letter
Get (buy): a drink, some lunch
Get (travel): a fast train, the tram
Get (arrive): to the party, to the theatre

5
Students' own answers

Unit 8

8.1

1a
1 city breaks 2 flight
3 public transport 4 foot 5 by
6 views

2
1 E 2 A 3 C 4 B 5 F 6 D

3
1 trams 2 transport 3 underground
4 on 5 views 6 boat 7 journey
8 break

4
1 where 2 Actually 3 bit 4 Over
5 sights 6 turn

5
Students' own answers

8.2

1
've been 've walked has visited 's seen has gone 've eaten

2
1 have 2 've 3 has 4 've 5 's
6 've

3
Regular: enjoyed, lived, used, watched
Irregular: ridden, swum, told, written

4
1 has written 2 've watched
3 have swum 4 've used 5 've ridden
6 have lived 7 's enjoyed 8 have told

5
1 've heard 2 have worked
3 has been 4 've taken 5 've eaten
6 has sent 7 's snowed 8 have visited

6
1 has finished 2 's taken 3 's visited
4 's been 5 've had 6 've seen
7 has climbed 8 have followed
9 've read 10 has enjoyed

7
Students' own answers

8.3

1
1 train 2 on 3 around 4 down
5 off 6 into

3
Adam rode across the USA on Route 66 by motorbike.

4
1 a motorbike 2 Route 66 3 July
4 three days 5 the morning 6 views
7 once 8 three hours

5
1 C 2 A 3 C 4 B 5 B 6 A 7 C
8 C

6
Students' own answers

8.4

1
1 B 2 E 3 C 4 A 5 D

2
Students' own answers

5
Students' own answers

8.5

1
Students' own answers

2
Students' own answers

3
1 all-inclusive, adventure
2 campsites, guest houses
3 book, arrange
4 tour guides, guests

4
1 tent 2 pack 3 guest house
4 reception 5 guests 6 available

5
1 holiday 2 house 3 guests
4 camping 5 tents 6 available
7 arrange 8 pack 9 all 10 book

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6
1 Did you pay for the tram?
2 We're travelling by train.
3 I stayed on a campsite.
4 Let's pack for the holiday!
5 Look! That's our plane.

7
Students' own answers

8.6

1
Photo B ✓

2
1 A and E 2 B and F 3 G 4 D 5 C

3
1 Have 2 have 3 haven't 4 has
5 Has 6 hasn't 7 's

5
1 have, lived 2 Have, met
3 's, snowed 4 haven't seen
5 've, eaten 6 has, been
7 Has, played 8 hasn't read

6
1 Have you ever seen
2 have
3 haven't seen
4 Has your Grandma been
5 hasn't
6 's never been
7 Have you and your family eaten
8 have
9 've never eaten
10 Has Rudi ever had
11 has
12 hasn't had

7
1 Have 2 eaten 3 've 4 have
5 ever 6 told 7 hasn't 8 've never

8
1 Have you ever cooked Italian food?
2 How many films have you watched in English?
3 Which places have you and your family been to?

Students' own answers

8.7

1
1 C 2 B 3 A 4 C 5 B 6 B

3
1 C 2 B 3 E 4 D 5 A

4
A 3 B 6 C 5 D 1 E 7 F 4 G 8 H 2

5
Students' own answers

8.8

1
Students' own answers

2
1 E 2 C 3 F 4 D 5 A 6 B

4
1 It didn't talk about the size of the rooms.
2 No.
3 Suggested answer: Yes, because it isn't far from all the sights and you can get around on foot. Also, it's easy to get to the Castle Guest House from the airport.

5
1 station 2 buses 3 minutes
4 double 5 Friday 6 two 7 How

6
1 twice 2 half 3 20 4 single
5 £50 6 ninth

7
1 Where 2 is 3 long 4 take
5 tours 6 much 7 cost 8 Have
9 free

8.9

1
Picture A ✓

2
1 C 2 A 3 F 4 B 5 E 6 D

3
1 Spain
2 In a (fantastic) guest house. / Near the Plaza Mayor.
3 Warm, but not sunny.
4 On foot.
5 She's seen the paintings in the Prado Museum, walked round El Retiro Park and eaten churros con chocolate.
6 She's going to see Madrid's street art.

4
1 Dear 2 hi 3 regards 4 Wish
5 Thinking 6 See 7 Love 8 Best

5
1 Dear 2 Hi / Hello 3 Love from
4 Best wishes

6
1 I 2 F 3 F 4 I

7
Students' own answers

8
Students' own answers

8.10

Grammar

1
1 's gone 2 've arrived 3 've visited
4 has eaten 5 haven't been
6 've ridden 7 haven't done 8 's been

2
1 Have you ever slept
2 haven't
3 've never stayed
4 has Mia visited
5 's travelled
6 hasn't visited
7 Have you and Finn heard
8 have
9 've seen

Vocabulary

3
1 public transport 2 guest house
3 flight 4 views 5 journeys
6 all-inclusive 7 reception 8 available

4
1 tour 2 breaks 3 tent 4 arranged
5 coach 6 packed 7 boat 8 taxi

Cumulative review

5
1 B 2 A 3 C 4 B 5 B 6 A 7 C
8 B 9 B 10 A 11 A 12 C

8.11

Reading

1
3 is wrong. Her parents are teachers at a school.

2
1 T 2 F 3 T 4 F 5 F 6 T

Speaking

3
1 D 2 B 3 A 4 C

8.12

1
The underlined words are phrasal verbs.

2a
1 turn up 2 go out 3 get up
4 look around 5 go back 6 find out

b
1 C 2 E 3 D 4 A 5 F 6 B

3
1 sat down 2 turn down 3 stood up
4 got up 5 set off 6 looked around
7 went back

4
Students' own answers

Vocabulary boosters

Unit 1

1
1 C 2 B 3 C 4 A 5 B 6 A

2
1 ride 2 listen 3 watches 4 play
5 draws 6 makes

3
1 relax 2 vlog 3 do 4 learn 5 tidy

4
1 B 2 D 3 G 4 E 5 A 6 H 7 C
8 F

5
1 podcast 2 yoga 3 library
4 tomorrow 5 rest 6 timetable

6
Students' own answers

7
Students' own answers

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Unit 2

1

1 diving 2 fit 3 skateboarding 4 snowboarding 5 surfing 6 football, tennis, volleyball 7 gym, workout 8 swimming 9 dance class

2

1 A 2 B 3 B 4 C 5 B 6 C 7 A

3

1 skiing 2 hiking 3 rackets 4 hockey 5 match 6 fishing 7 play 8 play

4

1 toast, honey / jam, jam / honey 2 melon 3 nuts 4 lamb 5 lemon 6 biscuits

5

Students' own answers

Unit 3

1

1 colourful 2 short 3 dark 4 cream 5 beautiful

2

1 hat 2 trousers 3 T-shirt 4 top 5 shoes 6 jacket 7 socks 8 shirt

3

Students' own answers

4

1 brave 2 honest 3 quiet 4 popular 5 serious 6 patient

5

1 friendly 2 kind 3 clever 4 polite

6

1 trainers 2 shorts 3 a cap 4 gloves 5 a swimsuit 6 belt 7 a uniform 8 a scarf

7

1 hard-working 2 organised 3 brilliant 4 caring 5 creative 6 shy 7 relaxed

8

Students' own answers

9

Students' own answers

Unit 4

1

1 flat 2 balcony 3 living room 4 floor 5 sofa 6 dining room 7 kitchen 8 fridge 9 bedroom 10 bathroom

2

1 river 2 oceans 3 rainforests 4 deserts 5 beaches 6 lake 7 island 8 architecture 9 squares 10 forests 11 building 12 streets

3

1 lamp 2 dishwasher 3 furniture 4 basin 5 machine 6 bin 7 cooker 8 stairs

4

1 a wood 2 a valley 3 a stream 4 the coast 5 a field 6 a waterfall 7 hills 8 the countryside

5

Students' own answers

Unit 5

1

1 hip-hop, concerts, incredible artist
2 drums, rock, festival
3 screen, crowded, show
4 cultural events, street theatre, shows
5 painting, exhibition, crowded

2

1 performances 2 songs
3 ending 4 original film
5 reviews 6 wonderful show

3

1 series 2 nothing 3 boring
4 terrible 5 loud

4

1 gallery 2 ballet 3 classical music
4 pop music 5 film star 6 jazz, singer
7 opera 8 painter

5

1 D 2 G 3 E 4 A 5 C 6 H 7 B 8 F

6

Students' own answers

Unit 6

1

1 turn 2 scroll through 3 laptop
4 group chats 5 music library
6 Bluetooth speaker 7 digital camera
8 battery 9 digital devices
10 check my messages

2

1 bank card, cash 2 text, charger
3 dictionary 4 comb, mirror
5 make-up 6 water bottle 7 wallet

3

1 B 2 A 3 B 4 C 5 B 6 A 7 C

4

1 scissors 2 notebooks 3 a calculator
4 ID card 5 purse 6 a backpack
7 a hairbrush 8 toothbrush

5

Students' own answers

Unit 7

1

1 learn to drive
2 university, share a house
3 learn to cook
4 drama school, become an actor, become famous
5 degree, work for a company, manager
6 earn a lot of money, become rich
7 save money

2

1 Lawyers 2 IT technician 3 dentist
4 businessperson 5 nurses 6 a pilot
7 journalist 8 designer 9 engineer
10 police officer 11 doctor 12 farmer

3

1 D 2 H 3 F 4 A 5 C 6 G 7 B 8 E

4

1 a builder 2 a receptionist
3 an architect 4 a programmer
5 a boss / a personal assistant
6 a boss / a personal assistant
7 a hairdresser 8 a cook

5

Students' own answers

Unit 8

1

1 transport 2 trams 3 underground
4 foot 5 views 6 journeys
7 coaches 8 flight

2

A

1 camping 2 packed 3 campsite
4 tents 5 adventure holiday
6 available

B

7 city break 8 guest house
9 boat trip 10 tour guide 11 book

C

12 all-inclusive 13 boat trip
14 arranged 15 reception 16 guests

3

1 C 2 F 3 B 4 E 5 A 6 D

4

1 passport 2 youth
3 accommodation 4 reservation
5 day trips 6 visitors 7 apartment
8 suitcase

5

Students' own answers

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Workbook audio scripts

Introduction unit, Lesson 0.1, Track 0.01, Page 4, Exercise 7

1

A Good morning. What's your name?
B Filip.
A How do you spell it?
B F – I – L – I – P.
A Are you nineteen, Filip?
B No, I'm not. I'm only sixteen.
A Where are you from?
B I'm from the Czech Republic.
A So, you're Czech. Thank you.

2

C Hi. I'm Catalina.
D Good afternoon, Catalina. How do you spell your name?
C It's C – A – T – A – L– I – N – A.
D Thank you. And how old are you?
C I'm fifteen.
D Are you Spanish?
C No, I'm not. I'm Mexican.
D Thanks.

Introduction unit, Lesson 0.2, Track 0.02, Page 5, Exercise 7

1 What's in this bag?
2 The buses are blue.
3 Look at this watch!
4 Is that woman French?
5 It's an orange chair.
6 My book's purple.

Unit 1, Lesson 1.1, Track 1.01, Page 8, Exercise 1b

Zara Hi guys. I'm Zara!
Callum And I'm her brother, Callum. I'm seventeen years old.
Z And I'm sixteen.
C We're from Edinburgh – the Scottish capital!
Z And this is our awesome vlog, Born in Scotland!
C We make all kinds of vlogs about all kinds of topics. But a lot of the time we just vlog about our day!
Z These daily vlogs are really popular. Lots of you want to know how we do it, so you can do it too.
C So, here are the top-five secrets to our success! These are the steps we take to achieve our goal and make fun vlogs about our day.
Z Step 1 is get up early. I know. I know, but we both think it's a great time to vlog! I get up around seven.
C But I get up around six … I have a shower, I brush my teeth … I get dressed … and then I vlog for around ten to fifteen minutes!
Z Then it's time for step 2: start your vlog …You can start like this …
C Good morning, guys! How are you?! It's another AMAZING day for another AMAZING vlog!!!
Z Or like this …
C Hey. It's Callum. It's my vlog. And it's very, very cool.
Z But don't worry about it – just do what's natural! Then, after you start the vlog, it's time for step 3: talk about your day, like this …
C … first, I have breakfast …
… then I take the bus to school … and at half past twelve, I have lunch. … and after lunch, I have guitar lessons … then I go home!
Z And then it's time for step 4: vlog in the evening! You can vlog about everything! So, why not vlog after your homework, like this!
C Hi guys! Here we go! It's homework time!
Adult Just do your homework, Callum!
Z … vlog when you have dinner …
C This is delicious!
A Eat your dinner, Callum!
Z … vlog when you relax and listen to music …
C I love this song.
Z … and vlog when you watch TV!
C Let's see what's on!
A No TV, Callum!
Z We vlog all day. It isn't always easy, but that's the secret to a great daily vlog. And before we go to bed, it's time for step 5: finish your video. Why not try something like this?
C Later, guys!
Z Or this …
C See you next time, my friends!
Z Or, just this.
C Bye!
Z And that's it! Nice one, Callum.
C Thanks, Zara! All you need to do now is edit your video, watch it and put it online. But that isn't always easy! You need to take your time, but it's good to do it.
Z So congratulations – you're now a vlogger, like us! So, that's it from us, one more time, Callum …
C Bye!
Z See you next time!

Unit 1, Lesson 1.2, Track 1.02, Page 9, Exercise 3

1 /s/ gets, starts, talks
2 /z/ cleans, listens, plays
3 /ɪz/ finishes, relaxes, teaches

Unit 1, Lesson 1.3, Track 1.03, Page 10, Exercise 3

Molly Hi guys. I'm Molly and this is my vlog, Easy Yoga in the park. Congratulations – you want to know how to do yoga. That's awesome! Before we start our first lesson, I want to tell you why I love yoga.

Unit 1, Lesson 1.3, Track 1.04, Page 10, Exercise 4

Molly Yoga is part of my daily routine. I do it for ten minutes in my bedroom when I get up in the morning. Then I have a shower, get dressed, have some breakfast and go to school. And I'm ready to study!
After school, I have lots of things to do: piano lessons on Tuesdays and tennis lessons on Thursdays. Then, in the evening, I have dinner and do my homework in the dining room. There's no time to watch TV!
I'm always tired after my busy day, but I can't relax. That's when I do more yoga. I do it for 30 minutes before I go to bed, and then it's easy to sleep!
Now, it's time for you to do some yoga … You're probably new to yoga, but don't worry about it … just watch, listen and copy me …

Unit 1, Lesson 1.7, Track 1.06 Page 14, Exercise 3

How to manage stress

Like adults, it's normal for teenagers to feel stress, and it can be useful at times. A bit of stress helps you to complete your daily routine. But stress isn't good when it makes you unhappy or worried. So, why not try these ways to relax?
Do daily exercise. Go for a run or a bike ride or just go for a walk! Walking quickly for an hour every day gives you all the exercise you need.
Do breathing exercises. You don't normally think when you breathe, but when you breathe very slowly, it relaxes you. Just do these exercises for five minutes at different times during the day!
Do a favourite activity. When you take a break to do something you love, you relax and feel good. So, watch some TV, talk to friends or maybe make a cake!

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Sleep for 8–10 hours a night. To sleep well, don't use electronic gadgets for an hour before bedtime – read a good book instead! And go to bed at a regular time, too.

Unit 1, Lesson 1.7, Track 1.07, Page 15, Exercise 3

Amy Let's go to the park after school!
Beth I can't. I go to computer club on Wednesdays.
A Do you enjoy going?
B Yes, I do. I like designing websites.
A Really? I don't. I can't stand computers, but I like art.
B Me too.
A I love drawing pictures, but I don't like painting.
B Really? I do. It's fun. But I don't like going to art museums.
A Neither do I.
B There's an art club after school on Thursdays. Why not try something like that?
A That's a good idea.

Unit 1, Lesson 1.8, Track 1.08, Page 15, Exercise 6

A I enjoy doing exercise.
B Me too. I love going for a run after school.
A So do I. I like going for a bike ride, too.
B Really? I don't. I hate riding a bike.
A I don't like having a guitar lesson after school.
B Neither do I. I think it's boring.
A Me too. And I don't like going to chess club.
B Really? I do. I love it.

Unit 1, Lesson 1.8, Track 1.09, Page 15, Exercise 8

1 I enjoy doing exercise.
2 I love going for a run.
3 I hate riding a bike.
4 I don't like drawing a picture.
5 I think it's boring.
6 I love it.

Unit 1, Lesson 1.11, Track 1.10, Page 18, Exercise 2

Noah Hi Sara. How are you?
Sara Hey Noah. I'm bored!
N Bored? Why?
S My friends are busy. They're busy every weekend. I never see them.
N Do they go to clubs?
S Yes. Pablo goes to a football club. Katie's in a swimming club. And Ali goes to the gym. I need a hobby, but I hate sport.
N Really? I love sport! I play football and I go for a run every morning. It's good for you.
S Well, I don't like running and I don't like early mornings!
N How about gaming? My sister goes to the gaming club at school. They meet every Tuesday, and at the weekend she plays online with her friends. I sometimes play, too. Do you want to do that?
S Oh … No … Sorry. I can't stand gaming.
N Right. Well, do you watch TV?
S Yeah, but that isn't a hobby, and I don't really like it.
N Do you want to study something, then? My brother learns Japanese.
S Wow. Does he go to a club?
N No. He does classes and he chats to people online. He's got lots of friends.
S Well, that's great, but I don't really want to learn a new language. I do French at school and the lessons are boring.
N OK. Well … I don't know what to say … You don't like to study, you don't like being outdoors … What about art? Are you a creative person?
S Yeah. I like art.
N Right! So do I. There's an art class on Monday after school. Let's go together!
S OK.

Unit 2, Lesson 2.1, Track 2.01, Page 20, Exercise 1b

Callum Hi guys!
Zara Hello!
C Today's vlog is about fitness. Of course, I'm a real athlete. I play football twice a week and I go skateboarding every Saturday, so I'm pretty fit. But Zara, you like sport, don't you?
Z As Callum knows, I am crazy about sport!
C What sports do you play? I usually play tennis once a week and I often play volleyball too. I'm on the school team for both.
Z I go swimming three times a week and I often practise my diving too. I love adventure sports too. In the winter, I go snowboarding, and in the summer I love surfing and windsurfing. Oh AND I go to dance classes on Thursdays. But that's just for fun! It's a busy life, and keeping fit is really important to me. But do you know what? I hardly ever go to the gym. I do short workouts instead. They're only around five minutes, but they're really good. So good I often vlog about them too. Now here's one of my favourite exercise routines. Are you ready? Let's go! First, we need to run on the spot, like this. Great. You can run fast, or you can run slowly, whatever feels right. Just stay in the same place and move those legs! Right, now it's time for some squats. Put your hands out, sit down, hold and then stand up again. And repeat. That's great. Next, let's work on our legs with some lunges. Step forward with your right leg, then down. Then stand back up. Excellent. Now step forward with your left leg, then down and back up again. Do this for one minute. Finally, relax. Close your eyes and breathe. Ahhh. Fantastic. Thanks, guys. Remember: stay fit, have fun and see you next time.
C Nice one, Zara.
Z Thanks. I, er, I have a new routine, actually. I know you're pretty fit, so let's give it a go.
C Now?
Z Yep. Step 1: run on the spot. FAST! KNEES HIGH! Bye!
C See you next time, guys!

Unit 2, Lesson 2.3, Track 2.02, Page 22, Exercises 4, 5 and 6

Isabel Welcome to the studio, Jack. Tell me … Why do you like diving?
Jack I'm crazy about it! I just love the feeling when I dive into water.
I You're still at school at the moment, so when do you train?
J Well, Monday to Friday, I always go home after school and do my homework. Then I train between 5.30 and 8.30 p.m.
I And do you always train at the pool?
J No, I don't. I only train there twice a week, actually!
I Really?
J Yes! I go to the gym four times a week and work on my skills there. To be a good diver, you need to be a pretty good gymnast, too.
I So, when do you go diving?
J I go diving on Tuesday evenings and every Saturday my training session is in the pool, too. I practise diving for hours then.
I What do you do in your free time, Jack?
J Well, I don't have lots of free time, but I always try to have a break on Sundays. I usually relax with my family and friends and watch TV or listen to music.
I Do you sometimes go swimming?
J No! I never go swimming just for fun.

Unit 2, Lesson 2.5, Track 2.03, Page 24, Exercise 5

/ɪ/ dinner, drink, lettuce, orange
/iː/ beans, cheese, meat, pizza

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Unit 2, Lesson 2.6, Track 2.04, Page 25, Exercise 1

Connor I'm pretty hungry. What have you got to eat?
Tom Let's see … There's some cheese.
C Are there any eggs?
T Yes, there are.
C Is there any chicken?
T No, there isn't. There isn't any meat.
C Are there any potatoes?
T No, there aren't. And there aren't any beans, but there are some tomatoes. I can make a cheese and tomato omelette.
C Nice one, Tom. Is there any water?
T Yes, there is. There are three bottles.

Unit 2, Lesson 2.7, Track 2.05, Page 26, Exercise 5

What's on the menu for sumo wrestlers?

Sumo wrestling is the national sport of Japan and is an important part of Japanese culture. Today, there are some professional sumo wrestlers – *rikishi* – from other countries. Lots of them are from Mongolia, and there are some from Bulgaria and Estonia. But Japan is the only place where there are sumo competitions (or *basho*). There are six a year and each one lasts for fifteen days. People don't become *rikishi* in Japan just for fun – it's how they live and it's often difficult. *Rikishi* eat, sleep and do exercise together in special sumo schools. They get up very early and train for five hours without any food. After their long workout, *rikishi* have lunch and then sleep. And this is their daily routine all year round. A *rikishi*'s weight is two or three times more than a typical adult's. They're pretty large people, but they don't have an unhealthy diet. They always have *chanko nabe* for lunch. This traditional dish for *rikishi* contains different vegetables with chicken or fish and gives them all the energy they need. And for dinner? There's more healthy food on the menu, like fish, noodles and salad!

Unit 2, Lesson 2.8, Track 2.06, Page 27, Exercise 2

Claire Can we have a table for three, please?
Waiter Certainly. Here's the menu … Are you ready to order?
C Yes, we'd like some bread and olives to start.
W And for your main course?
C I'd like the chicken salad, please.
Sam And I'd like the avocado salad, please.
Ed Can I have the hamburger, please?
W We haven't got any hamburgers today, but there are some vegetable burgers instead.
E No, thanks. I can't stand vegetable burgers! I'd like the beef curry, please.
W OK. And would you like anything to drink?
E Water for me.
C The same for me, please.
S And me.

Unit 3, Lesson 3.1, Track 3.01, Page 32, Exercise 1

Callum Hello everyone!
Zara Hi there! As you can see, we're looking a bit different today.
C Yeah, what do you think? Looking good, right?
Z You see, we're going to our aunt's wedding today. That's why we aren't wearing our usual clothes – we're wearing these instead. I'm wearing a pretty, pale blue skirt and I love my beautiful cream top.
C And for me, it's goodbye to my usual jeans and T-shirt look because I've got a white shirt on with a dark red tie and a very cool black jacket. And this … isn't a skirt. It's a kilt! Scottish families have got different colours on their kilts. We're the MacGregor family, and our kilts are red and dark green. We usually wear them on important days and for big family parties, like weddings. I hardly ever have the chance to wear mine, but I love it!
Z You know, a lot of countries have their own clothes for special events. Indian women often wear beautiful, long, pink or red dresses at their wedding, which are always colourful events. These dresses are called saris. I love this red and gold sari this bride is wearing. It's gorgeous!
Callum Many Chinese couples wear red at weddings too because it's a lucky colour. In Norway, some couples wear a traditional wedding costume called a *bunad*. As you can see, the men wear long, white socks and short black trousers with a pair of black shoes.
Zara And in some parts of Peru, the traditional wedding costumes are very colourful and beautiful. These women have got long skirts and special wedding ponchos, a long piece of material you wear over your shoulders. And just look at those big beautiful hats. And in Ghana …
Callum Er, Zara? Sorry to interrupt, but the wedding is in, like, an hour!
Zara Oh no! Sorry about this, folks. But before we go, have you got any videos of a wedding in your country? Or any photos of you in your national costumes? Send them to us and tell us all about them.
Callum But right now it's time for us to go! See you later, guys!
Zara Bye!

Unit 3, Lesson 3.2, Track 3.02, Page 33, Exercise 4

/ŋ/ angry, English, hungry, thanks, thinking, wearing, writing, wrong

Unit 3, Lesson 3.3, Track 3.03, Page 34, Exercise 3

Nick Hi, guys. Welcome to my blog about fashion styles.
The first style I'm looking at today is gothic. Gothic clothes are always dark colours, such as black trousers, a black top and black shoes. Gothic style *isn't* colourful. That's why it isn't my style. You see, dark colours make me sad. But colours like pink and red make me happy. I'm wearing a pale blue shirt and jeans today and my socks are pink and red. They're gorgeous, but they aren't gothic!
The second style I want to talk about is vintage. These are clothes in styles and colours from the past. I'm not wearing anything like that today, but I have got some things at home. For example, I've got a 1970s-style jacket and some 1960s-style sunglasses. Fashion designers often use ideas from the past when they're designing new clothes. And that's how vintage styles become popular again.
OK, the third fashion style we're looking at today is preppy. This style actually comes from the USA. That's because preppy clothes are the type of traditional clothes that students wear at prep schools there, such as a pale shirt with a sweater and a jacket. For boys, trousers called chinos are very preppy. They're pale brown trousers, not jeans …

Unit 3, Lesson 3.7, Track 3.04, Page 38, Exercise 3

My fashion blog, by Cara

What's in fashion this season? Are people wearing big shirts or long skirts? Or are pale colours popular right now? Some clothes, like jeans, never go out of fashion. People wear them all the time. These days, you see lots of people in athleisure, too. Made from two words, *athletics* and *leisure*, it describes sports clothes that you can wear every

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day, not just when you're going to the gym. Athleisure is very easy to wear. It doesn't take long to decide what to put on in the morning. Typical clothes are a pair of joggers with a T-shirt or sweatshirt and some cool trainers on your feet. Athleisure is especially popular with young people. When they see celebrities wearing athleisure in social media posts, they just want to follow their style! So, we know that many people prefer athleisure to jeans, for example, when they're relaxing in their free time. And, these days, it's pretty common for people to wear it at work or at school too. Some even wear athleisure when they go to parties. But what about at something traditional, like a wedding? Can you imagine a couple wearing cream or white joggers and a sweatshirt at their wedding? I definitely can't!

Unit 3, Lesson 3.8, Track 3.05, Page 39, Exercise 3

Speaker This photo shows a group of seven people. They look about fourteen or fifteen, and I think they're classmates at school. They look like they're waiting to go into the classroom in the background. There are four girls and three boys. The girls have got long hair and the boys have got short hair. They're all wearing jeans and a T-shirt or a shirt, and they're carrying school bags. They're smiling at the camera, and they look happy and friendly. Maybe the person taking the photo is saying something funny.

Unit 3, Lesson 3.11, Track 3.06, Page 42, Exercise 2

1

Dad Hi Tess. Can you tell Mum that my train is late?
Tess Yeah, OK.
D Are you going to football practice today?
T No, I'm not. It's raining and it's too cold. No one wants to play.
D OK. So, what are you doing? I can hear music.
T Yeah, but I'm not listening to music. It's the TV. It's a show about buying the perfect wedding dress. Right now, there's a woman choosing a dark blue dress.
D Do you like it?
T Yeah, it's gorgeous.
D Tell your sister! The wedding's next month.
T Yeah. Good idea.

2

Ashok Hi Maria. Where are you? What are you doing? I'm shopping in town at the moment. I'm looking for a birthday present for my sister. She's thirteen. I'm thinking about buying her a T-shirt. I'm looking at a dark red T-shirt with a photo of her favourite band. She loves T-shirts, but she usually wears pink or blue. I don't know if it's a good idea. I'm sending you a picture now. Tell me what you think! I'm meeting my family for lunch, so please tell me soon!

3

Lucy Hey, Ben. Who's that boy? Is he new?
Ben Oh, hi Lucy. Where? I can't see him.
L Look! Over there. He's wearing jeans and a really cool T-shirt.
B Where?
L Look! He's standing next to Jack. He's got curly hair.
B Oh yeah. I see him. That's Julio. He's in my class. He's from Madrid.
L What's he like? He looks quiet.
B Yeah, he is quiet, but he's friendly. I like him. We're going shopping after school. Do you want to come?
L Yeah. Good idea.
B Great. See you at four o'clock.

4

Teacher Good morning, everybody. In today's art class, we're talking about clothes and colour. Here are some photos of typical clothes from Japan and India. You can see they are very colourful. I'd like you to talk to your partner about them and then draw a design for a dress or jacket. I want it to be exciting and original and with lots of colour.

5

Kira Hey Luke. What are you doing?
Luke I'm reading a very interesting article online. There's a quiz, too.
K What's it about?
L It's about colour and what your favourite colour says about your personality.
K Oh yeah. I like orange best. What does that say about me?
L It means you're friendly and popular, Kira!
K Really? I think I'm quiet and a bit serious.
L Yeah, you are quiet, but you're funny too, and everyone likes you!
K Aw, thanks. You're very kind.

Unit 4, Lesson 4.1, Track 4.01, Page 44, Exercise 1b

Zara Hi guys. It's just me today. I have exams this week, but Callum is house-sitting for our cousin, James. He's a student and he lives in Liverpool. It's Callum's first time there and it looks like he's having a great time, but I really want to see the flat. I love seeing other people's homes! And I've got lots of photos from Callum! Do you want to take a virtual tour? Come on in, and let's take a look! OK, so this is the living room and, er, also the hall. Callum says the flat is very small and the front door opens right into the living room. What do you think? I mean, the sofa looks comfortable, but I'm not a fan of the colour and I don't like that carpet on the floor! OK, over here's a big cupboard, which looks useful, and the room isn't dirty. It's actually pretty tidy! So, it's OK, I guess. Let's check out the next photo: the kitchen. Ohhh this is nice! It looks narrow, but it's very clean and I like those plants. Nice one, James! Right, next photo and it's … the bathroom. And again, not too bad! It's small, but it's got everything you need: a small sink, a toilet, of course, and a shower. All in all, James, it's a nice flat! And Callum says it's only ten minutes from the city centre. He loves it! Of course, it's a lot smaller than our house. Do you want to see it? Hang on, I'm sure I've got photos here. Here we are. Of course, our house is bigger than James's flat. A lot bigger! Check it out. It's got four large bedrooms … including my room … which has a beautiful little balcony with a view of the gardens! Downstairs we've got a lovely dining room … and we have a kitchen with two ovens, four sinks and five huge fridges. That's where our chefs cook all our delicious meals, of course. Yep. It's an amazing place. The only problem is, it isn't real. This is our real house. Sure, it's smaller and cheaper than the house of my dreams, but it's still nice! What about you? What's the house of your dreams? A huge mansion? Or a modern house with a pool?! Post your comments below and let us know! We'll check them out when Callum's back. But for now, see you guys next time!

Unit 4, Lesson 4.2, Track 4.02, Page 45, Exercise 5

1 A town is smaller than a city.
2 Are you younger than my brother?

Unit 4, Lesson 4.3, Track 4.03, Page 46, Exercise 2

Theo Hi Kate. What are you doing?
Kate I'm looking at photos of unusual houses. It's for a project at school. Look at this one!

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T Hang on, is that a house or a big stone?
K It's a house between two stones.
T That's amazing!
K I know. It's sometimes called 'Stone House' and it's on a mountain in Portugal. There aren't any other houses next to it.
T And look at those beautiful blue skies behind it! What about the other house?
K That one's The Tree House and it's in a huge tree! Look! Parts of the tree are under the floor and over the roof.
T It's fantastic!

Unit 4, Lesson 4.3, Track 4.04, Page 46, Exercises 3 and 4

Theo So, what do you think of the houses, Kate?
Kate Stone House is more unusual than The Tree House, I guess. You don't usually see a house between two huge stones.
T That's true! I think Stone House looks very natural because its walls and roof and the stones are all the same colour.
K You're right. When you're far from it, it probably just looks like a big stone.
T I think that's very clever!
K Me too. I think it's probably darker in Stone House than in The Tree House because the windows are narrow.
T Hmm, so maybe it's colder too. The Tree House is larger than Stone House and I think it looks more comfortable.
K So do I. It says here that The Tree House has got a kitchen and a living room together, and then there's a big bedroom and a small bathroom.
T Really?
K Yes! I love the big balcony in front of The Tree House.
T Me too! Imagine sitting on it with all those beautiful trees around you.
K Sounds great! I definitely prefer this house.

Unit 4, Lesson 4.4, Track 4.05, Page 47, Exercise 2

A I want to paint my bedroom, but I find choosing colours difficult.
B How about painting it dark red?
A I'm not so sure. It's a dark room.
B Maybe a pale colour is a better idea.
A I agree!
B Why don't we try pale blue?
A Good idea! Let's go to the shop now.

Unit 4, Lesson 4.4, Track 4.06, Page 47, Exercise 4

Anna Hello, I'm Anna and welcome to *Solve My Problems*! Today, I'm with Linda in her bedroom. Now, what's the problem, Linda?
Linda It's my wardrobe. It's full of clothes. Look!
A Oh no! That's terrible.
L I find choosing clothes in the morning difficult, so I need to find a solution.
A OK. How about putting some clothes under your bed?
L I'm not so sure, Anna. There are lots of shoes under my bed!
A Maybe buying another wardrobe is a better idea?
L But my bedroom's pretty small. There isn't any space for more furniture. And buying new furniture is expensive.
A Do you wear all the clothes, Linda?
L No, I don't. Some of them are pretty old.
A Why don't we tidy your wardrobe and sell the clothes you don't need online? You can make some money too!
L Good idea! Let's do that.
A You know that you can do the same with old books, comics and shoes and things.

Unit 4, Lesson 4.7, Track 4.07, Page 50, Exercise 4

World Travel
Japan's capital, Tokyo, is an exciting and interesting city. Tourists are always surprised by how busy it is. When you take the train, people called oshiya push you on quickly so the trains aren't late! And at Shibuya Crossing – the world's busiest pedestrian crossing – thousands of people cross the street at the same time. Today, Tokyo's architecture is pretty modern. On sunny days, from many of its tall buildings, you can easily see beautiful Mount Fuji, the highest mountain in Japan. One of the strangest places to stay in Tokyo is called a 'capsule hotel'. They are cheaper than other hotels – you sleep in a box, not a room, and you don't have your own bathroom! Kenya's huge national parks have got some of the most beautiful wild animals in them, like lions and red elephants. It's safer to go on a trip with local guides to see them there. They know how to get near the animals so you can take the most fantastic photos! Kenya also has some of the best beaches in Africa. There are miles of gorgeous ones along the Indian Ocean. The hotels there are the perfect places to relax. And for those with more energy, there are wonderful activities like windsurfing, surfing and diving in the amazingly blue sea.

Unit 4, Lesson 4.8, Track 4.08, Page 51, Exercise 3

1
A Where are the nearest toilets, please?
B Take the second right and cross the square. There are some toilets next to the cinema.
A Thanks very much.
2
C Excuse me. I'm looking for the food hall.
D OK. Turn left here and go along the corridor. The entrance to the food hall is opposite a big clothes shop.
C Thanks for your help.
3
E I don't know where Sam's Café is.
F Sorry?
E I don't know where Sam's Café is. Can you show me on this floor plan, please?
F No problem. We're here in front of the cinema, and Sam's Café is there. It's between a shoe shop and a sports shop.
E Nice one. Thanks.

Unit 4, Lesson 4.12, Track 4.09, Page 55, Exercise 3

1 door, floor, good
2 tea, break, eat
3 shower, brown, show
4 take, back, name

Unit 5, Lesson 5.1, Track 5.01, Page 56, Exercise 1b

Callum Hi there! It's me, Callum …
Zara … and me, Zara, and we're talking about Callum's favourite topic: Edinburgh!
C As you already know, Edinburgh is fantastic. It's great. It's amazing.
Z OK, Callum. We understand.
C It. Is. Wonderful! Its old streets and beautiful castle make it one of – no, forget that – make it the best place in the world. It's famous for its buildings, its culture …
Z Come on, Callum!
C And its incredible festivals!
Z Finally!
C Every year, Edinburgh is home to six different festivals and the city's streets are crowded with around 4 million tourists from lots of different countries. The most famous of these is the Edinburgh Fringe festival, the biggest arts festival in the world. It's famous for its street theatre. I love it because I love drama and I want to be an actor. But there are lots of other cultural events too … like dance, art and music. There are street concerts all over the place, and you can hear all kinds of music,

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from rock and hip-hop … to traditional music from different countries. Last year, these guys played and they were incredible. And the shows don't just happen in the streets and squares; you can watch events in many of the city's theatres, cafés and restaurants. I watched about ten shows last year and I wanted to see so many more! There are posters and TV screens everywhere, advertising new acts and new events. There really is something for everyone to enjoy. So, when you come to Edinburgh, try to come in August so you don't miss it!
Z Yep, I agree with all that and I really like the Fringe. But it isn't my favourite festival. I'm into art and I love going to art exhibitions. But the festival I enjoy the most doesn't have famous paintings or sculptures. It's a very different kind of festival… where the people in the audience become the artists! It's called Holi, or the Festival of Colour. It's an Indian festival, but a lot of people celebrate it in the UK. It's famous for something called 'colour throwing' so you need to wear old clothes! I didn't last year. Big mistake! But I still had so much fun! Of course, there's more than just that. Last year, I watched a theatre show, went to a dance show and listened to traditional Indian music. Oh, and I had traditional Indian food, which was amazing!
C Oh yeah, that's one of the best things about the Edinburgh festival too! There are trucks all over the city, selling all kinds of food.
Z OK, OK – but there are lots of good things that aren't in Edinburgh, you know! Hey, maybe you guys can send us some! What is your favourite festival? Why do you love it?! Maybe you can show Callum that Edinburgh isn't the only place with good festivals!
C I don't think so!
Z Let's see! OK, until next time!
C Bye!

Unit 5, Lesson 5.2, Track 5.02, Page 57, Exercise 4

1 /ɪd/ decided, started, studied
2 /t/ relaxed, worked
3 /d/ arrived, planned, travelled, tried

Unit 5, Lesson 5.5, Track 5.04, Page 60, Exercise 2

Emma Let's go and see that new show! It's got some brilliant rock songs in it.
Carrie But the reviews aren't good. They say it's nothing special. The acting is terrible and the characters are boring.
E Don't worry about the reviews, Carrie! You're into loud rock music.
C No, thanks, Emma. I want to stay at home and watch that new series on TV.

Unit 5, Lesson 5.7, Track 5.05, Page 62, Exercise 3

Speaker Hello and welcome to my podcast about famous women in music history. Today, I want to talk about the life of Clara Schumann, an incredibly talented pianist from Germany.

Unit 5, Lesson 5.7, Track 5.06, Page 62, Exercise 4

Speaker Clara Wieck was born on 13 September 1819 in Leipzig, Germany. Her parents both loved classical music. Her mother could sing well, and her father was as an excellent pianist. He started teaching Clara to play the piano from a young age. Her parents could see that she was very talented, so she started playing the piano in concerts. First, she played concerts in Germany. Then, in 1830, when she was only eleven, Clara started travelling round Europe with her father. She performed in cities like Paris and Vienna. People couldn't believe how good she was. And she could remember all the pieces of music she played in a concert! Next, in 1840, Clara married a German composer called Robert Schumann and changed her name to Clara Schumann. Clara's father wasn't happy about the wedding, but he couldn't stop it. After that, Robert and Clara started a family. There were eight children! Sadly, Robert died in 1856 at the age of 46. Life wasn't easy for Clara, but she continued to perform concerts around Europe and to compose and teach music. Then, in 1878, Clara was the first piano teacher at a new music school in Frankfurt, Germany. Some very talented international pianists learned the piano with her and most of them were young women. In the end, Clara died in 1896. She was 76.

Unit 5, Lesson 5.8, Track 5.07, Page 63, Exercise 2

A A few months ago, I painted a self-portrait at school and my art teacher really loved it. She wanted me to enter it into an art competition.
B Lucky you!
A I couldn't believe it because really talented artists enter this competition.
B How wonderful!
A Anyway, last week, there was an exhibition of all the paintings. While I was there, something amazing happened.
B Really?
A As soon as I started looking at the self-portraits, I noticed a sign next to mine. It was first place in the 14- to 16-year-olds category.
B No way! That's incredible! Well done!
A Thanks.

Unit 5, Lesson 5.8, Track 5.08, Page 63, Exercise 5

A A year ago, something awful happened to me.
B Really? What?
A I was in a big dance show at school. It was Disney's The Lion King and I was Simba, the lion.
B Wow! How amazing!
A The first performance was good, but then there were lots of problems with the second one. I couldn't remember what to do in two of the dances.
B Oh no! How terrible!
A After that, I received some bad reviews.
B Poor you!
A It's funny now, but it wasn't at the time. I hated it.

Unit 5, Lesson 5.11, Track 5.09, Page 66, Exercise 2

Host Hello and welcome to the show. Today, I'm looking at events this summer. Let's start with the Summer Arts Festival. Last year, the festival took place in July, but this year, it begins on 1 August and ends on 7th. That's seven days of music, dancing and street theatre in the city centre. Now for some of the top events. Last year, we were very lucky because an incredible dance group from India performed at the festival. Well … this year they are here again. You can see them on Wednesday. Do not miss this! Another brilliant event is a concert by rock band Le Storm. This band has some of the best musicians in the world and this year includes Jacques Noir on the drums. Finally … Are you into jazz music? All the jazz concerts are at the new theatre in the city centre. That's the Starr Theatre – S–T–A–R–R – not the Half Moon. Don't forget: you can buy tickets on the festival website or at one of these two theatres.

Unit 6, Lesson 6.1, Track 6.01, Page 68, Exercise 1b

Callum Hi guys. How's it going? Welcome to my digital detox. Yep, that's right. No phone, no computer and no tablet for a whole week! My parents

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think that teenagers are all phone zombies that can't live without digital devices. But I want to show they're wrong! Zara didn't want to do it … at all!
And that's the problem – I think my parents could be right! I mean, when I told my friends, they all thought I was crazy! They couldn't imagine life without their phones, and I wasn't sure what to expect either!
But on Monday, the first thing I discovered was I had a lot more time. I usually turn on my phone as soon as I get up. Then, while I get dressed, I check my messages.
And, while I have breakfast, I scroll through my social media.
But last Monday morning, I realised how much time I spend on my phone. I was ready for school half an hour earlier than usual. That felt good! I was even early for the bus. And that never happens!
But then Tuesday was hard because I walked to school and I started to see screens all over the place! I mean everyone was looking at … phone screens … tablet screens … or laptop computer screens! At that point, I couldn't wait to go online, and I really missed my phone. But you know what? I also saw that we don't chat face to face very often! And that became a real problem when I went to see friends on Wednesday.
But they were all on their tablets or phones, checking their messages or scrolling through social media. And I was BORED. I imagined all the posts and messages that I couldn't read. I felt pretty left out, to be honest. I think my friends noticed and we started talking. Not in a group chat, not on social media, but just talking, you know, in real life!
By Thursday I thought, 'hey – this is great!' But then I realised just how useful those little devices are! I had art class, and I forgot my things. Normally I text Zara and borrow hers because she has lots, but I couldn't find her! In the end, I found a friend and borrowed his. I learned that without a phone I needed to become more organised! That's what I realised on Friday … when I wanted to listen to music. I couldn't use my music library and I had nothing to connect my cool Bluetooth speakers to! Nightmare! And today's the day I can finally get online! I mean, I definitely see there are some advantages to life without technology, and IT IS important to turn off your phone every now and then. But it's SO hard and you miss out on a lot too. So now I can't wait to get back on and get into my music library. Ready?
The battery's dead! I forgot how much I hate that! See you, guys!

Unit 6, Lesson 6.2, Track 6.02, Page 69, Exercise 6

1 /ɔː/ brought, bought, taught, thought
2 /e/ went, met, read, said

Unit 6, Lesson 6.3, Track 6.03, Page 70, Exercise 4

A different kind of holiday
Two months ago, I began to think that I had a problem. I needed to study for some important exams, but I found it difficult to work. Why? I couldn't leave my phone for more than fifteen minutes. One of my teachers believes that it's more difficult for students today to work hard and remember facts. 'It's because they can't stop thinking about phones and social media,' he said. So, I decided to go on a digital detox camp for teenagers. I was stressed at first because I wanted to check my messages. Nightmare! But all my devices were at home, so I slowly relaxed during the three days. In the end, I had a brilliant time. We did lots of outdoor activities, chatted face to face and laughed a lot. Without my phone, I started to see the things around me, like trees and flowers. I spent time taking photos – but not with my phone! I'm home now, so I'm using digital devices again. But I'm using them in a different way. I turn my phone off at 9 p.m. and turn it on eleven hours later. And I only go online for an hour a day. I feel great and I'm a better student!

Unit 6, Lesson 6.5, Track 6.04, Page 72, Exercise 2

Rosa Some people, like my brother, Silvio, don't take many things to school. All he's got in his bag is his wallet, a bank card and a comb. But I've got all kinds of things in my bag, like some cash, a mirror, some make-up and my digital camera. I sometimes take my charger too, but I haven't got it with me today!

Unit 6, Lesson 6.6, Track 6.05, Page 73, Exercise 1

Mira Can we have the bill, please?
Hanna It's OK, Grandma. I'd like to pay for this.
M Hang on! What did you just do? Did you pay by bank card?
H No, I didn't. I paid with my watch, but sometimes I pay with my phone.
M Really?
H How did you pay for things when you were young? Did you use cash?
M Yes, I did. I didn't have a phone then. And a watch was for telling the time!

Unit 6, Lesson 6.7, Track 6.06, Page 74, Exercise 3

Friend What a fantastic photo!
Petra I know. I found it in a cupboard in the living room last week. It's my great-grandparents, Tom and Edith, on their wedding day. And look! It says 'London, 17 June 1946' on the back.

Unit 6, Lesson 6.7, Track 6.07, Page 74, Exercises 5 and 6

Friend Do you know much about Tom and Edith?
Petra I do now! I chatted to my grandfather, Billy, on the phone and he told me some interesting things. He was born in London in 1947 and he said life wasn't easy for them in the 1950s. So, his parents decided to start a new life in Australia.
F Really?
P Yeah, according to Billy, it wasn't unusual. More than 1 million British people went to Australia in the fifties and sixties to find a better life. They travelled by boat, and Billy remembers it well. They left the UK in September 1958 and arrived in Australia six weeks later.
F Was it expensive?
P Well, I went online and found out that it usually cost £120 to travel there by ship. But, for people like Tom and Edith, who wanted to go and live in Australia, it only cost £10 each!
F That's amazing!
P Anyway, Billy said the family loved their new life in Australia. It was warmer and they had more money. When Billy was thirteen, he bought a camera – not a digital camera like people have today – and he started taking photos. He was talented and became a photographer when he finished school. He didn't stay in Australia all his life. He came back to the UK in 1980.

Unit 6, Lesson 6.8, Track 6.08, Page 75, Exercise 2

Assistant Hello. How can I help you?
Customer I'm looking for some new Bluetooth headphones.
A Well, RH100s are excellent and they're comfortable to wear.

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C Have you got anything smaller?
A These are the smallest ones we've got. You wear them in your ear.
C How much are they?
A They cost £49.99, and the RH100s cost £289.00.
C I'd like the cheaper ones, please.
A Certainly. How would you like to pay?
C Can I pay by card, please?
A Sure. That's £49.99.
C There you are.
A Thanks. Do you want a bag?
C No, thanks. Bye.
A Bye.

Unit 6, Lesson 6.8, Track 6.09, Page 75, Exercise 4

1 ninety-nine pence
2 seventy pounds ninety-nine
3 fifteen p
4 sixteen pounds
5 nine ninety-nine
6 two hundred and twenty-six pounds

Unit 6, Lesson 6.8, Track 6.10, Page 75, Exercise 5

1 How can I help you?
2 Have you got anything cheaper?
3 How much is it?
4 How would you like to pay?
5 Can I pay in cash?
6 Do you want a bag?

Unit 7, Lesson 7.1, Track 7.01, Page 80, Exercise 1b

Callum You know the big dreams you had when you were younger about what life is like as a teenager?
Zara You mean dreams that don't always become true?
C Yeah, I guess. But all kids dream about what they're going to be like when they're older. And we often think that life is going to be totally AMAZING. But that's not always true. So, what is it really like to be sixteen or seventeen? Well, we are, and it's not so exciting!
Z As a kid, my dreams were big! I thought that teenagers spent all their time with their friends, going out. But in real life, it isn't like that at all. When I'm not at school or exercising … I'm at the library studying so I can go to college and then go to university! While I'm there, I often start dreaming about how I'm going to share a house with other students, learn to cook … get a degree in business and work for an international company! I want to become a top manager! It's good to dream big, right?!
C When I was younger, I thought that all YouTubers immediately became rich. At fourteen, I wanted to earn a lot of money from my videos. I told everyone, 'I'm going to be a millionaire by the time I'm sixteen. I'm going to have an expensive car and a driver … and I'm going to become famous!' But in reality, my first video got 25 likes and I'm not famous at all! Not yet anyway! Now I'm a bit more realistic. I'm working hard to save money for university. I want to go to drama school and become an actor. Oh, and I want to learn to drive. I'm not going to get a driver any time soon!
Z We had very big dreams as kids, but I think that's a good thing! Sure, not all our dreams came true, but we're still young.
C And we've got an awesome vlog and we make some money from it. I think we're living the dream!
Z Yeah, me too! What about you? Why don't you share some of your dreams with us?
C And please give us a like or a comment so we can keep dreaming big! See you guys soon!
Z Bye!

Unit 7, Lesson 7.3, Track 7.02, Page 82, Exercise 3

Kevin Lara. Lara!
Lara Oh, hi Kevin. Sorry! I'm just trying to think of ways to earn some money.
Gina Are you going to buy a new laptop or something?
L No, I'm not, Gina. I know my laptop's old, but it works perfectly. I'm not going to get a new one any time soon!
Dan So, why do you want to save money, then?
L For drama school, Dan. It's really expensive, but it's my dream to become an actor.
K One way to earn money is to give lessons at weekends. What about technology lessons?
L I'm not a computer expert like you, Kevin.
K You don't need to design websites, Lara. Just show people how to do some things online!
G You know, my brother earns money buying and selling old devices. It's good for him because he wants to do a degree in business.
L Hmm, I'm not sure about that, Gina.
D I know! Why not become a YouTuber? You can make really cool videos. YouTubers earn a lot of money when they get thousands of likes.
L That isn't a bad idea, Dan!
G Dream big, Lara! You're going to become famous before you even go to drama school!
K Oh no! We've got maths now.

Unit 7, Lesson 7.4, Track 7.03, Page 83, Exercise 5

1
Speaker 1 Hello. Today, I'm going to talk to you about three devices I can't live without. First, I'm going to show you this – my laptop. I chose this as my device because …
2
Speaker 2 Um … er … Good afternoon. … er … I … um … wanted to … um … talk about … er … my … um … plans for … um … the future … er
3
Speaker 3 Hello, I want to talk to you about these two pictures because I think they're interesting. In the first one, you can see a tour guide in the square in …
4
Speaker 4 Good morning, everybody. I'm not sure what I'm going to talk about today. Maybe I'll talk about my holiday last summer. I've got some photos here on my phone …
5
Speaker 5 Hello, everybody. Today, I'm going to talk to you about my dream house. I hope you think it's interesting. First, I'm going to tell you where my house is going to be …

Unit 7, Lesson 7.5, Track 7.04, Page 84, Exercise 5

1 /ə/ business, manager, picture, pilot
2 /ɜː/ earn, journalist, person, work

Unit 7, Lesson 7.6, Track 7.05, Page 85, Exercise 4

A Let's listen to this podcast about dream jobs. I think it'll be interesting.
B No, it won't. It sounds boring! And I know what my dream job is – to be a lawyer.
A Really? How long will that take you?
B About six years. I won't be a lawyer any time soon!
A Well, I don't think I'll go to university immediately after finishing school.
B Will you go travelling first?
A Yes, I will. And I think I'll work as a guide somewhere, like in New Zealand!

Unit 7, Lesson 7.7, Track 7.06, Page 86, Exercise 4

Interviewer What skills do you need to have to invent things?
Leon You need to be good at imagining new ways to do things.
I Where do your ideas come from?
L When I see problems around me, I want to solve them. At the moment, I'm designing a device to make

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visiting hospitals more fun for young children like my brother Max – he's got problems with his health.
I How will people find out about your project?
L I'm going to enter it in The Big Bang Competition next year. It's for young people aged 11–18 across the UK with a STEM project. That's science, technology, engineering or maths.
I Do you think you'll win?
L I always dream big, so I hope I'll become the Young Engineer of the Year!
I Are there any young people you admire?
L Elif Bilgin from Turkey. She was only sixteen when she created a way to use banana skins to make a type of plastic. This plastic is better for the natural world than traditional plastic. This could help solve the problem of plastic pollution.
I What about your future?
L I'll get a degree from a top university, like Imperial College London. I hope I'll work for the United Nations one day. I want to help solve problems around the world. And I'll never stop designing things!

Unit 7, Lesson 7.8, Track 7.07, Page 87, Exercise 3

Teacher I'd like you to compare two of the photos and say what's good about doing these activities.
Patrik I'm going to talk about these two photos. In the first photo, I can see some students. They're in a science class and they're doing an experiment. In the second photo, there's one student and she's studying in the school library. She's using books and a laptop, so she's probably doing her homework or doing some research. Both photos show students working. The first photo shows students working together, but the second one shows someone working on her own. In my opinion, both activities are good. It's good to work in a team and solve problems together. It's also good to work alone. I think you can work faster like this.

Unit 7, Lesson 7.11, Track 7.08, Page 90, Exercise 2

Harry Hey, Marie. Are you going to go to the careers event at school next month? Originally it was on Friday and Saturday, but now I think it's just on Saturday.
Marie Oh yeah. That's right. My drama teacher told me about it.
H Who are you going to go with?
M Well, I asked my friend Pria, but she's busy, so my sister's going to come. She's younger than me, but she's interested in drama too.
H Is that what you're going to study at university, drama?
M Yeah, well, I'm going to go to a drama school in London. I want to be an actor.
H Film?
M Actually, I saw some amazing street theatre at the Edinburgh Festival last summer. I want to do something like that. How about you? Do you know what you're going to do?
H Not really.
M What subjects do you like best?
H Well … I like chemistry, but I don't think I want to study that at university. I mean I don't want to be a doctor or anything. I think I'll get a job for a year and decide after that.
M That's a good idea. You can save some money. I want to do that, but I'm so busy with the school play. I'm going to look for a job next summer. I'll probably work in a supermarket or something. My friend worked there last year before she went to Spain. Then she worked as a guide.
H That sounds good. I'd like to do something like that. Will she be at the careers event too? It would be good to chat to her.
M Yeah, I think she'll probably be there, but I could phone her later and ask. Then you can talk to her there.
H Thanks Marie, that's great!
M Fantastic! I'll call you later, too.

Unit 8, Lesson 8.1, Track 8.01, Page 92, Exercise 1b

Callum Hi all. Another school year is almost over, and our summer holidays are going to start very soon! But where to go?
Zara We asked two other vloggers, called Dan and Lily. They are brother and sister, like us.
C They've travelled to all kinds of exciting places and today they're going to tell us a bit about their favourite holidays and city breaks.
Z So, over to you, Dan and Lily!
Lily Hey guys! That's right, we love talking about travel!
Dan So, here are our favourite places! My favourite was our holiday to Buenos Aires. It. Was. Incredible! Apart from the journey, that is. We went there by plane and the flight was over thirteen hours! Ugh! But when we got there, everything was amazing! Buenos Aires has got excellent public transport, including an underground system, trams and buses that run from early in the morning until late at night. So, it's really easy to see all the sights! We also went on this brilliant walking tour where we saw areas like La Boca. We saw the famous football stadium. And then we went to Palermo. There were lots of fantastic shops and restaurants. And all this on foot! For four hours! I was so hungry. I ate lots of empanadas. I needed the energy! They were delicious!
L OK, now it's my turn! We have visited a lot of places in Europe on city breaks too. Places like Paris, Berlin and Vienna. Actually, when we were in Vienna, we also went on a day trip to Bratislava, the capital of Slovakia. It's a really easy journey and you can go by car, coach or train. But we chose a boat trip down the river Danube. OK, it was the slowest form of transport, but it was also the most beautiful journey. Once we arrived in the city, we went by taxi to the Kamzik TV tower. That was one of my favourite experiences of the whole trip. It's nearly 200 metres high and it's on a hill so it's got amazing views. On a good day, you can even see the Czech Republic, Austria and Hungary too!
D Yeah, that was a great trip!
Z Thanks, Dan and Lily! Those cities sound amazing! I haven't been to any of them, but now I really want to go! What about you, Callum? What's your favourite city?
C Er … Edinburgh. Of course. It's the best city in the world! But now we want to hear all about your favourite city breaks! Where do you think we should go?
Z That's right! Tell us where you've been, or give us your suggestions in the comments. But that's it from us, so see you next time!
C Bye!

Unit 8, Lesson 8.3, Track 8.02, Page 94, Exercise 3

Adam I love getting around my home town by motorbike. It's more fun than driving a car. And I've always wanted to have a big adventure before I go to university. That's why I decided to get on a motorbike and do an exciting trip across the USA on Route 66. I've seen this famous road in films and read about it in books. It

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starts in Chicago and finishes in Los Angeles – 2,400 miles away! I flew from London to Chicago at the beginning of July. Chicago's an interesting city, so I spent three days looking around the sights. Then, early one morning, I got a motorbike and set off alone on Route 66! Some people try to do the journey as quickly as possible, but I wanted to do it slowly. There are some incredible views to stop and look at. It was fun driving the motorbike every day, but I was happy to get off it every evening and check into a motel for the night. Anyway, here I am in Los Angeles on the other side of the country. I've been through eight different states and driven through all kinds of weather. The journey has taken me nineteen days and, amazingly, the motorbike hasn't broken down once! So, where to go now? Home, I guess! I don't really want my adventure to finish, but it's time to go back to the UK. In fact, my flight takes off in three hours!

Unit 8, Lesson 8.5, Track 8.03, Page 96, Exercise 6

1 Did you pay for the tram?
2 We're travelling by train.
3 I stayed on a campsite.
4 Let's pack for the holiday!
5 Look! That's our plane.

Unit 8, Lesson 8.6, Track 8.04, Page 97, Exercise 1

Karl Have you ever eaten Indonesian food?
Max No, I haven't. I've never been to Indonesia. What about you?
K I haven't been to Indonesia, but I've eaten an Indonesian rice dish called nasi goreng. My dad cooks it.
M Really? Has he ever been to Indonesia?
K Yes, he has. He's travelled a lot.
M Which countries has he visited?
K I don't know exactly – but more than 20!

Unit 8, Lesson 8.6, Track 8.05, Page 97, Exercise 4

A Have you ever been camping?
B Yes, I have. I really like it. What about you?
A No, I haven't, but my sister is camping now!
B Where has she gone?
A To a big music festival.
B Wow! Has she ever been before?
A No, she hasn't – and it's the first time she's slept in a tent too!

Unit 8, Lesson 8.7, Track 8.06, Page 98, Exercise 4

Presenter Ellie, a young travel photographer, tells her story.
Ellie Taking photos hasn't always been my dream. As a child, my hobby was drawing, and I actually wanted to be a fashion designer. Then, when I was fourteen, a travel photographer gave a presentation at my school. I found his photos beautiful, so I started taking photos with my mum's camera. People thought my pictures were great. So I soon realised that it was more than just a hobby. I saved money for a really good digital camera and I had some photography lessons. A friend designed a website for me, so now people can see my work online.
You need to be a certain character to be a good travel photographer. I've always been patient and it helps when you're waiting for the 'right' photo. It also helps to be brave, so you can discover places far from all-inclusive resorts!
Travel photography is a bit like an adventure holiday. In Tenerife, for example, I've packed water, suncream and my camera and gone on foot to the top of a volcano! The views of the Canary Islands from the top of Mount Teide were incredible.
Being a travel photographer is important for different reasons. It's a way to see the world and explore different cultures and traditions. I want my photos to educate people. I want them to be a window on the world.

Unit 8, Lesson 8.8, Track 8.07, Page 99, Exercise 3

Reception Castle Guest House. Can I help you?
Customer Hello. We're looking for a place to stay in Edinburgh. I'd like some information about the Castle Guest House
R Certainly. What would you like to know?
C Where exactly are you in Edinburgh?
R We're in the Old Town, not far from all the sights. You can go everywhere on foot.
C How far is it from the airport?
R It's really easy to get here from the airport. There's a tram every fifteen minutes and the journey takes half an hour.
C How much is a room with twin beds?
R It's £55 a night.
C Have you got any rooms free on 6 July for three nights?
R Yes, we have.
C OK. Do you arrange tours?
R No, we don't. But you can book tours at the tourist office near the guest house.
C Great. Thanks for your help.

Unit 8, Lesson 8.8, Track 8.08, Page 99, Exercise 6

1 I've been to Edinburgh twice.
2 Trains leave every half an hour.
3 The journey takes about twenty minutes.
4 There's a single room available.
5 A double room costs £50.
6 We're coming on June 9.

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