OXFORD
UNIVERSITY PRESS

LIFE VISION

Teacher's Guide

A2/B1

Pre-Intermediate

Sue Merifield

OXFORD
UNIVERSITY PRESS

Great Clarendon Street, Oxford, OX2 6DP, United Kingdom

Oxford University Press is a department of the University of Oxford. It furthers the University's objective of excellence in research, scholarship, and education by publishing worldwide. Oxford is a registered trade mark of Oxford University Press in the UK and in certain other countries

© Oxford University Press 2022

The moral rights of the author have been asserted

First published in 2022
2026 2025 2024 2023 2022
10 9 8 7 6 5 4 3 2 1

No unauthorized photocopying

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, without the prior permission in writing of Oxford University Press, or as expressly permitted by law, by licence or under terms agreed with the appropriate reprographics rights organization. Enquiries concerning reproduction outside the scope of the above should be sent to the ELT Rights Department, Oxford University Press, at the address above

You must not circulate this work in any other form and you must impose this same condition on any acquirer

Links to third party websites are provided by Oxford in good faith and for information only. Oxford disclaims any responsibility for the materials contained in any third party website referenced in this work

ISBN: 978 0 19 406314 2 Teacher Guide Pack Component

Printed in China

This book is printed on paper from certified and well-managed sources

Contents

Student Book contents	4
Course overview	6
Introducing *Life Vision*	8
Key features of this course	8
Course assessment	12
Methodology support	13
Unit walkthrough	14
Unit teaching notes	26
Culture lesson notes	166
Student's Book audio and video scripts	174
Workbook answer key	187
Workbook audio scripts	205

CONTENTS

INTRODUCTION p.4	LESSON 0.1	LESSON 0.2	LESSON 0.3	LESSON 0.4
	Vocabulary: Appearances **Grammar:** Present tenses	**Vocabulary:** Art and culture **Grammar:** Present perfect	**Vocabulary:** Cities and the countryside **Grammar:** Articles	**Vocabulary:** High streets **Grammar:** *There was / There were*

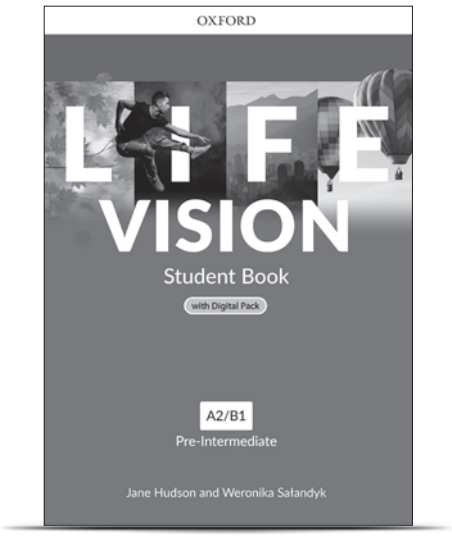
UNIT	VOCABULARY 1	GRAMMAR 1	READING Ⓡ / LISTENING Ⓛ	GLOBAL SKILLS
1 **Going places** p.8	**A day out** **Vocabulary:** A day out ▶ Vlog	**Past simple** ▶ Grammar animation **Pronunciation:** regular past simple forms	Ⓡ **Holidays: past and present** **Strategy:** Finding specific information **Vocabulary:** Holidays in the past	**Managing your time** **Vocabulary:** A day out
	Review p.18 **Exam skills** p.19: **Reading** *Missing sentences*; **Speaking** *Questions about holidays*			
2 **Home sweet home** p.22	**Jobs around the house** **Vocabulary:** Housework ▶ Vlog	**Past continuous** ▶ Grammar animation	Ⓛ **A change for the better?** **Strategy:** Understanding a speaker's purpose	**Being a good neighbour** **Vocabulary:** Adjectives to describe feelings
	Review p.32 **Exam skills** p.33: **Listening** *Summary completion*; **Use of English** *Multiple-choice cloze*;			
3 **Staying healthy** p.34	**Healthy lifestyles** **Vocabulary:** Food ▶ Vlog	**Quantifiers** ▶ Grammar animation	Ⓛ **Good for you! Good for all of us?** **Strategy:** Distinguishing fact from opinion	**Developing healthy habits** **Vocabulary:** Changing habits
	Review p.44 **Exam skills** p.45: **Reading** *True or false*; **Speaking** *Picture-based discussion*			
4 **The world around us** p.48	**Weather** **Vocabulary:** Weather ▶ Vlog	**Comparatives, *as...as*** ▶ Grammar animation	Ⓡ **Getting water** **Strategy:** Previewing: focusing on title, photos and general knowledge **Vocabulary:** Getting water	**Solving problems** **Vocabulary:** Problems
	Review p.58 **Exam skills** p.59: **Listening** *True, false or doesn't say*; **Use of English** *Missing words*;			
5 **Time for school** p.60	**Talking about school** **Vocabulary:** School and education ▶ Vlog	**Future tenses** ▶ Grammar animation	Ⓛ **Schools of the future** **Strategy:** Taking notes	**Being an autonomous learner** **Vocabulary:** What makes a good learner
	Review p.70 **Exam skills** p.71: **Reading** *Multiple matching*; **Speaking** *Picture comparison*			
6 **Living your own life** p.74	**Life experiences** **Vocabulary:** Life experiences **Pronunciation:** Two-syllable word stress ▶ Vlog	**Present perfect** ▶ Grammar animation	Ⓡ **Becoming an adult** **Strategy:** Identifying audience **Vocabulary:** Ceremonies	**Understanding the customs of other cultures** **Vocabulary:** Cultural differences
	Review p.84 **Exam skills** p.85: **Listening** *Multiple-choice*; **Use of English** *Word formation*; **Writing** *An email*			
7 **Out of this world** p.86	**Space exploration** **Vocabulary:** Life in space ▶ Vlog	**Second conditional** ▶ Grammar animation	Ⓛ **The rise and fall of Mars One** **Strategy:** Distinguishing different speakers	**Successful teamwork** **Vocabulary:** What makes a good team member
	Review p.96 **Exam skills** p.97: **Reading** *Multiple choice short texts*; **Speaking** *Roleplay*			
8 **Making money** p.100	**Summer jobs** **Vocabulary:** Jobs ▶ Vlog	**Past perfect** ▶ Grammar animation	Ⓛ **Jobs of the past** **Strategy:** Use visual clues to help understanding	**Working to your strengths** **Vocabulary:** Personal strengths **Pronunciation:** The schwa sound /ə/
	Review p.110 **Exam skills** p.111: **Listening** *Multiple matching*; **Use of English** *Open cloze*; **Writing** *An article*			

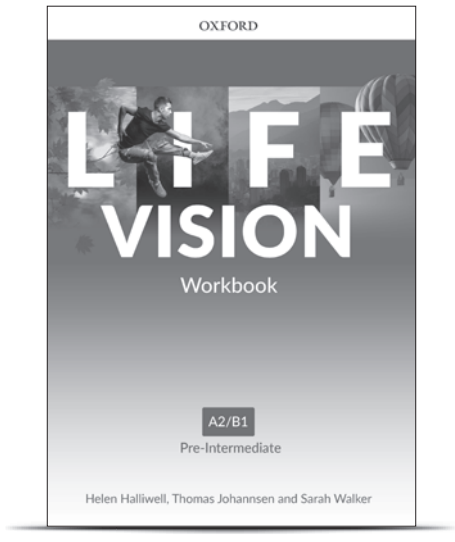
VOCABULARY BOOSTER p.112
GRAMMAR BOOSTER p.128
IRREGULAR VERBS LIST p.148

VOCABULARY 2	GRAMMAR 2	READING ® / LISTENING Ⓛ	SPEAKING	WRITING
Getting from A to B **Vocabulary:** Travel and transport	**Past simple subject and object questions** ▶ Grammar animation	Ⓛ **The Greatest Adventure in the World** **Strategy:** Listening for gist	**Talking about your weekend** **Strategy:** Maintaining a conversation **Phrasebook:** Maintaining a conversation **Pronunciation:** Intonation	**A description of an attraction** **Strategy:** Using vocabulary to make your writing more interesting
Vision 360 p.20				
Traditional homes **Vocabulary:** Homes and houses	**Past simple vs past continuous** ▶ Grammar animation **Pronunciation:** *was* and *were*	® **Neighbourhood apps** **Strategy:** Reading a text quickly for general idea **Vocabulary:** Phrasal verbs	**Polite requests** **Strategy:** Using the correct register **Phrasebook:** Requests	**A short forum post** **Strategy:** Choosing the right tense **Language focus:** Sequencing expressions
Writing *A story* ▶ **Documentary** *Homes on wheels*				
Sport and fitness **Vocabulary:** Sport words with *play*, *go* and *do*	**Modals of obligation** ▶ Grammar animation	® **Let's walk** **Strategy:** Predicting from subheadings **Vocabulary:** Why people go walking	**Asking for and giving advice** **Strategy:** Using collocations **Phrasebook:** Asking for and giving advice **Pronunciation:** /ʊ/ and /u:/ sound	**An opinion blog** **Strategy:** Expanding on main points
Vision 360 p.46				
Are you ready for the next disaster? **Vocabulary:** Natural disasters	**Superlatives; *too* and *enough*** ▶ Grammar animation	Ⓛ **What do cities smell like?** **Strategy:** Identifying key words to understand the topic	**Talking about good and bad news** **Strategy:** Sentence stress **Phrasebook:** Reacting to news	**A reply to an online post** **Strategy:** Using pronouns to avoid repetition
Writing *A reply to a blog post* ▶ **Documentary** *Storm chasers*				
After-school **Vocabulary:** After-school activities	**Zero and first conditionals** ▶ Grammar animation	® **What's the best way to learn?** **Strategy:** Guessing meaning from context **Vocabulary:** Learning styles	**What shall we do this afternoon?** **Strategy:** Learning set phrases **Phrasebook:** Suggestions **Pronunciation:** Intonation in questions	**A 'for and against' blog post** **Strategy:** Using linkers of contrast
Vision 360 p.72				
Getting together **Vocabulary:** Life stages	**Present perfect vs past simple** ▶ Grammar animation	Ⓛ **Side by side** **Strategy:** Understanding the main idea	**Describing a family photo** **Strategy:** Make notes for monologue tasks **Phrasebook:** Describing a photo	**An informal email: giving news** **Strategy:** Using appropriate tenses **Phrasebook:** Phrases for informal emails
▶ **Documentary** *Welcome refugees*				
What a great idea! **Vocabulary:** Inventions	**Present and past simple passive** ▶ Grammar animation	® **Space scientists: past and present** **Strategy:** Recognising and understanding paraphrasing **Vocabulary:** Adverbs	**Talking about how things work** **Strategy:** Using imperatives **Phrasebook:** Instructions	**A report to make a recommendations** **Strategy:** Writing headings **Phrasebook:** Paragraphing reports
Vision 360 p.98				
I'll do it later ... **Vocabulary:** Phrasal verbs	**Reported speech** ▶ Grammar animation	® **Dream job** **Strategy:** Recognising purpose **Vocabulary:** Unusual jobs	**Comparing photos** **Strategy:** Paraphrasing unknown words **Phrasebook:** Conversation fillers; Comparing photos	**An application email for a summer job** **Strategy:** Selecting appropriate vocabulary for the context
▶ **Documentary** *Ant man*				

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

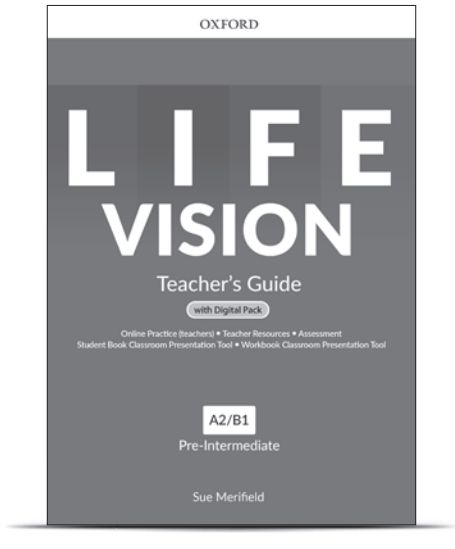
Workbook

- 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



Digital components
on Oxford English Hub

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

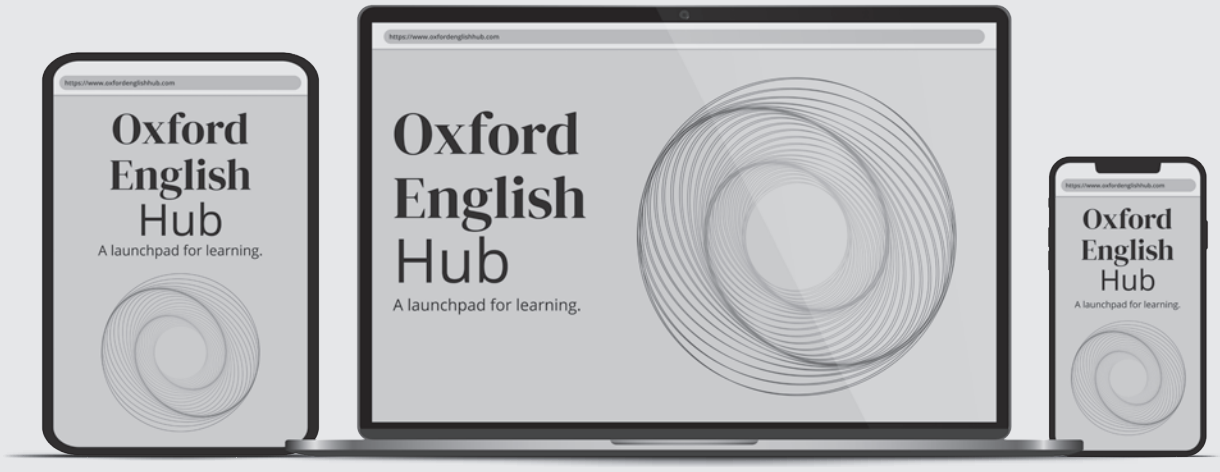
FOR STUDENTS

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
- 60 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

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*.

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.

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.

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 intentions (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*.

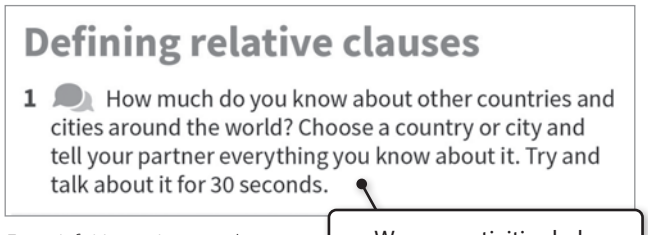
Diagnostics

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 intentions

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

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

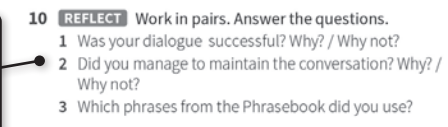
The learning intention for each lesson is clearly indicated.



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.

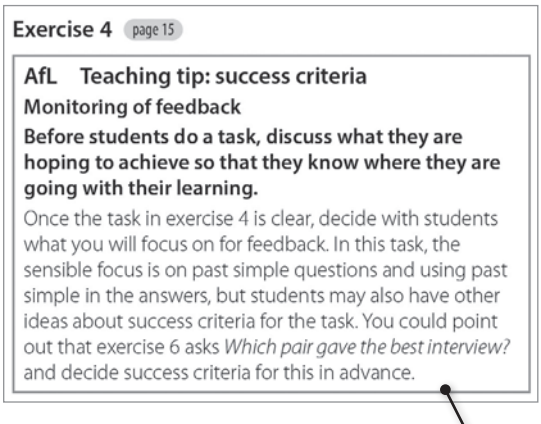
Student Book reflection activity: students self-assess against the learning intentions.


10 REFLECT Work in pairs. Answer the questions.
1 Was your dialogue successful? Why? / Why not?
2 Did you manage to maintain the conversation? Why? / Why not?
3 Which phrases from the Phrasebook did you use?

From Life Vision, Pre-intermediate level, Student Book

Success criteria

In order for students to make sense of learning intentions, 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 intentions and diagnostics.


Exercise 4 page 15

AfL Teaching tip: success criteria

Monitoring of feedback

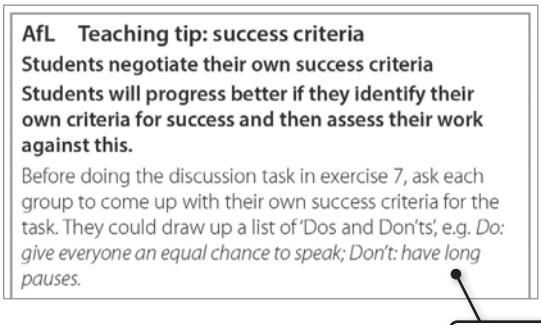
Before students do a task, discuss what they are hoping to achieve so that they know where they are going with their learning.

Once the task in exercise 4 is clear, decide with students what you will focus on for feedback. In this task, the sensible focus is on past simple questions and using past simple in the answers, but students may also have other ideas about success criteria for the task. You could point out that exercise 6 asks *Which pair gave the best interview?* and decide success criteria for this in advance.

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.


AfL Teaching tip: success criteria

Students negotiate their own success criteria

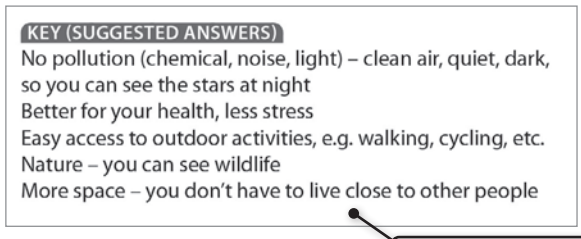
Students will progress better if they identify their own criteria for success and then assess their work against this.

Before doing the discussion task in exercise 7, ask each group to come up with their own success criteria for the task. They could draw up a list of 'Dos and Don'ts', e.g. *Do: give everyone an equal chance to speak; Don't: have long pauses.*

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.


KEY (SUGGESTED ANSWERS)
No pollution (chemical, noise, light) – clean air, quiet, dark, so you can see the stars at night
Better for your health, less stress
Easy access to outdoor activities, e.g. walking, cycling, etc.
Nature – you can see wildlife
More space – you don't have to live close to other people

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 learning 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,

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

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

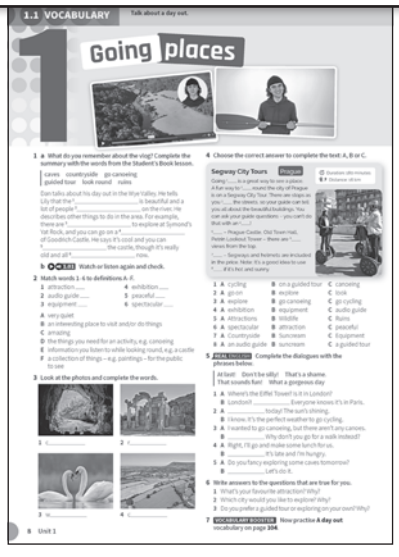


YouTube style vlog presents vocabulary and grammar

Think & share – accessible approach to critical thinking

Mediation activity for focused communication practice

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





Vocabulary booster reference and exercises

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

1.2 GRAMMAR — Use the past simple to talk about holidays.

Past simple

1 Read Dan's chat with his friend Luke. Why did Luke not go canoeing with Dan?

Luke

Hi Dan! How was canoeing? Sorry I A couldn't come.

Me too! It B was fun! There C weren't many people on the rock, so we B saw some peregrine falcons.

Great! What about the castle?

We E didn't have time to look round. How was your weekend?

OK. We F visited my cousins in Scotland. Please send me photos of canoeing!

2 Read the grammar rules. Then match the underlined verbs in Dan's chat (A–F) to the grammar rules (1–5).

Past simple: affirmative and negative

Grammar animation

We use the past simple to talk about finished actions that happened once, or more than once, in the past.

1 We form the affirmative past simple form of **regular verbs** with base form + *-ed*, e.g. *want – wanted*.
2 **Irregular verbs** have irregular past simple forms, e.g. *eat – ate*. See the irregular verbs list on page 148.
3 The past simple forms of ***be*** and ***can*** are also irregular: *be – was / were, can – could*.
4 We form the negative past simple form of **regular** and **irregular** verbs with *didn't* + base form, e.g. *didn't go*.
5 The negative past simple form of ***be*** and ***can*** is irregular: *be – wasn't / weren't, can – couldn't*.

GRAMMAR BOOSTER P132

3 Complete the sentences with the correct past simple form of the verbs below.

cry go have look meet not be (x2)
not can not go out not like not pass
play see sit stop study

1 My parents _____ at home, so I _____ a party!
2 We _____ surfing, but I _____ stand up on the board.
3 I _____ a friend, and we _____ football.
4 We _____ a film, and I _____ at the end.
5 Iris _____ all weekend because she _____ very well.
6 We _____ round an art exhibition, but I _____ it.
7 Scott _____ for the exam, but he _____ it.
8 They _____ by a river and _____ down under a tree.

4 PRONUNCIATION How are the regular past simple forms below pronounced? Write them in the correct column. When do we pronounce *-ed* as an extra syllable?

laughed looked needed played started
stopped waited walked wanted watched

One syllable	Two syllables

5 1.04 Listen and check your answers in Ex 4. Then listen and repeat the past simple forms.

6 1.05 Listen to a phone conversation between Beth and Mia, about Mia's day trip to Sydney, Australia. Tick (✓) the things she did and cross (✗) the things she didn't do.

1 go up Sydney Tower ___
2 go shopping on Market Street ___
3 look round the art gallery ___
4 explore the Royal Botanic Gardens ___
5 have lunch at Sydney Harbour ___
6 go on a guided tour of the Opera House ___
7 take a boat around the Harbour ___
8 visit the zoo ___

7 Work in pairs. Use your answers in Ex 6 to say affirmative or negative past simple sentences about Mia's day trip.

Mia went up Sydney Tower. She ...

8 Imagine you went on a day trip to New York. Choose activities from the list below and complete the email. Use the correct past simple form of the verbs.

explore Central Park — go on a tour of the Statue of Liberty
go into the library — go up the Empire State Building
look round the MoMA — have a burger at Shake Shack
see a Broadway show — visit Grand Central Station
visit Times Square — walk across the Brooklyn Bridge

Hi!
Just to tell you about my trip to New York!
First, we [+] ... .
We ... [–] because ...
Next, we [+] ... .
After that, we [+] ... .
We ... [–] because ...
After lunch, we [+] ... .
We ... [–] because ... .
Finally, we [+] ... .
Next time, why don't you come with us?!

9 Work in pairs. Imagine you are just back from a day trip to an amazing city. Choose a city that you know. Write sentences about what you did. Then tell another pair about your trip. Remember to use the past simple.





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

Find specific information in an article about holidays in the past. **1.3 READING**

Holidays: past and present

1 Look at the photos of places to go on holiday. What is the attraction of each place?



Florence, Italy | Egypt, North Africa | Benidorm, Spain | Thornbury Castle, UK

2 1.06 Read the article. Compare your answers in Ex 1. Match photos A–D to paragraphs 1–4.

Holidays through history

1 Where it all began

The Romans were the first people who thought about leaving their homes to go travelling for fun. There was peace during the Roman Empire (27 BC to 476 AD), so Romans with money – and **leisure** time – went on holiday for as long as two years! The Empire contained parts of North Africa and West Asia, as well as Western Europe, so people could travel a long way without crossing a **border**. Travellers needed a place to eat and sleep, so inns and restaurants opened, where they could spend the night or have a meal.

2 A royal holiday

In 15th-century England, it was mainly kings and queens who went on holiday. They usually took about a thousand people with them – Henry VIII once took four thousand! Their **destination** was the country house of a 'friend' of the royal family, where they stayed from one night to a few weeks. In total, they were away for about a month. These holidays happened twice a year: once in summer, to **escape** the heat of the city, and again in winter, so that they didn't get bored in the palace.

3 The Grand Tour

In the middle of the 17th century, the sons of rich families in Western Europe began spending time **abroad** to complete their education. This trip was called the Grand Tour, and the idea was to experience different cultures and learn foreign languages. The first tours lasted up to three and a half years, but later tours were usually 'only' two years long. The young men visited, among other countries, France and Italy because of their famous artists and works of art. Later, rich young women also began going on a Grand Tour, but an older family member always went with them.

4 Mass tourism

During the Industrial Revolution, travel became easier because there were new forms of transport, such as the train. In the 1840s, the businessman Thomas Cook began arranging trips that included travel, food and hotels, but these were still for the rich. The invention of the plane in the 1900s made it quicker to travel long distances, but the first flights were expensive. In the 1960s, flights became cheaper, and companies began offering trips to the Mediterranean that ordinary people could **afford**. Today, these holidays are still popular, but many tourists prefer to travel further away, to places like Machu Picchu in Peru.

STRATEGY Finding specific information

When you want to find specific information in a text, you don't need to read every word. First, read the question and decide what information you need. Then read the text quickly to find the information. Remember, the words in the text will probably be different from the words in the question.

3 Read the strategy. Then read the article again and answer the questions.

1 What made it possible for rich Romans to start travelling?
2 What was the effect of their travels?
3 How long were each of the king's or queen's holidays?
4 Why did they need a break from the city?
5 How did the Grand Tour change over time?
6 What did young people do while they were away?
7 What affected travel most in the 19th and 20th centuries?
8 What kind of holidays do people look for today?

4 **VOCABULARY** Match the **bold** words in the article to the definitions.

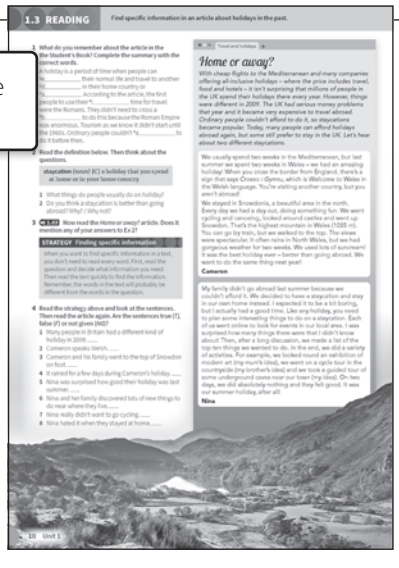
1 the line that divides two countries _____
2 have enough money to be able to buy something _____
3 free time when you don't have to work or study _____
4 in or to another country _____
5 a place where somebody is going _____
6 get free or away from a place _____

5 **THINK & SHARE** Discuss in pairs.

1 How do you usually spend your holidays?
2 How do you think your parents spent their holidays when they were your age?
3 Imagine you can travel through time. Choose a period in the article. How do you spend your holidays?

inn (*n*) a place where you could have a meal and stay the night
the Mediterranean (*n*) the countries next to the Mediterranean Sea, e.g. Spain, Italy and Greece

Unit 1 11



Further practice in Workbook

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

OxELF strategy in all skills lessons, with activation exercise

Thought-provoking topics that capture students' interest

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

All vocabulary exercises flagged

'Googleable' texts

1.4 GLOBAL SKILLS — Discuss and plan a day out.

Managing your time

1 Read the definition. Then look at the example itinerary and answer the questions.

itinerary /aɪˈtɪnərəri/ *(n)* [C] a plan of a journey, including the route and the places that you will visit

1 Where is the group planning to go?
2 How are they planning to get there?
3 What activities are they planning to do?
4 How long are they planning to spend there?

Trip to Edinburgh

Time	Activity
9.00 a.m.	Meet on station **platform**
9.24 a.m.	Train **departs** for Edinburgh
10.31 a.m.	**Arrival** in Edinburgh
10.50 a.m.	Look round Edinburgh Castle (buy tickets online **in advance**)
12.45 p.m.	Lunch (Luna to **make a reservation**)
2.15 p.m.	Sightseeing **cruise**: The Maid of Forth
4.25 p.m.	Go shopping on the Royal Mile
6.05 p.m.	Train leaves Edinburgh

2 VOCABULARY Match the **bold** words and phrases in the itinerary to the definitions.

1 ask someone to keep something for you, e.g. a table _____
2 leaves a place, especially to start a trip _____
3 before something happens _____
4 a journey on water, visiting several different places _____
5 the place where you get on and off the train _____
6 the act of coming to a place _____

3 1.07 Read *Things to do in Cardiff*. Then listen to a phone conversation between Ruby and her mum about Ruby's day trip to Cardiff. Number the activities in the order you hear them.

THINGS TO DO IN CARDIFF


Explore this ancient castle and discover 2,000 years of Welsh history.


Learn how to bodyboard at the Cardiff International White Water Centre.


You have 60 minutes to get out of the room at Cardiff Escape Rooms.


Have lunch at Viva Brazil and try fourteen different kinds of meat.


Experience the Bay Blast: an exciting fifteen-minute ride on a high-speed boat.


Go on a guided tour of the Principality Stadium, home of Welsh rugby.

4 1.07 Listen again and answer the questions.

1 Which activity did Ruby and her friends do?
2 Why didn't Ruby and her friends do the other activities? Complete the sentences.
A There was a _____.
B There weren't any _____.
C They didn't _____.
D It was too _____.
E It was too _____.
3 What can you do to avoid the problems in 2?

5 Read the advice on how to plan an itinerary. What did Ruby and her friends **not** do? For each problem (A–E) in Ex 4, find the piece of advice they needed to follow.

How to plan an itinerary for a day trip

An itinerary will help you use your time well so that you have a successful day out.

1. Research opening times and prices of activities.
2. Find the places on a map, and plan the best order to do them in.
3. Agree how much money you want to spend.
4. Buy tickets online in advance for popular activities.
5. Make a reservation for specific restaurants.

6 Work in pairs. Think of at least one more piece of advice to add to the advice in Ex 5. Use the ideas below or your own ideas.

how long | meeting place | transport | which activities

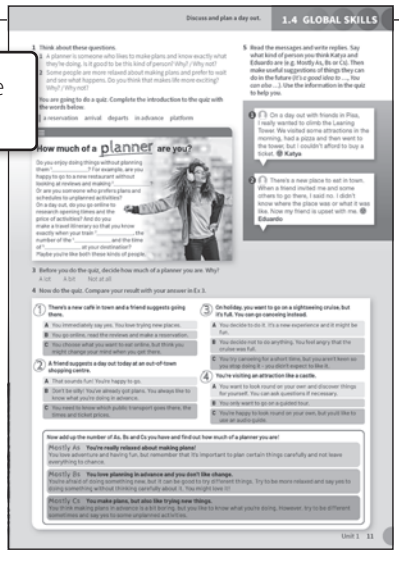
7 Work in pairs. Plan an itinerary for a day trip. Use *Things to do in Cardiff* in Ex 3, or research a different place. Use the itinerary in Ex 1 to help you.

8 Compare your itinerary with another pair's. Which is best? Why?

9 THINK & SHARE Answer the questions.

1 Do you usually make an itinerary before you go on a day trip? Why? / Why not?
2 Do you think an itinerary is useful? Why? / Why not?
3 Do you think you will make an itinerary in the future? Why? / Why not?

12 Unit 1

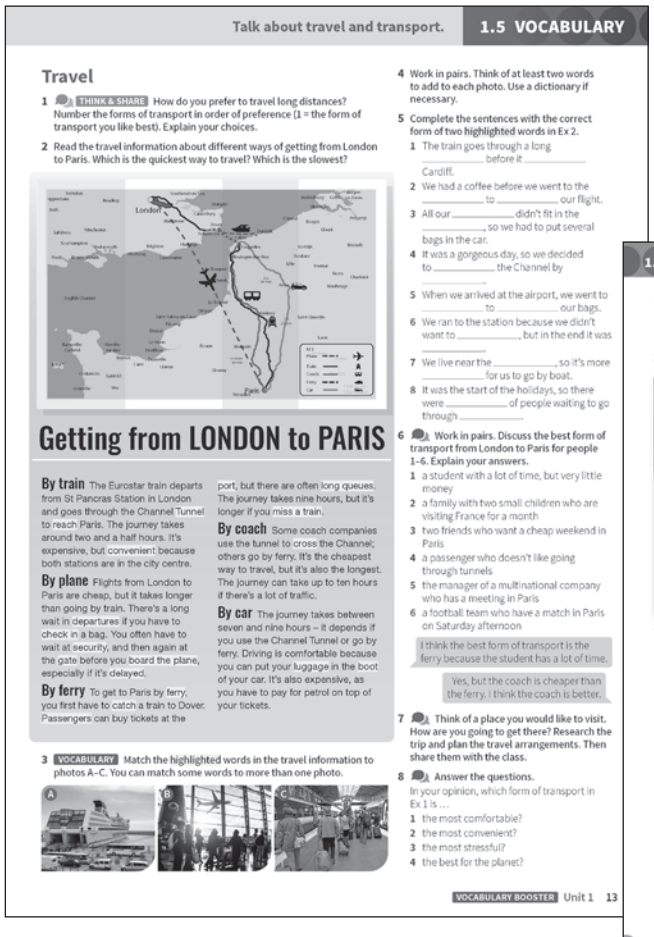


Global skills lesson for lifelong learning

Focus on communication and collaboration

Further practice in Workbook

Lesson 5 Vocabulary


Talk about travel and transport. 1.5 VOCABULARY

Travel

1 THINK & SHARE How do you prefer to travel long distances? Number the forms of transport in order of preference (1 = the form of transport you like best). Explain your choices.

2 Read the travel information about different ways of getting from London to Paris. Which is the quickest way to travel? Which is the slowest?

Getting from LONDON to PARIS

By train The Eurostar train departs from St Pancras Station in London and goes through the Channel Tunnel to reach Paris. The journey takes around two and a half hours. It's expensive, but convenient because both stations are in the city centre.

By plane Flights from London to Paris are cheap, but it takes longer than going by train. There's a long wait in departures if you have to check in a bag. You often have to wait at security, and then again at the gate before you board the plane, especially if it's delayed.

By ferry To get to Paris by ferry, you first have to catch a train to Dover. Passengers can buy tickets at the port, but there are often long queues. The journey takes nine hours, but it's longer if you miss a train.

By coach Some coach companies use the tunnel to cross the Channel; others go by ferry. It's the cheapest way to travel, but it's also the longest. The journey can take up to ten hours if there's a lot of traffic.

By car The journey takes between seven and nine hours – it depends if you use the Channel Tunnel or go by ferry. Driving is comfortable because you can put your luggage in the boot of your car. It's also expensive, as you have to pay for petrol on top of your tickets.

3 VOCABULARY Match the highlighted words in the travel information to photos A–C. You can match some words to more than one photo.

4 Work in pairs. Think of at least two words to add to each photo. Use a dictionary if necessary.

5 Complete the sentences with the correct form of two highlighted words in Ex 2.
1 The train goes through a long _____ before it _____ Cardiff.
2 We had a coffee before we went to the _____ to _____ our flight.
3 All our _____ didn't fit in the _____, so we had to put several bags in the car.
4 It was a gorgeous day, so we decided to _____ the Channel by _____.
5 When we arrived at the airport, we went to _____ to _____ our bags.
6 We ran to the station because we didn't want to _____, but in the end it was _____.
7 We live near the _____, so it's more _____ for us to go by boat.
8 It was the start of the holidays, so there were _____ of people waiting to go through _____.

6 Work in pairs. Discuss the best form of transport from London to Paris for people 1–6. Explain your answers.
1 a student with a lot of time, but very little money
2 a family with two small children who are visiting France for a month
3 two friends who want a cheap weekend in Paris
4 a passenger who doesn't like going through tunnels
5 the manager of a multinational company who has a meeting in Paris
6 a football team who have a match in Paris on Saturday afternoon

I think the best form of transport is the ferry because the student has a lot of time.

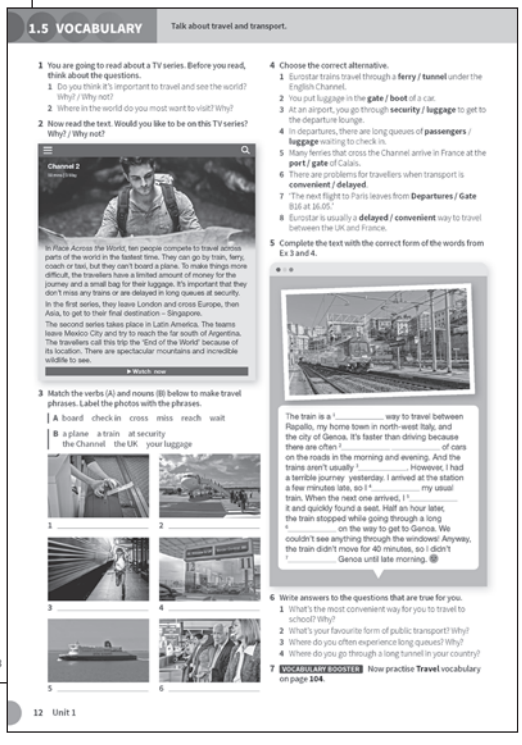
Yes, but the coach is cheaper than the ferry. I think the coach is better.

7 Think of a place you would like to visit. How are you going to get there? Research the trip and plan the travel arrangements. Then share them with the class.

8 Answer the questions.
In your opinion, which form of transport in Ex 1 is …
1 the most comfortable?
2 the most convenient?
3 the most stressful?
4 the best for the planet?

VOCABULARY BOOSTER Unit 1 13

Second vocabulary lesson and *Vocabulary booster*


1.5 VOCABULARY Talk about travel and transport.

1 You are going to read about a TV series. Before you read, think about the questions.
1 Do you think it's important to travel and see the world? Why? / Why not?
2 Where in the world do you most want to visit? Why?

2 Now read the text. Would you like to be on this TV series? Why? / Why not?

3 Match the verbs (A) and nouns (B) below to make travel phrases. Label the photos with the phrases.
A board check in cross miss reach wait
B a plane a train at security the Channel the UK your luggage

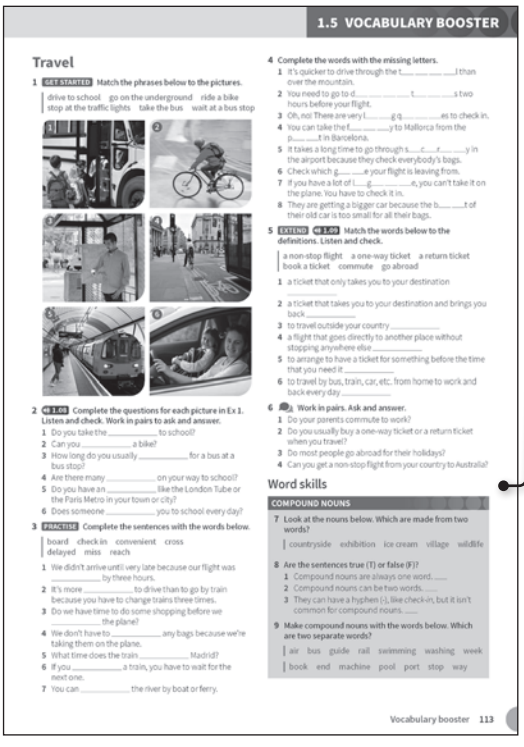
4 Choose the correct alternative.
1 Eurostar trains travel through a **ferry / tunnel** under the English Channel.
2 You put luggage in the **gate / boot** of a car.
3 At an airport, you go through **security / luggage** to get to the departure lounge.
4 In departures, there are long queues of **passengers / luggage** waiting to check in.
5 Many ferries that cross the Channel arrive in France at the **port / gate** of Calais.
6 There are problems for travellers when transport is **convenient / delayed**.
7 The next flight to Paris leaves from **Departures / Gate** B16 at 16.05.
8 Eurostar is usually a **delayed / convenient** way to travel between the UK and France.

5 Complete the text with the correct form of the words from Ex 3 and 4.

6 Write answers to the questions that are true for you.
1 What's the most convenient way for you to travel to school? Why?
2 What's your favourite form of public transport? Why?
3 Where do you often experience long queues? Why?
4 Where do you go through a long tunnel in your country?

7 VOCABULARY BOOSTER Now practise **Travel** vocabulary on page 104.

12 Unit 1


1.5 VOCABULARY BOOSTER

Travel

1 GET STARTED Match the phrases below to the pictures.
drive to school go on the underground ride a bike stop at the traffic lights take the bus wait at a bus stop

2 1.06 Complete the questions for each picture in Ex 1. Listen and check. Work in pairs to ask and answer.
1 Do you take the _____ to school?
2 Can you _____ a bike?
3 How long do you usually _____ for a bus at a bus stop?
4 Are there many _____ on your way to school?
5 Do you have an _____ like the London Tube or the Paris Metro in your town or city?
6 Does someone _____ you to school every day?

3 PRACTISE Complete the sentences with the words below.
board check in convenient cross delayed miss reach
1 We didn't arrive until very late because our flight was _____ by three hours.
2 It's more _____ to drive than to go by train because you have to change trains three times.
3 Do we have time to do some shopping before we _____ the plane?
4 We don't have to _____ any bags because we're taking them on the plane.
5 What time does the train _____ Madrid?
6 If you _____ a train, you have to wait for the next one.
7 You can _____ the river by boat or ferry.

4 Complete the words with the missing letters.
1 It's quicker to drive through the t_____ than over the mountain.
2 You need to go to d_____ t_____ s two hours before your flight.
3 Oh, no! There are very l_____ g_____ es to check in.
4 You can take the f_____ y to Mallorca from the p_____ t in Barcelona.
5 It takes a long time to go through s_____ c_____ r_____ y in the airport because they check everybody's bags.
6 Check which g_____ e your flight is leaving from.
7 If you have a lot of l_____ g_____ e, you can't take it on the plane. You have to check it in.
8 They are getting a bigger car because the b_____ t of their old car is too small for all their bags.

5 EXTEND 1.06 Match the words below to the definitions. Listen and check.
a non-stop flight a one-way ticket a return ticket book a ticket commute go abroad
1 a ticket that only takes you to your destination
2 a ticket that takes you to your destination and brings you back
3 to travel outside your country
4 a flight that goes directly to another place without stopping anywhere else
5 to arrange to have a ticket for something before the time that you need it
6 to travel by bus, train, car, etc. from home to work and back every day

6 Work in pairs. Ask and answer.
1 Do your parents commute to work?
2 Do you usually buy a one-way ticket or a return ticket when you travel?
3 Do most people go abroad for their holidays?
4 Can you get a non-stop flight from your country to Australia?

Word skills

COMPOUND NOUNS

7 Look at the nouns below. Which are made from two words?
countryside exhibition ice cream village wildlife

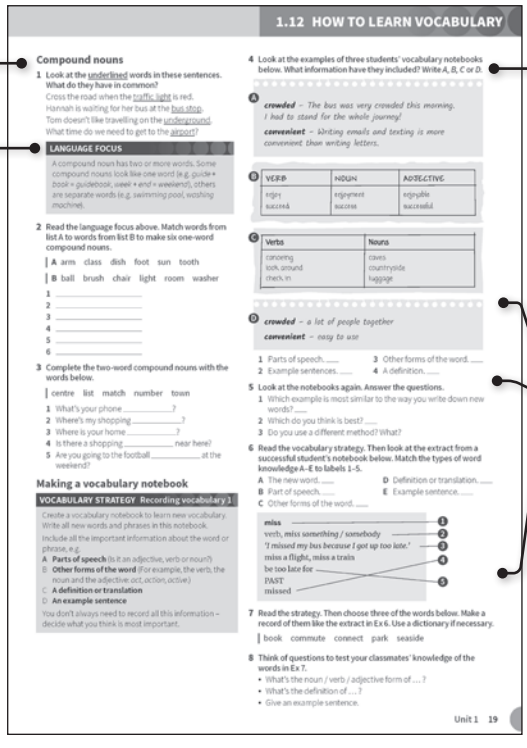
8 Are the sentences true (T) or false (F)?
1 Compound nouns are always one word. _____
2 Compound nouns can be two words. _____
3 They can have a hyphen (-), like *check-in*, but it isn't common for compound nouns. _____

9 Make compound nouns with the words below. Which are two separate words?
air bus guide rail swimming washing week book end machine pool port stop way

Vocabulary booster 113

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

Strategies on how to learn vocabulary


1.12 HOW TO LEARN VOCABULARY

Compound nouns

1 Look at the underlined words in these sentences. What do they have in common?
Cross the road when the traffic light is red.
Hannah is waiting for her bus at the bus stop.
Tom doesn't like travelling on the underground.
What time do we need to get to the airport?

LANGUAGE FOCUS
A compound noun has two or more words. Some compound nouns look like one word (e.g. *guide + book = guidebook, week + end = weekend*), others are separate words (e.g. *swimming pool, washing machine*).

2 Read the language focus above. Match words from list A to words from list B to make six one-word compound nouns.
A arm class dish foot sun tooth
B ball brush chair light room washer

3 Complete the two-word compound nouns with the words below.
centre list match number town
1 What's your phone _____?
2 Where's my shopping _____?
3 Where is your home _____?
4 Is there a shopping _____ near here?
5 Are you going to the football _____ at the weekend?

Making a vocabulary notebook

VOCABULARY STRATEGY Recording vocabulary 1

Create a vocabulary notebook to learn new vocabulary. Write all new words and phrases in this notebook.
Include all the important information about the word or phrase, e.g.
A **Parts of speech** (Is it an adjective, verb or noun?)
B **Other forms of the word** (For example, the verb, the noun and the adjective: *act, action, active*)
C **A definition or translation**
D **An example sentence**
You don't always need to record all this information – decide what you think is most important.

4 Look at the examples of three students' vocabulary notebooks below. What information have they included? Write *A, B, C* or *D*.

A
crowded – *The bus was very crowded this morning. I had to stand for the whole journey!*
convenient – *Writing emails and texting is more convenient than writing letters.*

B

VERB	NOUN	ADJECTIVE
enjoy	enjoyment	enjoyable
succeed	success	successful

C

Verbs	Nouns
canoeing	caves
look around	countryside
check in	luggage

D
crowded – *a lot of people together*
convenient – *easy to use*

1 Parts of speech. _____
2 Example sentences. _____
3 Other forms of the word. _____
4 A definition. _____

5 Look at the notebooks again. Answer the questions.
1 Which example is most similar to the way you write down new words? _____
2 Which do you think is best? _____
3 Do you use a different method? What?

6 Read the vocabulary strategy. Then look at the extract from a successful student's notebook below. Match the types of word knowledge A–E to labels 1–5.
A The new word. _____
B Part of speech. _____
C Other forms of the word. _____
D Definition or translation. _____
E Example sentence. _____

miss
verb, *miss something / somebody*
'I missed my bus because I got up too late.'
miss a flight, miss a train
be too late for
PAST
missed

7 Read the strategy. Then choose three of the words below. Make a record of them like the extract in Ex 6. Use a dictionary if necessary.
book commute connect park seaside

8 Think of questions to test your classmates' knowledge of the words in Ex 7.
• What's the noun / verb / adjective form of … ?
• What's the definition of … ?
• Give an example sentence.

Unit 1 19

Exercises activating vocabulary learning strategies

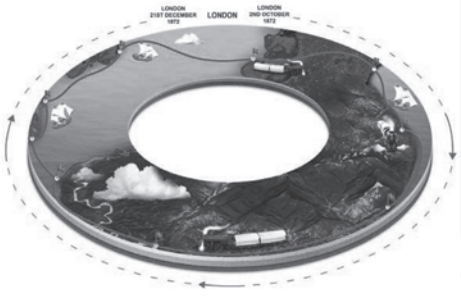
Tips on how vocabulary works

1.6 GRAMMAR — Use past simple subject and object questions to talk about trips.

Past simple questions + question words

1 In 1873, Jules Verne published his novel *Around the World in Eighty Days*. Look at the route the characters Phileas Fogg and Passepartout took and answer the questions.

1 When did they depart from London?
2 How did they cross the oceans?
3 What was their arrival date back in London?



2 Study the questions in Ex 1 and complete the grammar rules.

Past simple questions

Grammar animation

Regular and irregular verbs

1 With regular and most irregular verbs, we form past simple questions with: _____ + subject + base form … ?
2 When we use a question word, we use: question word + _____ + subject + base form … ?

be* and *can

3 With *be* we use: *Was / Were* + subject … ?
With *can* we use: *Could* + subject … ?

3 Nellie Bly was the first person to travel around the world in real life. Use the words to write questions about her.

1 who / be / Nellie Bly?
2 be / she / a millionaire?
3 whose idea / be / it / to travel around the world?
4 why / she / want to make the trip?
5 when / she / depart?
6 where / she / start from?
7 which country / she / visit first?
8 how / she / travel there?
9 she / travel alone?
10 what / she find out when she got to Hong Kong?

4 Underline the question words in the questions in Ex 3. What do they mean?

5 Read the first part of Nellie Bly's story and answer the questions in Ex 3.



NELLIE BLY'S real name was Elizabeth Cochran, and she was an American journalist. Her first job was with the *Pittsburgh Dispatch*, but she got bored at this newspaper, and went to New York. After four months, she had hardly any money left, but she was lucky to find a job at the *New York World*. Some months later, she read Jules Verne's famous book, and she had an idea. She wanted to see if it was possible to travel around the world in real life. And she wanted to complete the trip faster than Phileas Fogg. The editor agreed that Nellie could go, so on 14 November 1889, she left New Jersey on a boat for London. Nellie's only luggage was a small bag, and she travelled alone. The first part of the journey went well, and she reached Hong Kong on 25 December. But when she got there, she found out that she was in a race with another reporter. Elizabeth Bisland from *Cosmopolitan* magazine wanted to complete the trip faster than Nellie, and she was already three days in front of her.

6 1.10 Listen to the second part of Nellie Bly's story. Answer the questions.

1 Who won the race around the world?
2 Who helped her win?

7 Study the two questions in Ex 6. Why do we use the past simple and not *did* + base form? Read and complete the rule.

Subject and object questions

Nellie Bly read ***Around the World in Eighty Days***.
[subject] [object]

What did Nellie Bly read?
Around the World in Eighty Days. (object question)
Who read Around the World in Eighty Days?
Nellie Bly. (subject question)
We don't use *did / do / does* in _____ questions.

GRAMMAR BOOSTER P133

8 Choose the correct alternative in the subject and object questions.

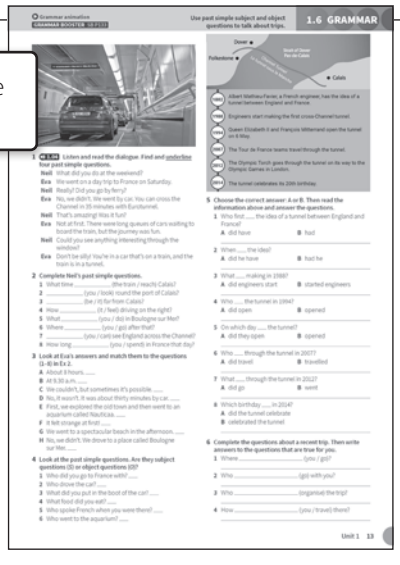
1 Who **did Nellie travel** / **Nellie travelled** with?
2 Which newspaper **did Nellie work** / **worked Nellie** for in Pittsburgh?
3 Which newspaper **did give** / **gave** Nellie a job in New York?
4 What **did Nellie take** / **Nellie took** with her on her trip?
5 What **did happen**/ **happened** in Hong Kong?
6 Who **did pay** / **paid** for a private train?
7 How many countries **did Nellie visit** / **Nellie visited**?

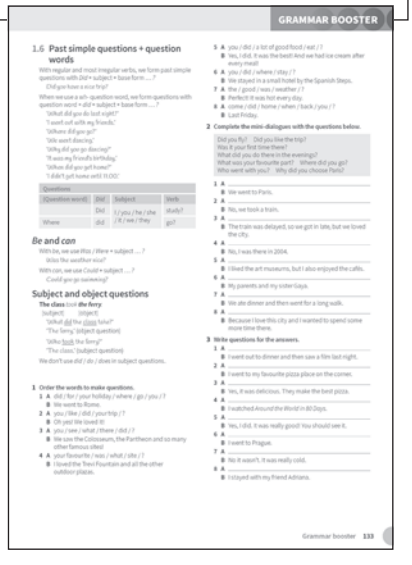
9 Write questions to ask a partner about their longest trip. Use the verbs below or your own ideas.

board catch cross depart drive get go like miss reach take travel wait

10 Work in pairs. Ask and answer your questions. Then tell the class about your partner's trip. Whose trip was the longest?

14 Unit 1





Second grammar lesson and *Grammar booster*

Second grammar animation

Further practice in Workbook

Understand the gist of an interview about the Mongol Rally. **1.7 LISTENING**

The Greatest Adventure in the World



1 Read the advert and study the map. Answer the questions.
1 Where does the Mongol Rally start and finish?
2 Why is it 'a different kind of car race'?
3 Why do you think people call it 'the Greatest Adventure in the World'?

THE MONGOL RALLY *A different kind of car race*

- 15,000 km in eight weeks in a tiny car.
- There's no route, not many roads and you get no help.
- YOU'RE ON YOUR OWN.

It's the Greatest Adventure in the World!!!



STRATEGY Listening for gist

The first time you listen to a recording, focus on the general meaning or gist. Try to work out who is speaking, where they are, when the conversation is taking place and why.

2 1.11 Read the strategy. Listen to an interview and answer the questions.
1 Where are the people?
2 Who are they?
3 When is the interview taking place?
4 Why are people asking the guests questions?

3 1.11 Listen again and complete the notes. Write between one and three words, or a number.

Ana and Ed's Mongol Rally

- They did the race after their [1] _____
- They planned their route on [2] _____
- The countries they most wanted to visit were Romania and [3] _____
- Before the race, they had to get the right [4] _____
- The first races finished in [5] _____
- They were on [6] _____ in Kazakhstan when they had a problem with their car.
- After their bad experience, they [7] _____ with some local people.
- The total amount of money they raised was [8] £_____

4 Work in pairs. Imagine you did the Mongol Rally. Answer the questions. Use your imagination!
- What car did you drive?
- What did you pack?
- Which country did each of you want to see?
- Which route did you take?
- What problems did you have?
- How did you feel when you finished?

5 You are going to interview another pair about their trip. Write 2–4 more questions. Use the words below to help you.

When? Where? Who? Whose? Why?

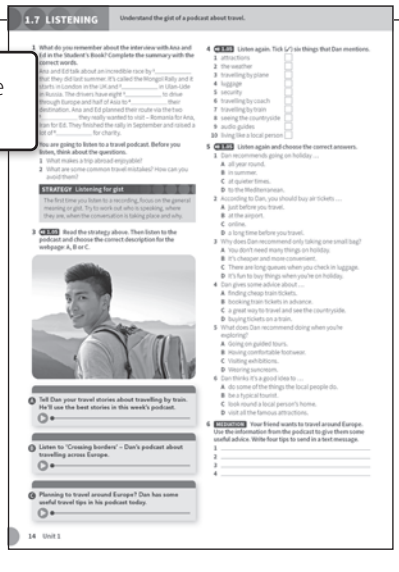
6 Work in groups of four. Pair A: interview Pair B about their trip. Then swap. Which pair gave the best interview? Why?

Unit 1 15

Thought-provoking topics to facilitate discussion

OxELF listening strategy and activation exercise

Further practice in Workbook



1.8 SPEAKING — Maintain a conversation about your weekend.

How was your weekend?

1 Work in pairs. Where did you go last weekend? Did you do any of the activities in the photos?



2 1.12 Listen to the dialogue between Ryan and Ellie. Answer the questions.

1 What did Ellie do last weekend?
2 Did she have fun? Why? / Why not?
3 Is Ryan interested in what Ellie is saying? How do you know?
4 How does Ryan keep the conversation going?
5 Does Ellie do anything to keep the conversation going? If so, what?
6 What does Ellie say to change the focus of the conversation to Ryan?
7 What did Ryan do last weekend?
8 Did he enjoy it? Why? / Why not?

STRATEGY Maintaining a conversation

You only need a few words to keep a conversation going.

1 Use one word to show you are interested and listening, e.g. *Yeah?*, *Right*.
2 Use a short phrase to show your feelings, e.g. *How nice!*, *That's a shame*.
3 Use an auxiliary verb to make a short question, e.g. *Do you?*, *Are you?*

3 1.12 Read the strategy and the Phrasebook. Then listen again. Which phrases do Ryan and Ellie use? Which phrase do you hear twice?

PHRASEBOOK Maintaining a conversation

Asking about the weekend
How was your weekend?
Did you have a good weekend?
Expressing interest
Really? Wow! OK.
How lovely! That's amazing! What a great idea!
Did you? Were you?
Expressing sympathy
How awful! That's sad. What a pity!
Changing the focus
And you? How about you?
What about your weekend?

4 PRONUNCIATION 1.13 Listen to the phrases for expressing interest and sympathy in the Phrasebook. In which phrases does the speaker's voice go up? What happens to the speaker's voice in the other phrases? Practise saying the phrases with a partner. Try to sound interested or sympathetic.

5 Work in pairs. Add at least two phrases each to Expressing interest and Expressing sympathy in the Phrasebook.

6 Number the dialogue in the correct order 1–10.

___ We went for a ride in the countryside. It was awesome.
___ Hey Simmy! Did you have a good weekend?
___ Yes, I did – a chocolate cake. It was delicious! What about your weekend, Iris?
___ How lovely! Maybe I can go with you next time.
___ Hi Iris! Yes, it was fun. We visited my grandparents.
___ It was amazing! I went cycling with my brother.
___ It was my grandad's birthday, so we had a party.
___ Really? Where did you go?
___ Did you? What did you do at their house?
___ How lovely! Did you make him a cake?

7 Make notes about a memorable weekend. Use your own ideas or one of the activities in Ex 1. Use the questions below to help you.

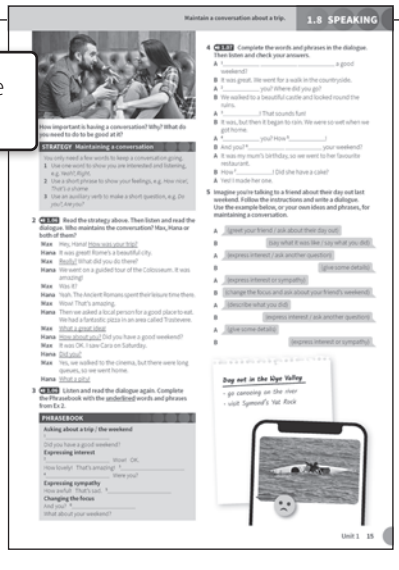
- Where did you go?
- What did you do there?
- How was it / were they?
- Who did you go with?
- How did you get there?
- Did you have fun? Why? / Why not?

8 Work in pairs. Prepare a dialogue about a memorable weekend. Use the phrases in the Phrasebook to help you.

9 Work in pairs. Practise your dialogue in Ex 8. Try to sound interested or sympathetic. Then act out your dialogue for the class. Which dialogue is best? Why?

10 REFLECT Work in pairs. Answer the questions.

1 Was your dialogue successful? Why? / Why not?
2 Did you manage to maintain the conversation? Why? / Why not?
3 Which phrases from the Phrasebook did you use?



Speaking lesson with *Phrasebook*

Pronunciation strategy and exercise in each unit

OxELF speaking strategy and activation exercise

Further practice in Workbook

Use vocabulary to make a description of an attraction more interesting. **1.9 WRITING**

A description



1 THINK & SHARE Discuss in pairs.
1 What do you know about the attractions in the photos? Where do you think they are?
2 What do you think are the good and bad points about each attraction?
3 What are the most popular attractions in your country? Name two or three.

2 Read the description and answer the questions.
1 Which of the attractions in Ex 1 is the writer describing?
2 What exactly is the attraction?
3 What did the writer like about it?
4 What didn't she like about it?
5 What does the writer do in the last paragraph?
6 In general, is it a positive or negative description?

A bird's-eye view

1 I went to this fantastic attraction when I visited London with my family last September. It's called the London Eye. It's an enormous wheel that goes around and takes you up into the sky.

2 The ride was amazing! We were in a large glass cabin with about 20 people, but it was very comfortable. We could sit down or walk around to look out of the windows – the views were spectacular!

3 However, the attraction wasn't perfect. We bought tickets online in advance, but they were still expensive. On top of that, there were long queues and we waited 40 minutes to get on the wheel.

4 Our ride on the London Eye wasn't cheap, and it took ages to get on, but I'll never forget the experience. I recommend going on this incredible attraction, but you only need to do it once.

3 Look at the description in Ex 2. Match paragraphs 1–4 to topics A–D.

1 Paragraph 1	A negative points
2 Paragraph 2	B conclusion
3 Paragraph 3	C positive points
4 Paragraph 4	D general description

STRATEGY Using vocabulary to make your writing more interesting

When you write a description, you can make your writing more interesting by using adjectives. We often use adjectives that are either positive or negative.

4 Read the strategy and underline the adjectives in the description in Ex 2. Does the writer use them with a positive or a negative meaning? Write the adjectives in the table.

Positive	Negative

5 Add the adjectives below to the table in Ex 4. Then, with a partner, add two more adjectives to each column. Use a dictionary if necessary.

ancient beautiful boring crowded exciting famous

6 Think of an attraction you visited in the past. Answer the questions about the attraction with a partner.
1 What was it?
2 Where was it?
3 When did you visit it?
4 What did you like about it?
5 What didn't you like about it?
6 Would you like to go again? Why? / Why not?

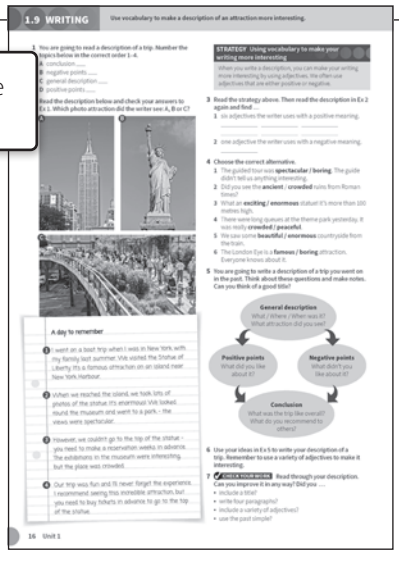
7 Write a description of the attraction you visited. Follow the paragraph plan in Ex 3 and write two adjectives in each paragraph.

8 CHECK YOUR WORK Did you ...
- write four paragraphs?
- write a title?
- include a variety of adjectives?
- use the correct verb forms?
- check spelling, grammar and punctuation?

Unit 1 17

OxELF writing strategy and activation exercise

Check your work to encourage self-assessment



Further practice in Workbook

1.10 REVIEW

Grammar

1 Complete the sentences with the affirmative or negative past simple form of the verbs in brackets.

1 My team _____ very well in the last match. (play)
2 I _____ my homework yesterday. (not finish)
3 My brother _____ lunch last Saturday. (make)
4 I _____ go to my cousin's party. (not can)
5 We _____ my grandparents last weekend. (not see)
6 I _____ a lot of photos in the countryside. (take)
7 A friend _____ me this morning before school. (call)
8 My parents _____ at home last night. (not be)

2 Write past simple questions for the answers. Use the question words below where necessary.

how | how long | what | when | where | who | why

1 A _____?
B My last holiday was in the summer.
2 A _____?
B We went to Sicily.
3 A _____?
B We went to Sicily because my parents wanted to go there.
4 A _____?
B My mum booked the holiday.
5 A _____?
B We travelled to Sicily by plane.
6 A _____?
B We were there for two weeks.
7 A _____?
B We ate fish and a lot of different pasta.
8 A _____?
B Yes, we had a really good time.

Vocabulary

3 Match 1–8 to A–H.

1 When we arrived in Mostar, we went on
2 My brother got up late, so he missed
3 I arrived early because I had to check in
4 After the cathedral tour, we looked round
5 It was a beautiful day, so I decided to go
6 He got to the port in plenty of time to
7 We put the luggage in the boot of the car;
8 It takes between six and eight days to cross

A then we set off on our holiday.
B cycling along the canal path.
C a bag at the airport.
D the Atlantic Ocean by boat.
E a guided tour of the city.
F the exhibition of paintings.
G board the ferry.
H the train to his summer camp.

4 Complete the sentences with the correct word.

1 The first humans lived in c ___ ___ ___ ___ in the side of a hill or under the ground.
2 In the past, there was a castle at the top of the hill, but now only the r ___ ___ ___ ___ are there.
3 I had to show my passport and boarding pass at the g ___ ___ ___ before I could board the plane.
4 They built a t ___ ___ ___ ___ ___ through the mountains so that cars no longer had to drive over the top.
5 You should put s ___ ___ ___ ___ ___ ___ ___ on your skin every two hours if you're outside in the summer.
6 Our flight was d ___ ___ ___ ___ ___ ___ by an hour, so we went to get something to eat.
7 W ___ ___ ___ ___ ___ ___ ___ in the area includes rabbits, mice and snakes.
8 My brother had to open his bag at s ___ ___ ___ ___ ___ ___ ___ to show the customs official what was in it.

Cumulative review

5 Complete the text with the words below.

appeared | attractions | convenient | could | countryside | didn't | explore | queues | reach | spectacular | weren't | wrote

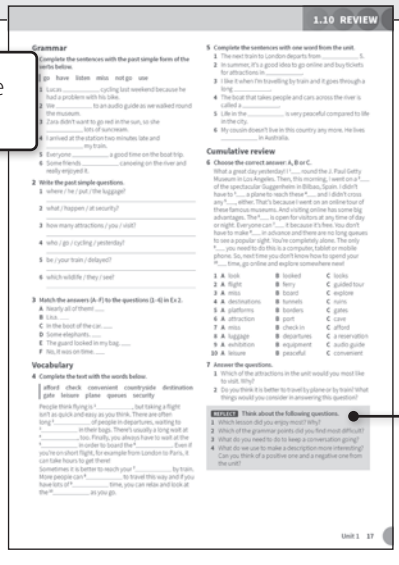
The Lake District is a large area of [1]_____ in the north-west of England. The region is very wet, and it has a lot of high hills, so people [2]_____ often travel there in the past. Then, in 1778, the first book about the area [3]_____: *A Guide to the Lakes* by Thomas West. In his book, West included a list of the best places to enjoy [4]_____ views over the lakes. Soon, people began travelling to the area to see its [5]_____ for themselves. And they [6]_____ disappointed! In 1810, a famous English poet, William Wordsworth, [7]_____ another guidebook, and this attracted even more visitors to the area. At first, it was only rich people who went to the Lake District, because it wasn't easy to [8]_____. The first railway to the area opened in 1847, and this made it more [9]_____ to travel there. It meant that workers from cities like Manchester, Liverpool and Newcastle [10]_____ go there on a day trip. In the 1960s, people started travelling to the area by car, and many of the railways closed down. Today, around 12 million visitors go to [11]_____ the Lake District each year. In the summer, there are often long [12]_____ of traffic on the narrow roads leading to some of the most popular villages.

Think & share

6 Read the quote. Then answer the questions.

> **Work, travel, save, repeat.** *Anonymous*

1 How expensive was your last day out?
2 What did you and your family or friends spend money on?
3 Is it necessary to spend a lot of money to have a good time? Why? / Why not?
4 How often do you think people should have a day out?



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

1.11 EXAM SKILLS

Reading

EXAM STRATEGY

When you complete a text with missing sentences, look at the sentences before and after the gaps. Look for words that might link to the missing sentences, for example, subjects, pronouns and reference words.

1 Read the strategy above. Then look at the exam task in Ex 2. Read the text. Which words before or after the first gap might link to the missing sentence? What do these words tell you about the missing sentence?

2 Five sentences have been removed from the article. Choose from sentences A–H the one which fills each gap (1–5). There are three sentences that you do not need.

A It was more comfortable than my house!
B We looked outside, but we couldn't see anything.
C We were on a mountain road when our car suddenly made a loud noise and just stopped!
D We stayed in a small wooden cabin (like a very simple cottage) in the middle of a forest.
E Every day we had the same routine!
F It had beds, a table, chairs and a sink.
G We flew to Anchorage, the biggest city in Alaska.
H The evenings were quite boring.

Alaskan Adventure



Last summer, I had an amazing adventure. I went on a wild holiday with two friends to my dream destination – Alaska.

[1]___ We drove there because it was 25 kilometres from the nearest town! There were only two rooms in the cabin – a bedroom and another room that we used as a living room and kitchen. There wasn't any electricity, but it had a little gas cooker and some oil lamps. [2]___ There was a shower and a toilet – outside! Living like that was hard, but it was the most exciting adventure of my life.

The area was very beautiful. There were mountains and lakes a few kilometres away. Winter in Alaska is the most beautiful season, but it's also very difficult. We went in the summer because it was easier. We had warm, sunny weather for most of our stay.

[3]___ First, we went to get water from a nearby river. After that we did household jobs and then we went out to explore the area. In the evenings we made dinner, read books or played games. We always went to bed really early.

Luckily, there was a mobile phone signal in case of emergencies. We nearly used it one day. [4]___ But my friend found the problem and repaired it. That was our only emergency, but something quite frightening happened one night. We were in the cabin one evening when we heard a noise. We thought an animal was outside the cabin. [5]___ In the morning, we found animal tracks on the ground, and marks on the door! It was probably a bear! After that, everyone felt a bit more nervous, and nobody went to the toilet in the middle of the night!

Speaking

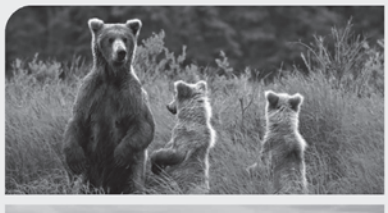
EXAM STRATEGY

When you answer personal questions in a speaking task, be prepared to use different tenses.

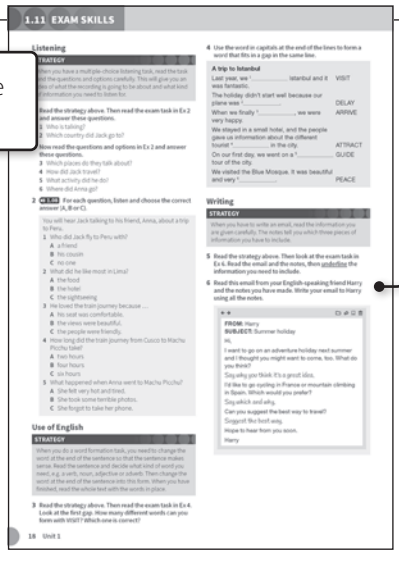
3 Read the strategy above. Then read the questions in the exam task in Ex 4 and decide if they are in past or present tense. Write *past* or *present* next to each question.

4 Work in pairs. Ask and answer the questions.

1 Where did you go for your last holiday? _____
2 What kind of holidays do you prefer? _____
3 What activities do you like doing on holiday? _____
4 Where do you usually stay when you are on holiday? _____
5 What is your favourite tourist attraction in your country? _____
6 What do you usually do at the weekend? _____
7 What did you do last weekend? _____
8 What did you enjoy most about last weekend? _____







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

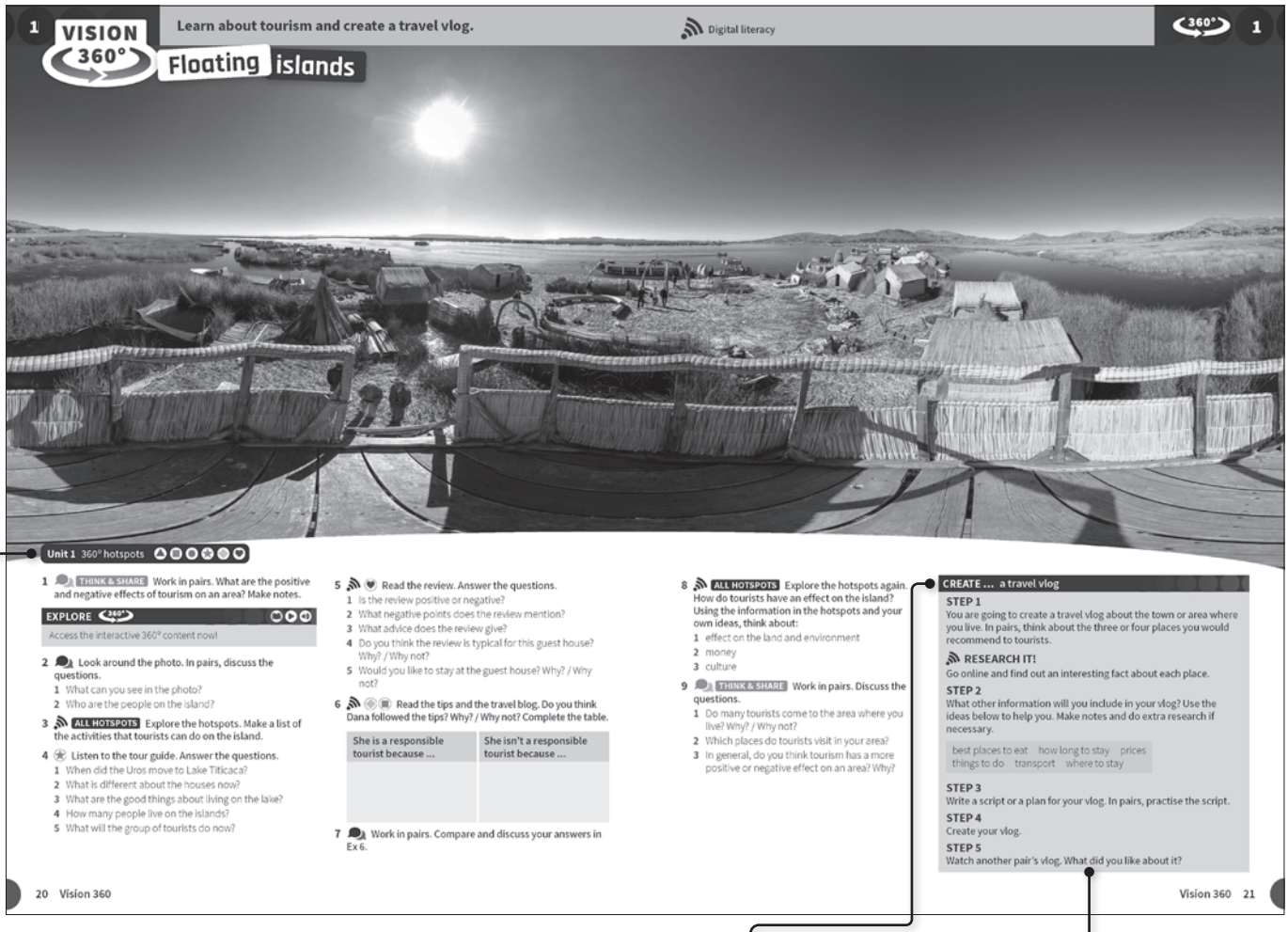
Robust preparation for national and international exams with exposure to all exam task types

Further practice in Workbook

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

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

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



1 VISION 360° Learn about tourism and create a travel vlog. Digital literacy 360° 1

Floating islands

Unit 1 360° hotspots

1 THINK & SHARE Work in pairs. What are the positive and negative effects of tourism on an area? Make notes.

EXPLORE 360°

Access the interactive 360° content now!

2 Look around the photo. In pairs, discuss the questions.
1 What can you see in the photo?
2 Who are the people on the island?

3 ALL HOTSPOTS Explore the hotspots. Make a list of the activities that tourists can do on the island.

4 Listen to the tour guide. Answer the questions.
1 When did the Uros move to Lake Titicaca?
2 What is different about the houses now?
3 What are the good things about living on the lake?
4 How many people live on the islands?
5 What will the group of tourists do now?

5 Read the review. Answer the questions.
1 Is the review positive or negative?
2 What negative points does the review mention?
3 What advice does the review give?
4 Do you think the review is typical for this guest house? Why? / Why not?
5 Would you like to stay at the guest house? Why? / Why not?

6 Read the tips and the travel blog. Do you think Dana followed the tips? Why? / Why not? Complete the table.

She is a responsible tourist because ...	She isn't a responsible tourist because ...

7 Work in pairs. Compare and discuss your answers in Ex 6.

8 ALL HOTSPOTS Explore the hotspots again. How do tourists have an effect on the island? Using the information in the hotspots and your own ideas, think about:
1 effect on the land and environment
2 money
3 culture

9 THINK & SHARE Work in pairs. Discuss the questions.
1 Do many tourists come to the area where you live? Why? / Why not?
2 Which places do tourists visit in your area?
3 In general, do you think tourism has a more positive or negative effect on an area? Why?

CREATE ... a travel vlog

STEP 1
You are going to create a travel vlog about the town or area where you live. In pairs, think about the three or four places you would recommend to tourists.

RESEARCH IT!
Go online and find out an interesting fact about each place.

STEP 2
What other information will you include in your vlog? Use the ideas below to help you. Make notes and do extra research if necessary.

best places to eat | how long to stay | prices | things to do | transport | where to stay

STEP 3
Write a script or a plan for your vlog. In pairs, practise the script.

STEP 4
Create your vlog.

STEP 5
Watch another pair's vlog. What did you like about it?

20 Vision 360

Vision 360 21

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

Introduction

0.1 Introduction

Lesson summary
Reading: A chat about someone's appearance
Grammar: Present simple and present continuous
Vocabulary: Words and phrases about appearance, clothes and fashion
Writing and Speaking: Describing a famous person

SHORTCUT To do the lesson in 30 minutes, omit the warm-up and exercise 8. Set exercise 11 as homework and ask students to read their descriptions aloud in a subsequent lesson.

WARM-UP Write on the board:
What are you wearing today? Why did you choose these clothes?
- Put students in pairs to ask and answer the questions.
- Elicit some answers from the class.

Exercise 1 page 4
- When students have read the instructions, put them in pairs and start the time limit.
- When one minute is up, find out which pair has the longest list and elicit answers from the class.

Exercise 2 page 4
- Students do the task individually.
- Check answers as a class.

KEY
1 Agnes thinks Harry's clothes are weird.
2 At first, he thinks her clothes are very formal.
3 In the end, he thinks it's a great look. He says grey suits her because she's got blue eyes.

Exercise 3 page 4
- Focus attention on the examples marked A–E in exercise 2. For each example, elicit whether the tense is the present simple or present continuous.
- Give students time to read the grammar rules and complete them.
- Working in pairs, students compare their answers.
- Check answers as a class.

KEY
1 present simple 2 present continuous
- Students do the Grammar booster exercises on page 128.

Exercise 4 page 4
- Students complete the matching task.
- Check answers as a class.

KEY
1 B 2 E 3 C 4 A 5 D

Exercise 5 page 4
- Ask students to read the verbs. Help them with any meanings they aren't sure about.
- Students complete the sentences.
- Working in pairs, students compare their answers. Remind them about using contractions.
- Check answers as a class. If there are mistakes with the form of the tenses, or if students have chosen incorrectly, refer them back to the Grammar booster on page 128.

KEY
1 aren't wearing 2 borrows 3 isn't talking 4 go
5 is looking for 6 don't close 7 'm sitting
8 doesn't give

Exercise 6 Vocabulary page 4
- Focus attention on the highlighted words.
- Students complete the table individually.
- Working in pairs, students compare their answers.
- Check answers as a class.
  You could give examples to illustrate how *comfortable, formal* and *weird* can describe both appearance and clothes and fashion, e.g. *In these old photos, people look so formal and serious. We need to wear formal clothes at work. Some of the clothes at fashion shows look weird and I don't like them. You look weird wearing your sister's clothes. When you go walking, you should wear comfortable shoes. I feel comfortable wearing these old jeans and a T-shirt.*

KEY
Appearance: weird, formal, long, straight, comfortable, blue eyes
Clothes and fashion: a dark grey cardigan, a scarf, formal, baggy, white spots, pale grey, stripes, hankie, comfortable
- Drill the words and phrases for accurate pronunciation.

Exercise 7 page 4
- Working in pairs, students do the task, using a dictionary if necessary.
- Check answers as a class.

KEY
Appearance: a beard, a lovely smile, attractive, brown eyes, curly hair, slim, wavy hair
Clothes and fashion: a top, jewellery, socks

Exercise 8 page 4
- In their pairs, students add to the table in exercise 6.
- Monitor and assist with spelling and pronunciation. If students are struggling to think of words, ask them to look around the room at their classmates and describe them.
- Divide the board into two columns. Elicit words from the class, writing them and drilling pronunciation as necessary.

Exercise 9 page 4

- Students match sentence starters 1–3 to sentence endings A–C.
- Check answers as a class. Note that *She's got …* can match two sentence endings.

KEY

1 C 2 A, B 3 B

Extra activity

You could encourage students to make more sentences using these starters and words from the table in exercise 6.

Exercise 10 page 4

- Focus attention on the photo and elicit that it is Harry's friend Pavel.
- Working in pairs, students describe what Pavel is wearing and his appearance.
- Elicit one or two descriptions from the class.

Exercise 11 Think & share page 4

- Working in pairs, students choose a famous person. Encourage them to think of someone who has a particular fashion style or image.
- Give them time to talk about the person and write a description. Monitor and assist as necessary. Point out errors for students to self-correct. Encourage stronger students to add more details.
- If you have time, ask one student from each pair to read their description aloud and encourage the class to guess who the famous person is.
- If time is limited, put students in groups of three pairs to do this task.

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 present tenses to talk about appearances.*

Further practice

Workbook page 4
Grammar booster page 128
Grammar photocopiable worksheet
Online practice

0.2 Introduction

Lesson summary
Reading: A culture quiz
Vocabulary: Words and phrases about different media
Grammar: Present perfect
Speaking: A quiz about culture

SHORTCUT To do the lesson in 30 minutes, omit the warm-up and exercise 5. In exercise 8, students write just five quiz questions rather than ten.

WARM-UP Write *culture* on the board and drill the pronunciation: /ˈkʌltʃə/.

- Elicit what students think this noun means. You could give them dictionaries to check. Highlight that it's an interesting word which has two uses: 1 the customs and way of life in a particular country or group of people; 2 theatre, art, music, etc. In this lesson, the second definition is the focus.

Exercise 1 page 5

- Students read the dictionary definition. Model the pronunciation of the phrase.
- Give them a moment to read and think about the question.
- Elicit answers from the class. Tell them they are now going to do a quiz to find out if they are culture vultures.

Exercise 2 0.01 page 5

- Play the audio for students to read and do the quiz at the same time.

Extra support

Give students time to read through the quiz and check any unknown vocabulary with you before you play the audio.

Transcript

See Student's Book, page 5.

Exercise 3 page 5

- Students check their score for the five quiz questions. When they have a total number, ask them to turn to page 150 to find out if they are culture vultures or not.
- Elicit some responses to the comments.

Exercise 4 Vocabulary page 5

- Students complete the vocabulary table.

Extra support

Students complete the task in pairs.

- Check answers as a class. Go through the pronunciation of these words, particularly eliciting where the word stress falls in words with more than one syllable.

KEY

Verbs: perform, acted
People: authors, musician, celebrities
Products: street art, paintings, novels, works, fiction, play, street theatre, drama, programmes, documentaries, series
Places and events: art galleries, live concert, play, street theatre

Exercise 5 page 5

- When students have read the instructions, write the five categories on the board.
- Working in pairs, students complete the task.
- Check answers as a class.

KEY

A: drawing, art galleries, street art, paintings
L: publish, character, novels, works, authors, fiction, play
M: live concert, musician, perform

T: play, street theatre, drama, acted
TV: programmes, celebrities, documentaries, series, play, drama

Exercise 6 page 5

- Give students plenty of time to read the leaflet and complete it.
- Working in pairs, students compare their answers.
- Check answers as a class.

KEY

1 live concert 2 musicians 3 drawing 4 art gallery 5 play 6 perform / are performing 7 Author 8 characters

Exercise 7 page 5

- Give students time to read the grammar rules carefully.
- Working alone, students read the quiz again to find examples of the two grammar rules.
- Check answers as a class.

KEY

1 Have you ever seen a Shakespeare play?
2 I've never been to a live concert.

- Students do the Grammar booster exercises on page 129.

Exercise 8 page 5

- When students have read the instructions, point out the example and stress that each question should begin *Have you ever … ?*
- Working in pairs, students create quizzes. If you wish, students could use quiz software to create them. Otherwise, make sure that each student in a pair has a written copy of the quiz questions as they will need this for the next activity.
- Circulate and monitor, helping students to self-correct any errors.

Exercise 9 page 5

- Make new pairs and make sure students read the instructions and understand the scoring system.
- Students read out their quiz to their new partner and keep score of their partner's answers. Then they answer their partner's quiz.
- Circulate and monitor, encouraging stronger students to give more information about their *yes* answers.
- When all pairs have finished, elicit which student in each pair was the winner and who is the biggest culture vulture in the class.
- If you have extra time, you could nominate students to ask you some of their quiz questions too.

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 discuss art and culture.*

Further practice

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

0.3 Introduction

Lesson summary
Reading: A news story about cleaning a beach
Grammar: Articles
Vocabulary: Words about the city and the countryside
Speaking: Talking about living in the country

SHORTCUT To do the lesson in 30 minutes, omit the warm-up and exercise 8 and set exercise 10 as homework.

WARM-UP Working in pairs, students talk about what they can see in the photos at the top of the page.

- Elicit answers from some students.

Exercise 1 page 6

- Working in pairs, students talk about what they can see in the photos.
- Elicit answers from the class.
- Students read the questions and think about their answers.
- Working in pairs, students discuss the questions.
- Elicit answers from the class. Help students with any vocabulary they need to express themselves.

Exercise 2 0.02 page 6

- Focus students' attention on the news story.
- Play the audio for students read and listen to the news story and answer the question.
- Elicit the answer from the class.

KEY

Versova Beach is clean today and turtles lay their eggs there.

Transcript

See Student's Book, page 6.

Exercise 3 page 6

- Elicit that *a / an* and *the* are what we call *articles*. Focus students' attention on the examples labelled A–F in the news story.
- Students read and complete the grammar rules with *a / an*, *the* or –.
- Working in pairs, students compare their answers.
- Check answers as a class.

KEY

1 A (a / an) 2 B (the) 3 F (the) 4 C (a) 5 D (–) 6 E (–)

- Students do the Grammar booster exercises on page 130.

Exercise 4 page 6

- Give students plenty of time to find more examples in the news story to match the grammar rules.
- Working in pairs, students compare their answers.
- Check answers as a class.

KEY (SUGGESTED ANSWERS)

1 an island 2 the island 3 the area 4 a celebrity
5 rivers, lakes and parks 6 at home

Exercise 5 page 6

- Students complete the paragraph.
- Check answers as a class. Refer students to the grammar rules and to the Grammar booster on page 130 to help them understand any errors they have made.

KEY

1 a 2 – 3 a 4 a 5 the 6 – 7 a 8 the

Exercise 6 Vocabulary page 6

- Focus attention on the highlighted words in the news story and the three columns in the table. Then students complete the task.
- Working in pairs, students compare their answers.
- Check answers as a class.

KEY (SUGGESTED ANSWERS)

City: apartment buildings, office blocks
Countryside: rivers, lakes
Both: island, bridges, parks, beaches, railways, rubbish

- Drill the words and phrases for accurate pronunciation.

Exercise 7 page 6

- Working in pairs, students complete the task, using a dictionary if necessary.
- Check answers as a class.

KEY (SUGGESTED ANSWERS)

City: factory
Countryside: desert, farm, field, rainforest, village, wood
Both: hill, path, square

Exercise 8 page 6

- In their pairs, students come up with more vocabulary to add to the table.
- Elicit answers from the class. Write them on the board and drill pronunciation as necessary.

Extra support

If your students' L1 is the same, you could ask them to write words they really want to know in their L1 and then translate them together.

Exercise 9 Think & share page 6

- Check students know the meaning of *advantage*. You could also point out that the word *country* is sometimes used to mean *countryside*.
- Working in pairs, students make a list of the good things about living in the countryside. Circulate and monitor, helping with vocabulary where necessary.
- You could make small groups of two or three pairs to share their ideas.

KEY (SUGGESTED ANSWERS)

No pollution (chemical, noise, light) – clean air, quiet, dark, so you can see the stars at night
Better for your health, less stress
Easy access to outdoor activities, e.g. walking, cycling, etc.
Nature – you can see wildlife
More space – you don't have to live close to other people

Exercise 10 page 6

- Students work individually or in pairs to write their paragraph. Remind them to use the paragraph in exercise 5 as a model if they need to.
- Circulate and monitor, encouraging students to think about which articles to use and help them self-correct any errors.
- If you see repeated errors, make a note of them to correct together later.
- When students have finished, put them in small groups to read each other's paragraphs.
- Have a whole-class discussion. What aspects of living in the country did they all agree on? What was different in their paragraphs?
- Do a whole-class correction and feedback activity at the end of the task.

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 articles to talk about cities and the countryside.*

Further practice

Workbook page 6
Grammar booster page 130
Grammar photocopiable worksheet
Online practice

0.4 Introduction

Lesson summary
Reading: An article about high streets
Vocabulary: Words and phrases about shopping
Grammar: *there was / there were*
Speaking: Talking about differences between high streets now and in the past

SHORTCUT To do the lesson in 30 minutes, omit the warm-up, keep exercise 1 brief and omit exercise 5.

WARM-UP With books closed, write on the board: *What's your favourite shop?*

- Working in pairs, students answer the question and talk about how often they go there and what they buy.
- Elicit some answers from the class.

Exercise 1 page 7

- Focus attention on the photo. Elicit what students can see.
- Elicit answers to the questions.

Exercise 2 0.03 page 7

- Give students time to read the questions.
- Play the audio for students to listen, read the article and answer the questions.
- Check answers as a class.

KEY

The first high streets had a baker's and a butcher's. Today, there are restaurants, cafés and many empty shops.

Transcript

See Student's Book, page 7.

Exercise 3 Vocabulary page 7

- Focus attention on the highlighted words in the article.
- Students complete the table individually.
- Working in pairs, students compare their answers.
- Check answers as a class. Go through pronunciation of any difficult words, eliciting which syllable to put the stress on.

KEY

Where to buy things: town centres, baker's, butcher's, department stores, supermarkets, online shopping, shopping centres
How to pay: cash, credit cards
Other nouns: shop assistants, customers, items, clothing, shop windows

Exercise 4 page 7

- Working in pairs, students complete the task, using a dictionary if necessary.
- Check answers as a class. Make sure students know the pronunciation of tricky words such as *receipt* /rɪˈsiːt/ and *queue* /kjuː/.

KEY

Where to buy things: bookshop, chemist's, hairdresser's, market
How to pay: coin, note
Other nouns: payment, queue, receipt, sale

Exercise 5 page 7

- In their pairs, students add to the table in exercise 3.
- Circulate and monitor, helping with spelling and pronunciation where necessary.
- Divide the board into three columns. Elicit words from students and invite them to come up and write them on the board. Drill pronunciation as necessary.

Exercise 6 page 7

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

KEY

1 town centre 2 department store 3 items
4 shop window 5 butcher's 6 bookshop
7 customers 8 supermarket

Exercise 7 page 7

- Students find four examples in the article in exercise 2.
- Elicit examples from the class and write them on the board, e.g.:
  There was always a baker's. There was usually a butcher's. There were department stores. There were cheaper prices.
- Students work out the rules and complete them, using the examples to help them.
- Check answers as a class.

KEY

1 singular nouns 2 plural nouns

- Students do the Grammar booster exercises on page 131.

Exercise 8 page 7

- Focus attention on the pictures. Elicit that there is 100 years difference between them.
- Point out the example.
- Working in pairs, students complete the task.
- Circulate and monitor, making a note of errors or particularly good sentences, especially with plural and singular.
- Give students a time limit to the end of the activity.
- Do a whole-class correction and feedback activity at the end of the task. You could ask students which high street they prefer and why.

KEY (SUGGESTED ANSWERS)

Today, there's a supermarket. In the past, there was a department store.
Today, there's an empty shop. In the past, there was a hairdresser's.
Today, there's a fast food restaurant. In the past, there was a butcher's.
Today, there's a café. In the past, there was a baker's.
Today, there are two clothes shops. In the past, there were two bookshops.

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 was / there were *to talk about streets now and in the past.*

Further practice

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

1 Going places

1.1 Vocabulary

Lesson summary

Speaking: Discussing a day out
Listening: A vlog about a day out
Vocabulary: Words and phrases for a day out
Writing: An advert for a day out

SHORTCUT To do the lesson in 30 minutes, keep the warm-up brief, omit exercise 7 and set exercise 10 as homework.

WARM-UP Tell students to look at the photo.

- Ask: *Where was the photo taken?*
  Do you enjoy going to new places?
  Where did you go on your last trip?
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Culture note

The River Wye is the fifth longest river in the UK and the Wye Valley goes across the border between England and Wales. It is a beautiful protected landscape, visited by over 1.5 million tourists every year. The area has been a location for many films, including *Harry Potter and the Deathly Hallows: Part 1*. Symonds Yat Rock is famous as a place where you can see birds of prey. Goodrich Castle is a medieval fortress built in the 11th century.

Exercise 1 page 8

- Working in pairs, students ask and answer the questions.
- Elicit the answer to the first question and get some examples of days out.
- Ask a few students for their answers to the second question. Encourage them to talk about real days out and help them with any vocabulary needed.

Exercise 2 Think & share page 8

- Focus attention on the video still and ask students to describe what they can see.
- Elicit answers to the questions, but don't confirm them yet.

Exercise 3 1.01 page 8

- Check the meaning and pronunciation of *hide* /haɪd/.
- Play the video or audio.
- Check the answer as a class.

KEY

Because the photo shows him falling out of his canoe into the river and he's embarrassed about it.

Transcript

See Teacher's Guide, page 174.

Exercise 4 1.01 page 8

- Give students time to read the sentences.
- Play the video or audio again.
- Working in pairs, students compare their answers. Play the video again if necessary.
- Check answers as a class.

KEY

1 Dan hasn't got a video for the vlog.
2 One of his favourite places is the Wye Valley.
3 You can see birds called peregrine falcons at Symond's Yat Rock.
4 Goodrich Castle is really old.
5 You can't borrow equipment to go canoeing on the river.
6 Dan goes red when it's sunny.

Transcript

See Teacher's Guide, page 174

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 B 2 A 3 B 4 B 5 A 6 B

- Drill the phrases for accurate pronunciation and intonation.

Extra activity

- Have a quick oral test to see if students remember the phrases. Read out one of the meanings and students quickly say the corresponding phrase in bold, e.g.
  Teacher: *It's sunny.*
  Students: *What a gorgeous day!*
- Start this as a whole class activity, or divide the class into teams to encourage competition. Do it with books open to begin with, then with books closed.

AfL Teaching tip: diagnostics

Exchanging ideas and clarifying

Students can benefit from sharing ideas and knowledge with each other. This helps them identify and extend what they already know.

After finishing exercise 5, elicit that most of these phrases are written with an exclamation mark at the end. Ask students why we do this.

Put them in pairs or small groups to think of other phrases we say which end with an exclamation mark. Get some feedback and write good examples on the board. Encourage peer-to-peer clarification by asking students to give examples of when we say them.

KEY (SUGGESTED ANSWERS)

Oh no! Help! Look out!

See the notes on Assessment for Learning on page 9.

Exercise 6 Vocabulary page 9

- Focus attention on photos A–C. Give students time to do the matching task.
- Working in pairs, students compare their answers.
- Check answers as a class.

KEY (SUGGESTED ANSWERS)

Photo A: explore, go canoeing, look round, a cave, wildlife, ruins, equipment, suncream, peaceful, spectacular
Photo B: go on a guided tour, look round, an attraction, an exhibition, an audio guide, spectacular
Photo C: explore, go cycling, look round, countryside, wildlife, equipment, suncream, peaceful, ruins

- Drill the words for accurate pronunciation, e.g. *spectacular* /spekˈtækjələ/.

Exercise 7 page 9

- Working in pairs, students complete the task.
- Circulate and monitor, encouraging students to go beyond the challenge of two extra words.
- Divide your board into four quarters and label them with the categories in exercise 6. Elicit words and write them on the board. Deal with any spelling or pronunciation difficulties.

Exercise 8 page 9

- Point out that there are two adverts for days out to different places in the UK. If necessary, pre-teach *island*, *coast*, *gaming* and *in person*.
- Divide the class in two halves: A and B.
- Tell the Student As to complete the advert they can see and the Student Bs to turn to page 149.
- Set a time limit for students to complete the gaps with words and phrases from exercise 6.
- Check answers as a class.

KEY

1 go cycling 2 equipment 3 countryside
4 spectacular 5 ruins 6 caves 7 wildlife
8 attractions 9 exhibition 10 explore
11 guided tour 12 audio guide 13 look round
14 peaceful

Exercise 9 Mediation page 9

- Put students in new A / B pairs.
- Set a time limit for them to tell each other about the place they would like to visit.
- You could write the following sentence starters on the board to help students begin the task: *I'd really like to visit …*; *On a day trip to …*, *you can …*
- To avoid students just reading out their sentences, you could give them a moment to read them again and then tell them to close their books.

Extra support

Make pairs of two Student As and two Student Bs so they can discuss together and plan how to talk about their place. Then put them in A / B pairs again to do the task.

- Circulate and monitor, checking students are giving detailed information. Make a note of any common errors to deal with at the end.
- With a show of hands, find out which day out students prefer and then ask them why.
- Do some quick feedback with the class.

Exercise 10 page 9

- Focus attention on the five things students need to think about. Remind them to use vocabulary from exercise 6, including words they added to the categories.
- Working in pairs, students decide on a place to go for a day out.
- Circulate and monitor, encouraging students to self-correct and peer-correct.
- Tell students to swap their advert with another pair, read it and decide if the advert makes them want to go on the day out or not, and why.

AfL Teaching tip: success criteria

Identifying their own success criteria

Students will progress better if they identify their own criteria for success and then assess their work against this.

Before students share their adverts in exercise 10, brainstorm criteria they could use to judge if one of their adverts is successful. (Does it include the vocabulary from exercise 6? Is the grammar and spelling good? Does it include enough information? Does it make you want to choose this day out?)

Tell students to read their advert again in pairs and discuss how well it meets these criteria. With a group who know each other or work together well, they could assess another pair's advert instead of their own.

Ask some students to share their self-assessments.

You could also take the adverts home to mark against the same criteria and give your feedback so they can see how well they self-assessed.

See the notes on Assessment for Learning on page 9.

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 a day out.*

Further practice

Workbook, page 8
Vocabulary booster, page 112
Vocabulary photocopiable worksheet
Short test

1.2 Grammar

Lesson summary

Reading: A chat about a day trip

Grammar: Past simple: affirmative and negative; pronunciation: pronouncing regular past simple forms

Listening: A phone conversation about a day trip

Writing: An email about a day trip

SHORTCUT To do the lesson in 30 minutes, keep the warm-up and exercise 1 brief, ask students to watch the grammar video at home and set exercise 9 as an individual task for homework.

WARM-UP Put students in pairs to remember as much as they can about Dan's day out from Lesson 1.1.

- Elicit ideas from the class. Prompt them to remember *peregrine falcons* and *canoeing*.

Exercise 1 page 10

- Students read the chat and answer the question.
- Check the answer as a class.

KEY

Luke didn't go canoeing because he visited his cousins in Scotland.

Exercise 2 page 10

- Tell students to read the grammar rules carefully and find underlined examples of each rule in the chat in exercise 1.
- Working in pairs, students discuss their answers.
- Play the video.

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.

- Check answers as a class.

KEY

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

- If some students are worried that they haven't learned irregular past verb forms, reassure them that there is a list on page 148 and tell them that they already know some of the main ones.
- Students do the Grammar booster exercises on page 132.

Exercise 3 page 10

- Students complete the sentences individually.

Extra support

Give students time to think of the past simple forms of the verbs before they start the gapfill exercise. They may need to check some using the irregular verbs list on page 148.

- Check answers as a class.

KEY

1 weren't, had 2 went, couldn't 3 met, played
4 saw, cried 5 didn't go out, wasn't
6 looked, didn't like 7 studied, didn't pass
8 stopped, sat

Exercise 4 Pronunciation page 10

- If necessary, remind students how to count syllables using some example words you are sure they know.
- Draw two columns on the board and write the headings *One syllable* and *Two syllables*. Do the first word together as a demonstration, writing *laughed* in the *One syllable* column.
- Students work individually. Then they check their answers in pairs, saying the words aloud.

Exercise 5 1.04 page 10

- Play the audio for students to check their answers.
- Then check the answer to the question.

KEY

One syllable: laughed, looked, played, stopped, walked, watched
Two syllables: needed, started, waited, wanted
We pronounce *-ed* as an extra syllable when the infinitive without *to* ends in the sound /d/ or /t/.

Transcript

See Key above.

- Play the audio again, pausing for students to repeat the past simple forms.

Exercise 6 1.05 page 10

Culture note

Sydney, the largest city in Australia, is located on the south-east coast. Famous tourist attractions include Sydney Harbour Bridge, the Sydney Opera House and Bondi Beach.

- Elicit from students what they know about Sydney, Australia.
- Give students time to read phrases 1–8.
- Play the audio.
- Working in pairs, students compare their answers. Play the audio a second time if necessary.
- Check answers as a class.

KEY

1 ✓ 2 ✗ 3 ✗ 4 ✓ 5 ✓ 6 ✗ 7 ✓ 8 ✗

Transcript

See Teacher's Guide, page 174.

Exercise 7 page 10

- Working in pairs, students say seven sentences about the things Mia did and didn't do in exercise 6. Focus attention on the example and elicit one of the negative sentences as a demonstration if necessary.
- Circulate and monitor, encouraging self-correction of errors with past tense forms. (All the verbs have already been used in the lesson, except *explore* and *take*. Refer students to the irregular verbs list on page 148 for *take*.)
- Check answers as a class.

KEY

2 She didn't go shopping on Market Street.
3 She didn't look round the art gallery.
4 She explored the Royal Botanic Gardens.
5 She had lunch at Sydney Harbour.
6 She didn't go on a guided tour of the opera house.
7 She took a boat around the harbour.
8 She didn't visit the zoo.

Exercise 8 page 10

Culture note

The city of New York in the USA has many famous tourist attractions. Students may not know MoMA, the Museum of Modern Art. Broadway is a street with many theatres.

- Check students understand that they are writing an email about their day trip to New York and that they should use affirmative and negative forms of the verbs, following the patterns given in the sentence starters.
- Set a time limit for the activity.
- Circulate and monitor, helping with language where necessary.
- Elicit some emails from the class.

Exercise 9 page 10

AfL Teaching tip: diagnostics

Engaging with the task

Students will engage better with a task if they are asked to do something based on their own knowledge and experience first.

Before starting exercise 9, put students in pairs and ask them to think of one city they know well. Tell them to brainstorm things to do on a day trip to the city.

See the notes on Assessment for Learning on page 9.

Extra activity

If students have access to the internet, you could ask them to research things to do in their chosen city to make this task more authentic and interesting.

- Working in pairs, students write sentences about their day trip to their chosen city.
- Circulate and monitor, checking especially for the use of the past simple forms.
- When they have finished, make groups of two pairs together. Each pair tells the other about their day trip.
- Have whole-class feedback. Ask some students to report on their classmates' trips. To make sure they listen to each other, you could write on the board *the most exciting / the most tiring / the most expensive* and tell them you are going to ask them about this at the end.
- Ask the class to choose day trips which fit the descriptions 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 past simple to talk about holidays.*

Further practice

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

1.3 Reading

Lesson summary

Reading: An article about holidays through history
Strategy: Finding specific information
Vocabulary: Matching words from the text to definitions
Speaking: Talking about holidays past and present

SHORTCUT To do the lesson in 30 minutes, omit the warm-up, in exercise 4 give each student only one of the definitions to match to a word in bold and set exercise 5 as an individual written task for homework.

WARM-UP Focus attention on the four photos. Ask the class for adjectives to use about each photo. Write interesting ones on the board. Drill the words for accurate pronunciation.

Exercise 1 page 11

- Point out the heading *Holidays: past and present* and that the photos represent places to go on holiday.
- Elicit answers to the question, but don't confirm them yet.

Exercise 2 page 11

- Tell students not to use dictionaries as they read. The words in bold are for exercise 4. Two new words are explained in the glossary at the end of the text.
- Check students understand there are two parts to the task: 1) match the photos to the paragraphs and 2) compare their answers to the question in exercise 1 with the information in the text.
- Students complete the task individually.
- Working in pairs, students compare their answers.
- Check answers as a class.

KEY

Photo A: You can see a lot of famous artworks.
Photo B: You can see ancient buildings.
Photo C: You can enjoy the beach.
Photo D: You can visit a historic building.
1 B 2 D 3 A 4 C

Exercise 3 page 11

- Go through the strategy together. Check the meaning and pronunciation of *specific* /spə'sɪfɪk/ (connected with one particular thing only).
- Ask comprehension questions about the strategy, e.g. *Do you read the questions first or the text? Why? Do you read every word of the text? Do you look for the same words as*

in the question? Why? / Why not? Point out that this is an important skill for Reading exams.

- Tell students to use the strategy to find the specific information needed to answer questions 1–8.
- Set a time limit.
- Check answers as a class.

KEY

1 Rich Romans started travelling because there was peace in the Empire.
2 Inns and restaurants opened all over the Empire.
3 Their holidays lasted for about a month.
4 They needed a break in summer to get away from the heat, and in winter so that they didn't get bored.
5 The Grand Tour became shorter – it went from three and a half years to two years. Also, women began going on a Grand Tour too.
6 They experienced different cultures, learned the language of the country and looked at works of art by famous artists.
7 The invention of new transport, such as the train and the plane, affected travel the most.
8 Today, people look for cheap holidays in the Mediterranean and trips to places further away.

Exercise 4 Vocabulary page 11

Extra challenge

Ask students to look at the words in bold and try to work out the meanings from the context around them (without reading the definitions). Tell them to think of another way to say the word or think what it might be in L1. Then they can compare their ideas with definitions 1–6.

- Give students time to read the definitions carefully. Do number 1 as a demonstration with the class, eliciting the answer from one student (*border*).
- When students have finished, put them in pairs to compare their answers.
- Check answers as a class.

KEY

1 border 2 afford 3 leisure time 4 abroad
5 destination 6 escape

- Drill the words and phrases for accurate pronunciation.

Study skills

Take time to check that students are making good vocabulary notes in their notebooks. They can create a great reference resource by including the word, definition and useful notes to help them remember pronunciation, including the word stress.

Exercise 5 Think & share page 11

- Give students time to read the questions and answer any vocabulary queries before they start.
- Working in pairs, students discuss the questions.
- Circulate and monitor, making a note of any common errors with past simple forms.
- When students have finished, write the mistakes on the board and elicit corrections from the class.

Extra activity

- Put students in small groups or pairs to discuss the following question: *Think about holidays you had when you were a young child aged around seven or eight. What is the same and what is different about the holiday activities you enjoyed then and the things you like doing on holiday now?*
- Give students a few minutes to have the discussion. Circulate and monitor, making a note of any common errors you hear.
- When students have finished, write the mistakes on the board and elicit corrections from the class. Point out that they used the present simple 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 find specific information in an article about holidays in the past.*

Further practice
Workbook, page 10
Online practice

1.4 Global skills

Lesson summary

Reading: An itinerary for a day trip; a tourist information website; how to plan an itinerary
Vocabulary: Words and phrases about itineraries
Listening: A dialogue about a day trip
Speaking: Planning an itinerary for a day trip

SHORTCUT To do the lesson in 30 minutes, keep the warm-up brief, omit exercises 6 and 8 and limit the scope of exercise 7, or set it as an individual task for homework.

WARM-UP With books closed, write on the board: *Is it necessary to plan a day out? Why? / Why not?*

- Put students in pairs or small groups to discuss.
- Elicit ideas from the class.

Exercise 1 page 12

- Focus attention on the dictionary definition and check the pronunciation of *itinerary*.
- Explain that a girl called Luna and her friends are going on a day trip as a group. Students work individually to answer the questions about the itinerary.
- Check answers as a class. Students may not know the word *cruise*; tell them that they will learn it in exercise 2.

KEY

1 The group is planning to go to Edinburgh.
2 They're planning to go by train.
3 They're planning to look round Edinburgh Castle, have lunch, go on a sightseeing cruise and go shopping.
4 They're planning to spend seven and a half hours there.

Exercise 2 Vocabulary page 12

- Tell students to read the definitions and then match a word or phrase in bold from the itinerary to each definition. Do number 1 as a demonstration with the class. Ask students: *What does Luna want the restaurant to keep?* (A table)
- Students work individually.
- Check answers as a class.

KEY

1 make a reservation 2 departs 3 in advance
4 cruise 5 platform 6 arrival

- Drill the words for accurate pronunciation.

AfL Teaching tip: diagnostics

Effective questioning

Students will become more autonomous if they analyse and evaluate the exercise.

Working in pairs, students reflect on their opinion of this day trip itinerary. Ask: *Do you like it? Why? / Why not? What is the best activity on it? What don't you like? What do you think about the timings, e.g. one and a half hours for lunch?*

Conduct class feedback. This activity will help students prepare for exercises 7, 8 and 9 in the lesson.

See the notes on Assessment for Learning on page 9.

Exercise 3 1.07 page 12

- Give students plenty of time to read the 'Things to do in Cardiff' website. Elicit what they can see in each photo.
- When they have read the instructions, play the audio.
- Working in pairs, students compare their answers.
- Check answers as a class.
- Ask students if they think it was a successful trip to Cardiff or not: *How did Ruby feel after the trip?* (The trip wasn't very successful – they didn't do much. Ruby felt disappointed.)

KEY

1 the castle 2 the Principality Stadium
3 the Bay Blast 4 Viva Brazil 5 White Water Centre
6 Cardiff Escape Rooms

Transcript

See Teacher's Guide, page 174.

Exercise 4 1.07 page 12

- Students read the questions.
- Play the audio again.
- Working in pairs, students compare their answers and discuss question 3.
- Check answers as a class.

KEY

1 They went to the castle.
2 A rugby match B tickets (left) for the boat trip / tours of the rugby stadium C have a table
D far E expensive
3 Make an itinerary and plan

Transcript

See Teacher's Guide, page 174.

Exercise 5 page 12

- Ask students to read the advice. Ask: *Is the advice similar to your ideas in exercise 4, question 3?*
- When they have read the instructions, find advice for problem A with the class as a demonstration. Students work individually on B–E.
- Check answers as a class.

KEY

1 A 2 D 3 E 4 B 5 C

Exercise 6 page 12

Note!

Students need to use an imperative form to add pieces of advice. Point this out, using the advice in exercise 5.

- Working in pairs, students do the activity. Circulate and monitor, helping with vocabulary where necessary.

Extra challenge

Encourage students to come up with pieces of advice for all the ideas.

- Do some quick feedback with the class. Encourage students to say why each piece of advice is important, or what can happen if they don't follow the advice.

Exercise 7 page 12

- For this activity, pair students carefully, according to ability. This means stronger pairs will be able to work more independently while you help those who find it difficult. Monitor all pairs carefully to ensure they are on task.
- In their pairs, students work on creating a day trip itinerary. If you are short of time, it is quicker for everyone to work on an itinerary for Cardiff.
- If you have time and access to the internet, students can research information about a different place, including looking at maps and transport timetables. It could be motivating to plan trips to cities within the students' own country. These could be made into a gallery or a webpage.
- Allow plenty of time, but circulate and monitor carefully. Give time limits to keep the class working at a similar pace. Ask students to produce a clear, legible itinerary for their classmates to read. They could also add a map if technology allows.

Exercise 8 page 12

AfL Teaching tip: success criteria

Students negotiate their own success criteria

Students will progress better if they identify their own criteria for success and then assess their work against this.

Before students compare itineraries, get the whole class to contribute to deciding the success criteria for the itinerary. Suggestions: good grammar and spelling, clear presentation, interesting activities included, realistic timings, realistic number of activities for the time.

See the notes on Assessment for Learning on page 9.

- Students swap their itineraries and evaluate their classmates' work in pairs.
- Tell them to be constructive in their comments. With a supportive class, students can give feedback to each other directly. Otherwise, you should elicit comments from pairs in a more general whole-class feedback stage.

Exercise 9 Think & share page 12

- Give students time to think about and make a note of their answers to the questions.
- If you have time, students could work in small groups to share their answers. Otherwise, elicit answers from some students in whole-class feedback.

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 discuss and plan a day out.*

Further practice
Workbook page 11

1.5 Vocabulary

Lesson summary
Reading: Information about different forms of transport
Vocabulary: Words and phrases about different forms of transport
Speaking: Talking about travel arrangements for a trip

SHORTCUT To do the lesson in 30 minutes, keep the warm-up brief, omit exercise 4 and set exercise 5 as homework.

WARM-UP With books closed, get students to create a mind map together on the board on the topic of 'transport'. Ask students to come up to the board and add transport words. Correct any spelling errors and check understanding and pronunciation of the vocabulary.

Exercise 1 Think & share page 13

- Students work individually to rank the five forms of transport in order of preference and think of the reasons for their preferences.
- If necessary, give your own answers as a model. Briefly explain your preferences.
- Working in pairs, students compare answers. If their ranking is different, they should explain why.

Exercise 2 page 13

- Students read the information and answer the question. Give a time limit to encourage speedy reading.
- Check answers as a class.

KEY
The quickest way to travel is by train. The slowest is by coach.

Exercise 3 Vocabulary page 13

- Focus attention on the photos and elicit the three forms of transport shown.
- Working in pairs, students match the highlighted vocabulary to the photos.
- Check answers as a class.

KEY
A departures, delayed, ferry, catch, passengers, long queues, port, cross, luggage, boot, reach, convenient, board
B reach, departures, check in, delayed, catch, passengers, long queues, luggage security, gate, board
C tunnel, departures, board, delayed, catch, passengers, long queues, miss a train, luggage, reach, convenient

- Drill some of the words for accurate pronunciation, such as *queue* /kjuː/ and longer words such as *convenient* /kən'viːniənt/. Get students to count syllables and mark the word stress on long words.

Exercise 4 page 13

- In their pairs, students think of more words to add to each photo, e.g. *cheap*, *expensive*, *quick*, *slow*.

Extra challenge
Encourage students not to stop at two words per photo. You could ask them to think of words to describe how the people in the photos may be feeling.

- Circulate and monitor, getting students to check the spelling of words in a dictionary if necessary.
- Elicit some answers.

Exercise 5 page 13

- Students complete the sentences. Remind them to check they use the right singular or plural forms of nouns and the correct verb forms.
- Working in pairs, students compare their answers.
- Check answers as a class.

KEY
1 tunnel, reaches 2 gate, board 3 luggage, boot
4 cross, ferry 5 departures, check in
6 miss the train, delayed 7 port, convenient
8 long queues, security

Extra activity
- Encourage students, in pairs, to use new words in this lesson as a starting point to investigate other words in the same word family, e.g. *board* and *cross* are verbs. What are the nouns? *Tunnel* and *queue* are nouns. Can they also be verbs?
- Provide dictionaries. This is mainly an awareness-raising activity to prompt students to identify parts of speech and to think in terms of word families to expand their vocabulary.
- Do some quick feedback with the class.

Exercise 6 page 13

- When students have read the instructions, put them in pairs. Before they begin, ask one pair to act out the dialogue in the speech bubbles as a demonstration.

- Circulate and monitor the students' discussions.
- Check answers as a class. Encourage students to give reasons for their answers.

Exercise 7 page 13

AfL Teaching tip: learning intentions

Risk-taking

It's important for students to take risks and not to be afraid to make mistakes. Make it clear when it is task achievement rather than accuracy that is required from them.

Tell students that your focus in exercise 7 will be on what is said and on successful communication rather than perfect grammar or pronunciation. (It is particularly important here because they need to use future forms for the task, which some students may know better than others.)

See the notes on Assessment for Learning on page 9.

- This is a creative task where students can choose any place in the world they'd like to visit. If possible, provide internet access so they can find out real information about transport options and plan their journey.
- To maximise speaking, encourage them to research as many ways to travel to their destination as possible so they can explain which they chose and why.
- Do some quick feedback with the class. Give students reasons to listen to each other, e.g. *Which place is the most difficult to reach? Which place is the most expensive to reach? Which place, apart from your own, would you like to visit?*

Exercise 8 page 13

- Working in small groups, students answer questions 1–4.
- Do some quick feedback with the class. Encourage students to give reasons for their answer in each case.

Extra activity

- Ask students to prepare to tell the story of a journey using a form of transport from this lesson. Tell them that in the journey something went wrong. This story can be true or invented. They will then tell it to their group and their classmates will guess if it is a true story or not. If necessary, tell a quick transport story yourself as a demonstration and elicit whether it was true or invented.
- Give students time to think about their stories. Working in small groups, students tell their stories. At the end of each story, they can ask each other questions. Then they have to decide if it is true or not.
- Monitor the stories and note which transport words are used. Note any past simple errors to correct.
- When students have all finished, do some quick feedback 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 transport.*

Further practice

Workbook, page 12
Vocabulary booster, page 113
Vocabulary photocopiable worksheet
Short test

1.6 Grammar

Lesson summary
Reading: A story about a round-the-world trip
Listening: About a round-the-world trip
Grammar: Past simple questions; subject and object questions
Speaking: Talking about a long trip

SHORTCUT To do the lesson in 30 minutes, keep the warm-up brief, in exercise 3 divide the class in half and give one half questions 1–5 and the other half questions 6–10. Split exercise 8 in a similar way.

WARM-UP With books closed, write on the board *Around the World in Eighty Days* and ask students to say what they think the lesson might be about.

Culture note

A number of Indian cities' names have changed since 1873, when the book was published. Bombay is now Mumbai and Calcutta is now Kolkata. Students may know them by these names.

Pronunciation of character names: Phileas Fogg /ˈfɪliəs fɒg/, Passepartout /pæspɑːˈtuː/.

Exercise 1 page 14

- Focus attention on the map and the instructions. Ask students if they have read Jules Verne's novel, or what they know about it.
- Students answer the questions.
- Check answers as a class.

KEY

1 They departed on 2 October 1872.
2 They crossed the oceans by boat.
3 Their arrival date was 21 December 1872.

Exercise 2 page 14

- Remind students that they learned about the past simple in Lesson 1.2. Tell them the focus in this lesson is on questions in the past simple.
- Students complete the rules and do the matching task.
- Working in pairs, students compare their answers.
- Play the video.
- Check answers as a class.

KEY

1 Did 2 did

Exercise 3 page 14

- Focus attention on the photo. Ask questions to create interest about Nellie Bly /ˈneli blaɪ/: *How old was she in this*

photo? What kind of person was she? When was she alive? Give students the answer to the last question: *She lived around the time when Jules Verne published his novel.*

- Students make past simple questions from the prompts.

Extra challenge

- When students finish making the questions, put them in pairs to discuss what difficulties they think a young woman travelling around the world faced in the 1880s.

- Check answers as a class.

KEY

1 Who was Nellie Bly?
2 Was she a millionaire?
3 Whose idea was it to travel around the world?
4 Why did she want to make the trip?
5 When did she depart?
6 Where did she start from?
7 Which country did she visit first?
8 How did she travel there?
9 Did she travel alone?
10 What did she find out when she got to Hong Kong?

Exercise 4 page 14

- Give students time to underline the question words.
- Check answers as a class, eliciting the meaning of the words. Point out that this helps them know what information to look for to answer the questions. You can also elicit that for questions with no question word, i.e. 2 and 9, the answer will be *yes* or *no*.

KEY

1 Who: to ask about a person
3 Whose: to ask who something belongs to
4 Why: to ask about the reason for something
5 When: to ask about a time
6 Where: to ask about a place
7 Which: to ask about one or more things out of a number of them
8 How: to ask about a way or manner of doing something
10 What: to ask about a thing

Exercise 5 page 14

- If necessary, pre-teach *journalist* /ˈdʒɜːnəlɪst/, *reporter* and *editor*.
- Remind students of the Reading strategy in Lesson 1.3 about finding specific information in a text. Ask them to re-read the strategy on page 11 if necessary.
- Set a time limit for students to read and answer the questions.
- Working in pairs, students compare their answers.
- Check answers as a class. Ask more comprehension questions to make sure students have understood the story so far. You could ask them how they think Nellie felt.

KEY

1 She was an American journalist.
2 No, she wasn't a millionaire.
3 It was Nellie's idea to travel around the world.
4 She wanted to complete the trip faster than Phileas Fogg, i.e. in less than 80 days.
5 She departed on 14 November 1889.
6 She started from New Jersey, USA.
7 She visited England / the UK first.
8 She went by boat.
9 Yes, she travelled alone.
10 She found out that she was in a race and the other reporter was three days in front of her.

Exercise 6 1.10 page 14

- Tell students they are going to listen to the second part of the story.
- Get them to read the questions first.
- Play the audio.
- Check answers as a class.

KEY

1 Nellie Bly won the race.
2 The editor of her newspaper helped her – he paid for a private train to bring her home.

Transcript

See Teacher's Guide, page 175.

Exercise 7 page 14

- Tell students to look at the questions in exercise 6, read the grammar box and complete the rule.
- Check the answer as a class. Give another example, e.g. point to *Around the World in Eighty Days* on the board. Ask: *Who wrote that?* (the teacher / you) *What did the teacher / I write?* (the title of the book). Elicit the subject question (first) and the object question (second).

KEY

subject

- Students do the Grammar booster exercises on page 133.

Exercise 8 page 14

- Students decide on the correct form in each question.

Extra support

Tell students to start with questions 6 and 7 because these are the most straightforward. (It doesn't matter if they don't answer them in order.)

- Check answers as a class, dealing with difficulties and referring back to the grammar boxes.

KEY

1 did Nellie travel 2 did Nellie work 3 gave
4 did Nellie take 5 happened 6 paid
7 did Nellie visit

Exercise 9 page 14

- Tell students they are going to find out about their partner's longest trip by asking questions.
- Give a time limit for them to prepare questions to ask their partner. Circulate and monitor as students write.
- Encourage students to use the given verbs, e.g. *Where did you go?* is a useful first question.

Exercise 10 page 14

- Give students time to remember the longest trip of their lives.
- Working in pairs, students ask and answer questions about their longest trip.

- Circulate and monitor, encouraging them to ask follow-up questions where possible even if these were not the ones they prepared. Help with the past simple forms if necessary.
- Do some quick feedback 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 past simple subject and object questions to talk about trips.*

Further practice

Workbook, page 13
Grammar booster page 133
Grammar photocopiable worksheet
Online practice

1.7 Listening

Lesson summary
Listening: An interview about a long car race
Strategy: Listening for gist
Grammar: Past simple questions
Speaking: Preparing and answering interview questions

SHORTCUT To do the lesson in 30 minutes, omit the warm-up, set exercises 4 and 5 as individual homework and get students to interview each other in the next lesson (exercise 6).

WARM-UP With books closed, ask students: *What was your longest ever car journey?* Give them a moment to think.

- Working in pairs, students ask and answer questions about the longest car journey they have ever been on.
- Elicit some of the things they talked about in whole-class feedback.

Exercise 1 page 15

- Students read the advert and look at the map. Elicit the meaning of the word *rally*.
- Students complete the task.
- Working in pairs, students compare their answers.
- Check answers as a class. Ask students to give their opinions about what they have read.

KEY

1 It starts in London and finishes in Ulan-Ude.
2 It's different because there's no route, not many roads and you get no help.
3 (Suggested answer) Because drivers are completely on their own and they have to solve their own problems.

Exercise 2 1.11 page 15

- Go through the strategy together.
- Tell students to read questions 1–4.
- Play the audio.
- Check answers as a class.

KEY

1 They're in a (radio) studio.
2 They're an interviewer and two drivers from the Mongol Rally.
3 The interview is some time after the drivers completed the rally.
4 They want to find out about the drivers' experiences.

Transcript

See Teacher's Guide, page 175.

Exercise 3 1.11 page 15

- Give students time to read the gapped notes.

Extra support

Working in pairs, students think about what kind of information is missing in each gap, i.e. Are they listening for a number, a place, a thing, a person, an action? This may not be clear for some of the gaps, but the habit of predicting what is needed can be very helpful.

- Play the audio again for students to complete the notes.
- Working in pairs, students compare their answers. Monitor and if necessary, play the audio again.
- Check answers as a class.

KEY

1 final exams 2 Google Maps 3 Iran
4 travel documents 5 Mongolia 6 a mountain
7 had dinner 8 10,000

Transcript

See Teacher's Guide, page 175.

Extra activity

Have a class discussion about the Mongol Rally. Ask: *What are the good things about it? What are the negative things? Who benefits from it? What kinds of things can go wrong?*

Exercise 4 page 15

AfL Teaching tip: success criteria

Monitoring of feedback

Before students do a task, discuss what they are hoping to achieve so that they know where they are going with their learning.

Once the task in exercise 4 is clear, decide with students what you will focus on for feedback. In this task, the sensible focus is on past simple questions and using past simple in the answers, but students may also have other ideas about success criteria for the task. You could point out that exercise 6 asks *Which pair gave the best interview?* and decide success criteria for this in advance.

See the notes on Assessment for Learning on page 9.

- Students complete the task in pairs. Encourage them to imagine it really happened to them.
- Circulate and monitor the discussions and get them to think of details, as their classmates are going to interview them about this experience.

Exercise 5 page 15

- Remind students that they are going to interview another pair using the questions in exercise 4 and the questions they are going to write now. Students can write between two and four more questions.
- Give them time to work in their pairs to write the questions. Circulate and monitor, helping where necessary.

Exercise 6 page 15

- Put students in pairs and then put two pairs together in groups. Label each pair within the group Pair A and Pair B.
- Tell them to interview each other about doing the Mongol Rally. Pair As ask the questions first and Pair Bs answer.
- Circulate and monitor, making a note of any points for praise or correction, bearing in mind the success criteria you and the class decided in advance.
- The pairs swap roles and Pair Bs become the interviewers.
- When all interviews are finished, write the mistakes on the board and elicit corrections from the class. Elicit from each group of four which pair gave the best interview and why. Encourage them to refer to the success criteria.

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 gist of an interview about the Mongol Rally.*

Further practice
Workbook, page 14
Online practice

1.8 Speaking

Lesson summary
Speaking: Talking about a memorable weekend
Strategy: Maintaining a conversation
Pronunciation: Expressing interest and sympathy

SHORTCUT To do the lesson in 30 minutes, omit the warm-up and exercise 6. In exercise 8, encourage students to keep their dialogues short and in exercise 9, get only two pairs to act out their dialogues for the class.

WARM-UP Working in pairs, students look at the four photos and describe what they can see. Monitor and assist with any vocabulary.

- Write any useful words and phrases on the board.

Exercise 1 page 16

- Focus attention on the photos and ask students to discuss the questions in pairs.
- Elicit some answers from the class. Encourage students who did one of these activities to provide further details.

Exercise 2 1.12 page 16

- Tell students they will hear two friends talking about their weekend. Give them time to read the questions.
- Check students' understanding of key phrases *keep the conversation going* and *change the focus of the conversation*.
- Play the audio.
- Check answers as a class.

KEY

1 She went to the cinema with her sister and then out for dinner.
2 Yes, she had fun because the film was exciting.
3 Yes, he's interested because he keeps the conversation going.
4 He asks questions and sounds interested.
5 She also asks questions and sounds interested.
6 She says, 'What about your weekend, Ryan?'
7 He played football.
8 Yes, he enjoyed it because he scored a goal.

Transcript

See Teacher's Guide, page 175.

Exercise 3 1.12 page 16

- Go through the strategy and Phrasebook together.
- When students have read the questions, play the audio again.
- Check answers as a class.

KEY

Ryan uses: How was your weekend? Did you? Really? What a great idea!
Ellie uses: What about your weekend? Did you? Wow! That's amazing! What a pity!
We hear 'Did you?' twice.

Transcript

See Teacher's Guide, page 175.

Exercise 4 Pronunciation 1.13 page 16

- When students have read the instructions, check the pronunciation and meaning of *sympathy* /ˈsɪmpəθi/ (the feeling of being sorry for somebody).
- Play the audio.
- Check answers as a class.

KEY

The speaker's voice goes up when they're expressing interest.
Their voice goes down when they're expressing sympathy.

- Working in pairs, students practise saying the phrases with appropriate intonation. Monitor, model and correct where necessary.

Transcript

See Student's Book, page 16.

Exercise 5 page 16

- In their pairs, students come up with two more phrases. If they are struggling, tell them they can find one more of each in the strategy (Expressing interest: Yeah? Right. Expressing sympathy: That's a shame.).

- Elicit suggestions from the class. Write useful phrases on the board. Drill the phrases for accurate intonation.

Extra activity

- Ask students to discuss in pairs which phrases for expressing sympathy are about minor things and which are used for responding to very bad news.
- Have a class discussion and highlight which can be used for more serious situations. You could use a star system: three stars = very serious; one star = something small

Exercise 6 page 16

- Give students time to decide on the order of the dialogue between Simmy and Iris.
- Working in pairs, students compare their answers.
- Ask one pair who have the correct order to act out the dialogue slowly for their classmates to check their answers.

KEY

1 Hey Simmy! Did you have a good weekend?
2 Hi Iris! Yes, it was fun. We visited my grandparents.
3 Did you? What did you do at their house?
4 It was my grandad's birthday, so we had a party.
5 How lovely! Did you make him a cake?
6 Yes, I did – a chocolate cake. It was delicious! What about your weekend, Iris?
7 It was amazing! I went cycling with my brother.
8 Really? Where did you go?
9 We went for a ride in the countryside. It was awesome.
10 How lovely! Maybe I can go with you next time.

- Working in pairs, students take one role each and act out the dialogue. Remind them about intonation. When they have finished, tell them to swap roles and practise again.

Exercise 7 page 16

- Give students time to remember a real weekend experience.
- Circulate and monitor, encouraging them to make notes to answer the prompt questions.

Exercise 8 page 16

- Working in pairs, students create a dialogue. Tell them to use the Phrasebook and their notes from exercise 7.

Extra support

For this activity, make pairs of one weaker student with a stronger one. They have already prepared notes for the content, so stronger students won't dominate this aspect. Exercise 8 focuses mainly on the key phrases and the strategy of keeping a conversation going. Stronger students can help select appropriate phrases. Monitor and encourage peer support.

- Allow plenty of time for the task.

Exercise 9 page 16

- Students practise their dialogues.
- Nominate pairs to act out their dialogues for their classmates.
- If you are short of time, divide the class in half or put three pairs together in a group so they can perform their dialogues to those classmates. In this case, circulate and monitor, making a note of those who have chosen phrases well and are using natural intonation.
- Do some quick feedback with the class.

Exercise 10 Reflect page 16

- Working in pairs, students answer the questions.
- You could encourage them to edit their dialogues to improve them.

AfL Teaching tip: success criteria

Effective feedback challenges, requires action and is achievable

When students get feedback, they should know what they need to do to improve and what they should do next.

In exercises 9 and 10, students reflected on their dialogues. Tell them to choose one way that they can improve their performance, e.g. by using different phrases from the Phrasebook or varying their intonation. Now put students in new pairs to have a dialogue about what they really did last weekend. (They can have some time to prepare before they begin.) At the end, ask them to self-assess whether they achieved their aim. If not, they can keep it in mind for next time.

See the notes on Assessment for Learning on page 9.

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 maintain a conversation about my weekend.*

Further practice

Workbook, page 15
Communicative activity photocopiable worksheet
Online practice

1.9 Writing

Lesson summary
Reading: A description of an attraction
Strategy: Using adjectives to make your writing interesting
Speaking: About a visit to an attraction
Writing: A description of an attraction

SHORTCUT To do the lesson in 30 minutes, keep the warm-up and exercise 1 brief and set exercises 7 and 8 as homework.

WARM-UP Write *tourist attraction* on the board. Remind students that they learned *attraction* in Lesson 1.1 and elicit the meaning. Ask them for ideas about tourist attractions worldwide that they would like to visit and why.

Exercise 1 Think & share page 17

Culture note

The Statue of Liberty stands on Liberty Island in New York Harbor in the United States. It is made of copper and it was a gift from the people of France to the people of the United States. It was designed by Frédéric Auguste Bartholdi and its framework was built by Gustave Eiffel.

Uluru is a large rock formation in central Australia. It is sacred to the Pitjantjatjara, who are the Indigenous Australian people of the area.

The London Eye is Europe's tallest observation wheel. It is located on the South Bank of the River Thames in London. It was built to celebrate the millennium and was opened to the public on 9 March 2000. It is one of the most popular tourist attractions in the UK.

- Working in pairs, students answer the questions.
- Elicit students' ideas as a class.

Extra challenge

Ask students to think about the good and bad points of different tourist attractions in their country.

Exercise 2 page 17

- Students complete the task.
- Check answers as a class.

KEY

1 The writer is describing the London Eye.
2 It's a big wheel.
3 It was comfortable and the views were spectacular.
4 The tickets were expensive and there were long queues.
5 The writer makes a recommendation.
6 In general, it's a positive description.

- Ask: *Do you think the writer made an itinerary for her trip? Why? / Why not?* (Yes, she did. They bought tickets online in advance, which was point 4 in the advice on *How to plan an itinerary*, Lesson 1.4 on page 12.)
- It's a good idea to help students actively notice how each thing they learn helps them to build on their learning.

Exercise 3 page 17

- Students do the matching task.
- Check answers as a class. This forms the paragraph plan for their writing later in the lesson.

KEY

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

Exercise 4 page 17

- Go through the strategy together.
- Use paragraph 1 as a demonstration with the class. Elicit adjectives and ask if each is positive or negative.
- Students complete the task.
- Working in pairs, students compare their answers.
- Check answers as a class.

KEY

Positive: fantastic, enormous, amazing, large, comfortable, spectacular, incredible
Negative: expensive, perfect, long, cheap

- Drill the words for accurate pronunciation.

Extra challenge

Tell students to focus on the pronunciation of the adjectives and mark the word stress on the correct syllables.

KEY

Positive: fantastic, enormous, amazing, large, comfortable, spectacular, perfect, cheap, incredible
Negative: expensive, long

Exercise 5 page 17

- In their pairs, students add the adjectives to the correct column and then extend each column with ideas of their own.

Extra challenge

Ask students to add more adjectives according to what you know about their ability – four extra adjectives for some of them, five or six extra for others.

- Check answers as a class and elicit more adjectives. Get students to write answers on the board in two columns.

KEY

Positive: ancient, beautiful, exciting, famous
Negative: boring, crowded

- Drill the words for accurate pronunciation.

Exercise 6 page 17

- Working in pairs, students talk about a real experience of visiting a tourist attraction. Tell them they don't have to write the answers to the questions, only discuss them.

Exercise 7 page 17

- Refer students to exercise 3 for the paragraph plan.
- Give a suitable time limit for students to write their descriptions.
- Circulate and monitor, encouraging students to use more than two adjectives where possible.

Exercise 8 Check your work page 17

- Ask students to check their writing carefully against the success criteria.
- Give them time to add anything and to improve their spelling, punctuation and grammar.
- You could display the descriptions as a gallery so students can read each other's work. You could ask the class to choose one or two particularly successful descriptions and elicit reasons why they are 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 use vocabulary to make a description of an attraction more interesting.*

Further practice

Workbook, page 16
Online practice

1.10 Review

Grammar

Exercise 1 page 18

KEY

1 played 2 didn't finish 3 made 4 couldn't
5 didn't see 6 took 7 called 8 weren't

Exercise 2 page 18

KEY

1 When was your last holiday 2 Where did you go
3 Why did you go to Sicily 4 Who booked the holiday
5 How did you travel to Sicily
6 How long were you there 7 What did you eat
8 Did you have a good time

Vocabulary

Exercise 3 page 18

KEY

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

Exercise 4

KEY

1 caves 2 ruins 3 gate 4 tunnel 5 suncream
6 delayed 7 Wildlife 8 security

Cumulative review

Exercise 5 page 18

KEY

1 countryside 2 didn't 3 appeared 4 spectacular
5 attractions 6 weren't 7 wrote 8 reach
9 convenient 10 could 11 explore 12 queues

Think & share

Exercise 6 page 18

KEY

Students' own answers

Note!

Once students have completed the Review page in the Student's Book, they should complete the Review page in the Workbook and the Reflect questions.

Further practice
Workbook, page 17
Progress test

1.11 Exam skills

Lesson summary

Exam strategies: Reading: looking for helpful words before and after missing sentence gaps; Speaking: using different tenses

Reading: An article about an adventure in Alaska

Speaking: Answering questions about holidays and the weekend

WARM-UP Write *adventure* on the board. Put students in pairs or small groups to discuss what this word makes them think of.

- Ask them in their pairs or groups to briefly tell the story of any experience they've had in their life that they would call an adventure.
- Ask a few students to share their answers with the class.

Reading

Exercise 1 page 19

- Go through the Reading exam strategy together.

Extra support

Elicit examples of subjects, pronouns and reference words to prepare students for the task.

- Students read the text and then focus attention on the first gap only and the questions.
- Check answers as a class.

KEY

In the sentence after the gap, the reference word 'there' shows us the missing sentence probably refers to a place. The pronoun 'it' refers to the same thing, so the missing sentence is about a place 25 kilometres from a town.

Exercise 2 page 19

- Make sure students have noticed there are more sentences than they need for the task.
- Working individually, students complete the matching task. Ask them to think carefully about which words before and after the gaps help them to choose their answers.
- Put them in pairs to share answers.
- Check answers as a class, eliciting which words helped students to choose their answers. You could make a note of these words in three categories on the board, as in the strategy: *subjects*, *pronouns*, *reference words*.

KEY

1 D 2 F 3 E 4 C 5 B

Extra activity

- Ask students to think about the text and decide if they would like to visit Alaska or not, based on the information given.
- Put them in pairs or small groups to share their opinions and give reasons.
- Ask a few students to share their opinions with the class.

Speaking

Exercise 3 page 19

- Go through the Speaking exam strategy together.
- When students have finished, check answers as a class.

KEY

1 past 2 present 3 present 4 present 5 present
6 present 7 past 8 past

Exercise 4 page 19

- Working in pairs, students ask and answer the questions. Circulate and monitor, making a note of any errors with tenses.
- When students have finished, write the mistakes on the board and elicit corrections from the class.

Extra activity

- Put students in pairs to think of one more question about holidays, or the weekend. It can be in the present or past tense.
- Make new pairs and tell them to ask and answer their questions. Circulate and monitor, checking they are using tenses accurately.

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 use tenses correctly to answer personal questions.*

Further practice

Culture lesson 1: London with a difference
Workbook page 18

1 Vision 360°

Floating islands

Lesson summary
★ **star:** A tour guide talking about the Uros islands
● **circle:** A video about tourism and craft items on the Uros islands
♥ **heart:** An accommodation review
◆ **diamond:** An online article about responsible tourism
■ **square:** A travel blog about the Uros islands
▲ **triangle:** A text about totora floors
Speaking: Talking about the positive and negative effects of tourism; discussing tourism in the area where you live
Listening: A tour guide talking about the Uros islands; a video about tourism and craft items on the Uros islands
Reading: An accommodation review; an online article about responsible tourism; a travel blog about the Uros islands; a text about totora floors
Create task: Creating a travel vlog

SHORTCUT

- To do the lesson in 30 minutes, ensure Steps 1–3 of the Create task are done in class, then set Step 4 for homework and do Step 5 in the next lesson.

WARM-UP

- Check the pronunciation and meaning of *island* /ˈaɪlənd/ (a piece of land completely surrounded by water).
- Ask: *When did you last go to an island? Which countries have a lot of islands? What are some positive and negative points about living on an island?*
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Exercise 1 Think & share page 20

- Students discuss the question and make notes in pairs.
- Elicit ideas from the class.

Extra support

Do exercise 1 as a whole-class activity. Divide the class in half and ask for a volunteer from each side to come to the board. Ask the students on the left to call out positive effects of tourism on an area. The volunteer quickly writes all the ideas onto the board in note form. The other half of the class does the same with negative effects of tourism. Set a time limit for the activity and, when time is up, check through the ideas on the board as a class and ensure students understand all of them.

Culture note

Lake Titicaca is the largest lake in South America. It is located on the border of Bolivia and Peru. It is 3,812 metres above sea level and the highest navigable lake in the world. There are 42 islands on the lake. One of the most important is the Isla del Sol, which is regarded as the home of the Inca god Inti. There are also numerous Uros floating islands. In the north, the Uros people speak Quechua, while in the south they speak Aymara. Some also speak Spanish.

EXPLORE

Exercise 2 page 20

- Go through the task together and then enter into the 360° image. Move around the image to explore the floating island, but do not click on the hotspot symbols yet.
- Stop and ask students to discuss the questions in pairs.
- Elicit ideas from the class.

KEY (SUGGESTED ANSWERS)

We can see a lake, small houses, boats and local crafts.
The people are local people and tourists.

Exercise 3 All hotspots page 20

- Explore each of the hotspots in turn as a class. Students can also access the image and the hotspots on their own devices. As each hotspot is explored, students write down the activities for tourists.
- 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

Have a guided tour of the island, stay in local accommodation, buy local products, meet local families and look inside their homes, go on a traditional Uros boat, eat local food

Transcripts

Captain This is a passenger announcement. Our ferry has now reached its destination. Please form a queue and be careful when you cross the walkway onto the island. We recommend that you do not leave any luggage on board the ferry. Thank you.

Tour guide OK. Hello, everybody and welcome to the floating islands of Lake Titicaca! We're about to go on a guided tour in English, but we also have audio guides available in Spanish or Chinese, if you prefer… Right, let's explore the islands and find out all about them, the history and traditions!

So, how did these islands form? Well, incredibly, the first Uros people actually made them by hand. The Uros were originally farmers in the Amazon, then about 3,700 years ago, they decided to move to Lake Titicaca and start a new community here. First, they built houses on boats, and later they made these floating islands with houses made of grass in the middle of the lake.

Why did they decide to live so far away from other people? They wanted a safe and peaceful life. Also, the middle of the lake was a convenient place to live because there was always food and water available.

Over a thousand Uros people still live on these floating islands, and they have now become a very popular tourist attraction. Right! It's time to meet some of the families – we are invited to look round their homes. Please, follow me…

Extra activity

Ask: *Which of the activities would you be most interested in doing? Why?* Students discuss the questions in pairs. Ask a few students to share their ideas with the class.

Exercise 4 ★ page 20

- Click on the star hotspot to play the audio again for students to answer the questions.
- Check answers as a class.

KEY

1 The Uros moved to Lake Titicaca (about) 3,700 years ago.
2 In the past, the houses were on boats, but now they live on the floating islands in houses made of grass.
3 Living on the lake is safe and peaceful, and it is also good because there is always food and water.
4 Over 1,000 people live on the island.
5 They will look round someone's house.

Extra challenge

Write the following additional questions on the board for students to answer as they listen:

1 How did the group of tourists travel to the island?
2 What might Spanish and Chinese tourists prefer to do?
3 How were the Uros islands formed?
4 What did the Uros do before they moved to Lake Titicaca?

KEY

1 By ferry 2 Get an audio guide in their own language, rather than listening to the tour in English.
3 The first Uros people made them by hand.
4 They were farmers in the Amazon.

Exercise 5 ♥ page 20

- Click on the heart hotspot again for students to read the review and answer the questions.
- Check the answers to questions 1–4 as a class.

KEY

1 Positive
2 There is no heating (the accommodation is simple).
3 Make a reservation in advance.
4 Suggested answer: Yes, because there are 192 reviews and overall the guest house has five stars.
5 Students' own answers

- Ask a few students whether they would like to stay at the guest house and elicit reasons why / why not.

Exercise 6 ◆ ■ page 20

- Explore the two hotspots again for students to think about the question and complete the table.

Exercise 7 page 20

- Students compare and discuss their answers in pairs.
- Elicit answers from the class.

KEY (SUGGESTED ANSWERS)

She is a responsible tourist because …
she is learning about culture and history.
she bought something from a local shop.
she asked before taking photos of people.
She isn't a responsible tourist because …
she didn't find out about the place, people or culture before going.
she didn't learn basic phrases in the local language.

Extra activity

- Write on the board:
  Which of the tips about responsible tourism do you think are the most important to follow? Why?
  To what extent are you and your family / friends responsible tourists when you travel?
  Are most visitors to your country responsible tourists?
- Working in pairs, students discuss the questions.
- Ask a few pairs to share some information with the class.

Exercise 8 All hotspots page 21

- Explore all the hotspots again for students to complete the task.
- Elicit ideas from the class.

KEY (SUGGESTED ANSWERS)

1 Tourists' physical presence on the islands means that the totora is getting weaker much faster and this creates more work for the locals as they have to replace the totora more frequently.
2 Tourists bring money to the islands, which they spend on tours, crafts / souvenirs and accommodation. This benefits the local community, for example they now

have solar panels and there is more money for younger people.

3 Visits to the islands will increase tourists' knowledge of the Uros people, their history and culture.

Exercise 9 Think & share page 21

- Students discuss the questions in pairs.
- Elicit ideas and opinions from the class.

CREATE … a travel vlog

To complete the Create task, students will need access to the internet to do the Research it! task and a video recording device to produce their vlog.

STEP 1 Research it! page 21

- Working in pairs, students decide on the places they want to recommend in their vlog and then conduct some online research about each.

STEP 2 page 21

- Students decide what other details they want to include and make notes.

STEP 3 page 21

- Circulate and monitor as students write and then practise their vlog script, helping out with organisation, language and pronunciation where necessary.

Extra support

You may like to write the following useful phrases on the board to help students with scripting their vlog:
Hello everyone and thanks for watching.
Today, we're going to give you some information / advice about visiting …
The first place we'd recommend seeing is …
The second place you really should go to is …
… is another place that we suggest visiting.
… is a fantastic / amazing / spectacular / perfect / incredible / beautiful / exciting / famous place to visit / stay / eat.
Entry is €10 for students / free / cheap / quite expensive.
The best way to get around is on foot / by bike / bus / taxi.
Thanks for joining us! We hope to see you in … soon!

STEP 4 page 21

- Students film their vlog. If possible, allow them to go and find a quiet area to do their filming, to minimise background noise. Remind students to speak clearly, naturally and audibly. Encourage them to add music or visuals, to make their vlog more engaging.

STEP 5 page 21

- Students join another pair and take turns to show each other their vlog and provide feedback on what they liked.
- Ask a few students to share their opinion and thoughts about their classmates' vlog 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 understand information about tourism and create a travel vlog.*

2 Home sweet home

2.1 Vocabulary

Lesson summary

Listening: A vlog about housework

Vocabulary: Words and phrases for housework

Speaking: Talking about robots that do housework

SHORTCUT To do the lesson in 30 minutes, keep the warm-up brief, omit exercises 4 and 8 and set exercises 11 and 12 as individual written homework.

WARM-UP Tell students to look at the photo.

- Ask: *Do you live in a house or a flat? Who do you live with? Do you do any jobs around the house? Are there any jobs you enjoy doing? Which jobs do you hate doing?*
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Exercise 1 page 22

- Check the meaning and pronunciation of *typical* /'tɪpɪkl/ (usual).
- Working in pairs, students discuss the questions.
- Elicit answers from the class.

Exercise 2 2.01 page 22

- Play the video or audio for students to answer the question.
- Elicit the answer.

KEY

First, she was at school all day and then she had to do a lot of housework when she got home.

Transcript

See Teacher's Guide, page 175.

Exercise 3 2.01 page 22

- Give students time to read the sentences. Check the pronunciation and meaning of *ironing pile* /'aɪənɪŋ paɪl/ (clothes that have been put on top of each other and need to be smoothed with an iron).
- Play the video or audio again.
- Working in pairs, students compare their answers and the corrections to the false sentences. Play the video again if necessary.
- Check answers as a class.

KEY

1 F – She had a long list of housework.
2 F – She washed the dishes.
3 F – She enjoyed watering the plants
4 F – She ironed only the most important things.
5 T
6 F – Dan didn't help her make dinner.
7 T
8 F – Tonight, she is going to watch her favourite TV show.

Transcript

See Teacher's Guide, page 175.

Exercise 4 Real English page 23

- Ask students to read the sentences and options. Point out that all the bold phrases were in the video.
- Students complete the task.
- Working in pairs, students compare their answers.
- Check answers as a class.

KEY

1 A 2 B 3 B 4 A 5 A

- Drill the phrases for accurate pronunciation and intonation.

Exercise 5 page 23

- Students label the eight photos.
- Check answers as a class. Go through the other activities in the list, checking students know the meanings. Ask questions, e.g. *put away clothes: Where do you put them?*; *make the bed: Do you do it in the morning or the evening?*

KEY

1 load the washing machine 2 dry the dishes
3 clear the table 4 sweep the floor 5 dust the shelves
6 take out the rubbish 7 fold the clothes
8 clean the cooker

- Drill the phrases for accurate pronunciation, especially tricky ones, e.g. *iron* /'aɪən/.

Extra activity

- Now or as a revision activity, get students to do a drawing activity with the housework phrases. Divide the board in two halves vertically and divide the class in two teams.
- Invite one player from each team up to the board and give each a pen. Using the list in exercise 5, point to one of the activities (silently so the other students don't know what it is).
- Then the players race to draw the activity on their half of the board and the first student to guess it scores a point for their team. Keep score and keep up the pace for a defined time or until all students have had a chance to come to the board.
- This activity could also be done by miming rather than drawing if you think your students would enjoy it more.

Exercise 6 page 23

- Tell students to read the list of housework again.
- Working in pairs, students complete the task.
- Students compare their answers with another pair.
- Check answers as a class. Elicit their reasons. (*She wrote Dan a note to ask him to clean the cooker, sweep the floor and take out the rubbish*).

KEY

✓ clean the cooker, lay the table, decorate a cake, iron your clothes, sweep the floor, wash the dishes, water the plants

✗ do all the housework, dust the shelves, load the washing machine, fold the clothes, make the bed, take out the rubbish, tidy your room, dry the dishes

Exercise 7 Think & share page 23

- Working in pairs, students discuss the questions.
- Elicit answers from the class. Find out which are the most and least common housework jobs that they do. Find out reasons why some do more than others – bigger families, less strict parents, paid / unpaid jobs, etc.

Exercise 8 page 23

- Elicit new collocations with *clean* as a class demonstration.
- In their pairs, students make new collocations using the highlighted verbs in exercise 5. Students don't have to work down the list in order as some verbs may be easier to use than others.
- Elicit ideas and write them on the board.

Exercise 9 page 23

Extra support

Have a class discussion about the list of housework activities in exercise 5 to bring up useful vocabulary for exercises 9 and 10. Deal with vocabulary queries, write the key words on the board and ask questions, e.g. *Which activities are easy / difficult? Which are quick / take a long time to do? Which might be a bit dangerous for young children to do? Which could be fun? Which do you need to do daily / weekly? Which ones need you to be strong / careful / responsible?*

- Working in pairs, students discuss each activity in exercise 5 and complete the table. You could tell them that they don't have to agree with each other.

Exercise 10 page 23

- Put students in groups of two pairs together. They compare their charts and discuss any differences. They don't have to try to change the other students' opinions; they just explain why theirs is different.
- Circulate and monitor.
- Ask one or two students in each group to feed back some interesting information to the class.

Exercise 11 page 23

- Focus attention on the photos and elicit what students can see.
- Working in pairs, students answer the questions.
- Elicit some ideas from the class.

Exercise 12 Think & share page 23

AfL Teaching tip: diagnostics

Wait time

Students need to be given time to answer questions which ask them to evaluate and analyse.

Tell students to wait for each other to make notes (mental or on paper) to answer the questions before they start discussing them.

See the notes on Assessment for Learning on page 9.

- 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 talk about housework.*

Further practice

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

2.2 Grammar

Lesson summary

Reading: A chat about housework

Grammar: Past continuous – affirmative, negative and questions

Listening: Speakers talking about what they were doing at the start of the new millennium

Speaking: Talking about what people were doing at specific times

SHORTCUT To do the lesson in 30 minutes, keep the warm-up brief, ask students to watch the grammar video at home and set a short time limit for exercise 5.

WARM-UP Working in pairs, students find out who did more housework the previous day.

- Elicit answers from the class.

Exercise 1 page 24

- Students read the chat and answer the question.
- Elicit the answer from one student.

KEY

Dan did more housework.

Exercise 2 page 24

- Students complete the grammar rules.
- Play the video.
- Check answers as a class.

KEY

1 in progress 2 was 3 wasn't 4 Were

- Students do the Grammar booster exercises on page 134.

Exercise 3 page 24

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

KEY

1 Dan and Lily's parents were working late.
2 At 5.30, Lily was emptying the washing machine.
3 Were Dan and Lily doing their homework at 6.00?
4 At 7.30, Dan wasn't helping Lily with the dinner.
5 At 7.45, they were eating pizza.

6 Was Dan playing video games all evening?
7 At 8.45, Lily wasn't tidying her room.
8 At 9.00, Dan and Lily weren't talking to each other.

Exercise 4 page 24

- Students complete the dialogue between Zach and Kaya.
- Working in pairs, students compare their answers.
- Ask a strong pair to act out the dialogue for the class to check their answers.

KEY

1 were celebrating 2 were, doing 3 were getting
4 was laying 5 were decorating 6 was opening
7 wasn't thinking 8 was having

Exercise 5 page 24

- Ask one pair to act out the example dialogue.
- In their pairs, students ask and answer questions about the times given. Circulate and monitor, making a note of any errors with the past continuous.
- When students have finished, write the mistakes on the board and elicit corrections from the class.

Exercise 6 page 24

- Put students in small groups to answer the questions. Check the meaning and pronunciation of *millennium* /mɪˈleniəm/ (the time when one period of 1,000 years ends and another begins), so in this case 1 January 2000.
- Elicit some ideas from the class.

Exercise 7 2.04 page 24

- Play the audio for students to complete the task.
- Working in pairs, students compare their answers. Play the audio again if necessary.
- Check answers as a class.

KEY

Speaker 1 was watching TV with her family.
Speaker 2 was working.
Speaker 3 was dancing around Times Square.
Speaker 4 was sleeping.

Transcript

See Teacher's Guide, page 175.

Exercise 8 page 24

- Students think about family members and answer the questions in pairs.
- Elicit some ideas.

Exercise 9 Think & share page 24

Extra support

Demonstrate the activity. Remember to keep your example within the last five to ten years so that students can respond with what they were doing.

- Working in pairs, students think of a memorable event.
- Pairs move around the class asking their classmates what they were doing at that moment and answering their classmates' questions.
- Ask a few students to share their answers with the class.

Extra activity

- In pairs, students think of some of the most important events of the last 30 years. Tell them to write the past continuous question for five of these events: *What were you doing when … ?*
- Set a homework task: Tell students to ask an older member of their family the questions in English, or L1, if necessary, and note their answers.
- They should write in English what their family member was doing at the time of each event and bring the sentences to the next lesson to read to their classmates.

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 continuous to talk about moments in the past.*

Further practice

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

2.3 Listening

Lesson summary

Listening: A podcast about neighbourhood improvements

Strategy: Understanding a speaker's purpose

Writing: A proposal for improving the area around your school

SHORTCUT To do the lesson in 30 minutes, keep the warm-up and exercise 1 brief and set exercise 6 as written homework.

WARM-UP Write *neighbours* and *neighbourhood* on the board and check students know the meaning and pronunciation. Elicit things they like about their neighbourhood and things they think could be improved.

Exercise 1 page 25

- Working in pairs, students answer the questions about the photos.
- Elicit some ideas from the class. You do not need to confirm where the places are.

Exercise 2 page 25

- In their pairs, students match the headlines to the photos, using the words they understand to help them. They guess the meanings of the words in bold.
- Check answers as a class. Ask students to point to the items in the photos to show they know the meanings of the words.

KEY

1 B 2 C 3 A

- Drill the words for accurate pronunciation.

Exercise 3 2.05 page 25

- Go through the strategy together. Check the meaning and pronunciation of *purpose* /ˈpɜːpəs/ (aim).
- Make sure students understand the key 'purpose' words in A–D, i.e. *give advice*, *describe*, *give examples*, *tell a story*.
- Play the audio.
- Check the answer as a class.

KEY

C

Transcript

See Teacher's Guide, page 176.

Exercise 4 2.05 page 25

- Students read the questions and multiple-choice answers.
- Play the audio again for students to choose the correct answers.
- Working in pairs, students compare their answers. Play the audio again if necessary.
- Check answers as a class.

KEY

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

Transcript

See Teacher's Guide, page 176.

Exercise 5 page 25

- Working in pairs, students discuss how they could make the area around their school more attractive.
- Circulate and monitor, encouraging students to think creatively.

Extra support

You could make new pairs when they have finished. In this way, they can pool ideas and have more options to choose from for the writing activity in exercise 6.

Exercise 6 page 25

AfL Teaching tip: success criteria

Students negotiate their own success criteria

Students will progress better if they identify their own criteria for success and then assess their work against this.

Before students begin writing, talk about success criteria with the class. Help them to decide whether the 'best' proposal will be the most realistic and achievable or the most imaginative and exciting (or whether they need to consider both aspects). This can help them choose what to put in their proposal.

See the notes on Assessment for Learning on page 9.

Extra support

Give sentence starters to help students begin their writing: *To improve our area, we could … / the city should … . We think that … would improve our area. At the moment, there is a problem with …*

- In their pairs, students put their ideas in writing. Circulate and monitor, helping students to self-correct any errors.
- Students read their proposals to the class. At the end, take a vote on the best proposal (reminding them of the success criteria if necessary). Give your own feedback on proposals which were particularly good for specific 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 to today? What can you do now?* and elicit answers: *I can understand the speaker's purpose in a podcast about neighbourhoods.*

Further practice

Workbook page 22
Online practice

2.4 Global skills

Lesson summary
Reading: A news story about good neighbours
Vocabulary: Adjectives to describe feelings
Speaking: Talking about how to be a good neighbour

SHORTCUT To do the lesson in 30 minutes, keep the warm-up brief, omit exercise 4 and limit exercise 7 so students only discuss two people.

WARM-UP Ask students: *What were you doing at 7.30 this morning?* and tell them to write the answer. Then ask them to make the sentence negative.

- Elicit some answers from the class.

AfL Teaching tip: learning intentions

Evaluating success criteria in reviews

Scaffolded review tasks can exploit core learning intentions.

Students studied the past continuous in Lesson 2.2 and will revisit it in this lesson and again in Lesson 2.6, so it is good to review and re-awaken their knowledge of the grammar.

See the notes on Assessment for Learning on page 9.

Exercise 1 Think & share page 26

- Focus attention on the picture and elicit what students can see.
- Working in pairs, students discuss the questions.
- Ask a few students to share their answers and ideas with the class.

Exercise 2 page 26

- Students read the news story to answer the questions.
- Check answers as a class. Elicit the meaning of *entertain* and *entertainment*.

KEY

1 Quinn was seriously ill and couldn't leave his house or have any visitors.
2 His friends and neighbours entertained him.

Exercise 3 Mediation page 26

- Ask questions to prompt reflections on the news story: *How was Quinn feeling? How were his parents feeling? What do you think about his neighbours' actions?*
- Students complete the task.

Exercise 4 page 26

- Working in pairs, students think of three new activities to entertain Quinn.
- Put two pairs together and ask them to compare their ideas. They should choose the two best.
- Ask each group to share their two best ideas with the class.

Exercise 5 Vocabulary page 26

- Students read the news story again and underline all the adjectives of feeling they can find. Then they do the matching task.
- Check answers as a class.

KEY

1 miserable 2 fed up 3 confused 4 worried

Exercise 6 page 26

- Students can use dictionaries to check the meaning of the adjectives. Alternatively, you could elicit the meanings as a class, encouraging peer-teaching.
- Students match the adjectives in this exercise and in exercise 5 to situations 1–8.
- Check answers as a class.

KEY

1 worried 2 frightened 3 annoyed 4 miserable
5 fed up 6 disappointed 7 embarrassed 8 confused

- Drill the adjectives for accurate pronunciation.

Exercise 7 page 26

- In their pairs, students discuss how to help the people in exercise 6.
- Circulate and monitor, helping with vocabulary where necessary.
- To maximise opportunities for students to speak, you could put two or three pairs together to compare their ideas.
- Conduct class feedback.

Exercise 8 Think & share page 26

- Elicit what students can see in the photos.
- Put them in pairs to discuss what help they could give.
- Ask a few students to share their ideas with the class.

Extra activity

- Tell students to imagine a problem they have which a good neighbour could help them with. Give an example yourself if necessary, e.g. *My bike tyre is flat and I need to get to a job interview.*
- Have a class mingle activity where students explain their problem and their classmates (good neighbours) offer help.
- Set a time limit, monitor and elicit some feedback at the end, asking students which of their classmates were very good neighbours 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 analyse and talk about helping neighbours.*

Further practice
Workbook page 23

2.5 Vocabulary

Lesson summary
Reading: Texts about a traditional home
Vocabulary: Words and phrases about traditional homes
Speaking: Talking about traditional homes

SHORTCUT To do the lesson in 30 minutes, keep the warm-up and exercise 1 brief and set exercise 6 as individual written homework.

WARM-UP Write on the board:
What does your house look like on the outside?
What rooms are inside?
Is it a traditional home? Why? / Why not?
Students discuss the questions in pairs.

- Elicit some answers from the class.

AfL Teaching tip: diagnostics

Exchanging ideas and clarifying

When students exchange ideas, they help each other identify what they already know and where there might be a gap in their knowledge.

Before exercise 1, books closed, students brainstorm in pairs what they think a traditional home is. They will be able to compare their ideas at the end of the lesson and may note a step up in their learning as a result.

See the notes on Assessment for Learning on page 9.

Exercise 1 Think & share page 27

- Focus on the photo and elicit the word *yurt* /jɜːt/ for the homes.
- Working in pairs, students answer the questions.
- Elicit some ideas from the class.

KEY

1 People live in yurts in countries like Mongolia.
2 It's round so that it's easy to heat. The door faces away from the wind.

Exercise 2 page 27

- Students read the text and answer the question. Set a time limit to encourage speedy reading.
- Check the answer as a class, eliciting the reason why.

KEY

Ellie wouldn't like to live in a yurt forever because there is no electricity, running water or toilet.

Exercise 3 Vocabulary page 27

- Students match the highlighted words and phrases to the definitions.
- Check answers as a class.

KEY

1 running water 2 frame 3 traditional 4 electricity 5 rug 6 fresh air 7 entrance 8 wood stove 9 basic 10 heating 11 luxury 12 animal skin 13 chimney 14 wardrobe 15 outhouse 16 tent

- Drill the words for accurate pronunciation.

Exercise 4 page 27

- Working in pairs, students discuss the question.
- Elicit answers from the class.

Exercise 5 page 27

- Focus attention on the photo and elicit what this home is made from (*ice*) and where students think it may be.
- Students complete the description.
- Working in pairs, students compare their answers.
- Check answers as a class.

KEY

1 traditional 2 fresh air 3 entrance 4 animal skins 5 electricity 6 heating 7 chimney 8 basic

Extra activity

In their pairs, get students to discuss which home they would like to stay in – a yurt or an igloo. Ask them to explain their reasons. This gives them extra practice in comparing, making a choice and justifying their decision with reasons.

Exercise 6 page 27

- Working in pairs, students discuss the questions. Circulate and monitor, making a note of good use of the words in exercise 2.
- Elicit answers from the class.

AfL Teaching tip: diagnostics

Students negotiate their own success criteria

Students will progress better if they identify their own criteria for success and then assess their work against this.

Remember to encourage students to compare their knowledge at the end of the lesson with their initial brainstorming at the start to make them aware of what they have learned.

See the notes on Assessment for Learning on page 9.

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 homes and houses.*

Further practice

Workbook page 24
Vocabulary booster page 115
Vocabulary photocopiable worksheet
Short test

2.6 Grammar

Lesson summary
Reading: An article about an accident in the home
Listening: Speakers talking about accidents in the home
Grammar: Past simple vs past continuous
Speaking: Talking about accidents in the home

SHORTCUT To do the lesson in 30 minutes, omit the warm-up and keep exercise 1 brief. Set exercise 7 as homework. You could also set exercise 10 as individual written homework.

WARM-UP Divide the class in four teams. Give them a minute (or 30 seconds) to make a list of all the housework activities from Lesson 2.1 they can remember.

- Get teams to swap their lists.
- Read out the list in Lesson 2.1, exercise 5. Teams get one point for each activity. The team with the highest score wins.

Exercise 1 Think & share page 28

- Give students time to think individually about the question.
- Working in pairs, students share their ideas.
- Elicit ideas from the class.

Exercise 2 page 28

- Students read the article to answer the question.
- Check the answer as a class.

KEY

Mrs Ryu's robot vacuum cleaner began eating her hair because she was sleeping on the floor of her flat.

Exercise 3 page 28

Extra support

Remind students that they saw the past simple in Lesson 1.2 and the past continuous in Lesson 2.2. If necessary, refer them back to those lessons. Get students to underline examples of the past continuous in the highlighted sentences (*was sleeping*, *was cleaning*, *was 'eating'*).

- Students complete the grammar rules.
- Play the video.
- Check answers as a class. For the sentence which illustrates rule 3, elicit that the longer action was the vacuum cleaner eating Mrs Ryu's hair and it was interrupted when Mrs Ryu woke up.

KEY

1 past simple 2 past continuous
3 past continuous, past simple

- Go through the **Tip** together.
- Students do the Grammar booster exercises on page 135.

Exercise 4 page 28

- Focus attention on the example.
- Students work individually to write the sentences.

- Circulate and monitor, helping where necessary.
- Working in pairs, students compare their answers.

Exercise 5 Pronunciation 2.08 page 28

- Play the audio for students to check their answers.
- If necessary, play the audio again for students to notice how *was* and *were* are pronounced.

KEY

1 While Gemma was drying the dishes, she dropped a glass.
2 When my parents came home, we were cleaning the kitchen.
3 While I was tidying my room, I found some money.
4 While they were putting up their tent, it started to rain.
5 When the electricity went off, we were watching a film.
6 When my friend arrived, I was ironing my clothes.
7 While we were moving a wardrobe, my dad hurt his back.
8 When I got to the entrance, my friends were waiting for me.

Was is pronounced /wəz/. *Were* is pronounced /wə/.

Transcript

See Key above.

Exercise 6 2.08 page 28

- Play the audio, pausing when necessary for students to repeat.

Transcript

See exercise 5.

Exercise 7 page 28

- Students complete the sentences.
- Check answers as a class. Refer students back to the grammar box as necessary.

KEY

1 laid, brought 2 met, was coming out, was going in
3 wasn't working, got 4 folded, ironed, put
5 were lying, were using 6 saw, was taking out
7 weren't listening, was explaining, didn't know

Exercise 8 page 28

- Working in pairs, students complete the task.
- Elicit ideas from the class, but don't confirm them yet.

Exercise 9 2.09 page 28

- Play the audio for students to write their answers.
- Conduct class feedback, checking answers and comparing them to students' ideas in exercise 8. How well did they guess?

KEY

Speaker 1 was moving the sofa when he broke his toe.
Speaker 2 was reading a text message when she fell down the stairs.
Speaker 3 was making some sandwiches when he cut his finger.
Speaker 4 was emptying the washing machine when she hit her head (on a cupboard).
Speaker 5 was putting a pizza in the oven when he burned his hand.

Transcript

See Teacher's Guide, page 176.

Extra activity

Give students a copy of the audio script for Speaker 2 in exercise 9 and ask them to read it. Give them time to practise reading it aloud and ask them to take care to pronounce *was* naturally.

Working in pairs, students read the audio script aloud to each other. Then nominate one or two students to read it aloud to the class.

Exercise 10 page 28

- Give students time to think about an accident they or someone they know have had in the home.
- Working in pairs, students tell each other about the accident. Circulate and monitor, prompting students when necessary to use the target grammar.
- Do some quick feedback with the class to find the most common accident. Elicit reasons why students think this accident is so common.

AfL Teaching tip: success criteria

Using exemplars and models

Focusing on a model text or answer can help explain to students what they need to do to complete a task.

Get students to read the audio scripts as models for telling someone about an accident. Ask them to underline the past continuous in sentences and circle examples of the past simple. Have a class discussion on how the speakers set the scene for their short story and how they give the details. Elicit success criteria for this task.

See the notes on Assessment for Learning on page 9.

Extra activity

You could ask students to write about their accident or their partner's accident for homework – just three or four sentences. Remind them to use the two different tenses correctly, with *when* or *while* if they can as they've seen in the models.

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 and continuous to talk about accidents in the past.*

Further practice

Workbook page 25
Grammar booster page 135
Grammar photocopiable worksheet
Online practice

2.7 Reading

Lesson summary

Reading: A text about neighbourhood apps
Strategy: Skim reading for general idea
Vocabulary: Phrasal verbs
Speaking: Design an app for your neighbourhood

SHORTCUT To do the lesson in 30 minutes, keep the warm-up brief, set exercises 6 and 7 as homework and in exercise 9, get students to present their apps in small groups rather than as a whole class.

WARM-UP Ask: *Which three apps on your phone do you use most? What are they for?*
Put students in small groups to discuss the questions.
- Elicit answers from the class.

Exercise 1 page 29
- Focus attention on the heading and photo and elicit the meaning of *app* (a piece of software that you can download to a device such as a smartphone or tablet).
- Working in pairs, students discuss the question.
- Elicit ideas from the class.

Exercise 2 2.10 page 29
- Students read the text to find out the aim of the app.
- Check answers as a class. Were their predictions correct?

KEY
Ring aims to prevent crime in the neighbourhood.
ioby helps people raise money for projects and find volunteers.
Neighbours use Nextdoor to ask each other for recommendations and to give away things they don't want any more.

Transcript
See Student's Book, page 29.

Exercise 3 page 29
- Go through the Reading strategy together.
- Focus attention on the types of text and elicit answers about a letter as a demonstration.
- Working in pairs, students discuss each text type.
- Check answers as a class.

KEY (SUGGESTED ANSWERS)
a letter: a) an opening paragraph, b) some news or information, c) a closing paragraph
an article: a) an introduction, b) different examples, c) a conclusion
a review: a) a description, b) good and bad points, c) a recommendation
a story: a) setting the scene, b) the main events, c) what happened in the end

Exam skills
Highlight that this task is particularly relevant to exams because these are common text types they will meet in reading and writing tasks, so knowing what to expect in each paragraph is very useful. You could brainstorm other common text types they will read or write in their exams.

Exercise 4 page 29
- Students skim the text to answer the questions.
- Working in pairs, students compare their answers.
- Check answers as a class.

KEY
1 It's an article.
2 To explore whether neighbourhood apps are useful or not.
3 The families know each other better and the area feels safer.
4 The group helped him get to know his neighbours.
5 Everyone gets on better because of the group.
6 The author comes to the conclusion that neighbourhood apps are useful.

Exercise 5 Think & share page 29
- In their pairs, students discuss the question.
- Elicit answers from the class, asking students for reasons for their opinions.

Extra activity
- Put students into small groups and ask them to discuss the three apps in the text and rank them in some way. They can choose a category, e.g. the app they think is the most useful for their neighbourhood, the app their parents would have on their phone, the app they would have on their phone. Then they rank them in order in that category.
- Have whole-class feedback. Groups explain how they have ranked the apps and give their reasons.

Exercise 6 Vocabulary page 29

Extra support
Some students may be less familiar with phrasal verbs than others. Explain that a phrasal verb is a verb combined with an adverb or a preposition, or sometimes both, to give a new meaning, e.g. *look up to*, *look up* and *look out*.
Elicit some phrasal verbs.

- Students complete the task.
- Check answers as a class.

KEY
1 bring together 2 find out 3 give away 4 get on
5 set up 6 go on

Exercise 7 page 29
- Students complete the sentences individually, then check answers in pairs.
- Check answers as a class.

KEY
1 going on 2 get on 3 bring together 4 give away
5 set up 6 find out

Exercise 8 page 29
- Working in pairs, students design an app. Point out that it needs to be useful for the neighbourhood.
- Set a time limit for the task.
- Circulate and monitor, helping students to self-correct.

AfL Teaching tip: success criteria

Students negotiate their own success criteria

Students will progress better if they identify their own criteria for success and then assess their work against this.

After their first draft and before they present their app ideas, get the class to brainstorm what they know about presentation skills – what will make their presentations enjoyable and easy to watch, positive body language, clear points in a logical order, inviting questions at the end.

Give them more time to adjust and practise their presentation to enable them to hit more of these success criteria.

See the notes on Assessment for Learning on page 9.

Exercise 9 page 29

- Pairs of students present their app ideas. Monitor and note points for correction.
- With a show of hands, have a vote on the best one.

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 about apps quickly to understand the general idea.*

Further practice

Documentary: *Homes on wheels*
Workbook page 26
Online practice

2.8 Speaking

Lesson summary

Speaking: Making and responding to requests
Strategy: Using the correct register
Listening: A dialogue about planning a school barbecue

SHORTCUT To do the lesson in 30 minutes, keep the warm-up brief and omit exercise 4. Do exercise 6 as a whole-class activity. Encourage students to keep their role-plays short in exercise 7.

WARM-UP Focus attention on the photo and ask students to describe what they can see. Then ask students how the photo makes them feel.

Exercise 1 page 30

- Students complete the task.
- Working in pairs or small groups, students share and explain their rankings.
- Elicit ideas as a class. With a show of hands, you could find out if there is a favourite / least favourite task.

Exercise 2 2.11 page 30

- When students have read the instructions, play the audio.
- Check answers as a class.

KEY

1 buy the food, make some salads, serve the drinks
2 buy the food, make some salads, do the cooking
3 put up the tent, lay the tables, do the cooking

Transcript

See Teacher's Guide, page 176.

Exercise 3 2.11 page 30

- Go through the strategy together.
- Check students know the meaning of *register*, *formal*, *informal* and *respect*. If students share their L1, you could elicit an obvious example of using the correct register to illustrate the point.
- When they have read the questions and Phrasebook, tell them to write *S* for phrases Kate uses with Sam and *T* for ones she uses with the teacher.

Extra challenge

Encourage students to remember and / or predict the answers to exercise 3. Then when you play the audio, they check if they were right.

- Play the audio again.
- Elicit answers from the class. Talk about the relative formality and politeness of the different phrases.
- Drill all the phrases in the Phrasebook.

KEY

Kate uses *Can you … ?* and *Could you please …?* with Sam because she knows him well and the phrases are informal. She uses *Do you think you could … ?, Do you mind … ?* and *Would you mind … ?* with Mrs White because she's a teacher and the phrases are more formal.

Transcript

See Teacher's Guide, page 176.

Exercise 4 page 30

- Students decide if the requests in 1–5 are in the correct register.
- Working in pairs, students compare their answers.
- Check answers as a class. Highlight that after *mind* we use the *-ing* form, e.g. *Do you mind opening the door?*
- Students read the Watch Out! note. Ask: *Do you put 'please' at the beginning or the end of the request?* (It's a trick question – either would be correct!)

KEY

1 ✓
2 Would you mind turning on the heating, please? / Do you think you could turn on the heating(, please)? / Do you mind turning on the heating(, please)?
3 Can you get some water from the outhouse, please? / Could you please get some water from the outhouse?
4 ✓
5 Do you think you could hold the tent frame, please? / Would you mind holding the tent frame(, please)? Do you mind hold the tent frame(, please)?

Exercise 5 page 30

- Working in A / B pairs, students make and respond to requests.
- Do number 1 together as a demonstration if necessary.

Extra support

Brainstorm excuses as a class and write them on the board so students don't have to worry that they can't think of anything, e.g. *I haven't got time. I need to do something else right now. I'm wearing my best clothes. I don't feel very well.*

- Give students plenty of time for the task. Circulate and monitor, encouraging students to self-correct, especially register errors.
- As feedback, get some pairs to act out their requests and responses. Encourage comment on the correct register.

KEY (SUGGESTED ANSWERS)

1 Do you think you could clean the barbecue, please?
Yes, of course.
2 Can you clear the tables, please?
No, sorry, I can't. I'm talking to a friend.
3 Do you mind washing the dishes, please?
Sure, no problem.
4 Could you put the tent away, please?
No, sorry. I don't feel very well.
5 Would you mind taking out the rubbish?
Yes, of course.

Exercise 6 page 30

- In their pairs, students do the task. Circulate and monitor, helping with any vocabulary where necessary.
- Elicit ideas from the class and write them on the board, making any necessary corrections.

Exercise 7 page 30

- Put students in groups of three and assign a role to each student.
- Circulate and monitor, making a note of good use of register and any problems with it to address later. Make sure students take turns and also use their ideas from exercises 5 and 6.
- Make sure they swap roles.

Exercise 8 Reflect page 30

- In their groups, students discuss the questions.
- Do some quick feedback with the class.

Extra activity

- Give each student a piece of paper and ask them to write one task on it which they could ask someone to do for them, e.g. *help me with my homework*, *sweep the floor*, *make me a sandwich*.
- Ask students to stand facing each other in two rows, row A and row B. Row A students make a request first, using the idea on the piece of paper. Row B students respond to it – *yes* or *no*, making an excuse. Before they begin, shout out a role for row B students: *friend*, *teacher* or *stranger*.
- Next, row B students make a request. Again, shout out a role for row A students.
- Finally, all row A students take a step to the right so they have a new partner and they swap pieces of paper.
- Continue the practice, shouting out a role for those receiving requests each time. Monitor to check they are using the correct register. Stop after students have practised with three or four partners.

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 correct register to make and respond to requests.*

Further practice

Workbook page 27
Communicative activity photocopiable worksheet
Online practice

2.9 Writing

Lesson summary
Reading: A description of an event
Strategy: Choosing the right tense
Language focus: Sequencing expressions
Writing: A description of an event in my neighbourhood

SHORTCUT To do the lesson in 30 minutes, keep the warm-up and exercise 1 brief and set exercises 8 and 9 as homework.

WARM-UP Focus attention on the photos. Ask students to describe what they can see.

Exercise 1 page 31

- Give students time to read the list of events. Deal with any unknown vocabulary.
- Students work individually to complete the task.
- Working in pairs, students share their answers.
- Briefly elicit feedback from the class. You could also elicit other events that sometimes happen in the neighbourhood.

Exercise 2 page 31

- Students read the questions and then find the answers in the text.
- Check answers as a class.

KEY

1 An unusual animal appears in the area.
2 The surprising visitor was a quoll.
3 It ate some meat and came very near the window.
4 It stayed for about ten minutes.
5 The writer took a photo.

Extra activity

- Have a class discussion about the text to get students' personal reactions to it. Ask: *How surprising was this event? Do you think your reaction would be the same? What is the writer's feeling about the event now?*

Exercise 3 page 31

- Students do the matching task.
- Check answers as a class. This forms the paragraph plan for their writing later in the lesson.

KEY

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

Exercise 4 page 31

- Go through the strategy together. Check students know the meaning of *sequence* and that they remember *interrupt*. Point out that B and D work together in one sentence.
- Students find examples and match them to A, B, C and D.
- Check answers as a class.

KEY

1 I showed my dad the quoll, and he threw a piece of meat into the garden.
2 When I looked out of the kitchen window, a strange animal was crossing the garden. I took a great photo of it while it was eating.
3 My mum and my brother were doing the dishes, while my dad and I were putting the food away.
4 When I looked out of the kitchen window, a strange animal was crossing the garden. I took a great photo of it while it was eating.

Exercise 5 page 31

- Go through the Language focus together.
- Students complete the task.
- Check answers as a class. Get students to match each sequencing phrase from the text with a near synonym in the Language focus box. (*at first – first of all, then – next, after that – later, in the end – finally*)

KEY

At first, After that, then, In the end

Exercise 6 page 31

- Students complete the task individually.
- Check answers as a class.

KEY

1 At first 2 Then 3 Next 4 After that 5 In the end

Exercise 7 page 31

- Students think of an event to describe and answer the questions about it. Point out that these notes will help them write their description.

Extra support

Give students the option of working with a partner for this planning stage. Some students feel less confident about being creative; peer support with generating ideas can free them up to focus better on the language task.

Exercise 8 page 31

- Refer students to exercise 3 for their paragraph plan.
- Set a time limit for the writing task. Students write individually.
- Circulate and monitor, helping where necessary.

Exercise 9 Check your work page 31

- Students check their writing carefully against the success criteria.
- With a supportive group, you could ask them to swap their writing with a partner and answer the questions about their partner's work.

AfL Teaching tip: success criteria

Link feedback to the learning intention

It's a good idea to relate any feedback to the original learning intentions and success criteria to give students consistency.

Take students' descriptions in to mark. Give just one or two pieces of very specific feedback that should only relate to the past simple and past continuous, or sequencing expressions. You can include a challenge, e.g. *Add one more sentence near the beginning to help set the scene better.* Or *Which other sequencing expression could you use in the sentence I've highlighted?*

See the notes on Assessment for Learning on page 9.

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 choose the right tense to write a forum post about an event.*

Further practice

Workbook page 28
Communicative activity photocopiable worksheet
Online practice

2.10 Review

Grammar

Exercise 1 page 32

KEY

1 were waiting 2 weren't eating 3 were they looking
4 was running 5 wasn't carrying 6 was he saying

Exercise 2 page 32

KEY

1 dropped, was getting off 2 was doing, crashed
3 weren't watching, scored 4 Was Nico playing, broke
5 fell, was cycling 6 wasn't listening, said
7 Were you travelling, took 8 were having, started

Vocabulary

Exercise 3 page 32

KEY

1 make 2 decorate 3 water 4 tidy 5 take out
6 iron

Exercise 4 page 32

KEY

1 tent 2 heating 3 entrance 4 wardrobe
5 outhouse 6 rug

Cumulative review

Exercise 5 page 32

KEY

1 B 2 C 3 C 4 A 5 C 6 B 7 B 8 A
9 C 10 C

Think & share

Exercise 6 page 32

Students' own answers

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

Further practice
Workbook page 29
Progress test

2.11 Exam skills

Lesson summary

Exam strategies: Listening: predicting what kind of word is missing in a gapfill task; Use of English: crossing out obviously incorrect answers in multiple-choice tasks; Writing: Using your imagination to get ideas for a story, structuring the story with a beginning, middle and end, using past tense and linking ideas

Listening: An artist talks about her work

Use of English: A text about a robot exhibition

Writing: A story using a given beginning sentence

WARM-UP Ask students to brainstorm different kinds of art, e.g. *photography*, *sculpture*, *painting*, *drawing*.
Put them in small groups to talk about which type of art they prefer and why.
- Ask a few students to share their opinions with the class.

Listening

Exercise 1 page 33

- Go through the Listening exam strategy together.
- Students read the instructions and the text in exercise 2.
- Working individually, students think about the kinds of words which are missing.
- Working in pairs, students compare their ideas.
- Check answers as a class.

KEY

1 a number 2 an object / a person 3 a type of material
4 a place 5 a number 6 a month

Exercise 2 2.12 page 33

- Play the audio for students to write the correct answers.
- Check answers as a class.

KEY

1 ten / 10 2 birds 3 wood 4 Paris
5 twenty-five / 25 6 July

Transcript

See Teacher's Guide, page 176.

Use of English

Exercise 3 page 33

- Go through the Use of English exam strategy together.
- Focus students' attention on the first gapped sentence and four possible answers. Students try each option individually.
- Elicit the answer from the class.

KEY

1 'A few years ago' tells us this is about the past, so A is wrong because 'am' is present tense; D is wrong because 'will be' refers to the future; B ('were') and C ('was') are both past tense, but only 'was' matches the person 'I'.

Exercise 4 page 33

- Working individually, students do the task.
- Working in pairs, students compare their answers and discuss why some of the answers are definitely wrong.
- Check answers as a class. Elicit which multiple-choice options students were able to cross out easily and why.

KEY

2 A 3 A 4 D 5 C 6 B 7 A 8 D 9 D 10 A

Writing

Exercise 5 page 33

- Go through the Writing exam strategy together.
- Give students time to read the questions and make notes. Circulate and monitor, ensuring they are making notes on all the questions.

Extra support
You could put students in pairs to think of ideas for their story.

Exercise 6 page 33

- Students write their story.
- Circulate and monitor, checking they are covering all the points in the strategy. Make a note of any errors for whole-class feedback at the end.
- When students have finished, you could ask them to swap their stories with a partner and say whether they think their partner's story has followed the strategy well.

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 missing words in a talk. I can answer multiple-choice questions. I can write a story beginning with a given sentence.*

Further practice
Culture lesson 2: Is it art?
Workbook page 30

3 Staying healthy

3.1 Vocabulary

Lesson summary

Listening: A vlog about healthy food

Vocabulary: Words and phrases about diet

Writing: A social media post about a healthy lifestyle

SHORTCUT To do the lesson in 30 minutes, omit the warm-up, set exercise 10 as homework and keep exercises 11 and 12 brief or for another lesson.

AfL Teaching tip: learning intentions

Lesson aims

Being clear about what is being learned and why helps students make sense of what they are doing and to see the value in it.

Before the warm-up, write the lesson summary on the board. Elicit from students what you hope they will improve by the end of the lesson. (You could do this in L1 if necessary.)

See the notes on Assessment for Learning on page 9.

WARM-UP Tell students to look at the photo.

- Ask: *Do you eat healthy food? How often do you eat junk food? How many portions of fruit and vegetables do you have every day?*
  Do you exercise regularly? Which sports do you enjoy doing?
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Exercise 1 page 34

- Focus attention on the video still. Get one or two students to describe what they can see.

KEY (SUGGESTED ANSWER)

Dan enjoys his breakfast because he knows it's healthy.

Extra support

To help students, ask questions to guide them, e.g. *Where is he? What is he holding? What is on the plate?*

- Students read the questions.
- Elicit answers from the class.

Exercise 2 3.01 page 34

- Play the video or audio for students to answer the questions.
- Check answers as a class.

KEY

Dan and Lily wanted to try to eat as many portions of fruit and vegetables a day as possible.
Yes, it did.

Transcript

See Teacher's Guide, page 177.

Exercise 3 3.01 page 34

- Give students time to read the sentences.
- Play the video or audio again.
- Working in pairs, students compare their answers. Play the video again if necessary.
- Check answers as a class.

KEY

1 diet 2 chicken 3 amazing 4 carrots 5 apple
6 vegetable soup 7 great

Transcript

See Teacher's Guide, page 177.

Exercise 4 Real English page 35

- Ask students to read sentences 1–5 and meanings A–E. Point out that all the highlighted phrases were in the video. Clarify the meaning of *ingredients* if necessary.
- Students do the matching task individually.
- Working in pairs, students compare their answers.
- Check answers as a class.

KEY

1 E 2 B 3 A 4 D 5 C

Exercise 5 3.04 page 35

- Play the audio for students to repeat the phrases in exercise 4. If necessary, drill the phrases for accurate pronunciation and intonation.

Transcript

See Student's Book, page 35, exercise 4.

Exercise 6 Vocabulary page 35

Extra activity

- Put students in small groups or pairs. Tell them to focus attention on the photos and talk about what they can see and what they think about the food and drink in each photo. This can help to engage their interest fully before they do the vocabulary task.
- Do some quick feedback with the class.

- Tell students to write A, B or C next to sentences 1–7.
- Working in pairs, students compare their answers.
- Check answers as a class.

KEY

1 C 2 B 3 B 4 C 5 C 6 C 7 A

- Drill the words for accurate pronunciation, e.g. *diet* /ˈdaɪət/, *variety* /vəˈraɪəti/, *portion* /ˈpɔːʃn/, *spinach* /ˈspɪnɪtʃ/, *lifestyle* /ˈlaɪfstaɪl/, *recipe* /ˈresəpi/ and ask students to count syllables and mark the word stress.

Exercise 7 page 35

- Students do the matching task individually.
- Check answers as a class. Help students extend their learning by asking them for further examples of unhealthy food, heavy meals, food they think is delicious and people they know who have been on a diet.

KEY

1 variety 2 recipe 3 portion 4 pineapple
5 delicious 6 be on a diet 7 unhealthy
8 heavy meal

Exercise 8 page 35

- Working in pairs, students write definitions. If you are short of time, give each pair just one or two words or phrases of your choice.
- Circulate and monitor, helping students self-correct where necessary. Provide dictionaries so students can check their definitions are correct.
- Make small groups of two pairs so they can read out their definitions and guess each other's words and phrases.
- Check answers.

KEY (SUGGESTED ANSWERS)

medium-sized: of average size
spinach: a plant with large, dark green leaves that can be cooked and eaten as a vegetable
broccoli: a vegetable with a thick green stem and several dark green or purple flower heads
smoothie: a drink made of fruit or fruit juice or vegetables, sometimes mixed with milk or ice cream
have a lot of energy: to be very active or be able to do a lot of work without getting tired
a healthy lifestyle: the way you live that helps a person have good health
a veggie burger: a burger which is made of vegetables, not meat

- Drill the words and phrases for accurate pronunciation.

Exercise 9 page 35

- Students do the gapfill exercise individually.
- Check answers as a class.

KEY

1 healthy lifestyle 2 smoothie 3 variety 4 portion
5 spinach 6 recipe 7 medium-sized 8 pineapple
9 delicious 10 have a lot of energy

Exercise 10 page 35

- Students write a similar post. Set a time limit for the activity and a minimum number of sentences.

Extra support

If you think students will benefit from working together, put them in pairs. Give a sentence starter if they find it difficult to begin, e.g. *We think that …* ; *In our opinion, …*

- Circulate and monitor, helping with accuracy and encouraging students to use vocabulary from exercise 6.
- When students have finished, encourage them to read out their social media posts. Do this in small groups if time is short.
- Do some quick feedback with the class. Highlight points which everyone agreed on.

Exercise 11 page 35

- Working in pairs, students say what they ate the previous day and then count the portions of fruit and vegetables they had.
- Ask a few pairs to feed back on what they ate. Then find out with a show of hands who had the most portions of fruit and vegetables.

Exercise 12 Think & share page 35

- Working in pairs, students discuss the issue.
- Circulate and monitor, helping with vocabulary where necessary.
- Do some quick feedback with the class. Make a note of good ideas 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 talk about healthy lifestyles.*

Further practice

Workbook page 32
Vocabulary booster page 116
Vocabulary photocopiable worksheet
Short test

3.2 Grammar

Lesson summary
Reading: A chat about housework
Grammar: Quantifiers
Listening: A conversation about quantities of food
Speaking: Talking about what people were doing at specific times

SHORTCUT To do the lesson in 30 minutes, ask students to watch the grammar video at home and omit exercise 4.

WARM-UP Divide the board in two columns labelled *countable* and *uncountable*.

- Write the following food words on the board and ask students to put them in the correct column: *sugar*, *bread*, *burger*, *potato*, *cheese*, *egg*.
- Check answers as a class.

KEY

Countable: burger, potato, egg
Uncountable: sugar, bread, cheese

Exercise 1 page 36

- Elicit the answer to the first question.
- When students have read the comments, they should choose one person who has similar eating habits to them.
- Ask a few students to feed back on their choices.

KEY

Lily and Dan tried to eat ten portions of fruit and vegetables a day.
Students' own answers

Exercise 2 page 36

- Student use the examples in bold in exercise 1 to help them complete the grammar rules.
- Working in pairs, students compare their answers.
- Play the video.

- Check answers as a class. Elicit that we use *too* when we think the quantity is a problem, e.g. *too many apples*.

KEY

1 big 2 countable 3 uncountable 4 small
5 countable 6 uncountable 7 big

Extra activity

Students could add food items from this exercise and the ones which follow to their *Countable / Uncountable* columns in the warm-up.

- Students do the Grammar booster exercises on page 136.

Exercise 3 page 36

- Students complete the task individually.
- Check answers as a class.

KEY

1 many 2 a little 3 How many 4 much
5 too much 6 a few

Exercise 4 3.05 page 36

- Students read the dialogue and choose the correct phrases.
- Play the audio for students to check their answers.

KEY

1 a few 2 too much 3 much 4 a little 5 many
6 How many 7 a lot of 8 a little 9 a lot of 10 a few

Transcript

See Student's Book, page 36 and Key above.

Extra activity

- Working in pairs, students practise the dialogue, taking turns in each role.
- Some students could add one or two extra lines to Mum's part of the dialogue, telling Lauren about other quantities of food items at home, e.g. *mushrooms*, *onions*, *peppers*, *garlic*.

Exercise 5 page 36

Extra support

Working in pairs, students categorise the food items as countable or uncountable. Some students could add more food items of each type. Check answers as a class.

KEY

Countable: burgers, eggs, potatoes, sweets, tomatoes, vegetables
Uncountable: bread, broccoli, butter, cheese, chicken, chocolate, meat, pasta, rice, spinach, sugar

- Students complete the sentences individually about themselves.
- Circulate and monitor, making sure the food choices fit grammatically. Refer students to the grammar box if they make mistakes.

Exercise 6 page 36

- Working in pairs, students share their sentences and find similarities.
- Ask a few pairs to feed back on their eating habits.

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 quantifiers to talk about food.*

Further practice

Workbook page 33
Grammar booster page 136
Grammar photocopiable worksheet
Online practice

3.3 Listening

Lesson summary

Listening: A dialogue about a particular type of food
Strategy: Distinguishing fact from opinion
Speaking: Giving facts and opinions

SHORTCUT To do the lesson in 30 minutes, keep the warm-up brief and in exercise 1 ask students to answer question 1 only. Do exercise 4 without playing the audio again.

WARM-UP Ask students if they know of any *superfoods*, i.e. food which many people believe is particularly healthy. Help them translate or find the word for any of these types of food or suggest some yourself, e.g. *olive oil*, *blueberries*, *spinach*, *eggs*, *oily fish*.

Exercise 1 page 37

- After students have read the article titles, make sure they've read and understood the glossary.
- Elicit what they can see in the photos.
- Give students time to read and think about the information in question 1 about avocados.
- Working in pairs, students compare their answers for all the questions.
- Ask a few students to share their opinion with the class.

AfL Teaching tip: diagnostic

Effective questioning

When students are encouraged to use higher-order questions to reflect, they practise the skills of analysing and evaluating, and this helps them develop learner autonomy.

Question 1 is relatively simple. Questions 2 and 3 are higher-order questions which require more complex thinking and language so students need extra time to answer them. For question 3, you could encourage them to think about whether they enjoy finding out about the world in general or are more interested in things which affect them directly and how this might influence which article they would choose to read. Use L1 for this discussion if necessary.

See the notes on Assessment for Learning on page 9.

Exercise 2 3.06 page 37

- Play the audio for students to answer the question.
- Check the answer as a class.

KEY

She doesn't want to eat avocado toast because growing avocados is bad for the environment.

Transcript

See Teacher's Guide, page 177.

Exercise 3 3.06 page 37

- Give students time to read the sentences.
- Play the audio for students to complete them.
- Working in pairs, students compare their answers.
- Check answers as a class.

KEY

1 avocado toast 2 healthy 3 article 4 Meat 5 10,000
6 farmers in Mexico 7 more 8 rivers 9 scary

Transcript

See Teacher's Guide, page 177.

Exercise 4 3.06 page 37

- Go through the strategy together. You can give your own simple examples to illustrate the strategy, e.g. *I like birthdays.* (opinion) *My birthday is on 15 July.* (fact)

Extra support

It's likely that students do not think about this skill very much even in their own language. Discuss sentences 1 and 6 as a demonstration with the whole class. Elicit how students can tell that 1 is a fact – it's about a specific visit to a restaurant which really happened and it's true that Emily ordered avocado toast. Ask how students know that sentence 6 is an opinion – because it starts with *It's not OK that . . . ,* which shows someone's judgement about something.

- Give students plenty of time to think about whether the sentences are fact or opinion. For each opinion, ask students whose opinion it is.
- Play the audio again to help them confirm their decisions.
- Working in pairs, students compare their answers.
- Check answers as a class.

KEY

1 fact 2 fact 3 opinion 4 fact 5 fact 6 opinion
7 fact 8 fact 9 opinion

Transcript

See Teacher's Guide, page 177.

Exercise 5 page 37

- If you have access to the internet, students could research facts about their chosen fruit or vegetable.
- Working in pairs, students make notes about their chosen fruit or vegetable.
- Circulate and monitor, helping with vocabulary where necessary and encouraging students to think of more opinions if they have time.

Exercise 6 page 37

- Put students into A / B pairs. Focus their attention on the examples given.
- Student As talk about their fruit / vegetable while Student Bs take notes. Then they swap.
- Tell the pairs to show their notes to each other and check that they identified facts and opinions correctly. Deal with any difficulties connected to this.
- Do some quick feedback with the class.

Extra activity

- Ask students to choose one of their favourite meals to write about for homework, including some facts and some opinions.
- They should bring it to the next lesson and swap with a partner. Using two different colour pens, they identify facts and opinions. You can then take this work in to mark and assess how well they are able to apply the strategy.

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 distinguish fact from opinion in a dialogue about healthy food.*

Further practice

Workbook page 34
Online practice

3.4 Global skills

Lesson summary

Listening: A podcast about developing habits
Vocabulary: Words and phrases about habits
Speaking: Talking about a healthy habit you would like to develop

SHORTCUT To do the lesson in 30 minutes, keep the warm-up and exercise 1 brief and omit exercise 4.

WARM-UP Put students in pairs to look at the picture and discuss what they can see and what they think it means.

- Elicit ideas from the class, but don't confirm yet.

Exercise 1 Think & share page 38

- Working in pairs or small groups, students discuss the questions.
- Ask a few students to share their ideas with the class.

Exercise 2 page 38

- Students do the matching task individually.
- Working in pairs, students compare their answers.
- Check answers as a class.

KEY

1 develop 2 give up 3 succeed 4 in advance
5 focus 6 keep track 7 patient 8 make

- Drill the words and phrases for accurate pronunciation.

Exercise 3 3.07 page 38

- Play the audio for students to answer the questions.
- Check answers as a class.

KEY (SUGGESTED ANSWERS)

1 Giving up unhealthy snacks
2 On the first day, people might forget about their new habit, or forget to prepare for their new habit. For example, they don't bring lunch to school, so they buy a packet of crisps instead. On the second day, people might forget about their habit again. This time, it can happen while doing something else. For example, they always watch TV and eat unhealthy food, so they eat ice cream while watching TV.
3 It's because people have probably had their unhealthy habits for a long time, so they'll need a lot of time to develop new, good habits.

Transcript

See Teacher's Guide, page 177.

Exercise 4 Mediation page 38

- Students read the email.
- Ask some questions to help students understand context, e.g. *Why is Matt emailing Liam?* (Because Liam has a project about developing habits and Matt wants to help him) *Does Matt give Liam a link to the podcast?* (No) *Why not?* (Because he can't find it any more) *Does Matt give his own advice or advice from the podcast?* (From the podcast)
- Make sure students understand they are not trying to use only the vocabulary in exercise 2 for this task.
- Play the audio again.

Extra support

Some students may need to listen to the audio a second time to complete the task.

- Check answers as a class. You could also elicit the meanings of *tip* (n) and *warn* (v), which are in the email.

KEY

1 difficult 2 plan 3 succeed 4 everything
5 important 6 app 7 write 8 time

Exercise 5 page 38

- Elicit that this is a questionnaire, but students are not answering the questions now. Do number 1 together as a demonstration if necessary.
- Students do the task individually.
- Check answers as a class.

KEY

1 develop 2 made 3 am not patient 4 give it up
5 succeed 6 Keep track of 7 Focus on

Exercise 6 page 38

- Now students answer the questionnaire.

Extra support

Brainstorm ideas for healthy habits together as a class, e.g. *doing exercise three times a week*, *eating less chocolate*, *developing a better sleep pattern*. Students choose a habit from this list for the questionnaire.

- Circulate and monitor, helping where necessary.

Exercise 7 page 38

- Working in pairs, students discuss their questionnaires.
- Circulate and monitor discussions.
- If you have time, you could put two or three pairs together to compare habits and answers.
- Ask a few pairs / groups to feed back on their discussions.

Exercise 8 page 38

- Give students a moment to think about the questions.
- In their pairs, they give each other feedback.
- Ask a few pairs to feed back on their discussions.

Extra activity

You could ask each student to write down the habit they want to work on and their answers to questions 2 and 5 in the questionnaire. Collate these into a class poster and get students to ask each other about these habits in subsequent lessons to keep track of and encourage real progress.

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 evaluate and discusss changing habits.*

Further practice
Workbook page 35

3.5 Vocabulary

Lesson summary
Reading: An online leaflet about sports
Vocabulary: Words and phrases about sports
Speaking: Talking about ideas for a new sports or activities class

SHORTCUT To do the lesson in 30 minutes, keep the warm-up brief and omit exercises 4 and 8.

WARM-UP Divide the class in four teams. Give them a topic: *sport*.

- Set a time limit for students to write a list of as many sports as they can.
- Elicit answers. The team with the longest list is the winner.

Exercise 1 page 39

- Check students know what P.E. stands for (*Physical Education*). Students think of their answers, then share in pairs.
- Elicit some ideas from the class.

Exercise 2 page 39

- Students read the leaflet and answer the question.
- Check answers as a class. Were all these sports in their warm-up lists?

KEY

Running / jogging, volleyball, football, basketball, badminton, hiking / walking, cycling, fitness training

Exercise 3 page 39

- Students complete the task individually.
- Check answers as a class.

KEY

1 volleyball, badminton 2 jogging, hiking
3 a warm-up, press-ups 4 tracksuit, trainers, helmet
5 treadmills, racket, goals 6 score 7 support 8 court

Exercise 4 page 39

- Working in pairs, students do the task.

Extra support

Remind students to use the sports they brainstormed during the warm-up.

- Elicit ideas from the class. Go through any pronunciation or spelling corrections.

Exercise 5 page 39

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

KEY

1 go running / jogging 2 helmet 3 do a warm-up
4 support 5 go hiking 6 play volleyball
7 playing badminton, rackets 8 treadmill
9 score 10 do, press-ups 11 goal 12 tracksuit, trainers

Exercise 6 page 39

- Students complete the sentences individually.
- Circulate and monitor, helping where necessary.

Exercise 7 page 39

- Working in pairs, students share their sentences and compare experiences.
- Do some quick feedback with the class. Elicit whether students found they are similar or different from their partner.

Exercise 8 Think & share page 39

AfL Teaching tip: success criteria

Students negotiate their own success criteria

Students will progress better if they identify their own criteria for success and then assess their work against this.

Before students share their sentences, ask them to come up with questions they will need to answer in order to provide a detailed response to the task, e.g. *Where can you do it? What equipment or clothing do you need? Is it expensive? Why would you like it?*

See the notes on Assessment for Learning on page 9.

- Put students in small groups to do the task. Circulate and monitor, making a note of good use of the vocabulary from the lesson.
- Do some quick feedback with students, encouraging groups to present their ideas for the new class.

Extra activity

- Ask students to work in pairs to make a fact file for a sport or activity of their choice and include categories from exercise 3, e.g. *do you play / do / go …, what do you wear, what equipment do you need, how do you score a point, where do you play, are there many fans?* They should not include the name of the sport or activity.
- Then put two pairs together. They read out their fact file for the other pair to guess the sport or activity. You may need to demonstrate by giving an example yourself.

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 sport and fitness.*

Further practice

Workbook page 35
Vocabulary booster page 117
Vocabulary photocopiable worksheet
Short test

3.6 Grammar

Lesson summary

Reading: A leaflet about a sport

Grammar: Modals of obligation: *have to, don't have to, need to, needn't, must, mustn't*

Speaking: Talking about rules

SHORTCUT To do the lesson in 30 minutes, omit the warm-up, ask students to watch the grammar video at home and set exercise 5 as homework.

WARM-UP With books closed, write on the board: *goal, team, mask, stick, water.*

- Elicit from the class what sport these words could be about. Don't confirm any suggestions yet.

Exercise 1 page 40

- Working in pairs, students look at the photo and answer the questions.
- Elicit answers from the class.

Exercise 2 page 40

- Give students time to read the whole leaflet and answer the question.
- Working in pairs, students share their answer.
- Elicit ideas from the class. Encourage students to check any vocabulary they do not understand with you and drill pronunciation before you move on.

KEY (SUGGESTED ANSWER)

People who like team sports and swimming, or those who like exciting sports activities.

Exercise 3 page 40

- Students complete the grammar rules individually.
- Play the video.
- Check answers as a class.
- Answer any questions students have about the grammar. Make sure they understand *necessary* and *allowed*.

KEY

1 have to 2 have to, needn't 4 mustn't

- Students do the Grammar booster exercises on page 137.

Extra support

Ask questions about underwater hockey to make sure students have fully understood the grammar: *Is a mask necessary?* (Yes) *Is a special stick necessary?* (Yes) *Are you allowed to put your feet on the bottom of the pool?* (No) *Are there rules about using the stick or your hand?* (Yes) *Are you allowed to push another player?* (No) *Do you have to know the rules before the first class?* (No) *Do you have to buy all the equipment first?* (No)

Exercise 4 page 40

- Students work individually to complete the sentences.
- Working in pairs, students compare their answers. Refer them back to the grammar rules if they are unsure.
- Check answers as a class.

KEY

1 don't have to 2 must 3 need to 4 needn't
5 mustn't 6 have 7 mustn't 8 have to

Exercise 5 page 40

- Students read the online posts from Ava, Nina and Syed. Make sure they understand that sometimes more than one answer is possible. They complete the task individually.
- Check answers as a class.

KEY

1 have to / need to 2 have to / need to
3 needn't / don't have to 4 has to / needs to / must
5 mustn't 6 needn't / don't have to

Extra activity

- Working in small groups, students discuss whether they mainly agree with Nina or Syed. Encourage them to explain why.
- Tell them to brainstorm in their groups other ideas for how to be really good at sports. Circulate and monitor, encouraging the use of the target grammar.
- Have a whole-class discussion.

Exercise 6 page 40

- Students complete the sentences. Then they discuss the rules with a partner.

Extra challenge

Keep students engaged by asking them to make more sentences about other school rules, such as what they have to wear, what equipment they have to bring and how they must behave towards teachers and other staff.

- Elicit some sentences from the class.

Exercise 7 page 40

- Tell students to focus on the places given. Drill the words for accurate pronunciation, e.g. *library* /ˈlaɪbrəri/, *museum* /mjuˈziːəm/.
- Demonstrate the task yourself and elicit the place from the class.
- Put students into A / B pairs. They take turns to do the task, starting with Student A.
- Circulate and monitor, making a note of any errors with the grammar.
- When both Students A and B have had a few turns, do some quick feedback with the class.

AfL Teaching tip: success criteria

Effective feedback offers strategies rather than solutions

More learning is encouraged when students are asked to take responsibility for finding and correcting their errors.

Write sentences on the board which contain errors. Working in pairs, students discuss where the errors are and how to correct the sentences. Do some quick feedback with the class and emphasise to students that they now have deeper grammar knowledge to analyse their errors than at the start of the lesson. Help them to decide what they particularly need to watch out for when using this grammar in future.

See the notes on Assessment for Learning on page 9.

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 modals of obligation to talk about an unusual sport.*

Further practice

Workbook page 37
Grammar booster page 137
Grammar photocopiable worksheet
Online practice

3.7 Reading

Lesson summary
Strategy: Predicting from subheadings
Reading: An article about the power of walking
Vocabulary: Matching words from the article to definitions
Speaking: Discussing an article

SHORTCUT To do the lesson in 30 minutes, keep the warm-up brief, omit exercises 5 and 6 and omit question 2 in exercise 7.

WARM-UP Focus students' attention on the photo. Elicit what they can see and ask them how the photo makes them feel and why.

Exercise 1 page 41

- Working in pairs, students discuss the questions.
- Elicit ideas as a class. Find out which student takes the most steps.

Exercise 2 page 41

- Go through the strategy together. Make sure students understand *subheadings*.
- Tell students to focus attention only on the subheadings and not to read the text. If you think they'll be too tempted to read on, ask them to close their books and write the four subheadings on the board.
- Working in pairs, students answer the questions.
- Elicit some answers from the class.

Exercise 3 3.10 page 41

- Students read the article and glossary to check their predictions.
- Find out whether some students predicted correctly in exercise 2.

KEY (SUGGESTED ANSWER)

The text is about the benefits of walking.

Transcript

See Student's Book, page 41.

Exercise 4 page 41

- Highlight to students that the mistakes are factual, not grammatical.
- Students do the task individually.
- Check answers as a class.

KEY (SUGGESTED ANSWERS)

1 Students who were walking had more ideas than students who were sitting.
2 In the walking classrooms, students remember more new information than in sitting classrooms.
3 Managers believe that their employees have creative ideas when they walk during meetings.
4 Dickens was walking and planning his books at the same time.
5 Darwin was walking around his house/in his garden to think of his science problems.

Exercise 5 page 41

- Focus attention on the example to demonstrate the task.

Extra support

Ask students to think of the kind of question word needed for each answer, e.g. in the example, *scientists* are people, so the question word needs to be *Who*; in 2, the number means they need to ask *How many*; in 3, the answer is an action, so suitable question words might be *What* or *How*.

- Students write the questions individually.
- Working in pairs, students compare their answers. Circulate and monitor carefully because more than one question may be possible.
- Check answers as a class.

KEY (SUGGESTED ANSWERS)

2 How many students did the scientists from Stanford University ask to do a few creative tasks?
3 How do students learn in walking classrooms? / What do students use to listen to their lessons in a walking classroom?
4 Where do teachers use similar ideas to walking classrooms?
5 Why did Steve Jobs start to organise walking meetings?
6 Which famous people worked on creative ideas while walking?

Exercise 6 Vocabulary page 41

- Students read the definitions and do the matching task.
- Check answers as a class.

KEY

1 employee 2 scientist 3 notice 4 benefit
5 creative 6 solution

- Drill the words for accurate pronunciation.

Exercise 7 Think & share page 41

AfL Teaching tip: diagnostics

Wait time

Students need to be given time to answer questions which ask them to evaluate and analyse.

This is a good example of a task where giving students a time limit, say two minutes, to reflect on the question prompts before speaking may help improve the quality of their responses.

See the notes on Assessment for Learning on page 9.

- Working in pairs, students discuss the questions. Monitor and encourage students to make their response to question 2 as detailed and realistic as possible – *How many people would they need for their experiment? What kind of equipment would they need? Where would it take place? How many times would they need to repeat it?*
- Ask a few students to share their ideas with the class.

Extra activity

- Set a homework experiment. Tell students to write some suggestions or advice for a friend who would like to be healthier. They can include ideas about diet and exercise.
- Tell half the class to sit and write the suggestions. Tell the other half to go for a walk to think of ideas for the suggestions, recording voice notes on a mobile device as they are walking. They should write up the notes after their walk.
- In a later class, compare the two groups and see if the walking group's work was better in any way.

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 the topic of an article about walking from subheadings.*

Further practice

Workbook page 38
Online practice

3.8 Speaking

Lesson summary

Speaking: Asking for and giving advice; /ʊ/ and /uː/ sound

Listening: A dialogue about time management problems

Strategy: Using collocations

SHORTCUT To do the lesson in 30 minutes, keep the warm-up and exercise 1 brief and omit exercises 5 and 6. In exercise 9, ask students to write about just one situation.

WARM-UP Ask students to make a quick list of things they need to do most days. Encourage discussion about which things they enjoy doing and which they don't really enjoy but have to do.

Exercise 1 page 42

- Working in pairs, students discuss the questions.
- Elicit ideas from the class. With a stronger group, you could ask them to explain why they think the problem happened.

KEY (SUGGESTED ANSWER)

The girl doesn't have enough time to do everything that she needs to do.

Exercise 2 3.11 page 42

- Students read the questions.
- Play the audio for students to answer the questions.
- Check answers as a class.

KEY

1 She wanted to go jogging.
2 She doesn't have enough time to do everything.
3 Make a list of things which she has to do.
4 There are too many things on her list.
5 He says she should control how much time she spends doing things from her list.
6 She should do something she enjoys.
7 Yes, she is.

Transcript

See Teacher's Guide, page 178.

Exercise 3 3.11 page 42

- Tell students to read the Phrasebook.
- Play the audio again.
- Check answers as a class.

Note!

Students need to know how to complete the phrases in the Phrasebook, e.g. *Why don't you* + infinitive; *Try to* + infinitive without *to*; *How about* + *-ing*. Write these structures on the board, with examples if necessary.

KEY

What should I do? ✓ What do you suggest? ✓
You should / shouldn't … ✓ Why don't you … ? ✓
Try to … ✓

Transcript

See Teacher's Guide, page 178.

- Drill the phrases for accurate pronunciation.

Exercise 4 page 42

- Give students time to think.
- Elicit ideas from the class. Help students with the vocabulary they need to express their ideas. Write good suggestions on the board.

Exercise 5 Pronunciation 3.12 page 42

- Model the two sounds for students: /ʊ/ and /uː/.

Extra challenge

Working in pairs, students do the task before listening, using knowledge they already have and trying the words with each sound to see if they can decide what 'sounds right'. Then they listen to check their answers.

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

KEY

short /ʊ/: could, look, put, took
long /uː/: do, fruit, school, smoothie, too, tracksuit

Transcript

See Student's Book, page 42.

Exercise 6 3.12 page 42

- Play the audio again for students to repeat. Pause and repeat where necessary.

Transcript

See Student's Book, page 42.

Extra activity

- Put students in small groups. Give them a time limit to think of five more words to add to each sound group.
- Elicit answers from the class and make a large list on the board. Go through any corrections and then drill the words.

Exercise 7 page 42

- Go through the strategy together.
- Students complete the diagrams individually.

Exercise 8 page 42

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

KEY

do: a warm-up, exercises, homework, the housework, the shopping, yoga
make: a list, a phone call, a mistake, a smoothie, plans, the bed
take: ages, a seat, a shower, photos, the bus

- Elicit more collocations with the three verbs from the class.

KEY (SUGGESTED ANSWERS)

do: a sport, press-ups, an activity, the cooking, the ironing
make: lunch, notes, a cake, a reservation, an itinerary
take: time, steps, a break, part, action

Exercise 9 page 42

- Working in pairs, students read the two situations and think of three pieces of advice for each one.

- Circulate and monitor, encouraging students to refer to the Phrasebook for their advice. Point out any errors for students to self-correct.

Exercise 10 page 42

- Put students in new pairs so they have plenty of pieces of advice to choose from for their dialogues.
- Give them sufficient time to prepare their dialogues. Circulate and monitor, helping where necessary.

Extra challenge

Set students an extra challenge to extend their dialogues:
Situation 1: You also don't like how your room looks (the furniture and decor).
Situation 2: You and your cousin don't have much money to spend.

This should enable students to use more phrases for giving and asking for advice.

Exercise 11 page 42

- Students practise their dialogue. You could ask them to swap roles so both have a chance to ask for and give advice.
- Note any pronunciation difficulties and drill them with the whole class after they have practised.
- For feedback, you could put two pairs together to act out their role-plays for each other. Alternatively, invite some pairs to act out their role-play for the class.

Exercise 12 Reflect page 42

- If students have listened to another pair's dialogue, they can reflect on that. Otherwise, they should reflect on their own dialogue.
- Encourage pair-to-pair feedback if appropriate, or have a whole-class discussion on how successful they feel their dialogues were in relation to these questions.
- When students have reflected on their language use, encourage class discussion on the content of the dialogues, asking *Which students gave the most useful advice? 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 use collocations to ask for and give advice.*

Further practice
Workbook page 39
Communicative activity photocopiable worksheet
Online practice

3.9 Writing

Lesson summary
Reading: An opinion blog
Vocabulary: Phrases for giving opinions
Strategy: Expanding on main points
Writing: An opinion blog

SHORTCUT To do the lesson in 30 minutes, keep the warm-up and exercise 1 brief and set exercises 7 and 8 as homework.

WARM-UP With books closed, write *ready meals* on the board. Elicit what this means to the students, what kinds of dishes can be bought as a ready meal and what they think about them.

Exercise 1 page 43

- Working in pairs, students discuss the questions.
- Briefly elicit feedback from the class.

Exercise 2 page 43

- Check students know what an opinion blog is and where they would read one.
- Students read the questions and the blog to complete the task.
- Check answers as a class.

KEY (SUGGESTED ANSWERS)

1 She thinks all students should learn to cook at school.
2 Paragraph 1
3 You can discover that cooking is easy. Cooking with friends is enjoyable. You can learn about food waste.
4 When you cook with friends, you help each other and do everything together, and then you can enjoy the dish you made together.
5 They have to check the recipe and plan what to bring and how much. Then they have to decide what to do with the rest of the products.

Exercise 3 page 43

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

KEY

2 see 3 opinion 4 seems 5 Personally

Exercise 4 page 43

- Go through the strategy together. Check understanding of *expand*, *main points*, *support*, *argument* and *develop*.
- Focus attention on paragraph 2 only. Give students time to read the questions and think about the answers.
- Check answers as a class.

KEY

F is the main point.
A, B, D and E develop the main point.
The writer doesn't talk about C.

Exercise 5 page 43

- Students read the task. Refer them back to the strategy and highlight the three suggestions for how to develop a main point.
- Give students time to add sentences.
- Working in pairs or small groups, students share their sentences.
- Elicit some examples from the class.

Exercise 6 page 43

- In this task, students prepare to write an opinion blog on the topic stated.

- Give students a moment to think about the topic and question 1. Take a vote, with a show of hands, on who agrees with the statement and who disagrees with it.
- Now put students with the same opinion in small groups or pairs. Give them time to discuss their own experiences and come up with arguments to support their opinion.

Exercise 7 page 43

Extra support
Make sure students read the success criteria in exercise 8 before they write their opinion blogs. This will help ensure they understand the structure they should follow and include all aspects to produce a successful piece of writing.

- Give students time to write their opinion blogs. Circulate and monitor progress, helping students to self-correct and encouraging them to refer to the strategy if necessary.

Exercise 8 Check your work page 43

- Students assess their work against the success criteria.
- With a supportive class, you could ask them to swap their work with a partner and assess each other's work.
- Do some quick feedback with the class.

AfL Teaching tip: success criteria
Exemplars and modelling
Focusing on a model text or answer can help explain to students what is required for them to complete a task.
Take in students' written work and identify paragraphs where students have successfully developed the main point – by explaining, by giving examples and by adding details. Collate these paragraphs as anonymous examples. In the next lesson, write the three aspects of strategy on the board, put students in pairs and give them the selection of good examples. Tell them to work together to find and highlight which of these strategies each paragraph employs. Have whole-class feedback.
See the notes on Assessment for Learning on page 9.

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 expand on the main ideas in an opinion blog.*

Further practice
Workbook page 40
Online practice

3.10 Review

Grammar

Exercise 1 page 44

KEY
1 B 2 C 3 A 4 B 5 A 6 A 7 C

Exercise 2 page 44

KEY
1 needn't bring / don't have to bring 2 must wear / have to wear 3 have to do / need to do 4 mustn't ride 5 don't have to go / needn't go 6 need to do / have to do

Vocabulary

Exercise 3 page 44

KEY
1 veggie burgers, delicious 2 variety
3 unhealthy 4 recipe, diet 5 spinach, broccoli
6 pineapple, medium-sized, smoothie
7 healthy lifestyle, heavy meals

Exercise 4 page 44

KEY
1 racket, court 2 hiking 3 tracksuit, trainers
4 goals 5 treadmill 6 warm-up, jogging
7 volleyball, support, score 8 press-ups

Cumulative review

Exercise 5 page 44

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

Think & share

Exercise 6 page 44

Students' own answers

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

Further practice
Workbook page 41
Progress test

3.11 Exam skills

Lesson summary
Exam strategies: Reading: looking for evidence in true / false tasks; Speaking: discussing different options based on pictures
Reading: An article about the chef Jamie Oliver
Speaking: Discussing activities for getting fit and healthy

WARM-UP Ask students: *Are cookery programmes on TV popular in your country? If so, do you watch them? Why? / Why not? Are there any celebrity chefs?*
- Put students in pairs or small groups to discuss.
- Elicit some answers from the class.

Reading

Exercise 1 page 45

- Go through the Reading exam strategy together.
- Students read the article, focus attention on the first statement only and decide if it is true or false. Students underline the sentence which supports their answer.
- Check the answer as a class.

KEY

1 False – 'While he was working at a restaurant, a TV producer at the BBC discovered him and asked him to do a TV show.'

Exercise 2 page 45

- Working individually, students complete the exam task.
- Circulate and monitor, encouraging them to underline sentences which support their answers.

Extra support
Working in pairs, students compare their answers.

- Check answers as a class. Elicit which sentences students underlined in each case.

KEY

2 True – 'Jamie continued making programmes about British, American and Italian food.'
3 False – 'When he finished school at the age of sixteen, he started at catering college. He then worked in a few different restaurants.'
4 True – '… the book, with the same name, was also the first of his many books about food.'
5 True – 'Jamie Oliver stopped school very early because he was dyslexic.'
6 False – 'Jamie Oliver appeared in a TV programme called *Jamie's School Dinners* to help people choose a healthy diet …'
7 False – 'He started a restaurant called Fifteen, where young people with problems can learn about cooking and working in restaurants.'
8 False – 'He and his wife have been together since they were 17 …'

Extra activity
- Point out that the text says Jamie Oliver helped young people eat healthily at school. Put students in pairs to discuss whether young people in their country eat healthily or not (both at school and outside school).
- Elicit responses from the class. Encourage them to give examples and reasons for their responses.

Speaking

Exercise 3 page 45

- Go through the Speaking exam strategy together.
- Elicit which activity matches the sentence.

KEY

Climbing a mountain

- Working individually, students make sentences for the other activities.

Exercise 4 page 45

- Working in pairs, students do the task. Set the two-minute time limit.
- Circulate and monitor, making a note of any pairs who are doing the task well and why.
- When the time limit is up, do some quick class feedback. Praise pairs who discussed all five activities as this is important in the exam. Elicit conclusions from pairs – which activity did they choose?

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 true and false questions about a text. I can discuss different options based on pictures.*

Further practice
Culture lesson 3: Parks in Perth and London
Workbook page 42

3 Vision 360°

Get active!

Lesson summary
● **Circle:** A man talking about sports experiences
▲ **Triangle:** An advert for a new leisure centre café
♥ **Heart:** A video about the importance of bowing
■ **Square:** A quote about the belt system
★ **Star:** A sign with gym rules
◆ **Diamond:** An infographic about the benefits of martial arts training
Speaking: Talking about leisure centre sports and activities; discussing the benefits of sport and being active
Listening: A man talking about sports experiences; an advert for a new leisure centre café; a video about the importance of bowing
Reading: A quote about the belt system; a sign with gym rules; an infographic about the benefits of martial arts training
Create task: Making a podcast

SHORTCUT
- To do the lesson in 30 minutes, omit exercises 5 and 6, ensure Steps 1 and 2 of the Create task are done in class, then set Steps 3 and 4 for homework and do Step 5 in the next lesson.

WARM-UP
- Tell students that you are going to give them a description and they need to guess which sport you are doing. Say: *I'm playing on a court against a partner. I'm using a racket, but I don't need a ball.* Elicit the answer (*You're playing badminton.*).

- Working in groups, students take turns to think of a sport and describe what they're doing. The first person to correctly guess each time gets a point. Encourage students to use the sports vocabulary from Lesson 3.5 and make sure they give the correct verb to collocate with the sport, e.g. *going jogging*, *playing volleyball*, *doing karate*.
- When you end the activity, find out who in each group scored the most points and who is the overall class winner.

Exercise 1 Think & share page 46

- Working in pairs, students discuss the question.
- Elicit ideas from the class.

EXPLORE

Exercise 2 page 46

- Go through the question together and then enter into the 360° image. Move around the image, but do not click on the hotspot symbols yet.
- Stop and ask students to discuss the question in pairs.
- Elicit ideas from the class.

KEY (SUGGESTED ANSWER)

They are doing tae kwon do. / They are practising a martial art.

- Find out whether anyone in the class does or has done tae kwon do or another martial art. If so, elicit details. If not, ask: *Would you like to try a martial art?* Elicit reasons from a few students who answer *yes* and a few who answer *no*.

Exercise 3 All hotspots page 46

- Put students into A / B pairs.
- 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 the square, circle and star hotspots are explored, the Student As make brief notes on their content. The Student Bs do the same for the heart, diamond and triangle hotspots.
- Once all the hotspots have been explored, students take turns in their A / B pair to summarise their hotspots.
- Elicit answers from the class.

KEY (SUGGESTED ANSWERS)

Square: This is a poster about how important it is to keep trying.
Circle: This is a man talking about sports he has tried and why he started tae kwon do.
Star: This is a sign that shows the rules of the gym.
Heart: This is a video and it talks about why people bow in martial arts.
Diamond: This is an article about the benefits of martial arts.
Triangle: This is an advert for a new café in a leisure centre.

Transcripts

Student You can try many different sports here at the leisure centre. It's got tennis, squash, badminton and volleyball courts, there's a really modern gym and a running track. Before I discovered tae kwon do, I played badminton. I did that for a few years, but then it became too easy and I wanted a challenge. So, I started going to the gym. But after a while, doing press-ups and running on the treadmills started to get a little boring.
That was the moment I decided to try martial arts. I chose tae kwon do because I wanted a challenge for my mind and my body – I wanted to get fitter and stronger, but I also wanted to learn new skills.
My training helps me to focus my mind and be confident, especially when I have to do something difficult in my life. For example, I don't get so nervous about doing presentations in front of lots of people now.
The training can be difficult, but the teachers and other students help you and always tell you to keep trying. When you get different coloured belts, it also motivates you to get better. Next year, I'm going to do my exam for the purple belt. It will be difficult, but I will try my best.

Announcer Do you get hungry after your workout? Then I have great news – this Saturday the new leisure centre café opens! We offer a variety of healthy foods and drinks. Come and try our famous smoothies with spinach and pineapple, or our broccoli veggie burgers? And if you're on a strict diet, don't worry – we also offer smaller portions and low-fat meals. The café is open every day Monday to Friday from 10 a.m. till 7 p.m., but from 10 a.m. to 5 p.m. at weekends. Every week, you will also find cards with new recipe ideas so you can try making new dishes and healthier versions of family favourites. We look forward to meeting you soon.

Extra support

Do exercise 3 as a whole-class activity. Explore each of the hotspots in turn and after viewing each one, give students time in pairs to write a summary sentence before eliciting suggestions from the class.

Exercise 4 page 46

- Click on the circle hotspot to play the audio again for students to answer the questions.
- Check answers as a class.

KEY

1 He tried badminton and he went to the gym.
2 He wanted a challenge; he wanted to get fitter and stronger; he wanted to learn new skills.
3 He feels more confident now; he doesn't get nervous about giving presentation in front of lots of people.
4 He is hoping to get a purple belt next year.

Extra challenge

Write the following additional questions on the board for students to answer as they listen:

1 *What other sports can you do at the sports centre?*
2 *Why did the man give up the sports he did before?*
3 *What does he say about his tae kwon do teachers?*
4 *What does he say about getting different coloured belts?*

KEY

1 Tennis, squash, volleyball, running
2 He gave up badminton because it became too easy and he wanted a challenge. He gave up going to the gym because it started to get boring.
3 They help him and tell him to keep trying when the training is difficult.
4 It motivates you to get better.

Exercise 5 ■ page 46

- Click on the square hotspot again for students to read the quote. Elicit from the class what they think the quote means (e.g. to be successful, you have to keep trying even when things are difficult).
- Students do some internet research and complete the task.
- Elicit answers to the two questions from the class.

KEY (SUGGESTED ANSWERS)

1 Different colour belts are used for different martial arts in different countries, and sometimes belts for juniors differ from those for adults. In general, however, white is the belt colour for beginners, and black is the highest belt colour.
2 The system of different belt colours was first used in Japan in the 1880s by Jigoro Kano, the founder of judo.

- Ask a few students which search words they used and where they found their information.

Exercise 6 ▲ page 46

- Click on the triangle hotspot to play the audio again for students to choose the correct answers to the questions.
- Check answers as a class.

KEY

1 A 2 B 3 B

Extra activity

- Write the following questions on the board:
  What other food and drinks do you think the café serves?
  What do you enjoy eating and drinking after doing sport?
  Should a café at a leisure centre serve only healthy food and drinks?
- Students discuss the questions in pairs.
- Elicit a few ideas and opinions from the class.

Exercise 7 ★ page 46

- Click on the star hotspot again for students to read the rules and complete the matching task.
- Students compare and discuss their answers.
- Check answers as a class.

KEY

respect: 1, 6, 7, 9
looking after your body: 4, 5
keeping the gym clean: 2, 3
staying motivated: 8

Extra challenge

- Ask students to write four more rules for the gym, one for each category in exercise 7. Encourage them to use a range of modals of obligation. If necessary, refer them back to Lesson 3.6 to review these before they start writing.
- Students take turns in pairs to read out a rule and their partner says which category it is for, e.g. *'You have to wear headphones if you listen to music.' 'That's about respect.'*

Exercise 8 ◆ page 47

Extra support

Before doing exercise 8, pre-teach any vocabulary you think may be unfamiliar, e.g. *physical*, *mental*, *technique*, *flexible*, *balance*, *confidence*, *challenge*, *alert*, *energetic*, *bowing*.

- Explore the diamond and heart hotspots again. Students read through the poster and watch the video, then discuss the questions in pairs.
- Check the answers for question 1, then ask a few students to share their opinion and reason for question 2.

KEY

1 **Physical benefits:** Fitness
Mental benefits: Focus, self-control, confidence and respect, happiness
2 Students' own answers

Exercise 9 Think & share page 47

- Working in pairs, students complete the task.
- Elicit ideas from the class.

CREATE … a podcast

To complete the Create task, students will need access to the internet to do the Research it! task and either an audio recording device or a phone with a voice recorder app to create their podcast. Sound editing software may also be useful.

STEP 1 Research it! page 47

- Elicit what a *podcast* is (an online recording, usually containing discussions or interviews about a specific topic). Ask students to raise their hand if they listen to podcasts. Choose a few students and ask them to give some details.
- Working in pairs, students conduct some online research and make notes about the two points.

STEP 2 page 47

- Circulate and monitor as students write their script, providing guidance and answering queries as required.

STEP 3 page 47

- Circulate as students practise their script, helping out with any pronunciation or other issues.

STEP 4 page 47

- Students record their podcast. If possible, allow them to go and find a quiet area to do their recording, to minimise background noise. Remind students to speak clearly, naturally and audibly. Encourage them to add music or sound effects, to add interest to their podcast.

STEP 5 page 47

- Students join another pair and take turns to play their podcast to each other and provide feedback on what they liked.
- Ask a few students to share their opinion and thoughts about their classmates' podcast with the class.

Extra activity

- Instead of doing Step 5, ask pairs to take turns to play their podcast to the whole class. If you have a large class, this could be done in groups instead.
- Ask students to listen carefully to each podcast and make brief notes on the key points.
- When all the podcasts have been played, write the following questions on the board for students to discuss in pairs, then elicit some ideas from the class.
  Which facts and statistics were the most interesting?
  Which of the ideas for being active do you already do and which might you try in the future?
  Which podcast did you enjoy the most? 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 understand information about sports and create a podcast.*

4 The world around us

4.1 Vocabulary

Lesson summary

Listening: A vlog about weather and clothing

Vocabulary: Words and phrases about weather conditions

Speaking: Answering and discussing a weather questionnaire

SHORTCUT To do the lesson in 30 minutes, omit the warm-up and exercises 6 and 9.

WARM-UP Tell students to look at the photo.

- Ask: *What is the weather like where you live? Is the weather good or bad? Why?*
  Have you ever experienced extreme weather? What happened?
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Exercise 1 page 48

Focus attention on the video still and elicit responses to the questions from some students. You could also ask them how they check the weather (a website, an app, the TV / radio news, a newspaper).

Exercise 2 4.01 page 48

- Play the video or audio for students to answer the questions.
- Check answers as a class.

KEY

Miya is going to Portugal.
She's also talking about Greece, Munich (Germany) and London (the UK).

Transcript

See Teacher's Guide, page 178.

Exercise 3 4.01 page 48

- Students read the sentences. Check they understand the task and the highlighted words and phrases.
- Play the video or audio again.
- Check answers as a class.

Extra support

Working in small groups, students look at the highlighted phrases in sentences 1–14 and help each other understand any words and phrases which are new. Encourage acting and drawing as well as explanation.

Circulate and monitor, making a note of errors with meaning and also pronunciation to correct together.

KEY

1 G, L 2 L 3 G, M 4 G 5 G 6 M 7 M 8 G, M
9 G, L 10 M 11 M 12 G, L 13 M 14 G

Exercise 4 page 48

- Working in pairs, students answer the questions. If necessary, play the video or audio again.
- Check answers as a class. Elicit answers to question 2 from some of the class.

KEY (SUGGESTED ANSWERS)

1 Greece: shorts and T-shirts; Munich: warm clothes, a light jacket; London: an umbrella
They weren't good because in Greece there were storms all week; in Munich, it was freezing and it began to snow, so Miya was cold; in London, it was windy and her umbrella broke.
2 Students' own answers

Exercise 5 Real English page 49

- Match the first phrase and situation as a demonstration if necessary. Students then do the task individually.
- Check answers as a class.

Extra activity

To help students remember the phrases, have a quick competition. You say a situation and the students have to say the right phrase (one of two for situation D). Give a point to the first student to respond each time. Do this with books open first, then books closed.

KEY

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

- Drill the phrases for accurate pronunciation and intonation.

Exercise 6 page 49

- Students do the task individually.
- Check answers as a class.

KEY

1 B 2 C 3 A 4 C

Exercise 7 page 49

- Working in pairs, students complete the task.
- Elicit answers from the class.

KEY (SUGGESTED ANSWERS)

1 It was sunny. / The sun was shining.
2 It was freezing. / It was 8 degrees Celsius.
3 It was wet. / There was a storm. / There was thunder and lightning. / The wind was blowing strongly. / It was windy.
4 There was a storm. / There was thunder and lightning. / The wind was blowing strongly.
5 It was foggy.
6 The wind was blowing strongly. / It was windy.

Exercise 8 page 49

- Check the instructions for the task and make sure students understand there is an extra word in each set.
- Students do the exercise individually.
- Check answers as a class.

KEY

1 lightning 2 thunder 3 storm 4 wind 5 blowing 6 freezing 7 degrees 8 foggy 9 sun 10 shining 11 mild 12 sunny 13 snowing

Exercise 9 page 49

- Working in pairs, students complete the task.

KEY (SUGGESTED ANSWERS)

Person 1 is going somewhere hot, Person 2 is going somewhere freezing, Person 3 is going somewhere wet, and Person 4 is going somewhere cold.

Extra support

Before they do the task, elicit the words and phrases to describe the clothes in the picture.

- Circulate and monitor, encouraging students to use the highlighted vocabulary in exercise 3.
- Ask a few students to share their ideas with the class.

Exercise 10 page 49

- In their pairs, students decide how to complete the questions. Make sure they understand they aren't answering them at this stage.
- Circulate and monitor, helping where necessary.

Exercise 11 page 49

- Working in small groups, students ask and answer each other the questions from exercise 10.
- Circulate and monitor, encouraging self-correction of errors.
- Allow time for students to compare their answers within their groups.
- Do some quick feedback with the class.

Extra activity

- On the board, write: *What's the weather like in … ?*
- Put students in small teams of three or four. Tell them that you're going to give them the name of a capital city and they have to guess the current weather conditions in that place. Use the internet to check whether they were right. Award points to the team whose weather prediction was closest to the real conditions. After a few turns, calculate which is the winning team. Do error correction during the activity, or make notes and do delayed error correction after the activity.

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 the weather.*

Further practice

Workbook page 44
Vocabulary booster page 118
Vocabulary photocopiable worksheet
Short test

4.2 Grammar

Lesson summary

Reading: An email about what to pack
Grammar: Comparatives; *as … as*
Listening: A speaker comparing weather in two cities
Speaking: Comparing your home town to another town

SHORTCUT To do the lesson in 30 minutes, keep the warm-up brief and set exercises 7 and 8 as individual written homework.

WARM-UP Working in pairs, students try to remember as many weather phrases as they can from Lesson 4.1 and write them in a list.

- Read out the list in exercise 3 on page 48 for students to tick off their list and add those they missed.

Exercise 1 page 50

- Elicit the answer to the question.

KEY

Miya was worried about what clothes to take to Portugal because she wasn't sure about the weather.

Exercise 2 page 50

- Give students time to read the email and answer the question.
- Elicit the answer with explanations.

KEY (SUGGESTED ANSWER)

Yes. She suggests checking the weather before each flight.

Exercise 3 page 50

- Students complete the grammar rules.
- Play the video.
- Check answers as a class.

KEY

1 short 2 long 3 same 4 different

- Students do the Grammar booster exercises on page 138.

Exercise 4 page 50

- Go through the **Tip** together.
- Students do the task individually. Circulate and monitor, referring students to the grammar box or the rules on page 138 where necessary.
- Working in pairs, students compare their answers.
- Check answers as a class.

KEY

worse, more beautiful, colder, more convenient, farther / further, foggier, better, healthier, nicer, more peaceful, sunnier, warmer

- Drill the pronunciation of the comparatives, especially *worse* /wɜːs/.

Exercise 5 page 50

- Focus students' attention on the example.
- Students rewrite the sentences using the target structure.

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

KEY

2 Showers aren't as dangerous as thunderstorms.
3 Packing for a skiing holiday isn't as easy as packing for a beach holiday.
4 The Namib Desert in Namibia is as foggy as the Atacama Desert in Chile and Peru. / The Atacama Desert in Chile is as foggy as the Namib Desert in Namibia.
5 Cairo isn't as cold as Nairobi.
6 Sydney in November is as warm as Paris in July. / Paris in July is as warm as Sydney in November.

Exercise 6 4.04 page 50

- Ask students where Stockholm (Sweden) and Tokyo (Japan) are. Show them on a map if possible. You could elicit anything students know about the weather in these cities.
- Tell students to read the sentences before they listen.
- Play the audio.
- Check answers as a class.

Extra support

Before they do the task, get students to read the sentences and elicit that the *as … as* sentences need an adjective whereas the others need a comparative.

KEY

1 better 2 beautiful 3 cloudier 4 heavier 5 sunny 6 hotter 7 shorter, darker

Transcript

See Teacher's Guide, page 178.

Exercise 7 page 50

- If students are all from the same home town, make sure they choose a variety of other cities or towns to compare it with.
- Students could do research online to make the task more authentic.
- Set a time limit and encourage them to make notes. Circulate and monitor, checking they are using the target grammar correctly. Help them to self-correct any errors.

Extra support

Some students may not find a creative task like this easy. In this case, put them in pairs.

Exercise 8 page 50

- Put students into A / B pairs. The Student As start by making comparisons, using their notes. The Student Bs listen and decide which place has better weather.
- Circulate and monitor, making a note of any particularly good use of the grammar and any errors for correction.
- Students swap roles. Again, monitor and make notes.
- Do some quick feedback with the class. Ask students which cities seem to have good weather and encourage them to explain.

AfL Teaching tip: success criteria

Effective feedback challenges, requires action and is achievable

When students get feedback, they should know what they need to do to improve and what they should do next.

From the examples of errors and good language use, have a class discussion of specific points relating to this grammar that students need to pay particular attention to (e.g. remember not to use *more* with short adjectives, or don't use *more* in front of a comparative with *-er*). Get them to write the points down. Remind them to implement this feedback when they do Review or Workbook exercises.

See the notes on Assessment for Learning on page 9.

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 comparatives to compare the weather in different cities.*

Further practice

Workbook page 45
Grammar booster page 138
Grammar photocopiable worksheet
Online practice

4.3 Reading

Lesson summary

Strategy: Previewing: focusing on title, photos and general knowledge

Reading: An article about getting water in dry places

Vocabulary: Choosing definitions for words in the article

Speaking: Discussing inventions for collecting water and ways to save water

SHORTCUT To do the lesson in 30 minutes, omit the warm-up and keep exercise 1 brief. Set exercise 4 as homework.

WARM-UP Ask: *What is it?* and slowly give the following clues. Encourage students to guess what you're describing after each clue. Stop when someone guesses *water*.

1 It can fall, but it doesn't get hurt.
2 It's sometimes sparkling, but it isn't a diamond.
3 It can be solid, liquid, or gas.
4 Everyone in this room needs it.
5 It's bigger when it's solid than when it's liquid.
6 It has the chemical formula H_2O.

Exercise 1 page 51

- Focus attention on the photos and give students a moment to think about the questions.
- Elicit answers from the class. Help with any vocabulary needed.

Exercise 2 page 51

- Go through the strategy together. Highlight that this strategy is about predicting before reading.
- Write the title *Getting water in dry places* on the board so students are less tempted to read the article. Tell them to think about the questions using just this title, the photos and what they already know about the topic.
- Working in pairs, students share their ideas.
- Ask a few students to share their ideas with the class.

Exercise 3 4.05 page 51

- Give students time to read the article and compare what they find to what they predicted.
- Elicit answers.

KEY (SUGGESTED ANSWERS)

Photo 1 is in the mountains and the weather there is cold. There is ice in the photo, but the weather is very dry. Photo 2 is in a hot place. It looks like it rains often, but it is very dry.

Transcript

See Student's Book, page 51.

Exercise 4 Vocabulary page 51

- Students work individually to complete the task.
- Check answers as a class.

KEY

1 B **2** A **3** B **4** B **5** A **6** A **7** B **8** A

Exercise 5 page 51

- Students read the questions. Deal with any vocabulary queries before they do the task.
- Students work individually to answer the questions.
- Working in pairs, students compare their answers.
- Check answers as a class.

KEY

1 ice stupas in India, fog catchers in Morocco
2 They water the fields.
3 Because glaciers are melting too quickly and don't give as much water as in the past.
4 Because people there don't have enough drinking water. There isn't much rain.
5 They walked for four hours a day to bring drinking water.
6 fog catchers

Exercise 6 Think & share page 51

AfL Teaching tip: learning intentions

Encouraging students to take risks

It is important for students to take risks and not to be afraid to make mistakes. Make it clear when it is task achievement rather than accuracy that is required from them.

Tell students that for this task, they shouldn't be concerned about making mistakes as the focus is on communication.

See the notes on Assessment for Learning on page 9.

- Working in pairs, students discuss the questions.
- Ask a few students to share their ideas with the class. You could make a list of ways to save water on the board, e.g. turn off the tap when you're cleaning your teeth, use washing-up water to water the garden, set a timer to have shorter showers, collect rainwater to use in the garden.

Extra activity

- Books closed. Divide the class in two halves, A and B. Ask A to think about the ice stupas and B about the fog catchers. Tell them they need to imagine they are telling a person who has not read the article about their invention.
- In A + A and B + B pairs, they discuss how they can summarise the information about their invention. Then make new A / B pairs and ask them to say their summary to their partner. Circulate and monitor.
- After the task, they can check the article again and assess in their pairs how much information they remembered and explained clearly, including how much new vocabulary they used. Have whole-class feedback on this self-assessment.

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 prepare to read an article about water shortages using photos and general knowledge.*

Further practice

Workbook page 46
Online practice

4.4 Global skills

Lesson summary

Reading: A blog post about solving problems

Vocabulary: Words and phrases about problems

Speaking: Talking about solving a problem using a five-step approach

SHORTCUT To do the lesson in 30 minutes, omit the warm-up, keep exercise 1 brief and set exercise 7 as homework.

WARM-UP Ask students to think back to the article they read in Lesson 4.3.

- Elicit from the class what the problem was for people in India and Morocco (*how to get water*).
- Ask them what they remember about two solutions to the problem. Elicit some information about ice stupas and fog catchers.
- Tell them this lesson is about finding solutions to more common problems they may have. Elicit that *solve* is the verb related to the noun *solution*.

Exercise 1 page 52

- Give students time to think of their answers. If some students seem reluctant to share their problems, tell them to think of something trivial, like missing the bus.

- Working in pairs or small groups, students discuss the questions.
- Ask a few students to share their answers with the class.

Exercise 2 page 52

- Students read the blog post and answer the question individually.
- Check answers as a class.

KEY

Emmett couldn't concentrate when he was studying.
He solved it by using a five-step plan.

- Deal with any vocabulary queries in the post.

Exercise 3 page 52

- Make sure students understand there is one distractor in this task.
- Students do the matching task individually.
- Working in pairs, students compare their answers.
- Check answers as a class.

KEY

1 B 2 E 3 A 4 F 5 D

Exercise 4 page 52

- Some words and phrases here may be new. Encourage students to start with sentences where they know the words.
- Working individually, students match problems 1–6 to definitions A–H. Circulate and monitor, encouraging fast finishers to think of examples or illustrations for these problems.
- Working in pairs, students compare their answers.

Extra support

Working in pairs, students share ideas and examples of these problems to help understand them. At this stage, you can also give students dictionaries and allow them to look up new words / phrases and read example sentences.

- Check answers as a class.

KEY

1 shy – H, make friends – A 2 argue with – C
3 addicted to – D 4 criticise – F, hurts – E
5 anxious – B 6 achieve the goals – G

- Drill any new words and phrases for accurate pronunciation, encouraging students to mark the word stress.

Extra challenge

- You could also elicit other words in the same word family, e.g. *argue* (v) – (*have an*) *argument* (n); *criticise* (v) – *criticism* (n), *critical* (adj); *anxious* (adj) – (*suffer from*) *anxiety* (n); *achieve* (v) – *achievement* (n)

Exercise 5 page 52

- Do a demonstration with the whole class if necessary, eliciting ideas for the first three steps as shown.
- Working in pairs, students do this planning task for two problems.
- Circulate and monitor. Point out that step 2 in the blog post has four possible ideas to solve the problem, so they need to brainstorm several ideas for this step.

Exercise 6 page 52

- Tell students to choose the problem from exercise 5 that they think they can discuss best.
- Put two pairs together, preferably pairs with two different problems.
- Students share their ideas from exercise 5. They answer the questions about the problems.
- Ask a few groups to share their ideas with the class.

Exercise 7 Mediation page 52

AfL Teaching tip: success criteria

Students negotiate their own success criteria

Students will progress better if they identify their own criteria for success and then assess their work against this.

In preparation for exercise 7, get students to decide success criteria for the note to their best friend by giving them options to choose from. You could ask them to imagine themselves in their best friend's position:
– Be direct OR use a friendly, sympathetic tone.
– Write a long OR short note.
– Give several ideas for solving the problem so the friend can choose OR offer the best solution to the problem explaining why it is the best.

Add students' ideas for success criteria too.

See the notes on Assessment for Learning on page 9.

- Make sure students understand the instructions. Ask checking questions, e.g. *Who are you writing to? Why are you writing?*
- Students work individually.
- Circulate and monitor, encouraging students to self-correct mistakes.
- Take the notes in to mark and give specific feedback relating to the success criteria (see Assessment for Learning tip). Otherwise, put students in small groups to read their notes to each other and assess them against the criteria.
- Do any necessary error correction together – grammar and spelling.

Extra activity

Students swap their notes from exercise 7 with a partner. Tell them to imagine themselves as the friend who receives the note. Ask them to write a note in reply which gives information about steps 4 and 5 in the blog post *(what they did and whether it is working).*

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 and analyse problems.*

Further practice

Workbook page 47

4.5 Vocabulary

Lesson summary

Reading: An online article about preparing for natural disasters

Vocabulary: Words and phrases about natural disasters

Speaking: Talking about natural disasters

SHORTCUT To do the lesson in 30 minutes, omit the warm-up and keep the discussions in exercises 1 and 2 brief. Omit exercise 5 and do exercise 7 in small groups.

WARM-UP Write *natural disasters* on the board and ask what students think this means and if they know any other words connected with this topic.

Exercise 1 Think & share page 53

- Students think of their answers to the questions and then share in pairs.
- Ask a few students to share their ideas with the class.

Exercise 2 page 53

- Students read the article and answer the questions. They may not know many of the words. In this case, they should comment on whichever piece of advice they understand. (Don't explain any vocabulary at this stage.)
- Ask a few students to share their ideas with the class and encourage them to give reasons.

Exercise 3 Vocabulary page 53

- Students do the matching task individually.
- Working in pairs, students compare their answers.
- Check answers as a class. Check the part of speech of the words by asking: *Which word is a noun?* (warning). (The others are verbs.)

KEY

1 E 2 B 3 A 4 C 5 D

- Drill the vocabulary for accurate pronunciation and get students to underline the main stress: *damage*, *predict*, *survive*, *rescue*, *warning*.

Exercise 4 Vocabulary page 53

- Students match the pictures to the disasters in the article.
- Working in pairs, students compare their answers and think of other words to add.
- Check answers as a class.

KEY

1 forest fire 2 volcanic eruption 3 earthquake
4 drought 5 avalanche 6 hurricane 7 tornado
8 tsunami 9 heatwave 10 floods

- Drill the words for accurate pronunciation, especially tricky ones, e.g. *earthquake* /ˈɜːθkweɪk/, *drought* /draʊt/, *floods* /flʌdz/. Encourage students to underline the main stress in words with more than one syllable.
- Elicit any more words for natural disasters, e.g. *cyclone*, *typhoon*, *landslide*, *bushfire*, *blizzard*).

Exercise 5 page 53

- Check students know the word *avoid*.
- Students work individually to answer the questions.
- Working in pairs, students compare their answers.
- Check answers as a class.

KEY

1 JamesTJ, Nicky09, Drew_M, Eva03
2 Ted00, 2002Paul, OliJones, Drew_M, Lola01, Eva03
3 AnaMaya

Extra challenge

- Working in pairs, students discuss the question in exercise 2 again now that they understand the article fully and choose the three most helpful pieces of advice. They should prepare to explain their choices.
- For feedback, make groups of two pairs to present and explain their choices. Emphasise that they don't have to agree. Circulate and monitor carefully.
- Do some quick feedback with the class to help students self-assess their progress. Encourage them to think back to exercise 2 and notice that they were able to do the task in more depth and with confidence this time.

Exercise 6 page 53

- Give students time to read the sentences.
- Ask if they have any vocabulary queries before they start.
- Students complete the sentences individually.
- Check answers as a class.

KEY

1 flood, damaged 2 heatwave 3 survived
4 hurricane 5 earthquake 6 avalanche
7 tsunami, rescue

Exercise 7 page 53

- Working in pairs, students discuss the questions and make notes about how to answer them.
- Circulate and monitor, encouraging the use of vocabulary from this lesson.

Exercise 8 Think & share page 53

- Ask a few students to share their ideas with the class.

Extra activity

For homework, ask students to choose one of the natural disasters in exercise 4 and produce a short public information advert giving advice on how to prepare for it and what to do when it happens. They should include a minimum of three pieces of advice. Students can use ideas from the article in exercise 2 or their own ideas too. You could display these pieces of writing during a later lesson for students to read and comment on the advice given. Alternatively, students could record their advice on mobile devices as spoken public information advertisements.

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 natural disasters.*

Further practice
Workbook page 48
Vocabulary booster page 119
Vocabulary photocopiable worksheet
Short test

4.6 Grammar

Lesson summary

Reading: Part of an article about fires in the Arctic
Grammar: Superlative adjectives; *too* and *enough*
Speaking: Describing a flood

SHORTCUT To do the lesson in 30 minutes, keep the warm-up brief and omit the grammar video. In exercise 4, give half the class sentences 1–4 to complete and sentences 5–8 to the other half. Set exercise 8 as individual written homework.

WARM-UP Write on the board:
hot / cold / wet / dry / windy
Elicit from students which natural disasters are connected with these weather words. More than one might be possible.

KEY (SUGGESTED ANSWERS)
hot: drought, forest fire, heatwave, volcanic eruption
cold: avalanche **wet:** floods, tsunami **dry:** drought
windy: hurricane, tornado

Exercise 1 Think & share page 54

- Give students a moment to think individually and assign numbers to each natural disaster.
- Elicit answers from the class or put students in pairs to compare. Encourage students to explain their ratings.

Exercise 2 page 54

- Students read the article and answer the questions.
- Check answers as a class.

KEY (SUGGESTED ANSWERS)
Because it was very hot and dry at this time.
These forest fires were dangerous because they caused air pollution.

Exercise 3 page 54

- Students complete the grammar box individually.
- Working in pairs, students compare their answers.
- Play the video.
- Check answers as a class.

KEY
short, long

- Go through the **Tip** together.
- Students do the Grammar booster exercises on page 139.

Exercise 4 page 54

- Tell students to read all the adjectives. Encourage them to guess the meaning of *deadly* if they don't know. Then confirm and check they know *frightening*.

Extra support
- Put students in pairs to come up with the superlative forms of all the adjectives before they do the task. Refer them back to the **Tip** and to the rules on page 139.
- Check answers as a class and drill pronunciation.

- Do sentence 1 together as a demonstration if necessary.
- Students work individually to complete the sentences.
- Working in pairs, students compare their answers. Refer them back to the grammar rules if they are unsure (and to the **Tip** if they did not work out the forms before starting the task).
- Check answers as a class.

KEY
1 the deadliest 2 the most frightening 3 the worst
4 the windiest 5 the longest 6 the wettest
7 the most expensive 8 the safest

Exercise 5 page 54

- Students complete the rules individually.
- Check answers as a class.

KEY
before, before, after

Exercise 6 page 54

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

KEY
1 strong enough 2 too early 3 enough money
4 safe enough 5 too late 6 enough water

Extra activity
- Write on the board *old*, *strong*, *tall* and elicit the opposites.
- Ask students to write sentences about themselves using the adjectives, e.g. *I'm not old enough to drive a car. I'm too young to own a motorbike. I'm old enough to travel alone.* Give a time limit and tell them to write as many sentences as possible.
- Working in pairs, students compare their sentences.
- In whole-class feedback, find out if any sentences were similar and also elicit interesting or funny ones. Do error correction.

Exercise 7 page 54

Extra support
Before students start this creative task, brainstorm as a class what happens when there's a flood. (Suggestions: *Houses and other buildings and the things inside them are damaged or destroyed. Cars and other vehicles are damaged. People become homeless – they move into schools and public halls as emergency accommodation. People get stuck in their houses and can't leave. Firefighters, the police, ambulance crews and the military are needed. Electricity supply stops. Farms and food crops are damaged.*) Help with vocabulary they may need to talk about a flood.

- Working in pairs, students imagine the flood in their area.
- They complete the sentences using superlatives, *too* and *enough*. Circulate and monitor, helping students to self-correct any grammar mistakes.

Exercise 8 page 54

- Make groups of two pairs together.
- Circulate and monitor, making a note of any common errors you hear. When students have finished, write the mistakes on the board and elicit corrections from the class.

AfL Teaching tip: learning intentions

Focus students on how to extend their learning

Students can be asked to brainstorm what they will do to continue their improvement.

Write the following on the board and tell students to copy it into their notebooks:
Do Workbook exercises.
Use online practice.
Go over the lesson again in the Student's Book and my notes.
Write my own sentences using the grammar for the teacher to check.

Then tell them to tick one thing they will do to review and continue their improvement in this area of grammar. Get them to write when they will do this and, if possible, check they have done it.

See the notes on Assessment for Learning on page 9.

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 natural disasters.*

Further practice

Workbook page 49
Grammar booster page 139
Grammar photocopiable worksheet
Online practice

4.7 Listening

Lesson summary

Strategy: Identifying key words to understand the topic
Listening: A podcast about an art exhibition
Vocabulary: Identifying key words

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

WARM-UP With books closed, put students in small groups and ask them to share any experiences of going to an art exhibition. Ask: *Where and when did you go? What did you see? Did you enjoy it? Why? / Why not?*

- Ask a few students to share their ideas with the class.

Exercise 1 Think & share page 55

- Working in pairs, students discuss the questions.

Extra support

Brainstorm smells as students may not have talked about this topic in English before. Divide the board in two vertically and elicit or suggest good smells and bad smells, e.g. **good:** *fresh bread*, *perfume*, *grass*; **bad:** *rotten food*, *smoke*, *dirty laundry*, *petrol*.

- Elicit ideas from the class.

Exercise 2 4.08 page 55

- Go through the strategy together. Make sure students understand the meaning of *key* here is *important*. Ask questions to check understanding of *stressed*.
- Encourage students to read the glossary before they listen.
- Play the audio for students to do the task. If necessary, play it a second time.
- Working in pairs, students compare their key words.
- Elicit answers from the class.

KEY (SUGGESTED ANSWERS)

air, cities, dome, breathe, pollution, smell

Transcript

See Teacher's Guide, page 178.

Exercise 3 page 55

- Working in pairs, students discuss the question. Circulate and monitor.
- You could ask one pair who answered particularly well to do it again as a model for the class.

KEY (SUGGESTED ANSWER)

Pollution Pods is an exhibition. It consists of five domes, and in each dome you can smell the air from a different city in the world. The exhibition shows the problem of air pollution.

Exercise 4 4.08 page 55

- Give students time to read the sentences and think about the gaps. Tell them they may need more than one word for some gaps.
- Play the audio again for students to complete the sentences.
- Working in pairs, students compare their answers. If necessary, play the audio again.
- Check answers as a class.

KEY

1 cities in the world 2 the first, island 3 foggy, grey
4 plastic 5 wood 6 eyes 7 Ninety-two / 92
8 (a list of) six (simple) 9 clothes

Transcript

See Teacher's Guide, page 178.

Exercise 5 4.09 page 55

Extra support

- Write numbers 1–6 on the board vertically. Tell students you want them to write down the six things that the speaker mentions. Point out that they will not have time to write all the words but should just write the words they catch. You will play the audio a few times until they have written it all down.
- Play the audio.
- Elicit words from the students after they have listened the first time. Write them on the board. They have probably noted down the key words – point this out to them.
- Play the audio again as many times as necessary for students to write the six things in full. (Working in pairs, students help each other after the second or third time you play the audio.) Check answers as a class.

- Play the audio for students to answer the questions.
- In pairs, students discuss the questions.
- Elicit answers from the class and write on the board any good ideas for question 2.

KEY

1 **1** Don't buy so many clothes, **2** eat less meat, **3** use electric cars, **4** buy local food, **5** recycle, **6** care for the planet
2 Students' own answers

Transcript

See Teacher's Guide, page 179.

Extra activity

- Write the following questions on the board:
  Would you like to visit this art exhibition? Why? / Why not?
  Do you think this is really art? Why? / Why not?
  Does art always need to have a message? Why? / Why not?
- In small groups, students discuss the questions. Monitor the discussions, but do not correct anything as the aim is to communicate opinions (not accuracy).
- Do some quick feedback with the class, stressing there is no right or wrong answer.

Exercise 6 Think & share page 55

- Focus attention on the photo and ask students to think for a moment about the answers to the questions.
- Put students in small groups of three or four.
- Circulate and monitor their discussions.
- Ask a few students to share their ideas with the class.

Extra activity

In order to finish the lesson on a positive note, ask students to work in their groups and brainstorm local, national, or international organisations that are trying to do something to help save the planet. Elicit ideas in whole class feedback.

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 key words in a podcast about an art exhibition.*

Further practice

Documentary: *Storm chasers*
Workbook page 50
Online practice

4.8 Speaking

Lesson summary

Speaking: Reacting to good and bad news; pronunciation: sentence stress

Strategy: Using sentence stress

Listening: A dialogue which includes good and bad news

Vocabulary: Useful language for reacting to news

SHORTCUT To do the lesson in 30 minutes, keep the warm-up and exercise 1 brief and omit exercises 6 and 7.

WARM-UP Working in pairs, students quickly brainstorm things which they think are good news and things which are bad news. Give an example to start them off: *passing your exam = good news*.

- Elicit some examples.

AfL Teaching tip: diagnostics

Exchanging ideas and clarifying

Students can benefit from sharing ideas and knowledge with each other. This helps them identify and extend what they already know.

In preparation for the lesson, put students in small groups to brainstorm any phrases they already know in English for reacting to good and bad news. (Give them an example of good news and bad news to respond to if necessary.) They make a list and they shouldn't worry if they aren't 100% correct. At the end of the lesson, they can compare their knowledge with this list and note areas where they have clarified or extended their range.

See the notes on Assessment for Learning on page 9.

Exercise 1 page 56

- Working in pairs, students discuss what they can see in the photos and try to answer the question.
- Elicit ideas from the class, but don't confirm anything yet.

Exercise 2 4.10 page 56

- Check the meaning of *seed* (the small hard part produced by a plant from which a new plant can grow).
- Play the audio for students to answer the questions.
- Check answers as a class.

KEY (SUGGESTED ANSWERS)

1 Seed bombing is when people throw seeds of trees and flowers in the places where plants don't grow.
2 They made seed bombs and met with town authorities to ask if they could throw them near the old factories on Market Street.
3 The police stopped them while they were throwing seed bombs. The police thought the seed bombs were rocks. The police took them to the police station. When Nicole's teacher came with the document from the town authorities, the police let them go.
4 Because a newspaper wrote an article about her and her friends. Also, Nicole and her friends got a prize for helping the environment.

Transcript

See Teacher's Guide, page 179.

Exercise 3 Think & share page 56

- Give students a moment to think of their own answers to the questions.
- Working in pairs, students have a discussion, or you could have a whole-class discussion. Help students with vocabulary they need to express their ideas. Write any good suggestions for question 2 on the board.

Exercise 4 4.10 page 56

- Go through the Phrasebook together.
- Play the audio again for students to tick what they hear.
- Check answers as a class.

KEY

Reacting to bad news: Oh no! That's terrible. What a disaster! I'm sorry to hear that.
Reacting to good news: Great news! That's wonderful! How fantastic!
Grandpa uses more phrases to react to bad news.

- Drill the phrases for accurate pronunciation and intonation.

Transcript

See Teacher's Guide, page 179.

Exercise 5 page 56

- Working in pairs, students take turns to read out the sentences and react to them.
- Elicit answers as a class. When they have finished, ask pairs to role-play their exchanges. There are, of course, a number of ways to react to good and bad news, but check they have chosen appropriately, e.g. *Poor you!* is not an appropriate reaction to sentence 5.

Exercise 6 Pronunciation page 56

- Go through the strategy together.
- Working in pairs, students decide which words are stressed in each sentence. Make sure students do not only underline one word.

Exercise 7 4.11 page 56

- Play the audio for students to check their answers.

KEY

1 You won't believe what happened!
2 On Monday, our school eco club talked to the town authorities about the seed bombing project.
3 It's a project which helps to plant new trees and flowers.
4 We were very excited to make these seed bombs.
5 When we were throwing them, the police came.
6 They wrote an article about us!

Transcript

See Key above.

- Play the audio again for students to repeat, pausing where necessary.

Exercise 8 page 56

- Students work individually to write down real pieces of good and bad news. Circulate and monitor, helping if necessary.

Extra support

If you did the warm-up together, students could use ideas from the class list of good and bad news.

Exercise 9 page 56

- Put students in pairs to tell each other about the things that happened to them and react to their partner's good and bad news.

Extra challenge

When students do the task, tell them to ask each other questions to find out more about each thing that happened and react even more to the answers they give.

Exercise 10 Reflect page 56

- Each pair should reflect on their own conversations about good and bad news.
- Encourage them to think in depth about how successful they were.
- Elicit from the class which expressions they used in their conversations.
- Ask students which expressions they prefer and why. They may notice expressions which translate easily from their L1. Ask further questions: *Which expressions are more difficult to use? Is it automatic to stress the words that mean the most or do you need to concentrate on it? How could you practise doing this?*

Extra activity

- Tell students to prepare a brief two-person dialogue for homework, where one person talks about some good or bad news and the other reacts to it. They should underline the stressed words in their dialogue.
- Then in a subsequent lesson, put students in pairs to read and give feedback on each other's dialogues using the criteria in exercise 10. If there is time, they could also practise them and some students could perform their dialogues for 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 sentence stress to talk about good and bad news.*

Further practice
Workbook page 51
Communicative activity photocopiable worksheet
Online practice

4.9 Writing

Lesson summary
Reading: An online post
Strategy: Using pronouns to avoid repetition
Writing: An online post

SHORTCUT To do the lesson in 30 minutes, omit the warm-up and exercise 1 question 2 and set exercises 6 and 7 as homework.

WARM-UP Focus attention on the photo. Ask students to say what they can see and guess where the place is.
- Ask: *Would like to go there? Why? / Why not?*

Exercise 1 page 57
- Working in pairs, students discuss the questions.
- Briefly elicit feedback from the class.

KEY (SUGGESTED ANSWERS)
1 Jason wants to know what to see in Singapore during a two-day trip.
2 Students' own answers

Exercise 2 page 57
- Give students time to read the text and complete the task.
- Check answers as a class.

KEY
Students should tick: 2, 4, 5, 7 and 8

Exercise 3 page 57
- Go through the strategy together.
- As a demonstration, find which noun phrase (A–D) matches the first use of the pronoun *they* in the text.
- Make sure students know there is one distractor.
- Give students time to complete the task individually.
- Check answers as a class. To reinforce how important the use of reference pronouns is, you could read aloud the relevant parts of Lee's post, repeating the noun phrase each time so that students can hear how unnatural it sounds, e.g. *you have to visit Gardens by the Bay. Gardens by the Bay are amazing*; … *recommend the Supertrees. The Supertrees are taller* …

KEY
A 3 B – C 2 D 1

Exercise 4 page 57
- Students read the task and complete it individually.
- Put them in pairs to share their answers.
- Check answers as a class.

KEY
1 He, it 2 them 3 it 4 them, it

Exercise 5 page 57
- Give students time to read the online post from Evie and the mind map. Tell them to think of things to do in and around their home town or city when it rains.

Extra support
Some students would benefit from a quick group brainstorm together to help get them started. You could restrict this to very general ideas so they can add more detail when filling out the mind map, e.g. shopping, cinema, sports centre, amusement arcade.

- Students complete the mind map individually.
- Working in pairs or small groups, students share their ideas. They can add them to their mind maps.
- Do some quick feedback with the class. Remind students to put themselves in Evie's position – she might need to know where the places are, what you can do there and how much the activities cost.

AfL Teaching tip: success criteria
Students negotiate their own success criteria
Students will progress better if they identify their own criteria for success and then assess their work against this.
The success criteria for the task in exercises 6 and 7 are given in exercise 7. Before starting the task, ask students to look at them and decide which ones are the most difficult for them personally to achieve well. They should choose two or three. This kind of ranking / selection activity can focus students on areas they need to work hard on. Each student will make different choices, but it can aid concentration during the task and self-assessment after the task.
See the notes on Assessment for Learning on page 9.

Exercise 6 page 57
- Give students time to write their online posts.
- Circulate and monitor, helping students to self-correct and remind them to use pronouns where appropriate.

Extra challenge
Tell students to include in their post:
– a specific number of things to do
– plenty of detail to help Evie decide which activity or place to choose.

Exercise 7 Check your work page 57
- Students assess their work against the success criteria (and specific criteria they chose if you followed the Assessment for Learning tip).
- With a supportive class, you could ask them to swap their work with a partner and assess each other's work. Ask: *In Evie's position, how helpful would your partner's post be? Give a number from 1–10, with 10 being 'very helpful'.* Students should give clear reasons for their decision.
- Do some quick feedback with the class.

Extra activity

- Ask students to write on a slip of paper a short post asking for information which they think their classmates could answer, e.g. *What are the best new game apps to play on my phone?*
- Put all the slips of paper into a bag or box. Students choose one at random (not their own) and write the online post response to it for homework.
- Take this writing in to mark and give feedback relating to the strategy from this lesson (using pronouns) as well as error correction.

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 in a reply to an online post about a city.*

Further practice
Workbook page 52
Online practice

4.10 Review

Grammar

Exercise 1 page 58

KEY

1 sunnier 2 the wettest 3 the best 4 milder
5 more common 6 the most relaxing 7 more difficult
8 farther / further

Exercise 2 page 58

KEY

1 enough time 2 too cold 3 as loud as
4 big enough 5 as dangerous as 6 too scared

Vocabulary

Exercise 3 page 58

KEY

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

Exercise 4 page 58

KEY

1 flood 2 drought 3 heatwave 4 avalanche
5 tornado 6 forest fire

Cumulative review

Exercise 5 page 58

KEY

1 hotter 2 as wet as 3 showers 4 heatwave
5 forest fires 6 warning 7 the scariest
8 enough time 9 most 10 the most important
11 too late 12 easier 13 too dark 14 rescue
15 the longest 16 the deadliest 17 survived
18 lucky enough 19 damaged

Think & share

Exercise 6 page 58

Students' own answers

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

Further practice
Workbook page 53
Progress test

4.11 Exam skills

Lesson summary

Exam strategies: Listening: underlining key words to answer true, false, doesn't say tasks; Use of English: thinking about the types of word needed to complete gaps in a text; Writing: using functional language in writing tasks

Listening: An interview about experiencing a hurricane

Use of English: An article about living in Antarctica

Writing: responding to a blogger's post

WARM-UP Ask students what kind of weather they think occurs during a hurricane (*strong wind*, *heavy rain*, *storms*).

- Elicit ideas from the class.
- Put students in pairs to describe and discuss the most extreme weather conditions they have experienced.
- Ask a few students to share their answers with the class.

Listening

Exercise 1 page 59

- Go through the Listening exam strategy together.
- Students read the instructions and the exam task.
- Focus attention on the underlined words in the first statement.
- Students complete the task.
- Check answers as a class.

KEY

2 Alice's first experience of a hurricane was in the Caribbean.
3 Alice and her family helped prepare for the hurricane.
4 The hurricane started early in the morning.
5 She was the only child in the house during the hurricane.
6 Alice's parents cooked all the food.
7 Nobody slept on the first night.
8 They left the house on the third day.
9 Alice's aunt's friends were fine.
10 Alice and her parents went home the next day.

Exercise 2 4.12 page 59

- Remind students that the answer may not be given in the audio, i.e. maybe Alice Barnes doesn't mention it.

- Play the audio for students to do the task.
- Check answers as a class.

KEY

1 F 2 T 3 T 4 F 5 DS 6 F 7 DS 8 T
9 T 10 F

Transcript

See Teacher's Guide, page 179.

Use of English

Exercise 3 page 59

- Go through the Use of English exam strategy together.
- Focus students' attention on the first gapped sentence. Elicit what type of word is needed.

KEY

1 'Coldest' is a superlative, so the missing word is 'the'.

Exercise 4 page 59

- Working individually, students complete the task.
- Working in pairs, students compare their answers. If they have different ideas, encourage them to discuss what kind of word is needed and why.
- Check answers as a class.

KEY

2 at 3 most 4 too 5 more 6 lot 7 take 8 as

Extra activity

- Put students in pairs to discuss whether they think they could live in Antarctica. Encourage them to give reasons for their opinion.
- Elicit some responses and reasons from the class.

Writing

Exercise 5 page 59

- Go through the Writing strategy together.
- Students match the functions with the phrases.
- Check answers as a class. Elicit more language for the functions, e.g. explaining your situation: *You see, …, Speaking for myself, …, In my case, …;* making a suggestion: *What about …? Why don't you …?;* giving advice: *You ought to …, It's a good idea to …, It isn't a good idea to …*

Exercise 6 page 59

- Students read the post and answer the questions.
- They then write their response.
- Circulate and monitor, making sure students use functional language to give advice in their answer to the third question.
- When students have finished, they can swap their writing 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 answer true, false and doesn't say listening tasks. I can complete one-word gaps in texts. I can write an answer using functional language.*

Further practice

Culture lesson 4: Helping the environment
Workbook page 54
Online practice

5 Time for school

5.1 Vocabulary

Lesson summary

Listening: A vlog about a school in Finland

Vocabulary: Words and phrases about school

Reading: A description of schools in Japan

Speaking: Planning and giving a presentation on an ideal school

SHORTCUT To do the lesson in 30 minutes, omit the warm-up and exercise 4. You could also omit exercise 8 or set it as written homework.

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 some questions: *Which topics are you most familiar with? Which ones look new? Which grammar structures have you learned about before? Which are new?* (You could do this in L1 if necessary.) 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 9.

WARM-UP Tell students to look at the photo.

- Ask: *What are the students in the photo doing? How do you think they feel?*
  How often do you do exams at your school?
  Do you have to wear a uniform? What are the advantages and disadvantages of wearing a uniform?
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Exercise 1 Think & share page 60

- Students read the questions about homework and think about their answers.
- Elicit answers from the class.

Exercise 2 5.01 page 60

- Play the video or audio for students to answer the question.
- Check the answer as a class.

KEY

Miya will miss her summer holiday because she will be at school in Finland.

Transcript

See Teacher's Guide, page 179.

Exercise 3 5.01 page 60

- Give students time to read the questions.
- Play the video or audio again for students to complete the table.
- Working in pairs, students compare their tables.
- Check answers as a class.

KEY

	The UK	Finland
1 How much homework do students get?	a lot	an hour
2 How often do they do exams?	every term	hardly any exams
3 How big is a class?	quite big	20 students
4 How much technology do students use?	some	a lot; all students have laptops
5 How often do they work in groups?	some lessons	most lessons
6 Do students wear a uniform?	yes	no
7 When are the summer holidays?	end of July and August	June and July

Transcript

See Teacher's Guide, page 179.

Exercise 4 Real English page 61

- Students read the definitions and do the task. Circulate and monitor, encouraging them to correct the false definitions.
- Check answers as a class.

KEY

1 F – We want to change the subject.
2 T
3 F – They want you to continue giving them ideas.
4 F – They've suddenly remembered something.
5 F – They're telling you to do something.

- Drill the bold phrases for accurate pronunciation and intonation.

Extra activity

- Put students in pairs and ask them to create a short dialogue which includes one or two of the Real English phrases. It can be a very ordinary dialogue between two friends at school. Circulate and monitor, checking the key phrases are being used correctly. Encourage students to self-correct any other errors.
- Put students in groups of three pairs (six students). Each pair acts out their dialogue for the others to catch the Real English phrase they've used.

Exercise 5 Vocabulary page 61

- Students do the matching task individually.
- Working in pairs, students compare their answers.
- Check answers as a class. Ask questions to ensure students fully understand the new words, e.g. *Do you do a degree at university or at school? What qualifications will you get when*

you leave this school? Also check students understand that *essay* and *assignment* both refer to pieces of academic work. Drill the new vocabulary and get students to mark the word stress on long words, e.g. *qualifications*, *assignment*, *technology*.

KEY

1 C 2 D 3 N 4 H 5 A 6 E 7 K 8 F 9 L
10 G 11 B 12 J 13 O 14 P 15 M 16 I

Exercise 6 page 61

- Students complete the exercise individually.
- Check answers as a class.

KEY

1 terms 2 primary school 3 secondary school
4 attend 5 pass 6 grades 7 do a degree
8 qualifications 9 progress 10 fail 11 concentrate
12 assignments 13 essay 14 revise 15 technology
16 canteen

Exercise 7 page 61

- Working in pairs, students discuss the question. Circulate and monitor, encouraging them to give specific details in their explanations.

Extra support

Give sentence starters on the board for weaker students so they can concentrate on their explanations more easily:
One thing which is similar is …
A big similarity is …
The school in X is really different because …
One of the most different things is …
In X's school, there is a lot more / less …

Extra challenge

Encourage students to not only talk about the similarities and differences, but also give their opinions about how the other schools differ from their own. Do they think that their own school would be better if they did things differently? In what ways? Why?

- Do some quick feedback with the class.

Exercise 8 Think & share page 61

- Refer students to sentence 8 in exercise 5 to check the meaning of *revise*.
- Working in pairs or small groups, students discuss what they can see in the photos and answer the questions.
- Do some quick feedback with the class.

Exercise 9 page 61

- Working in pairs, students work on their plan for an ideal school, using the vocabulary in exercise 5 and questions 1–8.
- Circulate and monitor, helping students with accuracy.
- When they have finished, tell them that they are going to present their plan to the class.

Exercise 10 page 61

- Ask pairs to practise their presentations.
- Ask each pair to present their ideal school to the class. Students who are listening should note any ideas they think are particularly good and who the speakers are.
- Do some quick feedback with the class. Encourage students to share the ideas they thought were particularly good and give reasons for their opinion. Then have a vote with a show of hands to see which school would be most popular overall and, again, encourage students to give their 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 talk about a school day.*

Further practice

Workbook page 56
Vocabulary booster page 120
Vocabulary photocopiable worksheet
Short test

5.2 Grammar

Lesson summary

Reading: Emails between friends about travel plans
Grammar: Future tenses
Listening: Discussing future plans with a careers adviser
Speaking: Talking about plans and predictions

SHORTCUT To do the lesson in 30 minutes, keep the warm-up brief, tell students to watch the grammar video at home, omit exercise 3 and tell students to choose just two ideas in exercise 7.

WARM-UP Write the following time expressions on the board:
tonight, *in the summer*, *in the next few days*, *after school today*, *tomorrow morning*
Elicit that they are all about the future.

- Working in pairs, students decide on the order of the phrases from the closest to the present time, to the furthest in the future.
- Check answers as a class.

KEY

after school today, tonight, tomorrow morning, in the next few days, in the summer

Exercise 1 page 62

- Students read the email and do the task individually.
- Check answers as a class.

KEY

1 He's arriving on (Saturday) 15 August.
2 Because it's an early flight
3 It'll take him about an hour.

Exercise 2 page 62

Extra support

Before students work on the grammar rules, ask them to find an example of the present continuous in the email to be sure they remember which tense this is and how it's formed.

Up to this point, students have learned that we use the present continuous for actions in progress now and around now. You need to state very clearly throughout the lesson that this is a new use of the structure to avoid them getting confused.

- Student use the examples in bold in Dan's email in exercise 1 to help them complete the grammar rules.
- Check answers as a class.

KEY

1 will 2 will 3 be going to 4 present continuous

- Students do the Grammar booster exercises on page 140.

Exercise 3 page 62

- Students complete the task individually.
- Check answers as a class. Deal with any queries by referring to the grammar rules.

Extra support

Focus students' attention on the contractions used for the auxiliary verb *be* and for *will* in these sentences. If these are not automatic for the students, put them in pairs to think about them and make lists (for both the positive and negative forms). Then drill them to ensure natural pronunciation:

I'm / you're / he's /she's / we're / they're

I'm not / you aren't / he isn't / she isn't / we aren't / they aren't

'll / won't

KEY

1 we'll win 2 She's going to study 3 I'm not coming
4 I'll buy 5 won't fail 6 I'm going to revise
7 He's going away 8 I'll help

Exercise 4 page 62

- Students read the email and complete it.
- Circulate and monitor, pointing out where students could use contractions if they haven't done so.
- Check answers as a class.

KEY

1 'm coming 2 're going 3 will take 4 'll like
5 'll be 6 'll look 7 'll get 8 'll call

Exercise 5 5.04 page 62

- Check students understand the meaning of *careers adviser*.
- Play the audio for students to answer the questions.
- Working in pairs, students compare their answers. Then play the audio again if necessary.
- Check answers for 1–4 as a class. Then elicit students' opinion for 5.

KEY

1 She wants to be a doctor.
2 She's going to think about what kind of doctor.
3 She'll probably get a job.
4 She's going to work as a veterinary nurse and study at the same time.
5 (Suggested answer) They have to study and pass their exams.

Transcript

See Teacher's Guide, page 180.

Exercise 6 page 62

- Give students a moment to think about their own answers.
- Working in pairs, students share opinions and give reasons.
- Ask a few students to share their opinion with the class.

Exercise 7 page 62

- Ask students to read through the list. Deal with any vocabulary queries.
- Students write notes individually.
- Circulate and monitor.

Exercise 8 page 62

- Working in pairs, students talk about their plans and predictions from exercise 7.
- Circulate and monitor, making a note of good use of the future tenses and also errors to correct together.
- Do some quick feedback with the class. Ask some students to report on plans their partner has or things they predicted. Make sure they use contractions: *he's / she's*, *he'll / she'll*.
- When students have finished, write the mistakes on the board and elicit corrections from the class.

Extra activity

- For homework, ask students to interview a family member or friend using the ideas in exercise 7 – in English if possible (*Tell me about …*) or in their L1, but they will have to translate the answers. Tell students to write sentences about what they find out, e.g. *My mum is going to see my grandma in the next few days. They're going shopping together.*
- Take the sentences in to mark and give feedback on the target tenses only.

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 future tenses to talk about plans.*

Further practice

Workbook page 57
Grammar booster page 140
Grammar photocopiable worksheet
Online practice

5.3 Listening

Lesson summary

Listening: A talk about schools in the future

Strategy: Taking notes

Speaking: Sharing ideas about changes to schools in the future

SHORTCUT To do the lesson in 30 minutes, keep the warm-up and exercise 1 brief. Do exercise 4 without playing the audio again and do exercise 6 as a whole-class activity.

WARM-UP Write on the board:
What technology do you use at school?
Do you enjoy using it? Why? / Why not?
Put students in small groups to discuss.

- Do some quick feedback with the class.

Exercise 1 Think & share page 63

- Focus attention on the photos and elicit what students can see. Help them with vocabulary they may need, e.g. *virtual reality glasses*.
- Working in pairs, students answer the questions.
- Ask a few students to share their opinions with the class.

Exercise 2 5.05 page 63

- Go through the strategy together.
- Focus attention on the notes about schools in fifty years' time. Remind students that notes generally omit grammar words such as articles, e.g. *the*.
- Play the audio for students to complete the notes.
- Check answers as a class.

KEY

1 school buildings 2 teachers 3 lessons
4 timetables 5 exams

Transcript

See Teacher's Guide, page 180.

Exercise 3 page 63

- Give students time to turn their notes into full sentences.

Extra support

Students do this task in pairs so they can help each other remember what the speaker said in the talk.

- Check answers as a class.
- Do some quick feedback with the class about taking notes. Some students need to note down more than others, depending on how their memory works. Highlight that they should practise taking notes often to work out what is best for them.

KEY

1 There won't be any school buildings.
2 Teachers will have a different job.
3 Lessons will be online.
4 Students will have different timetables.
5 Students won't have exams.

Exercise 4 5.05 page 63

- Give students plenty of time to find two advantages the speaker gave about each change (1–5).
- Play the audio again.
- Check answers as a class.

Extra activity

Ask students to underline examples of comparatives in sentences A–J (*better*, *more relaxed*, *more interested*). They studied these in Lesson 4.2. Ask if they remember how to form comparatives with short and long adjectives. If they don't, suggest review work for homework.

KEY

1 D, H 2 A, F 3 B, C, E, I, J 4 E, I 5 C, G

Transcript

See Teacher's Guide, page 180.

Exercise 5 page 63

- Give students time to think of disadvantages of changes 1–5 in exercise 2. Circulate and monitor as they make notes.

Exercise 6 page 63

Note!

Using future forms with modal verbs can be complicated at this level, but students will need *will be able to / won't be able to* and *will have to / won't have to* in their discussions.

- Working in pairs, students share their ideas. Circulate and monitor, encouraging them to use the correct verb tenses and to expand their notes fully as they talk.
- Note any errors to correct, particularly those made by more than one student.
- When students have finished, write the mistakes on the board and elicit corrections from the class.
- Ask a few students to share their ideas with the class.

Exercise 7 5.06 page 63

- Go through the two definitions together.
- Play the audio for students to answer the question.
- Check the answer. Elicit how students know.

KEY (SUGGESTED ANSWER)

It's a dystopia because the teachers are robots and 'there's no time for laughing and joking' or the internet. They don't teach art or music. All the children have numbers and will be told what jobs to do when they finish school.

Transcript

See Teacher's Guide, page 180.

Exercise 8 5.06 page 63

- Give students time to see if they can remember any information about the six categories.
- Play the audio again for students to make notes.
- Working in pairs, students compare their notes.
- Check answers.

KEY (SUGGESTED ANSWERS)

Teachers: front of class, robots, treat children the same
Lessons: all children do the same lessons
Internet: no internet
Subjects: maths and IT most important, no art, no music
Uniform: white for A students, blue for B students
Students: have own computer, A students become scientists and computer programmers, have numbers not names

Transcript

See Teacher's Guide, page 180.

Exercise 9 Mediation page 63

- Students read the situation and write their email, using their notes from exercise 8, to describe what they saw when they visited the school.
- Circulate and monitor, making a note of any common errors you hear. When students have finished, write the mistakes on the board and elicit corrections from the class.

Exercise 10 Think & share page 63

- Working in pairs, students share their ideas on the two schools.
- Ask a few students to share their ideas with the class. You could have a class vote with a show of hands to see which school students think is more likely to be a reality in the future. You could also encourage students to give their opinions about whether they think the changes really will happen within fifty years' time, or longer, or perhaps never. Again, encourage them to try to support their opinions with reasons or examples.

AfL Teaching tip: learning intentions

Lesson aims

To encourage students to accept errors as a learning opportunity for creative risk-taking, you can make clear to them when you will focus on task achievement rather than accuracy.

Exercise 10: In this speaking task, students are giving an opinion, so it is a good time to tell them clearly that you will not interrupt to correct them. Point out that for these speaking tasks, communication rather than accuracy is the focus. You can, of course, note any mistakes and go through them at another time.

See the notes on Assessment for Learning on page 9.

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 take notes during a talk about schools in the future.*

Further practice

Workbook page 58
Online practice

5.4 Global skills

Lesson summary
Reading: Posts on a learning English forum
Vocabulary: Phrases about learning English
Speaking: Talking about learning English

SHORTCUT To do the lesson in 30 minutes, keep the warm-up and exercise 4 brief, omit exercise 5 and set exercise 8 as individual homework, or do it in the next lesson.

WARM-UP Draw students' attention to the title, *Being an autonomous learner*. Check the meaning and pronunciation of *autonomous* /ɔːˈtɒnəməs/ (able to do things and make decisions without help from anyone else).

- Elicit ways they already know of working independently without the teacher. Keep a list of suggestions to compare with ideas proposed in the lesson.

Exercise 1 page 64

- Make sure students understand the scale for ranking.
- Students decide on the difficulty of each activity individually.
- Circulate and monitor, checking they are giving each area of language a number from 1–5.

Exercise 2 page 64

- Working in pairs, students share their answers and answer the questions.
- Have a whole-class discussion, encouraging students to say why they find some activities easy or difficult. There may be a wide range of responses to exercises 1 and 2. If so, highlight that it is normal for each individual in a class to have different strengths and weaknesses.

Exercise 3 page 64

- Students do the matching task individually.
- Check answers as a class.

KEY

1 B 2 C 3 A

Exercise 4 Think & share page 64

- Give students time to think about the questions.
- Working in pairs, students discuss the questions. Circulate and monitor, helping with vocabulary where necessary.
- You could ask students to think of any technology, websites, or apps they have heard of which might be helpful to address the three problems.

Extra support

If time permits, make new groups of two pairs so they can practise explaining their advice to their peers. In this way, they also hear more ideas for being autonomous.

- Ask a few students to share their opinion and ideas with the class, making a note of useful advice for each problem.

Exercise 5 page 64

- Take this opportunity to make new pairs if you wish. Using Unit 4, students analyse how the Student's Book helps with different activities.
- Circulate and monitor, helping if necessary. Encourage them to use headings and titles to find out the focus of different lessons and exercises.
- Ask some students to share one lesson or exercise and explain how it helps with one activity.

KEY (SUGGESTED ANSWERS)

1 Grammar box, Lesson 4.2 2 Exercise 4, Lesson 4.3
3 Exercise 6, Lesson 4.5 4 Strategy, Lesson 4.9
5 Strategy, Lesson 4.3 6 Strategy, Lesson 4.7
7 Phrasebook, Lesson 4.8 8 Strategy and Exercise 6, Lesson 4.8

Exercise 6 page 64

- Students read the instructions and example.
- They work individually to make true sentences using the highlighted phrases. Circulate and monitor, encouraging students to self-correct errors.
- Do some quick feedback with the class, or if you have time, put students in small groups to compare sentences.

Exercise 7 page 64

- Elicit or teach the word *resource*, using the photos to help. Elicit the words for the resources in the photos (see key).
- Working in pairs, students answer the questions.
- Check answers to question 1 as a class and elicit opinions for question 2.

KEY

1 An online dictionary can help with vocabulary and pronunciation.
2 A grammar reference book can help with grammar.
3 Audio can help with listening and pronunciation.
4 Vocabulary cards can help with vocabulary.
5 A graded reader can help with reading and vocabulary.

- Have a whole-class discussion to find out which of these resources students have access to and which they use. Students can recommend to the class specific versions of these kinds of resources that they like using. Make a list on the board. (They can refer to this in exercise 8.)

Exercise 8 page 64

AfL Teaching tip: success criteria

Students negotiate their own success criteria

Include activities for learners to negotiate their own success criteria.

As a whole-class activity, elicit what a good poster looks like and what information it contains. If possible, show examples of posters to guide discussion.

Help students turn these ideas into specific success criteria for producing their own posters about learning resources, e.g. include some photos or artwork, write a heading about each resource, use clear handwriting or type the text, give details of each resource, explain how to use each resource.

See the notes on Assessment for Learning on page 9.

- Put students in small groups of three or four.
- Get them to decide on the activity first. Then brainstorm resources they can use to help with the activity.
- Circulate and monitor, encouraging some students to think of more than three resources. Help students to find images of the resources online to add to their posters.

Extra support

Before they start making their posters, help students to collect useful phrases for making suggestions from the advice in exercise 3: *You could try …ing*; *You can test yourself on … ; Why don't you … ?*; *When you feel more comfortable, you could … ; How about … ing?*; *… ing will help you …*

- Students produce their posters. (This could also be set as a homework task. The group should decide which member is writing about which resource.)
- Circulate and monitor, helping students to self-correct. Get them to make a rough draft first and then copy their text onto their poster.
- Tell students to put their posters around the classroom on the walls. Ask one student from each group to remain by the poster in order to explain and present it. Other students walk around, reading the posters and asking questions about them. After five minutes, tell group members to swap so that each person has a chance to read the posters on the wall and also present their own poster. After a further five minutes, they should swap again.
- After the presentation stage, elicit which posters students think are particularly good and why, (referring to the success criteria they decided on in the Assessment for Learning activity).

Extra activity

- Ask each student to choose one sentence from exercise 6 which reflects what they need to work on in English.
- Put students in new pairs. Tell them to swap sentences. Give them a few minutes to write at least three pieces of advice for their partner to help them with the problem.
- Tell them to take turns to advise each other. Then they should choose one piece of advice to follow and tell their partner why they think it's the best advice for them.
- Do some quick feedback with the class. Tell pairs to check on each other's progress after a week!

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 evaluate and discuss what makes a good learner.*

Further practice

Workbook page 59

5.5 Vocabulary

Lesson summary

Reading: A group chat about after-school activities; an activity guide

Vocabulary: Words and phrases for after-school activities

Speaking: Talking about after-school activities

SHORTCUT To do the lesson in 30 minutes, keep the warm-up and exercise 1 brief and omit exercises 5 and 7.

WARM-UP Tell students to think about yesterday and the time that school finished. Write on the board:
Where did you go? What did you do? Who did you see?

- Elicit some answers from the class.

Exercise 1 page 65

- Working in pairs, students answer the questions. Encourage them to think about different days of the week. Stress that they should discuss what they usually do.
- Ask students to tell the class their answers and explain why they do those activities.

Exercise 2 page 65

- Students read the group chat and answer the question.
- Check the answer as a class.

KEY

Dan sends a message about buying a present for Lily to a group where Lily is a member.

Exercise 3 page 65

- Students read the questions and do the task individually.
- Check answers as a class.

KEY

1 Charlie 2 Poppy 3 Adam 4 Lucy 5 Chloe
6 Max

- Drill the words for accurate pronunciation, especially *choir* /ˈkwaɪə/, *folk dancing* /ˈfəʊk dɑːnsɪŋ/, *nature photography* /neɪtʃə fəˈtɒgrəfi/.

Exercise 4 page 65

Extra challenge

Ask students to tick the words that they already know. Tell them that all the things are shown in the photos, which may help them. This pre-dictionary work can help students to activate existing knowledge and encourage intelligent guesswork.

- Using a dictionary, students check the meaning of the words in exercise 4 as well as exercise 2 if necessary. Ask them to peer-teach words they are sure of and use the photos to help explain them.
- Check answers, nominating students to describe the photos and use the new words.

KEY

A costumes, stage, theatre group
B community garden, tools
C fitness training, leisure centre
D pottery lessons E coding F orchestra, flute

- Drill the words for accurate pronunciation.

Exercise 5 page 65

- In their pairs, students add to the words they can use about each photo.
- Elicit the words and write them on the board.

Exercise 6 page 65

- Students complete the guide individually.
- Check answers as a class.

KEY

1 orchestra 2 flute 3 choir 4 folk dancing
5 fitness training 6 leisure centre 7 theatre group
8 costumes 9 stage 10 pottery lessons
11 robotics 12 coding 13 multiplayer online game
14 community garden 15 tools
16 nature photography

Exercise 7 page 65

- Students read the Activity Guide again and think about their answers.
- Working in pairs, students share and explain their answers.
- Ask a few students to share their opinions with the class. You could find out with a show of hands which activities are the most and least popular.

Exercise 8 page 65

- In their pairs, students choose an activity and use the questions to produce a notice.

Extra support

Encourage the class to brainstorm more activities which are not in the Activity Guide or group chat. Write them on the board. Some students may feel more motivated if they choose a different activity from those already studied in the lesson.

- Circulate and monitor, helping where necessary.
- Encourage students to think of positive adjectives to use in their adverts and to add recommendations or quotes from (imaginary!) students who have done the activity, e.g. *'It's so exciting to be able to program games myself.'*
- Get students to produce a final version which is error free and in their best writing.
- You could create a noticeboard in the classroom and ask students to read the notices and choose one activity which they think sounds interesting.
- Ask some students which activity they chose and why they want to do it.
- As an extension activity, encourage class discussion regarding what real after-school activities are available (at school and in the local area).

Exercise 9 Think & share page 65

- Working in pairs, students discuss the question.
- Have a whole-class discussion. You could make a list of pros and cons on the board.

Extra activity

- Get students to make vocabulary tests for their classmates to do during the next lesson. Brainstorm different kinds of test:
  – Vocab cards with pictures or definitions on the back
  – An oral quiz recorded on a mobile phone
  – Sentences containing gaps to complete
  – Multiple-choice quiz questions
- They could create the tests individually or in pairs, 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 after-school activities.*

Further practice
Workbook page 60
Vocabulary booster page 121
Vocabulary photocopiable worksheet
Short test

5.6 Grammar

Lesson summary
Grammar: Zero and first conditionals
Listening: A dialogue about laptops and tablets
Speaking: Talking about technology

SHORTCUT To do the lesson in 30 minutes, omit the warm-up, tell students to watch the grammar video at home and omit exercise 9.

WARM-UP Ask: *Do you have a laptop or a tablet? If so, what do you use it / them for? If not, which would you prefer to have?*
Put students in small groups to discuss.

- Ask a few students to share their answers with the class.

Exercise 1 Think & share page 66

- Focus attention on the photo and statements. Check students know *motivated*. Give them a moment to think about their answers.
- Working in pairs, students answer the questions.
- Elicit answers from the class.

Exercise 2 page 66

- Students identify the two parts of each sentence. You could tell them to underline the *if* clause with a solid line and the result clause with a dotted line (and demonstrate).
- Elicit or point out that either clause can come first or second in the sentence. When the *if* clause comes first, it is followed by a comma.
- Students complete the grammar rules.
- Check answers as a class.

KEY
1 present simple 2 present simple

Exercise 3 page 66

- Do sentence 1 together as a demonstration if necessary.
- Students work individually to write the sentences.
- Working in pairs, students compare their answers. Refer them back to the grammar rules if necessary.
- Check answers as a class.

KEY
1 You need high grades if you want to do a degree.
2 Our head teacher gets annoyed if we don't wear our uniform correctly.
3 If you do after-school assignments, you don't have so much time for homework assignments.
4 If we fail exams, we have to do them again.
5 Students don't make progress if they don't study.
6 If we give in our essays late, our teacher doesn't mark them.

Exercise 4 5.09 page 66

- Students read the instruction and questions.
- Play the audio for students to listen and answer the questions.
- Check answers as a class.

KEY
Josh prefers laptops. Mia prefers tablets. In the end, they agree that tablets are better.

Transcript

See Teacher's Guide, page 180.

Exercise 5 page 66

- Highlight that you are now moving on to a different conditional structure. Focus attention on the extracts. Students use them to complete the grammar rules.
- Check answers as a class. Ask questions about the meaning of the first conditional: *In the extracts, do Mia and Josh know 100% that they are going to share?* (No – maybe) You could also ask: *Can we swap the two clauses in these sentences?* (Yes, e.g. *If we share, that won't be a problem.*) *Is the meaning the same?* (Yes)
- Play the video.
- Answer any queries about both zero and first conditionals (in L1 if necessary).

KEY
1 present simple 2 *will, won't*

- Students do the Grammar booster exercises on page 141.

Exercise 6 page 66

- Working in pairs, students do the task. Encourage them to use the same underlining system as in exercise 2 to identify the clauses and refer them to the grammar rules if necessary.
- Check answers as a class.

KEY
1 first conditional – possible event
2 zero conditional – real situation
3 zero conditional – real situation
4 first conditional – possible event

Extra challenge

- Ask students to think of more classroom behaviour similar to example sentence 3. Circulate and monitor. Then elicit some good examples from the class.
- Do the same with the first conditional, giving students sentence starters to complete, e.g. *If it rains tomorrow morning, … ; I'll be really annoyed if …*

Exercise 7 page 66

- Highlight that students are practising the first conditional in this exercise. They complete the sentences individually.
- Working in pairs, students compare their answers.
- Check answers as a class.

KEY

1 don't hurry up 2 won't pass 3 doesn't go
4 won't finish 5 isn't 6 'll teach 7 don't see
8 'll stop

Exercise 8 page 66

- Students complete the email individually.
- Check answers as a class.

KEY

1 use 2 'll have 3 'll be 4 need 5 have
6 won't waste 7 buys 8 'll have 9 'll be
10 don't share

Extra activity

- This is a noticing activity. Put students in pairs or small groups to answer the following question:
  Do you think Mia and Josh's email to the head teacher is good? Why? / Why not?
- Elicit ideas from the students. If necessary, highlight the good use of grammar (including the first conditional) and the structure (introduction, ideas, conclusion). It is also polite and professional.

Exercise 9 page 66

- Give students a moment to read the questions and think about their answers.
- Put them in pairs or small groups to discuss.
- Have whole-class feedback.

AfL Teaching tip: diagnostics

Encouraging students to ask questions

Students should be encouraged to ask questions to clarify their understanding.

At the end of the lesson, ask students to write down any questions anonymously they might have about their learning or the lesson and put them in a box. This could be done in L1 or in English. Look through the questions and prepare answers for the start of the next lesson, together with extra exercises or examples as appropriate to help students overcome their difficulties.

See the notes on Assessment for Learning on page 9.

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 conditionals to make suggestions.*

Further practice

Workbook page 61
Grammar booster page 141
Grammar photocopiable worksheet
Online practice

5.7 Reading

Lesson summary
Reading: An information text about learning styles
Strategy: Guessing meaning from context
Vocabulary: Matching words from the text to definitions
Speaking: Talking about different learning styles

SHORTCUT To do the lesson in 30 minutes, keep the warm-up and exercise 1 brief and omit exercise 5.

WARM-UP Focus students' attention on the heading: *What's the best way to learn?* Ask them if they have the answer to the question. Why? / Why not?

- Have a whole-class discussion on the topic (but avoid learning styles).

Extra support

Before they start the task, ask students to describe what they can see in each photo. Help with vocabulary they need, e.g. *science*, *lab*, *experiment*, *equipment*, *floor*.

Exercise 1 page 67

- Working in pairs, students focus on the photos and discuss the questions.
- Elicit ideas from the class.

Exercise 2 page 67

- Students read the text. Tell them not to use dictionaries.
- Working in pairs, students discuss what they can add to their answers in exercise 1, i.e. which learning styles are used in each situation.
- Check answers as a class.

KEY (SUGGESTED ANSWER)

In photo A, they're learning about science. They're using the logical and physical learning styles.
In photo B, they're doing a project on, e.g. history. They're using the physical and social learning styles.

Exercise 3 Vocabulary page 67

- Go through the strategy together. Elicit that *context* refers to the sentence or sentences around the word.
- Do 1 together to demonstrate the strategy. Elicit key words in the *Aural* paragraph which help students to

guess the meaning of the word, e.g. *sound*, *music*, *hear*, *listening*.

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

KEY

2 seeing / sight 3 the mind 4 the body 5 language
6 with other people 7 on your own

- Model and drill pronunciation of the seven learning style words, especially *aural* /ˈɔːrəl/.

Exercise 4 page 67

- Ask students to read the situations first. Tell them to use the strategy to guess the meaning of unknown words.
- Deal with any vocabulary or comprehension queries together. Alternatively, allow students to use dictionaries.
- Working in pairs, students do the task.
- Circulate and monitor, making sure they are discussing both a) and b).
- Elicit answers from the class.

KEY (SUGGESTED ANSWERS)

1 a) literature, b) physical 2 a) history, b) logical
3 a) chemistry, b) visual 4 a) geography, b) solitary
5 a) biology, b) aural 6 a) economics, b) social
7 a) philosophy, b) verbal

Exercise 5 page 67

- Working in pairs, students compare their answers and explain their reasons.
- Have a whole-class discussion about the learning styles.

Exercise 6 Think & share page 67

Extra support

Elicit from the class which subjects they study and write them on the board. Assign a subject to each pair and tell them to think of a topic they're studying in it. This will save time and help students focus on the task quickly.

- Monitor and encourage students to think creatively.
- You could put students in pairs to share their ideas and help each other to think of more ways to use learning styles for their topics.
- Have a whole-class sharing session. Encourage students to praise any ideas they think are particularly interesting or likely to work well.

Extra activity

- Tell students they need to learn the new vocabulary from this lesson and you would like them to try out one of the different learning styles to do so.
- You could have a class brainstorm to think of ways to do this, e.g. physical: put sticky notes with the words on the wall and you run and hit the right one after reading the definition; social: make a quiz and do it with a group of friends; aural: record the definitions on your phone to play and respond with the right word.
- Tell them you're going to test the words in a later lesson. When you do so, encourage class discussion on how students learned them and whether their experiment with a new learning style was 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 guess meaning from context in an infographic about learning styles.*

Further practice

Workbook page 62
Online practice

5.8 Speaking

Lesson summary
Listening: A dialogue about finding a time to meet
Strategy: Learning set phrases
Vocabulary: Useful phrases for suggestions
Speaking: Making and responding to suggestions; pronunciation: intonation in questions

SHORTCUT To do the lesson in 30 minutes, omit the warm-up, keep exercise 1 brief and omit exercises 4 and 8.

WARM-UP Write questions on the board:
Do you have any plans to meet up with your friends this week? What are you going to do? Who usually suggests doing things together? How do you contact each other about going out?
Give students a moment of thinking time. Then ask a few students to share their answers with the class.

Exercise 1 page 68

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

Exercise 2 5.11 page 68

- Play the audio for students to answer the questions.
- Check answers as a class.

KEY

1 Holly suggests doing the science assignment together.
2 Ava suggests meeting after school tonight.
3 Holly declines because she has a pottery lesson.
4 Ava can't meet up the next day because she's visiting her grandmother.
5 On Friday, Ava is celebrating her sister's birthday.
6 They agree to meet on Sunday morning.

Transcript

See Teacher's Guide, page 181.

Exercise 3 5.11 page 68

- Go through the Phrasebook together.
- Play the audio again.
- Check answers as a class.

KEY

Ava and Holly use the phrase 'We could always (meet) …' twice.

Transcript
See Teacher's Guide, page 181.

Exercise 4 page 68
- Play the audio.
- Students do the task individually.
- Check answers as a class. Accept all reasonable answers. You could mention that there are subtle differences, e.g. if someone says 'Yes, why not?' they are in agreement, but perhaps not particularly enthusiastic.

KEY

A That sounds like a great idea!; Yes, why not?; I like that idea.; Let's do that.; I'm not sure about that.; I'd rather not.; I don't think that's a great idea.
B Yes, why not?; I'd rather not.
C That sounds like a great idea!; I like that idea.; Let's do that.; I'm not sure about that.; I'd rather not.; I don't think that's a great idea.
D That sounds like a great idea!; Yes, why not?; I like that idea.; Let's do that.; I'm not sure about that.; I'd rather not.; I don't think that's a great idea.

Transcript
See Student's Book, page 68.

Exercise 5 Pronunciation 5.12 page 68
- Students read the pronunciation rule about intonation. You might want to point out that questions starting with *How* count as *wh*- questions.
- Play the audio for students to choose the answers.
- Check answers as a class.

KEY

1 down **2** up

Transcript
See Student's Book, page 68.
- Play the audio again, pausing where necessary for students to repeat.

Exercise 6 page 68
- Go through the strategy together.
- Put students into A / B pairs. In their pairs, students follow the instructions to test and recall the phrases from the Phrasebook.
- Circulate and monitor, making sure they take turns.
- Do any necessary correction of intonation as a class.

Exercise 7 page 68
- Working in pairs, students do the task.
- Circulate and monitor, making sure students use the full range of phrases from the Phrasebook and that the structure of their sentences is correct.

Exercise 8 page 68
- Students practise their dialogues in their pairs.

Extra challenge
Put students in new pairs to do this task. This will give them two sets of dialogues to practise with.

- Circulate and monitor, encouraging students to pay attention to their intonation.

Extra activity
Students can repeat some of the dialogues, but change the response from accepting to declining and vice versa. Some students could improvise their own suggestions and responses.

Exercise 9 page 68
- Focus attention on the empty diary page. Tell students to complete it as instructed.
- Circulate and monitor this individual stage of the task.
- Put students in groups of three or four to have a conversation to find a time to meet and study.
- Circulate and monitor, making a note of any common errors you hear and note any particularly good use of the Phrasebook phrases.
- When students have finished, write the mistakes on the board and elicit corrections from the class. Find out when each group has arranged to study together or if any groups were not able to find a time.

Exercise 10 Reflect page 68
- In their groups, ask students to self-assess using the question prompts.

AfL Teaching tip: success criteria
Include qualitative success criteria when reviewing
Effective reviews should go beyond simple completion of practice items and should provide students with opportunities to reflect on their successes with their peers.
Encourage students in their groups to share with each other whether the task was easy or difficult and, importantly, try to identify why. Ask students to come up with two specific things they could do differently if they did the task again and how this would make the dialogue more effective, e.g. *We could get quieter students to start the dialogue. They would feel more involved.*; *We could start by choosing one period, e.g. evening, and ask about only those periods. This would save time.*
See the notes on Assessment for Learning on page 9.

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 set phrases to make and respond to suggestions for meeting up.*

Further practice
Workbook page 63
Communicative activity photocopiable worksheet
Online practice

5.9 Writing

Lesson summary

Reading: A blog post about choosing school subjects

Strategy: Using linkers of contrast

Writing: A 'for and against' blog post

SHORTCUT To do the lesson in 30 minutes, keep the warm-up brief and set the writing task (exercises 7, 8 and 9) as homework.

WARM-UP With books closed, ask students to think about today in their school timetable: *Is it your favourite day? Why? / Why not? Which is your favourite day? Why?* Encourage a brief discussion in small groups.

- Elicit some responses from the class.

Exercise 1 page 69

- Focus students' attention on the list of school subjects. Make sure they understand *cross out*.
- Students do the task individually.
- Tell students they can add any other subjects they study and help them with the vocabulary they need for this.

Exercise 2 page 69

- Working in pairs, students compare their answers and answer the questions.
- Ask a few students to share their answers with the class.

Exercise 3 page 69

- Students read the questions. They then read the blog post to answer them.
- Check answers as a class.

KEY

1 The writer gives the opinion of people in general.
2 Students get better grades in subjects they like.
3 Students need a basic knowledge of all the subjects.
4 In conclusion, …
5 Younger students should study all the subjects, but older students should be able to choose.

Exercise 4 page 69

- Students read the descriptions and do the matching task individually.
- Working in pairs, students compare their answers.
- Check answers as a class. Point out that this will be their paragraph plan for writing a blog post later.

KEY

1 B 2 A 3 D 4 C

Exercise 5 page 69

- Go through the strategy together. Check students remember the meaning of *contrast*.
- Then focus attention on the highlighted linkers in the blog post in exercise 3.
- Give students time to find the answers to the questions.
- Check answers as a class. Elicit which linkers need commas after them (*However*, *On the one hand*, *On the other hand*).

KEY

1 on the one hand, on the other hand 2 but
3 however, although

Exercise 6 page 69

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

KEY

1 Although 2 however 3 but
4 On the one hand, On the other hand
5 but / although 6 However

Extra activity

- Ask students to read the blog post one more time and underline examples of the zero or first conditional. Refer them back to Lesson 5.6 if necessary.
- Working in pairs, students compare their answers. Then elicit answers from the class. Ask if these sentences use the zero or first conditional and how they know.

KEY

If we study the subjects we like, we'll be more successful in the future. (first conditional)
… if you don't study it, you'll have problems later. (first conditional)

Exercise 7 page 69

- Students prepare to write their own 'for and against' blog post in this exercise. Focus attention on the topics and check understanding, especially of *abolish* and *homeschooling*.
- Individually, students choose their topic. You could put them in pairs to answer the questions and help each other.

Extra support

The writing task can take place in class time, or for homework if time is limited. If set as homework, you could now make groups of students who chose the same topic to brainstorm ideas they can use in their blog posts. They should ask each other if they are for or against the idea and together come up with arguments for and against.

Exercise 8 page 69

- Students write their blog posts.
- Circulate and monitor, helping them to self-correct and prompting them to use linkers of contrast. Ask students to try to include conditional sentences and use future tenses if appropriate.
- Give a time limit to keep the class together. Encourage students to check punctuation, grammar and spelling.

Exercise 9 Check your work page 69

- Students assess their work against the success criteria.
- With a supportive class, you could ask them to swap their work with a partner and assess each other's work.
- Do some quick feedback with the class.

AfL Teaching tip: learning intentions

Engaging with content

Reflecting on the unit map at the end of a unit can help raise awareness of where they are in their learning in relation to that content.

Remind students that they looked at the unit map before Lesson 5.1. Put them in small groups to discuss areas of vocabulary and grammar which they now know that they didn't know or know well at the beginning of the unit. Ask them to recall which lesson they thought would be interesting for them and to remember as much as they can about it. At this point, you could also ask them to reflect on which lesson they don't remember as well as the others and suggest they review it.

See the notes on Assessment for Learning on page 9.

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 linkers of contrast in a blog post about school issues.*

Further practice
Workbook page 64
Online practice

5.10 Review

Grammar

Exercise 1 page 70

KEY
1 A 2 C 3 B 4 A 5 A and C both possible 6 B

Exercise 2 page 70

KEY
1 will help, don't understand 2 snows, closes
3 answer, don't recognise 4 doesn't go / won't go, has
5 lend, will you remember 6 won't be, get

Vocabulary

Exercise 3 page 70

KEY
1 revise / study 2 attend 3 fail 4 concentrate
5 get 6 make

Exercise 4 page 70

KEY
1 community garden 2 folk dancing
3 nature photography 4 online game
5 pottery lessons 6 theatre group

Cumulative review

Exercise 5 page 70

KEY
1 'll 2 are 3 term 4 won't 5 going 6 canteen
7 don't 8 assignments 9 orchestra 10 choir
11 leisure 12 fitness

Think & share

Exercise 6 page 70

Students' own answers

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

Further practice
Workbook page 65
Progress test

5.11 Exam skills

Lesson summary

Exam strategies: Reading: underlining key words to help match information; Speaking: thinking about what is the same and what is different when comparing photos

Reading: Descriptions of courses and people to go on them

Speaking: Comparing and contrasting different ways of learning

WARM-UP Ask students: *If you had time and money to do a course outside of school, what would you be interested in learning?* Put students in pairs to discuss. Circulate and monitor, helping with ideas if necessary.

- Elicit some ideas from the class.

Reading

Exercise 1 page 71

- Go through the Reading exam strategy together.
- Students read the exam task.
- Focus attention on the first person only and the key information which is underlined.
- Working individually, students underline key information for 2–5.
- Check answers as a class. Point out that sometimes there is similar information about two people, e.g. *Lola wants to stay away from home and Jake wants to go somewhere for more than a few days. Lola wants to meet people and so does Marsha.* This is why it is important to underline all the key information.

KEY
2 Lola is at school. She is good at drawing and is going to do a degree in art at university. She wants to meet people and stay away from home.

3 Zahra would love to learn a new skill and at the same time explore the countryside. She wants to take a class once a week.
4 Mo is a musician and plays in a band. He wants to improve his skills and perhaps learn new ones. He is keen to stay somewhere for more than a few days.
5 Marsha wants to meet people – she doesn't want to study online at home. She has no free time at the weekend or during the day. She would like a regular class.

Exercise 2 page 71

- Working individually, students complete the task.

Extra support

Match the first person with the right course as a demonstration together with the class. Elicit which key information was important to decide on the answer.

- Check answers as a class. Elicit which information helped them make their choices.

KEY

1 F 2 E 3 A 4 D 5 B

Extra activity

- Give students a moment to think about the following questions individually: *Which of the courses in the text appeal to you most and why? How do you think you would feel about studying away from home? What is your opinion of online or distance learning?*
- Put them in small groups to discuss.
- Elicit some ideas from the class.

Speaking

Exercise 1 page 71

- Go through the exam strategy together. Check that students know the meaning of *contrast,* which appears in the exam task.
- Working individually, students do the task.
- Check answers as a class. Elicit from the class that the key contrast word in sentence 1 is *but* and the speaker also uses opposite adjectives *happy* and *sad* for contrast.

KEY

1 D 2 S 3 S

Exercise 2 page 71

- Put students into A / B pairs to do the task.
- Ask Student As to start and say one thing comparing the photos – either something that is the same, or something different. Next, Student Bs say something else.
- They continue taking turns to say more about the photos.
- In whole class feedback, elicit some sentences comparing the photos.

Extra activity

- Working in their pairs, students discuss which place and method shown in the photos they think would be the best for learning. They could think about what is good and bad in each case (following the Speaking exam strategy in Exam Skills 3.11).
- 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 match key information. I can compare and contrast photos.*

Further practice

Culture lesson 5: The Duke of Edinburgh's Award
Workbook page 66

5 Vision 360°

Growing the community

Lesson summary
◆ **diamond:** A man talking about his move to the city
◓ **semicircle:** A volunteer talking about her work
▲ **triangle:** A phone call about volunteering at a community garden
★ **star:** A quote about spending time in nature
● **circle:** A poster advertising for volunteers
♥ **heart:** A poster about events at a flower festival
Speaking: Talking about communities and community gardens; discussing the benefits of spending time outside
Listening: A man talking about his move to the city; a volunteer talking about her work; a phone call about volunteering at a community garden
Reading: A quote about spending time in nature; a poster advertising for volunteers; a poster about events at a flower festival
Create task: Creating a community event

SHORTCUT

- To do the lesson in 30 minutes, ensure Steps 1–2 of the Create task are done in class, then set Step 3 as an individual task for homework. In the next lesson, do Step 4 in two groups, with one student from each pair in either group.

WARM-UP

- Elicit or explain the meaning of *volunteering* (working willingly for the benefit of others, without getting paid).
- Ask: *What are some common volunteering activities? What can people learn from volunteering? What volunteering activity would you like to try?*
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Exercise 1 Think & share page 72

- Elicit a possible definition for *community* from the class, e.g. all the people who live in one particular area or who are considered as a group because of their common interests, nationality, social group, job, etc.
- Working in pairs, students discuss questions 2 and 3.
- Elicit examples and details from the class.

EXPLORE

Exercise 2 page 72

Culture note

A community garden is an area of land that is looked after collectively by a group of people. Many community gardens were created when local residents transformed vacant sites into green spaces which included vegetable plots and flower gardens. Such gardens serve multiple purposes – they provide fresh produce, a place for wildlife to thrive, an outdoor classroom and a way to address social and health problems.

- Enter into the 360° image. Elicit what kind of community can be seen (a community garden).
- Move around the image to explore the community garden, but do not click on the hotspot symbols yet.
- Stop and ask students to discuss the question in pairs.
- Elicit ideas from the class.

KEY (SUGGESTED ANSWER)

The people are gardening, chatting, drinking coffee, reading a newspaper and talking on the phone.

Exercise 3 All hotspots page 72

- Go through the task together and 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 correct information.
- 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

◆ **Mike** I moved to the city a few years ago when I got a job at a big technology company. Now, I live on my own, in a small flat … it's only got a balcony. I love the city, but before, I lived with my parents in the countryside, in a bigger house with a garden. While I was a student, I often studied outside in the garden and read books or just listened to the birds, so when I moved here, I really missed that. The city's nice … but it's also very busy, and noisy, and sometimes I find that a bit difficult.

Anyway, I said this to my friend one day while we were having lunch in the canteen at work. She told me there was a community garden right in the middle of the city! Anyone can go there. You don't need to pay, you can just come along and enjoy the garden.

At work, I spend a lot of time sitting behind my desk and coding, and I have to concentrate very hard all day. For this reason, I love coming here at the weekend, and helping out with the gardening jobs. I find it relaxing to be out in the fresh air, using tools and being active. And I love that I can make a real difference to this place. I'm also interested in nature photography, so it's a great place for me to take beautiful photos. In fact, as soon as I finish planting this tree, I'm going to take a few pictures of those purple flowers in the evening light. They'll look great on our community garden website!

● **Girl** I've learned a lot from working in the community garden – before I came, I didn't know anything about plants, nature or science really! I've studied Biology since primary school, but I was never interested it in. In fact, I nearly failed last year! Since I started coming to the community garden, I've made lots of progress – I even passed my last Biology test!

Anyway, since I've started coming here, I've attended some really interesting classes about gardening, and the older volunteers have taught me a lot! For instance, I now know that you should plan carefully what you grow and where. And I've also found out what plants grow best in which conditions. I know quite a lot about how to take care of them while they're growing too. Things like, if you don't water tomato plants enough, they won't produce much fruit. And if you don't protect the fruit from insects, they'll eat all of it!

We also collect all the fruit and vegetables we have grown, and we sell them to make money for the garden. So, I've learned about business too, which is really useful for me! My homework for this weekend is to write an essay about my work experience here. I'm going to talk about my time at this community garden, and all the things it has taught me. And, hopefully, I'll get a good grade for my assignment!

▲ **Sam** Hello, Sam at Barracks Lane Community Garden. How can I help?

Amy Err … hello. My name's Amy, Amy Jackson. I was ringing to ask about opportunities to volunteer.

S Well, we welcome volunteers! First, can I ask why you are interested in volunteering at the community garden?

A Well, two reasons really. Firstly, I'd like to meet some new people outside of school. And secondly, I'd love to get some work experience. I'm 16, and in a few years, I'll finish secondary school, so…

S That sounds great! What sort of thing would you like to do? We have volunteers that help with gardening and cleaning, or volunteers that help with children and young people …

A Well, if it's possible, I want to help with the young visitors. I love working with children, and I'm hoping to do a science degree and become a teacher when I'm older, so it'll be good work experience for me.

S Yes, it certainly will! When are you available to help?

A I'm always free on Saturdays and Sundays, but I'm not free most evenings during the week.

S That's OK. Lots of children come with their parents at the weekend, so it's useful to have volunteers to show them around the garden. We're also going to organize lots of different events for teenagers during the summer holidays next month – things like pottery lessons, cooking classes and nature photography classes. We're thinking about starting a theatre group, too! Would you be interested in helping with that sort of thing?

A Yes, I'd love to!

S Great! Well, we're doing interviews next Wednesday afternoon. Will you be able to come then?

A Yes, I will.

S Excellent! Will four o'clock be OK for you?

A Yes, that'll be perfect.

S OK, Amy, we'll see you at four on Wednesday. Come to the cabin and ask for me, Sam.

A Great! See you on Wednesday. Bye!

S Bye.

Extra support

Pause after exploring the first chosen hotspot. Elicit from the class which point it matches before moving on to the next one. Continue in the same way until all the hotspots have been explored.

Exercise 4 ◆ page 72

- Click on the diamond hotspot to play the video again for students to answer the questions.
- Check answers as a class.

KEY

1 Mike lives in a small flat in a city. He doesn't live with anyone. / He lives on his own / alone / by himself.
2 He misses studying outside in the garden and listening to the birds.
3 The garden is in the middle of the city. Anyone can go there.
4 Mike goes there at the weekend(s).
5 He helps out with gardening jobs and takes photos.
6 He is planning to take photos of the purple flowers for the community garden website.

Exercise 5 ★ page 72

- Click on the star hotspot again for students to read the quote. Ask students to raise their hand if they agree with the quote and elicit reasons why. Then elicit reasons why the other students disagree.
- Working in pairs, students discuss the questions.
- Ask a few students to share their answer to question 1 or 3.
- Elicit ideas for question 2 from the class.

Exercise 6 ◓ page 72

- Click on the semicircle hotspot to play the video again for students to complete the task.
- Check answers as a class.

KEY

1 F 2 T 3 T 4 F

Exercise 7 ▲ page 72

- Click on the triangle hotspot to play the phone dialogue again for students to complete the form.
- Check answers as a class.

KEY

Name: Amy Jackson
Reasons for volunteering: meet new people, get work experience
Volunteering with: young visitors
Availability: Saturdays and Sundays / weekends
Interview day and time: Wednesday, four o'clock

Exercise 8 ● page 73

- Click on the circle hotspot again for students to read the poster and answer the questions.
- Give students time to share their ideas in pairs, then elicit suggestions from the class.

Exercise 9 ♥ page 73

- Explore the heart hotspot again. Students read the poster about the flower festival and answer the questions.
- Check answers as a class.

KEY

1 'Nature songs' concert
2 Barracks Lane Theatre Group play
3 Fitness training
4 The event(s) will move to another day.

Extra challenge

Students write three more questions about the text, e.g. *Which events happen more than once? Which event is the most expensive? Which events are good for people who enjoy music?* They swap notebooks in pairs and answer their partner's questions, then swap back to check.

Extra activity

- Elicit from the class a range of phrases for making and responding to suggestions. If necessary, students can refer back to the Phrasebook in Lesson 5.8.
- Write on the board:
  A: Make a suggestion.
  B: Decline and give a reason. Make another suggestion.
  A: Accept. Suggest where and when to meet.
  B: Agree.
- Put students into A / B pairs. Explain that they are going to make plans to go to one of the events at the community garden flower festival. Tell them to role-play a dialogue, using the prompts on the board and the information on the poster.
- Ask a few pairs to tell the class about their plans. Remind them to use appropriate future forms, e.g. *We're going to fitness training next Saturday morning. We're meeting at 9.45 a.m. in front of the community garden.*

Exercise 10 Think & share page 73

- Students discuss the questions in pairs.
- Ask a few students to share some ideas with the class.

CREATE … a community event

To complete the Create task, students will need access to the internet to do the Research it! task and a computer with appropriate software, e.g. Microsoft Word, to produce their advert. Alternatively, students could create their advert by hand on paper.

Research it! page 73

- Working in pairs, students conduct some internet research and make notes to answer the questions.
- Elicit information and ideas from the class.

STEP 1 page 73

- Using the information gathered from their research, students brainstorm ideas and make notes about the three points.

STEP 2 page 73

- Students decide on the activities which their event will offer and create a timetable with the necessary details about each. Suggest that they choose three to four activities aimed at people of different ages. You may like to show students the events poster in the heart hotspot

again and encourage them to use this as a model for their own timetable.

STEP 3 page 73

- Students work together to create an advert for their event. You may like to show them the poster in the circle hotspot again to give them some ideas about asking for volunteers.
- Encourage students to add photos or illustrations and use colour to make their advert attractive to the reader.

STEP 4 page 73

- Pairs take turns to present their ideas for a community event to the class. Alternatively, you could display the completed adverts around the room and give students time to circulate and read each other's work.
- Ask a few students for their opinion on which events sound the most interesting and elicit reasons.

Extra activity

- Write on the board:
  Which community event …
  offers the best activity for elderly people / university students / young children?
  would you most like to volunteer at?
  has the best advert?
- Students discuss the questions in pairs. Encourage them to give reasons and examples to support their choices.
- Ask a few pairs to share some opinions with the class.

Extra activity

Students imagine that they are going to attend one of the community events and write an email to a friend. They should say when and where the event is taking place, which activities they are going to do and ask if their friend wants to join them. If necessary, refer students back to Lesson 5.2 to review future tenses before they start writing.

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 a community garden and create a community event.*

6 Living your own life

6.1 Vocabulary

Lesson summary

Listening: A vlog about someone's ambitions for when they turn eighteen

Vocabulary: Phrases for life events around the age of eighteen; two-syllable word stress

Speaking: Talking about plans, ambitions and achievements after turning eighteen; pronunciation: two-syllable word stress

SHORTCUT To do the lesson in 30 minutes, omit the warm-up, exercise 1 and exercise 8. For exercise 9, divide the class in two and give each half just two parts of the exercise to complete.

WARM-UP Tell students to look at the photo.

- Ask: *What can you see in the photo? How do you think the person is feeling? Would you like to try the activity? What are some activities you would like to do in the future? Why?*
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Exercise 1 page 74

- Elicit answers from the class, but don't confirm anything at this stage.

Exercise 2 page 74

- Use the first phrase as a demonstration if necessary, eliciting the answer from the class.
- Students do the task individually. Don't check answers yet.

Exercise 3 6.01 page 74

- Point out that students are checking their answers to exercise 2 and listening for the extra plan Raiko mentions.
- Play the vlog.
- Working in pairs, students compare their answers. Play the vlog again if necessary.
- Check answers as a class.

KEY

turn eighteen, take up a new hobby, take part in a race, go abroad, do a bungee jump, get a driving licence, get a job, apply for a job, open a bank account, save money, pay my own bills, get a credit card, be more independent, pass my final exams at school, apply to a university, leave home, rent a flat, start my own business
Raiko's extra plan is to get fit.

Transcript

See Teacher's Guide, page 181.

Exercise 4 6.01 page 75

- Give students time to read sentences 1–5. With a strong group, you could encourage them to try to remember the missing information and then check their answers as they watch again.
- Play the vlog again.
- Check answers as a class.

KEY

1 take up jogging / get fit 2 café 3 driving 4 few
5 be more independent

Transcript

See Teacher's Guide, page 181.

Exercise 5 Real English page 75

- Students do the task individually. Circulate and monitor and if necessary, put students in pairs.
- Check answers as a class. If students are unsure, read out the relevant section of the transcript to give more context.

KEY

1 A 2 A 3 B 4 A 5 B

Exercise 6 6.02 page 75

- Students complete the sentences individually.
- Working in pairs, students compare their answers.
- Play the audio for students to check their answers.
- Check answers as a class.

KEY

1 no pain, no gain 2 I can hardly wait 3 To be honest
4 no big deal 5 get started

Transcript

See Student's Book, page 75, and Key above.

- Play the audio again, pausing so students can repeat the sentences.

Exercise 7 page 75

- Working in pairs, students discuss their answers to the question.
- Circulate and monitor, encouraging them to talk about each of the things they want to do in as much detail as possible.

Extra challenge

- Before starting the task, ask students to choose their top five things to achieve in the near future and rank them 1–5, with 1 being most important.
- Working in pairs, students talk about the things they want to do and also explain their ranking.
- Encourage some students to also discuss which things they would not like to do but think might be necessary (e.g. *pay my own bills*).

Exercise 8 page 75

Extra support

Elicit what students can see in the photos and what these things represent.

- Put students in pairs or small groups to discuss what you can do if you have the things in the photos.
- Have a whole-class discussion.

Exercise 9 page 75

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

KEY

1 took up, to go abroad, take part
2 leave, (more) independent, rent a flat, got a job, (own) bills
3 turn, (own) business, a bank account, credit card
4 get a / my driving licence, pass my final exams, apply to

Exercise 10 Pronunciation page 75

- Go through the pronunciation rule together.
- Do number 1 together as a class demonstration, eliciting and underlining the stressed syllable.
- Students complete the task individually.
- Working in pairs, students say the words aloud and compare their answers.

Exercise 11 6.03 page 75

- Play the audio for students to check their answers.
- Check answers as a class.

KEY

1 credit 2 business 3 predict 4 apply 5 before
6 attend 7 lucky 8 against 9 driving 10 survive
11 hobby 12 final 13 revise 14 honest

Transcript

See Key above.

- Play the audio again, pausing for students to repeat.

Extra activity

- Ask students to go through the sentences in exercise 9 and circle any more two-syllable words they can find (which did not appear in exercise 10). Working in pairs, they decide which syllable is stressed and make two lists.
- Check answers as a class. (From this activity they can also see that if the second syllable is grammatical, e.g. *-ing* or *-est* suffixes, the stress falls on the first syllable.)

KEY

Stress on first syllable: drawing, summer, going, living, asking, parents, money, hardly, planning, tennis, lessons, learning, biggest
Stress on second syllable: alone, eighteen, because

Exercise 12 Think & share page 75

- Give students a moment to think about the questions. Highlight that question 1 asks them to think about more things because it starts *What else … ?*
- Working in pairs, students discuss the questions.
- Elicit ideas and explanations in whole-class feedback.

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 life ambitions.*

Further practice

Workbook page 68
Vocabulary booster page 122
Vocabulary photocopiable worksheet
Short test

6.2 Grammar

Lesson summary

Reading: A blog post about achievements after turning eighteen
Grammar: Present perfect
Speaking: Talking about life experiences

SHORTCUT To do the lesson in 30 minutes, keep the warm-up brief, ask students to watch the grammar video at home, set exercise 5 as homework and set a time limit for exercise 7.

WARM-UP Put students in pairs to remember as many things as possible which Raiko mentioned in his vlog in Lesson 6.1.

- Elicits some answers from the class.

KEY

See Lesson 6.1, exercise 2.

Exercise 1 page 76

- Students read the question and then find the answers in Raiko's blog post.
- Check the answers as a class.

KEY

He didn't apply to a university because he has just decided he wants to study in Berlin.

Exercise 2 page 76

Note!

To do the task, students need to know what a past participle is. Use the irregular verbs list on page 148 to show them and give an example of the past participle of a regular verb too.

- Students use the examples in bold in Raiko's blog post and match them to the grammar rules.
- Working in pairs, students compare their answers.
- Play the video.
- Check answers as a class. Drill pronunciation of *since*, *just*, *yet*, *already*.

KEY (SUGGESTED ANSWERS)

1 I've never been …
2 Since then, people have asked … ; I've learned … for five months; … has studied … since 2019
3 I haven't done … ; I've decided … ; I've heard … ; I've contacted …

4 I've just turned … ; Have you already done … ?; Have you rented … yet?; I've just got … ; I've already passed … ; but I haven't applied … yet

- Students do the Grammar booster exercises on page 142.

Exercise 3 page 76

- Students complete the task individually.
- Check answers as a class. Deal with any queries by referring to the grammar rules.

KEY

1 Has Olivia paid 2 've never played 3 haven't passed
4 Have you seen 5 hasn't eaten 6 Have they ever lived
7 hasn't left 8 's missed

Exercise 4 page 76

- Students read the text messages and complete them.
- Circulate and monitor, referring students back to the Grammar booster if necessary.
- Working in pairs, students compare their answers.
- Check answers as a class.

KEY

1 already 2 had 3 yet 4 have 5 for 6 just
7 ever 8 just 9 Have you seen 10 yet 11 haven't
12 have 13 since

Exercise 5 page 76

- Students read the instructions and example. Then they write the sentences individually.
- Check answers as a class.

KEY

2 I've just opened my first bank account.
3 My sister hasn't turned fifteen yet.
4 Have you ever used a credit card?
5 He hasn't talked to me since Friday.
6 I've never driven a car.
7 Have you already heard the news?
8 They've been friends for years.

Exercise 6 page 76

- Focus attention on the questions and the lists. Check students understand *use a treadmill*.
- Give students time to write answers for each question.
- Circulate and monitor, helping students to self-correct.

Exercise 7 page 76

Extra support

- Elicit all the past participles students will need to make present perfect questions: *done, gone, drunk, been, opened, used, been, lived, studied, checked, drunk, done, eaten*.
- If necessary, get students to make the full questions to ask in exercise 7.

- Focus attention on the example. You could get two students to read it out.
- Put students in groups of three or four to do the task.
- Circulate and monitor, making a note of any errors with the present perfect.
- When students have finished, write the mistakes on the board and elicit corrections from the class.
- Do some quick feedback with the class . Find out whether many of each group's answers were the same.

AfL Teaching tip: success criteria

Effective feedback is well timed

As students become more proficient, it is good to wait and give feedback when the task is completed. It is also important to give students time to respond to the feedback.

After the speaking task in exercise 7, do any necessary error correction relating to the present perfect. Write errors on the board and give students time to think individually about how to correct them. Elicit corrections from the class. Refer students to the grammar rules and Grammar booster on page 142 as appropriate.

See the notes on Assessment for Learning on page 9.

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 experiences.*

Further practice

Workbook page 69
Grammar booster page 142
Grammar photocopiable worksheet
Online practice

6.3 Reading

Lesson summary
Reading: An article about becoming an adult
Strategy: Identifying audience and purpose
Vocabulary: Matching words to definitions
Speaking: Talking about becoming an adult

SHORTCUT To do the lesson in 30 minutes, omit the warm-up or keep it brief and omit exercise 1. Set exercise 5 as homework.

WARM-UP Write on the board: *Eighteen.* Ask what is special about this age. Elicit ideas from the class.

Exercise 1 Think & share page 77

- Focus attention on the title of the article. Give students a moment to think of their answer.
- Ask a few students to share their ideas with the class.

Exercise 2 page 77

- Go through the strategy together.

Extra activity

- Write the word *purpose* in the centre of the board and have a whole-class brainstorm to create a mind map. Ask students to think of different kinds of text, e.g. *a manual*.

KEY (SUGGESTED ANSWERS)

a film review, a poster, a blog, a for and against essay, an advert, a list of health and safety rules

- Now ask students what the purpose is, e.g. *a manual for a new machine describes the machine and explains what it can do. It instructs the reader how to use it.*

KEY (SUGGESTED ANSWERS)

inform, advise, entertain, instruct, warn, sell, explain, persuade, describe

- Students read the introductory paragraph only and answer the questions.
- Check answers as a class. Encourage students to explain why they chose those answers.

KEY

1 C 2 B

Exercise 3 page 77

- Focus students' attention on the table and ask them to read the questions. Check the meaning of *ceremony* (a public or religious occasion that includes a series of formal or traditional actions). Tell them that they are each going to read about one ceremony.
- Put students in groups of three and assign roles A, B and C within each group. Get them to read the instructions. If necessary, have a show of hands to make sure each student knows which ceremony to read about.
- Give them time to read and complete their part of the table.

Transcript

See Student's Book, page 77.

Exercise 4 page 77

- In their groups, students share the information in their table and explain to each other what happens in the ceremony they read about.

Extra support

- To provide extra support, you could put students who have read the same text in pairs, e.g. Student A + Student A, to compare the information they have written in the table and help each other.
- After this, they go back in their A / B / C groups.

- Check answers as a class. Deal with any vocabulary queries from the texts.

KEY (SUGGESTED ANSWERS)

Coming of Age Day:
Who takes part in it? Young women and men who turned 20 in the past year.
What happens before the ceremony? People who turned 20 in the past year receive an invitation from the city hall.
What happens during the ceremony? Women wear kimonos. Men wear suits or traditional Japanese clothes. People listen to lectures. They take photos, get presents and go to parties.
Is it a difficult ceremony? Why? No, because they don't have to do anything difficult.

Sunrise Ceremony:
Who takes part in it? Young Apache girls
What happens before the ceremony? Young girls prepare for six months. They need to be strong to dance and run for many hours.
What happens during the ceremony? The girls sing, dance and run.
Is it a difficult ceremony? Why? Yes, it takes four days and nights. There's a lot of singing, dancing and running.
Land Diving:
Who takes part in it? Boys from Vanuatu, an island in the Pacific Ocean
What happens before the ceremony? People build wooden towers and boys look for vines in the forest.
What happens during the ceremony? Boys jump from a 30-metre wooden tower.
Is it a difficult ceremony? Why? Yes, because it's dangerous. You have to be brave to jump from such a tall tower.

Exercise 5 Vocabulary 6.06 page 77

- Students do the matching task individually. Remind them to use the strategy they learned in Lesson 5.7: guessing meaning in context, i.e., they should look at the sentence around each highlighted word to work out what it means.
- Check answers as a class.

KEY

A 6 brave B 2 taking risks C 3 celebrate D 1 sensible
E 5 ceremony F 4 lectures

Transcript

See Student's Book, page 77.

Exercise 6 page 77

- Students read the questions. Give them a moment to think about their answers.
- Working in pairs, students share and discuss their answers.
- Circulate and monitor, encouraging students to support their arguments.

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 audience of an article about ceremonies.*

Further practice
Workbook page 70
Online practice

6.4 Global skills

Lesson summary
Reading: An article about behaviour in other cultures
Listening: Dialogues about behaviour in different cultures
Vocabulary: Phrases about customs in other cultures
Speaking: Talking about polite and impolite behaviour

SHORTCUT To do the lesson in 30 minutes, keep the warm-up brief and omit exercises 2, 3 and 4.

WARM-UP Write on the board: *Have you had much experience of other cultures? Why? / Why not?*
Encourage a whole-class discussion. It is possible that students have not had a chance to travel and / or live in an area with little diversity. In this case, you will need to think of examples to use in the lesson from popular culture – films and TV, famous people from other countries, etc.

Exercise 1 page 78

- Ask students to read the questions. Check they know the phrase *bad manners*.
- Focus their attention on the photos and give them some thinking time.

Extra support
Help students with vocabulary they need to talk about the photos. Elicit or teach words and phrases for some of the behaviour they can see, e.g. *queue*, *push into a queue*, *have your hands in your pockets*, *blow your nose*.

- Put students in pairs or small groups to discuss the questions.
- Do some quick feedback with the class. Remember that students' responses will depend on their own culture.

KEY
1 Students' own answers
2 Suggested answers:
It's rude to try to push in front of someone to get on the bus.
It's rude to talk to someone with your hands in your pockets.
It's bad manners to use your phone while having a meal.
In some countries, it's rude to blow your nose in public / while eating.
It might be bad manners to wear shoes inside the house and put your feet on the sofa.

Exercise 2 6.07 page 78

- Play the audio for students to complete the first column only of the table.
- Check answers as a class.

KEY
1 Japan 2 Egypt 3 England

Transcript
See Teacher's Guide, page 181.

Exercise 3 6.07 page 78

- Focus attention on the two remaining columns in the table.
- Play the audio again for students to complete the table.
- Check answers as a class.

KEY
Japan: Activity: blow your nose in public places; rude
Egypt: Activity: stand very close to someone you're talking to; polite
England: Activity: pushing into the queue; rude

Transcript
See Teacher's Guide, page 181.

Exercise 4 page 78

- Working in pairs, students discuss the questions.
- Circulate and monitor, helping with vocabulary where necessary. Remind students that they are thinking of reasons why the behaviour may be rude or not for people of those cultures – even if it is different in the students' own culture.
- Do some quick feedback with the class.

Exercise 5 page 78

- Give students time to read the article and choose the country they think is right.
- Working in pairs, students compare their answers.
- Check answers as a class. You could ask students which information they know for sure and which is new to them. Respond to anything they find surprising.

KEY
1 Japan 2 Korea 3 the UK 4 Indonesia
5 Thailand 6 India

Exercise 6 page 78

- Students do the matching task individually.
- Check answers as a class. The noun *respect* is a key concept, so you could suggest students translate this one into L1 using a dictionary. Elicit or point out that we often use this noun in collocation with the verb *show*.

KEY
A 6 lack of respect B 3 make eye contact C 1 customs
D 4 greeting E 2 behave F 5 queue

Extra activity
- Put students in small groups. Ask them to compare the behaviour in the article with their own culture(s). Do people behave in the same way? You could give them some sentence starters to help them compare:
  In my culture, it's important to / it's important not to …
  You should / shouldn't …
  It doesn't matter if you …
  It's polite to …
  It's rude if you … / if you don't …
- Students can use these sentence starters again in exercise 7.

Exercise 7 page 78

- Put students in small groups to think of examples of different behaviour, both rude and polite, in the five situations.
- This activity could be quite quick if the class consists of students from just one culture, but will probably take longer if students come from a range of cultures.
- Ask a few students to share their ideas with the class.

Exercise 8 Think & share page 78

- Give students a moment to think about the question.
- Have a whole-class discussion. You could also ask: *Should you change your behaviour when you visit another culture? Why? / Why not?*

Extra activity

- Tell students to imagine that a student from another country is coming to stay with them next week and it is their first visit to their country. Ask students to write three pieces of advice for the visitor to help them behave politely in their culture. This could be a homework task or students could work on it in pairs in class. In this case, monitor and encourage students to self-correct.
- Do some quick feedback with the class. Praise helpful advice and also good use of vocabulary from the lesson.

AfL Teaching tip: success criteria

Include qualitative success criteria in review activities

Provide students with opportunities to reflect on their successes with their peers.

At the end of the lesson, with books closed, students work in pairs or small groups to remember what they learned about the customs of other cultures in the lesson. You could encourage them to reflect on *why* they remember that information; is it because the customs are similar to those of their own culture, or perhaps because they are very different? Ask them to try to remember vocabulary from the text and what it means. Allow students to open their books to assess how much they remembered and review the vocabulary.

See the notes on Assessment for Learning on page 9.

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 evaluate and discuss cultural differences.*

Further practice
Workbook page 71

6.5 Vocabulary

Lesson summary

Reading: A social media post about a family reunion

Vocabulary: Words and phrases about age, family and stages of life

Speaking: Talking about family members

SHORTCUT To do the lesson in 30 minutes, keep the warm-up and exercise 1 brief, omit exercise 5 and set exercise 7 as homework with exercise 8 as a task in the following lesson.

WARM-UP Focus students' attention on the photo and elicit what they can see. Ask them who they think the people are, why they are together and how they are feeling.

Exercise 1 page 79

- Working in pairs, students answer the questions.
- Ask a few students to share their answers with the class.

Exercise 2 page 79

- Check the meaning and pronunciation of *reunion* /riːˈjuːniən/ (a social occasion or party attended by a group of people who have not seen each other for a long time).
- Students read the social media post and answer the question.
- Check the answer as a class.

KEY

Doing a family quiz in teams

Exercise 3 page 79

- Students read the questions and do the true/false task individually.
- Circulate and monitor, reminding students to correct the false sentences.
- Working in pairs, students compare their answers.
- Check answers as a class.

KEY

1 T
2 F Uncle Paul is a middle-aged man.
3 F Lauren's mother has a twin sister.
4 T
5 F He's lived in Belgium since Chloe was born.

Exercise 4 page 79

- Focus attention on the table. Check students understand *life stages*.
- Students complete the table with the highlighted words and phrases.
- Check answers as a class.

KEY

Verbs that describe life stages: start a family, grow up, be born, get married
Family members or a position in a family: relative, twin
Words that describe age or a period in life: teenager, middle-aged, childhood, elderly, in her late seventies, in his mid-thirties

- Drill the words for accurate pronunciation. Encourage students to count syllables in longer words and to mark the word stress on the correct syllable, e.g. *relative*, *anniversary*, *elderly*.

Exercise 5 page 79

- Working in pairs, students think of further vocabulary to add to the different columns in the table.
- Circulate and monitor, encouraging them not to just fill the central column with basic words for family members. If this is happening, conduct a quick class brainstorm. The aim here is to extend their vocabulary. You could prompt them to think of words to use when families join together: *stepbrother*, *half-sister*, *in-laws*.

Extra support

You could provide some picture prompts of other ages, e.g. *baby*, *toddler*, and life stages, e.g. *first day at school*, *get engaged*, *graduation*.

- Elicit words from the class and write them on the board. Deal with any pronunciation difficulties.

Exercise 6 page 79

- Students complete the sentences individually.
- Check answers as a class.

KEY

1 born, grew, childhood, teenager 2 elderly, twin
3 only child 4 got married, wedding anniversary
5 late, started 6 middle-aged 7 mid 8 relatives

Exercise 7 page 79

- Check students fully understand the situation. Ask a student to read the example aloud.
- Give students time to write three or four sentences about three people. Circulate and monitor, encouraging students to use words from exercise 4. Help them identify and self-correct any errors.

Exercise 8 page 79

- Put students into A / B pairs.
- Student As start the exercise in each pair.
- Circulate and monitor, reminding students to take turns. Make a note of any errors to correct later.
- When students have finished, write the mistakes on the board and elicit corrections from the class.

Extra activity

Ask students to find a family photo for homework. This should contain as many people as possible. They should bring it to the next lesson and repeat exercises 7 and 8, but this time using their own family photo as a basis for their descriptions.

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 and describe family members.*

Further practice

Workbook page 72
Vocabulary booster page 123
Vocabulary photocopiable worksheet
Short test

6.6 Grammar

Lesson summary
Reading: Posts on a forum about a family tradition
Grammar: Present perfect vs past simple
Speaking: Talking about experiences

SHORTCUT To do the lesson in 30 minutes, keep exercise 1 brief and ask students to watch the grammar video at home. You could also omit exercise 8.

AfL Teaching tip: diagnostics

Exchanging ideas and clarifying

Students who exchange ideas about a topic can help each other to clarify an area of learning and identify what they already know.

Because this lesson requires students to extend their knowledge of how the present perfect is used, start by putting them in pairs or small groups to remember how to form this tense. Ask them to write sentences with the affirmative and negative forms of the verbs and a question. Write key words from Lesson 6.2 on the board that they can use in present perfect sentences: *ever*, *never*, *for*, *since*, *just*.

See the notes on Assessment for Learning on page 9.

WARM-UP See Assessment for Learning tip.

Exercise 1 page 80

- Focus attention on the questions and check students understand the concept of a family tradition. Give your own example if necessary.
- Give students a moment to think about their answers.
- Working in pairs, students compare their traditions.
- Elicit answers from some students.

Exercise 2 page 80

- Students read the posts on the forum and answer the question.
- Check the answer as a class.

KEY

Taking a photo of the children on their first day of school every year

Exercise 3 page 80

- Students complete the grammar rules.
- Play the video.
- Check answers as a class.

KEY

1 past simple 2 present perfect 3 past simple
4 present perfect

- Students do the Grammar booster exercises on page 143.

Exercise 4 page 80

- Students work individually to complete the sentences.
- Working in pairs, students compare their answers. Refer them back to the grammar rules if necessary.
- Check answers as a class.

KEY

1 was 2 had 3 Have you talked 4 did you leave
5 have never visited 6 met, were 7 've had
8 have been 9 called 10 haven't eaten

Extra activity

- Working in pairs, students think of two experiences that one or both of them have had, but that they think their classmates have not, e.g. *go to a music festival*, *change a baby's nappy*. Allow them to use dictionaries to help them find the words they need if necessary and ask them to check the past participle of the verbs.
- Get students to walk around the classroom and ask their classmates the questions. They should make a note of any of their classmates who say *yes*. They could ask some follow-up questions too, e.g. *Where? When?* Remind them that these questions should be in the past simple.
- Put pairs together to compare what they found out. Tell them that they need to use the past simple when recounting the information they found out.
- Ask a few students to share their answers with the class.

Exercise 5 page 80

- Ask students to read the three mini-dialogues and complete them using the correct tenses.
- Students do the task individually. Circulate and monitor, checking students have chosen the right tenses.
- Working in pairs, students compare their answers.
- Nominate three pairs to read the dialogues for students to check their answers.
- Answer any queries about the grammar, referring students to the grammar rules and the Grammar booster on page 143 as necessary.

KEY

1 1 Have you ever been 2 went 3 bought
4 Did you have 5 was 6 didn't like
2 7 Were you 8 was 9 came 10 have they lived
11 moved 12 got
3 13 've had 14 didn't wear 15 did you buy 16 gave

Exercise 6 6.10 page 80

- Tell students that they are going to hear Dylan and Harry talking. Dylan is going to describe a family tradition.
- Give them time to read the sentences.
- Play the audio.
- Working in pairs, students compare their answers. Play the audio a second time if necessary.
- Check answers as a class. You could ask the class what they think about Dylan's family tradition.

KEY

1 hasn't told 2 broke her leg 3 was bored
4 has tried 5 made popcorn, watched a film
6 ordered pizza, played video games
7 has prepared a surprise

Transcript

See Teacher's Guide, page 181.

Extra challenge

Ask students to focus on the tenses in the answers and talk about why each tense is used, referring back to the grammar rules. This gives students the opportunity to peer-teach, which will consolidate their understanding of the grammar and benefit their comprehension of these tenses.

Exercise 7 page 80

- Give students plenty of time to read the questions and write notes.

Extra challenge

Monitor students carefully and push them to work at the top end of their ability by prompting them to add further details to each answer, e.g. where they were, why something happened, what happened next.

Exercise 8 page 80

- Working in pairs, students share their answers. Encourage them to ask follow-up questions and make notes so that they can remember what their partner said.
- Circulate and monitor, making a note of any errors you hear with the present perfect and past simple.
- Write the mistakes on the board and elicit corrections from the class.
- Ask students to recount anything interesting, surprising, or different that their partner told them.

Extra activity

- Set students a writing task as homework. Ask them to write out in full what their partner told them in answer to the questions in exercise 7. They should use the notes they made.
- Take these sentences in for marking in order to assess how well students have used the target tenses. Give feedback only on this grammar point.

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 and the past simple to talk about childhood activities.*

Further practice

Workbook page 73
Grammar booster page 143
Grammar photocopiable worksheet
Online practice

6.7 Listening

Lesson summary
Listening: A dialogue about an alternative type of student accommodation
Strategy: Understanding the main idea
Speaking: Talking about the advantages and disadvantages of an alternative type of student accommodation

SHORTCUT To do the lesson in 30 minutes, keep the warm-up and exercise 1 brief and set exercise 5 as homework.

WARM-UP Focus attention on the photo and put students in pairs to describe what they can see and what they think the connection is between this photo and the heading *Side by side*.

- Elicit some ideas from the class. Explain the meaning of the idiom *side by side* (close together and facing in the same direction).

Exercise 1 page 81

- Point out the glossary and give students time to think about their answers.
- Working in pairs, students discuss the questions.
- Elicit ideas from the class.

Exercise 2 6.11 page 81

- Go through the strategy together.
- Play the audio for students to tick the question that refers to the main idea.
- Check the answer as a class.

KEY

How does that work?

Transcript

See Teacher's Guide, page 182.

Exercise 3 page 81

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

KEY

C

Suggested answers:

Fact: Humanitas, a care home for elderly people, offers rooms to six students.

Opinion: The work students have to do in Humanitas isn't difficult.

Exercise 4 6.11 page 81

- Ask students to read the questions.

Extra challenge

Working in pairs, students discuss the questions and try to answer them before they listen again.

- Play the audio again.
- Check answers as a class.

KEY

1 B 2 C 3 A 4 C 5 C 6 A 7 B 8 A

Extra activity

Ask students to respond to the information they've heard about Humanitas with one adjective, e.g. *interesting*, *cool*, *strange*. You could get some of them to explain why. Don't encourage a lot of discussion at this stage because they will do that in exercise 6, but it's good to get their reactions to help them engage with the audio content.

Transcript

See Teacher's Guide, page 182.

Exercise 5 Mediation page 81

- Emphasise that Scarlett is passing on information to her mum.

AfL Teaching tip: success criteria

Students negotiate their own success criteria

Include activities for learners to negotiate their own success criteria

Before they start the writing task, put students in pairs or small groups to discuss how to write a successful text message which passes on information. They should discuss the information in exercises 3 and 4 and decide what Scarlett's mum needs to know.

See the notes on Assessment for Learning on page 9.

- Working individually, students continue Scarlett's text message. Circulate and monitor, helping where necessary.
- When students have finished, ask them to check their grammar and spelling.

Extra activity

- Put students in pairs to evaluate each other's text messages. Tell them to imagine they are Scarlett's mum. How do they feel on receiving this text message? What questions do they still have for Scarlett about Humanitas?
- Elicit some answers from the class. You could ask students to nominate any text message they think is particularly effective, giving their reasons. Then read this example to the class.

- If you don't have time for the extra activity, choose one or two students whose text messages are good examples and ask them to read them aloud to the class.

Exercise 6 Think & share page 81

- Give students time to read the questions and think about their answers.
- Working in pairs, students discuss their answers.
- Have a whole-class discussion, encouraging students to support their ideas with reasons and examples.

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 main idea of a dialogue about unusual accommodation.*

Further practice

Documentary: *Welcome refugees*

Workbook page 74

Online practice

6.8 Speaking

Lesson summary

Strategy: Making notes for monologue tasks

Listening: A speaker talking about his favourite childhood memory

Vocabulary: Useful language for describing a photo and interpreting a picture

Speaking: Describing and interpreting a picture; talking about the best way for children and teenagers to spend their summer holiday

SHORTCUT To do the lesson in 30 minutes, omit the warm-up, keep exercise 1 brief and omit exercise 9.

WARM-UP Remind students that in Lesson 6.5 they learned vocabulary about family. Use the vocabulary from the table in exercise 4 on page 79 plus any extra words they added in exercise 5.

- Get two students to come to the front of the classroom and sit with the board behind them, facing the class. Write a word or phrase on the board. Their classmates have to explain it (without using any of the words on the board). The first student to guess the word or phrase can join their classmates and a new student goes to the front of the classroom.

Exercise 1 page 82

- Put students in pairs to discuss the questions, or discuss them as a whole class.

Exercise 2 6.12 page 82

- Play the audio for students to answer the question.
- Check the answer as a class.

KEY

Because it reminds him that he never knows what is going to happen with his family, but it's never boring.

Transcript

See Teacher's Guide, page 182.

Exercise 3 page 82

- Go through the strategy together. Make sure students know the meaning of *monologue* and elicit examples such as presentations or speaking in front of the class.
- Point out to students that they learned about making notes in the strategy in Lesson 5.3 and remind them to write only key words, numbers, etc.
- Students read the question and Caleb's notes.
- Give them a moment to think. Then elicit ideas from the class.

KEY (SUGGESTED ANSWER)

They are clear and organised notes. He wrote key words, not full sentences.

- You could also elicit why it is better to speak from notes rather than a full script. (It is easy to get lost when reading from a full script. / Many exams require this skill. / It often sounds more natural.)

Exercise 4 page 82

- Working in pairs, students complete the task.

Exercise 5 6.12 page 82

- Make sure students realise they are checking their answers to exercise 4 and making notes of Caleb's answers.
- Play the audio again for students to check their answers.
- Working in pairs, students compare their answers.
- Check answers as a class.

KEY

What type of photos are there in his family albums? Photos of so many amazing things his sisters and he did when they were younger.
How were he and his sisters feeling when Mum took this picture? He was smiling and very excited. Carol was happy and Danielle wasn't interested.
What happened right after Mum took the picture? Carol started crying because Danielle pulled her hair. Mum got angry with Danielle, so Danielle started crying too. Then he wanted to get out of the kayak, but he got up too fast, lost his balance and fell into the water.
Why does he think it's a great photo of his family? Because it shows that you can plan and prepare and then the day ends in a completely different way – sometimes better, sometimes worse, but never boring.

Transcript

See Teacher's Guide, page 182.

Exercise 6 6.13 page 82

- Go through the Phrasebook together. Check the meaning and pronunciation of *interpret* /ɪn'tɜːprət/ (to explain the meaning of something).
- Play the audio for students to repeat the expressions.

Transcript

See Student's Book, page 82.

Exercise 7 page 82

- Students choose a picture and make notes, using the questions.

Extra support

With a show of hands, find out which picture students have chosen. Put students who have chosen the same picture together in small groups. Get them to discuss the topic and make notes together.

- Circulate and monitor, making sure they aren't writing full sentences.
- Elicit that, like Caleb, they should decide on the order of the points they want to make and number them. Encourage students to think about which phrases from the Phrasebook they want to use. They can add these to their notes.

Exercise 8 page 82

- Put students in small groups of three to give their monologues. Ideally, each student will present a different picture.
- Circulate and monitor, helping where necessary and making a note of any common errors you hear and errors

with the expressions from the Phrasebook. When students have finished, write the mistakes on the board and elicit corrections from the class.

Exercise 9 Reflect page 82

- Students read the questions and answer them individually.
- Students share their answers in their groups.

AfL Teaching tip: success criteria

Effective feedback gives prompts at the right levels on how to move learning forward

One important level of feedback is self-regulatory feedback – ask students to reflect on their work.

Students are used to activities where they reflect on their performance in groups. This time ask students to answer the questions individually first and also extend their self-reflection by thinking of one specific thing they could do better next time, e.g. *I could include another example to explain my point about … ; I could use a different phrase … ; I could practise my pronunciation so I sound more natural*; *I could improve my notes by making them neater*.

When they go on to discuss in groups, they should bring up this point and find out if their peers agree with them or if they have another constructive suggestion for improvement.

See the notes on Assessment for Learning on page 9.

Extra activity

- Ask students to pick one of the other pictures in exercise 7 and prepare notes for homework.
- In the next lesson, put students into A / B pairs. Student As listen to Student Bs' monologues and make notes. They should also try to note down which Phrasebook phrases their partner uses. Then they swap roles.
- Finally, in pairs, they compare the notes they made with the original notes for each monologue. The content should be broadly the same.
- Do some quick feedback with the class about what is the same and what is different.

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 notes for a monologue to describe a family photo.*

Further practice

Workbook page 75
Communicative activity photocopiable worksheet
Online practice

6.9 Writing

Lesson summary
Reading: An informal email
Strategy: Using appropriate tenses
Vocabulary: Language for informal emails
Writing: An informal email giving news

SHORTCUT To do the lesson in 30 minutes, keep the warm-up and exercise 1 brief and set exercises 7, 8 and 9 as homework.

WARM-UP Ask students: *How do you share news with your friends and family?* (e.g. *face to face*, *phone call*, *social media*, *text messages*, *emails*)
Put them in small groups to explain which method(s) they prefer and why.

- Ask a few students to share their answers with the class.

Exercise 1 page 83

- Working in pairs, students answer the questions.
- Elicit some ideas from the class.

Exercise 2 page 83

- Students read the email and answer the questions.
- Check answers as a class.

KEY

She wanted to share the good news that her family will become a host family for an exchange student.
Gabriela is an exchange student from Brazil who is going to stay with Leah's family for six months.

Exercise 3 page 83

- Students read the questions first. Then they read the email again to answer them.
- Working in pairs, students compare their answers.
- Check answers as a class.

KEY

1 They contacted an agency and filled in some forms.
2 Six months / half a year.
3 Because she's been an only child all her life.
4 Yes, she's called her.
5 They've planned where to take Gabriela.

Exercise 4 page 83

- Go through the Phrasebook together.
- Check answers as a class and find out which phrases students use.

KEY

Hi Mia,; How are you?; Write back soon!; Take care,
Students' own answers

Exercise 5 page 83

- Go through the strategy together. Check the meaning of *appropriate*.
- Focus attention on Leah's email and ask students to underline and identify the tenses she uses.

Extra support

You could give students time to read the relevant Grammar booster pages again to refresh their memory, particularly regarding the present perfect and past simple (pages 142 and 143) and also about how to use *will*, *be going to* and the present continuous which they studied in Unit 5.

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

KEY

present simple, present perfect, *will*, past simple, *be going to*

Exercise 6 page 83

- Tell students that sentences 1–4 are from other emails.
- Students correct the sentences individually.
- Working in pairs, students compare their answers. Circulate and monitor, making a note of any difficulties to deal with as you check the answers.
- Check answers as a class.

KEY

1 Are you OK? You haven't written to me for so long!
2 I hope you'll visit us again soon!
3 I haven't told anyone about it yet. You're the first person to know.
4 Have you heard what happened to me on Friday?

Exercise 7 page 83

- Students prepare to write their own informal email.

Extra support

- Put students in pairs to decide on the answers to the prompt questions. This will help students who sometimes have difficulty coming up with creative ideas for writing tasks.
- It will also be useful for these pairs to compare their finished emails and check they included all the information, noticing similarities and differences in the way they gave the news.

Exercise 8 page 83

- Students write their emails individually.
- Circulate and monitor, helping them to self-correct where necessary.
- Give a time limit to keep the class together.
- Encourage students to check punctuation, grammar and spelling.

Exercise 9 Check your work page 83

- Students assess their work by answering the questions.
- With a supportive class, you could ask them to swap their work with a partner and assess each other's work.
- Do some quick feedback with the class.

AfL Teaching tip: success criteria

Link feedback to the learning intention

It's a good idea to relate any feedback to the original learning intentions and success criteria to give students consistency. Limit feedback and focus on one or two key messages.

Tell students you are going to take in the emails and mark them. Explain that you will give feedback on the strategy in this lesson, i.e. using appropriate tenses. Give them extra time to check their grammar before they hand in their work. In your written feedback, praise efforts and successes in choosing the correct tenses and highlight mistakes for students to think about and self-correct. This time, limit feedback to just this aspect of the writing.

See the notes on Assessment for Learning on page 9.

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 an informal email giving news.*

Further practice

Workbook page 76
Online practice

6.10 Review

Grammar

Exercise 1 page 84

KEY

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

Exercise 2 page 84

KEY

1 Did Ann and Bako get married in July?
2 We've just met.
3 I saw your twin sister yesterday
4 You can't call Dave because he hasn't taken his phone with him.
5 They haven't talked since Tuesday.
6 Have you ever done a bungee jump?
7 We got a credit card last month.
8 I haven't passed my exams yet.

Vocabulary

Exercise 3 page 84

KEY

1 turned 2 do 3 went 4 pay 5 took 6 applied 7 leave 8 rent

Exercise 4 page 84

KEY

1 F You celebrate your first wedding anniversary a year after you get married.
2 F Elderly people are in their late sixties or older.
3 T

4 F When you're an only child, you haven't got any brothers or sisters.
5 T
6 T
7 T

Cumulative review

Exercise 5 page 84

KEY

1 haven't written 2 last month 3 elderly
4 have I told 5 broke 6 relatives 7 went
8 early twenties 9 grew 10 teenager 11 twin
12 started 13 hasn't seen 14 yet 15 Did you pass
16 part 17 anniversary

Think & share

Exercise 6 page 84

Students' own answers

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

Further practice
Workbook page 77
Progress test

6.11 Exam skills

Lesson summary

Exam strategies: Listening: identifying opinions and ideas before a listening task; Use of English: identifying if a noun in a word formation task needs to be singular or plural; Writing: using your own words to express your ideas and opinions

Listening: Six short dialogues on the topic of work

Use of English: A word formation task

Writing: Answering questions in an email

WARM-UP Divide the board in two columns and label them *positive* and *negative*. Tell students you're going to read out some phrases from the listening task in this Exam skills lesson. They need to copy the two columns into their notebooks, categorise each phrase and write it in the correct column.

- Dictate the following: *It was brilliant. I liked it. I wasn't keen on it. Lucky you! I can't wait to do it. I'm nervous. I hate doing it. I'm excited about it. I don't like it. They can be a bit boring.*
  Check answers as a class.

KEY

positive: It was brilliant. I liked it. Lucky you! I can't wait to do it. I'm excited about it.
negative: I wasn't keen on it. I'm nervous. I hate doing it. I don't like it. They can be a bit boring.

- Explain that these phrases all express people's opinions and the listening exam tasks in this lesson are about identifying opinions.

Listening

Exercise 1 6.14 page 85

- Go through the Listening exam strategy together.
- Students read the exam task. Point out that the audio for exercise 2 will be five short dialogues between two people.
- Ask students to read the instructions and the opinions A–D.
- Play the audio.
- Check answers as a class.

KEY

A G B G C B D B

Transcript

See Teacher's Guide, page 182.

Exercise 2 6.15 page 85

- Play the audio for students to do the task.
- Check answers as a class.

KEY

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

Transcript

See Teacher's Guide, page 182.

Use of English

Exercise 3 page 85

- Go through the exam strategy together.
- Ask students to read the text quickly. Ask: *What is The Space?* (a careers centre) *Can you find out about colleges and universities there?* (Yes) *What kind of online course can you do there?* (Courses to help with life skills, like how to save money)
- Now ask students to read the text again, more carefully this time, to see which gapped words are nouns and which noun is plural.
- Working in pairs, students compare their answers.
- Check answers as a class.

KEY

2, 3 and 5 are nouns.
2 is plural. The phrase *How many* is used before plural countable nouns.

Exercise 4 page 85

- Ask students to look at the text again to identify what part of speech the other gapped words are.
- Elicit answers (1, 4 and 6 are adjectives).
- Students complete the text individually.
- Working in pairs, students compare their answers.
- Check answers as a class.

KEY

1 secondary 2 qualifications 3 information
4 training 5 variety 6 healthy

Writing

Exercise 5 page 85

- Go through the Writing exam strategy together.
- Students read the exam task and match the underlined words with 1–4.
- Check answers as a class.

KEY

1 holiday **2** like **3** journey **4** great

Exercise 6 page 85

- Ask students to read the email again and make notes about how to answer each question. You could elicit ways of making suggestions, e.g. *What about …? How about …? Why don't we …? Let's …*
- Remind students to begin and end their email appropriately. Students write their email.
- When they have finished, ask them to check that they have answered all the questions. Students could swap emails 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 identify speakers' opinions or ideas. I can identify if a noun in a word formation task needs to be singular or plural. I can use my own words to express my ideas and opinions.*

Further practice

Culture lesson 6: Milestones from the USA
Workbook page 78

7 Out of this world

7.1 Vocabulary

Lesson summary
Listening: A vlog about space exploration
Vocabulary: Words and phrases about space exploration
Reading: A text about the last astronauts to walk on the moon
Speaking: Talking about space exploration

SHORTCUT To do the lesson in 30 minutes, keep the warm-up brief, omit exercise 4 and set exercise 7 as homework.

WARM-UP Tell students to look at the photo.

- Ask: *If you could travel to space, how would you feel? What would you miss about life on Earth? Who would you travel to space with? Why?*
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Exercise 1 page 86

- Working in pairs, students discuss the question.
- Elicit answers from the class, but don't confirm answers at this stage.

Exercise 2 7.01 page 86

- Play the video or audio for students to check their answers to exercise 1 and to add any details they hear.
- In their pairs, students compare their initial ideas with the information in the vlog.
- Elicit any extra information from the class.

KEY

The photo shows the July 1969 moon landing. The astronauts on the Apollo 11 mission were Neil Armstrong, Buzz Aldrin and Michael Collins. Armstrong and Aldrin landed on the moon in the Eagle while Collins orbited the moon in the spaceship Columbia.

Transcript

See Teacher's Guide, page 183.

Exercise 3 7.01 page 86

- Students read the questions. You could ask them to answer as many as they can from memory and then check their answers as they watch or listen again.
- Play the video or audio again.
- Check answers as a class.

KEY

1 Her dream is to be an astronaut and travel to the moon.
2 The aim was to put people on the surface of the moon.
3 The name of the spaceship was Columbia.
4 They got into the Eagle when they were about 100 kilometres from the moon.
5 No, it wasn't, because the moon's surface is rocky.
6 Because the moon has no atmosphere, so it's impossible to breathe (and astronauts have to wear spacesuits).
7 They brought back some rocks.
8 She wants them to send in their ideas about living on the moon.

Transcript

See Teacher's Guide, page 183.

Exercise 4 Real English page 86

- Students do the matching task individually.
- Circulate and monitor and, if necessary, put students in pairs to discuss.
- Check answers as a class. If students are unsure, read out the relevant section of the vlog transcript to give them more context.

KEY

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

- Drill the words and phrases for accurate pronunciation. You could point out that *Oops* can be pronounced /ʊps/ or /uːps/.

Exercise 5 Vocabulary page 87

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

KEY

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

Exercise 6 Vocabulary page 87

Extra support

- Focus students' attention on the words in the list. Ask them to tick the words they think they already know.
- Put them in pairs or small groups to compare which words they know. Ask them to teach each other the meanings if necessary.
- Give pairs / groups dictionaries to check any unknown words.

- Students complete the sentences individually.
- Check answers as a class.

KEY

1 survive 2 atmosphere 3 conditions 4 surface
5 breathe 6 explore 7 water supply 8 astronaut
9 Gravity 10 challenging

- Drill the words and phrases for accurate pronunciation, e.g. *astronaut* /ˈæstrənɔːt/, *atmosphere* /ˈætməsfɪə/, *breathe* /briːð/, *surface* /ˈsɜːfɪs/.

Exercise 7 page 87

Extra activity

- Tell students to read through the text once first to understand what it is about, ignoring the gaps.
- Elicit from the class a few sentences to summarise the text.

KEY

It's about the last time astronauts walked on the moon. It gives information about the astronauts and their space mission.

- Students complete the text individually.
- Circulate and monitor, reminding students to change the form of the words if necessary.
- Check answers as a class.

KEY

1 astronauts 2 mission 3 survived 4 conditions
5 crew 6 spaceship 7 stepped onto 8 explore
9 challenging 10 surface

Exercise 8 page 87

- Ask students to read the instructions carefully. Check them if necessary.
- Put students into A / B pairs. Remind Student As to use the questions to guide them and Student Bs to note the words and phrases they use.
- Circulate and monitor, making sure students swap roles. Make a note of any common errors you hear, especially with the space exploration vocabulary.
- When students have finished, write the mistakes on the board and elicit corrections from the class.
- Elicit photo descriptions from some students using the questions.

Exercise 9 Think & share page 87

- Give students time to read the questions and think about their answers. Deal with any vocabulary queries in the questions.
- Put them in small groups to discuss the questions.
- Have a whole-class discussion. Encourage students to support their opinions with reasons and examples.

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 life in space.*

Further practice

Workbook page 80
Vocabulary booster page 124
Vocabulary photocopiable worksheet
Short test

7.2 Grammar

Lesson summary

Listening: Reasons why humans don't live on the moon
Grammar: Second conditional; *unless*
Speaking: Talking about imaginary situations

SHORTCUT To do the lesson in 30 minutes, omit the warm-up and keep exercise 1 brief. Ask students to watch the grammar video at home. Set exercises 8 and 9 as homework and do exercise 10 in the next lesson.

WARM-UP Set a time limit for students, in pairs, to write a list of as many space words and phrases as they can from Lesson 7.1.

- Check answers as a class and praise the pair who remembered the most and any students who remembered vocabulary which none of their classmates did.

KEY

See exercises 5 and 6, Lesson 7.1.

Exercise 1 page 88

- Students read the comments and think about their answer to the questions.
- Working in pairs, students share their answers.

Exercise 2 page 88

Extra support

- Remind students that they studied conditional structures in Lesson 5.6. Elicit what they remember about them.
- Highlight that the second conditional has a similar structure, i.e. an *if* clause and a result clause.
- Get them to underline the *if* clauses in the comments and use a dotted line to identify the result clauses.

- Read the first sentence of the grammar rule together. Check the meaning of *imaginary*. Elicit that living on the moon is not a real situation; it's an example of something imaginary.
- Students use the comments to complete the rules.
- Working in pairs, students compare their answers.
- Play the video.
- Check answers as a class.

KEY

1 past simple 2 *would, wouldn't*

Exercise 3 page 88

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

KEY

1 was, 'd go 2 would be, wasn't
3 would you feel, stepped onto 4 didn't see, 'd miss
5 had, could 6 wouldn't need, took

Exercise 4 Pronunciation 7.04 page 88

- Play the audio for students to check their answers to exercise 3.
- Check answers as a class.
- Now ask students to complete the pronunciation rules.
- Check answers as a class.

KEY

1 wouldn't 2 would

- Play the audio again for students to repeat the sentences. If necessary, model the contracted form of *would* with different pronouns and get students to repeat.

Transcript

See Student's Book, page 88 and Key above.

Exercise 5 7.05 page 88

- Students read the sentences. Encourage them to predict whether they'll need a word or number in each gap.
- Play the audio for students to complete the sentences.
- Working in pairs, students compare their answers. Play the audio a second time if necessary.
- Check answers as a class.

KEY

1 672 2 light 3 temperature 4 atmosphere
5 100,000 6 ill

Transcript

See Teacher's Guide, page 183.

Exercise 6 page 88

- Give students time to read the question and example.
- Put students in small groups to share their answers.
- Circulate and monitor, making a note of any errors you hear with the second conditional.
- When students have finished, write the mistakes on the board and elicit corrections from the class.
- Elicit some ideas from the groups.

Exercise 7 page 88

- Focus attention on the extract and grammar rule.
- Students complete the examples individually.
- Check answers as a class.

KEY

1 unless 2 if

- Students do the Grammar booster exercises on page 144.

Exercise 8 page 88

- Focus attention on the example. Remind students not to use *can* in second conditional sentences – they need to change it to *could*.
- Students write the sentences individually. Circulate and monitor, getting them to use contractions where possible. If you see errors, refer students to the grammar rules to help them self-correct.
- Working in pairs, students compare their answers.
- Check answers as a class.

KEY

2 We wouldn't survive unless we could grow our own food.
3 Where would we find water if we lived on the moon?
4 I wouldn't want to go to space unless my friends came with me.
5 If we built homes underground, we could control the temperature more easily.
6 Our bodies would change unless we had an exercise plan.
7 How long could we stay outside if we went out?
8 I'd be a space tourist if I had the money.

Exercise 9 page 88

- Students read the questions and make notes about their answers. Tell them not to spend too long thinking of answers, but move on to the next question. Circulate and monitor, helping with vocabulary where necessary.
- Give a time limit to the end of the activity.

AfL Teaching tip: success criteria

Limit feedback to the learning intention

Any feedback should be related to learning intentions in order to provide consistency. Limit feedback and focus on one or two key messages.

Make it clear to students that you will be focusing just on the second conditional. Tell them you will note good use of the structure and also any mistakes. Tell them you won't correct any other errors and also that you won't interrupt them.

See the notes on Assessment for Learning on page 9.

Exercise 10 page 88

- Working in pairs, students ask and answer the questions.
- Circulate and monitor, encouraging students to give reasons for their answers. Point out that when they give their reasons, they are likely to need to use *would* because the situations are all imaginary.
- Note good second conditional sentences and the student who used them. Also make a note of any errors with second conditionals that you hear.
- When students have finished, write the mistakes on the board and elicit corrections from the class.
- Get some students to ask and answer the questions across the class as feedback.

Extra activity

- Get students to write three of their own *What would you do if … ?* questions for homework, each with three multiple-choice answers, e.g. *What would you do if you didn't have enough money for the bus home? A call your parents, B walk, C ask the bus driver to let you get on anyway*.
- In the next lesson, students work in small groups. They read out their questions and answer options and their classmates choose an answer and explain 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 use the second conditional to talk about imaginary situations.*

Further practice
Workbook page 81
Grammar booster page 144
Grammar photocopiable worksheet
Online practice

7.3 Listening

Lesson summary
Listening: An interview with two space experts
Strategy: Distinguishing different speakers
Speaking: Talking about a mission to Mars

SHORTCUT To do the lesson in 30 minutes, omit the warm-up and keep exercise 4 brief. Omit exercise 5.

WARM-UP Books closed. Elicit the planet names in English and drill pronunciation: *Mercury*, *Venus*, *Earth*, *Mars*, *Jupiter*, *Saturn*, *Uranus*, *Neptune*.

Exercise 1 page 89

- Working in pairs, students do the quiz.
- Check answers as a class.

KEY
1 B 2 C 3 A 4 B 5 C 6 A 7 B 8 A

Exercise 2 7.06 page 89

- Give students time to read statements 1–6. Deal with any vocabulary queries.
- Play the audio for students to tick the answers.
- Check answers as a class.

KEY
1, 4 and 6

Transcript
See Teacher's Guide, page 183.

Extra support
You could ask extra questions about sentences 1, 4 and 6 to check students' understanding of the content of the interview, e.g. *Where was Bas Lansdorp, the man who thought of Mars One, from?* (The Netherlands) *Was he a scientist?* (No) *How many people applied for the project?* (Thousands of people) *What did they do to apply?* (They made video presentations.) *How many people did Lansdorp choose?* (100) *Why did the mission fail?* (Because Lansdorp had no experience of space exploration.)

Extra challenge
- Put students in pairs. Ask them to come up with a short summary of the Mars One project for someone who has not heard the interview.
- Put two pairs together or make new pairs. Get students to share their summaries and note what is the same or different.

Exercise 3 7.06 page 89

- Go through the strategy together.
- Elicit anything students can remember about the two experts in relation to the questions in the strategy, e.g. The speakers are female. Emily has an American accent, Clare has an English accent.
- Play the audio again so students can identify the speaker for questions 1–6.
- Put students in pairs to share their answers. Encourage them to say how they know which speaker it was.
- Check answers as a class.

KEY
1 Emily 2 Clare 3 Clare 4 Emily 5 Clare 6 Emily

Transcript
See Teacher's Guide, page 183.

Exercise 4 page 89

- Ask a student to read the example.
- Working in pairs, students discuss the question. They could start by deciding if they agree with the example and explain why / why not.
- Elicit ideas from the class and encourage a whole-class discussion.

Exercise 5 page 89

- Give students individual thinking time to choose two people and think of how to explain their choices.
- Put students in groups to share their ideas and explain their reasons. They do not have to reach an agreement, but it is likely they will try to!
- Circulate and monitor. If students have all chosen the same people, ask them to talk together about the other people and explain why they are not suitable.

Extra challenge
If some groups finish the task quickly, tell them that there is now only one place on the mission and they should discuss which person to choose.

- Elicit choices from the class, together with explanations.

Exercise 6 Think & share page 89

- Students read the questions and think about their answers.
- Elicit answers from the class or put students in small groups to encourage further discussion.
- Have a whole-class discussion.

Extra activity
- Remind students that the applicants for Mars One recorded presentations for their applications. Working in pairs, students choose one of the people from exercise 5 and prepare a script for their application presentation. This can be very short and they can be creative and invent extra information not included in the profiles. Then they record their application individually on mobile devices.
- In the next class, students can play their presentations to each other in small groups and comment on whether they think each applicant would be successful or not 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 distinguish speakers in an interview about a space mission.*

Further practice
Workbook page 82
Online practice

7.4 Global skills

Lesson summary
Listening: Conversations about working in a team
Vocabulary: Words and phrases about teamwork
Speaking: Talking about what makes a good team member; group discussion about how to solve teamwork problems

SHORTCUT To do the lesson in 30 minutes, keep the warm-up and exercise 1 brief. Do exercise 5 as a whole-class activity, and for exercise 6 get students to focus on one problem only.

WARM-UP Write on the board: *Do you prefer to work alone, in pairs, or in groups in the classroom? Why?*
Working in pairs, students give their opinion.
- Ask a few students to share their opinion with the class.

AfL Teaching tip: learning intentions

Lesson aims

Being clear about what is being learned and why and communicating this to students helps them make sense of what they are doing and see the value of it.

Before starting the main exercises, emphasise to students that in this lesson, one of the aims is to build on what they already know about working successfully in teams. There is a dual aspect to this particular lesson as they will be working in teams as they learn. Refer back to this aim during the lesson to explain the purpose of activities and for students to reflect on activities after they have finished.

See the notes on Assessment for Learning on page 9.

Exercise 1 page 90

- Give students time to read the questions. Check the meaning of *role*.
- Working in pairs, students look at the photos and discuss the questions.
- Do some quick feedback with the class. You could ask students for their experiences of being part of a team.

Exercise 2 7.07 page 90

- Students read the project information and the questions. Check the meaning and pronunciation of *lettuces* /ˈletɪsɪz/ (plants with large green leaves that are eaten raw, especially in salads; there are many types of lettuce) and that students know *water* as a verb.
- Play the audio for students to answer the questions.
- Check answers as a class.

KEY
1 Tess 2 He watered them once.
3 She told him to water them every day.
4 They stopped growing. 5 Jason

Transcript

See Teacher's Guide, page 183.

Exercise 3 7.07 page 90

- Students read the notes.
- Play the audio for students to complete the notes.
- Working in pairs, students compare their answers. Play the audio again if necessary.
- Check answers as a class.

KEY
1 about gardening 2 a problem 3 Talk to
4 part of the team 5 Make changes

Transcript

See Teacher's Guide, page 183.

Extra activity

- Write the following questions on the board for students to discuss in small groups:
  Do you think this is a good team? Why? / Why not?
  Do you think they should all talk to Jason or just one of them? Why?
- Elicit ideas from the class. There are no right or wrong answers; the aim is to get students engaged in thinking about how to work in a team.

Exercise 4 Vocabulary page 90

- Students complete the sentences individually.
- Working in pairs, students compare their answers.
- Check answers as a class. Elicit that these sentences are all conditional structures. Ask students to identify which conditional is used and why (zero – these are real situations: see Lesson 5.6, page 66).

KEY
1 argument 2 responsible 3 attention 4 interest
5 admit 6 hand 7 valuable 8 support

- Drill the words for accurate pronunciation.

Exercise 5 page 90

- Focus attention on the mind map and read the instructions.
- Working in pairs, students discuss the question and complete the mind map.

Extra challenge

Put two pairs of students together to compare their mind maps. Encourage them to explain their choices and give examples from their own experience if possible. Ask groups to feed back to the class on their discussions.

- Elicit feedback from the class.

Exercise 6 Think & share page 90

Note!
Students will need to use the second conditional for this activity as they are discussing imaginary situations. Point this out to them and quickly review the structure if necessary.

- Put students in small groups of three or four.
- Tell them to look at the problems one by one and discuss how they would deal with each of them.
- Circulate and monitor, making a note of any common errors you hear, especially with the second conditional.
- When students have finished, write the mistakes on the board and elicit corrections from the class.
- Have a whole-class discussion. You could ask groups to nominate a spokesperson so that you can spend less time gathering their feedback. You could write the groups' possible actions or solutions on the board to focus discussion.

Exercise 7 Reflect page 90

- Students read the questions and think of their answers.
- In their groups, they share their answers.
- Circulate and monitor, making a note of any particularly mature and sensible responses. Bring these up in whole-class feedback.

Extra activity
In different small groups, you could ask students to create a poster which presents ideas for being a good team member specifically in the English language class. Tell them to include a minimum of three good ideas with explanations or examples. Display the posters in the classroom.

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 evaluate and discuss what makes a good team member.*

Further practice
Workbook page 83

7.5 Vocabulary

Lesson summary
Reading: An article about products used in space
Vocabulary: Nouns, verbs and verb phrases about inventions
Speaking: Talking about inventors and inventions

SHORTCUT To do the lesson in 30 minutes, omit the warm-up and keep exercise 1 brief. Omit exercise 8 or do it in a later lesson.

WARM-UP Ask students what they think are some of the most important inventions of all time. Elicit the names of the inventors if they know them. You could also ask them to think of one everyday invention which they could not live without.

Exercise 1 page 91

Extra support
Although the photos are labelled with the product name, students may not know the words they need to talk about what they can see. Elicit and / or teach the vocabulary they need to describe the products.

- Give students time to think of their answers to the question.
- Working in pairs, students share their ideas.
- Ask a few students to share their ideas with the class, but don't confirm any answers now.

Exercise 2 page 91

- Students read the article about three of the products in exercise 1 and complete the text.
- Check answers as a class.

KEY
1 Tang 2 Velcro 3 Teflon

Exercise 3 page 91

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

KEY
1 Tang 2 Velcro 3 Teflon 4 Teflon 5 Velcro
6 Tang

Exercise 4 page 91

- Students match the green highlighted words to definitions individually.
- Check answers as a class. Drill the pronunciation of *thermometer* /θəˈmɒmɪtə(r)/.

KEY
1 thermometer 2 powder 3 Velcro 4 foam
5 system 6 material

Exercise 5 page 91

- This time students use the words highlighted in yellow. Focus their attention on the example. Point out that this verb has been changed to the past simple.
- Students complete the sentences individually.
- Working in pairs, students compare their answers and discuss any differences in verb forms to decide on the right answer.
- Check answers as a class.

KEY
2 stick 3 doing research into 4 contains 5 develop
6 mix 7 produces 8 running tests 9 weighs
10 discovered

Extra activity

- In class or for homework, ask students to choose five of the verbs or verb phrases from exercise 5 and write their own sentences using them. Tell them to leave a space where the verb / verb phrase goes so they create a gapfill test for another student. Circulate and monitor, checking the sentences are good and encouraging students to self-correct any errors.
- In a later lesson, students swap sentences and complete them as revision of the vocabulary.

Exercise 6 page 91

- Put students into A / B pairs. Student As turn to page 149 and Student Bs turn to page 151.
- Go through the instructions together and check they have understood.
- Circulate and monitor, helping them to self-correct as necessary.
- Give a time limit to the end of the task.

Extra support

Students will need to be able to say their sentences clearly in the next exercise. Give them time to practise together. Monitor and help with any pronunciation problems. Encourage them to think about which words in the sentence carry the meaning and stress them. They learned about this in the strategy in Lesson 4.8, page 56.

Exercise 7 page 91

- You could get students to write *TRUE* and *FALSE* on two pieces of paper. They then choose and hold up one of the pieces of paper to make their answer extra clear (and avoid students changing their minds!).
- Ask students to take turns reading out their sentences to each other and saying if they think they are true or false.
- Circulate and monitor, checking they are keeping score.
- Do some quick feedback with the class, eliciting which students were the winners. Also ask them which of the facts they read and heard about were the most interesting or surprising.

Exercise 8 Think & share page 91

- Students read the questions and think about their answers. If time is short, ask them to choose just one question to answer.
- Put students in pairs to discuss. Remind them that question 3 is an imaginary situation, so they need to use the second conditional to answer it.
- Do some quick feedback with the class, praising any really original ideas.

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 inventions and where they come from.*

Further practice

Workbook page 84
Vocabulary booster page 125
Vocabulary photocopiable worksheet
Short test

7.6 Grammar

Lesson summary
Listening: A podcast about a space auction
Grammar: Present and past simple passive
Reading: A text about a famous painting
Speaking: Describing an object for an auction

SHORTCUT To do the lesson in 30 minutes, omit the warm-up, keep exercise 1 brief and ask students to watch the grammar video at home. You could set exercise 8 as homework and do exercise 9 in the next lesson.

WARM-UP Put students in small groups. Ask them to tell each other about their favourite possession.

- Then in whole-class feedback, ask some students to report on what a member of their group told them.

Exercise 1 page 92

- Ask students to read the questions and give them a moment to think about their answer.
- Working in pairs, students share their answers.
- Elicit answers from some students.

Exercise 2 7.11 page 92

- Check the meaning and pronunciation of *auction* /ˈɔːkʃn/ (a public sale in which things are sold to the person who offers the most money for them).

Extra activity

- Put students in pairs to think about what the objects are, why they might be special and which one they think got the highest price at auction.
- Then as they do the listening task, they also check whether they were right.

- Play the audio for students to complete the task.
- Working in pairs, students compare their answers.
- Check answers as a class.

KEY

1 a bag: 1.5 million 2 computer: 40,000
3 signed books: 1,400 4 Snoopy toy: 22,000

Transcript

See Teacher's Guide, page 184.

Exercise 3 7.11 page 92

- Students read the sentences.
- Play the audio again for students to complete the sentences.
- Check answers as a class. You could ask students which item they think is the most special and why.

KEY

1 rocks 2 box 3 1977 4 first woman 5 China
6 Apollo 10

Transcript

See Teacher's Guide page 184.

Exercise 4 page 92

- Students use the underlined words in the sentences to help them complete the grammar rules.
- Play the video.
- Check answers as a class.

KEY

1 the action 2 be 3 by

- Students do the Grammar booster exercises on page 145.

Exercise 5 page 92

- Students read the sentences and think about their answers.
- Working in pairs, students compare their answers. Refer them back to the grammar rules if they are unsure.
- Check answers as a class.

KEY

Sentence 3 is active because the focus is on George Lucas, not the Star Wars film.

Exercise 6 page 92

Extra support

Students will need the past participles of all the verbs in order to write the sentences. Ask them to underline the verb in each sentence and think of the past participle. They can use the irregular verbs list on page 148 to check these. Getting ready in this way may help them to focus more on the passive structure in the exercise.

- Students do the task individually.
- Working in pairs, students compare their answers, particularly that they have chosen the present or the past tense correctly.
- Check answers as a class. Answer any queries about the grammar. Refer students to the Grammar booster on page 145 as necessary.

KEY

1 All kinds of things are sold at auctions these days.
2 The first spacesuits were designed in the 1930s.
3 A lot of money is spent on space souvenirs today.
4 When was the first spaceship developed?
5 CDs aren't used very much nowadays.
6 Which language is spoken on the International Space Station?
7 The planet Mars was discovered in 1610.
8 The first light bulbs weren't made until 1879.

Exercise 7 page 92

- Focus attention on the picture. Elicit what students know about it or can see in it. Ask them for their opinion.
- Ask students to read the text all the way through and then go back and complete it. Highlight that in this text they need to decide whether to use the active or passive structure in each case.
- Students do the task individually.
- Working in pairs, students compare their answers.
- Check answers as a class.

KEY

1 shows 2 is based 3 didn't exist 4 was finished
5 sent 6 looked after 7 weren't considered
8 wasn't sold 9 was taken 10 is displayed

Exercise 8 page 92

- Students read the questions and write notes to answer them.
- Circulate and monitor, checking that they don't spend too much time choosing a possession. Give examples to choose from if necessary, e.g. jewellery, clothing, a toy or book, a decorative object, equipment for a particular activity.

AfL Teaching tip: diagnostics

Wait time

Allowing enough time for learners to formulate thoughts, respond to prompts and get going in activities is essential.

Make sure you allow plenty of preparation time in exercise 8 as it will improve the quality of students' responses in exercise 9.

See the notes on Assessment for Learning on page 9.

Exercise 9 page 92

- Put students in A / B pairs. Tell Student As to start by describing their possession. Student Bs listen and notice how many times the passive is used.
- Circulate and monitor, making a note of any errors with the passive you hear.
- Tell students to swap roles and monitor them again.
- When students have finished, write the mistakes on the board and elicit corrections from the class.
- Elicit which student in each pair used the passive the most.

Extra activity

Put students in pairs and get them to sit back to back so they can't see each other. Tell students to look in their bag or pencil case for an everyday item (without letting their partner see). They take turns to describe the object to their partner, using the prompt questions in exercise 8 if necessary. Their partner listens and guesses what is being described.

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 present and past simple passive to describe objects.*

Further practice

Workbook page 85
Grammar booster page 145
Grammar photocopiable worksheet
Online practice

7.7 Reading

Lesson summary

Reading: Biographies about scientists and the problems they solved in space

Strategy: Recognising and understanding paraphrasing

Vocabulary: Matching adverbs from the text to definitions

SHORTCUT To do the lesson in 30 minutes, keep the warm-up and exercise 1 brief and set exercises 4 and 5 as homework.

WARM-UP Revise the following space vocabulary from Lesson 7.1: *astronaut*, *spacesuit*, *gravity*, *the moon*, *spaceship*, *crew*, *float*, *mission*.

- Get two students to come to the front of the classroom and sit with the board behind them, facing the class.
- Write a word or phrase on the board. Their classmates have to explain it without using the word on the board.
- The first student to guess it goes back and joins their classmates.
- A new student comes to the front of the classroom.

Exercise 1 page 93

- Put students in pairs to make their lists.
- Elicit ideas from the class.

Exercise 2 page 93

- Focus attention on the photos. Elicit what students can see and ask them if they think the photos were taken in the same time period. Ask how they know. (They show different time periods: the 1960s and recently. The first photo is black and white and the background and clothing are more dated.)
- Students read the biographies to answer the question.

Extra challenge

You could divide the class in two halves, A and B, and give each half one scientist to read about. When students have found the answer to the question about their scientist, put them into A / B pairs to tell each other the answer and explain what their scientist did, i.e. summarise their biography.

- Check answers as a class.

KEY

Margaret Hamilton tried to solve the problem of fitting computer systems into the first spaceships. Amber Yang tried to solve the problem of space junk.

Exercise 3 page 93

- Go through the strategy together. Check understanding of *synonym* if necessary.
- Do the first word as a demonstration with the class if necessary.
- Students work on the task individually.
- Working in pairs, students compare their answers.
- Check answers as a class.

KEY

1 computers – machines 2 big – huge
3 spaceship – vehicle 4 program – software
5 film – movie 6 junk – rubbish
7 business – company 8 equipment – devices

- Drill some of the words for accurate pronunciation.

Exercise 4 Vocabulary page 93

- Students complete the matching task individually.
- Check answers as a class.

KEY

1 successfully 2 luckily 3 sadly 4 mainly
5 hopefully 6 completely

Exercise 5 page 93

- Give students plenty of time to read the biographies again. Remind them to correct any sentences which are false.
- Working in pairs, students compare their answers.
- Check answers as a class.

KEY

1 F It was to design a new computer system.
2 F She was the only woman and the only programmer.
3 T
4 F She learned about it from a film.
5 T
6 F It's for sale through her company.

- Now, or after the extra activity, have a class discussion about the scientists' achievements. Ask students which achievement impresses them most and why.

Extra activity

- This activity practises using the synonyms from exercise 3. Write the following questions on the board:
  1 Why was it difficult to put computers into Apollo 11?
  2 What did Margaret Hamilton write in her previous job?
  3 How did Amber Yang learn about space junk?
  4 What did she use her prize money for?
  5 What kinds of organisations will buy her system?
- Ask students to read the biographies again if necessary and write the answers.
- Ask them to swap their sentences with another student. Tell them to remember synonyms from exercise 3 and find where the synonyms can replace a word in their partner's sentences (without looking in the book).
- Check answers as a class.

KEY

1 Because they were so big / huge.
2 She wrote a program / some software for predicting weather.
3 She watched a film / movie (called *Gravity*).
4 She started her own business / company.
5 Organisations with equipment / devices in space

Exercise 6 Mediation page 93

- Put students in A / B pairs. Give them time to read the information and make notes for their presentation.

Exercise 7 page 93

- In their pairs, Student As start by giving their presentation. Then they swap roles.
- Get students to evaluate which presentation was better.

- Elicit from the class why some presentations were better than others.

Exercise 8 Think & share page 93

- Give students time to read the questions and think about their answers. Ask them to think about computers and other technology they use now at home and at school.
- Put them in pairs to discuss their answers.
- Have a whole-class discussion.

AfL Teaching tip: learning intentions

Focusing students on how to extend their learning

Students can be asked to brainstorm what they will do to continue their improvement.

Students learned about paraphrasing in this lesson. Write on the board:
– look for synonyms in the next three texts I read
– use synonyms in my next piece of writing to avoid repetition
– learn synonyms for five more words from this lesson or the next lesson

Ask them to decide which of these aims would be best for their own improvement. Write down their choices and get them to tell a partner. At a future point that you decide together, ask them to check if their partner has done what they planned or check yourself.

See the notes on Assessment for Learning on page 9.

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 paraphrasing in two biographies of scientists.*

Further practice
Workbook page 86
Online practice

7.8 Speaking

Lesson summary
Listening: A dialogue where one person gives instructions to another
Vocabulary: Useful language for instructions
Strategy: Using imperatives
Speaking: Asking for and giving instructions

SHORTCUT To do the lesson in 30 minutes, omit the warm-up and set exercise 6 as individual written homework. In this case, students do exercises 7 and 8 in a later lesson.

WARM-UP Ask students to think of a time when they either needed to ask for instructions or needed to give someone instructions. Put them in pairs to share experiences.

- Ask a few students to share their answers with the class and elicit whether their experiences were positive or not and what problems they had with instructions.

Exercise 1 page 94

- Students do the matching and labelling task individually.
- Working in pairs, students compare their answers and think of four more electronic devices.
- Check answers as a class and elicit the other electronic devices.

KEY
1 Bluetooth speaker 2 fitness tracker
3 gaming headset 4 wireless earphones
5 smartwatch 6 e-reader
Students' own answers

- Drill the words for accurate pronunciation, especially *devices* /dɪ'vaɪsɪz/.

Extra activity

Put students in small groups to talk about which devices they own. Ask them to discuss whether the devices were easy to set up and if they needed any help with this. They could also say which devices are the most complicated to use and why.

Exercise 2 7.13 page 94

- Play the audio for students to answer the questions.
- Working in pairs, students compare their answers. Play the audio again if necessary.
- Check answers as a class.

KEY
1 It was a present.
2 He needs his phone.
3 Beth gives most of the instructions.
4 It's a Bluetooth speaker.
5 They didn't turn the speaker on.
6 They can hear the music from the phone.

Transcript

See Teacher's Guide, page 184.

Exercise 3 7.13 page 94

- Go through the Phrasebook together.

Extra support

- Deal with any vocabulary queries, e.g. *swipe*, *scroll*, *tap on*. You could illustrate and elicit these using a mobile phone and asking students to demonstrate the action in the air.
- You could also check if students remember the infinitive without *to* of the verbs for the phrases confirming you've followed instructions (*do*, *get*, *find*, *see*) and point out that these are reduced forms of the present perfect, e.g. *I've done it*. We use them in speaking and not often in writing.

- Focus attention on the instructions and check students know they should tick the ones they don't hear.
- Play the audio for students to complete the task.
- Check answers as a class.

KEY
Asking for instructions: What do I do next?
Giving instructions: Scroll up / down …
Confirming you've followed instructions: Seen it.

Transcript
See Teacher's Guide, page 184.

Exercise 4 page 94
- Students read the mini-dialogues and complete them individually.
- Working in pairs, students compare their answers.
- Nominate pairs to read the mini-dialogues so their classmates can check their answers. After each mini-dialogue, ask if students have any different way of completing it and give feedback on whether they are correct.

KEY (SUGGESTED ANSWERS)

1 I'll show you. **2** Done it. **3** What do I do next?
4 Got it. **5** Where's that? **6** How do I do that?

- Ask students to practise all the mini-dialogues in their pairs. Circulate and monitor, making a note of any pronunciation difficulties.
- Do any necessary pronunciation work together.

Exercise 5 page 94
- Go through the strategy together. To check students understand what imperatives are, ask them to find examples in the Phrasebook (*put on*, *swipe*, *scroll*, *turn on*).
- Do the first sentence together as a demonstration if necessary.
- Students rewrite the sentences individually.
- Working in pairs, students compare their answers.
- Check answers as a class.

KEY

1 Take it out of the box first. **2** Don't read my messages.
3 Turn down that music, please. **4** Call me later.
5 Don't leave it on all night. **6** Don't use my earphones.

Extra activity
- With an active class, you could teach students the traditional British game 'Simon says'. Tell them you are going to give instructions. For all imperatives, they should not do the action unless you say 'Simon says' before the instruction. Demonstrate, e.g. *Simon says stand up* (everybody should stand up), *Sit down* (nobody should sit down; if they do, they are out of the game), *Put your hand on your head* (again, nobody should do it). The last person still in the game is the winner. Make sure your instructions are simple. Speed up to increase the challenge.
- If students enjoy this game, they can also play it in small groups, taking turns to be the instructor.

Exercise 6 page 94
- Put students in pairs to choose a situation and write the instructions together.
- Circulate and monitor, checking they are using phrases from the Phrasebook and imperatives.

AfL Teaching tip: success criteria
Monitoring of feedback

Make success criteria clear in the classroom so that students know where they are going in their learning.

For the speaking tasks, the success criteria are already given on the page in the **Check your work** exercise. Students need to be told to read exercise 8 at the end of exercise 6 in order to start self-assessing their work.

Then in exercise 8, pairs can be encouraged to peer-assess according to these same criteria.

See the notes on Assessment for Learning on page 9.

Exercise 7 page 94
- Put students in A / B pairs. Student As ask for instructions first and Student Bs respond using the notes for instructions they prepared in exercise 6.
- Then they swap roles.
- Circulate and monitor, noting any particularly good use of the phrases from the Phrasebook and imperative instructions.

Exercise 8 Check your work page 94
- In their pairs, students answer the questions about their instructions. They should also comment on their partner's instructions (see Assessment for Learning tip).
- Do some quick feedback with the class.
- In answer to the first question, there are a number of reasons why instructions may not be successful: speaking too quietly, too quickly, or not clearly; not being clear about the order of instructions; not using the right vocabulary; the listener not using checking questions as in the Phrasebook; the listener not confirming when an instruction has been followed. Try to elicit some of these problems and possible solutions to 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 use imperatives to talk about how things work.*

Further practice
Workbook page 87
Communicative activity photocopiable worksheet
Online practice

7.9 Writing

Lesson summary
Reading: A report about learning from TV
Strategy: Writing headings
Vocabulary: Useful language for paragraphing reports
Writing: A report recommending a TV show or website

SHORTCUT To do the lesson in 30 minutes, omit the warm-up and set exercises 7 and 8 as homework.

WARM-UP Ask students: *If your teacher gives you a topic to research, do you prefer to look in a book, on a website, or watch a video or TV show? Why?*

- Put them in small groups to discuss.
- Elicit some answers from the class, encouraging them to give reasons.

Exercise 1 page 95

- Give students time to read the questions and think about their answers.
- Put them in pairs or small groups to discuss.
- Elicit some ideas from the class. Make a note of any useful shows and websites on the board.

Exercise 2 page 95

- Students read the questions. Check they can remember the meaning of *recommend*.
- Students read the report and answer the questions.
- Check answers as a class.

KEY

1 The aim is to recommend a TV show (about science).
2 *Cosmos: A Spacetime Odyssey*
3 The writer describes it like a journey through space.
4 The explanations are very clear.
5 You learn a lot and it's fun.

Exercise 3 page 95

- Go through the strategy together.
- Students complete the task individually.
- Check answers as a class.

KEY

1 A 2 E 3 C 4 B

Exercise 4 page 95

- Students read A–D and do the matching task.
- Working in pairs, students compare their answers.
- Check answers as a class. Point out that this will be the paragraph plan for their own reports.

KEY

1 C 2 A 3 D 4 B

Exercise 5 page 95

- Go through the Phrasebook together.
- Students complete the task individually.
- Working in pairs, students compare their answers.
- Check answers as a class.

KEY

Introduction: The aim of this report is to …
First paragraph: The show I would like to recommend is …
Second paragraph: The reason I am recommending this series is because …
Conclusion: I think …
The phrases are more formal because they are in a report.

Exercise 6 page 95

- Students prepare to write their own report. Ask them to read the questions. Refer them back to their ideas in exercise 1 to help them choose.

Note!

Students are sometimes confused by the question *What is it like?* because they think it uses the verb *to like*. Help them understand how to answer it by paraphrasing: *Describe it,* or *Tell me all about it.*

- Students make notes to answer the questions.

Extra support

If two students wish to write about the same TV show or website, they could work together to think of detailed answers to the questions which will support their writing.

Exercise 7 page 95

- Students write their reports individually.
- Circulate and monitor, helping them to self-correct where necessary.
- Give a time limit to keep the class together.
- Encourage students to check punctuation, grammar and spelling.

Exercise 8 Check your work page 95

- Students assess their work by answering the questions.
- With a supportive class, you could ask them to swap their work with a partner and assess each other's work.
- Do some quick feedback with the class.

AfL Teaching tip: success criteria

Exemplars and modelling

Focusing on a model text or answer can help explain to students what is required for them to complete a task.

Read students' reports and make a note of eight to ten excellent examples of headings. (You don't need to write the students' names – they will know if theirs has been chosen!) These should be short and sum up the main idea in the paragraph. Write them on the board and point out or elicit why these are good examples.

See the notes on Assessment for Learning on page 9.

Extra activity

- Make a gallery of the reports around the walls of the classroom. Encourage students to walk around and read each other's reports. Tell them their aim is to find one TV show or website which sounds interesting.
- Have whole-class feedback, asking students which they chose and why.
- This activity reminds students of the purpose of the writing task: to recommend TV shows / websites to others – and it is a real activity, rather than just an exercise.

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 good headings for a report to make a recommendation.*

Further practice
Workbook page 88
Online practice

7.10 Review

Grammar

Exercise 1 page 96

KEY
1 'd go out, didn't have 2 lived, could
3 wouldn't work, needed 4 painted, would look
5 wouldn't buy, were 6 didn't go, wouldn't feel

Exercise 2 page 96

KEY
1 are made in the Czech Republic
2 weren't invented until 1840
3 was DNA discovered
4 aren't used much these days
5 is Portuguese spoken
6 was directed by Stanley Kubrick

Vocabulary

Exercise 3 page 96

KEY
1 spacesuit 2 atmosphere 3 breathe 4 Gravity
5 step onto 6 water supply

Exercise 4 page 96

KEY
1 stick 2 weigh 3 do 4 contain 5 invent 6 mix

Cumulative review

Exercise 5 page 96

KEY
1 C 2 A 3 B 4 C 5 B 6 C 7 C 8 A
9 A 10 B

Think & share

Exercise 6 page 96

Students' own answers

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

Further practice
Workbook page 89
Progress test

7.11 Exam skills

Lesson summary
Exam strategies: Reading: thinking about different aspects of a text to help choose multiple-choice answers; Speaking: persuading someone to do something
Reading: Five short texts
Speaking: A two-person roleplay

WARM-UP Ask students individually to make a list of different types of text they have read during the past week, e.g. posters, messages, emails, articles, social media posts and comments.
- Elicit ideas and point out that these text types are different from one another in a number of ways: layout, level of formality, purpose, etc. and that these are important for today's lesson.

Reading

Exercise 1 page 97

- Go through the Reading exam strategy together.
- Students read the exam task. Then they read the four questions and answer them about text 1.
- Check answers as a class.

KEY
1 An email 2 Ana 3 Joe
4 To talk about a competition

Exercise 2 page 97

Extra support
Ask students to answer questions 1–4 in exercise 1 about each text and go through these answers before they do the exam task.

- Working individually, students complete the exam task.
- Check answers as a class.

KEY
1 B 2 C 3 B 4 A 5 C

Speaking

Extra activity
- Check students know the meaning and pronunciation of *persuade* /pəˈsweɪd/ (to make somebody do something by giving them good reasons for doing it).
- Ask: *Do you think you're good at persuading people? Why? / Why not? Is it easy for people to persuade you? Why? / Why not?*
- Put students in pairs to share their answers.
- Elicit some responses from the class.

Exercise 3 page 97

- Go through the Speaking exam strategy together. Check students know the word *persuade* if not already checked.
- Ask them to read the exam task carefully and the four prompts.
- Check answers as a class.

KEY

1 A 2 B 3 B 4 A

Exercise 4 page 97

- Put students in A / B pairs to do the task.
- Circulate and monitor, making sure they swap roles. Tell Student As they must give a different reason why they don't want to join their partner's team.
- In whole-class feedback, ask students what was easy and difficult about the task.

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 multiple-choice questions about short texts. I can persuade my partner to do something.*

Further practice
Culture lesson 7: Ada Lovelace
Workbook page 90

7 Vision 360°

Life in the stars

Lesson summary
■ **square:** A talk about the Skylab space station
★ **star:** A video documentary about satellites
● **circle:** An article about the history of space exploration
▲ **triangle:** A web page about food in space
◓ **semicircle:** A text about becoming an astronaut
◆ **diamond:** A fact file about Pluto
Speaking: Discussing the challenges of being an astronaut; talking about reasons for space exploration
Listening: A talk about the Skylab space station; a video documentary about satellites
Reading: An article about the history of space exploration; a web page about food in space; a text about becoming an astronaut; a fact file about Pluto
Writing: A competition entry
Create task: Creating a map of the solar system

SHORTCUT

- To do the lesson in 30 minutes, ensure Steps 1 and 2 of the Create task are done in class, then set Step 3 for homework and do Step 4 in the next lesson.

WARM-UP

- Ask students to imagine that an astronaut who has just returned from a space mission is going to visit the class. Ask them to write three questions they would like to ask him / her.
- Working in pairs, students compare their questions.
- Ask a few pairs to share their best ideas with the class.
- If you have time remaining at the end of the lesson, students could take turns in their pairs to take on the role of the astronaut and answer their partner's questions. Ask a few pairs to present a role-play to the class.

Exercise 1 Think & share page 98

- Working in pairs, students discuss the questions.
- Ask a few students to share some information with the class.

EXPLORE

Exercise 2 page 98

- Go through the questions together and then enter into the 360° image. Move around the image to explore the Skylab space station, but do not click on the hotspot symbols yet.
- Stop and ask students to discuss the questions in pairs.
- Elicit ideas and opinions from the class.

Exercise 3 ■ page 98

- Go through the task together. Check that students know the meaning of *orbit* (move in a curved path around a much larger object, especially a planet, star, moon, etc.).
- Click on the square hotspot to play the audio for students to answer the questions.
- Check answers as a class.

KEY

1 It was in orbit from 1973 to 1979.
2 They conducted experiments, cleaned the station and took photos.
3 They can visit it at the Space Centre in Houston, Texas.

Transcript

■ **Adult** Welcome to the Skylab space station! The Skylab was the United States' space station, and it orbited the Earth from 1973 to 1979. The Skylab included a workshop, a solar observatory and all the necessary equipment for doing scientific research and for the crew members to survive. Many major experiments were conducted, and thousands of photographs were taken from the Skylab while it orbited the Earth.
The Skylab had a water supply and a zero-gravity shower system on board, and astronauts could shower once a week. It was a complicated machine, and showering took two and a half hours!
Astronauts started their day at 6 a.m.: they had breakfast, and then they did scientific experiments and tests. Astronauts did 90 minutes of exercise before dinner, and in the evenings, they cleaned the station, and prepared for the next day's experiments.
Before going into space in the Skylab, astronauts trained in this training centre which is set up just like the Skylab

was. By visiting the Skylab training centre, which is now on display at the Space Centre in Houston, Texas, we can explore what life is like for astronauts and the challenging conditions they face outside of the Earth's atmosphere.

★ **Scientist** At this very moment, there are over 2,000 satellites orbiting the Earth. In fact, most of the spacecraft in space are satellites. A satellite is a planet, moon or machine that orbits a planet or star. But why are they important in our lives? What would happen if we switched off all the satellites orbiting the Earth right now? How would it affect our lives? Seeing the world from above means that we can see large areas of the Earth at one time. Scientists can collect data and information on things like wildfires, volcanoes, clouds, oceans, ice and the weather more quickly.

Without satellites, global communication would stop – it would be difficult to get news, watch sports, get a good picture on the television, and we couldn't get directions on our phones or on sat navs in our cars either. Did you know that farmers also use satellites to drive and guide their tractors in their fields? Our modern-day life depends on satellite technology.

Satellites can also see into space better than we can from the Earth because they fly above the clouds and dust in the atmosphere. Using the images from satellites, scientists can study stars, planets and asteroids, but the satellites also fly near or orbit other planets. They can look for water on Mars or take photos of other planets, their moons or rings, and who knows what else they will find in space?

Extra activity

- Write on the board:
  Would you like to visit the Skylab training centre?
  What do you think was the biggest challenge the astronauts in the Skylab faced?
  What are the most challenging conditions you've ever faced?
- Students discuss the questions in pairs.
- Ask a few students to share some ideas or details with the class.

Exercise 4 ● page 98

- Go through the questions together. Check the pronunciation and meaning of *satellite* /ˈsætəlaɪt/ (an electronic device sent into space to travel around the Earth, used for gathering information or communicating by radio, television, etc).
- Click on the circle hotspot for students to read the article and answer the questions.
- Check answers as a class.

KEY

1 In the past, space exploration was a competition between the Soviet Union / Russia and the USA. Now there is more international cooperation.
2 The Soviet Union
3 The Soviet Union
4 The USA in July 1969
5 Students' own answers (Suggested answer: the USA, because they landed on the moon first.)

Extra challenge

Students write three more comprehension questions about the article. They swap notebooks in pairs, answer the questions and then swap back to check each other's answers.

Extra activity

- Write on the board:
  Why do you think there is more international cooperation with space exploration these days?
  Is this a change for the better?
  Is it always better for countries to work cooperatively?
- Working in pairs, students discuss the questions.
- Elicit ideas and opinions from the class.

Exercise 5 ▲ page 98

- Click on the triangle hotspot for students to read the web page and answer the questions.
- Check answers as a class.

KEY

In the past, the astronauts didn't like the food and it was difficult to prepare. Now there is more variety of food, they can have fresh hot drinks, and they can bring cake and fresh fruit and vegetables on board.

Exercise 6 ▲ page 98

- Students look at the article again and write their competition entry.
- Ask a few students to read their entry to the class.

Exercise 7 ★ page 98

- Click on the star hotspot to play the video for students to complete the summary.
- Check answers as a class.

KEY

1 machine 2 Earth 3 difficult 4 news 5 directions 6 planets

Extra support

Before playing the video, ask students to read through the summary and then elicit what type of word / information is missing from each gap, e.g. 1 = singular noun.

Exercise 8 ◓ page 99

- Click on the semicircle hotspot and give students time to read the article.
- Working in pairs, students complete the discussion task.
- Elicit ideas from the class.

Extra activity

- Write on the board:
  Should there be an age limit to be an astronaut?
  Why do astronauts need to …
  be a certain height? have good eyesight? work well in a team?
  Would you make a good astronaut? Why? / Why not?
- Students discuss the questions in pairs.
- Ask a few students to share some ideas and opinions with the class.

Exercise 9 page 99

- Give students time to think about what they have learned in the lesson and their own ideas and to write the reasons into the appropriate columns in the table.

Exercise 10 Think & share page 99

- Working in pairs, students compare their tables and discuss the differences.
- Ask a few pairs to feed back on how their tables differ.

CREATE … a map of the solar system

To complete the Create task, students will need access to the internet to do the Research it! task and paper and pens / pencils / craft items to create their map.

Extra support

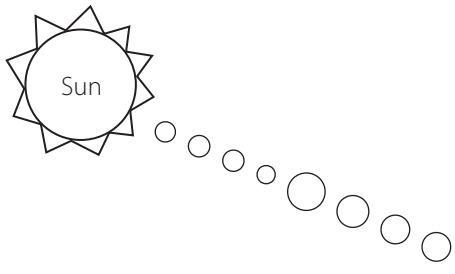
Rather than doing the Create task individually, students work in pairs or groups of three and write one fact file each.

STEP 1 page 99

- Students draw their map of the solar system and label the planets. Remind them that the first letter needs to be a capital.

Extra support

- Draw a simple map of the solar system on the board, similar to the one below:



- Write the names of the planets in random order down one side of the board.
- Students copy the map and work in pairs to decide on the correct order of the planets and label them.
- Check answers as a class.

KEY

Order from the sun: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune

Extra activity

- Teach the students a popular mnemonic to help them remember the order of the planets from the sun: *My Very Educated Mother Just Served Us Noodles*.
- As an extension, students could create their own mnemonic in pairs and share it with the class.

STEP 2 ◆ Research it! page 99

- Students select the planets they would like to research and write about. As far as possible, try to ensure a good balance of the number of students who choose each planet.
- Click on the diamond hotspot for students to read the fact file about Pluto.
- Students conduct some online research about their chosen planets and make notes about each of the points.

STEP 3 page 99

- Circulate and monitor as students write their fact files and complete their map, helping with language and other queries as required. Encourage them to use the fact file in the diamond hotspot as a model.

STEP 4 page 99

- Display students' completed maps around the classroom and ask the class to circulate and read each other's work.
- Ask a few students to share a new or interesting fact they found out from reading their classmates' fact files.

Extra activity

- Working in pairs, students use the information in the fact files to create a seven-question quiz about the planets, e.g. *Which is the hottest planet? How many planets have rings? Which planet was discovered most recently?*
- Put two pairs together and ask them to swap and complete each other's quizzes, then swap back to check answers.
- Find out which pair(s) scored the most points.

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 a space training centre and create a map of the solar system.*

8 Making money

8.1 Vocabulary

Lesson summary

Listening: A vlog about part-time jobs

Vocabulary: Words and phrases about part-time jobs

Speaking: Talking about what different part-time jobs involve

SHORTCUT To do the lesson in 30 minutes, keep the warm-up brief, omit exercises 4 and 5, or set exercise 8 as homework.

AfL Teaching tip: learning intentions

Engaging with content

Exploring the course unit map can help learners identify course content that interests them. It can also raise awareness of where they are in their learning in relation to that content.

Before the warm-up, help students to plan their learning by looking at the aims and map for the unit. What topics, vocabulary and grammar are familiar? What will be new? This final unit in the Student's Book contains two areas of grammar students may not have studied before: the past perfect and reported speech. This is a good opportunity to find out what they know and to help them and you think ahead about how they can best learn the content.

See the notes on Assessment for Learning on page 9.

WARM-UP Tell students to look at the photos.

- Ask: *What can you see in the photos? Do you have a job? What do you do? Do you enjoy it? Do you prefer working alone or with other people? Why?*
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Exercise 1 page 100

- Focus attention on the photos and elicit what students can see.
- Give students time to read and think about the questions.
- Working in pairs, students compare their answers.
- Elicit answers from the class.

Exercise 2 8.01 page 100

- Students read the instructions. Elicit that there are more jobs than speakers; this is because some speakers mention more than one job.
- Play the video or audio for students to match jobs A–G to the people in the photos.
- Check answers as a class.

KEY

1 E 2 B, C, F 3 G 4 A, D

Transcript

See Teacher's Guide, page 184.

Exercise 3 8.01 page 100

- Give students time to read the task. Deal with any vocabulary queries.
- You could get students to answer as many as they can from memory and then check their answers as they watch again.
- Play the video or audio again.
- Check answers as a class.

KEY

1 Raiko, Miya, Lewis 2 Raiko 3 Lewis 4 Miya, Yasmin
5 Raiko 6 Miya 7 Lewis, Yasmin 8 Raiko

Transcript

See Teacher's Guide, page 184.

Exercise 4 Real English page 101

- Students choose the correct meanings individually.
- Working in pairs, students compare their answers.
- Check answers as a class. If students are unsure, read out the relevant section of the transcript to give them context. You could emphasise that *at the end of the day* is idiomatic here and is not related to time (though, of course, in a different context it can be used with its literal meaning).

KEY

1 B 2 A 3 B 4 A 5 B

Exercise 5 8.02 page 101

- Students complete the sentences individually.
- Working in pairs, students compare their answers.
- Play the audio for students to check their answers.
- Check answers as a class.

KEY

1 I reckon 2 give it a go 3 At the end of the day
4 is such a pain 5 isn't really my thing

Transcript

See Student's Book, page 101, and Key above.

- Play the audio again, pausing as necessary for students to repeat the sentences.

Exercise 6 Vocabulary page 101

- Students complete the task individually.
- Check answers as a class.

KEY

1 B 2 F 3 G 4 A 5 D 6 H 7 I 8 E 9 C

- Drill the phrases for accurate pronunciation.

Exercise 7 Vocabulary page 101

- Students complete the task individually.
- Check answers as a class.

KEY

1 creative 2 stressful 3 shop assistant 4 lifeguard
5 part-time job 6 tiring

Extra activity

- Ask students to pick one of the words or phrases from exercise 6 or 7 which they can use in a sentence about someone they know, e.g. *My sister looks after our little cousins sometimes*. Put them in pairs to have a short conversation around this sentence, asking their partner questions to get more information.
- Ask a few students to share their sentence with the class.

Exercise 8 page 101

- Ask students to read the interview, not focusing on the gaps at first.
- Ask: *What is Jake's part-time job now?* (A customer assistant in a cinema) *Where did he work before?* (At a newsagent's)

Extra support

To help students, you could go through the interview and elicit what kind of word is needed to complete each gap: noun, verb, or adjective.

- Students complete the interview individually.
- Check answers as a class.

KEY

1 serve customers 2 work in a team 3 'm on my feet
4 part-time job 5 tiring 6 earn 7 shop assistant
8 on the checkout 9 stressful

Exercise 9 page 101

- Tell students to look at the photos on page 151. Give them time to read the questions and choose two photos to answer them about.
- Working in pairs, students talk about the photos. Circulate and monitor, checking they are using the new words and phrases. Make a note of any common errors you hear.
- When students have finished, write the mistakes on the board and elicit corrections from the class.
- If there's time, get feedback about each photo.

Extra challenge

There is at least one photo on the page which students have not yet talked about. Highlight this and tell them to work in their pairs to do the same task again, using this photo. Before they start, ask them to choose three words or phrases from exercises 6 or 7 that they haven't yet used and challenge them to use them in the task. After the discussion, ask students if they used the phrases.

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 92
Vocabulary booster page 126
Vocabulary photocopiable worksheet
Short test

8.2 Grammar

Lesson summary
Grammar: Past perfect
Listening: A speaker talking about events in a day at work
Reading: An email about a part-time job

SHORTCUT To do the lesson in 30 minutes, omit the warm-up and exercise 1. Ask students to watch the grammar video at home and omit exercise 5.

WARM-UP Write the following vocabulary from Lesson 8.1 on the board in two columns and put students in pairs to match and make the phrases:

part-time	*assistant*
shop	*job*
be on	*money*
earn	*team*
look	*on the checkout*
serve	*home*
work	*your feet*
work from	*customers*
work in a	*after*

Check answers as a class.

KEY

part-time job, shop assistant, be on your feet, earn money, look after, serve customers, work on the checkout, work from home, work in a team

Exercise 1 page 102

- With books closed, read the question to the students. Write the names on the board to help them recall the answers.
- Elicit answers from the class.

KEY

Raiko: waiter; Miya: lifeguard, gardener, shop assistant; Lewis: video game tester; Yasmin: baby-sitter, handmade goods seller

Exercise 2 page 102

- Students do the matching task individually.
- Check answers as a class. Go through any unknown vocabulary, e.g. *sunburned*, *disappointed*.

KEY

1 (Miya:) lifeguard 2 (Miya:) shop assistant
3 (Ethan:) game tester 4 (Raiko:) waiter
5 (Miya:) handmade goods seller

Exercise 3 page 102

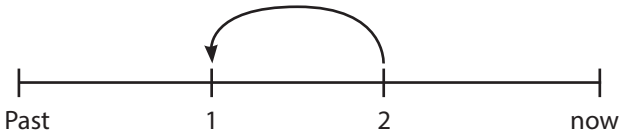
- Students complete the grammar rules.
- Working in pairs, students compare their answers.
- Play the video.
- Check answers as a class.

KEY

1 before 2 had 3 past perfect 4 past simple

Extra support

One way to help students understand the past perfect is by using timelines. Elicit the order of events in one of Miya's sentences, e.g. *action 1: put on suncream*, *action 2: go to work*. Then draw a timeline and show how the past perfect is needed if you start speaking about action 2 first. You can draw an arrow from the second action 'looking back' to the first. Do this for more sentences from exercise 2.



1 put on suncream
2 go to work

- Students do the Grammar booster exercises on page 146.

Exercise 4 page 102

- Students complete the task individually.
- Circulate and monitor, helping students by referring them to the grammar rules or by asking them to think carefully about the order of the events in the sentence.
- Check answers as a class.

KEY

1 Tick first sentence 2 Tick second sentence
3 Tick second sentence 4 Tick both
5 Tick both 6 Tick second sentence
7 Tick second sentence

Extra activity

You could put students in pairs and give each pair a sentence from exercise 4 to create a timeline for. Check the timelines are correct. Get them to share their timeline with another pair.

Exercise 5 8.05 page 102

- Students read the instructions. Tell them to read the events and ask: *What is Isabella's job? Who is Theo?* (Isabella looks after Theo, who is a little boy.)
- Play the audio for students to number the events. You may need to play it more than once.
- Check answers as a class. Deal with any misunderstandings connected with the past perfect.

KEY

1 Isabella and Theo played board games.
(2 Isabella found her old toys.)
3 Theo played in the garden.
4 Theo ate a few sandwiches.
(5 Theo fell asleep.)
6 Isabella arrived at Theo's house.
8 Theo woke up.
(7 Theo's parents left.)
9 Theo cried.
(10 Isabella noticed he had a fever.)

Transcript

See Teacher's Guide, page 185.

Exercise 6 page 102

- Give students plenty of time to do the task.
- Check answers as a class. Clarify any problems with the tenses by referring students back to the grammar rules and / or drawing timelines to illustrate the sequence of events.

KEY

… I called Blue Water Pools → had called
… after we talked about it … → had talked
… because he did … → had done
After he saw … → had seen
… because he saved → had saved

Exercise 7 page 102

- Give students time to read the sentence starters and complete the sentences.
- Circulate and monitor, checking they are using the past perfect correctly. Point out any errors and encourage them to self-correct.
- Remind students to make one of the sentences false.

Exercise 8 page 102

- Put students into A / B pairs.
- Tell Student As to read out their sentences to Student Bs first. Student Bs listen and guess which sentence is false.
- Then they swap roles.
- Do some quick feedback with the class. Find out how many students guessed correctly which sentence was false.

AfL Teaching tip: learning intentions

Focus students on how to extend their learning

Students can be asked to brainstorm what they will do to continue their improvement.

At the end of the lesson, put students in small groups to discuss how well they feel they understand and use the new grammar from this lesson. Ask them to discuss and plan what steps they can take to consolidate and improve their use of the past perfect, e.g. go back over the unit in the Student's Book, do Workbook exercises, use the online practice. Help them to decide on two steps and set their own deadlines. Make sure you check their progress.

See the notes on Assessment for Learning on page 9.

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 perfect to talk about reasons for past events.*

Further practice

Workbook page 93
Grammar booster page 146
Grammar photocopiable worksheet
Online practice

8.3 Listening

Lesson summary

Strategy: Use visual clues to help understanding

Listening: A podcast about jobs of the past

Speaking: Talking about jobs of the past

SHORTCUT To do the lesson in 30 minutes, omit the warm-up and keep exercise 1 brief. Select just one or two questions from exercise 5 and discuss them as a whole-class activity.

WARM-UP Write on the board: *What jobs do / did your grandparents do? What about their parents?*
Put students in small groups to discuss.

- Elicit ideas from the class.

Exercise 1 page 103

- Focus students' attention on the photos and elicit that these are not current photos. Encourage some guesses about when they were taken.
- Working in pairs, students discuss the questions.
- Elicit answers from the class, but don't confirm much detail about the jobs.

Exercise 2 8.06 page 103

- Go through the strategy together.
- Play the audio for students to answer the questions.
- Working in pairs, students compare their answers.
- Check answers as a class.

Extra challenge

Students may still not fully understand the audio, but encourage them to react to what they've heard as far as they can. Ask: *Did you know these jobs existed? What do you think about these jobs?*

KEY (SUGGESTED ANSWERS)

1 Wake up people who live in the house
2 He reads newspapers and books to factory workers.
3 Collect fallen pins and put them back in place, push the ball back to the player
4 Used / False teeth

Transcript

See Teacher's Guide, page 185.

Exercise 3 page 103

- Elicit answers to the question from the class. Encourage students to explain how the photo helped them with their understanding.

Exercise 4 8.06 page 103

- Ask students to read the texts. If they remember any of the information, they can complete those gaps before they listen to the audio again.
- Play the audio again.
- Working in pairs, students compare their answers.
- Check answers as a class.

KEY (SUGGESTED ANSWERS)

a long light b wake up people c factories
d alarm clocks e expensive f the USA
g boring / repetitive h actors i different people
j bowling k collect l push m tiring n used-teeth
o the dentist p size

Transcript

See Teacher's Guide, page 185.

Exercise 5 Think & share page 103

- Students read the questions and think about their answers.
- Working in pairs, students discuss the questions.
- Circulate and monitor. Prompt some students to go into more detail, e.g. question 2: *Why wouldn't you want to do the other jobs?*
- Ask a few students to share their ideas with the class.

Extra activity

- This is a creative and imaginative task. Students could do this task in the lesson or for homework. Ask them to choose one of the jobs from exercise 5, question 4. Tell them that it is now the year 2090 and the job no longer exists. Ask them to create a profile of the job for a website called 'Jobs of the past' to help children understand jobs people did in the past. Tell them to describe the job and say how many people did it and where they worked. Remind them to use the past tense.
- Check the writing and give feedback.

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 visual clues to understand a podcast about past jobs.*

Further practice
Workbook page 94
Online practice

8.4 Global skills

Lesson summary

Listening: A podcast about finding and working to your strengths

Vocabulary: Words to describe personal strengths

Speaking: Talking about personal strengths; pronunciation: the schwa sound /ə/

SHORTCUT To do the lesson in 30 minutes, keep the warm-up brief and omit exercise 1. In exercise 8, students write about just three strengths.

WARM-UP Write *strength* on the board and ask: *Is it a noun, verb, or adjective?* (A noun)

- Ask them for the related adjective (*strong*). Then elicit the opposite noun and adjective (*weakness*, *weak*).
- Ask students to think about their main strength and weakness in English and to find out if it is the same as the person sitting next to them.

Exercise 1 page 104

- Working in pairs, students discuss the question.
- Elicit some examples from the class.

Exercise 2 Think & share page 104

- Give students a moment to read question 1. Elicit ideas in response to this question.
- Give students more time to read the quotes and think about their answer to question 2.
- Working in pairs, students share and discuss their answers.
- Ask a few students to share their opinion with the class. Help students with the vocabulary they need to explain the meanings of the quotes.

KEY

1 Do what you can do best / Use your best qualities or abilities
2 Students' own answers

Exercise 3 8.07 page 104

- Play the audio for students to answer the questions.

Transcript

See Teacher's Guide, page 185.

Exercise 4 page 104

- Working in pairs, students compare their answers to the questions in exercise 3.
- Check answers as a class. Check students know the meaning of *proud*.

KEY

1 Things which are easier for you to do; things you are good at
2 Because nobody is good at everything, so you should focus on and develop what you're best at
3 By answering the question about the last thing that made them proud

Exercise 5 Vocabulary page 104

- Students read the situations and do the matching task.
- Working in pairs, students compare their answers.
- Check answers as a class.

KEY

1 focused 2 organised 3 team leader 4 sociable
5 reliable 6 confident

- Drill the words for accurate pronunciation.

Exercise 6 Pronunciation 8.08 page 104

- Go through the pronunciation information together.

Extra challenge

- Ask students to work in pairs to say the words and mark which syllable they think the stress falls on.
- They can check when they hear the audio.
- Give students time to look at the words and say them aloud.
- Play the audio for students to complete the task.
- Check answers as a class (the schwa sounds are in bold in this key). Highlight that the pronunciation of the suffix *-able* is different from the adjective *able* /eɪbl/ even though they look the same, e.g. *She wasn't able to do it*.

KEY

available confident comfortable enjoyable focused leader organised reliable sociable suitable

Transcript

See Key above.

Exercise 7 8.08 page 104

- Play the audio again for students to repeat the words, paying attention to stress and the schwa sound.

Transcript

See Key in Exercise 6.

AfL Teaching tip: success criteria

Monitoring of feedback

Make success criteria clear in the classroom so that students know where they are going in their learning.

In this challenging speaking task, make it clear to students that you will not be focusing on accuracy but only on task achievement, i.e. successfully communicating your strengths to your group. This may encourage risk-taking and inventive use of language.

You can note any outstanding use of words, phrases, or grammar for positive feedback after the activity if you wish.

See the notes on Assessment for Learning on page 9.

Exercise 8 page 104

- Students prepare for the speaking task by deciding on five personal strengths. Ask them to give examples where possible to support their decisions.
- Circulate and monitor, asking less confident students to share their thoughts with you.
- Refer students to the vocabulary in exercise 5 for ideas. You could also encourage students to reflect on recent reports from teachers, sports coaches, etc. as one source of 'evidence' for their choices.

Exercise 9 page 104

Note!

Some students who are more introverted may find it uncomfortable to do this task for fear that their classmates will disagree with them, or because they do not wish to seem boastful. Also, some students may not have thought about their own strengths before and find it difficult to come up with five. On the other hand, there will be students who are naturally keen to show off their strengths and may be rather dominant. Grouping students carefully according to what you know about their characters, may make the task more successful.

- Put students in small groups of three or four.
- Remind students to give illustrations or examples to support their choices of personal strengths. Tell them to

be constructive in any comments they make about each other's strengths and to think about how they would feel before they make a comment.
- Circulate and monitor, encouraging students to add other strengths they have noticed in their classmates. If necessary, add your own ideas to prompt further discussion.
- Give students a time limit to the end of the activity.
- Elicit different strengths and make a list on the board. At the end, ask students to look at the board and see if they recognise any further strengths in themselves which they hadn't thought of.

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 analyse and evaluate personal strengths.*

Further practice
Workbook page 95

8.5 Vocabulary

Lesson summary

Reading: An article which describes a true story of procrastination

Vocabulary: Phrasal verbs

SHORTCUT To do the lesson in 30 minutes, omit the warm-up and keep exercise 1 brief. Set exercise 6 as homework and do exercise 7 in a later lesson.

WARM-UP Write *architect* on the board and elicit what students know about this profession.
- Ask them what kind of person you need to be to do this job and the qualifications you need. You could find out if they know anyone who is an architect.

Exercise 1 page 105

- Give students time to read the definition and questions. You could model and drill pronunciation of *procrastinate* /prə'kræstɪneɪt/.
- Working in pairs, students discuss their answers.
- Elicit some answers from the class. You could ask what kinds of tasks they often delay starting and whether procrastination has ever got them into trouble. You could tell them the noun *procrastination*.

Culture note

Frank Lloyd Wright (1867–1959) was an American architect who wrote 20 books on architecture and designed around 1,000 buildings. Eight of his buildings are on the UNESCO World Heritage list. His style and ideas influenced many architects.

Exercise 2 page 105

- Focus attention on the photo and elicit students' opinions about this building. Tell them it was designed by a famous American architect called Frank Lloyd Wright.
- Students read the article to answer the question.
- Check the answer as a class.

KEY

When Edgar Kaufmann called him and told him that he was coming to his house

Exercise 3 page 105

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

KEY

1 To design a summer house in the Appalachian Mountains in Pennsylvania for Edgar Kaufmann, a businessman from Pittsburgh
2 After nine months, he was impatient and wanted to check what Wright had done.
3 After the phone call

Exercise 4 page 105

- Go through the **Tip** together. Focus attention on the highlighted words in the article and point out that these are phrasal verbs.

Note!

Students sometimes worry about phrasal verbs because the form seems different from other verbs. Emphasise to students that they already know and use phrasal verbs, e.g. when talking about their daily routine: *wake up*, *get up*. This lesson does not go into the usage of phrasal verbs, but you may need to confirm that it is possible with many of them to separate the verb and adverb, e.g. *put it off*, and that when a pronoun is used, it often comes between the verb and adverb (see question 3 in exercise 6).

- Students read the definitions and do the matching task individually.
- Working in pairs, students compare their answers.
- Check answers as a class.

KEY

1 come round 2 hear from 3 put off 4 take on
5 go by 6 get on 7 run out of 8 write down
9 give up 10 hang up 11 turn up 12 work out
13 hand over 14 carry out

Exercise 5 page 105

- Students complete the task individually.
- Check answers as a class.

KEY

1 work out 2 getting on 3 run out of 4 hand over
5 carries out 6 went by 7 write down

Exercise 6 page 105

- Ask students to read the questions and complete them individually. Remind them to use the correct verb form.
- Check answers as a class.

KEY

1 put off 2 come round 3 give, up 4 hear from 5 hung up

- Give students time to think of their answers to the questions. Get them to make notes and ask them to think about the tenses they need in each answer.

Exercise 7 page 105

AfL Teaching tip: success criteria

Students negotiate their own success criteria

Include activities for learners to negotiate their own success criteria

Write a number of possible success criteria on the board and ask pairs to choose two or three to work on in this 'ask and answer' activity:

- *Make sure you use the correct tenses.*
- *Be patient and give your partner thinking time.*
- *Ask questions to get more details.*
- *Speak clearly and pay attention to pronunciation.*
- *Show interest, using phrases like* Really?, OK, I see, Right.

It is a good idea to ask students to write their chosen criteria in large letters on a piece of paper so that they can see them and be aware of them throughout the activity. At the end of the activity, get them to reflect on how well they achieved their success criteria.

See the notes on Assessment for Learning on page 9.

- Put students in pairs to share their answers to the questions in exercise 6.
- Circulate and monitor. If you did the Assessment for Learning tip, note how well students are doing in relation to their success criteria.
- Ask some students to report back on the most interesting things that their partner said.

Extra activity

- Put students in groups of three to test each other on phrasal verbs from the lesson.
- Tell them to cut up 14 small pieces of paper, each no bigger than the size of a mobile phone. In their group, students write each phrasal verb on a piece of paper in large letters so they have a set of 14 phrasal verb cards. These cards are then spread out face up on the table. One student is the reader and chooses a definition to read aloud from exercise 4. The other two students compete to put their hand on the corresponding phrasal verb. The quickest to do so keeps that card. The reader continues with more definitions and the student with the most cards at the end is the winner.

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 procrastination using phrasal verbs.*

Further practice

Workbook page 96
Vocabulary booster page 127
Vocabulary photocopiable worksheet
Short test

8.6 Grammar

Lesson summary

Reading: A text message reporting a dialogue between two people

Grammar: Reported speech

Speaking: Making excuses and reporting them to another person

SHORTCUT To do the lesson in 30 minutes, omit the warm-up and ask students to watch the grammar video at home. You could give students just the first five sentences to do in exercises 4 and 5. Alternatively, set exercise 6 as homework and then do exercise 7 in a later lesson.

WARM-UP Ask students: *When was the last time you told another person what someone had told you? Was it important to report what they said exactly? Why? / Why not?* Put students in pairs to discuss and then elicit some ideas from the class.

Exercise 1 page 106

- Ask students to read the questions and give them a moment to think about their answers.
- Working in pairs, students discuss their answers.
- Elicit answers from some students. Comment on helpful factors and distractions which many of the class agree with.

Exercise 2 page 106

- Elicit or teach the meaning of *colleague* if necessary.
- Students read the text message and answer the question.
- Elicit the answer from the class.

KEY (SUGGESTED ANSWER)

He wasn't focusing on their project. He was multitasking.

- Ask students: *Do you often multitask? Do you think it's a good thing to do? Why? / Why not?*

Note!

Students will need the past perfect for some of the reported speech sentences in this lesson. If necessary, elicit from students the form of the past perfect and some examples. If they have difficulty remembering the form, refer them back to the grammar rules in Lesson 8.2 on page 102.

Exercise 3 page 106

- Students read the grammar rules and do the task. Students need to think about the actual words that Alex and Emily used. If necessary, do the first sentence as a demonstration together.
- Working in pairs, students compare their answers.
- Play the video.

- Check answers as a class. Answer any queries students have about the changes we make when reporting what someone said.

KEY

1 a 'I don't believe in multitasking.'
b 'According to scientists, multitasking makes you 40% slower at work.'
2 d 'I'm paying attention.'
3 c 'One study showed that your IQ gets lower because of multitasking.'

- Students do the Grammar booster exercises on page 147.

Exercise 4 page 106

- Ask students to read sentence 1 and the reported speech sentence. Do this example with the class and refer students to the grammar rules if necessary.
- Students choose from the options for sentences 2–8.
- Check answers as a class.

KEY

1 B 2 A 3 B 4 A 5 B 6 B 7 A 8 B

Exercise 5 page 106

- Do number 1 together with the class as a demonstration, eliciting the correct tense and the change of pronoun.
- Students could do the task individually or in pairs to offer each other peer support.
- Check answers as a class. Students may find it strange that there are two *had*s in sentence 5, so you could explain that this is the past perfect of the verb *have*. Give another example if necessary, e.g. *'I had a headache all day.' She told me that she had had a headache all day.* (Note: We often contract the first *had: She'd had a headache.*) Answer any queries about the grammar, referring students to the grammar rules and Grammar booster as necessary.

KEY

1 Ella said that they / we needed to work it out.
2 Badrey said that he had got the job.
3 Mia said that they had been on their feet all day.
4 The manager said that I / we didn't carry out all my / our tasks.
5 Ayesha said that they had had an important meeting on Friday.
6 Jim said that he was getting on well at his Spanish classes.
7 My boss said that it was a stressful time for the whole company.
8 Dad said that we were running out of bread.

Exercise 6 page 106

- Make sure students know the meaning of *excuses*.
- Focus attention on the sentence starters and tell students to finish them with their own words.
- Students do the task individually.
- Circulate and monitor, checking their sentences are correct. Help students to self-correct where necessary.

Exercise 7 page 106

AfL Teaching tip: success criteria

Effective feedback is well timed

Teachers may want to give immediate feedback, but as students become more proficient, it is better to wait and give feedback when the task is completed.

Make it clear to students that you will not interrupt them during the task, but that you will give feedback at the end. You can do this through a 'spot the mistake' type activity, which gives students time to think about the feedback and also depersonalises it.

See the notes on Assessment for Learning on page 9.

- Put students into A / B / C groups of three.
- Tell Student As to begin. Student As read one of the excuses from exercise 6. Student Bs need to understand it and then report it to Student Cs. This continues with each student taking each role in turn.
- Circulate and monitor, checking that students are following the rules for reported speech. Don't interrupt, but note any errors to correct at the end; you may need to write down both direct and reported speech.
- When students have finished, write the mistakes on the board and elicit corrections from the class.

Extra activity

- Put students in pairs and ask them to tell each other about a) one thing they often do in their free time and b) one thing they did or that happened to them last week. Tell them they can ask their partner questions and should make notes so they can remember what their partner said.
- Then, working individually, they write a report of what their partner told them. Ask students to swap their sentences and check that the information is correct and also peer-correct any errors with reported speech. Circulate and monitor.
- You might want to take these sentences in for marking to check that the peer-correction was accurate.

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 reported speech to talk about schoolwork.*

Further practice

Workbook page 97
Grammar booster page 147
Grammar photocopiable worksheet
Online practice

8.7 Reading

Lesson summary

Reading: An article about two jobs

Strategy: Recognising audience

Vocabulary: Matching words from the text to definitions

SHORTCUT To do the lesson in 30 minutes, omit the warm-up and keep exercise 1 brief. Set exercise 6 as homework.

WARM-UP Put students in small groups for a vocabulary competition. Tell them to write the alphabet vertically down the left side of one page. Give them two minutes to think of a job which starts with each letter.

- Stop them when time is up and elicit the jobs.
- Award one point for each correct answer. The winning group is the one with the highest score.

Exercise 1 Think & share page 107

- Give students time to read the questions and think about their answers.
- Working in pairs, students share their answers.
- Elicit ideas from the class.

Exercise 2 8.11 page 107

- Focus students' attention on the photos and elicit what they can see. (You could remind them of the strategy in Lesson 8.3: Use visual clues to aid understanding.)
- Students read the article to answer the question.
- Check the answer as a class.

KEY (SUGGESTED ANSWER)

Similarities: In both jobs, you work as a caretaker of an island. In both jobs, you have to take care of animals. **Differences:** Bardsey Island has difficult living conditions. Hamilton Island offers everything for tourists: an airport, hotels, restaurants and shops. Bardsey Island has a rough climate, with cold months and strong winds. Hamilton Island is a sunny island with palm trees and sandy beaches.

Transcript

See Student's Book, page 107.

Exercise 3 page 107

- Go through the strategy together. Point out that the strategy gives four possible aims of a text and elicit what they are.
- Students answer individually.

Exercise 4 page 107

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

KEY (SUGGESTED ANSWERS)

1 B

A Each job is presented separately. The author doesn't make any comparisons.

C The author describes each island and what the job involves, but doesn't give any warnings.

D The author doesn't encourage anyone to take the jobs.

Exercise 5 Mediation page 107

- Students read the instructions and the email.

Extra support

Some students may not be clear about the context of this activity. Ask questions to check understanding of the mediation task: *Who are Max, Sami and Gavin?* (Friends) *Who has read the article?* (Gavin) *How does Sami know about the job offers?* (Gavin told him.) *Why is Sami emailing Max?* (To give Max information about the jobs and tell him that he will apply.)

- Give students time to read the email and complete it individually. Tell them that some gaps need more than one word.
- Working in pairs, students compare their answers.
- Check answers as a class.

KEY

1 islands 2 North Wales 3 are no / aren't any
4 toilets and bathrooms 5 in the summer 6 close
7 six months 8 three 9 tourists 10 golf
11 fishing / hiking

Exercise 6 Vocabulary page 107

- Focus students' attention on the highlighted words in the article in exercise 2. Point out that some of these words will be new, but they should try to work out the meaning from the context.
- Students do the task individually.
- Check answers as a class. Go through the new vocabulary, modelling and drilling the pronunciation.

KEY

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

Extra activity

- Write the following questions on the board for students to ask and answer in pairs:
  Are you fed up with the town where you live?
  Who is the caretaker of your school?
  What is the most remote place you have ever been to?
  Would you go swimming in a rough sea? Why? / Why not?
  What wildlife can visitors see in your country?
  Where is your favourite sandy beach?
  Have you ever been snorkelling? If not, would you like to?
- Ask a few students to share their ideas with the class.

AfL Teaching tip: diagnostics

Exchanging ideas and clarifying

Students can benefit from sharing ideas and knowledge with each other.

Students learned a similar strategy in Lesson 6.3: identifying audience. It's a good idea to ask students to review what they've already learned as a springboard to their extended learning. Ask them to read their notes from Lesson 6.3 and put them in pairs to discuss what kinds of reasons a someone might have for writing, e.g. *inform*, *advise*, *entertain*, *instruct*, *warn*, *sell*, *explain*, *persuade*, *describe*.

See the notes on Assessment for Learning on page 9.

Exercise 7 Think & share page 107

- Give students time to read the questions and think about their answers.
- Working in pairs, students discuss their answers.
- Have a whole-class discussion.

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 the purpose of an advert for an unusual job.*

Further practice
Documentary: *Ant man*
Workbook page 98
Online practice

8.8 Speaking

Lesson summary
Listening: A dialogue about an office
Strategy: Paraphrasing unknown words
Vocabulary: Useful language for conversation fillers and comparing photos
Speaking: Describing office spaces and answering questions about them

SHORTCUT To do the lesson in 30 minutes, omit the warm-up and exercise 5 and make no reference to the Phrasebook in later exercises. Alternatively, set exercise 6 as homework and do exercises 7 and 8 in a later lesson.

WARM-UP Ask students to look around the classroom they are in and elicit what they like and don't like about it. Ask if there are any things in the room which they don't know the word for. (You could prepare for this by bringing in a number of objects you think will be unknown vocabulary.) Students can point to things! Tell them that at the end of the lesson, they will know how to talk about these things.

Exercise 1 page 108

- Working in pairs, students share their ideas.
- Ask a few students to share their opinion with the class.

Exercise 2 8.12 page 108

- Play the audio for students to do the task.
- Working in pairs, students compare their answers. Play the audio again if necessary.
- Check answers as a class.

KEY
1 Jan has worked in other offices before.
2 The company wants people to feel happy at work, so their office is amazing.
3 Jan likes the secret garden because it has an amazing design and comfortable armchairs.
4 There's special carpet in the secret garden.
5 People want to work for Reward Gateway because their office is fun.

Transcript

See Teacher's Guide, page 186.

Exercise 3 page 108

- Go through the strategy together. Check students remember the meaning of *paraphrase*, which they saw in Lesson 7.7.
- Play the audio again for students to answer the questions. Tell them that they don't need to write Jan's exact words; they need to decide which technique from the strategy he uses.
- Working in pairs, students compare their answers.
- Check answers as a class.

KEY
Rainbow (he defines the word), carpet (he defines the word), relaxed (he gives antonyms and synonyms)

Transcript

See Teacher's Guide, page 186

Exercise 4 page 108

Extra support
- Help students to practise the different ways to paraphrase in a very controlled task. Hold up or point to an object in the classroom which you are sure they won't know the word for, e.g. *a stapler* or *a power socket*. Ask them to **define** the object. Point out of the window at the weather and elicit an **antonym** that they could use to paraphrase the weather conditions. Then choose one more thing for them to practise giving **a general meaning**, e.g. *a rucksack* (a kind of bag).

- Working in pairs, students try to explain something they don't know the word for using the different strategies. Their partner can then point to the thing in the photo. Demonstrate with one student if necessary.
- Circulate and monitor, making a note of any good uses of the strategy.
- Do some quick feedback with the class.

Exercise 5 8.13 page 108

- Go through the Phrasebook together. Check students understand *conversation fillers* and elicit when we use them. Also check they know *tongue* to help them understand the last phrase. Elicit the meaning (if a word is on the tip of your tongue, you are sure that you know it, but you cannot remember it). Remind students that they looked at describing photos in Lesson 6.8.
- Play the audio, pausing where necessary, for students to repeat the phrases.
- Answer any queries about these phrases.

Transcript

See Student's Book, page 108.

Exercise 6 page 108

- Students read the instructions and questions before they turn to page 149 to look at the pictures.
- Students choose two pictures to describe and make notes individually. Circulate and monitor, encouraging them to

decide how to paraphrase where necessary. Don't allow the use of dictionaries!
- Make sure students write notes to answer all the questions.

Exercise 7 page 108

- Put students in A / B pairs. Tell Student As to answer questions about their photo first. Student Bs ask the questions. Highlight that they should use conversation fillers if they find it difficult to continue talking.

Extra challenge
Before they start the task, ask students to think of more questions to ask, like the examples given. Give them time to do this and check their questions are correct. This will give them more to discuss.

- Circulate and monitor the questions and answers, checking students are using paraphrasing and phrases from the Phrasebook.
- Make sure the students swap roles.

Exercise 8 Reflect page 108

- In their pairs, students answer the questions.
- Find out what students found most difficult and try to elicit possible solutions.
- Remind students of the strategy in Lesson 5.8: Learning set phrases. Encourage them to choose three of the conversation fillers to learn by heart. Tell them to try to use them in discussions in future lessons.

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 paraphrasing to compare photos of workplaces.*

Further practice
Workbook page 99
Communicative activity photocopiable worksheet
Online practice

8.9 Writing

Lesson summary
Reading: A job advert; a job application email
Strategy: Selecting appropriate vocabulary for the context
Vocabulary: Useful phrases for writing a job application
Writing: An application email

SHORTCUT To do the lesson in 30 minutes, omit the warm-up and set exercises 7 and 8 as homework.

WARM-UP Ask students: *Have you ever applied for something? What did you have to do?*
Elicit some ideas, e.g. *a part-time job*, *a position at school*, *membership of a gym or club*, *a course*.

Exercise 1 page 109

- Students read the job advert and the questions. Check the meaning of *outdoor adventures* (activities you do outside, such as hiking).
- Put students in pairs or small groups to discuss the questions.
- Elicit some ideas from the class.

KEY (SUGGESTED ANSWERS)
1 Activity leaders during summer camps.
2 People who can lead such activities and are between fourteen and eighteen years old, have experience of looking after children, are friendly, full of ideas and reliable.
3 What activity leader you'd like to be and what experience you have.

Exercise 2 page 109

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

KEY
Sports activity leader
Suggested answers: He's suitable because he's a babysitter and has worked as an assistant coach of an under-nine girls' football team; he likes sports; and he is responsible, hard-working and keen on taking new challenges.

Exercise 3 page 109

- Focus students' attention on letters A–E in the email.
- They match each paragraph to what Oscar does.
- Check answers as a class. Point out that this will be the paragraph plan for their own emails.

KEY
1 D 2 C 3 E 4 A 5 B

Exercise 4 page 109

- Go through the strategy together. Elicit what students think is different when they compare the examples of formal and informal language (the vocabulary used, no contractions in the formal sentences and the formal sentences are longer).
- Students read the pairs of sentences and choose which is more formal.
- Working in pairs, students compare their answers.
- Check answers as a class, eliciting how students decided on their answers.

KEY
1 B 2 A 3 B 4 A 5 B

Exercise 5 page 109

- Tell students to use the email in exercise 2 to help them.
- Students complete the sentences individually.
- Check answers as a class. Point out that when we know the name of the person we are writing to, we end the email with *Yours sincerely*, but when we do not, the ending is *Yours faithfully*. You can stress that the meaning is the same, it is just a convention. Likewise, tell students they should learn the phrase *I look forward to hearing from you* because we use it at the end of many formal letters and emails to request a response.

KEY

1 sincerely 2 faithfully 3 forward 4 experience
5 position 6 apply 7 previously 8 candidate

- Drill the words and phrases for accurate pronunciation.

Exercise 6 page 109

- Students prepare to write their own job application email. Ask them to read the advert in exercise 1 again and choose which activity they want to apply to lead.
- Give students plenty of time to make notes.
- Circulate and monitor, getting students who have written very little to add more detail as this may help them produce a better email.

Extra support

Remind students who find it hard to think of ideas that the information in this email does not have to be true – they can invent some details for this written exercise. You could also get the class to brainstorm words and phrases for personal qualities, e.g. *responsible*, *reliable*, *energetic*, *hard-working*, *sensible*, *encouraging*, *friendly*.

Exercise 7 page 109

- Remind students of the paragraph plan in exercise 3. Tell them to use phrases from exercise 5 and the email in exercise 2 to make their emails sound formal.
- Students write their application emails individually.
- Circulate and monitor, pointing out any phrases which sound informal and help students to self-correct where necessary.
- Give a time limit to the end to keep the class together.
- Encourage students to check punctuation, grammar and spelling.

Exercise 8 Check your work page 109

- Students assess their work by answering the questions.
- Do some quick feedback with the class. Elicit whether it was easy or difficult to use formal language and why.

Extra activity

Put students in pairs to swap emails and read them carefully. They should put themselves in the position of the manager of the summer camp. Ask: *Would you offer this person a job interview or not?* Encourage them to give feedback to their partner and give reasons for their decision.

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 vocabulary in an email to apply for a summer job.*

Further practice

Workbook page 100
Online practice

8.10 Review

Grammar

Exercise 1 page 110

KEY

1 became, 'd / had been
2 didn't know, hadn't written down
3 'd / had heard, called, told
4 gave up, 'd / had lost
5 came back, 'd / had already eaten
6 'd / had talked, decided

Exercise 2 page 110

KEY

1 (that) she was giving up
2 (that) it had been a very tiring day
3 me (that) they sold handmade goods there
4 (that) they hadn't heard from Jason the week before
5 me (that) Lucy was looking after her little brother then
6 me (that) his mum worked from home

Vocabulary

Exercise 3 page 110

KEY

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

Exercise 4 page 110

KEY

1 turn up 2 carry out 3 had gone by 4 put off
5 hang up 6 take on 7 've / have run out of
8 handed over

Cumulative review

Exercise 5 page 110

KEY

1 getting 2 were 3 had 4 on 5 from / at
6 stressful 7 up 8 earn 9 tiring 10 feet 11 didn't
12 gone 13 turned 14 off 15 was 16 had

Think & share

Exercise 6 page 110

Students' own answers

Note!

Once students have completed the Review page in the Student's Book, they should complete the Review section in the Workbook and the Reflect questions.

Further practice

Workbook page 101
Progress test

8.11 Exam skills

Lesson summary

Exam strategies: Listening: listening for gist; Use of English: reading through a completed text to check it makes sense; Writing: checking to make sure your writing makes sense and that it doesn't have grammar, spelling, vocabulary, or punctuation mistakes

Listening: Six students talking about jobs

Use of English: An article about a trip to Iceland

Writing: An article about the job you would most like to do

WARM-UP Put students in small groups to talk about their ideal jobs, both as a part-time or summer job and as a career after they finish their education. Ask them to discuss what they need to do in order to get their ideal job (e.g. *write a CV*, *get certain qualifications*, *do further training*).

- Elicit some responses from the class.

Listening

Exercise 1 8.14 page 111

- Go through the Listening exam strategy together.
- Students read the exam task.
- Students read the three points and questions.
- Play the audio.
- Check answers as a class.

KEY

1 and 2 are details. 3 is the main idea.

Transcript

See Teacher's Guide, page 186.

Exercise 2 page 111

- Students read summaries A–F. Elicit or point out that all the speakers are going to talk about the same topic: work.
- Play the audio for students to do the task.

Extra support

Working in pairs, students compare their answers. If necessary, play the audio a second time.

- Check answers as a class.

KEY

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

Transcript

See Teacher's Guide, page 186.

Use of English

Exercise 3 page 111

- Go through the Use of English exam strategy together.
- Students read the instructions and complete the exercise individually.
- Check the answer.

KEY

Sentence 2 is wrong – *going* should be *running*.

Exercise 4 page 111

- Working individually, students complete the text.
- Tell them to read the text again when they finish to check it makes sense.
- Check answers as a class.

KEY

1 ago 2 on 3 was 4 had 5 school 6 the 7 for 8 in

Extra activity

- Ask students to think about working in another country as Harry did in the text. Ask: *Which country would you choose and why? What job would you like to do there?*
- Put them in pairs to share their answers. Encourage them to ask each other questions to get more detail about their ideas.
- Elicit some ideas from the class.

Writing

Exercise 5 page 111

- Go through the Writing exam strategy together.
- Students read the instructions and complete the exercise individually.
- Check the answers as a class.

KEY

1 extra word 2 wrong punctuation 3 wrong tense 4 missing word 5 wrong word 6 wrong spelling

Exercise 6 page 111

- Students read the instructions and write their article.
- When they have finished, ask them to read their article again and make sure they have answered all the questions. Does their article make sense?
- Then ask them to check for grammar, spelling, vocabulary, or punctuation mistakes.

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 gist. I can check a text after completing gaps. I can check that my writing is clear and make sense.*

Further practice

Culture lesson 8: UK bank notes
Workbook page 101
Online practice

Vocabulary booster

Vocabulary booster 1.1 objective

Vocabulary: To review, practise and extend the vocabulary for talking about a day out

Exercise 1 Get started 1.02 page 112

- Working in pairs, students do the task.
- Play the audio for students to check their answers.

KEY

1 amazing, brilliant, excellent, incredible, interesting, wonderful
2 awful, boring
3 amazing, awful, boring, brilliant, excellent, incredible, interesting, strange, wonderful
4 active, amazing, brilliant, incredible, interesting, wonderful
5 awful, boring, lazy

Transcript

See Key above.

Exercise 2 page 112

- Check answers as a class.

KEY

1 awful 2 active 3 boring 4 excellent 5 amazing
6 incredible

Exercise 3 page 112

- Working in pairs, students do the task.
- Ask some students to tell the class one thing their partner told them.

Exercise 4 Practise page 112

- Check answers as a class.

KEY

1 suncream 2 caves 3 ruins 4 wildlife 5 attraction
6 countryside 7 exhibition 8 equipment
9 audio guide

Exercise 5 page 112

- Check answers as a class.

KEY

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

Exercise 6 Extend 1.03 page 112

- Play the audio for students to check their answers.

KEY

1 hike 2 seaside resort 3 amusement park
4 backpacking 5 road trip 6 national park

Transcript

See Key above.

Exercise 7 page 112

- Working in pairs, students discuss the activities and rank them.
- Students compare their ranking with each other, giving reasons where possible.
- Ask a few students to share their ideas with the class.

Extra activity

- Set a time limit for students, working in groups of three, to tell the story of an imaginary day out, taking turns to add a sentence at a time. In each sentence, they must use one of the words or phrases from the exercises or bold words on this Vocabulary booster page. They get a point for each sentence they add and keep track of their score. Any time they can't think of a sentence, they miss their turn on that round (and that point).
- Stop when the time limit is up. Check their scores.

Further practice

Workbook page 104

Vocabulary booster 1.5 objective

Vocabulary: To review, practise and extend vocabulary about travel

Exercise 1 Get started page 113

- Check answers as a class.

KEY

1 take the bus 2 ride a bike 3 wait at a bus stop
4 stop at the traffic lights 5 go on the underground
6 drive to school

Exercise 2 1.08 page 113

- Play the audio for students to check their questions.
- Working in pairs, students ask and answer the questions.
- In class feedback, you could ask pairs how many answers they have in common.

KEY

1 bus 2 ride 3 wait 4 traffic lights 5 underground
6 drive

Transcript

See Student's Book, page 113, and the Key above.

Exercise 3 Practise page 113

KEY

1 delayed 2 convenient 3 board 4 check in
5 reach 6 miss 7 cross

Exercise 4 page 113

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

KEY

1 tunnel 2 departures 3 long queues 4 ferry, port
5 security 6 gate 7 luggage 8 boot

Exercise 5 Extend 1.09 page 113

- Play the audio for students to check their answers.

KEY

1 a one-way ticket 2 a return ticket 3 go abroad
4 a non-stop flight 5 book a ticket 6 commute

Transcript
See Key above.

Exercise 6 page 113
- Working in pairs, students ask and answer the questions. Encourage them to give as much information as possible.
- Ask a few students to share their answers with the class.

Word skills

Exercise 7 page 113
- Check answers as a class.

KEY
countryside, suncream, wildlife

Exercise 8 page 113
- Students do the task individually. They then check their answers in pairs.
- Check answers as a class.

KEY
1 F 2 T 3 T

Exercise 9 page 113
- Students complete the task. They then compare answers in pairs. You may need to provide dictionaries so they can check which are two separate words.
- Check answers as a class.

KEY
airport, bus stop, guidebook, railway, swimming pool, washing machine, weekend

Extra activity
- In small groups, ask students to think of three more compound nouns which can be made using one of the words in exercise 9 and another word, e.g. *audio guide*, *swimming costume*, *washing up*.
- They give their compound nouns to another group to check in a dictionary: meanings, spellings and whether they are one word or two and if a hyphen is needed.

Further practice
Workbook page 104

Vocabulary booster 2.1 objective
Vocabulary: To review, practise and extend the vocabulary for talking about household chores

Exercise 1 Get started 2.02 page 114
- Play the audio for students to check their answers.

KEY
1 get up 2 have a shower 3 get dressed
4 brush your teeth 5 have breakfast 6 go to school
7 go home 8 have lessons 9 do your homework
10 go to bed

Transcript
See Student's Book, page 114, and the Key above.

Exercise 2 page 114
- Check answers as a class.

KEY
1 get up 2 have 3 have, get 4 brush, have
5 go 6 have 7 do 8 go
- Now put students in pairs to ask and answer the questions.

Exercise 3 Practise page 114
- Check answers as a class.

KEY
1 housework 2 load, empty, dishwasher, washing
3 lays, clear 4 washes, dry 5 cleans 6 take out
7 sweeps 8 decorate

Extra challenge
Ask students to tick any sentences that are true for them and their family. They should make changes to the other sentences to make them true.

Exercise 4 page 114
- Check answers as a class.

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

Exercise 5 page 114
- Working in pairs, students do the task.
- Ask a few students to share their opinion with the class to find out whether there is consensus about which chores are most important.

Exercise 6 Extend 2.03 page 114
- Play the audio for students to check their answers.

KEY
1 vacuum cleaner 2 ironing board 3 broom
4 washing line 5 tumble dryer 6 mop 7 duster
8 bucket

Transcript
See Key above.

Exercise 7 page 114
- Working individually, students complete the text. They then compare their answers in pairs.
- Check answers as a class.

KEY
1 washing line 2 tumble dryer 3 broom
4 vacuum cleaner 5 bucket 6 mop 7 duster
8 ironing board

Exercise 8 page 114
- Working in pairs, students discuss and compare their answers.

Extra activity
Get students to play a describing game in groups of three or four. One person describes one of the objects in exercise 6 or 7. The speaker may not use any parts of the word or phrase itself in their description, e.g. they can't say *You use it to clean the floor* about a *vacuum cleaner*. The first student to guess the correct object gets a point. If their guess is wrong, they can't guess again on that turn. Students take turns describing. They keep score and the one with the most points at the end is the winner.

Further practice
Workbook page 105

Vocabulary booster 2.5 objective
Vocabulary: To review, practise and extend vocabulary about traditional homes

Exercise 1 Get started 2.06 page 115
- Play the audio for students to check their answers.

KEY
1 hall 2 dining room 3 living room 4 kitchen
5 bathroom 6 toilet 7 bedroom 8 balcony

Transcript
See Key above.

Extra challenge
Working in pairs, students label any other things they can see in the picture.

Exercise 2 page 115
- Working in pairs, students ask and answer the questions.

KEY (SUGGESTED ANSWERS)
1 In the living room 2 In the bedroom
3 In the kitchen 4 In the dining room
5 In the bathroom 6 In the hall
7 To the toilet, the bathroom
8 On the balcony

Exercise 3 Practise page 115
- Check answers as a class.

KEY
1 a chimney 2 wood 3 basic 4 entrance 5 frames
6 heating 7 luxury 8 rugs 9 tent 10 wardrobe

Exercise 4 page 115
- Check answers as a class.

KEY
1 roof 2 running water 3 fresh air 4 electricity
5 animal skins 6 Traditional 7 outhouse

Exercise 5 Extend 2.07 page 115
- Play the audio for students to check their answers.

KEY
1 terraced house 2 detached house
3 semi-detached house 4 new build house
5 apartment block 6 basement flat

Transcript
See Student's Book, page 115, and Key above.

Exercise 6 page 115
- Working in pairs, students compare and discuss their ideas.
- Ask a few students to share their opinion with the class, encouraging them to give reasons.

Word skills

Exercise 7 page 115
- Students read the rule and complete it.
- Check answers as a class.

KEY
1 together 2 actions 3 create

Exercise 8 page 115
- Working in pairs, students compare answers. Check answers as a class.

KEY
do: a course, an exam, an exercise, homework, yoga
make: the bed, a cup of tea, a dress, friends, a sandwich

Extra activity
Set a time limit of two minutes. With books closed, working individually, students make a list of vocabulary about homes that they remember studying on this Vocabulary booster page, including the types of homes in the Extend exercise. When the time limit is up, the student with the longest list wins.

Further practice
Workbook page 105

Vocabulary booster 3.1 objective
Vocabulary: To review, practise and extend vocabulary for talking about food and nutrition

Exercise 1 Get started 3.02 page 116
- Play the audio for students to check their answers.

KEY
1 watermelon 2 grapes 3 strawberries 4 avocado
5 broccoli 6 beans 7 carrots 8 cabbage 9 chicken
10 eggs 11 fish 12 meat

Transcript
See Key above.

Exercise 2 page 116
- Check answers as a class.

KEY
Fruit: avocado, grapes, strawberries, watermelon
Vegetables: beans, broccoli, cabbage, carrots
Animal products: chicken, eggs, fish, meat
- Students add two food words to each column and then check and share their ideas in pairs.
- Ask students to come and write their extra words in the correct columns on the board. Correct any errors, including spelling. Drill the words for accurate pronunciation.

Exercise 3 Practise page 116
- Students do the task individually.
- Check answers as a class.

KEY
1 smoothie 2 spinach 3 Broccoli 4 portion
5 Pineapple 6 variety of 7 veggie burger
8 have a lot of energy 9 recipe 10 be on a diet
11 delicious 12 medium-sized 13 heavy meal
14 healthy lifestyle 15 unhealthy

Exercise 4 Extend 3.03 page 116
- Play the audio for students to check their answers.

KEY
1 nutritious 2 carbohydrates 3 protein
4 balanced diet 5 additive 6 ingredients
7 vegetarian 8 calories

Transcript
See Student's Book, page 116, and Key above.

Exercise 5 page 116
- Working in pairs, students compare their answers.

KEY
1 calories 2 nutritious 3 balanced 4 carbohydrates
5 protein 6 a vegetarian 7 ingredients 8 additives

Extra activity
- Ask students, in pairs, to choose a famous person they both know and speculate about their diet. Ask: *What kinds of food and drink do you think they have? Why? Do you imagine they are vegetarian? Why? / Why not? Is their diet healthy?*
- Ask a few students to share their ideas with the class.

Further practice
Workbook page 106

Vocabulary booster 3.5 objective
Vocabulary: To review, practise and extend vocabulary about sport

Exercise 1 Get started 3.08 page 117
- Play the audio for students to check their answers.

KEY
1 go for a walk 2 ride a bike 3 do karate
4 go to a dance class 5 go to the gym 6 play rugby
7 play basketball 8 play football

Transcript
See Key above.

Exercise 2 Practise page 117
- Working in pairs, students compare their answers.
- Check answers as a class.

KEY
do: press ups, a warm-up
go: hiking, jogging
play: volleyball
score: points
wear: a helmet, a tracksuit, trainers

Exercise 3 page 117
- Check answers as a class.

KEY
1 a treadmill 2 racket 3 goal 4 support

Exercise 4 page 117
- Students think about their answers individually.
- Working in groups, students compare their answers.
- Ask a few students to share their opinions with the class, encouraging them to give reasons.

Exercise 5 Extend 3.09 page 117
- Play the audio for students to check their answers.

KEY
1 shoot 2 train 3 running track 4 do yoga
5 do athletics 6 go ice skating

Transcript
See Key above

Exercise 6 page 117
- Check answers as a class. You could find out whether any students in the class do these activities.

KEY
1 go ice skating 2 shoot 3 running track
4 do athletics 5 train 6 do yoga

Word skills

Exercise 7 page 117
- Check answers as a class.

KEY
1 play 2 go 3 take 4 have 5 give

Exercise 8 page 117
- Check answers as a class.

KEY
1 go 2 playing 3 give

Extra activity
- Working in pairs, students think of five questions, using one of the collocations from exercise 7 in each, e.g. *How often do you go for a walk? Did you have fun at the weekend? How many of your friends play football?*
- Put them in new pairs to ask and answer their questions.

Further practice
Workbook page 106

Vocabulary booster 4.1 objective
Vocabulary: To review, practise and extend vocabulary for talking about the weather

Exercise 1 Get started 4.02 page 118
- Play the audio for students to check their answers.

KEY
1 north 2 east 3 south 4 west 5 cold 6 cool
7 warm 8 hot 9 rainy 10 dark 11 bright

Transcript
See Key above.

Exercise 2 page 118
- Check answers as a class.

KEY
1 west 2 bright 3 east 4 cold 5 hot 6 north
7 dark 8 south 9 rainy 10 warm 11 cool
- Working in pairs, students share their answers to the question.
- Ask a few students to share their opinion with the class.

Exercise 3 Practise page 118
- Check answers as a class.

KEY
1 freezing 2 wet 3 sunny 4 foggy 5 cloudy
6 windy 7 mild

Exercise 4 page 118

- Check answers as a class.

KEY
1 storm 2 lightning 3 thunder 4 shower
5 degrees 6 shine 7 snow 8 blowing

Exercise 5 Extend 4.03 page 118

- Play the audio for students to check their answers.

KEY
1 monsoon 2 downpour 3 typhoon 4 gale
5 weather forecast 6 blizzard 7 gentle breeze
8 rainbow

- You could ask if students have any personal experience of any of these things.

Transcript

See Student's Book, page 110 and Key above.

Exercise 6 page 118

- Check answers as a class.

KEY
1 monsoon, downpour 2 typhoon 3 gale, blizzard
4 breeze 5 rainbow

Exercise 7 page 118

- Working in pairs, students do the task.
- Circulate and monitor, encouraging students to self-correct any errors.
- Make groups of two pairs to do the true / false test.

Extra activity

- Working in pairs, students choose a country they do not know well and research the weather there.
- They prepare a short weather forecast and present it to the class, but do not say which country it is for. It is a good idea to show a world map (which can be downloaded from the internet).
- Students guess which country the weather forecast is for.

Further practice

Workbook page 107

Vocabulary booster 4.5 objective

Vocabulary: To review, practise and extend vocabulary about natural disasters

Exercise 1 Get started 4.06 page 119

- Play the audio for students to check their answers.

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

Transcript

See Student's Book, page 119, and Key above.

Exercise 2 Practise page 119

- Students use the words to complete the sentences. They then compare their answers in pairs.
- Check answers as a class.

KEY
1 heatwave 2 avalanche 3 drought
4 volcanic eruptions 5 tsunami 6 earthquakes
7 flood 8 hurricane 9 Tornadoes 10 forest fires

Exercise 3 page 119

- Check answers as a class.

KEY
1 survived 2 predicted 3 warning 4 damaged
5 rescued

Exercise 4 Extend 4.07 page 119

- Play the audio for students to check their answers. Drill the words which are new for accurate pronunciation.

KEY
1 tremor 2 Lava 3 electrical storm 4 emergency
5 sandstorm 6 Global warming 7 safety measure
8 landslide

Transcript

See Student's Book, page 119, and Key above.

Word skills

Exercise 5 page 119

- Check answers as a class.

KEY
nouns, with, without

Exercise 6 page 119

- Students do the task individually. Then they compare their answers in pairs. Remind them that when making adjectives ending in *-y*, there may be spelling changes they need to make.
- Check answers as a class.

KEY
careful, careless, cheerful, cheerless, cheery, foggy, funny, helpful, helpless, messy, sleepy, sleepless, sporty, tasty, tasteful, thirsty, useful, useless

Extra activity

Working in pairs, students think of something or someone they could use each adjective about and write a sentence using it.

Further practice

Workbook page 107

Vocabulary booster 5.1 objective

Vocabulary: To review, practise and extend vocabulary for talking about school and education

Exercise 1 Get started 5.02 page 120

- Play the audio for students to check their answers.

KEY
1 maths 2 physics 3 biology 4 chemistry
5 geography 6 history 7 I.T. 8 P.E. 9 music
10 art

Transcript
See Key above.

Exercise 2 page 120
- Working in pairs, students ask and answer the questions.
- Ask a few students to share their opinions with the class.

Exercise 3 Practise page 120
- Check answers as a class.

KEY
1 primary 2 assignments 3 technology
4 degree 5 canteen 6 qualifications 7 essays
8 grades 9 secondary 10 make 11 terms
- Working in pairs, students ask and answer the questions.

Exercise 4 page 120
- Check answers as a class.

KEY
1 are concentrating 2 passed 3 revise 4 failed
5 attends

Exercise 5 Extend 5.03 page 120
- Provide dictionaries for students to use.
- Play the audio for students to check their answers. Drill the words which are new for accurate pronunciation.

KEY
1 academic 2 assessment 3 compulsory 4 graduate
5 educational 6 memorise 7 optional 8 revision

Transcript
See Student's Book, page 120, and Key above.

Exercise 6 page 120
- Working in pairs, students complete the sentences. They don't have to have the same answers.
- Make groups of two pairs so they can compare their sentences.
- Ask a few students to share their answers with the class. Find out if any pairs had similar or very different sentences.

Extra activity
Working in pairs, students talk about their family members who have completed their education, e.g. parents, uncles, aunts, older siblings. Ask: *What subjects did they enjoy and not enjoy at school? What qualifications did they get? Do you think they were good students or not? Why?*

Further practice
Workbook page 108

Vocabulary booster 5.5 objective
Vocabulary: To review, practise and extend vocabulary about after-school activities

Exercise 1 Get started 5.07 page 121
- Play the audio for students to check their answers.

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

Transcript
See Student's Book, page 121, and Key above.

Exercise 2 page 121
- Ask students to put the activities in order of how often they do them. Focus their attention on the examples.
- Put them in pairs to discuss their answers.
- Ask a few students to share their answers with the class. Ask pairs if their answers were similar or very different.

Exercise 3 Practise page 121
- Check answers as a class.

KEY
1 flute 2 orchestra 3 choir 4 pottery class
5 photography 6 leisure centre 7 fitness training
8 robotics 9 coding 10 multiplayer online game
11 stage 12 theatre group 13 costumes
14 folk dancing 15 tools 16 community garden

Exercise 4 Extend 5.08 page 121
- Play the audio for students to check their answers.

KEY
1 take part in 2 take an interest in 3 join in
4 sign up for 5 do chores 6 help out

Transcript
See Student's Book, page 121, and Key above.

Exercise 5 page 121
- Working in pairs, students ask and answer the questions.
- Ask a few students to share their answers with the class.

Word skills

Exercise 6 page 121
- Check answers as a class. Make sure students are aware of the spelling rules when adding *-ing* endings: remove final *e* before adding *-ing* and double the consonant of a consonant-vowel-consonant verb.

KEY
nouns
Noun: sewing **Verb:** dance **Noun:** swimming

Exercise 7 page 121
- Students do the task individually. Then they compare their answers in pairs and make sure they have the correct form of the words.
- Check answers as a class.

KEY
1 performing 2 gardening 3 play 4 driving

Extra activity
- Ask students to use the four sentence beginnings in exercise 7 and complete them with their own words so they are true for them.
- Working in pairs, they share their sentences.
- Ask students to share anything particularly interesting that their partner wrote.

Further practice
Workbook page 108

Vocabulary booster 6.1 objective
Vocabulary: To review, practise and extend vocabulary for talking about life events after eighteen

Exercise 1 Get started 6.04 page 122
- Play the audio for students to check their answers.

KEY
1 finish 2 go 3 get 4 learn 5 work 6 earn
7 become 8 learn 9 become

Transcript
See Student's Book, page 122, and Key above.

Exercise 2 page 122

KEY
1 school 2 university, get 3 work 4 earn
5 become 6 learn
- Working in pairs, students ask and answer the questions. Encourage them to give reasons and examples.
- Elicit some responses in whole-class feedback and, if there is time, encourage discussion about each question.

Exercise 3 Practise page 122
- Check answers as a class.

KEY
1 turn 2 pass 3 university 4 abroad
5 driving licence 6 independent 7 bank account
8 credit 9 leave 10 rent 11 pay 12 start 13 get
14 take up 15 take part 16 jump

Exercise 4 page 122
- Give students plenty of time to write their post about turning eighteen. Circulate and monitor, encouraging them to self-correct any errors.
- Put students in small groups of three or four to share their forum posts and compare their ideas.
- Elicit from each group anything they had in common or any very different or interesting ideas.

Exercise 5 Extend 6.05 page 122
- Play the audio for students to check their answers. Drill the new words and phrases for accurate pronunciation.

KEY
1 drop out 2 develop skills 3 make new friends
4 keep in touch 5 do an apprenticeship
6 achieve success 7 volunteer

Transcript
See Student's Book, page 122, and Key above.

Exercise 6 page 122
- Working in pairs, students complete the sentences.
- Check answers as a class.

KEY
1 volunteer 2 drop out 3 keep in touch
4 make new friends 5 develop skills
6 achieve success 7 do an apprenticeship
- In their pairs, students discuss which sentences they don't agree with and why.
- Do some quick feedback with the class. Encourage students to give opinions and reasons.

Extra activity
- Ask students to choose two or three of the things on this Vocabulary booster page which they think everyone should do when they are eighteen.
- Working in small groups, students share their ideas and give reasons for them.
- Elicit which ideas were the most popular in the class.

Further practice
Workbook page 109

Vocabulary booster 6.5 objective
Vocabulary: To review, practise and extend vocabulary about family, life stages and life events

Exercise 1 Get started 6.08 page 123
- Play the audio for students to check their answers.

KEY
1 niece 2 uncle 3 cousin 4 sister 5 son
6 mother 7 dad 8 grandfather 9 grandparent
10 husband

Transcript
See Student's Book, page 123, and Key above.

Exercise 2 page 123
- Working in pairs, students do the task. Encourage them to ask each other questions to get extra information.
- Have whole-class feedback. Ask pairs if their families seem similar or different.

Exercise 3 Practise page 123
- Check answers as a class.

KEY
1 relatives 2 got married 3 start a family 4 were born, childhood 5 grew up 6 wedding anniversary
7 is an only child 8 are twins

Exercise 4 page 123
- Check answers as a class.

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

Exercise 5 Extend 6.09 page 123
- Provide dictionaries if necessary.
- When students have completed the sentences, put them in pairs to compare their answers.
- Play the audio for students to check their answers.

KEY
1 depended on 2 retire 3 look up to 4 got engaged
5 are expecting a baby 6 get along with

Transcript
See Student's Book, page 123, and Key above.

Exercise 6 page 123

- Working in pairs, students write questions using the words and phrases in exercise 5.
- Put them in new groups of three or four to ask and answer the questions.
- Have whole-class feedback. Find out which were the most common questions and answers.

Word skills

Exercise 7 page 123

- Check answers as a class.

KEY

like, between, before

Exercise 8 page 123

- Check answers as a class.

KEY

1 middle-aged 2 part-time 3 three-year-old

Extra activity

- Write the following words on the board in two columns:

after	*famous*
world	*speaking*
English	*school*

- Ask students to match the words to make compound adjectives. Check answers as a class (*after-school*, *world-famous*, *English-speaking*).
- Working in pairs, students make three questions using these compound adjectives followed by a suitable noun, e.g. *How many world-famous places have you been to? Would you like to live in an English-speaking country? Do you do any after-school activities?* (If they can't think of questions, dictate these examples.)
- Ask them to discuss their answers with their partner.

Further practice
Workbook page 109

Vocabulary booster 7.1 objective

Vocabulary: To review, practise and extend vocabulary for talking about space exploration

Exercise 1 Get started 7.02 page 124

- Play the audio for students to check their answers.

KEY

1 moon 2 dream 3 planets 4 Earth 5 land
6 chance 7 dangerous 8 adventure

Transcript

See Student's Book, page 124, and Key above.

Exercise 2 page 124

- Working in pairs, students ask and answer the questions.
- Make small groups of two pairs to compare their answers.
- Check answers as a class.

KEY

1 Blue
2 Yes: Mars 2, Jupiter 79, Saturn 82, Uranus 27, Neptune 14
3 Eight
4 Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune

Exercise 3 Practise page 124

- Check answers as a class.

KEY

1 gravity 2 supply 3 astronauts 4 atmosphere
5 conditions 6 surface 7 challenging 8 breathe
9 explore 10 survive

- Working in pairs, students ask and answer the questions.
- Elicit some answers from the class. Provide them with the factual answers for questions 1, 3, 4, 6 and 8.

KEY

1 lighter 3 12 in total 4 It is harder to breathe because there is less oxygen at high altitudes. 6 Yes
8 Not in our solar system

Exercise 4 page 124

- Check answers as a class.

KEY

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

Exercise 5 Extend 7.03 page 124

- Play the audio for students to check their answers. Drill the words for accurate pronunciation.

KEY

1 solar system 2 satellite 3 asteroid 4 space station
5 universe 6 launch 7 orbit 8 space shuttle

Transcript

See Student's Book, page 124, and Key above.

Exercise 6 page 124

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

KEY

1 orbit 2 satellites 3 asteroids 4 Space Station

Extra activity

- Put students in pairs to make five gapfill sentences for another pair using any of the space exploration words from this Vocabulary booster page. Circulate and monitor, checking the sentences are correct.
- Pairs swap their sentences and complete the new ones.

Further practice
Workbook page 110

Vocabulary booster 7.5 objective

Vocabulary: To review, practise and extend vocabulary about inventors and inventions

Exercise 1 Get started page 125

- Check answers as a class.

KEY

Adjectives to describe people: famous, hard-working
An adjective to describe a thing: useful
Jobs: engineer, I.T. technician, scientist
Things that you use: equipment
A thing that you do in a science lab: experiment

Exercise 2 7.09 page 125

- Play the audio for students to check their answers.

KEY

1 equipment 2 hard-working 3 useful
4 experiment 5 scientists 6 famous 7 engineer
8 I.T. technician

Transcript

See Student's Book, page 125, and Key above.

Exercise 3 Practise page 125

- Check answers as a class.

KEY

1 Velcro 2 thermometer 3 powder 4 foam
5 system 6 material

Exercise 4 page 125

- Students do the task individually. Then they compare their answers in pairs.
- Check answers as a class.

KEY

1 mix 2 stick 3 weigh 4 contain 5 develop
6 discover 7 do research into 8 invented 9 produce
10 run

Exercise 5 Extend 7.10 page 125

- Play the audio for students to check their answers.

KEY

1 wearable 2 convenient 3 reliable 4 innovative
5 portable 6 effective

Transcript

See Student's Book, page 125, and Key above.

Exercise 6 page 125

- Working in pairs, students ask and answer the questions.
- Ask a few students to share their ideas with the class.

Word skills

Exercise 7 page 125

- Students complete the table by adding suffixes to the words given.
- Check answers as a class.

KEY

1 ***-tion*:** correct – correction 2 ***-y*:** discover – discovery
3 ***-t*:** complain – complaint

Extra activity

- Dictate or write on the board the following questions which include words from this Vocabulary booster page:
  In your opinion, what are the three most innovative things that scientists have invented recently?
  To make our lives better, what should scientists do research into next?
  Should scientists run tests on animals? Why? / Why not?
- Ask students to talk in pairs or small groups. They do not have to agree, but encourage them to try to give reasons for their opinions.

Further practice

Workbook page 110

Vocabulary booster 8.1 objective

Vocabulary: To review, practise and extend vocabulary for talking about part-time jobs

Exercise 1 Get started 8.03 page 126

- If necessary, check students' understanding of *employer* and *employee*.
- Play the audio for students to check their answers.

Transcript

See Student's Book, page 126, and Key above.

KEY

1 ✗ and ✓ 2 ✓ 3 ✓ 4 ✗ 5 ✗ 6 ✓ 7 ✓ 8 ✗

Exercise 2 page 126

- Check answers as a class.

KEY

1 train 2 get 3 lose 4 interview 5 employ
6 offer 7 prepare 8 accept

Exercise 3 Practise page 126

- Get a strong pair to read the dialogue so students can check their answers.

KEY

1 part-time job 2 lifeguard 3 shop assistant 4 tiring
5 creative 6 stressful

Exercise 4 page 126

- Check answers as a class.

KEY

1 D 2 G 3 I 4 F 5 A 6 C 7 E 8 B 9 H

Exercise 5 Extend 8.04 page 126

- Play the audio for students to check their answers.

KEY

1 apply 2 get 3 write 4 look 5 work 6 sign
7 get 8 get

Transcript

See Student's Book, page 126, and Key above.

Exercise 6 page 126

- Check answers as a class.

KEY

1 hours 2 off 3 look 4 job 5 CV 6 colleagues
7 contract 8 experience

- Working in pairs, students ask and answer the questions.
- Ask a few students to share their ideas with the class.

Extra activity

- Refer students to question 5 in exercise 6. Put them in pairs or small groups to discuss what information is essential in a CV.
- Ask a few students to share their ideas with the class. You could ask them: *How can you make your CV look more interesting to an employer than the other CVs they receive?*

Further practice
Workbook page 111

Vocabulary booster 8.5 objective
Vocabulary: To review, practise and extend adjectives, adverbs and phrasal verbs

Exercise 1 Get started 8.09 page 127
- Play the audio for students to check their answers.
- Elicit the meaning of *well* in each case (i.e. adjective about a person: in good health, adverb: in a good way)

KEY
Adjective: careful, difficult, easy, helpful, later, quick, slow, well
Adverb: badly, carefully, immediately, later, now, soon, well
The words *later* and *well* can go under both headings.

Transcript
See Student's Book, page 127, and Key above.

Exercise 2 page 127
- Check answers as a class.

KEY
1 easy 2 badly 3 quick 4 helpful 5 soon
6 badly 7 helpful 8 later 9 easy 10 soon

Exercise 3 Practise page 127
- Check answers as a class.

KEY
1 put off 2 come round 3 give up 4 hear from
5 hang up 6 get on with

Exercise 4 page 127
- Students do the task individually. Then they compare their answers in pairs.
- Check answers as a class.

KEY
1 take on 2 write down 3 turn up 4 carry out
5 work out 6 run out of 7 go by
- Working in pairs, students ask and answer the questions.
- Ask a few students to share their ideas with the class. Encourage them to give a reason in each case.

Exercise 5 Extend 8.10 page 127
- Students match the adjectives and definitions. Provide dictionaries if necessary.
- Put them in pairs to share their answers.
- Play the audio for students to check their answers.

KEY
1 last-minute 2 dull 3 annoyed 4 confused
5 sensible 6 honest 7 well-organised 8 confident
Positive: confident, honest, sensible, well-organised

Transcript
See Student's Book, page 127, and Key above.

Exercise 6 page 127
- Working in pairs, students discuss and complete the sentences. They can finish them in different ways if they have different ideas.
- Make groups of two pairs to share and compare their sentences.
- Elicit some sentences in whole-class feedback and encourage the class to respond to them.

Word skills

Exercise 7 page 127
- Check answers as a class.

KEY
1 common 2 a verb 3 different from

Exercise 8 page 127
- Check answers as a class.

KEY
1 D 2 C 3 B 4 A

Extra activity
- Working in pairs, students write questions for another pair using the four phrasal verbs in exercise 8, e.g. *If you arrange to meet your friend at 7 p.m., what time do you turn up? If you saw a famous person go by, would you follow them to try to meet them?*
- Make new pairs and ask them to ask and answer their partner's questions.

Further practice
Workbook page 111

Grammar booster

Grammar booster 0.1 objective

Grammar: To consolidate grammar rules for the present simple and the present continuous

- Ask students to read the grammar notes to check the rules.

Exercise 1 page 128

- Remind students to think carefully about which auxiliary verb they need in each question.

Extra support

You could check the answers to exercises 1 and 2 after they have completed exercise 2. This gives students a chance to correct any mistakes in their questions that they notice when trying to match the answers.

KEY

1 Where are you going right now?
2 Where do you go on Friday mornings?
3 What do you wear in winter?
4 What are you wearing today?
5 Are you wearing a coat?

Exercise 2 page 128

KEY

A 4 B 3 C 1 D 2 E 5

Exercise 3 page 128

- Remind students to use contractions to make the dialogue sound natural.

KEY

1 love 2 's 3 look 4 Are, going 5 'm walking
6 Is, meeting 7 isn't 8 's picking

Extra activity

Ask students to read the dialogue in pairs. Students could change items in the dialogue.

Exercise 4 page 128

KEY

1 lives 2 often walk 3 'm walking 4 sometimes travel
5 take part 6 doesn't often win 7 tries hard
8 's preparing 9 's swimming 10 's talking

Further practice

Workbook page 4

Grammar booster 0.2 objective

Grammar: To consolidate grammar rules for the present perfect to talk about life experience and events that are important now

- Ask students to read the grammar notes to check the rules.

Exercise 1 page 129

Extra support

Working in pairs, students think of the past participles of the verbs in brackets before they start the exercise.

KEY

1 haven't taken 2 hasn't written 3 has seen
4 have danced 5 hasn't won

Exercise 2 page 129

- Remind students to use contractions where appropriate.
- Check answers by asking pairs to read the mini-dialogues.

KEY

1 A: Have, ever B: 've never
2 A: Has B: has
3 A: Have, ever B: never have
4 A: Has B: hasn't
5 A: Have, ever B: haven't

Exercise 3 page 129

- Focus attention on the example.

KEY

2 A: Has Ana ever met a celebrity?
B: No, she hasn't. / No, she never has.
3 A: Has Aziz ever acted in a play?
B: No, he hasn't. / No, he never has.
4 A: Has Aziz ever seen a live concert?
B: Yes, he has.
5 A: Has Luke ever acted in a play?
B: Yes, he has.
6 A: Has Luke ever met a celebrity?
B: No, he hasn't. / No, he never has.

Extra activity

- Working in pairs or small groups, students ask and answer the questions in exercise 3 and give real answers, e.g. *Have you ever seen a live concert? Yes, I have. / No, I haven't.*
- Tell students to ask follow-up questions whenever a *Yes* answer is given.

Further practice

Workbook page 5

Grammar booster 0.3 objective

Grammar: To consolidate grammar rules for countable and uncountable nouns

- Ask students to read the grammar notes to check the rules.

Exercise 1 page 130

- Check answers by asking pairs to read the mini-dialogues.

KEY

1 A: – B: – 2 A: – B: – 3 A: – B: an 4 A: – B: the
5 A: the, the B: the 6 A: the B: – 7 A: a B: a
8 A: the, the B: a, A, the

Exercise 2 page 130

Extra support
In this exercise, students need to give real answers. Elicit from the class which questions require a short answer (*yes* or *no* – closed questions) and which require a detailed answer (questions 3, 4, 5, 7).

- Check answers as a class.

KEY
1 an, a 2 an 3 – 4 the 5 – 6 the 7 – 8 –

- Working in pairs, students ask and answer the questions. They could ask follow-up questions as appropriate.

Exercise 3 page 130

KEY
1 A 2 C 3 A 4 B 5 B 6 B 7 A 8 C

Exercise 4 page 130

KEY
1 – 2 a 3 a 4 The 5 a 6 a 7 – 8 a 9 the
10 – 11 – 12 – 13 a

Further practice
Workbook page 6

Grammar booster 0.4 objective
Grammar: To consolidate grammar rules for *there is / there are* and *there was / there were*

- Ask students to read the grammar notes to check the rules.

Exercise 1 page 131

KEY
1 There is 2 There are 3 There is 4 There is
5 There are 6 There are

Extra activity
Ask students to look around the classroom and make more sentences about what they can see using *there is* or *there are*.

Exercise 2 page 131

Extra support
Remind students to pay attention to time references so they can decide whether to use *be* in the present or past tense.

- Check answers by asking pairs to read the mini-dialogues.

KEY
1 A: Was there B: there wasn't
2 A: Were there B: there were, there are
3 A: Was there B: there was
4 A: Were there B: there weren't, There was, there are
5 A: Was there B: there was

Exercise 3 page 131

KEY
1 There were park benches for people to sit.
2 There was a baker's next to the park, so there were always people eating biscuits outside.
3 Sometimes, on summer evenings, there was a band that played.
4 In the winter, there was an ice-skating rink.

Extra activity
- Working in pairs, students write four sentences of their own about things which were different in their town or school in the past using *there was* or *there were*.
- Ask them to read their sentences aloud. Did any other students in the class remember the same things?

Further practice
Workbook page 7

Grammar booster 1.2 objective
Grammar: To consolidate grammar rules for the past simple affirmative and negative

- Ask students to read the grammar notes to check the rules.

Exercise 1 page 132

Extra support
If students can't remember the past simple irregular verb forms, remind them to check the list on page 148.

KEY
1 visited 2 loved 3 was 4 walked 5 took, saw
6 went 7 ate 8 were 9 rode 10 had

Exercise 2 page 132

KEY
1 was 2 stayed 3 didn't go 4 saw 5 didn't like
6 didn't have

Extra challenge
Students who finish early can write the affirmative versions of sentences 3, 5 and 6 while others finish the exercise.

Exercise 3 page 132

KEY
1 Tim went cycling with Maria
2 Tim went hiking in the mountains
3 Tim relaxed on the beach
4 Tim went shopping with friends
5 Tim visited the art museum
6 Tim spent the day with Augusto
7 Tim flew back home

Extra activity
- Students write true sentences about things they did on their last holiday.
- Working in pairs, they compare their sentences and find out if they did any of the same activities.

Exercise 4 page 132

KEY
1 had 2 went 3 didn't want 4 took 5 wasn't
6 brought 7 ate 8 arrived 9 walked 10 bought
11 was 12 learned

Further practice
Workbook page 9

Grammar booster 1.6 objective

Grammar: To consolidate grammar rules for past simple questions and question words

- Ask students to read the grammar notes to check the rules.

Exercise 1 page 133

- Do the first question together as a demonstration.

KEY

1 Where did you go for your holiday?
2 Did you like your trip?
3 What did you see there?
4 What was your favourite site?
5 Did you eat a lot of good food?
6 Where did you stay?
7 Was the weather good?
8 When did you come back home?

Exercise 2 page 133

Extra support

- Elicit which of the questions require a *yes* / *no* answer and which require more information.

- Check answers by asking pairs to read the mini-dialogues.

KEY

1 Where did you go? 2 Did you fly?
3 Did you like the trip?
4 Was it your first time there?
5 What was your favourite part?
6 Who went with you?
7 What did you do there in the evenings?
8 Why did you choose Paris?

Exercise 3 page 133

Extra support

As for exercise 2, students think what kind of question is needed: one with an auxiliary verb or one with a question word.

KEY

1 What did you do last night?
2 Where did you go for dinner?
3 Was it good?
4 What film did you see / watch?
5 Did you like / enjoy the film?
6 Where did you go? / Where did you go for your holiday?
7 Was the weather nice / good?
8 Where did you stay? / Who did you stay with?

Extra activity

- Get students to write five or six open and closed questions to find out about their partner's weekend.
- Working in pairs, students ask and answer their questions.

Further practice

Workbook page 13

Grammar booster 2.2 objective

Grammar: To consolidate grammar rules for the past continuous

- Ask students to read the grammar notes to check the rules.

Exercise 1 page 134

- Ask a strong pair to read the dialogue to check answers.

Extra activity

Working in pairs, students practise the dialogue.

KEY

1 were, doing 2 was cleaning 3 was taking
4 were going 5 were coming 6 was taking
7 was tidying 8 was dusting

Exercise 2 page 134

KEY

1 When were you cleaning?
2 Tom was ironing his clothes last night.
3 We weren't making dinner.
4 Rana was dusting the shelves.
5 I was making my bed.
6 Were you folding the washing?

Exercise 3 page 134

- Focus attention on the example.
- Elicit question 2 about Zahra's brothers as a further demonstration.

KEY

2 What were Zahra's brothers doing at 6.00 last night? Zahra's brothers were putting their clothes away at 6.00.
3 What was Zahra doing at 7.00 last night? Zahra was dusting the shelves at 7.00.
4 What were Zahra's parents doing at 7.00 last night? Zahra's parents were doing the cooking for the big meal at 7.00.
5 What were Zahra's brothers doing at 7.00 last night? Zahra's brothers were laying the table for dinner at 7.00.
6 What was Zahra's family doing at 8.00 last night? Zahra's family was eating dinner at 8.00.
7 What was Zahra's family doing at 9.30 last night? Zahra's family was loading the dishwasher at 9.30.

Exercise 4 page 134

Extra challenge

Instead of using the words given, tell students to choose their own words to write true answers about themselves.

Further practice

Workbook page 21

Grammar booster 2.6 objective

Grammar: To consolidate grammar rules for the past simple and past continuous

- Ask students to read the grammar notes to check the rules.

Exercise 1 page 135

Extra challenge
When going through the answers, if both sentences in a pair are correct, ask students to explain the difference in meaning.

KEY
1 ✓ We were washing the dishes in the new sink.
✓ We washed the dishes in the new sink.
2 ✓ What were you doing between 7 p.m. and 8 p.m. last night?
✗ What did you do between 7 p.m. and 8 p.m. last night?
3 ✗ We were making dinner for my family.
✓ We made dinner for my family.
4 ✓ Maria was putting her clothes away when her guests arrived.
✗ Maria put her clothes away when her guests were arriving.
5 ✓ Max was tidying his room when he heard the doorbell.
✗ Max tidied his room when he heard the doorbell.
6 ✓ While I was studying history, my laptop broke.
✓ I was studying history when my laptop broke.
7 ✓ I had a great day yesterday.
✗ I was having a great day yesterday.
8 ✗ When Joe cooked, he was burning his hand.
✓ Joe was cooking when he burned his hand.

Exercise 2 page 135

Extra support
Working in pairs, students compare their answers before checking them as a class.

KEY
1 was cleaning 2 flew, came 3 was emptying
4 opened 5 cleared 6 was cleaning 7 didn't want

Exercise 3 page 135

- Ask a strong pair to read the dialogue for the class to check their answers.

KEY
1 did (you) do 2 went 3 stayed / were staying
4 was sleeping 5 started 6 woke up 7 were eating
8 were driving

Further practice
Workbook page 25

Grammar booster 3.2 objective
Grammar: To consolidate grammar rules for quantifiers and articles

- Ask students to read the grammar notes to check the rules.

Exercise 1 page 136

KEY
1 a little 2 many 3 much 4 a few 5 a little
6 much 7 many 8 a few

Exercise 2 page 136

- Ask pairs to read the mini-dialogues to check answers.

KEY
1 an, a few 2 a little, much 3 – 4 a lot of, a little
5 many, a few 6 much, a little

Exercise 3 page 136

KEY
1 We needed a few things for our dinner.
2 I got an orange, four bananas and a lot of blueberries.
3 I picked up a few potatoes.
4 I also got a little cheese for a salad.
5 I wanted tomatoes for the salad, but there weren't many left.
6 We didn't have much left.

Exercise 4 page 136

KEY
Students' own answers

Extra activity
Working in pairs, students talk about what they ate and drank the day before. Encourage them to be specific about quantity.

Further practice
Workbook page 33

Grammar booster 3.6 objective
Grammar: To consolidate grammar rules for modals of obligation

- Ask students to read the grammar notes to check the rules.

Exercise 1 page 137

KEY
1 A 2 A 3 B

Extra challenge
Ask students to explain the meaning of the other sentence in each pair.

Exercise 2 page 137

KEY
1 don't have to 2 has to 3 have to 4 needs 5 must
6 doesn't have 7 need 8 mustn't

Exercise 3 page 137

- Point out to students that sometimes there is a mistake with the grammatical form and sometimes the wrong modal verb is used so the sentence doesn't make sense.

KEY
1 In this sport, you need to have two teams.
2 The players have to throw the ball into the other team's basket.
3 Each team has to have five players in the game.
4 There's a lot of running in this game, so to win, you have to be fast.
5 You needn't be tall to play this sport, but it helps!

Exercise 4 page 137

KEY

1 have to do 2 have to wear 3 needn't do
4 mustn't catch

Extra activity

- Ask students to write four to six sentences including modal verbs to describe an activity or sport they know well.
- Working in small groups, students read out their sentences and identify the activities.

Further practice
Workbook page 37

Grammar booster 4.2 objective

Grammar: To consolidate grammar rules for comparatives and *as … as*

- Ask students to read the grammar notes to check the rules.

Exercise 1 page 138

Extra support

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

KEY

1 foggier 2 farther / further 3 bigger 4 easier
5 better 6 worse 7 safer 8 more dangerous

Exercise 2 page 138

KEY

1 hotter than 2 as sunny as 3 as foggy
4 windy than 5 long 6 more beautiful
7 nicer 8 as crowded 9 snowier

Extra support

Ask questions to check students understand the context, e.g. *Where is Phil? What's he doing?*

Exercise 3 page 138

- Focus attention on the example and point out that students need the present simple for this exercise.

KEY

2 Thursday is as mild as Monday.
3 Friday is hotter than Thursday.
4 Tuesday is cooler than Wednesday.
5 Thursday isn't as warm as Friday.
6 Tuesday is rainier than Monday.

Extra activity

Ask students to read the postcard in exercise 2 again. Tell them to write three sentences comparing the weather in their own town or city in summer with the weather Phil describes in Prague. They should use comparatives and *as … as* in their sentences.

Further practice
Workbook page 45

Grammar booster 4.6 objective

Grammar: To consolidate grammar rules for superlatives and IT *too* and *enough*

- Ask students to read the grammar notes to check the rules.

Exercise 1 page 139

KEY

2 the warmest 3 the sunniest 4 the darkest
5 the biggest 6 the worst 7 the easiest
8 the most frightening

Exercise 2 page 139

KEY

1 A 2 A 3 A 4 B 5 A 6 B 7 A 8 A

Exercise 3 page 139

- Do number 1 together with the class as a demonstration.

Extra support

Working in pairs, students compare their answers before checking as a class.

KEY

1 Volcanic eruptions are the deadliest disaster.
2 Chicago has the windiest weather.
3 A hurricane is the most frightening storm.
4 Johannesburg, South Africa, has the sunniest summers.
5 Iceland has the cloudiest winters.
6 Moscow is too cold.
7 There aren't enough sunny days in Ireland.
8 It isn't warm enough to go jogging today.

Extra activity

Write adjectives on the board, e.g. *tall*, *old*, *interesting*, *difficult*, *easy*, *expensive*, and ask students to use the superlative form in their own sentences about people, places and things they know.

Further practice
Workbook page 49

Grammar booster 5.2 objective

Grammar: To consolidate grammar rules for future tenses

- Ask students to read the grammar notes to check the rules.

Exercise 1 page 140

- Check students can remember the meaning of *revise* and *essay*.

KEY

1 D 2 A 3 E 4 C 5 B

Exercise 2 page 140

Extra support

When students have finished, put them in pairs to compare and discuss their choice of future forms in each case. Point out that more than one option may be possible.

KEY

1 am going to visit 2 are leaving 3 will take
4 am driving / am going to drive 5 Will, be
6 will help 7 will text

Exercise 3 page 140

- Do the first item together with the class as a demonstration.

KEY

1 I'm not going to go to the school canteen for lunch.
2 We won't lose the game tomorrow.
3 They're coming over this evening.
4 We're meeting with our study group later tonight.
5 I'm going to be at the library for an hour.
6 You'll be late for school.
7 I'm not taking my sister to the theatre this afternoon.
8 I'm going to study art.

Exercise 4 page 140

KEY

Students' own answers

Extra activity

Ask students to write one plan, one arrangement and one prediction about their own lives. Remind them to refer to the grammar notes to make sure they use the most appropriate future tense.

Further practice

Workbook page 57

Grammar booster 5.6 objective

Grammar: To consolidate grammar rules for zero and first conditionals

- Ask students to read the grammar notes to check the rules.

Exercise 1 page 141

Extra support

Working in pairs, students compare their answers before checking as a class.

KEY

1 C 2 A 3 B 4 D 5 E

Exercise 2 page 141

KEY

1 don't go, won't play 2 won't get, don't buy
3 will be, arrive 4 won't need, join
5 handwrite, 'll remember 6 do, 'll be
7 will be, decide 8 don't try, won't know

Exercise 3 page 141

KEY

1 'll love, practise 2 won't meet, won't be
3 won't win, won't be 4 learn, remember
5 gives, 'll get 6 come, get 7 are, will show
8 get, revise

Extra activity

Ask students to choose an activity or sport they know and enjoy. Tell them to write a zero conditional sentence about it – something which is always true about it. Tell them to write two first conditional sentences about it.

Further practice

Workbook page 61

Grammar booster 6.2 objective

Grammar: To consolidate grammar rules for the present perfect

- Ask students to read the grammar notes to check the rules.

Exercise 1 page 142

KEY

1 Tanya hasn't sent in her application yet.
2 I have already applied for the job.
3 We have just passed our final exams!
4 Have you seen the news yet?
5 I still haven't found my rucksack.

Exercise 2 page 142

- Point out that there are two things to do in this exercise: use the present perfect to complete each sentence and then decide which of the words in bold is correct.

KEY

1 have just opened 2 haven't applied, yet
3 haven't seen, for 4 has already written
5 Has Jack said, since

Exercise 3 page 142

Extra support

Encourage students to read the email through first, not worrying about the gaps, to understand why Juan is writing to Alex.

KEY

1 've just heard 2 've already received 3 still haven't decided 4 haven't taken (any classes) yet

Exercise 4 page 142

KEY

1 A 2 A 3 C 4 B 5 A 6 B 7 A 8 C 9 B
10 B 11 C

Extra activity

Write *already*, *just*, *still*, *yet* on the board. Tell students to choose two of these words and use them to write present perfect sentences about themselves.

Further practice

Workbook page 69

Grammar booster 6.6 objective

Grammar: To consolidate grammar rules for the present perfect vs the past simple

- Ask students to read the grammar notes to check the rules.

Exercise 1 page 143

KEY

1 B 2 A 3 A 4 B 5 B 6 A 7 B 7 A

Exercise 2 page 143

- Check answers by asking pairs to read the mini-dialogues.

KEY

1 Have, been, went, went hiking; was
2 Has (Anna) had, hasn't, got
3 were, was, 've been
4 Did (you) do, did, took, 's been
5 Did (you) pass, did, 've (already) celebrated
6 haven't seen, Were you, was, was, went, had, Have you ever tried
7 did you get, was, got, went, bought, 've had
8 happened, haven't finished, started, wrote, still haven't completed

Exercise 3 page 143

Extra support

Working in pairs, students compare their answers before checking as a class.

- Invite a strong pair to read the dialogue for the class to check answers.

KEY

1 Have you ever met my brother?
2 No, I haven't met him yet.
3 He has lived in Paris for four months.
4 Why did he go to Paris?
5 He went to study French. I talked to him on the phone an hour ago.

Extra activity

- Write *recently*, *yesterday*, *before*, *last year*, *in my life*, *never* on the board. Tell students to write six sentences about themselves using these words and phrases.

Further practice

Workbook page 73

Grammar booster 7.2 objective

Grammar: To consolidate grammar rules for the second conditional

- Ask students to read the grammar notes to check the rules.

Exercise 1 page 144

KEY

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

Exercise 2 page 144

KEY

1 wore, would be 2 played, would be 3 would be, did
4 would be, was 5 wouldn't go, had
6 would get, breathed 7 would cook, went
8 would (we) grow, lived

Exercise 3 page 144

- Do the first sentence together with the class as a demonstration if necessary.

KEY

1 If he studied more, he'd do better in the class.
2 It would be challenging if we lived on the moon.
3 If there was no water supply, everything would die.
4 If I ran every day, I'd be healthier.
5 She wouldn't feel so bad if she ate breakfast.
6 I wouldn't live in space unless I had to.
7 If I had a twin brother, we would be best friends.
8 They would do fitness training regularly if they had more time.

Exercise 4 page 144

KEY

Students' own answers

Extra activity

- Write three second conditional sentence starters on the board which you think your students will relate to, e.g. *If I dyed my hair blue, … ; If I won a lot of money, ….*
- Ask them to complete the sentences and then compare with a partner.

Further practice

Workbook page 81

Grammar booster 7.6 objective

Grammar: To consolidate grammar rules for the passive: present and past simple

- Ask students to read the grammar notes to check the rules.

Exercise 1 page 145

Extra support

Working in pairs, students compare their answers before checking as a class.

KEY

1 Passive 2 Active 3 Active 4 Active 5 Passive

Exercise 2 page 145

- Do the first sentence together with the class as a demonstration.
- Check answers as a class and elicit which sentences are active and which are passive.

KEY

1 My favourite painting was painted by Renoir.
2 Thousands of people visit the art museum each day.
3 When was the mobile phone invented?
4 More than a million mobile phones are sold each day.
5 The Noble Prize in Chemistry was given to Marie Curie.
6 Many people's lives were saved by penicillin.

Exercise 3 page 145

KEY

1 is 2 saves 3 don't have 4 was invented
5 washed 6 didn't get 7 was designed 8 got
9 are produced 10 own

Exercise 4 page 145

KEY

1 was worn by 2 Velcro is used 3 are published
4 are produced 5 was memory foam invented

Extra activity

Write *make* and *buy* on the board. Ask students to think about one piece of clothing or one item in their bag. Tell them to write two sentences about them using the verbs. The sentences could be active or passive, e.g. *My mum made my lunch for me. This pencil was made in China.*

Further practice

Workbook page 85

Grammar booster 8.2 objective

Grammar: To consolidate grammar rules for the past perfect

- Ask students to read the grammar notes to check the rules.

Exercise 1 page 146

- Do the first sentence together with the class as a demonstration.

KEY

1 Before I served customers at the restaurant, I had been a cook.
2 I worked in a restaurant for two years after I had finished secondary school.
3 When I got to university, I had already lived on my own for a year.
4 After I'd worked part-time for three months, I was offered a full-time position.
5 I'd forgotten to eat before I went to work.
6 When I arrived at the shop, it had just closed.
7 The waiter had brought us water before she took our orders.
8 I spent all the money I had earned in the summer.

Exercise 2 page 146

- Focus attention on the example.

KEY

2 Pablo had taken over 50 orders.
3 Pablo hadn't worked on the checkout.
4 Pablo had done the cooking for breakfast.
5 Pablo had tidied the restaurant.
6 Pablo had washed the dishes.
7 Pablo hadn't taken out the rubbish.
8 Pablo had cleaned the floors.

Exercise 3 page 146

KEY

1 looked; had taken care 2 got; had been
3 hadn't tidied; came 4 was; had sold
5 had been; became 6 had played; remembered
7 had eaten lunch, went 8 didn't get, hadn't worked

Extra activity

Ask students to think about the day before and write three sentences about things they had done by 3 p.m.

Further practice

Workbook page 93

Grammar booster 8.6 objective

Grammar: To consolidate grammar rules for reported speech

- Ask students to read the grammar notes to check the rules.

Exercise 1 page 147

KEY

1 wasn't 2 had written 3 had been 4 was working
5 liked 6 had hung up 7 weren't working

Exercise 2 page 147

Extra support

- Before checking answers, remind students to check they have made any necessary changes to pronouns and possessive adjectives.

KEY

1 (that) she had worked 2 (that) I was
3 (that) he was going 4 (that) he had been practising
5 (that) she had taken over her colleague's position
6 gave up 7 were coming round

Exercise 3 page 147

KEY

1 (that) the day before, she had given a presentation at work
2 (that) that morning / in the morning, she had gone to a café to relax before it
3 (that) after a coffee and a quick snack, she had grabbed her bag and (had) left for work
4 (that) she had got to the meeting room and had taken her laptop out of the bag
5 (that) then she had seen her mistake
6 (that) the café had been busy and she had taken the wrong bag
7 (that) because she had memorised the speech, she hadn't needed her laptop
8 (that) she had been so glad she hadn't procrastinated

Extra activity

- Write prompts on the board: *the name of a pet you have / had*; *the story of a great party or event you went to*; *a plan for next week*.
- Working in pairs, students ask and answer questions about the prompts, making notes about what their partner says. Tell them to report what their partner said, making correct reported speech sentences.

Further practice

Workbook page 97

Culture lesson notes

Lesson summary

1 Culture: London with a difference

SHORTCUT To do the lesson in 30 minutes, keep the warm-up and exercise 1 brief. Set exercise 7 as homework for students to share with the class in a subsequent lesson.

WARM-UP Focus attention on the photo, elicit the word *statue* and ask students if they know who the person is (*Socrates*) and why there is a statue of this person.

- Ask if there are any statues of famous people in the students' home town or capital city.

Exercise 1

- Working in pairs, students answer the questions.
- Elicit ideas from the class. You could ask them to give examples of internationally famous people and how they are remembered.

Exercise 2

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

KEY

1 D 2 E 3 C 4 A 5 B

Exercise 3

- Students complete the task.

KEY

1 More than 900 2 Gandhi 3 1984 (and a few times before) 4 Lord Byron and Napoleon III 5 anyone 6 They have special letters.

Exercise 4 Think & share

- Working in pairs, students discuss the questions.
- Ask a few students to share their answers with the class.

Exercise 5

- Check students understand *committee*.
- Working in pairs or small groups, students do the task.
- Give them plenty of time to discuss and plan their blue plaque schemes. You can encourage them to sketch out designs for how their plaques will look.

Extra support

Students may benefit from being able to do some internet research into local people who have achieved or contributed something special.

Exercise 6

- Each group presents their ideas to the class.
- If you have little time, get two groups to present to each other.
- Have a class vote with a show of hands for students to choose the three most popular suggestions for plaques.

Exercise 7

- Ask students to visit the website and choose three famous people who have blue plaques. They should note down the information in the task instructions.
- Working in pairs, students share the information they found.

Extra challenge

Tell students that the blue plaque scheme has decided that only two of the famous people they learned about can have plaques. Ask them to discuss and decide which two plaques to keep and why.

Lesson summary

2 Culture: Is it art?

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

WARM-UP Write on the board: *What kind of art do you like best and why?* If necessary, brainstorm different types of visual art, e.g. *photography*, *painting*, *street art*, *sculpture*, *drawing*.

- Put students in small groups to discuss the question.
- Elicit some ideas from the class.

Culture note

Banksy is a famous British street artist. Nobody knows who he is. He uses stencils and spray paint to create street art in a recognisable style, which is often political or satirical. He started out as an artist in the 1990s in Bristol, but his work has appeared in public places all over the world.

Exercise 1 Think & share

- Give students time to read and think about the questions.
- Working in pairs or small groups, students answer the questions.
- Elicit ideas from the class.

KEY (SUGGESTED ANSWERS)

1 The photos show graffiti on walls.
2 The photo on the left shows an image of a rat with a bow. The photo on the right is more colourful and shows writing.
5 The photo on the left could be an artwork by Banksy because he does not use many colours.

Exercise 2

- Students read the question and then read the text quickly to find the answer.
- Check the answer as a class. You could ask students if they agree more with Nancy or Lawrence and why.

KEY

They disagree on whether art belongs in the street or not.

Exercise 3

- Give students time to read the questions. Check they know the meaning of *environment* and *feature*.
- Students answer the questions individually.
- Working in pairs, students compare their answers.
- Check answers as a class.

KEY

1 Paul Curtis's art is different because he likes to use dirty walls to paint on.
2 The contrast between a lovely painting and the ugly space around it
3 Because his art sends a message that says 'Stop destroying our beautiful world'.
4 The size and the colour
5 All the people who don't like the painting

Exercise 4 2.13

- Check the meaning and pronunciation of *mural* /ˈmjʊərəl/ (a large painting done on a wall, sometimes on an outside wall of a building). Students might also need *zebra crossing* and *waterfront*, which are on the audio.
- Play the audio for students to answer the questions.

Extra support

If necessary, put students in pairs to compare their answers. Then play the audio again.

- Check answers as a class.

KEY

1 HH 2 AR 3 GO 4 GO 5 HH 6 AR

Transcript

1 I like the Abbey Road painting on Grafton Street. It's really good. He's taken the cover of the Beatles' album, Abbey Road – the one with the Beatles walking on a zebra crossing. And he's copied it on a big wall. But without the Beatles. So, you've just got the zebra crossing and the background of the road and the trees. He's done it in such a way that you can stand on the zebra crossing and take a photo of yourself on the album cover. Do you know what I mean?
2 There's a restaurant on the waterfront in Liverpool called Cargo Restaurant. On the wall inside there's a giant mural that Paul did. It's a giant octopus. It's quite simple, really. The wall is black and the octopus is painted in white. Its body is in the top corner of the wall and the legs stretch out across and down the wall. Yes, it's really something. On Paul's website you can watch a time lapse video of him painting the mural. It's good fun.
3 Have you seen the 'Helping Hand' mural? It's really colourful: yellow, red, purple, orange. I think the background represents the city. The main part shows a giant hand helping people step up and climb over a wall. The actual wall that the painting is on. And there's a sign painted on it that says 'Anyone can be part of a community'. That's a really good message. Unfortunately, the painting is only temporary. It's on a wall that they built outside Liverpool Library. The wall is staying there while they are doing building work on the library. Then they will knock it down.

Exercise 5

- Working in pairs, students do the task.

Extra support

Have a class brainstorm about environmental issues and make a mind map or list on the board. Also, remind students that street art can be based on words as well as pictures, which could help students who don't think they are artistic.

- Give them plenty of time to discuss and plan their murals. You can encourage them to sketch out designs for how their wall will look.

Extra activity

- Each pair presents their ideas to the class.
- If you have little time, make small groups of three pairs to present to each other.
- If you wish, have a class vote to choose the class favourite or top three choices. (Students can't vote for their own mural!)

Lesson summary

3 Culture: Parks in Perth and London

SHORTCUT To do the lesson in 30 minutes, omit the warm-up, keep exercise 1 brief and omit exercise 6. Set exercise 7 as homework and omit exercise 9.

WARM-UP Ask: *When you want to spend time with friends outdoors, where do you go and what do you do?*
Working in pairs, students discuss the question.

- Elicit some answers from the class.

Exercise 1

- Focus attention on the different photos on the page. Give students time to read and think about the questions.
- Put them in pairs or small groups to answer the questions.
- Elicit ideas from the class.

KEY (SUGGESTED ANSWERS)

1 Parks / Green spaces in cities
2 You can do exercise, socialise and breathe cleaner air than in the rest of the city.
3 They want to relax or exercise and be outside. They feel free, relaxed and full of energy.
4 Students' own answers

Exercise 2 3.13

- Play the audio for students to tick the activities which are mentioned.
- Check answers as a class.

KEY

Basketball, cycling, football, running, swimming, tennis

Transcript

I live around the corner from Kings Park in Perth, Australia. It's a beautiful park with something for everyone. I walk through the park every day on my way to work and at the weekend I go to the park to do exercise. I either go running

around the tracks or I play tennis with friends. I can't imagine living anywhere else in the city, to be honest. The park is an important part of my lifestyle. It really is a special place and there are lots of things you can do there. You can hire a bike and go cycling. Or, if you want something less energetic, you can go on a walking trail. There's an amazing botanic garden and a big tower called the DNA Tower because the design is like a piece of our DNA. You can climb up the steps to the top, but there are more than a hundred so you have to be fit.

I enjoy just sitting in the park sometimes. I watch groups of children and teenagers playing team games like basketball or football.

The summer is the best time in the park. When the weather is good, you can go swimming in an outdoor pool. The water is cold, but it's fun. And there are lots of events in the summer too. My favourite is called 'Shakespeare in the Park'. It lasts a whole month and they have plays and performances every day. The best part is that everything is free so that means anyone can go.

Exercise 3 3.13

- Point out that as well as *True* or *False*, some of the answers are not given on the audio.
- Play the audio for students to mark each statement.
- Working in pairs, students compare their answers.
- Check answers as a class.

KEY

1 F **2** T **3** F **4** N **5** T **6** T

Transcript

See exercise 2.

Exercise 4

- Check the meaning of the phrase *find most appealing* (find most interesting).
- Focus attention on the glossary.
- Students read the text and answer the question.
- Elicit answers from the class.
- Go through any unknown vocabulary students may want to know, e.g. *woodland*, *grassy*, *out of this world*, *arch*, *pitches*, *ice rink*, *deckchair*.

Exercise 5

- Students work individually to answer the multiple-choice questions.
- Check answers as a class.

KEY

1 C **2** A **3** B **4** B **5** B

Exercise 6 Think & share

Extra support

To help students really visualise the park, you could ask them to put their hands over their eyes, or even rest their arms and head on their desks, eyes closed. Then slowly read the questions aloud, leaving long pauses for students to imagine.

- Working in small groups, students share their answers.
- Ask a few students to share their ideas with the class.

Exercise 7

- Give students time to write their blog posts.
- Circulate and monitor, reminding students to use present tenses because they are imagining being in the park. Encourage them to use their feelings from exercise 6 in their blog posts.
- Working in pairs, students read each other's blog posts.
- Elicit from a few pairs which park experience seems the most positive or interesting.

Extra challenge

Ask students to give feedback on each other's work. Things to think about could include spelling, punctuation, grammar, use of interesting vocabulary, organisation of ideas and impression on the reader.

Exercise 8

- Working in small groups, students do the task.

Extra support

You could conduct a class brainstorm of events which could take place in parks, e.g. *exercise classes or fun runs*, *team games*, *a fair with stalls and games*, *a dog show*, *a litter-pick*, *a music concert or festival*, *a food festival*.

- Circulate and monitor, encouraging students to make some notes. Try and ensure a variety of events in the class.

Exercise 9

- Students will need plenty of time to prepare their posters.
- Encourage them in their groups to assign each member one aspect of the event to write up and / or draw. If possible, they could also find images to add to their posters online.
- Set time limits to help the class finish the task together.
- Display posters around the room. Ask one person from each group to stay with their poster in order to present it and answer questions. The other group members can move around the room and look at or talk about other posters. Ensure students in each group swap roles so they each have a turn presenting their group's ideas to their classmates.
- Do some quick feedback with the class, asking which events the class particularly like and why.

Lesson summary

4 Culture: Helping the environment

SHORTCUT To do the lesson in 30 minutes, omit the warm-up and keep exercise 1 brief. Set exercise 6 as an individual homework task to present in a subsequent lesson.

WARM-UP Working in pairs or small groups, students remember as much as they can about Lesson 4.3, which was about getting water.

- Elicit from some students what they remember.

Exercise 1 Think & share

- Working in pairs or small groups, students answer the questions.
- Ask a few students to share their ideas with the class.

Exercise 2

- Students read the text quickly to answer the question.
- Check the answer as a class.

KEY

Women and young people

Exercise 3

- Give students time to read the stages in Kaluki's life and put them in order, re-reading the text.
- Working in pairs, students compare their answers.
- Check answers as a class.

KEY

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

Exercise 4 4.13

- Give students time to read the gapped sentences.
- Play the audio.
- Check answers as a class.

KEY

1 collect, keep 2 plants, trees 3 different areas
4 make, food 5 environment

Transcript

Green Treasures Farms has five main goals or objectives. The first one is to train women how to collect and keep water in a safe way. This might seem obvious, but there are lots of places where women aren't collecting water in a safe way. Sometimes this is because the place isn't safe and it's easy to fall and have an accident, or because the water itself isn't safe because it is polluted.

Training women how to grow plants and trees is another important goal for the organisation. This means teaching them how to use seeds to grow plants so that they can have food and shelter without depending on others. The third goal is connected to the second goal. It is to find the right trees and plants for different areas. You can't just plant any tree in any place. You have to think about the environment and about what grows naturally in such an environment. If you don't think carefully about what you plant and where, you can destroy the environment and make things worse, not better.

Goal number four is to show women how to grow and then make their own food. So, we start with growing the plants, but then the women need to know what to do with these plants when they have grown. For example, cereals can be made into flour to make bread.

To help women look after the environment, the fifth goal, is very important because all of the other goals are meaningless if they don't look after the environment. But if they do understand the importance of sustainability, then they will be able to look after themselves and their families for generations.

Exercise 5 Think & share

- Teach students what we mean by *Planet B,* i.e. we have no other planet except for the one we live on. The expressions comes from *plan B,* which means 'what you intend to do if your first or main plan fails'. They need to know this to understand comment 2.
- Give students time to think about the comments.
- Working in pairs, students discuss the comments.
- Ask a few students to share their opinions with the class, encouraging them to explain their views and support them with examples.

Exercise 6

- Remind students that they discussed how to save water in exercise 1.
- Working in pairs, students produce a poster.

Extra challenge

Make sure each pair is working at their ability level; tell stronger pairs to include at least five ideas for saving water.

- Each pair presents their poster to the class.
- If you have little time, make small groups of three pairs to present their ideas to each other.
- During feedback, see which water-saving ideas were used most in the posters and discuss which ideas save the most water, which are easiest to do, etc.

Lesson summary

5 Culture: The Duke of Edinburgh's Award

SHORTCUT To do the lesson in 30 minutes, omit the warm-up and keep exercise 1 brief. Omit exercise 3. Set exercise 8 as homework to discuss in the next lesson.

WARM-UP Write on the board: *What skills do you have that you didn't learn at school? How did you learn them?* Working in small groups, students discuss the questions.

- Ask a few students to share their ideas with the class.

Culture note

The Duke of Edinburgh's award was started by Prince Philip, the Duke of Edinburgh (Queen Elizabeth II's husband) in the UK in 1956. It was for boys at first, but in 1957, it opened to girls too. It went international in 1988.

Exercise 1

- Working in pairs, students answer the questions.
- Ask a few students to share their ideas with the class.

Exercise 2

- Students read the fact file quickly to answer the questions. If time is short, tell them they can find the answers to this exercise in the introductory paragraph.
- Check answers as a class.

KEY

1 Three 2 Four

Exercise 3

- Students work individually to do the matching task.
- Check answers as a class.

KEY

1 C 2 D 3 A 4 B

Extra activity

- Encourage students to respond personally to the information in the text. Ask them which award they would be eligible to do.
- Working in small groups, students talk about the four areas. Which part of the award do they think sounds the most enjoyable and which sounds the biggest challenge for them? Why?
- Ask a few students to share their ideas with the class.

Exercise 4 5.13

- Play the audio for students to answer the question.
- Check the answer as a class.

KEY

One

Transcript

1 My name is Anna. I did the bronze award last year. The best part for me was the community service. I helped organise a music club for kids aged three to six. It was great fun. Now I know I want to be a primary school teacher one day.

2 Hi! I'm Leo and I'm doing my gold award at the moment. I think it will look good on my CV. I'm going to do my adventurous journey part next week. First, we have four days of training and then three days of camping and walking: sixty kilometres with our rucksacks that weigh about thirty kilos! You have to be fit and strong to do that.

3 I'm Fiona and I can't wait to do my gold award. But first I have to get my silver. I'm starting it next week. For the skill-building section, I'm learning how to play the bass guitar. I've got a teacher - my friend's brother. I got the guitar for my birthday last year, but I can't play it so this is a good chance to learn. I'm excited about it. This is all good experience for when I go to university, I think.

4 Hi. I'm Nick. I did the gold award two years ago. The best bit was the exercise. I chose cycling. I used to ride a bike, but not seriously. I trained with a cycle club to get my award. It was really good, but hard. I stayed in the club after getting the award. I enter competitions now and I won my first race a few weeks ago. Employers love it when they see that you did a Duke of Edinburgh Award.

5 Hello. My name's Maya. I did the silver award a couple of years ago and I started the gold award, but didn't finish it so I'm going to have another go next year. The best part of my silver award was the adventurous journey. I did a horseback trip. A hundred kilometres along a coast path. It was amazing. I went with a small group and we became best friends on that trip.

Exercise 5 5.13

Extra challenge

Students might be able to remember some of the answers before listening again.

- Play the audio for students to answer the questions.
- Working in pairs, students compare their answers.
- Check answers as a class.

KEY

1 F 2 N 3 A 4 M 5 A 6 L 7 M 8 L

Transcript

See exercise 4.

Exercise 6 Think & share

- Working in pairs, students discuss the questions.
- Ask a few students to share their answers with the class.

Exercise 7

- Students read the instructions and think individually about what they would choose to do.
- Working in pairs, students share their answers, or if time is short, elicit answers from just some of the students.

Exercise 8

- Give students plenty of time to access and navigate the website online.

Extra support

Working in pairs, students investigate just one aspect, e.g. *What is different about community service across the three awards?* Then put them in groups to share different aspects they've found out about.

- Ask a few students to share some information with the class.

Lesson summary

6 Culture: Memoirs from the USA

SHORTCUT To do the lesson in 30 minutes, keep the warm-up brief and omit exercises 6 and 7. In exercise 8, omit question 1.

WARM-UP With books closed, brainstorm different kinds of books you can read, e.g. *non-fiction*: *history*, *geography*, *nature*, *science*, *biography*; *fiction*: *comics*, *poetry*, *novels* (e.g. *comedy*, *drama*, *historical*, *fantasy*, *horror*, *action / adventure*, *mystery*.

- Working in small groups, students discuss what kind of books they prefer and why.
- Ask a few students to share their opinion with the class.

Exercise 1

- Students read the definition. Model and drill the pronunciation of *memoir*. Students might be familiar with the noun *(auto)biography*.
- Working in pairs or small groups, students discuss the questions.
- Ask a few students to share their ideas with the class.

Exercise 2

- Students do the matching task individually.
- Check answers as a class. You could ask if any of the students have read any of the books.

KEY

1 B 2 A 3 D 4 C

Exercise 3
- Working in pairs, students answer the questions.
- Ask a few students to share their opinions with the class.

Exercise 4 6.16
- Play the audio for students to answer the question.
- Ask a few students to share their opinions with the class.

Transcript
Last year, we had to read a memoir as part of a school literature project about American writers. My English teacher recommended this book. I really enjoyed it. It made me laugh and cry. And it made me think about how lucky I am to be able to go to school and have a good education. The book is called I Know Why The Caged Bird Sings and it is by the American author Maya Angelou. It's the first book in a series of six. In this book, Maya talks about her early life. It begins when she is about three and it finishes when she is sixteen. It isn't always an easy book to read because her life was difficult, especially when she was a child. Maya didn't feel loved or wanted and she was unhappy. But when she was a teenager, she made a special friend, a woman called Mrs Bertha Flowers. And after that, everything changed. Bertha loved reading and she taught Maya how to love books too. She gave her the idea of writing her own memoirs. Maya became more and more confident as she wrote. She's a really good writer. This book is sad, funny and clever at the same time. I'm going to read the other five books in the series. They're all in the school library.

Exercise 5 6.16
- Play the audio again for students to answer the multiple-choice questions.
- Working in pairs, students compare their answers.
- Check answers as a class.

KEY

1 B **2** B **3** C **4** C **5** C

Exercise 6
- Students read the review and answer the question.
- Working in pairs, students share their answers.
- Ask a few students to share their opinion with the class.

Extra support

Go through any unknown vocabulary with the students, e.g. *entertaining*, *laugh out loud*.

Exercise 7
- Students work individually to do the task.
- Check answers as a class.

KEY

1 He doesn't like them.
2 It's a travel book.
3 Because the author has adventures as he travels.
4 Because he laughed out loud as he read it.
5 He probably thinks they are boring or uninteresting because he likes the fact that Paul Theroux isn't a typical tourist.

Exercise 8 Think & share
- Working in pairs, students discuss the questions.
- Ask a few students to share their opinion with the class.

Extra activity

- For homework, ask students to imagine one of the events from exercise 8, question 3, and write a paragraph about it to go in their memoir. Remind them to be careful to use past tenses and check their spelling and punctuation before handing it in for marking. Alternatively, you could put students in pairs or small groups and ask them to read their paragraphs to each other and comment on which might make the most exciting, interesting, or funny memoir.

Lesson summary
7 Culture: Ada Lovelace

SHORTCUT To do the lesson in 30 minutes, omit the warm-up and exercise 5. Set exercise 6 as homework.

WARM-UP Working in small groups, students discuss who the most famous woman is or was in their own country and in the world.
- Ask a few students to share their opinion with the class.

Exercise 1
- Ask students to do the quiz and choose the correct answers.

Extra support

You could pre-teach or check vocabulary before students begin: *host* (v), *kayak*, *be elected*, *vote*, *conduct*. Alternatively, working in pairs, students do the quiz to support each other with unknown vocabulary.

Exercise 2
- Students check the answers.
- Find out how many questions they got right, which ones they were sure about and whether they were surprised by any of the answers.

KEY

1 B **2** C **3** A **4** C **5** B **6** A **7** C **8** B

Exercise 3 7.14
- Play the audio for students to answer the question. If students know before listening, ask them not to tell anyone.
- Check the answer as a class.

KEY

She wrote the first computer program in the world.

Transcript
Today, Ada Lovelace is famous. But who was she? And what exactly did she do? Ada was born in London in 1815. Her father was famous. He was the poet Lord Byron. Her mother was Anne Isabella Milbanke, a woman who loved maths and the sciences. When she was a young child, Ada moved out of her mother's home and went to live with her

grandmother. She studied hard and had lessons in science and mathematics, music and French. At this time, girls in the UK didn't go to university so Ada's education was very unusual.
When Ada was seventeen, she met an important mathematician from the University of Cambridge. His name was Charles Babbage and besides teaching maths, he was an inventor.
He invited Ada to see the plans of one of his early machines, a kind of simple calculator. Ada became very interested and started learning more maths and about Babbage's work. She started to help Babbage with his work and she wrote mathematical papers to explain how his machines worked. Later she wrote the first algorithm designed to be understood by a machine. Today we understand that Ada's notes and algorithm were the very first computer program in the world.
Ada realised that it was possible to invent a machine that could do more than work with numbers. She understood that a machine could work with music, images and language too. She never lived to see such a machine. But everybody agrees on the importance of her work in the history of computing.
Ada died at the age of 36 in 1852, after being ill for many years. In the years following her death, mathematicians and computer scientists used her ideas to build code-breaking machines and other computers. In the USA, the military and the Pentagon named their computing language Ada.

Exercise 4 7.14

Extra support
Help students draw their timelines by eliciting or telling them the start and end dates (*1815*, *1852*).

- Play the audio. Students may need to hear this several times, or you may need to pause after one or two details so they can add them to their timelines.
- Ask students to come up to the board and add details to build the timeline together.

KEY
1 Ada lives in London with her mother.
2 Ada lives with her grandmother.
3 Ada studies maths, science, music and French.
4 Ada meets Charles Babbage.
5 Ada helps Babbage with his work.
6 Ada writes the first algorithm for a machine.
7 Ada becomes ill.
8 Ada dies at a young age.
9 Scientists and mathematicians use Ada's ideas.
10 The US military name their computer language 'Ada'.

Transcript
See exercise 3.

Exercise 5 Think & share

- Students read the quotations individually and think about which they relate to.
- Working in pairs, students share their ideas and think about situations which illustrate their choices.

Extra support
You might need to give your own example to illustrate what you want students to do.

- Ask a few students to share their ideas with the class.

Exercise 6

- Give students plenty of time to do internet research on their chosen famous woman.

Extra support
With the whole class, before starting the exercise, elicit some questions which students could find the answers to, e.g. *When was she alive? What was her childhood like? Did she study? What field(s) did she work in? How many things did she achieve? When did she achieve them?*

Extra challenge
Ask students as they do their internet research to note five to ten new words they think are helpful or important when talking about their chosen woman. They can peer-teach these as they give their presentation.

- Gives students time to prepare a paragraph or mini-presentation on their chosen famous woman.
- Students present their internet research. Encourage those listening to ask questions. If the presenters don't know the answers, they can do further research afterwards.
- Encourage a brief classroom discussion, eliciting anything new and interesting that students learned.

Lesson summary
8 Culture: UK bank notes

SHORTCUT To do the lesson in 30 minutes, omit the warm-up and exercise 5. Set exercise 7 as homework.

WARM-UP Provide some coins and bank notes or ask students to look in their own purses or wallets. Allow students a few minutes in small groups to look at the money and discuss what is shown on each side of the coins and notes.

- Ask them how much they think they notice what is on their money.
- Ask them if they know much about UK money.

Exercise 1

- Put students in A / B pairs. Give them time individually to read their own fun facts.
- Tell them to ask each other questions to complete the missing information.

Extra support
- You could make A+A and B+B pairs to think of the questions they need to ask to get the information to complete the sentences.
- Then pair students again as A / B pairs to do the task.

- Check answers as a class. Elicit from students any facts which are new or particularly interesting.

KEY

1 1695 3 Queen Elizabeth II 5 memory 7 one pound / £1 9 a different size

Exercise 2

- Elicit answers from the class.

KEY

Winston Churchill and Jane Austen
Winston Churchill was a famous British politician. He was British Prime Minister during the Second World War.
Jane Austen was a famous author. She wrote six novels including *Emma* and *Pride and Prejudice*.

Exercise 3 8.16

- Play the audio for students to answer the question.
- Check the answer as a class.

KEY

The five-pound note and the ten-pound note

Transcript

All bank notes in the UK have an image of Queen Elizabeth II on the front. But on the back of each banknote, there is another image. There is a different person from history on each bank note. The images have a background and a famous quotation from each person and of course, each note is a different size and colour.
The latest five-pound note came out in 2016. The note is printed in shades of blue and the man on the back is Sir Winston Churchill. He was a Prime Minister in the UK, but he was also an author. The image shows a picture of Churchill when he was an older man and probably at his most powerful. In the background, you can see the Houses of Parliament, where he worked, as well as Westminster Bridge. Look closely and you'll see Churchill's Nobel Prize for Literature, which he won in 1953. The quotation on this bank note comes from the first speech Churchill made as Prime Minister during the Second World War. It says: `I have nothing to offer but blood, toil, tears and sweat'.
The latest ten-pound note came out in 2017. It is printed in shades of brown and yellow and is special because it was the first time a woman appeared on the back of a bank note. She is the author, Jane Austen. There is a picture of the author as a young woman. In the background, you can see Jane's brother's house, where she lived. You can also see a picture of a woman writing at a table. This is one of the characters from Jane Austen's famous book *Pride* and *Prejudice*. Her name is Elizabeth Bennett. The quotation is from Elizabeth Bennett too. It says: `I declare after all there is no enjoyment like reading!'

Exercise 4 8.16

Extra support

Encourage students to think about what is missing from the tables before listening. They may even be able to complete one or two gaps from memory before they listen again.

- Play the audio for students to complete the tables.
- Working in pairs, students compare their answers.
- Check answers as a class.

KEY

1 five pounds 2 blue 3 prime minister 4 author 5 Houses of Parliament 6 Nobel Prize for Literature 7 tears 8 ten-pound note 9 yellow 10 Jane Austen 11 Jane's brother's house 12 reading

Transcript

See exercise 3.

- Give students time to write a brief paragraph about each bank note from the information. If time is short, ask them to just choose one note to write about.
- Circulate and monitor, encouraging students to self-correct any errors. You could also ask students to compare their paragraphs in pairs to look for similarities and differences.

Exercise 5

- Working in pairs, students research the twenty-pound note on the internet.

Extra challenge

You could make this exercise a race if you have a class who enjoy competition.

- Elicit information from the class to complete the table.

KEY (SUGGESTED ANSWERS)

Date: February 2020
Colours: mainly purple
Famous person: JMW Turner (painter)
Images: JMW self-portrait 1799, *The Fighting Temeraire,* painted by Turner in 1839
Quotation: Light is therefore colour.

Exercise 6 Think & share

- Working in small groups, students discuss the question.
- Ask a few students to share their answers with the class.

Exercise 7

- Individually, students think of a historical figure they think would be ideal for a bank note in their country.
- Working in groups, students share their ideas and choose one of the people to present later to the class.
- Circulate and monitor, checking that not all the groups have chosen the same historical figure!
- Give them plenty of time to list reasons why their person is ideal. If possible, allow online research time so they have detailed information to use, including ideas for artwork and a quotation if possible.
- If time permits, students could sketch a design of their bank note.
- Each group presents their historical figure to the class and explains why they would be ideal for a bank note.
- At the end, have a vote to choose the three most popular historical figures.

Student's Book audio and video scripts

Unit 1, Lesson 1.1, Track 1.01, page 8, exercises 3 and 4

Lily Hi guys, and welcome to the show. I'm Lily and my brother Dan is, well, late. And it's our first vlog! … Here he comes – at last!
Dan Sorry! Hi guys!
L Thanks for coming … because we're talking about your day trip with your video!
D Oh, er … can't we do it tomorrow?
L No, Dan. It's today's topic!
D It's just … I haven't got a video.
L That's a shame. You better do it now, then!
D OK – let's do it! Hi guys, and welcome to … Dan's Big Day Out! With me – Dan! Today, I want to talk about one of my favourite places – the Wye Valley! Now that's W-Y-E, not W-H-Y. I went there last Saturday and it was amazing! But the question is … why did I like it?! So, the Wye Valley is famous for its beautiful countryside, its incredible wildlife and its awesome attractions, like … Symonds Yat Rock, where you can explore the caves or go climbing. The view from the top is spectacular! I even saw a peregrine falcon – this area is famous for them! Then there's Goodrich Castle. It's really old, but very cool. You can go on a guided tour or you can just look around with an audio guide. It's all ruins now, but there's a brilliant castle exhibition about what it was like hundreds of years ago. Then there's the River Wye itself – perfect for outdoor activities. You can go cycling by the river … or you can go canoeing on the river! Just don't forget your equipment … or your suncream! Now let's get back to the studio.
L Excellent work, Dan! Let's see your photos!
D Ah, yes! … Here you are. Here's me by the river.
L What a gorgeous day! You go really red in the sun!
D And … oh, forget that one …
L No, go back! What's that?! Did you go swimming? That sounds fun!
D Don't be silly! The water was really cold!
L So, what happened?
D Fine. I fell out of the canoe! Happy now?!
L Oh, Dan, that's really funny!
D No, it isn't!
L Yes, it is. Let me see again!
D Bye guys!
L Bye! Come on! Let me see!

Unit 1, Lesson 1.2, Track 1.05, page 10, exercise 6

Mia Hey Beth!
Beth Hi Mia! How was Sydney?
M It was a lot of fun! Sydney is an amazing city.
B So, tell me about your visit.
M Well, the first thing we did was go up Sydney Tower. It's very high and there are spectacular views from the top. We could see the opera house and the harbour and some of the other places we wanted to visit.
B Awesome! So, where did you go next?
M We walked down Market Street towards the art gallery.
B Did you do any shopping on Market Street?
M No, we didn't. It was a bit early for shopping and we didn't want to have a lot of bags to carry. So, we walked past the shops until we got to the gallery.
B Did you go into the art gallery?
M No, we walked past it because we wanted to explore the Royal Botanic Gardens. They were beautiful!
B What about the Harbour – did you go there too?
M Yes, we went to the Harbour after the gardens. In fact, we stopped there for lunch. We found a café with a view of the bridge and had a sandwich there.
B Great! What did you do after lunch?
M We went to the opera house. We didn't want to go on a guided tour, so we walked round it and took some photos. What an amazing building!
B Yes, it's quite special, isn't it?
M Yes, it is. After that, we decided we wanted to see more of the Harbour, so we went on a boat trip. The boat stopped at Taronga Zoo, but we didn't get off.
B Why not?
M We didn't have time. It was 6.30 by then, so we made our way back to the station. Sydney is an amazing place, but it's very tiring!

Unit 1, Lesson 1.4, Track 1.07, page 12, exercises 3 and 4

Ruby Hi Mum. I'm on my way home.
Mum Hello Ruby! Did you have a good day in Cardiff?
R No, not really.
M Oh dear. What went wrong?
R It was a disaster from the start. First of all, Charlotte was late. We arranged to meet at the station at 9.30, but she went to a different station. It was nearly twelve o'clock when we got to Cardiff.
M That's late! But at least you got there in the end. What did you do in Cardiff?
R Not much. We didn't really have a plan, so we started walking towards the castle. Then Matt saw the Principality Stadium – you know, where Wales plays rugby. He wanted to look round the stadium, but there was a rugby match in the afternoon, so there weren't any guided tours.
M No, they don't do them when there's a match.
R After that, we decided to go on a boat trip. There's this boat called the Bay Blast that goes really fast in the water.
M That sounds a bit dangerous …
R Don't worry. We couldn't do it. We walked all the way down to the sea, but there weren't any tickets left.
M Right. Another day – you probably need to book in advance.
R Yes, we know that now. After that, we decided to have lunch. There's a restaurant near the castle called Viva Brazil, so we walked back towards the castle again. We found the restaurant, but they didn't have a table because there were six of us. It took us an hour to find a different restaurant we all liked.
M That's a shame.
R Yes, it was. After lunch, we thought about going bodyboarding, but the White Water Centre was too far – we didn't want to walk back to the sea again. So, we decided to try Cardiff Escape Rooms because it was nearer. The price per person was £21!
M Really? That's expensive.
R Exactly! So, we went to the castle instead.
M What was that like?
R It was really interesting, but by then it was four o'clock. The castle closes at five, so we didn't have much time to look around. After that, we went to the station to get the train.
M Never mind. You'll be home soon. We can get some pizzas and watch your favourite TV series.
R That sounds like a great idea! Thanks, Mum.

Unit 1, Lesson 1.6, Track 1.10, page 14, exercise 6

Nellie didn't like the idea of being in a race because it wasn't part of her plan. She didn't pay any attention to the news and she didn't try to go any faster. While she was in Hong Kong, she went horse-riding and she had a great time. From Hong Kong, she went to Japan and in Japan she caught the boat to the USA. During the crossing, there was very bad weather and Nellie arrived in San Francisco two days late. But her editor really wanted her to complete the trip, so the newspaper paid for a private train to take her back to New Jersey. She arrived in Jersey City on 25 January 1890, only 72 days after leaving. Elizabeth Bisland missed her boat home and she arrived home four and a half days after Nellie. So, in the end, Nellie won the race, but more importantly for her, she became the first person to take less than 80 days to travel round the world in real life.

Unit 1, Lesson 1.7, Track 1.11, page 15, exercises 2 and 3

Interviewer People say that the Mongol Rally is the Greatest Adventure in the World. Our guests today, Ana and Ed, finished the Mongol Rally in September. Before we take questions from our listeners, what is the Mongol Rally and why did you decide to do it?
Ed Well, basically, it is a mad road trip. The rules are simple: 1, you travel in a very small car through Europe and half of Asia. 2, you can go by any route you like. And 3, you raise money for charity. It's not really a race – the idea is to get to your destination!
Ana And we did it because we needed something to do after our final exams at university. We wanted to do something for charity and have an adventure at the same time.
I OK, thanks for that. And here's our first caller.
Caller 1 Hi. How did you plan your journey?
E We used Google Maps!
A Yes. First, we decided which places we wanted to visit and after that, we planned our route. I wanted to see Romania.
E And I wanted to go to Iran. Then we filled in the gaps.
I Caller 2.
Caller 2 And how did you prepare for the journey?
E Well, the main thing was packing the car.
A Yes, and applying for all the different travel documents. That took ages!
Caller 3 What route did you take?
E Well, we started in London and we drove through Europe pretty quickly: France, Germany, Austria, Hungary, Romania and Bulgaria, until we reached Turkey.
A After Turkey, we went through Iran and Afghanistan, then Tajikistan and Kazakhstan. The race doesn't finish in Mongolia any more, so we had to drive through Mongolia to the city of Ulan-Ude in Russia.
Caller 4 What were your best and worst travel moments?
E The worst moment was when our car stopped at the top of a mountain in Kazakhstan. We thought that was the end for us.
A And, amazingly, the best moment was later that night. Some local people came to help us – they fixed our car and then we had dinner together!
E There were lots of times when I wanted to stop and just catch a flight back to the UK, but we are very proud that we finished.
A And the best thing is we raised £10,000 for charity.
I Yes, congratulations on an incredible trip. Well done!

Unit 1, Lesson 1.8, Track 1.12, page 16, exercises 2 and 3

Ryan Hey Ellie, how was your weekend?
Ellie It was pretty good. On Saturday, I went to the cinema with my sister.
R Did you? Which film did you see?
E We saw the latest *Fast and Furious* film – you know, with Dwayne Johnson.
R Oh, really? How was the film?
E It was really exciting! After the film, we went for dinner.
R What a great idea! Where did you go?
E We had a pizza in the Italian restaurant next to the cinema. What about your weekend, Ryan?
R It was fine. I played football on Saturday.
E Did you? Who did you play?
R We played the top team in the league.
E Wow! Was it a good match?
R Yes, it was fun – I scored a goal!
E That's amazing! Did you win?
R No, we lost 2–1. The other team scored in the last minute.
E What a pity! I hope you win next time.

Unit 2, Lesson 1.1, Track 2.01, page 22, exercises 2 and 3

Lily Hi guys, today I'm … Sorry! I had a really long day at school yesterday. Then, when I got home, I found this … a very, very long list of chores from my mother who was away. I had lots of homework, but I still did everything. First, I watered the plants. That wasn't so bad. I enjoyed that. Then I washed the dishes. I didn't enjoy that. Next on the list was empty the washing machine and fold the clothes. Ugh, that was horrible! Then it was iron your clothes – but I nearly died when I saw all of the ironing. So, I only did the most important things, like today's clothes. What do you think? Anyway, by then it was half past seven – time for dinner. And I made it all on my own! OK, it wasn't great. But I didn't have time! I still had to … lay the table … clean the cooker … sweep the floor … and bake and decorate a cake. But I did it! And what did Dan do? Put away his clothes and tidy his room? Dust the shelves? Take out the rubbish?! No! He did … nothing! Honestly, he's so rude! I mean, it's not fair. But tonight, my favourite TV show is on, so Dan can do the housework!

Unit 2, Lesson 2.2, Track 2.04, page 24, exercise 7

1 I was at home with my family at the start of the new millennium – my grandparents and my aunts, uncles and cousins were also with us. There was a show on TV about millennium celebrations all over the world and we were watching it. There was a concert at the pyramids in Egypt, a light show on the Eiffel Tower in Paris and people were singing and dancing in the streets in Rio de Janeiro. It was a lot of fun!
2 I'm an I.T. engineer and I remember the start of the new millennium very well. You see, everybody was worrying about their computers that night. People thought there would be a problem when the year changed from 1999 to 2000 – they called the problem the Y2K bug. So, I was working when the year 2000 began. In the end, there wasn't a problem, so I had a very boring night!
3 I was in New York at the time, visiting friends. On New Year's Eve, we went to Times Square to join the celebrations. The big attraction there is the Times Square Ball, an enormous ball that drops during the last minute of the year. When the ball finished dropping,

it was midnight and everyone started dancing around Times Square – the atmosphere was incredible!
4 I don't remember much about New Year's Eve 1999 because I was ill. It was nothing serious – just a bad cold. My parents had a party and invited all the neighbours round, but I didn't feel like celebrating, so I went to bed. I fell asleep immediately and I slept all night – I didn't hear the party at all! I felt much better the next day, so I got out of bed to wish my family Happy New Millennium!

Unit 2, Lesson 2.3, Track 2.05, page 25, exercises 3 and 4

Neighbourhoods all over the world look the same, with their roads, pavements and buildings – there isn't much else to look at! But in some places, people have made changes to the area to try and make it look more attractive.
Take the 'dead tree' project in Rome, Italy, for example. In the past, Rome didn't take care of its trees, so many of them got ill and died. The city cut the trees down, so now there are hundreds of ugly tree stumps. Four years ago, artist Andrea Gandini started cutting faces into the tree stumps. He wanted people to respect the dead trees, so he made sculptures out of them. Today, there are around 70 of his sculptures all over Rome and many people visit them to take photographs.
Something a bit different is happening in Toronto, Canada. The people in one street got annoyed because of the potholes in their roads. Nobody was coming to fix the holes and they were getting bigger and bigger. So, one evening, the neighbours went out and planted flowers in the potholes! The idea was to show everyone the problem, but what they also did was turn the ugly potholes into beautiful plant pots.
A project in Madrid, Spain, took a different approach. The city wanted people to know about its museums and art galleries, so it put up some special statues. The statues were of a figure from a famous painting by Spanish painter Diego Velázquez. The figure was a *menina:* a woman who worked in the palace, helping the princess. At first, all the *menina* statues were white. The city asked different artists to paint or decorate them and then they put the finished statues in the streets of Madrid. Many people went to see them and later they went to the Prado Museum in Madrid to see the original painting.
Today, these neighbourhoods in Rome, Toronto and Madrid are more attractive than they were in the past. What could you do to improve the area where you live? Tell us your ideas on our website, or leave us a voicemail on 01 3387 918273.

Unit 2, Lesson 2.6, Track 2.09, page 28, exercise 9

1 This happened while I was helping my mum move the sofa in our flat – she wanted to clean the floor behind it. Our sofa is quite big and it's really heavy, so it takes more than one person to move it. Anyway, we lifted up the sofa and started moving it away from the wall, but I wasn't holding it properly and it fell on my foot. It really hurt! When I got to hospital, they told me I had a broken toe!
2 The other day, I was getting ready for school, but I was chatting with a friend at the same time. She sent me a message just before I went downstairs for breakfast, so I was reading the message while I was walking down the stairs. I'm sure you can imagine what happened next – I fell down the stairs. I was lucky I didn't break anything, but it really hurt!
3 I usually don't have any problems with knives, but last week I cut my finger. I was making some sandwiches for lunch and I had to cut some cheese. My little sister asked me something while I was cutting the cheese, so I looked up – and cut my finger instead of the cheese. It was just a small cut – nothing serious – so I put a plaster on and carried on making the sandwiches!
4 Our kitchen isn't very well designed because there's a cupboard on the wall above the washing machine. You have to be very careful when you go anywhere near the washing machine. So yesterday, my dad asked me to empty the washing machine. I opened the door and took out the clothes and when I stood up, I hit my head on the cupboard. It hurt a lot, so I had to go and sit down for a while.
5 Some friends came round last Friday night and we decided to make pizzas for dinner. So, I put the oven on and took the pizzas out of the freezer. Unfortunately, when I was putting one of the pizzas in the oven, my hand touched the side and I burned it. I put my hand under cold water for ten minutes, but it still hurt.

Unit 2, Lesson 2.8, Track 2.11, page 30, exercises 2 and 3

Kate Hi Mrs White.
Teacher Hello Kate. What can I do for you?
K Sam and I are organising the barbecue at the school fair on Saturday. Would you mind helping us?
T Sure, no problem. What would you like me to do?
K Do you think you could help us buy the food? We need to buy quite a lot and we can take your car.
T Yes, that's fine. We can go to the supermarket after school on Friday.
K That's great! Thank you.
Sam Do you want me to go shopping with you?
K No, it's OK.
S What do you want me to do?
K Could you make some salads, please, Sam?
S No, sorry, I can't. I'm not very good at making salads.
T I can make some salads after we go shopping.
K Thanks, Mrs White. I can make some too.
S What can I do, then?
K Well, someone has to put up the tent and lay the tables. Can you do that with some friends?
S Yes, of course.
K So, at the barbecue, Sam and I can do the cooking. Do you mind serving the drinks, Mrs White?
T Sure.
S That's sorted, then.
K Yes, it is. Thanks a lot, Mrs White.
T See you on Friday.

Unit 2, Lesson 2.11, Track 2.12, page 33, exercise 2

Lucy Good afternoon. Thank you for inviting me here today. First, I'd like to tell you something about my journey as an artist. My parents bought me my first set of paints when I was five or six years old, but I wasn't interested in painting at that time. I preferred playing outside. Then, when I was ten, I started painting in our garden. I loved painting trees and flowers, but my favourite subject was birds. I painted hundreds of pictures! They were very small and very colourful.
I went to an art school when I was eighteen and studied different forms of art, including sculpture. For my first project, I created small statues of people from wood. Then I made sculptures of animals. My best work was a group of horse sculptures and

I won a competition. The prize was a three-day trip to Paris – I had a great time and visited the famous art gallery, the Louvre.
A few months ago, people asked me to create some art to help improve their neighbourhood. They asked me to make 25 wooden sculptures of flowers, trees and wildlife. Each piece takes two or three days to create. You can see the sculptures from 31 July. I hope you like them. Thank you for listening.

Unit 3, Lesson 3.1, Track 3.01, page 34, exercises 2 and 3

Lily Hi guys! Today's the day – and our new healthy lifestyle starts here!
Dan But we're not on a diet – it's a challenge! You put your menu in the app and you get a point for every portion of fruit and vegetables. The winner is the person with the most points.
L Is it me or Dan? Check out our menus to find out! … OK guys, here's my menu! For breakfast, there's porridge with lots of berries and a sliced banana. It's delicious! … For lunch, there's rice, chicken and broccoli … with crisps as a side. But with fruit salad for dessert! Yum! And then for dinner, I have an amazing recipe for veggie burgers! And then it's time for a late-night snack of baby carrots … and then some more carrots … and then some more carrots. And that's my menu!
D Awesome! But that's a lot of carrots after a heavy meal.
L know. I feel a bit sick.
D And that's only nine points too. OK, now it's time for my menu! OK guys, so first it's toast for breakfast with strawberry jam and an apple on the side. Fabulous! For lunch, I swap my usual unhealthy pizza for a vegetable soup with carrots, potatoes and broccoli. Then when I get home, it's time for a smoothie with a variety of fruit and vegetables – orange, pineapple and, er, spinach. And for dinner, it's pasta with broccoli – and a yoghurt with berries for dessert! And that's my menu. You know, this diet is fantastic. I feel great, I have a lot of energy and I'm the winner!
L Wait a minute! Strawberry jam is not a fruit!
D No? Fine. Then it's a draw.
L No, it isn't. I forgot to add my mid-morning treat. I have a medium-sized apple every day. That's exactly one portion.
D Seriously?! Well done … I guess! Bye guys!
L Bye!

Unit 3, Lesson 3.3, Track 3.06, page 37, exercises 2, 3 and 4

Mum I'm so hungry! Do you want to order avocado toast, like last time?
Emily No, not today. I don't eat avocados any more.
M Why not? Are you on a diet again? Avocados are good for you! They're really healthy.
E Oh, come on, Mum. I'm not on a diet. I like avocados, but … but I don't want our planet to die because I eat avocado toast.
M A piece of toast with a little avocado won't kill our planet! What are you talking about?
E Last week, I read an excellent article about avocados. It said we shouldn't eat so many of them. They're really bad for our environment.
M Is this because they have a high carbon footprint? Fruits don't produce many greenhouse gases when they grow.
E That's not what I mean. Of course fruits don't produce as many greenhouse gases as meat. Beef and other kinds of meat are the worst.
M Exactly, that's why we're trying not to eat much meat. So, I still don't understand. Why are avocados bad for the environment?
E Think about it – we live in Liverpool. Avocados don't grow here, so they come from Mexico, or Chile. That's almost 10,000 kilometres! Their transport isn't good for the environment, but that isn't the worst.
M Oh, Emily. Avocados taste great, just like all other fruits and vegetables that travel for thousands of kilometres before they get on our plates. But this doesn't mean I shouldn't eat them.
E Avocados are so popular now that farmers in Mexico cut down forests to make space for new avocado farms.
M I didn't know that, but I agree with you. It's never OK to cut down trees.
E That isn't all. It takes 2,000 litres of water to grow one kilogram of avocados. Compare it with other fruits. We only need 820 litres of water to produce a kilogram of apples. And 660 litres for one kilogram of oranges.
M How many avocados do we eat in a week? And how many apples or oranges? We don't eat that many avocados, do we?
E Maybe, but we still eat a lot, so farmers in Chile have a problem. Avocado farms need more and more water and there isn't enough water in their rivers. Whole areas are getting dry and look like deserts because of the avocado farms. Let me show you these pictures.
M This looks scary. I didn't know. Maybe we can order a tomato salad?

Unit 3, Lesson 3.4, Track 3.07, page 38, exercises 3 and 4

Welcome to episode 47 of the 'Healthy Me' podcast. Today, we're going to talk about why it's so difficult to develop healthy habits. Let's say you decide to give up unhealthy snacks. No more crisps and sweets. You're very excited because now you'll eat a variety of fruit and veggies instead.
But then … on the first day, you forget to bring lunch to school, so you buy a packet of crisps. 'I'll start tomorrow,' you say to yourself. On the next day, you bring a smoothie and a broccoli salad. You have a lot of energy. But then you come back home and watch your favourite TV show. As always, you take a little ice cream from the freezer. Oh no! You forgot about your new habit again! Why?
First of all, we haven't got much time, so we don't plan our new habits in advance. Secondly, we forget that it's OK to make mistakes. Developing new habits is a slow process. One day we succeed; another day we don't. So, if you eat a packet of crisps one day, don't give up. Just try harder next time. And finally, we want too many things at the same time. When we start a healthy lifestyle, we want to change everything: drink a green smoothie every day, eat five portions of vegetables and run five kilometres every morning. That's too much!
So, what can you do to succeed in changing your lifestyle? 1, Focus on one habit only: the one which matters to you the most. Before you start, ask yourself a question: Is changing this habit important to me? 2, Think what will help you develop your habit. Let's say you're giving up unhealthy snacks, so maybe you can make a list of quick and healthy snacks. 3, Keep track of your habits. Use an app, or write it down in a notebook. 4, Be patient! You can't change all habits in one day, or even in one week. You've probably had your unhealthy habits for a long time,

so now it'll also take time to develop new, good habits.

Unit 3, Lesson 3.8, Track 3.11, page 42, exercises 2 and 3

Dad Hi! I'm back home. Poppy, why are you wearing a tracksuit and trainers?!
Poppy I wanted to go jogging after school, but then I started to do my homework. It took me ages to finish it.
D Well, that happens. You can go tomorrow.
P I'm not so sure. The same thing happens every day. I think I have enough time to do everything, but I don't. And I can never find time for fun things! What should I do?
D Why don't you make a list of everything you have to do?
P Oh, I have a list, but there are too many things on it. Do maths homework, finish reading a book, put my clothes away, go jogging, make a fruit smoothie, phone Daisy, watch the next three episodes of a new TV show everyone is talking about … I don't know what to choose first!
D That's a long list! I see it's not working …
P Exactly! What do you suggest?
D You should control how much time you spend doing things from your list. For example, when you need to do your maths homework, think how much time it'll take.
P Good idea! That could work! But what should I do when there's no time left for fun things?
D Try to take a break every hour and do something you enjoy for fifteen minutes or so.
P This is a very good idea! Thanks, Dad.

Unit 4, Lesson 4.1, Track 4.01, page 48, exercises 2 and 3

Miya Hi guys. I'm Lily's friend, Miya. She's away on holiday, and asked me to do this month's vlog for her. I'm just checking the weather for my holiday in Portugal. I do this every time I go away, but I never get it right! Honestly, is there anything less reliable than the weather?! I don't think so! Don't believe me?! Here you go! These are my top three weather disasters! Last year, we were on holiday in Greece. I checked the forecast and yep, it was … warm and sunny every day. So, my suitcase was full of shorts, T-shirts – and that was it. Then one day, I went for a walk on the beach. I was wearing a T-shirt because, you know, the sun was shining and it was a beautiful day. But not for long. At first, it was just a bit cloudy … but then the sky was dark, the wind started to blow … there was thunder and lightning … and then a huge storm started. I just thought, what on earth is happening? I checked the forecast again – storms all week! In Greece! Can you believe it? Now I always take a waterproof jacket everywhere! OK, so this time I was visiting cousins in Munich. It was winter and I had a lot of warm clothes, but it wasn't as cold as it normally is. In fact, it was quite mild. We just thought – yippee, perfect weather for a hike! I mean, it was a bit foggy, but the sun started to shine and it was quite mild. Around twelve degrees Celsius. I was wearing a jacket, but I wasn't wearing my big winter jacket. And that was a mistake. Suddenly, the temperature went down and it even began to snow. It. Was. Freezing. So now I always carry my big winter coat with me! This was in the UK and I was shopping with a friend in London. Again, I checked the forecast and yes … it was wet with showers all day. Not surprising. It's the UK. And of course, I had an umbrella. But it was really windy and my umbrella was, er, cheap, so it … broke! So now I always take a big umbrella! So, this time I'm planning for every type of weather! But packing can be a bit difficult! Wish me luck!

Unit 4, Lesson 4.2, Track 4.04, page 50, exercise 6

I lived in Tokyo for over a year when my dad was working there. It was a wonderful adventure, but I'm glad to be back in Stockholm. People are often surprised to find out that I prefer Sweden because we have better weather. I mean it! Stockholm is generally much colder than Tokyo, but I really don't mind the freezing temperatures. I love when it snows for the whole day. In Tokyo it snowed twice when we were there, but the snow didn't remain on the ground. In my opinion, winter in Stockholm is more beautiful! In summer there's a rainy season in Tokyo. This doesn't mean that it rains every day, but it's often cloudy. The sun doesn't shine a lot. And when it starts to rain, these aren't showers but often heavy rains. The rain in Stockholm isn't as heavy as the rain in Tokyo. The summer months in Stockholm are sunnier. It's warm here, but not as hot as in Tokyo. The only thing I miss about the weather in Tokyo are long winter days. In Sweden the days in December and January are shorter and darker. When you're at school, you see the sun in the sky only at weekends!

Unit 4, Lesson 4.7, Track 4.08, page 55, exercises 2 and 4

… Another thing that's worth seeing this week is Pollution Pods, an art exhibition by Michael Pinsky. With Pollution Pods, you go on a journey through five cities in different parts of the world. Pinsky presents each city in a separate dome, which looks like a big tent with a round roof. When you walk into the dome, you can feel the temperature and also smell the air of this city. Some are hot and wet; others are cold and dry. Of course, it was impossible to bring the real air from these places, so Pinsky worked with a group of chemists and perfume makers and together they created the smell of the cities.
The first dome has the cleanest air. It's Tautra, an island in the north of Norway. It's the only place where it's safe to breathe. All other domes let you smell the air in big cities. First, there's London. When you walk inside, you notice it's foggy and grey. It also smells horrible, like … car pollution. Then you move to New Delhi, India, which is one of the most polluted cities in the world. The air smells like burnt plastic. It's difficult to stay there and breathe for a long time. The next dome takes you to Beijing, China, in November. The air has the smell of wood and coal, which people burn to heat their homes. There's also a smell of smoke from factories. The last dome is São Paulo, Brazil. There's the smell of car pollution too. Inside the dome, my eyes immediately get red and I almost start to cry. It's because there's a lot of ozone in the air, which hurts your eyes and your throat.
We all hear how bad the air pollution is, but this exhibition lets you see it or smell it for yourself. You can feel what it's like to live in the places where the air is so polluted that it can make you sick. New Delhi or Beijing are just examples. In fact, more than 92% of people live in places where air isn't safe for them.
At the end of the exhibition, you can see a list of six simple things you can do for the environment. Don't buy so many clothes, eat less meat, use electric cars, buy local food, recycle, and care for the planet. When we do some of them, the air can get better.

Unit 4, Lesson 4.7, Track 4.09, page 55, exercise 5

At the end of the exhibition, you can see a list of six simple things you can do for the environment. Don't buy so many clothes, eat less meat, use electric cars, buy local food, recycle, and care for the planet. When we do some of them, the air can get better.

Unit 4, Lesson 4.8, Track 4.10, page 56, exercises 2 and 4

Nicole Hi, Grandpa! You won't believe what happened! On Monday, our school eco club talked to the town authorities about the seed bombing project we wanted to do. They loved our idea!
Grandpa That's wonderful! But what's seed bombing?
N It's a project which helps to plant new trees and flowers in the places where not many of them grow.
G What a great idea! But how exactly does it work?
N First, you have to make seed bombs. These are little balls made of different plant seeds and some earth. Then you throw these balls and hope to see new plants soon. Our school club wanted to use seed bombs to plant flowers near the old factories on Market Street. This place looks quite ugly, so we met with the town authorities and they said we could do it.
G Great news!
N Well, yeah. We were very excited to make these seeds bombs. On Wednesday, we were ready. We had 100 seed bombs. We went on Market Street, but when we were throwing them, the police came. They thought we were throwing rocks at the windows.
G Oh no! That's terrible! Were you in big trouble?
N Kind of … We were really scared! They took us to the police station.
G I'm so sorry to hear that. Did you tell them about the meeting with the town authorities?
N Yes! We were trying to explain, but they didn't believe us.
G What a disaster!
N Then we called our teacher and he brought the document that we got from the town authorities. The police apologised and said we could go home. The next day, a local newspaper came to school and asked us about the seed bombs. They wrote an article about us! We also got a prize for helping the environment.
G How fantastic! Have you got this article somewhere here? I have to read it. I'm so proud of you!

Unit 4, Lesson 4.11, Track 4.12, page 59, exercise 2

Presenter On today's programme, we're talking about unusual weather. Our guest is Professor Alice Barnes, who writes about natural disasters including earthquakes, hurricanes, heatwaves and more. Today, Alice is talking about hurricanes. Good morning, Alice. Welcome to the programme.
Alice Good morning. Thank you for having me.
P Professor, what is the worst experience of a hurricane that you can remember?
A Well, my worst hurricane experience was also my first experience. It was more than 30 years ago when I was a child. It was 1989 and I was in the Caribbean with my parents. We were visiting my aunt.
P How did you prepare?
A My aunt knew exactly what to do. We bought enough food and water for a few days. Then we put wood over the windows and brought outdoor objects inside.
P What was it like before the storm?
A Well … It was very strange. I remember it was a beautiful day until around five o'clock in the afternoon. Then everything changed. The wind blew strongly all night and all day and we were very, very frightened.
P What did you do while you were waiting for the storm to end?
A We stayed inside, listened to the radio, played games and ate food. That was the best bit – all the food. My aunt is a brilliant cook. On the first night, I was very tired, but I couldn't sleep. The wind was so noisy!
P When did you leave the house?
A We stayed inside for two days. On the third day, we went out to check that my aunt's friends were OK. It was a terrible sight. Buildings had no roofs. Trees and plants lay everywhere. My aunt's friends were frightened like us, but luckily, they weren't hurt. After that, we stayed with my aunt for another week and helped her clear up before we went home.

Unit 5, Lesson 5.1, Track 5.01, page 60, exercises 2 and 3

Miya Hi guys. It's me again, and I'm waiting to hear from my cousin, Raiko, who was on a school exchange in Finland. He's calling in with a very special report. I think we have him right now. Hello, Raiko. Are you there?
Raiko Hello from Helsinki!
M Hi Raiko! How are you? And how's Finland?!
R I'm great and Finland is fantastic, but very different!
M In what way?
R Where do you want me to start? For one thing, students here don't usually do homework assignments, like we do.
M Seriously?!
R Yeah! In primary schools, they don't get any homework at all. I'm attending a secondary school and we get an hour at the most.
M An hour at the most?! I have an English essay and two pages of maths exercises to do tonight. And I have to revise for a science exam tomorrow!
R Oh, by the way, in Finland students hardly have any exams!
M What? But how do they pass their subjects?
R They don't really pass or fail exactly. The teachers follow their progress during the lessons and give them a grade. There is one exam in the final year, but nearly everyone leaves school with the necessary qualifications to get a job, or do a degree at university.
M Lucky them! And what are the classes like?
R They're small; there's only about twenty of us in each class. And students here use a lot of technology. We've all got laptops and we spend most lessons working in groups, which I think works really well. It's so much easier to concentrate when you're working with other people.
M That sounds amazing. What else?
R Um, let me think – oh, in Finland, students can wear what they like to school and all students get free meals too.
M Oh yeah! That reminds me! Can I ask my most important question?
R Go ahead!
M What's the canteen like?
R It's awesome! They have a lot of traditional Finnish food like *hernekeitto* … I think I'm saying that right! It's a kind of pea soup. You'll love it. You can try it when you come over here.
M That's right! I'm going to Finland next year too, and after hearing this, I can't wait for September to come!
R September? Miya, the holidays here are June and July. Term starts on 6 August.
M So, I won't have a proper summer holiday?!

R No, but you'll have a brilliant time! It's awesome here!
M Sounds like it! But that's it from me in the studio. Thanks to Raiko in Helsinki – and see you next time!

Unit 5, Lesson 5.2, Track 5.04, page 62, exercise 5

Careers Advisor Hello! Come in and sit down.
Rosie & Maya Hello/Hi.
CA So, we're here to talk about your plans for the future. Rosie, what are you thinking of doing when you leave school?
R I want to be a doctor, so I'm going to study medicine at university.
CA Do you think you'll get the grades to study medicine?
R Yes, I think so. I'll have to work hard at biology, but I think I'll pass.
CA Great! What kind of doctor would you like to be?
R Oh! I haven't really thought about that.
CA Well, maybe you'd like to work with older people, or perhaps there's a certain part of the body you're interested in.
R Hmm. I'm not really sure at the moment. Um, it's something I need to think about.
CA That's fine – you don't need to decide now. What about you, Maya? What are you thinking of doing when you leave school?
M I'd love to be a vet, but I'll never get the grades to go to university. I'll probably try to get a job when I leave school.
CA It's true you need to do a degree to become a vet, but what about a veterinary nurse – you know, the person who helps a vet?
M That sounds interesting! What do I have to do to become a veterinary nurse?
CA If you don't want to go to university, you could get a job with a vet and study at the same time. For example, you could work for four days a week and study on the fifth.
M That sounds like a great idea! How long do you think it will take to become a veterinary nurse?
CA It'll take longer to get the qualification, but when you finish, you'll already have a lot of experience. It'll be really easy for you to get a better job.
M Hmm, that sounds like a plan to me – thank you so much!
CA No problem – that's what I'm here for!

Unit 5, Lesson 5.3, Track 5.05, page 63, exercise 5

Mike Hello there! My name's Mike Henderson. Today, I'm going to talk about schools in 50 years' time. Let's start with school buildings. These probably won't exist in 50 years' time because more students will study from home. This will be better for students because they'll spend more time with their families, or outside in their neighbourhood and in nature. It will also be better for students in villages far away because they won't have to worry about getting to and from school every day.
My next point is about teachers. In 50 years' time, teachers will do a completely different job. They'll be more of a guide for their students than a teacher. They'll help students discover what they're good at and recommend how to improve in areas where they have problems. Later, they'll help students find the right career for them and show them what they need to learn to achieve that career.
Moving on to lessons themselves, most of them will be online. Students will have different online platforms to choose from, each with thousands of videos, podcasts, apps and games. Robots will give them instructions and virtual reality will teach them about different worlds. In general, students will be more active while they're learning so they won't get so bored.
Let's look at timetables now. If students are learning from home, they will be free to learn when they want and for how long they want. They won't have to study the same as everyone else at the same time. Students who don't understand a lesson will be able to repeat it until they get it right and everyone will have the chance to make progress.
My final point is something I'm sure will make everyone happy: in the future, there will be no exams! Students won't get grades during the course and they won't have to worry about passing or failing at the end of term. Instead, they will move up to the next level when they are ready. This will make learning much less stressful for students than it is today.

Unit 5, Lesson 5.3, Track 5.06, page 63, exercises 7 and 8

Tour guide Is everyone here? So, let's start our tour of the school. First of all, I'm going to show you our top class, the As. Let's stop by this window and you can see them at work. That's their teacher at the front of the class. As you can see, it's a robot. All of our teachers are robots and they treat each child in the same way – there's no time for laughing and joking in the classroom! Each child has their own computer and each does the same lesson. The school designs the lessons so each child receives the same information. We don't let them use the internet, so they don't get distracted. The most important lessons are maths and IT – we don't bother with art and music any more. As I said, this is our top class. The As have a white uniform as they will all become scientists and computer programmers when they finish school. You see those two children at the front of the class? They're A101 and A102. Children these days have numbers, not names – I don't know if you knew that. Anyway, A101 and A102 are our best students and we hope they'll go far in the future. Enough of the As. Let's move onto the next classroom. This is the Bs and, as you can see, their uniform is blue …

Unit 5, Lesson 5.6, Track 5.09, page 66, exercise 4

Mia Have you heard the good news?
Josh No, what's that?
M Our school has some extra money this year, so the head teacher wants to get some technology for the language classroom.
J That's a great idea! What's he thinking of buying?
M He'd like to get either tablets or laptops for us to use in our English lessons.
J Fantastic! I hope he gets laptops. They're better than tablets because they have real keyboards. If we have laptops, it'll be easier to type.
M That's true, but tablets are much faster. We'll waste time if we use laptops in class because it takes ages to turn them on.
J It doesn't take that long! And don't forget: you can open more than one window on a laptop, so you can do several things at once. I think laptops are more useful.
M Maybe, but they're also more expensive. If the head teacher gets laptops, there won't be enough for everyone in the class.
J That won't be a problem if we share.
M It'll be better if we don't share – everyone needs to work on something

different. If the school gets tablets, we'll have one each.
J Hmm. I see what you mean. Maybe tablets are a better idea for the language classroom.
M Yes, I think so. Let's write an email to the head teacher about it. Do you want to help me?

Unit 5, Lesson 5.8, Track 5.11, page 68, exercises 2 and 3

Ava Hey Holly. How are you getting on with your science assignment?
Holly Not very well, actually. I don't really know where to start.
A I don't either. I'm finding it really hard.
H I know! Why don't we do the assignment together?
A Yes, why not? We could always meet up tonight after school.
H I'm not sure about that. I've got my pottery lessons and I wanted to finish my plate. Do you fancy getting together tomorrow?
A I don't think that's a great idea. I'm going to visit my grandmother after school. I don't think we'll have enough time.
H Never mind. We could always meet on Friday.
A I'd rather not. We're celebrating my sister's birthday in the evening and I need to be there. How about getting together at the weekend?
H I like that idea. Let's meet at my house on Sunday. I'm playing football on Saturday.
A OK. Let's do that. Shall we do the assignment in the morning?
H That sounds like a great idea! We need to get it finished by the end of the day.
A That's right. We have to hand it in on Monday!

Unit 6, Lesson 6.1, Track 6.01, pages 74 and 75, exercises 3 and 4

Raiko Hi guys, it's me again. I'm back from Finland and Dan gave me a special spot on his vlog as a birthday present. As some of you know, I turn eighteen next week! I know for some people this is no big deal, but I can hardly wait! There are so many things I want to do – I even made a list! It's my eighteen things to do at eighteen. Want to check it out? Let's get started! Number one is take up a new hobby. I'm taking up jogging, which helps with number two … get fit. You know what they say, no pain, no gain! Then, after a few months, I'm going to … take part in a race. That's number three. And then I want to go abroad … and take part in a race in a different country! To be honest, I haven't decided which one yet, but while I'm there, I'd like to try number five … do a bungee jump! I've never done that before, but I've wanted to ever since I was about ten years old! Of course, not everything I want to do this year is so much fun, but here are some other things that will be really useful! Like, number six – get a driving licence. But to do that, I need to do number seven … get a job. And to do that, I need to do number eight … apply for a job. Hmm, maybe they're the wrong way round! I've already stopped by my local café, so here's hoping! Then, as soon as I get a job, I'm going to … open a bank account, that's number nine, and save money … which is number ten. Hopefully, then I can achieve number eleven … and pay my own bills. But that isn't easy, especially when driving lessons are so expensive! That's why I might need to do number twelve … get a credit card! But there's one big reason I want to do all of these things. I want to be more independent. Why? Because I'm hoping to … pass my final exams and … apply to university. And this is really important to me because once I pass my exams … I'll leave home, which is sad … but I'll move to a new place and that's exciting. Then I'll rent a flat and do something that has been my biggest dream for many years … and start a new business. So, there's my eighteen at eighteen. What about you guys? What do you want to do? Have you got a list?!

Unit 6, Lesson 6.4, Track 6.07, page 78, exercises 2 and 3

1
Girl I'm so excited to go on holiday, Dad!
Dad Me too! Are you reading a guidebook?
G Yes, I'm reading about local customs. Did you know that it's rude to blow your nose in public places in Japan?
D Oh really? What should I do when I have a cold?
G The book says it's best to go to the bathroom and blow your nose there.
2
Girl You know the new girl in our class?
Boy Aysha? Yes, why?
G Does she always stand very close to you when she's talking to you?
B Um … now you mention it, yes, she does.
G Well, I asked her why she did it.
B You did?! Was she angry?
G No. I was polite and we had a friendly conversation. She's from Egypt and apparently people stand much closer to each other over there.
B Was she surprised that it's rude here?
G A bit, but she's going to try and stand further away in future.
3
Woman 1 Did you see that?
Woman 2 What?
W1 Those people just pushed into the queue!
W2 Really?
W1 Yes, they went straight to the front and stood behind the person at the desk.
W2 Well, maybe they don't realise that we have a custom of always queuing in England. Maybe they didn't even see the queue!
W1 Hmm. Well, I'm going to tell them. Excuse me? Excuse me?
W2 Shh!
W1 What's the matter?
W2 Don't shout at people! It's rude!
W1 Oh yes, you're right. I'll go and speak to them instead.

Unit 6, Lesson 6.6, Track 6.10, page 80, exercise 6

Harry Have you told your parents about the concert tonight?
Dylan No, not yet. But I don't think I can come. It's a Tuesday night.
H What's wrong with Tuesday nights?
D My parents, my sister, my brother and I always spend these evenings together. It's our little family tradition.
H Really? This is something new! How long have you done it for?
D It isn't new. We started when my sister broke her leg last year. She couldn't leave home and was really bored, but everyone else was very busy with homework, after-school activities and so on. One day, Mum had an idea. She said we needed to be together for one evening in a week to keep Maggie company. Since then, everyone has tried to be at home around 5 p.m. on a Tuesday evening.
H Wow! What do you do then?
D Lots of things – each time, someone else makes a plan. Two weeks ago, we made popcorn and watched a film. Last week, we ordered pizza and played video games.
H That sounds like fun!
D It is! Dad says he has prepared a surprise for this week. I can hardly wait to see what it is.

Unit 6, Lesson 6.7, Track 6.11, page 81, exercises 2 and 4

Scarlett Hi Lars! Have you already applied for a room in a student dorm for next year?
Lars No, I haven't done it yet. I don't even know if I want to. I've lived there for two years and I'd like to try something new.
S Can you afford to pay rent for a flat?
L No, I can't. That's why I'm thinking about Humanitas, the care home for elderly people in Deventer. Have you heard about it?
S I don't think so. A care home for elderly people? But you're a university student. You can't live there!
L Actually, it's the only place in the Netherlands where university students live together with elderly people in the same care home.
S Really? How does that work?
Lars Humanitas offers rooms to six students. They don't need to pay rent. Instead, they have to spend 30 hours every month doing some work for the elderly residents.
S What kind of work?
L Eh, nothing difficult. You have to be their good neighbour, for example spend time with them, talk to them, maybe eat meals together.
S Won't you miss living with your friends? Studying together and talking till late at night?
L I'm worried about that too. I've heard that friends can visit you at Humanitas, but for sure it isn't the same.
S Exactly! Everyone probably goes to bed at 10 p.m. and it's awfully quiet and lonely there!
L Not according to my friend Zoe. She stayed at Humanitas last year and she says it often gets loud there, especially in the evenings. Some people turn up the volume when they watch TV. Besides, she could bring her own friends and the elderly residents loved that!
S What else did she tell you about living there?
L That it was a wonderful experience for her and that the elderly residents taught her to enjoy small things in life. She liked talking to them, telling them what happened at university, or what problems she had with her friends.
S That sounds OK! Maybe you should apply. Do you think I could apply too?

Unit 6, Lesson 6.8, Track 6.12, page 82, exercises 2 and 5

Caleb My favourite childhood memories? It's really difficult to choose one day or one event which I remember best. When I look through our family album, I can see photos of so many amazing things my sisters and I did when we were younger. Like this picture here. My mum took it during our holiday at Loch Lomond in Scotland. It was probably seven or eight years ago, but I still remember this day very clearly. In the picture my sisters Danielle and Carol and I are sitting in a kayak. You can see me at the back, holding a paddle and smiling. I seem to be very excited about going kayaking. My youngest sister, Carol, is sitting in the front. She's smiling at the camera. She looks happy. My other sister, Danielle, is sitting in the middle and she's trying to reach for the back of Carol's seat. She probably wants to tell Carol something. She doesn't seem to be interested in our kayaking trip. I remember that right after my mum took this picture, Carol started crying because Danielle pulled her hair. If I remember it correctly, Mum got angry with Danielle so Danielle started crying too. Then, I wanted to get out of the kayak because they were both shouting and crying. I got up too fast, lost balance and fell into the water. We didn't go kayaking later that day, but I don't quite remember why. Maybe because my clothes were wet or perhaps because Carol and Danielle were in a bad mood. Instead, we made a fire and cooked sausages. My sisters forgot about their fight and they were telling funny stories.
I really like this picture because it reminds me that with our family you never know what's going to happen. You can plan and you can prepare and then the day ends in a completely different way … sometimes better, sometimes worse, but it's never boring!

Unit 6, Lesson 6.11, Track 6.14, page 85, exercise 1

Boy Did you enjoy being an exchange student last year?
Girl Yes, it was brilliant. I stayed with a great family. They cooked me delicious food and I liked the language school too. How about you?
Boy Yeah. I wasn't keen on the school because the students weren't very friendly … but the family took me sightseeing, which was great.
Girl Lucky you! I didn't explore many sights because I was in the countryside.

Unit 6, Lesson 6.11, Track 6.15, page 85, exercise 2

1
Boy Did you enjoy being an exchange student last year?
Girl Yes, it was brilliant. I stayed with a great family. They cooked me delicious food and I liked the language school too. How about you?
B Yeah. I wasn't keen on the school because the students weren't very friendly … but the family took me sightseeing, which was great.
G Lucky you! I didn't explore many sights because I was in the countryside.
2
Girl Are you looking forward to renting a flat?
Boy Yeah! I can't wait to decorate my room and make my own meals. It's going to be great.
G Are you going to cook for the people you share with?
B No, we've already talked about that. We all want to be independent.
3
Girl Have you passed your driving test, Dylan?
Boy Yes, I have, but I don't like driving. I'm nervous and I hate driving with other people because I think they're watching me.
G Why don't you practise more? You could go on shorter journeys but go out every day.
B That's a good idea.
4
Boy So, how do you feel about moving to Spain? Are you nervous about leaving home?
Girl Not right now, but that might change in the future! I'm excited about meeting new people and making friends.
B Have you got a job?
G Yeah. It's only part time in a café, but I'm also doing a course at a language school.
B Sounds great!
5
Girl Did you enjoy the wedding?
Boy Well … it was OK. I mean … I don't like weddings much because they can be a bit boring, but I did enjoy seeing my cousins. That part was good.
G What about the food?
B Well, it was fish … and I don't like fish. And we had to wait a long time before it came, and I was hungry!
6
Boy Are you having a party for your grandad's eightieth birthday?

Girl That's what my parents wanted to do, but Grandad wants to go to a restaurant. We've booked that new place in town.
B We had a picnic for my grandma's birthday. She loved that.
G Hmm. I don't think Grandad would enjoy that.

Unit 7, Lesson 7.1, Track 7.01, page 86, exercises 2 and 3

Lily Hi guys, most of you know that I'm really into space and all that … and it's my dream to be an astronaut some day … and travel to the moon! But that's just a dream. But some astronauts really have travelled to the moon!
The first were … Neil Armstrong, Buzz Aldrin and Michael Collins. They were the three members of crew who went on a mission to the moon known as Apollo 11 – the first attempt to put people on the surface of the moon! The three astronauts travelled on board a spaceship called Columbia, but when they were about 100 kilometres from the moon, Aldrin and Armstrong got into this … the Eagle, a small machine designed to land on the rocky surface. It wasn't easy, but they landed it. Then Neil Armstrong opened the door and the world watched as he climbed down the ladder and became the first man to step onto the moon. We all know what he said: 'It's one small step for man, one giant leap for mankind'. Soon Aldrin joined him to explore and they bounced along the moon's surface. I say 'bounced' because there's so little gravity up there! Obviously, they weren't there for long. The moon has no atmosphere so there's no air and it's impossible to breathe. That's why astronauts wear spacesuits. These suits have an oxygen supply, but not a lot, and they didn't want to end up floating in space forever! So, they gathered some rocks, got back in the Eagle and started their long journey home. There were huge celebrations when they arrived back on Earth and they're still heroes today! I think it's the most amazing story and it's why I want to be an astronaut. And you know what?! I can't stop thinking about it! I even dream about living there! You'll never believe it, but some people think it's possible! I know that conditions are difficult and all that – I mean, there's no air or water supply – but maybe, just maybe … Oops! I need to stop thinking about space! But what about you? What do you think it would be like to live on the moon? Send me your ideas and I'll read the best ones out in my next vlog!

Unit 7, Lesson 7.2, Track 7.05, page 88, exercise 5

Humans first landed on the moon more than 50 years ago, so why don't some of us already live there? The answer is that it would be extremely challenging to do so. Apart from having no air, water or food supply, there are several other problems that you may not know about.
First, there's the question of day and night. If a day on Earth is 24 hours, on the moon it's 672 hours. That's four weeks! There's two weeks of daylight, followed by two weeks of darkness. It would be impossible to sleep in these conditions unless we controlled the light in our living space.
This leads on to another problem: the temperature. In most parts of the moon, it gets as hot as 120°C during the day. At night, the temperature goes down to -130°C. It would be very hard for us to live in these conditions. There are only a few places where the temperature difference isn't as great, for example the South Pole of the moon.
Another problem is the number of flying objects that hit the surface of the moon every day. The moon has no atmosphere to slow down these objects, so they travel at very high speeds. Some go as fast as 100,000 kilometres per hour! If a flying object hit you at that speed, it would kill you.
On top of that, there's the question of moon dust. The moon is covered with a layer of dust and it gets everywhere. The dust is like very small pieces of glass and it smells terrible. If you breathed in the dust over a long period of time, it would make you very ill.
So, there you have four reasons why we aren't already living on the moon. The truth is that it isn't as easy as you might think!

Unit 7, Lesson 7.3, Track 7.06, page 89, exercises 2 and 3

Presenter Some space missions succeed and others fail. Today, we're going to talk about Mars One, one of the most recent projects to fail. Space expert Clare Johnson and journalist Emily Ball are here to tell us about it. Emily?
Emily Ball Mars One was the idea of a Dutch businessman called Bas Lansdorp. In 2012, he started a company to send humans to live on the planet Mars – forever. If they wanted to come home, they couldn't. The plan was for the first group of people to leave the Earth for Mars in 2022.
Clare Johnson That's right, Emily. First, the company planned to choose 'astronauts' for the project and train them. Then the idea was to send robots to Mars to find the best place for them to live. Next, Lansdorp planned to send more robots to build homes. He wanted everything to be ready for when the first group arrived.
P How far did the project get, Clare?
CJ In 2013, the company began advertising and thousands of people applied to take part. You could watch their presentation videos on the *Mars One* website, couldn't you, Emily?
EB Yes, you could. By December that year, they had just over a thousand people they were interested in. Lansdorp spent the next year doing interviews and in 2015, Mars One announced the names of the final 100. These people appeared in newspapers and on TV, so they became quite famous for a while.
P So, what went wrong?
CJ One of the problems was that Lansdorp wasn't a scientist and he had no experience of space exploration. Not only that, but he refused to ask for advice. Scientists all over the world attacked the mission and the Massachusetts Institute of Technology published a report about it. The message was that if anyone went to Mars with Mars One, they would die. Lansdorp changed the departure date of the mission to 2031 to give him time to solve the problems, but that wasn't enough, was it, Emily?
EB No, it wasn't. To get the money for Mars One, Lansdorp planned to film the 'astronauts' and make a reality show about them for TV. If people all over the world watched the show, the company would earn enough money to send the 'astronauts' into space. Unfortunately, none of the TV networks were interested in the show. In 2019, Lansdorp had no money left and that was the end of the Mars One project.
P Clare Johnson and Emily Ball, thank you so much for joining us.

Unit 7, Lesson 7.4, Track 7.07, page 90, exercise 2

Tess Jason! I need to talk to you about our biology project.
Jason Oh, that. Have I done something wrong again?

T Yes, you have. Did you water the lettuces last week?
J Yes, I did.
T When did you water them?
J I watered them on … I think it was Wednesday.
T But I told you to water them every day!
J No, you didn't. You told me to water them once during the week.
T No, I definitely said once a day. You probably weren't listening, as usual.
J Oh well, it doesn't matter. The lettuces are still alive.
T Of course it matters! The lettuces stopped growing. That's going to affect the results of our experiment!
J Who cares? I've got more to worry about than a biology project!
T But you should care! We're doing it as a team!
J I didn't choose to be in your team, Tess.
T But Jason …
J Just leave me alone, will you?

Unit 7, Lesson 7.4, Track 7.08, page 90, exercise 3

Tess Shayla, Rob, can I talk to you for a minute?
Rob Course!
Shayla Yes, sure. What's up?
T I've just had an argument with Jason. I mean, he was responsible for watering the plants last week and he did it wrong. I don't think he was paying attention when I told him what to do.
S Oh dear.
T I wanted him to admit his mistake.
R And did he?
T No. He just got angry and said he didn't care about the project. What are we going to do now? We need Jason on our team.
S I think we need to talk to him.
T Why? He doesn't show any interest in the project.
S If we knew why he doesn't feel part of the team, we could do something about it.
R Maybe he's never done any gardening before.
T Hmm … I know he lives in a flat … You're right, he probably doesn't know anything about gardening.
S I don't mind helping him.
R Yes, we can give him a hand with that.
T Or maybe he has a problem. When we were arguing, he said he had more things to worry about.
R If Jason has a problem, he needs to know we support him.
S So, what are we waiting for? Let's call him. We need to talk to him as soon as possible.
R Yes! We need to find out why he doesn't feel part of the team …
S And then we can make changes so that the team works better. We want Jason to feel he's a valuable member of the team.
T That a great idea – thanks, guys!

Unit 7, Lesson 7.6, Track 7.11, page 92, exercises 2 and 3

Today, we're looking at the kind of things you can buy at a space auction. As you know, you can only buy an item at an auction if you're the person who offers the most money for it. And some people spend a lot of money at space auctions!
Let me tell you about a space auction that was held in New York. One of the items for sale looked like an old bag. In fact, it was the bag that was used by Neil Armstrong and Buzz Aldrin to collect rocks on the moon. Of course, the moon rocks weren't inside the bag any more, but a lot of people still wanted to buy it. The bag was sold for $1.5 million!
Another item for sale was a metal box. It didn't look very interesting, but the box contained a computer. It was one of the first computers created for space programmes in the 1970s. The computer still works, but it isn't very useful. People wanted it because of its connection with space and it was sold for $40,000.
A third item was a pair of old books. The books were published in 1963 and 1977 and they were both in Russian. The important thing about them was that they were signed by the first woman in space, Valentina Tereshkova. She spent almost three days in space in 1963. The books were sold for $1,400.
The last item I'm going to tell you about is a Snoopy toy in a spacesuit. Hundreds of these toys were made in China in the 1960s, but this Snoopy toy was special. The crew of Apollo 10 took it into space with them and it was signed by one of the astronauts, Eugene Cernan – he went on the Apollo 17 mission too. A lot of people were interested in the Snoopy toy and it was sold for an incredible $22,000.

Unit 7, Lesson 7.8, Track 7.13, page 94, exercises 2 and 3

Beth Do you like your present, then, Grandad?
Grandad Yes, I love it! It looks great, doesn't it?
B Well, it certainly looks better than the old one.
G Um, Beth … how does it work?
B Don't worry, Grandad. I'll show you. Now … where's your phone?
G Here it is.
B Right. Put on some music.
G OK.
B Great! Now, go to Settings.
G Settings … Where's that?
B Open your apps … That's right … Then swipe right to find Settings.
G Got it.
B Tap on Settings and you'll see a list of connections.
G Right.
B If you tap on Bluetooth, you go to the Bluetooth screen.
G Done it.
B Now turn on Bluetooth.
G Oh. How do I do that?
B Can you see that switch at the top of the screen?
G Yes …
B If you move it to the right, you turn on Bluetooth.
G Oh, OK … There!
B Great! Now you can see all the devices you can pair your phone to.
G Pair?
B It means 'connect'.
G Right. Now, what am I looking for?
B You need the device with NVR in it. NVR-820B, I think it is.
G Found it.
B Good. Now, just select the device and you should be connected. …
G Why isn't anything happening?
B I'm not sure. Maybe we did something wrong.
G Have we turned it on?
B Sorry?
G Have we turned the speaker on? I saw you plug it in, but I didn't see you turn it on.
B Well done, Grandad! You're right, I didn't turn the speaker on! I'll do it now.
G Look! A light has come on.
B Yes … and now it's changing colour …
G I think I can hear something. Can you turn it up?
B Great! It's working!
G We make a good team, you and me, don't we?

Unit 8, Lesson 8.1, Track 8.01, page 100, exercises 2 and 3

Miya Hi guys, it's us again! And as you can see, Raiko is looking very smart today, which is … a bit unusual!

Raiko It's because I got a part-time job. I'm now a waiter in a café, which is fun – but it isn't easy! It's tiring because I have to be on my feet all day to take orders and bring food to tables. It can be very stressful when it's busy, but it's actually really exciting too. And it's always nice chatting to the customers. All in all, I really enjoy it!
M Yeah, I think part-time jobs are really important. I've had one since I was fifteen! Last summer, I worked as a lifeguard at an outdoor swimming pool. It was fun, but challenging. It's a lot of responsibility! I had done a special lifeguard course before I got the job because you really need to know what you're doing! The summer before that, I did jobs in my neighbours' gardens for a bit of pocket money, but I wasn't very good! And now I'm a shop assistant at a supermarket. I usually work on the checkout, where I serve customers. It's such a pain because you have to do it fast and you can't make a mistake. I think I preferred gardening.
R But enough about us! How about our friends? We asked two of our favourite vloggers, Yasmin and Lewis, about their part-time jobs. Here's what they had to say!
Lewis Hi guys, I work as a game tester. It sounds like the best job in the world, but at the end of the day, it isn't. You have to check everything and you don't earn much money. And although I love video games, working from home isn't really my thing. I prefer to work in a team. It's way more fun.
Yasmin I don't have a part-time job exactly, but I look after my neighbours' kids when their parents work or go out. I also have my own business where I sell handmade goods online. I've always liked making my own jewellery, so I thought I should give it a go. I usually manage to sell one or two pieces a month, which is pretty cool!
R A games tester and a business owner? Mlya, I reckon their jobs are cooler than ours!
M True! But hey, at least we're all earning money! Speaking of which, we better go to work!
R Oh yeah! Bye guys!
M See you next time!

Unit 8, Lesson 8.2, Track 8.05, page 102, exercise 5

Isabella Last Friday evening, I was looking after my neighbours' son, Theo. Theo is the nicest kid I know. I had looked after him twice before. We had played board games and watched TV. Just a day before I came over, I had found a box of my old toys. I decided to take them with me and show them to Theo. When I arrived at 6 p.m., Theo was sleeping. His mum told me what had happened. Theo was tired because he had played in the garden earlier. He had even eaten some sandwiches before he fell asleep. When Theo's parents left, I sat down and waited for Theo to wake up. Soon I got worried. It was late and he was still sleeping. When he finally woke up, he started crying because he hadn't said goodbye to his parents. I called them twice, but they didn't answer. Then I noticed he had a fever. I called his parents again, but luckily, they answered their phone this time. They were back 20 minutes later. I came to visit Theo the next day. He was feeling much better.

Unit 8, Lesson 8.3, Track 8.06, page 103, exercises 2 and 4

Liam Welcome to 'Explain the Past', a series of history podcasts. My name is Liam Anderson and this is Amy Knight. We're both historians and each week, we're discussing a topic which caught our attention in the news.
Amy I've just read that this year, supermarkets didn't need as many shop assistants to work on the checkout as last year. Self-checkout is becoming more popular and cheaper so some shop assistants are afraid they'll lose their jobs. Is this possible that a job will stop existing? Of course, similar things happened in the past! There were plenty of jobs which were popular, but don't exist any longer because of the development of modern technologies. Before we had electric lights in the streets, there had been gas lamps. Each evening, a lamplighter had to light every lamp in the street and then put it out in the morning.
L It's important to realise that jobs change with time. When the Industrial Revolution began and the first factories were opened at the end of 18th century, people had to start their work at a specific time, often very early in the morning. At that time, alarm clocks were expensive and didn't work well. People needed someone who could wake them up. This is how the job of a knocker-upper was created. A knocker-upper walked along the street carrying a long, light stick, which he or she used to reach the windows on higher floors. Then he or she knocked at the windows of the people who had paid for the service of waking them up. The knocker-upper waited until he or she saw their client getting up. Knocker-uppers continued to work until the 1920s and in some places, even until the 1970s.
A First, factories changed the job market. In the UK, there was a knocker-upper and in America, there was a lector. In the 19th and 20th century, factory workers were fed up with their boring and repetitive work. They sat in one place for hours, doing exactly the same thing. To make the time pass more quickly, factory workers decided to pay someone to read books or newspaper articles to them while they were working. It wasn't easy to get a job as a lector. Before someone got this job, they had taken part in auditions, just like actors do. Lectors had to speak clearly and know how to talk like different people.
L The harder people worked, the more they needed to relax. In the early 20th century, bowling alleys were very popular in the USA, but at that time, there weren't any automatic machines which could collect the fallen pins and put them back in place. This problem was solved by young boys who worked as pinsetters in their free time, mainly in the evenings or at weekends. They not only arranged the pins, but also pushed the ball back to the players. It was a tiring job which involved a lot of jumping, pushing, lifting and bending.
A They also had to be very careful as it was easy to get injured by a heavy ball. Not everyone could afford to go to the doctor or to the dentist. When someone lost their teeth and couldn't pay for a visit at the dentist, they could go to a used-teeth seller, who offered different sizes of false teeth so people could pick the ones which fitted them best. However, all of these false teeth had been someone else's false teeth before.
L If you're interested in other jobs that disappeared with time, you should read …

Unit 8, Lesson 8.4, Track 8.07, page 104, exercise 3

Bella Hi. Welcome to the 'Better Me' podcast. My name is Bella Williams. In today's podcast, I'd like to tell you how to find your strengths and then work to them. Let me start by saying that everyone – absolutely everyone – has their strengths. When you study, work, do sports, or other free-time activities,

you notice that some things are easier for you. You're good at them. These are your strengths. It's important to work to your strengths and not to worry about the things you can't do well. No one is good at everything so it's better to focus on and develop what you're best at.
How can you discover your strengths? To answer this question, think about the last thing you did that made you proud. Let's say you made a great presentation in your history class. Why was your presentation successful? Did you find a lot of information and prepare it well? You might be hard-working. Or maybe you looked after your cousins for the whole afternoon and had lots of ideas for games. This means you're creative. You also know that something is your strength when you enjoy doing it, even if it's difficult or stressful.

Unit 8, Lesson 8.8, Track 8.12, page 108, exercises 2 and 3

Lottie How is it going in your new job?
Jan Great, although I'm still trying to remember everyone's names, or where everything is. But Reward Gateway has the … how shall I put it? … coolest office I've ever worked at.
L What do you mean?
J Well, … how can I explain this? Ehm … There's a huge open space where our desks are, but it doesn't look like regular offices. You see, it's very modern. There are big windows and lots of natural light. Unlike in my old office, where we had hardly any daylight. It was very dark there unless we turned on the light. Now when I enter my new office, I feel great. Eh … The point I want to make is … that it's a very positive place, for example every lamp on the ceiling has a different colour. When I look up, it makes me think of … the colourful thing you can see in the sky when there's rain and sun … I've got it on the tip of my tongue …
L A rainbow?
J Yes, a rainbow! One colleague told me that Reward Gateway had designed their offices to make people happy and excited about the place where they worked.
L Very clever! Now I'm sure everyone wants to stay in the office instead of going home … Just kidding …
J It actually might be quite likely because there's this one room which they call a secret garden. It has the most amazing design and such comfortable armchairs! I could sit there all day. They even have this swing armchair which I've wanted to buy for ages! In my old office the chairs were OK, but there was no special space to relax. If I needed a quiet place to think, I had to put on my headphones and not pay attention to what is happening around.
L I do the same thing in my office!
J Luckily, now we have this secret garden room and I see a lot of people going there to think, relax, or talk to their colleagues. As I was saying, it looks great! It's full of plants and there's a … you know … it's a thing you use for decorating the floor. You know what I mean?
L A carpet?
J Yes, a carpet which is made of special green material which looks like grass. It makes you feel connected to nature and … ehm … not tired or worried, kind of calm …
L Relaxed?
J Yes, you feel relaxed. I've heard that a lot of the employees had applied just because Reward Gateway had such a fun office.
L No way! You're so lucky to work there!

Unit 8, Lesson 8.11, Track 8.14, page 111, exercise 1

1 When I left school, I failed my exams and got a job as a shop assistant in a clothes shop. People were friendly and we had a lot of fun, but it was very tiring. I decided to do something different. I did my exams again and passed them. Then I did a degree in Spanish. Now I think I want to be a language teacher.

Unit 8, Lesson 8.11, Track 8.15, page 111, exercise 2

1 When I left school, I failed my exams and got a job as a shop assistant in a clothes shop. People were friendly and we had a lot of fun, but it was very tiring. I decided to do something different. I did my exams again and passed them. Then I did a degree in Spanish. Now I think I want to be a language teacher.
2 Last summer, I had a part-time job as a lifeguard in my local swimming pool. My friend had had a job there the summer before and he had loved it. He told me that it was easy work and I was looking forward to it. Well, it was easy because I didn't do anything. I sat there for hours staring at the pool. I hated it.
3 Right now, I work part-time in a computer games shop. I like it because I love computer games and I know a lot about them. I like serving customers and helping them make choices. But one day, I want to do something more. Imagine working for a games company! I could test games all day. What could be better?
4 When I left school, I worked for six months and then I went travelling for a year. I stayed in a country and found work and when I was bored, I moved to a different country. At the moment, I'm working in a hotel in Paris. I might stay here for a few months, but I don't know. The world is a very big place.
5 Last year, I decided I needed to earn some money. I'm always studying on my computer, so I didn't want to work on my computer too. I like being outside, so I thought about becoming a gardener. I put up some notices in my local area and got some work. I think this is the best kind of job because you can do it when you want to and no one tells you what to do!
6 I started making jewellery and selling it online. It was great and lots of people wanted it, but then it grew too popular! I had too many customers. I had a lot of cash, but no time for my university work. I had to decide what was better for me: to make money, or to do well in my degree. Now I still make jewellery, but I only sell it to my friends. I'm a lot happier.

Workbook answer key

Introduction

0.1

1
1 B 2 D 3 C 4 A

2
1 is Dan talking
2 Do you know
3 's wearing
4 loves
5 never see
6 thinks
7 are you wearing
8 looks
9 'm wearing
10 's staying

3
1 's learning
2 don't like
3 Are you reading
4 does Ben do
5 's sleeping
6 're leaving
7 don't get
8 do you borrow
9 has
10 'm not listening

4
1 D 2 A 3 C 4 E 5 B

5
1 curly hair
2 brown eyes
3 a lovely smile
4 very slim
5 long, straight hair

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

7
1 baggy 2 spots 3 scarf
4 attractive 5 socks 6 a top

8
1 What are you wearing right now?
2 What do you usually wear at weekends?
3 What do you and your friends enjoy doing after school?
4 What are you and your friends doing at the moment?

Students' own answers

0.2

1
1 play 2 author 3 Fiction
4 musician 5 painting 6 celebrity
7 documentary 8 Street theatre

2
1 character 2 series 3 drawing
4 art gallery 5 street art 6 live concert

3
1 B 2 D 3 C 4 A 5 B 6 B 7 D 8 A

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

5
1 Have you ever been
2 haven't
3 've never been
4 Has Lara ever sold
5 has
6 's sold
7 Have they ever performed
8 have
9 haven't performed

6
1 Have you heard
2 've visited
3 've seen
4 's ever seen
5 's never been
6 haven't seen
7 've read
8 have watched

7
1 Have you ever seen a celebrity?
2 Have you ever gone to a concert or play?
3 Has your best friend ever been to France?

Students' own answers

0.3

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

2
1 The 2 a 3 – 4 The 5 an 6 –

3
1 the 2 an 3 a 4 – 5 a 6 The
7 The 8 –

4
1 a 2 – 3 an 4 the

Students' own answers

5
1 village 2 hill 3 desert 4 square
5 wood 6 farm

6
1 bridge 2 office blocks 3 lake
4 railway 5 rubbish 6 factory

7
1 river 2 blocks 3 apartment
4 Park 5 beaches 6 islands

8

Students' own answers

0.4

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

2
1 shop windows
2 credit card
3 shopping centre
4 department store
5 online shopping

3
1 A 2 C 3 A 4 D 5 C 6 B 7 A 8 B

4
1 B 2 D 3 C 4 A

5
1 was 2 weren't 3 were 4 wasn't
5 were 6 weren't

6
1 there weren't credit cards.
2 there were some department stores.
3 there were markets in the street.
4 there wasn't online shopping.
5 there was a queue in popular shops.
6 there wasn't an out-of-town shopping centre.

7

Students' own answers

Unit 1

1.1

1a
1 countryside
2 go canoeing
3 caves
4 go on a guided tour
5 look round
6 ruins

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

3
1 cave 2 ruins 3 wildlife
4 countryside

4
1 B 2 C 3 A 4 C 5 A 6 A 7 C 8 B

5
1 Don't be silly!
2 What a gorgeous day
3 That's a shame.
4 At last!
5 That sounds fun!

6

Students' own answers

1.2 Grammar

1
1 looked 2 visited 3 wanted
4 explored 5 stopped 6 needed
7 studied 8 was 9 had 10 saw
11 went 12 ate 13 got 14 did

2

visited, wanted, needed

3
1 didn't look; looked
2 had; didn't have
3 saw; didn't see
4 went; didn't go
5 didn't use; used
6 didn't cry; cried

4
1 started 2 found 3 looked
4 didn't go 5 bought 6 spent
7 didn't want 8 learned 9 went
10 saw

5
1 didn't have 2 went 3 started
4 needed 5 didn't do 6 stayed
7 watched

6
Students' own answers

1.3 Reading

1
1 escape 2 destination 3 abroad
4 leisure 5 border 6 afford

2
Students' own answers

3
Students' own answers

4
1 T 2 NG 3 T 4 F 5 T 6 T
7 NG 8 F

1.4 Global skills

1
Students' own answers

2
1 in advance
2 a reservation
3 departs
4 platform
5 arrival

3
Students' own answers

4
Students' own answers

5
Suggested answers:
1 Mostly As. Sometimes you should make plans. If you buy a ticket in advance it might be cheaper.
2 Mostly Bs. Sometimes you should make changes. If you try something new, you might like it.

1.5 Vocabulary

1
Students' own answers

2
Students' own answers

3
1 check in your luggage
2 board a plane
3 miss a train
4 reach the UK
5 cross the Channel
6 wait at security

4
1 tunnel 2 boot 3 security
4 passengers 5 port 6 delayed
7 Gate 8 convenient

5
1 convenient 2 long queues
3 delayed 4 missed 5 boarded
6 tunnel 7 reach

6
Students' own answers

1.6 Grammar

1
What did you do at the weekend?
Did you go by ferry?
Was it fun?
Could you see anything interesting through the window?

2
1 did the train reach
2 Did you look
3 Was it
4 did it feel
5 did you do
6 did you go
7 Could you
8 did you spend

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

4
1 S 2 S 3 O 4 O 5 S 6 S

5
1 B / Albert Mathieu-Favier
2 A / 1802
3 A / the first cross-Channel tunnel
4 B / Queen Elizabeth II and François Mitterrand
5 A / 6th May
6 B / the Tour de France teams
7 B / the Olympic Torch
8 A / its 20th birthday

6
1 Where did you go?
2 Who went with you?
3 Who organised the trip?
4 How did you travel there?
Students' own answers

1.7 Listening

1
1 car 2 finishes 3 weeks 4 reach
5 countries 6 money

2
Students' own answers

3
C

4
1 attractions ✓
3 travelling by plane ✓
4 luggage ✓
7 travelling by train ✓
8 seeing the countryside ✓
10 living like a local person ✓

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

6
Students' own answers

1.8 Speaking

1
Students' own answers

2
Max and Hana maintain the conversation.

3
1 How was your trip?
2 Really?
3 What a great idea!
4 Did you?
5 What a pity!
6 How about you?

4
1 Did you have
2 Did
3 Wow
4 Were
5 awful
6 What about
7 lovely

5
Students' own answers

1.9 Writing

1
A 4 B 3 C 1 D 2

2
B

3
1 famous; enormous; spectacular; interesting; fun; incredible
2 crowded

4
1 boring 2 ancient 3 enormous
4 crowded 5 beautiful 6 famous

5
Students' own answers

6
Students' own answers

7
Students' own answers

1.10 Review

Grammar

1
1 didn't go 2 listened 3 used
4 missed 5 had 6 went

2
1 Where did he put the luggage?
2 What happened at security?
3 How many attractions did you visit?
4 Who went cycling yesterday?
5 Was your train delayed?
6 Which wildlife did they see?

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

Vocabulary

4
1 convenient 2 queues 3 check
4 security 5 gate 6 plane
7 destination 8 afford 9 leisure
10 countryside

5
1 platform 2 advance 3 tunnel
4 ferry 5 countryside 6 abroad

6
1 B 2 C 3 B 4 A 5 B 6 A 7 C
8 C 9 B 10 A

7
Students' own answers

1.11 Exam skills

Listening

1
1 Jack and Anna
2 Peru
3 Lima, Cusco, Machu Picchu
4 By plane and train
5 Sightseeing
6 Machu Picchu

2
1 C 2 A 3 B 4 B 5 C

Use of English

3
Possible answers: visits, visiting, visitor, visited
'visited' is correct

4
1 visited 2 delayed 3 arrived
4 attractions 5 guided 6 peaceful

Writing

5
Say why you think it's a great idea (to go on holiday with Harry)
Say which and why. (cycling or mountain climbing)
Suggest the best way (to travel)

6
Sample answer
Hi Harry,
It's good to hear from you.
I think going on an adventure holiday is a great idea! It will be fun. Thanks for asking me.
I don't really like the idea of climbing mountains in Spain, but I'd love to go to France. Also cycling is my favourite sport.
I got a new bike for my last birthday.
I think we should travel by train because flying is boring. I love long train journeys!
Speak soon,
…

1.12 How to learn vocabulary

1
They are compound nouns.

2
1 armchair 2 classroom 3 dishwasher
4 football 5 sunlight 6 toothbrush

3
1 number 2 list 3 town 4 centre
5 match

4
1 C 2 A 3 B

5
Students' own answers

6
1 A 2 B 3 E 4 C 5 D

7, 8
Students' own answers

Unit 2

2.1 Vocabulary

1a
1 water (the plants)
2 wash (the) dishes
3 empty (the) washing (machine)
4 fold (the) clothes
5 lay (the) table
6 clean (the) cooker
7 sweep (the) floor
8 decorate (a) cake
9 put (away his) clothes
10 tidy (his) room
11 dust (the) shelves
12 take (out the) rubbish

2
1 lay the table
2 make the bed
3 iron your clothes
4 water the plants
5 wash the dishes
6 put away clothes, Don't need empty the washing mashine

3
1 sweep the floor
2 emptied the washing machine
3 cleaned the cooker
4 put the clothes away
5 lay the table
6 take out the rubbish

4
1 E 2 C 3 A 4 B 5 D

5
1 I nearly died
2 so rude
3 time for dinner
4 Honestly
5 it isn't fair

2.2 Grammar

1
1 was complaining
2 was watching
3 was listening
4 wasn't tidying
5 Was (Matt) playing
6 was decorating

2
1 were 2 Were 3 wasn't 4 was
5 were 6 were 7 was 8 weren't
9 was

3
1 wasn't avoiding
2 were you doing
3 were celebrating
4 was studying
5 was eating
6 weren't looking
7 were enjoying

4
1 Was Matt playing video games before dinner?
Yes, he was.
2 Were Matt and Lily helping each other to do all the housework?
No, they weren't.
3 Was Lily tidying her room?
Yes, she was.
4 Was Matt taking out the rubbish when Lily was decorating a cake?
No, he wasn't.
5 Were Matt and Lily's parents working late?
Yes, they were.
6 Was Lily watering the plants in the evening?
No, she wasn't.

5
Students' own answers

2.3 Listening

1
1 Madrid 2 tree 3 potholes
4 statues 5 galleries

2
1 Suggested answers: In the first photo, people are doing housework and working together, they are emptying the washing machine. In the second photo, a person is looking at a messy room.
2 Suggested answers: In the first photo the people are happy, cleaning the room as a team. In the second photo the person is worried at having to tidy the messy room.
3 Students' own answers

3
B

4
1 C 2 C 3 B 4 C 5 D

5
Students' own answers

2.4 Global skills

1
1 B 2 0 3 A 4 0

2
Students' own answers

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

4
They talk about these ways to be good neighbours:
Being friendly.
Being fun
Looking after the local area.
Fundraising for charity.
Students' own answers

5
1 B 2 B 3 B 4 C 5 A 6 B 7 A
8 C

6
Students' own answers

2.5 Vocabulary

1
No, he wouldn't because it's too dark and you have to walk outside to get to the toilet.

2
1 F 2 T 3 F 4 T 5 F 6 T 7 F

3
1 A turf house is a kind of traditional home built hundreds of years ago.
3 Turf houses were built before homes had running water and electricity.
5 John says there isn't much fresh air inside.
7 John thought the turf house museum was interesting.

4
1 rugs 2 animal skins 3 chimneys
4 wood stove 5 wardrobe 6 tent

5
1 rugs 2 tent 3 wood stove
4 outhouse

6
Possible answers:
1 wood stove, turf, grass, rugs
2 running water, electricity, toilets
3 Students' own answers

6
1 Students' own answers
2 Students' own answers
3 Students' own answers

2.6 Grammar

1
1 was lying
2 arrived
3 was eating
4 was pulling
5 tried
6 was reading
7 was dusting
8 fell

2
1 were visiting, went
2 burned, was making
3 were decorating, finished
4 were putting up, found
5 didn't water, was packing
6 was talking, were watching
7 went, was tidying
8 wasn't working, came

3
1 were sweeping
2 Were (you) moving
3 wasn't taking out
4 weren't listening
5 dropped
6 were putting up
7 was looking for
8 was folding

4
1 I took out the rubbish and ironed my clothes on Sunday. / I ironed my clothes and took out the rubbish on Sunday.
2 Clarissa was tidying her bedroom when she fell over.
3 The woman was sleeping while the robot was cleaning the floor. / The robot was cleaning the floor while the woman was sleeping.
4 When she woke up the vacuum cleaner was pulling her hair. / The vacuum cleaner was pulling her hair when she woke up.
5 I was ironing my clothes when I burned my hand. / I burned my hand when I was ironing my clothes.
6 We were cleaning the cooker when they arrived. / When they arrived we were cleaning the cooker.

5
1 Students' own answers
2 Students' own answers
3 Students' own answers
4 Students' own answers

2.7 Reading

1
a blog
Possible answers:
It has the blog writer's name at the top.
It says it is a new post.
It is posted online.

2
Suggested answer: A

3
1 Students' own answers
2 To recommend using social media and messaging apps to improve your neighbourhood.
3 She has a positive opinion of social media and messaging apps. She says her road is a better place to live because of them.

4
1 Because she set up successful online groups on her street.
2 Baljinder was worried about crime in her area.
3 Because some of them were expensive and none of them had the things she was looking for.
4 To share information about local crime.
5 That they got on really well with each other.
6 The neighbours share information about local events and activities. They talk about volunteering and raising money for charity. They make local recommendations for each other. They give away unwanted items.

5
can bring neighbours together
I found out about neighbourhood apps
They got on really well with each other
to give away unwanted items
activities going on in the area
I set up successful online groups

2.8 Speaking

1
Students' own answers
Suggested answer:
1 make some posters
2 make a shopping list
3 buy the food
4 make the cakes
5 decorate the cakes
6 put up the tent
7 lay the tables
8 sell the food
9 tidy everything away

2
Students' own answers

3
1 Vicky: make a shopping list
sell the food
2 George: make some posters
make the cakes
decorate the cakes
3 Mr Beck: buy the ingredients
put up the tent
lay the tables

4
Making requests: 1 3 4 6 8
Responding to requests: 2 5 7

5
Phrases Vicky uses with George for making requests: could you please
Phrases Vicky uses with Mr Beck for making requests: Would you mind Do you think you could Do you mind
Phrases Mr Beck uses with Vicky for making requests: can you
Vicky uses the most formal phrases for making requests with Mr Beck because she wants to show respect. She uses the most informal phrases with George because he is a friend she knows well.

6
1 Can you…? / Could you…?
2 Do you think you could…?
3 Yes, of course.
4 Sure. No problem!

7
Students' own answers

2.9 Writing

1
1 There was a cat that couldn't get down from a tree.
2 Firefighters helped during the event.
3 It lasted about 20 minutes.

2
1 C 2 A 3 B

3
A: … It was very far from the ground and it couldn't get down again.
… The cat stayed in the tree for about 20 minutes while the firefighters prepared to rescue it.
… Finally, the firefighters climbed up and saved the cat.
… The owner was very happy and he loved my video.
B: … something unusual happened.
… I saw a group of neighbours in the street.
… I didn't know…
…but what was it?
C: They were standing around a big tree outside the entrance to our building.
D: …I was helping Dad do the housework when…
I was taking out the rubbish when…
They were looking up at something…
…what was going on.

4
B: First of all Next Then After that
C: Later Finally

5
Suggested answers:
1 First of all
2 Then
3 After that
4 Next
5 Finally

6
Students' own answers

7
Students' own answers

2.10 Review

Grammar

1
1 I was taking out
2 Was your sister helping
3 my parents weren't listening
4 Al wasn't tidying
5 were you looking for
6 We were crossing

2
1 was cutting, dropped
2 wasn't thinking, tried
3 was reading, was going into
4 didn't look, walked
5 broke, was playing
6 landed, kicked

Vocabulary

3
1 worried 2 frame 3 embarrassed
4 basic 5 annoyed 6 chimney
7 heating 8 entrance

4
1 on 2 stove 3 up 4 out 5 skins
6 away

5
1 folded 2 away 3 load 4 were
5 fresh 6 swept 7 didn't 8 dusted
9 on 10 when

6
Students' own answers

2.11 Exam skills

Grammar

1
Students' own answers
Correct answer: A, B and D

2
1 C 2 D 3 D 4 A 5 B

Speaking

3 Students' own answers
4 Students' own answers

2.12 Vocabulary

1
1 do housework
2 does the dishes
3 do the shopping
4 make the bed
5 made a mistake
6 make a mess

2
do: a course, an exam, an exercise, some sewing, a test, the washing up
make: an appointment, the bed, a film, a mess, a noise, a shopping list

3
1 do the dishes
2 did the dusting
3 did the shopping
4 do the exercise
5 did the cleaning / did housework

4
1 make 2 made 3 did 4 making
5 did 6 make 7 did 8 did

5
Doris does yoga … she does her homework … she's done the ironing.

6, 7
Students' own answers

Unit 3

3.1

1a
1 healthy lifestyle
2 portions
3 unhealthy
4 broccoli
5 lot of energy
6 smoothie
7 pineapple
8 spinach
9 recipe
10 veggie burgers
11 healthy meal
12 carrots

2
1 broccoli
2 have a lot of energy
3 smoothie
4 spinach
5 medium-sized
6 veggie burger
7 a healthy lifestyle

3
1 T 2 F 3 T 4 F 5 F 6 T 7 F
8 T

4
2 When food is delicious it tastes good.
4 A snack is a small amount of food that doesn't make you feel full.
5 When a person is on a diet they eat less than usual.
7 Broccoli and spinach are examples of healthy food.

5
1 B 2 A 3 E 4 D 5 C

6
Students' own answers

3.2 Grammar

1
1 too much
2 a lot of
3 how much
4 too many
5 A little
6 how many
7 a few

2
1 much 2 many 3 much 4 many
5 many 6 much 7 much 8 many

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

4
1 a little
2 a lot of
3 How many
4 a few
5 too many
6 a lot of
7 much
8 How much

5
Students' own answers

3.3 Listening

1
1 T 2 F 3 T 4 F

2
1 avocado
2 Eating too many avocados is bad for the environment
3 Mexico and Chile

3
She didn't want to use avocados.

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

5
1 O 2 F 3 F 4 O 5 F 6 F 7 O
8 O

6
Students' own answers

3.4 Global skills

1
1 develop
2 patient
3 keep track
4 give up; make
5 in advance
6 focus on

2
Students'own answers.
Correct answer: 1, 3, 5 are included in the text

3
1 eating unhealthy food; playing too many video games; drinking too much cola
2 He started getting bad grades at school.
3 A medium-sized veggie wrap and fruit smoothies
4 He tried to make too many changes at once.
5 You need up to eight months to develop a new habit.

4
Iain replies to comment 1

5
Students' own answers

3.5 Vocabulary

1
1 volleyball
2 badminton
3 jogging
4 hiking
5 a warm-up
6 push-ups
7 trainers
8 a tracksuit
9 a helmet
10 treadmill
11 goal
12 racket

2
Students' own answers

3
1 trainers
2 tracksuit
3 warm
4 treadmill
5 volleyball
6 badminton
7 racket
8 helmet
9 push

4
1 court 2 score 3 support

5
1 support 2 score 3 court

6
Students' own answers

3.6 Grammar

1
1 mustn't
2 have to / need to
3 don't have to / don't need to
4 mustn't
5 needn't
6 have to / need to

2
Suggested answers: The people are running after a round piece of cheese which is rolling down a hill. The rules are, the first person to get to the bottom of the hill, after the cheese, is the winner.

3 and 4
1 need to 2 has to 3 must
4 mustn't

5
1 F 2 T 3 F 4 T 5 F

6
1 The runners don't have to do a warm-up.
3 The runners don't need to catch the cheese to win.
4 People don't have to wear a helmet.

7
Suggested answers:
1 You mustn't run at the swimming pool. You have to walk. You don't have to run at the pool.
2 You mustn't dive at the swimming pool.
3 You mustn't push people into the swimming pool. You must be careful at the pool.
4 You mustn't shout at the swimming pool. You must talk quietly.
5 You mustn't bring food or drinks into the swimming pool. You need to eat before/after you go swimming.
6 You must shower before entering the swimming pool. You need to be clean before going in the swimming pool.

3.7 Reading

1
1 Scientists 2 noticed 3 creative
4 benefits 5 employees 6 solutions

2
1 Suggested answers: The Paralympic Games.
An overview of the subject; the history of the Paralympic Games; a famous person from the Paralympic Games.
2 Students' own answers
3 Students' own answers

3
Students' own answers

4
1 160 2 two million 3 1948 4 16
5 17 6 2008

5
1 Possible answers:
play: badminton, sitting volleyball, wheelchair basketball
do: athletics, judo, skiing
2 The Paralympic Games and the Olympic Games happened in the same city.
3 Dr Ludwig Guttmann
4 wheelchair basketball
5 skiing

3.8 Speaking

1
1 Suggested answers: A person making time to do sport. Yes, this person does a lot of sport.
2 Students' own answers
3 Students' own answers

2
1 How about … ?
2 What do you think I should do?
3 Try to …
4 Why don't you … ?
5 It's a good idea to …
6 What should I do?
7 You should(n't) …
8 What do you suggest?

3
1 G 2 A 3 G 4 G 5 G 6 A 7 G
8 A

4
Suggested answer: Lauren is trying to live a healthy lifestyle, but finds it hard to find time to do all the things she needs to do and to track her activities.
1 think I should
2 How about
3 you shouldn't
4 I do
5 try to
6 What do you
7 Why don't
8 good idea

5

/uː/	/ʊ/
soup	sugar
too	good
school	football
few	should
do	push
solution	

6, 7and 8
Students' own answers

3.9 Writing

1
Students' own answers

2
1 to me 2 As 3 In 4 I believe
5 think 6 feel that 7 my view

3
1 D 2 C 3 A 4 B 5 E

4
1 Possible answers: It seems to me that healthy lifestyles benefit us in many ways.
As I see it, people don't care enough about their health.
Personally, I think people needn't always be on a diet.
In my view, hospitals should focus on emergencies instead of problems developed by people with unhealthy habits.
2 Possible answers: When people care about their health they often feel good and have a lot of energy.
We only get one body, so we must look after it.
People should also exercise because it's good for your body and your mind.
3 Students' own answers

5
Students' own answers

6
Students' own answers

7
Students' own answers

3.10 Review

1
1 too much
2 a few
3 much
4 a little
5 too many
6 a lot of

2
1 need / have to score
2 must be
3 don't have to / needn't bring
4 mustn't swim
5 need / have to eat
6 needn't / don't have to ask

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

4
1 play 2 score 3 go 4 plan
5 give up 6 do

5
1 B 2 B 3 C 4 A 5 C 6 B 7 C
8 A 9 C 10 B 11 C 12 A

6
Students' own answers

3.11 Exam skills

Listening

1
Students' own answers

2
A Speaker 3
B Speaker 4
C Speaker 2
D Speaker 5
E Speaker 1

Use of English

3
spend money
play basketball
go jogging
ride a bike

4
1 of 2 recipe 3 on 4 go 5 play
6 to 7 do 8 team 9 by 10 put

Writing

5
Add a personal comment 4
Give a main argument to support your opinion 2
Agree or disagree with the question 1
Give two more arguments to support your opinion 3

6
Sample answer:
Many people think learning is more important than exercise, but I think we should all do more sport.

As I see it, unhealthy people can't concentrate very well. When people are fit, they learn more easily.
Besides, doing sport is enjoyable. You can have fun and this can make you happier at school. You can also learn about your body and health.
My school built a gym, and it's very popular! Personally, I think it's great to have more and different kinds of sport at school.

3.12 How to learn vocabulary

1
1 C 2 E 3 B 4 A 5 D

2
1 have 2 play 3 give 4 go 5 gave 6 take

3
1 give: advice, persmission
2 go: home, running
3 have: fun, time, a toothache
4 play: a game, golf, music
5 take: care

4
1 play 2 have 3 take 4 go 5 give 6 have 7 take 8 play

5, 6 and 7
Students' own answers

Unit 4

4.1 Vocabulary

1a
Tick: 1 2 3 5 7

2
1 shine 2 showers 3 blowing 4 storm 5 foggy 6 mild 7 lightning 8 freezing

3
1 cloudy 2 sunny 3 blowing 4 snowing 5 shining 6 degrees 7 mild

4
1 What on earth
2 Here you go
3 Yippee
4 Can you believe it?
5 I don't think so
6 Wish me luck

5
Students' own answers

4.2 Grammar

1a
easier than, better than, more exciting than, sunnier than, colder than, happier than
not as lucky as, isn't as warm as

1b
1 Yes, she does.
2 No, she doesn't. She says the temperature is usually different in Lisbon and Greece (warmer in Greece).

2
1 milder than
2 more convenient than
3 wetter and colder than
4 nicer than
5 worse than
6 more beautiful
7 sunnier and warmer than
8 further / farther than

3
1 not as tall as
2 as strong as
3 not as fast as
4 not as long as
5 as dark as

4
1 taller 2 longer 3 faster

5
1 Edward is not as tall as Nicky.
2 Badminton is not as exciting as volleyball.
3 Celine thinks books are as interesting as films.
4 Cloudy weather happens in Edinburgh as often as in Lima.
5 The Statue of Liberty is not as old as the Tower of London.
6 Martin says learning Japanese is as difficult as learning Korean.

6
Students' own answers

4.3 Reading

1
1 mountains 2 problem 3 rain 4 water to drink 5 collecting 6 pipes 7 streams 8 fog 9 nets

2
Suggested answers: South Africa (Cape Town).
Not enough water / People using too much water.

3
Students' own answers

4
Students' own answers

5
1 It has frequent rain showers and big winter storms.
2 A law said that people must use less than 50 litres of water each day, so enough water was saved.
There was heavy rain in 2018 which improved the situation.
3 People in Cape Town had to use less than 50l of water every day.
The daily average of water use in California is 300l.
Cape Town had heavy rain in 2018 and the situation improved.
4 People reused water for the toilet.
5 People didn't wash their cars or water their gardens.
6 People went to mountain streams to get water (because there was so little in Cape Town).
7 The people used less water and there was heavy rain in 2018.

6
Students' own answers

4.4 Global skills

1
A action 4
B solutions 2
C best 3
D check 5
E problem 1

2
Students' own answers

3
Suggested answers: Recycling. The environment.

4
1 S 2 S 3 M 4 M 5 S 6 M 7 S

5
Suggested answers:

	Maya	Sam
1 According to each speaker, what exactly is the problem with plastic?	We can't live without it, but we use too much.	Not enough plastic is recycled, and getting oil to make plastic damages the planet
2 What solutions and examples do they suggest?	Use less, get better at reusing, buy things you can refill or reuse in a different way, e.g. mechanical pens, shoes as plant pots, drinks bottles.	Stop using all plastic buy things made from natural materials, e.g. bamboo tooth brushes, paper or metal cups + drinking straws, cotton or wool clothes, natural chewing gum
3 Which solution are they now using?	Drinks bottle	Buying clothes made from natural materials, jumper
4 How successful is it?	She's happy with it.	Family only buy natural clothes

Students' own answers

6
Students' own answers

7
Students' own answers

8
Students' own answers

4.5 Vocabulary

1
Students' own answers

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

3
1 hurricane
2 tornado, damaged
3 forest fire
4 survive, heatwave
5 predict, drought
6 rescued, avalanche

4
1 forest fires and avalanches
2 The forest fires happened in California in 2020 and the avalanches happened on Mount Everest in 2015.
3 Because they both affected beautiful natural environments.
4 He says the forest fires damaged homes over a huge area but the avalanches didn't damage homes.
5 Isaac says the forest fires were worse than the avalanches as they have been happening for a long time.

5
Students' own answers

4.6 Grammar

1
Students' own answers

2
1 largest
2 most beautiful
3 biggest
4 most famous
5 farthest
6 windiest
7 fastest

3
1 the foggiest
2 The windiest
3 the worst
4 the cloudiest
5 the most expensive
6 the best

4
1 too fast
2 enough time
3 cold enough
4 too difficult
5 sunny enough
6 enough money
7 big enough

5
Students' own answers

4.7 Listening

1
Suggested answer: Copenhagen/ Denmark.
Students' own answers

2
Students' own answers

3
3, 1, 4, 5, 2

4
city, , healthy, cycle, green, buildings, relaxing

5
Students' own answers

6
1 B 2 D 3 C 4 B 5 C

7
Students' own answers

4.8 Speaking

1
Students' own answers
Suggested answers: Advantages are it is cheaper to grow your own food; it is good for the environment; it is healthy. Disadvantages are it can be hard work to plant the food; you need to take care of the plants; you need a garden or some space of your own to grow the food; the food can be damaged by animals or bad weather.

2
Students' own answers

3
1 How fantastic!
2 What a disaster!
3 I'm sorry to hear that.
4 That's terrible.
5 Great news!
6 Poor you!
7 That sounds amazing!

4
Reacting to bad news
Oh no!
That's terrible / awful.
What a disaster!
I'm sorry to hear that.
Poor you!
Reacting to good news
Great news!
That's wonderful!
That sounds great / exciting / amazing.
How fantastic!
Lucky you!

5 and 6
1 disaster
2 eating salad
3 start, easy things
4 sorry hear
5 very wet winter, nothing grew
6 fantastic
7 failed two, exams
8 happy, eating, healthy food

7
Students' own answers

8
Students' own answers

9
Students' own answers

4.9 Writing

1
1 Tammy wrote the post to ask for advice because she is going to the Glastonbury Festival for the first time.
2 Students' own answers
3 Students' own answers
4 Students' own answers
5 Students' own answers

2
Tick: 1 2 3 4 6 9 10

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

4
1 them 2 it 3 They 4 He 5 her
6 him 7 She

5
Students' own answers

6
Students' own answers

4.10 Review

Grammar

1
1 higher than
2 the worst
3 more interesting than
4 better than
5 the most difficult
6 the hottest
7 most important
8 heaviest

2
1 too foggy
2 as strong as
3 warm enough
4 big enough
5 as comfortable as
6 too wet

Vocabulary

3
1 sunny 2 addicted 3 mild
4 artificial 5 freezing 6 windy
7 beautiful 8 dark

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

5
1 than 2 enough 3 most
4 survived 5 as 6 more 7 tsunamis
8 floods 9 damaged 10 degrees
11 disasters 12 warnings

6
Students' own answers

4.11 Exam skills

Reading

1
G

2
1 G 2 A 3 E 4 F 5 C 6 D
B isn't needed

Speaking

3
1 agree 2 think 3 opinion 4 ideas

4
Students' own answers

4.12 How to learn vocabulary

1
1 +al=musical
2 +ful=beautiful
3 +less=homeless, +y=homey
4 +ish=childish, +less=childless
5 +y=dirty
6 +ous=dangerous

2
1 sleepy 2 famous 3 hopeless
4 selfish 5 successful 6 historical

3

-al	*-ful*	*-ish*
central	fearful	stylish
coastal	helpful	
	skillful	
	wonderful	

-less	*-ous*	*-y*
endless	adventurous	foggy
fearless	disastrous	icy
helpless	wondrous	

4
1 J 2 I 3 G 4 H 5 B 6 E 7 D
8 L 9 C 10 K 11 A 12 F

5
Students' own answers

Unit 5

Time for school

5.1

1a/b
1 R 2 M 3 M 4 R 5 R

2
1 D 2 A 3 B 4 E 5 C

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

4
1 an essay 2 revise for 3 concentrate
4 a degree 5 qualification 6 get
7 grade 8 term

5
1 Go ahead
2 Lucky them!
3 That reminds me
4 What else?
5 By the way

5.2 Grammar

1
1 D 2 C 3 A 4 B 5 C 6 D 7 A
8 B

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

3
1 'll go
2 is/'s going to go travelling/travel
3 will be
4 'll have
5 aren't going to stay
6 is/'s coming
7 won't make
8 isn't arriving/won't arrive

4
1 'll see
2 're going to eat
3 is coming
4 's arriving
5 's going to take/she'll take
6 will be
7 's leaving
8 won't see

5
Students' own answers

6
Students' own answers

5.3 Listening

1
1 50 2 buildings 3 guide 4 online
5 timetables 6 exams

2
Students' own answers

3
Suggested answer:
Yes, because she passed all her exams and is at university now.

4
Suggested answers:
1 mobile phone
2 30 minutes
3 timetables
4 with friends

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

6
Students' own answers

5.4 Global skills

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

2
Problems with schoolwork and useful tips.

3

	Problem	**Possible solution**
Amal	grammar	doing an online grammar quiz
Rory	revising for exams	making mind maps
Hana	reading and remembering information	making your own podcasts and listening to them

4
Students' own answers

5
Suggested answers:
1 You can guess and learn words easier if you know the story.
2 You can measure your progress and read books that are right for your level of understanding.
3 You can look up the meaning of words online.
4 You can learn pronunciation of words.
5 You won't get too tired and will remember more.
6 You will understand the meaning of more words in a full sentence.
7 You can go back to look up words later, without stopping your learning.
8 Other students can help you choose good ways to learn.

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

7
Students' own answers

5.5 Vocabulary

1
Students' own answers

2
Students' own answers

3
1 folk dancing
2 fitness training
3 orchestra
4 nature photography
5 theatre group
6 choir

4
1 tools
2 flute
3 nature photography
4 coding
5 community garden
6 stage

5
1 theatre group
2 costume
3 stage
4 orchestra
5 community garden
6 flute
7 robotics
8 tools
9 coding

6
1 fitness training, folk dancing
2 orchestra, choir
3 community garden
4 multiplayer online game
5 pottery class, robotics

7
Students' own answers

5.6 Grammar

1
I don't sleep well if I use technology late at night.
Computers emit blue light if you look at them.
You sleep better if you don't use technology …

2
1 are 2 do 3 forgets 4 don't like
5 gets 6 go

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

4
1 learn, do
2 don't have, go
3 finds, doesn't take
4 feels, don't make
5 use, have
6 revises, gets

5
Students' own answers

6
1 ZC 2 FC 3 FC

7
1 B 2 A 3 A 4 C 5 A 6 B

8
1 'll teach
2 join
3 wears
4 won't get
5 'll make
6 don't learn
7 grow
8 'll be

9
Students' own answers

5.7 Reading

1
1 visual 2 verbal 3 Aural 4 physical
5 social 6 solitary 7 logical

2
Students' own answers

3
Students' own answers

4
1 two 2 several/many 3 brain

5
1 They don't learn or make progress.
2 They use videos to teach the children their lessons online at home.
3 Yes, because if they have any problems, they can ask their teacher for one-to-one help.
4 The students play brain training games every day before class to help them concentrate.
5 It doesn't matter what the weather is like, they still do the Daily Mile.
6 They feel awake and motivated after running, and they can remember more.

6
Students' own answers

5.8 Speaking

1
Suggested answers: Take a break. Do exercise. It will help them to concentrate and to remember more.

2
1 They can't concentrate.
2 Doing some fitness training at the leisure centre.
3 Because she wants to do something outdoors.
4 Run for 15 minutes in the park.
5 On Saturday afternoon.

3
1 Why don't
2 Shall we
3 fancy
4 Let's
5 How about
6 could always

4
(a) A (b) D (c) A (d) A (e) D (f) A

5
1 ↗ 2 ↘ 3 ↘ 4 ↗

6
1 and 2
Any two of the following:
Do you fancy *going* …? / How about *going* …? / Let's *go* … / Shall we *go* …? / We could always *go* … / Why don't we *go* …?
3 and 4
Any two of the following:
I'm not sure about that. / I'd rather not. / I don't think that's a great idea.
5 and 6
Any two of the following:
That sounds like a great idea! / Yes, why not? / I like that idea. / Let's do that.

7
Students' own answers

5.9 Writing

1
Students' own answers

2
1 C 2 D 3 B 4 A

3
Doing homework: good or bad?
Some people think it's important for students to do homework. However, others think students should do other things out of school. What are the arguments for and against this idea?
On the one hand, homework helps students learn. Although they work hard, they don't have the chance to do extra practice at school. Students make more progress if they do homework.
On the other hand, students mustn't study all the time. Leisure activities are important, but if students don't have time to do them, they won't relax and have fun. This will make life stressful for them.
In conclusion, I think students should do some homework, although not every night. If they don't do any assignments, however, they should do an after school activity or some exercise instead.
however – at the beginning with comma after OR in the middle with a comma before and after
on the one hand / on the other hand – at the beginning with a comma after
although – at the beginning with no commas OR in the middle with a comma before
but – in the middle with a comma before

4
1 However
2 but / although
3 however
4 Although
5 On the one hand
6 but

5
Students' own answers

6
Students' own answers

7
Students' own answers

5.10 Review

Grammar

1
1 are leaving
2 're going to attend
3 'll make
4 'll be
5 won't know
6 're going to join

2
1 don't, 'll fail
2 Will, have
3 meet, aren't
4 's, goes
5 'll make, concentrates
6 stay, don't

Vocabulary

3
1 primary school
2 flute
3 qualifications
4 essay
5 tools
6 technology

4
1 fitness training
2 pass
3 solitary
4 coding
5 robotics
6 school canteen

5
1 A 2 B 3 A 4 C 5 B 6 A 7 B
8 A 9 C 10 B 11 A 12 C

6
Students' own answers

5.11 Review

Listening

1
Students' own answers
Correct answer: home

2
1 home 2 50 3 a month 4 minutes
5 online help 6 certificate

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

Use of English

3
Students' own answers
Correct answer: D

4
Students' own answers

5
1 D 2 A 3 C 4 B 5 C 6 A 7 C
8 B 9 D 10 A

Writing

6
First point: present tenses
Second point: past tenses
Third point: future tenses

7
Sample answer
Hi Ella
How are you? I'm in Seville in Spain for three weeks. I'm on a school trip, and I'm studying at a language school here.
We don't study every day. Yesterday, we went on a day trip. We travelled by coach to Malaga because it's next to the sea. It was fantastic. I swam in the sea and ate some delicious food.
Tomorrow, we're going to do some sightseeing in Seville. They've got an amazing cathedral here.
See you soon!

5.12 How to learn vocabulary

1

Nouns	Verbs	Adjectives
act	act	adventurous
acting	acting	awful
actor	code	primary
code	coding	secondary
coding	concentrate	
community	dance	
dance	dancing	
dancing	decide	
decision	training	
qualification		
training		

2
1 A verb B noun
2 A verb B noun
3 A noun B verb
4 A noun B verb

3
1 noun 2 noun 3 adjective 4 verb
5 verb 6 noun 7 verb 8 adjective

4a
12 verbs, 13 nouns, 5 adjectives

4b
1 celebrities, comedies, films
2 were, was, cheered, arrived, spoke, said, wanted – cheered, arrived and wanted are regular
3 chilly, funny

5
Suggested answers:
answer: noun and verb
book: noun and verb
call: noun and verb
calm: adjective, noun and verb
dark: adjective and noun
fine: adjective, noun and verb (and adverb)
share: noun and verb
work: noun and verb .

6
Students' own answers

Unit 6

Living your own life

6.1

1a
1 eighteen
2 driving license
3 money
4 apply for a job
5 bills
6 jogging
7 take part in a race
8 go abroad

2
1 home 2 card 3 eighteen
4 business 5 job 6 account 7 flat
8 independent

3
Saving and spending
get a credit card / open a bank account
Living
leave home / rent a flat
Working
start my own business / get a job
Becoming an adult
turn eighteen / be independent

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

5
1 F 2 S 3 S 4 F 5 S 6 F 7 F
8 S

6
1 No big deal
2 To be honest
3 no pain, no gain
4 I can hardly wait for it
5 Let's get started

6.2 Grammar

1
1 haven't 2 've 3 has 4 's 5 Have
6 haven't 7 have 8 've

2
1 for 2 ever 3 just 4 already
5 yet 6 never 7 yet 8 since

3
1 haven't been
2 've already seen
3 Have you ever done
4 've wanted
5 have you known
6 've been
7 hasn't arrived yet
8 've just had

4
1 've taken
2 've joined
3 's already made
4 've never felt
5 have decided
6 haven't run

5
Students' own answers

6.3 Reading

1
1 an adult
2 30
3 January
4 girls
5 from a tower

2
Students' own answers

3
B

4
Example answers
1 It's more difficult because students not only need the necessary qualifications, but also good personal skills.
2 Young Enterprise can help students improve their personal skills, which will help them get a job when they leave school.
3 The most important thing about the Company Programme is that the students make all their own decisions.
4 You do the Tenner Challenge for a month and the start-up money is £10. You do the Company Challenge for between three and nine months and you have more start-up money.
5 Lucas and Tom want to do something special because they have been successful in the Tenner Challenge.
6 Ellie has learned not to give up when things go wrong. She has also learned to communicate in a team and take risks.
7 Jack isn't worried about teamwork now because taking part in Young Enterprise has helped his confidence.
8 Ashley thinks he will start his own business. He is very confident and excited, he can hardly wait to get started!

5
Students' own answers

6.4 Global skills

1
1 customs
2 lack of respect
3 greet
4 make eye contact
5 behave
6 queue

2
Students' own answers

3
3 how to develop good interview habits ✓

4

Action / Communication	
positive	**negative**
know some facts be honest	use someone's first name arrive late
Body language	
positive	**negative**
smile shake hands	stand too close

5
Students' own answers

6.5 Vocabulary

1
Students' own answers

2
1 a twin
2 a teenager
3 elderly
4 an only child
5 middle-aged
6 married
7 relatives
8 childhood
9 wedding anniversary
10 born

3
1 B 2 A 3 B 4 A 5 C 6 B 7 C

4
1 anniversary 2 married 3 family
4 born 5 thirties 6 only 7 grow

5
Students' own answers

6.6 Grammar

1
1 PP 2 PS 3 PP 4 PS 5 PP 6 PS

2
1 've just bought
2 bought
3 's taken
4 took
5 haven't seen
6 saw
7 Have you written
8 wrote
9 Did Joey do
10 hasn't done

3
1 turned
2 haven't started
3 did he get
4 wasn't
5 've rented
6 have you known

4
1 've just found
2 wasn't
3 read
4 got
5 've changed
6 Have you ever seen
7 were
8 haven't met
9 've lived
10 got

5
1 opened my bank account six months ago
2 got married last July
3 haven't attended school since last year
4 went abroad a month ago
5 've had children since 2014

6
Students' own answers

6.7 Listening

1
1 university 2 rent 3 elderly 4 30
5 talking 6 quiet

2
Students' own answers

3
No, they aren't relatives. They are neighbours.

4
1 ✓

5
Suggested answers:
Anna: Edith's friendly and easy to talk to and we became friends very quickly.
Edith: I've been friend with Anna for about six months and I always look forward to her visits.

6
1 F It was about helping elderly people in the local area.
2 T
3 T
4 NG
5 F Anna usually visits Edith every week / four times a month.
6 T
7 F Anna tells Edith about the latest films she's seen.
8 NG

7
1 17 and 89
2 a granddaughter lives in Australia and is 17
3 Anna's opinions
4 washing some dishes, taking out the rubbish
5 send a text message

8
Students' own answers

6.8 Speaking

1
Students' own answers

2
Students' own answers

3
Who: Amy, her brother Will, her sister Beth, her mum and dad.
Where: the Lake District in north-west England
When: a few years ago, 2015 or 2016.
What is happening: they are coming down from a hill they have climbed in the rain.
What happened later: it stopped raining, her brother hurt his knee going down, her father helped him, her uncle made up a silly story which made them all laugh, they had hot chocolate and cake in front of the fire.

4
1 took it during
2 In the picture, are standing
3 You can see
4 The picture shows
5 reminds me

5
1 Maybe
2 looks like
3 doesn't seem
4 looks
5 probably wants
6 makes me

6
Students' own answers

7
Students' own answers

6.9 Writing

1
Students' own answers

2
lectures ✓
events ✓
a new hobby ✓
food ✓
Photo 1 is Mike.

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

4
a greeting:
Hi
opening an email:
How are you? / Sorry I haven't written for a few days, but …
closing an email:
Well, that's all for now.
saying goodbye:
Love,

5
future tense
e.g. we'll get together
past simple
e.g. I took part in / I loved it
present simple
e.g. How are you?
present perfect
e.g. I haven't written / I've been
Mike uses the present perfect the most.

6
1 was
2 's been
3 started
4 don't have
5 haven't written
6 'll come

7
Students' own answers

8
Students' own answers

9
Students' own answers

6.10 Review

Grammar

1
1 They've never been canoeing.
2 I haven't finished my homework yet.
3 Has he ever driven a car?
4 My parents have just bought new bikes.
5 Have you read that book yet?
6 Mia's already seen the film.
7 I've been waiting for my exam grade since 9.00 a.m.
8 Agnes had never played volleyball before summer camp.

2
1 's just started
2 didn't learn
3 started
4 made
5 's made
6 haven't tried
7 's had
8 's been

Vocabulary

3
1 queue
2 childhood
3 wedding anniversary
4 driving license
5 credit card
6 teenager
7 only child
8 relative

4
1 make 2 do 3 start 4 grow
5 take 6 pay

5
1 B 2 A 3 C 4 D 5 C 6 B 7 A
8 A 9 D 10 B 11 C 12 D

6
Students' own answers

6.11 Exam skills

Reading

1
The thing James liked to do the most is to explore Florence.
True: Paragraph D

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

Speaking

3
Students' own answers

4
Students' own answers

6.12 How to learn vocabulary

1
1 similar 2 different 3 same

2
Currently, want, day, bookshop, bread, dirty

3
a journée b actuellement c librairie
d envie e sale f pain

4
Students' own answers

5
adult
problem
traffic
train
lamp
They are all cognates.

6 and 7
Students' own answers own answers.

Unit 7

7.1 Vocabulary

1a
1 astronaut
2 surface
3 member
4 atmosphere,
5 breathe
6 wear (a) spacesuit
7 gravity
8 water supply

2
1 conditions 2 astronaut
3 challenging 4 explore
5 water supply 6 atmosphere

3
1 wear a spacesuit
2 surface
3 survive
4 a member of the crew
5 explore
6 go on a mission

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

5
1 what about you?
2 and all that
3 You'll never believe it!
4 You know what?
5 I mean
6 Oops!

7.2 Grammar

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

2
1 would 2 wouldn't 3 flew 4 could
5 focused on, would 6 wouldn't
7 couldn't 8 found

3
1 unless 2 if 3 If 4 unless
5 unless 6 if

4
1 travelled, would take
2 stepped, would feel
3 didn't have, couldn't
4 would buy, existed
5 would wear, floated
6 would (we) breathe, visited
7 were, wouldn't argue
8 could, explored

5 (suggested answers)
1 If I spoke English really well, I would move to Australia or New Zealand / Britain or the USA.
If I spoke English really well, I would become an English teacher.
2 If I wanted to be healthy, I would prefer to eat broccoli / pineapple / a veggie burger.
3 My parents would feel upset if I didn't revise for my exams.
My parents would stop my pocket money if I didn't revise for my exams.
My parents would take my phone away if I didn't revise for my exams.
4 If I won a big money prize, I would buy a house / my family a new car.
If I won a big money prize, I would travel around the world.

7.3 Listening

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

2
Students' own answers
Correct answers:
1 1969
2 human
3 the Hubble Space Telescope
4 a new group of planets

3
1 and 3

4
1 E 2 R 3 J 4 E 5 J 6 J 7 E

5
1 impressive
2 milestone
3 Launching
4 step
5 Telescope
6 different
7 scientist
8 astronomer
9 challenging

6
Students' own answers

7.4 Global skills

1
1 A 2 C 3 B 4 E 5 D

2
Students' own answers

3
Students' own answers

4
1 B 2 A 3 both 4 B 5 both

5
Suggested answers:
A At first, I was really worried that I wouldn't know what to do or to say, or that I'd let them fall.
B Each day it was our responsibility to guide a blind traveler.
C My partner, Kara, showed us how she wanted to be guided, by holding their arm, so it got easier. If.
D I really listened to Kara's questions, we had lots to talk about.
I think I learned so much from everyone! Listening to them describing things I hadn't noticed, like at a market, the smells, sounds, feelings … incredible details!
After that, Plumb thought about how many times he had walked past the men who were carefully packing parachutes on the camp…
E I packed your parachute … I guess it worked – you survived!.

6
Students' own answers
Suggested answers:
1 The problem is Mikey isn't helping the team, he just plays on his phone.
Someone should talk to him to tell him what he should be doing.
2 Ava has not remembered to bring items for the team project.
Someone should give her some ideas on remembering things.
3 Ben and Ali have had an argument.
Someone should get them together so they can agree to work together again.
4 Sam works alone and not with the team.
Someone should ask Sam to work with another person in the team.

7
Students' own answers

7.5 Vocabulary

1
Correct answer: Tim Berners-Lee who invented the internet.

2
1 invent 2 system 3 stick 4 do research into 5 produce 6 develop
7 run tests 8 discover 9 contains

3
1 invented
2 system
3 doing research into
4 develop
5 produce
6 stick

7 contains
8 run tests
9 discover

4

1 Sir Tim invented the World Wide Web.
2 It sticks websites together across the internet.
3 A lot of information.
4 To access other information.

5

1 discovered 2 Memory foam
3 invent 4 developed 5 stick
6 mixed 7 contains 8 weigh

7.6 Grammar

1

1 P 2 A 3 A 4 P 5 A 6 A 7 P
8 P 9 A 10 A

2

1 A better system was developed by the scientists.
2 The house wasn't damaged in the flood.
3 Are many astronauts sent on space missions?
4 English is spoken in Australia and New Zealand.
5 Was Antarctica explored by Captain Scott?
6 Healthy veggie burgers are produced in this factory.

3

1 went 2 travelled 3 was packed
4 were included 5 don't become
6 brought 7 stopped 8 took
9 was written 10 was signed
11 are included 12 contained

4

2 Spanish is spoken by people in that country.
3 A new material was developed by the scientists.
5 When were rocks collected on the moon by Neil Armstrong?
6 Spacesuits are worn by astronauts when they float in space.
9 Radium was discovered by Marie Curie.
10 These animals aren't frightened by loud noises.

5 and 6

Students' own answers

7.7 Reading

1

1 astronaut 2 mission 3 disaster
4 happened 5 completely
6 difference 7 become 8 language

2

Students' own answers

3

Students' own answers

4

1 T
2 F – NASA wanted to do research into conditions on Mars in the past.
3 F – NASA was in contact with *Opportunity* for 15 years.
4 T
5 F – *Opportunity* used cameras and microscopes to examine rocks and minerals.
6 T
7 T
8 T

5

vehicle – the little robot with six wheels/ *Opportunity*
Mars – the planet('s)
damaged – couldn't work correctly
tools – equipment to examine rocks/ cameras

6

Students' own answers

7.8 Speaking

1

Students' own answers

2

1 Conversation 1: e-reader
Conversation 2: fitness tracker
Conversation 3: earphones
2 Two friends: conversation 2
Grandfather and granddaughter: conversation 1
Mother and daughter: conversation 3
3 A fitness tracker (conversation 2)
B earphones (conversation 3)
C e-reader (conversation 1)

3 & 4

Conversation 1	
How does it work?	A
I'll show you.	G
Why isn't anything happening?	A
Turn on the power button …	G
Swipe left or right to …	G
Got it. That's great!	C
Conversation 2	
What am I looking for?	A
Scroll down a bit…	G
Found it.	C
If you tap on the watch …	G
What do I do next?	A
Conversation 3	
Where's that?	A
Right, finally seen it.	C
Put on some music …	G
Done it. What do I do next?	C
How do I do that?	A

5

1 Get 2 Don't worry 3 Read 4 Put
5 Don't start 6 Make

6

Students' own answers

7

Students' own answers

7.9 Writing

1

1 Students' own answers
2 Students' own answers

2

1 To recommend a film to other students.
2 They describe it as a film that they love.
3 Space travel/environmental damage/ wildlife/reduced food supply
4 Because it's a brilliant film which will make others think about different topics.

3

1 C 2 A 3 D 4 B

4

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

5

1 F
The film is set in the future.
2 T
3 T
4 F
The astronauts are looking for a new planet for people to live on.

6

Students' own answers

7

Students' own answers

8

Students' own answers

7.10 Review

Grammar

1

1 had a lot of money, I could be a space tourist
2 tidied her room, it wouldn't be a mess
3 wouldn't be so tired if he didn't go to bed late.
4 did enough exercise, you'd feel healthy
5 would / 'd walk to school if I didn't live so far away
6 would / 'd go to that café if it wasn't so expensive

2

1 were written
2 weighed
3 was discovered
4 are made
5 contain
6 is produced

Vocabulary

3

1 float 2 pay 3 give 4 develop
5 land 6 show

4

1 be 2 valuable 3 Luckily
4 inventor 5 completely 6 powder

Cumulative review

5

1 A 2 C 3 B 4 C 5 A 6 B 7 A
8 B 9 B 10 C 11 A 12 C

6

Students' own answers

7.11 Exam skills

Listening

1

Students' own answers

2

1 B (raining) 3 C (boat)
2 C (key) 4 A (gift)

Use of English

3

Present perfect tense
invented

4
1 invented 2 They 3 in 4 produce
5 into 6 are 7 travelled 8 Would
9 pollution 10 technology

Writing

5
say what you would like to do in the future.

6
Sample answer
Dear Sir or Madam,
I am writing because I would like some information about your space camp. My science teacher told me about it and it sounds really interesting.
I have always been interested in space because when I was small, my parents gave me a book about the planets and the stars. I loved it.
At school, we've learned a lot about space in our science lessons. We did a project on Mars last term.
One day, I would like to be an astronaut. I'd love to go on a space walk. It would be amazing.
Yours sincerely,
…

7.12 How to learn vocabulary

1
1 –er / ation, explore (v)
2 -ness, ill (adj)
3 -er, work (v)
4 -ity, major (adj)
5 -er, -sion, provide (v)
6 -iety, social (adj)

2
1 agreement 2 creativity
3 kindness 4 movement 5 laziness
6 demonstration 7 reality
8 discussion

3

Verb	Adjective	Noun
solve	solved	solution
–	happy	happiness
create	created	creation creativity
visit	visited	visit, visitor
–	special	speciality
develop	developed	development

4 and 5
Students' own answers

Unit 8

8.1 Vocabulary

1a
1 work
2 team
3 serves
4 checkout
5 tiring
6 take orders
7 feet
8 looks after
9 sells handmade
10 earn money

2
1 B 2 A 3 C 4 B 5 B 6 C 7 C
8 A

3
1 work in a team
2 take orders
3 serve customers
4 work from home
5 earn money
6 am on my feet
7 work on the checkout
8 sell handmade goods

4
1 I reckon
2 at the end of the day,
3 give it a go
4 isn't really my thing,
5 It's such a pain

8.2 Grammar

1
1 A 1, B 2, C 3, D 4
2 A 3, B 1, C 2, D 4
3 A 3, B 1, C 2, D 4
4 A 2, B 3, C 1, D 4
5 A 2, B 1, C 4, D 3

2
1 He had made friends with Rhiannon.
2 I hadn't eaten anything since breakfast
3 I had worked hard all day.
4 The show had started already./The show had already started.
5 I had told all my friends about it.
6 She hadn't looked after the neighbours' kids before.
7 He hadn't slept properly last night
8 She had prepared very well for it.

3
1 forgot, put
2 hadn't worked, was
3 went, had visited
4 hadn't studied, didn't get
5 sold, had bought
6 became, hadn't met

4
1 Joe bought a new phone because he had dropped his old one.
2 Perla had lived in Mexico before she went to Argentina.
3 Kemal was really hungry because he hadn't eaten any breakfast.
4 The waiter hadn't taken our order because he had forgotten about us.
5 Ahmed didn't call his parents because he hadn't taken his phone with him.
6 Lia hadn't worked in a team before but she really loved it
7 Rosie had called her friend Hannah after she had done her homework.
8 She applied for the job because she had always wanted to be a lifeguard.

5
1 he had dropped his old one
2 Perla had lived in Mexico
3 he hadn't eaten any breakfast
4 he forgot
5 he hadn't taken his phone with him
6 Lia hadn't worked in a team before
7 she did her homework
8 she had always wanted to be a lifeguard

6
Students' own answers

8.3 Listening

1
1 popular
2 longer
3 modern technologies
4 pinsetters
5 repetitive
6 exist
7 alarm
8 used teeth sellers

2
Students' own answers

3
1 a football, football, over 40 years ago
2 a boat (coracle), wood and other materials, collecting footballs from a river
3 in a boat (by a football stadium)

4
1 round 2 wood 3 materials
4 person 5 paddle 6 boat

5
1 T
2 F – Fred only worked during the team's matches.
3 F – Fred was paid
4 T
5 T
6 F – Fred lost a few footballs.
7 NG
8 F – Now the football club isn't next to the river so they don't need Fred.

6
Students' own answers

8.4 Global skills

1
1 Photographer (B)
2 Assistant (A)
3 Driver (C)

2
creative, reliable, confident, sociable, work in a team, experience of working with children, be on your feet all day, reliable, independent, honest, responsible, had a driving licence for one year

3
Suggested answers:
Adrian: driver/assistant (likes riding motorbike, worked as activity/sports tutor at a summer camp)
Tanya: photographer (done photography for schools website)
Maya: assistant/driver (works as assistant in village shop so used to being on feet all day, has driving licence)

4
Students' own answers

5
Students' own answers

8.5 Vocabulary

1
put off went by carried out took on work out handed over

2
1 Because he hurt his right hand.
2 That Leonardo put off painting as a younger man.
3 No, he didn't always get on with his paintings immediately.
4 He wrote them down in his notebooks.

3
1 put off
2 written down
3 hear from
4 ran out of
5 turn up
6 coming round
7 hang up
8 went by

4
1 F – Some experts believe that Leonardo took 16 years to carry out his work on the Mona Lisa.
2 F – Leonardo took on the painting of the *Mona Lisa* for a family in Italy.
3 T
4 F – Leonardo didn't always get on with his paintings immediately.
5 T
6 NG

5
1 get on with
2 run out of
3 work out
4 write (them) down
Students' own answers

8.6 Grammar

1
1 C 2 B 3 B 4 C 5 A 6 C 7 A 8 C

2
Students' own answers

3
1 he had had an interview for a part-time job the day before
2 didn't learn English very quickly
3 loved serving customers there
4 worked on the checkout last weekend
5 was looking after her young cousins that afternoon
6 was waiting for an important email
7 younger brother was ten years old that day
8 her parents were going on holiday that weekend

4
1 was working
2 really liked it
3 enjoyed working in a team
4 worked on the checkout (all morning) the previous day
5 served a lot of customers
6 the work wasn't too challenging
7 was tiring
8 was having a day off the following day

8.7 Listening

1
1 fed up 2 dream 3 careers
4 remote 5 hiking 6 caretakers
7 life

2
Students' own answers
Suggested answer: The text is written to advertise the Scottish Wildlife Jobs Show. It's for people who want to work with wildlife.

3
Students' own answers

4
Students' own answers

5
1 Students' own answers
2 Maddie: A, D
Jim: B and C

6
B, C and D are correct.
A is not true because the text is not about job offers.
B = 'Posties can have very different experiences depending on which part of Britain they work in'
C = 'If you love being outside and keeping active then it could be the perfect job for you'
D = Maddie said she always loved being outside and was fed up with spending so much time inside. Jim enjoys being outdoors aspects of his job ('what he loves the most is the countryside and wildlife …')
E is not true because it talks about some of the negatives, e.g. working in all weathers, the work is tiring

7
1 J 2 M 3 M 4 J 5 M 6 J 7 J

8
Students' own answers

8.8 Speaking

1
Students' own answers

2
A Old library: not well organised, shelves too close together so there wasn't much space so it was often difficult to find the books you needed
New library: more space between the book shelves, so it's really easy to find what you need
B Old library: very dark – there wasn't much natural light
New library: the roof is made of glass, so there's lots of natural daylight
C Old library: not enough places to sit and study so you often had to share tables with other people
New library: lots of places to sit, so you always have a place to work
D Old library: barrier at the entrance – sometimes you had to wait for ages
New library: no barrier – completely open and you can walk straight in
E Old library: depressing – she didn't like being there
New library: relaxing and positive – it's changed the way she feels about studying

3
1 terrace 2 barrier 3 depressing

4
1B, 2A, 3C

5
1 put, 2 mean, 3 explain, 4 tip, 5 know, 6 point
exs 6-8 – notes and description / comparison of two other photos.

6

Expressing similarities	Expressing contrast
All / both photos show …, in both pictures, also, as well, too	but, however, on the other hand, unlike, whereas, while

7 and 8
Students' own answers

8.9 Writing

1
1 lifeguards, waiters/waitresses and shop assistants
2 Young people aged between 14–19 who are confident, organised, friendly, enjoy working in a team and being on their feet.
3 By sending an application letter and CV to the leisure centre's email address. People who apply should give details of their skills, qualifications and experience.

2
Students' own answers
Suggested answers: Abby is applying for a job as a lifeguard. She would be suitable for the other jobs, too (waitress and shop assistant) as she is friendly and confident with good communication skills, and has worked with other people a lot.

3
A An invitation to contact Abby. 5
B Abby's skills and qualities. 2
C The title of the job Abby is applying for 1
D A formal ending to Abby's application. 6
E Reasons why Abby thinks she would be good at the jobs. 3
F Why Abby thinks her training is important. 3
G When Abby can go for an interview 4

4
1 A 2 B 3 B 4 B 5 A

5
Students' own answers

6
Students' own answers

7
Students' own answers

8.10 Review

Grammar

1
1 rescued, had fallen
2 had given, knew
3 showed, had taken
4 hadn't booked, didn't get
5 apologised, had made
6 had cut, didn't recognise

2
1 (that) she was serving a customer at that moment.
2 (that) he didn't get on with all his neighbours.
3 me (that) her mum was working from home that week.
4 they had seen a lot of wildlife in the forest.
5 me (that) he had started a part-time job the day before.
6 us (that) she enjoyed working in a team.

Vocabulary

3
1 sell 2 write 3 come 4 work
5 put 6 take

4
1 sociable 2 remote 3 creative
4 reliable 5 fed up 6 organised

Cumulative review

5
1 A 2 B 3 C 4 C 5 A 6 A 7 B
8 C 9 A 10 B 11 C 12 A

6
Students' own answers

8.11 Exam skills

Reading

1
Projects C, D, and F match some of the information about Luca (his hobby is food and cooking). Only project D matches all the information about him (he'd also like to do some work in a school).

2
1 D 2 G 3 H 4 A 5 B

Speaking

3
Students' own answers

4
Students' own answers

8.12 How to learn vocabulary

Reading

1
clear up
turn off
eat up

2
1 sit down - T
2 get on - I
3 cried out - I
4 gave in – T

3
give up: T, run out of: I, turn on: T, turn up or down: I, Students' own answers

4
1 hurry up, Hurry up!
2 get up, get up
3 put off, put off
4 grow up, grow up

5
1 Hurry up,
2 Get up,
3 Put off,
4 Grow up, Students' own answers

6, 7
Students' own answers

Vocabulary boosters

Unit 1

1
1 departures
2 long queues
3 airport security
4 luggage

2
1 boot
2 tunnel, Tunnel
3 port, Port, ferry
4 miss
5 check, gate, board
6 reach
7 cross
8 equipment

3
1 on a guided tour
2 explored
3 looked around
4 attraction
5 audioguide
6 exhibition
7 spectacular
8 crowded

4
1 convenient
2 countryside
3 caves
4 go cycling
5 delayed

5
1 go abroad, seaside resort, non-stop flight
2 road trip, backpacking, national parks, hikes
3 amusement park, commute, book a ticket, return, one-way

6
Students' own answers

Unit 2

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

2
1 entrance
2 rug
3 tent
4 wardrobe
5 animal skins
6 furniture
7 electricity
8 outhouse
9 heating, stove
10 chimneys, traditional
11 luxury, running
12 frame, roof
13 fresh air

3
1 tidy
2 empty the dishwasher
3 clear
4 load the dishwasher
5 wash
6 dry
7 put them away
8 sweep
9 take the rubbish out
10 make

4
1 mop, bucket
2 broom
3 duster
4 ironing board
5 tumble dryer , washing line
6 vacuum cleaner

5
1 blocks
2 basement
3 detached
4 semi-detached
5 terraced
6 New build

Unit 3

1
1 veggie
2 meal
3 spinach
4 Broccoli
5 portion
6 of
7 lifestyle
8 energy
9 on
10 unhealthy
11 medium-sized
12 recipe

2
1 B 2 C 3 A 4 B

3
1 jogging
2 score points
3 push-ups
4 tracksuits and trainers
5 support
6 volleyball
7 warm-up
8 treadmill
9 racket

4
1 additives
2 ingredients
3 balanced diet
4 protein
5 carbohydrates
6 calories
7 nutritious
8 vegetarians
9 running track
10 do athletics
11 train
12 go ice skating
13 do yoga

5
1 Students' own answers

Unit 4

1

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

2

1

1 Forest fires
2 drought
3 heatwave
4 degrees
5 blow
6 rescue

2

1 earthquake
2 damage
3 warn
4 avalanche
5 snow
6 survived

3

1 storm, lightning, thunder
2 shower
3 shines
4 Floods
5 Tornadoes, hurricanes
6 Tsunamis
7 volcanic eruptions
8 predict

4

1 sandstorm
2 tremor
3 downpour
4 gale
5 electrical storms
6 monsoon
7 global warming
8 landslide
9 weather forecast
10 rainbow
11 Typhoons
12 A blizzard

5

Students' own answers

Unit 5

1

1 a choir
2 primary, secondary
3 assignments
4 grade
5 revise, fail
6 concentrate, pass
7 pottery
8 training, centre
9 folk dancing
10 costumes, theatre group
11 stage
12 multiplayer online games

2

1 technology, coding, robotics
2 qualifications
3 canteen
4 flute, orchestra
5 tools, community
6 photography
7 degree
8 essays
9 progress
10 attend

3

1 educational
2 academic
3 compulsory
4 optional
5 assessments
6 graduate
7 revision
8 memorise

4

1 a 2 c 3 b 4 c 5 c 6 b

Unit 6

1

1 go 2 get 3 open 4 get 5 get
6 do 7 apply 8 get

2

1 in her mid-forties
2 middle-aged
3 was born
4 an only child
5 twins
6 grew up
7 childhood
8 relatives
9 left home
10 got married
11 in her early twenties
12 teenagers
13 turned eighteen

3

1 wedding
2 elderly
3 late
4 pay
5 pass
6 rent
7 start
8 taken
9 take
10 independent

4

1 f 2 l 3 h 4 j 5 c 6 n 7 e
8 a 9 g 10 m 11 k 12 b 13 i
14 d

5

Students' own answers

Unit 7

1

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

2

1 astronauts, mission, tests
2 research, materials, discover
3 explore, breathe, surface
4 gravity, survive, atmosphere
5 invented, thermometer, weigh
6 powder, mix, contain
7 system, developed, stick
8 Foam, material, produced

3

1 Asteroids
2 solar system
3 the universe
4 Station
5 launched
6 spacecraft
7 orbit
8 satellite

4

1 reliable
2 innovative
3 effective
4 wearable
5 portable
6 convenient

5

Students' own answers

Unit 8

1

1 checkout
2 looks after
3 serve customers
4 feet
5 handmade goods
6 takes orders
7 works from home
8 work in a team
9 earns money

2

1 part-time jobs
2 lifeguard
3 shop assistant
4 stressful
5 tiring
6 creative

3

1 off 2 on 3 up 4 out of 5 on
6 out 7 from 8 round 9 by
10 over

4

1 up 2 up 3 out 4 down

5

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

6

1 well-organised
2 confused
3 honest
4 annoyed
5 confident
6 last-minute
7 sensible
8 dull

7

Students' own answers

Workbook audio scripts

Unit 1

Unit 1, Lesson 1.7, Track 1.05, page 14, exercises 4 & 5

Dan Hi, everyone. It's Dan here with another travel podcast. I hope you enjoyed last week's podcast about the best attractions to visit in Europe. In today's podcast, I want to give you some advice about travelling in Europe and how to avoid making some common travel mistakes.

Now, most people want to go on holiday in summer, but destinations like the Mediterranean are full of tourists at this time of year. Towns and cities are crowded and there are long queues for attractions. If you're the kind of person who isn't comfortable with crowds, go on holiday when things are quieter *and* cheaper. Most attractions are open all year, but check the times online. Some places might have shorter opening hours at different times of the year.

These days, you can buy cheap plane tickets to many European destinations. The cheapest tickets sell fast so always buy your tickets months in advance.

Think carefully about what you want to take with you because it can be expensive to check in luggage. The best thing to do is to travel light and only take a small bag with you on the plane. It's cheaper, and it's quicker and easier when you arrive at your destination, too.

The train is also a great way to travel in Europe and, for some destinations, it's quicker and more convenient than going by plane. It can be a great way to relax and see the countryside, too.

Now, when you're on holiday, one of the best ways to explore a new place is on foot. You can walk for miles looking round a city, so it's important to wear some really comfortable shoes.

The last thing I want to say is when you're in a holiday destination, don't just do all the typical tourist things. Talk to some of the local people and find out the places they go to and the food they eat. It means you can experience some real local culture and you could have some experiences you'll never forget.

That's all from me today. Join me next week for another travel podcast when I …

Unit 1, Lesson 1.8, Track 1.07, page 15, exercise 4

A Did you have a good weekend?
B It was great. We went for a walk in the countryside.
A Did you? Where did you go?
B We walked to a beautiful castle and looked round the ruins.
A Wow! That sounds fun!
B It was, but then it began to rain. We were so wet when we got home.
A Were you? How awful!
B And you? What about your weekend?
A It was my mum's birthday, so we went to her favourite restaurant.
B How lovely! Did she have a cake?
A Yes! I made her one.

Unit 1, Lesson 1.11, Track 1.08, page 18, exercise 2

Anna Hi Jack. How was your trip to Peru?
Jack It was amazing.
A Did your friend, Tom, enjoy it?
J Oh … he didn't come. He went on holiday with his cousin, but I met a lot of new people there.
A Where did you go?
J Well, I flew to Lima and stayed there for two days. The hotel was noisy, but the food was great. I ate there every day because the restaurants were very busy.
A What did you do after that?
J I flew to Cusco, and then I travelled by train to Machu Picchu. I had a cheap ticket, so the train was crowded and it wasn't very comfortable, but the views of the mountains were spectacular.
A How long did it take?
J We had to change trains and the second train was late, so about four hours. But I spent about six hours walking around the old city. That was enough.
A I know. I was there two years ago with my parents. It was very hot. I was OK, but my mum hated it. And I left my phone in the hotel, so I don't have any photos.
J Oh no! That's a pity.

Unit 2

Unit 2, Lesson 2.3, Track 2.02, page 22, exercises 3, 4 & 5

Carl Hi guys, it's me – Carl. Last night I was listening to an interesting podcast. It was about how people try to improve their neighbourhoods. I was thinking about how we can all improve the places we live. So today, I'm going to tell you how my family improved our home.

I think it's important that people try to live in harmony. In my family we share the housework. This means that one person doesn't do all the jobs by themselves. But my sister doesn't help very much! She's younger than me and she's so lazy! She never does the chores – it isn't fair! For example, during the school holidays she didn't make the bed, she didn't dust the shelves and she didn't wash the dishes. She never tidied her room, even though Mum was asking her to do it all the time.

Then one day, I made a housework timetable and showed it to Mum. At first, my plan worked really well. For the first time in ages, she was doing all her chores. My sister took out the rubbish, swept the floor, put away clothes. I was amazed. But when she got a new video game for her 13th birthday, she stopped. So to fix the problem, Mum and Dad had a clever idea. They stopped her pocket money every time she didn't do the housework.

Now, my sister is happy to clean the cooker, empty the washing machine or fold the clothes! She's interested in housework again. I think it's only because she wants to get her pocket money!

Unit 2, Lesson 2.4, Track 2.03, page 23, exercises 4 & 5

Zara Hi Mark. How are you?
Mark Oh hi Zara. I'm very well. How are you? Last time I saw you was before you moved into your new house. How is it? What's the neighbourhood like?
Z Well, I really love the neighbourhood my parents decided to move to. It's on the other side of town, but I like it.
M What do you like about your new area?
Z It has a really strong community and there are lots of great things to do like visit a museum or a park.
M Does the park look attractive?
Z Oh yes – it's very clean and tidy! That's because the neighbours volunteer to clean it up once every month. I did it last month and I cleaned up the playground – now it looks amazing. The volunteers also plant trees and flowers so I really love it.

M And what are the neighbours like?
Z Good! I've met lots of my neighbours and they are very friendly. They always support each other and try to improve the community by working together.
M So your new neighbours are friendly, fun and they look after the local area– it sounds brilliant. What else makes them good neighbours?
Z Well, they organise neighbourhood parties and celebrations every few months. If you want to go you make some food and take it with you to share with the others. They also fundraise together for charity – last week we were collecting money for an animal charity and we raised £125.
M Do you miss your old neighbourhood then?
Z Actually, yes. There are some things I miss about it. I miss seeing all the people I know but I'm sure I will get to know my new neighbours very soon. I smile and say hello to them. I think this will help.

Unit 3

Unit 3, Lesson 3.3, Track 3.02, page 34, exercises 3, 4 & 6

Emily Today I'd like to tell you about my healthy recipe. I call it my sustainable super smoothie! I think it's good for you *and* our planet! There's one ingredient I don't use in this recipe – avocados. I used to love eating avocados when I was younger. But I changed my opinion when I read an article about avocado farms. It said that growing avocados was really bad for the environment.
I made a new recipe – without the avocados.
Why is my smoothie so sustainable? Well, the ingredients have very few food miles. Bringing too many avocados to the UK produces a big carbon footprint. My recipe replaces the green avocados with two green veggies – spinach and kale.
It only takes a little water to produce spinach and it grows in the countryside around my town. That's not a lot of food miles so it's a great sustainable ingredient. Kale is another amazing ingredient because it's full of minerals. The problem is kale tastes like grass. So I add a few portions of fruit to make my smoothie taste sweet. There is one banana, an apple and half a glass of pineapple juice.
At the end, I put in some plant-based milk. I know my recipe could be much more sustainable. For example, the bananas I use come from another continent. But I still think my new smoothie is much better than the old one. And the best part is that it tastes delicious.
Thank you for listening. Are there any questions?

Unit 3, Lesson 3.06, Track 3.03, page 39, exercise 4

Alfie What is cheese-rolling? Today, I'm going to find out. Our teacher said we need to do a project about traditional local events, so my dad is taking me to see my friend Sylvester. He lives a long way from me, in the countryside, so Dad has to drive me there. Sylvester knows all about cheese-rolling and I'm going to talk to him about it. . That's because our teacher said we must do a project about a local event.
Sylvester lives in Brockworth with his parents and his sisters. It's a quiet village, but every spring a very unusual event happens. People have to run down a big hill. They run after a big round cheese which rolls down the hill in front of them. I saw some photos of the event and it looks crazy! I mustn't forget to take my phone. I can take his photo and put it in the project and make him a celebrity!

Unit 3, Lesson 3.6, Track 3.04, page 37, exercise 5

Alfie What is cheese-rolling? Today, I'm going to find out. Our teacher said we need to do a project about traditional local events, so my dad is taking me to see my friend Sylvester. He lives a long way from me, in the countryside, so Dad has to drive me there. Sylvester knows all about cheese-rolling and I'm going to talk to him about it. . That's because our teacher said we must do a project about a local event.
Sylvester lives in Brockworth with his parents and his sisters. It's a quiet village, but every spring a very unusual event happens. People have to run down a big hill. They run after a big round cheese which rolls down the hill in front of them. I saw some photos of the event and it looks crazy! I mustn't forget to take my phone. I can take his photo and put it in the project and make him a celebrity!
So, Sylvester, what are the rules of cheese-rolling?
Sylvester There aren't many rules. The people who run after the cheese don't have to do a warm-up. They only have to run after a four-kilogram cheese! Someone stands at the top of the hill, drops the cheese and it rolls down the hill.
A Does somebody need to catch the cheese to win the race?
S No, they needn't catch the cheese to win, but the first person to get to the bottom wins and can keep it. The cheese rolls so fast that nobody ever catches it!
A It sounds like a dangerous way to get cheese. Do they have to use any special equipment?
S No, they don't have to wear a helmet. Normally, they wear trainers and perhaps a tracksuit.
A One last question. Would you like to try cheese-rolling when you're older?
S Erm, no thanks! I hurt my foot playing volleyball last year. The doctor said I mustn't do any sport including jogging now. Besides, there are much safer activities that I could do!

Unit 3, Lesson 3.08, Track 3.06, page 39, exercise 5

Iain Hey Lauren. Broccoli soup – that looks healthy!
Lauren Hi Iain, I know. I don't want to eat too much sugar.
I Really? Why not?
L During the summer holidays I was reading your blog about healthy habits and I decided to have my own healthy lifestyle. But now we're back at school it's going badly.
I Oh dear, what's the problem?
L Well, I need to do more exercise so I made a timetable. But I have a few housework jobs and a lot of homework to do. There isn't enough time to do the activities I want to do! What do you think I should do?
I How about trying to focus on the sports and after-school activities you enjoy the most? It's good that you planned a timetable in advance. But maybe you shouldn't be trying to do so many things at the same time.
L Sure, but how do I choose what to focus on? There are so many activities – look! I have drama club on Mondays, football practice on Wednesdays and on Fridays I go jogging. What should I do?
I You should try to decide which club you like the most. Then stop going to another one for a while and see if you miss it. You can always go back in the future and you'll have enough time for your homework.
L Thanks Iain, that's a good solution. I also want to do more exercise. I can already do ten push-ups but I want to do more! What do you suggest?

I Why don't you get an app to help you keep track of your habits? Remember it's a good idea to be patient. You'll see results in the end.

Unit 3, Lesson 3.11, Track 3.07, page 42, exercise 2

Speaker 1 I think it's important to eat well, but you shouldn't worry about it all the time. I'm a student and I often go to the library in the evenings. On those days, I eat ready meals or pizza. On the other days, I cook pasta or rice with vegetables, and I try to eat fruit every day.
Speaker 2 I do eat a lot of pizza because I really love it. I usually buy it, but then I put extra things on top and have it with salad to make it a healthier meal. I usually add more tomatoes and perhaps some olives. I also add vegetables such as spinach and broccoli.
Speaker 3 Our family is very busy. My parents are both teachers, and I'm in the middle of my exams at school. But we all think that the most important thing is to have a big breakfast. We get up early and sit down together. We usually have a smoothie and toast, and we often have eggs and fruit.
Speaker 4 My dad's a chef, so he cooks delicious meals when he's at home. When he is at the restaurant, my mum cooks, but I also like trying out different things. My dad tries to teach me one new recipe every week. I don't want to be a chef like Dad, but I'd like to make interesting meals for my friends.
Speaker 5 I try to eat at least five portions of fruit and vegetables every day. I think it's easy to do this if you plan. You can have two or three portions in a smoothie in the morning, and then you can have one or two for lunch and the same for dinner. I often have an apple on the way to school and a banana on the way home.

Unit 4

Unit 4, Lesson 4.4, Track 4.03, page 47, exercise 4

Presenter Hello, I'm Rhian and welcome to our third podcast in the series on recycling, and with me are Sam and Maya, to answer today's question … "Can we live without plastic?" … Maya … would you like to go first?
Maya Hmm … I don't think we can live without it. Plastic can be really useful sometimes, but we can definitely use less and we all need to get better at reusing plastic.
Like, the other day I found a pair of my old boots in the garden – my mum was reusing them to grow flowers in. I think they actually look quite cool!
And I think we can buy things that we can reuse instead of using once, like reusable pens and pencils.
And, yeah, … I decided never to buy bottled water again. So, I've got a really cool drinks bottle and I take it everywhere and I just reuse it. We can all make changes like that. So try to reuse plastic, maybe for something different. And if you can't do that, then recycle it.
Sam I'm sorry, I really don't agree. We have to stop using plastic, full stop. And I think there are two reasons. One: only about 9% of plastic is ever recycled, and two: getting oil to make plastic really damages the planet, so, if we stop making new plastic, we stop damaging the planet.
There are lots of materials, like wood for toothbrushes; paper or metal for cups, which are easier to recycle and we don't have to damage the planet to use them.
You know lots of our clothes originally come from plastic too? Most supermarkets don't give plastic bags any more, so why are we still buying "plastic" clothing? I believe we have to make big changes. My whole family now only buys clothes made from natural materials. (Look, this jumper is really soft, …) And, here's another really easy one. How about changing from plastic chewing gum to natural gum? Better for your stomach and for the planet!

Unit 4, Lesson 4.7, Track 4.04, page 50, exercise 6

Sarah Next on *Healthy Living Today*, Taylor and I are talking about Denmark. I think Copenhagen is the healthiest city in the world.
Taylor Really? Why do you say that, Sarah?
S Well, it's not as unhealthy as Birmingham where we live! Things are different in Copenhagen. People cycle everywhere and there are a lot of green spaces. In fact, many studies say Copenhagen is the world's happiest city.
T That does sound good! When did Copenhagen decide to become so healthy?
S Copenhagen was one of the first cities to become a member of the Healthy Cities programme. It was started by the World Health Organization in 1986 to help cities to become healthier. Copenhagen joined in 1987. Today, there are more than 1,400 towns and cities in the organization.
T So, how did Copenhagen become so successful?
S The city wanted people to have a healthy life. Today it's really helping local people. For example, the city built more cycle lanes. Now, people cycle more and there are a lot of green spaces. There was too much air pollution so all new buildings must have plants on the roof if they're flat enough.
T That's the cleverest idea ever! Does the programme help local people in more ways?
S Yes. I think the most important part is helping people with their stress in Copenhagen. People can get help from doctors and do cheap exercise classes so they can relax.
T Well, I'm officially impressed. Ideas like these are terrific.
S I'm glad you agree.

Unit 4, Lesson 4.8, Track 4.05, page 51, exercises 2 & 3

Mike Wow Dan! You're eating salad Are you OK?
Dan Yeah! Look, the first tomatoes from our school eco food club!
M How fantastic!
D No…What a disaster!
M What do you mean?
D Well, we decided to start with the easy things, you know, potatoes, carrots, tomatoes, … but it was a very wet winter and nothing grew.
M Oh, I'm sorry to hear that.
D Yeah, and when the carrots finally started growing, the rabbits ate half of them!
M Oh no! That's terrible.
D Yeah. And now in the summer, I have to carry water from school every day, … but at least I'm fitter, I suppose!
M Great news!
D Yeah, but last month I failed two of my exams because I was so busy in the garden.
M Oh no, I'm sure your parents aren't very happy about that! Poor you!
D No, but they are happy to see me eating more healthy food. They also like the idea of local food so they're going to give us some gardening tools and containers to collect rainwater next year.
M That sounds amazing!

Unit 4, Lesson 4.8, Track 4.06, page 51, exercise 6

Mike What a disaster!
You're eating salad!
Dan We decided to start with the easy things.
M I'm sorry to hear that.
D It was a very wet winter and nothing grew.
M How fantastic!
D Last month I failed two of my exams. They are happy to see me eating more healthy food.

Unit 5

Unit 5, Lesson 5.3, Track 5.02, page 58, exercises 3, 4 & 5

Gina Hi, I'm Gina. In today's student podcast, I'm going to give you some tips on revising for your end of term exams. Ugh! They're horrible. I know! But you have to pass them so you can leave school with some qualifications. And developing good revision habits will help you. Oh, no! Wait a minute! That reminds me … mobile phones are a BIG distraction when you're revising! You'll get calls and text messages all the time when you need to concentrate hard. You can put your phone on silent, but you'll still hear it so the best thing to do is leave your phone in a completely different room. You won't want to look at it while you're revising.
On the subject of rooms, you'll probably have a favourite place to study … maybe it's your bedroom, the living room or even the local library … everyone's different and it doesn't really matter where you choose. What's important is that you take a break regularly, maybe every 30 minutes, so you don't get bored. Use this time to get up and move around. Get a drink or … go outdoors or … do some push-ups if you have the energy! When you go back to your revision, you'll feel more motivated and you'll make more progress.
Now, what else? … Ah, revision timetables. Now, I'm sure you'll have different subjects to revise during your revision period, so it's a good idea to make a revision timetable before you start. Having a timetable means that you know exactly what you're going to revise and when. And by the way, don't compare revision timetables with your friends! Everyone works differently and you know what's best for you.
Finally, think about what you're doing at the weekend and make plans to spend time with friends. It's really important to take time off from studying so you can relax and have fun.
Anyway, try using my revision tips and I'm sure you'll pass your exams. They definitely helped me to pass all mine and now I'm doing a degree!

Unit 5, Lesson 5.4, Track 5.03, page 59, exercises 2 & 3

Teacher OK, everyone. Today we're going to talk about problems you're having with schoolwork. Please don't be embarrassed. It's normal to have difficulty doing things at times. We're here to listen, make useful suggestions and help. Right, let's start with you, Amal. Go ahead.
Amal Well, my problem is grammar. I find it a challenge and I often make mistakes when I write an essay. I'm embarrassed about telling people my grades. They're bad because I'm terrible at grammar.
T Thank you for being so honest, Amal. Has anyone got any suggestions?
Katy How about using an online grammar quiz? I started using one last month and I feel much more confident now. It's a fun way to revise grammar and there are lots of practice exercises, too. The thing I like best is it keeps track of your score. You can see the progress you're making and the areas you still need to revise.
T That's a great idea, Katy. Thanks.. OK, who's next? Rory?
Rory I find revising for exams a challenge. I write pages and pages of notes, but I get bored reading them again. I can never remember things.
Hana Why don't you try making mind maps instead? You only include the important points in a mind map, so it's quick and easy to revise with one. There are lots of online programs you can use to make mind maps or you can create them on paper like me. I like using coloured pens for the all the different parts.
T That's useful advice, thanks. OK, Hana, what's your problem.
H Well, I'm a bit embarrassed about telling you this, but I think my memory is really bad. When I read information in a book, I have difficulty remembering all of it. That's why I find revising for exams a challenge. It's funny because I don't have a problem remembering things I hear on the radio.
Akira Well, we all process information in different ways. It sounds like you learn by listening rather than reading. You could try making your own podcasts when you want to revise for exams. You can listen to the information in them when you want and it'll be easier to remember.
H I think I'll do that! Thanks.
T Thank you, Akira. OK, we've got time for one more problem …

Unit 5, Lesson 5.5, Track 5.04, page 60, exercise 3

1

[students doing folk dancing with a caller shouting out instructions]
Caller Stand opposite your partner and hold hands.
2

[students doing fitness training with music playing in the background]
Trainer Come on! Don't stop! You're nearly there. Ten … nine … eight …
3

[a school orchestra tuning up or playing a piece of music]
4

[teacher talking in hushed voice so as not to disturb a bird]
Teacher Ssh! Look! Can you see that bird over there? … Use your camera to zoom in and …
5

[students at a theatre group rehearsing on stage]
Student A Does this costume look silly?
Student B No, it looks good.
Teacher OK, let's try that scene again. Mark … stand at the front of the stage.
6

[a school choir]

Unit 5, Lesson 5.7, Track 5.07, page 63, exercise 3

Amy I'm finding it hard to focus on my work.
Freya I can't concentrate either. I need to do something active.
A I know! Why don't we do some exercise? It'll be good for our brains!
F I like that idea. Shall we do some fitness training at the leisure centre?
A I'm not sure about that. I'd rather do something outdoors. Do you fancy going running in the park?
F That sounds like a great idea! Let's try to run for 15 minutes without stopping.
A Yes, why not? That'll be about a mile.
F How about doing it early on Saturday?
A I'd rather not. My cousin's coming round in the morning.
F We could always do it in the afternoon, then.
A Great. Let's do that.

Unit 5, Lesson 5.11, Track 5.09, page 66, exercise 2

Speaker E-learning courses provide free courses for students who are studying at home . At the moment we offer more than fifty different courses, but there will be new courses on the website in a month. It takes around twenty minutes to complete each course, but you can start and finish when you want to. You don't need any books and there are no teachers, but it's possible to communicate with online help while you are studying. At the end of the course we send you a certificate to show you finished the course

Unit 6

Unit 6, Lesson 6.7, Track 6.05, page 74, exercise 6

Anna I've lived on the same street as Edith for over five years, but I only started visiting her regularly six months ago. Edith lives on her own and doesn't see her relatives very often because they live in Australia. So, when we did a project at school about improving the lives of elderly people in the local area, I immediately thought of Edith. I offered to visit her regularly to chat or help her with things. I think it's really important for young people to spend time with the elderly and show some respect. These people know so much more than us – they've lived for a long time and have had so many different life experiences. It's amazing that Edith was born more than 70 years before me!

Edith When Anna knocked on my door and suggested visiting me regularly, I felt so happy. I've got a granddaughter who's 17 like Anna, but I rarely see her because she lives on the other side of the world. And all my other friends are old like me – I'm going to be *90* in July. I've known them for years and I also know their opinion on everything. So it's been wonderful spending time with someone young like Anna. I really enjoy talking to her and I'm interested in hearing her opinions. They're often very different from mine!

A I usually come and see Edith in her house every week. To be honest, I was a bit worried when I visited for the first time. I didn't know what to expect, but I didn't need to worry. Edith's friendly and easy to talk to and we became friends very quickly. When I'm here, I sometimes wash some dishes or take out the rubbish, but most of the time we have a cup of tea together and chat. She tells me stories about her childhood and growing up in the 1940s. It's so interesting learning what things were like many years ago.

E I've been friends with Anna for about six months and I always look forward to her visits. It's amazing because we were born years apart, but we never have difficulty talking. We talk about all kinds of things. I love hearing about the latest films Anna's seen and the books she's just read. She's even taught me how to send a text message on her mobile phone and I've given her the recipe for my special chocolate cake!

Unit 6, Lesson 6.8, Track 6.06, page 75, exercises 2 & 4

Amy I have a lot of favourite memories from my childhood. We always did things together as a family and we had some amazing holidays. Look … I really like this photo. My uncle took it during a summer holiday a few years ago. We were in the Lake District in north-west England, I think it was in 2015 or 2016. In the picture, my mum and dad, my brother and I are coming down from a hill that we've just climbed. It was really hard! My older brother Will is standing in the middle between my mum and dad. You can see me in the front, on the left ,trying to smile! We are all looking straight at the camera. We all have different colour rain coats. The picture shows us standing in the rain, which was falling really hard, but a few minutes later it stopped. Going down, my brother fell over and hurt his knee and my dad had to help him. My uncle made up this silly game that we were all explorers on an adventure and we had to watch out for people who were trying to catch us. He made us all laugh so although we were really wet and cold, we had a good time. And the sun almost dried us! Afterwards, we had hot chocolate and cake in front of the fire. So, this picture reminds me that we always had fun, even when things went wrong.

Unit 6, Lesson 6.8, Track 6.06, page 75, exercise 5

Meg Did you get this picture from Amy?

Ella Yes, she's wearing a terrible rain coat.

M Maybe that's because it's so wet.

E Yes, probably. It looks like a fun day out.

M And they all look really happy to be there.

E Except her brother. He doesn't seem to be interested in walking.

M No, he looks really bored.

E He probably wants to be at home, playing computer games with his friends.

M Yes. But I like this picture. It makes me think of family holidays we had when we were younger.

Unit 7

Unit 7, Lesson 7.3, Track 7.02, page 82, exercises 3 & 4

Raziya Hello, I'm Raziya and with me today to talk about milestones of the space age are two experts, Ellis and Jenny. Ellis, you're a space scientist, so what do you think is the biggest milestone of the space age?

Ellis Well Raziya, that's a challenging question. But if I had to choose one event it would be the moment when Neil Armstrong stepped onto the moon. I think it was an amazing achievement. You have to remember that it happened in 1969. That's a few years before even I was born!

R Yes and we mustn't forget that the Soviets put the first man in space in 1961. Technology has changed so much since astronauts went on those missions. But surely landing on the moon has to be the most impressive achievement of the space age. Jenny, you're an astronomer. Do you agree with Ellis?

Jenny Hmm. Yes and no. Of course, landing on the moon's surface was an important event. But I actually think the launch of the Hubble Space Telescope in 1990 was the most important thing to happen so far. In 2017 the telescope identified several planets near a star called TRAPPIST-1. They may have large amounts of liquid water on their surfaces just like Earth does. Imagine if those planets also had atmospheres like the Earth. Perhaps humans could breathe if the atmosphere was similar to Earth's.

E Yes, Jenny. Unfortunately we couldn't go to the planets around that star unless we travelled on board a spaceship for many years. We'd die before we got there if it took too long!

R I know. It's such a terrible shame! Well thank you again for joining us today. We'll be back with more science discussion next week.

Unit 7, Lesson 7.8, Track 7.04, page 87, exercises 2 & 3

Presenter Conversation 1

Girl 1 … You can have my old one.

Man 1 Thanks, dear, but how does it work?

G 1 Hang on, I'll show you. It's old, but still works.

M 1 The screen is completely grey. Why isn't anything happening?
G 1 Mm, I haven't used it for a while. Turn on the power button on the side.
M 1 Oh right!
G 1 These are my books, don't worry. I can add more books for you and Grandma. Choose one, and swipe left or right to turn the pages.
M 1 Got it. That's great! My bag will be much lighter now!
Presenter Conversation 2
Boy 1 So how do I sync it with my phone?
Boy 2 There should be an app on your phone already.
B 1 What am I looking for?
B 2 It's blue, with a picture of someone running. Scroll down a bit, there look.
B 1 Ah yes, Found it, right. So …
B 2 If you tap on the watch, and go to the main menu, above where it tells you the time.
B 1 Mmmm …. oh yes, here it is, what do I do next?
B 2 And just choose 'find new phone', … there.
B 1 Wow, that was quick!
B 2 Yeah, come on mate, get your trainers on!
Presenter Conversation 3
Girl 2 Right so, first open the case.
Woman 1 Oh wow, they're so small!
G 2 Yeah, don't drop them. Look for the red light.
W 1 Where's that?
G 2 It's on the back.
W 1 Right, finally seen it . Wow, I need my glasses!
G 2 Mum! Now, Put on some music so we know your phone is working.
W 1 Done it. What do I do next?
G 2 Start the app on your phone.
W 1 How do I do that?
G 2 Look, just tap on it, OK, it's connecting, so put them in your ears, … can you hear anything?
W 1 Sorry?

Unit 7, Lesson 7.11, Track 7.05, page 90, exercise 2

1 What's the weather like at the moment?
Boy 1 What are you going to do today, Kara?
Girl 1 I'm not sure… If it was sunny I'd go to the park. I might just stay in and read – I got a really good book for my birthday. If it stops raining I'll go and see Alex later.
2 Which button should the man select?
Man 1 I don't understand how this works.
Girl 2 I'll show you. You need to go back – swipe left. Then select the little button.
M 1 This one?
G 2 No – that's the volume button. You need the one with the key. It's next to the down arrow.
M 1 Found it.
G 2 Now select it. A screen appears.
M 1 I see – so I can enter the new password here.
3 What form of transport does the hotel recommend?
Adult Come to stay in our amazing 5-star hotel on a beautiful island. We are connected to the mainland by a bridge, so we can be accessed by car or by rail. Most of our visitors drive here, but we think the best way is to come by boat – the views are wonderful. We can also be reached by plane as there is an airport on the island.
4 What would the girl spend the money on?
Boy 2 What would you do if you won a thousand pounds?
Girl 3 Hmm… I wouldn't spend it all at once. … I don't really know… I'd go to New York if I wasn't scared of flying. What about you?
B 2 I would probably buy the latest new video game or something.
G 3 Of course – I know you're really into all that tech stuff! I suppose I could get a new phone. But my sister would be really happy if I bought her a present! So that's what I'd do!

Unit 8

Unit 8, Lesson 8.3, Track 8.02, page 94, exercises 3, 4 & 5

Jessica Today on *Down Memory Lane* we've got a story about a man with an unusual job.
Mahmood I can't wait to hear more, Jessica. Who was this man?
J Well, Mahmood, the man's name was Fred Davies and I reckon this job was unique. He did it for more than 40 years and he became famous.
M Really? Where did Fred work?
J He worked in the town of Shrewsbury in England and he needed a special boat to do the job.
M What kind of boat was it?
J It was a small round boat called a coracle. Coracles are made of wood and other materials. They usually carry one person who must use a paddle to move the boat through the water. Fred was an expert at building and using coracles so the local football club wanted to employ him.
M Wait a minute! Why would a football club want to give a part-time job to an expert in small boats?
J It was because the club's stadium was next to the River Severn. Fred's job was to collect lost footballs from the river in his boat. He did this every time a player kicked a football out of the stadium during a match.
M I see, that must be the strangest job I've ever heard of. Surely it was expensive for the club to pay somebody to collect lost footballs. Did Fred earn a lot of money?
J No, he didn't, but he didn't pay to go to the football matches. The club paid him a small amount of money for every ball he collected. Sometimes there were five or six balls during a single match so it could be very tiring. Also, Fred was good at his job. He had lost only a few footballs before he retired in the 1970s.
M He sounds like a true professional.
J Well almost – he did fall into the river a few times during his career!
M Oh no, that sounds stressful. And does anybody do Fred's old job today?
J No, they don't because Shrewsbury Town Football Club moved to a new stadium in 2007 and it isn't next to a big river.

Unit 8, Lesson 8.8, Track 8.04, page 99, exercise 2

Felix Hi, Katya. Have you been to the new university library yet?
Katya Yes, I have. The new library's great. I mean, it's … how shall I put it? It's just a completely different experience compared to the old library.
F What's so different about it?
K Well, everything's different, really. What I mean is, it feels like a place where you want to spend time studying.
F Yes, but what exactly makes it so good?
K OK, how can I explain this? … The old library, it wasn't very well-organised. The shelves were really close together so there wasn't much space so it was often difficult to find the books you needed. And it was so dark in there – there wasn't much natural light! It was quite … what's the word … It's when something makes you feel a bit sad or miserable.
F Depressing?
K Yes, it was depressing – I didn't really like being there. Also, there weren't enough places to sit and study so you often had to share tables with other

people. And there was like a gate at the entrance … for security … It's a thing that companies use to stop you going into places. It's on the tip of my tongue …

F You mean like a barrier?

K That's right – so sometimes you had to wait for ages to get in. But the new library … well, you can walk straight in, it's completely open. It's on several floors and there's much more space between the book shelves, so it's really easy to find what you need. Also, the roof is made of glass, so there's lots of natural daylight. It just feels more relaxing to be there. Do you know what I mean?

F Yes, I do.

K And it's really quiet, too – whereas in the old library, people were always talking and that was difficult if you needed space to think. There are lots of places to sit, so you always have a place to work. There are comfortable seats where you can relax …. The Wi-Fi signal is great. There's a café downstairs, and there's even a … you know … It's a kind of room, but on a roof.

F Like a terrace?

K Yes, a terrace, with plants and tables so you can sit outside and study. There are great views of the city. Anyway, the point I want to make is, the new library feels like a very positive place to be. It's completely changed the way I feel about studying.

Unit 8, Lesson 8.8, Track 8.05, page 99, exercise 4

a

Katya It was quite … what's the word … It's when something makes you feel a bit sad or miserable.

Felix Depressing?

K Yes, it was depressing – I didn't really like being there.

b

K … And there was like a gate at the entrance … for security … It's a thing that companies use to stop you going into places. It's on the tip of my tongue …

F You mean like a barrier?

K That's right – so sometimes you had to wait for ages to get in.

c

K … There's a café downstairs, and there's even a … you know … It's a kind of room, but on a roof.

F Like a terrace?

K Yes, a terrace, with plants and tables so you can sit outside and study.

Unit 8, Lesson 8.8, Track 8.06, page 99, exercise 5

1

Katya The new library's great. I mean, it's … how shall I put it? It's just a completely different experience compared to the old library.

2

K Well, everything's different, really. What I mean is, it feels like a place where you want to spend time studying.

3

K OK, how can I explain this? … The old library, it wasn't very well-organised.

4

K It's a thing that companies use to stop you going into places. It's on the tip of my tongue.

5

K It just feels more relaxing to be there. Do you know what I mean?

6

K Anyway, the point I want to make is, the new library feels like a very positive place to be.