Second Edition

Own It! 1

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Teacher's Book

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Welcome to *Own it!* Second Edition

In our ever-changing world, teens require competence and confidence to navigate their path to success. *Own it!* Second Edition builds on the strong foundations of the original series with a focus on critical and creative thinking, collaboration and learner autonomy. This empowers students to take ownership of their learning and embrace all of life's opportunities!

What's new?

This second edition delivers everything you told us you love about the course and more by:

- Capturing students' attention with **video-based projects**
- Increasing engagement through clearly focussed, **integrated grammar**
- Driving the development of key skills with **structured speaking and writing frames**
- Saving you time with a **variety of teacher resources** and support
- Making the most of every moment through seamless **learning and assessment** in the classroom and beyond

What we've kept and why

Project work Collaboration is a key strand of this course and a **project** at the end of every unit facilitates student collaboration and develops other life competency skills such as critical thinking, creative thinking and digital literacy. The **updated online Project Book** includes Teacher tips as well as printable templates and self-evaluation forms for students to recognise their own strengths and weaknesses and develop their presenting skills.

I'd like to do project work with my students, but it can be too time–consuming to plan.

Merve, Türkiye

Learner autonomy Through the **Cambridge Life Competencies framework** the course introduces learners to vital techniques and strategies, including specific **Learn to learn pages** that ensure learners become more independent and are empowered to take ownership of their learning.

I need resources and support to manage students of different levels in the same class.

Andrés, Ecuador

Mixed ability support There is extensive support for the mixed ability classroom through **differentiated tasks** and **graded Workbook activities**, as well as **graded vocabulary and grammar worksheets** and a comprehensive collection of **tests at three different levels**. This helps to keep your students engaged and motivated and ensures that you can cover the curriculum as needed.

I want my students to feel that they belong to the world; that they are global citizens.

Itana, Brazil

Global topics *Own it!* Second Edition has a global, cultural focus with the **Around the World pages** and **documentary videos** bringing it to life. There are new reading texts with a focus on **Sustainability** and the course encourages learners to ask questions and compare cultural similarities and differences and to question their own impact on the world.

I want a variety of videos that will help me to engage my students with the topic and see the language being used in a meaningful way.

Antonio, Mexico

Teen-friendly videos *Own it!* Second Edition is a video rich course with five videos in every unit including **documentary style real life videos** to engage learners, **Language in Action grammar vlogs** to consolidate grammar learning **and Everyday English Speaking** to support communication.

Exploring the Second Edition ...

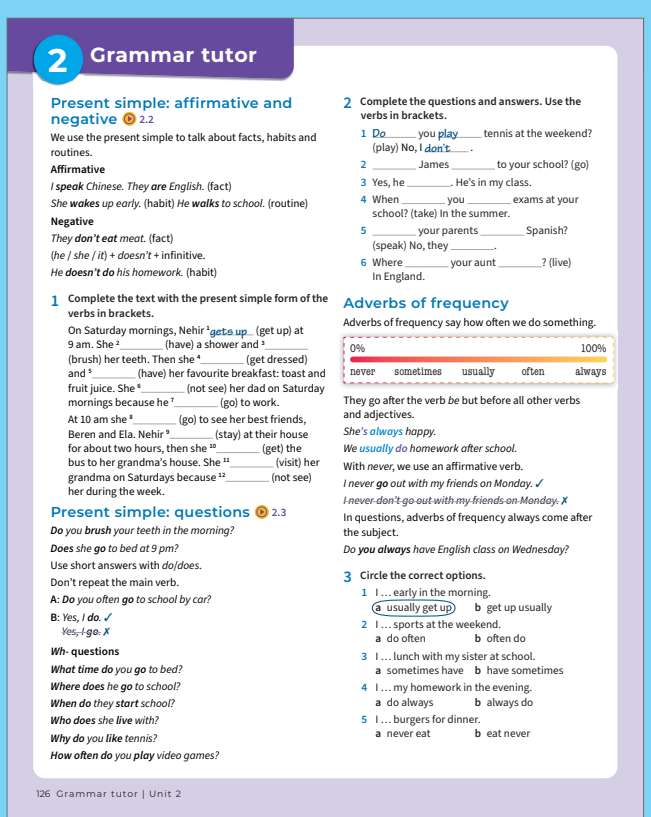
We listened to teachers around the world who know *Own it!* and asked them what they needed from this second edition to best meet their evolving needs. As a result, we have maintained the pedagogical focus on learning grammar and vocabulary and practising the four key skills, but have enhanced the following features to better support teachers and engage learners.

New video-based projects with a focus on Competencies and CLIL

There are **four new projects** across the course with engaging topics to capture students' attention and build their competency skills. A documentary-style video introduces the theme, a short reading text develops the idea, and a vocabulary extra activity helps students to discuss the topic. With a focus on CLIL, these themes span the curriculum and culminate in a collaborative project where **students work together** to produce a text and deliver a thought-provoking presentation to their classmates.

A more integrated and comprehensive grammar approach

To help **students take ownership of their learning**, this second edition strongly embeds the grammar vlog videos in the *Language in Action* pages with complete grammar reference tables and corresponding follow-on activities to help students recognize and understand the grammar point. **Ten new Grammar Tutor** pages in the Student's Book give simple explanations of grammar rules and short practice exercises to consolidate learning and serve as a reference for students practising before tests.



2 Grammar tutor

Present simple: affirmative and negative 2.2

We use the present simple to talk about facts, habits and routines.

Affirmative

*I **speak** Chinese. They **are** English.* (fact)

*She **wakes** up early.* (habit) *He **walks** to school.* (routine)

Negative

*They **don't eat** meat.* (fact)

(he / she / it) + doesn't + infinitive.

*He **doesn't do** his homework.* (habit)

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

On Saturday mornings, Nehir [1] gets up (get up) at 9 am. She [2] _____ (have) a shower and [3] _____ (brush) her teeth. Then she [4] _____ (get dressed) and [5] _____ (have) her favourite breakfast: toast and fruit juice. She [6] _____ (not see) her dad on Saturday mornings because he [7] _____ (go) to work.

At 10 am she [8] _____ (go) to see her best friends, Beren and Ela. Nehir [9] _____ (stay) at their house for about two hours, then she [10] _____ (get) the bus to her grandma's house. She [11] _____ (visit) her grandma on Saturdays because [12] _____ (not see) her during the week.

Present simple: questions 2.3

*Do you **brush** your teeth in the morning?*

*Does she **go** to bed at 9 pm?*

Use short answers with *do/does*.

Don't repeat the main verb.

*A: **Do** you often **go** to school by car?*

*B: Yes, I **do**.* ✓

~~*Yes, I go.*~~ ✗

***Wh-* questions**

*What time **do** you **go** to bed?*

*Where **does** he **go** to school?*

*When **do** they **start** school?*

*Who **does** she **live** with?*

*Why **do** you **like** tennis?*

*How often **do** you **play** video games?*

2 Complete the questions and answers. Use the verbs in brackets.

1 *Do* _____ you *play* _____ tennis at the weekend? (play) No, I *don't* _____.

2 _____ James _____ to your school? (go)

3 Yes, he _____. He's in my class.

4 When _____ you _____ exams at your school? (take) In the summer.

5 _____ your parents _____ Spanish? (speak) No, they _____.

6 Where _____ your aunt _____? (live) In England.

Adverbs of frequency

Adverbs of frequency say how often we do something.

0% 100%

never sometimes usually often always

They go after the verb *be* but before all other verbs and adjectives.

*She's **always** happy.*

*We **usually** do homework after school.*

With *never*, we use an affirmative verb.

*I never **go** out with my friends on Monday.* ✓

~~*I never don't go out with my friends on Monday.*~~ ✗

In questions, adverbs of frequency always come after the subject.

*Do you **always** have English class on Wednesday?*

3 Circle the correct options.

1 I … early in the morning.
(a) usually get up b get up usually

2 I … sports at the weekend.
a do often b often do

3 I … lunch with my sister at school.
a sometimes have b have sometimes

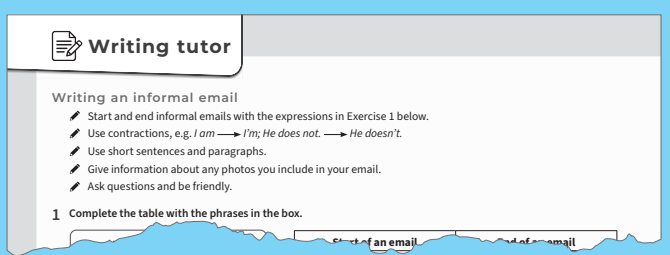
4 I … my homework in the evening.
a do always b always do

5 I … burgers for dinner.
a never eat b eat never

126 Grammar tutor | Unit 2

More support for Speaking and Writing

Aimed to give students specific support with the skill of Writing, there's a bigger focus on ***Useful language*** for each unit's text type. The second edition Workbook also features **five new Writing Tutor pages** which focus on practical tips for writing in English and short exercises for students to develop this skill. There are **differentiated Writing and Speaking frames** at two different levels to support students to structure their speech or text and assist with planning.



Writing tutor

Writing an informal email

- Start and end informal emails with the expressions in Exercise 1 below.
- Use contractions, e.g. *I am* → *I'm; He does not.* → *He doesn't.*
- Use short sentences and paragraphs.
- Give information about any photos you include in your email.
- Ask questions and be friendly.

1 Complete the table with the phrases in the box.

Start of an email End of an email

A wealth of teacher resources

Resources on our digital platform **Cambridge One** keep all materials in one place and downloadable materials from the **Teacher's Resource Bank** provide a multitude of additional resources including **new video worksheets**, **new writing worksheets** and **new activity cards** focused on sustainability and Cambridge life competencies. (See p7 for more information on the Teacher's Resource Bank). A **refreshed and updated online Project Book** accompanies this course to support teachers with planning and delivering effective and engaging project lessons with a flipped classroom approach.

An integrated learning and assessment approach

Learning outcomes at the start of every unit, a dedicated **Learn to learn** page with practical tips and activities and a **self-assessment checklist** at the end of each unit are some of the ways in which *Own it!* Second Edition helps your students to see evidence of their learning and understand their progress. **Assessment** touchpoints are threaded throughout the material and digital tools such as **Test & Train Mini** and **Personalised Learning** alongside a wealth of course-specific testing materials provide additional opportunities for students and teachers to monitor and track progress. See page 10 for more information about integrated learning and assessment in *Own it!* Second Edition.

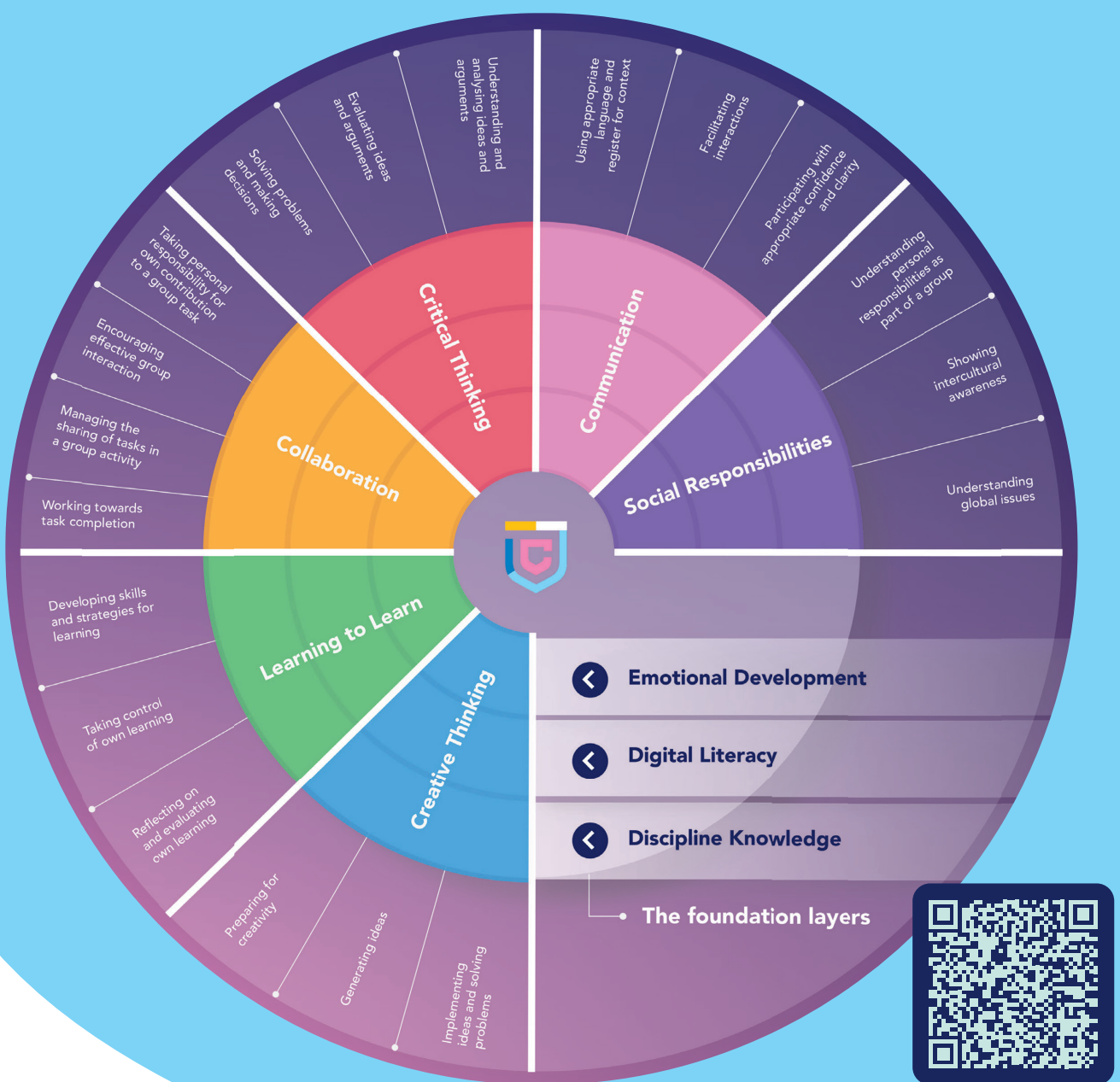
Life Competencies

Life Competencies are the skills students need in order to fulfil their potential and take ownership of their learning. Cambridge has created the **Life Competencies Framework** to map some of the important life skills that students can develop as they learn a language.

Own It! Second Edition uses this framework to define and build life skills in every unit. There is a special focus on **critical thinking**, **creative thinking** and **collaboration** in the projects, and on **learning to learn** in a dedicated page at the end of each unit, as well as short tips to help students to own their learning and find strategies that suit them best.

These competencies are then further practised with worksheets and materials available on the **Teacher's Resource Bank**, including in the newly updated online **Project Book**.

You can visit cambridge.org/clcf to explore the **Life Competencies Framework** in more detail and find more support on developing certain competencies in your classroom. Additionally, you can download detailed booklets for each competency, as well as **activity cards for teenage learners** with specific tasks that develop students' Life Competencies skills to complement the material found throughout the course.

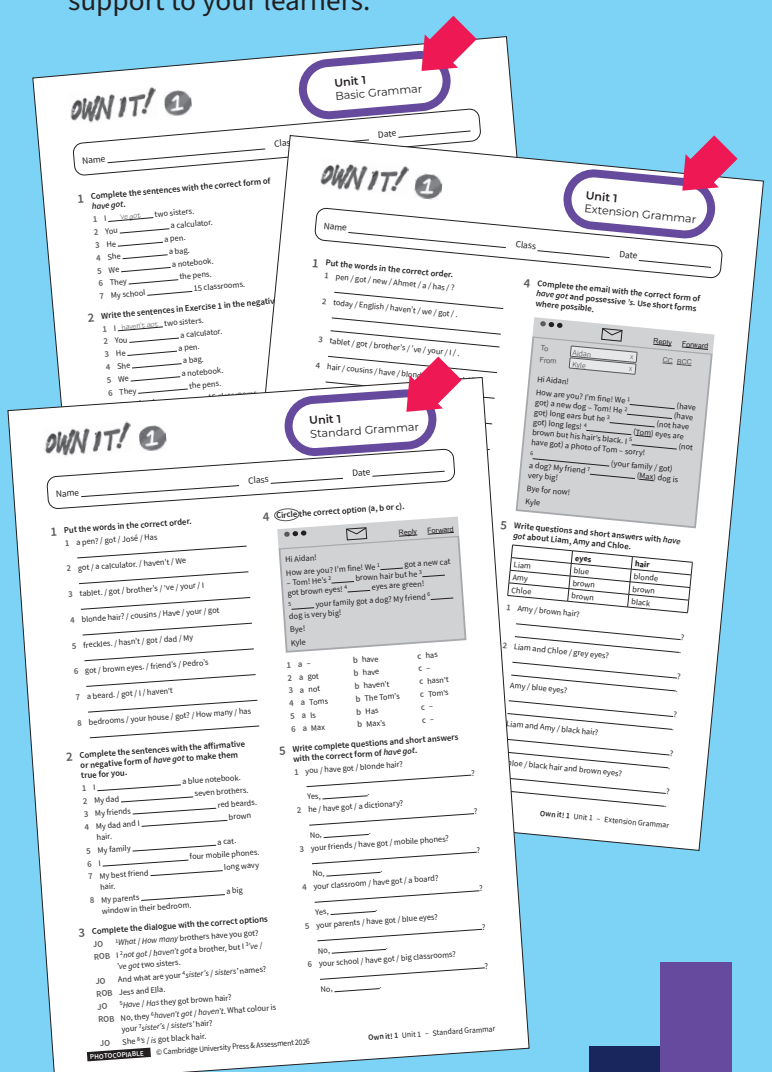


Everything you need … all in one place!

The **Teacher's Resource Bank** on **Cambridge One** has everything you need to supplement the course and teach effectively with *Own It!* Second Edition. These resources are provided to save you time in preparing materials and the graded exercises help you deal with mixed ability in the classroom and cater for the diverse needs of your students. Here you can also find audio and video scripts for the course, as well as various additional pedagogical materials to support your planning and teaching.

Graded worksheets to support mixed ability

The **grammar** and **vocabulary worksheets** are provided at **three levels**: *basic*, *standard* and *extension*. The new **Writing** and **Speaking frames** to support communication are provided at two levels: *standard* and *extension*. In addition, there are **communication** worksheets, **grammar maps**, **culture project** worksheets, **fast finisher** worksheets, new **video worksheets**, **exam tips** and **vocabulary bank pages** all available to provide additional support to your learners.



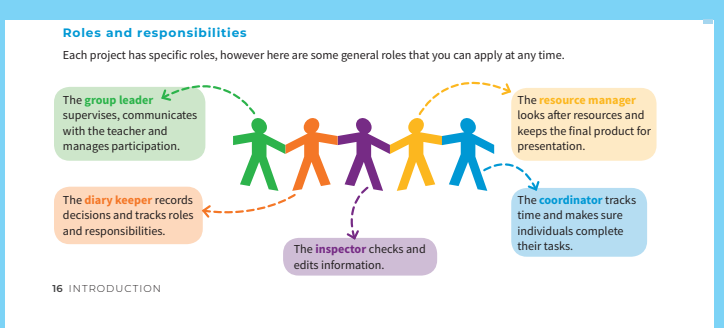
A comprehensive testing package

Just like with the worksheets, you can access **all tests at three levels:** *basic, standard* and *extension*. We have provided you with a **Diagnostic test** as well as a **Placement test** and then unit tests, terms tests and an end of year test. In addition, you can access ready-made tests or customise and generate your own using the **Test Generator** tool on **Cambridge One**.



Updated online Project Book with new content

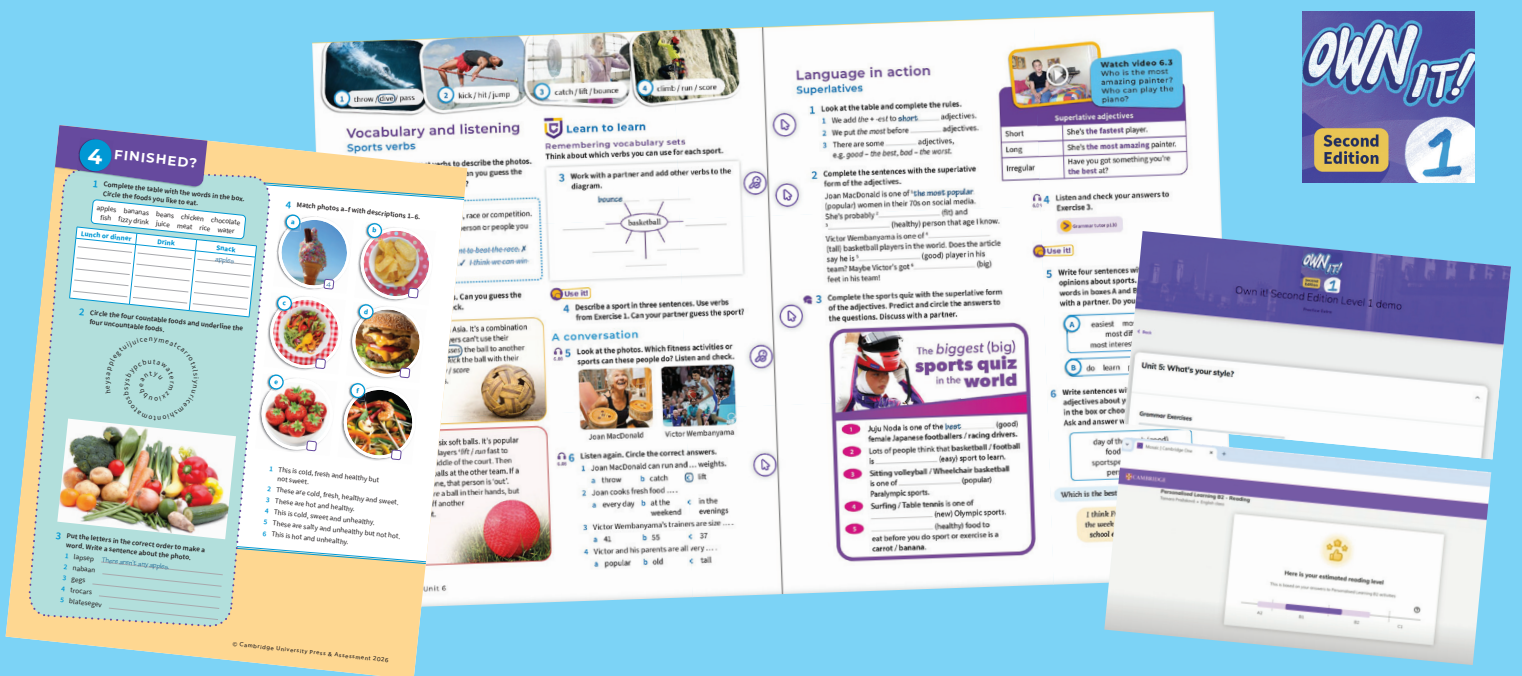
To supplement the four new CLIL projects in the Student's Book, you can access the new and improved **online Project Book** with tips about how best to exploit the new materials and how to lead successful project-based lessons with a focus on life competencies, flipped classroom, and a cultural awareness theme.



Your digital classroom

All your digital tools are in one place. Access *Own It!* Second Edition on our digital platform, **Cambridge One**, to find a wide range of digital tools which save you time and provide the support you need including:

- Presentation Plus with interactive activities
- Embedded audio and video files with scripts
- Additional materials in the Teacher's Resource Bank
- Test Generator
- Practice Extra with answers
- Online games to practice vocabulary and grammar
- Kahoot quizzes to motivate learners
- Personalised Learning for additional skills practice



Presentation Plus

In *Own it!* Second Edition, **Presentation Plus** has a fully interactive Student's Book and Workbook with embedded audio and video files, as well as interactive exercises to facilitate front-of-class teaching and learning. Each unit has additional digital activities that go beyond what's on the page to further support and engage learners. The books can be accessed both online and offline so that you can teach anywhere, at any time. In addition, there are a wealth of interactive games including our brand-new, front-of-class **Spin the wheel** game to engage your learners and help them practise spelling, grammar and vocabulary.

Teacher's Resource Bank

You can access a broad range of supplementary, course-specific resources to save you time with lesson planning and evaluating students' work. There are materials to support with planning the curriculum, various printable **graded worksheets and tests** at three different levels, **video and audio files** with their accompanying scripts, exam preparation support, **online Project Book** and much more. **Cambridge English Qualifications** practice tests are available in a standard and a modified large print version to meet the diverse needs of your students.

Test Generator

With this tool you can easily access **ready-made tests** or **customizable tests** for end of unit, end of term, and end of year to meet the diverse needs of your students. You can also create exam practice tests to check your students' readiness for the Cambridge English Qualifications.

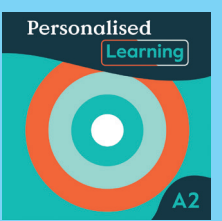
Practice Extra

Assign **extra vocabulary and grammar** activities at your class's CEFR level in our mobile-friendly language practice application, **Practice Extra**. The correct answers are included so students get immediate feedback and gain independence in learning autonomously. Students can also access **Practice Extra** themselves for self-study, additional practice and reinforcement. **Games** are included to engage and motivate students.

Kahoot quizzes

Challenge your learners by engaging their competitive nature in these **ready-made Kahoot quizzes**, that you can access through Cambridge One. The quizzes focus on **grammar and vocabulary practice**. Students are engaged and motivated, and you can better understand your learners' needs, targeting learning in areas that need improvement.

Personalised Learning





Through the **Personalised Learning** portal on Cambridge One, you can activate additional **targeted Reading and Listening skills practice at the individual student's level**. The bite-sized, innovative exercises are achievable yet manageable and help meet your students' diverse needs. Teachers receive data on their progress to better understand their learners' strengths and weaknesses. (See p10 for more information in Integrated Learning and Assessment.)

Benefits to students:

- Tailored practice that meets the individual student's needs
- Reinforcement activities to support and motivate learners
- Extension activities to challenge stronger students

Benefits to teachers:

- Diverse students' needs in mixed-ability classes are met, saving time
- Confirmation of individual and group progress
- Identification of possible areas requiring reinforcement

Test & Train Mini

In Levels 2 and 4 of *Own it!* Second Edition, you can access **Test & Train Mini** with authentic Cambridge English Qualifications practice tests and supplementary materials at **A2 Key for Schools** and **B1 Preliminary for Schools** levels to help students develop exam strategies and skills, ensuring they are exam-ready. The **Teacher View** allows you to easily check your students' progress and scores and access additional exam resources including answer keys and audio scripts.

Integrated Learning and Assessment in *Own it!* Second Edition

Integrated Learning and Assessment in *Own it!* Second Edition helps teachers and students get the most out of every moment of learning. It consists of four pillars:

Learning objectives	Evidence of progress	Actionable feedback	Tailored follow-up

Own it! Second Edition combines the use of teaching, learning and assessment methods to plan, measure and improve outcomes. It empowers students and teachers to understand and unlock the learning process, by:

- building lifelong learning habits through *Learn to learn* tips
- empowering learners to take ownership through personal development and self assessment
- providing the solid platform they need to succeed as global citizens
- developing their exam readiness with exam-oriented activities, and additional support around vocabulary, grammar and the four skills.

Discover how you can make the most of integrated learning and assessment in *Own it!* Second Edition at *cambridge.org/ownit2/ila*

The table below shows a selection of the combined learning and assessment opportunities in this course. Use these to gain insights into your learners' strengths and areas for improvement. For a more in-depth overview, scan the QR code to visit the website.

Example	Purpose	Action / Outcomes	
Project work Project	To encourage learners to work collaboratively, test their own and their peers' assumptions and evaluate information	Develop learning skills and self-awareness to improve analytical thinking. Learners take responsibility for their own learning, helping them identify areas for improvement in both language development and collaboration skills.	Student's book and Project Book
Test & Train Mini Test & Train Mini	Offer guided exam practice and assess exam-readiness	Develop exam techniques and target areas requiring reinforcement and practice.	Cambridge One
Kahoots quizzes Kahoot!	To provide feedback in a fun and engaging way	Understand the mix of knowledge across the group and target areas for improvement.	
Personalised Learning Personalised Learning	To provide personalised skills practice through data driven recommendations	Students gain insights into their strengths and weaknesses and targeted activities. Teachers access data to view progress	

Student's Book Unit
Visual Guide

Every unit in *Own it!* Second Edition takes students on a journey from 'starting it' to 'owning it'! Students are gradually introduced to the topic and target language through a variety of scaffolded activities that build their confidence and encourage independent learning. Vibrant videos, readings and listening texts show language in context, allowing students to respond personally and work collaboratively. The *Own it!* Second Edition Projects or *Around the world* pages at the end of the unit give students the opportunity to consolidate and demonstrate all their learning in a fun, personalised way.



Activate prior knowledge
Get students interested in the topic
Provoke critical thinking

Develop research skills
Extend learning beyond the classroom

Practise target language in a personalised, controlled activity

Allow students to respond personally to the topic

Demonstrate topic knowledge and language learning in a collaborative project or on the *Around the World* pages

Take advantage of additional digital activities in Presentation Plus to engage students in the topic

Extend on class work with additional supplementary materials that you can download from the Teacher's Resource Bank

The unit journey is underpinned by the *Learn to learn* strand which supports the development of vital learning skills, and the *How to …* feature which provides useful tips for completing project work successfully. These features support students on their journey from *Start it!* to *Own it!*

Start it!

Start it! begins the unit with a striking image and documentary. The questions provoke curiosity, activate prior knowledge and get students thinking critically.

Learning outcomes

clearly show unit aims at a glance.

Explore it!

Explore it! is a guided activity to help students develop research skills and extend their learning beyond English.

Voice it!

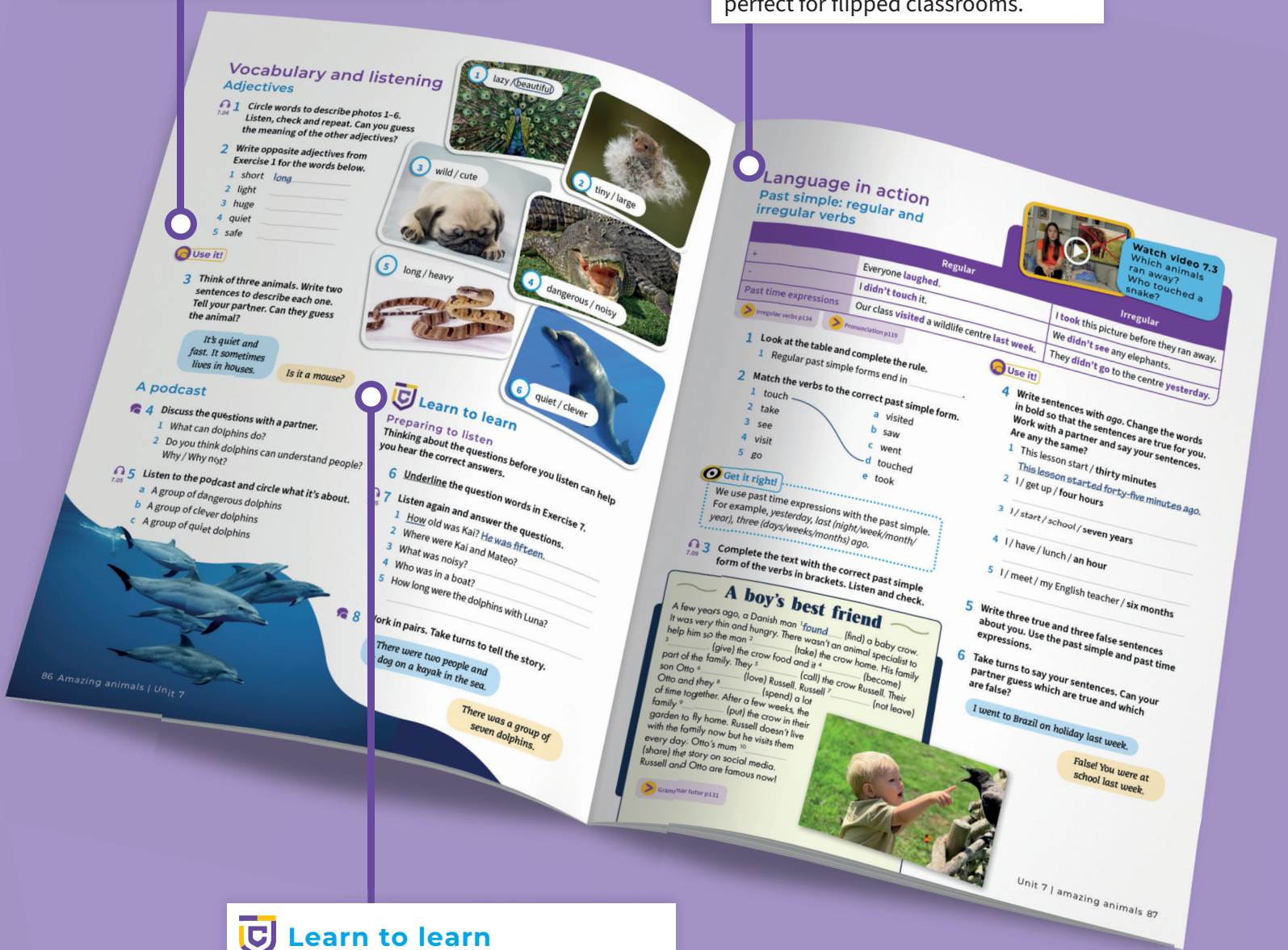
Voice it! is a thought-provoking speaking activity which asks students to give their personal response to a reading or listening text, encouraging critical thinking.

Use it!

Use it! gets students practising and producing the target language, often in a personalised way. The activity builds student confidence by giving them the opportunity to prepare what they want to say before speaking.

Language in action videos

These videos show teenagers using the target language in context, in a teen-friendly vlog-style, plus an interactive grammar presentation, perfect for flipped classrooms.

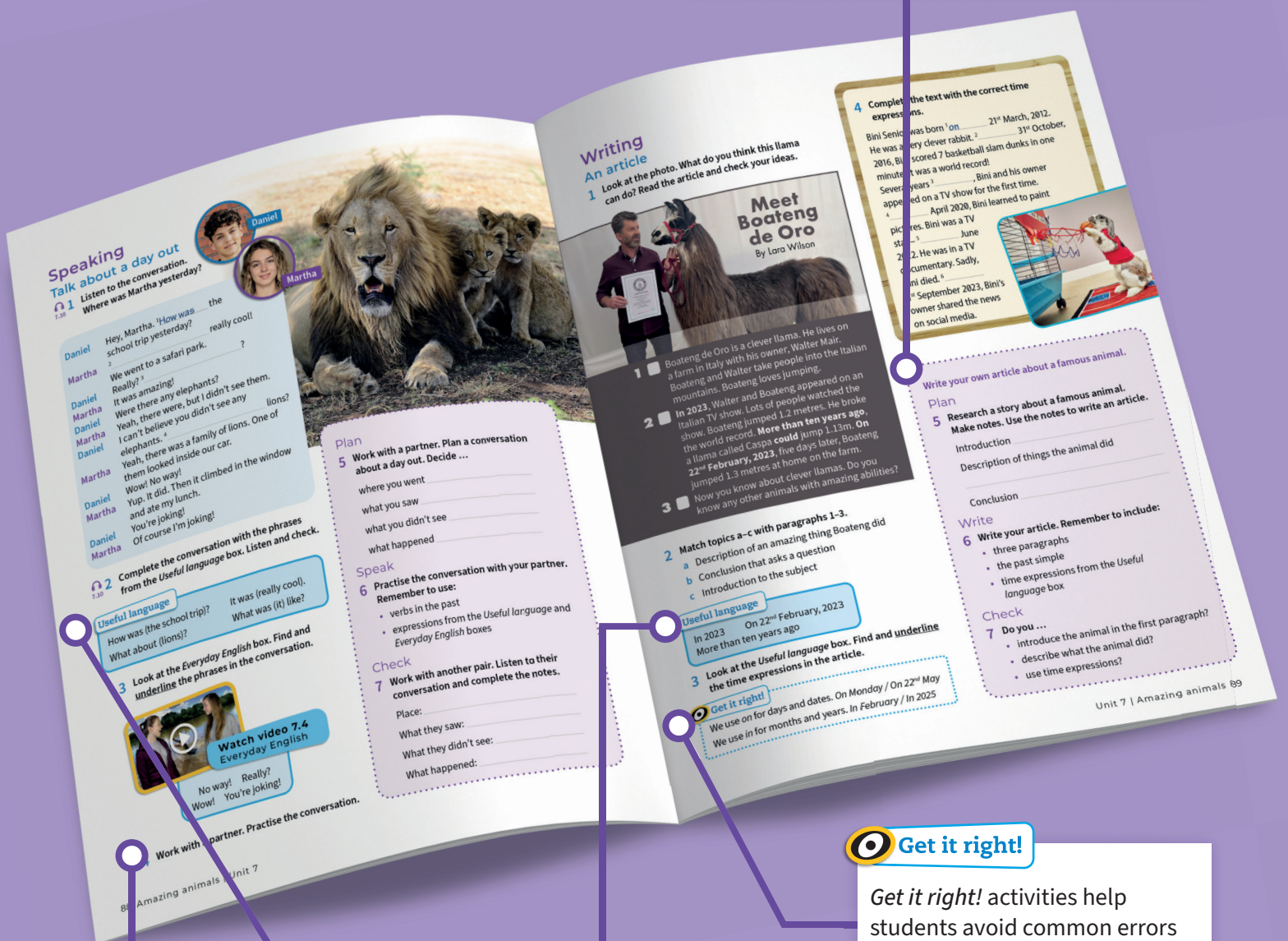


Learn to learn

Learn to learn introduces students to vital learning strategies and techniques, which will help them become more independent learners, all aligned to the *Cambridge Life Competencies Framework.*

Plan, Write and Check

The scaffolded approach of the speaking and writing pages builds students' confidence by giving them time to prepare before they speak and write. The *Check* stage encourages self-assessment, a key step towards learner independence.



Get it right!

Get it right! activities help students avoid common errors as identified by the *Cambridge Learner Corpus.*

Useful language

Useful language boxes appear throughout the unit, highlighting genre-specific target language.

Everyday English videos

In every unit there's a fun vlog-style video to teach students the meaning, form and use of the *Everyday English* from the conversation on the speaking page.

Around the world

The *Around the world* pages, which appear in Units 1, 3, 5, 7 and 9, introduce students to different people and cultures from around the world, encouraging critical thinking and raising cross-cultural awareness.

Globetrotters video

These documentaries are thematically linked to either the topic of the unit or the *Around the world* pages. They contextualise the grammar and/or vocabulary of the unit and engage students' interest in the topic.



OWN IT! The Culture Project

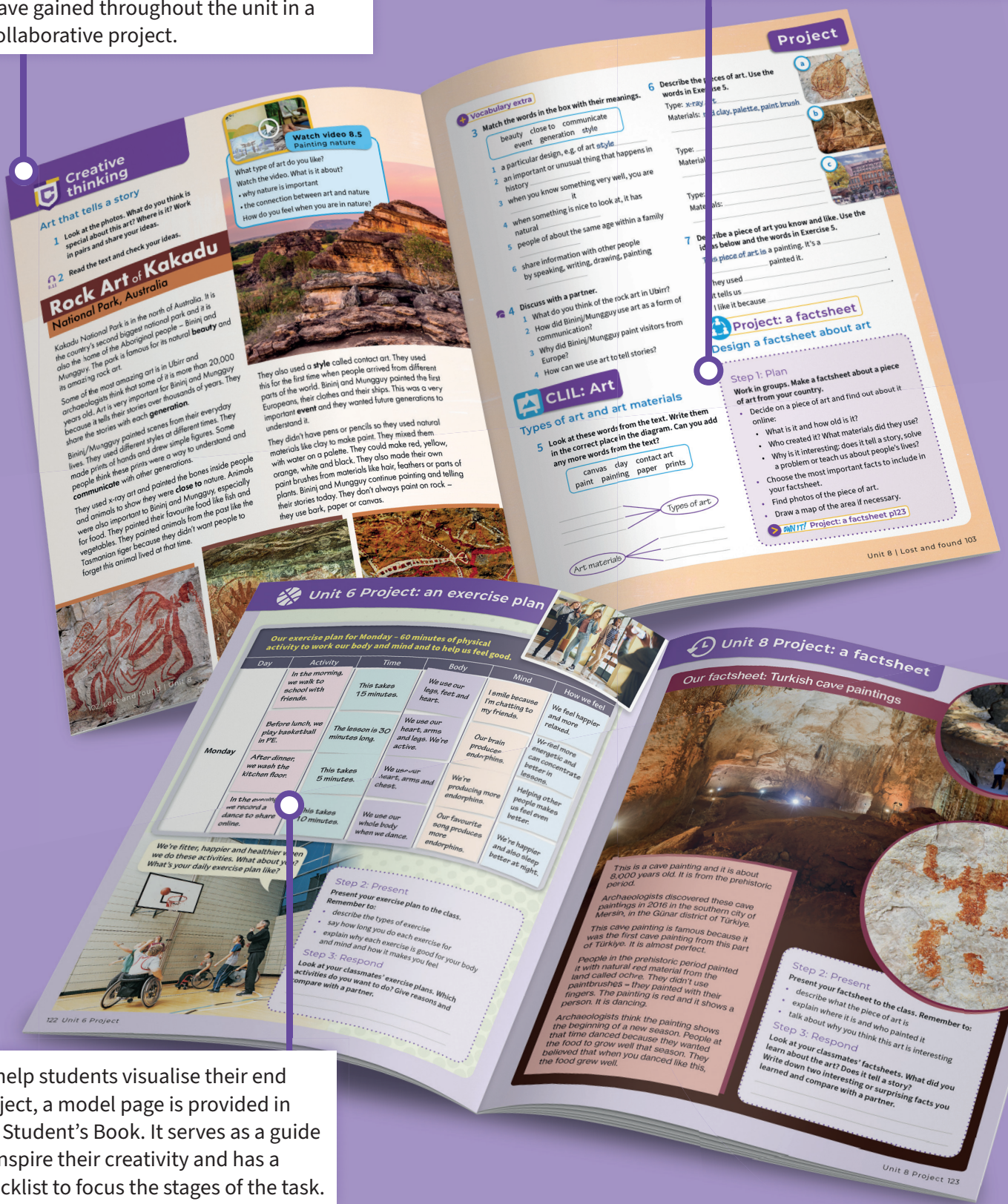
Extend the page and get students to 'own' their language and topic knowledge with an optional culture project available in the *Teacher's Resource Bank* online, with teacher's notes available in the *Project Book*.

Project

The *Project* pages appear in Units 2, 4, 6 and 8. They encourage students to 'own' the language and topic knowledge they have gained throughout the unit in a collaborative project.

Plan, Present and Respond

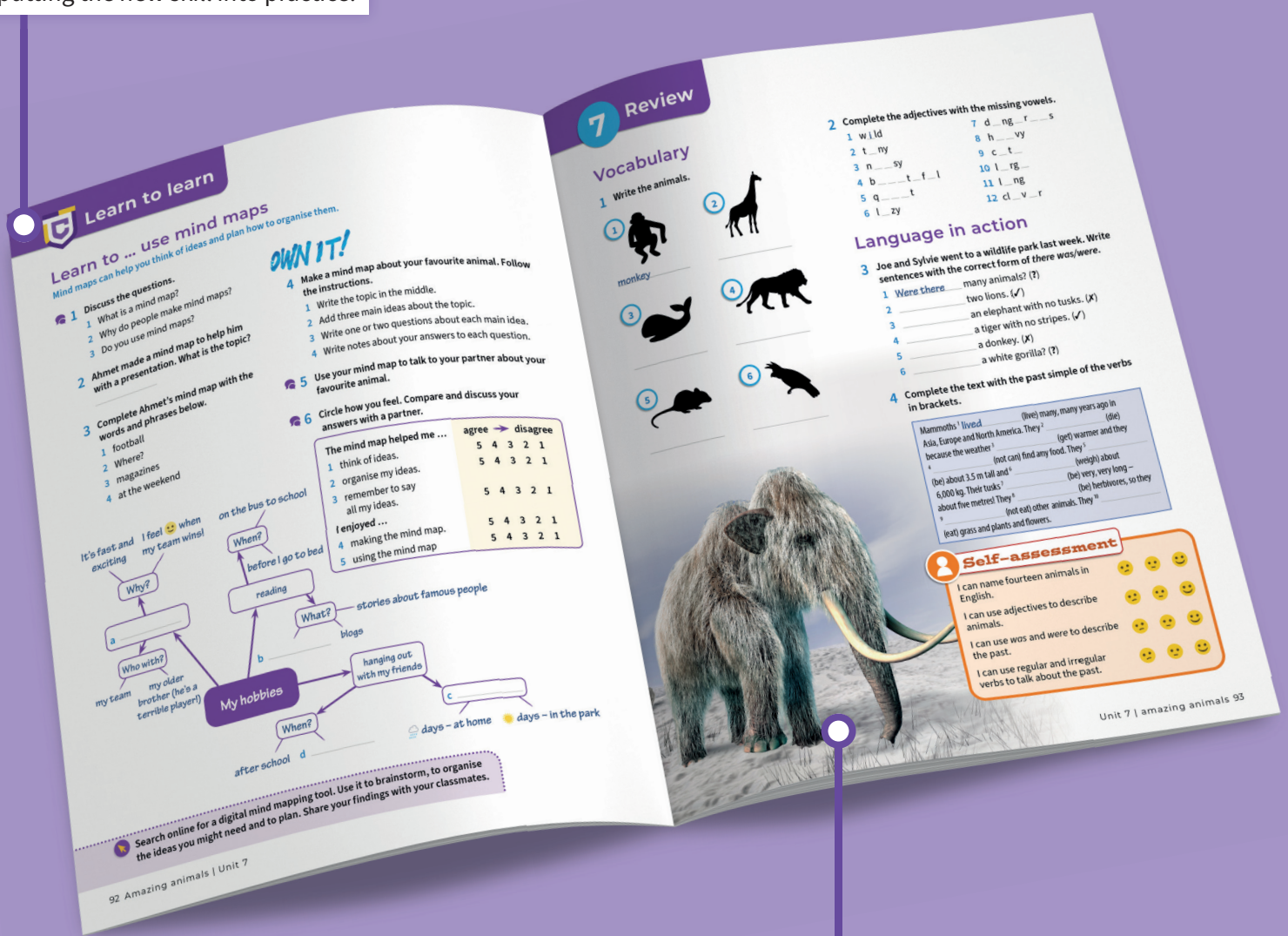
The step-by-step guide helps students work through the project without the need for constant supervision by the teacher, promoting peer-learning and student autonomy.



To help students visualise their end project, a model page is provided in the Student's Book. It serves as a guide to inspire their creativity and has a checklist to focus the stages of the task.

Learn to learn

The *Learn to learn* pages focus on developing core areas from the *Cambridge Life Competencies Framework*. Students have the opportunity to 'own' their learning by putting the new skill into practice.



Learn to learn

Learn to ... use mind maps

Mind maps can help you think of ideas and plan how to organise them.

1 Discuss the questions.
1 What is a mind map?
2 Why do people make mind maps?
3 Do you use mind maps?

2 Ahmet made a mind map to help him with a presentation. What is the topic?

3 Complete Ahmet's mind map with the words and phrases below.
1 football
2 Where?
3 magazines
4 at the weekend

OWN IT!

4 Make a mind map about your favourite animal. Follow the instructions.
1 Write the topic in the middle.
2 Add three main ideas about the topic.
3 Write one or two questions about each main idea.
4 Write notes about your answers to each question.

5 Use your mind map to talk to your partner about your favourite animal.

6 Circle how you feel. Compare and discuss your answers with a partner.

The mind map helped me ...	agree → disagree
1 think of ideas.	5 4 3 2 1
2 organise my ideas.	5 4 3 2 1
3 remember to say all my ideas.	5 4 3 2 1
I enjoyed ...	
4 making the mind map.	5 4 3 2 1
5 using the mind map	5 4 3 2 1

My hobbies
Why?
It's fast and exciting
I feel when my team wins!
a
Who with?
my team
my older brother (he's a terrible player!)
When?
on the bus to school
before I go to bed
reading
What?
stories about famous people
blogs
b
hanging out with my friends
c
When?
after school
d
days – at home
days – in the park

Search online for a digital mind mapping tool. Use it to brainstorm, to organise the ideas you might need and to plan. Share your findings with your classmates.

92 Amazing animals | Unit 7

7 Review

Vocabulary

1 Write the animals.

monkey

2 Complete the adjectives with the missing vowels.
1 w i ld
2 t _ ny
3 n _ _ sy
4 b _ _ _ t _ f _ l
5 q _ _ _ t
6 l _ zy
7 d _ ng _ r _ _ s
8 h _ _ vy
9 c _ t _
10 l _ rg _
11 l _ ng
12 cl _ v _ r

Language in action

3 Joe and Sylvie went to a wildlife park last week. Write sentences with the correct form of there was/were.
1 Were there many animals? (?)
2 _____ two lions. (✓)
3 _____ an elephant with no tusks. (✗)
4 _____ a tiger with no stripes. (✓)
5 _____ a donkey. (✗)
6 _____ a white gorilla? (?)

4 Complete the text with the past simple of the verbs in brackets.

Mammoths [1] lived (live) many, many years ago in Asia, Europe and North America. They [2] (die) because the weather [3] (get) warmer and they [4] (not can) find any food. They [5] (be) about 3.5 m tall and [6] (weigh) about 6,000 kg. Their tusks [7] (be) very, very long – about five metres! They [8] (be) herbivores, so they [9] (not eat) other animals. They [10] (eat) grass and plants and flowers.

Self-assessment

I can name fourteen animals in English.
I can use adjectives to describe animals.
I can use was and were to describe the past.
I can use regular and irregular verbs to talk about the past.

Unit 7 | amazing animals 93

Review

Revise the language in these useful review pages at the end of each unit, which include a self-assessment task, encouraging students' self-awareness.

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Lesson aim: I can say months, numbers and colours.

Warmer

Books closed. Ask students to write the months in the correct order.

1 S.01 ★★★ Now, they do Exercise 1 to check.

Audioscript p123

Target vocabulary
January /ˈdʒænjuəri/
February /ˈfebruəri/
March /mɑːtʃ/
April /ˈeɪprəl/
May /meɪ/
June /dʒuːn/
July /dʒuˈlaɪ/
August /ˈɔːgəst/
September /sepˈtembə/
October /ɒkˈtəʊbə/
November /nəʊˈvembə/
December /dɪˈsembə/

Get it right!

Ask pairs to check their months. Did they use capital letters?

2 Elicit students' answers and correct any pronunciation issues.

3 Write the numbers 1–10 on the board and elicit the words *first*, *second*, etc. Point out that these words are used to talk about dates.

Vocabulary bank

Learn to learn

Learning related words is a good way of increasing vocabulary more quickly.

4 S.02 The main difference in pronunciation between *seven<u>teen</u>* and *<u>se</u>venty* (and other similar numbers) is the stressed syllable, not the length of the vowel.

Starter Welcome!

Vocabulary

Months

S.01 **1** Put the months in the correct order. Listen, check and repeat.

4	April	1	January	5	May
8	August	6	June	11	November
12	December	7	July	10	October
2	February	3	March	9	September

Get it right!

In English, months and days of the week start with a capital letter. Is it the same in your language?

2 Complete the sentences. Compare with a partner.

1 This month is _____.
2 My birthday is in _____.

Cardinal and ordinal numbers

3 Write the numbers.

1 The number of letters in my name. _____
2 The date today. _____
3 The number of people in my house. _____

Learn to learn

Learning numbers together

Learn and practise cardinal and ordinal numbers together.

23 twenty-three 23rd twenty-third

S.02 **4** Listen. Circle the numbers you hear.

1 a 17 b (70)
2 a (13) b 30
3 a 12th b (20th)
4 a 51st b (61st)

Use it!

5 Take turns to say a cardinal number. Your partner says the ordinal number.

S.03 **6** Listen and complete the sentences with the date.

1 Laura's birthday is on 24th July.
2 Onur's birthday is on 3rd October
3 Bella's birthday is on 22nd February
4 Nico's birthday is on 1st November

7 Complete the sentences. Tell your partner.

1 My birthday is on _____.
2 Today is _____.

Colours

S.04 **8** Add the colours and write the new colour. Listen, check and repeat.



1 red + blue purple
2 blue + yellow Green
3 red + white Pink
4 red + yellow Orange

S.05 **9** Do the quiz with a partner. Circle the correct answers. Listen and check.

The great big number quiz!!

1 The number of countries in the world is ...
a (195) b 100 c 95

2 ... million people speak English as their first language.
a 3 b 36 c (360)

3 There are ... seconds in a year.
a 36,536,000 b (31,536,000) c 35,636,000

4 ... million people have the same birthday as you.
a (20) b 6 c 10

5 Demonstrate the activity with the whole class before students work in pairs.

6 S.03 After listening, ask students if they want to listen again.

7 Students walk around the class and ask each other their birthday, then organise themselves in order of whose birthday comes first. Which month has the most birthdays in the class?

8 S.04 ★★★ Students test each other in pairs. They take turns to point at something in the room and ask what colour it is.

9 S.05 If students have smartphones and if appropriate, they can research the answers to develop their digital learning skills.

Extend it!

In pairs, students write an extra question for the quiz. The class tries to answer the questions.

Homework

Workbook p4, Exercises 1–2

Lesson aim: I can understand an online profile.

Warmer

Put students into teams. Give them three minutes to write as many countries in English as they can. The team with the most countries wins.

1 Elicit that Thiago is from Brazil and his nationality is Brazilian. Ask where Diana is from (Spain) and what her nationality is (Spanish).

2 S.06 ★★★ Ask students to correct the false sentences. (1 Thiago is from Brasilia. 4 Thiago's favourite colours are yellow and green. 5 Miranda is Mexican.) In pairs, students write an extra sentence about the texts. They swap with another pair who decide if the extra sentence is true or false.

3 Encourage students to check spelling in a dictionary and come to the board to write the answers.

4 If you have a multinational class, elicit students' nationalities. Write a list of the nationalities on the board.

5 Encourage students to be creative. While yellow and green are probably Thiago's favourite colours because of the Brazilian flag, elicit alternatives such as 'they are the colours of his football team'.

Class challenge

The South African flag has got 4 / **6** / 8 colours on it.

Reading

An online profile

1 **Look at the photos. Where do you think Thiago and Diana are from? Read the profiles quickly and check your answers.**

2 S.06 **Read the profiles again. Are the sentences *T* (true) or *F* (false)?**

1 Thiago is from São Paulo. F
2 Thiago's favourite colour is blue. F
3 Thiago is good at football. T
4 Diana is from Granada. F
5 Miranda is Turkish. F
6 Diana's favourite place is her bedroom. T

3 **Find nationalities in the profiles to match the countries.**

1 Spain Spanish
2 Mexico Mexican
3 Türkiye Turkish
4 Brazil Brazilian
5 the USA American

4 **Complete the table with the countries and nationalities.**

Flag	Country	Nationality
	Australia	1 Australian
	2 Canada	Canadian
	China	3 Chinese
	4 Germany	German
	Poland	5 Polish
	the UK	6 British

Voice it!

5 **Complete the sentences with your ideas. Compare with a partner.**

1 Thiago's favourite colours are yellow and green because _____.
2 Diana's bedroom is _____ because _____.

Welcome to my life!

Hello! My name's Thiago.

I'm from Brasília. It's the capital of Brazil. I'm Brazilian. I'm 14. I'm with Bruno and Victor in this photo. They're my best friends. We're at the same school, but I'm not in their class. Our school is an American school.

My favourite colours are yellow and green. Can you guess why?

My favourite number is 7.

My dream is to be a footballer like Vinicius Júnior. He's amazing! I'm good, too! 🙂 Are you a football fan?

What's your name? Where are you from? Write soon!





Hi! My name's Diana. I'm from Granada in Spain.
I'm 13 years old.
In this photo, I'm with Miranda and Suki. They're my best friends. They aren't Spanish. Miranda's Mexican and Suki's Turkish.

My birthday is on 9th March. When is your birthday?

My favourite colour is blue.

My favourite place is my bedroom. Guess what colour it is!

My dream is to be a singer like Camila Cabello. She's brilliant! 🙂 Are you a good singer?

What's your name? How old are you? Let me know! 🙂

Extend it!

Ask students to write a 30-word text starting with: *I would like a friend from … because … .*

Homework

Workbook p4, Exs 3–5

Lesson aim: I can use subject pronouns, the verb *be* and question words.

Warmer

▶ Draw three circles on the board and write *Simon*, *Isabella* and *Martine* inside them. Students write down facts about these people while they watch **Video S.1**. After the first minute of the video, pause and elicit the information. Then play the rest of the video. (All three are students at an international school. Simon: from the UK, his dream is to play drums; Isabella: from the United States, her dream is to be a singer; she's amazing; Martín: from Brazil, his dream is to play guitar.)

1 ★★★ Encourage students to check their answers in pairs before conducting whole-class feedback.

2 Drill the pronunciation of the contracted forms of be. Point out that short forms are more frequent in spoken English than the full forms.

3 S.07 After feedback, students work in pairs to write a similar description of another famous person. They then work with a new pair in a group of four, taking turns to read out the description and guess the person. If time allows, let the exercise continue with as many pairs as possible.

4 Point out that be goes before the subject (*you*, *your best friend*, etc.) in questions.

5 Before students do the activity, elicit that we use question words to ask about different kinds of information (e.g age, people, etc.).

Grammar tutor

Ask students to complete additional grammar activities on the Grammar tutor page 124.

Language in action

Subject pronouns and possessive adjectives



Isabella's from the United States.
Martin's dream is to play guitar.

Watch video S.1
Where is Isabella from?
What is Martín's dream?

Subject pronouns	Possessive adjectives
I	**My** name is Simon.
You	What's **your** dream?
He	**His** dream is to play guitar.
She	**Her** dream is to be a singer.
It	**Its** hair is long.
We	**Our** teacher is kind.
They	**Their** car is blue.

1 **Look at the table. Circle the correct words.**

1 Alana is (my) / *I* best friend.
2 *Our* / (We) aren't from Brazil. *Our* / (We)'re from Spain.
3 (Her) / *She* name is Luna. *Her* / (She)'s 13.
4 (Their) / *They* names are Kit and Bella.

Verb *be*

+	I'**m** from the UK. She'**s** amazing. We'**re** students at an international school.
-	But we'**re not** in the same class.
?	**Is** Simon from the UK? Yes, he **is**. **Are** Isabelle and Martine friends? Yes, they **are**. **Is** Isabella from Brazil? No, she **isn't**.

2 **Use the table to complete the sentences with the correct form of the verb *be*. Check your answers in the profiles on page 5.**

1 I 'm from Granada.
2 Camila Cabello is brilliant.
3 Miranda and Suki are Spanish.
4 Are you a good singer?
5 Is Diana's bedroom red? No, it isn't.

S.07 3 **Complete the profile with the correct form of *be*. Guess the person. Listen and check.**

Her birthday [1] is (✓) on 13th December.
She [2] isn't (✗) British.
She [3] 's (✓) American.
My favourite songs [4] are (✓) *Shake it Off* and *Back to December*.
[5] Is she your favourite singer?

4 **Write questions with the verb *be*.**

1 you / 12? Are you 12?
2 you / from / Ankara? Are you from Ankara?
3 your best friends / in your class? Are your best friends in your class?
4 your teacher / English? Is your teacher English?
5 today / 19th June? Is today 19th June?

Question words

5 **Match the question words with their functions.**

1 What — d things
2 Where — c places
3 When — e time and dates
4 How old — a age
5 Who — b people

6 **Complete the questions with *is* or *are*.**

1 Where are you from?
2 How old are you?
3 When is your birthday?
4 Who is your best friend?
5 What is your favourite colour?

Grammar tutor p124

Use it!

7 **Ask and answer the questions in Exercise 4 and Exercise 6.**

6 & 7 Encourage students to move around the room, talking to as many classmates as possible.

Grammar game

Students play in teams of six. Read a question word out (e.g. *When*). Teams have 30 seconds to write down as many possible answers as possible (e.g. *now*, *yesterday*, *in April*, etc.). Repeat with the other question words. The team with the most answers wins.

Homework

Workbook p5, Exs 1–6

Lesson aim: I can talk about objects in a classroom.

Warmer

Put students into groups. Ask them to write down the English words for things they can see around them (e.g. *chairs*, *a door*, etc.). The team with the most words in three minutes wins.

Vocabulary

Classroom objects



S.08 **1** Match the words in the box with the objects in the picture 1–12. Listen, check and repeat.

1 board	11 calculator	8 chair	9 dictionary
2 door	12 notebook	5 pen	10 pencil
3 poster	6 ruler	7 table	4 window



Learn to learn

Recording vocabulary

Divide the pages in your notebook to record new vocabulary. Write a translation and draw a picture to help you remember the words.

Classroom objects	Translation	Picture
ruler		

2 Organise your notebook and write new vocabulary from this unit.

3 Test a partner. Say a word in your language. Your partner says it in English. Can you remember all the new words?

S.08 **1** ★★★ Ask students to cover the words and try to name the items in the picture.

Audioscript p123

Target vocabulary

board /bɔːd/
calculator /ˈkælkjəleɪtə/
chair /tʃeə/
dictionary /ˈdɪkʃənri/
door /dɔː/
notebook /ˈnəʊtbʊk/
pen /pen/
pencil /ˈpensl/
poster /ˈpəʊstə/
ruler /ˈruːlə/
table /ˈteɪbəl/
window /ˈwɪndəʊ/

Vocabulary bank

Learn to learn

Students should start having a separate notebook for recording vocabulary. Throughout the course, students will learn different ways to record vocabulary. They should gradually decide which methods work best for them.

2 Encourage students to share their notebooks in small groups. Elicit which are the best and why.

3 Translation can be an effective strategy for learning and revising vocabulary at this level.

Extend it!

Put students into small groups. Students close their books and write down as many words from the lesson as possible in one minute. The team with the most correct words wins.

Homework

Workbook p5, Exercise 7; p6 Exercises 1–3

Lesson aim: I can talk about objects in a classroom.

1 Ask a volunteer to read the example sentence. Point out the word dictionary circled as an example in the word search. Tell students that the rest of the classroom objects they should find in the puzzle may be written across in the puzzle or down. If students need extra support, they can complete the exercise in pairs.

2 After students have translated the words for classroom objects into their own language, allow pairs to test each other, then swap partners with another pair for further review.

Audioscript p123

3 & 4 S.11 Ask students to repeat the words they heard. Write these on the board and play the recording again to support students who are struggling.

Audioscript p123

5 Students empty their bags on their desks or tables. Using a dictionary if necessary, they write down the words for each item on their desks.

Vocabulary bank

Vocabulary and listening



1 Find six classroom objects. Can you see these objects in your classroom? What colour are they? Write sentences.

1 The dictionary is red and blue.
2 _____
3 _____
4 _____
5 _____
6 _____

d	i	c	t	i	o	n	a	r	y
f	e	a	n	i	t	o	m	p	e
w	i	l	l	b	e	t	n	o	r
h	j	c	a	s	p	e	n	t	c
a	r	u	b	e	v	b	i	r	u
r	u	l	e	r	t	o	v	e	r
c	h	a	r	t	x	o	r	l	e
i	c	t	o	r	e	k	l	o	p
g	i	o	n	e	r	a	u	h	i
t	r	r	p	e	n	c	i	l	

Learn to learn

Using your own language

When you learn a new word in English, write a translation in your own language to help you to remember it.

2 Write a list of the classroom objects in Exercise 2. Write translations in your own language. Cover the English words. Can you remember them?

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

A talk

S.09 **3** Listen and circle the correct answer.

Stefan is …

a a teacher. b a student.

S.09 **4** Listen again. Circle the correct answers.

1 Stefan is in Year *7* / *10*.
2 Stefan *is* / *isn't* a friendly person.
3 It's the students' *first* / *second* day at the school.
4 At the end, Luiza *is* / *isn't* in the classroom.

Use it!

5 Answer the questions with a partner.

1 What classroom objects are on your table?
2 What is in your bag?

8 Starter Unit

Extend it!
Put students into small groups. Students close their books and write down as many words from the lesson as possible in one minute. The team with the most correct words wins.

Homework
Workbook p6 Exercises 4–6

Lesson aim: I can use *whose* and possessive pronouns.

Warmer

▶ Play **Video S.2** and ask students to make notes on the classroom objects as they see them. Elicit that Mia's pen is purple. Write the objects on the board (a pen, a ruler, pencils, a calculator, sunglasses, a bag).

1 After feedback, ask students in pairs to act out sentences 1-6 with their own possessions (pencils, notebooks, etc.).

2 S.10 After feedback, play the audio again and drill the pronunciation of the questions.

Audioscript p123

3 Elicit that we can use imperatives to tell people what to do (or what not to do). Draw attention to the table and have students complete the exercise. Elicit two more general school or classroom rules with imperatives, one positive and one negative.

4 S.11 ★★★ Elicit which of the rules apply to their English class. Students then write down five new rules they could have in the English class (e.g. *Don't message friends during lessons*). Elicit the ideas on the board and let students vote on the best five rules.

5 S.12 Demonstrate the activity by saying *Stand up!* and making sure that all the students stand up.

Audioscript p123

Grammar tutor

Ask students to complete additional grammar activities on the Grammar tutor page 124.

Language in action

whose + possessive pronouns



Watch video S.2
What colour is Mia's pen?
What classroom objects are there?

Whose … ?	Possessive pronouns
Whose sunglasses are these?	They're **mine**.
	They're **yours**.
Whose calculator is that?	It's **his**.
Whose pencils are those?	They're **his**.
Whose pen is this?	It's **hers**.
	It's **ours**.
	It's **theirs**.

this, that, these, those



This is my pencil.



That is my calculator.



These are my notebooks.



Those are my pens.

1 **Look at the table. Complete the second sentence with a possessive pronoun.**

1 It's your pencil. It's yours.
2 That's his notebook. That's his.
3 This table is my table. This table is mine.
4 Those are our chairs. Those are ours.
5 Is this your calculator? Is this yours?
6 Are these her pens? Are these hers?

S.10 **2** **Write the questions. Listen and match the questions with the answers.**

1 book / whose / this / is
Whose book is this? b
2 posters / those / are / whose
Whose posters are those? d
3 are / pens / whose / these
Whose pens are these? c
4 that / ruler / whose / is
Whose ruler is that? a

a It's his.
b It's mine.
c They're hers.
d They're ours.

Imperatives

Positive	Negative
Close the door! ✓	**Don't** be late!

3 **Look at the table and circle the correct words.**

1 We use a verb *with to* / *without to* for imperatives.
2 We use *don't* to form *positive* / *negative* imperatives.

S.11 **4** **Complete the instructions with the verbs in the box. Listen and check.**

don't forget ~~don't write~~ listen to use write

1 Don't write on the desks!
2 Write new words in your notebook!
3 Don't forget to bring your pen!
4 Listen to your teacher!
5 Use a dictionary!

S.12 **5** **Listen and follow the instructions.**

Grammar tutor p124

Use it!

6 **Take turns to give your partner instructions. Use classroom objects or your own ideas.**

Pick up your pen! *Write your birthday!*

Starter Unit 9

6 Allow students a few minutes to write down the instructions if necessary, before telling their partner what to do.

Homework

Workbook p6 Exercises 4–6

Lesson aim: I can talk about and describe family members.

Warmer

Students find a photo of their friends or family on their devices, or draw a picture. They show their photos in small groups and talk about the people in them.

Start it!

Extra digital activity
Ask students to complete the quiz to introduce them to the unit topic. Don't forget to check their progress at the end of the unit with the quiz on the Review page.

1 Ask students to think about the differences between their friends and family, and the friends in the photo in the book.

Vocabulary bank

2 Elicit contrasting opinions if possible and help students justify their answers.

3 ▶ Play **Video 1.1** for students to check their answers.

4 Students discuss the question in small groups. Elicit different opinions and help students justify their answers.

Extra digital activity
Ask students to complete the video comprehension questions.

Flipped class

Prepare for **Explore it!** (p11). Students find an interesting fact about a family.



Unit aims

Skills

I can ...
- understand texts about families and a festival p12, p18
- phone a friend p16
- write an email p17
- talk about families and describe people pp18–19

Language

I can ...
- talk about and describe family members p11
- understand how to use *have got* p13, p15
- understand the use of the possessive *'s* p13
- talk about people's appearance p14

Learn to learn

I can ...
- make connections to remember words p11
- draw pictures to remember words and increase my vocabulary p14
- use opposites to remember vocabulary better p19
- organise my notebook p20

Extra resources

- Grammar tutor, Student's Book **p125**
- Workbook **pp8–15** and Writing tutor **p80**

Teacher's Resource Bank

Worksheets:
- Grammar 1.1 and 1.2 (3 levels)
- Vocabulary 1.1 and 1.2 (3 levels)
- Video 1.1–1.5
- Communication
- Culture project
- Finished? pages
- Vocabulary bank pages
- Course-specific tests package
- Cambridge English Qualifications practice
- Speaking and Writing frames (2 levels)
- Project Book **pp22–25**

Lesson aim: I can talk about and describe family members.

Warmer

Put students into teams. Give them one minute to write as many words related to the topic of family as they can.

1 1.01 After feedback, ask students personalised questions: *What's your aunt's name? How many cousins have you got?*

Audioscript p123

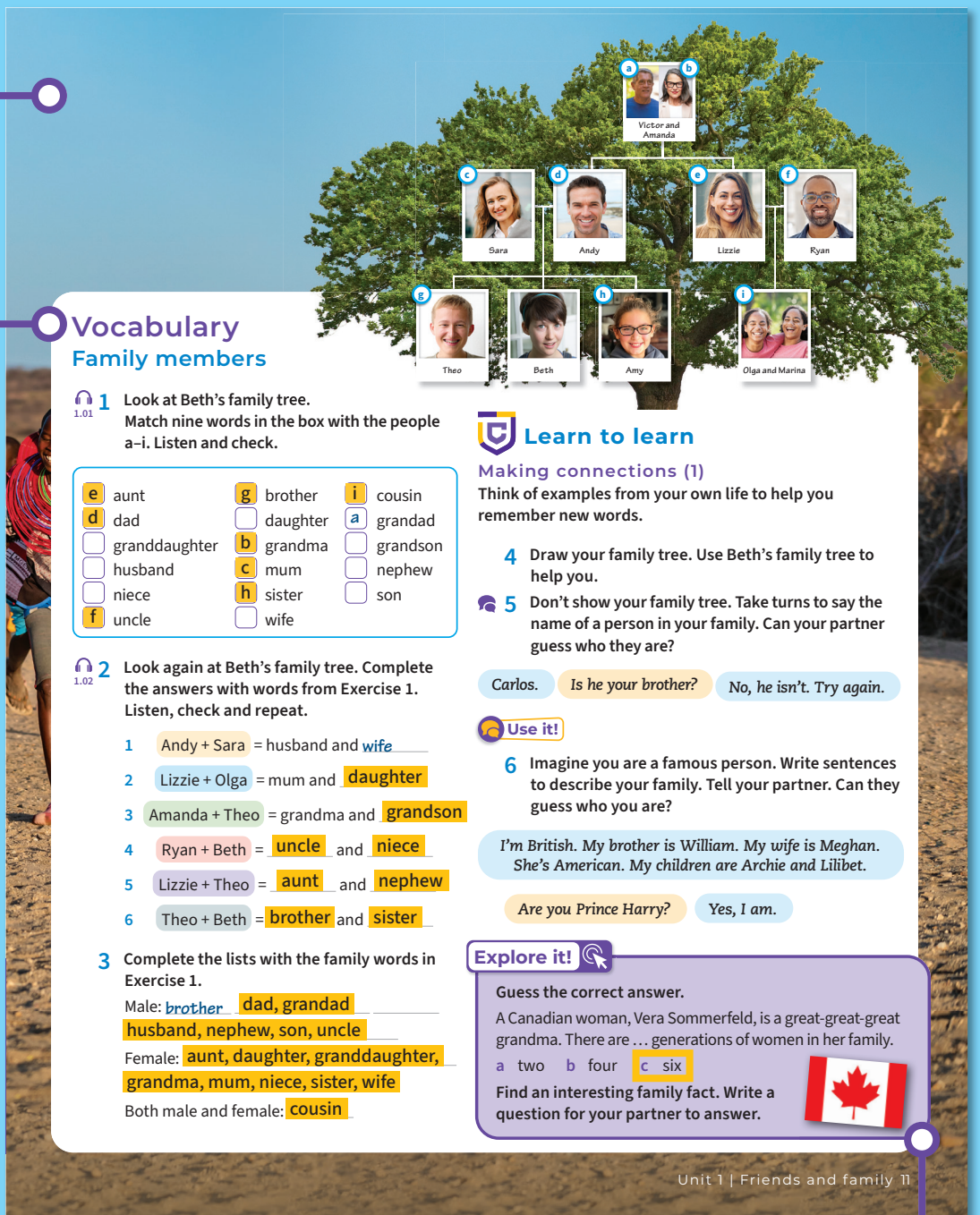
Target vocabulary

aunt /ænt/
brother /'brʌðə/
cousin /'kʌzən/
dad /dæd/
daughter /'dɔːtər/
grandad /'grændæd/
granddaughter /'grændɔːtər/
grandma /'grænmɑː/
grandson /'grænsʌn/
husband /'hʌzbənd/
mum /mʌm/
nephew /'nefjuː/
niece /niːs/
sister /'sɪstər/
son /sʌn/
uncle /'ʌŋkəl/
wife /waɪf/

2 1.02 During feedback, elicit complete sentences, e.g. *Andy and Sara are husband and wife.*

3 Ask the whole class to say the vocabulary in the order in Exercise 1. Girls read the names of females, the boys the males and the whole class the ones that could be male or female.

Vocabulary bank



Vocabulary
Family members

1.01 **1** Look at Beth's family tree. Match nine words in the box with the people a–i. Listen and check.

e aunt	g brother	i cousin
d dad	☐ daughter	a grandad
☐ granddaughter	b grandma	☐ grandson
☐ husband	c mum	☐ nephew
☐ niece	h sister	☐ son
f uncle	☐ wife	

1.02 **2** Look again at Beth's family tree. Complete the answers with words from Exercise 1. Listen, check and repeat.

1 Andy + Sara = husband and wife
2 Lizzie + Olga = mum and daughter
3 Amanda + Theo = grandma and grandson
4 Ryan + Beth = uncle and niece
5 Lizzie + Theo = aunt and nephew
6 Theo + Beth = brother and sister

3 Complete the lists with the family words in Exercise 1.

Male: brother dad, grandad husband, nephew, son, uncle
Female: aunt, daughter, granddaughter, grandma, mum, niece, sister, wife
Both male and female: cousin

Learn to learn

Making connections (1)

Think of examples from your own life to help you remember new words.

4 Draw your family tree. Use Beth's family tree to help you.

5 Don't show your family tree. Take turns to say the name of a person in your family. Can your partner guess who they are?

Carlos. *Is he your brother?* *No, he isn't. Try again.*

Use it!

6 Imagine you are a famous person. Write sentences to describe your family. Tell your partner. Can they guess who you are?

I'm British. My brother is William. My wife is Meghan. She's American. My children are Archie and Lilibet.

Are you Prince Harry? *Yes, I am.*

Explore it!

Guess the correct answer.

A Canadian woman, Vera Sommerfeld, is a great-great-great grandma. There are … generations of women in her family.

a two b four c six

Find an interesting family fact. Write a question for your partner to answer.

Learn to learn

Encourage students to personalise new vocabulary. For example, they write the name of their father next to the word *dad* in their notebook.

4 & 5 Specify a maximum number of family members that students should include in the family tree.

6 Allow students to think of fictional characters from TV, films and novels. The character must have a famous family.

Explore it!

Students prepare a quiz question using the fact they researched for homework.

Homework

Workbook p8

Lesson aim: I can understand a webpage about families.

Warmer

Draw a musical instrument such as a guitar, violin or drums on the board and elicit what it is called. In pairs, students discuss what musical instruments they like and dislike and if they play any instruments themselves. Students can use their first language as needed, but encourage them to use English as much as possible.

Reading

A webpage

1 Look at the photo. What is special about this family?

a It's a small family.
b The children are very good musicians.
c The children are all students in London.

1.03 **2** Read the webpage and check your answer.



Meet the Kanneh-Masons

The Kanneh-Masons are a very big family. The parents' names are Stuart and Kadiatu. They**'ve got** five daughters – Isata, Konya, Jeneba, Aminata and Mariatu – and two sons – Sheku and Braimah. The children are very good classical musicians. They**'ve got** violins, pianos and cellos. They **haven't got** any guitars.

- **Isata**'s favourite instrument is the piano. She**'s got** four albums – two solo albums, one with Sheku and one with all her brothers and sisters.
- **Braimah**'s in a band called Clean Bandit and he's also in an orchestra. His favourite instrument is the violin.
- **Sheku**'s favourite instrument is the cello. He's very famous. Meghan Markle and Prince Harry are big fans of Sheku and his family. Who is Sheku's favourite musician? It's Bob Marley.
- **Konya**'s favourite instruments are the piano and the violin. She's a student at the Royal Academy of Music in London.
- **Jeneba's got** very good marks in all her piano exams. Her favourite instrument is the piano. She's a student at the Royal Academy too.
- **Aminata**'s favourite instruments are the same as Konya's. She's at school in Nottingham. She likes to sing and act.
- **Mariatu**'s at school in Nottingham too. She **hasn't got** any albums ... yet. What are her favourite instruments? The cello and the piano.
- The children are very happy – they**'ve got** concerts all over the world this year. They**'ve got** a great future!

3 Find words in the webpage to match the photos.

a  cello
b  guitar
c  piano
d  violin

4 Complete the sentences with family words.

1 Isata, Konya, Jeneba and Aminata are Mariatu's sisters.
2 Braimah and Sheku are Mariatu's brothers.
3 Stuart is Mariatu's father.
4 Kadiatu is Mariatu's mother.

5 Correct the sentences.

1 Stuart and Kadiatu are brother and sister.
Stuart and Kadiatu aren't brother and sister. They're husband and wife.
2 Sheku and Braimah are cousins.
Sheku and Braimah aren't cousins. They're brothers.
3 Konya and Jeneba are students in Nottingham.
Konya and Jeneba aren't students in Nottingham. They're students in London.
4 Mariatu's at school in London.
Mariatu isn't at school in London. She's at school in Nottingham.

Voice it!

6 Discuss the questions.

1 Is your family big?
2 What do you think life in the Kanneh-Mason family is like?
3 Is music important in your life? Why / Why not?

1 Encourage students to name any of the musical instruments they see in the photo. Ask the students to guess what kind of music the people in the photo play (classical).

2 1.03 After reading, give students time to check answers in pairs. Explain that the answer is 2 because *1* is incorrect (they are a very big family) and *3* is only true for some of the children, not all.

3 ★ Point out that all the instruments are mentioned in paragraph 1.

4 Students should scan the text quickly, rather than read in detail. Give students one minute to skim the text to find and circle the names of the family members to find the answers more quickly.

5 ★★★ Students write one extra false sentence about the Kanneh-Mason family and give it to their partner to correct.

6 Give students three to five minutes to make notes on their ideas before discussing the questions in pairs or small groups.

Flipped class

▶ Ask students to watch **Video 1.2** and do **Video worksheet 1.2** in preparation for the next class.

Homework

Workbook p9

Lesson aim: I can use *have got* and possessive *'s*.

Warmer

Put students into teams of equal members. Give them two minutes to remember as many facts about the Kanneh-Mason family as they can. The team with the most correct facts about the family wins.

▶ Play **Video 1.2**. Elicit that the first sentence is false, and the second one is true.

1 ★★★ Point out that the *-s* in *has* is a /z/ sound. Drill the students' pronunciation of the sentences in the table. Put students into pairs. One student says the correct sentence (*Mariatu Kanneh-Mason has got four sisters.*). The other student makes an extra sentence (*She's got two brothers.*). Continue with sentences 2–4.

2 ★ If necessary, clarify that a tick mark means a sentence is positive, and a cross means that a sentence is negative. Have students check their answers in pairs.

3 1.04 ★ Students can underline singular and plural subjects in different colours to help them complete the text.

Audioscript p124

4 Draw attention to the table. Point out the placement of the apostrophe in each column. Elicit examples of possessives using the names of students and classroom objects (*Lila's favourite instrument is the …*).

Language in action

have got: affirmative and negative



Watch video 1.2
True or false?
Tess has got two brothers.
Marco has got a big family.

	I/You/We/They	He/She/It
+	I'**ve got** a lot of friends.	She'**s got** two sisters.
-	I **haven't got** any brothers or sisters.	My friend Tess **hasn't got** any brothers.

1 **Look at the table. Circle the correct form of *have got*. Check your answers in the webpage on page 12.**

1 Mariatu Kanneh-Mason (*has got*) / *hasn't got* four sisters.
2 The Kanneh-Masons *have got* / (*haven't got*) any guitars.
3 Jeneba (*'s got*) / *hasn't got* good marks in her piano exams.
4 Mariatu *'s got* / (*hasn't got*) an album.

2 **Complete the sentences with *has* / *have (not) got*.**

1 My best friend *'s got* ✓ three sisters.
2 Their grandparents ___ ✗ a car. haven't got
3 Your parents ___ ✓ two nephews. have got
4 I ___ ✗ any cousins. haven't got

1.04 **3** **Complete the text with the correct form of *have got*. Listen and check.**



A Band of **Sisters**

Alana, Danielle and Este Haim are sisters and they're from California. They 1 *haven't got* (-) any brothers. They're great musicians and they 2 've got (+) a rock band – Haim. The band 3 hasn't got (-) any men in it. Danielle's the singer and she 4 's got (+) a guitar too. Alana's favourite instruments are the piano and the guitar. Alana, Danielle and Este 5 have got (+) three albums. They 6 've got (+) more than 2 million fans on social media and all over the world. They 7 've got (+) a lot of famous friends – for example, Taylor Swift.

Possessive *'s*

Singular nouns	Regular plural nouns
Sheku**'s** favourite instrument is the cello.	The parents' names are Stuart and Kadiatu.

4 **Look at the table and circle the correct answers.**

1 We use (*'s*) / *s'* to show something belongs to one person.
2 We use *'s* / (*s'*) to show something belongs to more than one person.

5 **Complete the sentences with the words in brackets and *'s* or *s'*.**

1 Isata's favourite instrument is the piano. (Isata)
2 Kadiatu is Stuart's wife. (Stuart)
3 The Kanneh-Mason girls' names are Mariatu, Isata, Konya, Jeneba and Aminata. (girl)
4 The boys' names are Sheku and Braimah. (boy)

Grammar tutor p125

Use it!

6 **Write true and false sentences with *'s* or *s'* and *have got*. Use the ideas below or your own ideas.**

My ___'s name ___.
___ got ___.
I haven't got ___.

My cousins' house is pink. They've got a garden.

7 **Take turns to say and guess the false sentences.**

My mum's name is Sandra.

False! Your mum's name is Emma.

5 Point out that the possessive *'s* is not a short form of *has*. Elicit extra information, such as: *Kadiatu is Stuart's wife. So, Stuart is …* (*Kadiatu's husband*).

Grammar tutor

Ask students to complete additional grammar activities on the Grammar tutor page 125.

6 ★ Support students by eliciting a few nouns related to houses and classrooms.

7 Put students into groups of three.
- Student A says a sentence.
- Student B guesses if it's true.
- Student C checks that the grammar is correct.

Students continue taking turns. Monitor the correct use of grammar and vocabulary.

Grammar game

Students play in teams and turn to p11. One student should not look at the board. Write the name of a member of Beth's family on the board. Students must use the possessive *'s* to help their teammate guess the person. E.g. *It's Sarah's husband. He's Beth's dad and he's Olga's uncle! … Andy? … Yes!*

Homework

Workbook p10

Lesson aim: I can describe people's appearances.

Warmer

Describe a student in your class. Write useful vocabulary on the board. Whoever guesses the student first wins. Repeat this a few times to elicit more vocabulary.

1 1.05 ★★★ Students add more vocabulary to the categories, using a dictionary if necessary.

Target vocabulary
beard /bɪəd/
blonde /blɒnd/
brown /braʊn/
freckles /'frekəl/
glasses /'glæsəz/
grey /greɪ/
long /lɒŋ/
moustache /mə'stɑːʃ/
red /red/
short /ʃɔːt/
tall /tɔːl/
wavy /'weɪvi/

Vocabulary bank

Learn to learn

Reassure students that the act of drawing will help them, even if the drawing isn't very good.

2 Monitor and praise students to boost their confidence.

3 Students can also do this in groups. The student who guesses fastest wins a point.

4 ★★★ Encourage students to do this, with the table in Exercise 1 covered.

5 Allow students to review the vocabulary on p11 if necessary.

Vocabulary and listening

Describing people

1.05 **1** Complete the table with the words for describing people in the box. Listen, check and repeat.

beard blonde brown (x2) freckles glasses grey (x2) long moustache red short (x2) tall wavy

Eyes		brown, grey
Hair style		long, short, wavy
Hair colour		blonde, brown, grey, red
Height		short, tall
Other features		beard, freckles, glasses, moustache

Learn to learn

Drawing pictures

Drawing pictures can help you to remember new words.

2 Draw pictures of the words in Exercise 1.

Describing people

brown eyes



3 Cover the words and show your pictures to a partner. Can they guess the correct words?

Get it right!

Adjectives go before nouns in English.
brown eyes ✓ ~~*eyes brown*~~ ✗

Use it!

4 Describe the people. Use words from Exercise 1.





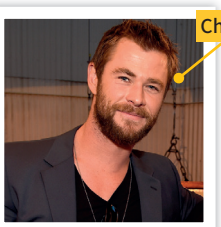
5 Work in pairs. Take turns to describe a member of your family. Can your partner guess who they are?

He's tall. He's got short brown hair.

Is it your dad? *Yes, it is. / No, it isn't.*

A conversation

1.06 **6** Look at the photo and listen. Who is the actor?



1.06 **7** Listen again. Circle the correct answers.

The actor …
1 is *American* / *Australian*.
2 has got *blue* / *brown* eyes.
3 has got two *brothers* / *sisters*.
4 has got *an Australian* / *a Spanish* wife.
5 has got *two daughters and a son* / *two sons and a daughter*.

6 & 7 1.06 Before listening, students discuss the actor (Chris Hemsworth) and any of his films they might know. If your students know him, you may ask them to guess the answers to Exercise 7 before playing the audio.

Audioscript p124

Flipped class

▶ Ask students to watch **Video 1.3** and do **Video worksheet 1.3** in preparation for the next class.

Homework

Workbook p11

Lesson aim: I can ask and answer questions using *have got*.

1 Draw attention to the table. Have students repeat the sentences after you. Change the word order of two sentences in the examples, then ask students to correct the sentences. Elicit answers to the exercise questions from the whole class.

▶ Play **Video 1.3** for the class if they haven't watched it yet. Elicit that the girl has got green eyes and one brother.

Pronunciation

Ask students to turn to p118 for pronunciation practice of the sound /h/.

2 1.10 Allow students time to check answers in pairs. Write the phrases *I think* and *I don't think* on the board, for students to use when discussing the answers.

Audioscript p124

3 Encourage students to ask the questions orally, without letting the other pair read the questions, as this will help them practise the pronunciation of /h/.

Grammar tutor

Ask students to complete additional grammar activities on the Grammar tutor page 125.

Grammar game

Put students into groups. One student in each group thinks of another teacher they all know. Students take turns to ask *Has he/she got ...?* questions to guess which teacher it is.

4 ★★★ Allow students who finish early to create two extra questions for the quiz.

5 & 6 Elicit a few phrases on the board to express surprise, such as *Really?*, *Wow!*, *No way!* Drill the pronunciation.

Language in action

have got: questions



Watch video 1.3
Has she got blue eyes?
How many brothers has she got?

?	**Have** you **got** a best friend?	**Has** he **got** green eyes, too?	How many brothers and sisters **have** you **got**?
+	Yes, I **have**.	Yes, he **has**.	I'**ve got** one brother.
-	No, I **haven't**.	No, he **hasn't**.	I **haven't got** any sisters.

Pronunciation p118

1 Look at the table and circle the correct words.

1 The word order in questions with *have got* is *the same as* / *different from* affirmative and negative sentences.

2 We *use* / *don't use* got in short answers.

1.10 **2** Write the questions and answers about the famous people in the quiz below. Write the correct answers. Listen and check.

This week's quiz

We've got the questions. Have you got the answers?



1 How many / brothers and sisters / Jaden Smith?
How many brothers and sisters has Jaden Smith got?
a one brother and one sister
He's got one brother and one sister.
b (✗) brothers or sisters
He hasn't got any brothers or sisters.



2 Olivia Rodrigo / green eyes?
Has Olivia Rodrigo got green eyes?
a (✗) green eyes
She hasn't got green eyes.
b brown eyes
She's got brown eyes.



3 Scarlett Johansson / a brother?
Has Scarlett Johansson got a brother?
a a twin brother / Hunter
She's got a twin brother called Hunter.
b (✗) a twin sister
She hasn't got a twin sister.

3 Work in pairs. Write three questions like the ones in Exercise 2 about famous people. Ask another pair. Can they guess the answer?

1 _____
2 _____
3 _____

Grammar tutor p125

Use it!

4 Write a class quiz. Write questions with the correct form of *have got*.

1 brown eyes _____
2 a twin brother or sister _____
3 a pet _____
4 a phone _____
5 a niece or nephew _____

5 Ask the people in your class your quiz questions. Write down their answers.

Have you got brown eyes? — *Yes, I have.*

No, I haven't. I've got grey eyes.

6 Compare your answers with your classmates. What is interesting or surprising?

Extend it!

Students repeat Exercises 4–6, but this time pretending to be a famous person. They ask each other questions to guess which famous person the other classmates are.

Homework

Workbook p12

Lesson aim: I can have a phone conversation with a friend.

Warmer

Put students into groups. Ask them to brainstorm ways to communicate with friends (texts, social media, etc.) and discuss which they like and don't like.

1 1.11 ★★★ Challenge students to listen and answer the question with their books closed.

2 1.11 Pause the recording after each phrase and encourage students to repeat them, imitating the intonation they hear.

Audioscript p124

3 ▶ Play **Video 1.4** and encourage students to repeat the *Everyday English* phrases with the same intonation.

4 ★ Play audio 1.11 again. Students read the conversation out loud along with the audio, before practising it in pairs.

5 Elicit examples of questions different to the ones in the conversation and write them on the board.

6 If students have access to smartphones and if appropriate, encourage them to record their conversations and listen to the recording, giving them time to repeat the task if they wish. This will help with their self-correction skills.

7 In groups of four, two students perform the conversation, one takes notes on content and the other is responsible for correcting any mistakes in the students' grammar.

Speaking frames

Speaking

Phoning a friend

Jack is Lily's friend. Jack is a new boy in Evan's class.



1.11 **1** Listen to the conversation. Who is Jack?

Lily [1]Hey, Evan.
Evan Hi, Lily. Are you alright? [2] ?
Lily OK, thanks. [3] You? ?
Evan [4] Fine, thanks. So, how's school?
Lily It's good.
Evan Have you got any new friends?
Lily Yes, I have. I've got one new friend. His name's Jack.
Evan Cool! I've got a new boy in my class. His name's Jack, too.
Lily Has he got wavy black hair and blue eyes?
Evan Yes, he has. That's funny! Maybe it's the same boy. Imagine if it is!
Lily That's so not funny, Evan!
Evan Got to go! [5] Bye! !
Lily OK. [6] See you later. .

How are things?

1.11 **2** Complete the conversation with the phrases from the *Useful language* box. Listen and check.

Useful language

Bye! Hey, (Evan). Hi, (Lily). How are things?
OK/Fine, thanks. You? See you later.

3 Look at the *Everyday English* box. Find and underline the phrases in the conversation.



Watch video 1.4
Everyday English

Are you alright? Cool! Got to go!
That's funny! That's so not funny!

4 Work with a partner. Practise the conversation.

Plan

5 Write questions to ask your friend on the phone. Use the ideas below.

School? _____

_____

New friends? _____

_____

Family? _____

_____

Speak

6 Practise the phone conversation with your friend. Remember to use:

- *have got*
- the vocabulary from this unit
- expressions from the *Useful language* and *Everyday English* boxes

Check

7 Work with another pair. Listen to their phone conversation and complete the notes.

School: _____

New friends: _____

Family: _____

Class challenge

On average, teenagers spend 3 / 6 / **9** hours online every day.

Homework

Students write a short conversation using the *Useful language* phrases.

Lesson aim: I can write an informal email to a new friend.

Warmer

Put students into pairs. Ask them to practise the telephone conversations they wrote for homework.

1 Set a time limit for this activity, according to students' ability.

2 Encourage students to highlight the words that indicated the answers, as it is good practice to help comprehension and it makes it easier for you to monitor their progress.

3 In pairs, one student reads a *Useful language* phrase and the other tries to remember another phrase in the same category.

4 Work through the first item with students. They then complete the exercise by referring back to Exercise 1 and the *Useful language* box as needed. Check answers as a class.

5 Demonstrate by planning an email about yourself on the board. You may want to allow students to invent some or all the information, to make the activity more creative.

6 ★ Encourage students to follow the organisation of Javi's email.

7 Alternatively, ask students to write the email collaboratively in pairs (e.g. *We are Julia and Marc. We are both 12 years old. I have …, but Julia has …,* etc.). Students give their writing to their partner to check before handing in the texts to you.

Writing frames

Finished?

Writing

An informal email

1 **Look at the photo. Which boy is Javi? Read his email and find the answer.**



Your new school penfriend is Martin, from England. Write to him below.

Hello Martin,

1 c I'm Javi and I'm from Montijo, a small town in the west of Spain. I've got a big house and a very big family!

2 b I've got six brothers and one sister. My brother, Dani, is my twin. He's tall. He's got short straight brown hair and brown eyes, like me. He's my brother and my friend! My sister, Claudia, is ten. She's got long brown hair, blue eyes and lots of freckles! I've got a pet rabbit. His name's Thumper! 🙂🐰 My best friend's name is Toni. He's funny! 😂

3 d Here's a photo of me with Dani (he's got a red shirt) and Claudia. We're in my uncle's garden.

4 a Have you got a big family? Have you got any pets? Who's your best friend? 👍

Write soon!

Javi 👋🏽



Javi

2 **Match topics a–d with paragraphs 1–4.**

a Javi's questions for Martin
b Family and friends
c Introduction and reason for writing
d Extra information

3 **Complete the *Useful language* box with examples from Javi's email.**

Useful language

at the start: Hi, Hey, [1] Hello
at the end: Email me soon, That's all for now, [2] Write soon !
contractions: I'm, I've, [3] He's , She's, [4] Here's , [5] We're , Who's
symbols: use emojis to help express your feelings

4 **Read and circle the best options.**

[1] *Hi* / *Write soon* Lidia,
[2] *I am* / *I'm* Nora and *I am* / *I'm* your new penfriend.
[3] *I've got* / *I have got* two sisters.
My best friend's name is Eman. She's funny. [4] 😢 / 😂
[5] *Hello* / *Email me soon*!
Nora [6] 👋🏽 / 🎧

Write an informal email to a new friend.

Plan

5 **Make notes about these things.**

Age _____
Family _____
Pets _____
Friend(s) _____

Decide what information to include in each paragraph.

Write

6 **Write your email. Remember to include:**

- four paragraphs
- the verbs *be* and *have got*
- expressions and symbols from the *Useful language* box

Check

7 **Do you …**

- use expressions to start and end your email?
- give information about you and your family in the second paragraph?
- ask questions in the last paragraph?

Flipped class

Prepare for **Explore it!** (p19). Ask students to research interesting facts about twins.

Homework

Workbook p13, Writing tutor p80

Lesson aim: I can understand an article about families and a festival.

Background information

In France every August, there is a festival of twins. It has been running for over 20 years and hundreds of twins take part every year.

1 1.12 Before reading, elicit key phrases such as *flag*, *Eiffel Tower*, *they look the same*, *they are identical*, etc. Allow three minutes for the students to read the text. Elicit that they are in France, they are all twins (they all look the same) and they have all got the same hairstyle. Some twins are even wearing the same clothes.

2 Use this opportunity to point out to students that it is not necessary to be familiar with a word to understand its meaning in context. The skill of inferring meaning in a text will be very useful for them throughout their language studies.

3 ★★★ You could do this as a class quiz. Give students three minutes to read the article again carefully, then ask them to close their books. Read the questions and options out loud. The group with the most correct answers wins.

4 Ask students to list at least two points for questions 1 and 3. Elicit these and write key phrases and language on the board.

Around the world

Reading
An article

1.12 **1** **Look at the photos. Where are the people? What is special about them? Read the article to check your answers.**

2 **Find words in the article that mean:**

1 two children born at the same time (n) twins
2 three children born at the same time (n) triplets
3 four children born at the same time (n) quadruplets
4 very young children (n) babies

3 **Read the article again. Circle the correct words.**

1 The Festival of Twins is one *week* / *day* long.
2 Pleucadeuc isn't a *big* / *small* town.
3 The festival is for twins, triplets and quadruplets from *France* / *all over the world*.
4 Geoffrey and Guillaume *have got some* / *haven't got any* photos as babies at the Festival of Twins.



Globetrotters
Watch video 1.5
Children's Day

- What is Children's Day?
- When is Children's Day in Japan?
- Which city are the superheroes in?

Voice it!

4 **Discuss the questions.**

1 What is interesting about the Festival of Twins?
2 Have you got any twins in your family?
3 What do you think life is like as a twin?





Twins Day

France is the third biggest country in Europe and it's got a lot of different festivals. They've got a film festival in Cannes, music festivals in Paris and in Lyon, and there's a festival of lights!

But, perhaps one of the most unusual festivals of all is 'Deux et Plus' or 'Festival of Twins' on 15th August in the small town of Pleucadeuc in the northwest of France. More than 1,000 twins, triplets and quadruplets from all over the world meet in one place! Some look the same and some look different, some even speak their own language! Imagine that!



18 Friends and family | Unit 1

▶ Play **Video 1.5** about Children's Day. Tell students that it celebrates how important and wonderful children are.
In Japan, it is in May.
The superheroes are in São Paulo (Brazil).
Ask: *Do you have Children's Day in your country? Do you think it is a good idea?*

Extra digital activity
Ask students to complete the video comprehension questions.

Lesson aim: I can understand an article about families and a festival.

Learn to learn

Encourage students to record adjectives along with their opposites, when these exist, in their vocabulary notebooks.

5 ★★★ Student A spells the target opposite out loud and Student B writes it down in the gap. The students then check the spelling in the text.

6 Give students about one minute to test themselves before testing each other, as this is good practice for independent vocabulary learning.

Explore it!

Elicit full sentences using *have got*: *Twins have got the same eye colour. Twins haven't got the same fingerprints. Twins have got the same hair colour.*

Extend it!

Students in pairs think of a festival in their country and prepare to talk about it for one or two minutes. They tell another pair about the festival, then report back to the class. The class decides what the most interesting festival is.

Culture project

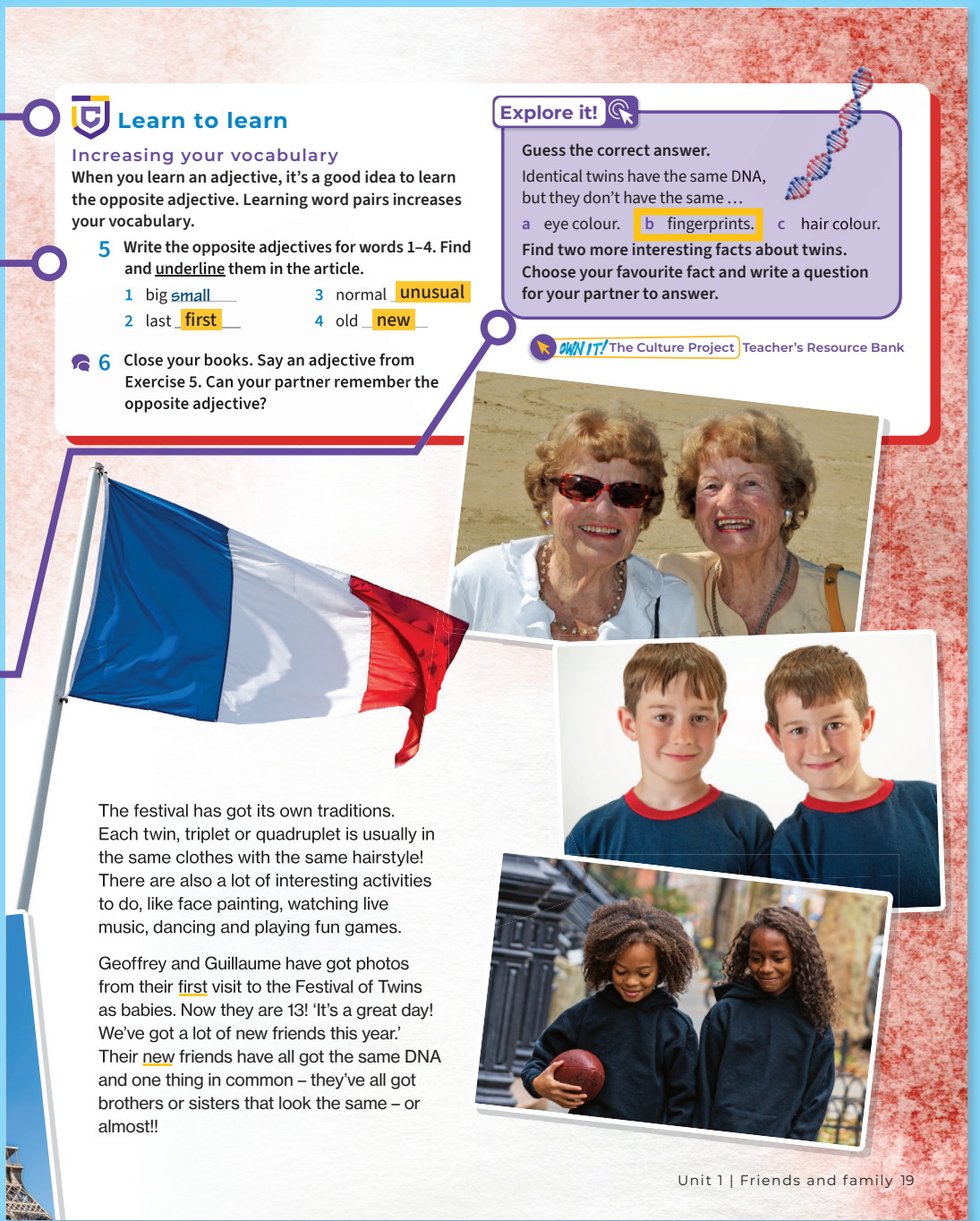
See Project Book p22 and the Unit 1 Project worksheet for further information and activities.

Flipped class

Students complete the **Learn to learn** page (p20), then prepare for the **Review** lesson (p21). Students revise the grammar and vocabulary from Unit 1.

Class challenge

The couple who had the most children in history had 29 / 49 / **69** children.



Learn to learn

Increasing your vocabulary

When you learn an adjective, it's a good idea to learn the opposite adjective. Learning word pairs increases your vocabulary.

5 Write the opposite adjectives for words 1–4. Find and underline them in the article.

1 big small
2 last first
3 normal unusual
4 old new

6 Close your books. Say an adjective from Exercise 5. Can your partner remember the opposite adjective?

Explore it!

Guess the correct answer.

Identical twins have the same DNA, but they don't have the same …

a eye colour. b fingerprints. c hair colour.

Find two more interesting facts about twins. Choose your favourite fact and write a question for your partner to answer.

OWN IT! The Culture Project Teacher's Resource Bank

The festival has got its own traditions. Each twin, triplet or quadruplet is usually in the same clothes with the same hairstyle! There are also a lot of interesting activities to do, like face painting, watching live music, dancing and playing fun games.

Geoffrey and Guillaume have got photos from their first visit to the Festival of Twins as babies. Now they are 13! 'It's a great day! We've got a lot of new friends this year.' Their new friends have all got the same DNA and one thing in common – they've all got brothers or sisters that look the same – or almost!!

Unit 1 | Friends and family 19

Lesson aim: I can talk about daily routines.

Warmer

Tell students that sometimes, when bad things happen, we say *That's life!* Students make a list of four things they don't like about their typical day and discuss them in pairs. Elicit ways that they could make these things better.

Start it!

Extra digital activity
Ask students to complete the quiz to introduce them to the unit topic. Don't forget to check their progress at the end of the unit with the quiz on the Review page.

1 Elicit that the girl looks happy and ask why she might feel that way. Provide some useful words for students, e.g. *because she wants to go to school*, *because she wants to see her friends*, etc.

2 If appropriate, students use their smartphones to check what time it is in India.

3 & 4 Ask students to watch ▶ **Video 2.1** and write a list of countries and activities. Nominate two students to write the list on the board and ask about their favourite activity.

Extra digital activity
Ask students to complete the video comprehension questions.

Flipped class

Prepare for **Explore it!** (p23). Students research an interesting fact about a daily routine.



Unit aims

Skills

I can ...
- understand texts about daily routines p24
- ask and respond to interview questions p28
- write an article p29
- do a survey and present the results p30

Language

I can ...
- talk about daily routines p23
- understand how to use the present simple p25, p27
- understand how to use adverbs of frequency p25
- talk about leisure activities p26

Learn to learn

I can ...
- identify word partners p23, p26
- work in pairs p32

Extra resources

- Grammar tutor, Student's Book **p126**
- Workbook **pp16–23** and Writing tutor **p81**

Teacher's Resource Bank

Worksheets:
- Grammar 2.1 and 2.2 (3 levels)
- Vocabulary 2.1 and 2.2 (3 levels)
- Video 2.1–2.5
- Communication
- CLIL project
- Finished? pages
- Vocabulary bank pages
- Course-specific tests package
- Cambridge English Qualifications practice
- Speaking and Writing frames (2 levels)
- Project Book **pp26–29**

Lesson aim: I can talk about daily routines.

Warmer

Elicit examples of verbs used to describe daily routines.

1 2.01 After feedback, students listen to the recording and mime the activities they hear. Then, in pairs, students take turns to say an activity from the box for their partner to mime.

Audioscript p124

Target vocabulary
brush your teeth /brʌʃ jə(r) tiːθ/
check your phone /ʧek jə(r) fəʊn/
do your homework /duː jə(r) həʊmwɜːk/
get dressed /get drest/
get up /get ʌp/
go home /gəʊ həʊm/
go to bed /gəʊ tuː bed/
go to school /gəʊ tuː skuːl/
have a shower /hæv ə ʃaʊə/
have breakfast /hæv brekfəst/
pack your bag /pæk jə(r) bæg/
wake up /weik ʌp/

2 2.02 Students draw pictures of the four activities. Their partner guesses the activities.

Audioscript p124

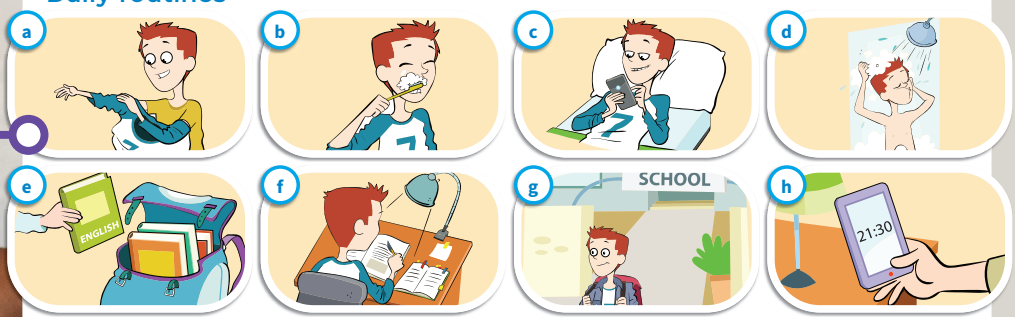
3 2.03 ★ Play the recording twice. The first time, students raise their hands when they hear Eduardo mention an activity. Elicit which activity Eduardo does twice in one day (brush his teeth).

Audioscript p125

Vocabulary bank

Vocabulary

Daily routines



2.01 **1** Match eight of the activities in the box with the pictures a–h. Listen, check and repeat.

b	6, 12	brush your teeth
c	2	check your phone
f	10	do your homework
a	4	get dressed
	3	get up
g	9	go home
h	13	go to bed
	8	go to school
d	11	have a shower
	5	have breakfast
e	7	pack your bag
	1	wake up

2.02 **2** Which activities in the box in Exercise 1 are not in the pictures? Write them in the correct order. Listen, check and repeat.

wake up
get up, have breakfast, go to school

2.03 **3** Listen to Eduardo talking about his day. Put all the activities in the correct order. Write 1–13 in the boxes in Exercise 1. Write two numbers in one box.

Learn to learn

Word partners (1)

When you learn new words, think about the words that go with them. This will help you to remember them.

4 Complete the table with activities from Exercise 1. Think of one more activity for each verb.

go	*get*	*have*
to school	up	a shower
to bed	dressed	breakfast
home		

Use it!

5 Work in pairs. Take turns to say an activity from Exercise 1. Your partner guesses what time you do this activity.

have breakfast — *7 o'clock?* — *No, try again.*

Explore it!

Guess the correct answer.
When you brush your teeth and leave the tap on, you use … litres of water every minute.
a two b five c ten



Find an interesting fact about another daily routine. Write a question for your partner to answer.

Learn to learn

Some words go together naturally in English (like *brush your teeth* but not ~~*wash your teeth*~~). Encourage students to notice which words go together, and to record them in their vocabulary notebooks as word partners.

4 Elicit more activities (e.g. *go to the cinema*, *get lost*, *get married*, *have dinner*, *have a bath*).

5 Demonstrate the game by asking students to guess what time you do a few of the activities.

Explore it!

Help students make a question using the fact they discovered for homework.

Extend it!

Put students in teams. Give a member of each team an activity from Exercise 4 to mime to the rest of the team. The first team to guess wins a point. Repeat with other activities.

Homework

Workbook p16

Lesson aim: I can understand texts about daily routines.

Background information

Torres Strait Islanders have a long history of living and working with the land and sea around them. There are 133 islands in the Torres Strait, but people live on only 38 of them.

Sustainability: Life below water

Explain to students that marine life is in danger in most parts of the world. Sustainable Development Goal 14 is to conserve and sustainably use the oceans, seas and marine resources for sustainable development. This means balancing care for the marine environment with how we fish and otherwise live with the underwater world. Ask students to research parts of your country where marine life is in danger. How can we help look after these animals?

There are activity cards related to Sustainability in the Teacher's Resource Bank.

Warmer

Students discuss how the picture of the island is different to their country. Would they like to live on this island?

1 Elicit that the girl is a teenager and must live on the island in the photo. She probably goes to school like most children her age, but her school day may be different to students'.

2 2.06 ★ After reading, write sentences on the board and elicit the missing words. *Cherry lives on an _____. She helps _____ animals. Cherry _____ being a junior ranger. Rangers check the animals' _____. (island, protect, loves, health)*

Reading
A profile

A day in the life of ...



This is Cherry. She's 16 and she lives on the island of Boigu in the Torres Strait. Every morning, she wakes up, gets dressed and has breakfast. Then she packs her bag, and goes to school. In the afternoons, she doesn't go to school. Why? Because Cherry is a junior ranger. Rangers have a very important job – they protect animals, plants and their culture.

After lunch, Cherry meets the other rangers. They want to clean the oceans. The ocean is Cherry's favourite place, and its animals like **sharks** and **turtles** are important for the people of the Torres Strait. Plastic is a big problem in the ocean, especially old **fishing nets**. The animals in the ocean often swim into the nets and sometimes they die. The rangers go out in **boats** to look for nets. When they find one, they put it in the boat. It's hard work because the nets are very big and heavy.

Rangers do different jobs. They sometimes count the types of animals and plants, then they check their health. They usually work with scientists but they also use their own traditional ways to help protect their environment.

It isn't easy being a junior ranger but Cherry loves it. It's always exciting!



The Torres Strait islands are between Australia and Papua New Guinea. 8,000 people live on these islands.

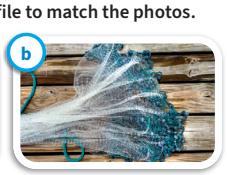
1 Look at the title and the photo. Discuss the questions.
1 Where do you think this is?
2 What does the girl do every day?

2 2.04 Read the profile and check your ideas.

3 Find words in the profile to match the photos.



a turtles



b fishing nets



c boats



d sharks

4 Read the profile again and complete the sentences.
1 Cherry goes to school in the *morning*.
2 Cherry doesn't go to school in the afternoons.
3 Rangers protect the animals, plants and culture in the Torres Strait.
4 Cherry meets the other rangers after she has lunch.
5 Cherry's favourite place is the ocean.

5 Are the sentences *T* (true) or *F* (false)?
1 Rangers do the same things every day. F
2 Rangers go out on the ocean in boats. T
3 Rangers never work with scientists. F
4 Rangers don't do the same jobs. T
5 It's easy being a junior ranger. F

Voice it!

6 Discuss the questions.
1 How is Cherry's life different from yours?
2 What do you like / not like about Cherry's life?

3 ★★★ Write ocean, *plastic*, *swim* and *environment* on the board. Students draw a picture representing one of these words. In groups they guess each other's words.

4 & 5 Ask students to circle the answers in the text and check their answers in pairs.

Class challenge

Torres Strait Islanders speak up to 3 / **4** / 7 languages. (Kalaw Lagaw Ya, Meriam Mir, Yumplatok (Torres Strait Creole) and English.)

6 Students make notes on the questions before discussions.

Flipped class

▶ Ask students to watch **Video 2.2** and do **Video worksheet 2.2** in preparation for the next lesson.

Homework

Workbook p17

Lesson aim: I can understand how to use the present simple.

Warmer

Elicit things that students do in the morning. Write them on the board. Play ▶ **Video 2.2** if it wasn't set for homework. Elicit the answers (*Simon wakes up at 6 am, studies Chinese, gets dressed, has breakfast, brushes his teeth and goes to school at 8 am; he says he is never late but later we see that he often is!*).

1 Draw attention to the table. Point out how the verbs change in spelling with the use of the third person. Complete the exercise as a class.

Pronunciation

Students can do the activities on p118, practising the sounds /s/, /z/ and /ɪz/.

Audioscript p125

2 Ask students to complete the exercise individually. Check answers as a class.

Grammar game

In groups, one student says something false about their routine and the others try to correct it. The student who corrects the sentence wins a point. Allow the game to continue until all members of the group have had a turn at saying a false sentence.

3 ★★★ Ask students to do the exercise orally in pairs, before writing the correct sentences.

4 Students remain in pairs. Draw attention to the table. Ask pairs to discuss the rule and choose their answers.

5 Copy the timeline on the board and ask volunteers to write the words in the correct places.

Language in action

Present simple: affirmative and negative



Watch video 2.2
Name three things he does in the morning. Is he always on time for school?

	I/You/We/They	He/She/It
+	I **get** dressed. I **brush** my teeth. I **study** Chinese. I never **have** a banana.	He **gets** dressed. He **brushes** his teeth. He **studies** Chinese. He never **has** a banana.
-	I **don't check** my phone.	He **doesn't check** his phone.

Pronunciation p118

1 **Look at the table and complete the spelling rules for the third person.**

Most verbs: add s

Verbs ending in *-sh*, *-ch* and *-o*: add es

Verbs ending in *-y*: replace y with ies

Some verbs are irregular: e.g. *have* → has

2 **Complete the sentences.**

1 I always share my chocolate. (share)
2 He sometimes tidies his bedroom. (tidy)
3 The bus doesn't stop near my house. (not stop)
4 She never misses football practice. (miss)
5 They don't know their new teacher. (not know)

3 **Correct the sentences. Check your answers in the profile on page 24.**

1 Cherry doesn't live on an island.
Cherry lives on the island of Boigu.
2 Cherry meets her best friend after lunch.
Cherry meets the other rangers after lunch.
3 The rangers don't go out in boats to look for old fishing nets.
The rangers go out in boats to look for old fishing nets.
4 It's easy for the rangers to put the old fishing nets into the boats.
It isn't easy for the rangers to put the old fishing nets into the boats.
5 Cherry doesn't like being a junior ranger.
Cherry loves being a junior ranger.

Adverbs of frequency

to be	He **is always** on time.
other verbs	He **never stays** in bed late.

4 **Look at the table and complete the rule with *before* and *after*.**

We put adverbs of frequency after the verb *to be* and before other verbs.

5 **Complete the timeline with the adverbs of frequency.**

often sometimes usually

0% never 1 sometimes 2 often 3 usually 100% always

Grammar tutor p126

Use it!

6 **Imagine you are a famous person. Write three positive and three negative sentences with adverbs of frequency about your daily routine. Use the ideas in the box.**

do exercise do interviews have breakfast sing travel watch TV all afternoon

I always have breakfast in bed.

7 **Swap your sentences with your partner. Guess who they are.**

Are you Taylor Swift? *Yes, I am.*

Unit 2 | That's life! 25

Grammar tutor

Ask students to complete additional grammar activities on the Grammar tutor page 126.

6 & 7 Brainstorm a list of famous people and write their names on the board. Students can choose one to write about. Point out that students don't need to research information about the person's daily life. They can use their imagination.

Homework

Workbook p18

Lesson aim: I can talk about leisure activities.

Warmer

Give students one minute to write down as many examples of leisure activities as they can.

Vocabulary and listening

Leisure activities



1 2.08 Match the activities in the box with the pictures. Listen, check and repeat.

3	chat online	12	download songs
9	go for a bike ride	7	go shopping
8	hang out with friends	11	listen to music
5	make videos	4	play an instrument
2	play video games	10	read a book/magazine
6	take photos	1	watch TV

Learn to learn

Word partners (2)

When you learn new words, learn them with the words that go with them. This will help you remember them.

2 Complete the table with the activities in Exercise 1.

Leisure activities	
Indoors	download songs, play an instrument, play video games, watch TV
Outdoors	go for a bike ride
Indoors and outdoors	chat online, go shopping, hang out with friends, listen to music, make videos, read a book/magazine, take photos

3 Change the words in **bold** and write the correct sentences.

1 I usually **chat** music on my phone.
I usually listen to music on my phone.
2 We never **read** videos.
We never make videos.
3 Victor **listens to** photos all the time!
Victor takes photos all the time!
4 Alex **downloads** online with his friends every evening.
Alex chats online with his friends every evening.
5 Evie and Laura **take** the piano together.
Evie and Laura play the piano together.

Street interviews

4 2.09 Listen. Which activities from Exercise 1 do you hear?

5 2.09 Listen again. Circle the correct answers.

1 Nina and her friends (*like*) / *don't like* the same music.
2 Nina (*does*) / *doesn't do* her homework before she chats online.
3 Anton *plays* / (*doesn't play*) video games on his own.
4 George *lives* / (*doesn't live*) near Anton.
5 Anton (*has got*) / *hasn't got* a bike.

Use it!

6 Write five sentences about your leisure activities. Use adverbs of frequency.

7 Work with a partner. Take turns to say your sentences. Are any the same?

I always chat online after school.

I never chat online after school. I read a magazine.

1 2.08 Put students into teams. Teams take turns to send one student to the front of the class and mime an activity from Exercise 1. The team that guesses fastest wins a point.

Audioscript p125

Target vocabulary
chat online /tʃæt ɒn'laɪn/
download songs /daʊn'ləʊd sɒŋz/
go for a bike ride /gəʊ fərə baɪk raɪd/
go shopping /gəʊ 'ʃɒpɪŋ/
hang out with friends /hæŋ aʊt wɪð frendz/
listen to music /lɪsən tə 'mju:zɪk/
make videos /meɪk 'vɪdɪəʊz/
play an instrument /pleɪ ən 'ɪnstrəmənt/
play video games /pleɪ 'vɪdɪəʊ geɪmz/
read a book/magazine /ri:d ə bʊk/ /magə'zi:n/
take photos /teɪk 'fəʊtəʊz/
watch TV /wɒtʃ ti:'vi:/

Vocabulary bank

Learn to learn

Remind students that they should be keeping organised notes of new vocabulary in their notebooks.

2 Put students into pairs. Students take turns to say the first word of a phrase and the other completes the phrase.

3 ★★★ In pairs, students write an extra wrong sentence and give it to another pair to correct.

4 2.09 Elicit the answers (hang out with friends, listen to music, chat online, play video games, take photos).

5 2.09 Encourage students to guess the answers before listening again.

Audioscript p125

6 Monitor and make sure students are using the adverbs correctly.

7 Ask pairs to tell the class how many activities are the same. Write *We both …* on the board to help them.

Flipped class

▶ Ask students to watch **Video 2.3** and do **Video worksheet 2.3** in preparation for the next lesson.

Homework

Workbook p19

Lesson aim: I can understand how to use the present simple.

Warmer

Ask *Do you …?* questions using activities from p26. Students raise their hands when their answer is *yes*. Find out the most popular activity in the class.

▶ Play **Video 2.3** and elicit that Sophie lives in Mexico City and Max makes videos.

1 Draw attention to the table. Point out that we always need to use a form of *do* when we make questions with the present simple. Ask students to complete the sentences individually. Check answers as a class.

2 ★ Students work in pairs to take turns to write the questions and answers.

Get it right!

Ask the students six questions. In three of them, leave out *do* or *does*. The first student who catches your mistakes wins a point.

3 After feedback, students ask and answer the questions in groups of three.

Grammar tutor

Ask students to complete additional grammar activities on the Grammar tutor page 126.

4 Put students into pairs. Ask them to write two extra questions for you. They work with another pair and choose the two most interesting questions out of the four they wrote. Elicit and answer these.

Language in action

Present simple: questions



Watch video 2.3
Where does Sophie live?
What does Max make?

	I/you/we/they	He/she/it
Do…? Yes/No	**Do** you ride on your own?	**Does** your friend live near you?
Wh-	**What do** you do?	**Where does** he make videos?
How often	**How often do** you ride?	**How often does** he make videos?

1 **Look at the table. Complete the sentences with *do* or *does*.**

1 When ~~does~~ he play tennis?
2 Do you listen to music?
3 How often do they hang out?
4 Where do you go shopping?
5 Does he read magazines?
6 Does your brother take photos?

2 **Write the words in the correct order to make questions. Write the answers.**

1 Nina / hang out with friends / does ✓
~~Does Nina hang out with friends?~~
~~Yes, she does.~~

2 Nina and her friends / do / like / reading ✗
Do Nina and her friends like reading? No, they don't.

3 Nina / her homework / in the evenings / does / do ✓
Does Nina do her homework in the evenings? Yes, she does.

4 Anton / walk / to George's house / does ✗
Does Anton walk to George's house? No, he doesn't.

Get it right!
Remember to use the infinitive with ***do*** and ***does***.
Where does your best friend live? ✓
~~*Where your best friend live?*~~ ✗

Wh- questions

3 **Complete the questions with the words in the box.**

How often What What time
~~When~~ Where Who Why

1 When do you have breakfast?
2 Where does your best friend live?
3 What time do you get up on week days?
4 What do you do in your free time?
5 How often does your English teacher give you homework?
6 Why does he like video games?
7 Who do you see at the weekend?

Grammar tutor p126



Use it!

4 **Write questions. Ask and answer with a partner.**

1 What video games / you and your friends / like?
~~What video games do you and your friends like?~~

2 Where / your best friend / live?
Where does your best friend live?

3 Who / you / meet / before school?
Who do you meet before school?

What video games do you and your friends like?

I like adventure games, but my friends usually play football games.

Grammar game

Put students into teams of four. They write three *wh-* questions about Cherry from p24. Each team asks the questions and other teams answer them. The team with the most correct answers wins.

Homework

Workbook p20

Lesson aim: I can ask and respond to interview questions.

Warmer

Tell students to imagine they can interview anyone, real or invented, dead or alive. Students discuss who they would like to interview and why.

1 2.11 ★★★ Encourage students to close their books for this activity and answer the question by listening.

2 2.11 ★★★ Students cover the *Useful language* box and try to complete the conversation while listening.

Audioscript p126

3 ▶ Play **Video 2.4**. Then put students into pairs to write one question/answer for each phrase, e.g. *Who is your favourite footballer? That's easy, it's Messi.*

4 Play the recording again. Ask students to read the conversation out loud with the recording. Then students practise in pairs.

5 Choosing another teacher to interview can be fun and motivating for students. Students could use some of the questions they asked you in the previous lesson.

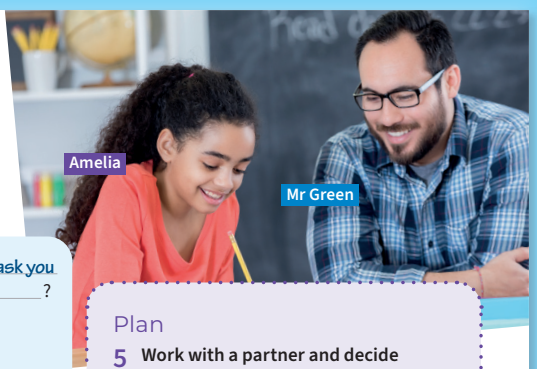
6 Encourage students to record their conversation using smartphones, if appropriate. They can listen again and re-record it if they want.

7 Pairs take turns to perform their interviews. One listening student completes the notes, and the other listening student makes notes on the *Useful language* and *Everyday English* phrases they hear.

Speaking frames

Speaking
An interview

He's a history teacher at Amelia's school.



1 2.10 **Listen to the conversation. Who is Mr Green?**

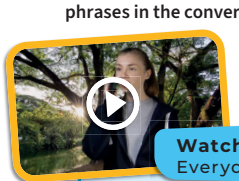
Amelia	Hello, Mr Green. [1] *I've got some questions to ask you* for the school magazine. [2] **Is that OK?** ?
Mr Green	Go ahead.
Amelia	What time do you get up in the morning?
Mr Green	That's easy. I always get up at 5.30 am.
Amelia	[3] **That's interesting.** . So early! What time do you go to school?
Mr Green	It depends. I usually arrive at about half past seven.
Amelia	You're a history teacher here. Do you like your job?
Mr Green	Good question! Of course I do, especially the interviews.
Amelia	That's lucky!! [4] **I've just got one more question.**
Mr Green	Sure!
Amelia	What's your favourite day of the week?
Mr Green	That's a difficult one! Saturday.
Amelia	[5] **Thank you very much for your time.** .
Mr Green	No problem. You're welcome.

2 2.10 **Complete the conversation with the phrases from the *Useful language* box. Listen and check.**

Useful language

- I've got some questions to ask you.
- Is that OK?
- I've just got one more question.
- Thank you very much for your time.
- That's interesting.

3 **Look at the *Everyday English* box. Find and underline the phrases in the conversation.**



Watch video 2.4
Everyday English

Go ahead. It depends. No problem.
Sure! That's easy.

4 **Work with a partner. Practise the conversation.**

Plan

5 **Work with a partner and decide who you want to interview. Write four questions that you want to ask. Use the ideas below. Decide on the person's answers.**

1 What time / get up?
What time do you get up in the morning?
I get up at 7.30 am.
2 What time / go to work?
3 Like job?
4 Favourite day?

Speak

6 **Practise the interview with your partner. Remember to use:**

- verbs in the present
- the vocabulary from this unit
- expressions from the *Useful language* and *Everyday English* boxes

Check

7 **Work with another pair. Listen to their interview and complete the notes.**

Who do they interview? _____
Favourite day: _____
Something interesting: _____

Extend it!

Ask students to repeat their interview questions, but this time, one student role-plays being a famous person.

Flipped class

Prepare for the next lesson. Ask students to research the daily routine of a famous person.

Lesson aim: I can write an article.

Warmer

Put students into groups. Ask them to share any information they researched for homework. Ask if anyone researched a *vlogger*, and elicit what this is (a person who makes regular video blogs about their life).

1 Elicit that if *1* was right, the text would say that Amy only does the same thing all day, and if *3* was right, the text would talk about more than one vlogger.

2 Elicit words which helped the students find the answers, for example, *lunch*, *breakfast*, *pm*, etc.

3 Before students begin, write the punctuation marks from the *Useful language* box on the board. Find out if students can name any of them.

4 If possible, display the text and go through it with the students, pausing before each circled feature to elicit its name.

5 Write the sentences on the board. After students have had a few minutes to write their own answers, ask volunteers to add the correct punctuation on the board. Check answers as a class.

6 Students can use the structure below for their writing. They can write about the person they researched for homework.
Paragraph 1 (Morning)
Paragraph 2 (Afternoon)
Paragraph 3 (Evening)

Writing

An article

1 **Read the article. Discuss the best title. Write it in the space in the article.**

1 What do you do all day?
2 What's your daily routine?
3 What does a vlogger do all day?

2 **Match topics a–c with paragraphs 1–3.**

a Description of Amy's evening routine
b Description of her morning routine
c Description of her afternoon routine

3 **Look at the *Useful language* box. Write the punctuation used in 1–6.**

1 I read a book. full stop
2 Close the door! exclamation mark
3 Do you chat online? question mark
4 Canadian Amy Ritchie capital letter
5 chair, table, notebook comma
6 I'm they're don't apostrophe

Useful language

apostrophe ' capital letter A, B, C
comma , exclamation mark !
full stop . question mark ?

4 **Find and circle examples of the punctuation in the *Useful language* box in the article and title.**

5 **Write the correct punctuation in these sentences.**

1 does jane always play football at the weekend
2 juan doesnt like chocolate
3 after dinner sara does her homework watches TV and reads her book

Does Jane always play football at the weekend?

Juan doesn't like chocolate.

After dinner, Sara does her homework, watches TV and reads her book.

Amy Ritchie is a Canadian vlogger. She vlogs about her life.

1 b She always wakes up at 7.00, has breakfast ☕🍞🍓🍐 and checks her phone. She plans her vlog but she doesn't make it. She usually goes for a bike ride at 11.00 🚲🙂.

2 c She has lunch at 1.00 and listens to music. 🎧🎶 Between 2.00 and 3.00, she practises her vlog. She takes some photos and posts them.

3 a Amy doesn't have much free time. She sometimes watches TV before dinner. 📺 She always uploads her vlog at 9.00 pm and she goes to bed at 11.00.

Write an article about daily activities.

Plan

6 **Choose a famous person, or someone you know. Think about their daily activities. Choose three activities to include in each paragraph.**

Morning: _____
Afternoon: _____
Evening: _____

Write

7 **Write your article. Remember to include:**

- the information in the correct order
- the present simple and adverbs of frequency
- the correct punctuation from the *Useful language* box

Check

8 **Do you …**

- include an interesting title with a question?
- introduce the person, their nationality and what they do?
- list three activities for the morning, afternoon and evening?

7 You could ask students to write collaboratively, agreeing on what to write, phrase by phrase.

8 Students share their first draft with a partner and use the checklist for both texts, making changes if necessary.

Writing frames

Finished?

Homework

Workbook p21, Writing tutor pp80-81

Lesson aim: I can do a survey and present the results.

Watch

Before students watch the video, ask them to read the questions and think about their answers. After they've watched the video, discuss answers as a class. What shows do students binge-watch? Do they prefer watching several episodes at one time, or one by one over a period of time? What's the most interesting thing students have read recently?

Project Book

For more detailed information and activities see the Project Book p26 and the Unit 2 Project worksheet.

1 After feedback, elicit why it's important to stay safe when using the Internet and social media. Write reasons on the board, then organise students in pairs to discuss ways they can stay safe online.

2 2.11 ★ After reading, discuss as a class how similar or different their ideas are to the ones they read. Elicit other ideas students discussed in pairs. Ask if any of the statistics mentioned in the fact file surprised the students, and if so, why. If there is time, have pairs play a memory game with the information in the fact file. Student A covers a statistic in red and asks Student B for the number, then they swap places, e.g. *How many children aged 10 to 15 years go online every day? (9 in 10).*

Digital literacy

Staying safe online

1 Look at the photo and the title. How can we stay safe online? Work in pairs and write down two ideas.

2 2.11 Read the text and check your ideas.

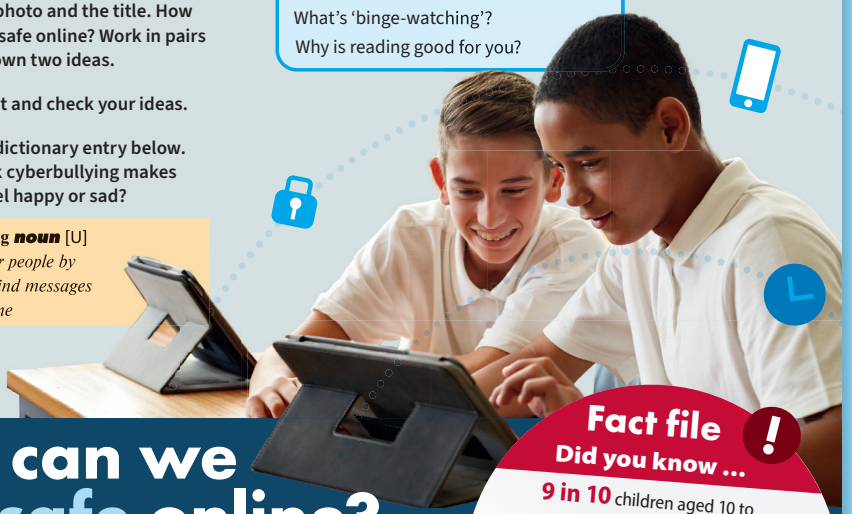
3 Look at the dictionary entry below. Do you think cyberbullying makes someone feel happy or sad?

cyberbullying ***noun*** [U]
hurting other people by sending unkind messages to them online



Watch video 2.5
Teens on screens

What do you do with your screen time?
What's 'binge-watching'?
Why is reading good for you?



How can we stay safe online?

There are a lot of things you can see and do on the internet. From videos and music to studying and gaming, it's a place where you can play, learn and meet other people.

But as well as all the useful information you can find online and the fun activities that you can do, there are also dangers, and it's important to stay safe.

On average, teenagers spend almost seven hours online every day! That's around 57% of their time. To stay healthy, it's important to find time to do other activities.

Not everyone on the internet is who they say they are. Be careful about what you share online.

The internet can sometimes be unfriendly. Cyberbullying is a real problem. Always be kind to other people online.

Stay safe:

Limit your screen time: Set an alarm to tell you when it's time to do some real-world activities, like sports, reading or spending time with friends.

Protect your privacy: Use strong passwords so other people can't see your personal information. Never share your password or details with anyone online.

Think before you click: Be careful of links to sites you don't know, or messages from people you don't know.

Stranger danger: Only accept friend requests from people you know in real life. This can help you to avoid dangerous situations.

Get help: If you have a problem and you don't know what to do, talk to an adult you know.

The internet is amazing, but it's important to remember these rules and stay safe!

Fact file
Did you know ...

9 in 10 children aged 10 to 15 years go online every day.

On average, **a third** of children share videos they make on websites like YouTube.

75% of teenagers get messages from people they don't know.

Around **one-fifth** of children experience cyberbullying.

3 Ask a volunteer to read the definition. Ask students if cyber-bullying has affected anyone they know (they do not need to specify exactly what happened or to whom). Was it resolved, and if so, how? How can we help someone who is being cyber-bullied? Keep the discussion general but on-topic.

For more information on Digital literacy, see the CLCF activity cards in the Teacher's Resource Bank.

Lesson aim: I can do a survey and present the results.

Vocabulary extra

4 Ask students to highlight or circle the words and expressions in the text. They can use the context of the sentence to help them work out the meanings. Allow students to use a dictionary if necessary to complete the exercise.

5 Ask students to make notes on their answers to the questions. Put students in four groups to discuss their answers. Ask a volunteer from each group to share their group's answer to one of the questions.

CLIL: Maths

6 & 7 Students remain in their small groups to complete the exercises.

8 Write the original sentences on the board and work through the exercise as a class.

Plan

This project will help students to think about the best way to present simple survey data.

Model project

Direct students to the model project on p120 which serves as a guide for what they should create.

Divide the class into groups of four. Ensure that the groups choose different questions and that each of the three questions is covered. To conduct the survey, ask two students from each team to stay seated and two to stand up, move around the room and interview the students who are sitting.

Remind students to follow the steps, check their maths thoroughly, and ensure that their results are clear. Ask them to rehearse the presentation, recording themselves with a smartphone if appropriate.

Project

Vocabulary extra

4 **Match the words in the box with their meanings.**

friend request | limit screen time | links | privacy | share online | strong password

1 to put information, messages or videos on the internet *share online*
2 when someone asks to be your friend on social media **friend request**
3 a secret word you can use to go online **strong password**
4 keeping your personal information secret from other people **privacy**
5 connections to a website, video, message, etc. on the internet **links**
6 to control the amount of time that you spend on your computer or phone **limit screen time**

5 **Discuss with a partner.**

1 What can you do to stay healthy?
2 Why is it important to be careful about what you share online?
3 Why is it a good idea to use a strong password?
4 What can you do if you have a problem?

CLIL: Maths

Statistics

6 **Look at this sentence from the text. Match the words in bold to their meanings.**

On average, teenagers spend **almost** seven hours online every day! That's **around** 57% of their time.

approximately: [1] **around**
generally: [2] **On average**
nearly: [3] **almost**

7 **Match the numbers below to the amounts in bold in the fact file on page 30.**

1 20% **one-fifth**
2 three-quarters **75%**
3 90% **9 in 10**
4 1/3 **one-third**

8 **Rewrite these sentences in a different way using words from Exercises 4 and 5.**

1 18% of teenagers use the internet for shopping or booking tickets for a concert.
Almost one-fifth of teenagers use the internet for shopping or booking tickets for a concert.
2 4 in 5 children use a smartphone to go online.
90% of children use a smartphone to go online.
3 Only a quarter of teenagers do enough exercise.
Only 25% of teenagers do enough exercise.

Project: a class survey

Design a survey about free time

Step 1: Plan

Work in groups. Choose one of these questions. Complete the steps below.

What do you usually do in your free time?
How often do you go online?
How many hours do you spend online every day?

- Decide on your question.
- Ask your classmates your question and write down their answers.
- Add up the results.
- Draw a bar chart to show your results.

OWN IT! Project: a class survey p120

Students check their recording and discuss what they can improve.

Present

Students present their survey results and explain their findings. Group members should speak clearly and confidently, and be prepared to answer any questions. Groups present one at a time to the whole class.

Respond

Elicit what the students found most interesting or surprising. Does anyone think students spend too much of their free time doing one activity?

Too little? Is there an activity students want to spend more of their own free time doing now?

Flipped class

Students complete the **Learn to learn** page 32, then prepare for the **Review** lesson (p33). Students revise the grammar and vocabulary from Unit 2.

Lesson aim: I can talk about school subjects.

Warmer

Ask students to think about what the students in the picture might be doing in their classroom.

Start it!

Extra digital activity
Ask students to complete the quiz to introduce them to the unit topic. Don't forget to check their progress at the end of the unit with the quiz on the Review page.

1 ★★★ Ask: *Would you like to go to a school like this?*

2 Write the following prompt to help students: *I go to school by … .*

3 & 4 ▶ Ask students to watch **Video 3.1** and make notes in pairs. Get feedback from the whole class as to which school students want to go to.

Extra digital activity
Ask students to complete the video comprehension questions.

Class challenge

Switching off lights and computers at night in schools can save up to 30 / 300 / **3,000** euros.

Flipped class

Prepare for **Explore it!** (p35). Ask students to research an interesting fact about schools.



Unit aims

Skills

I can …
- understand texts about schools and school activities p36, p42
- ask for help p40
- write a description of my ideal school p41

Language

I can …
- talk about school subjects p35
- understand how to use *can/can't* p37
- talk about places in a school p38
- understand how to use *like*, *love*, etc. + *-ing* p39

Learn to learn

I can …
- recognise cognates p35
- make a spidergram p38
- understand new words from context p43
- use flashcards to review vocabulary p44

Extra resources

- Grammar tutor, Student's Book **p127**
- Workbook **pp24–31** and Writing tutor **p82**

Teacher's Resource Bank

Worksheets:
- Grammar 3.1 and 3.2 (3 levels)
- Vocabulary 3.1 and 3.2 (3 levels)
- Video 3.1–3.5
- Communication
- Culture project
- Finished? pages
- Vocabulary bank pages
- Course-specific tests package
- Cambridge English Qualifications practice
- Speaking and Writing frames (2 levels)
- Project Book **pp30–33**

Lesson aim: I can talk about school subjects.

1 3.01 ★★★ Students cover the box of words and work together to name the subjects in the pictures.

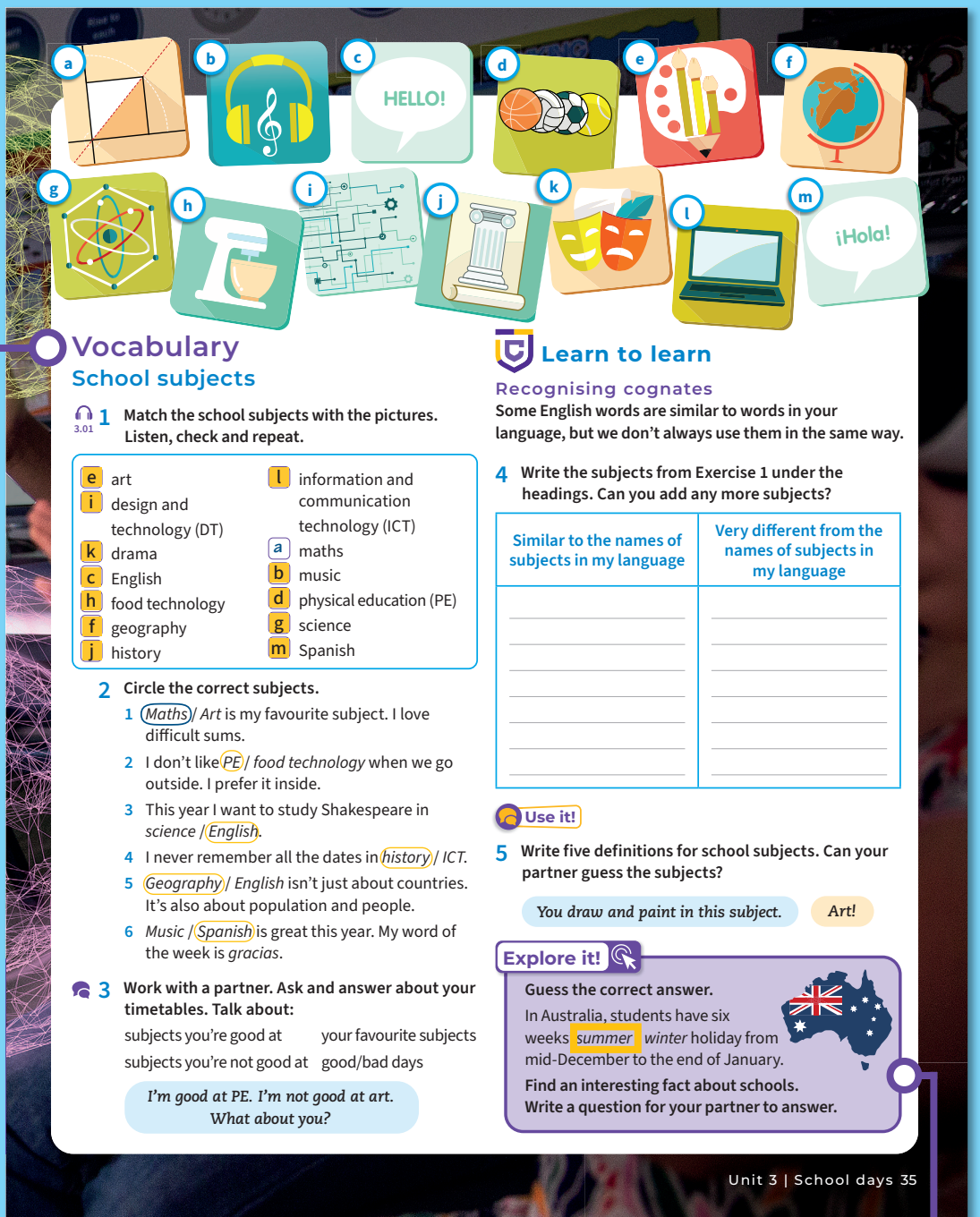
Audioscript p126

Target vocabulary
art /ɑːt/
design and technology (DT) /dɪ'zaɪn ənd tek'nɒlədʒi/
drama /'drɑːmə/
English /'ɪŋglɪʃ/
food technology /fuːd tek'nɒlədʒi/
geography /dʒi'ɒgrəfi/
history /'hɪstəri/
information and communication technology (ICT) /ˌɪnfə'meɪʃən ənd kəˌmjuːnɪ'keɪʃən tek'nɒlədʒi/
maths /mæθs/
music /'mjuːzɪk/
physical education (PE) /ˌfɪzɪkl edʒu'keɪʃn/
science /'saɪəns/
Spanish /'spænɪʃ/

2 Ask students to make a new sentence in pairs, using another school subject from Exercise 1.

3 ★ On the board, write the following prompts for students to use.
I'm good at … but I'm not good at …
My favourite subject is … because …

Vocabulary bank



Vocabulary
School subjects

3.01 **1** Match the school subjects with the pictures. Listen, check and repeat.

e art
i design and technology (DT)
k drama
c English
h food technology
f geography
j history
l information and communication technology (ICT)
a maths
b music
d physical education (PE)
g science
m Spanish

2 Circle the correct subjects.
1 (Maths) / *Art* is my favourite subject. I love difficult sums.
2 I don't like (PE) / *food technology* when we go outside. I prefer it inside.
3 This year I want to study Shakespeare in *science* / (English).
4 I never remember all the dates in (history) / *ICT*.
5 (Geography) / *English* isn't just about countries. It's also about population and people.
6 *Music* / (Spanish) is great this year. My word of the week is *gracias*.

3 Work with a partner. Ask and answer about your timetables. Talk about:
subjects you're good at — your favourite subjects
subjects you're not good at — good/bad days

I'm good at PE. I'm not good at art. What about you?

Learn to learn
Recognising cognates

Some English words are similar to words in your language, but we don't always use them in the same way.

4 Write the subjects from Exercise 1 under the headings. Can you add any more subjects?

Similar to the names of subjects in my language	Very different from the names of subjects in my language

Use it!

5 Write five definitions for school subjects. Can your partner guess the subjects?

You draw and paint in this subject. — *Art!*

Explore it!

Guess the correct answer.
In Australia, students have six weeks *summer* / *winter* holiday from mid-December to the end of January.

Find an interesting fact about schools.
Write a question for your partner to answer.

Learn to learn
Let students know that there are words in English that are similar to their own language. It will help build their confidence if they know that they can already understand some vocabulary.

4 Discuss with students if the pronunciation of the English words is similar or different to their language.

5 Alternatively, students write definitions in teams of three, before reading the clues out for other teams to guess.

Explore it!
Help students create a multiple-choice question using the fact they researched for homework.

Extend it!
In pairs, students add more words related to school to each column in Exercise 4. Elicit these on the board and check the pronunciation.

Homework
Workbook p24

Lesson aim: I can understand texts about schools and school activities.

Warmer

Put students into groups to brainstorm school subjects they don't have in their school, but would like (e.g. skateboarding, filmmaking, etc.). The class discusses which would be the most interesting.

1 ★ Write *What* on the board and elicit other *wh-* question words. Students pick two and make two questions, e.g. *Where is the school?* Or *When do children start the school?*

2 3.02 Alternatively, students write two things they remember and invent one extra. Students in groups try to catch each other's invented facts.

3 Demonstrate that reading the words around the unknown word will help make the meaning clearer. Say: *The School in Havana trains boys and girls to . . . .* Ask: *Does the school prepare the boys and girls for something or think about the boys and girls?*

4 ★★★ Students underline key words in each sentence (*world*, *start*, *before classes start*, *break*, *afternoons*), and then locate these same words in the text, reading around them to find the answers.

5 ★ Before discussing the questions, ask students to read the text again, highlighting facts in different colours depending on whether they are the same or different for their school.

Reading

A webpage



Ballet School

Rumba, mambo and salsa are just some of the dance styles that come from Cuba, and dancers are big stars in Cuba. The Cuban National Ballet School in Havana **trains** boys and girls to do **ballet**, and many of the students become the world's **top** ballet dancers.

Children usually start at the school when they are ten years old, for five years of training. Then they sometimes train for three and a half more years at a professional level.

The school day starts at 7.00 am and finishes at 7.00 pm. That's a 12-hour day! And some students go to school before classes start to do exercises! In the morning students study subjects like history, maths, languages, science and music. At lunchtime they can have a break, but they can't go home. In the afternoons, they dance.

Oscar is a student there. 'It's **tough** and sometimes I just want to do nothing. I can dance and read music quite well, but I can't play the piano at all. My best friend Carlos can dance very well. He can sing well, too, but I can't – I sing badly! One day, I want to be a dancer like my **hero**, Javier Rojas.'

Learning to be a top ballet dancer is really hard work! Are you tough enough?



1 Look at the photo and read the title. What do you want to know about the webpage?

2 3.02 Read the webpage. Close your books. Write two things you remember about it.

3 Find the words in **bold** in the webpage. Circle the correct option.

1 Train is to *prepare yourself for* / *think about* an activity.
2 Ballet *isn't* / *is* a type of dance.
3 Top is to be number *one* / *two*.
4 Tough is something *easy* / *difficult*.
5 Hero is a person you think is *great* / *not very good*.

4 Read the webpage again and complete the sentences.

1 The Cuban National Ballet School is in Havana.
2 Lots of the students become world-famous ballet dancers.
3 Most students start training at the school when they are ten years old.
4 Some students go to school in the morning before classes start.
5 Students can have a break at lunchtime.
6 In the afternoons, students dance.

Voice it!

5 Discuss the questions.

1 Has your country got schools like Oscar's school? What type?
2 What are the similarities and the differences between your school and Oscar's?
3 Do you want to go to a ballet school like Oscar? Why / Why not?

Flipped class

▶ Ask students to watch **Video 3.2** and do **Video worksheet 3.2** in preparation for the next lesson.

Homework

Workbook p25

Lesson aim: I can understand how to use *can/can't*.

Warmer

▶ Play **Video 3.2**. Elicit that the boy can speak Mandarin Chinese, and that anyone can become a vlogger by taking classes or asking for advice.

1 Draw attention to the table. Explain that *ability* refers to something we are able to do (*can*), and *permission* is being allowed to do something (*We can …*). Check answers as a class.

Pronunciation

Students do the activities on p118 to practise how to say *can* and *can't*.

2 ★ Point out the box with emojis. Confirm understanding of the expressions before students complete the exercise. Ask students to work in pairs and check each other's answers.

3 2.06 ★★★ After feedback, discuss the Green School. Elicit what students like and dislike about it.

Audioscript p126

Grammar tutor

Ask students to complete additional grammar activities on the Grammar tutor page 127.

Sustainability: Sustainable cities and communities

Explain to students that buildings can sometimes cause problems for the natural environment around them. Sustainable Development Goal 11 is to make cities and human settlements inclusive, safe, resilient and sustainable. Green Schools can help young people learn about and protect their local environment while learning *within* it. Ask students: Would a Green School work well in your country? Why / Why not?

Language in action

can for ability and permission



Watch video 3.2
Can he speak another language? Can anyone become a vlogger?

	I / You / He / She / It / We / They
+	**Ability:** I **can speak** Mandarin Chinese. **Permission:** You **can ask** me for advice.
-	**Ability:** I **can't play** football very well. **Permission:** I **can't be** late for dinner.
?	**Ability: Can** you **speak** another language? Yes, I **can**. / No, I **can't**. **Permission: Can I become** a vlogger like you? Yes, you **can**. / No, you **can't**.

Pronunciation p118

1 **Look at the table and read the sentences. Circle *A* (ability) or *P* (permission).**

1 Students can have a break at lunchtime. A / (P)
2 We can't speak Mandarin Chinese. (A) / P
3 At my school, students can't go home at lunchtime. A / (P)
4 We can learn about vlogging in class. (A) / P
5 Can you use your phone in class? A / (P)

2 **Complete the sentences with the correct form of *can* and an expression in the box.**

1 Sasha *can* (✓) sing 🙂 *quite well*.
2 Natalia **can** (✓) play the guitar 🙂🙂🙂 **very well**
3 Altan **can't** (✗) speak Japanese ☹☹☹ **at all**.
4 The students **can** (✓) read music 🙂🙂 **well**.
5 We **can't** (✗) dance 🙂🙂🙂 **very well**

🙂🙂🙂 very well 🙂🙂 well 🙂 quite well
☹☹☹ at all ☹☹ badly ☹ not very well

3 3.06 **Complete the text with the correct form of *can*. Listen and check.**

Green Schools



The Green School in Bali, Indonesia is different. [1] *Can you guess* (you / guess) why?

The classrooms haven't got any walls! Students study maths, science and geography, but they [2] **can learn** (learn) about these subjects outdoors in the jungle! Students [3] **can't start** (start) this school until they are three years old. When students are 11 years old, they [4] **can choose** (choose) their own projects about the environment or the traditions of Bali. Students [5] **can buy** (buy) a school lunch or bring their own. All the school food is from the local area or the school garden.

Students [6] **can take** (take) phones to school but they give them to a teacher at the start of the day. They [7] **can't check** (check) them or use them. Students [8] **can't use** (use) their own laptop at school without a teacher's permission.

Every day, students at a Green School learn new life skills. [9] **Can you imagine** (you / imagine) a school day like that?

Grammar tutor p127

Use it!

4 **Write sentences about things you can or can't do and how well or badly you do them. Use the ideas below or your own ideas.**

count to ten in a different language do ballet
sing a song in English write music

I can't do ballet at all but I can dance well.

5 **Ask and answer questions. Find one thing you and your partner can both do well and one thing you can't do at all.**

Can you count to ten in a different language?

Yes, I can. I can count to ten in English very well.

There are activity cards related to Sustainability in the Teacher's Resource Bank.

4 Share some activities you *can* and *can't* do. Deliberately make a few mistakes by using *to* after *can*. Encourage students to correct your mistakes. Then brainstorm more activities for the list and write these on the board for students to use in the exercise.

5 Elicit what activities most students can do well and which they can't.

Grammar game

Put students into groups to repeat the exercise, but this time choosing to tell the truth or a lie. Students have to ask extra questions to identify the lies and win a point.

Homework

Workbook p26

Lesson aim: I can talk about places in a school.

Warmer

Give students one minute to write down as many places in a school they can think of.

1 3.07 Pause after each word to drill the pronunciation.

Target vocabulary
canteen /kæn'ti:n/
classroom /'klɑ:sru:m/
ICT room /ˌaɪsi:'ti: ru:m/
library /'laɪbrəri/
locker area /'lɒk.ə 'eəriə/
main hall /meɪn hɔ:l/
playing field /'pleɪɪŋ 'fi:ld/
reception /rɪ'sepʃn/
science lab /'saɪəns læb/
sports hall /spɔ:ts hɔ:l/
staffroom /'stɑ:fru:m/
toilets /'tɔɪlət/

Audioscript p126

2 3.08 ★★★ Challenge students to cover Exercise 1 while they listen, and only look at it to check their spelling at the end.

Vocabulary bank

Learn to learn

Spidergrams allow students to organise words visually according to topic, add words later as they learn them, and help memorise the vocabulary.

3 Put students into small groups. Each student chooses a word from Exercise 1 and makes a spidergram about it in their notebooks. Students then share their spidergrams in the group.

4 Students write three questions and walk around the room, asking as many classmates as possible.

Vocabulary and listening

Places in a school



3.07 **1** Match the words with places 1–12 in the plan. Listen, check and repeat.

1	canteen	5	classroom	6	ICT room
2	library	7	locker area	8	main hall
12	playing field	9	reception	4	science lab
11	sports hall	10	staffroom	3	toilets

3.08 **2** Listen and write the seven places you hear.

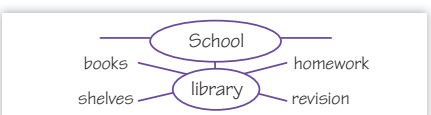
1 library
2 reception
3 canteen
4 playing field
5 main hall
6 sports hall
7 ICT room

Learn to learn

Making a spidergram

Try to think of other words related to new words and make spidergrams to increase your vocabulary.

3 Choose places in your school from Exercise 1. Write down other words related to them.



Use it!

4 Ask and answer about the places in your school. Use as many words as you can from Exercises 1 and 3.

Where do you do homework?

I do my homework in the library. What about you?

A radio programme

a school book club

3.09 **5** Listen. What is the radio programme about?

3.09 **6** Listen again. Circle the correct answers.

1 The club is usually in the *main hall* / *library*.
2 The club meets once a *week* / *month*.
3 The club *starts* / *finishes* at 3.15.
4 Mrs McKenzie is Lidia's *drama* / *English* teacher.
5 Max lives *near* / *far from* the school.

Voice it!

7 Discuss the questions.

1 What kinds of books do you like?
2 Have you got a book club at your school?
3 Which clubs do you go to? When and where are they?

5 3.09 Alternatively, tell students they will hear about a book club, and encourage them to write two things they want to know about it, before listening.

6 3.09 Ask students to raise their hands when they hear an answer to a question.

Audioscript p126

7 Give students a small ball or scrunched up piece of paper. In groups of four or five, one student has the ball and answers question 1. He/She then asks *And you?* Before passing the ball to another student.

Flipped class

▶ Ask students to watch **Video 3.3** and do **Video worksheet 3.3** in preparation for the next lesson.

Homework

Workbook p27

Lesson aim: I can understand how to use *like*, *love*, etc. + *-ing*.

▶ Watch **Video 3.3**. Elicit that the girl's favourite class is science, and that she loves reading books.

1 & 2 Draw attention to the table. Write the prompts on the board: *PE, being outdoors, being late, running, science*. Ask students what they *love, like* or *hate* doing. Encourage students to use full sentences. Point out how the verbs in the examples are formed. Elicit how we use verbs ending in *-ing*.

3 Ask students to write their sentences on a piece of paper and hand it to you, if you want to play the grammar game below.

Grammar game
Collect students' sentences (see above). Read out one set of sentences. Students guess who wrote them in order to win a point. Repeat this for the other sentences.

4 Write *We both like ... and Neither of us likes ...* on the board. Ask students to use these phrases during feedback.

5 Draw attention to the information in the box and ask students to brainstorm two more sentences with object pronouns before they complete the exercise. Check answers as a class.

6 ★★★ Point out that Logan is a boy's name and Ava is a girl's name. Pairs write an extra sentence and give it to another pair to complete.

Grammar tutor
Ask students to complete additional grammar activities on the Grammar tutor page 127.

Language in action

Verb forms: *(don't) like, don't mind, love, hate + -ing*

1 **Look at the table and complete the rule.**
After the verbs *like, don't like, don't mind, love, hate* we use a verb ending in ___ing___.

2 **Complete the sentences. Which ones are correct (✓)?**
1 Lidia *loves reading* (read) books. 😍😍😍 ✓
2 The students at the book club ___don't like talking___ (talk) about books. ☹ ☐ ___hates going___
3 Max usually ___hates going___ (go) to after-school clubs. ☹☹☹ ✓
4 Max ___doesn't mind staying___ (stay) for this club. 🙂 ☐ ___doesn't mind staying___
5 All of Max's friends ___like reading___ (read). 😌 ☐ ___like reading___

3 **Write true sentences. Use the ideas in the box or your own ideas.**

do homework with friends
get up early hang out with friends
learn new vocabulary
listen to rap music read a book
revise for exams take photos

I like doing homework with friends.

4 **Ask and answer. Find three things you have in common.**

Do you like getting up early?
No! I hate getting up early. What about you?
I don't mind getting up early on week days.



Watch video 3.3
What's her favourite subject? What does she love doing?

I **love reading** books. 😍😍😍
All of us **like doing** them. ☺
I **don't mind starting** my day outside. 🙂
Some of my friends **don't like having** PE outdoors. ☹
I **hate being** late for it. 😕😕😕

Object pronouns

We use object pronouns after a verb or preposition to replace nouns and to avoid repeating the same word.
*They come to the **book club** now. They love **it**!*

5 **Match the object pronouns with the people or things.**
1 Lidia's here with **me**. — d Mrs McKenzie
2 We like talking about **them**, too! — b the radio presenter
3 We have English with **her**. — a books
4 What's **it** about? — c Lidia's book

6 **Complete the sentences.**
1 Is Logan in this class? I want to talk to ___him___.
2 Our teacher always gives ___us___ a lot of homework.
3 Where are Jess and Mehmet? Let's call ___them___ now.
4 The seat next to Ava is free. You can sit next to ___her___.
5 Is this your dictionary? Can I borrow ___it___, please?

Grammar tutor p127

Use it!

7 **Think about things you like and don't like at your school. Compare your ideas with a partner. Agree on changes you want to make.**

I don't like eating in the canteen. The food isn't good.
I agree. Let's cook lunch at home and bring it to school.

8 **Present your favourite idea to the class with your partner. The class chooses the best idea.**

7 & 8 Provide students with a structure for their presentation. Write the following on the board, and demonstrate what to say.
☹ *the school bus > always late > cycling with friends > more fun*
☺ *I don't like the school bus because it's always late. I like cycling with friends because it's more fun.*

Homework
Workbook p28

Lesson aim: I can ask for help.

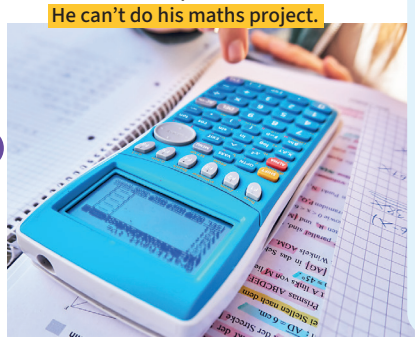
Warmer

Tell students you have a problem (e.g. you don't know what to get for a friend's birthday). Elicit suggestions from the class. Give students one minute to think of problems people their age might have and elicit these on the board.

Speaking
Asking for help

3.10 **1** **Listen to the conversation. What is Leo's problem?**

He can't do his maths project.





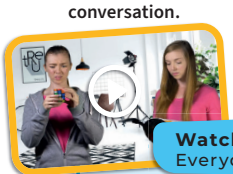
Leo Hi, Nora. How's it going?
Nora Not bad, thanks. You?
Leo Not great. I can't do my maths project. I'm stuck!
Nora Not again! Oh dear.
Leo [1] *Can you help me*, please?
Nora What's the problem?
Leo I hate working out survey results. I can't do it.
Nora Don't be silly! Of course you can. [2] **Do you need a hand with** the results?
Leo Yes, please.
Nora Go on then.
Leo Thanks. [3] **Are you sure**? I don't mind doing the bar chart. I can do that!
Nora Of course I'm sure. Can you do [4] **me a favour** now?
Leo Sure.
Nora Stop talking about maths and let's go for lunch!

3.10 **2** **Complete the conversation with the phrases from the *Useful language* box. Listen and check.**

Useful language

Are you sure?
Can you do me a favour?
Can you help me, please?
Do you need a hand with …?

3 **Look at the *Everyday English* box. Find and underline the phrases in the conversation.**



Watch video 3.4
Everyday English

Don't be silly! I'm stuck.
Not again! Not great. Oh dear!

4 **Work with a partner. Practise the conversation.**

Plan

5 **Work with a partner. Decide what the problem is and what help you need. Use the ideas below or your own ideas.**

a school project your (maths/drama, etc.) homework a science experiment

Speak

6 **Practise the conversation asking for help with your partner. Remember to use:**

- *can / can't* and *(don't) like, don't mind, love, hate* + *-ing*
- the vocabulary from this unit
- expressions from the *Useful language* and *Everyday English* boxes

Check

7 **Work with another pair. Listen to their conversation and complete the notes.**

What is the problem? _____

What help do they need? _____

What is the solution to the problem? _____

1 3.10 Ask students to close their books while listening, and decide what Leo's problem is.

2 3.10 Drill the *Useful language* phrases after playing the recording.

Audioscript p127

3 ▶ Elicit which phrase is used by people with a problem (*I'm stuck.*) and which by people listening (*Not again! Not great. Oh dear!*). Play **Video 3.4** for students to check their answers.

4 ▶ Play the recording again. Ask students to read it out loud along with the recording before acting it out in pairs.

5 You may want the students to script the dialogue together to ensure they include the target language of the unit.

6 If students prepared a script, encourage them to maintain eye contact during the practice and performance stage, rather than looking down at their script all the time.

7 Students take turns to perform the conversation, while one student from the other pair makes notes and the other student ticks the *Useful language* and *Everyday English* phrases they hear.

Speaking frames

Flipped class

Prepare for the next lesson. Students make a list of things they don't like about their school and how they would like to change it.

Lesson aim: I can write a description of my ideal school.

Warmer

Students discuss the list of things they would like to change about their school, which they wrote for homework. Elicit a few ideas.

1 Ask students to highlight in the text the things that don't sound real.

2 Stress that in good writing, each paragraph usually focuses on one topic.

3 ★★★ Students change partners and discuss the list they made for homework again, using *Useful language* phrases, e.g. *I want better food in the school, like salads and pasta*.

4 Work through the first item with students. They then complete the exercise by referring back to Exercise 1 and the *Useful language* box as needed. Check answers as a class.

5 Students work in groups of four. Ensure that everyone contributes an idea, using the list they made for homework.

6 Remind students to focus on one topic in each paragraph. Encourage them to check their work for correct spelling and grammar.

7 Students swap texts and check each other's work. They then give each other feedback. Write *I like this …* and *I think you can change this …* on the board to help them.

Writing frames

Finished?

Writing

A description

1 **Read Azra's description. Do you think *Dream Academy* is a real school? Why / Why not?**

Dream Academy

I'm a student at Dream Academy.

1 c Students can study traditional subjects like maths and English. They can also study 'how to' subjects such as how to make videos, record and produce music, be a photographer, be a DJ. My favourite subject is how to be a DJ!

2 d Students choose their own teachers. They interview them and decide together. For example, the music teacher is a famous pop star.

3 a Students never have more than four lessons a day. Students can choose when lessons start and finish.

4 b Students don't have lessons in classrooms – they are in learning pods. My favourite space is the music pod. I love listening to music in it.

I love studying at Dream Academy.

Azra



2 **Match headings a–d with paragraphs 1–4.**

a Only four lessons
b Creative spaces
c Amazing subjects
d Star teachers

3 **Read the *Useful language* box. Find and underline sentences with these words in Azra's description.**

Useful language

for example like such as

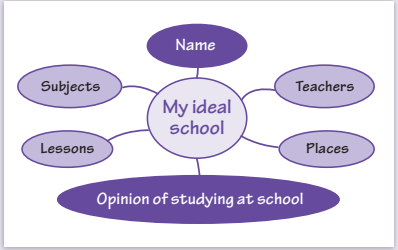
4 **Complete the sentences with the words from the *Useful language* box.**

1 At my dream school, I can study subjects like fashion, photography and cybersecurity.
2 Every day, we can do an outdoor activity such as a jungle walk or an ocean swim.
3 Teachers can't give homework for some lessons, for example science.

Write a description of your ideal school.

Plan

5 **Make a spidergram about your ideal school.**



Decide what information to include in each paragraph of your description.

Write

6 **Write your description. Remember to include:**

- four paragraphs
- *can / can't*
- expressions from the *Useful language* box

Check

7 **Do you …**

- give the name of the school in the opening sentence?
- include all of the information from your spidergram?
- give your opinion about studying at the school in your closing sentence?

Extend it!

Students display the best writing from each group around the room, then walk around and read all of them. They vote on the best four ideas from all the texts.

Flipped class

Prepare for **Explore it!** (p43). Ask students to research an interesting fact about school life in Japan.

Homework

Workbook p29, Writing tutor p81

Lesson aim: I can understand texts about schools and school activities.

Warmer

Elicit what students know about schools in Australia or Japan. Ask: *Are schools the same in different countries?*

▶ Play **Video 3.5** and pause after each piece of information about the school. Put students into groups to discuss if they like or don't like this aspect of the school. Elicit ideas and new vocabulary on the board. At the end, students find a new partner and discuss what they liked and didn't like about the school, using the language on the board.

Extra digital activity
Ask students to complete the video comprehension questions.

1 3.11 Elicit which facts about the Japanese schools the students want to find out. Set a strict time limit for the activity and disallow the use of phones and dictionaries. After feedback, ask students to find the answers to any unanswered questions they had, for homework.

2 ★★★ In pairs, students write an extra question for the whole class to answer.

3 Allow students to use their smartphones, if appropriate, to check the pronunciation of the words. Most online dictionaries are able to play the pronunciation of words.

Around the world



Globetrotters
Watch video 3.5
The School of the Air

Reading
A blog post

Art, English, Computer Science, Maths, Science, Music, Spanish, History, Geography, Drama.

- Where is Jamie and Paul's school? — In a big town in the middle of Australia.
- What subjects do they study?
- What do Jamie and Paul love doing? — Baking.

3.11 **1** **Write three things you want to know about school life in Japan. Compare with a partner. Read the blog. Does it answer your questions?**

2 **Read the blog again and answer the questions.**

1 What does Hideki do when he gets to school?
He takes off his shoes and puts them in his locker.
2 How often do the students have an assembly?
Every Monday morning.
3 Where does Hideki have lunch?
In his classroom.
4 What do the students do at 3.30?
They clean and tidy up.
5 How many hours does Hideki spend at school?
Nine hours.

3 **Find and underline words in the blog to match the definitions.**

1 Paragraph 1 (adj) for wearing or doing outside; not inside a building
2 Paragraph 5 (n) letters or numbers you use when you write
3 Paragraph 6 (n) something you play with small pieces, for example, chess

Voice it!

4 **Discuss the questions.**

1 What is respect? Why is it important?
2 How does Hideki show his teachers respect?
3 Can you give an example of when you show respect?

Welcome to my school day!

Hi, I'm Hideki!

My school day starts at 8.30 am. When I arrive, I take off my shoes and I put them in my locker. We can't wear outdoor shoes at school so we put on special **indoor** shoes.

We have an assembly with the principal in the main hall on Monday mornings and we have six 50-minute classes every day. My best subjects are Japanese, science and art.

Lunchtime starts at 12.30 pm. We don't eat lunch in a canteen – we stay in our classroom. Different students **serve** the meal every day and a teacher eats with us.

When classes end at 3.30, we all stay to clean and tidy up the classrooms and throw away the **rubbish**. I don't mind doing these jobs. It's an important part of school life and I like having the responsibility.

Nearly everyone belongs to an after-school club. One of my clubs meets on Mondays and Thursdays to learn about traditional Japanese arts like Shodo and Haiku. Haiku is a type of Japanese poetry. Shodo is writing Japanese characters (*kanji*). I can write some characters quite well now.

My other club is the Go club. It's on Tuesdays and Fridays. Go is a Japanese board game and it's more than 2,500 years old. I love playing it, but when I leave school after a long, busy day at 5.30 I'm usually **exhausted**.

4 Explain the meaning of *respect* (when someone wants to be polite to another person, especially because they are older or more important). Elicit that Hideki shows respect by helping to clean and tidy up the classrooms. Discuss examples of showing respect with the whole class.

Lesson aim: I can understand texts about schools and school activities.

Learn to learn

Looking up every unknown word in the dictionary makes reading difficult and makes students less likely to read for pleasure. They should instead choose which words are essential for comprehension, and look them up, and decide which words can be ignored.

5 Encourage students to make guesses about what the words mean. Praise them for making intelligent guesses.

6 Scanning a text to find information quickly is an important reading subskill. You may want to turn this into a game where the fastest five students to find all the phrasal verbs win.

7 ★★★ Students write two more sentences with a phrasal verb from Exercise 6. They then read the sentence to their partner, replacing the verb with a *beep*. Their partner has to repeat the sentence with the correct phrasal verb.

Explore it!

Help students create a multiple-choice question using the interesting fact they researched for homework.

Culture project

See Project Book p30 and the Unit 3 Project worksheet for further information and activities.



Learn to learn

Understanding new words from context

When you read a text, don't look up every word. Find other words you know in the same sentence and try to guess the meaning of the new word.

5 Look at the words in **bold** in the blog. What do they mean? Which other words in the sentences do you know?

6 Find and circle these phrasal verbs in the text. What do they mean?

put on take off throw away tidy up

indoor = for wearing inside
serve = to bring food to other people
rubbish = a collection of things you don't want
exhausted = extremely tired

put on = to put clothes on your body
take off = to remove clothes from your body
throw away = to remove something you don't want
tidy up = to put things in the right place

7 Complete the sentences with the phrasal verbs from Exercise 6.

1 It's hot in here. Take off your coat!
2 Now it's cold. Can I put on my coat again?
3 I can help you to tidy up your room.
We can throw away all the rubbish.

Explore it!

Is the sentence *T* (true) or *F* (false)?
Japanese teachers and students work even during the holidays! T
Find three more interesting facts about school life in Japan. Choose your favourite fact and write a question for your partner to answer.

OWN IT! The Culture Project
Teacher's Resource Bank

Class challenge

There is a school in the Philippines built from drinking straws / **plastic bottles** / old newspapers.

Flipped class

Students complete the **Learn to learn** page (p44), then prepare for the **Review** lesson (p45). Students revise the grammar and vocabulary from Unit 3.

Homework

Students write a 50-word text similar to the one on p42 about a typical day in their school.

Lesson aim: I can talk about food.

Warmer

Ask students about some of their favourite foods. How do these foods make them feel? Elicit whether any students help cook or prepare meals at home.

Start it!

Extra digital activity
Ask students to complete the quiz to introduce them to the unit topic. Don't forget to check their progress at the end of the unit with the quiz on the Review page.

1 & 2 Put students into teams. Ask them to write down the names of the food they see in the picture, and any other food words they know.

3 & 4 ▶ Students predict the answers before watching **Video 4.1**. When students discuss the question, encourage them to use adverbs of frequency (*sometimes*, *always*, etc.)

Extra digital activity
Ask students to complete the video comprehension questions.

Class challenge

People should eat foods that are colourful because those foods **are usually better for us** / always cost less / never go bad.

Flipped class

Prepare for **Explore it!** (p47). Students research an interesting fact about food.



Unit aims

Skills

I can ...

- understand texts about food p48
- order in a snack bar p52
- write a description of my favourite food p53
- design a menu and evaluate a design project pp54–55

Language

I can ...

- talk about and describe food p47, 50
- understand how to use countable and uncountable nouns p49
- understand how to use *there is / there are* p51

Learn to learn

I can ...

- personalise vocabulary p47
- predict true or false sentences p50
- play vocabulary games p56

Extra resources

- Grammar tutor, Student's Book **p128**
- Workbook **pp32–39** and Writing tutor **p82**

Teacher's Resource Bank

Worksheets:

- Grammar 4.1 and 4.2 (3 levels)
- Vocabulary 4.1 and 4.2 (3 levels)
- Video 4.1–4.5
- Communication
- CLIL project
- Finished? pages
- Vocabulary bank pages
- Course-specific tests package
- Cambridge English Qualifications practice
- Speaking and Writing frames (2 levels)
- Project Book **pp34–37**

Lesson aim: I can talk about and describe food.

Warmer

Ask students if they like any of the foods they see on the page. Elicit whether students have eaten any of these foods recently.

1 Give students a time limit (e.g. two minutes) for writing their lists.

Target vocabulary

apples /'æplz/
bananas /bə'nɑːnəz/
beans /biːnz/
carrots /'kærəts/
cheese /tʃiːz/
chicken /'tʃɪkɪn/
chocolate /'tʃɒklət/
eggs /egz/
fish /fɪʃ/
fizzy drink /'fɪzi drɪŋk/
juice /dʒuːs/
meat /miːt/
rice /raɪs/
water /'wɔːtə/

2 4.01 ★★★ Students cover the pictures. Put students into A/B pairs. Student A thinks of a word and tries to draw it. Student B guesses the word to win a point.

Audioscript p127

Vocabulary bank

Learn to learn

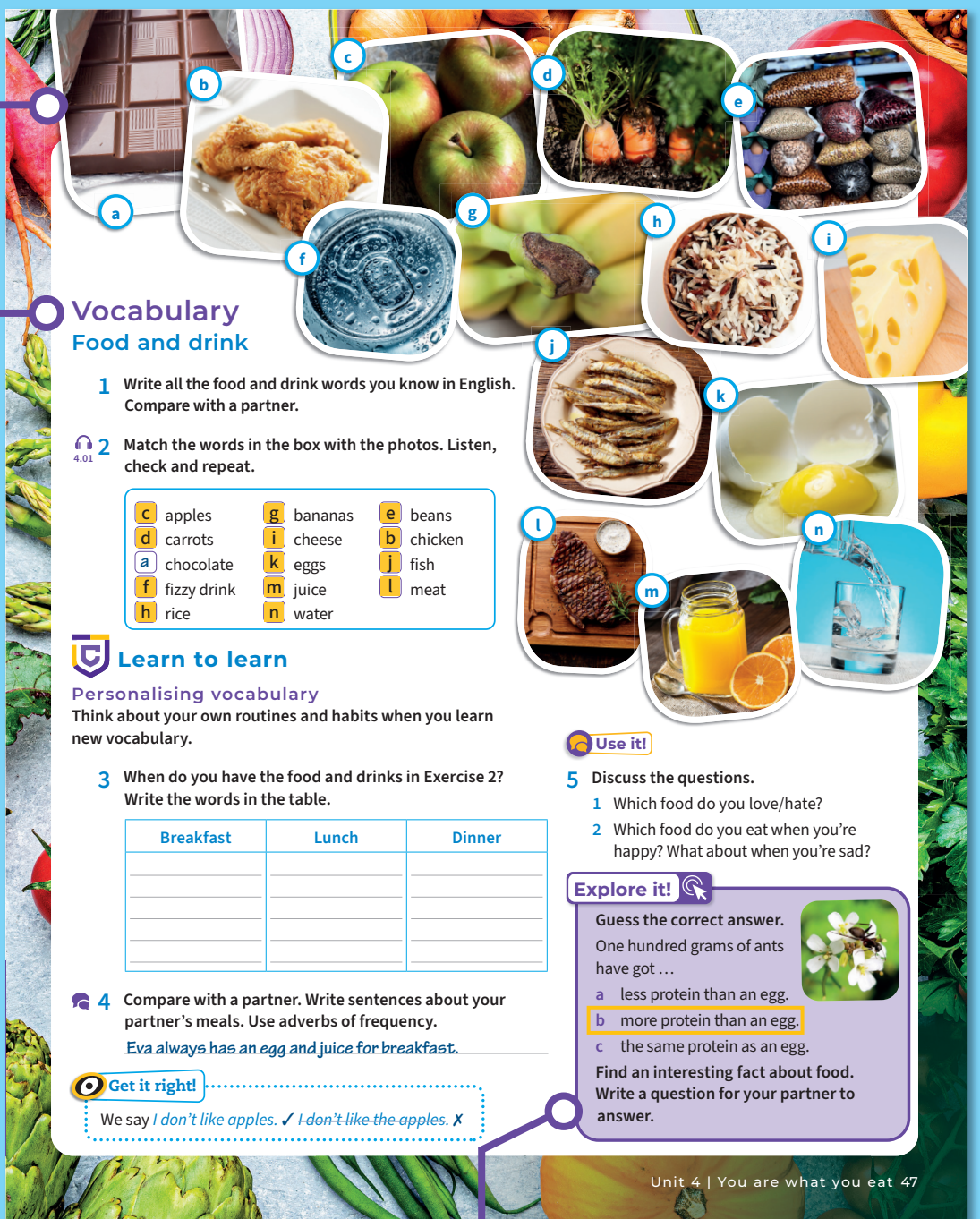
Personalising new vocabulary is a strategy that students should be using in order to maximise their chance of remembering it.

3 Play the recording again. Students write the words in the table as they hear them.

4 Point out that we say *I have an egg*, not ~~*I have got an egg*~~, because here *have* means 'eat', not 'possess'.

Get it right!

Explain that when we talk about things in general in English, we don't use *the*.



Vocabulary

Food and drink

1 Write all the food and drink words you know in English. Compare with a partner.

4.01 2 Match the words in the box with the photos. Listen, check and repeat.

c apples	g bananas	e beans
d carrots	i cheese	b chicken
a chocolate	k eggs	j fish
f fizzy drink	m juice	l meat
h rice	n water	

Learn to learn

Personalising vocabulary

Think about your own routines and habits when you learn new vocabulary.

3 When do you have the food and drinks in Exercise 2? Write the words in the table.

Breakfast	Lunch	Dinner

4 Compare with a partner. Write sentences about your partner's meals. Use adverbs of frequency.

Eva always has an egg and juice for breakfast.

Get it right!

We say *I don't like apples.* ✓ ~~*I don't like the apples.*~~ ✗

Use it!

5 Discuss the questions.

1 Which food do you love/hate?
2 Which food do you eat when you're happy? What about when you're sad?

Explore it!

Guess the correct answer.
One hundred grams of ants have got …

a less protein than an egg.
b more protein than an egg.
c the same protein as an egg.

Find an interesting fact about food. Write a question for your partner to answer.

Unit 4 | You are what you eat 47

5 Give students a few minutes to prepare (using a dictionary) before discussing the questions.

Explore it!

Students make a question using the interesting fact they researched for homework.

Extend it!

Ask students to create a table with new categories (e.g. colour, like/dislike, healthy/unhealthy, etc.) and add words to it.

Flipped class

Prepare for Exercise 5 (p48). Ask students to make notes about their ideas for the questions.

Homework

Workbook p32

Lesson aim: I can read texts about food.

Warmer

Ask students if they have a snack (a small amount of food) in their bag today. Find out what they have, and elicit the vocabulary.

1 Elicit *spider*, *worm* and *grasshopper* from the pictures. Elicit students' guesses on the board but do not give the answer.

2 4.02 Give students three minutes to scan the text for the information they need. Demonstrate this with the first text, encouraging students to circle important information. Elicit the places (Cambodia, Botswana, Mexico) and that the people enjoy the food.

3 If students have smartphones and if appropriate, encourage them to search for the words online and look at images instead of translating them.

4 Ask students to underline the parts of the text where they found the answers.

5 Give students time to look at their notes they made for homework before discussing the questions. Elicit that eating insects might be better for the environment because there are many millions of them and they don't need a lot of land or water like other animals.

Time for a **snack**

a



Leakena is from Cambodia. She hasn't got a banana for a snack today, she's got a spider. She usually buys one tarantula from a food stall on the way home from school. 'You cook them in **oil** and then add some **salt** and some sugar. They're like chicken or fish. The legs are my favourite!'

b



Kgosi is from Botswana in southern Africa. He hasn't got any apples today, but he's got some Mopane worms. 'I like sharing them with friends at school. They're great with some **peanut butter** or some rice and they've got more protein than meat. I haven't got any rice today, just 50 worms!'

c



Jorge is from Oaxaca, Mexico. He's got some chocolate today but he's also got a grasshopper taco. 'My mum cooks grasshoppers in some oil and she always adds some **garlic**. They're my favourite snack and I sometimes buy them at the market.' Bugs like grasshoppers, spiders and worms are good for you and the planet. They give us protein and they aren't expensive to feed. Which bug do you want to try?

Reading
An article

1 **Look at the photos of food in the article. Where do you think people eat this food? Do they enjoy it?**

4.02 2 **Read the article and check your answers to Exercise 1.**

3 **Check the meaning of the words in bold in the article.**

4 **Choose the correct answer. Which person ...**

Leakena Kgosi Jorge

1 enjoys sharing snacks with friends? *Kgosi*
2 usually buys a snack after school? Leakena
3 enjoys the snack with garlic and oil? Jorge
4 likes eating the snack with rice? Kgosi
5 has got two types of snack today? Jorge
6 likes eating a bug's legs? Leakena

Voice it!

5 **Discuss the questions.**

1 Do people in your country eat bugs?
2 Which of these bugs do you want to try?
3 Why do you think eating bugs is good for the planet?

48 You are what you eat | Unit 4

Flipped class

▶ Ask students to watch **Video 4.2** and do **Video worksheet 4.2** in preparation for the next class.

Homework

Workbook p33

Lesson aim: I can understand how to use countable and uncountable nouns.

Warmer

Find a picture online of the inside of a fridge and show it to the class. Put students into teams, and elicit the vocabulary to say what is inside the fridge.

▶ Play **Video 4.2**. Elicit that there are some apples, some bread and cheese at the market. His favourite food is cheese.

1 Draw attention to the table. Elicit other countable and uncountable nouns and write their plural forms on the board. Ask a volunteer to complete the sentence in the exercise.

2 Divide the class into two teams. Read out each word from the box. If the word is a countable noun, one team should stand up; if it's uncountable, the other team stands up.

3 Copy the table onto the board and add the vocabulary from the warmer activity.

4 Draw attention to the table. Ask pairs to discuss the rules and choose their answers. You may wish to play the video again to help students complete the exercise. Confirm answers as a class.

5 Students remain in pairs. Ask pairs to do the exercise orally, before writing and checking their answers.

6 4.03 Encourage students to complete the conversation in pairs before listening to check.

Audioscript p127

Grammar tutor

Ask students to complete additional grammar activities on the Grammar tutor page 128.

Language in action

Countable and uncountable nouns

1 **Look at the table and complete the rule.**

For _____ nouns we add *–s* to form the plural.

2 **Find and underline the words below in the text on page 48. Complete the table.**

~~apple~~ garlic oil salt sugar taco tarantula worm

Countable	Uncountable
apple	garlic
taco	oil
tarantula	salt
worm	sugar

3 **Work with a partner. Add more food words to the table in Exercise 2. How many have you got?**

a/an, some/any

	Singular countable	Plural countable	Uncountable
+	I've got **a** smoothie now.	The market's got **some** apples.	It's got **some** bread.
-	He hasn't got **an** apple.	They haven't got **any** bananas.	They haven't got **any** cheese.
?	Have you got **a** favourite food?	Have you got **any** apples?	Have you got **any** cheese?

4 **Look at the table and complete the rules.**

We use:

- *a* or [1] an _____ with singular countable nouns.
- [2] some _____ with plural countable and uncountable nouns in affirmatives.
- [3] any _____ with plural countable and uncountable nouns in negatives and questions.



Watch video 4.2
What food can you see at the market? What's Simon's favourite food?

Countable nouns	Uncountable nouns
You **can count** them.	You **can't count** them.
one banana **an** apple **two** apples	bread cheese milk

5 **Complete the sentences with *a* / *an*, *some* / *any*. Check your answers in the text on page 48.**

1 Leakena's got *a* _____ spider.
2 Kgosi's got _some_ worms and Jorge's got _some_ chocolate.
3 Kgosi hasn't got _an_ apple. Leakena hasn't got _a_ banana.
4 Has Jorge got _any_ grasshoppers?
5 Jorge's mum always adds _some_ garlic when she cooks grasshoppers.

4.03 **6** **Complete the conversation with *a*, *an*, *some* or *any*. Listen and check.**

Celia Have we got [1] any _____ food for the party?
Oscar Let's have a look. Right, we've got [2] some _____ cheese.
Celia OK. Have we got [3] any _____ bread?
Oscar Sorry. We haven't got [4] any _____ bread but we've got [5] some _____ pasta.
Celia Have we got [6] any _____ fruit or vegetables?
Oscar We've got [7] an _____ apple and [8] a _____ carrot.
Celia What about drinks?
Oscar We've got [9] some _____ water.
Celia Great. What a party! I can't wait.

Grammar tutor p128

Use it!

7 **Work with a partner. Change the food and drink words in Exercise 6 and write your own conversation. Practise your conversation.**

7 Ask each pair to act out their conversation for the class. Students listen to each other's conversations and write all the food words they hear.

Homework

Workbook p34

Grammar game

Students play in A/B pairs. Each student draws five pictures of food. Students have two minutes to guess what's in each other's picture. Student A asks: *Have you got any milk?* If Student B does, they say *Yes, I have* and cross out the milk drawing from their fridge. After two minutes, the student who guessed the most foods wins.

Lesson aim: I can describe food.

Warmer

Students write one food word next to each word in the box in Exercise 1, e.g. *sweet – cake*. Students compare their words in groups of four, then discuss which words refer to opinions (*delicious*, *disgusting*, *nice*).

Vocabulary and listening

Adjectives

4.04 **1** Complete the sentences with the adjectives in the box. Listen and check.

cold delicious disgusting fresh healthy hot nice salty sweet ~~unhealthy~~

1 Fizzy drinks aren't good for you, but I sometimes drink them. I know they're unhealthy.

2 Careful! The soup is hot.

3 Peanuts have got salt on them. They're salty, but they aren't bad for you.

4 I really hate cheese. I don't know how people can eat it, I think it's disgusting

5 These beetles look and taste great! They're delicious.

6 Yuk! This milk doesn't smell nice. I don't want any in my coffee.

7 Dark chocolate hasn't got much sugar in it. It isn't sweet, but I love it!

8 I never eat ice cream in winter. The weather is cold and so is ice cream!

9 The vegetables and fruit in our garden are always fresh and they're a healthy snack.

4.05 **2** Listen to the words in Exercise 1 and repeat them. Which two words have got a negative meaning? disgusting, unhealthy

Pronunciation p118

Use it!

3 Write five sentences to describe a type of food. Use adjectives.

4 Work with a partner. Take turns to say your sentences. Can your partner guess the type of food?

They're disgusting and salty.

Are they spiders?

A quiz

Learn to learn

True or false sentences

With true or false sentences, you've got a 50% chance of being correct! Before you listen, read the sentences and try to predict if they are true or false.

5 Read the sentences in Exercise 6 and predict if they are *T* (true) or *F* (false).

4.08 **6** Listen to the quiz and check. How many of your predictions are correct?

1 There are 1,000 peanuts in a jar of peanut butter. F
2 You can't eat durians on public transport. T
3 White chocolate isn't really chocolate. T
4 Carmine is an orange powder from beetles. T


durian


cocoa


carmine

1 4.04 ★ Students cover the text in the middle and work together to think of the English names for the foods in the pictures. They uncover the texts and check.

Target vocabulary

cold /kəʊld/
delicious /dɪ'lɪʃəs/
disgusting /dɪs'gʌstɪŋ/
fresh /freʃ/
healthy /'helθi/
hot /hɒt/
nice /naɪs/
salty /'sɒlti/
sweet /swi:t/
unhealthy /ʌn'helθi/

2 4.05 Point out that words which start with *un-* usually have a negative meaning.

Vocabulary bank

Pronunciation

Students turn to the pronunciation exercises on p118 for practice of using word stress.

Audioscript p127

3 & 4 Alternatively, students play in groups of four. They take turns to say their sentences, one at a time. The first student to guess another student's food wins a point.

Learn to learn

Students can use their knowledge of the world to make guesses about the content of what they will hear or read. This can help them improve their confidence, especially before listening.

5 Students work in pairs and guess if the sentences are true or false.

6 4.08 Ask students to raise their hand when they hear an answer.

Audioscript p127

Flipped class

▶ Ask students to watch **Video 4.3** and do **Video worksheet 4.3** in preparation for the next class.

Homework

Workbook p35

Lesson aim: I can understand how to use *there is/are* and *much/many*.

Warmer

Ask students to write as many words as possible for things in the classroom. Ask *Is/Are there ...?* questions using the students' words (e.g. *Is there a teacher in the room? Yes, there is. Are there any apples in the room? No, there aren't.*) Get students to ask more questions like this in groups.

▶ Play **Video 4.3**. Elicit that there are two carrots, an apple and some orange juice in the girl's juice. She sleeps 9–10 hours a night.

1 ★ Draw attention to the table. Point out that we always need to use *there* in these statements and questions. Check answers as a class.

2 4.09 ★ Students underline the first nouns in each sentence and decide in pairs if these are countable or uncountable. Then, they complete the exercise.

3 ★★★ Students who finish early can write another question about the picture (e.g. *Is there any water?*).

4 Ask volunteers to read the examples in the table. Point out that we never say ~~*How a lot of ...?*~~. Elicit more examples using *much, many* and *a lot of* and write them on the board.

Grammar tutor

Ask students to complete additional grammar activities on the Grammar tutor page 128.

5 ★ On the board, write: *fruit, people, time*. Elicit whether these nouns are countable or uncountable.

6 Students can do this exercise in pairs or small groups. If there is time, allow pairs or groups to talk to as many others as possible.

Language in action

there is/isn't, there are/aren't



Watch video 4.3
What is in her juice?
How many hours does she sleep?

	Singular countable	Uncountable	Plural countable
+	**There's a** quiz on this website.	**There's some** dark chocolate.	**There are** two carrots in this juice.
-	**There isn't a** quiz in the magazine.	**There isn't any** dark chocolate.	**There aren't** any bananas in this drink.
?	**Is there** a quiz? **Yes, there is. / No, there isn't.**	**Is there** any water? **Yes, there is. / No, there isn't.**	**Are there** two carrots in this juice? **Yes, there are. / No, there aren't.**

1 **Look at the table. Circle the correct options.**

1 *There is* / *There are* three eggs in my omelette.
2 *Is there* / *Are there* any cheese in that sandwich?
3 *There's* / *There are* some ice cream in the freezer.
4 *There isn't* / *There aren't* any tomatoes in my salad.
5 *There isn't* / *There aren't* any fish on the menu.

2 **Complete the sentences with the correct form of *there is* / *there are*.**

1 There's a quiz in this magazine.
2 There are about 540 peanuts in that jar.
3 There isn't any chocolate in my fridge.
4 Are there any oranges in your juice?
5 Is there any milk in the fridge?

3 **Write questions about the picture. Then ask and answer.**



1 any fruit? Is there any fruit?
2 any eggs? Are there any eggs?
3 any juice? Is there any juice?
4 a sandwich? Is there a sandwich?

Is there any fruit? *Yes, there is.*

much/many, a lot of

	Countable plural	Uncountable
+	There are **a lot of** vegetables.	I get **a lot of** sleep.
-	There aren't **many** unhealthy snacks.	I haven't got **much** time for exercise.
?	**How many** bananas are there?	**How much** exercise do you get each day?

4 **Complete the sentences and questions with *much*, *many* or *a lot of*.**

1 Tomás hasn't got much time after school.
2 He's got a lot of after-school activities.
3 There aren't many hours after school before going to bed.

Grammar tutor p128

Use it!

5 **Write questions with *how much*/*how many*.**

1 fruit / do you eat / every day?
How much fruit do you eat every day?
2 people / are there / in your family?
How many people are there in your family?
3 time / spend / with friends at the weekend?
How much time do you spend with friends at the weekend?

6 **Ask and answer the questions in Exercise 5.**

How much fruit do you eat every day?

I eat an apple and an orange.

Grammar game

Students draw a lunchbox with five foods they love. In groups, students guess the contents of each other's lunchboxes by asking *Is/Are there any … ?*. Then they discuss whose is the best lunchbox and why.

Homework

Workbook p36

Lesson aim: I can order food and drink.

Warmer

Students discuss what they usually order at their favourite café.

1 4.10 ★★★ Students cover the conversation while they listen and answer the question.

2 Put students into A/B pairs. Student A says one of the phrases in the students' first language, and student B says it in English.

Audioscript p128

3 ▶ Play **Video 4.4**. Students repeat the phrases in pairs, copying the intonation. One student hums a phrase without saying the words (e.g. *hm–HM!*) and the other student guesses the phrase (*Enjoy!*).

4 Allow students to say the conversation along with audio 4.10 before acting it out in pairs. Encourage them to change some of the food vocabulary.

5 & 6 You may want students to write down the conversation in pairs, to ensure they use the vocabulary and grammar from the unit.

7 Two students perform the conversation. One student from the other pair answers the questions from Exercise 7, while the other student checks for correct grammar.

Speaking frames

Speaking

Ordering food and drink

Gulay orders some fizzy water and an apple

4.09 **1** Listen to the conversation. What does Gulay choose from The Juice Stop?

Just Juices: £4.00

The Juice Stop

Fresh and Natural

Sunshine Start
Start your day with a delicious mix of fruit and vegetables.

Green Giant
Gives you energy with fresh green vegetables and there's an apple, too!

Fresh Lemorange
3 oranges, 2 lemons, some fizzy water and our secret ingredient.

Water Stop: £1.50
Fizzy water

Snack Station: £0.75
Apple, Banana, Carrot

4.09 **2** Complete the conversation with the phrases from the *Useful language* box. Listen and check.

Useful language

Can I have … ?	Is that everything?
Can I help you?	That's … , please.
How much is that?	What kind?
I'd like a/an/some …	What's in the … ?

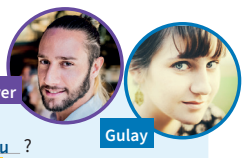
3 Look at the *Everyday English* box. Find and underline the phrases in the conversation.



Watch video 4.4
Everyday English

Enjoy! Here you go.
No problem. No worries!

4 Work with a partner. Practise the conversation.



Server Hi. [1] Can I help you ?
Gulay [2] I'd like some juice, please.
Server No problem. [3] What kind ? What's in the
Gulay I'm not sure. [4] Sunshine Start?
Server There are two oranges, a carrot and three tomatoes in that one. It's really healthy.
Gulay Hmm. What about the Green Giant? That sounds delicious.
Server There are some green beans and a green apple in that.
Gulay Thanks. [5] Can I have some fizzy water and an apple? Is that everything
Server Of course. No worries! [6] ?
Gulay Yes, it is. Thank you. [7] ?
Server [8] That's £2.25, please . How much is that
Gulay Here you go.
Server Thanks. Enjoy!
Gulay Thank you. Bye!

Plan

5 **Work with a partner. Plan a conversation about ordering food and drink. Decide …**

where you are _____
who is the server and who is the customer _____
what's on the menu _____
what to choose from the menu _____

Speak

6 **Practise the conversation. Remember to use:**

- *there is(n't) / there are(n't)* and *how much / how many*
- vocabulary from this unit
- expressions from the *Useful language* and *Everyday English* boxes

Check

7 **Work with another pair. Listen to their conversation and complete the notes.**

Where are they? _____
What does the customer choose from the menu? _____

Extend it!

Give each student three small pieces of paper. Ask them to write a main dish on one, and a dessert and a drink on the others. Put students into groups of four and put their pieces of paper together (separating them into four main dishes, four desserts and four drinks). This is the menu. Students take turns to act out a conversation as waiters and customers, using the menu they have created.

Lesson aim: I can write a description of my favourite food.

Warmer

Put students into groups of four to discuss their favourite foods. Ask them to choose which six foods to have at their perfect party.

1 ★★★ Students revise the grammar of the unit by writing questions about the food before reading, e.g. *Is there any chocolate in this food?*

2 Encourage students to circle the key words in the text and check their answers in pairs before feedback.

3 Write on the board: *For breakfast, I have … but I don't have … .* Students make sentences so they are true for them, and compare in pairs.

4 Ask pairs to complete the exercise. They work with another pair to check their answers. Students who finish early can write other sentences for their partners to guess.

5 After writing, ask students to highlight *there is/are*, countable and uncountable nouns and phrases from the *Useful language* box in a bright colour. This will help them with self-assessment.

6 Students display their texts around the classroom and read each other's texts, looking for the most delicious sounding foods. Conduct whole-class feedback, using the particularly good texts as examples.

Writing frames

Finished?

Writing

A blog post



Family life | School life | **Food** | Friends and fun

My favourite food by João Pereira

1 b My name's João and I'm from Recife in Brazil. Here are some photos of my favourite types of food. I often have these at the weekend.

2 c My dad makes cheese bread for breakfast. There's a lot of cheese in it. It's nice and I eat it when it's hot!

3 d I usually buy lunch from a food stall or a shop. There are a lot of food stalls in my part of town and it isn't difficult to find delicious food! We often have chicken xim xim. It's very healthy. It's chicken with rice and there are a lot of peanuts. They're salty but they're nice.

4 a I love chocolate – especially Brigadeiros! I always buy them after lunch from Thiago's stall. They're very sweet. I love eating them with my hands but I can't eat more than two or three. They're definitely my favourite snack!

cheese bread; chicken with rice and peanuts (chicken xim xim); chocolate balls (Brigadeiros)

1 **Look at the photos. What do you think the food is? Read the description and check.**

2 **Match topics a–d with paragraphs 1–4.**

a Snacks
b Introduction: who you are, what the blog post is about
c Breakfast
d Lunch

3 **Find and underline examples of *and*, *but* and *or* in João's description. Complete the information in the *Useful language* box.**

Useful language

We use [1] and to add similar information.
We use [2] but to contrast different information.
We use [3] or when there is a choice (usually between two things).

4 **Circle *and*, *but* or *or*.**

1 This soup is cold *and* / (*but*) / *or* it's delicious.
2 There's a food market near my house (*and*) / *but* / *or* it's easy to buy local food there.
3 Do you want pasta *and* / *but* / (*or*) pizza?
4 Look at those plants! There are tomatoes (*and*) / *but* / *or* strawberries.

Write a blog post about your favourite types of food.

Plan

5 **Make notes to describe your favourite types of food. Decide what information to include in each paragraph. Think about:**

- where you get it from
- what's in it
- what it's like

Write

6 **Write your blog post. Remember to include:**

- an introduction and three paragraphs
- *there is / are*
- countable and uncountable nouns
- the words from the *Useful language* box

Check

7 **Do you …**

- introduce yourself and say when/how often you eat your favourite foods?
- use adjectives to describe food?
- say why you like each type of food?

Flipped class

Students turn to p121 and do Exercise 4.

Homework

Workbook p37, Writing tutor p82

Lesson aim: I can design a sustainable menu.

Watch

Before students watch the video, elicit answers to the first question and write some on the board. Then, discuss the other questions as a class. Do students know where some of their favourite food items come from? Add answers to the board.

Project book

For more information and activities see the Project Book p34 and the Unit 4 Project worksheets.

1 Ask students to describe what they see in the photos (*produce wrapped in plastic, a truck with fruit and vegetables, a farmer's market/food stall, fresh tomatoes on the vine*). Allow pairs two minutes of silent thinking time before asking them to discuss the question.

2 4.10 ★ After reading, elicit whether some of the ideas the students discussed in pairs were mentioned in the text. Do any students make the same or similar food choices as Hugo, Alanna or Marcelo? Would students like to try any of the teenagers' ideas?

3 Ask a volunteer to read the definition. Confirm understanding, then do a brief class survey to ask students if they think Hugo, Alanna or Marcelo makes the most sustainable food choices, and why. (There is no right or wrong answer, but students may feel some suggestions are more realistic or relevant.) Draw attention again to the statistic presented at the beginning of the text. Confirm understanding of 30% being nearly a third of emissions.



Social responsibilities

Sustainable food choices

Watch video 4.5
Think before you eat

1 What's your favourite food?
2 Watch the video. What is it about?
a how to grow strawberries
b expensive food
c where our food comes from
3 Where do you and your family buy food?

1 Look at the photos. How can the food you eat be good or bad for the environment? Work in pairs and share your ideas.

4.10 2 Read the text and check your ideas.

3 Look at the definition of *sustainable*. Do you think Hugo, Alanna and Marcelo eat in a sustainable way?

sustainable ***adjective***
made, grown or produced in a way that is not bad for the environment so it can continue for a long time

a b c d

Be more sustainable!

Food production is responsible for 30% of global greenhouse gas emissions. How do our food choices help or hurt the planet? Let's find out.

Hugo, 15

I'm a vegetarian, so I don't eat any meat or fish. It takes a lot of land and water to produce meat because the food for the animals needs to grow too. When cows or sheep digest their food, they produce a lot of gas and that's bad for the planet. My favourite plant-based foods are beans and nuts. They are very healthy. Plant-based food uses less energy, land and water than meat. It's good for me and good for the environment!

Alanna, 14

A lot of food travels a long way by road or air to arrive in our supermarkets, like fruit that only grows in some countries. This is not only expensive, it's also bad for the planet because there are a lot of greenhouse gas emissions. There's also a lot of food packaging in supermarkets. It's plastic so it's expensive to produce and it uses a lot of energy. I always think about where my food comes from. I go to the local market once a week with my parents. We buy local meat, eggs, fruit and vegetables. There isn't any packaging so they're all plastic-free and we use our own bags.

Marcelo, 14

My family grows our own fruit and vegetables all year round. For example, there are tomatoes, peppers and strawberries in summer and potatoes and carrots in winter. It isn't difficult. The plants are on our balcony and I give them some water. Then, the natural energy from the sun helps them grow. There aren't any chemicals so they're organic. They're always fresh and delicious. A healthy plate is a healthy planet!

54 You are what you eat | Unit 4

For more information on Social responsibilities, see the CLCF activity cards in the Teacher's Resource Bank.

Sustainability: Sustainable consumption and production

Explain to students that when we choose to eat local foods, avoid plastic packaging and eat a plant-based diet when we can, we help maintain a more sustainable chain of growing and buying food. Sustainable Development Goal 12 is to ensure sustainable consumption and production patterns. This means we waste less food, look after of the plants and animals we eat and make sure we don't harm the land by farming too much or using chemicals. Ask students: What is one thing we can do this week to eat more sustainably? How would you explain what *sustainability* means to a friend or family member?

There are activity cards related to Sustainability in the Teacher's Resource Bank.

Lesson aim: I can design a sustainable menu.

Vocabulary extra

4 Allow students to reread the text and/or search for the unknown words online or in a dictionary instead of using translation software.

5 Point out the bold words in the descriptions. Ask students to look for the words in the text on p54. After students complete the exercise, ask volunteers to share their answers.

CLIL: Science

6 Pairs share their answers and then work together to think of one more idea for each person quoted (even the people who are already making sustainable food choices).

7 Have students change partners, then report back to their original partner what they have learned. Monitor discussions to ensure that conversations stay focussed and non-judgmental.

Plan

Model project

Direct students to the model project on p121 which serves as a guide for what they should create.

Divide the class into groups of three. Explain that each person in the group will be responsible for creating one of the three menu items. They will make the final decisions on the design of the menu together. Encourage students to use specific words that show their menu items are sustainable, and vibrant colour and design to make their menus appealing. Encourage students to tick the **Plan** items as they complete them.

Present

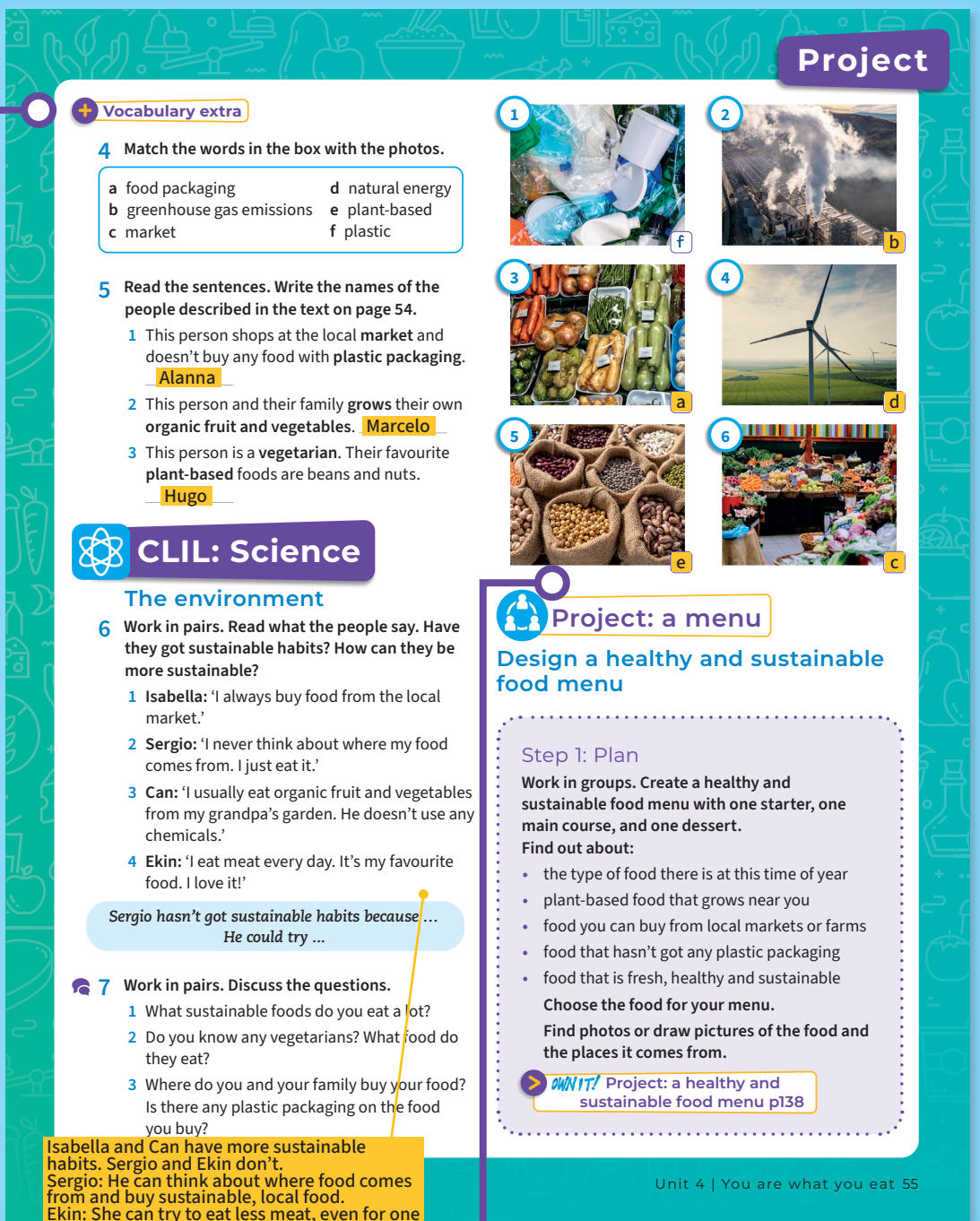
Have groups post their menus on the walls of the classroom and present them to the class. Group members should point out and discuss the menu item they created, sharing information about where the food comes from, and why it is a sustainable choice.

Respond

Elicit what the students found most appealing in each menu (encourage positive feedback for all menus). Does an eye-catching menu make someone want to visit a restaurant and eat its food? Can a sustainable menu be healthy and delicious?

Flipped class

Students complete the **Learn to learn** page (p56), then prepare for the **Review** lesson (p57). Students revise the grammar and vocabulary from Unit 4.



Project

Vocabulary extra

4 Match the words in the box with the photos.

a food packaging	d natural energy
b greenhouse gas emissions	e plant-based
c market	f plastic

5 Read the sentences. Write the names of the people described in the text on page 54.

1 This person shops at the local **market** and doesn't buy any food with **plastic packaging**. Alanna

2 This person and their family **grows** their own **organic fruit and vegetables**. Marcelo

3 This person is a **vegetarian**. Their favourite **plant-based** foods are beans and nuts. Hugo

CLIL: Science

The environment

6 Work in pairs. Read what the people say. Have they got sustainable habits? How can they be more sustainable?

1 **Isabella:** 'I always buy food from the local market.'

2 **Sergio:** 'I never think about where my food comes from. I just eat it.'

3 **Can:** 'I usually eat organic fruit and vegetables from my grandpa's garden. He doesn't use any chemicals.'

4 **Ekin:** 'I eat meat every day. It's my favourite food. I love it!'

Sergio hasn't got sustainable habits because ...
He could try ...

7 Work in pairs. Discuss the questions.

1 What sustainable foods do you eat a lot?

2 Do you know any vegetarians? What food do they eat?

3 Where do you and your family buy your food? Is there any plastic packaging on the food you buy?

Isabella and Can have more sustainable habits. Sergio and Ekin don't.
Sergio: He can think about where food comes from and buy sustainable, local food.
Ekin: She can try to eat less meat, even for one day a week; for example, meat-free Monday.

Project: a menu

Design a healthy and sustainable food menu

Step 1: Plan

Work in groups. Create a healthy and sustainable food menu with one starter, one main course, and one dessert.
Find out about:

- the type of food there is at this time of year
- plant-based food that grows near you
- food you can buy from local markets or farms
- food that hasn't got any plastic packaging
- food that is fresh, healthy and sustainable

Choose the food for your menu.

Find photos or draw pictures of the food and the places it comes from.

OWN IT! Project: a healthy and sustainable food menu p138

Unit 4 | You are what you eat 55

Warmer

Show students a few pictures of famous people. Elicit relevant clothing vocabulary. Students discuss what they are wearing and if they like their style.

Start it!

Extra digital activity
Ask students to complete the quiz to introduce them to the unit topic. Don't forget to check their progress at the end of the unit with the quiz on the Review page.

1 In pairs, students discuss which clothes in the picture they like.

2 Give students two minutes to write a list of people who wear uniforms, using a dictionary if necessary.

▶ 3 & 4 After playing **Video 5.1**, give students two minutes of thinking time before they discuss question 4.

Extra digital activity
Ask students to complete the video comprehension questions.

Class challenge

In Indonesia at the end of the school year, students give their uniforms to younger students / throw away their uniforms / **decorate each other's uniforms with paint**.

Flipped class

Prepare for **Explore it!** (p59). Students research an interesting fact about clothes.



58 What's your style? | Unit 5

Unit aims

Skills

I can ...
- understand texts about fashion and a Hindu wedding p60, pp66–67
- buy clothes and accessories p64
- write a description of a photo p65

Language

I can ...
- understand how to use present tenses p61, p63
- talk about clothes and accessories p59, p62

Learn to learn

I can ...
- make a picture dictionary p59
- listen for the general idea p62
- make connections p67
- guess the meaning of words p68

Extra resources

- Grammar tutor, Student's Book **p129**
- Workbook **pp40–47** and Writing tutor **p83**

Teacher's Resource Bank

Worksheets:
- Grammar 5.1 and 5.2 (3 levels)
- Vocabulary 5.1 and 5.2 (3 levels)
- Video 5.1–5.5
- Communication
- Culture project
- Finished? pages
- Vocabulary bank pages
- Course-specific tests package
- Cambridge English Qualifications practice
- Speaking and Writing frames (2 levels)
- Project Book **pp38–41**

Lesson aim: I can talk about clothes and accessories.

Warmer

Put students into teams. Ask them to choose one team member and write a list of everything he/she is wearing, using a dictionary if necessary. The first team to finish wins.

1 5.01 ★★★ Ask students to cover the words and to guess the items in the pictures.

Audioscript p128

Target vocabulary

boots /buːts/
cap /kæp/
flip-flops /flɪp flɒps/
hoodie /'hʊdi/
jacket /'dʒækɪt/
jeans /dʒiːnz/
joggers /'dʒɒgəz/
shirt /ʃɜːt/
shorts /ʃɔːts/
skirt /skɜːt/
T-shirt /'tiːʃɜːt/
trainers /'treɪnəz/

2 Students mingle and ask as many other students as possible. Encourage them to describe the look they prefer. Ask: *Which looks don't you like?*

3 Alternatively, play a whole-class game. Read the first group of words. The first team to shout out the odd one out wins a point.

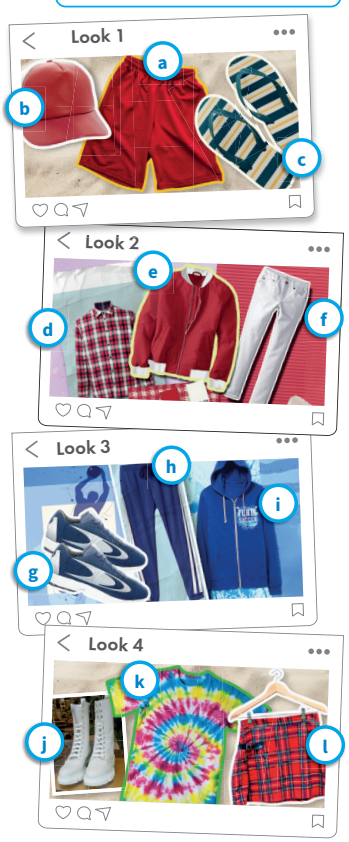
Vocabulary bank

Vocabulary

Clothes

5.01 **1** Match the words in the box with the pictures. Listen, check and repeat.

j	boots	b	cap
i	hoodie	e	jacket
f	jeans	h	joggers
c	flip-flops	g	trainers
k	T-shirt	l	skirt
d	shirt	a	shorts



2 Which look do you prefer? Why? Compare with a partner.

3 Circle the odd one out.

1 skirt / jeans / joggers / shorts
2 flip-flops / trainers / shirt / boots
3 shorts / jacket / hoodie
4 shirt / hoodie / jeans / T-shirt
5 jacket / cap / shirt / hoodie

1 The others are for your legs.
2 You wear the others on your feet.
3 The others are types of jacket.
4 You wear the others above your waist / on your top half.
5 It's the only one that you wear on your head.

Learn to learn

Making a picture dictionary

Drawing and labelling pictures helps you remember new words.

4 Make a picture dictionary for the clothes in Exercise 1. Compare with a partner.



5 Add more pictures to your dictionary. Cover the labels and show the pictures to a partner. Can they guess the words?

Use it!

6 Discuss the questions.

1 What do you wear to school / at the weekend?
2 What is your favourite outfit? Why?



Explore it!

Guess the correct answer.

Flip-flops have a lot of different names around the world. What do people in New Zealand call them?

a slops b jandals c chinelos

What do you call them? Find an interesting clothes fact. Write a question for your partner to answer.

Learn to learn

At this level, students should be able to take effective notes in class and from homework reading. This can include pictures as well as words.

4 & 5 Encourage students to write the vocabulary far from the picture so that they can fold the paper to cover the vocabulary and test themselves at home.

6 Write the following prompts on the board before the discussion: *This outfit makes me feel … comfortable, relaxed, pretty, sporty, free, cool.*

Explore it!

Students write a question using the interesting fact they researched for homework.

Homework

Workbook p40

Lesson aim: I can understand texts about fashion.

Warmer

Ask students why people like to write online diaries. Ask if anyone in the class has an online diary.

1 ★★★ Put students into A/B pairs. Student A describes the pictures and Student B, book closed, draws them. Students then compare the drawings with the pictures and check together any necessary vocabulary.

2 5.02 Give students one minute to scan the text for the name of a nationality. Elicit that the people are from Japan.

3 Put students into A/B pairs. Student A looks for the answers to 1–3, and Student B for 4–6. At the end, they share answers and show each other where the answers are in the text.

4 After feedback, students work in groups. Students take turns to think of a teacher and describe what he/she usually wears, using the adjectives they found. The first student to guess the teacher wins.

5 Allow students two minutes of silent thinking time where they can make notes and use a dictionary if necessary, before speaking.

Reading

An online diary

1 Look at the photos and describe the clothes you see. Where do you think the people are from?

2 5.02 Read the online diary and check your answer to Exercise 1.

3 Choose the correct answer. Which person …

Michiko Sofia Akiko

1 has got a pet? Michiko
2 has got a maths test? Sofia
3 wants to go outside? Sofia
4 is Michiko's friend? Akiko
5 is wearing boots? Michiko
6 is wearing sandals? Akiko

4 Find adjectives in the online diary for the headings. Add two more adjectives for each heading.

Colour: black, white, red, green
Size: big
Style: traditional, retro, sporty

Voice it!

5 Discuss the questions.

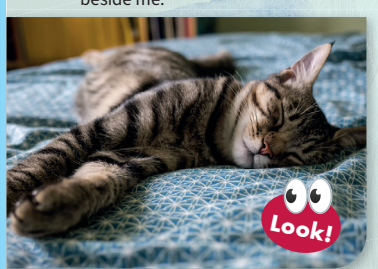
1 Do you dress like your friends? Why / Why not?
2 How do the people you like influence the clothes you wear?
3 How does the place you live in influence the clothes you wear?

Michiko'sMix.com

8:00 am **Saturday**

Happy weekend!

I'm writing this post in my bedroom. My cat, Candy, is sleeping right here beside me.



What are you doing this morning? It's so hot!

Comments:

10 replies ♥ 12 likes

Sofia: Hi, Michiko. I'm revising for a maths test! ☹ It's really hot and I want to be outside!

Michiko: Poor you! Good luck! 😔🤞 My friend is calling me. See you later!

10:00 am **Back online!**

We ♥ Harajuku – the fashion district

I'm sitting in a café with my best friend, Akiko. We're mixing traditional Japanese clothes with our own clothes to create a wamono style today. Look! We're wearing summer dresses and shirts. I'm wearing big black boots but Akiko isn't wearing the same boots. She's wearing zori (they're Japanese sandals).

We're also people watching from the café! There are a lot of different looks. There's a boy outside the café. He's wearing a black and white striped





T-shirt, a red shirt, tight jeans, a green jacket and trainers. What a cool retro sporty look! What do you think?

Comments:

Kyle from London: I love it!

1:00 pm **Lunchtime**

I'm not having ramen today. I've got sushi and sashimi. It's definitely a susimi kind of day. Delicious! Are you having ramen for lunch?

Comments:

Lily: No, I'm not. I'm making pizza for ten friends! 🍕

60 What's your style? | Unit 5

Flipped class

▶ Ask students to watch **Video 5.2** and do **Video worksheet 5.2** in preparation for the next class.

Homework

Workbook p41

Lesson aim: I can understand how to use the present continuous.

Warmer

Students choose three famous people and work in groups to guess what they are doing right now, e.g. *Messi. I think he's training. No, I think he's still sleeping!*

▶ Play **Video 5.2**. Elicit that the boy is wearing jeans, a shirt and a T-shirt. Hiro is wearing a uniform.

Pronunciation

Students do the Pronunciation activities on *-ing* on p119.

Audioscript p128

1 Ask volunteers or assign students to read the examples in the table. (Some students may particularly apply to some examples, such as *I'm not wearing a T-shirt*.) Point out the word order and *-ing* forms in the examples. Check answers as a class.

2 Ask pairs to check each other's answers. Students who finish early can make one more jumbled sentence for their partner to write in order.

3 Allow students one minute to look at the text again, if necessary, before writing their sentences.

Get it right!

Remind students that we invert the word order when making questions.

4 Stress that in this game, all the questions must be about the person right now. Elicit that *Is he wearing a green jumper?* is fine. *Has he got green eyes?* is grammatically correct but not good for the game.

Grammar tutor

Ask students to complete additional grammar activities on the Grammar tutor page 129.

Language in action

Present continuous



Watch video 5.2
What is he wearing?
Is Hiro wearing a uniform?

	I	He / She / It	We / You / They
+	Today, I'**m asking** about clothes.	He'**s wearing** grey trousers.	The girls **are wearing** skirts.
-	I'**m not wearing** a T-shirt.	Hiro **isn't wearing** jeans.	They **aren't wearing** trousers.
?	**Am I wearing** a T-shirt?	**Is** he **wearing** jeans today?	What **are** they **wearing** at the moment?

Pronunciation p119

1 **Look at the table and choose the correct words in the rules.**

1 The present simple of *be* goes **before** / **after** the main verb.
2 We add **-ing** / **-s** to the main verb.

2 **Write the words in the correct order to make sentences.**

1 wearing a / today. / I'm not / jacket
I'm not wearing a jacket today.
2 the party. / trainers for / buying new / You're
You're buying new trainers for the party.
3 her favourite / She's trying to / find / cap.
She's trying to find her favourite cap.
4 washing the / boots outside. / They're
They're washing the boots outside
5 playing? / are you / instrument / What
What instrument are you playing?

3 **Remember the information from the online diary. Write sentences in the present continuous. Check with a partner. How many sentences have you got?**

Get it right!
We say: *Are you wearing a cap?* ✓
~~*You are wearing a cap?*~~ ✗



4 **Choose a classmate but don't tell your partner. Ask ten questions to guess your partner's classmate. Your partner can only answer *Yes* or *No*.**

Is this person sitting near me? — *No.*

Grammar tutor p129

Use it!

5 **Write present continuous questions. Ask and answer with a partner.**

1 what / you / wear / today?
What are you wearing today?
2 which TV series / you / watch / this month?
Which TV series are you watching this month?
3 where / your best friend / sit?
Where is your best friend sitting?
4 what / you / think about / right now?
What are you thinking about right now?
5 who / wear / hoodie outside?
Who is wearing a hoodie outside?

What are you wearing today?

I'm wearing my favourite jeans, but I'm not wearing flip-flops.

Unit 5 | What's your style? 61

5 Encourage students to repeat the task with at least two different partners.

Grammar game

Students look back at p26 and work in groups. One student from each group chooses an activity on p26 and mimes it. The first student to guess the activity and use the present continuous correctly (e.g. *You're listening to music!*) wins a point and mimes the next activity.

Homework

Workbook p42

Lesson aim: I can describe clothes and accessories.

Warmer

Elicit the word *accessories* /ək'sesəriz/. Students say which accessories in the pictures they have and don't have.

1 5.05 ★★★ Books closed. Play the audio, pausing after each item for students to draw it. Then they compare with the pictures on p62 and complete the exercise in pairs.

Audioscript p128

Target vocabulary
belt /belt/
bracelet /'breɪslət/
earrings /'ɪərɪŋz/
gloves /glʌvz/
necklace /'neklәs/
purse /pɜːs/
ring /rɪŋ/
scarf /skɑːf/
sunglasses /'sʌnglɑːsɪz/
umbrella /ʌm'brelə/
wallet /'wɒlɪt/
watch /wɒtʃ/

2 ★★★ Put students into pairs. Ask them to think about all the accessories they have with them today and add any of them to the categories.

Vocabulary bank

3 Alternatively, students answer two questions with the truth and one with a lie. Their partner must ask extra questions to guess the lie.

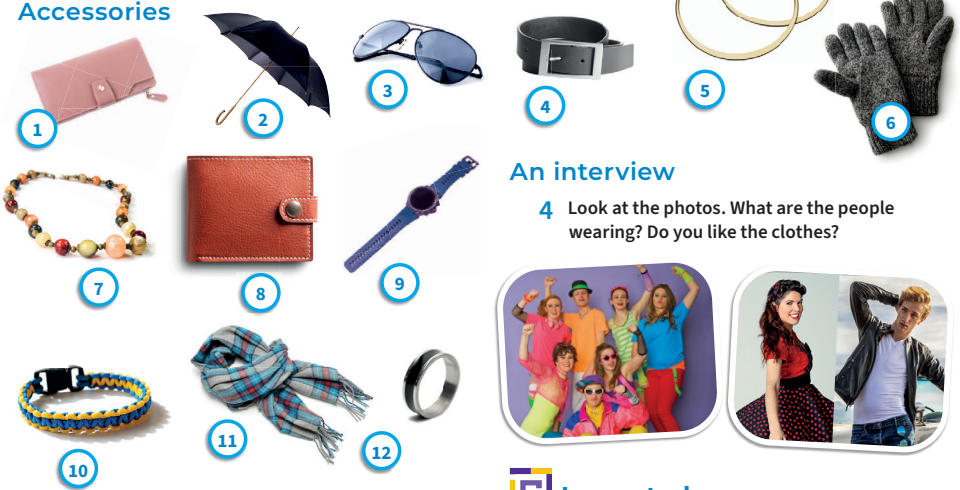
4 Encourage students to use adjectives from p60 to describe the clothes and explain what they like about them.

Learn to learn

Some students worry because they can't understand listening texts at first. Encourage them to manage their feelings, and play long audio recordings more than once in the classroom, to develop their confidence.

Vocabulary and listening

Accessories



5.05 **1** Match the words with the photos. Listen, check and repeat.

4	belt	10	bracelet	5	earrings
6	gloves	7	necklace	1	purse
12	ring	11	scarf	3	sunglasses
2	umbrella	8	wallet	9	watch

2 Write the words from Exercise 1 in the correct place in the table.

Carry	purse, umbrella, wallet
Wear	belt, bracelet, earrings, gloves, necklace, ring, scarf, sunglasses, watch

Use it!

3 Work with a partner. Ask and answer.
Which of the accessories in Exercise 1 …
1 are you wearing/carrying today?
2 have you got at home?
3 do you wear/carry every day?

An interview

4 Look at the photos. What are the people wearing? Do you like the clothes?

Learn to learn

Listening for the general idea

When you listen for the first time, don't worry if you don't understand every word. Listen for the general idea.

5.06 **5** Listen to the interview. What is Tom talking about?
a his family b his job c his clothes

5.06 **6** Listen again. Are the sentences *T* (true) or *F* (false)? Correct the false sentences.
Tom …
1 designs clothes for musicians. F
He designs clothes for actors.
2 usually starts work at 7 am. T
3 never works late. F
He sometimes works late / until midnight.
4 is good at drawing. T
5 makes the clothes. F
He designs the clothes. / Emily makes the clothes.

5 5.06 ★★★ Challenge stronger students to write the keywords which indicated the answer in the interview.

6 5.06 Students read the questions and discuss what they remember before playing the audio again.

Audioscript pp128–129

Flipped class

▶ Ask students to watch **Video 5.3** and do **Video worksheet 5.3** in preparation for the next class.

Homework

Workbook p43

Lesson aim: I can understand how to use the present simple and continuous.

Warmer

▶ Play **Video 5.3**. Elicit the clothes/accessories (jeans, hoodies, dresses, boots, hat, watches, scarfs) and the tips: wear clothes you like; wear colours that look good on you; don't forget accessories.

1 Draw attention to the table. Point out the difference between the routine activities shown in the table and the things that are happening right now. Ask volunteers to complete the exercise.

2 Put students in pairs to check each other's answers, then confirm answers as a class.

3 5.07 After feedback, divide students into as many groups as there are subjects in their school week. Each group chooses a subject. Students collaboratively write a comment for the blog post, saying what they are studying in the subject. Display the texts around the classroom and ask students to check if they are all correct.

Audioscript p129

Grammar tutor

Ask students to complete additional grammar activities on the Grammar tutor page 129.

4 ★ Focus students on the phrases in the questions that determine which tense to use (*always*, *usually* = present simple; *right now*, *at the moment* = present continuous).

Language in action

Present simple and present continuous



Watch video 5.3
Which clothes and accessories do you hear? Which three tips does she give?

	Present simple	Present continuous
+	I **usually wear** bright colours.	**Today**, I'**m talking** about style.
-	I **don't like wearing** uncomfortable dresses.	She **isn't wearing** bright colours.
?	What **do** you **usually wear**?	What's she **wearing now**?
Expressions	adverbs of frequency (usually, always), days of the week, every day	Just / Right now … / Now … / Today … / This week / month … / At the moment …

1 **Look at the table and complete the rules.**

1 We use the present simple to talk about routines (with days of the week or with *sometimes*, *usually*, *always*).
2 We use the present continuous to talk about things happening now (with *at the moment*, *today*, *right now*, *this week*, etc.).

2 **Circle the correct verbs.**

1 I *talk* / *'m talking* to Emily today.
2 Emily *starts* / *is starting* school at 8 am every day.
3 She *finishes* / *'s finishing* her outfit right now.
4 Emily usually *makes* / *'s making* all the clothes.
5 Emily *makes* / *'s making* a skirt and belt now.

5.07 **3** **Complete the blog post with the present simple or present continuous form of the verbs in brackets. Listen and check.**

Grammar tutor p129

Use it!

4 **Write questions with the present simple or present continuous. Ask and answer.**

What …
1 you / always / wear / at the weekend?
What do you always wear at the weekend?
2 music / you / listen to / at the moment?
What music are you listening to at the moment?

Who …
3 you / sit next to / right now?
Who are you sitting next to right now?
4 you / usually sit next to / at lunchtime?
Who do you usually sit next to at lunchtime?

What do you always wear at the weekend?

I always wear joggers on Saturday and jeans on Sunday.

[1]Do you want (want) to know more about my life?
What [2] are we doing (do) this week? We [3] 're studying (study) the history of fashion in art. It's really interesting and I [4] 'm learning (learn) lots of cool new stuff. We [5] 're preparing (prepare) our class fashion show this week, too. Joe and I [6] are wearing (wear) clothes from the 1980s. We [7] don't usually wear (not wear) clothes like this. We [8] 're not smiling (not smile) in the photo but we like the look! I ♥ [9] love (love) the 1980s.
What [10] are you doing (do) right now?



Grammar game

Put students into groups. Students take turns to think of an activity (e.g. reading a book) and mime doing it. The first student to guess the activity using the present continuous (*You're reading a book!*) wins a point.

Homework

Workbook p44

Lesson aim: I can buy clothes and accessories.

1 & 2 5.08 ★★★ Books closed. Put students into groups of four. Ask them to brainstorm all the vocabulary for accessories they can remember from p62. Play the recording and ask students what accessory the man is trying to buy (a scarf) and if he finds it (yes, he does).

Audioscript p129

3 5.08 Alternatively, students cover the *Useful language* box, listen again and write the phrases as they listen.

4 ▶ Play **Video 5.4**, ask students to translate these phrases into their own language.

5 5.08 Play audio 5.08 again and ask students to repeat the *Everyday English* phrases, copying the intonation, to build confidence. Students then practise the conversation in pairs.

6 Encourage students to make notes while they plan, as this will help them make efficient use of their time.

7 Ask students to underline the things the instructions say they should use and encourage them to tick these as they practise the conversation.

8 Students take turns to perform the conversation, while another student makes notes to answer the questions in Exercise 8 and the other ticks the language he/she hears from Exercise 7.

Speaking frames

Speaking
Buying clothes or accessories



1 Look at the photo. What do you think Salif wants to buy? a scarf

5.08 **2** Listen to the conversation. Does Salif find what he's looking for? Yes, he does.



Sales Assistant Good afternoon. [1] Can I help you ?
Salif Yes, please. [2] I'm looking for a scarf for my grandma.
SA Sure. Let's have a look. [3] What about this one?
Salif My grandma doesn't wear pink. [4] Have you got it in a different colour?
SA Yes, I have. You're in luck! [5] It comes in blue or purple.
Salif [6] Can I see the purple one, please?
SA Here you go. What do you think?
Salif It's perfect. How much is it?
SA It's £8 but there's a special offer today. Buy two for £12.
Salif No, thanks. I'm fine with just one!
SA Are you sure? It's a bargain.
Salif No, honestly. One is fine.

5.08 **3** Complete the conversation with phrases from the *Useful language* box. Listen and check.

Useful language

Can I help you?
Can I see the … one, please?
Have you got it in a different (size/colour/style)?
I'm looking for …
It comes in …
What about this one / these?

4 Look at the *Everyday English* box. Find and underline the phrases in the conversation.

5 Work with a partner. Practise the conversation.



Watch video 5.4
Everyday English

It's a bargain. It's perfect.
No, honestly. You're in luck!

Plan

6 **Work in pairs. Decide who is the customer and who is the sales assistant.**

Customer Decide what you are buying and who it is for. Use the ideas below or your own ideas.

something new to wear to a party
new earrings for your friend's birthday
some new trainers for yourself

Sales assistant Think about different colours and sizes, prices and special offers.

Speak

7 **Practise the conversation about buying something with your partner. Remember to use:**

- the present simple and present continuous
- the vocabulary from this unit
- expressions from the *Useful language* and *Everyday English* boxes

Check

8 **Work with another pair. Listen to their conversation and complete the notes.**

What does the customer buy?

How much is it?

Was it a special offer?

64 What's your style? | Unit 5

Extend it!
Students choose five items they have with them that they want to 'sell'. They try to sell them to their classmates in groups.

Lesson aim: I can write a description of a photo.

Warmer

In pairs, students take turns to make sentences to describe the photo in as much detail as possible.

1 ★ Students circle all the names in the text before reading. This will break up the text and make it more manageable. Elicit that Emin is the boy wearing a grey hoodie.

2 Elicit the key information in the questions before students attempt the task.

3 Ask for five volunteers to come up to the front of the class and strike a pose as if someone was taking a picture of them. Ask the class: *Who is at the back? Who is in the middle? Who is on the left? Who is on the right? Who is next to* (name of student)*?* The five volunteers then strike a new pose and the class shouts out new sentences about them.

4 Students work in pairs to complete the exercise. Check answers as a class. Elicit whether students can think of any other sentences to describe the people or what is happening in the photo in Exercise 1.

5 Students can use the photo in the book, or, if they have smartphones and if appropriate, they can choose a picture of themselves and their friends, to personalise the task.

6 & 7 Students share their first draft with a partner, answer the questions in Exercise 7 about both texts, then rewrite their texts.

Writing frames

Finished?

Writing

A description of a photo

1 **Look at the photo. Which person is Emin? Read the description and find the answer.**



My favourite photo By Emin

1 b This is a photo of my friends and me. We're all sitting on the beach. We're celebrating my friend Irem's 13th birthday.

2 a Irem and I are in the middle. She's wearing a white T-shirt and a woollen jacket. She's laughing. My friend Greg is on the left. Greg's wearing a red checked shirt. He usually wears a cap but he isn't wearing it in this photo. He's holding some food but he isn't eating. Sophie is next to Greg. She's wearing her new jeans. My friend Hakan is on the right. He's wearing his favourite checked shirt and his new trainers. He's smiling. There isn't anyone at the back in this photo. I'm next to Hakan. I'm wearing beige trousers and a grey hoodie, with a white T-shirt under it because it's cold.

3 c This is my favourite photo because I'm with my friends and we're all having a great time.

2 **Read Emin's description again and match topics a–c with paragraphs 1–3.**

a Description of the people in the photo
b Brief description of who is in the photo
c Opinion on why it is your favourite photo

3 **Complete the *Useful language* box. Read and find the expressions in the description.**

Useful language

1 at the back
2 in the middle
3 on the left
4 on the right
5 next to (someone)

4 **Read the sentences and circle the correct words.**

1 Who's the person *in* / *on* / *at* the middle?
2 That's me *to* / *on* / *at* the back! I'm wearing my favourite blue cap.
3 Jamal is *in* / *on* / *at* the right. He's holding his camera.
4 Lara is standing next *at* / *in* / *to* Joel. She's laughing.
5 Behrat is *in* / *on* / *at* the left. He's wearing a green hoodie.

Write your own description of a photo.

Plan

5 **Look at the photo below. Decide what information to include and make notes.**

Paragraph 1 _____
Paragraph 2 _____
Paragraph 3 _____

Write

6 **Write your description. Remember to include:**

- the information in the correct order
- the present simple and present continuous
- expressions from the *Useful language* box

Check

7 **Do you …**



- describe people in the photo, including the clothes and accessories they are wearing?
- describe the people's positions in the photo?
- say why you like the photo?

Flipped class

Prepare for **Explore it!** (p67). Students research an interesting fact about Hindu wedding traditions.

Homework

Workbook p45, Writing tutor p83

Lesson aim: I can understand a text about Hindu weddings.

Background information

Hindu weddings are long, colourful and fun. Students might be surprised to hear that in some parts of India, people wear white at funerals (in western countries, people wear black). That's why a bride doesn't usually wear white. People also don't usually wear black at weddings, so the outfit needs to be really colourful!

1 For questions 1 and 2, encourage students to justify their answers with *because*.

2 5.09 Set a time limit of two minutes to encourage skim-reading, as the students will read the text in more detail in the following exercise.

3 ★ Let students know that the answers are in order, and encourage them to scan the text to find the Hindi words from the questions (*lehenga* and *sherwani*).

4 Students check the answers in groups. Then one student from each group writes the answers on the board. Students try to spot any spelling mistakes.

▶ Play **Video 5.5** and elicit the answers. Write these questions on the board: *What traditional clothes does your country have? Do you ever wear them?* Give students time to think about their answers, and then put them into pairs to discuss the questions.

Extra digital activity
Ask students to complete the video comprehension questions.

Around the world

In the Sahara, in Africa.

Colourful bags, purses and wallets.

Reading

A magazine article interview

1 **Look at the photo of the people. Discuss the questions.**

1 Where do you think they are from?
2 What do you think they are celebrating?
3 What is the woman at the front holding?

1 India
2 A wedding
3 The groom's shoes.

5.09 2 **Read the interview and check your answers to Exercise 1.**

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

1 How long does a Hindu wedding last for?
Three days.

2 What is a *lehenga*?
A long skirt with a top.

3 What colour is popular for Hindu weddings? Why?
Red. It's popular because it symbolises love and new life.

4 What accessories is Mishal wearing in the photo?
A necklace, earrings, rings and bracelets.

5 What is a *sherwani*?
A long jacket with gold designs on it.

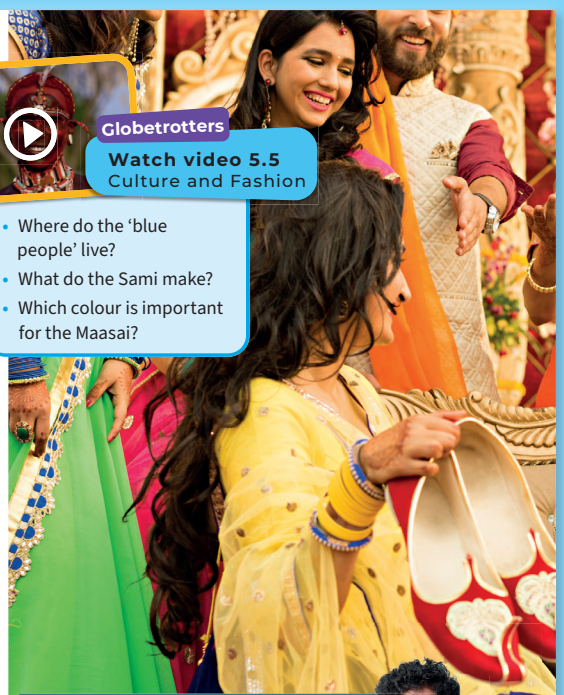
4 **Complete the table with adjectives ending in *-ful* from the interview. Check the meanings in a dictionary.**

Noun	Adjective
1 wonder	wonderful
2 colour	colourful
3 beauty	beautiful
4 power	powerful

Globetrotters
Watch video 5.5
Culture and Fashion

- Where do the 'blue people' live?
- What do the Sami make?
- Which colour is important for the Maasai?

Red.



Special days

Weddings are a wonderful time for families and friends to celebrate together and to wear special clothes. This week, Amrit is talking about his cousin's Hindu wedding in India and some of their traditions.



Q: What are Hindu weddings like?
A: They're incredible! There's a lot of amazing food, music and dancing. They're always very colourful events because everyone wears beautiful clothes. They last for three days.

Q: What does the bride wear?
A: The bride usually wears a lehenga (a long skirt with a top) and a long scarf. Red is very popular at Hindu weddings. It's a powerful colour because in India it symbolises love and new life. In this photo, my cousin Mishal is wearing a red and gold lehenga. She's also wearing special wedding accessories: a gold necklace, earrings, rings on her fingers and toes, and lots of red and gold bracelets.

Class challenge

In Japanese weddings, grooms (the men getting married) can wear two different outfits during the day, and the brides (the women getting married) can wear 3 / 4 / **5**.

Lesson aim: I can understand a text about Hindu weddings.

5 Allow students thinking time and access to a dictionary to prepare for this activity. Then swap the pairs at least twice to ensure students have a chance to repeat the task and become more fluent.

Learn to learn

Encourage students to think about how a reading text relates to them. This will help them see it as more than just a language exercise.

6 Ask students to brainstorm celebrations (e.g. weddings, birthdays). Give an example, e.g. *In my family, weddings are always fun, with lots of guests and beautiful clothes.*

7 Allow students to work in groups of five or six so as to generate more ideas.

Explore it!

Students help each other in pairs to write a question using the interesting fact they researched for homework. Then elicit the students' questions for the whole class to answer.

Extend it!

Ask students to research information about wedding traditions in another country for homework. They write four brief answers to the following questions: *What are the weddings like? What does the bride wear? What does the groom wear? Are there any other special wedding traditions?* They create a poster with pictures, if possible, and the four questions and answers. During the following class, they either present their poster to the whole class or display them for everyone to see. Ask: *Which country has the most interesting traditions?*



Q: What does the groom wear?
A: The groom usually wears a sherwani (a long jacket with gold designs on it), a pair of trousers and special wedding shoes. My cousin's new husband, Ranjit, is also wearing a red turban.

Q: Are there are any other special wedding traditions?
A: There are lots, but my favourite is joota chupai – a member of the bride's family steals the groom's wedding shoes and hides them. It's great fun! In this photo, my aunt Jaz is holding Ranjit's shoes and everyone is laughing.

People around the world celebrate special days like weddings and birthdays in different ways. How do you celebrate special days in your country?

Voice it!

5 Answer the questions.

1 What do people wear to special celebrations in your country?
2 What is a typical wedding like in your country?
3 Are colours important in your country? Have they got special meanings?

Learn to learn

Making connections (2)

When you read an article, try to make connections with your own life and experiences. This can help you to understand the article more easily.

6 Think about a special celebration in your life and answer the questions.

1 Is there a part of this article that reminds you of that special celebration?
2 Who and what does it remind you of: people, food, clothes, traditions?

7 Explain your connections to your partner. Are your partner's connections the same or different?

Explore it!

Guess the correct answer.

Hindu brides have special paint on their hands. What does the design include?

a their age
b their husband's name
c their favourite food



Find out about other interesting Hindu wedding traditions. Choose your favourite tradition and write a question for your partner to answer.

OWN IT! The Culture Project Teacher's Resource Bank

Unit 5 | What's your style? 67

Culture project

See Project Book p38 and the Unit 5 Project worksheet for further information and activities.

Flipped class

Students complete the **Learn to learn** page (p68), then prepare for the **Review** lesson (p69). Students revise the grammar and vocabulary from Unit 5.

Lesson aim: I can talk about sports.

Warmer

In groups, students make a list of why it's good to play sports (e.g. to be healthy, make friends, etc.).

Start it!

Extra digital activity
Ask students to complete the quiz to introduce them to the unit topic. Don't forget to check their progress at the end of the unit with the quiz on the Review page.

1 Students work in A/B pairs. Student A describes what the girl in the photo is doing, using the present continuous. Student B, book closed, draws it. They then compare the drawing with the photo.

▶ **2 & 3** Alternatively, give pairs one minute to list as many sports as possible. Play **Video 6.1**. Pairs get two points for each sport in the video that they have in their list, and one point for every other sport in the video they can name.

Extra digital activity
Ask students to complete the video comprehension questions.

4 ★ Support students by writing on the board: *I'd like to try … because …*

Flipped class

Prepare for **Explore it!** (p71). Students research an interesting fact about a sport.



Unit aims

Skills

I can ...
- understand texts about sport p72
- book tickets p76
- write a profile p77
- design an exercise plan pp78–79

Language

I can ...
- talk about sports p71, 74
- understand how to use comparatives p73
- understand how to use superlatives p75

Learn to learn

I can ...
- say collocations out loud p71
- remember vocabulary sets together p74
- write example sentences p80

Extra resources

- Grammar tutor, Student's Book **p130**
- Workbook **pp48–55** and Writing tutor **p83**

Teacher's Resource Bank

Worksheets:
- Grammar 6.1 and 6.2 (3 levels)
- Vocabulary 6.1 and 6.2 (3 levels)
- Video 6.1–6.5
- Communication
- CLIL project
- Finished? pages
- Vocabulary bank pages
- Course-specific tests package
- Cambridge English Qualifications practice
- Speaking and Writing frames (2 levels)
- Project Book **pp42–45**

Lesson aim: I can describe different sports.

Warmer

Put students into teams. Ask them to write a list of all the different sports they know. After two minutes the team with the most sports wins.

1 6.01 ★★★ Books closed. Students play in teams of four. One student stands in front of the class. Whisper a sport from the box of words to the student to mime. The first team to guess the sport wins a point.

Audioscript p129

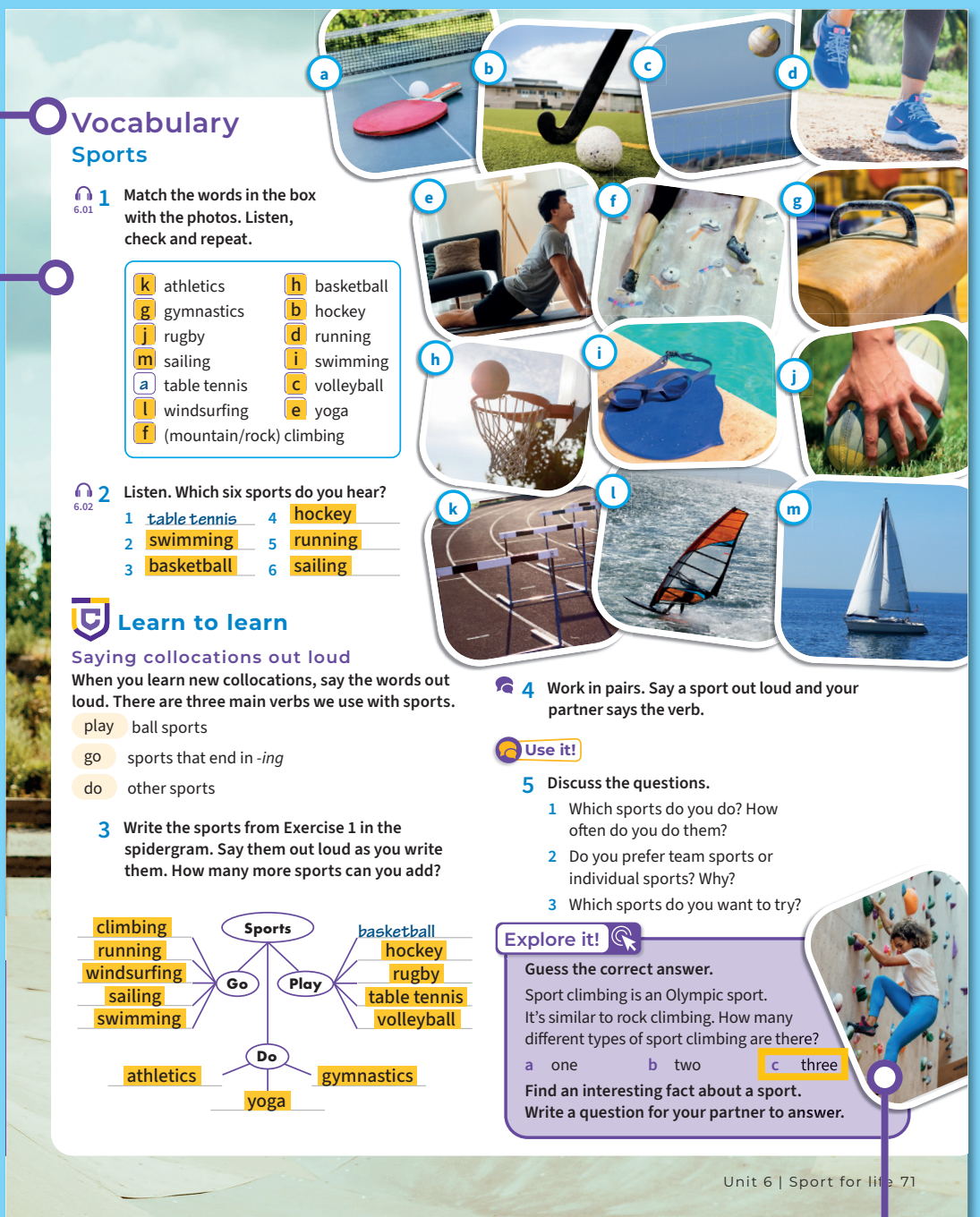
Target vocabulary
athletics /æθ'letɪks/
basketball /'bɑːskɪtˌbɔːl/
(mountain/rock) climbing /('maʊntɪn/rɒk) 'klaɪmɪŋ/
gymnastics /dʒɪm'næstɪks/
hockey /'hɒki/
rugby /'rʌgbi/
running /'rʌnɪŋ/
sailing /'seɪlɪŋ/
swimming /'swɪmɪŋ/
table tennis /'teɪbəl 'tenɪs/
volleyball /'vɒl ibɔːl/
windsurfing /'wɪnd sɜːfɪŋ/
yoga /'jəʊgə/

2 6.02 ★ Play the recording for the first time. Students listen and mime the sports as they hear them. Play the recording again. Students write the vocabulary.

Vocabulary bank

Learn to learn

Point out that collocations are words which go naturally together. Saying them out loud can help students get a feel if they sound natural or not.



Vocabulary

Sports

6.01 **1** Match the words in the box with the photos. Listen, check and repeat.

k	athletics	h	basketball
g	gymnastics	b	hockey
j	rugby	d	running
m	sailing	i	swimming
a	table tennis	c	volleyball
l	windsurfing	e	yoga
f	(mountain/rock) climbing		

6.02 **2** Listen. Which six sports do you hear?

1 table tennis
2 swimming
3 basketball
4 hockey
5 running
6 sailing

Learn to learn

Saying collocations out loud

When you learn new collocations, say the words out loud. There are three main verbs we use with sports.

play — ball sports
go — sports that end in *-ing*
do — other sports

3 Write the sports from Exercise 1 in the spidergram. Say them out loud as you write them. How many more sports can you add?

4 Work in pairs. Say a sport out loud and your partner says the verb.

Use it!

5 Discuss the questions.

1 Which sports do you do? How often do you do them?
2 Do you prefer team sports or individual sports? Why?
3 Which sports do you want to try?

Explore it!

Guess the correct answer.
Sport climbing is an Olympic sport. It's similar to rock climbing. How many different types of sport climbing are there?
a one b two c three

Find an interesting fact about a sport. Write a question for your partner to answer.

Unit 6 | Sport for life 71

3 You may want the class to create a poster with the spidergram and drawings, to be displayed on the wall.

4 ★★★ The first time they go through the vocabulary, each student has three seconds to say the verb. Then, two seconds and then, one second. Change pairs often.

5 Change pairs often to allow students to repeat the task and become more confident.

Class challenge

The first Olympics were in **776 BCE** / 1894 / 1994.

Explore it!

Help students make a question using the fact they researched for homework.

Homework

Workbook p48

Lesson aim: I can understand a text about sports.

Background information

Boccia is a ball sport similar to Bocce (or Boules), but it is played with leather balls rather than the wood, metal or clay balls used in Bocce. It's especially popular in Brazil, Korea, Slovakia, the UK, Spain and Portugal.

Warmer

In groups, students brainstorm all the sports-related vocabulary they can remember. The group with the most words wins.

1 During feedback, elicit the words *ball, hands, feet, team game.*

2 6.03 Elicit that *FAQs* stands for Frequently Asked Questions, which is often a section of a website or leaflet. To clarify the meaning of the questions, elicit a sport and then ask the class the questions in the leaflet about the sport elicited.

3 Remind students to guess the answer before reading again, as this is a good comprehension strategy.

4 Disallow dictionaries and translation software. Refer students back to p69 to remember how to guess the meaning of new words.

5 Encourage students to say *because* to expand on their answers. Demonstrate with the first question. Elicit the answer from a student, then say *because* and nominate another student to continue the sentence.

Reading
Online FAQs

1 What do you think the people in the photo are doing? Tell your partner.

6.03 2 Read the article. Match the questions with the answers in the FAQs.

3 Read the article again. Are the sentences *T* (true) or *F* (false)?

1 Boccia is only for teams. F
2 Boccia is a Paralympic sport, not an Olympic sport. T
3 Boccia balls are the same size as footballs. F
4 You can play boccia when it's raining. T
5 Boccia is a very new sport. F

4 Find the meaning of the words in bold in the article. Are they positive or negative? Write them in the table. Can you add any more adjectives?

Positive	Negative
popular	bad
exciting	boring
amazing	difficult

Voice it!

5 Discuss the questions.

1 Are there any boccia teams where you live?
2 Do you think boccia looks interesting or boring to watch or play? Why?
3 Do you want to try boccia or watch a match? Why / Why not?

Learn about Boccia

There are lots of Olympic and Paralympic sports – some of them are the same and some are different. This week we're looking at boccia. It isn't an Olympic sport but it's becoming more **popular** than some Olympic sports. Its history goes back to Ancient Greece and Egypt. Here are our answers to your questions.



FAQs

Q1: What is boccia?
Q2: Is it a team game?
Q3: Where can I play it?
Q4: How big are the balls in boccia?
Q5: How many balls are there?
Q6: How do I play?

Answers

A1: Players move each ball with their hands or feet to get close to the 'jack'.
A2: They're bigger than tennis balls but smaller than footballs.
A3: You can play boccia in a team, in a pair or by yourself.
A4: There are six red balls, six blue balls and one small white ball (a 'jack').
A5: It's a ball game for wheelchair users and it's a Paralympic sport.
A6: You can play it outdoors or indoors if the weather's **bad**.

Q2 – A3; Q3 – A6; Q4 – A2; Q5 – A4; Q6– A1

The rules are easier than other ball games but it's more **difficult** than it looks! Boccia players think it's better than other ball games. It's more **exciting** than you think! It isn't **boring** to watch and it's even more **amazing** to play. Play or watch boccia NOW!

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Extend it!

Students have the conversation three times. The first time, they pretend to love the idea of Boccia. Then, they pretend to hate it. Finally, they give their honest opinion.

Flipped class

▶ Ask students to watch **Video 6.2** and do **Video worksheet 6.2** in preparation for the next class.

Homework

Workbook p49

Lesson aim: I can use comparatives.

Warmer

Students stand up in large groups and arrange themselves in order of age, from youngest to oldest. Elicit sentences like *Sera is older than Emine. Onur is younger than Emine* to get an idea of the students' current knowledge of comparative adjectives.

▶ Play **Video 6.2** and elicit the sports (basketball, football, yoga, gymnastics, windsurfing, kitesurfing), and the healthier sport (yoga). Ask: *Which sports do you like?*

1 Draw attention to the table. Explain that a 'short adjective' (e.g. small, big) has one syllable. 'Long adjectives' (e.g. exciting, popular) have three or more syllables. Complete the exercise as a class.

Pronunciation

Students turn to p119 for practice of the sound /ə/.

2 After feedback, students test each others in pairs Students who finish quickly can quiz each other or different pairs, using different adjectives..

3 Elicit which adjectives in brackets are *short, long* or *irregular*.

4 After feedback, students change the sentences so the opinions are true for them.

Grammar tutor

Ask students to complete additional grammar activities on the Grammar tutor page 130.

5 Encourage students to disagree in their responses to practise the language more. Then they change pairs. This time, encourage them to tell the truth.

Language in action

Comparatives

1 **Look at the table and circle the correct words in the rules.**

1 We add *-er* to *short* / *long* adjectives to form the comparative.
2 We use *more* before *irregular* / *long* adjectives in the comparative.
3 We *use* / *don't use* *more* before irregular adjectives in the comparative.

2 **Match the adjectives 1–6 to the correct comparative form a-f.**

1 bad	a more boring
2 big	b better
3 boring	c healthier
4 fast	d bigger
5 good	e worse
6 healthy	f faster

3 **Complete the sentences with the comparative form of the adjectives.**

1 Basketball players are taller than (tall) football players.
2 Gymnastics is more interesting than (interesting) yoga to watch.
3 Yoga is healthier than (healthy) gymnastics.
4 Windsurfing is more difficult than (difficult) sailing.
5 Rock climbing is more exciting than (exciting) windsurfing and yoga.
6 Do you think gymnastics is easier than (easy) windsurfing?





Watch video 6.2
Which sports does he talk about?
Which sport is healthy?

Comparative adjectives	
Short adjectives	
slow	Yoga is **slower than** gymnastics.
Long adjectives	
popular	Football is **more popular than** basketball.
Irregular adjectives	
good	Basketball is **better than** football.

Pronunciation p119

4 **Write sentences with the comparative form of the adjectives.**

1 windsurfing (exciting) swimming
Windsurfing is more exciting than swimming.
2 table tennis (interesting) yoga
Table tennis is more interesting than yoga.
3 climbing (difficult) volleyball
Climbing is more difficult than volleyball.
4 A boccia ball (big) tennis ball.
A boccia ball is bigger than a tennis ball.

Grammar tutor p130

Use it!

5 **Write sentences to compare some of the things below, using adjectives in the box or your own ideas. Discuss with a partner. Do you agree?**

boring comfortable difficult easy exciting good healthy interesting smart

table tennis / tennis
hanging out with friends / going shopping
joggers / jeans

I think table tennis is more interesting than tennis. What do you think?

I don't agree. I think tennis is more interesting.

Grammar game

Put students into groups. One member of the group says a food word from Unit 4, e.g. *peanuts*. The next student must make a sentence using the food and an adjective from p50, e.g. *Peanuts are more delicious than crisps*. The next student continues, e.g. *Salad is healthier than crisps*. Students repeat until one student cannot think of a new sentence and has to miss a turn.

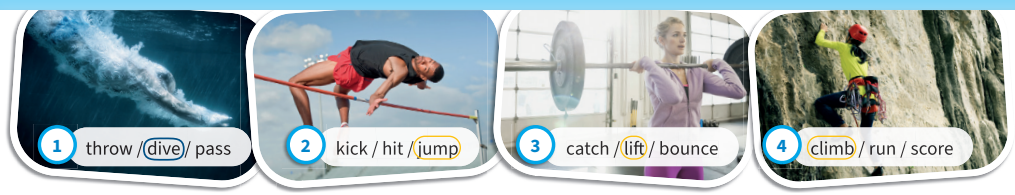
Homework

Workbook p50

Lesson aim: I can talk about sports.

Background information

Joan MacDonald was born in 1946. She lifts weights and is probably one of the fittest and healthiest people in their 70s in the world. Victor Wembanyana is 2.23 metres tall – one of the tallest basketball players in the world.



Vocabulary and listening

Sports verbs

6.06 **1** **Circle the correct verbs to describe the photos. Listen, repeat and check. Can you guess the meaning of the other verbs?**

Get it right!

You **win** or **lose** a game, match, race or competition.

When you win, you **beat** the person or people you are competing with.

I want to win the race. ✓ ~~*I want to beat the race.*~~ ✗

I think we can beat this team. ✓ ~~*I think we can win this team.*~~ ✗

6.07 **2** **Circle the correct verbs. Can you guess the sports? Listen and check.**

This is a popular team sport in Asia. It's a combination of volleyball and football. Players can't use their hands. One player [1]*dives* / *passes* the ball to another player to start. Players [2]*run* / *kick* the ball with their feet. The first team to [3]*throw* / *score* 21 points in two games wins.

a capoeira
b underwater hockey
c sepak takraw



This is a team game with six soft balls. It's popular in PE classes in the UK. Players [4]*lift* / *run* fast to pick up balls from the middle of the court. Then they [5]*dive* / *throw* their balls at the other team. If a ball [6]*hits* / *jumps* someone, that person is 'out'. Players can [7]*catch* / *score* a ball in their hands, but if it [8]*climbs* / *bounces* off another player, they can't use it.

a basketball
b dodgeball
c volleyball

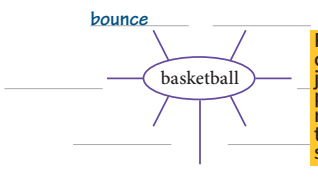


Learn to learn

Remembering vocabulary sets

Think about which verbs you can use for each sport.

3 **Work with a partner and add other verbs to the diagram.**



Possible answers:
catch
jump
pass
run
throw
score

Use it!

4 **Describe a sport in three sentences. Use verbs from Exercise 1. Can your partner guess the sport?**

A conversation

6.08 **5** **Look at the photos. Which fitness activities or sports can these people do? Listen and check.**



Joan MacDonald



Victor Wembanyama

6.08 **6** **Listen again. Circle the correct answers.**

1 Joan MacDonald can run and … weights.
a throw **b** catch **c** lift

2 Joan cooks fresh food … .
a every day **b** at the weekend **c** in the evenings

3 Victor Wembanyama's trainers are size … .
a 41 **b** 55 **c** 37

4 Victor and his parents are all very … .
a popular **b** old **c** tall

1 6.06 ★★★ After feedback, elicit which sports refer to the discarded vocabulary, e.g. *throw = javelin*, *pass = football*, etc.

Audioscript p129

Target vocabulary

bounce /baʊns/
catch /kætʃ/
climb /klaɪm/
dive /daɪv/
kick /kɪk/
hit /hɪt/
jump /dʒʌmp/
lift /lɪft/
pass /pɑːs/
run /rʌn/
score /skɔ/
throw /θrəʊ/

Get it right!

Write on the board: *Liverpool ___ Chelsea at the weekend* and *Real Madrid ___ the Champions League* and elicit answers (*beat*; *won*).

2 6.07 Demonstrate that the information after a gap can be as important as the information before it. Players can *dive* or *pass*, but they can only *pass a ball*, not ~~*dive a ball*~~.

Vocabulary bank

Learn to learn

Encourage students to notice and record verbs and nouns which often go together.

3 ★★★ Ask students to create a new spidergram about another sport and share it with the class.

4 Alternatively, turn this into a class quiz. The first team to guess a sport wins a point.

5 & 6 6.08 Students discuss the questions in pairs before listening again.

Audioscript pp129–130

Flipped class

▶ Ask students to watch **Video 6.3** and do **Video worksheet 6.3** in preparation for the next class.

Homework

Workbook p51

Lesson aim: I can use superlatives.

Warmer

Elicit that you are the *oldest* person in the class. Then allow students to ask each other questions to find out who the youngest in the class is and elicit *youngest*.

▶ Play **Video 6.3**. Elicit that Joan is the most amazing painter, and Amelie is the best pianist.

1 Point out the differences between the short, long and irregular adjectives in the table. Ask volunteers to complete the rules, then check answers as a class. Ask students to think of one more short, long and irregular adjective using the correct forms.

2 Ask students to discuss what they remember about the two people in the listening activity on p74, before completing the sentences in pairs.

3 & 4 6.09 ★ Write the following phrases on the board to help students: *No way!, That doesn't sound right, I think this is better, Which do you think is right? Let's circle this.*

Audioscript p130

Grammar game

Put students into groups. Give them pieces of paper to cut up into 30 parts. On ten of them, they write an adjective; on another ten, the adjectives' comparatives; and on the last ten the adjectives' superlatives. Check that students have written the correct forms before they continue the game. Students shuffle the cards and place them face down on the desk. Students take turns to turn three cards. If they are an adjective, its comparative and its superlative, they keep the cards. If not, they turn the cards face down again.

Language in action

Superlatives

1 **Look at the table and complete the rules.**

1 We add *the* + *-est* to short adjectives.
2 We put *the most* before long adjectives.
3 There are some irregular adjectives, e.g. *good – the best, bad – the worst.*



Watch video 6.3 Who is the most amazing painter? Who can play the piano?

Superlative adjectives	
Short	She's **the fastest** player.
Long	She's **the most amazing** painter.
Irregular	Have you got something you're **the best** at?

2 **Complete the sentences with the superlative form of the adjectives.**

Joan MacDonald is one of [1] the most popular (popular) women in their 70s on social media. She's probably [2] the fittest (fit) and [3] (the) healthiest (healthy) person that age I know. Victor Wembanyama is one of [4] the tallest (tall) basketball players in the world. Does the article say he is [5] the best (good) player in his team? Maybe Victor's got [6] the biggest (big) feet in his team!

3 **Complete the sports quiz with the superlative form of the adjectives. Predict and circle the answers to the questions. Discuss with a partner.**



The *biggest* (big) **sports quiz** in the **world**

1 Juju Noda is one of the best (good) female Japanese **footballers** / **racing drivers**.
2 Lots of people think that **basketball** / **football** is the easiest (easy) sport to learn.
3 **Sitting volleyball** / **Wheelchair basketball** is one of the most popular (popular) Paralympic sports.
4 **Surfing** / **Table tennis** is one of the newest (new) Olympic sports.
5 The healthiest (healthy) food to eat before you do sport or exercise is a **carrot** / **banana**.

4 6.09 **Listen and check your answers to Exercise 3.**

Grammar tutor p130

Use it!

5 **Write four sentences with your opinions about sports. Use the words in boxes A and B. Compare with a partner. Do you agree?**

A: easiest most boring most difficult most interesting on TV

B: do learn play watch

6 **Write sentences with superlative adjectives about you. Use the topics in the box or choose your own topics. Ask and answer with a partner.**

day of the week (good)
food (delicious)
sportsperson (amazing)
person (happy)

Which is the best day of the week?

I think Friday is the best day of the week because I always finish school early. What about you?

Grammar tutor

Ask students to complete additional grammar activities on the Grammar tutor page 130.

5 Encourage students to give reasons for their opinions.

6 ★★★ Students write four sentences, but make one of them false. Their partner asks extra questions to guess which sentence is false.

Homework

Workbook p52

Lesson aim: I can buy tickets online.

Warmer

Write *ticket* on the board. In groups, students brainstorm everything people buy tickets for (e.g. concerts, flights, etc.)

1 6.10 ★★★ Books closed. Students listen and discuss in pairs what the boys are buying tickets for and how much they pay. Then they check with the script on the right.

2 6.10 After feedback, students work in A/B pairs. Students A hums one of the phrases (e.g. *mmm MMM!*). Student B guesses the phrase (e.g. *Let's go!*).

Audioscript p130

3 ▶ Play **Video 6.4**. Ask students to translate the phrases into their first language and test each other, changing partners often.

4 Students read the conversation out loud together with the audio track so as to build confidence. Then, they can act out the conversation together.

5 & 6 Encourage students to write parts of the conversation in order to ensure that they use all the language from the unit, and to facilitate monitoring.

7 If appropriate, students record their conversation using smartphones. They listen and re-record it if they are not happy with it, to help with their autonomy and self-correction.

Speaking frames

Speaking

Buying tickets online

6.10 **1** **Listen to the conversation. How much do they pay for the tickets?** They pay £12 for each ticket.



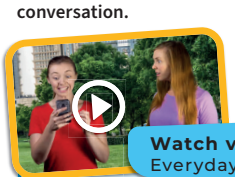
Ruben Look! Our favourite team is playing football this afternoon. [1] *Shall we go* ?
Omar Why not? [2] How much are tickets?
Ruben The best seats are the most expensive. [3] They're £45.
Omar That's crazy! Are there any cheaper tickets?
Ruben Yes, there are. The cheapest tickets are £12 but they're the worst seats.
Omar That's OK. I don't mind if you don't. [4] Let's book them.
Ruben Got them! We collect and pay for them when we get there. The match starts in an hour.
Omar What are we waiting for? [5] Let's go!
Ruben [6] What's the quickest way to get there?
Omar Run – fast!
Ruben Wait for me!

6.10 **2** **Complete the conversation with the phrases from the *Useful language* box. Listen and check.**

Useful language

How much are tickets?
They're (£45).
Shall we go?
Let's go. Let's book them.
What's the (quickest/best/cheapest) way to get there?

3 **Look at the *Everyday English* box. Find and underline the phrases in the conversation.**



Watch video 6.4
Everyday English

Got them! Look! That's crazy!
What are we waiting for? Why not?

4 **Work with a partner. Practise the conversation.**

Plan

5 **Work with a partner. Plan a conversation about buying tickets online for a sports event. Decide …**

what event you want to see

a basketball game | a tennis match | an athletics event

how much the tickets cost _____

how you are going to get there _____

Speak

6 **Practise the conversation with your partner. Remember to use:**

- comparatives and superlatives
- the vocabulary from this unit
- expressions from the *Useful language* and *Everyday English* boxes

Check

7 **Work with another pair. Listen to their conversation and complete the notes.**

What event do they want to see? _____

How much are the tickets? _____

How are they going to get there? _____

Flipped class

Prepare for Exercise 6 (p77). Students research information about a famous sportsperson.

Lesson aim: I can write a profile.

1 Ask students to circle the words that indicate what sport Oriane Bertone does. Set a time limit of two minutes. (rock climber, climbing)

2 & 3 ★★★ Alternatively, put students into groups of three. Student A reads the first paragraph, B the second and C the third. They share what they found out (summarising, not reading). They then complete Exercises 2 and 3 according to what they shared.

4 ★ Support students before they complete the exercise by asking them to circle each *also* and *too* they can find in the text, and underlining the verbs near them.

5 ★★★ Ask students to look at the *Useful language* box again before they complete the exercise. Students check their answers in pairs.

6 ★★★ After feedback, students rewrite the sentences using *too* if the question required *also*, and *also* if the question required *too* (e.g. *I enjoy hanging out with friends, too*).

7 & 8 If students usually spend too much time looking up words in the dictionary, give them a limit of five words/phrases they can look up.

Writing frames

Finished?

Writing
A profile of a sportsperson

1 **Look at the photo. What sport do you think Oriane Bertone does? Read the profile and check.** rock-climbing

2 **Match topics a–c with paragraphs 1–3.**
- a Achievements
- b Basic information and description
- c Training and other interests

3 **Find and underline examples of *also* and *too* in the profile.**

4 **Read the *Useful language* box and circle the correct words.**

Useful language

We use *also* and *too* to give extra information.
We use ***also*** [1]*before* / *after* the verb *be*.
We use ***also*** [2]*before* / *after* other verbs.
We use ***too*** at the [3]*beginning* / *end* of a sentence.

5 **Complete the sentences with *also* or *too*.**
1. I enjoy playing basketball and I like watching it on TV *too*.
2. Athletics is fun and hockey is also fun.
3. Our school rugby team loses some matches but we win some too.
4. Emma is our team captain. She's also the best player.

6 **Rewrite the second sentence with the word in brackets.**
1. I like playing football. I enjoy hanging out with friends. (also)
   I also enjoy hanging out with friends.
2. Table tennis is easy to play. It's fun. (too)
   It's fun, too.
3. She's running. She's jumping. (also)
   She's also jumping.
4. He's wearing trainers. He's wearing a T-shirt. (too)
   He's wearing a new T-shirt, too.

My favourite sportsperson
By Kelly Nammour



1 b My favourite sportsperson is Oriane Bertone. She's a French rock climber and she lives in Paris. She's 164 cm tall. She's taller than other female climbers.

2 c She trains for seven or eight hours every day. She **also** eats healthy food and she doesn't go to bed late. Oriane goes rock climbing whenever she can and she climbs with her younger brother Max, **too**. She loves climbing but she **also** loves walking outdoors, watching science-fiction movies and cooking.

3 a I think she's amazing because she's the first woman and the youngest person to climb 'Golden Shadow' rock in Rocklands, South Africa. It's one of the most difficult rocks to climb in the world. She is one of the world's strongest climbers and one of the most successful young sportspeople in the world, **too**.

Write a profile of your favourite sportsperson.

Plan

7 **Make notes about your favourite sportsperson. Decide what information to include in each paragraph. Use the information in Exercise 2 to help you.**

Write

8 **Write your description. Remember to include:**
- three paragraphs
- comparatives and superlatives
- expressions from the *Useful language* box

Check

9 **Do you …**
- give basic information and a description of your sportsperson?
- describe their sport using sports verbs?
- talk about their achievements and why you like them?

Extend it!
Students delete the name of the sportsperson and give their text to their partner, who must try to guess the person's name.

Homework
Workbook p53, Writing tutor p83

Lesson aim: I can design an exercise plan.

Watch

Before students watch the video, ask them to discuss the questions in small groups, then as a class. Elicit some healthy habits and write them on the board. What habits might help them get more and better sleep? If there is time, ask each student to say one thing that helps them feel healthy and happy.

Project book

For more information and activities see the Project Book p42 and the Unit 6 Project worksheet.

1 Ask volunteers to describe what they see in the photos (*people doing different kinds of sport/physical activity/exercise*). Allow pairs a few minutes to discuss the question. Elicit whether students have done any of the activities shown.

2 6.11 ★ Students work in pairs. Draw students' attention to the visuals and organisation of the text, including the title, the labels, the bullet points and specific information in the text. After reading, elicit whether some of the ideas the students discussed in pairs were mentioned in the text. Encourage them to make notes of how each activity shown benefits both our bodies and our minds.

For more information on Emotional development, see the CLCF activity cards in the Teacher's Resource Bank.

Emotional development

A healthy and happy life

1 Look at the photos. What are the people doing? How do you think they feel? Discuss with a partner.

6.11 2 Read the text and check your ideas.



Watch video 6.5
Healthy and happy

Why is having healthy habits important? Students' own answers.

How much sleep do 14-year-olds need? At least nine hours each night

What other things help us to be healthy and happy? Fresh air and exercise; Students' own answers



Children and teenagers need about 60 minutes of physical activity every day. Around the world, 81% of 11- to 17-year-olds don't do enough physical activity. When you're active and doing exercise, the movement makes your **brain** more active, too.

Physical activity is good for your body because you're healthier and fitter. You have stronger **bones** and muscles, and you sleep better. Doing exercise when you're young also helps you to stay healthy when you're older.

It's a good idea to do some exercise to have strong **muscles** and bones. Your muscles are important because they help keep your bones strong. There are a lot of different activities for different muscle groups.

The muscles in your centre, or core, are the most important ones for standing up. Gymnastics is great for this, or do some simple exercises at home, like a plank. Do some push-ups for stronger muscles in your chest, shoulder and arms.

Physical activity isn't just good for your body, it's also good for your mind.

- When you do exercise, your brain produces **endorphins**. These help you to feel happier and they can change your **mood** from sad to happy.
- When you exercise, your brain is more active. You can **concentrate** better in school and you can learn things faster.
- When you exercise with a friend or play sport in a team, you connect with other people. This is good for your brain because you smile, have fun and produce more endorphins!



Do a few squats every day for stronger legs and feet.


Don't forget your heart – it's a muscle, too! Play basketball and go swimming so your heart works harder!


Physical activity isn't just sport! You can go for a walk with a friend, dance to your favourite songs or even tidy your bedroom.

78 Sport for life | Unit 6

Sustainability: Good health and well-being

Ask students what 'well-being' means to them. (Explain the term in their first language as needed.) Affirm answers and share that sometimes it is difficult for people to stay healthy because of limited resources, poor weather conditions, age and illness or other factors. Sustainable Development Goal 3 is to ensure healthy lives and promote well-being for all at all ages. No matter how young or old we are, or what we think we can't do, there are many ways to be healthy and look after ourselves, including the physical activities students have learned about – promoting well-being for body and mind. Ask students: What is one thing you would suggest a friend do to help their well-being?

There are activity cards related to Sustainability in the Teacher's Resource Bank.

Lesson aim: I can design an exercise plan.

Vocabulary extra

3 Ask students to find the words in the text. Have pairs ask each other and check their answers.

4 Elicit answers to questions 2 and 3 from the whole class and write them on the board. Ask students to consider whether some physical activities their classmates enjoy might make them feel happy, too.

CLIL: Biology

5 Check answers as a class. If there is time, expand the exercise to include other parts of the body connected to those already identified (*fingers, toes, knees, elbows*, etc.). Have the class stand up. Ask volunteers to call out a part of the body. Students touch the part of their body identified.

6 & 7 Students work in pairs or small groups to complete the exercises. After feedback, ask how any of the activities mentioned can help the mind as well as the body (reinforce the benefits of endorphins and mood).

Plan

Model project

Direct students to the model project on p122 which serves as a guide for what they should create.

Divide the class into groups to discuss activities they think would be realistic and fun for others to try to fit in 60 minutes of physical activity in a day. Encourage students to use their imagination to build an appropriate plan. Have students do research to learn more about each activity and how much time it might take.

Ask students to tick the **Plan** items as they complete them.



Project

Vocabulary extra

3 Match the words in the box with the meanings.

bones brain concentrate endorphins mood ~~muscles~~

1 parts of your body that help you to move *muscles*
2 the hard parts inside our body that form your skeleton **bones**
3 the organ inside your head that controls your thoughts and feelings **brain**
4 a natural chemical your brain produces to make you feel relaxed **endorphins**
5 think about something you are doing very carefully **concentrate**
6 the way you feel at a certain time, e.g. happy or sad **mood**

4 Answer the questions. **Students' own answers.**

1 How much physical activity do you do every week?
2 Why do you think people don't do enough physical activity?
3 Which physical activities make you feel happy? Why?

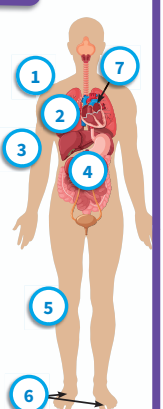
CLIL: Biology

Parts of the body

5 Match the words in the box with 1–7 in the picture.

arm chest core feet heart leg ~~shoulder~~

1 *shoulder*
2 **chest**
3 **arm**
4 **core**
5 **leg**
6 **feet**
7 **heart**



6 Complete the table with the correct parts of the body for each exercise.

Exercise	Parts of the body
1 plank	*core, arms, legs*
2 push-up	**chest, shoulder, arms**
3 squat	**legs, feet**
4 basketball, swimming	**heart**

7 Which activities that you do every day (not just sport) use the parts of the body you mentioned in Exercise 6?

1 I'm *carrying bags of shopping*. I'm using the muscles in my arms and my chest.
2 I'm _____. I'm using the muscles in my legs.
3 I'm _____. My heart is working harder than usual.
4 I'm _____. I'm using my core muscles.
5 I'm _____. My shoulders and arms are working hard putting away my things!

Project: an exercise plan

Design a plan to keep active

Step 1: Plan

Work in groups. Design an exercise plan for one day for 60 minutes of physical activity.
Think about:

- different ways you can be more active
- how the activity helps you have a healthy body
- how the activity helps you have a healthy mind
- activities that make you feel happy
- activities you can do alone or with a friend

Agree on the activities and the times.

OWN IT! Project: an exercise plan p122

Present

Presentations should point out which day of the week they have planned and how long the activity takes, which activities are planned, which parts of the body are being exercised, and how the activities affect the mind and body. Students should use the vocabulary for parts of the body and the benefits of exercise. If there is space in your classroom (or if you have access to a gym) students may demonstrate exercises and encourage classmates to follow along.

Respond

After the presentations, put students in pairs discuss what they learned. Encourage them to make notes and consider the activities that stood out. Do a brief class survey to identify one activity from each exercise plan that students would like to try.

Flipped class

Students complete the **Learn to learn** page (p82), then prepare for the **Review** lesson (p83). Students revise the grammar and vocabulary from Unit 6.

Unit 7
Amazing animals

Lesson aim: I can talk about and describe animals.

Warmer

Elicit the unit title. Encourage students to consider how animals help humans and why they are amazing.

Start it!

Extra digital activity
Ask students to complete the quiz to introduce them to the unit topic. Don't forget to check their progress at the end of the unit with the quiz on the Review page.

1 & 2 Point out that the animal in the photo is an iguana – a large lizard which has a long tail and lives on the rocks and in the forests and waters of Mexico, Central and South America and the Caribbean. Iguanas are herbivores, which means they eat plants. They can grow to 2 metres long.

3 & 4 Write students' ideas on the board. Play **Video 7.1** and allow students to check their answers in pairs.

Extra digital activity
Ask students to complete the video comprehension questions.

Extend it!

Ask students to remember facts from the video and ask their partner a question starting *Which animal …?*.

Flipped class

Prepare for **Explore it!** (p83). Students find at least three interesting facts about an animal to share in the next lesson.



Language

I can …
- talk about and describe animals p83, p86
- understand how to use past tense forms p85, p87

Learn to learn

I can …
- categorise words
- think about questions before listening p86
- identify noun and verb forms p91
- use mind maps p92

Extra resources

- Grammar tutor, Student's Book **p131**
- Workbook **pp56–63** and Writing tutor **p84**

Teacher's Resource Bank

Worksheets:
- Grammar 7.1 and 7.2 (3 levels)
- Vocabulary 7.1 and 7.2 (3 levels)
- Video 7.1–7.5
- Communication
- Culture project
- Finished? pages
- Vocabulary bank pages
- Course-specific tests package
- Cambridge English Qualifications practice
- Speaking and Writing frames (2 levels)
- Project Book **pp46–49**

Unit aims

Skills

I can …
- understand texts about animals p84, p90
- talk about a day out p88
- write an article p89

Lesson aim: I can talk about and describe animals.

Warmer

Ask students to think of an animal for each letter of the alphabet. The group with the most answers wins.

1 7.01 Remind students that they only need to match ten of the animals in the box with the photos. Pause after each word to drill the pronunciation.

Audioscript p130

Target vocabulary

bear /beə/
giraffe /dʒɪ'rɑːf/
mouse /maʊs/
crocodile /'krɒkədaɪl/
hippo /'hɪpəʊ/
parrot /'pærət/
donkey /'dɒŋki/
horse /hɔːs/
snake /sneɪk/
duck /dʌk/
lion /'laɪən/
whale /weɪl/
eagle /'iːgl/
monkey /'mʌŋki/

2 7.02 Pause after each sound to give students time to write.

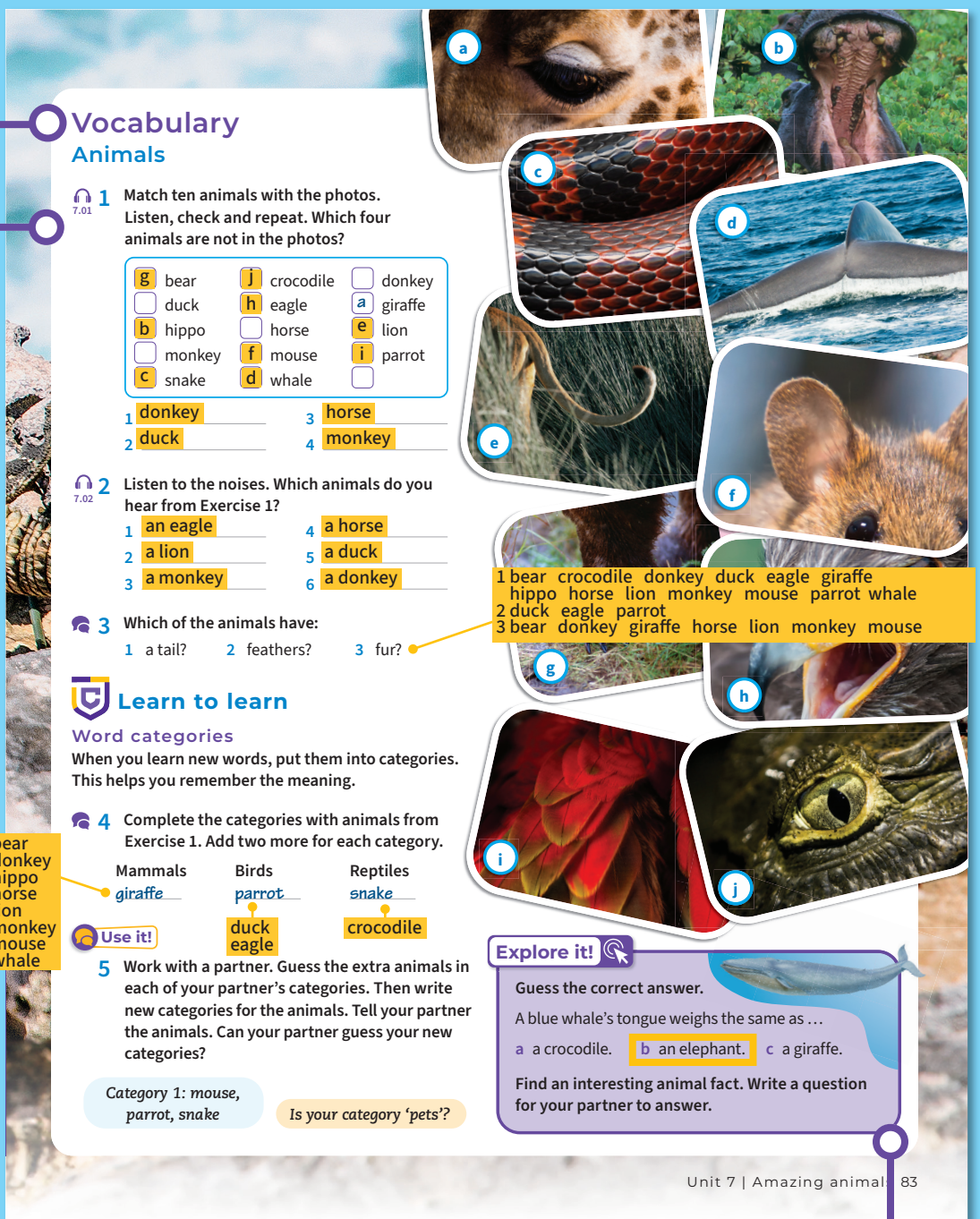
3 ★★★ Students think of more animals with a tail, feathers and fur.

Vocabulary bank

Learn to learn

We begin to group things together from an early age. Encourage students to remember new vocabulary by putting new words into different groups.

4 Encourage students to cover and remember the spelling of the words when writing them in the categories.



Vocabulary

Animals

1 7.01 Match ten animals with the photos. Listen, check and repeat. Which four animals are not in the photos?

g bear	j crocodile	donkey
duck	h eagle	a giraffe
b hippo	horse	e lion
monkey	f mouse	i parrot
c snake	d whale	

1 donkey
2 duck
3 horse
4 monkey

2 7.02 Listen to the noises. Which animals do you hear from Exercise 1?

1 an eagle
2 a lion
3 a monkey
4 a horse
5 a duck
6 a donkey

3 Which of the animals have:

1 a tail? 2 feathers? 3 fur?

1 bear crocodile donkey duck eagle giraffe hippo horse lion monkey mouse parrot whale
2 duck eagle parrot
3 bear donkey giraffe horse lion monkey mouse

Learn to learn

Word categories

When you learn new words, put them into categories. This helps you remember the meaning.

4 Complete the categories with animals from Exercise 1. Add two more for each category.

bear
donkey
hippo
horse
lion
monkey
mouse
whale

Mammals	Birds	Reptiles
giraffe	parrot	snake
	duck	crocodile
	eagle	

Use it!

5 Work with a partner. Guess the extra animals in each of your partner's categories. Then write new categories for the animals. Tell your partner the animals. Can your partner guess your new categories?

Category 1: mouse, parrot, snake

Is your category 'pets'?

Explore it!

Guess the correct answer.

A blue whale's tongue weighs the same as …

a a crocodile. b an elephant. c a giraffe.

Find an interesting animal fact. Write a question for your partner to answer.

Unit 7 | Amazing animals 83

5 Write prompts on the board and model them with a strong student.
A: Are your extra animals elephant, tiger and cat?
B: Elephant is right but not the other two. Try again!

6 ★ Write other possible categories on the board e.g. *Animals I like / Animals I don't like*, *Carnivores/Herbivores*.

Explore it!

Ask a student to tell you an animal fact they researched for homework. Write it on the board and elicit multiple-choice answers. Students write a question using the facts they found for homework, then ask their partner.

Extend it!

Students close their books and write down all the animal words they can remember from p83.

Homework

Workbook p56

Lesson aim: I can understand a text about animals.

Warmer

In large groups, students take turns to mime an animal from the previous lesson, making animal sounds as necessary. The first student to guess the animal wins a point and mimes the next animal. Students play for four minutes.

1 Elicit students' ideas about the animals. Ask whether these animals probably live on land, in the sea, or both.

2 7.03 Students discuss the facts they learned in groups of four and decide on the most interesting.

Sustainability: Life below water

Confirm understanding of 'danger' in the context of animal welfare and possible extinction. Can students name any other animals in danger? The Sustainable Development Goal 14 is to conserve and sustainably use the oceans, seas and marine resources for sustainable development. Animals like the axolotl and Mediterranean monk seal were under threat from polluted water and unsustainable fishing practices, but are now safer because people now understand the dangers and are working to protect them. Ask students: Do they know about other ways people and governments are protecting endangered animals?

There are activity cards related to Sustainability in the Teacher's Resource Bank.

3 ★★★ After feedback, students write one extra sentence, right or wrong, using the information in the fact files. They then give it to another student to check.

Reading

Fact files

1 **Look at the photos. Do you recognise these animals? Where do they live?**

7.03 2 **Read the text and the fact files. Check your answers to Exercise 1.**

3 **Read the sentences and write *T* (true), *F* (false) or *DS* (doesn't say).**

1 An axolotl can grow new parts of its body. T
2 The maned wolf is a member of the wolf family. F
3 Mediterranean monk seals are slower than sharks. F
4 There are more maned wolves than axolotls or monk seals. T
5 Pollution is a problem for all of these animals. DS
6 The maned wolf is the heaviest of the three animals. F
7 People are finding solutions to help these animals. T

4 **Find words in the fact files for each category. Then add two more words.**

Animals in danger: axolotl, maned wolf; Mediterranean monk seal
Food: (small) fish, insects, worms, small animals, fruit, vegetables, octopus
Habitats: lakes, savannah, forests, caves and beaches

Voice it!

5 **Discuss the questions.**

1 Which of these animals is your favourite? Why?
2 What other problems are there for these animals?
3 Why is it important to protect animals?

Amazing animals in danger

In the past, these animals **weren't** in danger and life **wasn't** the same. But things change and now people know about the problems and they are finding solutions.

Axolotl



In the past, **there was** a lot of water in Lake Xochimilco, Mexico. **It was** clean. **There were** a lot of axolotls in the water – about 6,000 axolotls per square kilometre. They were healthy and they **weren't** hungry. Now there are only 36 axolotls in the same area. Why? They're hungry because other fish eat their food. There's a lot of plastic in the water and it's dirty. But don't worry! Scientists and farmers are working to clean the water and help the axolotls.

Weight	56–225 grams
Habitat	Lake Xochimilco, Mexico City
Food	small fish, insects and worms
Amazing fact	It can grow new parts of its body.

Maned Wolf

In Brazil, **there were** almost 24,000 maned wolves in the past. Today, there are less than 15,000. What's the biggest problem? The wolves can't live in the forests because there aren't a lot of trees. But there are ways to fix this. There are now safe places in forests for wolves. Local people are learning about the wolves and helping to protect them.



Weight	20–25 kg
Habitat	Savannahs in Brazil and forests in South America
Food	small animals and insects, fruit and vegetables
Amazing fact	The maned wolf isn't really a wolf – it's a member of the dog family. It barks like a dog!

Mediterranean Monk Seal



Today, there are about 700 Mediterranean monk seals. How many monk seals **were there** in the past? 24,000. The ocean **was** their home and it **was** safe. Monk seals sometimes die because they swim into fishing nets. But there's good news! There are different nets now. The seals can swim in and out of them easily.

Weight	up to 315 kg
Habitat	caves and beaches of the Mediterranean Sea
Food	fish, octopus
Amazing fact	It can swim faster than a shark.

4 Write the answers on the board, to check spelling more easily.

5 Students discuss the questions in small groups. Do a class survey of the favourite animal, the biggest problems all three animals face and the most important reasons to protect them.

Flipped class

▶ Ask students to watch **Video 7.2** and do **Video worksheet 7.2** in preparation for the next class.

Homework

Workbook p57

Lesson aim: I can understand how to use past tense forms.

Warmer

Write *axolotl, maned wolf* and *Mediterranean monk seal* on the board. In pairs, students write as many facts as they can remember about these three animals in two minutes. During feedback, check students' pre-existing knowledge of *was/were*.

▶ Play **Video 7.2**. Elicit that the flamingo was grey. There was a kangaroo, some toads, caterpillars, a tapir and a seal.

Language in action

was / were, there was / were



Watch video 7.2
What colour was the flamingo when it was a baby? What animals were there?

	was / were	*there was / were*
+	He **was** a little baby once. They **were** little babies called tadpoles.	**There was** a lesson about baby animals. **There were** cute baby animals.
-	He **wasn't** pink as a baby. His parents **weren't** worried about that.	**There wasn't** a cuter baby animal than this seal. **There weren't** any baby butterflies.
?	**Was** the water clean? Yes, it **was**. / No, it **wasn't**. **Were** the forests big? Yes, they **were**. / No, they **weren't**.	**Was there** a baby seal? Yes, **there was**. / No, **there wasn't**. **Were there** any wolves? Yes, **there were**. / No, **there weren't**.

1 Look at the table. Circle the correct words.

1 We use (there) *was* / *were* for singular nouns and (there) *was* / *were* for plural nouns in the past.
2 We use (there) *was* / *were* + *not* for *questions* / *negative sentences*.
3 The word order is *the same* / *different* in questions.

1 Draw attention to the table. Point out the differences between the singular and plural forms in the examples. Check answers as a class.

2 Correct the sentences. Check your answers in the text on page 84.

1 The water was dirty in Lake Xochimilco in the past.
The water wasn't dirty in Lake Xochimilco in the past. It was clean.
2 There were 36 axolotls per square km in the lake in the past.
There weren't 36 axolotls per square km in the lake in the past. There were 6,000.
3 There were 15,000 maned wolves in Brazil in the past.
There weren't 15,000 maned wolves in Brazil in the past. There were almost 24,000.
4 Monk seals were hungry in the past. There weren't a lot of fish for them to eat.
Monk seals weren't hungry in the past. There were a lot of fish for them to eat.
5 In the past, there were about 700 monk seals.
In the past, there weren't about 700 monk seals. There were 24,000.

2 Students complete the sentences in pairs. Allow them a few minutes to read the text on p84 again and check their answers.

3 Complete the text with *was(n't)* / *were(n't)* or *there was(n't)* / *there were(n't)*.

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Good news stories



Bald eagles [1] **were** in danger in the past but they aren't now!
In the 1960s, [2] **there were** only a few hundred bald eagles in the USA. Scientists [3] **weren't** happy. They [4] **were** very worried.
The future [5] **wasn't** good for bald eagles. After working hard for a long time, [6] **there was** some good news. In 2007, the bald eagle [7] **wasn't** on the list of animals in danger. The scientists' work [8] **wasn't** easy, but it [9] **was** a success!

3 ★ Ask students to read through the text, without paying attention to the gaps, then ask if they know anything about bald eagles (e.g. *they're called bald because they look like they have no hair on their heads; they're the national bird of the USA*). Check answers as a class.

Grammar tutor p131

Use it!

4 Write questions with *was/were*. Ask and answer with a partner.

1 Where / born?
Where were you born?
2 What / favourite animal / when / you / six?
What was your favourite animal when you were six?
3 Who / best friend / when / you / eight?
Who was your best friend when you were eight?
4 When / your last holiday?
When was your last holiday?

Sustainability: Life on land

Eagles are often thought of as predators, and not as at risk as smaller animals. However, for a long time bald eagles were in danger of extinction. A key part of Sustainable Development Goal 15 is to sustainably manage forests and halt biodiversity loss. Conservation partners are working to ensure cleaner air and enough land for the eagle population to continue growing, and there are laws to protect the eagles as well. Ask students: Do you know about any laws your country has to protect its wildlife?

There are activity cards related to Sustainability in the Teacher's Resource Bank.

Grammar tutor

Ask students to complete additional grammar activities on the Grammar tutor page 131.

4 Students write questions in pairs, then ask and answer them with a new partner.

Homework

Workbook p58

Grammar game

Pairs draw a quick picture of a nature reserve with lots of animals and show it to another pair for 10 seconds. The new pair has two minutes to write as many sentences about the reserve as possible (e.g. *There were three elephants*). They win a point for each correct sentence about the picture.

Lesson aim: I can talk about and describe animals.

1 7.04 If students don't know the vocabulary, allow one student in each pair to check in a dictionary. He/She has to explain the word to their partner, miming if necessary.

Target vocabulary
beautiful /'bjuːtəfəl/
clever /'klevə/
cute /kjuːt/
dangerous /'deɪndʒrəs/
heavy /'hevi/
large /lɑːdʒ/
lazy /'leɪzi/
long /lɒŋ/
noisy /'nɔɪzi/
quiet /'kwaɪət/
tiny /'taɪni/
wild /waɪld/

2 After feedback, ask students to think of one more animal for each word (e.g. *dangerous – lion*). Elicit these on the board.

Vocabulary bank

3 ★★★ After playing, students change partners. Instead of writing sentences, students should only think about the animal for thirty seconds.

4 Write these words on the board to support students while they discuss: *noise*, *swim*, *sea*, *group*, *clever*.

5 7.05 Allow students time to check in pairs. During feedback, encourage students to justify their answers.

Audioscript p130

Learn to learn
Knowing the reasons for listening before they do a task helps students focus on relevant information.

Vocabulary and listening

Adjectives

7.04 **1** Circle words to describe photos 1–6. Listen, check and repeat. Can you guess the meaning of the other adjectives?

2 Write opposite adjectives from Exercise 1 for the words below.

1 short *long*
2 light *heavy*
3 huge *tiny*
4 quiet *noisy*
5 safe *dangerous*



Use it!

3 Think of three animals. Write two sentences to describe each one. Tell your partner. Can they guess the animal?

It's quiet and fast. It sometimes lives in houses.

Is it a mouse?

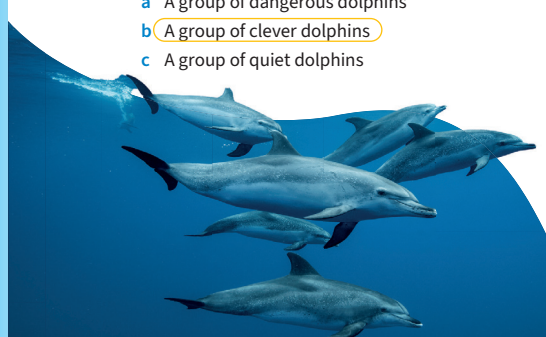
A podcast

4 Discuss the questions with a partner.

1 What can dolphins do?
2 Do you think dolphins can understand people? Why / Why not?

7.05 **5** Listen to the podcast and circle what it's about.

a A group of dangerous dolphins
b A group of clever dolphins
c A group of quiet dolphins



Learn to learn

Preparing to listen

Thinking about the questions before you listen can help you hear the correct answers.

6 Underline the question words in Exercise 7.

7.05 **7** Listen again and answer the questions.

1 How old was Kai? *He was fifteen.*
2 Where were Kai and Mateo? *They were on a kayak in the sea.*
3 What was noisy? *A group of seven dolphins.*
4 Who was in a boat? *Two people were in a boat but they weren't near them.*
5 How long were the dolphins with Luna? *They were with Luna for about 20 minutes.*

8 Work in pairs. Take turns to tell the story.

There were two people and a dog on a kayak in the sea.

There was a group of seven dolphins.

6 Allow students time to discuss in pairs what they remember about the story.

7 7.05 Encourage students to raise their hands when they hear an answer, to support weaker students.

8 This is an opportunity to see how much students know about irregular verbs. Ask students if they would like to see a dolphin (or any other marine animal) and why.

Homework
Workbook p59

Flipped class
▶ Ask students to watch **Video 7.3** and do **Video worksheet 7.3** in preparation for the next class.

Lesson aim: I can understand how to use past tense forms.

Warmer

▶ Play **Video 7.3**. Elicit the animals (a mother bear and two baby bears) and that Ben touched a snake.

1 Ask volunteers to read the examples in the table and note the differences between the regular and irregular forms. Decide on the answer as a class.

Pronunciation

Students turn to p119 for practice of the sounds /t/, /d/ and /ɪd/.

Audioscript p130

2 Ask pairs to check each other's answers, then confirm answers with another pair. Elicit which verbs are irregular (*take – took*, *see – saw*, *go – went*).

3 7.09 Encourage students to check the **Irregular verbs** on p134 for support.

Audioscript pp130–131

Grammar tutor

Ask students to complete additional grammar activities on the Grammar tutor page 131.

4 Encourage students to help each other. Write on the board: *What's the past of …?*, *How do you spell …?*

Language in action

Past simple: regular and irregular verbs



Watch video 7.3
Which animals ran away?
Who touched a snake?

	Regular	Irregular
+	Everyone **laughed**.	I **took** this picture before they ran away.
-	I **didn't touch** it.	We **didn't see** any elephants.
Past time expressions	Our class **visited** a wildlife centre **last week**.	They **didn't go** to the centre **yesterday**.

Irregular verbs p134 Pronunciation p119

1 **Look at the table and complete the rule.**

1 Regular past simple forms end in **-ed**.

2 **Match the verbs to the correct past simple form.**

1 touch	a visited
2 take	b saw
3 see	c went
4 visit	d touched
5 go	e took

Get it right!

We use past time expressions with the past simple. For example, *yesterday, last (night/week/month/year), three (days/weeks/months) ago.*

7.09 **3** **Complete the text with the correct past simple form of the verbs in brackets. Listen and check.**

A boy's best friend

A few years ago, a Danish man [1] **found** (find) a baby crow. It was very thin and hungry. There wasn't an animal specialist to help him so the man [2] **took** (take) the crow home. His family [3] **gave** (give) the crow food and it [4] **became** (become) part of the family. They [5] **called** (call) the crow Russell. Their son Otto [6] **loved** (love) Russell. Russell [7] **didn't leave** (not leave) Otto and they [8] **spent** (spend) a lot of time together. After a few weeks, the family [9] **put** (put) the crow in their garden to fly home. Russell doesn't live with the family now but he visits them every day. Otto's mum [10] **shared** (share) the story on social media. Russell and Otto are famous now!

Grammar tutor p131



Use it!

4 **Write sentences with *ago*. Change the words in bold so that the sentences are true for you. Work with a partner and say your sentences. Are any the same?**

1 This lesson start / **thirty minutes**
This lesson started forty-five minutes ago.
2 I / get up / **four hours**
I got up (four hours) ago.
3 I / start / school / **seven years**
I started school (seven years) ago.
4 I / have / lunch / **an hour**
I had lunch (an hour) ago.
5 I / meet / my English teacher / **six months**
I met my English teacher (six months) ago.

5 **Write three true and three false sentences about you. Use the past simple and past time expressions.**

6 **Take turns to say your sentences. Can your partner guess which are true and which are false?**

I went to Brazil on holiday last week.

False! You were at school last week.

Grammar game

Students play in groups with a small ball or scrunched-up piece of paper. One student says one of the verbs from Exercise 3 in the present and passes the ball to another student, who has three seconds to think about the past tense of the verb. This student gets a point if the verb is correct. Then the student says a new verb and passes the ball to someone else. If the verb isn't correct, the ball goes back to the first student, who wins a point.

5 & 6 Allow students to check their sentences in pairs to ensure the grammar is correct. They then play the game with a new partner.

Homework

Workbook p60

Lesson aim: I can ask for and respond to information.

Warmer

In groups, students discuss their last school trip, or a fun day out they had recently. Elicit a few stories and provide relevant vocabulary on the board, for students to reuse in Exercise 5.

1 7.10 ★★★ Challenge students to listen with their books closed and answer the question in pairs.

2 7.10 Pause after each *Useful language* phrase to drill pronunciation.

Audioscript p131

3 ▶ After students underline the phrases, play **Video 7.4**. Drill the phrases, helping students say the correct intonation.

4 Allow students to say the conversation along with the audio before acting it out in pairs. Encourage a pair to volunteer performing the conversation for the whole class, if appropriate.

5 Elicit students' ideas on the board, such as *aquarium*, *football stadium*, *beach*, etc., and elicit relevant vocabulary.

6 If appropriate, students can record the conversation on their smartphones so they can hear themselves and check their vocabulary and grammar.

7 Put students into groups. One pair performs the conversation, another student takes notes and the other student ticks the *Useful language* and *Everyday English* phrases they hear.

Speaking frames

Speaking

Talk about a day out



7.10 **1** Listen to the conversation. Where was Martha yesterday?

She was at a safari park.

Daniel	Hey, Martha. [1] How was the school trip yesterday?
Martha	[2] It was really cool! We went to a safari park.
Daniel	Really? [3] What was it like?
Martha	It was amazing!
Daniel	Were there any elephants?
Martha	Yeah, there were, but I didn't see them.
Daniel	I can't believe you didn't see any elephants. [4] What about lions?
Martha	Yeah, there was a family of lions. One of them looked inside our car.
Daniel	Wow! No way!
Martha	Yup. It did. Then it climbed in the window and ate my lunch.
Daniel	You're joking!
Martha	Of course I'm joking!

7.10 **2** Complete the conversation with the phrases from the *Useful language* box. Listen and check.

Useful language

How was (the school trip)?	It was (really cool).
What about (lions)?	What was (it) like?

3 Look at the *Everyday English* box. Find and underline the phrases in the conversation.



No way! Really?
Wow! You're joking!

4 Work with a partner. Practise the conversation.

Plan

5 Work with a partner. Plan a conversation about a day out. Decide …

where you went _____

what you saw _____

what you didn't see _____

what happened _____

Speak

6 Practise the conversation with your partner. Remember to use:

- verbs in the past
- expressions from the *Useful language* and *Everyday English* boxes

Check

7 Work with another pair. Listen to their conversation and complete the notes.

Place: _____

What they saw: _____

What they didn't see: _____

What happened: _____

Flipped class

Prepare for Exercise 5 (p89). Students research a famous animal that has done extraordinary things.

Lesson aim: I can write an article.

1 Put students into pairs. Ask one student to close their book and the other to describe the photo to their partner. Elicit relevant information, and what the llama can do (*it can jump very high*).

2 Encourage students to highlight information in the text which helps them match the paragraphs to the headings.

3 Allow students to check their answers in small groups before asking three volunteers to come to the board to write the answers. Elicit that *ago* means *before now*.

Get it right!

Ask students a few questions to elicit the correct use of the prepositions. For example: *When is your birthday? When do you have English lessons? When does summer start?*

4 Students work in pairs to complete the exercise. Check answers as a class. Elicit whether students can think of any other amazing animals like Boateng de Oro and Bini Senior.

5 Ask students to discuss what they found out about a famous animal for homework.

6 & 7 After writing the first draft, put students into pairs to read each other's texts and check them using the checklist. They copy phrases they like from their partner's texts. They then write another draft.

Writing frames

Finished?

Writing
An article

1 **Look at the photo. What do you think this llama can do? Read the article and check your ideas.**

It can jump very high.



1 c Boateng de Oro is a clever llama. He lives on a farm in Italy with his owner, Walter Mair. Boateng and Walter take people into the Italian mountains. Boateng loves jumping.

2 a **In 2023**, Walter and Boateng appeared on an Italian TV show. Lots of people watched the show. Boateng jumped 1.2 metres. He broke the world record. **More than ten years ago**, a llama called Caspa **could** jump 1.13m. **On 22nd February, 2023**, five days later, Boateng jumped 1.3 metres at home on the farm.

3 b Now you know about clever llamas. Do you know any other animals with amazing abilities?

2 **Match topics a–c with paragraphs 1–3.**

a Description of an amazing thing Boateng did
b Conclusion that asks a question
c Introduction to the subject

Useful language

In 2023 On 22nd February, 2023
More than ten years ago

3 **Look at the *Useful language* box. Find and underline the time expressions in the article.**

Get it right!

We use *on* for days and dates. *On Monday / On 22nd May*
We use *in* for months and years. *In February / In 2025*

4 **Complete the text with the correct time expressions.**

Bini Senior was born [1] on 21st March, 2012. He was a very clever rabbit. [2] On 31st October, 2016, Bini scored 7 basketball slam dunks in one minute! It was a world record! Several years [3] ago, Bini and his owner appeared on a TV show for the first time. [4] In April 2020, Bini learned to paint pictures. Bini was a TV star – [5] in June 2022. He was in a TV documentary. Sadly, Bini died. [6] On 1st September 2023, Bini's owner shared the news on social media.



Write your own article about a famous animal.

Plan

5 **Research a story about a famous animal. Make notes. Use the notes to write an article.**

Introduction _____

Description of things the animal did

_____

Conclusion _____

Write

6 **Write your article. Remember to include:**

- three paragraphs
- the past simple
- time expressions from the *Useful language* box

Check

7 **Do you …**

- introduce the animal in the first paragraph?
- describe what the animal did?
- use time expressions?

Flipped class

Prepare for **Explore it!** (p91). Students research an interesting fact about people who hunt with eagles.

Homework

Workbook p61, Writing tutor p84

Lesson aim: I can understand texts about animals.

Background information

Eagle hunting (i.e. hunting with eagles) is a traditionally male activity, but Aisholpan is a girl who trained as an eagle hunter and also won a competition. A film was made about her in 2016, called *The Eagle Huntress*.

Warmer

▶ Play **Video 7.5**. Elicit the answers (You can find camels in Africa and Asia. Camels can drink 150 litres of water in ten minutes. They can survive in temperatures of -50°C or +40°C.). Ask students: *What other animals were important in the past? Are they still important today?*

Extra digital activity
Ask students to complete the video comprehension questions.

1 7.11 Elicit a few predictions from the class and write them on the board, asking students to justify their answers and eliciting relevant vocabulary such as *temperature*, *freezing*, *hunt*, *train* and *nest*.

2 ★ Before they read, ask students to match the following to each question: a place (3), a person (4,5), a number (1, 2).

3 ★★★ Challenge students to time each other's response, ensuring they each speak for at least 30 seconds for each question.

Around the world

Reading
An article

She's from Mongolia. She's an eagle hunter.

7.11 **1** **Look at the photo. Where do you think the girl is from? Why is she special? Read the article to check your answers.**

2 **Read the article again and answer the questions.**

1 How cold is it in the Bayan-Ulgii region in winter? -50°C
2 How fast can eagles fly? 320 kph
3 Where was Aisholpan's baby eagle when she found it? In a nest.
4 Who was Aisholpan's trainer? Her father.
5 Who was the youngest person in the 2016 Golden Eagle Festival competition in Ölgii? Aisholpan.



Globetrotters
Watch video 7.5
Four-legged Friends

- Where can you find camels?
- How much water can camels drink in ten minutes?
- What temperatures can camels survive in?

Voice it!

3 **Discuss the questions.**

1 Why do you think mainly boys and men hunt with eagles today?
2 Why do you think Aisholpan won the competition?
3 Do you want to learn to hunt with eagles? Why / Why not?
4 Do you have any competitions like this in your country?

The girl and the golden eagle



Can you imagine riding a horse in temperatures of –50 °C with a huge eagle on your arm?

The ancient tradition of eagle hunting started thousands of years ago in Mongolia. The people from the Bayan-Ulgii region use eagles because they can fly up to 320 kph and can see animals from more than four kilometres away.

Men and woman hunted together in the past, but now it's more common to see male eagle hunters. A lot of them do it as a sport now, not because they have to hunt for food.

Today, there are about 250 eagle hunters. And only a few of them are girls.

One of them is Aisholpan Nurgaiv. When she was young, Aisholpan took care of her father's eagle but she really wanted to be an eagle hunter like her father. So she went to the high Altai Mountains with her father to find a baby eagle to train. It wasn't easy. The climb to the eagle nest was difficult and dangerous. But Aisholpan did it. She found her baby eagle! Aisholpan's father became her trainer. But was Aisholpan strong enough to hunt with the huge bird in freezing temperatures? Yes, because she was determined to succeed.

In 2016, Aisholpan competed in the Golden Eagle Festival in Ölgii. She was the only girl – and the youngest person – to enter the competition there. There were 70 competitors. And guess what? Her eagle won. What an amazing achievement!





90 Amazing animals | Unit 7

Class challenge
The world's largest eagles are 50 / 150 / **250** cm wide.

Lesson aim: I can understand texts about animals.

Learn to learn

Students' active and passive vocabulary is quickly expanded when they learn word families instead of single words.

4 Encourage students to try to complete the table before checking the text again.

5 Extend this activity by flipping it. In pairs, one student says a word from the table and the other must make a sentence with it. Students take turns for three minutes.

Explore it!

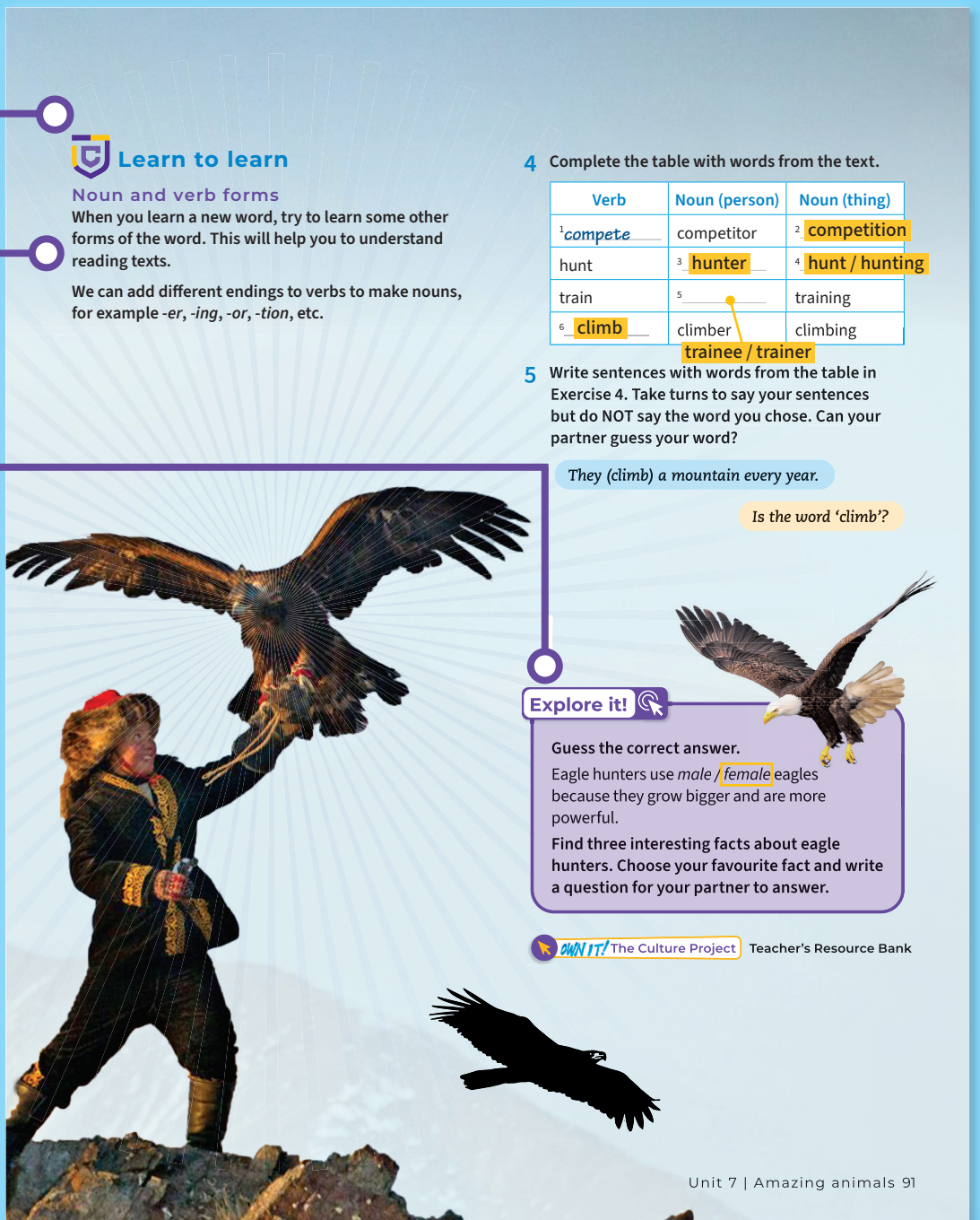
Students help each other in pairs to write a question using the interesting facts they researched for homework. Elicit a few for the whole class to answer.

Culture project

See Project Book p46 and the Unit 7 Project worksheet for further information and activities.

Extend it!

Ask students to find unknown words in the text and to use the techniques they learned on p69 to help them guess the meaning. Students then check the vocabulary in a dictionary and use p81 to help them make example sentences. Working in pairs, one student says an example sentence without saying the difficult word, and the other student must guess it, like in Exercise 5.



Learn to learn

Noun and verb forms

When you learn a new word, try to learn some other forms of the word. This will help you to understand reading texts.

We can add different endings to verbs to make nouns, for example *-er*, *-ing*, *-or*, *-tion*, etc.

4 Complete the table with words from the text.

Verb	Noun (person)	Noun (thing)
[1] *compete*	competitor	[2] competition
hunt	[3] hunter	[4] hunt / hunting
train	[5] _____	training
[6] climb	climber	climbing

trainee / trainer

5 Write sentences with words from the table in Exercise 4. Take turns to say your sentences but do NOT say the word you chose. Can your partner guess your word?

They (climb) a mountain every year.

Is the word 'climb'?

Explore it!

Guess the correct answer.

Eagle hunters use *male* / *female* eagles because they grow bigger and are more powerful.

Find three interesting facts about eagle hunters. Choose your favourite fact and write a question for your partner to answer.

OWN IT! The Culture Project Teacher's Resource Bank

Unit 7 | Amazing animals 91

Flipped class

Students complete the **Learn to learn** page (p92), then prepare for the **Review** lesson (p93). Students revise the grammar and vocabulary from Unit 7.

Lesson aim: I can talk about places in a city.

Warmer

Tell students that you once lost something. Say: *It was small but very important. I always carried it with me. I used it every day. When I lost it I got a new one, but I couldn't go home for a whole day.* The first student to guess the answer (a key) wins. Students then think of something they lost, and play in groups of four.

Start it!

Extra digital activity
Ask students to complete the quiz to introduce them to the unit topic. Don't forget to check their progress at the end of the unit with the quiz on the Review page.

1 & 2 Allow students to discuss the questions and elicit some ideas, providing relevant vocabulary (e.g. *city, streets, café*, etc.).

3 ▶ Play **Video 8.1** until 0:53, after the word *treasures*. Allow students time to discuss the question and then play the rest of the video.

Extra digital activity
Ask students to complete the video comprehension questions.

4 Write on the board: *My _____ is very valuable to me because …* . Elicit ideas after discussion.

Flipped class

Prepare for **Explore it!** (p95). Students research interesting facts about the Dubai Mall.



Learning outcomes

I can …
- understand texts about an unusual town and finding treasure
- help a friend
- write a blog post
- understand how to ask past simple questions
- talk about places in a city and personal possessions
- use compound nouns and photos to predict content
- create a factsheet.

Unit aims

Skills

I can …
- understand texts about an unusual town and finding treasure p96
- help a friend p100
- write a blog post p101
- create a factsheet pp102–103

Language

I can …
- talk about places in a city p95
- understand how to ask past simple questions p97, 99
- talk about personal possessions p98

Learn to learn

I can …
- understand compound nouns p95
- use photos to predict content p98
- improve my writing p104

Extra resources

- Grammar tutor, Student's Book **p132**
- Workbook **pp64–71** and Writing tutor **p84**

Teacher's Resource Bank

Worksheets:
- Grammar 8.1 and 8.2 (3 levels)
- Vocabulary 8.1 and 8.2 (3 levels)
- Video 8.1–8.5
- Communication
- CLIL project
- Finished? pages
- Vocabulary bank pages
- Course-specific tests package
- Cambridge English Qualifications practice
- Speaking and Writing frames (2 levels)
- Project Book **pp50–53**

Lesson aim: I can talk about places in a town.

Warmer

In groups, students discuss their favourite and least favourite places in their town or city. During feedback, elicit relevant vocabulary on the board.

1 8.01 ★★★ Students cover the words in the box and work in pairs to write down the vocabulary for the places in the pictures. They then uncover the box and check.

Audioscript p131

Target vocabulary
aquarium /əˈkweəriəm/
bowling alley /ˈbəʊlɪŋ ˈæli/
car park /kɑː pɑːk/
cinema /ˈsɪnəmə/
hospital /ˈhɒspɪtəl/
ice rink /aɪs rɪŋk/
post office /pəʊst ˈɒfɪs/
shopping centre /ˈʃɒpɪŋ ˈsentə/
skate park /skeɪt pɑːk/
sports centre /spɔːts ˈsentə/
swimming pool /ˈswɪmɪŋ puːl/

2 Encourage students to use *there is(n't) / are(n't)* and adverbs of frequency. For an extra challenge, write on the board *The last time I went to … was …* and elicit ideas, paying attention to the prepositions in the time phrases and *ago*.

Vocabulary bank

Learn to learn

Recognising and understanding compound nouns will improve students' reading and listening comprehension skills.



3 Ask students to quickly draw a car and then a park. Now ask them to draw a *car park*. Elicit that the two words together have a new meaning. Elicit the compound nouns from Exercise 1.

4 You could turn this into a class quiz, with students adding their individual questions at the end.

Explore it!

Students write a question and test their partner. They then compare their town's shopping centre to the one in Dubai. Elicit ideas.

Homework

Workbook p64

Lesson aim: I can understand an online travel article.

Background information

Ancient Maya cities grew around central areas from which kings and officials ruled over their communities. These cities included ceremonial areas, palaces, ball courts, markets and schools. Ruins of Maya cities have been found in Mexico, Guatemala and Belize.

1 Put students into pairs to describe what they can see in the photos. Elicit any useful vocabulary and write it on the board (ruins, palaces, jungle, archaeology).

2 8.02 Give students two minutes to scan the text for the answer.

3 Allow students time to reread the article. Then encourage them to guess the meaning of the words in bold using the text around them. Demonstrate with *locate: They used the latest technology to* ***locate*** [the city].

4 Encourage students to underline the key information in the questions and to discuss the questions before reading again.

5 Monitor students closely, offering help with question formation where needed, and use this as an opportunity to establish what the students already know about the grammar on the following page. If there is time, allow students to research more about Ocomtún or another lost city.

Reading

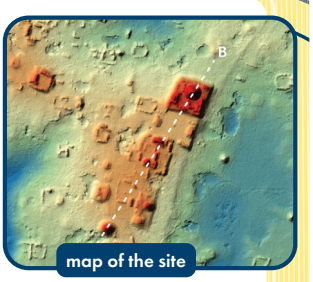
An online travel article

1 Look at the photos. What are these things? Where do you think they are?

8.02 **2** Read the article and check your answers.

Lost treasures

A few years ago, Dr Ivan Šprajc and a team of **archaeologists** found an **Ancient** Maya city on the Yucatan peninsula in Mexico. They called it Ocomtún. They used the latest technology to help them **locate** it. A special laser took pictures of the **site** from an aeroplane. It made a map of the area and the team could see the city.



map of the site

There was only one problem – it was very difficult to reach the site. In the end, they walked through the jungle for 60km. When they arrived, they were very surprised. They found a big area with **pyramids**, **columns** and three big squares with the parts of different buildings.


buildings in Ocomtún

This was not the first Maya city Dr Šprajc and his team found. More than ten years ago, they found two other Maya cities.

You asked ...

Q: Did the Maya people leave the city?
A: Yes, they did. They left about 1,000 years ago. There wasn't any water to grow food because there was a 100-year **drought** in the area.

Q: Did they find any swimming pools?
A: No, they didn't. They found a court for a ball game – *juego de pelota*. It was one of the most popular ball games for the Maya and it's one of the world's oldest ball games!

3 Find out what the words in bold in the article mean.

4 Read the article again and circle the correct answer.

1 Dr Šprajc discovered Ocomtún …
- a on his own.
- (b) with other archaeologists.
- c from an aeroplane.

2 The archaeologists could see the site because …
- a they took photos.
- b they had a map.
- c a laser took pictures and made a map.

3 The site of Ocomtún was … to reach.
- a very easy
- b not easy
- c quite easy

4 Before Ocomtún, Dr Šprajc and his team found … other Maya cities.
- a two
- b three
- c ten

5 The Maya people left the city … years ago.
- a a few
- b about 100
- c about 1,000

6 The Maya ball game, *juego de pelota*, is … ball game in the world.
- a the most popular
- b the oldest
- c the first

Voice it!

5 Discuss the questions.

1 Do you know any other towns or cities like Ocomtún?
2 Look at the questions at the end of the article. Think of two more questions to ask about Ocomtún.

Extend it!

Give students some extra questions to discuss in small groups: *What do you think you could find in a 'lost' place like Ocomtún in your country? Would you like to be part of a team that discovers lost places around the world?*

Flipped class

▶ Ask students to watch **Video 8.2** and do **Video worksheet 8.2** in preparation for the next class.

Homework

Workbook p65

Lesson aim: I can ask questions in the past simple.

Warmer

In groups, students brainstorm everything they can remember about Ocomtún. Encourage the use of the past simple.

▶ Play **Video 8.2**. Elicit that the boy played the drums, but his parents didn't like it.

1 Draw attention to the table. Point out the change in word order between the questions and short answers. Ask students to work in pairs and check each other's answers.

Pronunciation

Students can turn to p119 to practise intonation in questions.

2 ★★★ Students ask and answer the questions orally in pairs, then write the questions and answers together.

3 8.05 If any students finish early, ask them to become your assistants and help other students. Then play the audio for everyone to check their answers.

Audioscript p131

Get it right!

Point out that if a speaker doesn't say *did* in a past simple question, the listener might not understand that it's a question.

4 8.06 Elicit the first part of the conversation on the board.
Mum: Did you do your homework?
Simon: No, I didn't.

Audioscript p131

Grammar tutor

Ask students to complete additional grammar activities on the Grammar tutor page 132.

Language in action

Past simple: questions

1 **Look at the table. Complete the questions and short answers with *did* or *didn't*.**

1 *Did* you go to the cinema yesterday?
No, I *didn't*.
2 **Did** your friends enjoy the new park?
Yes, they **did**.
3 **Did** your brother buy new clothes in the shopping centre? No, he **didn't**.
4 **Did** we go on a school trip last term?
No, we **didn't**.



Watch video 8.2
What did he do at the weekend?
Did his parents like what he did?

Yes / *No* questions	Short answers
Did you **watch** a movie?	Yes, I **did**. / No, I **didn't**.
Did they **enjoy** listening to you?	Yes, they **did**. / No, they **didn't**.

Pronunciation p119

Get it right!
Remember to use *did* and the infinitive without *to* in past simple questions.
Did Simon watch a movie? (✓)
~~*Simon watched a movie?*~~ (✗)

2 **Write past simple questions and answers.**

1 Simon's parents / buy him / a drum kit / ? ✓
Did Simon's parents buy him a drum kit?
Yes, they did.
2 Evo / go / running / ? ✗
Did Evo go running? No, he didn't.
3 Alejandra / play guitar / ? ✓
Did Alejandra play guitar? Yes, she did.
4 Olga and Eva / go to / the skate park / yesterday / ✗
Did Olga and Eva go to the skate park yesterday? No, they didn't.

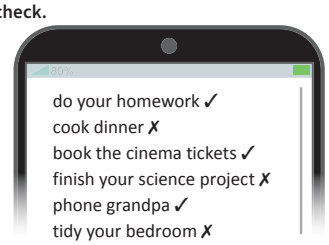
8.05 **3** **Complete the conversation with the correct form of the verbs. Listen and check.**





Anna [1]*Did* you *go* (go) to the ice rink last night?
Carlo Yes, I [2]**did**.
Anna [3]**Did** you **see** (see) Jack there?
Carlo No, I [4]**didn't**. I was with Tom and Kirsten.
Anna [5]**Did** you all **have** (have) a good time?
Carlo No, we [6]**didn't**. It was freezing and the music was really bad.
Anna Oh dear. [7]**Did** you **buy** (buy) some food later?
Carlo Yes, we [8]**did**. We bought a pizza at the café.
Anna [9]**Did** you (enjoy) it?
Carlo No, we [10]**didn't**. It was disgusting!
Anna Oh dear. Try the burger place next time.

8.06 **4** **Look at Simon's list. Write a conversation between Simon and his mum. Listen and check.**



Grammar tutor p132

Use it!

5 **Write past simple questions. Ask and answer with a partner.**

1 you / go / to the park last Saturday?
Did you go to the park last Saturday?
2 you and your family / watch TV last night?
Did you and your family watch TV last night?
3 you / have / a maths lesson yesterday?
Did you have a maths lesson yesterday?
4 your best friend / text / you this morning?
Did your parents drive you to school today?
5 your parents / drive / you to school today?
Did your best friend text you this morning?

5 Ask fast finishers to write an extra question and ask it to as many students as possible.

Extend it!

In pairs, students script a conversation as in Exercise 3. One student asks questions and the other student answers, complaining about everything. Students perform the conversation for the class, who votes for the funniest.

Homework

Workbook p66

Lesson aims: I can talk about personal possessions.

1 8.07 ★★★ Students cover the pictures and work in pairs. They take turns to draw an object and guess the vocabulary.

Audioscript p131

Target vocabulary
bus pass /bʌs pɑːs/
camera /ˈkæmrə/
concert ticket /ˈkɒnsət ˈtɪkɪt/
headphones /ˈhedfəʊnz/
ID card /aɪˈdiː kɑːd/
keys /kiːz/
laptop /ˈlæptɒp/
money /ˈmʌni/
passport /ˈpɑːspɔːt/
phone /fəʊn/
portable charger /ˈpɔːtəbəl ˈtʃɑːdʒə/
tablet /ˈtæblət/

2 Students take items from their bags, put them on their desks and name as many objects as possible. Elicit relevant vocabulary on the board.

Vocabulary bank

3 Remind students that to say why they used something, they need *to*. E.g. *I used it to open the door.*

Learn to learn
In real life, we always have some context when we read or listen to something, and we use this context and our knowledge of the world to understand better.

4 During feedback, elicit or explain the words *detectorist*, *coins* and *metal*.

5 8.08 Stress that students should not be trying to answer any questions yet, but only trying to get an idea of what the story is about.

Vocabulary and listening

Personal possessions

8.07 **1** Match the words in the box with the photos. Listen, check and repeat.

4	bus pass	10	camera
1	concert ticket	2	headphones
7	ID card	8	keys
11	laptop	9	money
3	passport	5	phone
12	portable charger	6	tablet



2 Look in your schoolbag. How many of the possessions in Exercise 1 have you got?

Use it!

3 Describe a possession you used yesterday. Can your partner guess?

I used this on the bus yesterday.

Your phone?

A radio interview

Learn to learn

Using photos to predict content

Before you listen, look carefully at any pictures. Think about the connection between them.

4 Look at the photos in Exercise 6 and read the sentences. Work with a partner and say what you think the story is about.

8.08 **5** Listen to the radio interview and check your answers to Exercise 4. Were you correct?

It's about a detectorist. He found some very old Roman money.

8.08 **6** Listen again. Are the sentences *T* (true) or *F* (false)?

1 Andres goes out every weekend to look for treasure. F
2 Andres uses special equipment when he does his hobby. T
3 Detectorists always collect old drinks cans. F
4 When detectorists find treasure, they dance. T
5 Andres found some very old Roman money. T



Voice it!

7 Discuss the questions.

1 Do you know anyone with an unusual hobby like Andres?
2 Imagine you find some ancient treasure. How do you feel? What do you do?

6 8.08 Allow students time to discuss the questions in pairs and predict the answers before playing the audio again.

Audioscript pp131–132

7 For question 1, tell students they can lie if they want to. Their partner should ask extra questions to guess if they are telling the truth or not.

Flipped class
▶ Ask students to watch **Video 8.3** and do **Video worksheet 8.3** in preparation for the next class.

Homework
Workbook p67

Lesson aim: I can ask questions in the past simple.

Warmer

Write the following on the board: *Did you eat last night?* Elicit the answer from students. Now add *where*, *who*, *with*, *what*, *when* before the question. Ask students to answer the questions in pairs.

▶ Play **Video 8.3**. Elicit that Nick lost his sunglasses, and found them on his head.

1 ★ Point out the word order in the examples in the table. Ask volunteers to read aloud the questions. Decide on the correct answer to the exercise as a class.

2 ★ Ask students to circle each of the question words and elicit that that these will be the first word in each question.

3 8.09 Remind students that *did* goes before the subject (*you, he, they*, etc.). Allow students to check their answers in small groups before playing the video again to check answers.

Audioscript p132

4 Students repeat the conversation with two or three students. Task repetition will improve their fluency and competence.

Grammar tutor

Ask students to complete additional grammar activities on the Grammar tutor page 132.

Language in action

Past simple: *Wh-* questions



What	did	you	do with them?
Who			go with?
Where			go today?
When			go home?
How			go there?

1 **Look at the table and circle the correct word in the rule.**

We put question words *after* / *before* the auxiliary *did* in past simple questions.

2 **Put the words in the correct order to write the questions. Then match them with the answers.**

1 Nick / lose / did / his sunglasses / when / ?
When did Nick lose his sunglasses? b

2 did / write to / Nick / who / ?
Who did Nick write to? f

3 did / Nick / find / where / his sunglasses / ?
Where did Nick find his sunglasses? e

4 Nick / how / feel / did / ?
How did Nick feel? a

5 get home / did / Nick / how / ?
How did Nick get home? d

a Shocked.
b Yesterday.
c On the bus.
d On his head.
e His friend Emily.

3 8.09 **Complete the conversations with the question words and the correct form of the verbs. Listen and check.**



A How much Where

A Hey. Cool headphones!
[1]*Where did* you *get* (get) them?
B I bought them online.
A [2] they **cost** (cost)?
B €20. **How much did**

B What Which Who

A [3] **What did** you **do** (do) on Saturday afternoon?
B I went to the cinema.
A [4] **Who did** you **go** (go) with?
B I went with Lukas. **Which/What**
A [5] film **did** you **see** (see)?
B We saw the new Avengers film. It was amazing!

C When Where

A [6] **When did** your dad **lose** (lose) his passport?
B He lost it yesterday.
A [7] **Where did** he **lose** (lose) it?
B I don't know but I know he needs to find it because we're going to Paris tomorrow!

4 **Have a conversation like conversation B in Exercise 3. Change the information so it is true for you.**

Use it!

5 **Think of your favourite possession. Write questions to guess your partner's possession. Ask and answer. Can you guess?**

1 when / get it? *When did you get it?*
2 why / want it? **Why did you want it?**
3 where / buy it? **Where did you buy it?**
4 how much / cost? **How much did it cost?**

When did you get it? *I got it for my 13th birthday.*

Grammar game

Put students into groups. Students take turns to think about a famous person from the past. (If necessary, prepare a list of famous people from which students can choose.) Other students ask questions to guess who the famous person is. The student who guesses correctly first wins a point and thinks of the next famous person.

5 Students can reuse the possession (or treasure) they talked about in the first lesson of the unit. They should ask at least one question about each other's possessions.

Homework

Ask students to write a 50-word text about a famous person from the past.

Workbook p68

Lesson aim: I can help a friend.

Warmer

Tell students you have lost your keys, again! Ask for their help, and elicit questions like *Are they in your bag?*, *Did you have them this morning?* Eventually, find them in your pocket.

Speaking

Losing things



8.10 **1** Listen to the conversation. Where is Billy's bus pass?



Billy	I can't find my bus pass, Gemma.
Gemma	Don't panic!
Billy	I need it to get home.
Gemma	Calm down. Let's think. [1] *When did you last have it?*
Billy	On the bus this morning.
Gemma	Right, OK. [2] **What did you do with it after that?**
Billy	I can't remember.
Gemma	Well, [3] **did you have it when you got to school?**
Billy	Yes, I did. I'm certain.
Gemma	[4] **Did you put it in your bag?**
Billy	Maybe.
Gemma	Right. What's that?
Billy	Yesterday's lunch.
Gemma	Gross! What's this?
Billy	My bus pass. I don't know what to say.
Gemma	Thanks, maybe?

8.10 **2** Complete the conversation with the phrases from the *Useful language* box. Listen and check.

Useful language

Did you have it when you (got to school)?
Did you put it (in your bag)?
What did you do with it after that?
When did you last (have/use/see) it?

3 Look at the *Everyday English* box. Find and underline the phrases in the conversation.



Watch video 8.4
Everyday English

Calm down. Don't panic!
Gross! Let's think.

4 Work with a partner. Practise the conversation.

Plan

5 Work with a partner. Plan a conversation about losing something. Decide …

what you lost

when you last had/used it

where you were

what you did with it

Speak

6 Practise the conversation with your partner. Remember to use:

- past simple questions and answers
- the vocabulary from this unit
- expressions from the *Useful language* and *Everyday English* boxes

Check

7 Work with another pair. Listen to their conversation and complete the notes.

What did they lose?

Did they find it? If so, where?

1 8.10 ★★★

Ask students to listen with their books closed. Ask: *What did the boy lose? Where was it?*

2

After feedback, elicit how else the first two questions could be used, e.g. *Did you have it when you got home / left the house / arrived at the park? Did you put it in your pocket / wallet?*

Audioscript p132

3 ▶ Video 8.4

Play **Video 8.4**. Elicit which phrase means something different from the others (*gross* = disgusting).

4

Allow students to read the conversation out loud together with the audio before acting it out in pairs.

5

Encourage students to use humour, if they want, in their conversation. They could lose their glasses (when they are actually wearing them), or their phone (but the conversation is a phone call).

6

Encourage students to record their conversation on their smartphones if appropriate. They can choose to record it again if they are not happy with their performance.

7

Students take turns to perform the conversation, with one other student making notes and the other student ticking the *Useful language* and *Everyday English* phrases they hear.

Speaking frames

Flipped class

Prepare for Exercise 6 (p101). Students make a mind map about a bad day they had recently.

Lesson aim: I can write a blog post.

Warmer

In pairs, students talk about a bad day they recently had, using the mind map they made for homework.

1 Give students two minutes to skim-read the text. In groups, students brainstorm the reasons why Tanya had a bad day and get a point for each correct one.

2 ★ Encourage students to discuss the order in pairs before checking with the text.

3 After feedback, ask: Why did Tanya get up late? (because she didn't hear her alarm). Then elicit that Tanya didn't hear her alarm, so she got up late.

4 ★★★ In pairs, students make an extra sentence about themselves using *so*, then tell another pair.

5 Students use the questions to add information to the mind map they made for homework, then use it to make a paragraph plan.

6 & 7 Students display their texts around the classroom and read the other texts. The class votes for the worst day.

Writing frames

Finished?

Writing
A blog post



Tanya's thoughts on life, the universe and the rest

A bad day!

1 It started this morning. I didn't hear my alarm so I got up late. I didn't have time for breakfast and I couldn't find my bus pass so I ran all the way to school. It got worse!

2 My first class was maths – I forgot my book. Guess what? It didn't matter because we had a surprise test. It was really hard. ☹

3 At lunchtime, I realised I didn't have any money so I didn't have any lunch. I went to the library instead. Bad news.

4 But the worst thing happened later. After school, I went to the skate park but I lost my mobile so I can't text, take any selfies or make calls. I'm using my brother's laptop to write this. Tragic. 😭

5 Did you all have a good Friday? What did you do? Let me know.

👍 Friday, 26 June posted at 8.30 pm

1 Read the blog post. Give one reason why Tanya had a bad day.

She got up late / didn't have breakfast / couldn't find her bus pass / had a test / didn't have any money / lost her mobile.

2 Match topics a–e with paragraphs 1–5.

a 4 In the morning
b 1 When it started
c 5 The end of the day
d 2 Sign off and ask two questions
e 3 The middle of the day

Useful language

I didn't hear my alarm **so** I got up late.

3 Look at the *Useful language* box and underline more examples of *so* in the blog post.

4 Join the sentences using *so*.

1 I was late. I ran. I was late so I ran.
2 The students had a test. They revised.
The students had a test so they revised.
3 We didn't have any money. We didn't buy any concert tickets.
We didn't have any money so we didn't buy any concert tickets.
4 Emma wanted to apologise. She rang me.
Emma wanted to apologise so she rang me.
5 Bruno lost his bus pass. He walked home.
Bruno lost his bus pass so he walked home.
6 My sister bought new headphones. She gave me her old ones.
My sister bought new headphones so she gave me her old ones.

Write your own blog post about a bad day.

Plan

5 **Make notes about your bad day. Think about the answers to these questions.**

When did the bad day start?
What problems did you have?
When did each problem happen?
What did you do?
How did you feel?

Decide what information to include in each paragraph.

Write

6 **Write your blog post. Remember to include:**

- five paragraphs
- the past simple for the questions at the end
- the expression from the *Useful language* box

Check

7 **Do you …**

- use a title for your blog post?
- use *so* to join ideas and explain the results?
- say how you felt on your bad day?

Extend it!

Ask students to write a second draft of their blog, using the feedback their classmates gave in Exercise 8.

Homework

Workbook p69, Writing tutor p84

Lesson aim: I can design a factsheet.

Watch

Before students watch the video, ask them to discuss the question in pairs. Explain that there is no wrong type of art to like, and that art can mean many things – not just the type you might find in museums! After students watch the video, discuss the two bullet points as a class. Ask students why they think so many artists have been inspired to paint, draw or sculpt natural objects or places. If students are responsive to the topic, have them write their answers to the last question on a piece of paper and fold the paper before handing it to you. After you have collected all responses, shuffle the papers. Ask students to close their eyes and imagine they are in nature while you read each response aloud (without saying who wrote each answer).

Project book

For more information and activities see the Project Book p50 and the Unit 8 Project worksheet.

1 ★ Write these prompts on the board to support students: *It's special because …, maybe it's in … It was probably made by …*

2 8.11 ★ Students work in pairs. Before reading, elicit the words students may want to look for: *beauty, archaeologists, communicate, nature, natural materials, telling their stories*. When they see these words, they should pay attention because the answers will probably be around them.

For more information on Creative thinking, see the CLCF activity cards in the Teacher's Resource Bank.

Creative thinking

Art that tells a story

1 **Look at the photos. What do you think is special about this art? Where is it? Work in pairs and share your ideas.**

8.11 2 **Read the text and check your ideas.**



Watch video 8.5
Painting nature

What type of art do you like?
Watch the video. What is it about? the connection between art and nature
• why nature is important
• the connection between art and nature
How do you feel when you are in nature?

Rock Art of Kakadu
National Park, Australia



Kakadu National Park is in the north of Australia. It is the country's second biggest national park and it is also the home of the Aboriginal people – Bininj and Mungguy. The park is famous for its natural **beauty** and its amazing rock art.

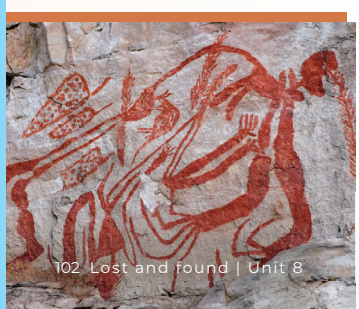
Some of the most amazing art is in Ubirr and archaeologists think that some of it is more than 20,000 years old. Art is very important for Bininj and Mungguy because it tells their stories over thousands of years. They share the stories with each **generation**.

Bininj/Mungguy painted scenes from their everyday lives. They used different styles at different times. They made prints of hands and drew simple figures. Some people think these prints were a way to understand and **communicate** with other generations.

They used x-ray art and painted the bones inside people and animals to show they were **close to** nature. Animals were also important to Bininj and Mungguy, especially for food. They painted their favourite food like fish and vegetables. They painted animals from the past like the Tasmanian tiger because they didn't want people to forget this animal lived at that time.

They also used a **style** called contact art. They used this for the first time when people arrived from different parts of the world. Bininj and Mungguy painted the first Europeans, their clothes and their ships. This was a very important **event** and they wanted future generations to understand it.

They didn't have pens or pencils so they used natural materials like clay to make paint. They mixed them with water on a palette. They could make red, yellow, orange, white and black. They also made their own paint brushes from materials like hair, feathers or parts of plants. Bininj and Mungguy continue painting and telling their stories today. They don't always paint on rock – they use bark, paper or canvas.







Lesson aim: I can do an interview.

Vocabulary extra

3 Ask students to find the words in the text. Allow time for students to reread the text and/or search for the unknown words online or in a dictionary. Have pairs quiz each other and check their answers.

4 Discuss the questions as a class. Elicit whether students have seen or heard of similar rock art elsewhere. Ask what students think Bininj/Mungguy may have thought about the visitors from Europe. Elicit whether some types of art can be the best ways to tell stories.

CLIL: Art

5 Students work individually to complete the exercise. Check answers as a class. If there is time, elicit other types of art and art materials students might have enjoyed using.

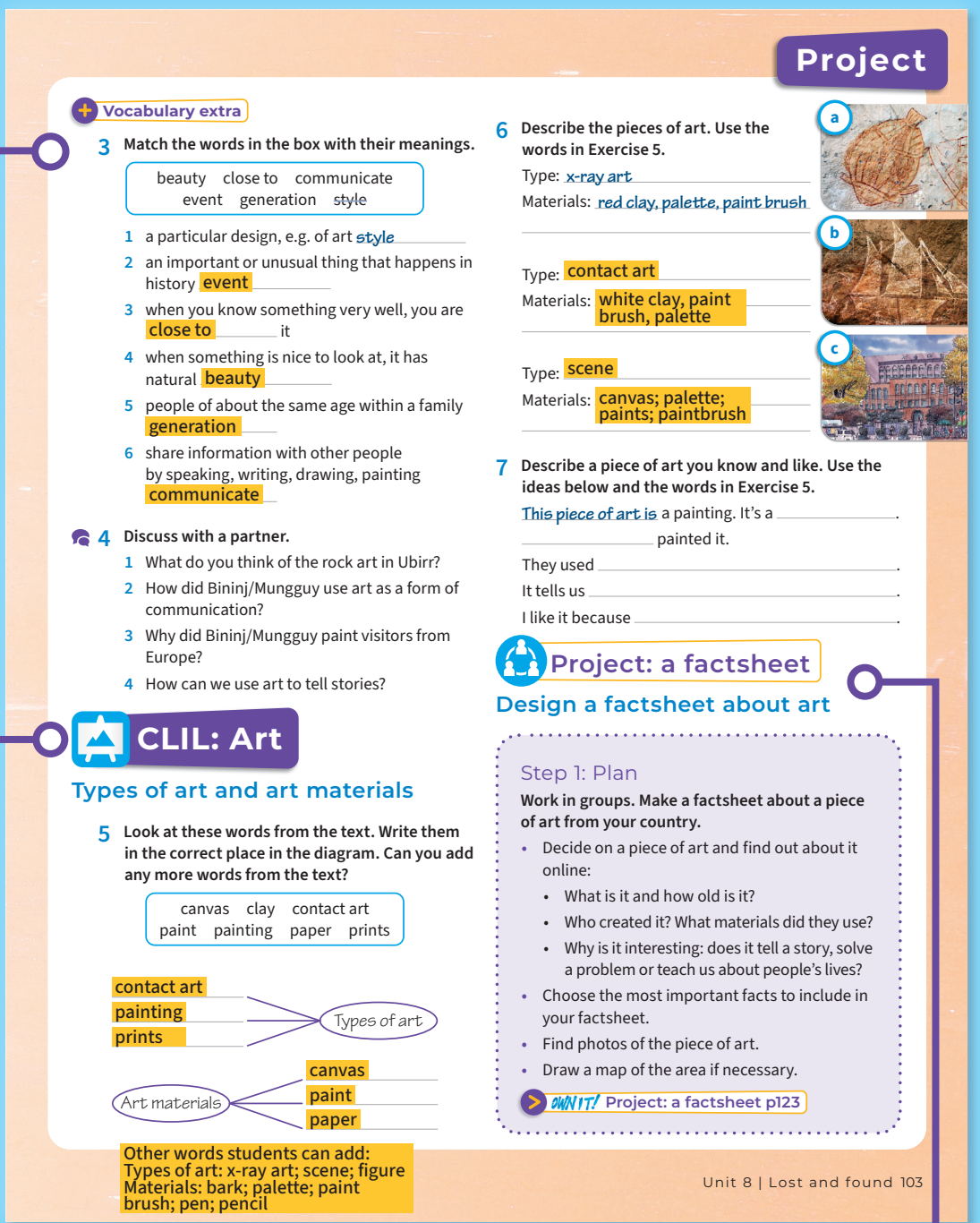
6 &7 Students can refer back to the text for reinforcement of terms such as *x-ray art*. Students work in pairs to complete the exercise and then individually choose a piece of art to describe in Exercise 7. Pairs share their descriptions with their partner.

Plan

Model project

Direct students to the model project on p123 which serves as a guide for what they should create.

Divide the class into groups to choose the piece of art they want to present. Remind students that their factsheets should clearly explain how their chosen piece of art tells a story, solves a problem or teaches us about people's lives. Ensure that each group chooses a different piece of art. Encourage students to tick the steps as they complete them.



Project

Vocabulary extra

3 Match the words in the box with their meanings.

beauty close to communicate event generation style

1 a particular design, e.g. of art style
2 an important or unusual thing that happens in history event
3 when you know something very well, you are close to it
4 when something is nice to look at, it has natural beauty
5 people of about the same age within a family generation
6 share information with other people by speaking, writing, drawing, painting communicate

4 Discuss with a partner.

1 What do you think of the rock art in Ubirr?
2 How did Bininj/Mungguy use art as a form of communication?
3 Why did Bininj/Mungguy paint visitors from Europe?
4 How can we use art to tell stories?

CLIL: Art

Types of art and art materials

5 Look at these words from the text. Write them in the correct place in the diagram. Can you add any more words from the text?

canvas clay contact art paint painting paper prints

contact art
painting
prints
Types of art

Art materials
canvas
paint
paper

Other words students can add:
Types of art: x-ray art; scene; figure
Materials: bark; palette; paint brush; pen; pencil

6 Describe the pieces of art. Use the words in Exercise 5.

a
Type: x-ray art
Materials: red clay, palette, paint brush

b
Type: contact art
Materials: white clay, paint brush, palette

c
Type: scene
Materials: canvas; palette; paints; paintbrush

7 Describe a piece of art you know and like. Use the ideas below and the words in Exercise 5.

This piece of art is a painting. It's a _____ painted it.
They used _____.
It tells us _____.
I like it because _____.

Project: a factsheet

Design a factsheet about art

Step 1: Plan

Work in groups. Make a factsheet about a piece of art from your country.

- Decide on a piece of art and find out about it online:
  - What is it and how old is it?
  - Who created it? What materials did they use?
  - Why is it interesting: does it tell a story, solve a problem or teach us about people's lives?
- Choose the most important facts to include in your factsheet.
- Find photos of the piece of art.
- Draw a map of the area if necessary.

OWN IT! Project: a factsheet p123

Unit 8 | Lost and found 103

Present

If possible, arrange for groups to display their factsheets on a screen that allows it to be enlarged so all students can see it from their desks or tables. Ask each member of the group to present a piece of information from their factsheet. Students should be able to clearly explain the art and how and by whom it was created. Allow more confident group members to explain why the art is interesting and to give as much background as they can.

Respond

Elicit some of the most interesting or surprising things students learned. If the art tells a story, would we be able to tell that story the same way with a different kind of art? If it solves a problem, could another kind of art solve it differently? What story would students like to tell people in the future, through art?

Flipped class

Students complete the **Learn to learn** page (p104), then prepare for the **Review** lesson (p105). Students revise the grammar and vocabulary from Unit 8.

Lesson aim: I can talk about holiday activities.

Warmer

Students look at the photo. Explain that the photo shows a water sport called *wing foiling*. It combines parts of windsurfing, kite surfing and surfing. In groups, students make a list of positive and negative things about these sports, e.g. *good feeling*, *good exercise*, *expensive*, *dangerous*, etc.

Start it!

Extra digital activity
Ask students to complete the quiz to introduce them to the unit topic. Don't forget to check their progress at the end of the unit with the quiz on the Review page.

1 & 2 Encourage students to make a list of holiday activities in their notebooks.

3 ▶ ★★★ Students watch **Video 9.1** and tick the holiday activities they hear from the list in their notebooks, adding other activities not on their list.

4 Students make a list of good and bad things about the holidays, to give them ideas to discuss.

Extra digital activity
Ask students to complete the video comprehension questions.

Flipped class

Prepare for **Explore it!** (p107). Ask students to research an interesting fact about survival skills.



Unit aims

Skills

I can ...
- understand texts about an adventure weekend p108
- make suggestions and respond to them p112
- write an email p113
- understand a text about holidays pp114–115

Language

I can ...
- talk about outdoor life p107
- understand how to use the future tenses p109, p111
- talk about holidays p110

Learn to learn

I can ...
- make collocations p107
- personalise a spidergram p110
- understand different types of English p115
- make an action plan p117

Extra resources

- Grammar tutor, Student's Book **p133**
- Workbook **pp72–79** and Writing tutor **p84**

Teacher's Resource Bank

Worksheets:
- Grammar 9.1 and 9.2 (3 levels)
- Vocabulary 9.1 and 9.2 (3 levels)
- Video 9.1–9.5
- Communication
- Culture project
- Finished? pages
- Vocabulary bank pages
- Course-specific tests package
- Cambridge English Qualifications practice
- Speaking and Writing frames (2 levels)
- Project Book **pp54–57**

Lesson aim: I can talk about outdoor life.

1 9.01 ★★★ After feedback, books closed. Student A reads a phrase and Student B draws it. They take turns with all the phrases.

Audioscript p132

Target vocabulary
build a shelter /bɪld ə 'ʃeltə/
catch fish /kætʃ fɪʃ/
collect wood /kə'lekt wʊd/
cook over a campfire /kʊk 'əʊvər ə 'kæmpfaɪə/
find food and water /faɪnd fu:d ənd 'wɔ:tə/
identify plants /aɪ'dentɪfaɪ plɑ:nts/
light a fire /laɪt ə 'faɪə/
pick fruit /pɪk fru:t/
read a map /ri:d ə mæp/
use a compass /ju:z ə 'kʌmpəs/

2 9.02 Challenge students to cover the pictures while doing the exercise. They uncover it to check their answers.

Vocabulary bank

Learn to learn

Students should be learning that some verbs and nouns go together naturally, but others do not. For example, we say *light a fire*, not ~~*do a fire*~~, ~~*build a fire*~~ or ~~*make fire*~~.

3 Students could work in groups of four with a ball or scrunched up piece of paper. One student says a verb and passes the ball to another student who says the noun. Encourage students to go through all the phrases multiple times, each time playing faster and faster.

Vocabulary
Outdoor life



9.01 **1** Match the activities in the box with the pictures. Listen, check and repeat.

j build a shelter	g identify plants
d catch fish	b light a fire
f collect wood	a pick fruit
e cook over a campfire	h read a map
c find food and water	i use a compass

9.02 **2** Circle the correct expressions. Listen and check.

1 A I'm thirsty.
B OK. *Let's find some water* / *light a fire*.
2 A I'm hungry.
B Why don't we *build a shelter* / *pick some fruit to eat*?
3 A This plant looks delicious. Let's try it.
B No. It's important to *collect wood* / *identify plants* before you eat them.
4 A Oh no! We're lost. Can you *read a map* / *identify plants*?
B Of course, but we don't know where we are. Let's *cook over a campfire* / *use a compass* first.

Learn to learn
Collocation

Some verbs and nouns go together in English. Try to learn verbs in a phrase with a noun.

3 Look at the activities in Exercise 1 again. Take turns to say a noun or a verb for your partner to complete the phrase. How many can you remember?

4 Complete the table with another noun that goes with each verb in Exercise 1.

Verb	Noun	Verb	Noun
build	a house	identify	
catch		light	
collect		pick	
cook		read	
find		use	

Use it!

5 Discuss the questions.
1 Which activities in Exercise 1 can you do?
2 Which ones do you think are the most useful? Why?
3 Which ones do you want to learn?



Explore it!

Guess the correct answer.
Mauro Prosperi ran a marathon in the Sahara Desert in 1994 but he got lost. How long did he survive without water?
a one day b ten days c three weeks
Find an interesting fact about people's amazing survival skills. Write a question for your partner to answer.

4 In large classes, you may want to elicit nouns and write them on the board, inviting different students to provide alternatives.

5 Encourage students to answer each question using *because* to explain their opinions.

Explore it!

Elicit a few questions for all the students to answer.

Homework

Workbook p72

Lesson aim: I can understand a leaflet about adventure weekends.

1 ★★★ Guide students to make questions for themselves. Elicit *wh-* words on the board (*what, where*, etc.). Students write questions using these. Elicit four or five and write them on the board. Stress that the leaflet may not answer all the questions.

2 9.03 Ask students to underline the key words in the text which help provide the answers (a: supermarket, food, fish, fruit; b: instructors, help; c: bed, tent; d: sea kayaking, diving, bike ride, horse riding, track animals, wood skills).

3 ★★★ In pairs, students choose another difficult word in the text and write three definitions for it, one correct and two false. They give these to another pair to guess the correct definition.

4 ★ Ask students to underline key words in the questions before scanning the text for similar words.

5 Extend question 1 by asking students in pairs to rank the activities from 'most interesting' to 'most boring'. Students then work with another pair to compare their rankings.

Reading
A leaflet

An outdoor adventure weekend.

1 **Look at the photos. What do you think the leaflet is about? What do you want to know about it?**

2 9.03 **Match the questions (a–d) with the right places in the leaflet (1–4). Read and check your answers.**

a What will you eat?
b Who will look after you?
c Where will you sleep?
d What will you do during the weekend?

3 **Guess the meaning of the words in bold in the leaflet.**

4 **Choose the correct answer. Which person …**

You Adem Havva

1 will practise their wood skills? You
2 will learn new things? You
3 will organise a cooking competition? Havva
4 will build a shelter? You
5 knows about wild food? Havva
6 knows how to track animals? Adem

Voice it!

5 **Discuss the questions.**

1 What do you think is the most interesting part of Wild Weekend?
2 Why is it important …
to be careful when lighting a fire?
to identify plants to eat before eating them?

Wild Weekend

Do you want a new adventure this summer? Join us at one of our WILD centres in Türkiye. Every weekend from Friday to Sunday.



1 c In a bed? In a tent? No, you'll sleep in a shelter. You'll build it yourself with **leaves** and **branches**.

2 a You won't be near any shops or a supermarket so you'll find your own food. You'll learn to catch fish, collect fruit and identify plants to eat.

3 d Why not try some of our amazing adventure activities?



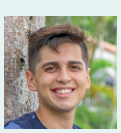
Daytimes

- Go sea kayaking or diving in the sea.
- Go for a bike ride or go horse riding in the mountains.
- Learn to track animals or practise your wood skills.

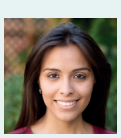
Evenings

- Get to know your new friends and compare your Wild days.
- Sing, listen to ancient Turkish legends, cook potatoes over the campfire and relax.

4 b **Meet your instructors!**



Hi! I'm Adem. I'm an **expert** in extreme survival. I'll teach you survival skills for life. You'll also learn how to **track** animals and how to work with wood. You'll learn new things about yourself and you'll begin to love outdoor life.



Hi! I'm Havva and I'll help you to find, prepare and cook your own food. You won't want to eat food from a supermarket ever again! Look out for my campfire cooking challenge! Will you be a winner?

Join us for a Wild Weekend! You'll learn new skills, make new friends for life and have fun! Will you want to do it again? Of course you will! For more information and booking details, visit our website now!

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Flipped class

▶ Ask students to watch **Video 9.2** and do **Video worksheet 9.2** in preparation for the next class.

Homework

Workbook p73

Lesson aim: I can understand how to talk about the future.

Warmer

▶ Watch **Video 9.2**. Elicit that the boy will sleep in a tent. He will go fishing, take photos and learn about being outdoors. In groups, students discuss everything they remember about the video. Ask: *What will the boy do?* Write this question on the board, circle *will* and elicit that it shows we're talking about the future.

1 Draw attention to the table. Point out that the form remains the same for each person/s. Ask volunteers to complete the rules. During feedback, elicit the difference in pronunciation between *won't* /wəʊnt/ and *want* /wɒnt/.

2 After feedback, drill students' pronunciation, encouraging them to use *won't* rather than *will not*.

Grammar game

Put students into A/B pairs. Student A secretly chooses a holiday destination. Student B asks questions to guess it, e.g. *Will you fly there? Will you speak English? Will you see the King? Will you go to London?*

3 9.04 ★ Before students attempt the task, write the following on the board and ask them to match verbs a–f with words 1–6 (a2 b3 c5 d6 e1 f4).

a Choose	*1 information*
b See	*2 item*
c Work	*3 family*
d Survive	*4 phone*
e Get	*5 together*
f Have	*6 three days*

Audioscript p133

Language in action

Future with *will/won't*



Watch video 9.2
Where will he sleep? What will they do there?

	I / You / He / She / It / We / They
+	We'll **sleep** in tents.
-	It **won't be** easy.
?	**Will** he **survive**? Yes, he **will**. / No, he **won't**.

1 **Look at the table and complete the rules with *will* or *won't*.**

We use [1] **will** in affirmative sentences and questions, and we use [2] **won't** in negative sentences to talk about future predictions.

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

Simon [1] **will** go camping at the weekend. (✓)
Abdul's dad said it [2] **won't** (✗) be easy but it [3] **will** (✓) be fun.
They [4] **won't** hike for days. (✗)
They [5] **will** carry all their food and water. (✓)
They [6] **will** sleep in tents and go fishing. (✓)
They [7] **will** take a lot of photos. (✓)
It [8] **will** be a good challenge. (✓)
[9] **Will** Simon survive the wild outdoors? (?) Hopefully!



3 9.04 **Complete the TV advert with the correct form of *will* and the verbs in the box. Listen and check.**

choose get not have not see ~~spend~~ survive work



A group of five young teenagers [1] **will spend** three nights alone on an island.
In tonight's programme the group [2] **will get** important information about the challenge and they [3] **will choose** five items to take with them.
For three nights, these young teenagers:
- [4] **won't see** their family or friends.
- [5] **won't have** phones or laptops.
- [6] **will work** together to find shelter, food and water.

[7] **Will** they **survive** the toughest three days of their lives?
Watch tonight and find out!

Grammar tutor p133

Use it!

4 **You will interview one of the people in *Teen Challenge*. Write questions to ask about how they will survive on the island. Use the ideas below or your own ideas.**

1 miss your family and friends?
Will you miss your family and friends?
2 survive without your mobile?
Will you survive without your mobile?
3 learn new skills?
Will you learn new skills?
4 sleep in a tent?
Will you sleep in a tent?
5 have fun?
Will you have fun?

5 **Work with a partner. Ask and answer.**

Will you miss your family and friends? *Yes, I will.*

Grammar tutor

Ask students to complete additional grammar activities on the Grammar tutor page 133.

4 ★★★ Ask students to cover Exercise 4 during the interview stage. Can they remember all five questions?

Extend it!

Refer students back to the idea of open/closed/follow-up questions. In groups of four, students prepare a new interview with different types of questions.

Homework

Workbook p74

Lesson aim: I can talk about holidays.

1 9.05 ★★★ Students cover the box and brainstorm words to talk about the pictures.

Audioscript p133

Target vocabulary
apartment /ə'pɑ:tmənt/
B&B /'bi:ən bi:/
camper van /'kæmpə væn/
caravan /'kærəvæn/
chalet /'ʃæleɪ/
cottage /'kɒtɪdʒ/
hotel /həʊ'tel/
tent /tent/
youth hostel /ju:θ 'hɒstəl/

2 ★ Give students prompts: *I don't think … is good for …; I think … is the best type of accommodation for … .*

Vocabulary bank

Learn to learn

Encourage students to personalise their spidergrams as much as possible.

3 Allow students five minutes for this task and encourage them to continue adding drawings and colours to their spidergrams until the time is up.

4 Alternatively, students walk around the room and share their ideas with as many students as possible until they find someone whose ideal holiday is the same as theirs.

5 9.06 Encourage students to write down key words while they listen (*no school*, *June*, *July*, *August*, etc.).

Vocabulary and listening

Holidays

9.05 **1** **Match the words with the photos. Listen, check and repeat.**

3	apartment	9	camper van
4	caravan	8	chalet
2	cottage	5	hotel
7	tent	1	youth hostel
6	B&B (bed & breakfast)		

2 **Which two types of accommodation do you think are best for each of these holidays?**

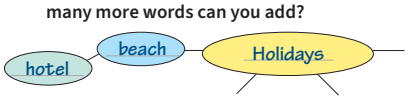
1 a cheap beach holiday
caravan, tent
2 a skiing holiday chalet, hotel
3 a comfortable city holiday
apartment, hotel
4 a driving tour across the country
caravan, camper van

Learn to learn

Personalising spidergrams

Personalising a spidergram with colours or pictures can help you remember vocabulary more easily.

3 **Make a spidergram with words from Exercises 1 and 2 in your notebook. How many more words can you add?**



Use it!

4 **Write sentences about your ideal type of holiday and place to stay. Compare with a partner.**

1 summer or winter holiday
2 adventure holiday or weekend break

My ideal winter holiday is a skiing holiday and I want to stay in a chalet.

A conversation



9.06 **5** **Listen. What are Matteo and Libby talking about?**
Their plans for the summer holidays.

9.06 **6** **Listen again. Write *M* (Matteo) or *L* (Libby).**
Who …
1 doesn't want to stay in a village? M
2 has got a younger brother and sister? M
3 talks about the tallest building in the world? L
4 can ski on holiday? L

9.06 **7** **Complete the table with the correct information. Listen again and check.**

	Matteo and his parents	Libby and her parents
1 Accommodation	camper van	hotel
2 Start of holiday trip	1st August	29th July
3 Length of holiday trip	a month	two weeks
4 Destination(s)	Spain, Portugal	Dubai

Voice it!

8 **Discuss the questions.**
1 What is your dream holiday?
2 What types of holiday and holiday accommodation are popular in your country?

6 & 7 9.06 Ask students to discuss the questions in pairs and guess the answers based on what they remember, then play the audio again. Students raise their hands when they hear an answer, in order to support weaker students.

Audioscript p133

8 ★ Write prompts on the board to support students while they discuss the questions: *Lots of people choose to …, Not many people choose to … .*

Homework

Workbook p75

Flipped class

▶ Ask students to watch **Video 9.3** and do **Video worksheet 9.3** in preparation for the next class.

Lesson aim: I can understand how to talk about the future.

Warmer

Write on the board: *I'm visiting a friend in London in August*. Elicit that you are talking about the future and that it is an arrangement which is 100% certain (i.e. you have the ticket). Elicit more examples from students.

▶ Watch **Video 9.3**. Elicit that the band is going to Lisbon, Portugal for a week.

1 Ask students to repeat the examples in the table after you. Point out that the present continuous can also be used to talk about the future, in which case we usually use a time expression, e.g. *in June*. Decide on the answer as a class.

2 Ask pairs to check each other's answers, then confirm answers with another pair.

3 Explain that we use the present continuous for arrangements. An *arrangement* is a plan for the future. For example, *They're hiring a camper van* = they have already contacted the company, paid, etc. After students complete the exercise, they check answers in pairs.

Pronunciation

Ask students to turn to p119 for practice of the pronunciation of *be going to*.

4 Draw attention to the table. Ask a volunteer to complete the second sentence, then students complete the exercise individually.

5 Allow students to compare their questions and answers in pairs.

Grammar tutor

Ask students to complete additional grammar activities on the Grammar tutor page 133.

Language in action

Present continuous for future



Watch video 9.3
Where is the school band going?
How long are they staying there?

Present continuous for future arrangements	
+	We're **taking** a group trip for one week in June.
-	We **aren't staying** in a hotel.
?	**Are** they **performing** in June? Yes, they are. / No, they aren't. Where **are** they **staying**?

1 **Look at the table and complete the rules.**

1 We use the present continuous to talk about things happening now or for **future** arrangements.

2 We often use time expressions like *tomorrow*, *at the weekend*, **in** *June*, etc.

2 **Complete the sentences with the correct form of the present continuous.**

1 I **'m going** (go) to a football camp in June.
2 My parents **are working** (work) in July.
3 She **isn't staying** (not stay) in a chalet.
4 What **are you doing** (you / do) in the summer?

3 **Write questions with the present continuous. Match them with the correct answers.**

1 where / Mateo / spend / July?
Where is Matteo spending July? c
2 what / Mateo's parents / do / on 1st August?
What are Matteo's parents doing on 1st August? b
3 when / Libby / leave for Dubai?
When is Libby leaving for Dubai? a

a She's leaving on 29th July.
b They're hiring a camper van.
c He's spending it in his grandma's village.

be going to

be going to for future intentions	
+	We're **going to** tour a palace.
-	We're **not going to** the beach.
?	**Are** you **going to** do anything fun this summer?

Pronunciation p119

4 **Look at the table. Complete the sentences with the correct form of *be going to*.**

1 Next weekend, I **'m going to visit** (visit) my grandparents.
2 **Are** you **going to stay** (stay) in bed at the weekend?
3 My best friends **aren't / are not going to sleep** (not sleep) in a tent tonight.
4 Elsie **isn't going to go** (not go) on holiday this summer.

5 **Write questions with *be going to*. Write the answers.**

1 Matteo and Libby / stay at home / this summer?
Are Matteo and Libby going to stay at home this summer? No they aren't.
2 Libby / go up / the tallest building in the world?
Is Libby going to go up the tallest building in the world? Yes, she is.
3 what / Matteo / do / in each city?
What is Matteo going to do in each city? He's going to visit a football stadium.

Grammar tutor p133

Use it!

6 **Think of one arrangement and one intention you have for this summer. Ask and answer with a partner. Use *be going to*.**

What are you doing this summer?
I'm going on holiday in August.
What are you going to do on holiday?
I'm not going to visit lots of museums.

6 Monitor to ensure that students' questions use the correct forms. Students talk to as many classmates as possible until they find someone with similar holiday plans.

Homework

Workbook p76

Grammar game

Ask students to write down five things they are going to do in the future (e.g. *go to the cinema, go to a café, buy a new phone*). They should only write short answers. Put students into groups. They have five minutes to ask each other *Are you going to … ?* questions. Students get a point for every *Yes, I am* answer they get.

Lesson aim: I can make suggestions and respond to them.

1 9.09 ★★★ Books closed. Students listen and answer these questions: *Who is talking? What are they talking about? What do they decide to do?*

2 9.09 After feedback, elicit that we don't say *I don't want to do that* because it can be impolite.

Audioscript p133

Get it right!

Ask students: *Is this a mistake you sometimes make?*

3 ▶ Play **Video 9.4**. Encourage students to repeat the phrases with the same intonation.

4 Allow students to listen again and read the conversation out loud to build confidence and improve intonation. Students then practise the conversation in pairs.

5 Encourage students to use their own ideas, if possible.

6 If appropriate, ask students to record the conversation on smartphones so they can hear themselves and check their vocabulary and grammar.

7 Students take turns to perform the conversation, while one other student makes notes and the other student ticks the *Useful language* and *Everyday English* phrases he/she hears.

Speaking frames

Speaking
Making suggestions and responding



Have a danceathon.

Emre We're having the end-of-term event next Saturday.
Nadia Great! [1] What are we going to do?
Emre That's why you're both here. Ideas, please!
Nadia I'm on it. [2] What about a film night?
Emre [3] I'm not sure about that. It's complicated and we'll never agree on a film.
Aya OK. Forget that. [4] Why don't we have a picnic?
Emre According to my weather app, it will rain. [5] I'd rather not do that.
Aya We can have a danceathon indoors or outdoors. Easy!
Emre OK. [6] Let's do that! What are you doing on the 26th, Nadia?
Nadia I'm going on holiday. I won't be here.
Emre Nadia! You're unbelievable!
Aya Don't worry. You can count on me!

9.09 **1** **Listen to the conversation. What do they decide to do?**

9.09 **2** **Complete the conversation with the phrases from the *Useful language* box. Listen and check.**

Useful language

What about a (film night)?	I'm not sure about that.
What are we going to do?	I'd rather not do that.
Why don't we (have a picnic)?	Let's do that!

Get it right!

We say: *I'm going on holiday.* **NOT** ~~*I'm going on holidays.*~~

3 **Look at the *Everyday English* box. Find and underline the phrases in the conversation.**


Watch video 9.4
Everyday English

Easy! Forget that. I'm on it!
You're unbelievable!

4 **Work with a partner. Practise the conversation.**

Plan

5 **Work with a partner. You are organising an end-of-term event. Ask for suggestions and respond. Use the ideas below or your own ideas.**

a visit to a theme park a barbecue
a beach sports day a fancy-dress party

Speak

6 **Practise the conversation with your partner. Remember to use:**

- *will*, *be going to* and the present continuous
- the vocabulary from this unit
- expressions from the *Useful language* and *Everyday English* boxes

Check

7 **Work with another pair. Listen to their conversation and complete the notes.**

Which ideas did they talk about?

What event do they decide on?

What event do you want to go to?

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Extend it!
Students present their end-of-term ideas to the class. The class votes for the best.

Flipped class
In preparation for the next lesson, tell students to imagine a friend is coming to visit them for a week. Ask them to make a mind map of things they could do together.

Lesson aim: I can write an email.

Warmer

In pairs, students share the mind maps they made for homework.

1 Ask students to read the email quickly and raise their hands as soon as they find the answer.

2 Allow students more time to read the email carefully. Encourage them to underline key words that helped them find the answers.

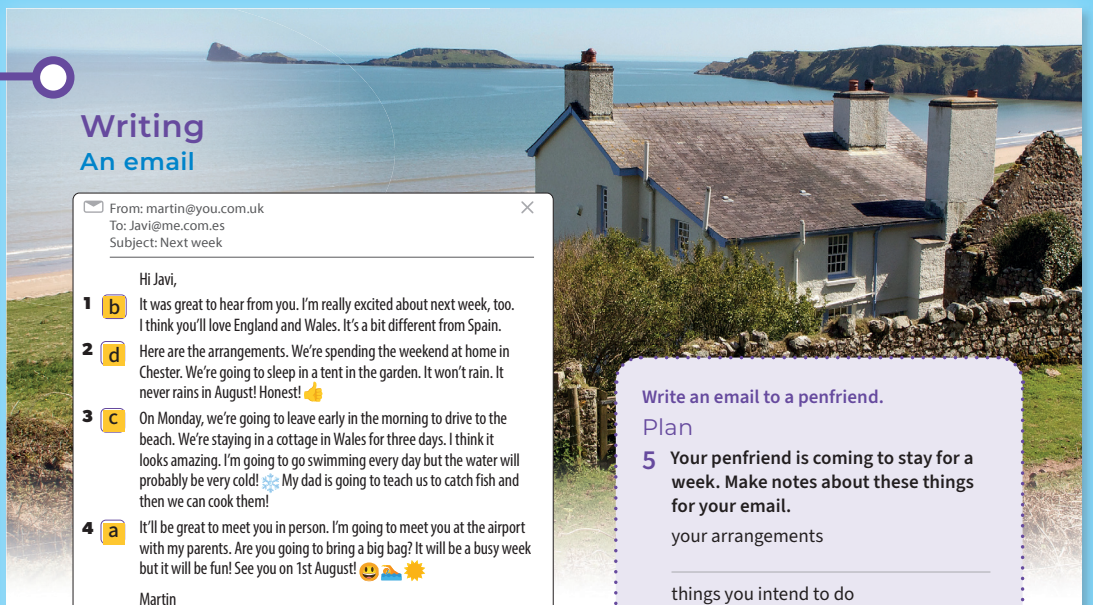
3 Ask students to complete the table without looking at the email at first. Encourage them to try saying the phrases with the prepositions, and to decide if they sound natural.

4 Students work in pairs to complete the exercise. Check answers as a class. If there is time, have students work in small groups to write three more questions to ask about another group's future plans.

5 You may want students to produce two drafts. After the first draft, students read each other's texts and check them using the checklist. Remind them about giving each other constructive feedback to improve their writing. They can underline phrases they like, and use them in their own text.

Writing frames

Finished?



Writing

An email

From: martin@you.com.uk
To: Javi@me.com.es
Subject: Next week

Hi Javi,

1 b It was great to hear from you. I'm really excited about next week, too. I think you'll love England and Wales. It's a bit different from Spain.

2 d Here are the arrangements. We're spending the weekend at home in Chester. We're going to sleep in a tent in the garden. It won't rain. It never rains in August! Honest! 👍

3 c On Monday, we're going to leave early in the morning to drive to the beach. We're staying in a cottage in Wales for three days. I think it looks amazing. I'm going to go swimming every day but the water will probably be very cold! ❄️ My dad is going to teach us to catch fish and then we can cook them!

4 a It'll be great to meet you in person. I'm going to meet you at the airport with my parents. Are you going to bring a big bag? It will be a busy week but it will be fun! See you on 1st August! 😃🏊‍♂️☀️

Martin

1 **Read the email quickly. Why is Martin writing to Javi?**

Javi is arriving on 1st August to stay with Martin and Martin is writing to tell him what the arrangements are.

2 **Match topics a–d with paragraphs 1–4.**

a End the email
b Respond to your penfriend's last email
c Describe the week ahead
d Describe the weekend

3 **Read Martin's email again. Complete the *Useful language* box with *in*, *at* or *on*.**

Useful language

1 in the morning
2 on Monday
3 at home
4 in August
5 on 1st August
6 at the airport

4 **Complete the sentences with *at*, *in* or *on*.**

1 I'm going to the beach in the morning.
2 Are you going to stay at home this summer?
3 On Monday our class is going to go on a school trip.
4 What are you doing in August?
5 We're meeting our cousins at the airport tomorrow.
6 Sandra isn't going to come to the beach on 10th July.

Write an email to a penfriend.

Plan

5 **Your penfriend is coming to stay for a week. Make notes about these things for your email.**

your arrangements

things you intend to do

predictions about what will happen

the place you are meeting them

Decide what information to include in each paragraph.

Write

6 **Write your email. Remember to include:**

- four paragraphs
- *will*, *be going to* and the present continuous for future
- expressions from the *Useful language* box

Check

7 **Do you …**

- include an arrangement and a prediction for the weekend and the week ahead?
- make predictions about what will or won't happen?
- tell your penfriend where you are going to meet them?

Flipped class

▶ Ask students to watch **Video 9.5** and do **Video worksheet 9.5**. Prepare for **Explore it!** (p115). Students research an interesting or unusual law about an American state.

Homework

Workbook p77, Writing tutor p84

Lesson aim: I can understand a text about a holiday.

Warmer

▶ Play **Video 9.5**. Elicit that the camp lasts two weeks. You can see turtles (which you will help protect). You will learn various survival skills: how to build a shelter, find food and water, catch and cook fish, identify safe plants to eat, collect wood, pick fruit, light a fire, and read a map and compass. Ask students: *Would you like to go on a camp like this?*

Extra digital activity
Ask students to complete the video comprehension questions.

1 Elicit students' guesses before they read the opening paragraph to check.

2 9.10 Allow students time in pairs to write down two questions about camps, one open and one closed. Students read the text looking for the answer and share their findings with the class.

3 ★ Ask students to underline the key words in the questions (*three weeks*, *a month*, *two weeks*, *English*, *beginner*). Ask students to scan the text to find these words, read the surrounding sentences and check their answers.

4 These adjectives are in the texts, so students can look for them to check their answers. Point out that writing the suffix *-ful* with a double *-l* is a common spelling mistake for many students.

Around the world

Reading
A webpage

1 **Circle the answer you think is correct.**

1 More than *9* / (*11*) million American children and teenagers are going to a summer camp this year.
2 The first American summer camp opened more than *50* / (*150*) years ago.

9.10 **2** **Read the webpage and check your answers to Exercise 1. Write two more things you would like to know about American summer camps.**

3 **Read the webpage again. Match the sentences with the camps 1–4.**

a You will work with professional coaches. 3
b It lasts for three weeks. 1
c You will spend a month on this camp. 2
d This camp lasts for two weeks. 4
e You won't hear any English while you are on this camp. 2
f You can only do this course if you are not a beginner. 3



Globetrotters
Watch video 9.5
A summer camp in …

- How long is the camp in Costa Rica?
- Which animal will you protect?
- What skills will you learn?

4 **Write the adjectives for nouns 1–6.**

1 beauty *beautiful*
2 music musical
3 nature natural
4 profession professional
5 success successful
6 wonder wonderful

Voice it!

5 **Discuss the questions.**

1 Do you think summer camps make you a more independent person?
2 Do you think it is important to be independent? Why? / Why not?



Your Guide to American Summer Camps

What are you going to do in the summer vacation? Here in the USA, more than 11 million children and teenagers are going to summer camps. The first summer camp opened more than 150 years ago and there are now more than 1,200 summer camps to choose from.
Here are our four favorite camps this week.

1 Tech Camp, Massachusetts

You'll be in a great university in the state, at the heart of technology! In just three weeks, you'll learn to build robots with our older students. They'll help you to develop useful skills like game and web design. You'll stay in an **apartment** on our beautiful campus and experience college life.

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5 Write *independent* on the board. In groups of four, students brainstorm what it means to be independent (*I can cook my own meals, I can wash my clothes,* etc.). Elicit a few ideas on the board before letting students discuss the questions.

Class challenge
The first American summer camps were for **boys** / girls / everyone.

Lesson aim: I can understand a text about a holiday.

Learn to learn

One of the main differences between British and American English is in the spelling (e.g. *centre* / *center*). Occasionally, a completely different word is used (e.g. *holiday* / *vacation*). Luckily, most words are the same.

6 Ask what the first bold word means (holiday) and elicit that this is American English. Point out that texts are always consistent, and do not mix two styles of English. Therefore, the webpage is in American English.

7 Encourage students to use a dictionary if necessary.

8 9.11 ★★★ Put students into pairs. Ask them to write a sentence using at least two of the words. They should write the sentence in British English and then in American English. For example: *I threw my trousers in the rubbish.* → *I threw my pants in the garbage.*

Explore it!

Collect six of the students' questions and turn this into a class quiz.

Culture project

See Project Book p54 and the Unit 9 Project worksheet for further information and activities.

Learn to learn

Understanding different types of English

Different English-speaking countries use different words and expressions. Make a note of them in your notebook.

6 Is the webpage in American English or British English? American English.

7 Look at the highlighted words in the webpage. Match them with the British English words.

1 centre center
2 football soccer
3 favourite favorite
4 holiday vacation
5 flat apartment
6 theatre theater

8 9.11 Match the British English words with the American English words. Listen and check.

British English	American English
autumn	candy
chips	eraser
garden	fall
rubber	fries
rubbish	garbage
sweets	pants
trousers	yard

Explore it!

Is the sentence true or false?

In the state of Georgia, it's illegal to live on a boat for more than 30 days. true

Find out another interesting or unusual law about an American state and write a question for your partner to answer.

OWN IT! The Culture Project Teacher's Resource Bank



2 Languages for Life, Georgia

Learn a new language! Choose from Arabic, Chinese and lots more! You'll live and sleep in the language and culture. You won't speak English for a month! In your free time, why not visit the world's largest aquarium or one of Georgia's wonderful museums?



3 Advanced Soccer Skills, California

Los Angeles has a long history of sport – the Summer Olympics in 1932 and 1984, and in 2028 the Olympics will be here again! In just one week, our professional coaches will use your natural talent to teach you amazing new soccer skills. Sorry, no beginners!



4 Theater School, New Jersey

New Jersey is home to one of the most successful performing arts **centers** in the USA. Develop your musical talents or choose from circus skills, magic, public speaking or acting! After two weeks here, you'll perform live on the last day.

Flipped class

Students complete the **Learn to learn** page (p116), then prepare for the **Review** lesson (p117). Students revise the grammar and vocabulary from Unit 9.

Learn to learn Answer key

Unit 1 SB p20

1 Students' own answers

2 **2** a **3** d **4** b

3 Azra's notebook has a table divided into sections, whereas Omar's has different sections on the same page. Omar has drawings. Both Azra and Omar use colours to help them with grammar.

4 & 5
Students' own answers. Tell students that you will check their notebooks to see if they are keeping their promise. Remind them about this in future lessons, to make sure they follow their plans.

Unit 2 SB p32

1 **2** Never **3** Never **4** Always **5** Never **6** Always

2 - 4
Students' own answers

Unit 3 SB p44

1 **2** c **3** e **4** a **5** b

2 Students tick 1, 2, 4.

3 - 5
Students' own answers

Unit 4 SB p56

1 - 3
Students' own answers

4 **1** Word Wizard **2** Three Clues

Unit 5 SB p68

1 & 2
Students' own answers

3 jewellery: 2 rings, bracelets, earrings 3 objects you wear that are made things like gold
knit: 1 verb 2 my grandma makes me clothes 3 making clothes from wool using two long needles
warm: 1 adjective 2 stops you being cold on winter days 3 comfortable, but not hot

Unit 6 SB p80

1 She remembers new words by using them in example sentences because that helps her think about what the word means.

2 **2** a **3** a **4** b

3 & 4
Students' own answers

Unit 7 SB 92

1 Students' own answers

2 His hobbies

3 **a** 1 football **b** 3 magazines **c** 2 Where? **d** 4 at the weekend

4 - 6
Students' own answers

Unit 8 SB p104

1 **2** parents **3** park **4** take **5** left **6** had

2 😕 😐 🙂

3 - 6
Students' own answers

Unit 9 SB p116

1 **2** E **3** E **4** E **5** S **6** E **7** S

2 - 4
Students' own answers

Reviews Answer key

Unit 1 SB p21

1 **1** grandparents **2** son **3** cousins **4** nephew **5** uncle

2 **1** short **2** long, wavy, brown **3** brown **4** tall **5** short red **6** grey **7** glasses

3 **1** My parents' names are Jack and Sara.
2 Is that Anna's phone?
3 They're my friends' bags.
4 That's Denny's bike.

4 **1** How many sisters have you got?
I've got four sisters.
2 Has Toby got any cousins?
No, he hasn't.
3 Have you got a big family?
Yes, I have.
4 Has your best friend got a pet?
Yes, he/she has. He's/She's got two cats.
5 Have you got a phone in your bag?
No, I haven't.

Unit 2 SB p33

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

2 **1** play **2** read **3** friends **4** listen to **5** make **6** take

3 **1** starts **2** wake up **3** don't get up **4** check **5** sends **6** pack **7** don't meet **8** doesn't go

4 **1** Does your best friend play an instrument?
2 How often do you watch TV?
3 What do your friends do at the weekend?
4 What time does school start in the morning?
5 Where do you hang out with friends?
6 How often do you go for a bike ride?

5 **1** We never watch TV before school.
2 She sometimes chats online.
3 They often go shopping at the weekend.
4 I usually listen to music in my bedroom.

Unit 3 SB p45

1 **1** drama **2** art **3** Spanish **4** music **5** ICT **6** maths **7** geography **8** PE **9** food technology

2 **1** staffroom **2** science lab **3** library **4** canteen **5** main hall

3 Students' own answers

4 **1** Can Jack ride a bike?
Yes, he can.
2 Can Layla sing well?
No, she can't.
3 Can your grandma and grandad use a computer?
Yes, they can.
4 Can we drive a car?
No, we can't.

5 **1** us **2** him **3** it **4** hers

6 **1** She loves doing maths every day.
2 We don't mind getting up early for school.
3 They hate playing football.
4 He doesn't like revising for exams.

Unit 4 SB p57

1 **1** water **2** apple **3** rice **4** beans **5** juice **6** cheese

2 **1** healthy **2** disgusting **3** rice **4** fresh **5** delicious **6** unhealthy

3 **1** C **2** U **3** C **4** U **5** U **6** C **7** C **8** U

4 **1** any water **2** an apple **3** any cheese
4 some juice, a banana

5 **1** much **2** is **3** a lot of **4** aren't **5** many **6** many **7** is **8** much **9** Are there **10** many

Unit 5 SB p69

1 **1** jeans **2** trainers **3** shirt **4** boots **5** hoodie
6 shorts **7** cap **8** joggers

2 **1** bracelet, watch **2** purse, wallet **3** umbrella
4 earrings **5** gloves

3 **1** scarf **2** gloves **3** skirt **4** umbrella **5** cap
6 sunglasses **7** hoodie **8** watch

4 **1** Are you watching TV just now?
No, I'm not. I'm/I am doing my homework.
2 Is Lidia wearing a red T-shirt today?
No, she isn't. She's/She is wearing a blue shirt.
3 Is Mike chatting with his friends at the moment?
No, he isn't. He's taking a photo.

5 **1** do, wear **2** wear **3** is raining **4** am carrying
5 is, working **6** doesn't work **7** plays **8** isn't doing
9 are shopping

Unit 6 SB p81

1 **1** table tennis, volleyball **2** Rugby **3** yoga
4 sailing, windsurfing **5** Mountain climbing

2 **1** kick **2** lift **3** run **4** Throw **5** score **6** pass

3 **1** worse **2** bigger **3** easier **4** more exciting
5 better **6** more interesting

4 **1** Table tennis is the easiest.
2 Rugby is easier than hockey.
3 Hockey is more exciting than table tennis.
4 Table tennis is better than hockey.
5 Rugby is the best
6 Rugby is the most exciting.

Unit 7 SB p93

1 **1** monkey **2** giraffe **3** whale **4** lion **5** mouse
6 parrot

2 **1** wild **2** tiny **3** noisy **4** beautiful **5** quiet
6 lazy **7** dangerous **8** heavy **9** cute **10** large
11 long **12** clever

3 **1** Was there **2** There were **3** There wasn't
4 There was **5** There wasn't **6** Was there

4 **1** lived **2** died **3** got **4** couldn't **5** were
6 weighed **7** were **8** were **9** didn't eat **10** ate

Unit 8 SB p105

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

2 **1** headphones **2** bus pass **3** phone **4** money
5 camera

3 **1** Did you have an egg for breakfast this morning? c
2 Did you and Mike go shopping yesterday? e
3 Did Teresa send you a text this morning? a
4 Did your new passport arrive last week? b
5 Did your parents watch the concert? d

4 **1** What did you watch on TV last night?
2 Where did your cousin lose her keys?
3 When did Ana's grandparents come to Spain?
4 Who did Martin meet at the cinema?
5 How many eggs did you buy?

Unit 9 SB p117

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

2 **1** apartment **2** tent **3** youth hostel **4** camper van

3 **1** will have **2** won't speak **3** Will, win

4 **1** are, doing **2** 'm meeting **3** are coming
4 are, having **5** 'm not doing

5 **1** Are, going to go **2** 'm not going to get up
3 is going to cook **4** aren't going to stay

6 **1** I'm going to visit **2** will you choose
3 He's working **4** Will Kate want

Pronunciation Answer key

Unit 1 SB p118

1 Students' own answers

2 **2** air **3** as **4** hand

3 Students' own answers

4 Students' own answers

Unit 2 SB p118

1 Students' own answers

2 **2** B **3** A **4** B

3 /s/ or /z/: goes, reads, thinks
/Iz/: catches, chooses, watches

4 Students' own answers

5 Students' own answers

Unit 3 SB p118

1 Students' own answers

2 **2** can't **3** can **4** Can

3 /kən/ 1, 3, 5, 7 /kæn/ 2, 6 /kɑ:nt/ 4

4 Students' own answers

Unit 4 SB p118

1 & 2
disgusting **3** salty **2** vegetable **3** unhealthy **3**
water **2**

3 **1** Oo apples, salty, water **2** oOo unhealthy
disgusting **3** Ooo, vegetable

4 Students' own answers

Unit 5 SB p119

1 Students' own answers

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

3 Students' own answers

Unit 6 SB p119

1 Students' own answers

2 bigger 1
easier 2
faster 1
happier 2
healthier 2
older 1
smaller 1
smarter 1

3 **1** – 4 **2** – 3 **3** – 2

Unit 7 SB p119

1 Students' own answers

2 **2** B
3 A
4 B

3 /t/ or /d/ climbed, watched
/Id/ hunted, started, wanted

4 Students' own answers

5 Students' own answers

Unit 8 SB p119

1 Students' own answers

2 **2** Did you take the letter to the post office?
3 Did Fred and George buy anything?
4 Did your brother go to the library?

3 Students' own answers

Unit 9 SB p119

1 Students' own answers

2 **2** going to
3 going to
4 gonna
5 gonna
6 going to

Grammar tutor Answer key

Starter Unit SB p124

1 **2** they; their **3** I; My

2 **2** is **3** am **4** are **5** 's **6** is **7** 're

3 **2** How old **3** When **4** Who

4 **2** Whose dictionary is this?; yours
3 Whose calculator is that?; his
4 Whose pens are these?; hers

5 **2** Use your calculator!
3 Don't use your dictionary!
4 Use a pen!

Unit 1 SB p125

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

2 **2** Has Eva got brown eyes?
No, she hasn't. She's got green eyes.
3 How many pets has Alex got?
He's got three pets.
4 Have you got an English penfriend?
Yes, I have. I've got two English penfriends.
5 How many teachers have we got at our school?
We've got twenty teachers at our school.

3 **2** Where are Ana and Victor's bags?
3 That's Luca's phone. **4** The dog's name is Bingo.

Unit 2 SB p126

1 **2** has **3** brushes **4** gets dressed **5** has **6** doesn't see **7** goes **8** goes **9** stays **10** gets **11** visits **12** doesn't see

2 **2** Does, go **3** does **4** do, take **5** Do, speak, don't **6** does, live

3 **2** b **3** a **4** b **4** a

Unit 3 SB p127

1 **2** My mum can speak Turkish quite well. A
3 I can use my parents' computer in the evening. P
4 My sister can't play the piano very well. A
5 Can I use your phone? P

2 **2** likes studying **3** love seeing **4** don't mind learning
5 don't like taking **6** hate getting up

3 **2** Amira can't find it.
3 I like her.
4 They can't see us.
5 I love playing video games with him.
6 Do you visit them on Sundays?
7 My parents help us.
8 I learn a lot of geography from him.

Unit 4 SB p128

1 **2** an; some **3** any; some **4** a; any **5** a; some

2 **2** Are there **3** There's **4** Is there **5** there isn't
6 Are there **7** there aren't **8** There isn't **9** There's

3 **2** many; a **3** much; b **4** many; d

Unit 5 SB p129

1 **2** giving **3** chatting **4** swimming

2 **2** isn't raining **3** Are you wearing **4** am
5 are you doing **6** 'm chatting **7** 're sitting
8 Are you eating **9** aren't **10** 're having

3 **2** 'm helping **3** work **4** is painting **5** is tidying
6 choose **7** put **8** are you doing

4 **2** 're having **3** swap **4** wear **5** 'm looking for
6 is standing

Unit 6 SB p130

1 **2** thinner **3** nicer **4** heavier **5** more exciting **6** worse

2 **2** My brother is younger than me.
3 My sister is funnier than my brother.
4 My mum is taller than my dad.
5 My brother is older than my sister.

3 **2** richest **3** fastest **4** most dangerous **5** easiest

4 **2** the most amazing **3** the tallest **4** faster **5** more intelligent **6** the most popular

Unit 7 SB p131

1 **2** was **3** weren't; were **4** wasn't; was

2 **2** there weren't **3** Was there **4** was **5** there was **6** there was **7** There where

3 **2** She got up four hours ago.
3 They arrived in London one week ago.
4 We had lunch an hour ago.

Unit 8 SB p132

1 **2** b **3** e **4** c **5** a

2 **2** Yes, he did. **3** Yes, she did. **4** No, he didn't. **5** Yes, they did. **6** No, they didn't.

3 **1b** No, he didn't. **2** Did you and Angela meet at the cinema today? Yes, we did. **3** Did Olga go to bed late last night? Yes, she did.

4 **2** Who **3** Where **4** How **5** What **6** When

5 **2** Who **3** When **4** How **5** What

Unit 9 SB p133

1 **2** won't **3** Will; won't **4** 'll / will **5** 'll / will **6** Will; won't

2 **2** 's / is coming **3** 's / is taking **4** isn't coming **5** 's / is visiting **6** 're / are flying **7** are; doing

3 **1** 'm going to visit **2** Is he going to stay; isn't
3 Are Gabriel and Ana going to climb; are
4 aren't going to go; Are you going to stay
5 Are we going to swim; are **6** Is Enzo going to cook; is

Student's book Audioscripts

Starter Unit

S.01 January, February, March, April, May, June, July, August, September, October, November, December

S.08

1 board	**5** pen	**9** dictionary
2 door	**6** ruler	**10** pencil
3 poster	**7** table	**11** calculator
4 window	**8** chair	**12** notebook

S.09

Stefan Hi, guys! My name's Stefan. I'm in Year 10 here. I'm your student mentor. Welcome to Redvale High School! I know it's your first day in Year 7. Don't be nervous. This is a great school and we're all really friendly … honest! Right, first things first …
Who's your form tutor?

Lola It's Mr Palmer.

Stefan OK … great … he's my favourite teacher. Excuse me … instruction number 1: Don't eat in lessons! Oh hello. What's your name?

Luiza Luiza.

Stefan I'm Stefan. Right, close the door, Luiza. Right … Listen carefully. 2: Don't be late!

Luiza Sorry!

Stefan No worries. Ouch! Whose dictionary is this?

Andres Eh … it's mine.

Stefan What's your name?

Andres Andres.

Stefan A good dictionary, Andres. Don't forget to use it. Got it?

Andres Got it, Stefan!

Stefan Right, here's Mr Palmer. So, it's easy. Just remember: pay attention! Don't look out of the window during lessons! Oh yes, and have fun! See ya'!

S.10

1 Girl Whose book is this?

Boy It's mine.

2 Boy Whose posters are those?

Girl They're ours.

3 Girl Whose pens are these?

Boy They're hers.

4 Boy Whose ruler is that?

Girl It's his.

S.12

1 Open your books!	**4** Write your name!
2 Stand up!	**5** Look at me!
3 Sit down!	**6** Close your books!

Unit 1

1.01

Man OK, Beth, it's your turn. Tell us about your family tree.

Beth OK … Here we go. Let's start with my grandparents. This is Victor. He's my grandad and he's from Argentina. And this is Amanda, she's my grandma. They're great! Their son is Andy, so he's my dad. And then this is my mum, Sara. Here's my brother Theo. He's fifteen. He's nice. Then this is my sister Amy. She's ten. She's annoying. Now, over on the other side are my dad's sister and her family. Right, let me see … Lizzie is my aunt, she's my dad's sister and Ryan is her husband, uncle Ryan. They're in Australia this year with their daughters, Olga and Marina. They're my cousins, obviously, so this is Olga … eh … hang on … no, that's Marina or … is that Olga? I'm not sure. Oh well, anyway, they're my cousins, they're twins and they're exactly the same! They're in Australia for a year with my aunt and uncle. Lucky them!

Man Thanks, Beth. Well done! What a lovely design. Now let's see … that's Olga and that's Marina. Is that right?

Beth Yes … eh … no … eh …

1.04 Alana, Danielle and Este Haim are sisters and they're from California. They haven't got any brothers. They're great musicians and they've got a rock band – Haim. The band hasn't got any men in it. Danielle's the singer and she's got a guitar. Alana's favourite instruments are the piano and the guitar. Alana, Danielle and Este have got three albums. They've got more than 2 million fans on social media and all over the world. They have got a lot of famous friends – for example, Taylor Swift.

1.06

Boy Hey, Umar. You're a *Marvel Superhero* super fan, right?

Umar Yes, I am.

Boy Cool! I've got an interview here with one of the Marvel actors.

Umar Who is it?

Boy Guess!

Umar Is it a woman?

Boy No, it isn't.

Umar It's either Chris Evans or Chris Hemsworth then. Is he American?

Boy No, he isn't.

Umar OK. So, he's Australian and he's got blue eyes!

Boy That's right!

Umar It's Chris Hemsworth.

Boy Correct. Right, this is your test, Mr. Super Fan. How many brothers and sisters has he got?

Umar He's got two brothers. He hasn't got any sisters.

Boy Wow! Who is his wife?

Umar She's a Spanish actor – Elsa Pataky.

Boy Correct. Have they got any children?

Umar Yes, they have. They've got a daughter and twin sons.

Boy Right … again. Have they got a house in Australia?

Umar Yes, they have. It's in Byron Bay.

Boy Ooooh … right again. Has he got any actor friends?

Umar Yes, he has. Chris Evans is one of his best friends – just like in the films.

Boy That's right! Just like us … best friends for ever.

Umar Ah …

1.10

1 Woman How many brothers and sisters has Jaden Smith got?

Man He's got one brother and one sister.

2 Woman Has Olivia Rodrigo got green eyes?

Man No, she hasn't got green eyes. She's got brown eyes.

3 Woman Has Scarlett Johansson got a brother?

Man Yes, she has. She's got a twin brother. His name's Hunter. She hasn't got a twin sister.

1.11

Lily Hey, Evan.

Evan Hi, Lily. Are you alright? How are things?

Lily OK, thanks. You?

Evan Fine, thanks. So, how's school?

Lily It's good.

Evan Have you got any new friends?

Lily Yes, I have. I've got one new friend. His name's Jack.

Evan Cool! I've got a new boy in my class. His name's Jack too.

Lily Has he got wavy black hair and blue eyes?

Evan Yes, he has. That's funny! Maybe it's the same boy. Imagine if it is!

Lily That's so not funny, Evan.

Evan Got to go. Bye!

Lily OK. See you later.

Unit 2

2.01

a get dressed
b brush your teeth
c check your phone
d have a shower
e pack your bag
f do your homework
g go home
h go to bed

2.02 wake up, get up, have breakfast, go to school

2.03 So, here goes. This is an average day in the life of Eduardo Garcia. At 6.30 am I wake up. I've got an alarm on my phone. Listen … Then I check my phone. I've usually got about forty messages … After that, it's 6.45 am and it's time to get up and get dressed. I have breakfast at 7 am with my family. After breakfast, I brush my teeth. Then it's time to pack my bag and go to school at half past seven. I have lunch at school at one o'clock and then I go home at 3.15. I try to do my homework first and then I relax until dinner time. After dinner, I have a shower … oh yes and I brush my teeth again and then it's time for bed. On school nights, I go to bed at half past nine. At the weekend, I go to bed at 10 pm. So, during the week it's eat, school, sleep, repeat – but not at the weekend!

2.07 /s/ or /z/: reads, thinks, breaks, goes

/ɪz/: chooses, catches, watches

2.08

1 watch TV
2 play video games
3 chat online
4 play an instrument
5 make videos
6 take photos
7 go shopping
8 hang out with friends
9 go for a bike ride
10 read a book/magazine
11 listen to music
12 download songs

2.09

Man Today our show is about leisure time for teens in Paris, France. Nina is 13 years old and lives near the Eiffel Tower. What do you do in your free time, Nina?

Nina I hang out with friends and we listen to music.

Man Do your friends like the same music as you?

Nina Yes, they do.

Man That's lucky! What else?

Nina Well, I chat online.

Man How often do you do that?

Nina Every evening. I always do my homework first, then I chat.

Man Thanks, Nina. Hi!

Anton Hi.

Man Can I ask you a few questions, ehm …?

Anton Anton.

Man OK, Anton. Tell me about your free time.

Anton I play video games.

Man Do you play on your own?

Anton No, I don't.

Man Who do you play with?

Anton I usually play with my best friend, George. I go to his house or he comes to mine.

Man Does he live near you?

Anton No, he doesn't. It's OK. I go by bike.

Man Anything else?

Anton Yeah, I'm a keen photographer.

Man Do you take a lot of photos?

Anton Yes, I do. Smile!

2.10 **Amelia** Hello, Mr Green. I've got some questions to ask you for the school magazine. Is that OK?

Mr Green Go ahead.

Amelia What time do you get up in the morning?

Mr Green That's easy. I always get up at 5.30 am.

Amelia That's interesting. So early! What time do you go to school?

Mr Green It depends. I usually arrive at about half past seven.

Amelia You're a history teacher here. Do you like your job?

Mr Green Good question! Of course I do, especially the interviews.

Amelia That's lucky! I've just got one more question.

Mr Green Sure!

Amelia What's your favourite day of the week?

Mr Green That's a difficult one! Saturday.

Amelia Thank you very much for your time.

Mr Green No problem. You're welcome.

Unit 3

3.01 **a** Maths

b music

c English

d physical education (PE)

e art

f geography

g science

h food technology

i design and technology (DT)

j history

k drama

l information and communication technology (ICT)

m Spanish

3.06 Green Schools

The Green School in Bali, Indonesia is different. Can you guess why?

The classrooms haven't got any walls! Students study maths, science and geography, but they can learn about these subjects outdoors in the jungle! Students can't start this school until they are three years old. When students are 11 years old, they can choose their own projects about the environment or the traditions of Bali. Students can buy a school lunch or bring their own lunch. All the school food is from the local area or the school garden.

Students can take phones to school but they give them to a teacher at the start of the day. They can't check them or use them. Students can't use their own laptop at school without a teacher's permission.

Every day, students at a Green School learn new life skills. Can you imagine a school day like that?

3.07 **1** canteen
2 library
3 toilets
4 science lab
5 classroom
6 ICT room
7 locker area
8 main hall
9 reception
10 staffroom
11 sports hall
12 playing field

3.09 **Man** Good afternoon and welcome to this week's edition of *A Good Read*. Today, we're in Green Valley High School at the Year 7 book club. Lidia's here with me to tell us more! Over to you, Lidia.

Lidia We usually meet in the library once a month on a Wednesday at a quarter past three, but this week we're in the main hall. We all love reading books but we like talking about them too!

Man How Many Year 7 students are in the club?

Lidia About 15. Sometimes our drama teacher comes but our English teacher, Mrs McKenzie, is always here. She's over there!

Man Hello, Mrs Mackenzie.

Lidia We have an English class with her just before the club.

Man Great. Thanks, Lidia. Let's go and talk to Max, one of the other students here today. Do you come to the book club every week?

Max Yes, I do. Usually I don't like going to after-school clubs because I don't live near school and it takes me ages to get home. But I don't mind staying for the book club. I like learning about new books and hearing different opinions about them. Some of my friends hate reading but they come to the book club now and guess what? They love it! They love to give their opinions!

Man OK, great. Now, the important bit: let's talk about your book! What's it about?

Lidia Well, …

3.10 **Leo** Hi, Nora. How's it going?

Nora Not bad, thanks. You?

Leo Not great. I can't do my maths project. I'm stuck.

Nora Not again! Oh dear.

Leo Can you help me, please?

Nora What's the problem?

Leo I hate working out survey results. I can't do it.

Nora Don't be silly! Of course you can. Do you need a hand with the results?

Leo Yes, please.

Nora Go on then.

Leo Thanks. Are you sure? I don't mind drawing the bar chart. I can do that!

Nora Of course, I'm sure. Can you do me a favour now?

Leo Sure.

Nora Stop talking about maths and let's go for lunch!

Unit 4

4.01 **a** chocolate
b chicken
c apples
d carrots
e beans
f fizzy drink
g bananas
h rice
i cheese
j fish
k eggs
l meat
m juice
n water

4.03 **Celia** Have we got any food for the party?

Oscar Let's have a look. Right, we've got some cheese.

Celia OK. Have we got any bread?

Oscar Sorry. We haven't got any bread but we've got some pasta.

Celia Have we got any fruit or vegetables?

Oscar We've got an apple and a carrot.

Celia What about drinks?

Oscar We've got some water.

Celia Great. What a party! I can't wait.

4.06 Two syllables: apples, salty, water

Three syllables: disgusting, unhealthy, vegetable

4.07 **1** apples, salty, water

2 disgusting, unhealthy

3 vegetable

4.08 **Girl** Hey, Theo. There's a quiz in this magazine. Let's do it.

Theo I'm not sure. I haven't got much time and I've got a lot of homework to do. How many questions are there?

Girl Come on! There aren't many – only four. How much time have you got?

Theo About five minutes.

Girl No problem! Right. One: There are 1,000 peanuts in a jar of peanut butter. True or false?

Theo No way! That's not possible. False.

Girl OK, how many peanuts are there?

Theo I reckon there are about 600.

Girl Oooh … not bad. There are about 540.

Theo I love peanut butter and it's healthy too!

Girl OK. Come on quickly, number two: There's a fruit in Asia and you can't take it on public transport and you can't have it in a lot of hotels. True or false?

Theo I think that's true but I don't know why.

Girl That's the right answer. The durian fruit from south Asia has a very strong smell. Some people love it but other people think it smells disgusting. Do you want to try one?

Theo No, thanks!

Girl Three: There isn't any chocolate in white chocolate.

Theo That's false.

Girl Wrong! White chocolate is actually cocoa butter. Chocolate's got cocoa powder in it.

Theo Chocolate's delicious: white or not!

Girl There aren't any oranges in some orange fizzy drinks.

Theo False. Orange fizzy drinks are nice – they're my favourite!

Girl Wrong again! Some orange fizzy drinks are orange because they've got carmine in them.

Theo What's that?

Girl Carmine is an orange powder. It comes from a beetle.

Theo Yuk! That's horrible. I don't want my orange anymore. Have you got any water?

Girl Yes, here you are. No more orange fizzy drinks for us!

4.09 **Server** Hi. Can I help you?

Gulay I'd like some juice, please.

Server No problem. What kind?

Gulay I'm not sure. What's in the *Sunshine Start*?

Server There are two oranges, a carrot and three tomatoes in that one. It's really healthy.

Gulay Hmm. What about the *Green Giant*? That sounds delicious.

Server There are some green beans and a green apple in that.

Gulay Thanks. Can I have some fizzy water and an apple?

Server Of course. No worries! Is that everything?

Gulay Yes, it is. Thank you. How much is that?

Server That's £2.25, please.

Gulay Here you go.

Server Thanks. Enjoy!

Gulay Thank you. Bye.

Unit 5

5.01

a shorts	**d** shirt	**g** trainers	**j** boots
b cap	**e** jacket	**h** joggers	**k** T-shirt
c flip-flops	**f** jeans	**i** hoodie	**l** skirt

5.04 1 Martin is writing a letter.

2 Amir is catching fish in the sea.

3 Ysabella is travelling around the world.

4 Oscar is dancing salsa.

5.05

1 purse	**7** necklace
2 umbrella	**8** wallet
3 sunglasses	**9** watch
4 belt	**10** bracelet
5 earrings	**11** scarf
6 gloves	**12** ring

5.06 **Woman** Good afternoon and welcome to *The Clothes Show.* We're here at Greendale TV studios. I'm talking to Tom Harrison today. So, Tom, what do you do?

Tom I'm a costume designer. I design clothes for TV, film and theatre actors.

Woman What a cool job!

Tom A lot of people think that and it is, but it's also really hard.

Woman What time do you usually start work?

Tom I start at 7 am every day and I finish at about 6 pm but I sometimes work until midnight.

Woman Really? What are you working on at the moment?

Tom I'm working on a TV series about teenage boys and girls in the 1980s. Look, there's one of the actors. He's wearing white jeans, a white T-shirt and a pair of gloves without fingers!

Woman Nice! What are you doing now?

Tom Well, right now, I'm finishing the designs for the girls' outfits.

Woman Can I have a look?

Tom Sure … here you go … the skirts, shoes, scarves, big belts, very big earrings, necklaces and some sunglasses.

Woman Wow! Great drawings. You can draw really well. OK, so you design the clothes.

Tom That's right but I don't make them. Emily makes all the clothes. She always follows my designs.

Woman What's she making now?

Tom She's making a skirt and a belt … it's a short skirt with a very big belt. Very 1980s!

Woman Cool! They look really nice. Ooh … I love that song.

Tom I don't … well, not anymore … I hear it all day, every day. No more, please!

Woman Thanks, Tom. I'm afraid that's all we've got time for. I can't wait to see the programme!

5.07 Do you want to know more about my life?

What are we doing this week? We're studying the history of fashion in art. It's really interesting and I'm learning lots of cool new stuff. We're preparing our class fashion show this week, too. Joe and I are wearing clothes from the 1980s. We don't usually wear clothes like this. We're not smiling in the photo but we like the look! I love the 1980s. What are you doing right now? Post a comment.

5.08 **Sales assistant** Good afternoon. Can I help you?

Salif Yes, please. I'm looking for a scarf for my grandma.

SA Sure. Let's have a look. What about this one?

Salif My grandma doesn't wear pink. Have you got it in a different colour?

SA Yes, I have. You're in luck! It comes in blue or purple.

Salif Can I see the purple one, please?

SA Here you go. What do you think?

Salif It's perfect. How much is it?

SA It's £8 but there's a special offer today. Buy two for £12.

Salif No, thanks. I'm fine with just one!

SA Are you sure? It's a bargain.

Salif No, honestly. One is fine.

Unit 6

6.01 **a** table tennis
b hockey
c volleyball
d running
e yoga
f climbing
g gymnastics
h basketball
i swimming
j rugby
k athletics
l windsurfing
m sailing

6.06 **1** throw, dive, pass — The correct verb is *dive.*

2 kick, hit, jump — The correct verb is *jump.*

3 catch, lift, bounce — The correct verb is *lift.*

4 climb, run, score — The correct verb is *climb.*

6.08 **Boy** Hi, Marcella. What are you doing?

Marcella I'm reading an article on my phone. It's really interesting. It's about some of the most amazing sportspeople and some of the fittest people in the world.

Boy Really? What does it say?

Marcella Well, there are some surprising things …

Boy Go on then, surprise me!

Marcella Right. Joan MacDonald.

Boy Who's she?

Marcella She's a fitness influencer on social media – a fitfluencer. Look.

Boy Let me see … She's got white hair and she's got blue eyes. How old is she?

Marcella She's nearly 80.

Boy No way! She looks younger than that. She's still running and she lifts weights. How does she do it?

Marcella She trains every day and she goes to the gym five days a week. She cooks five small meals of fresh food every day. She loves working out with her daughter too. I guess she's probably the fittest and healthiest person that age.

Boy Yeah! I want to be like her when I'm older! Who's next?

Marcella Victor Wembanyama.

Boy Who's he?

Marcella He's one of the tallest basketball players in the world. He's French.

Boy How tall is he?

Marcella He's 223 centimetres tall.

Boy What? That's SO tall! I wonder if he's the best player in his team.

Marcella I don't know, but he probably wins every game he plays because it's easy for him to score!

Boy How big are his feet?

Marcella His trainers are size 55!

Boy No way! Mine are only size 41.

Marcella Mine are size 37, that's like … one and a half times bigger than my feet.

Boy Do you think he's got the biggest feet in his team?

Marcella I don't know, but I know he comes from a very sporty family. His grandparents, parents and his brother and sister all play basketball, too. His mum is 191 centimetres tall. His dad is 198 centimetres tall.

Boy That's amazing.

Marcella Is the Wembanyama family the tallest family in the world? What do you think?

6.09

1 Juju Noda is one of the best female Japanese racing drivers.

2 Lots of people think that football is the easiest sport to learn.

3 Wheelchair basketball is one of the most popular Paralympic sports.

4 Surfing is one of the newest Olympic sports.

5 The healthiest food to eat before you do sport or exercise is a banana.

6.10

Ruben Look! Our favourite team is playing football this afternoon. Shall we go?

Omar Why not? How much are tickets?

Ruben The best seats are the most expensive. They're £45.

Omar That's crazy! Are there any cheaper tickets?

Ruben Yes, there are. The cheapest tickets are £12 but they're the worst seats.

Omar That's OK. I don't mind if you don't! Let's book them.

Ruben Got them! We collect and pay for them when we get there. The match starts in an hour.

Omar What are we waiting for? Let's go.

Ruben What's the quickest way to get there?

Omar Run – fast!

Ruben Wait for me!

Unit 7

7.01

a giraffe

b hippo

c snake

d whale

e lion

f mouse

g bear

h eagle

i parrot

j crocodile

7.05

Maya: Hello, everyone. Welcome to 'Animal Corner'. Today, we invited Kai because he wanted to share an amazing story with you. Welcome Kai.

Kai Thank you, Maya. This happened when I was on holiday in Georgia a few years ago. When I was 15, I was at the beach with my friend Mateo and our family dog Luna. We decided to go kayaking. Suddenly, Luna jumped into the water – there was a lot of noise. There were seven dolphins swimming around us.

Maya Wow, there were dolphins? Was that unusual?

Kai Not really, no. There were dolphins at the beach last summer, too. But what was unusual is that they stayed really close to Luna. When Luna moved, they swam after her and started to form a circle around her. I called Luna back to our kayak, but she didn't come back. And then I saw it - there was a great white shark next to us! It was long – about 3 metres– and very large. I knew these sharks were dangerous and heavy. I didn't know what to do.

Maya So, what happened next?

Kai We shouted for help! There were two people on a boat, but they weren't near us. They saw the dolphins and the shark, too. They tried to help Luna, but the shark was still too close to us. The dolphins stayed with Luna for about 20 minutes. Then, finally, the shark left. The dolphins left too because they knew we were safe. Luna climbed back into our kayak. Dolphins are so clever! This wasn't the first time we were close to a group of dolphins, but it was the first time we were near a shark.

Maya I'm sure you hope it was the last time though!

7.06 A few years ago, a Danish man found a baby crow. It was very thin and hungry. There wasn't an animal specialist to help him so the man took the crow home. His family gave the crow food and it became part of the family. They called the crow Russell. Their son Otto loved Russell. Russell didn't leave Otto and they spent a lot of time together. After a few weeks, the family put the crow in their garden to fly home. Russell doesn't live with the family now but he visits them every day. Otto's mum shared the story on social media. Russell and Otto are famous now!

7.09 /t/ or /d/: called, climbed, watched

/ɪd/: hunted, started, wanted

7.10 **Daniel** Hey, Martha. How was the school trip yesterday?

Martha It was really cool. We went to a safari park.

Daniel Really? What was it like?

Martha It was amazing!

Daniel Were there any elephants?

Martha Yeah, there were, but I didn't see them.

Daniel I can't believe you didn't see any elephants. What about lions?

Martha Yeah, there was a family of lions. One of them looked inside our car.

Daniel Wow! No way!

Martha Yup. It did. Then it climbed in the window and ate my lunch.

Daniel You're joking!

Martha Of course I'm joking!

Unit 8

8.01 **a** bowling alley
b post office
c sports centre
d aquarium
e ice rink
f cinema
g hospital
h swimming pool
i shopping centre
j car park
k skate park

8.05 **Anna** Did you go to the ice rink last night?

Carlo Yes, I did.

Anna Did you see Jack there?

Carlo No, I didn't. I was with Tom and Kirsten.

Anna Did you all have a good time?

Carlo No, we didn't. It was freezing and the music was really bad.

Anna Oh dear. Did you buy some food later?

Carlo Yes, we did. We bought a pizza at the café.

Anna Did you enjoy it?

Carlo No, we didn't. It was disgusting!

Anna Oh dear. Try the burger place next time.

8.06 **Mum** Simon! Did you do your homework?

Simon Yes, I did.

Mum Good. Did you cook dinner? I'm really hungry.

Simon No, I didn't. I'm going to make an omelette.

Mum Great … Did you book the cinema tickets?

Simon Yes, I did.

Mum Great! And did you finish your science project?

Simon No, I didn't. I'm going to do it now.

Mum Simon! Did you phone grandpa?

Simon Yes, I did. I remembered to do that!

Mum Great! And did you tidy your bedroom?

Simon Eh … No, I didn't. Sorry! I'll do that first.

Mum Simon! Right, Tidy your bedroom now and then finish your science project. I'll make dinner.

8.07 **1** concert ticket
2 headphones
3 passport
4 bus pass
5 phone
6 tablet
7 ID card
8 keys
9 money
10 camera
11 laptop
12 portable charger

8.08

Man Good afternoon and welcome to this week's edition of *Treasure Hunters*. We've got 13-year-old Andres Baber here to talk about his hobby. Welcome to the show.

Andres Thanks.

Man Can you tell us a bit about your hobby?

Andres I'm a detectorist. I go out most weekends to look for treasure.

Man What equipment do you need to do that?

Andres I use a metal detector and I wear special headphones. They're not very cool …

Man Where did you go last weekend?

Andres I went to a field near my house.

Man Who did you go with?

Andres My dad … as usual!

Man You made an amazing discovery. What did you find?

Andres Well, usually I just find old fizzy drinks cans, you know, stuff like that. But this time when the detector made a noise it felt different. Then I saw it – a gold coin.

Man But it wasn't just one. How Many coins were there?

Andres About 600.

Man No way! How did you feel?

Andres At first I was shocked. It's my biggest find. I still can't believe it.

Man What did you do?

Andres I shouted for my dad. Then I did a dance! When you find lost treasure, that's a tradition.

Man What did your dad do?

Andres He took lots of photos with the camera on his phone and sent them to the local museum.

Man When did you discover the history of the coins?

Andres The woMan from the museum knew immediately that it was RoMan money and it was about two thousand years old.

Man Where's the treasure now?

Andres It's in the museum. I can't keep it. But I've got about 40 photos on my laptop.

Man What an amazing story. Thanks for sharing. Next week …

8.09

A

Boy Hey. Cool headphones! Where did you get them?

Girl I bought them online.

Boy How much did they cost?

Girl €20.

B

Boy What did you do on Saturday afternoon?

Girl I went to the cinema.

Boy Who did you go with?

Girl I went with Lukas.

Boy Which film did you see?

Girl We saw the new Avengers film. It was amazing!

C

Boy When did your dad lose his passport?

Girl He lost it yesterday.

Boy Where did he lose it?

Girl I don't know but I know he needs to find it because we're going to Paris tomorrow!

8.10

Billy I can't find my bus pass, Gemma.

Gemma Don't panic!

Billy I need it to get home.

Gemma Calm down. Let's think. When did you last have it?

Billy On the bus this morning.

Gemma Right, OK. What did you do with it after that?

Billy I can't remember.

Gemma Well, did you have it when you got to school?

Billy Yes, I did. I'm certain.

Gemma Did you put it in your bag?

Billy Maybe.

Gemma Right. What's that?

Billy Mmm … eh … yesterday's lunch.

Gemma Gross! What's this?

Billy My bus pass. I don't know what to say.

Gemma Thanks, maybe?

Unit 9

9.01

a pick fruit
b light a fire
c find food and water
d catch fish
e cook over a campfire
f collect wood
g identify plants
h read a map
i use a compass
j build a shelter

9.04 TEEN CHALLENGE!

A group of five young teenagers will spend three nights alone on an island. In tonight's programme the group will get important information about the challenge and they will choose five items to take with them. For three nights, these young teenagers: won't see their family or friends, won't have phones or laptops, will work together to find shelter, food and water.

Will they survive the toughest three days of their lives? Watch tonight and find out!

9.05

1 youth hostel
2 cottage
3 apartment
4 camper van
5 hotel
6 B&B
7 tent
8 chalet
9 caravan

9.06

Libby I can't believe it's almost the end of term. Imagine … three whole months and no school! What are you going to do?

Matteo Well, I'm going to a football camp for two weeks in June and then after that I'm going to my grandma's village in the south of Spain. I'm spending the rest of June and all of July there.

Libby That sounds nice. What's it like?

Matteo Boring.

Libby Do you know a lot of people there?

Matteo Yes, I do but they're all old – they're my grandma's friends.

Libby Oh dear, poor you. What about your mum and dad?

Matteo They're working in July. But on 1st August, they're hiring a camper van and we're driving around Europe. We're starting in Spain and then we're going to Portugal. We'll be away for the whole of August. I can't wait … I'm going to visit a football stadium in each city we visit.

Libby No way! That's so cool.

Matteo Yeah, the camper van looks great but don't forget I've got a little brother and sister. It isn't going to be quiet and I won't be able to escape. What are you up to this summer?

Libby I'm going to Dubai. I'm so excited!

Matteo You lucky thing! Where are you staying?

Libby In a hotel – just me and my mum and dad. It looks amazing!

Matteo How long are you going for?

Libby Two weeks – we're leaving on the 29th July.

Matteo What are you going to do there?

Libby Well, there are six swimming pools in the hotel so I'm going to spend a lot of time by the pool … sorry, pools! We're also going to visit a water park and we're going to go up the tallest building in the world – oh yes, and we're going to go skiing.

Matteo What? Skiing in Dubai? I don't believe you.

Libby No, honest, it's true. There's a huge shopping centre with an indoor ski area.

Matteo Wow! You're going to have a fantastic time!

Libby I know, I'm really lucky … it's going to be the holiday of a lifetime.

Matteo Can I come?

9.09 **Emre** We're having the end-of-term event next Saturday.

Nadia Great! What are we going to do?

Emre That's why you're both here. Ideas, please!

Nadia I'm on it. What about a film night?

Emre I'm not sure about that. It's complicated and we'll never agree on a film.

Aya OK. Forget that. Why don't we have a picnic?

Emre According to my weather app, it will rain. I'd rather not do that.

Aya We can have a danceathon indoors or outdoors. Easy!

Emre OK. Let's do that! What are you doing on the 26th, Nadia?

Nadia I'm going on holiday. I won't be there.

Emre Nadia! You're unbelievable!

Aya Don't worry. You can count on me!

Workbook Answer key

Starter Unit pp4–7

Vocabulary and Reading

1 **2** February; second
3 March
4 April; fourth
5 fifth
6 June
7 seventh
8 August; eighth
9 ninth
10 October
11 November; eleventh
12 twelfth

2

			[1]g						
			[2]r	e	d				
[3]b	l	u	e						
			e		[5]y			[6]p	
[4]o	r	a	n	g	e			i	
					l			n	
				[7]b	l	a	c	k	
					o				
					[8]w	h	i	t	e

3 Dasha's friends are from Poland and Brazil. Carlos' friends are from Türkiye and England.

4 **2** 5th June
3 blue
4 doctor

5 **2** fourth
3 Mexico
4 sixth
5 Carlos

Language in action and Vocabulary

1 **2** it **3** we **4** they

2 **2** they **3** it **4** he **5** they **6** we

3 they

4 **2** His **3** my **4** Our **5** Your **6** Her **7** Its

5 **2** 'm/am **3** 's/is **4** isn't/is not **5** 's/is **6** 's/is
7 are **8** 're/are

6 **2** e **3** a **4** d **5** b

7 **2** chairs
3 door
4 pens
5 pencil
6 rulers

Listening and Language in action

1 Brazil

2 **2** b **3** d **4** a

3 **2** T **3** F **4** F **5** T **6** F

4 **2** mine **3** ours **4** hers **5** yours **6** his

5 **2** Write the words on the board.
3 Don't be late for class.
4 Listen to the teacher.
5 Don't eat in class.
6 Close your book.

6 Students' own answers

Review

1 **1** it **2** your **3** my **4** hers **5** their **6** They **7** his **8** mine **9** yours **10** our

2 **1** Whose **2** How **3** When **4** Where **5** What **6** Who

3 **1** Are **2** 'm not / am not **3** 'm / am **4** are **5** isn't / is not **6** is **7** be **8** don't be / do not be

4 **2** February **3** March **4** April **5** May **8** August **9** September **10** October **12** December

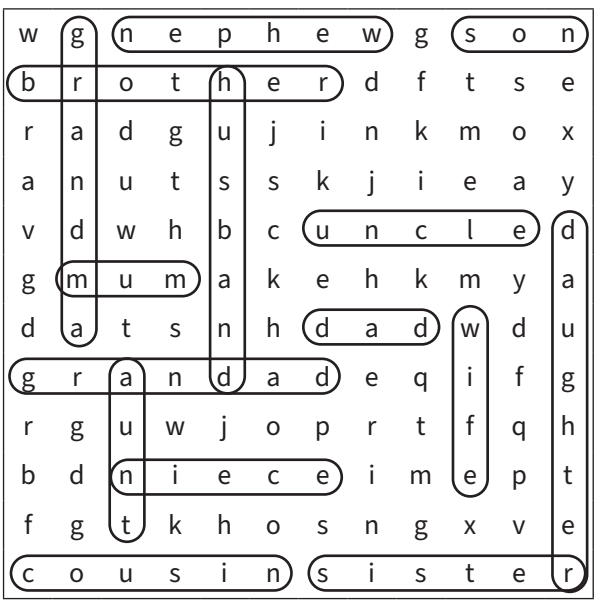
5 **1** blue **2** yellow **3** white **4** pink **5** orange **6** purple **7** green **8** red

6 **1** pen **2** notebook **3** pencil **4** ruler **5** calculator **6** tables **7** chairs **8** board **9** dictionary **10** door **11** window **12** poster

Unit 1 pp8–15

Explore it!

1



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

3 cousin

4 **1** grandma **2** mum, dad
3 uncle, aunt **4** brother
5 cousins

5 c

Explore it!
b

Reading

1 a

2 **2** dentist **3** whole **4** fun **5** everyone

3 **2** F **3** F **4** F **5** T **6** T

4 Students' own answers

Language in action

1 **2** has **3** haven't **4** hasn't **5** have **6** hasn't

2 **2** 've/have got
3 have got
4 's/has got
5 's/has got
6 haven't/have not got
7 hasn't/has not got
8 's/has got

3 **2** My grandad hasn't got a mobile phone. (picture d)
3 We've got four pets at home. (picture a)
4 I've got two best friends at school. (picture e)
5 My classroom's got two boards. (picture c)

4 **2** 's dad **3** 's brother **4** 's sister **5** 's mum
6 's dad

5 Students' own answers

Vocabulary and Listening

1 **2** wavy **3** blonde **4** tall **5** freckles

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

3 **1** Sue's family
2 Emma's family
3 Paul's family
4 Jon's family

4 **2** hasn't **3** has **4** long **5** one brother **6** isn't
7 one tall brother **8** Sue's

5 Students' own answers

Language in action

1 **2** have **3** haven't **4** Have **5** have **6** haven't
7 Has **8** has **9** hasn't **10** has **11** has

2 **2** Has; got (d)
3 Have; got (f)
4 Has; got (a)
5 Have; got (c)
6 Has; got (e)

3 **2** haven't
3 Have you got
4 have
5 Have they got
6 have
7 has your mum got
8 hasn't

4 **2** Have you got (any) children?
3 How many boys and girls have you got?
4 Have you got (any) pets?
6 Have you got (any) Oscars?

Writing

1 photo a

2 **2** 's **3** 's **4** 're **5** 've **6** 've **7** 's **8** 've
9 's **10** 's

3 **2** F **3** T **4** F **5** F **6** T **7** T

4 **b** 2 **c** 1 **d** 4

5, 6, 7 and 8 Students' own answers

Review

1 **1** F. Ashley is Kyle's sister. **2** T **3** T **4** F. Luke is Andrea's brother. **5** T **6** F. Luke is Jane's husband. **7** T **8** F. Ashley is Rob's niece. **9** F. Rob is Ashley and Kyle's uncle. **10** F. Holly and Ashley are Mary's granddaughters.

2 **1** tall **2** glasses **3** freckles **4** short **5** long **6** tall

3 **1** have **2** 's **3** 've **4** haven't **5** have **6** 's **7** 's **8** 's **9** hasn't **10** 's

4 **1** Have Victor and Ana got a big garden? Yes, they have.
2 How many rooms has their house got? It's got seven rooms.
3 Have they got (any) sons? No, they haven't. (They've got one daughter).
4 Has Siena got blonde hair? Yes, she has.
5 How many sports cars has Victor got? He's got three (sports cars).
6 Has Ana got a mobile home? Yes, she has.

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

Unit 2 pp16–23

Vocabulary

1

Across: 5 breakfast **7** phone **10** homework **11** get up

Down: 1 wake up **3** go to bed **4** get dressed **5** brush **6** home **8** school **9** shower

2 **2** get **3** brush **4** have **5** go **6** pack **7** go **8** check **9** go **10** wake **11** have **12** do

3 **2** check my phone
3 get up
4 get dressed
5 have breakfast
6 pack my bag
7 go to school
8 go to bed

4 Students' own answers

Explore it!
have a shower

READING

1 F (He's got 15 hours.)

2 **2** break **3** filming **4** tutor **5** busy

3 **2** tutor **3** has **4** work **5** after **6** homework

4 Students' own answers

Language in action

1 **2** don't **3** eat **4** study **5** has **6** teach

2 **2** watches **3** meets **4** goes **5** plays **6** brushes **7** does **8** hurries

3 **2** has got **3** starts **4** finishes **5** haven't/ got **6** has/'s got **7** meets **8** go **9** loves **10** plays

4 **2** e **3** a **4** d **5** b

5 Students' own answers

6 **2** I always brush my teeth after breakfast.
3 They usually go home at lunchtime.
4 We are sometimes late for class.
5 I never check my phone in class.
6 Dan usually does his homework in the park.

Vocabulary and Listening

1 **2** bike ride **3** magazine **4** online **5** video games **6** videos **7** photos **8** songs **9** music **10** shopping **11** friends **12** TV

2 **2** chat online **3** hang out with friends **4** play an instrument **5** make videos **6** watch TV

3 b

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

5 **2** C; D **3** D **4** D **5** C **6** A

6 Students' own answers

Language in action

1 **2** Do (a) **3** Does (e) **4** Does (c) **5** Do/Does (d) **6** Does (f)

2 **2** Does your best friend download songs?
3 Do you go for a bike ride on Sundays?
4 Do you go shopping a lot?
5 Does your dad play video games?
6 Does your aunt read books?

3 Students' own answers

4 **2** Where **3** Who **4** Where **5** How often **6** What time

5 **2** Do you get up
3 do you hang out
4 Do your friends come
5 do your parents watch
6 do other people ask

Writing

1 b

2 **a** 3 **b** 1 **c** 2

3 **2** 7.30 **3** 7.4**5** **4** 8.00 **5** 3.00 **6** 5.00 **7** 6.30 to 8.00 **8** 9.30

4 often (introduction), always (paragraph 1), usually (paragraph 2), sometimes (paragraph 3), never (paragraph 3)

5 **2** Zev's sister doesn't take photos.
3 Zev's friends look at his photo stories on his website.
4 Wow! I think the photos are great.

6, 7 & 8 Students' own answers

Review

1 **1** up **2** get **3** shower **4** brush **5** dressed **6** pack **7** have **8** go **9** do **10** go

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

3 **1** don't/do not wake up
2 goes
3 don't/do not do
4 makes
5 doesn't/does not have
6 doesn't/does not play

4 **1** a **2** b **3** b **4** a **5** b

5 **1** Do; brush; do
2 Does; pack; doesn't
3 Do; play; don't
4 What; does; go
5 How; do; read
6 Where do; go

6 **1** a **2** b **3** b **4** a **5** a **6** b **7** a **8** b **9** b **10** b **11** a

Unit 3 pp24–31

Vocabulary

1 **2** Spani(s) h
3 desig(n) (a)nd techn(o) logy
4 m(a)ths
5 musi(c)
6 ar(t)
7 d(r)ama
8 geo(g)raphy
9 histor(y)
10 foo(d) technology
11 P(E)
12 sci(e)nce
13 I(C)T

2 **2** geography **3** ICT **4** science **5** art **6** PE **7** maths **8** English

3 **2** Spanish **3** geography **4** history **5** maths **6** English **7** food technology **8** science

4 Students' own answers

Explore it!

c

Reading

1 maths, English and science

2 **1** alone **2** marks **3** improve **4** collect **5** Artificial intelligence

3 **2** They can choose how difficult they want their lesson to be.
3 The computer gives them a question that's easy.
4 The AI remembers everything the students learn.
5 They can learn alone in their own way, and not feel bad.

4 Students' own answers

Language in action

1 Students' own answers

2 **1** can draw
2 can take; can't make
3 can dance; can play
4 can speak; can't read

3 **2** can do **3** can't talk **4** can hang out **5** can ask **6** can choose **7** can bring **8** can't be

4 **2** Can students ask questions in class? Yes, they can.
3 Can Kate play the piano? Yes, she can.
4 Can Maria speak two languages? No, she can't.
5 Can students work in groups in maths classes? Yes, they can.
6 Can you do ballet? No, I/you can't.

5 Students' own answers

Vocabulary and Listening

1 **2** canteen **3** sports hall **4** staffroom **5** locker area **6** library **7** toilets

2 **2** locker area **3** science lab **4** canteen **5** sports hall **6** library

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

4 **2** T **3** F **4** F **5** T **6** F

Language in action

1 **2** d **3** e **4** a **5** c

2 **2** We hate having lots of homework.
3 Tariq doesn't/does not mind doing sport in the sports hall.
4 Gina loves playing football on the playing field.
5 They don't/do not like learning history.

3 **2** don't/do not mind doing
3 loves doing
4 like playing
5 don't/do not like going
6 like staying
7 loves hanging out
8 having
9 doesn't/does not mind studying
10 love learning

4 **2** you **3** him **4** her **5** it **6** us **7** them

5 **2** him **3** me **4** her **5** them **6** us

6 **2** he **3** me **4** She **5** him **6** I **7** them **8** me **9** it

Writing

1 Yes, Sanjiv loves it.

2 **2** Great teachers **3** School routine **4** School places

3 **2** computer science **3** doing a lot of homework
4 working alone

4 c

5, 6, 7 and 8 Students' own answers

Review

1 **1** English, Spanish
2 maths
3 history
4 geography
5 science, food technology
6 design and technology, drama, music, art
7 physical education
8 information and communication technology

2

r	o	l	o	c	k	e	r	a	r	e	a	n
e	p	i	c	o	m	e	c	h	i	b	u	s
c	a	b	s	t	a	f	f	r	o	o	m	p
e	n	r	e	r	i	h	a	l	f	k	u	o
p	l	a	y	i	n	g	f	i	e	l	d	r
t	h	r	t	e	h	i	t	p	v	a	i	t
i	b	y	o	c	a	n	t	e	e	n	c	s
o	c	e	i	h	l	a	c	t	e	r	t	h
n	o	s	l	e	l	o	r	r	n	e	r	a
s	c	i	e	n	c	e	l	a	b	y	o	l
s	u	y	t	t	h	i	p	r	m	e	o	l
c	l	a	s	s	r	o	o	m	o	p	m	s

3 **1** can play **2** can't play **3** Can; sing; No; can't **4** Can; sing; Yes; can **5** can speak

4 **1** We like talking to our teachers.
2 I don't/do not like doing homework.
3 She loves listening to music.
4 They don't/do not mind having lunch at school.
5 He hates being late for class.

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

6 **1** a **2** c **3** a **4** b **5** b **6** a **7** a **8** c **9** b **10** a **11** a **12** b

Unit 4 pp32–39

Vocabulary

1 **Food from plants:** bananas; beans
Food from animals: cheese; chicken; eggs; fish
Drinks: fizzy drink; water

2 **1** a **2** b **3** b **4** a

3 **2** (me)at **3** (ch)icken **4** (ju)ice **5** (ca)rrots **6** (ap)ples **7** (fi)sh **8** (be)ans **9** (w)ater

4 Students' own answers

Explore it!
b

Reading

1 **1** herring with potatoes **2** mooncakes **3** mole negro

2 **2** full moon **3** fillings **4** countryside **5** sauce

3 **2** herring with potatoes **3** China **4** September **5** Mexico **6** mole negro / black mole

4 Students' own answers

Language in action

1 **1** Uncountable **2** Countable

2 **Uncountable:** chocolate, fish
Countable: bean, carrot, taco

3 **2** plural **3** affirmative **4** negative

4 **2** eggs **3** sandwich **4** juice **5** chocolate

5 **2** any **3** some **4** any **5** a **6** an **7** some
8 some **9** some **10** any **11** some **12** some

6 Students' own answers

Vocabulary and Listening

1 **2** delicious **3** unhealthy **4** disgusting **5** sweet (b)
6 nice **7** cold (a) **8** healthy **9** fresh **10** salty (c)

2 **2** disgusting **3** cold; sweet **4** healthy; unhealthy
5 fresh

3 Yes

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

5 **2** T **3** F **4** F **5** T **6** F

6 Students' own answers

Language in action

1 **2** is some **3** is some **4** aren't any **5** are **6** isn't

2 **2** Are there; No; aren't
3 Are there; Yes; are
4 Is there; Yes; is
5 Is there; No; isn't

3 **2** much **3** a lot of **4** much **5** many **6** a lot of

4 **1** much (b) **2** much (a) **3** much (a) **4** many (b)

5 Students' own answers

Writing

1 b

2 **2** and **3** but **4** or **5** or

3 **1** or **2** but **3** and

4 b **1** c **4** d 2

5, 6 & 7 Students' own answers

Review

1 **1** carrots **2** milk **3** chocolate **4** cheese
5 eggs **6** banana **7** juice **8** water

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

3 **1** C **2** U **3** U **4** C **5** U **6** U **7** C **8** U
9 C **10** C

4 **1** any **2** some **3** some **4** a **5** some **6** some
7 some **8** a

5 **1** Are there any
2 there are
3 How many
4 There aren't
5 Is there
6 some
7 much

6 **1** b **2** a **3** b **4** b **5** b **6** a **7** b **8** a **9** a
10 c **11** b

Unit 5 pp40–47

Vocabulary

1 **2** hoodie **3** jeans **4** flip-flops **5** skirt **6** T-shirt

2 Possible answers:
2 shorts **3** boots **4** cap **5** shirt **6** jacket
7 joggers **8** trainers

3 Students' own answers

Explore it!
South Asia

Reading

1 Ethan

2 **2** Guess what **3** corner **4** lovely **5** pair

3 **2** one girl's **3** usually likes **4** Ada
5 has got some **6** Ada

4 Students' own answers

Language in action

1 **2** She isn't doing her homework.
3 Marina is sitting in the park.
4 Ethan isn't wearing a cap.
5 We're playing football.
6 They're buying the same skirt.

2 **2** isn't/is not **3** 's/is **4** isn't/is not **5** 's/is
6 's/is **7** isn't/is not

3 **2** She's riding a bike.
3 They're dancing salsa.
4 He's writing on the board.

4 **2** f **3** d **4** e **5** a **6** c

5 Students' own answers

6 Students' own answers

Vocabulary and Listening

1 Body: **2** earrings **3** necklace **4** watch **5** belt
Money: **6** purse
Weather: **7** gloves **8** umbrella **9** sunglasses

2 **2** sunglasses **3** purse **4** watch **5** umbrella
6 gloves; scarf **7** wallet

3 pictures 2 and 3

4 **2** She looks online or asks friends.
3 Rings, necklaces or bracelets, and money (when she's got some).
4 a necklace
5 a mini box

5 Students' own answers

Language in action

1 **1** continuous **2** simple

2 Facts, habits and routines: every Monday, never, sometimes, usually
Things happening now: at the moment, now, this week, this morning, today

3 **2** I'm looking for some jeans right now.
3 They're making the costumes for the show now.
4 Naima usually buys red clothes.
5 We never go shopping on Saturdays.
6 A lot of people are wearing hats at the moment.

4 **2** 'm/am looking
3 often need
4 always give
5 doesn't/does not wear
6 do you usually buy
7 's/is shopping
8 Do they sell
9 'm/am looking for
10 sell

5 Students' own answers

Writing

1 **a** Damir **b** Peter **c** Alyssa **d** Carmen **e** Gina

2 **2** looks **3** 's wearing **4** aren't wearing
5 's wearing **6** 're laughing **7** have

3 **2** Alyssa; Peter **3** boys **4** girls

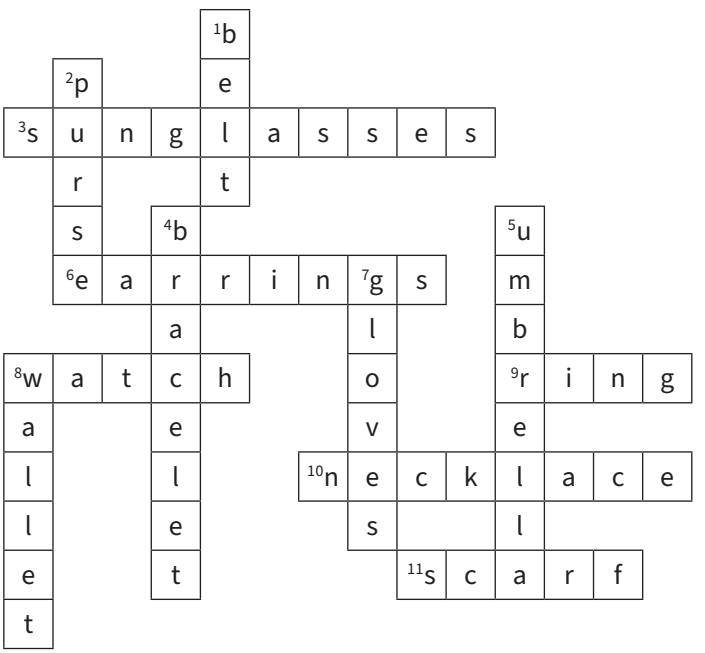
4 **a** 3 **b** 2 **c** 1

5, 6 & 7 Students' own answers

Review

1 **1** T-shirt **2** shorts **3** boots **4** cap **5** shirt
6 flip-flops

2



3 **1** are; doing
2 'm/am looking
3 're/are watching
4 aren't/are not wearing
5 's/is making
6 isn't/is not raining

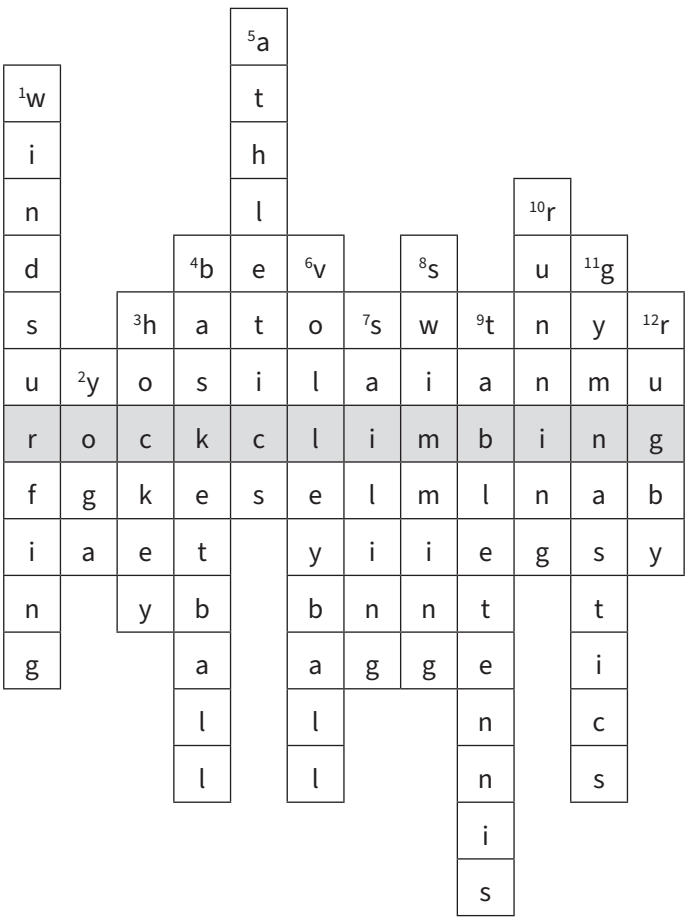
4 **1** do you usually do
2 sometimes visit
3 're travelling
4 Is Jimi having
5 has
6 's going
7 Is Dad doing
8 close

5 **1** b **2** c **3** a **4** a **5** b **6** a **7** c **8** a **9** b **10** a **11** b **12** b

Unit 6 pp48–55

Vocabulary

1



2 **1** go **2** play **3** do

3 **2** swimming **3** gymnastics **4** running **5** volleyball **6** rock climbing

4 Students' own answers

Explore it!

a

Reading

1 photo 3

2 **Q2** c **Q3** b **Q4** g **Q5** a **Q6** e **Q7** f

3 **2** race **3** hill **4** try **5** get hurt

4 Students' own answers

Language in action

1 **2** bigger **3** better **4** happier **5** more interesting **6** worse

2 **2** happier **3** more interesting **4** bigger **5** better; worse

3 **2** <u>more fast</u> – faster **3** <u>thiner</u> – thinner **4** <u>noisyer</u> – noisier **5** <u>badder</u> – worse **6** <u>more better</u> – better

4 **2** more exciting **3** better **4** worse **5** more difficult **6** healthier

5 **2** longer **3** better **4** more popular

6 Students' own answers

Vocabulary and Listening

1 **2** e **3** b **4** g **5** j **6** f

2 **2** run **3** score **4** kick **5** throws **6** jump

3 Students' own answers

4 **1** sound **2** a team

5 **2** football **3** three **4** throw **5** bodies **6** 60/sixty **7** sports **8** Saturday

6 Students' own answers

Language in action

1 **1** the fittest **2** the healthiest **3** the oldest **4** the worst

2 **2** tallest **3** fittest **4** happiest **5** youngest **6** worst **7** most interesting

3 **2** Which is one of the oldest ball sports?
3 Which is one of the newest sports?
4 Which is one of the most difficult sports for many people?
5 Which is one of the most expensive sports in the world?

4 **2** the most popular
3 the most difficult
4 the most entertaining

Writing

1 amazing; medals

2 **1** most **2** older **3** more **4** best

3 She also likes going to the beach with friends.
She also has medals from other sports competitions.
I like doing that, too!
She played in the Olympic games in 2008, 2012 and 2016, too.
1 too **2** also

4 **a** 2 **b** 3 **c** 3

5, 6 & 7 Students' own answers

Review

1 **Water sports:** sailing, swimming, windsurfing
Ball sports: hockey, rugby, tennis
Other sports: athletics, running, yoga

2

b	d	i	b	t	d	i	v	e	h
u	i	c	s	d	q	h	g	r	i
v	0	l	i	f	t	a	h	b	t
y	k	i	c	k	r	z	o	s	p
e	c	m	w	q	m	n	s	c	a
n	p	b	o	u	n	c	e	o	l
l	y	k	j	c	j	a	t	r	u
t	h	r	o	w	v	t	g	e	r
h	j	u	m	p	w	c	e	f	u
f	p	a	s	s	k	h	x	g	n

3 **1** (b)ounces **2** (j)umping **3** (c)limb **4** (s)core **5** (h)it **6** (l)ift

4 **1** Zorbing is more exciting than running.
2 Water is healthier than fizzy drinks.
3 Joggers are more comfortable than jeans.
4 A table tennis ball is smaller than a tennis ball.
5 Jumping is easier than rock climbing.

5 **1** most boring **2** oldest **3** most popular **4** best **5** worst **6** easiest

6 **1** c **2** c **3** a **4** b **5** b **6** c **7** c **8** a **9** a **10** a **11** b **12** c

Unit 7 pp56–63

Vocabulary

1

c	r	o	c	o	d	i	l	e	d	e	y
h	i	p	p	o	b	d	o	n	k	e	y
j	l	s	i	s	w	a	y	u	k	a	g
p	h	w	b	c	n	g	d	n	t	g	i
a	m	h	e	k	m	a	n	i	j	l	r
r	q	o	a	v	i	d	k	t	h	e	a
r	k	r	r	p	l	u	z	e	b	c	f
o	r	s	o	e	n	c	d	w	v	e	f
t	x	e	g	t	w	k	m	o	u	s	e
z	f	w	h	a	l	e	s	k	s	b	a
a	n	f	m	p	b	m	o	n	k	e	y
l	i	o	n	s	t	c	n	u	i	j	x

2 **1** hippo **2** eagle **3** bear

3 **2** crocodile **3** duck **4** mouse **5** snake **6** whale

4 Students' own answers

Explore it!
a

Reading

1 **1** a **2** a **3** b

2 A lot of polar bears visit the town.

3 **2** male **3** experts **4** attack **5** hunt **6** escape

4 **2** F There are more tourists than people living in the town
3 T **4** T

5 Students' own answers

Language in action

1 **2** was; there was **3** was; there were
4 there was; weren't

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

3 **2** were **3** weren't **4** were **5** wasn't **6** was **7** were **8** was

4 **2** there were **3** there was **4** There were **5** there were **6** There was **7** there weren't **8** There wasn't

5 **2** (What was) your favourite animal when you were six?
3 (How many) people were there in your class last year?
4 (How old) were you in 2011?
5 (Was there) a zoo in your town when you were young?

6 Students' own answers

Vocabulary and Listening

1 **2** v **3** c **4** g **5** y **6** a **7** d **8** i **9** n **10** r **11** u **12** l

2 **2** cute **3** clever **4** quiet **5** long **6** dangerous/noisy/wild

3 Students' own answers

4 **1** the USA **2** the wild **3** 120

5 **2** Because people killed the; farmers were scared of them.
3 There were about 40 wolves.
4 It was very cold in the winter and they couldn't find any animals to eat.
5 They are careful and quiet and they hide from people.

6 Students' own answers

Language in action

1 **2** sleep **3** take **4** look **5** hear **6** see **7** become **8** give **9** share **10** want **11** find **12** go

2 **2** saw **3** didn't/did not want **4** looked; didn't/did not find **5** had **6** didn't/did not go; slept

3 **2** Crocodiles killed 1,000 people last year.
3 Two days ago there were three bears in town.
4 They saw blue whales last summer.
5 The cat came home an hour ago.

4 **2** didn't/did not find **3** heard **4** slept **5** didn't/did not want **6** went **7** had **8** shared **9** saw **10** became **11** took **12** gave

Writing

1 It can talk in full sentences, name colours and objects, count and ask questions.

2 **1** ago **2** On **3** When **4** In

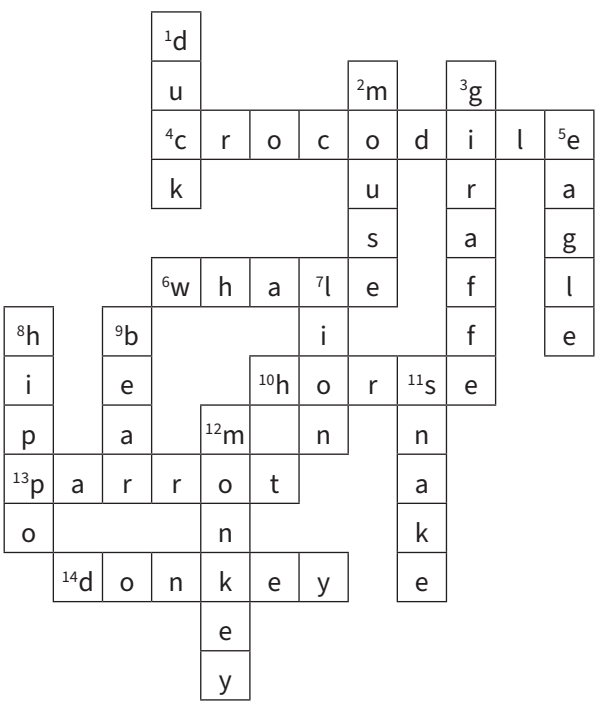
3 **2** broke **3** showed **4** said **5** became **6** went
sentences: On 18th December, 2023, he broke a new world record.; When his owners showed him 12 things, … ; … Apollo said the names of each one in three minutes; In 2024, Apollo's name went into the Guinness World Records for naming those things correctly!

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

5, 6, 7 & 8 Students' own answers

Review

1



2 **1** large; tiny **2** dangerous **3** quiet **4** heavy **5** lazy **6** clever **7** noisy **8** cute; wild **9** beautiful

3 **1** Were **2** wasn't **3** I was **4** Was it **5** were **6** were **7** There was **8** Were there **9** there were **10** wasn't

4 **1** wanted **2** didn't/did not have **3** went **4** saw **5** didn't/did not know **6** liked **7** heard **8** looked **9** took **10** became

5 **1** a **2** c **3** c **4** a **5** c **6** c **7** b **8** c **9** c **10** a **11** c

Unit 8 pp64–71

Vocabulary

1 **2** bowling alley **3** post office **4** sports centre **5** aquarium **6** hospital **7** shopping centre **8** car park **9** cinema **10** ice rink **11** skate park

2 eight

3 **2** ice rink **3** shopping centre **4** post office

4 **2** post office **3** cinema **4** sports centre
5 swimming pool **6** ice rink **7** bowling alley
8 hospital **9** aquarium **10** car park **11** skate park

Explore it!
b

Reading

1 An airline lost her suitcase when she flew to Chicago. She got it back after four years.

2 **2** owners **3** several **4** missing **5** trip

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

4 Students' own answers

Language in action

1 **2** e **3** a **4** d **5** b

2 Students' own answers

3 **2** Did Clara buy a new bag? **3** Did they have a good time? **4** Did you enjoy the aquarium?
5 Did your parents walk to town?

4 **1** (Yes, he did.)
2 Did Marie Cure win a Nobel Prize? (Yes, she did.)
3 Did Picasso paint the *Mona Lisa*? (No, he didn't.)
4 Did Taylor Swift win a Grammy? (Yes, she did.)
5 Did Emma Watson sing in the film *Frozen*? (No, she didn't.)

5 **2** Did your team lose **3** Did you score a goal
4 Did he play **5** Did he break anything
6 Did you have a snack

Vocabulary and Listening

1 **2** passport/ID card; ID card/passport **3** money
4 keys **5** bus pass **6** phone **7** camera
8 portable charger

2 **2** keys **3** phone **4** portable charger **5** money
6 camera **7** headphones

3 **1** some concert tickets **2** in the pocket of her hoodie

4 **2** mum – (best) friend **3** Sabina's friend – Sabina
4 wasn't – was **5** didn't go – went

5 **1** lost and found things **2** loses things
3 remember / find the tickets

Language in action

1 **2** How much **3** What **4** Who **5** When

2 **2** How did you get to school today? (c)
3 Who did you sit with in class yesterday? (a)
4 Where did you go last weekend? (d)
5 What time did you get up on Sunday? (b)

3 **2** did you go with **3** did you sit with **4** did you eat
5 did you go/get home **6** did you get home

4 **2** When did you go? **3** Who did you go with?
4 How did you feel?
Students' own answers

Writing

1 b

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

3 **2** The phone didn't work, so we decided to change it.
3 My dad showed the receipt, so my sister got her new phone.
4 My parents couldn't find their wallets, so they couldn't pay for lunch.

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

5, 6, 7 & 8 Students' own answers

Review

1 **1** post office **2** sports centre **3** hospital **4** cinema
5 shopping centre **6** aquarium **7** swimming pool

2 bowling alley, car park, ice rink, skate park

3 **1** money **2** passport **3** headphones **4** phone
5 tablet **6** concert tickets **7** camera **8** keys

4 **1** Did; go **2** did **3** Did; meet **4** didn't
5 did; have **6** didn't **7** Did; take **8** did
9 Did; break **10** didn't

5 **1** What did you do last night?
2 How did your dad get to work this morning?
3 What time did you arrive home after school?
4 Who did you see yesterday?
5 Where did you go last weekend?
6 How did you feel after the exam?

6 **1** b **2** b **3** a **4** a **5** c **6** a **7** b **8** a **9** b
10 c **11** c **12** b

Unit 9 pp72–79

Vocabulary

1 **2** over a campfire **3** fruit **4** plants **5** a fire **6** fish **7** wood **8** a shelter **9** a compass **10** a map

2 **b** 7 **c** 3 **d** 10/9 **e** 9/10 **f** 5 **g** 1

3 **2** build **3** find **4** catch **5** cooks **6** light **7** identify **8** pick **9** use

4 Students' own answers

Explore it!

a

Reading

1 Mountain climbing **2** Water and countryside **3** White water kayaking

2 **2** white water **3** guides **4** follow **5** spend

3 **2** day 2 **3** five kilometres **4** identify plants; pick the right fruit to eat; read a map; help each other **5** days 1, 2 and 3

4 Students' own answers

Language in action

1 **1** won't **2** won't; will make **3** Will you; I will **4** Will; won't

2 **2** I won't get bored. **3** I'll go in a canoe. **4** I won't stay for two weeks. **5** I'll walk six kilometres. **6** I'll cook food over a campfire.

3 **2** won't/will not sleep **3** 'll/will go **4** 'll/will be **5** won't/will not do **6** won't/will not be **7** 'll/will miss

4 **2** Will you see your best friend at the weekend? **3** What will you do tomorrow? **4** Where will you go this summer? **5** Who will you see next week? **6** Will you go shopping tomorrow?

5 Students' own answers

Vocabulary and Listening

1 **2** (b)e(d) & (br)ea(kf)a(st) **3** (c)a(mp)e(r) (v)a(n) **4** (c)a(r)a(v)a(n) **5** (ch)a(l)e(t) **6** (c)o(tt)a(g)e **7** (h)o(t)e(l) **8** (t)e(nt) **9** (y)ou(th) (h)o(st)e(l)

2 **2** bed & breakfast **3** camper van **4** cottage/chalet **5** apartment **6** youth hostel

3 b

4 **2** aunt and uncle **3** girl 2 **4** girl 1

5 **2** her aunt and uncle **3** Camila's friend's parents **4** They'll work. **5** because it'll be good to be together **6** because it always rains and she gets cold at night time

6 Students' own answers

Language in action

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

2 **2** Debra isn't/'s not having a birthday party this year. **3** My grandparents are flying to Italy In August. **4** Are you having lunch at a restaurant on Sunday? **5** We aren't/'re not doing anything special this weekend. **6** How is she getting to work today?

3 **2** am/'m going **3** Are you sleeping **4** am/'m not camping **5** are/'re staying **6** are your parents doing **7** are/'re starting **8** are/'re meeting **9** are/'re driving

4 **2** going see – going to see **3** go – going **4** living – to live **5** to go – going to go **6** Leo going – Leo is going

5 **2** What are you doing tonight? **3** What TV programmes are you going to watch this week? **4** How are you going to celebrate your birthday this year?
Students' own answers

Writing

1 Ava is Paige's friend from primary school in Mission Beach, New Zealand. Ava now lives in Australia. / They're friends from primary school.

2 **2** On **3** at **4** at **5** in **6** On **7** In **8** at **9** on **10** in

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

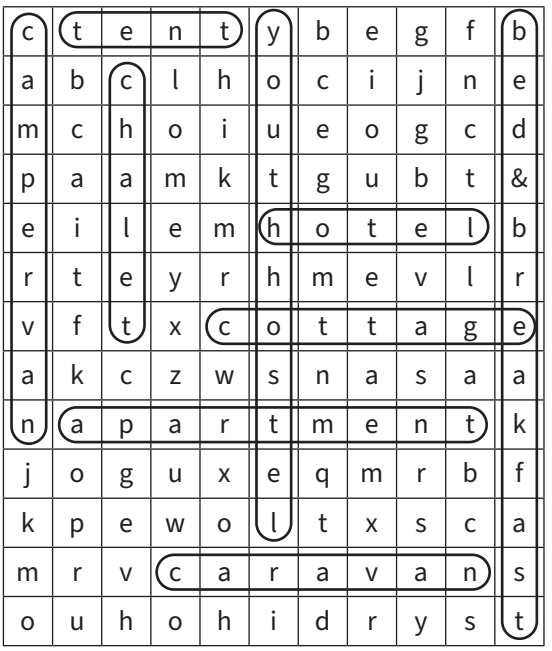
4 **2** T **3** T **4** F **5** T

5, 6, 7 & 8 Students' own answers

Review

1 **1** build **2** light **3** pick **4** catch **5** cook **6** collect **7** read **8** identify

2



c	t	e	n	t	y	b	e	g	f	b
a	b	c	l	h	o	c	i	j	n	e
m	c	h	o	i	u	e	o	g	c	d
p	a	a	m	k	t	g	u	b	t	&
e	i	l	e	m	h	o	t	e	l	b
r	t	e	y	r	h	m	e	v	l	r
v	f	t	x	c	o	t	t	a	g	e
a	k	c	z	w	s	n	a	s	a	a
n	a	p	a	r	t	m	e	n	t	k
j	o	g	u	x	e	q	m	r	b	f
k	p	e	w	o	l	t	x	s	c	a
m	r	v	c	a	r	a	v	a	n	s
o	u	h	o	h	i	d	r	y	s	t

1 tent **2** youth hostel **3** camper van **4** cottage
5 caravan **6** bed & breakfast **7** apartment
8 hotel **9** chalet

3 **1** Will we sleep **2** won't/will not sleep **3** will/'ll stay
4 will/'ll cook **5** will we do **6** will/'ll go
7 will/'ll teach **8** won't/will not get **9** will/'ll be
10 won't/will not forget

4 **1** are you doing **2** are working **3** aren't planning
4 's/is going **5** 'm/am staying **6** 're/are flying
7 are renting **8** 're/are driving

5 **1** He's going to climb a mountain. **2** She's going to go horse riding. **3** He's going to get on a plane.
4 She's going to play volleyball. **5** They're going to walk in the forest. **6** They're going to sleep in a tent.

6 **1** c **2** a **3** c **4** c **5** c **6** a **7** b **8** a **9** a
10 c **11** b **12** b

Workbook Audioscripts

Starter Unit

s.01

Teacher Hello, Elena. Welcome to the class. Come and tell us about yourself. Everyone, listen to Elena. It's her first day at school.

Elena Hello, everyone. My name's Elena and I'm Brazilian.

Boy and Girl Hello, Elena! Hi, Elena. Welcome to Spain!

Elena Thanks! Today's my first day in this class.

Boy Where are you from in Brazil?

Elena I'm from Brasilia. That's the capital.

Girl Cool! I'm from Brazil, too! From Rio de Janeiro! Welcome. We're friendly and the school is nice.

Elena Thanks! And, hmm, what's important for the class?

Boy Don't be late!

Girl Don't eat in class and do your homework.

Teacher And listen to me!

Elena Yes, yes, of course!

Teacher And bring your notebook, pens and pencils.

Elena Yes, they're in my school bag.

Boy Where's your desk, Elena?

Elena Hmm, I don't know ...

Teacher This is yours, Elena. Sit down and enjoy the class!

Elena Thanks. Hey, whose ruler is this on my desk?

Girl Sorry, it's mine!

Elena No problem! Here you are.

Teacher Thank you, Elena. It's good to have you in our class! Right! Let's start work!

Unit 1

1.01

Man OK, Beth, it's your turn. Tell us about your family tree.

Teacher OK. We've got four new classmates this year: Paul, Emma, Jon and Sue and they've got photos of their families with them. So, tell us about you and your family in the photos. Have you got a big or a small family? How many brothers and sisters have you got?

Paul Hi, I'm Paul. My family's really big. I've got two sisters and two brothers. Look, they've all got blue eyes and blonde hair except me! I'm the same as my mum. I've got brown hair, my mum's hair.

Teacher Thanks, Paul. Nice photo! Emma?

Emma Sure! Well, I'm from a small family. It's just my sister and me. We've got brown hair and lots of freckles on our faces! Look, this is my dad, he's got a big moustache! And this is my best friend, Ana. She's tall with long hair and glasses.

Teacher Great! Thank you, Emma. Jon?

Jon Hi! My name's Jon and I've got a brother. We've got short black wavy hair like our dad. He's got a black beard too, but we haven't got one! This is our mum. She's tall and she's got short blonde hair.

Teacher Thanks, Jon! And now, Sue.

Sue Hello, I'm Sue. I've got two brothers. My brother Tony's got long blonde hair and he's tall. Mike isn't very tall but he's got long blonde hair, too. I'm tall like Tony and I've got short wavy hair. It's red!

Teacher It is! Thanks to all!

Unit 2

2.01

Interviewer Hi! And what do you do in your free time? It's not all shopping and video games! Have you got a different hobby? Let's find out! Hi!

Anja Hi! I'm Anja. Hmm, yes! I play an instrument: the piano.

Interviewer Cool! How often do you practise?

Anja I practise every day. I sometimes play for my family and friends. I want to be a musician.

Interviewer Great! Good luck, Anja! Now, this is Callum. What do you do, Callum?

Callum I make videos.

Interviewer Videos? Brilliant! How do you make them?

Callum I write the story and my friends are the actors. We usually film on Saturdays or Sundays. It's fun. Then I work on the videos at home. Usually they're 10 or 12 minutes long.

Interviewer Wow! That's a lot of work! What do you do with them?

Callum I show them to my family and friends and sometimes I put the good ones online.

Interviewer Sounds good, Callum. Have fun! Now, Debra. Do you do an unusual activity?

Debra Yes, I do. I take photos of birds. I go out with my dad every weekend. We take the photos early in the morning, when it's quiet. We love birds and our photos are really great.

Interviewer That is a different hobby. Look, Debra, a bird!

Unit 3

3.01

Interviewer Good morning, everyone. How are you all today? For some of you, it's your first month at Big Minds Secondary School. What do you think about it? Alex and Marina are here to tell us. Over to you, Alex.

Alex Hi! I think the school's really big. And it's got a great science lab!

Interviewer Do you like science a lot?

Alex Yes, I do. I love doing experiments! The library's OK, too. It's got lots of interesting magazines. I like reading magazines!

Interviewer Cool! And what do you think about the playing field?

Alex Well, it's not bad...

Interviewer Don't you like PE?

Alex No, not really... I don't mind doing sport, but it's not my favourite thing.

Interviewer Oh, I see! OK, thanks, Alex. Now, here's Marina. Hi, Marina!

Marina Hi, everyone. Well, I like everything. It's great! But my favourite place is our music classroom. It's got lots of posters on the walls and musical instruments. I love playing the piano there!

Interviewer Can you play the piano, Marina? That's nice. And what else do you like?

Marina I also like the canteen. I like having lunch with my new friends there.

Interviewer Sounds good. Now, what don't you like?

Marina Hmm ... That's tough. Oh! OK, I don't like the main hall. I hate going there to assembly every morning!

Interviewer Me too! Thanks, Alex and Marina! Have a good day at your new school!

Unit 4

4.01

Dad Hey kids, there's a quiz in this magazine. Can you help me? There's a prize, it's a free meal!

Son Sure!

Daughter Oh yes! I Love quizzes!

Dad Right, it says: 'There are three new restaurants in town: Thai, Turkish and Mexican. Answer these questions and win a delicious meal for four'. OK, number one: 'Match the names of the restaurants with the type of food'. First, La Cantina.

Son and Daughter Mexican!

Dad Yes, I think so. The next one is Kumkapi.

Daughter Turkish?

Dad Hmm! The last one is Bangkok Garden.

Son Oh, that's Thai.

Daughter Yes. Bangkok is the capital of Thailand.

Dad OK, so Kumkapi is the name of the Turkish restaurant. Right, next question: 'Which type of food do these words describe?' First, 'sweet'.

Daughter Hmm ... There isn't much sugar in Turkish food ... I think some Thai food is sweet.

Dad I agree. There are some nice, sweet Thai curries. Right. The next words are 'fresh and healthy'. Which type of food is that?

Son and Daughter All of them!

Dad Yes! And here's the last question: 'Which country has this food?' The first one is, kebabs.

Son Oh, kebabs are Turkish! I love them!

Dad We all do! OK, the second one is, tacos.

Daughter That's Mexican!

Dad Yes, it is! And the last one is, green or red curry. That's Thai, of course. That's it!

Daughter Great! How many answers need to be right? I want that free meal! At the Mexican place!

Son No, at the Turkish one!

Dad OK, OK, kids. I think it's time for dinner!

Unit 5

5.01

Interviewer Hi, Alba. Can you tell us about the things you make and design?

Alba Well, I like my clothes to look different, so I paint pictures on them! At the moment, I'm painting T-shirts. I usually buy white T-shirts. I think about the designs to put on them, and then I paint the picture onto the T-shirt. I use some special paints for this. Each week, I change the designs, it can be a flower or the name of my favourite music band.

Interviewer What are you painting on your T-shirts this week?

Alba This week it's family and friends!

Interviewer Cool! Who are you painting?

Alba I'm painting my baby brother, Daniel!

Interviewer That sounds nice. Where do you get your ideas from?

Alba I'm always thinking about different things to put on my designs. Sometimes I look online or ask friends for ideas.

Interviewer Do you design anything else?

Alba Yes, I do. I make mini boxes for accessories.

Interviewer Mini boxes?

Alba Yes. I buy small boxes and paint them on the outside in different colours. Then I put rings, necklaces or bracelets in them, and money too when I've got some!

Interviewer Sounds good! And do you sell your T-shirts and mini boxes?

Alba No, I don't sell them, it's just a hobby. I make them for myself, my family or friends. Right now, I'm making a box with a necklace inside for a friend. It's her birthday today! I've got the box here. Look!

Interviewer Hey, that's lovely! I really like the colours! Hmm, Alba, can you make me one?

Alba Yes, sure. No problem!

Unit 6

6.01

Boy Hey, Enes. You know that sport you do a lot?

Girl Which one? I like lots of sport. Sailing, cycling ...

Boy No, I mean … er … is it goalball? I'm interested in finding out more about it.

Girl Oh, goalball! Yeah! Well, that's my favourite sport. I play it every weekend I can.

Boy Cool. There's an article here that says it's a Paralympic sport. Is that right?

Girl Yes, it is. I think it's the most exciting sport in the world!

Boy What is goalball like then? It's a team game. Is that right?

Girl Yes. It's a lot of fun to play with other people. And it's a game that blind people, or people like me who find it difficult to see, can play. The sport uses a special ball which makes a sound. When I'm playing, I can hear where the ball is, so I know where it's going.

Boy Is that difficult? I don't know if I could do that.

Girl It's not so difficult. Like every sport, you have to practise.

Boy And is the ball like a football or smaller than a football?

Girl It's big, like a football, but it has three bells inside it, to make a noise.

Boy Ah, so it's heavier.

Girl Yes!

Boy And how many people are in a team?

Girl Each team has three players. To score a goal, you try to throw the ball across the goal line at the other end of the court. You can run, but you can't kick the ball. The people in the other team try to stop the ball with their bodies. They can stand up or get down on the floor. The game's really fast. It's faster than you think. The best players can throw the ball at 60 km per hour!

Boy Wow, that's a lot! Where do you play?

Girl We play at the sports centre. It's fun. Do you want to come and watch us next Saturday?

Boy Sure. That's the most interesting plan for the weekend I can think of!

Unit 7

7.01

Teacher Good morning, class. How are you today? Yesterday we talked about wolves. What do you remember about them?

Student 1 They are fast and dangerous and clever like me.

Student 2 OK, Ari, and there are lots of wolves living now in Yellowstone Park in the USA.

Teacher Yes, that's right, Leo. But just a few years ago, that was not true. From the 1970s to the 1990s, scientists think that the number of wolves maybe went down to only a few in Yellowstone Park. Why do you think that was?

Student 2 Because they went to a different place?

Student 1 Because they didn't like the park?

Teacher No, they didn't go to a different place, and they liked the park. Many years ago, a lot of wolves lived in Yellowstone Park, but in the early 1900s they started to disappear.

Student 2 So why was that?

Teacher Well, Leo, people killed the wolves. Farmers were scared of them, and sometimes the wolves attacked farm animals. People killed the wolves until 1935. After that, people thought it was the end of the wolf in Yellowstone. But, from 1995 to 1997, people moved a small group of about 40 wolves to Yellowstone.

Student 1 Where were the wolves from? Were they from a zoo?

Teacher No, Ari. They were wild wolves from different parts of the USA and from Canada. When the wolves began their new life in Yellowstone Park, it was really difficult for them. Sometimes there was no food in winter because it was really cold and they couldn't find any animals to eat.

Student 2 How many wolves live there now?

Teacher Scientists think there are more than 120 wolves in the park.

Student 1 Is it easy to see the wolves?

Teacher No. They are very careful and quiet. They hide from people.

Student 2 That's not like you, Ari … haha!

Unit 8

8.01

Daniel Today we are talking about things that are lost and found. When did you lose something important? How did you find it? First, I'm talking to Sabina. Hi, Sabina.

Sabina Hi Daniel.

Daniel Tell us about your lost object. What did you lose?

Sabina A few months ago, I lost two concert tickets to see my favourite K-pop band. They were my birthday present. I remember I put them in a safe place. Then a week before the concert, I looked for the tickets and I couldn't find them.

Daniel Oh dear. So what did you do? Did you ask your parents for help?

Sabina No, I asked my best friend because she never loses things. She asked me some questions and that helped me remember.

Daniel Oh, that's interesting. What did she ask you?

Sabina She said, 'When did you last have them? Where were you and what did you do?' So, I thought about that day. The tickets were inside a birthday card. I took the card out and put the tickets back in the envelope.

Daniel Ah. Did you find them in the envelope?

Sabina No, I remembered. I put the envelope in the bin. But then my friend asked me to think about a safe place they could be.

Daniel So what happened?

Sabina I remembered I got a hoodie for my birthday too, so I went to my room to check it and guess what?

Daniel What?

Sabina The tickets were in the pocket of the hoodie!

Daniel Great. I'm glad those questions helped and you went to the concert.

Sabina Me too. The concert was amazing.

Unit 9

9.01

Eve Hi, Camila, what are you doing for the summer holidays?

Camila Nothing! I'm not going anywhere!

Eve Why are you smiling? Come on, tell me!

Camila Well, my mum and dad are going to the USA for two weeks. It's a special holiday just for them. They're travelling around the country in a camper van, and my aunt and uncle are staying at home with me. I can't believe it, two weeks with my aunt and uncle!

Eve Do you like being with your aunt and uncle?

Camila Yes, they're great. They're really good fun! What about you? Where are you going for the summer?

Eve Well, I'm staying at home, too. It'll be boring. I usually spend July and August with my parents in our holiday cottage, but we're not going this year because my mum and dad will work all summer.

Camila Hey! I have an idea. You can come and stay with me. It'll be good to be together!

Eve Are you sure? I think that's a great idea, but what will your aunt and uncle say?

Camila They'll be really happy because I'll have someone to hang out with!

Eve OK. I'll ask my mum and dad, then.

Camila Great. I'll ask my parents, and my aunt and uncle, of course. I think we're going camping one weekend. You can come with us!

Eve Sorry, but I don't like camping. It always rains and I get cold at night time.

Camila OK. We won't go camping, then. We can do other things with Aunt Sally and Uncle John. They love going out!

Eve Perfect. I think we'll have a great time!

Writing tutor Answer key

Writing tutor 1 WB p80

1 Start of an email: Hello, Hey, Thanks for your email
End of an email: All the best, Bye for now, Keep in touch, Write soon

2 **2** There's, **3** it's, **4** I've got, **5** Here's, **6** He's

3 1–6 birthdays, friends, questions, notebooks, students, teachers, 7–10 activities, countries, dictionaries, families, nationalities, 11 children

Writing tutor 2 WB p81

1 **2** She goes on holiday to Türkiye every summer.
3 We've / We have got a big happy family.
4 I'm very excited to see you!
5 What's your sister's name?

2 Hi Peter,
It's great that you can spend a term at my school this year!
School starts at 8.45 am. We always have maths, English and science in the morning. Then I've got two other lessons in the afternoon. I like art because I love drawing. What's your favourite subject in school?
At break time I play basketball with my friends. I love it! Lunch is at 12.30 pm and the food in the canteen is great!
We don't get a lot of homework[,]so we've got time to do fun things in the evening.
See you soon!
Lucas

3 1–4, eats, likes, lives, uses, 5–6 cries, studies, 7–8 teaches, watches, 9 goes

Writing tutor 3 WB p82

1 **1** It's a good idea to learn a musical instrument such as the piano.
2 I've got friends from different countries. For example, I know people from Spain and Japan.
I know people from Spain and Japan, for example.
3 I need to buy some things from the shop like bread and eggs.

2 **1** and **2** or **3** but

3 **2** I like Spanish music and I like the food from that country.
3 We can meet tomorrow or we can meet the day after.

4 **2** usually **3** classroom **4** arrive

Writing tutor 4 WB p83

1 **2** I think football is exciting and basketball is also good.
3 I want to try rock climbing one day and (I want to try) zorbing, too.
4 My brother is wearing his new jacket today and also has a new bag.

2 **Positive —** amazing, exciting, healthy, interesting, nice, popular
Negative — bad, boring, dangerous, difficult, lazy, sad, unhealthy
Students' own answers

3 **2** Skiing is a dangerous sport and some people have accidents.
3 My grandad has lots of amazing stories and I love listening to them.
4 This game has difficult rules and I can't understand all of them.

4 **1** ie **2** ee **3** ea **4** ei **5** ai

Writing tutor 5 WB p84

1 **at —** 6 o'clock (possible extra answer – *midnight*)
in — 2005, March, summer, the afternoon (possible extra answer – *the winter*)
on — Friday, Monday morning, my birthday (possible extra answer – *1st March*)
ago — four weeks, six months, two weeks [possible extra answer – *three days*]

2 **2** at **3** in **4** in **5** in **6** on **7** ago

3 **2** Then **3** that **4** Later **5** end

4 **2** e The weather was very nice, so we went out.
3 a I wasn't hungry, so I didn't eat much.