Second Edition

Own It! 2

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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 ...

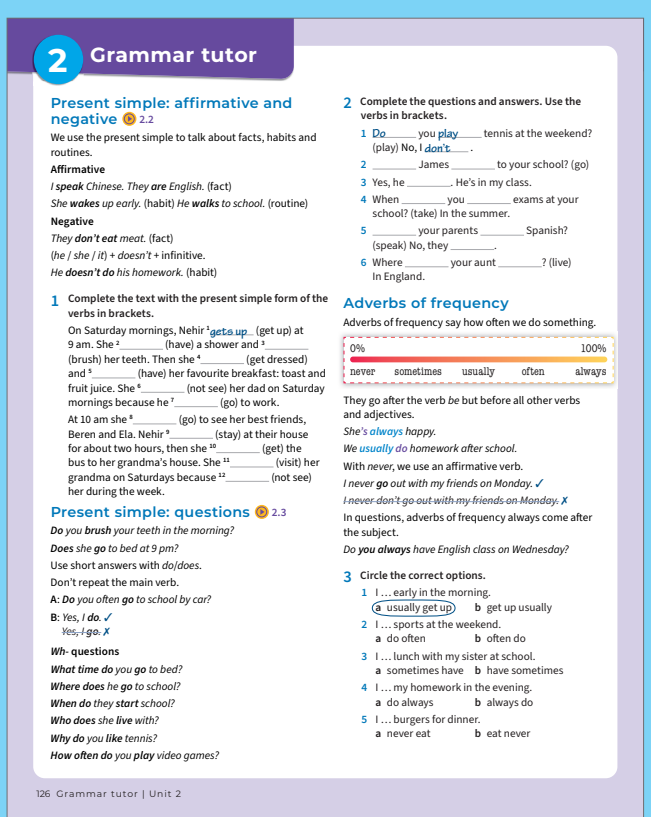
We listened to teachers around the world who know *Own it!* and asked them what they needed from this second edition to best meet their evolving needs. As a result, we have maintained the pedagogical focus on learning grammar and vocabulary and practising the four key skills, but have enhanced the following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

Sequencers

We often use sequencers (*At first*, *Finally*, etc.) to:

- show the order of events.
- make our writing more interesting.

We use a comma after each sequencer.

1 Complete the table with the phrases in the box.

3 Rewrite this story with five of the sequencers in Exercise 1.

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.

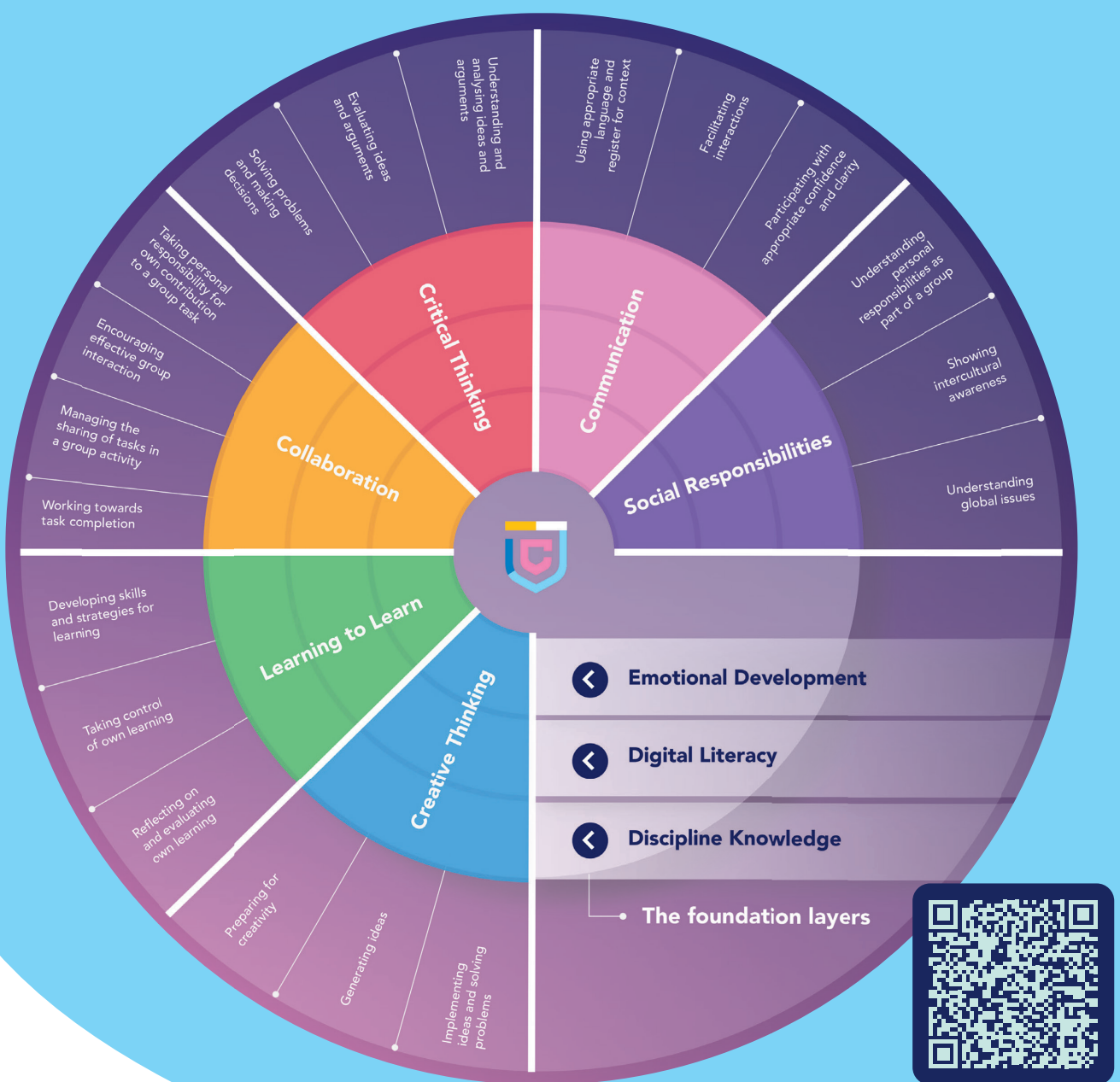
Life Competencies

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.

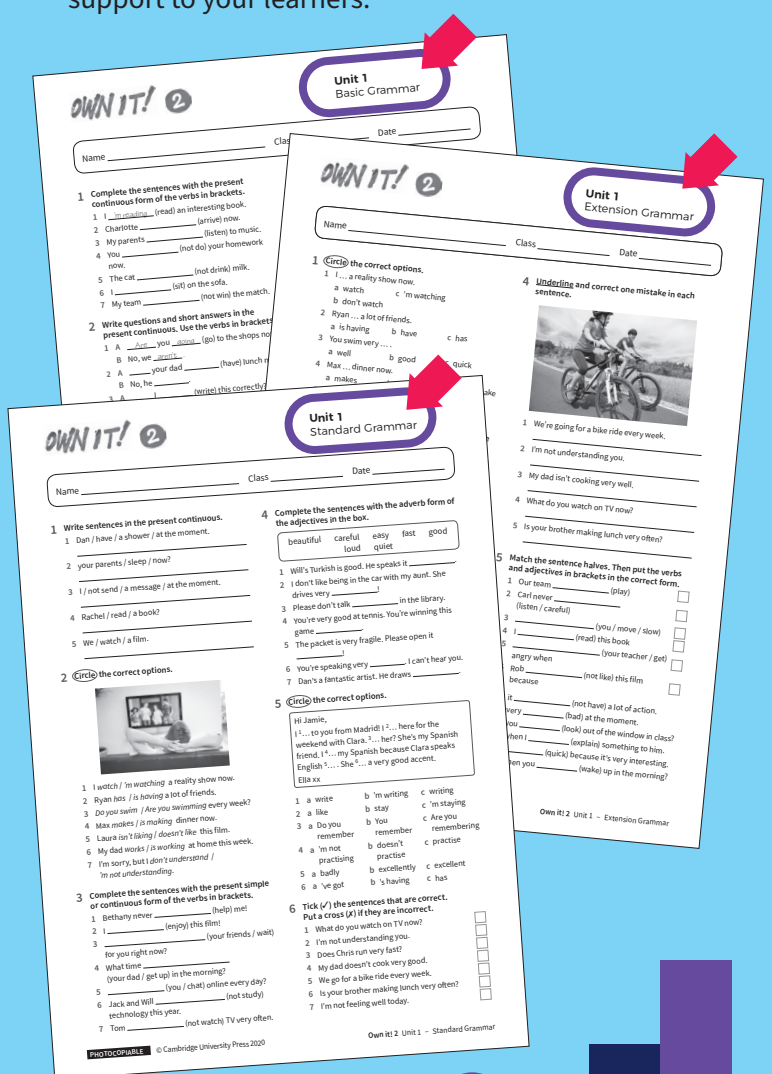


Everything you need … all in one place!

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.



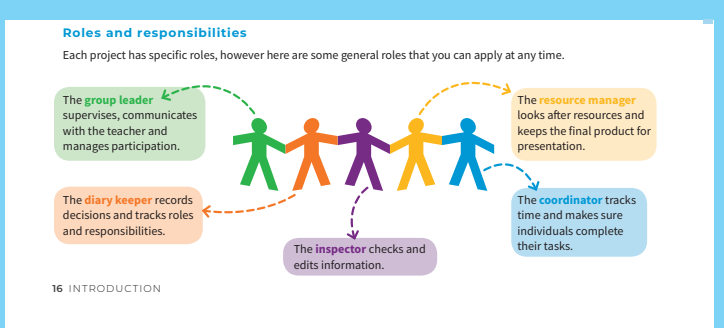
A comprehensive testing package

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

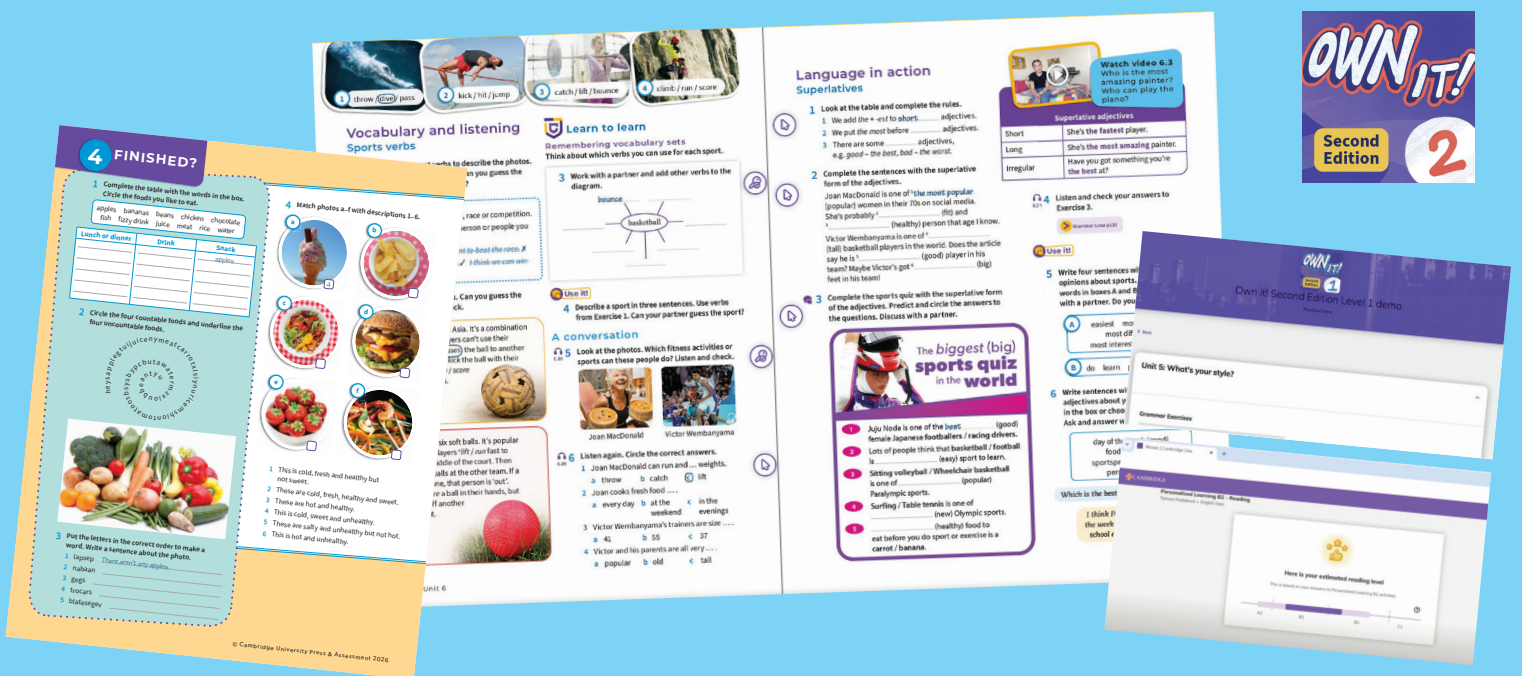
To supplement the four new CLIL projects in the Student's Book, you can access the new and improved **online Project Book** with tips about how best to exploit the new materials and how to lead successful project-based lessons with a focus on life competencies, flipped classroom, and a cultural awareness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

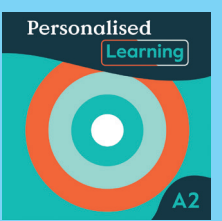
Practice Extra

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!

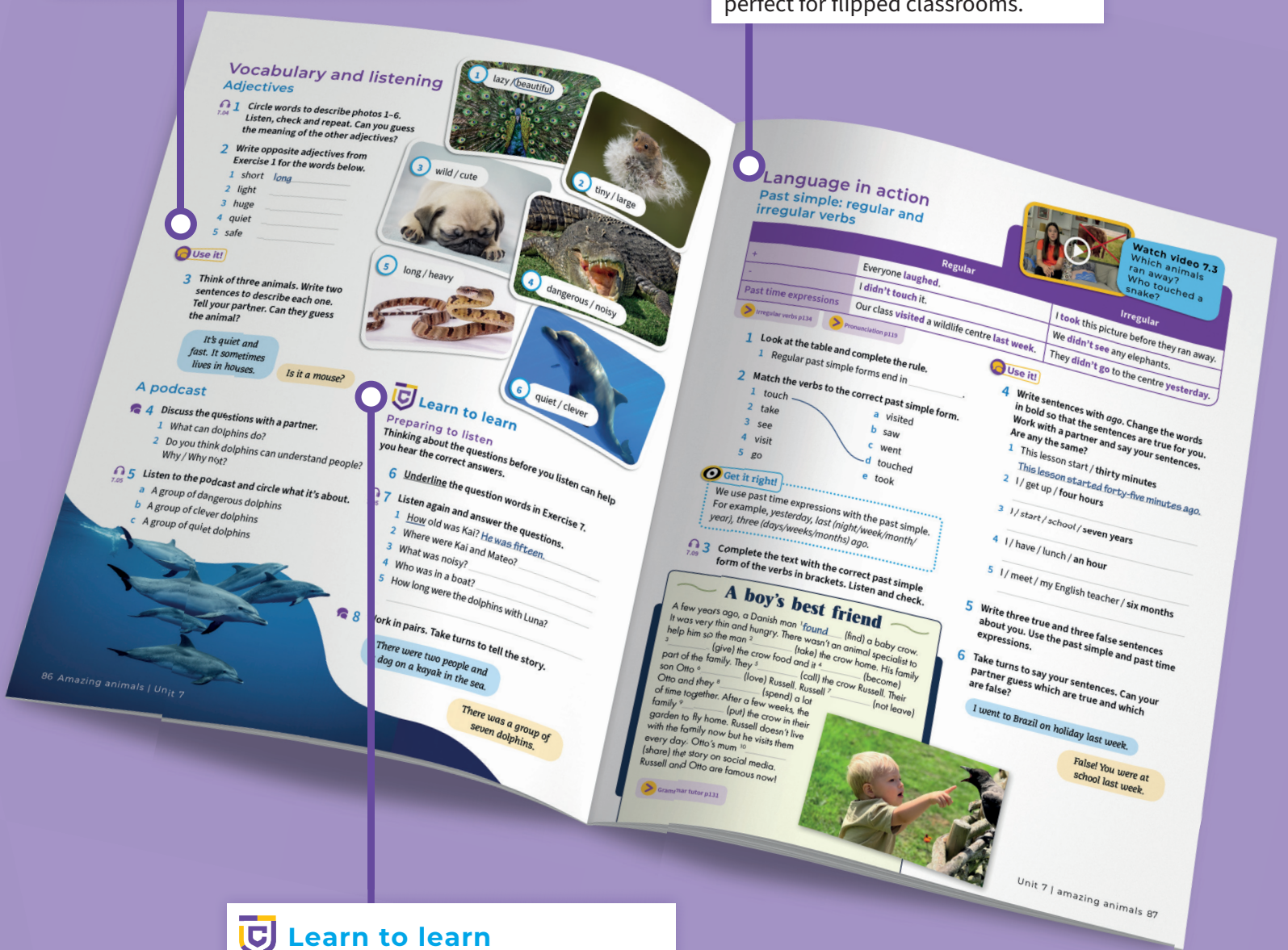
Voice it! is a thought-provoking speaking activity which asks students to give their personal response to a reading or listening text, encouraging critical thinking.

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.

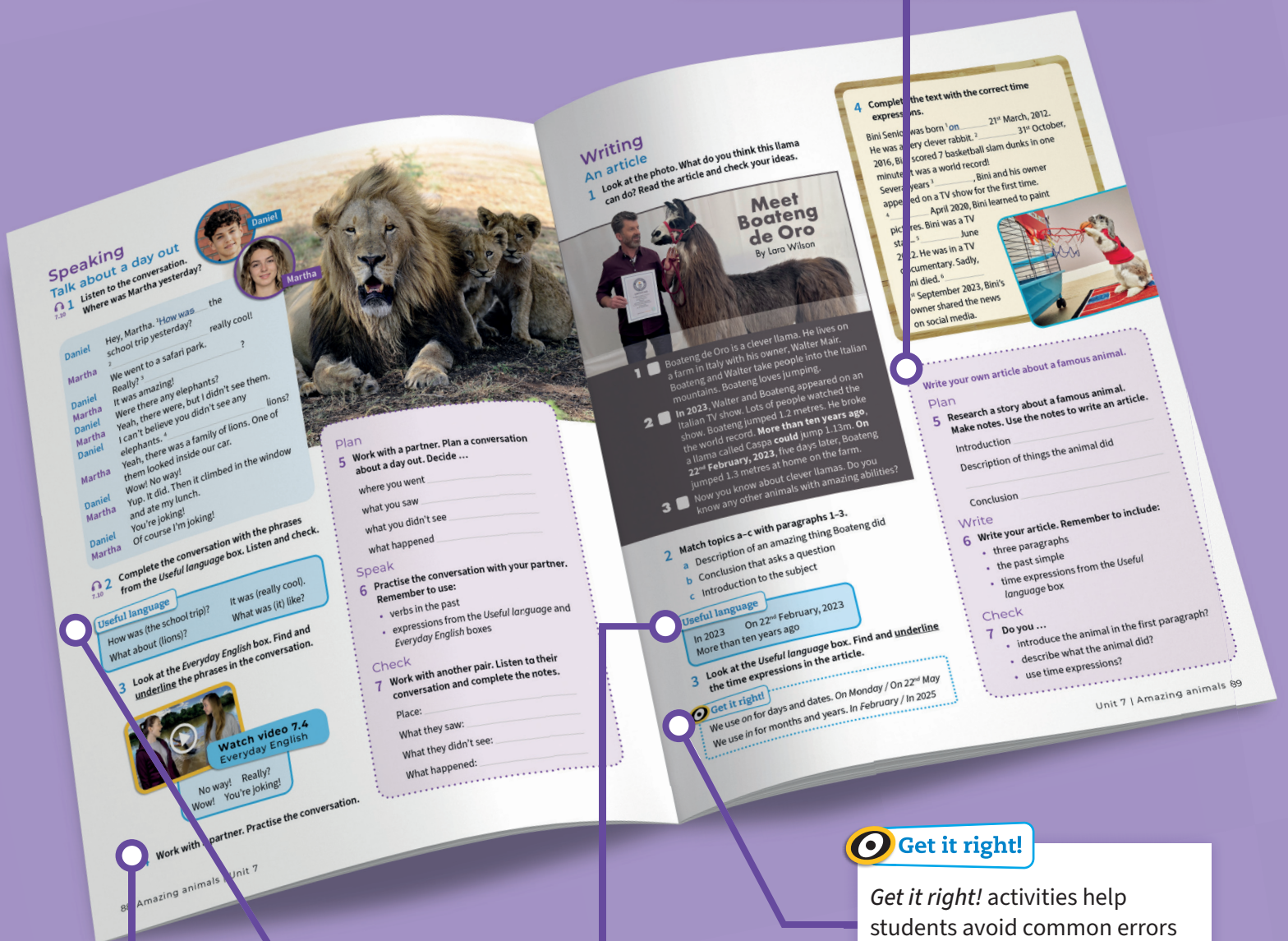


Learn to learn

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 videos

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

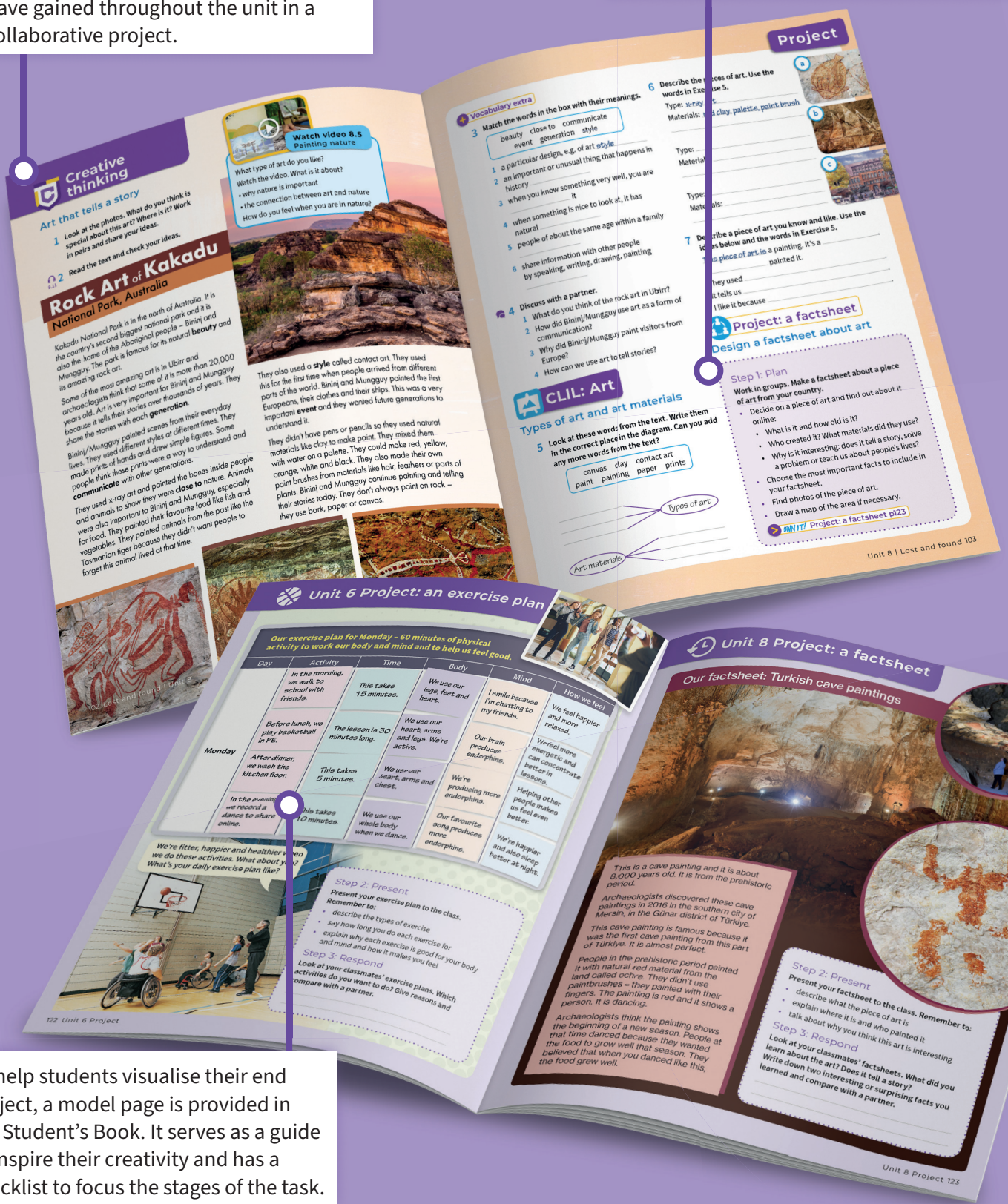
Extend the page and get students to 'own' their language and topic knowledge with an optional culture project available in the *Teacher's Resource Bank* online, with teacher's notes available in the *Project Book*.

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

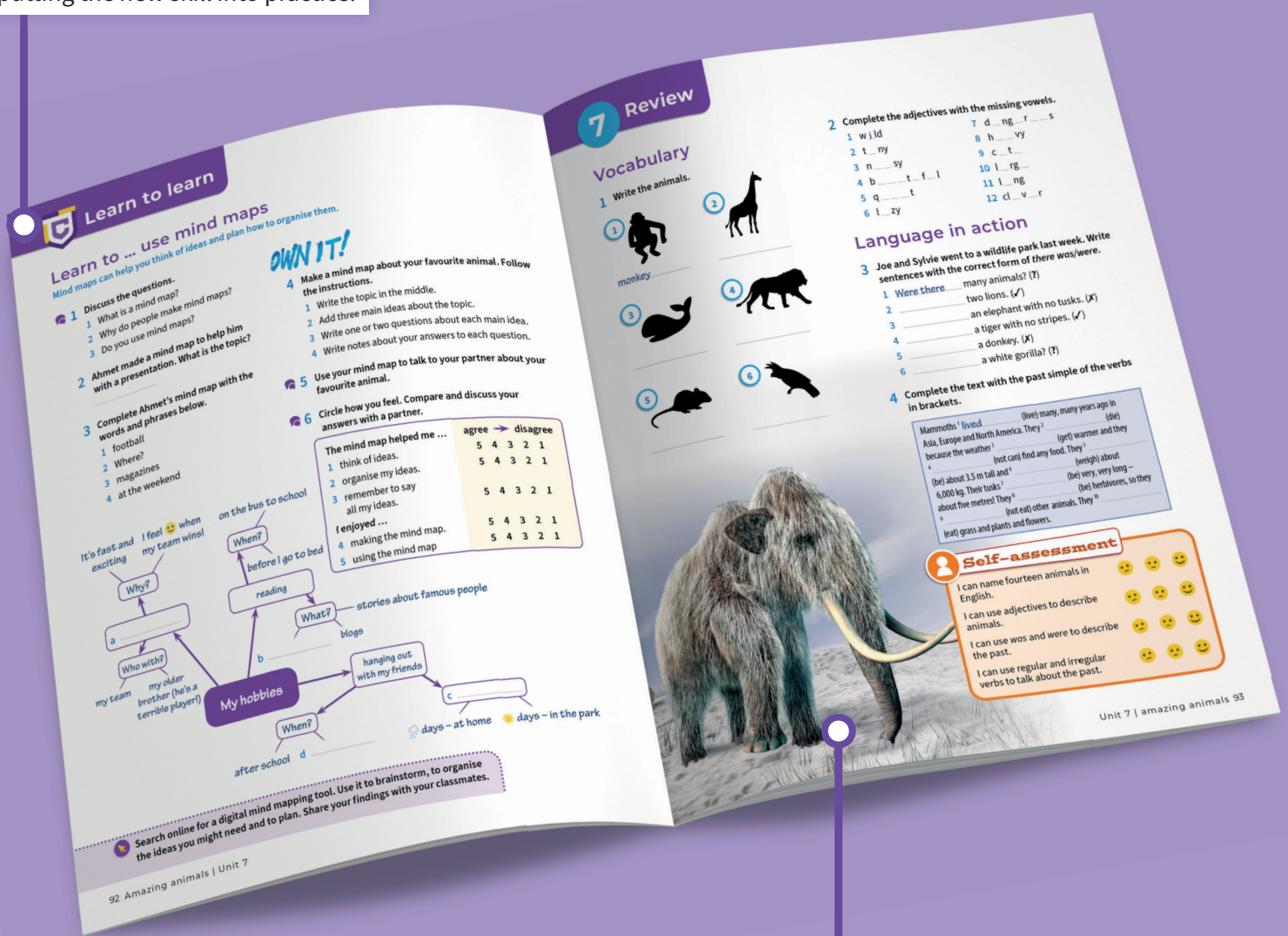
The step-by-step guide helps students work through the project without the need for constant supervision by the teacher, promoting peer-learning and student autonomy.



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 talk about hobbies and sports.

Warmer

Books closed. Ask students to write down as many hobbies and sports as they can in one minute. Check answers and write new or unusual words on the board.

1 S.01 Before doing the activity, point out that some verbs go with more than one item in the box.

Audioscript p122

Target vocabulary
chat online /tʃæt 'ɒnlaɪn/
download songs /daʊn'ləʊd sɒŋz/
go shopping /gəʊ 'ʃɒpɪŋ/
go for a bike ride /gəʊ fər ə baɪk raɪd/
hang out with friends /hæŋ aʊt wɪð frendz/
listen to music /'lɪsən tə 'mju:zɪk/
make cakes/videos /meɪk keɪks/'vɪdiəʊz/
play an instrument /pleɪ ən 'ɪnstrəmənt/
read books/magazines /ri:d bʊks/mægə'zi:nz/
take photos /teɪk 'fəʊtəʊz/
write a blog /raɪt ə blɒg/

2 S.02 ★ Pause the recording for a few seconds after each phrase to allow students to check their spelling in pairs.

Audioscript p122

3 S.03 After drilling the pronunciation, put students into small groups. Ask them to take turns to mime a sport and guess it.

Audioscript p122

Vocabulary bank

Target vocabulary
athletics /æθ'letɪks/
basketball /'bɑ:skɪtbɔ:l/
gymnastics /dʒɪm'næstɪks/
hockey /'hɒki/
rugby /'rʌgbi/
sailing /'seɪlɪŋ/
swimming /swɪmɪŋ/
table tennis /'teɪbəl ˌtenɪs/
volleyball /'vɒl.i.bɔ:l/
windsurfing /'wɪndsɜ:fɪŋ/

Starter

Welcome!

Vocabulary
Free time and hobbies

S.01 **1** Match verbs 1–11 with the words in the box to make phrases. Listen, check and repeat.

a bike ride	a blog	an instrument
books/magazines	cakes/videos	friends
music	~~online~~	photos
shopping	songs	

1 chat *online*
2 download songs
3 go shopping
4 go for a bike ride
5 hang out with friends
6 listen to music
7 make cakes/videos
8 play an instrument
9 read books/magazines
10 take photos
11 write a blog

S.02 **2** Listen and write the activities in Exercise 1.

1 play an instrument
2 take photos
3 listen to music
4 go for a bike ride
5 go shopping
6 make cakes
7 read magazines

Sport

S.03 **3** Match the words with the pictures 1–8. Circle the two sports that aren't in the pictures. Listen, check and repeat.

4	athletics	6	basketball
1	gymnastics	8	hockey
2	rugby	3	sailing
5	swimming	7	table tennis
	volleyball		windsurfing



Learn to learn
Verb and noun phrases

We often use verbs and nouns together to make different phrases. Learn them together.

4 Complete the list with nouns in Exercises 1 and 3.

Verb	Noun
play	*an instrument,* basketball, hockey, rugby, table tennis, volleyball
go	shopping, sailing, swimming, windsurfing
make	cakes, videos
write	a blog, books, magazines, music
read	a blog, books, magazines, music

5 Correct the verbs in these sentences.

1 Do you want to play go swimming with us?
2 My mum often makes goes shopping on Saturday.
3 We go play basketball at school.
4 I usually do take photos with my phone.
5 Does your brother play do athletics?

Use it!

6 Discuss the questions.

1 What is your favourite sport to watch on TV?
2 What is your favourite sport to do?
3 What isn't a good sport to do on your own?

Explore it!

Is the sentence *T* (true) or *F* (false)?



Rugby is popular in many countries, but it is the only sport in Exercise 3 that isn't played at the Summer Olympic Games. F

Find another interesting fact about sports and write a question for your partner to answer.

Vocabulary bank

Learn to learn

Encourage students to keep a vocabulary notebook, in which they can record any verb–noun phrases they notice.

4 Encourage students to copy the table into their notebooks after feedback.

5 Students work in pairs to complete the exercise. Students check their answers with another pair before confirming as a class.

6 Students take notes on their answers to 1–3 before speaking.

Explore it!

Point out that all the sports in Exercise 3 are played at the Summer Olympics. Allow students to use their phones to research a fact about sports.

Homework

Workbook p4, Exercises 1–2

Lesson aim: I can read a blog post.

1 Elicit the meaning of *blog post* and give students a few minutes of thinking time before discussing the question in pairs. Elicit questions on the board and leave them there, using this as an opportunity to gauge students' existing knowledge of question formation.

2 S.04 Set a three-minute time limit to encourage faster reading, and tell students not to worry about unknown vocabulary at this stage. Then elicit any answers to the questions on the board, together with questions corresponding to extra information given in the text.

3 ★ Tell students where to find the vocabulary (2 – Rosie; 3 – Nora; 4 – Nora; 5 – comments section).

4 Encourage students to underline the keywords in the text that helped them find the answers and elicit these during feedback, e.g. *Rosie, I'm always busy!*

5 ★ Write the following phrases on the board for students to use in their discussion: *I'm a lot like … because …, I'm nothing like … because …, I'm a bit like … because … .*

Reading

A blog post

1 **Look at the photos in the blog post. What do you want to know about the people?**

S.04 **2** **Read the blog post. Do you learn the information you wanted to know in Exercise 1?**

3 **Find words in the blog post that mean:**

1 doing a lot of things busy
2 difficult tough
3 making you a bit angry annoying
4 very bad terrible
5 very good brilliant

4 **Read the blog post again and write the names of the people. Who …**

1 is a busy person? Rosie
2 are Rosie's brother and sister? Dan and Nora
3 likes computer magazines and computer games? Dan
4 is not a good singer? Nora
5 are Sara and Fatima? Rosie's best friends
6 thinks Rosie's blog is very good? Jody

Voice it!

5 **Discuss the questions.**

1 Are you like any of the people in Rosie's blog? If so, who and why?
2 Do you read blogs? Why / Why not?
3 What's your favourite blog? What's it about?

Thoughts for today

Rosie Wilson

Hi everyone! Today, my blog is all about my hobbies, family and friends. I'm always busy! So, what do I do?

I go swimming three mornings a week. I always get up at 5.30 am 😴. It's tough, but swimming is my favourite thing (after my blog – obviously!).





My big brother, Dan

He plays computer games and he sometimes reads magazines (computer game ones!). He plays football every day with his friends, but he doesn't leave the house! 🤔

My annoying little sister, Nora

She does her homework and she often listens to music at the same time. Does she sing too? Yes, she does – but she's a terrible singer! 😲





Best friends forever: Sara and Fatima ♥♥♥

I don't see them during the week because we don't go to the same school. That isn't a problem because we usually hang out together at the weekend. They love taking selfies and they post Snapchat stories every day!

What about you? Do you often read my blog? How do you spend your free time? **Let me know!**

Comments:

Jody I read your blog in my free time. It's brilliant!

Starter unit 5

Extend it!

Ask students to work in pairs to write a comment for Rosie's blog post, at the top of an A4 piece of paper. Display the comments around the room, and allow students to read the comments, 'like' them, and respond to them if they wish.

Flipped class

▶ Ask students to watch **Video S.1** and do **Video worksheet S.1** in preparation for the next lesson.

Homework

Workbook p4, Exercises 3–4

Lesson aim: I can use the present simple and adverbs of frequency.

Warmer

▶ Play **Video S.1** if it was not set for homework and ask students to raise their hands when Zara mentions an activity they also do. Elicit that Zara listens to music and Sophia, the vlogger, usually writes short stories. Students can then discuss their own summer routines.

1 Confirm understanding of *regularly* (happening very often) before working through the exercise as a class.

2 Draw attention to the table. Point out the changes in word order between the questions and short answers. Ask students to highlight *Do* and *don't* in the example answer to reinforce the structure. Students check their answers in pairs.

3 S.05 ★★★ Ask students to underline the sentences in the blog post that are true for them. Then they can discuss in pairs, asking extra questions to find out more information.

Audioscript p122

4 ★★★ Challenge students to fill the gaps before reading the table. Elicit synonyms of *often* (e.g. *frequently, almost always*). Then, write 5% on the board and elicit adverbs like *rarely, hardly ever* or *almost never*.

5 Focus students' attention on the table and elicit that adverbs of frequency go before verbs (*go, read, buy*, etc.) but after the verb *be*.

Grammar tutor

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

Language in action

Present simple



Watch video S.1
What does Zara do on the bus?
What does the vlogger do in the morning?

	I / You / We / They	He / She / It
+	I **usually** write in the morning.	My friend Dan **often goes** to a climbing gym.
-	I **don't check** my phone before breakfast.	She **doesn't listen** to pop music.
?	**Do** you **have** a routine? **Yes**, I **do**. / **No**, I **don't**. How **do** you **spend** your mornings?	**Does** he **like** PE class? **Yes**, he **does**. / **No**, he **doesn't**.

1 **Match the uses of the present simple with the examples.**

1 Things which are always true
2 Things that happen regularly

a Ana wakes up early every morning. b
b There aren't eight days in a week. a

2 **Look at the table. Write questions and short answers using the present simple.**

1 polar bears / live / the jungle?
Do polar bears live in the jungle? No, they don't.
2 you / like / shopping?
Do you like shopping? Yes, I do. / No, I don't.
3 your friend / play / an instrument?
Does your friend play an instrument? Yes, (s)he does. / No, (s)he doesn't.

S.05 **3** **Complete the blog post with the present simple form of the verbs. Then listen and check.**

don't know

I [1]like (like) my new school. I [2]_____ (not know) all the students in my class yet, but I [3]sit (sit) next to a boy called Jorge in my English class. He's sports mad. He [4]plays (play) basketball every day. On some days he [5]_____ (not have) lunch – he's on the basketball court!

doesn't have

[6]Do you get (get) a lot of homework? Our teachers [7]give (give) us lots! I [8]don't do (not do) it at home – I [9]go (go) to homework club on Wednesdays. Some of the older students [10]help (help) us. They're nice. After homework club, I [11]don't get (not get) home until about 6.30 pm. I [12]listen (listen) to music and relax before dinner.

Adverbs of frequency

Emiliano is **always** busy. He never has free time.
Maria **sometimes** watches TV but not every day.
Daniel **usually** goes to school by bike.
Burcu **often** plays tennis with me. She's very good.

4 **Complete the timeline with the adverbs of frequency in the table above.**

0% [1]sometimes [3]often 100%
never [2]usually [4]always

5 **Write sentences with the words in brackets.**

1 I'm late for school. (never)
I'm never late for school.
2 I do my homework at the weekend. (always)
I always do my homework at the weekend.
3 Do you go shopping with friends? (sometimes)
Do you sometimes go shopping with your friends?
4 Do you take photos on your phone? (usually)
Do you usually take photos on your phone?

Grammar tutor p124

Use it!

6 **Discuss the sentences in Exercise 5. Are they true for you?**

Are you always late for school?

No, I'm never late for school!

6 Encourage students to move around the room, talking to at least five other classmates.

Grammar game

Students write one extra true sentence about themselves using an adverb of frequency, e.g. *I always eat pizza on Friday*. In groups, or with the whole class, students take turns reading out their sentence, without saying the adverb of frequency. The other students must guess the adverb of frequency they think is missing.

Homework

Workbook p5, Exercises 1–3

Lesson aim: I can talk about personal possessions.

1 S.06 Alternatively, students can cover the pictures and play a game in small groups. Student A chooses an object from the box and draws it. The first student to guess what it is wins a point and takes the next turn.

Audioscript p122

Target vocabulary
bus pass /bʌs pɑːs/
camera /ˈkæmrə/
headphones /ˈhedfəʊnz/
keys /kiːz/
laptop /ˈlæptɒp/
money /ˈmʌni/
passport /ˈpɑːspɔːt/
phone /fəʊn/
portable charger /ˈpɔːtəbəl ˈtʃɑːdʒə/
tablet /ˈtæblət/

2 Encourage students to do the activity without looking at the box.

Vocabulary bank

Learn to learn
Using vocabulary cards has some advantages over writing lists of words: they can be easier to use when testing yourself and you can shuffle them to change the order.

3 & 4 Tell students that the drawings do not need to be perfect.

5 ★ Allow students two minutes to think and make notes before attempting the activity.

Vocabulary bank

Vocabulary and listening

Personal possessions

S.06 **1** **Match the words with the photos. Listen, check and repeat.**

4	bus pass	9	camera
2	headphones	6	keys
10	laptop	3	money
8	passport	7	phone
5	portable charger	1	tablet



2 **Complete the sentences with words in Exercise 1.**

1 Where are my keys ? I can't open the door.
2 Dan is always late. Can I borrow your phone to message him?
3 You can't go to the USA without your passport.
4 I want to take good photos. I need a nice camera.
5 That music is very loud. Use your headphones.
6 My battery is low. Can I borrow your charger?

Learn to learn

Making vocabulary cards

Make vocabulary cards to help you learn new words. Draw a picture on one side and write the word on the other.

3 **Make your own vocabulary cards for the words in Exercise 1.**

4 **Test a partner. Show your cards. Can your partner say the words in English?**

Use it!

5 **Describe a possession in Exercise 1 for your partner to guess. Think about:**

- when you use it
- where you use it
- what you use it for

I use it every day. I always keep it in my bag. I use it to get to school.

Is it your bus pass?

Yes, it is!

Starter unit 7

Flipped class
▶ Ask students to watch **Video S.2** and do **Video worksheet S.2** in preparation for the next lesson.

Homework
Workbook p5, Exercise 4

Lesson aim: I can talk about personal possessions.

1 Have students work in pairs to complete the exercise. Fast finishers can make new True/False sentences with the vocabulary to challenge each other or another pair.

2 Have students swap partners with another pair to play the vocabulary cards game. Monitor discussions to ensure the correct use of *have got*.

3 S.07 Write *coding club* and *photography club* on the board and ask students what vocabulary they might expect to hear relating to each club (e.g., *computer, programming, pictures, camera*).

4 S.07 Before playing the audio again, ask students, in pairs, to discuss the questions, based on what they remember from the first listening. Support less confident students by asking confident ones to raise their hand when they hear an answer in the audio.

Audioscript p122

5 Elicit different school clubs and write a list on the board before students discuss the questions.

Vocabulary and listening

Personal possessions


bus pass


camera


headphones


keys


laptop


money


passport


phone


portable charger


tablet

1 **Are the sentences *T* (true) or *F* (false)?**

1 You need a passport to make a cake. F
2 You use a camera to download songs. F
3 You can use headphones to listen to music. T
4 You use a portable charger to write a blog. F
5 You can use your laptop to chat online. T
6 You can use your phone to read books. F

Learn to learn

Making vocabulary cards

Make vocabulary cards to help you learn new words. Draw a picture on one side and write the word on the other.

2 **Use the cards you made in class. Take turns to pick up a card, look at the picture and name the things. Ask your partner questions about the things they've got.**

Bus pass. Have you got a bus pass? *Yes, I have.* *Where is it?* *It's …*

A conversation

S.07 **3** **Listen. Circle the club Alex wants to go to.**

a (coding club) b photography club

S.07 **4** **Listen again and circle the correct answers.**

1 Emine goes to the … club.
a coding b (photography)
2 Alex … taking photos.
a likes b (doesn't like)
3 Alex has got a ….
a (tablet) b laptop
4 Mr Adams ….
a (is a good teacher) b knows Bill Gates
5 In her free time, Libby writes ….
a a blog b (computer programs)

Voice it!

5 **Do you go to any school clubs? Which ones? What school club would you like to go to?**

Lesson aim: I can talk about likes and dislikes and use *have got*.

Warmer

▶ Play **Video S.2** and elicit that James hates his phone and going shopping, but loves using his computer, home, hanging out with friends and watching a sci-fi series. Give students in groups a few minutes to discuss the things that they love or hate.

1 Draw attention to the table. Point out the structure of the sentences using *love, like, don't mind, hate* and *-ing*. Elicit one more sentence for each and write them on the board for students to follow the structure. Ask volunteers to answer items 2 and 3 and say something they *don't mind* or hate doing.

2 ★ Elicit two more sentences from the class about some imaginary things Yusef likes/loves/doesn't mind/hates.

3 Students work in pairs. Tell students that they can tell the truth or a lie. Their partner can ask extra questions to guess if the student is lying.

4 Students remain in pairs to complete the exercise. After feedback, elicit extra personalised examples, for example, *I … glasses, You … an English book, Sera … a smartphone*, etc. and write them on the board. Ask volunteers to complete the examples with contractions.

5 S.08 Explain that we use *any* in negative sentences and questions.

Audioscript p123

Grammar tutor

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

Language in action

love, like, don't mind, hate + -ing



Watch video S.2
What two things does James hate? What four things does he love?

love / like / don't mind / hate + -ing
I **love hanging out** with friends. 😍😍😍
I **like playing** sports. 😃
I **don't mind playing** them. 😐
I **hate using** my phone. 😕😕😕

1 **Look at the table. Match 1–3 with a–c.**

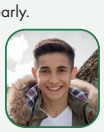
1 We follow *love*, *like*, *don't mind* and *hate* with
2 When you *don't mind* doing something,
3 When you *hate* doing something,

a you don't have strong feelings.
b you don't like it at all.
c the verb + *ing*.

2 **Complete the blog post with the correct form of the verbs in the box.**

do get up help ~~listen~~ speak

Yusef 😃 [1] **likes listening** to music. Mic Lowry is his favourite band.
He 😕😕😕 [2] **hates getting up** early.
He 😍😍😍 [3] **loves speaking** English, even in our French class!
I 😕 [4] **don't like doing** my maths homework.
Yusef 😐 [5] **doesn't mind helping** me.



Use it!

3 **Think of five sentences using *love*, *like*, *don't mind* and *hate*. Say your sentences to your partner. Do you agree?**

I don't mind cleaning the kitchen. *I hate doing it!*

have got

	I / You / We / They *have (not) got*	He / She / It *has (not) got*
+	We**'ve got** a new computer at home.	She**'s got** a new camera.
-	I **haven't got** any video games.	He **hasn't got** a phone.
?	**Have** you **got** a favourite TV show? Yes, I **have**. / No, I **haven't**.	**Has** your uncle **got** any pets? Yes, he **has**. / No, he **hasn't**.

4 **Look at the table and write the contractions.**

1 We have got → We **'ve got**
2 She has got → She **'s got**
3 They have not got → They **haven't got**
4 He has not got → He **hasn't got**

S.08 **5** **Complete the text with the correct form of *have got*. Then listen and check.**

We[1] **'ve got** a new student in our class. Her name's Paola. What [2] **have** we **got** in common? A lot! She [3] **has got** brown hair and blue eyes – just like me! [4] **Has** she **got** any brothers and sisters? Yes, she [5] **has**. She [6] **has got** two annoying little sisters, just like me. She [7] **hasn't got** any brothers. We [8] **have got** the same trainers, phones and headphones! We both love playing table tennis. We [9] **haven't got** any classes today because it's a holiday. I [10] **'ve got** Paola's phone number, and I hope she's free to practise table tennis with me this afternoon.

Grammar tutor p124

Use it!

6 **Ask and answer questions using *have* got.**

Have you got any brothers or sisters?

6 Alternatively, students can write questions in pairs and do a class survey, speaking to as many students as possible within an established time limit.

Grammar game

Ask students to think about objects they have got in their bags (they can look up any unknown words in a dictionary). In pairs, they take turns asking each other 'Have you got a/any… (sunglasses/keys/phone/diary)?'. When the answer is *yes*, the student takes the object out of their bag. After three minutes, the student whose partner has the most items out of their bag wins.

Homework

Workbook p6

Unit 1
What are you watching?

Lesson aim: I can talk about TV shows.

Warmer

Give students three minutes to think of a famous TV show and write down a few sentences about it. In groups, they take turns to read their sentences, one at a time. The first student to guess their partners' TV shows wins a point.

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 Elicit that the children are outside watching something on a tablet. Then ask students to name a few other ways that people can watch TV shows (*on a television*, *on smartphones*).

3 ▶ Elicit possible answers from the class. Play **Video 1.1** and elicit that he built the first television (or 'televisor', as he called it).

4 Give students three minutes, in groups, to discuss the questions. Get feedback from the whole class.

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



Flipped class

In preparation for **Explore it!** (p11), students research interesting facts about TV.

Unit aims

Skills

I can ...
- understand social media posts p12
- ask for and give opinions p16
- write a description of a celebrity p17
- understand a text about animated films p18

Language

I can ...
- talk about TV shows p11
- understand how to use the present continuous p13
- talk about movies and how they are made p14
- understand the difference between the present simple and continuous p15

Learn to learn

I can ...
- use real examples to help learn vocabulary p11
- listen for specific information p14
- understand new words p19
- organise a notebook p21

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 TV shows.

Warmer

Give students two minutes to think of as many different types of TV shows as they can, and elicit ideas.

1 1.01 Pause after each word to drill the pronunciation.

Audioscript p123

Target vocabulary
cartoon /kɑːˈtuːn/
chat show /ˈtʃæt ʃəʊ/
comedy /ˈkɒmədi/
cookery show /ˈkʊkəri ʃəʊ/
documentary /ˌdɒkjəˈmentəri/
drama /ˈdrɑːmə/
game show /geɪm ʃəʊ/
on-demand series /ɒn dɪˈmɑːnd ˈsɪəriːz/
reality show /riˈæləti ʃəʊ/
soap opera /səʊp ˈɒpərə/
sports show /spɔːts ʃəʊ/
the news /ðə njuːz/

2 Alternatively, act out a sentence, with appropriate intonation and body language (e.g. excitedly, *Can they score in the last minute?!*), and ask the class to guess the type of TV show (e.g. sports show). Students can then work in groups to do the same for each other to guess.

3 1.02 ★ Play the recording once and ask for volunteers to come to the board and write the key words they heard, to support students who are struggling. Then play the recording again.

Audioscript p123

Vocabulary bank

Vocabulary

TV shows

1.01 **1** Match eight of the TV shows in the box with the photos. Circle the four shows that aren't in the photos. Listen, check and repeat.

6	cartoon	3	chat show
	comedy		cookery show
5	documentary	2	drama
8	game show	7	on-demand series
4	reality show	1	soap opera
	sports show		the news



2 Match the sentences with TV shows in Exercise 1.

1 'Put your potatoes in a pan and add some salt.' *cookery show*
2 'They're coming! We need to get out of here.' drama
3 'Giant pandas are in danger. There are only about 1,800 left.' documentary
4 'We've got some really interesting guests on tonight's show.' chat show
5 'Can they score in the last minute?' sports show
6 'Today: Hurricane hits city.' the news

1.02 **3** Listen. Write the shows the people talk about.

1 *comedy*
2 game show
3 on-demand series
4 soap opera
5 reality show
6 cartoon

Learn to learn

Using real examples

When you learn vocabulary, think of examples to help you remember it.

4 Think of an example of each type of TV show in Exercise 1.

5 Ask about your partner's TV shows. Can you guess what they are?

What type of show is it? *A sports show.*

Use it!

6 Complete the sentences so they are true for you. Tell your partner.

1 I love watching _____.
2 My family often watches _____.
3 My favourite TV show is _____.
4 I hate _____.

Explore it!



Guess the correct answer.

Which country in the world watches the most TV?

a Poland b USA c Japan

Find an interesting fact about TV. Then write a question for your partner to answer.

Learn to learn

Examples can create memorable associations, especially if they are personalised (e.g. students could think of their favourite cartoon, soap opera, etc.).

4 & 5 Students could do Exercise 4 in pairs and Exercise 5 in a group with another pair, so as to generate more ideas.

6 If there is time, ask students to walk around the class and talk to as many other people as possible until they find someone they have something in common with.

Explore it!

Students ask each other their questions in groups. After the answers are revealed, they vote the most interesting fact, which they read to the whole class.

Homework

Workbook p8

Lesson aim: I can understand social media posts.

Warmer

Elicit that the social media posts on the page are short messages people write to share ideas and content online, and that the @ (at) symbol is used to reply to or publicly message someone, and the # (hashtag) symbol is typically used to explain or describe the topic of the post.

1 & 2 1.03 Ask students to skim the text quickly to check their guess to the question in 1. Then allow the students to read more slowly to answer the questions in 2.

3 Encourage students to underline the sections of the text where they found the answers.

4 Ask students to find the words from the box in the text and read the whole sentence around them to guess the meaning from context.

5 Elicit a few historical events to generate ideas, then allow a few minutes of thinking time before asking students to speak in pairs.

Class challenge

Of these three, the person with the most Instagram followers is: Selena Gomez / **Lionel Messi** / Ariana Grande.

Reading

Social media posts

What people are watching on TV.

1 Look at the pictures and titles. What do you think the posts are about?

1.03 **2** Read the posts. Match the people with the TV shows.

1 Jack — a a comedy
2 Holly — b the news
3 Rory — c an on-demand series

3 Write *J* (Jack), *H* (Holly) or *R* (Rory).

1 Who likes different TV shows from his/her friend? R
2 Who does media studies? J
3 Who is with his/her friend now? H
4 Who talks about a friend in a different place? R

4 Match the words with the definitions.

average episode season subscribe

1 typical, normal average
2 one individual show in a series episode
3 arrange to pay and receive something regularly subscribe
4 a period in which a show appears regularly on TV season

Voice it!

5 Imagine you are watching a famous event from history on the news. Discuss the questions.

1 Where are you?
2 Who or what can you see?
3 How many people are there?
4 How do you feel?



12 What are you watching? | Unit 1

Extend it!

In pairs, students choose the most interesting idea from Exercise 5 and write a post about it in response to @madabouttv. The post should be a maximum of 280 characters (including spaces and punctuation).

Flipped class

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

Homework

Workbook p9

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

Warmer

Ask students to talk about a TV show they are watching at the moment, and discuss if they like it or not, and why.

▶ Play **Video 1.2**. Elicit that Ben and Nick are playing a video game and watching her vlog, and that the vlogger is chatting and vlogging.

Pronunciation

Ask students to turn to SB p118 for pronunciation practice of contractions with *be*.

Grammar game

Refer students back to SB p4 and review the phrases for talking about hobbies and sports. Put students into teams. Ask one student to stand in front of the class and mime an action. The first team to guess the action, using the present continuous (e.g. *You are playing tennis*), wins a point and sends a new student to mime another activity.

Get it right!

Point out to students that these verbs usually describe states (or situations), not actions. Explain that *continuous* can mean *going* on or *happening*.

1 Draw attention to the table. Ask volunteers to read the examples aloud, then work through the exercise as a class.

2 Ask students to check their own work by circling all the *be* verbs in their answers in one colour, and underlining the *-ing* in another colour, to promote self-correction.

Language in action

Present continuous



Watch video 1.2
What are Ben and Nick doing?
What two things is the vlogger doing?

	I	He / She / It	We / You / They
+	I'**m staying** at home.	She'**s watching** a Star Wars movie.	Ben and Nick **are playing** a video game.
-	I'**m not watching** a movie or TV right now.	Sylvia G **isn't watching** TV at the moment.	They **aren't watching** TV or a movie.
?	**Am** I **vlogging**? Yes, I **am**. / No, I'**m not**.	**Is** she **watching** TV tonight? Yes, she **is**. / No, she **isn't**.	What else **are** you **doing** right now? **Are** you **watching** TV?

Pronunciation p118

Get it right!

We don't usually use some verbs with the present continuous. For example, *know, understand, like, love, prefer, remember, want.*

Do you understand me? ✓ ~~Are you understanding me?~~ ✗

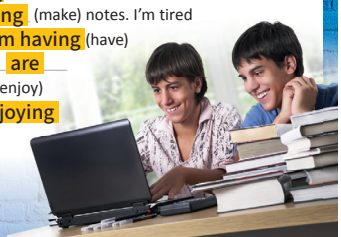
1 **Look at the table. Complete the rules with the words in the box.**

aren't -ing isn't not now

1 We use the present continuous to talk about things happening **now**.
2 To form the present continuous, we add **-ing** to the verb after *be*.
3 To make negatives we put **not** after *be*.
4 *Is not* and *are not* are often shortened to **isn't** and **aren't**.

2 **Complete the blog with present continuous verbs.**

This week I [1]**'m researching** (research) my favourite subject – TV! I'm very happy because I [2]**'m not doing** (not do) it on my own. I [3]**'m preparing** (prepare) a presentation with my friend Saul. At the moment, Saul [4]**isn't talking** (not talk) to me. He [5]**'s watching** (watch) a new online series and he [6]**'s making** (make) notes. I'm tired right now, so I [7]**'m having** (have) a break. But we [8]**are** really **enjoying** (enjoy) this project.



3 1.06 **Complete the conversation with the present continuous form of the verbs. Then listen and check.**

~~do~~ give interview not do revise ring talk watch

Rosa What [1]**are** you **doing** right now, Toni?
Toni I [2]**'m talking** to you.
Rosa Ha, ha. Very funny. [3]**Are** you **revising** for the maths test?
Toni No, I [4]**'m watching** a chat show. Why [5]**are** you **ringing** me?
Rosa Well, this maths homework [6]**is giving** me problems. If you [7]**aren't doing** anything important, can you help me?
Toni Sorry, Rosa. I can't talk now. They [8]**'re interviewing** Ed Sheeran. I'll call you back, OK? Bye.
Rosa Great. Thanks a lot, Toni.

Grammar tutor p125

Use it!

4 **Write questions. Then discuss them with a partner.**

1 what / you / wear?
What are you wearing?
2 what / your teacher / do / right now?
What is your teacher doing right now?
3 where / your best friend / sit / today?
Where is your best friend sitting today?

What are you wearing? *I'm wearing ...*

3 1.06 Ask fast finishers to write the verbs in the box in the correct order on the board, to support any students who are struggling. Play the audio to check answers.

Audioscript p123

Grammar tutor

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

4 ★★★ Encourage students to write an extra two questions in pairs, then ask these questions to a different pair in the class.

Homework

Workbook p10

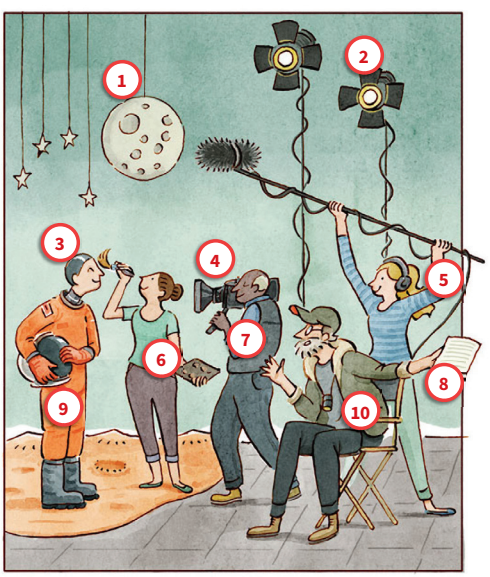
Lesson aim: I can talk about movies and how they are made.

Vocabulary and listening

Making movies

1.07 **1** Match the words with the people and things in the picture. Listen, check and repeat.

3	actor	7	camera operator
9	costume	4	(digital) camera
10	director	2	lights
6	make-up artist	8	script
1	set	5	sound engineer



2 Circle the correct word in each sentence.

1 It's too dark. We need extra *lights* / *cameras*.
2 They're building the *director* / *set* this week.
3 We can't start filming – the main *operator* / *actor* isn't here.
4 Who is writing the *script* / *lights*?
5 I'm not wearing that *costume* / *camera*. No way!
6 We can't hear the voices very well. Where's the *make-up artist* / *sound engineer*?

Use it!

3 Choose a job in Exercise 1 and describe what you're doing. Can your partner guess the job?

I'm sitting in my chair. I'm talking to the actors and I'm looking at the set.

A film review

4 Look at the photos. What are the differences?




1.08 **5** Listen to the radio interview. Which photo from Exercise 4 shows the film they are discussing?

A; the photo on the left

Learn to learn

Listening for specific information

When you need to listen for specific information, think about what *type* of information it is (a number, a name, a place, etc.) before you listen.

6 Read the questions in Exercise 7. What type of information do you think you need to listen for?

1 a day
2 (the name of) a country
3 a number
4 a (character's) name
5 a (length of) time

1.08 **7** Listen again and answer the questions.

1 What day of the week does Felix appear on the radio show? Friday
2 In which country does the story happen? Brazil
3 How many actors are there? twelve
4 What part does Alice Campos play? Cecilia
5 How long is the film? two hours

Voice it!

8 Discuss the questions.

1 Would you like to see the film they talk about in the interview? Why / Why not?
2 What do you think makes a film good?

---

1 1.07 ★★★ Students cover the box and work in pairs to describe the picture, using the present continuous. After feedback, the students repeat the task with a new partner, using the new vocabulary.

Audioscript p123

Target vocabulary
actor /'æktə/
camera operator /'kæmrə ˈɒpəreɪtə/
(digital) camera /'dɪdʒɪtəl 'kæmrə/
costume /'kɒstʃuːm/
director /dɪrektə/
lights /laɪts/
make-up artist /'meɪkʌp 'ɑːtɪst/
script /skrɪpt/
set /set/
sound engineer /saʊnd endʒɪ'nɪə/

2 ★★★ After feedback, students choose one of the words they haven't selected and make a sentence with it.

3 ★ Allow students to write down their descriptions before speaking.

4 Elicit ideas on the board, but don't give answers at this stage as they will be given in the audio.

5 1.08 Elicit the exact phrase in the recording: *Avatar's my favourite film!*

Audioscript p123

Vocabulary bank

6 ★ Do this as a whole-class activity and guide students to the correct answers.

7 1.08 Before they listen again allow students to discuss the questions in pairs based on what they remember from the first listening.

8 Students work in small groups to invent their dream tour, thinking about:
1 a film or TV series
2 what they might see on the tour
3 who they might meet.

They then present their ideas to the class, and vote for the best tour they heard about.

Learn to learn
Reflecting on the type of information they need before listening will help students to cope better with longer texts and to understand that they do not need to understand absolutely everything.

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

Homework
Workbook p11

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

Warmer

Students discuss in pairs whether they would like to start a vlog in English and why.

▶ Play **Video 1.3** if it was not set for homework. Elicit that the boy is doing a vlog for Media Studies. He gives the following tips:

- You can use a camera with a microphone or your phone.
- Check sound and lights.
- Outline what you want to say (take notes).
- Be yourself – don't speak too quickly.
- Have fun!

1 Draw attention to the table. Point out that we use the present simple for things that *always* happen. We use the present continuous for things that are happening *now*, but will finish. Elicit answers to the exercise questions from the whole class.

2 1.09 ★Allow students to compare answers in pairs, before conducting feedback with the whole class.

Audioscript p124

3 Students remain in pairs to complete the exercise. Tell students that we don't use frequency adverbs like *always* or *sometimes* with the present continuous.

4 Ask volunteers to read the examples in the table aloud. Explain that adverbs of manner give extra information about *how* someone does something. Point out that *well* is an irregular adverb, *fast* is both an adjective and an adverb, and that we need to change a final *-y* to *-ily*. As a challenge, ask students to think of one or two more adverbs of manner for each category of *-ly*, *-ily* or *irregular* (such as *slowly*, *happily*, *late*).

Language in action

Present simple and present continuous



Watch video 1.3
What is he doing? Describe two tips he gives.

Present simple	Present continuous
Every day people all over the world **watch** vlogs.	**Today**, **I'm doing** this vlog for my media studies class.
Time expressions: every day / week Adverbs of frequency: always, etc.	Time expressions: (right) now, today, this morning / afternoon, etc.

1 **Look at the table. Complete the rules with the words in the box.**

every day every week now this morning today

1 We use time expressions such as **now**, **this morning** and **today** with the present continuous.
2 We use time expressions such as **every day** and **every week** and adverbs of frequency with the present simple.

1.09 **2** **Complete the text with present simple or continuous verbs. Then listen and check.**



Media studies [1] **is** (be) my favourite subject at school. This week, we [2] **are studying** (study) the history of film. We [3] **are learning** (learn) all about talkies, CGI and lots more! I [4] **don't know** (not know) much about it. It [5] **takes** (take) a long time and a lot of people to make a film.
My brother [6] **is watching** (watch) his favourite comedy with my mum and dad. They all [7] **love** (love) it and they always [8] **laugh** (laugh) a lot! 😂
What [9] **are** you **doing** (do) at school this week?

Use it!

3 **Rewrite the sentences with the verbs and time expressions. Use the correct tense.**

do / sometimes drive / now ~~watch / always~~

1 We / sports shows at the weekend..
We always watch sports shows at the weekend.
2 They / their homework together.
They sometimes do their homework together.
3 My parents / me to sports club now.
My parents are driving me to sports club now.

Adverbs of manner

-ly	Don't speak too **quickly**!
-ily	You can **easily** … make … a dull … video … more fun!
irregular	Take some notes so you can explain things **well**.

4 **Look at the table. Match 1–3 with a–c to make rules.**

1 To form regular adverbs, **c**
2 For adjectives ending in *-y*, **a**
3 *Fast*, *well* and *hard* are examples of **b**
a remove the *-y* and add *-ily*.
b irregular adverbs.
c add *-ly* to the adjective.

Grammar tutor p125

Use it!

5 **Write questions. Use the correct form of the words in brackets.**

1 you always / make / new friends? (easy)
Do you always make friends easily?
2 you / speak / English / today? (good)
Are you speaking English well today?
3 you / work / this term? (hard)
Are you working hard this term?

6 **Discuss the questions in Exercise 5.**

Grammar tutor

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

5 ★★★ Students can write two extra questions about TV shows or films, one with the present simple and one with the present continuous.

6 Monitor and make notes of any common mistakes in English, writing them on the board for the class to correct.

Grammar game

Students make three sentences about themselves using the present continuous, one of which is false. In groups, their classmates ask extra questions to guess which sentence is false.

Homework

Workbook p12

Lesson aim: I can ask for and give opinions.

Warmer

Tell students you don't know what TV show to watch at the moment. Elicit a few recommendations from them, drilling the phrase *You should watch … because it's … .*

1 1.10 ★★★ Students listen and answer the question with their books closed. Elicit that Eva does like the show.

Audioscript p124

2 1.10 Clarify the meaning of *I'm not really into* (= I'm not very interested in) and the pronunciation of *awful* /ˈɔːfəl/.

3 ▶ Play **Video 1.4** and drill the pronunciation of the phrases, dealing with any difficulties with meaning.

4 After feedback, encourage students to rehearse the conversations in pairs using appropriate intonation. Ask for volunteers to perform the conversations for the whole class.

5 Allow students plenty of thinking time and dictionaries, if available. Students can share their ideas with a partner, who should ask extra questions to generate more ideas to write about.

6 During rehearsal, encourage one student in each pair to check for correct grammar, and one to check for appropriate vocabulary.

Speaking

Asking for and giving opinions

1.10 **1** **Listen to the conversation. Does Eva like the show?** Yes, she does.



Eva What are you doing?
Alex I'm watching the second episode of this new comedy series.
Eva But it's lunchtime.
Alex I'm not having lunch today. Lunch can wait.
Eva So what [1] *do you think of* the show?
Alex I [2] love it! [3] Do you like comedies?
Eva No, I don't. I'm not [4] really into them. I [5] prefer watching documentaries and dramas.
Alex Everyone's watching this one. It's really cool! Why don't you watch it with me?
Eva I'm not sure.
Alex I think you'll really like it.
Eva OK. Let's see.
Alex Well? What do you think of it?
Eva Actually, it's [6] not bad!

1.10 **2** **Complete the conversation with the phrases from the *Useful language* box. Then listen and check.**

Useful language

Do you like … ?
I like/love/hate/prefer watching …
I'm not really into it/them.
It's great/good/not bad/awful.
What do you think of … ?

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



Watch video 1.4
Everyday English

Actually … It's really cool!
Let's see. Well?

4 **Complete the conversations with the *Everyday English* phrases.**

1 A This actor is great, isn't he?
B Actually, I don't really like him.
2 A Well? Do you like the show?
B Yes, I do. It's really cool!
3 A Come with us to the gym on Saturday.
B Maybe, but I'm not sure. Let's see.

Plan

5 **Write about some TV shows you want to talk about. Use the ideas below.**

Which shows? _____
What do you think about them? _____
Why? _____

Speak

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

- the present simple and present continuous
- the vocabulary from this unit
- phrases from the *Useful language* and *Everyday English* boxes

Check

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

Which shows? _____
What do they think about them? _____
Why? _____

7 If appropriate, students can record their conversations on their phones, deleting the recording and trying again if they did not like their performance. They then pass their phone to another pair, who listens and answers the relevant questions.

Speaking frames

Flipped class

In preparation for the **Writing** lesson (p17), ask students to research facts about their favourite TV or internet celebrity.

Lesson aim: I can write a description of a celebrity.

Warmer

Students share what they learned about a TV or internet celebrity for homework, asking each other extra questions.

1 & 2 Set a time limit of one minute for the first gist task to encourage faster reading, then allow more time for Exercise 2, encouraging students to underline key words in the text that helped them select the correct answers.

3 ★★★ Ask students to cover the *Useful language* box and find all the instances of *and*, *but* and *or*. In pairs, they discuss how these words are used, before checking their answers with the box.

4 ★★★ After feedback, ask students to write three extra sentences, one for each *Useful language* word, using the vocabulary on p7, e.g. 'I have a phone but I don't have a tablet.', 'Do you take pictures with your phone or with your camera?'

5 Remind students to look back at their completed *Useful language* box for help as they complete the exercise.

6 Students write notes about the celebrity they researched for homework and show them to a new partner. Then, they can use the notes to discuss what they will write about.

Writing

A description of a celebrity

1 **Look at the photo and discuss the questions. Then read Burak's description and check your answers.** Khaby Lame

He makes funny videos and shares them online. He's on TV, too.

1 Do you know who this man is?
2 Why do you think he is famous?



My favourite celebrity

By Burak Baykam

1 b My favourite celebrity is Khaby Lame. He has got 162 million followers on TikTok and 2.4 billion likes. But he doesn't only post videos on TikTok. You can follow him on YouTube or Instagram, too. He also appears on TV.

2 c Khaby makes comedy videos about everyday life situations or problems and posts them online. His videos are silent – he almost never talks. This is great, because it means more people can enjoy them! His videos are short and simple, but it's his funny ideas, great body language and facial expressions that make the videos so popular.

3 a I love watching Khaby Lame on TikTok or Instagram because he makes me laugh and I share the videos with my friends. He's very famous now, but his original videos are my favourite!

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

a Why I like this person
b An introduction to the person
c A description of the videos

3 **Find and underline examples of *but*, *and* and *or* in Burak's description. Complete the *Useful language* box.**

Useful language

We use [1] and to add similar information.
We use [2] but to show different information.
We use [3] or when there is a choice of two or more things.

4 **Circle the correct word.**

1 I don't like making cakes, *or* / (*but*) I love eating them!
2 Gamergirl is my favourite internet star (*and*) / *but* I often watch her videos.
3 Do you prefer watching comedies *and* / (*or*) soap operas?
4 Lots of people love chat shows, *and* / (*but*) I think they're boring.

5 **Make sentences by matching the phrases and words in the boxes.**

1 Ana and Pedro have a dog, a cat	but	a I don't make them.
2 I play computer games a lot	or	b watch this new chat show?
3 Adriana practises piano every day	and	c three goats!
4 Do you want to see a movie		d she plays really well.

Write a description of your favourite celebrity.

Plan

6 **Make notes about what to write.**

- Who is the person?
- How famous are they?
- What do they post online? / What TV shows do they appear in?
- Why do you like this person?

Write

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

- three paragraphs
- the correct present tenses and adverbs
- expressions from the *Useful language* box

Check

8 **Do you ...**

- use sentences with *and*, *but* and *or*?
- give information about what the person usually does and is doing now?
- explain why you like the person?

7 & 8 After writing, ask students to highlight the present simple and continuous forms, adverbs and words from the *Useful language* box in a bright colour. This will help them with self-assessment. Students can swap texts with a partner who gives them feedback and then write a new draft if needed.

Writing frames

Finished?

Flipped class

Prepare for **Explore it!** (p19). Students research an interesting fact about animated films.

Homework

Workbook p13, Writing Tutor p80

Lesson aim: I can understand a text about animated films.

Background information

Studio Ghibli is a Japanese studio which makes animated films. The word *Ghibli* means 'hot desert wind'. The studio's films include *Spirited Away* and *Princess Mononoke*, amongst many others.

Warmer

In groups, students brainstorm any animated films they have seen. Then ask each group to choose the best and the worst ones. Elicit contrasting ideas from the class and encourage students to justify their answers.

▶ **Video 1.5** develops the theme of cinema around the world. Before you play it, make sure students understand the questions. Put students into small groups to discuss them. Elicit that India produces almost 2,000 films each year, the word *Bollywood* comes from a mixture of 'Bombay' and 'Hollywood', and that actors can film scenes for four films at the same time.

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

1 Elicit guesses and write relevant vocabulary on the board, such as *drawing*, *characters* and *actor*.

2 1.11 After checking the answer, ask students if they have ever seen a Studio Ghibli film and invite those who have to try and explain the story, helping them with unknown language.

Around the world

Reading
An online article

The photos show someone drawing a cartoon for the scene of an animated film, and an actress, who is recording her lines.

1 Look at the photos. What kind of film can you see? What is happening in each photo?

2 1.11 Read the article and check your answers.



Globetrotters
Watch video 1.5
Indian cinema

- How many films does India produce a year?
- Where does the name Bollywood come from?
- How many different films can actors film at the same time?

Welcome to Studio Ghibli
– the Japanese Disney!

Studio Ghibli is a Japanese animation studio in Tokyo. It produces films, TV adverts and series. The films look a bit like cartoons. They're exciting fantasy films and they tell stories about daily life. It can take up to eight years and thousands of hours to produce one film, so there's usually only one film a year. How do they do it?

First, someone thinks of an idea for a film and writers develop a script for the story. Then, they think about the characters. What are the characters like? There are good and bad characters, and a lot of them are strong, independent girls. What do they look like? They've all got big eyes and colourful clothes, costumes and hair.



Next, the script becomes a storyboard with all the drawings and frames for the film. In this photo, the artist is sketching each scene beautifully, frame by frame, on paper with a pencil. In the film *Ponyo*, there are 170,000 frames. Imagine that!



After that, the artists add colour to the characters and they draw the background for each frame.

The camera operator shoots each frame individually to show every movement that the characters make.

Next, actors record the dialogue, and the director checks the recording with the images. Finally, it's time to record the sound effects, background noises and theme music.

Do you like watching films? Why not try a Studio Ghibli film next time?

Class challenge

The first ever animated film was made in 1917 in Japan / the USA / **Argentina**.

Lesson aim: I can understand a text about animated films.

Learn to learn

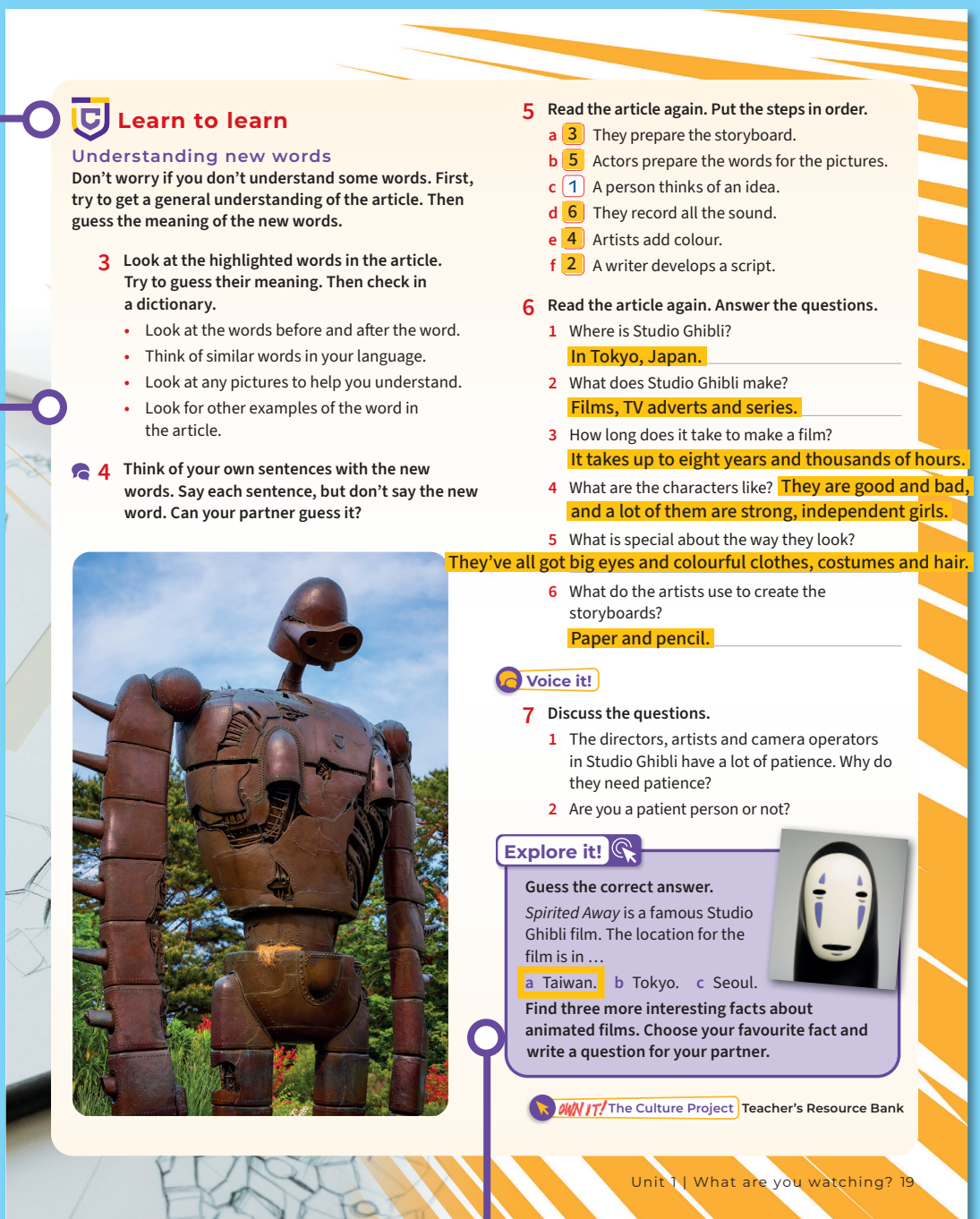
Looking up every unknown word in a dictionary makes reading hard work, so students will be less likely to read in English for pleasure, which is very important. They should instead choose which words are needed for comprehension, and which words can be ignored.

3 After feedback, encourage students in pairs to find one more difficult word in the text and use the strategies to guess its meaning, before checking in a dictionary.

4 After the activity, ask students to choose the best sentences they produced and repeat the exercise in a bigger group, so as to expose each other to as many examples as possible.

5 & 6 Allow students to discuss and guess the answers in pairs before reading the article again.

7 Drill the pronunciation of the *patient* /'peɪʃənt/ and the noun *patience* /'peɪʃəns/, and elicit which goes with the verb *be* and which with *have*. Then allow a minute of thinking time before asking students to discuss the questions in pairs or small groups.



Learn to learn

Understanding new words

Don't worry if you don't understand some words. First, try to get a general understanding of the article. Then guess the meaning of the new words.

3 **Look at the highlighted words in the article. Try to guess their meaning. Then check in a dictionary.**

- Look at the words before and after the word.
- Think of similar words in your language.
- Look at any pictures to help you understand.
- Look for other examples of the word in the article.

4 **Think of your own sentences with the new words. Say each sentence, but don't say the new word. Can your partner guess it?**

5 **Read the article again. Put the steps in order.**

a 3 They prepare the storyboard.
b 5 Actors prepare the words for the pictures.
c 1 A person thinks of an idea.
d 6 They record all the sound.
e 4 Artists add colour.
f 2 A writer develops a script.

6 **Read the article again. Answer the questions.**

1 Where is Studio Ghibli?
In Tokyo, Japan.
2 What does Studio Ghibli make?
Films, TV adverts and series.
3 How long does it take to make a film?
It takes up to eight years and thousands of hours.
4 What are the characters like? They are good and bad, and a lot of them are strong, independent girls.
5 What is special about the way they look?
They've all got big eyes and colourful clothes, costumes and hair.
6 What do the artists use to create the storyboards?
Paper and pencil.

Voice it!

7 **Discuss the questions.**

1 The directors, artists and camera operators in Studio Ghibli have a lot of patience. Why do they need patience?
2 Are you a patient person or not?

Explore it!

Guess the correct answer.

Spirited Away is a famous Studio Ghibli film. The location for the film is in …

a Taiwan. b Tokyo. c Seoul.

Find three more interesting facts about animated films. Choose your favourite fact and write a question for your partner.

OWN IT! The Culture Project Teacher's Resource Bank

Unit 1 | What are you watching? 19

Explore it!

Students write their questions based on the facts researched for homework and, in groups, prepare a quiz for the whole class.

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.

Lesson aim: I can talk about history.

Warmer

Write *explore* and *explorer* on the board. Ask students to brainstorm in small groups places, people and objects that come to mind. Elicit what explorers can explore today (e.g. outer space and the deep seas).

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 photo show statues on Rapa Nui (Easter Island), an island in Chile. Elicit what the people who built these statues might have felt about them (e.g. *they were important to the people's history and culture, it was difficult to build them*).

▶ **2 & 3** Ask students to discuss the questions in pairs and have volunteers share some ideas with the class. Then play ▶ **Video 2.1**.

4 Students agree on a list of three places in small groups. Elicit the places on the board and discuss them with the whole class.

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

Flipped class

Prepare for **Explore it!** (p23). Students research a fact about the weather.



Unit aims

Skills

I can ...
- understand a text about lives in the past p24
- talk about my weekend p28
- write an account of a journey p29
- create a timeline pp30–31

Language

I can ...
- talk about the weather p23
- understand how to use the past simple p25
- talk about useful objects p26
- understand how to use *there was/there were* p27

Learn to learn

I can ...
- recognise what word families are p23
- categorise vocabulary p26
- guess the meaning of new words p33

Extra resources

- Grammar tutor, Student's Book **p126**
- Workbook **pp16–23** and Writing tutor **pp80–81**

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 the weather.

Warmer

Give students two minutes to write down as many weather words as possible. The ones with the most correct words win.

1 2.01 Point out that all the pictures, apart from one, show two or more types of weather at the same time.

Audioscript p124

Target vocabulary

cloudy /'klaʊdi/
cold /kəʊld/
dry /draɪ/
foggy /'fɒgi/
hot /hɒt/
icy /'aɪsi/
rainy /'reɪni/
snowy /'snəʊi/
stormy /'stɔːmi/
sunny /'sʌni/
warm /wɔːm/
wet /wet/
windy /'wɪndi/

2 ★★★ Challenge students to complete the exercise without looking at the box.

Vocabulary bank

Learn to learn

At this level, students should start developing their understanding of word forms, and be able to recognise and produce different parts of speech coming from the same root word.

3 During feedback, elicit that *ice* loses the *e* before the *y* when it becomes an adjective, and that the *g* and *n* in *fog* and *sun* are doubled, because there is a vowel before them.

4 Challenge pairs to come up with as many options as possible and elicit these on the board, together with any contrasting opinions.

Vocabulary

The weather

2.01 **1** **What is the weather like in the photos? Circle the weather words that aren't in the photos. Listen, check and repeat.**

cloudy cold ~~dry~~ foggy ~~hot~~ icy rainy snowy stormy ~~sunny~~ warm wet windy

1 dry, hot and sunny
2 cold and snowy
3 cloudy and windy
4 foggy
5 rainy and wet



2 **Complete the sentences with adjectives in Exercise 1.**

1 It's cloudy today.
2 Is it cold all year?
3 August is usually rainy.
4 We love snowy weather!
5 It isn't stormy. It's windy.

Learn to learn

Word families (1)

Build your vocabulary by learning words from the same family. Many adjectives ending in *-y* come from a noun.

3 **Write the adjective forms.**

1 cloud cloudy
2 fog foggy
3 ice icy
4 rain rainy
5 snow snowy
6 storm stormy
7 sun sunny
8 wind windy

Use it!

4 **Complete the sentences with your own ideas. Tell your partner.**

1 When it's foggy, it's difficult to _____.
2 In hot, sunny weather, I always wear _____.
3 On wet days, I hate _____.
4 I think cold, snowy weather is _____.

Explore it!

Is the sentence *T* (true) or *F* (false)?

Snow isn't always white – sometimes there is pink snow in the Sierra Nevada mountains in the USA. T



Find an interesting fact about the weather. Then write a question for your partner to answer.

Explore it!

For an extra challenge, ask students to create questions instead of true/false statements and use this as an opportunity to consolidate question formation.

Extend it!

If appropriate, ask students to use smartphones to find the weather forecast for a destination of their choice over the next few days. In pairs, they write a brief weather forecast using the vocabulary from the lesson and then present it to another pair.

Homework

Workbook p16

Lesson aim: I can understand a text about lives in the past.

Warmer

Ask students to discuss the following questions in small groups, then elicit answers and relevant vocabulary on the board.

1 *Do you like to climb hills or mountains? Why / Why not?*

2 *Have you ever heard of Mount Everest? What do you know about it?*

3 *Would like to climb one of the world's tallest mountains?*

1 Elicit that the people are at the base of a mountain surrounded by rubbish they have collected and will take away with them when they leave.

2 2.02 ★ After reading and feedback, allow students in groups to share their reactions to the text and elicit a few opinions about Junko Tabei's achievements. Share that Tabei was the first woman to climb the highest mountain on each continent. She was also a music and English teacher and wrote many books. Tabei died in 2016 but was still climbing mountains just a few months before she died.

3 Set this activity up as a challenge, with the fastest five students being the winners, to encourage fast scanning.

4 Refer students back to p19 to review strategies for guessing meaning from context. During feedback, ask students to justify their answers.

Reading

An online article

1 **Look at the photos. Where are the people and what are they doing?**

2.02 **2** **Read the text and check your answers.**

3 **Read the text again and put the sentences in the correct order.**

Japan's first climbing club for women opened. 2
Junko climbed a mountain at age 10. 1
Junko organised trips to clean up rubbish. 5
Snow nearly killed Junko. 3
Junko got to the top of Everest. 4

4 **Match the highlighted words with the definitions.**

1 a long trip (2 different words) *journey and expedition*
2 a lot of snow falling suddenly down a mountain avalanche
3 people who climb mountains mountaineers
4 people who show you the way at Mount Everest (Sherpa) guides
5 the tools and other things you need on a trip equipment
6 the top of a mountain summit

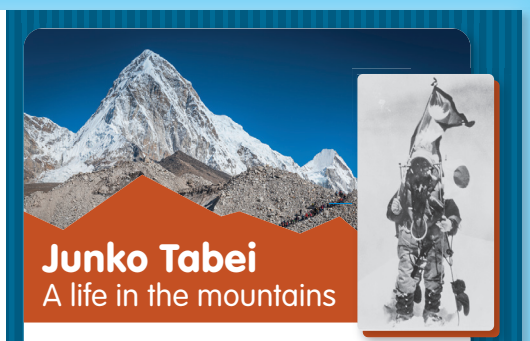
5 **Are these sentences *T* (true) or *F* (false)?**

1 Climbers today often have to wait near the top of Everest. T
2 Junko Tabei was the first person to get to the top of Everest. F
3 Junko's club wasn't for all climbers. T
4 Junko made clothes for the team. T
5 Junko climbed Mount Everest alone. F
6 Junko helped to clean up Mount Everest. T

Voice it!

6 **Discuss the questions.**

1 Today lots of people visit mountains. What problems can this bring?
2 How can climbers look after the places they visit?



Junko Tabei

A life in the mountains

It takes weeks to climb Mount Everest. Snow, ice and strong winds make the journey difficult and dangerous. Yet every year about 800 climbers get to the summit. In fact, today's mountaineers have another problem on the journey: waiting in long lines of other climbers!

It wasn't always like this. The first climbers didn't get to the top of Everest until 1953. In 1975 the Japanese mountaineer Junko Tabei was the 36th person to reach the top – and the first woman.

Junko climbed her first mountain in 1949. She was only ten! In 1969 she started Japan's first mountaineering club for women. Junko decided to make an 'all women' expedition to Mount Everest. The team didn't have a lot of money, so Junko made some of their equipment like sleeping bags, blankets, gloves and trousers.

In May 1975 the team of fifteen women and their Sherpa guides began the difficult climb. On 4th May an avalanche hit them. Lots of snow fell on top of the team's tents. Junko nearly died. Higher up the mountain, many of her team became very ill. But on 16th May, Junko finally reached the summit and quickly became famous.

Many other people climbed Everest after Junko, but they didn't all share her love for the mountains. Some left lots of rubbish behind them. So what did Junko do? She organised more expeditions … to tidy up!



5 Allow students to work in pairs to complete the exercise, then check answers as a class.

6 Give students a few minutes to make notes on the questions before they discuss them in pairs or small groups.

Class challenge

The first people to reach the top of Mount Everest were George Mallory and Andrew Irvine / **Edmund Hillary and Tenzing Norgay** / Ernst Schmied and Jurg Marmet.

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 past simple.

Warmer

▶ Play **Video 2.2** if it was not set for homework and ask students to raise their hands when the vlogger mentions an activity they like the sound of. Elicit that she travelled by ferry (a type of ship) and the weather was stormy.

1 Draw attention to the table. Point out the structure of each example and have students read the examples after you. Complete the exercise as a class.

Pronunciation

Ask students to turn to SB p118 for pronunciation practice of the sounds /t/, /d/ and /ɪd/.

2 2.05 Before students attempt the task, ask if they know about any famous pilots, as this will help their reading comprehension.

Audioscript p124

3 & 4 ★★★ Ask students to close their books. Increase the difficulty of this task by dictating the words and leaving out all the instances of *did*.

Grammar tutor

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

5 & 6 Students rehearse their interviews in pairs, then perform them for the rest of the class, or for a bigger group. The class can vote for the holiday they'd most like to take.

Language in action

Past simple



Watch video 2.2
How did she travel?
What happened on the way back?

	Past simple	Past simple: *be*	
+	We **saw** lots of fishing boats.	It **was** very sunny and cool.	We **were** hungry.
-	I **didn't feel** very well.	The sea **wasn't** rough.	We **weren't** lucky on the journey back.
?	**Did** she **feel** very well? Yes, she **did**. / No, she **didn't**.	**Was** it a cool day? Yes, it **was**. / No, it **wasn't**.	**Were** the people hungry? Yes, they **were**. / No, they **weren't**.

Pronunciation p118

1 **Look at the table. Complete the sentences with *after*, *before*, *did* or *was/were*.**

1 To make negatives with *be*, we use *not* after *was* or *were*.
2 To make negatives with all other verbs, we use *not* before the verb.
3 To make past simple questions with *be*, we put was / were before the subject.
4 To make questions with all other verbs, we use did before the subject.

2.05 **2** **Complete the text with the past simple form of the verbs. Then listen and check.**



Bessie Coleman [1]was an amazing woman and a very important person in the history of flight. She [2]was (be) born in 1892 in Texas. Her family [3]weren't (not be) rich. They worked on a farm. But Bessie [4]had (have) big dreams. She [5]wanted (want) to be a pilot. That [6]wasn't (not be) possible in America at that time. Most schools didn't let (not let) women learn to fly. But [8]did that stop (stop) Bessie? No! Instead, she learned French and [9]went (go) to a flight school in Paris. In 1921 she [10]became become) the first African American woman to have a pilot's licence. She didn't stay (not stay) in France. She returned to America and [12]became (become) famous for her dangerous flying tricks. They [13]called (call) her 'Brave Bessie.' And she certainly was!

3 **Imagine you work for a newspaper. Reorder the words to make questions for Bessie Coleman.**

1 family / your / rich / was
Was your family rich ?
2 your / pilot / mum / was / a
Was your mum a pilot? ?
3 learn / to / did / fly / in America / you
Did you learn to fly in America? ?
4 learn / did / French / you
Did you learn French? ?
5 famous / you / in America / were
Were you famous in America? ?

4 **Take turns to ask and answer the interview questions from Exercise 3.**

Was your family rich? *No, we weren't.*

Grammar tutor p126

Use it!

5 **Think of questions to ask your partner about her/his last holiday. Use the ideas below or your own.**

the date the weather the food
the other people new friends

6 **Take turns to ask and answer your questions.**

When did you leave?

I left on 2nd April with my family.

Grammar game

Allow students to review the past simple forms of the irregular verbs on SB p134 for a few minutes, then divide the class into teams. Read out one present simple verb. The first team to shout out the correct past simple form wins a point.

Extend it!

Give students a few minutes to think about the last time they travelled somewhere. Then ask them to share their information with a partner.

Homework

Workbook p18

Lesson aim: I can talk about useful objects.

Vocabulary and listening

Useful objects

2.06 **1** Match the words with the pictures. Listen, check and repeat.

4 blanket	9 bowl	6 comb
14 cup	1 fork	11 hairbrush
3 knife	13 lamp	7 mirror
10 pillow	8 plate	2 scissors
12 spoon	5 toothbrush	



2.07 **2** Listen. Write the objects the people are using.

1 toothbrush
2 scissors
3 pillow
4 hairbrush
5 spoon and bowl
6 knife

Learn to learn

Categorising

Recording new words in groups in your notebook can help you remember them.

3 Write words in Exercise 1 in the three groups. Can you add any more words?

Appearance	comb, hairbrush, mirror
Bedtime	blanket, lamp, pillow, toothbrush
Meals	bowl, cup, fork, knife, plate, spoon

Use it!

4 Choose an object in Exercise 1. Ask questions to guess your partner's object.

Do you use it every day? *Yes, I do.*

A radio programme

2.08 **5** Listen to an interview about a discovery from the Bronze Age. What can you see in the photo?



2.08 **6** Listen again and correct the sentences.

1 Egtved is a small village in southern Germany.
Egtved is a small village in southern Denmark.
2 The Egtved girl was 15 years old when she died.
The Egtved girl was between 16 and 18 years old when she died.
3 The girl died in the winter.
The girl died in the summer.
4 She wore a shirt and trousers.
She wore a skirt and a top.

1 2.06 After feedback, play a game. Divide the class into teams. The teams should form one line each, with one student in front of the board. Read one word from the box (or play the recording). The student closest to the board in each team runs to the board and draws the item he/she has just heard. The fastest student wins a point for their team. Students then change so new students are in front of the board.

Audioscript p124

Target vocabulary
blanket /ˈblæŋkɪt/
bowl /bəʊl/
comb /kəʊm/
cup /kʌp/
fork /fɔːk/
hairbrush /ˈheəbrʌʃ/
knife /naɪf/
lamp /læmp/
mirror /ˈmɪrə/
pillow /ˈpɪləʊ/
plate /pleɪt/
scissors /ˈsɪzəz/
spoon /spuːn/
toothbrush /ˈtuːθbrʌʃ/

2 2.07 Challenge students to cover the box in Exercise 1 while doing the activity.

Audioscript p124

Vocabulary bank

Learn to learn
Encourage students to use different ways of organising new vocabulary in their notebook, and not just use the same methods.

3 Elicit extra words and, if time allows, extra possible categories generated by the students.

4 Students win five points if they guess after one question, four if they guess after two, three after three and so on.

5 2.08 After listening, elicit that the photo shows a body of a girl from the Bronze Age.

Audioscript p126

6 2.08 Allow students in pairs to discuss the sentences before playing the recording again.

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 *there was / there were*.

Warmer

▶ Before playing **Video 2.3** if it was not set for homework, ask students in groups to brainstorm what they know about Vikings. After playing the video, elicit that the Viking Age wasn't peaceful, and that there were coins in the exhibition.

1 Draw attention to the table. Quickly review uncountable nouns. Write *weather*, *homework* and *information* on the board, and elicit that we can't say *weathers*, *homeworks* or *informations*. Elicit a few more examples of questions and short answers using the correct structure. Then have students work in pairs to complete the exercise. Check answers as a class.

2 Play the video again to check students' answers.

3 ★ Give students time to write questions before they ask and answer them in pairs.

4 Ask students to underline the nouns after the two options and guide them to decide if they are countable or uncountable, and if the sentence is positive or negative.

5 & 6 2.09 After feedback, challenge students in small groups to come up with one extra quiz question. Elicit these and ask the class to guess the answers.

Audioscript p125

Grammar tutor

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

Language in action

There was / there were



Watch video 2.3
Was the Viking Age peaceful?
Were there any coins in the exhibition?

	Singular: *there was (not)*	Plural: *there were (not)*
+	**There was a** Viking ship.	**There were some** coins.
-	**There wasn't any** information about what they ate.	**There weren't any** Viking hats.
?	**Was there a** Viking ship at the exhibition? Yes, there **was**. / No, there **wasn't**.	**Were there any** coins at the exhibition? Yes, there **were**. / No, there **weren't**.

1 **Look at the table. Match 1-3 with a-c to make rules.**

1 We use *there was / there were* — c to talk about situations in the past.
2 In negative sentences we use — a *there wasn't / there weren't.*
3 With plural countable nouns and uncountable nouns we use — b *some / any.*

2 **Watch the video again. Then correct the sentences about Vikings.**

1 There wasn't a photo of the kind of house the Vikings lived in.
There was a photo of the kind of house the Vikings lived in.
2 There was information about what the Vikings ate.
There wasn't (any) information about what the Vikings ate.
3 There weren't Viking hats in the gift shop.
There were Viking hats in the gift shop.
4 There were Vikings in England more than 1,000 years ago.
There weren't (any) Vikings in England more than 1,000 years ago.

3 **Ask and answer about the information in Exercise 2.**

Was there a photo of the kind of house the Vikings lived in? — *Yes, there was.*

4 **Circle the correct words.**

1 There were (*some*) / *any* students at the talk.
2 There was (*an*) / *some* interesting exhibition last week.
3 There weren't *some* / (*any*) audio guides.
4 There wasn't (*a*) / *any* documentary on TV last night.

5 **Complete the quiz with *was(n't)/were(n't)* and *a, an, some* or *any*. Then circle the correct answers.**

Did you know ...?

1 There **were** ✓(*some*) / *any* humans in ? 250,000 years ago.
a Portugal (b Africa)
2 There **wasn't** ✗ *a* / (*an*) alphabet with letters in ? times.
a (Aztec) b Roman
3 There **were** ✓(*some*) / *any* university courses for students in ? in 1095.
a Paris b (Oxford)
4 There **weren't** ✗ *some* / (*any*) ? for eating food in ancient Greece.
a (forks) b knives
5 There **was** ✓(*a*) / *some* famous Roman ? called Apicius.
a emperor b (cook)

2.09 **6** **Discuss your answers to the quiz. Then listen and check.**

Grammar tutor p126

Use it!

7 **In pairs, choose a photo from Units 1 and 2 and look at it for one minute. Close your books. What can you remember?**

Were there any clouds in the sky?

Yes, there were. There were some white clouds.

Unit 2 | Out of the past 27

7 If appropriate, students can choose pictures on their smartphones and show them to their partner briefly. Their partner has to remember as many details as possible.

Grammar game

Students write three sentences about their last holiday using *there was/there were*. One sentence must be false. Students ask each other questions to find out the lie.

Homework

Workbook p20

Lesson aim: I can talk about my weekend.

Warmer

Students write down three things they did at the weekend, then move around the room looking for another student who did at least two of the things on their list.

1 2.10 ★★★ Challenge students to listen and answer the question with their books closed. Elicit that Andy was in Wales for his grandad's 70th birthday.

Audioscript p125

2 2.10 After feedback, encourage students to read the conversation out loud along with the audio, and then to practise it in pairs.

3 ▶ Play **Video 2.4** and drill the pronunciation of the target phrases.

4 After feedback, tell students the following, and ask them to react with an *Everyday English* phrase: *The school is closed tomorrow; It will rain the whole weekend; Did you know Egyptian men used to wear make-up?*

5 Elicit possible topics that students could write about, such as 'my last birthday' or 'my holiday' to help generate ideas.

6 If appropriate, ask students to record their conversations on their phones, and listen to the recordings, giving them time to repeat the task if they wish. This will help with their self-correction skills.



Speaking

Talking about your weekend

2.10 **1** **Listen to the conversation. Why was Andy in Wales?**



Carla	Hi Andy. [1]*How was your weekend*?
Andy	[2] It was OK, thanks.
Carla	What [3] ____? did you do
Andy	I went to Wales for my grandad's 70th birthday.
Carla	Cool! What [4] ____ like? was the weather
Andy	It was cold, wet and windy.
Carla	That's a shame. [5] ____? Where did you stay
Andy	We stayed in a cottage.
Carla	What was it like?
Andy	Well, there wasn't any wi-fi and there were loads of noisy sheep outside.
Carla	Really?
Andy	Yes, really. In Wales there are about three million people and nearly ten million sheep.
Carla	Wow. You learn something new every day!
Andy	What [6] about you? What did you do?
Carla	Nothing much. I watched TV and made some cakes.
Andy	Sounds good!

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

Useful language

How was your weekend?
It was (OK/good/great/amazing/awful), thanks.
What about you?
What did you do?
What was the weather like?
Where did you stay?

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



Watch video 2.4
Everyday English

Nothing much.
Sounds good!
That's a shame.
You learn something new every day!

4 **Which *Everyday English* phrase do we use to respond to …**

1 negative news? That's a shame.
2 interesting facts? ____
3 positive news? Sounds good.
4 a question? Nothing much.

You learn something new every day!

Plan

5 **Write about something you did in the past. Use the ideas below.**

Where you went: ____
What you did: ____
What the weather was like: ____
Any problems you had: ____

Speak

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

- the past simple and *there was/there were*
- the vocabulary from this unit
- phrases from the *Useful language* and *Everyday English* boxes

Check

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

Where they went: ____
What they did: ____
What the weather was like: ____
Any problems they had: ____

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

Flipped class

Prepare for the **Writing** lesson. Students research a famous journey, real or fictional.

Lesson aim: I can write an account of a journey.

1 Focus students' attention on the sea around the ship in the second photo and elicit relevant vocabulary such as *ice*, *icy*, *iceberg*. Elicit a few difficulties that explorers could encounter. Elicit that the man wanted to go to the North Pole.

2 Turn this into a brief competition to encourage quick scanning. The first five students to circle all the phrases in the text win.

3 Ensure students understand *set off* (to start a journey) by asking a concept-checking question such as *What time did you set off from home this morning?*

4 Students complete the exercise individually, then check answers in pairs.

5 Allow students to work in pairs as this will help generate ideas. They can share any information they researched for homework, then choose the most exciting journey to write about.

6 You may want to allow students to write in pairs. This might be more time-consuming, but can help students focus on form.

Writing frames

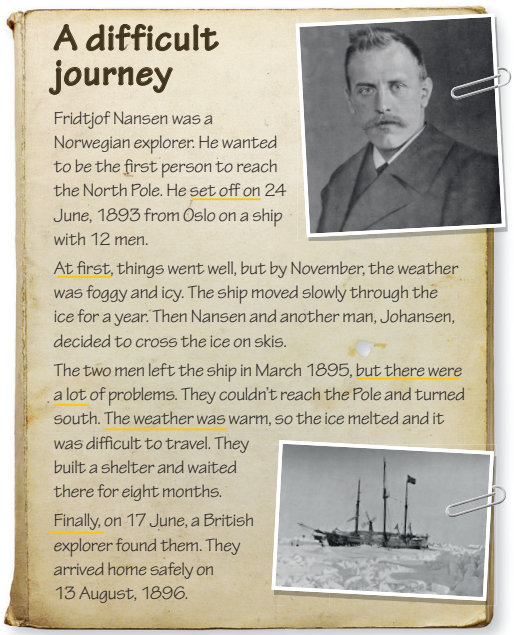
7 Students display their texts around the room and read as many as possible. Then, they vote for the most exciting journey.

Finished?

Writing

An account of a journey

1 **Look at the photos. Where do you think the man wanted to go? Read the account and check your answer.** to the North Pole



A difficult journey

Fridtjof Nansen was a Norwegian explorer. He wanted to be the first person to reach the North Pole. He set off on 24 June, 1893 from Oslo on a ship with 12 men.

At first, things went well, but by November, the weather was foggy and icy. The ship moved slowly through the ice for a year. Then Nansen and another man, Johansen, decided to cross the ice on skis.

The two men left the ship in March 1895, but there were a lot of problems. They couldn't reach the Pole and turned south. The weather was warm, so the ice melted and it was difficult to travel. They built a shelter and waited there for eight months.

Finally, on 17 June, a British explorer found them. They arrived home safely on 13 August, 1896.

2 **Read the phrases in the *Useful language* box. In what order does the writer use them in his account?**

Useful language

2 At first …
5 Finally …
1 (He) set off (on Monday / at 7 o'clock / in June) …
3 The weather was …
4 There was / were (a / some / a few / a lot of) problem(s) …

3 **Put the sentences in the correct order (1-5).**

a 5 Finally, we arrived back safely at 9 pm.
b 3 The weather was sunny but cold.
c 1 We set off from home early one morning.
d 2 At first, we made good progress.
e 4 There were a lot of problems that day.

4 **Complete the diary entry with phrases from the *Useful language* box.**

Thursday, 4th April
We [1] set off early in the morning. The [2] weather was warm and sunny. [3] At first everything went well but in the afternoon [4] there was a problem with my boots and my feet hurt. We rested and then started to walk again. [5] Finally, we reached the campsite before sunset.

Write an account of a journey from the past.

Plan

5 **Make notes to prepare your account. Decide what information you'll add. Think about:**

- Who made the journey
- When it started
- The first part of the journey
- The weather and any problems
- The end of the journey

Write

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

- the past simple
- *there was / there were*
- phrases from the *Useful language* box

Check

7 **Do you …**

- use the past simple?
- explain what happened at the start, middle and end?
- use the expressions from the *Useful language* box in the correct order?

Flipped class
Prepare for **The CLIL Project** (pp30–31).
Students research a historical fashion trend.

Homework
Workbook p21, Writing Tutor p81

Lesson aim: I can create a timeline.

Watch

Before students watch the video, ask them to read the questions and write their answers in their notebooks. After they've watched the video, discuss answers as a class. What recent fashion trends have students noticed? Is there a current trend that looks back to the past (retro looks)?

Project Book

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

1 Ask volunteers to identify anything they recognise in the photos. Have any students shopped for clothing at a second-hand stall like the one in the last photo? Then elicit answers and write them on the board.

2 2.11 ★ After reading, discuss as a class how similar or different their ideas are to the ones they read. Do a quick class survey to rank the reasons why fashion can be bad for the environment in order of most damaging to least.

Sustainability: Responsible consumption and production

Explain to students that we have a choice when it comes to the things we buy, we can choose to spend our money on things that cause the least damage to the environment. Sustainable Development Goal 12 is to ensure sustainable consumption and production patterns. Confirm students' understanding of *fast fashion*. Explain that *consumption* means how we buy and use things, and *production* is how things are made. Ask students to think about whether they contribute to fast fashion or if they have more sustainable shopping habits. Students will learn more about this topic in Unit 4.

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

Social responsibility

Buying fashion responsibly

1 Look at the photos on this page. How can fashion be bad for the environment? Work in pairs and share your ideas.
Students' own ideas.

2.11 2 Read the text and check your ideas.
Using chemicals to grow cotton pollutes rivers, and transporting clothes pollutes the air.

Watch video 2.5
Fashion trends: then and now



Is fashion important to you? Why / Why not?

Watch the video. Which sentence best describes it?

- Fashion trends change slowly.
- Fashion trends often return.

The story of jeans!

Almost everyone has a pair. But this modern fashion item has a long history.







The material

From the 6th millennium BCE, people used the cotton plant to make cloth. In the 18th century, large factories started to mass produce lots of cotton – and created lots of pollution in the air and in rivers.

Indigo dye was a big thing long before jeans. From the 8th century BCE, India sold dye to the ancient Greeks and, until the 5th century, to the Roman Empire. In the 1890s scientists made blue dye from chemicals. Most jeans today use this chemical dye.

The name

Where did the word 'jeans' come from? That's a long story! About 500 years ago in Genoa, people wore trousers made from heavy cotton cloth. The word 'Jeans' came from the French word for Genoa. Those early jeans looked very different. But in the late 19th century, a very famous company designed the jeans we know today.

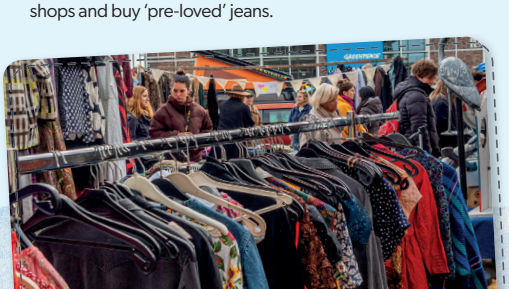
The styles

In the early 20th century, jeans were only for work. But in the 1950s film stars and famous singers started to wear jeans. Jeans became the 'must have' trousers. Styles changed from decade to decade, but jeans are still a 'must have'.



Fast fashion and the future

Last year people around the world bought billions – yes, billions! – of pairs of jeans, often from online 'fast fashion' websites. On the journey from the field to the shop, those jeans made quite a mess. The cotton farmers used chemicals on the fields. The factories polluted rivers. Transporting the jeans in ships and trucks polluted the air. But it's great that now we can choose to buy from eco-friendly brands that create less pollution. Or even better, we can visit vintage shops and buy 'pre-loved' jeans.



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

Class challenge

The oldest jeans found in the world are from **1857** / 1875 / 1899.

Lesson aim: I can create a timeline.

Vocabulary extra

3 Students check their answers in new pairs.

4 Put students in three groups to discuss their answers. Ask volunteers to share their group's answer to one of the questions. (*The people are sewing clothing with multiple machines.*)

CLIL: History

5 & 6 After feedback, explain that BCE means *before the Common Era*, or before the first year of most historical Western calendars. Point out that the number in a century's name (e.g. the *18th* century) is one number higher than the number that starts its years (e.g. each year of the 18th century starts with *17*).

7 Elicit events in your country's history. Ask students to write sentences about the events and when they occurred, using the new vocabulary. (*The Byzantine Empire built the Hagia Sophia in the 6th century.*)

Plan

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 three or six. Ensure that the items groups have chosen enough history for students to generate a timeline of their development and use. Have students choose the five most important developments before they build their timeline. Encourage students to check their dates and information thoroughly, ensure that their timeline is clear and well-illustrated, and rehearse the presentation at least once.

Project

Vocabulary extra

3 Put these words from the text into two groups. Use a dictionary to help you.

cotton denim dye eco-friendly field pollution pre-loved river

The environment	Clothes and materials
river	cotton
pollution	denim
eco-friendly	dye
field	pre-loved

4 Discuss with a partner.

1 What is 'fast fashion'?
2 The photo shows people working in a fast fashion factory. What job are they doing?
3 Do you think this is a good job? Why / Why not?



CLIL: History

Dates

5 Match the words with their meanings.

from **decade** to decade
from the 8th century **BCE**
in the 18th **century**
in the **1950s**
from the 6th **millennium** BCE

1 A period of ten years *decade*
2 A period of one hundred years century
3 A period of a thousand years millennium
4 The period between 1950 and 1959 the 1950s
5 Before the common era BCE

6 Look at the timeline. Complete the sentences using the past simple and phrases in Exercise 5.


438 BCE The Greeks finish the Parthenon


1600–1800 CE Rich people in Europe wear wigs


1324 BCE The Egyptian Pharaoh Tutankhamun dies


476 CE The Roman Empire falls


1990–2000 CE The first K-pop bands appear

1 Tutankhamun *died* in the second *millennium BCE*.
2 The Greeks built the Parthenon in the fifth century BCE.
3 The Roman Empire fell in the fifth century.
4 Between the 17th and 18th centuries rich people in Europe wore wigs.
5 The first K-pop bands appeared in the 1990s.

7 Now write 3 sentences of your own about other important events in history.

Project: a timeline

The history of the ...

Step 1: Plan

Work in groups. Make a timeline to show the history of a piece of clothing or an object from page 26.

- Decide on an object for the timeline.
- Find out about the object's history. Use information online to find:
  - the dates when it was first made or used
  - the materials used in the past and today
  - the way the materials can damage the environment
- Choose the five most important changes to include on your timeline.
- Use photos or pictures to illustrate the changes.

OWN IT! Project: a timeline, p120

Encourage students to follow the Plan tips, and check off each step as they follow them.

Present

Students present their timeline to the class and then post the timeline on the wall in the classroom.

Respond

After the presentations, students make notes on each presentation. Which item changed the most over the course of its history? Did any item change in ways that improve its effect on the environment? How many items do students own in their modern forms?

Flipped class

Students complete the **Learn to learn** page (p32), then prepare for the **Review** lesson (p33). Students revise the grammar and vocabulary from Unit 2.

Lesson aim: I can talk about stories.

Warmer

Ask the class to make a list of famous stories and find out if students know what they are called in English. Elicit these on the board.

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 relevant vocabulary on the board, such as *reading*, *story*, *book* etc.

2 & 3 Elicit a list of verbs on the board, such as *act*, *travel*, *sing*, *dance*, etc. Ask students to raise their hands if they hear any of the verbs on the board in the documentary.

4 Allow students a few minutes of thinking time to form an opinion and a reason why.

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

Flipped class

Prepare for **Explore it!** (p35). Students research an interesting fact about unusual phobias, i.e. things some people are scared of (e.g. arachnophobia – the fear of spiders).



Unit aims

Skills

I can ...
- understand a fable p36
- tell an anecdote p40
- write a story p41
- understand a fairy tale p42

Language

I can ...
- talk about feelings p35
- understand how to use the past continuous p37
- understand how to use prepositions of movement p38
- understand how to ask questions using the past continuous p39

Learn to learn

I can ...
- personalise sentences to remember new words p35
- use my knowledge to understand a text better p38
- use phrasal verbs p43
- guess the meaning of new words p45

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 feelings.

Warmer

In groups, students brainstorm adjectives to describe feelings (e.g. *happy*). They then play against another team. Team A mimes one adjective from their list, and team B must guess the word to win a point.

1 3.01 Alternatively, read out the words and ask students to mime them using facial expressions.

Pronunciation

Ask students to turn to SB p141 for pronunciation practice of word stress in adjectives.

Audioscript p125

Target vocabulary

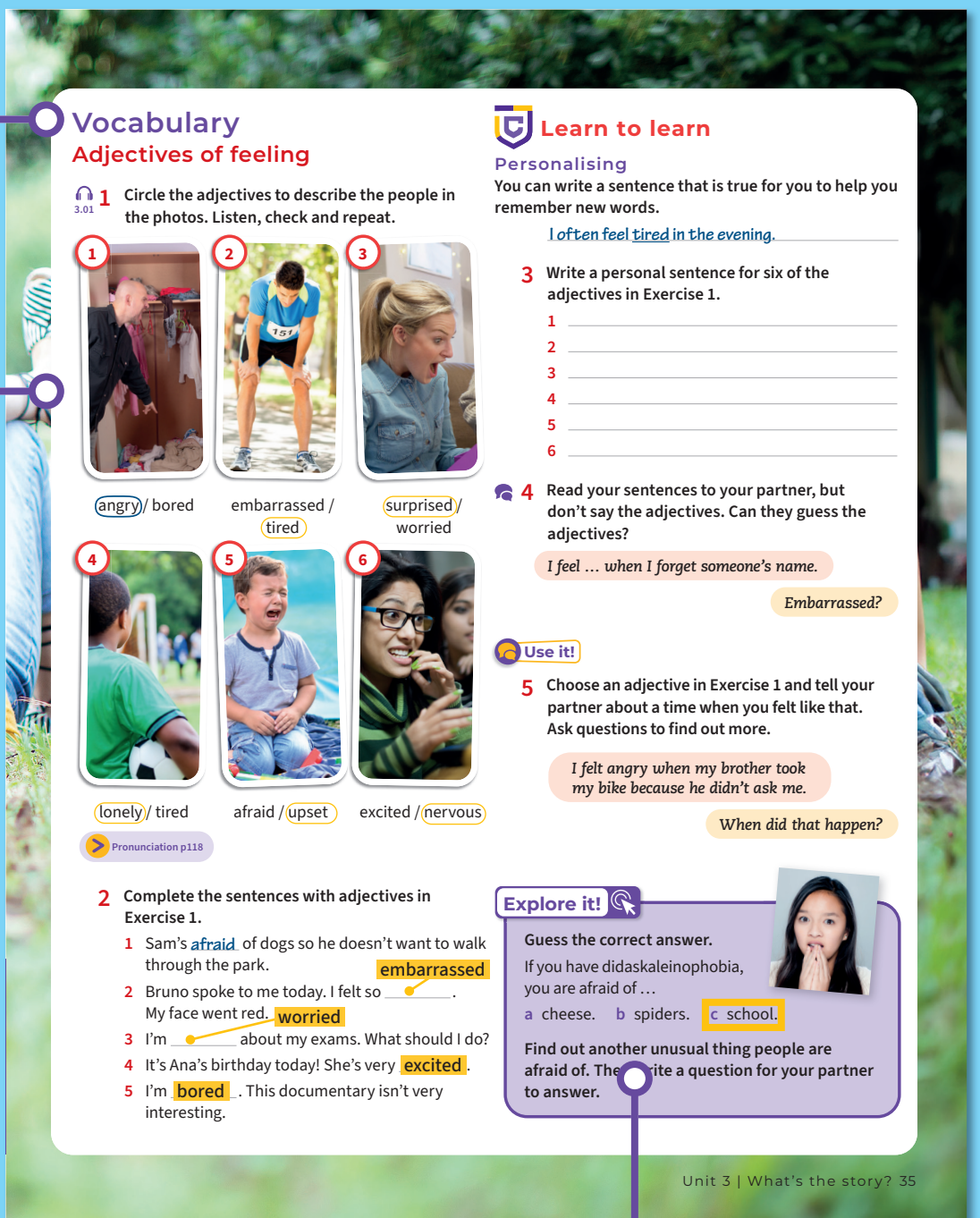
afraid /ə'freɪd/
angry /'æŋgri/
bored /bɔːd/
embarrassed /ɪm'bærəst/
excited /ɪk'saɪtɪd/
lonely /'ləʊnli/
nervous /'nɜːvəs/
surprised /sə'praɪzd/
tired /taɪəd/
upset /ʌp'set/
worried /'wʌrid/

2 ★★★ After feedback, put students into pairs to make one extra sentence with a gap and give it to another pair to complete.

Vocabulary bank

Learn to learn

Personalising new vocabulary is a strategy that students should be continuing to use in order to maximise their chance of remembering it.



Vocabulary

Adjectives of feeling

3.01 **1** Circle the adjectives to describe the people in the photos. Listen, check and repeat.

1 angry / bored
2 embarrassed / tired
3 surprised / worried
4 lonely / tired
5 afraid / upset
6 excited / nervous

Pronunciation p118

2 Complete the sentences with adjectives in Exercise 1.

1 Sam's afraid of dogs so he doesn't want to walk through the park.
2 Bruno spoke to me today. I felt so embarrassed. My face went red.
3 I'm worried about my exams. What should I do?
4 It's Ana's birthday today! She's very excited.
5 I'm bored. This documentary isn't very interesting.

Learn to learn

Personalising

You can write a sentence that is true for you to help you remember new words.

I often feel tired in the evening.

3 Write a personal sentence for six of the adjectives in Exercise 1.

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

4 Read your sentences to your partner, but don't say the adjectives. Can they guess the adjectives?

I feel … when I forget someone's name.

Embarrassed?

Use it!

5 Choose an adjective in Exercise 1 and tell your partner about a time when you felt like that. Ask questions to find out more.

I felt angry when my brother took my bike because he didn't ask me.

When did that happen?

Explore it!

Guess the correct answer.

If you have didaskaleinophobia, you are afraid of …

a cheese. b spiders. c school.

Find out another unusual thing people are afraid of. Then write a question for your partner to answer.

3 & 4 Before the activity, ask students to circle the adjectives in Exercise 1 that were new for them. Then ask the students to include those adjectives in their sentences.

5 Allow plenty of thinking time for this activity as it is an opportunity for students to associate the language with a real event, and make it personal.

Explore it!

In groups, students make questions about the phobias they researched for homework. Elicit the most interesting from each group.

Homework

Workbook p24

Lesson aim: I can understand a fable.

Warmer

Ask students if they know any fables or stories that share lessons about how people should behave or act. They may know some of Aesop's fables, a collection of stories credited to Aesop, a slave and storyteller believed to have lived in ancient Greece between 620 and 564 BCE. Share information about any fables you know of from your country and elicit the lessons or morals they teach.

Reading

A fable

The fable of Dukdukdiya

A fable is a short story that shows people how to behave. This fable about a hummingbird is from the Quechua people of South America.

1 Match the words with the photos.

beak bush drop
hummingbird owl ~~smoke~~

2 Look again at the photos. What do you think the story is about?

3 3.04 Read the story and check your ideas.

4 Complete the sentences with the words in the box.

bear hummingbird lion
~~mice~~ monkeys owl

1 The mice were very upset.
2 The bear spoke to the hummingbird.
3 The hummingbird took water to the fire.
4 The lion was the first to understand something was wrong.
5 The monkeys were jumping in the trees.
6 The owl told all the other animals about the fire.

5 Answer the questions.

1 Who noticed the fire first? What did they see?
2 What did the animals do next? Why?
3 What did the hummingbird decide to do?
4 Why were the animals embarrassed?

Voice it!

6 Discuss the questions.

1 Why did the hummingbird do better than the other animals?
2 How can small things we do every day help the planet?



One day, long ago, the animals of the forest were doing what they usually do. The birds were singing. The monkeys were jumping between the trees. The lion was lying under a large green bush. 'I'm so bored,' he said. 'Nothing interesting ever happens here.' Then he saw something. Some grey clouds were moving slowly over the trees. But it wasn't raining. They were clouds of smoke. 'Fire! Fire!' cried the owl. Suddenly all the animals were afraid. They ran out of the forest and went to the river.

The forest was their home, but the animals weren't doing anything to help stop the fire. The rabbit was running round in circles. 'I'm so worried about the fire, but what can we do?' he said. The mice were sitting under some leaves. They were very upset. 'We can't help,' they said. 'We're too small.' The elephant was standing in the river. 'The fire's so hot,' he said. But he wasn't helping. No! He was just staying cool.

Then Dukdukdiya, the hummingbird, came past the other animals. From the river she picked up one drop of water in her beak and took it to the fire. She did this again and again. The other animals were surprised. 'What are you doing?' asked the bear. 'I,' replied Dukdukdiya, 'am doing what I can. What about you?'

The animals understood, and they were all very embarrassed.

hummingbird

They ran out of the forest and went to the river to get away from the fire.

They weren't trying to help put out the fire.

The lion; clouds of smoke

She took drops of water to the fire to try to put it out.

1 Ask volunteers to identify what they see in the photos. You may want to begin by translating the words in the box in students' first language.

2 Discuss the question as a class. Prompt students to recall that we can learn from how different animals behave in times of danger. Animals native to your country may migrate in certain patterns as the seasons change, or behave in similar ways that benefit their well-being. Because students have identified smoke in the first exercise, ask: *What might happen in the story?*

3 & 4 3.04 Instead of asking students to read the story, you could tell it to them, eliciting some of the vocabulary through facial expressions and miming (i.e. *bear*, *hummingbird*). Engage students by frequently asking them what they think will happen next. During the story, elicit the vocabulary in Exercise 4.

5 If you followed the alternative technique above, ask students to cover the text and answer the questions from memory. They can then check their answers by reading the text.

6 Allow students a few minutes of thinking time to form opinions and think of relevant vocabulary. Monitor and assist, and encourage students to share their ideas with the class after some time for discussion in pairs.

Extend it!

Elicit more fables on the board and ask students in groups to discuss the moral of these stories for a few minutes. Monitor and assist where necessary. Encourage discussions during whole-class feedback.

Class challenge

The Little Prince by Antoine de Saint Exupéry is the one of the most translated books. You can read it in 55 / 150 / **more than 300** languages.

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 the past continuous.

Warmer

▶ Play **Video 3.2** if it was not set for homework. Elicit that in her first vlog, Sophie wasn't speaking clearly or looking at the camera. She has over 300 followers.

1 Draw attention to the table. Remind students that continuous can mean going on or *happening*. Elicit that past continuous is used to talk about past actions which happened for a period of time. If needed, also remind students that affirmative = *yes* and negative = *no*. Work through the activity as a class. During feedback, drill the pronunciation of *was* /wəz/ and *were* /wə(r)/, and point out that we don't normally stress these words in the past continuous.

2 Ask students to work in pairs and check each other's answers. Confirm answers as a class.

3 & 4 3.05 Tell students this text is a fable, similar to the one they read on page 36. After completing the activities, encourage students to circle each *was* / *were* and underline all the *-ing* verbs, to help them self-correct before checking the answers as a class.

Audioscript p125

Grammar tutor

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

5 & 6 ★★★ Alternatively, ask students to think of two true sentences and one false one. Students then ask each other extra questions to find the lie.

Language in action

Past continuous: affirmative and negative



Watch video 3.2
Why was Sophia's first vlog bad? How many people follow her?

	I / He / She / It	You / We / They
+	I **was talking** to the camera.	Things **were getting** better.
-	I **wasn't speaking** clearly.	At first, people **weren't watching** my vlogs.

1 **Look at the table and complete the rules.**

1 We use **was** / **were** + verb + *-ing* to form affirmative sentences.

2 We use **wasn't** / **weren't** + verb + *-ing* to form negative sentences.

2 **Complete the sentences with the past continuous form of the verbs in brackets.**

At first, she [1] **wasn't making** (not make) good videos. She [2] **was making** (make) too many mistakes. She [3] _____ (not look) at the camera. She [4] **was looking** (look) at her hands. She [5] _____ (not practise) and her vlogs [6] _____ (not get) better. Later, her vlogs [7] **were getting** (get) better and more people [8] _____ (watch) them.

wasn't looking · wasn't practising · weren't getting · were watching

3 3.05 **Complete the story with the past continuous form of the verbs. Then listen and check.**

One day, a hare [1] **was telling** (tell) the other animals how fast he could run. At that moment, a tortoise [2] _____ (walk) past. He heard the hare and he offered to race him. The race began. At first, the hare [3] _____ (run) very fast and the tortoise [4] **was going** (go) very slowly. The hare was soon near the end of the race. The other animals [5] _____ (not watch), so he decided to stop for a rest. He soon fell asleep. The tortoise continued to walk slowly while the hare [6] _____ (sleep). Just as the tortoise [7] **was finishing** (finish) the race, the hare woke up. The other animals [8] _____ (shout) loudly – the tortoise was the winner!

was walking · was running · weren't watching · was sleeping · were shouting

The moral of the story is: don't be too sure that something is easy. Sometimes things are more difficult than you think.



4 **Complete the sentences with the past continuous form of the verbs in the box.**

make · not live · not work · read · take · travel · watch

1 At 9 pm last night, I **was reading** a book.

2 Leo **was taking** selfies this morning.

3 Esma _____ a cake when I called.

4 My parents _____ at 10 pm last night. They _____ TV.

5 Sandra _____ at home this time last year. She _____ round the world!

was making · weren't working · were watching · wasn't living · was travelling

Grammar tutor p127

Use it!

5 **Think of true sentences about things you were doing at these times. Use the activities in the box or your own ideas.**

at … o'clock yesterday morning/afternoon/evening

at … o'clock last Monday/Tuesday

this time two days ago/last year/last month

chat to friends · do my homework · get up · go to bed · have breakfast/lunch/dinner · play basketball/computer games · sleep

6 **Compare your sentences with a partner.**

At 8 o'clock yesterday morning, I was walking to school. What about you?

I wasn't walking to school. I was cleaning my teeth.

Grammar game

If possible, find a picture of a group of people doing different activities and display it for 30 seconds. Students in groups then write down sentences about it using the past continuous (e.g. 'a girl was laughing'). The team with the most correct sentences wins.

Homework

Workbook p26

Lesson aim: I can use prepositions of movement.

1 3.06 After feedback, students work in pairs to come up with gestures to correspond to each preposition.

Audioscript p126

Target vocabulary
across /əˈkrɒs/
along /əˈlɒŋ/
between /bɪˈtwiːn/
down /daʊn/
into /ˈɪntu/
off /ɒv/
out of /aʊt ɒv/
over /ˈəʊvə/
past /pɑːst/
through /θruː/
under /ˈʌndə/
up /ʌp/

2 3.07 During feedback, encourage students to use the gestures they came up with in Exercise 1 to reinforce their understanding of the prepositions.

Audioscript p126

3 Students then delete the prepositions from their description and give it to another student to complete.

Vocabulary bank

Learn to learn
Students might already know about a topic, even if they don't fully understand how to talk about it in English. Thinking about the type of things they might hear will help them guess what speakers are talking about.

4 Put students into teams and give them four minutes to brainstorm as many words as possible. Then elicit the words and write them on the board.

Vocabulary and listening
Prepositions of movement

3.06 **1** Match the prepositions with the pictures. Listen, check and repeat.

12 across	11 along	4 between
1 down	5 into	7 off
2 out of	3 over	8 past
10 through	6 under	9 up



3.07 **2** Circle the correct prepositions. Then listen and check.

1 Be careful! Don't fall *over* / (*down*) the stairs.
2 Who is that coming (*out of*) / *under* Bruno's house? Is it Carla?
3 Let's jump (*into*) / *up* the water together! Are you ready?
4 Don't cross the road *through* / (*between*) those cars. It's dangerous.
5 Why don't we swim (*across*) / *off* the lake to the other side? It isn't far.
6 Laura walked *along* / (*past*) me without saying hello.

5 3.08 Ask students to raise their hand when they hear a word on the board.

Audioscript p126

6 3.08 Allow students to discuss the events in pairs and guess the order before listening again.

7 ★ Write some key vocabulary from the story on the board to support students.

Use it!

3 In your notebook write about your journey to school today using the prepositions in Exercise 1. Compare with a partner.

First, I went out of my house. Then I walked along the road and over the bridge.

A radio phone-in

Learn to learn
Using your knowledge

Before you listen, think about what you already know on the topic and words you might hear.

4 Look at the photos and think about words you might hear.



3.08 **5** Listen to Melissa's story. How many of your words in Exercise 4 do you hear?

3.08 **6** Listen again and put the events in the correct order.

a 4 A boy fell into the lake in the park.
b 3 A photographer was taking a photo of Clayton's wife.
c 2 Clayton and his wife were in a park.
d 1 Clayton Cook got married.
e 6 Clayton jumped into the water and rescued the boy.
f 5 Some children started shouting.

7 Close your books. Take turns to tell the story. Can you remember the events in order?

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 use the past simple and past continuous.

Warmer

If appropriate, ask students to show one of their own photos on their smartphones and tell each other the story behind it.

▶ Play **Video 3.3** if it was not set for homework. Elicit that the people were walking, and the sister was holding an apple.

1 Draw attention to the table. Point out that we pronounce *was* and *were* more fully in questions and short answers. Pick up an object and then put it down. Ask: *Was I holding the …?* Prompt students to answer *Yes, you were*. Then hand a different object to two students to hold. Ask them to put the object back down. Ask: *Were they holding a snake?* (or another incorrect example). Encourage students to answer *No, they weren't*. Students work in pairs to complete the exercise.

2 ★★★ After feedback, challenge pairs to write one more short dialogue using a past continuous question.

Get it right!

Explain that clauses starting with *when* or *while* cannot stand on their own (e.g. *While I was doing my homework*), but always need a main clause (*She called me while I was doing my homework.*).

3 Point out the structure of the example sentences in the table. Explain that we use the past simple to talk about one, complete action in the past. We can use the past continuous to give background information about what was happening before and after the past simple action. Before students attempt the exercise, elicit whether each sentence describes one, complete action or background information.

Language in action

Past continuous: questions



Watch video 3.3
What were they doing in the country? What was her sister holding?

I / He / She / It	You / We / They
Was his sister **holding** an apple? Yes, she **was**. / No, she **wasn't**.	**Were** these horses **smiling**? Yes, they **were**. / No, they **weren't**.

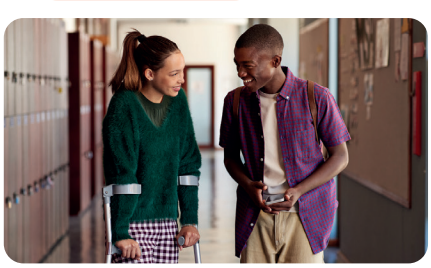
1 Look at the table. Put the words in the correct order to make questions.

1 you / call / were / afternoon / yesterday / to / trying / me
Were you trying to call me yesterday afternoon?
2 your / was / ringing / a / phone / ago / moment
Was your phone ringing a moment ago?
3 you / last / sleeping / were / at / 10 o'clock / night
Were you sleeping at 10 o'clock last night?
4 having / morning / you / breakfast / at / were / 7 o'clock / this
Were you having breakfast at 7 o'clock this morning?
5 raining / it / yesterday / was
Was it raining yesterday?

Use it!

2 Ask and answer the questions in Exercise 1. Give correct answers for you.

Were you trying to call me yesterday afternoon? *No, I wasn't.*



Past simple and past continuous

While my sister and I **were walking**, we **saw** some horses.
When I **took** this photo, she **was holding** the apple over my camera.

past simple
past continuous

Get it right!

We can use *when*, *while* and *as* + past continuous for a longer action in progress.
We use *when* + past simple for a shorter action that interrupts a longer one.

3 Choose the correct form of the verbs.

He [1] *took* / *was taking* photos when he [2] *dropped* / *was dropping* his phone.
I [3] *took* / *was taking* this photo while I [4] *travelled* / *was travelling* in Peru.
Her phone [5] *rang* / *was ringing* as she [6] *filmed* / *was filming* her vlog.
The [7] parcel *arrived* / *was arriving* while they [8] *had* / *were having* breakfast.

4 Write sentences using the past continuous, past simple and the words in the box. Students' own ideas.

ask climb cook cry eat fly hear listen make ride run see start swim wash watch write

It **started** to rain while I **was running** yesterday.

Grammar tutor p127

Use it!

5 Work in pairs. Take turns to say a sentence to continue and finish the story below. Use the past simple and past continuous.

While I was walking to school this morning, I saw …

4 Write the first three examples on the board and work with students to form past continuous and past simple sentences. Then have students complete the exercise in pairs.

Grammar tutor

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

5 Allow pairs to first make up the story as they go, then work on retelling it properly, and, if there is time, write it down.

Grammar game

Students show their photo from the Warmer with a different partner. Encourage them to ask each other questions about what was happening, and win a point every time they can use a correct past continuous question.

Homework

Workbook p28

Lesson aim: I can tell an anecdote.

Warmer

Tell the students a funny story about your life (you can invent one if you want), and elicit reactions and follow-up questions. Explain that an *anecdote* is a short, often funny story, about something someone has done.

1 3.09 ★★★ Books closed. Students listen twice, then work in pairs to retell the story. Elicit the story on the board, together with relevant vocabulary.

Audioscript p126

2 3.09 After feedback, play the recording again and ask students to read the text out loud with the recording.

3 Encourage students to use the context of the conversation to guess what the phrases mean.

4 ▶ Play **Video 3.4** and drill the pronunciation of the phrases.

5 Ask students to work in small groups to share any funny or unusual stories they have. Then, they can choose the best ones to focus on.

6 If appropriate, encourage students to record their conversations on their phones, and listen to the recording, giving them time to repeat the task if they wish.

Speaking

Telling an anecdote

It's about Adrian. He was in the new shopping centre. He was looking for new trainers.

3.09 **1** **Listen to the conversation. Who is the story about and what was the person doing?**

David [1] *Guess what happened* yesterday?
Laura No idea.
David Well, it didn't happen to me, [2] It happened to Adrian.
Laura Go on.
David He was at the new shopping centre.
Laura You're kidding! [3] What was he doing in a shopping centre? He hates shopping.
David He was looking for new trainers.
Laura [4] Really?
David Yes, really. Now please stop interrupting. While he was looking at the trainers, someone bumped into him.
Laura Who was it?
David It was Bukayo Saka!
Laura No way! [5] That's amazing!
David I know.
Laura Did he take a photo?
David No, he didn't. He was too embarrassed. Can you believe it?
Laura What a great story!





3.09 **2** **Complete the conversation with the phrases from the *Useful language* box. Then listen and check.**

Useful language

Guess what happened (yesterday)?
It happened to …
Really?
That's amazing/incredible!
What was (he) doing (in) … ?

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



Watch video 3.4
Everyday English

Go on. No idea. What a great story!
You're kidding!

4 **Which *Everyday English* phrases do you use when you …**

1 don't know? No idea.
2 hear something surprising? You're kidding!
3 want someone to continue? Go on.
4 liked a story that someone told you? What a great story!

Plan

5 **Write about something funny or unusual that happened. Use the ideas below.**

Who did it happen to? _____
What was the person doing when it happened? _____
What happened? _____

Speak

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

- the past simple and past continuous
- the vocabulary from this unit
- phrases from the *Useful language* and *Everyday English* boxes

Check

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

Who the story happened to: _____
What the person was doing when it happened: _____
What happened: _____

7 Encourage students to use the *Everyday English* phrases to react to each others' stories. Then, they swap pairs and tell their stories again. This task repetition will help to improve students' fluency and confidence.

Speaking frames

Extend it!

Students have a new conversation about a new story ensuring that they use the phrases from the *Everyday English* box.

Lesson aim: I can write a story.

1 ★ Elicit relevant language on the board, such as *night, bed, bedroom, teddy bear* and *pyjamas*. After feedback, elicit the word *sleepwalking* and ask students if they know anyone who has done this.

2 Students work in pairs. Ask them to discuss the order of events in the story before they begin the exercise. They check their answers against the text.

3 ★★★ Give students two minutes to memorise the phrases from the *Useful language* box. They then complete the exercise individually. Check answers as a class.

4 After planning, students share their ideas with a partner, who can ask follow-up questions to generate more ideas.

5 & 6 Ask students to highlight in different colours the past simple, the past continuous, vocabulary from the unit and any *Useful language* phrases. This will encourage self-assessment. Then, students read each others' stories and vote for the most interesting ones.

Writing frames

Finished?

Writing
A story

It's about Berat's brother who went sleep walking one night.

1 **Look at the photo. What do you think Berat's story is about? Read the story and check your answers.**



A funny story

By Berat Demir

1 One night last summer, I was lying in bed when I heard a noise downstairs. At first, I thought it was our cat. I got up to see, but then I noticed my brother Eymen wasn't in his bedroom. I was worried.

2 I went downstairs. The front door was open, so I went out. I started walking down the road. A few minutes later, I saw Eymen. He was walking along the pavement on the other side of the road. He was wearing his bear pyjamas and he was carrying his teddy bear. Suddenly, he stopped. I ran towards him.

3 In the end, we walked back home together. Eymen was still sleeping. The next morning, he was very tired. When I asked him about the night before, he didn't remember it at all!

2 **Match the sequencing words (1–6) with the phrases (a–f) from Berat's story to make complete sentences**

Useful language

1 One night last summer,	a we walked back home together.
2 At first,	b I was lying in bed.
3 A few minutes later,	c I saw Hugo.
4 Suddenly,	d I thought it was our cat.
5 In the end,	e he stopped.
6 The next morning,	f he was very tired.

3 **Complete the sentences with one word from the phrases in the *Useful language* box.**

1 A few moments later, we heard a noise.
2 At first, I thought I was alone, but then I saw someone.
3 In the end, everyone was OK.
4 One day last week, I was shopping with some friends. Suddenly
5 _____, it went dark.
6 The next evening, the same thing happened again.

Write a story.

Plan

4 **Think about a time when something interesting, funny or scary happened to you. Make notes about what to include in your story and how to organise it. Think about:**

- when the story happened
- where you were
- who you were with
- how and in what order things happened

Write

5 **Write your story. Remember to include:**

- three paragraphs
- the past simple and past continuous
- the vocabulary from this unit
- expressions from the *Useful language* box

Check

6 **Do you ...**

- use the phrases from the *Useful language* box?
- explain the main events?
- explain what happened in the end?

Flipped class

Prepare for **Explore it! (p43)**. Students research an interesting fact about a fairy tale.

Homework

Workbook p29, Writing tutor p81

Lesson aim: I can understand a fairy tale.

Warmer

▶ Play **Video 3.5** and elicit the answers.
- In Slovenia.
- To make drinks and food sweet, and for medicine.
- Characters from folk tales and history.

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

1 Focus students on the pictures, and elicit relevant vocabulary before students predict the story's plot: *path, clock tower, doves, storm, ship, danger,* etc.

The story is about a boy's journey to understand what fear is.

2 3.10 Encourage students to circle key words in the text which relate to the pictures (e.g. *set off, sea*) and elicit these during feedback.

3 In pairs, students discuss where in the text they might find each word before checking the text for the answers.

4 Allow students a minute of thinking time to form an opinion about question 4. If appropriate, students can discuss this in their own language first, then work together to form their opinion in English, using a dictionary if available.

Class challenge

There is a statue of the Little Mermaid, famous from Hans Christian Andersen's fairy tale, in London / New York / **Copenhagen**.

Around the world

Reading
A Turkish fairy tale

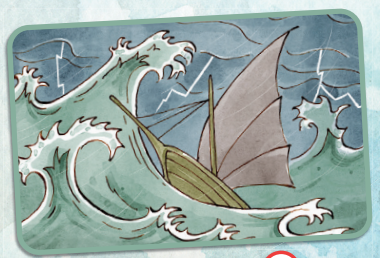
Picture a shows a boy who is walking away from a house. He looks happy. Picture b shows the same boy near a clock tower and lots of birds are flying around him. Picture c shows a boat on the sea in a terrible storm.

1 Look at the pictures. What is happening in each picture? What do you think the story is about?

3.10 **2** Read the fairy tale. Put the pictures in the order of the story.


a 1


b 3


c 2

3 Find words in the fairy tale that mean:
1 people who steal things robber
2 a very big and frightening creature ogre
3 very afraid terrified
4 not alive dead
5 a white bird dove
6 something that gives information sign

4 Read the fairy tale again. Answer the questions.
1 Why did the boy start his journey?
He wanted to find fear (because he didn't understand what it was).
2 How did he feel when he started the journey?
He felt confident.
3 What did the ogre try to do?
He tried to attack the boy.
4 Why do you think he felt afraid at the end?



Globetrotters
Watch video 3.5
A bee's story
- Where are bees very busy?
- What is honey used for?
- Who did artists in the 18th century paint?

The boy who found fear

Once upon a time, a woman and her son lived in a small house in a forest. They didn't have any neighbours, and the lonely boy stayed at home with his mother every day.

One winter's evening, they were having dinner when a storm started. The wind blew the door open and the mother said, 'Close the door. I feel fear.'

'What is fear?' asked the boy.

'Fear is when you feel afraid,' she replied.

'I don't understand. I want to find fear.'

So the next morning, the boy set off confidently. While he was looking for fear, he met a lot of different people and he faced a lot of challenges. First, there was a group of robbers. They made him do dangerous and difficult things, but he wasn't afraid.

Lesson aim: I can understand a fairy tale.

Learn to learn

Remind students that they shouldn't always record and learn individual words, but also groups of words and phrases. This is particularly true of phrasal verbs, as the word *set* has many meanings, none of which have the meaning of *set off*.

5 Make sure students are clear about the meaning of definitions 1–5 before they look in the text for synonyms.

6 ★ Elicit the answers using less complex vocabulary first (1 – go; 2 – continue; 3 – search for; 4 – arrive to; 5 – found).

7 Monitor carefully, to make sure students are using the correct meaning of the phrasal verbs.

8 Allow students a minute of thinking time to form an opinion, then monitor and assist as needed. During feedback, encourage students to justify their answers and elicit contrasting ideas if possible.

Culture project

For more information and activities see the Project Book p30 and the Unit 3 Project worksheet.

Learn to learn

Phrasal verbs

A phrasal verb is a verb + a small word like *for* or *on*. They have a special meaning which is different from the verb on its own.

5 Find phrasal verbs in the story that mean:

1 to start a journey set off
2 to try to find look for
3 to find by accident come across
4 to arrive or reach get to
5 to continue came across

He continued his journey. Next, he came across an angry ogre who tried to attack him, but the boy ran away. After that, he got to the sea. There was a terrible storm and he saw a ship in great danger. The people on the ship were terrified and they were shouting for help, so he jumped into the water and saved them. He wasn't afraid at all.

He went on until finally he got to a city. There were people everywhere and it was very busy. One man told the boy that the people were sad because their king was dead, but today they were choosing a new king. Just then, three beautiful doves flew down from a tower and they sat on the boy's head. The people were excited. 'This is the sign! You are our king!'

At that moment, he saw into the future: he was the king, he was trying to make everyone happy, but the people were angry. And he suddenly realised what fear was, and he was afraid.

6 Complete the sentences with the phrasal verbs in Exercise 5.

1 Are we all ready to go? Let's set off now before it gets too hot.
2 A I don't think it's a good idea to go on in the dark.
B OK. Let's camp here for the night.
3 Can you help me look for my phone?
4 A How long did it take you to get to the beach?
B Ages! It was quite far away.
5 While I was doing some research, I came across this photo of our street in 1885.

7 Think of your own sentences with the phrasal verbs in Exercise 5. Say your sentences but don't say the phrasal verb. Can your partner guess it?

Voice it!

8 Answer the questions.

1 When does the boy show fear? Why?
2 Is fear a positive or a negative quality?
3 Is everybody always afraid of the same things?



Explore it!

Is the sentence *T* (true) or *F* (false)?

The story of *Cinderella* first appeared in a Chinese book around the year 850. T

Find another interesting fact about a fairy tale. Write a question for your partner to answer.

OWN IT! The Culture Project Teacher's Resource Bank

Explore it!

Turn this into a class quiz. Divide students into two groups. Students from different teams take turns to read out a question and the other team wins a point if they guess the correct answer.

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.

Unit 4
The best things in life are free

Lesson aim: I can talk about helping people.

Warmer

Students in groups brainstorm things that make people happy, but which don't cost any money, such as friendship. Elicit the idea of helping others.

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 Use this as an opportunity to revise the adjectives to describe feelings from p35. Elicit ideas about how the girls probably feel and why.

2 & 3 ▶ Students discuss the questions in groups. Elicit the ways students would describe a good person. If needed, allow students to offer some adjectives in their own language and write their translations on the board. Play **Video 4.1** and ask students to raise their hands when they hear an idea that's on the board.

4 Allow students one minute of thinking time before discussing in pairs.

Extra digital activity

Ask students to complete the video comprehension questions.

Flipped class

Prepare for **Explore it! (p47).** Students research an interesting fact about money.



Unit aims

Skills

I can ...

- understand an article about money p48
- understand a monologue about caring jobs p50
- make and respond to requests p52
- write an opinion essay p53
- create a poster pp54–55

Language

I can ...

- talk about money p47
- understand how to use *could* and comparative and superlative adjectives p49
- talk about caring jobs p50
- understand how to use *too, too much, too many* and *(not) enough* p51

Learn to learn

I can ...

- understand words with similar meanings p47
- identify key information before listening p50
- organise my homework p57

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 money.

Warmer

Put students into teams to brainstorm vocabulary related to money, e.g. *expensive*, *banknotes*, *price*, etc. The team with the most words wins.

Vocabulary

Money verbs

1 Look at the verbs in the box. Then match the sentences with the photos.

borrow change cost earn lend
owe pay save sell spend

1 Don't worry. I can **pay** for you, too. g
2 Don't **spend** your money on more video games. **Save** it for something you need. e
3 Friendships don't **cost** money. They're free! c
4 I want to **earn** money. Can I wash your car? b
5 I **owe** my friend £50. I can **sell** my bike. f
6 A Could you **lend** me some money?
B How much do you want to **borrow**? d
7 I want to **change** this money, please. a



2 4.01 Listen to the verbs in Exercise 1 and repeat.

3 4.02 Listen and write the correct verb from Exercise 1 for each situation. Sometimes there is more than one possible answer.

1 pay
2 borrow/lend
3 save
4 change
5 sell

Learn to learn

Similar words

Many words have similar meanings. Think of ways to help you understand the differences.

You lend money to someone (it's yours).
You borrow money from someone (it isn't yours).

4 Look at these pairs of verbs. Think of more ways to remember the different meanings.

spend / buy earn / win

5 Compare with a partner. How does your partner remember the meanings?

Use it!

6 Complete the sentences with your own ideas. Tell your partner.

1 A good way to earn money is to _____.
2 The last time I borrowed money was _____.
3 I spend most of my money on _____.

Explore it!



Is the sentence *T* (true) or *F* (false)?

In Zimbabwe, there was a $100 trillion banknote. At that time, bread cost $300 billion. T

Find another interesting fact about money. Then write a question for your partner.

1 ★★★ After feedback, challenge students to test each other in pairs. Student A reads one of the sentences, replacing the verb in bold with 'beep'. Student B repeats the sentence, adding the correct verb.

Target vocabulary

borrow /'bɒrəʊ/
change /tʃeɪndʒ/
cost /kɒst/
earn /ɜːn/
lend /lend/
owe /əʊ/
pay /peɪ/
save /seɪv/
sell /sel/
spend /spend/

2 4.01 ★★★ If students need practice with spelling, ask them to listen and write down the words they hear, then check their spelling with the words in the box.

Audioscript p126

3 4.02 ★ After feedback, students in pairs write a new conversation and then perform it for another pair, who must guess the correct verb.

Audioscript p126

Vocabulary bank

Learn to learn

Encourage students to record easily confused words in their vocabulary notebooks, with full example sentences and an explanation of their differences. Point out that in these cases, translation may not always be appropriate.

4 & 5 Elicit that you *buy* something, but you *spend* money, and that you *earn* money by working, but *win* money through luck. Elicit other ideas the students may have had.

6 After feedback, elicit that writing personalised example sentences, when possible, is an important way to remember vocabulary.

Explore it!

After pair work, students choose the most interesting question they discussed and read it out loud for the rest of the class to answer.

Homework

Workbook p32

Lesson aim: I can understand an article about money.

Warmer

Students talk in groups about how they shop for clothes, sports equipment, books, games or other media. Elicit full sentences, revising vocabulary from the previous lesson and the past simple.

Reading

A magazine article

1 Skim the article and match the photos (a–c) to the people (1–3).



4.03 **2** Read the article. Match the highlighted words with the definitions.

1 people who start a new business *entrepreneurs*
2 the place where people, animals and plants live environment
3 a small shop, usually in a market stall
4 not new second-hand
5 things you can buy products
6 to tell people about the thing you want to sell advertise
7 causing little or no damage to the environment sustainable
8 creating something new and better from something old upcycling

3 Read the article again. Are these sentences *T* (true) or *F* (false)?

1 Demir started selling clothes just to make money. F
2 Demir sells second-hand things. T
3 Frida sells old bottles. F
4 Frida sells her products on the internet. T
5 'Lender' only has sports equipment. F
6 Cecilia doesn't sell anything. T

Voice it!

4 Discuss the questions.

1 Which idea in the text do you think is the best? Why?
2 What's the difference between 'recycling' and 'upcycling'?
3 Do you buy second-hand things? Why / Why not?

Sustainable spending and saving

It's nice to buy new clothes or to spend money on a gift for a friend. But everything we buy has a cost, and that's not just the money you pay. There's a cost to the environment too. Years ago you couldn't shop in ways that were good for the environment. But things are changing. Three young entrepreneurs told us how.

Thrifting 1 b



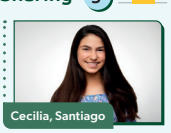
I got this idea from my mum. When she lived in America, she could buy cheaper clothes from second-hand shops. There they call it 'thrifting'. She said I could start a thrifting business to make money, and to help the planet. So, I opened a market stall. I sell vintage clothes. They're second-hand, but they're nice, and I organise them into styles from the past.

Upcycling 2 c



I use things that people throw away, make them into something new and sell them online. The new products are more useful or more beautiful than the old objects they begin as. That's upcycling! For example, the jewellery I sell is made from old bottles. At first I could only sell my products to friends at school, but now I sell them online!

Sharing 3 a



Everyone has things they don't use – games, instruments, sports equipment. In the past you couldn't do anything with them, only throw them away. But that's the worst thing for the environment! So, my friends and I made a website called 'Lender'. People can advertise things they want to lend or find things they want to borrow. We don't earn any money from it, but we're saving the planet!

1 Ask volunteers to talk about what they see in the photos. Then ask students to skim the article and complete the exercise in pairs, looking at the photos and predicting which of the three people match with the ways of shopping shown in the photos. Elicit guesses and give students a time limit to encourage faster skimming.

2 4.03 Point out the word *entrepreneurs* in the first paragraph. Elicit how the context of the article can help students match the words with definitions. (*Three young entrepreneurs* = there are three young people shown in the article. Each person has started a new business.) Check answers as a class.

Sustainability: Responsible consumption and production

Remind students that there are alternatives to buying new items, like borrowing or lending things, or fixing things that are broken. The Sustainable Development Goal 12 is to ensure sustainable consumption and production patterns. Challenge students to name as many things as possible that they could buy second-hand or borrow from friends and family. (*Clothes, toys, games, books, tools, sports equipment, etc.*) Can they name more examples of upcycling? (*Benches made from plastic bottles, bags made from old jeans, etc.*)

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

3 Students look for the information that proves whether the sentences are true or false. Ask fast finishers to write sentences to correct the false statements.

4 Put students in small groups and allow time for discussion to form a group opinion. Confirm that students understand the difference between *recycling* (using parts of an item that has been thrown away as material to create another object) and *upcycling* (using something that has been thrown away and creating something more useful or more beautiful). Encourage groups to share their ideas with the whole class.

Flipped class

Ask students to watch **Video 4.2** and do **Video worksheet 4.2** in preparation for the next lesson.

Homework

Workbook p33

Lesson aim: I can use *could* and comparative and superlative adjectives.

Warmer

▶ Play **Video 4.2** if it was not set for homework and elicit the answers to the two questions (she couldn't buy a horse, but she could draw them). Elicit that *could* is the past of *can*, and is used to talk about ability in the past.

1 Draw attention to the table. Drill the pronunciation of *could* /kʊd/ (or /kəd/ in faster speech) and elicit that there is no /l/ sound present. Have students repeat the examples after you. Then ask volunteers to complete the exercise.

2 Students check their answers in pairs. After feedback, elicit that there is no *to* after *could*.

3 ★★★ Students remain in pairs. After feedback, ask students to repeat the task, this time using their own ideas.

Get it right!

Drill the pronunciation of *than* in the example sentence. When pronounced naturally as part of a sentence, it is /ðən/ rather than /ðæn/.

4 Ask students to focus on the headings of the table. Explain that comparative adjectives can compare one thing or person with another, while superlative adjectives say a thing or a person has got the most of a particular quality. Superlatives are 'super' because they describe things in the strongest way. Point out that a 'short' adjective has one syllable (or one syllable and another ending in *-y*). A 'long' adjective has two or more syllables. Then put the class in two groups. After you read aloud an adjective from the table, each group reads aloud the comparative or superlative form. Students then complete the exercise individually before discussing the questions in pairs.

Language in action

could



Watch video 4.2
Could she buy a horse?
Could she draw horses?

Could + Infinitive	
+	I **could draw** horses very well.
-	I **couldn't buy** a horse.
?	**Could** she **get** a horse? Yes, she **could**. / No, she **couldn't**.

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

1 In the past, people could / couldn't make their own clothes. But now we don't learn how to and usually buy them instead.
2 I was thrifting all day yesterday but I could / couldn't find a nice pair of trousers anywhere.
3 Melek really liked that shirt but he could / couldn't afford it.

2 **Complete the sentences using the correct form of *could* or *couldn't* and the words in brackets.**

1 Could Mateo speak (Mateo / speak) English when he was a child? (?)
2 We couldn't go (we / go) shopping yesterday. The weather was terrible. (x)
3 When my dad was young, he could play (he / play) the piano, but now he can't. (+)
4 I couldn't call (I / call) you this morning because my phone wasn't working. (x)
5 Could they answer (they / answer) all the questions on the test? (?)

Use it!

3 **Ask and answer with a partner. Use *could*/*couldn't* and the ideas in the box.**

buy my own clothes | make my own lunch
ride a bike | use a laptop

Could you buy your own clothes when you were five?

Comparative and superlative adjectives

	Adjective	Comparative	Superlative
Short adjective	cheap easy	cheaper easier	the cheapest the easiest
Long adjective	important beautiful	more important more beautiful	the most important the most beautiful
Irregular adjective	good bad	better worse	the best the worst

Get it right!

We use *than*, not *that*, to compare two things.
My sister is taller than me. ✓ ~~*My sister is taller that me.*~~ ✗

4 **Look at the table. Complete the questions with the comparative or superlative form of the adjectives in brackets. In pairs, discuss the questions.**

1 What is the nicest (nice) thing you bought recently?
2 Does having more money make you happier (happy)?
3 Is it more important (important) to have lots of money or lots of friends?
4 Is it better (good) to travel by plane or by train?
5 What is the worst (bad) thing people do to the environment?
6 Is it more difficult (difficult) to recycle or to upcycle?

Grammar tutor p128

Use it!

5 **Choose a topic from the box or use your own. Discuss with a partner. Use comparatives and superlatives.**

maths / history / science
market / shopping centre / online shopping

History is more difficult than … but … is the most difficult.

Grammar tutor

Ask students to complete additional grammar activities on the Grammar Tutor page 128.

5 Students remain in pairs. Elicit some more adjectives on the board for students to use, such as *boring*, *easy*, *interesting*, *exciting*, *useful*, etc.

Grammar game

Put students into groups. One student in each group thinks of another student in the class. The others must guess the student but can only ask questions with comparatives or superlatives, e.g. 'Is he taller than you?', 'No, he is shorter than me'. The first student to guess wins and thinks of the next student.

Homework

Workbook p34

Lesson aim: I can talk about caring jobs.

1 4.04 Before the activity, students cover the box and work in pairs to think of the names of the jobs in the pictures.

Audioscript p127

Target vocabulary
carer /keərə/
charity worker /'tʃærəti wɜːkə/
firefighter /'faɪəfaɪtə/
lawyer /'lɔɪə/
lifeguard /'laɪfgɑːd/
nurse /nɜːs/
paramedic /pærə'medɪk/
police officer /pə'liːs 'ɒfɪsə/
refuse collector /'refjuːs kə'lektə/
surgeon /'sɜːdʒən/
vet /vet/
volunteer /vɒlən'tɪə/

Pronunciation

Students turn to the pronunciation exercises on SB p118 for practice saying the schwa at the end of words.

2 ★★★ After feedback, students in pairs make one extra sentence and give it to another pair to guess the person.

3 Allow a minute of thinking time, then monitor closely and assist when needed.

4 & 5 4.07 Before listening, elicit ideas from Exercise 4 and write relevant vocabulary on the board, to support students while they listen. Check with the students if they heard any of the ideas or ideas they discussed, then play the recording again

Audioscript p127

Vocabulary bank

Vocabulary and listening

Caring jobs

4.04 **1** **Match eight jobs with the photos. Circle the jobs that aren't in the photos. Listen, check and repeat.**

☐	carer	5	charity worker
3	firefighter	2	lawyer
☐	lifeguard	6	nurse
☐	paramedic	7	police officer
4	refuse collector	8	surgeon
1	vet	☐	volunteer



Pronunciation p118

2 **Write which person you need in these situations.**

1 You're at the swimming pool. Your friend has a problem. lifeguard
2 There's a fire at your school. firefighter
3 Your grandma needs help at home. carer
4 Your cat has a problem with its eye. vet
5 Your friend is in hospital. This person is doing an operation on them. surgeon

Use it!

3 **Work with a partner. Discuss the questions.**

1 What do the jobs in Exercise 1 have in common?
2 Which people in these jobs do you see every week?
3 Which job would you like to do?

Monologues

4 **What do you think are the best and worst things about doing a caring job? Discuss with a partner.**

4.07 **5** **Listen and match the speakers with their jobs. There is one extra job.**

Speaker 1 c	a lifeguard	d nurse
Speaker 2 e	b paramedic	e vet
Speaker 3 a	c volunteer	
Speaker 4 b		

Learn to learn

Identifying key information

When you are matching people with information, check key words before you listen. This helps you to focus on the information you need.

6 **Read the questions in Exercise 7. Circle the key words you need to listen for.**

4.07 **7** **Listen again. Write *1*, *2*, *3* or *4*.**

Who …

a studies and works? 3
b doesn't have a job now? 1
c sometimes doesn't have lunch? 2
d was bored in their old job? 4
e sells things that help other people? 1
f enjoys making people feel happier? 2

8 **Imagine a day in the life of one of the people in the jobs in Exercise 1. Write five sentences about your day in your notebook. Read your sentences but don't say the job. Can your partner guess?**

I sometimes work all night.

Is it a nurse?

Learn to learn

Listening is often a demanding skill, so making sure they know what information they need to listen out for, and being clear about what their task is, will help students.

6 Point out that key words are often nouns, verbs or adjectives.

7 4.07 In pairs, students discuss the questions and what information they remember, before listening again.

8 Monitor students' writing closely and make notes of common mistakes.

Audioscript p127

Extend it!

Students play the game in Exercise 8 again, but this time choosing any profession they like.

Flipped class

Ask students to watch **Video 4.3** and do **Video worksheet 4.3** in preparation for the next lesson.

Homework

Workbook p35

Lesson aim: I can use *too, too much, too many and (not) enough.*

Warmer

▶ Play **Video 4.3** and elicit the reasons why people don't volunteer: they are too busy; they have too much homework; they don't have enough time. Also, elicit that volunteering helps the vlogger with his IT class.

1 & 2 ★ Guide students to underline the words after the options or gaps and identify if they are adjectives, uncountable nouns or nouns.

3 Challenge students to turn each question into a conversation with at least two follow-up questions.

4 Draw attention to the table. Point out that *enough* goes before nouns, but after adjectives, e.g. *The chair is not comfortable enough.* Elicit more examples using *enough* and *not enough* and write them on the board.

5 4.08 Fast finishers can retell the story to their partner using only the phrases in the box as prompts.

Audioscript p127

Grammar tutor

Ask students to complete additional grammar activities on the Grammar Tutor page 128.

6 Encourage students to use *too* and *not enough* when they describe the worst thing about the job.

Language in action

too, too much, too many



Watch video 4.3
Say three reasons why some people don't volunteer.
How does volunteering help at school?

too + adjective	*too many* + plural countable noun	*too much* + uncountable noun
I'm **too busy** to volunteer.	They've got **too many things** to do.	I've got **too much homework**.

1 **Read the sentences about the people you listened to on page 50. Circle the correct words.**

1 The hours were (*too*) / *too much* / *too many* long in the paramedic's last job.
2 The volunteer thinks people own *too* / *too much* / (*too many*) books.
3 Sometimes the pool is (*too*) / *too much* / *too many* noisy for the lifeguard.
4 The vet spends *too* / (*too much*) / *too many* time at work.

Use it!

2 **Complete the questions with *too*, *too much* or *too many*.**

All about you!

Have you got ...
1 *too much* homework this week?
2 too many clothes?

Do you ...
3 spend too much money on clothes?
4 buy too many sweets?

Are you ...
5 ___too___ busy to listen to your friends?
6 ___too___ young to drive a car?

3 **Work with a partner. Ask and answer the questions in Exercise 3.**

(not) enough + noun

(not) + *enough* + noun	
+	You've got **enough time**.
-	I haven't got **enough time**.

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

We use [1] **too** / (**enough**) to show that we have a good amount of something and we use it [2] (**before**) / **after** the noun.

4.08 **5** **Complete the text with the words in the box. Then listen and check.**

enough chairs | enough space | enough time
too far | too many animals | too many people
too much information | too noisy | ~~too young~~

I'm [1] *too young* to have a full-time job, but every Saturday I'm a volunteer with a local vet. I cycle there because it isn't [2] too far from my house. I help the receptionist when she hasn't got [3] enough time to do everything. Last week, there were [4] too many people in the waiting room – we didn't have [5] enough chairs for them to sit on! Sometimes it gets [6] too noisy for me, especially when there are [7] too many animals and there isn't [8] enough space in the waiting room.

The best thing: I love animals and I can spend all day with them! ☺

The worst thing: Sometimes there's [9] too much information for me and I don't understand it all.



Grammar tutor p128

Use it!

6 **Imagine a day doing your dream job. Make notes. Then compare with a partner.**

- What the job is: _____
- The best thing: _____
- The worst thing: _____

My dream job is to be a firefighter. It's an exciting job, but it can be dangerous.

Grammar game

Put students into groups. One student chooses something (e.g. a job, a TV program, a restaurant, a book, etc.) and talks about it, e.g. 'I don't like it because there isn't *enough* action and there are *too many* characters, so I find it *too* boring' (a TV show). The other students in the group guess what the student is talking about.

Homework

Workbook p36

Lesson aim: I can make and respond to requests.

Warmer

Elicit the difference between *lend* and *borrow*, and write on the board 'you should never lend or borrow money'. Ask students if they agree and why.

1 4.09 ★★★ Challenge students to listen and answer the question with their books closed.

Audioscript p127

2 4.09 After feedback, students practise creating short conversations using the language in the box.

3 ▶ Play **Video 4.4** and drill the pronunciation of the target phrases, focusing students' attention on the stressed words.

4 After feedback, encourage students to read the conversation out loud along with the audio, and then to practise it in pairs.

5 & 6 Challenge students to take notes and rehearse the conversation as many times as needed to memorise it.

7 Encourage groups to give each other feedback on the language used in the conversations.

Speaking frames

Speaking

Making requests

4.09 **1** Listen to the conversation. Who lends Rita some money? Greg.



Billy Hey, Rita. What's up? You look a bit worried.
Rita I am. [1] *Could you do me a favour* ?
Billy [2] It depends . What do you need?
Rita [3] Would you mind lending me £10?
Billy Ah. [4] . I spent too much money at the weekend.
Rita OK, no worries. What about you, Greg?
Greg Maybe. What's it for?
Rita I want to buy a bag for Maisie's birthday. There's a really cute one that I want to get her, but I haven't got enough money.
Greg When's her birthday?
Rita Yesterday! Please, Greg.
Greg [5] Sure , since you asked so nicely. There you are.
Rita Thanks, Greg. You're the best! I owe you one.
Greg Actually, you owe me ten!

I'm sorry, I can't.



4.10 **2** Complete the conversation with the phrases from the *Useful language* box. Then listen and check.

Useful language

Could you do me a favour?
I'm sorry, I can't.
It depends.
Sure.
Would you mind … + *-ing* … ?

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



Watch video 4.4
Everyday English

cute I owe you one.
There you are. What's up?

4 Complete the conversations with the *Everyday English* phrases.

1 A What's up, Isabella?
B I need a favour.
2 A Thanks for paying. I owe you one
B Any time.
3 A Can I borrow your phone for a second?
B Sure. . There you are
4 Look at that little dog! It's so cute .

Plan

5 **Work in groups of three. One person wants to borrow something. One friend can't lend it, but the other can. Make notes.**

What the person wants to borrow and why:

Why one friend can't lend it:

Speak

6 **Practise the conversation in your groups. Remember to use:**

- *(not) enough* and *too*, *too much* and *too many*
- the vocabulary from this unit
- phrases from the *Useful language* and *Everyday English* boxes

Check

7 **Work with another group. Listen to their conversation and complete the notes.**

What the person wanted to borrow and why:

Why one friend couldn't lend it:

Extend it!

Students improvise a new conversation using one of the objects on SB p26, but replace the object with a gap. The group listening must guess what *beep* is. For example:
– *Can you do me a favour?*
– *It depends.*
– *Can I borrow your (mirror). I want to check my make-up.*
– *Sure.*

Flipped class

Prepare for the **Writing** lesson. Students make a list of their ideas about one of the two essay topics in Exercise 5, p53.

Lesson aim: I can write an opinion essay.

Warmer

Students in pairs or small groups share the ideas they brainstormed for homework about one of the two essay topics in Exercise 5.

Class challenge

In 2024, Cristiano Ronaldo, the Portuguese footballer, was the best paid sportsperson in the world. He earned 250 / **260** / 275 million dollars.

1 Before reading, ask students if they agree with the statement and allow one minute of thinking time before eliciting ideas.

2 Ask pairs to complete the exercise and compare their answers with another pair. Check answers as a class. Ask students to explain how they came up with their answers. Prompt them to point out specific words and phrases that helped.

3 After feedback, elicit that a text without these type of phrases would feel strange, because it wouldn't be a text, but more like a collection of separate sentences.

4 ★★★ Books closed. Dictate the jumbled words in each sentence as in the book, but don't say (1) *think,* (2) *my* and (3) *of*. Students in pairs reorder the words and add the missing ones.

5 Students can use the ideas they discussed in the Warmer.

Writing

An opinion essay

1 **Read Min-Seo's essay. Does she agree with the statement?**
Yes, she does.



Professional sports stars earn too much money. Do you agree?

By Min-Seo Lim

1 Nowadays, sports stars can earn a lot of money. Some basketball players earn more than $40 million every year. In my opinion, this is too much.

2 First of all, sports stars work less than other people. They only entertain people for a short time each week. Also, they have long holidays.

3 Personally, I think that other jobs are more important. For example, nurses, like my dad, save lives. I also think it's easier to live without sport or sports stars than to live without nurses and firefighters.

4 To sum up, I believe that some sports stars earn too much money and people with important life-saving jobs don't earn enough. We need to find a better and fairer way to pay those people more.

2 **Match paragraphs (1–4) with descriptions (a–d).**

a Give a second reason for your opinion. Give examples to support it. 3

b Introduce the topic and give an overall opinion. 1

c Summarise your opinion without repeating your introduction. 4

d Give a first reason for your opinion. Give examples to support it. 2

3 **Complete the phrases in the *Useful language* box.**

Useful language

1 In my opinion
2 First of all
3 Personally, I think that
4 To sum up
5 I believe that

4 **Put the words in the correct order.**

1 need / less / think / Personally, /we / homework / I / that **Personally, I think that we need less homework.**

2 students / homework / In / too much / have / opinion, / my **In my opinion, students have too much homework.**

3 work / all, / enough / in class / do / we / of / First **First of all, we do enough work in class.**

Write your own opinion essay.

Plan

5 **Choose one of these topics. Make notes about the information you need for each paragraph.**

Pop stars earn too much money.
Money can't buy happiness.

- Introduce the topic and give your opinion.
- Give a reason for your opinion.
- Give a second reason.
- Summarise your opinion.

Write

6 **Write your opinion essay. Remember to include:**

- *(not) enough*
- *too, too much, too many*
- phrases from the *Useful language* box

Check

7 **Do you ...**

- have four paragraphs?
- give reasons for your opinions?
- summarise your opinion at the end?

6 & 7 Encourage students to highlight the target grammar in their writing in different colours, to encourage self-assessment. Students then swap essays and discuss ways to improve the writing. Allow time for students to make any necessary corrections before collecting the essays.

Writing frames

Finished?

Homework

Workbook p37, Writing tutor p82

Lesson aim: I can create a poster.

Warmer

Before watching the video, elicit answers to the first question and write some on the board. After watching, discuss the other questions as a class. Have students done any volunteering themselves? How did it make them feel?

Project Book

For more information and activities see the Project Book p34 and the Unit 4 CLIL Project worksheet.

1 Ask volunteers to describe what they see in the photos (*people helping pack boxes, people talking, a father and his children, a woman sitting by herself*). Allow pairs two minutes of silent thinking time before asking them to discuss the question and make notes.

2 4.10 ★ After reading, elicit whether some of the ideas the students discussed in pairs were mentioned in the text. Did they learn anything new? Did the information change their minds about something they thought before?

3 Reinforce that foodbanks provide people with much more than food – they can offer friendship, a sense of community and opportunities for people to help each other in difficult times. This builds understanding and strengthens relationships and reinforces that we all have responsibilities to support each other.

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

Emotional development

Showing empathy and supporting others

1 Look at the photos. What kinds of help might the people need?

4.10 2 Read the text and check your ideas.

3 What else do the volunteers offer apart from food? Why is that important?



Watch video 4.5
Helping hands

Do you know of any volunteer events where you live? Which ones?

Watch the video. What does it say about volunteering?

What type of volunteering would you like to do?

Fighting hunger

How foodbanks are helping



One in ten people around the world today haven't got enough food to eat and don't know where they can find their next meal. This is called 'food insecurity' and millions of people live like this day to day. Why?

Climate crisis: In the past, people could grow their own food more easily. But growing things like vegetables or rice is becoming more difficult. In many parts of the world, it's too hot or there isn't enough rain.

Conflict: Many people go hungry because of war. These people can't get food because of the fighting.

Poverty: Billions of people around the world earn less than $2 a day. They simply haven't got enough money to spend on food. In many countries, the cost of a nutritious meal is too high for some families. Foodbanks around the world offer help.

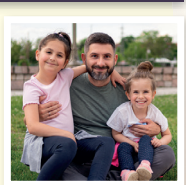
How foodbanks work



People leave food at schools, **supermarkets** or other places in town. Charity workers from the foodbank collect these donations. At the **foodbank**, **volunteers** sort the items and make food **parcels**. Most parcels have dry food or tins because these foods last longer than fresh food. But the volunteers make sure there is a mix of all different foods and the parcels have healthy and delicious products.

When **doctors**, police officers or other workers think someone needs help, they give them a **voucher**. Only people with a voucher can use the foodbank. Some go to the foodbank to collect their food, but also to meet friends. Others aren't fit enough to leave their home. Volunteers take the parcels to them, and usually stay for a **chat**.

Who uses foodbanks?



Leo's story: Five years ago I borrowed money to buy a small flat for me and my young daughters. When I lost my job, I couldn't afford to buy food because I owed money for our flat. Vouchers for the foodbank saved our lives!



Andrea's story: I was a firefighter for a long time, but a few years ago, I suddenly became too ill to work. It was the worst time of my life, but the foodbank volunteers were amazing. They gave me food parcels and something else important: friendship!

54 The best things in life are free | Unit 4

Sustainability: Zero hunger

Explain to students that the ability to access healthy food is important to ensuring that people of all ages stay healthy. Sustainable Development Goal 2 is to end hunger, achieve food security and improved nutrition and promote sustainable agriculture. *Food security* means having access to healthy food that doesn't cost too much money. Ask students: What can happen if people don't have access to healthy food? (*They can become ill, they can feel too hungry to concentrate in school or at work.*) Can they think of other reasons people might not have access to food?

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

Lesson aim: I can create a poster.

Vocabulary extra

4 Allow a few minutes for pairs to complete the exercise.

5 Organise the pairs from Exercise 4 into small groups. Ask volunteers to share their group's answers. Encourage positive responses that affirm that even young people can make a difference in their communities.

CLIL: Social studies

6 Discuss any additional ideas that students thought of. Are there more 'people' or 'environmental' reasons?

7 Monitor discussions to ensure that conversations stay focussed and non-judgmental and that appropriate items are chosen. If students need help explaining some items in English, allow them to use translation software.

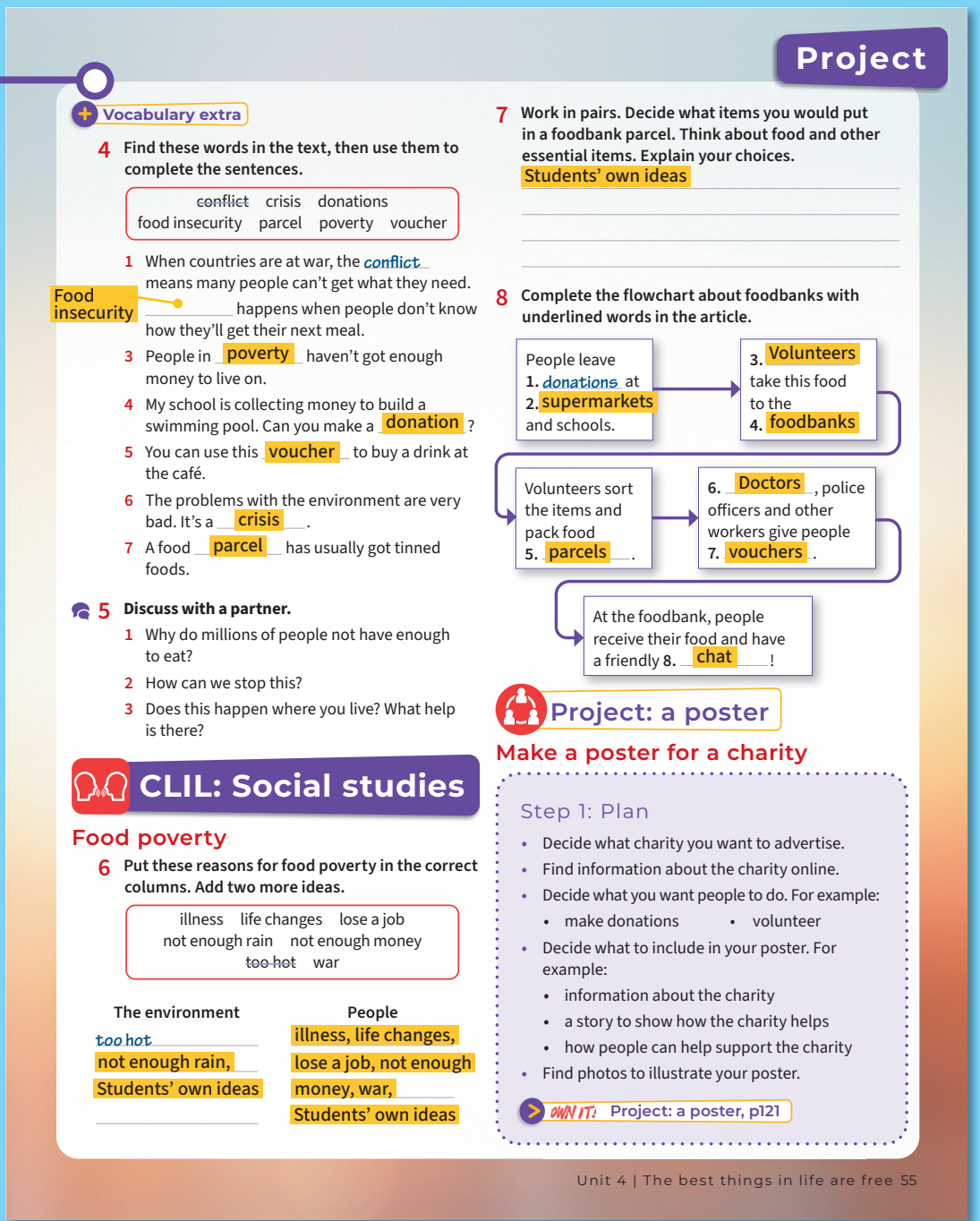
8 Explain that a flowchart shows the order that things happen in a process. Students remain in their pairs to complete the exercise. Check answers as a class.

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 one aspect of making the poster, but that they should make their final decisions as a group. Allow time for students to research and discuss what they want to show on their poster. Remind students to use specific word choices in their poster to encourage community support of the charity and images to make their posters interesting and appealing.



Project

Vocabulary extra

4 Find these words in the text, then use them to complete the sentences.

~~conflict~~ crisis donations food insecurity parcel poverty voucher

1 When countries are at war, the conflict means many people can't get what they need.
Food insecurity happens when people don't know how they'll get their next meal.
3 People in poverty haven't got enough money to live on.
4 My school is collecting money to build a swimming pool. Can you make a donation?
5 You can use this voucher to buy a drink at the café.
6 The problems with the environment are very bad. It's a crisis.
7 A food parcel has usually got tinned foods.

5 Discuss with a partner.

1 Why do millions of people not have enough to eat?
2 How can we stop this?
3 Does this happen where you live? What help is there?

CLIL: Social studies

Food poverty

6 Put these reasons for food poverty in the correct columns. Add two more ideas.

illness life changes lose a job not enough rain not enough money ~~too hot~~ war

The environment	People
too hot	illness, life changes,
not enough rain,	lose a job, not enough
Students' own ideas	money, war,
	Students' own ideas

7 Work in pairs. Decide what items you would put in a foodbank parcel. Think about food and other essential items. Explain your choices.

Students' own ideas

8 Complete the flowchart about foodbanks with underlined words in the article.

People leave 1. donations at 2. supermarkets and schools. → 3. Volunteers take this food to the 4. foodbanks

Volunteers sort the items and pack food 5. parcels. → 6. Doctors, police officers and other workers give people 7. vouchers.

At the foodbank, people receive their food and have a friendly 8. chat!

Project: a poster

Make a poster for a charity

Step 1: Plan

- Decide what charity you want to advertise.
- Find information about the charity online.
- Decide what you want people to do. For example:
  - make donations
  - volunteer
- Decide what to include in your poster. For example:
  - information about the charity
  - a story to show how the charity helps
  - how people can help support the charity
- Find photos to illustrate your poster.

OWN IT! Project: a poster, p121

Encourage students to tick the Plan items as they go.

Present

Each group displays their poster. Group members explain the poster by giving information about their chosen charity, describing its work and explaining how people can support it. Other groups read the posters, listen to the explanations and ask follow-up questions.

Respond

After the presentations, groups look at the posters one more time and discuss what they found interesting, moving or appealing about the work of each charity. At the end, students write which charity they would like to volunteer for, and why. Collect the votes and reveal the winner.

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.

Unit 5
Dream houses

Lesson aim: I can talk about unusual homes.

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, student A opens the book, looks at the picture and describes it to their partner. They then look at the picture together and discuss if they would like to live there and why.

2 Describe your home to students. Say if it's a flat or house, how big it is, how many rooms it has, if it's new or old, if you like it and why. Invite questions. Then ask students to describe their own home in pairs.

3 & 4 ▶ Allow students to check in pairs after watching **Video 5.1** the first time, and then play it again. Elicit the answers and show the video a third time, without volume, and elicit vocabulary to describe the houses that they see.

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

Flipped class

Prepare for **Explore it!** (p59). Students research an interesting fact about furniture.



Learning outcomes

I can ...

- understand texts about different homes and doing household chores
- describe a photograph
- write a description of a house
- understand how to use (*not*) *as* + adjective + *as*, (*not*) + adjective + *enough* and *have to/don't have to*
- talk about furniture and household chores
- make spidergrams to record vocabulary, use techniques to answer multiple-choice questions and use word families.

Unit aims

Skills

I can ...

- understand a magazine article about homes p60
- discuss a photo p64
- write a description of a house p65
- understand a text about living in igloos pp66–67

Language

I can ...

- talk about furniture p59
- understand how to use *(not) as* + adjective + *as* and (*not*) + adjective + *enough* p61
- talk about household chores p62
- use *have to* and *don't have to* p63

Learn to learn

I can ...

- use spidergrams p59
- answer multiple-choice questions p62
- understand word families p67
- use a memory journey p69

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 furniture.

Warmer

In teams, students have two minutes to write down as many furniture words as possible. The team with the most words wins.

1 5.01 Alternatively, students cover the pictures and work in teams. One student chooses a word and draws a picture. The first student in the team to guess what the picture is wins a point and is the next person to draw.

Audioscript p127

Target vocabulary

armchair /'ɑ:mtʃeə/
bookcase /'bʊkkeɪs/
carpet /'kɑ:pɪt/
ceiling /'si:lɪŋ/
chest of drawers /tʃest əv 'drɔ:z/
cupboard /'kʌbəd/
desk /desk/
floor /flɔ:/
fridge /frɪdʒ/
picture /'pɪktʃə/
shelves /ʃelvz/
sink /sɪŋk/
wardrobe /'wɔ:drəʊb/

2 & 3 5.02 ★★★ After feedback, put students into pairs to write one more short text and read it for another pair to guess the room.

Audioscript p127

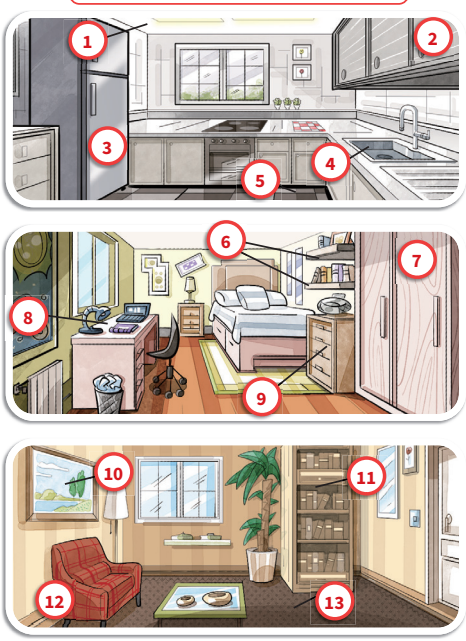
Vocabulary bank

Vocabulary

Furniture

5.01 **1** Match the words in the box with 1–13 in the pictures. Listen, check and repeat.

12 armchair	11 bookcase
13 carpet	1 ceiling
9 chest of drawers	2 cupboard
8 desk	5 floor
3 fridge	10 picture
6 shelves	4 sink
7 wardrobe	



5.02 **2** Listen and match the speakers (1–4) with the rooms in the box. There is one extra room.

2 bathroom	1 bedroom	4 kitchen
living room	3 study	

5.02 **3** Listen again and circle the words in Exercise 1 that you hear.

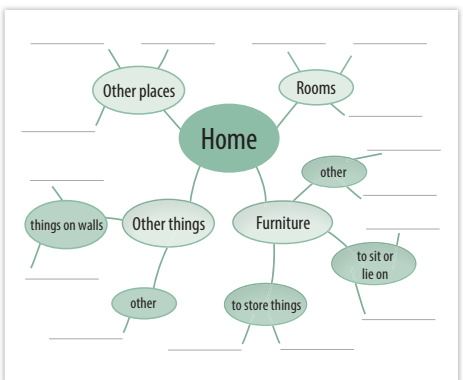
carpet, ceiling, chest of drawers, cupboard, desk, floor, fridge, picture, shelves, sink, wardrobe

Learn to learn

Using spidergrams

Recording words in different ways will help you remember them. One way is to create spidergrams.

4 Complete the spidergram using the words in Exercise 1 and your own ideas.



Use it!

5 Describe the furniture in a room in your home. Your partner listens and draws the room.

My bedroom has a wardrobe, a chest of drawers, and two pictures on the wall …



Explore it!

Guess the correct answer.
The oldest bookcases in the world are … years old.
a 200 **b 400** c 600
Find an interesting fact about furniture. Then write a question for your partner.

Learn to learn

Spidergrams are visual aids which may help some students remember vocabulary related to one particular topic more efficiently. Students should try out different ways of recording vocabulary to find the ones best suited to them.

4 Copy the spidergram onto the board while students complete it in their books. Ask volunteers to write the vocabulary on the board when conducting feedback.

5 ★ Before the activity, you may want to elicit or revise *in front of, behind, next to, to the left/right of, opposite,* etc.

Explore it!

Monitor closely and choose the most interesting questions you hear. Get students who wrote them to ask them to the whole class to answer.

Flipped class

Prepare for the next lesson. Students research one unusual house on the internet and prepare to describe it to a partner.

Homework

Workbook p40

Lesson aim: I can understand a magazine article about homes.

Warmer

In groups, students describe the unusual houses they have researched for homework, share images of them and discuss which is the most unusual and why.

1 Allow students one minute of thinking time and allow dictionaries and translation software before discussing ideas in pairs. Then elicit relevant vocabulary such as *round, small, thin/narrow*, etc.

2 5.03 Allow two minutes to encourage faster reading. Ask students to explain how they chose their answer. Prompt them to use as much of the new vocabulary as possible.

3 Put students in pairs to complete the exercise. They can read the definitions first and try to guess the answers based on their first reading of the text. Then they read the text again to find the words in bold and match with the definitions. Disallow dictionaries and translation software and encourage students to guess the meaning of the words only by looking at the context in the text. Check answers as a class.

4 After feedback, students write one more statement with incorrect information and give it to their partner to correct. They switch sentences with another pair to check their answers.

Reading

A magazine article

Picture 1: everything is curved
Picture 2: it's very narrow
Picture 3: you can skateboard in it

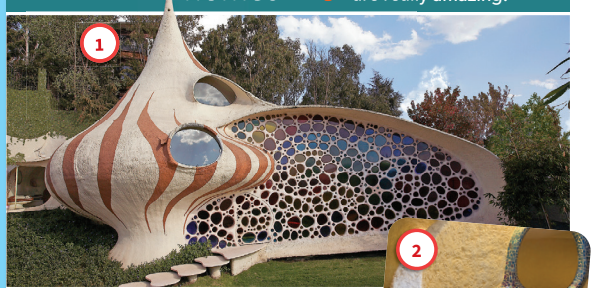
1 Look at the pictures. Discuss the questions.

1 What's unusual about these homes?
2 Who do you think lives in them?

2 5.03 Read the article. Which house can you see in the photos?

Amazing homes

Everyone's home is special, but some homes are really amazing.





☐ **Cuevas de Sol, Spain**
The American [1]**architect** Michael Reynolds designed the first Earthship in the 1970s. Just like ordinary houses, Earthships have living rooms, bedrooms and bathrooms. But Earthships are easy to build and are very [2]**eco-friendly**. Their walls use [3]**recycled** car tyres, but they are as strong as [4]**brick**. They also keep the house warm enough in winter and cool enough in summer. The back of the house is like a [5]**cave** and the front is made of glass to let in the sun. That's why this Spanish Earthship is called *Cuevas de Sol* – caves of sun!

☑ **Nautilus House, Mexico**
Nautilus House isn't as eco-friendly as Cuevas del Sol, but it's also very unusual. The family who live in the house thought that regular houses weren't close enough to nature. They wanted their home to feel like a beautiful seashell. Everything in Nautilus house is [6]**curved**: the floors, the doors, all the rooms and, of course, all the furniture.

☐ **The PAS house, USA**
Lots of kids love skateboarding, but not many kids are as crazy about it as Pierre André Senizergues. Senizergues learned to skateboard at school in France and later became the world champion. He [7]**designed** the PAS House as a dream home for skateboarders. You can skate in every room. You can skate on the floors and on the ceilings. You can even skate on the furniture and your parents won't shout at you!



3 Match the words in the text with their meanings.

1 A person who designs buildings *architect*
2 Used before recycled
3 Good for nature eco-friendly
4 A large hole in the side of a hill or mountain cave
5 A material used to build walls brick
6 Not straight curved

4 Read the article and correct the sentences.

1 Cuevas de Sol is in America.
Cuevas de Sol is in Spain.
2 Cuevas de Sol has walls made of brick.
Cuevas de Sol has walls made of recycled car tyres.
3 Cuevas de Sol is warm in winter and summer.
Cuevas de Sol is warm in winter and cool in summer.
4 Only one person lives in Nautilus House.
A family lives in Nautilus House.
5 All the rooms in Nautilus House have straight walls.
All the rooms in Nautilus House have got curved walls.
6 The PAS House is in France.
The PAS house is in the USA.
7 A famous architect had the idea for PAS House.
A skateboarder had the idea for PAS house.
8 You can only skate in the living room of the PAS house.
You can skate in every room of the PAS house.

Voice it!

5 Discuss the questions.

1 Which house do you like most?
2 Why do you like it?
3 Do you know any other unusual houses? Describe them.

5 Encourage students to justify their answers, saying not only why they like one of the houses, but also what they dislike about the others. For question 3, students can talk about the unusual homes they researched for homework.

Class challenge

The thinnest house in the world is in Poland and it is 52 / **152** / 552 cm wide

Flipped class

▶ Ask students to watch **Video 5.2** and do **Video worksheet 5.2** in preparation for the next lesson.

Homework

Workbook p41

Lesson aim: I can understand how to use (*not*) *as* + adjective + *as* and (*not*) + adjective + *enough*.

Warmer

▶ Play **Video 5.2** if it was not set for homework and ask students to discuss which bedroom they prefer and why. Elicit that bedroom 1 isn't big enough, and the other bedrooms aren't as lovely as bedroom 3.

1 Draw attention to the table and ask students to repeat the examples after you. Point out that we normally pronounce *as* with a schwa /əz/ in full sentences. Work through the exercise as a class. Ask students to call out the matching answers and write their suggestions on the board. Then check answers as a class.

2 ★ Ask pairs to check each other's answers. Students who finish early can write one more sentence for their partners.

Get it right!

Remind students that nouns can come after enough (e.g. *I haven't got enough time*), but not adjectives.

3 After feedback, students make extra sentences with the target language about their own homes, e.g. *My house isn't large enough for a pool.*

4 5.04 ★ Students check their answers in pairs and discuss any differences before whole-class feedback.

Audioscript p128

Grammar tutor

Ask students to complete additional grammar activities on the Grammar Tutor page 129.

Language in action

(*not*) *as* + adjective + *as*, (*not*) + adjective + *enough*

1 **Look at the table and read the sentences below. Match the sentences with the meanings.**

1 The bedroom **isn't big enough**.
2 The bedroom **is big enough**.
3 The opera house **isn't as famous as** the museum.
4 The museum **is as famous as** the opera house.

a Both the opera house and the museum are famous.
b The bedroom is too small.
c The museum is more famous than the opera house.
d The bedroom is a good size.

2 **Circle the correct words.**

1 The doors in our house *aren't as tall as* / *aren't tall enough* to walk through.
2 Their garden is *long enough* / *as long as* a football pitch.
3 Is your bedroom *wide enough* / *not as wide as* for a piano?
4 Their living room is *as big as* / *big enough* our whole house!
5 Are the walls *as strong as* / *strong enough* bricks?

Get it right!

We never put adjectives after *enough*.
I'm not tall enough. ✓ ~~*I'm not enough tall.*~~ ✗

3 **Complete the sentences with *as … as* or *enough* and the adjective in brackets.**

1 My bedroom isn't *as big as* my sister's. (big)
2 I'm not *tall enough* to reach the top shelf. (tall)
3 Is this sofa *wide enough* for us all to sit on it? (wide)
4 That car is *as expensive as* an apartment. (expensive)
5 Ana's armchair is *small enough* to put by the window. (small)
6 His chest of drawers is not *as old as* mine. (old)



Watch video 5.2 What's wrong with bedroom 1? Why does the vlogger prefer bedroom 3?

	as + adjective + *as*	adjective + *enough*
+	The museum is **as famous as** the opera house.	Bedroom one is **wide enough** for a bed.
-	The opera house **isn't as interesting as** the museum.	It **isn't big enough**.

4 5.04 **Complete the text using (*not*) *as … as* or (*not*) *enough* and the adjectives in brackets. Then listen and check.**



Kids' toys aren't cheap these days, but not many toys are [1] *as expensive as* (expensive) Astolat Dollhouse Castle. It's an American doll's house – but it isn't an ordinary one. It's [2] *as tall as* (tall) a small Christmas tree and [3] *as heavy as* (heavy) a horse. The castle was the idea of an American artist, Elaine Diehl, and it took her 13 years to build. Of course, it isn't really a toy. It's a work of art, and it's [4] *perfect enough* (perfect) to be in a museum. The furniture is [5] *small enough* (small) to fit in your hand, and it's [6] *as beautiful as* (beautiful) the furniture in a real palace. The tiny sofas and beds are [7] *as soft as* (soft) the real things. The books on the shelves aren't [8] *large enough* (large) to read, but they have real pages. One thing that isn't small is the price – over $8 million! Are you [9] *rich enough* (rich) to buy it?

Grammar tutor p129

Use it!

5 **Write one true sentence and one false sentence about places in the world with (*not*) *as … as* or (*not*) *enough*.**

The Amazon is as long as the Nile.

6 **Say your sentences to a partner. Can you guess which sentences are true?**

5 & 6 You may want to turn this into a group game, with students taking turns to read out their sentences and guessing the correct ones, winning points as they go.

Grammar game

Students in groups have three minutes to write as many true sentences about themselves as possible, e.g. *Sarah isn't as tall as James*. The group with the most correct sentences wins.

Homework

Workbook p42

Lesson aim: I can talk about household chores.

Warmer

Elicit the word *chores* /tʃɔːrz/ (a job or piece of work that is often boring or unpleasant but needs to be done regularly). Ask students to say a few chores that they do at home.

1 5.05 After feedback, drill the pronunciation of the phrases.

Audioscript p128

Target vocabulary

clean (the kitchen) /kliːn (ðə 'kɪtʃɪn)/
do the ironing /duː ðə 'aɪənɪŋ/
do the washing /duː ðə 'wɒʃɪŋ/
do the washing-up /duː ðə 'wɒʃɪŋ ʌp/
empty (the washing machine) /'empti (ðə 'wɒʃɪŋ mə'ʃiːn)/
load the dishwasher /ləʊd ðə 'dɪʃwɒʃə/
make your bed /meɪk jə bed/
tidy up (the living room) /'taɪdi ʌp (ðə 'lɪvɪŋ ruːm)/
vacuum (the carpet) /'vækjuːm (ðə 'kɑːpɪt)/

2 5.06 ★★★ Challenge students to cover the box in Exercise 1 to complete the exercise, then play the recording to check answers.

Audioscript p128

3 During feedback, find out what percentage of the class does chores a lot, a little or not at all, and why.

4 Discuss any interesting differences between the percentages you got from the last activity and the UK statistics.

Vocabulary and listening

Household chores

5.05 **1** Match the phrases in the box with the pictures. Listen, check and repeat.

6 clean (the kitchen)	1 do the ironing
2 do the washing	4 do the washing-up
empty (the washing	3 load the dishwasher
9 machine)	5 make your bed
8 tidy up (the living room)	7 vacuum (the carpet)



5.06 **2** Complete the note with verbs in Exercise 1. Then listen and check.

Hi kids, I'm working all day today. Can you please help with some things around the house while I'm out?
Ollie: Please [1] *clean* the kitchen and [2] load the dishwasher with the plates and cups from breakfast. Can you also [3] tidy up the living room, please, and [4] _____ the carpet?
Mia: Tidy up your bedroom and [5] make your bed. Then can you please [6] do the ironing for me? The clothes are still in the washing machine, so [7] empty that first.
Thanks, kids. I'll see you this evening.
Love, Dad

vacuum

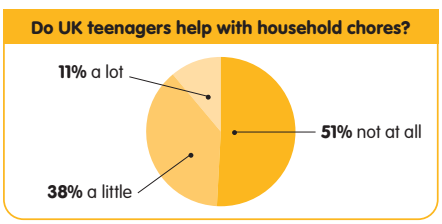
Use it!

3 How often do you do the chores in Exercise 1? Compare with your partner.

I do the washing-up every day!

Street interviews

4 Look at the diagram. Does the information surprise you?



Learn to learn

Answering multiple-choice questions

Before you listen, read the questions and options carefully. Try to guess the answers before you listen.

5 Read the questions in Exercise 6. Discuss with a partner which answers are probably wrong.

5.07 **6** Listen and circle the correct answers.

1 In the kitchen, Cindy …
a cooks every day. b loads the dishwasher.
c does the washing-up.

2 Kim and her sister help with the household chores …
a every morning. b at the weekend.
c during school holidays.

3 Kim doesn't like …
a cleaning the bathroom.
b vacuuming the living room.
c practising the piano.

4 When Tim does the ironing, he likes …
a listening to music. b moving around.
c doing his homework.

Learn to learn

Trying to predict answers prepares the students for both the vocabulary and the ideas that they might hear, and can help make listening less stressful.

5 ★ Point out that all the people in the story are teenagers, to support them with the task. Encourage students to justify their guesses during feedback.

6 5.07 Play the recording once and allow students to check ideas in pairs before listening again and eliciting answers.

Audioscript p128

Vocabulary bank

Flipped class

Ask students to watch **Video 5.3** and do **Video worksheet 5.3** in preparation for the next lesson.

Homework

Workbook p43

Lesson aim: I can use *have to* and *don't have to.*

Warmer

▶ Play **Video 5.3** if it was not set for homework and elicit the answers to the two questions. (Syd has to load the dishwasher, and Harumi has to clean her school.)

1 Draw attention to the table, then ask students to raise their hands to choose the answers to the exercise. After feedback, emphasise that *have to* means 'must', but *don't have to* **doesn't mean** 'must not'. It means 'don't need to'.

Pronunciation

Ask students to turn to pages SB 118–119 for pronunciation practice of have: /f/ and /v/.

2 After feedback, read items 1–4 to the students and check their understanding, asking *Is it necessary?* (1, 4 – yes; 2, 3 – no).

3 ★★★ Challenge stronger students to cover the options and fill the gaps, then check against the options.

4 After feedback, elicit extra example sentences from students, using the vocabulary on p62.

5 5.10 After feedback, put students into pairs to discuss whether they would like to live on a farm.

Audioscript p128

Grammar tutor

Ask students to complete additional grammar activities on the Grammar Tutor page 129.

6 ★ Support students who are struggling by asking them to write down their questions before speaking. If there is time, ask pairs to switch partners with another pair and ask more questions.

Language in action

have to/don't have to



Watch video 5.3
How does Syd from Brazil help in the restaurant? What does Harumi have to clean?

	I / You / We / They	He / She / It
+	I **have to vacuum** the living room. We **have to clean** our school every day.	He **has to load** the dishwasher. She **has to help watch** her baby brother.
-	I **don't have to tidy up** at home.	She **doesn't have to clean** her school.
?	**Do** you **have to do** the cooking, too? Yes, I **do**. / No, I **don't**.	**Does** Syd **have to help** his parents? Yes, he **does**. / No, he **doesn't**.

Pronunciation p119

1 **Look at the table and circle the correct words to complete the rules.**

1 We use *have to* or *has to* to say when something *is* / *is not* necessary.
2 Use *don't* or *doesn't have to* to say when something *is* / *is not* necessary.

2 **Complete the sentences with the correct form of *have to*.**

1 Atlan has to (✓) tidy up the kitchen.
2 Kim and Zeynep don't have to (✗) do a lot of housework.
3 Pablo is only three and doesn't have to (✗) help with the housework.
4 Tim has to (✓) do the ironing.
5 Do you have to (?) tidy your bedroom every day?

3 **Circle the correct answers.**

1 I … do the gardening this weekend because my parents are on holiday.
a has to b have to
2 … to do a lot of homework?
a Does you have b Do you have
3 We … go to school on Monday because it's a national holiday.
a don't have to b doesn't have to
4 Dad … do the cooking in the evenings because Mum works then.
a has to b have to

4 **Complete the sentences with the correct form of *have to* and the verbs in the box.**

do help go work

1 The children don't have to go to school in summer.
2 Sam doesn't have to help with chores because he's only four.
3 I have to do the ironing on Saturdays and it's so boring.
4 Does your mum have to work at the weekends?

5.10 **5** **Complete the text with the correct form of *have to* and the verbs in brackets. Then listen and check.**



[1]Do you have to help (help) with the housework? [2]Do you have to tidy (tidy) your bedroom or clean the kitchen? 13-year-old Martha Pinter and her 9-year-old brother, Ben, [3]have to do (do) more than most young people of their age. They live on a farm in Queensland, Australia, and all the family [4]have to share (share) the work. Martha [5]has to get up (get up) early to milk the cows. In spring, she also [6]has to look after (look after) the new lambs – that's her favourite job. Ben [7]has to collect (collect) the hens' eggs before breakfast. However, Martha and Ben [8]don't have to catch (not catch) the bus to school every day. There isn't a school near their farm, so they [9]have to have (have) all their lessons at home.

Grammar tutor p129

Use it!

6 **Think of questions to ask your partner using *have to*. Ask and answer your questions.**

Does your dad have to do the ironing at the weekend?

No, he doesn't. I have to do it!

Grammar game

Say one of the actions below and get students to say if they *have to*, *don't have to* or *must not* do this action at school. The first student to say a correct sentence wins a point.

- wear a tie
- clean the classroom
- wear shorts
- do homework
- arrive late
- raise their hand to speak
- bring a laptop

Flipped class

If appropriate, ask students to take a photo of their room at home. They will use it in the next lesson.

Homework

Workbook p44

Lesson aim: I can discuss a photo.

Warmer

Put students into pairs. Ask them to describe their room at home, ask each other questions about them and discuss what they like and don't like about the rooms.

1 5.11 ★★★ Challenge students to listen and answer the question with their books closed.

Audioscript p129

2 5.11 Use one of the pictures on SB p59 to check students' understanding of the phrases, e.g. *What's that at the bottom on the left? A bin*.

3 ▶ Play **Video 5.4** and drill the pronunciation of the target phrases, focusing students' attention on the stressed words.

4 After feedback, ask students to think of equivalent phrases in their language and test each other using the translations.

5 Encourage students to use photos of their own room, if appropriate. Alternatively, students could draw a simple sketch of their room to talk about.

6 Allow students to perform the conversation twice. The first time, they should only worry about content. The second time, they focus on language and (if possible) record their conversation to improve self-correcting skills.

Speaking frames

7 Students look at the other pair's picture for a minute before listening to the recorded conversation (or the pair performing it). Then pairs give each other feedback.

Speaking

Discussing a photo

5.11 **1** **Listen to the conversation. Who likes the room more, Oscar or Nina?** Oscar



Oscar Hey, Nina. Look at this photo – it's Liam's bedroom in his new house.

Nina Oh! It looks big enough for two people. Does he have to share it?

Oscar No, it's all his. Actually, it isn't as big as it looks. There's a large mirror in the [1] background, so it looks bigger.

Nina Oh yes, I see. [2] What's that thing on the wall?

Oscar It's a clock. What do you think of the colour of the walls?

Nina Hmm. I'm not convinced.

Oscar Really? I think it looks awesome! I don't think much of those curtains, though.

Nina: Me neither. And what's that [3] at the bottom? Is it a carpet?

Oscar Yes, I think so. I quite like it. And I love those pictures [4] on the left.

Nina Me too. They look great.

5.11 **2** **Complete the conversation with the phrases from the *Useful language* box. Then listen and check.**

Useful language

at the bottom/top	in the background
on the left/right	What's that … ?

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



Watch video 5.4
Everyday English

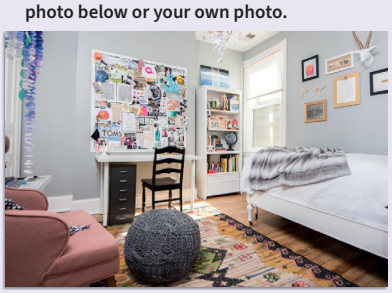
I'm not convinced.
It looks awesome!
Me neither. Me too.

4 **Match the phrases in the *Everyday English* box with these phrases.**

1 I feel the same way (after a positive statement). Me too.
2 I feel the same way (after a negative statement). Me neither.
3 I don't think I like it. I'm not convinced.
4 It looks great. It looks awesome!

Plan

5 **Write about a room. Make notes about the photo below or your own photo.**



Who does the room belong to? _____
What is in it? _____
_____

Speak

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

- adjectives with *(not) as … as* and *(not) enough* and *have to/don't have to*
- the vocabulary from this unit
- phrases from the *Useful language* and *Everyday English* boxes

Check

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

Who does the room belong to? _____
What is in it? _____
_____

Flipped class

In preparation for the **Writing** lesson, ask students to think about their dream house and make notes.

Lesson aim: I can write a description of a house.

Warmer

In pairs, students share their ideas about their dream house, which they thought about for homework.

1 Support students by eliciting guesses about the size, the location, the view and the style of the house, and elicit ideas about what might be inside that makes the house special.

2 Allow one minute to read the text to encourage faster reading.

3 Elicit more examples of the *Useful language* by eliciting sentences to describe the classroom from different students.

4 Students work in pairs to complete the exercise. Check answers as a whole class. Elicit two more sentences from the class using the vocabulary from pages 59 and 62, or write sentence frames on the board for students using the vocabulary, and have volunteers come to the board to complete them.

5 Allow students to share their plans with a partner, to generate more ideas.

Writing frames

6 & 7 After writing, students highlight *(not) as ... as*, *(not) enough* and *have to/don't have to* and expressions from the *Useful language* box in a bright colour. This will help them with their self-assessment.

Writing

A description of a house

It's a big house near the beach.

1 **Look at the information about the competition and the photo. What can you guess about Olivia's dream house? Discuss with a partner.**

2 **Read Olivia's description of her dream house. Match headings a–c with paragraphs 1–3.**

a What has the house got?
b Where is the house?
c What is the best thing about the house?

Describe your dream house and win a digital camera!



1 b I'd like to tell you about my dream house. It's near the beach on a sunny island. It has to be near the sea because I love swimming.

2 a The house has got big windows and a fantastic view of the sea. There's a lovely garden, too. It's large enough for people to play in and it's also got a swimming pool. As well as a pool, there's a skatepark. Inside the house, there's a huge fish tank. It's full of beautiful tropical fish.

3 c But the really special thing about my house is the technology. There are robots in every room. I think they're as intelligent as humans. They cook the meals and do the washing-up. They make my bed and they tidy the living room as well. I don't have to do any chores.

Olivia Reed (13), Newcastle

3 **Find and underline the *Useful language* phrases in the description. Answer the questions.**

1 Which go at the end of a sentence?
as well , too

2 Which goes before a thing? as well as

Useful language

also as well as well as too

4 **Circle the correct options.**

1 As well as / **Also** a big sofa, our living room has got two big armchairs.
2 Our flat is in the middle of a city, but it's close to the beach, **as well as** / too.
3 This room **too** / also has a lovely view of the river.
4 The kitchen is my favourite room, and it's my brother's favourite as well / **as well as**.

Write a description of your own dream house.

Plan

5 **Imagine your dream house.**

- Where is your house?
- Why do you like it?
- What rooms, furniture and other things has it got?
- Why is this your dream house?

Write

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

- adjectives with *(not) as … as*
- *(not) enough*
- *have to / don't have to*
- phrases from the *Useful language* box

Check

7 **Do you ...**

- have three paragraphs?
- describe what the house has got?
- explain why this is your dream house?

Extend it!

Students display their descriptions around the room for other students to read and vote for the most interesting dream home.

Finished?

Flipped class

▶ Prepare for **Explore it!** (p67). Students research an interesting fact about the Inuit.

Homework

Workbook p45, Writing Tutor p82

Lesson aim: I can understand a text about living in igloos.

Warmer

In pairs, students discuss how people can live in very cold places. Ask them to make a list of ideas, e.g. *wear warm clothes, have a fireplace, eat a lot of fat*, etc.

▶ Play **Video 5.5** if it was not set for homework and ask students to answer the questions in groups. Elicit that 'ger' means 'house' in Mongolian.

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

1 Elicit relevant vocabulary such as *snow, ice, igloo, tent, frozen, dome*, etc.

2 ★★★ Ask students in pairs to write down an additional question they have about igloos and read the text to see if it mentions an answer.

3 Encourage students to underline language in the text that helped them match the headings with the paragraphs. Elicit this during feedback.

Around the world

Reading
An encyclopaedia entry

1 Look at the photos. Where are these homes? Who lives there? What do you know about the homes?

5.12 **2** Read the encyclopaedia entry. Check your answers to Exercise 1.

The homes are in the Arctic Circle. The Inuit live there.

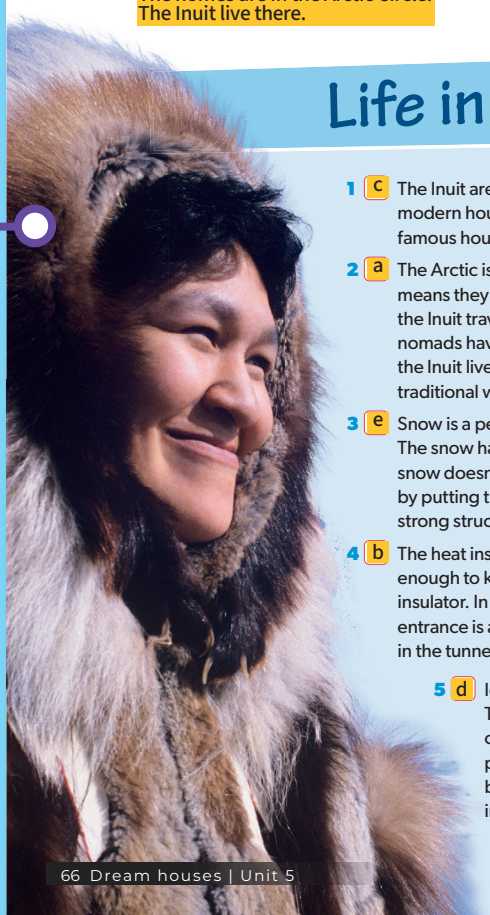


Globetrotters
Watch video 5.5
Living in a ger

- Do you like moving house? Why?
- What does 'ger' mean in Mongolian?
- Would you like to live in a ger?

3 Read the entry again. Match headings a–e with paragraphs 1–5.

a Why use igloos?
b Keeping warm
c Who are the Inuit?
d Life inside
e How to build an igloo



Life in an Inuit igloo

1 c The Inuit are the native people of the Arctic Circle. Today, they usually live in modern houses in small villages. Until recently, however, they still used their famous houses made of snow – igloos.

2 a The Arctic isn't warm enough to farm, so the Inuit had a nomadic life. This means they travelled during the year to find food. Every winter and summer, the Inuit travelled thousands of kilometres across the frozen Arctic sea. All nomads have to make temporary homes while they travel, and in summer, the Inuit lived in tents made from animal skins, called tupiqs. Igloos were their traditional winter homes.

3 e Snow is a perfect material for building. It's as light as wood and easy to cut. The snow has to be dry and hard enough to make good blocks, because wet snow doesn't have the strength an igloo needs. The Inuit make a dome shape by putting the snow blocks in a spiral. This is quick to build and creates a very strong structure.

4 b The heat inside an igloo comes from people's bodies only, but this is warm enough to keep the igloo comfortable. This is because snow is a good insulator. In other words, it keeps the cold out and the warmth in. The entrance is a tunnel that goes under the walls. The heavy, cold air always stays in the tunnel and the light, warm air stays in the igloo.

5 d Igloos don't have windows, but there are small holes in the walls. These let in clean air and let out dangerous smoke from the small oil lamps. Traditionally, the Inuit didn't have any furniture, but a platform of snow just below the ceiling provided a simple sofa and bed in the warmest part of the igloo. Inuit families spent all winter in small igloos with no furniture, no bathroom … and no Internet.

Lesson aim: I can understand a text about living in igloos.

4 Refer students back to the strategies they learned on SB p62 to identify key words in the questions. Then ask students to discuss the questions in pairs before reading the text again.

Learn to learn

Understanding how word families work and how words are formed is an advantage in both comprehension and production skills, because it is a way of quickly expanding vocabulary.

Class challenge

The temperature in Death Valley in the USA, which is the hottest place on Earth, is usually 38 / **47** / 57 degrees.

5 & 6 After feedback, challenge students to think of extra adjectives ending in *-ful*, *-ic*, and *-ous* and what nouns they come from. The team with the most words wins. Elicit as many as practical on the board.

7 Challenge students to also use some of the words on the board.

4 **Are the sentences *T* (true) or *F* (false)?**

1 The Inuit live in the Arctic Circle. T
2 In summer, the Inuit are farmers. F
3 Dry snow isn't as strong as wet snow. F
4 An igloo doesn't take long to make. T
5 There are no heaters in an igloo. T
6 The tunnel lets smoke escape. F



Learn to learn

Word families (2)

Many nouns have a related adjective. We usually form the related adjective or noun by adding extra letters. We sometimes need to change other letters.

Noun	Adjective	Extra letters
beauty	beauti**ful**	-ful
tru**th**	true	-th

5 **Complete the table. Use the example to help you.**

Noun	Adjective
tradition	1 traditional
2 strength	strong
comfort	3 comfortable
4 warmth	warm
danger	5 dangerous

6 **Complete the sentences with the correct form of the words in brackets. Use the extra letters in the box.**

-ful -ic -ous -ly -th

1 My neighbour isn't very friendly. (friend)
2 Andy's bedroom is full of photos of famous people. (fame)
3 Hassan found a helpful website for his homework. (help)
4 Ava's garden is the length of a football pitch! (long)
5 My sister runs a lot. She's really athletic. (athlete)

7 **Ask each other to say sentences with words in Exercises 5 and 6.**

Tell me a sentence with the adjective of fame.

Ed Sheeran is a famous singer.

Explore it!

Guess the correct answer.
The Inuit live in Canada, Alaska and …
a Iceland. b Greenland. c Norway.

Find three more interesting facts about the Inuit. Choose your favourite fact and write a question for your partner.



OWN IT! The Culture Project Teacher's Resource Bank

Explore it!

Students write their questions on a piece of paper and give it to you. Put students into teams and read out all the questions, awarding points for each correct guess and encouraging the writer of the question to add extra information.

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.

Unit 6
Hidden danger

Lesson aim: I can talk about dangers.

Warmer

Write the word *danger* on the board and give students two minutes to brainstorm dangerous things, animals and situations. Elicit these on the board.

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 After feedback, elicit more examples of dangerous animals students can find in forests or in the sea. Write them on the board. Leave the list for the duration of the unit.

2 & 3 ▶ Before playing **Video 6.1**, elicit the meaning of *pavement* and encourage students in pairs to guess what *smartphone pavements* might be. Elicit a few ideas for the students to check in the video.

4 Encourage students to say why they do or don't do this.

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

Flipped class

Prepare for **Explore it!** (p71). Students research an interesting fact about an animal that bites or stings.



Unit aims

Skills

I can ...
- understand a text about dangers at the beach p72
- make and respond to suggestions p76
- write a blog post p77
- create an information leaflet pp78–79

Language

I can ...
- talk about accidents and injuries p71
- understand how to use *should(n't)* and *must(n't)* p73
- talk about parts of the body p74
- understand how to use zero and first conditionals p75

Learn to learn

I can ...
- use places to remember words p71
- use pictures to predict a story p74
- give useful opinions about my partner's English p81

Extra resources

- Grammar tutor, Student's Book **p130**
- Workbook **pp48–55** and Writing tutor **pp83**

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 talk about accidents and injuries.

1 6.01 ★★★ Students cover the box and look at the pictures. In pairs, they try to fill the gaps, then check with the box.

Audioscript p129

Target vocabulary
be bitten /biː 'bɪtən/
be stung /biː stʌŋ/
break /breɪk/
bruise /bruːz/
burn /bɜːn/
cut /kʌt/
fall off /fɔːl ɒf/
hit /hɪt/
scratch /skrætʃ/
slip /slɪp/
sprain /spreɪn/
trip over /trɪp 'əʊvə/

Get it right!

Point out that we usually don't say *I hit the head* or *Lisa burned the hand*, but use possessive adjectives (*my*, *her*, etc.) instead.

2 6.02 After feedback, students in groups play a game. Students take turns to mime a phrase from Exercise 1. The first student to guess the phrase wins a point and mimes the next word.

Audioscript p129

Vocabulary bank

Vocabulary

Accidents and injuries

6.01 **1** **Complete the phrases with the words in the box. Listen, check and repeat.**

be bitten be stung break bruise burn ~~cut~~
fall off hit scratch slip sprain trip over

1 cut your finger
2 slip
3 be stung by a bee
4 be bitten by a mosquito
5 hit your head
6 burn your hand
7 scratch your arm
8 break your leg
9 trip over a chair
10 fall off your horse
11 sprain your ankle
12 bruise your leg

Get it right!

We usually use words like *my*, *your*, *his*, *her* when we talk about parts of the body.

*I hit **my** head. Did Lisa burn **her** hand?*

6.02 **2** **Listen. Write the accidents and injuries in Exercise 1 that you hear.**

1 be stung
2 fall off
3 trip over
4 slip
5 burn

Learn to learn

Using places to remember words

It can help you to remember new words if you think of where they might happen.

3 **Think of a place where each accident in Exercise 1 might happen.**

trip over a chair – in the classroom

4 **Test your partner. Say a place that you thought of in Exercise 3. Your partner guesses the accident or injury you thought of.**

The kitchen. *Cut your finger?*

Use it!

5 **Ask and answer these questions about the phrases in Exercise 1.**

1 When was the last time one of these things happened to you or someone you know?
2 Where did it happen?
3 What happened?

Explore it!

Is the sentence *T* (true) or *F* (false)?

All bees can sting. F

Find an interesting fact about another animal that bites or stings. Then write a question for your partner to answer.



Learn to learn

Associating new vocabulary with places, people, times, etc. increases the chances that it will be remembered.

3 & 4 Encourage personalisation. Students think of places where these things have happened to them.

5 Allow a few minutes of thinking time before asking students to discuss the questions in pairs. For an extra challenge, tell students they may lie, and their partner must ask questions to guess if the story is true or not.

Explore it!

Monitor and correct language mistakes before eliciting the questions for the whole class to answer.

Extend it!

Students in groups make up a story called 'Fred's unlucky day' using the vocabulary from Exercise 1. The story begins with 'Yesterday, Fred had a really bad day. In the morning, he was making breakfast and he …'.

Homework

Workbook p48

Lesson aim: I can understand a text about dangers at the beach.

Warmer

In groups, students brainstorm all the dangers at the beach they can think of. Elicit ideas and relevant vocabulary on the board.

1 Allow dictionaries for this activity, and ask pairs to match the phrases to the pictures.

2 6.03 Disallow dictionaries and translation software as it would pre-empt the following activity.

3 ★ Support students by telling them where the vocabulary can be found in the text (1 – introduction; 2 – Hawaii; 3 – Australia; 4 – UK; 5 – UK).

4 Fast finishers can write one more sentence about the text, true or false. Elicit this during feedback for the class to decide if it's true or false.

5 Allow students a minute of thinking time before discussing the questions. Monitor closely and make notes of useful vocabulary the students needed to express their opinions. Elicit this on the board during feedback and ask students to discuss the questions again with a new partner.

In the photos you can see: broken glass, a sign saying 'no swimming' because of rip currents, a shark in the water, an animal that can sting (an octopus) and a sign warning of quicksand.

Reading

An online article

1 Check the meaning of the words in the box. Can you see them in the photos?

animals that sting | broken glass | large waves | quicksand | rip currents | shark attack

6.03 **2** Read the article. Which danger in Exercise 1 isn't in the article? large waves

3 Find words in the article that mean:

1 difficult to find hidden
2 quickly swiftly
3 something dangerous from an animal venom
4 move your body to get free struggle
5 when the sea goes in and out at different times of the day tide

4 Are the sentences *T* (true) or *F* (false)?

1 Some beaches are more dangerous than others. T
2 Rip currents move away from the beach. T
3 Crocodiles don't live near the sea. F
4 The blue-ringed octopus is big and ugly. F
5 One blue-ringed octopus can kill a lot of people. T
6 All British beaches are safe. F

Voice it!

5 Discuss the questions.

1 What other dangers at the beach can you think of?
2 What other dangerous places do some people like to visit? Why do they go there?

Dangers at the beach

Beaches promise sun, sand and fun and are usually safe places to go, but accidents can happen. You can slip and break your leg, or step on some glass and cut your foot. Ouch! Some beaches around the world have hidden dangers, however, and you should take extra care.



Hawaii

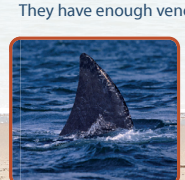
It's great for surfing, but beaches in Hawaii also have dangerous rip currents. Rip currents happen when water moves swiftly away from the beach. They are difficult to see and can move very fast. They can take people far out to sea, so swimmers mustn't try to swim against them. Instead, they should swim sideways along the beach until they get to safer waters.

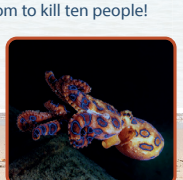


Australia

Everyone knows that huge sharks sometimes swim near Australian beaches, and crocodiles can also come very near. You must always be careful. Never swim when there isn't a lifeguard on the beach.

Sharks and crocodiles aren't the only danger on Australia's beaches. The beautiful Australian blue-ringed octopus, for example, is as small as your hand. But you mustn't go near them. They have enough venom to kill ten people!





UK

The sand can be as unsafe as the sea, and on some British beaches it can kill! Dangerous quicksand is full of water and it's very easy for people to sink in it. You shouldn't kick or struggle. You must move very slowly and carefully to get out… before the tide comes in!



Extend it!

Ask students in pairs to underline three or four other unknown vocabulary items in the text. Together they look up the meaning of the words or phrases and write a short exercise like in Exercise 3. Pairs swap their exercises and complete them. Monitor closely and elicit the most useful definitions with the whole class.

Class challenge

The animal which is responsible for killing the most people is the shark / **mosquito** / crocodile.

Homework

Workbook p49

Lesson aim: I can understand how to use *should(n't)* and *must(n't)*.

Warmer

▶ Play **Video 6.2** and elicit that you mustn't put anything on the burn and you should hold it under cold water for 20 minutes. For a sprained ankle you should put some ice on it to stop the swelling.

1 Draw attention to the table. Point out that we don't use *to* after *must* or *should*. Then elicit that both *must* and *should* can be used to give advice, but *must* is used more for strong advice (advice that we think is very important to follow) and rules. Complete the exercise as a class.

Pronunciation

Students turn to p119 for pronunciation practice of /ʌ/ and /ʊ/.

2 ★ Ask students to choose if each sentence is *advice*, *strong advice* or a rule.

3 Assist students who are struggling by pointing out that the sentences will begin with a capital letter. Students check their answers in pairs.

4 6.07 Before the activity, allow students in pairs to discuss one piece of advice and one rule about cycling. Elicit a few to write on the board.

Audioscript p129

Grammar tutor

Ask students to complete additional grammar activities on the Grammar Tutor page 130.

5 & 6 Encourage students to personalise the activity and write about other activities, especially ones that they do.

Language in action

should / shouldn't and *must / mustn't*



Watch video 6.2
What should you do if you get burned?
What should you do with a sprained ankle?

	should for advice	*must* for strong advice or a rule
+	You **should hold** the burn under cold water.	You **must** always **be** careful when cooking.
-	You **shouldn't leave** things on the floor.	You **mustn't put** anything on it.

Pronunciation p119

1 **Look at the table. Decide if each sentence is *A* (advice), *SA* (strong advice) or *R* (a rule).**

1 Children **mustn't use** an oven without an adult. R
2 You **should learn** what to do if you burn yourself. SA
3 You **shouldn't walk** a lot if you sprain your ankle. A

2 **Circle the correct words.**

1 You *should* /(*shouldn't*) swim here. The water isn't clean.
2 You *must* /(*mustn't*) speak in exams.
3 I think everyone (*should*) / *must* do a sport. Exercise is good for you.
4 You (*must*) / *should* wear a seatbelt in the car. It's the law.
5 I think you (*should*) / *must* learn to speak another language.

3 **Put the words in the correct order.**

1 on the beach / wear shoes / You should / hurt your feet. / so you don't
You should wear shoes on the beach so you don't hurt your feet.
2 there isn't a lifeguard / You mustn't / swim where / on the beach.
You mustn't swim where there isn't a lifeguard on the beach.
3 learn about safety / everyone should / at the beach. / I think
I think everyone should learn about safety at the beach.
4 to get out of quicksand / before the tide comes in. / move slowly / You must
You must move slowly to get out of quicksand before the tide comes in.

6.07 **4** **Complete the notice with *should*, *shouldn't*, *must* or *mustn't*. Then listen and check.**

Hi everyone,
Now the spring term is here, I think you [1] **should** all think about walking or cycling to school if you can.
Cycling is fun and healthy, but you [2] **must** be careful. For example, you [3] _____ ride when the weather is bad, and you [4] **must** wear a **shouldn't** helmet. That's extremely important. However, you also [5] **mustn't** forget that there are rules on the road for cyclists, and you [6] **should** learn these rules.
The school website has some good advice, such as which clothes you [7] **must** wear to cycle, and I think all cyclists [8] **should** read it carefully.
One more thing: we need to know which students are cycling to school, so you [9] **must** tell Mrs Jones if you plan to cycle. That's a school rule, so you [10] **mustn't** forget!



Grammar tutor p130

Use it!

5 **Write rules and advice for staying safe while doing these activities.**

ice skating hiking rock climbing swimming

6 **Read your rules and advice to your partner but don't say the activities. Can they guess them?**

You should wear a helmet to do this. And you mustn't do it when it's raining. What is it?

Rock climbing?

Grammar game

Write one of these situations on the board: *at the beach, at a zoo, at the gym, on a plane.*

In groups, students have two minutes to write as many sentences with *should(n't)* or *must(n't)* as possible. They swap ideas with another team, who can challenge the sentences if needed. Encourage discussions if possible, e.g. *You don't have to wear suncream at the beach all the time.* Repeat with other situations.

Flipped class

▶ Ask students to watch **Video 6.2** and do **Video worksheet 6.2** in preparation for the next lesson.

Homework

Workbook p50

Lesson aim: I can talk about parts of the body.

Warmer

In groups, students have two minutes to brainstorm all the body vocabulary they know. Elicit these on the board.

1 6.08 After feedback, play the recording again and ask students to point at the part of their own body they hear.

Audioscript p129

Target vocabulary

cheek /tʃi:k/
chest /tʃest/
chin /tʃɪn/
elbow /'elbəʊ/
forehead /'fɔ:hed/
heel /hi:l/
knee /ni:/
neck /nek/
shoulder /'ʃəʊldə/
teeth /ti:θ/
toe /təʊ/
wrist /rɪst/

2 Fast finishers can write one more gapped sentence using a different word from Exercise 1. Elicit these during feedback.

3 Challenge students to name the body part within five seconds, before pointing to another, and then another.

Vocabulary bank

Learn to learn

Pictures are another way in which students can predict what a reading or listening text might include. Making guesses about what a text contains may help students feel less anxious about dealing with it.

Vocabulary and listening

Parts of the body

6.08 **1** **Match the words in the box with 1–12 in the photo. Listen, check and repeat.**

2 cheek	7 chest	4 chin
9 elbow	1 forehead	11 heel
10 knee	5 neck	6 shoulder
3 teeth	12 toe	8 wrist



2 **Complete the sentences with words in Exercise 1.**

1 Your wrist is between your hand and your arm.
2 People have ten fingers and ten toes.
3 Children have 20 teeth and adults have 32.
4 Your forehead is just above your eyes.
5 Your knee is in the middle of your leg.
6 Your shoulder is at the top of your arm.

Use it!

3 **Point to a part of the body in Exercise 1. Name the part your partner points to.**

A radio interview

Learn to learn

Using pictures to predict a story

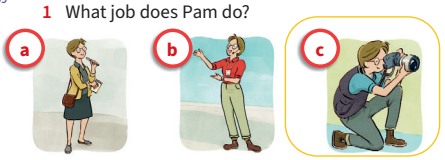
Before you listen, look carefully at any pictures and use them to imagine a story.

4 **Look at the pictures in Exercise 6. Choose one picture from each set of three and use them to make a story.**

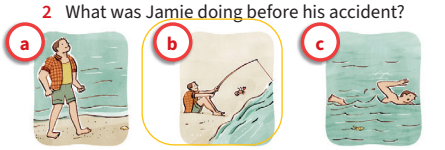
6.09 **5** **Listen to the interview. What parts of your story were correct?**

6.09 **6** **Listen again. Choose the correct options.**

1 What job does Pam do?



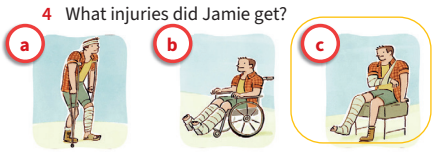
2 What was Jamie doing before his accident?



3 What did Jamie do?



4 What injuries did Jamie get?



7 **Work with your partner to tell Jamie's story. Use the pictures to help you.**

4 After students have discussed the pictures for a few minutes, elicit a few different versions of the story, and write any useful vocabulary on the board.

5–6 6.09 Allow students to check their ideas in pairs before feedback.

Audioscript p129

7 Change pairs once or twice to allow students to repeat the story. This will help improve their fluency and build confidence.

Extend it!

In pairs, students invent a new short story and draw three simple pictures to go with it. They give the drawings to a different pair, who try to guess the story from the pictures.

Flipped class

Ask students to watch **Video 6.3** and do **Video worksheet 6.3** in preparation for the next lesson.

Homework

Workbook p51

Lesson aim: I can understand how to use zero and first conditionals.

Warmer

▶ Play **Video 6.3** if it was not set for homework. Elicit that you should keep your hands and elbows in and roll onto your shoulder. If you do this, it won't hurt as much, and rolling can protect you when you fall.

1 Draw attention to the table and the column subheadings. Point out that the *if/when* clause can come either before or after the *result* clause, but that if it comes before, the two clauses need to be separated by a comma. Work through the exercise as a class.

2 ★ Remind students that each sentence will need an *if/when* clause and a result clause. Suggest that students circle each *if* and *when* to help them match the sentence halves.

3 6.10 ★★★ Fast finishers can work in pairs to discuss why the zero or first conditional is used in each case (i.e. whether the sentence refers to a general truth or a specific situation).

Audioscript p130

4 Students check answers in pairs.

5 & 6 Monitor to make sure students are forming correct sentences. Write any errors on the board for the whole class to correct at the end of the exercise.

Grammar tutor

Ask students to complete additional grammar activities on the Grammar Tutor page 130.

Language in action

Zero conditional and first conditional



Watch video 6.3
How can you fall off a skateboard safely?
Is this a good way to fall?

Zero conditional		First conditional	
Action / Situation	Result	Action / Situation	Result
If you **fall** off a surfboard,	you **fall** into the water.	**If** you **fall** off a skateboard,	you'**ll try** to stop yourself with your hands.
Result	Action / Situation	Result	Action / Situation
Rolling **can** protect you	**when** you **fall**.	It **won't hurt** as bad / badly	**if** you **do** this.

1 **Look at the table and complete the rules. Write *ZC* (zero conditional) or *FC* (first conditional) and *PS* (present simple) or *FS* (future simple).**

We use the [1] ZC to talk about situations that are always true. We use the [2] PS in both parts of the sentence. We use the [3] FC to talk about possible situations in the future. We use the [4] PS in the *if* clause, and the [5] FS in the other clause.

2 **Match 1–3 with a–c. Then complete the result with the correct form of the verb in brackets.**

1 Accidents happen (happen) c
2 If you see a crocodile, b
3 If a crocodile bites you, a
a it will try (try) to pull you under the water.
b it will probably ignore (ignore) you.
c when you aren't careful.

6.10 **3** **Complete the email with the correct form of the verbs in brackets. Then listen and check.**

won't have
don't mind

So you're going to visit Queensland. Great idea! If you [1] like (like) beaches and forests, you [2] 'll love (love) Port Douglas. It's amazing. It usually [3] takes (take) about an hour to get there if you [4] get (get) a bus from the airport. Buses are quite frequent, so if you [5] miss (miss) one, you [6] _____ (not have) a long wait. Of course, if you [7] _____ (not mind) spending more money, there [8] are (be) always taxis at the airport, too! If you [9] visit (visit) Four Mile Beach, you [10] 'll have (have) a great time surfing. But be careful! If you [11] _____ (not see) anyone else in the water, it probably [12] means (mean) there are sharks or jellyfish in the sea! Have fun and take care!

don't see

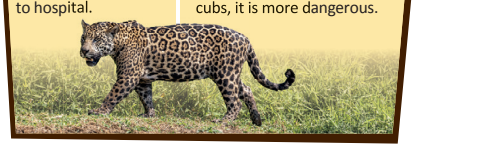
4 **Complete the text with the words in the box.**

go have ~~hide~~ run away



Snakes
Snakes [1] hide if they hear people coming. Most snake venom isn't fatal if you [2] go straight to hospital.

Bigger animals
You probably won't see any jaguars because they [3] run away when they feel threatened. However, if a jaguar [4] has young cubs, it is more dangerous.



5 **Imagine you're planning a jungle holiday. Write what you will do if the following things happen.**

1 If I see a snake on the path, I'll wait for it to go away.
2 If I'm very hot and I find a river, _____.
3 If I'm bitten by a spider, _____.
4 If I get lost, _____.

Grammar tutor p130

Use it!

6 **Say the second half of your sentences in Exercise 5. Can your partner guess the first half?**

I'll look for a river to follow. *If I get lost?*

Grammar game

Put students into groups. On the board, write: *If school is closed next week, I … .* One student finishes the sentence, e.g. *I'll stay home.* The next student repeats this last idea, and continues: *If I stay home I will watch TV.* The next student continues with *If I watch TV, … .* The group continues like this for three minutes. Elicit the final stories from teams and ask for the best ones to be repeated for the whole class.

Homework

Workbook p52

Lesson aim: I can make and respond to suggestions.

Warmer

Tell students you want to try a new sport, but don't know which one yet. In pairs, students discuss which sport they'd recommend and why. Elicit a few ideas.

1 6.11 ★★★ Play the recording without focusing students on the photo and ask them to discuss what they heard. Elicit that Hailey is giving Dan suggestions about buying a bike.

Audioscript p130

2 Books closed. In pairs, students try to remember the exact complete phrases in the text (e.g. *How about joining my bike club?*) and write them down.

3 ▶ Play Video **6.4** and drill pronunciation of the phrases, especially of *awesome* /ˈɔːsəm/.

4 ★★★ Challenge students to create a short conversation using all the phrases, e.g. *– My buddies recommended an awesome beach for surfing, so I'll give it a go. – Nice one!*

5 & 6 In pairs, students develop their ideas from the warmer. They then rehearse the conversation, repeating it again if necessary to make sure they include the language from the unit.

7 After students have performed their conversation in pairs, ask them to change partners and repeat the conversations, in order to promote fluency.

Speaking frames

Speaking

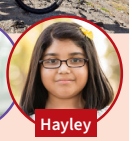
Making suggestions

6.11 **1** **Listen to the conversation. Who knows more about mountain bikes, Dan or Hayley?**

Hayley.







Dan Awesome mountain bike, Hayley.
Hayley Thanks, Dan.
Dan I'd like to get one, too. Do you think I should buy one online?
Hayley Not really. Some online shops aren't very reliable. Their bikes aren't very safe. Anyway, [1] make sure you don't buy one without trying it first.
Why don't you [2] _____ try The Bike Shack in town? They're really good.
Dan OK. I'll give them a go.
you should definitely
Hayley And [3] _____ buy a good helmet, too. You can really hurt yourself if you fall off, so you mustn't ride without one.
Dan Good idea. I think I should find some buddies to ride with, too. What do you think?
Hayley Sure. [4] How about joining my bike club? We go out every weekend.
Dan Yeah! Nice one, Hayley. I'll do that.

6.11 **2** **Complete the conversation with the phrases from the *Useful language* box. Then listen and check.**

Useful language

How about + *-ing* … ?	Make sure you don't …
Why don't you … ?	You should definitely …

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



Watch video 6.4
Everyday English

Awesome	buddies
I'll give it/them a go.	Nice one

4 **Complete the sentences with the *Everyday English* phrases.**

1 Awesome snowboard, Maya!
2 Ava said that *Hunts* is a good shop for camping gear. I'll give them a go.
3 You remembered your camera! Nice one, Beth!
4 That's Alfie. He's one of my surfing buddies.

Plan

5 **Think of advice for someone who wants to try a new sport. Make notes.**

What you should or must do: _____

What you shouldn't or mustn't do: _____

Speak

6 **Practise the conversation with your partner. Ask for and give advice about the sport. Remember to use:**

- *should/shouldn't* and *must/mustn't*
- the vocabulary from this unit
- phrases from the *Useful language* and *Everyday English* boxes

Check

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

What you should or must do: _____

What you shouldn't or mustn't do: _____

What is the best suggestion: _____

Homework

Ask students to write a paragraph of about 100 words, giving advice about the sport they talked about in this lesson.

Lesson aim: I can write a blog post.

Warmer

In small groups, students read each other's paragraphs they wrote for homework and ask each other follow-up questions about them.

1 & 2 ★★★ Elicit that the blog post is about skateboarding and ask students to discuss two questions they'd like to find out the answer to about this subject. After students read the blog, ask if any of the students' questions were answered by the text, and where the answers were found.

3 Point out that in blog posts, we often use *I* and *you* to write in a more personal, friendly style.

4 Ask students to look at the *Useful language* box again before they complete the exercise. Students check their answers in pairs.

5 Students remain in pairs to complete the exercise. Ask students to read the sentences aloud with the different options in the *Useful language* box as they decide on their answers.

6 & 7 Brainstorm possible activities with the whole class, and allow students to choose one they want to write about.

8 Encourage students to read each other's texts and to say if they agree with the advice or not, giving reasons.

Writing frames

Finished?

Writing

A blog post

1 **Look at the photo. What do you think the blog post is about? Read it and check.**

Skateboarding.

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

a Can I skate in the street?

b What board should I buy?

c Should I wear a helmet?

3 **Complete the phrases in the *Useful language* box with words that Mo uses for giving advice.**

Useful language

1 I'd say
2 Make sure
3 That's why
If you 4 ask me

4 **Circle the correct phrases.**

1 If you fall off a board you can really hurt your head. **That's why** / **Make sure** it's a good idea to wear a helmet.

2 If you **make sure** / **ask me**, all skateboarders should wear knee and elbow pads as well.

3 **That's why** / **Make sure** you keep your board in good condition.

4 Many people skate on their own, but **I'd say** / **that's why** it's more fun, and safer, to skate with friends.

5 **Complete the sentences with the phrases from the *Useful language* box.**

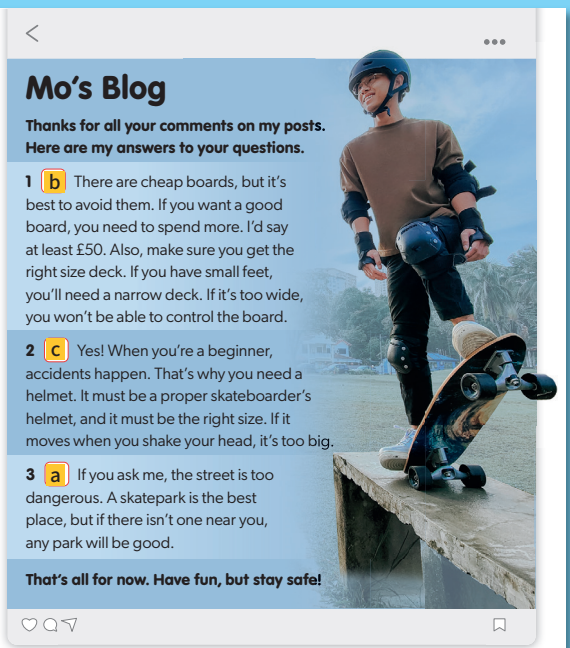
1 Learning to ski is difficult. That's why you need a teacher.

2 If you ask me, the safest place to swim is the swimming pool.

3 I'd say it's too dangerous to ride a bike without a helmet.

4 Walking in the mountains is lovely, but make sure you take a map.

5 Accidents can happen in the forest. That's why you shouldn't go alone.



Mo's Blog

Thanks for all your comments on my posts. Here are my answers to your questions.

1 b There are cheap boards, but it's best to avoid them. If you want a good board, you need to spend more. I'd say at least £50. Also, make sure you get the right size deck. If you have small feet, you'll need a narrow deck. If it's too wide, you won't be able to control the board.

2 c Yes! When you're a beginner, accidents happen. That's why you need a helmet. It must be a proper skateboarder's helmet, and it must be the right size. If it moves when you shake your head, it's too big.

3 a If you ask me, the street is too dangerous. A skatepark is the best place, but if there isn't one near you, any park will be good.

That's all for now. Have fun, but stay safe!

Write a blog post to give safety advice.

Plan

6 **Choose an activity. Make notes to answer three questions about doing it safely.**

- When and where do you do this activity?
- What do you need to wear?
- Who do you do the activity with?

Write

7 **Write your blog post. Remember to include:**

- an introduction
- three questions and answers
- an ending
- phrases from the *Useful language* box

Check

8 **Do you ...**

- answer each question?
- use *should/shouldn't* and *must/mustn't*?
- use vocabulary from this unit?

Flipped class

In preparation for **The CLIL Project** (pp78–79), ask students to research different ecosystems and some of the dangers they face.

Homework

Workbook p53, Writing Tutor p83

Lesson aim: I can create an information leaflet.

Watch

Before students watch the video, ask if anyone has visited a tropical rainforest environment. Elicit answers to the questions. Write down the names of the animals *(birds, monkeys, frogs, snakes)* students see in the video.

Project Book

For more information and activities see the Project Book p42 and the Unit 6 CLIL Project worksheet.

1 Allow pairs a few minutes to discuss the question. Then ask pairs to compare their answers with another pair.

2 6.12 ★ Draw students' attention to the photos and captions, the title and the specific information in the text. Explain that the Eperãra Siapidaarã are a community of indigenous people living in the Colombian rainforest. Their cultural traditions include using the leaves of the rainforest's palm trees to make baskets and other crafts to sell. After reading, encourage pairs to make notes of how the people and animals discussed in the text both present danger to each other, and work together.

Sustainability: Life on land

Ask students if they know of any animals or ecosystems that are in danger in your country. Share that communities must work together to protect people, animals and the land they share by carefully looking after the land's resources. A key part of Sustainable Development Goal 15 is to protect, restore and promote sustainable use of terrestrial ecosystems, and to sustainably manage forests. Ask students: What are some other reasons people might want to protect ecosystems like the Costa Rican rainforest? What else could we learn from indigenous people about how to look after the environment?

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

Critical thinking

Understanding problems and evaluating solutions

1 Look at the photos. In what ways do the people and animals need the rainforest? Work in pairs and share your ideas.

6.12 2 Read the text and check your ideas.



Watch video 6.5
Welcome to Costa Rica

Would you like to visit a tropical rainforest? Why / Why not?

Watch the video. How many different types of animal do you see? Can you name them all?

Do you think tourism is good or bad for the rainforest? Why?



golden poison frog

Small but deadly

Imagine you're walking through the rainforests of Colombia. Suddenly, you see something bright and yellow on a plant. You move closer. It's a tiny frog! 'Frogs aren't dangerous,' you think, and you hold out your hand … Stop! The animal in front of you is a golden poison frog. You mustn't touch it – it's the most poisonous land animal in the world!

This beautiful frog is only about 6cm long and weighs less than 30 grams. But it makes poison on its back. If you touch it, you will become very ill. You might even die. One small frog has enough poison to kill ten people! And you shouldn't think they are always golden. If you see green or orange frogs, they are probably poisonous, too!

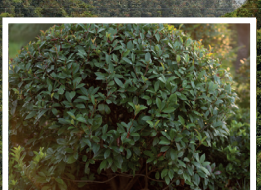
These frogs only live in a small area of the Colombian rainforest. The climate is very hot and wet, so lots of bushes and trees grow there. These plants provide food for small bugs, such as ants and beetles, that the frogs eat. Scientists believe this special diet helps the frogs to make their poison. The frogs also share their home with humans. For centuries the Eperãra Siapidaarã have used the frogs' poison to hunt tapirs, armadillos and other animals.

But the frogs and their homes are in danger. Other people who don't live in the rainforests are cutting down the trees. They want to sell the wood or use the land to grow plants or keep cattle for meat. And when the trees disappear, so will all the rainforest animals – including the golden poison frog. The Eperãra Siapidaarã understand they must do something to help the frogs. To stop the deforestation, they have created a reserve. Inside the reserve, rangers help to protect the rainforest and scientists study the plants and animals. In this way, they hope they can save this beautiful but deadly creature and many others.

rainforest



Indigenous peoples



bushes



deforestation

78 Hidden danger | Unit 6

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

Lesson aim: I can create an information leaflet.

Vocabulary extra

3 Allow time for students to reread the text and/or search for the unknown words online or in a dictionary.

4 If there is time, allow students to look online for information to answer question 3. Emphasise positive actions your country is taking and ask students if there are any other things they could do locally.

CLIL: Science

5 Explain that *primary*, *secondary* and *tertiary* mean first, second and third in order. *Producer* is always a plant. Check answers as a class.

6 Elicit ideas from the whole class after groups have completed the exercise. Explain that while a new animal or plant might be able to replace another removed from the food chain, that chain would not be the same anymore – the new 'link' in the chain may not provide the other links with the same nutrition, or could even be dangerous to them.

Plan

Model project

Direct students to the model project on p122 which serves as a guide for what they should create.

Allow time for students to research the ecosystems online and write what they learned in their own words. Emphasize that they should make decisions together regarding the content, structure and visuals of their leaflets, and ensure that they feel confident about answering any questions other groups might have.

Project

Vocabulary extra

3 Use a dictionary to help you find the meanings of the highlighted words in the text. Then choose the correct word to complete each sentence.

cattle deforestation hunt
poisonous ~~rangers~~ reserve

1 If you have a problem on the reserve, call the rangers on this phone number.
2 Don't eat those mushrooms, they're poisonous and they could kill you.
3 The deforestation of this area is due to forest fires.
4 Humans sometimes use the frogs' poison to hunt other animals.
5 There's a large nature reserve in Colombia to protect the local animals.
6 The family have a cattle farm with hundreds of cows.

4 Discuss with a partner.

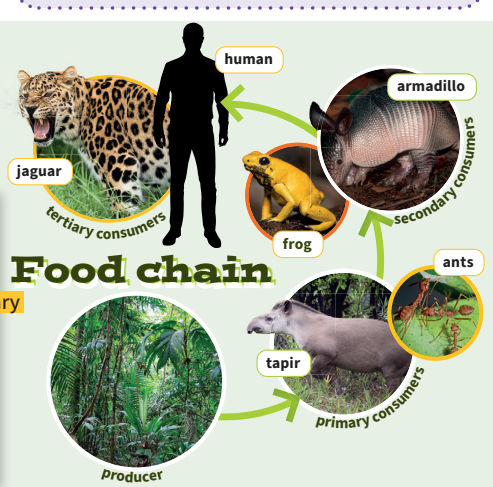
1 Why is it important to protect animals like the golden poison frog?
2 How can you help save the rainforest from deforestation?
3 What things does your town do to help the environment?

CLIL: Science

The environment: Food chains

5 Look at the food chain. Then, complete the description with words from the food chain.

A food chain shows how the plants and animals in one area are connected to each other. In the rainforest, the [1] producers are the plants, for example bushes and trees. The primary consumers eat the plants. These are usually small animals, or insects like [3] ants, or larger animals such as [4] tapirs. [5] Secondary consumers eat the primary consumers. For example, armadillos and [6] frogs eat ants. At the top of the food chain are the [7] tertiary consumers. These are big animals like jaguars, who eat the secondary consumers. Humans are also tertiary consumers, but unlike jaguars, they eat anything in the food chain: plants, small and large animals.



6 What happens if you remove one animal or plant from the food chain? Write your ideas.

Possible answer: Animals might die from hunger or there might be too many animals of the same species because there's no one that hunts them.

Project: a leaflet

How can we help our ecosystems?

Step 1: Plan

Work in groups. Make an information leaflet about a type of ecosystem (forests, deserts, grasslands, tundra, lakes, oceans).

- Decide on an ecosystem for your leaflet.
- Find out about the ecosystem. Use information online and make notes about:
  - the weather, animals and plants in the ecosystem
  - the dangers for visitors
  - the dangers for the ecosystem
  - how we can protect the ecosystem
- Find photos or other images to illustrate your leaflet.

OWN IT! Project: a leaflet, p122

Encourage students to tick the Plan items as they go, to ensure they follow each of them.

Present

Before they listen, tell groups that they should make notes on each other's presentations and prepare to ask at least one question after each one. Have students present their leaflet and answer questions about it.

Respond

After the presentations, groups discuss what they learned. Do a quick class survey on the most serious dangers different ecosystems face. Is your country part of one of these ecosystems? Should people be doing everything they can to protect these ecosystems, or is it sometimes appropriate to let nature look after itself?

Flipped class

Students complete the **Learn to learn** page (p80), then prepare for the **Review** lesson (p81). Students revise the grammar and vocabulary from Unit 6.

Unit 7
Get connected

Lesson aim: I can talk about technology.

Warmer

In groups, students have two minutes to brainstorm all the technological devices they can think of. The group with the most wins.

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 After eliciting that the photo shows a self-driving car, elicit students' opinions about whether they would like to ride in one and what the benefits may be (e.g. it's *safer*, *more relaxing*, etc.).

2 Write on the board *Today I have used …*. Have students discuss ways to finish the sentence in groups.

3 ▶ Ask students to guess the answer, before playing **Video 7.1**.

4 Allow students a minute to choose one piece of technology they couldn't live without, and discuss why. Elicit contrasting ideas during feedback if possible.

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

Flipped class

Prepare for **Explore it!** (p83). Students research a fact about technology.



Unit aims

Skills

I can …
- understand a magazine article about technology p84
- give instructions p88
- write an article about technology p89
- understand an article about technology in Seoul pp90–91

Language

I can …
- talk about communication and technology p83
- understand how to use the present perfect p85
- talk about getting around on transport p86
- understand how to use *will/won't*, *may* and *might* p87

Learn to learn

I can …
- • learn collocations p83
- • recognise opinions p86
- • understand words that describe sounds p91
- • make and use flashcards p93

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**

Lesson aim: I can talk about communication and technology.

1 7.01 ★★★ Student A chooses one word and describes it as much as possible, without saying the word, and Student B guesses the word.

Audioscript p130

Target vocabulary
app /æp/
chip /tʃɪp/
device /dɪ'vaɪs/
download /daʊn'ləʊd/
emoji /i'məʊdʒi/
message /'mesɪdʒ/
screen /skri:n/
social media /səʊʃəl 'mi:diə/
software /'sɒftweə/
upload /ʌp'ləʊd/
video chat /'vɪdiəʊ tʃæt/

2 7.02 Fast finishers can make one extra gapped sentence using another word from Exercise 1. Elicit this during feedback.

Audioscript p130

Vocabulary bank

Pronunciation
Students can turn to SB p119 for pronunciation practice of the letter *i*.

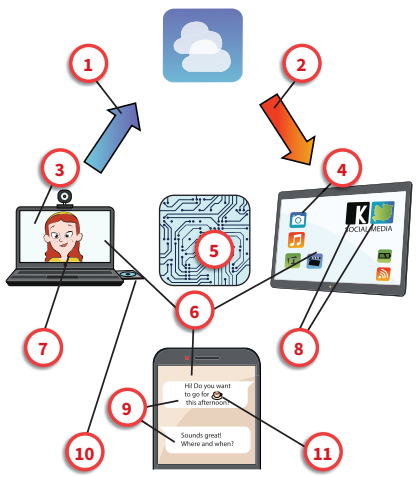
Learn to learn
Point out that it isn't only verbs and nouns that go together to make collocations. We can also have adjective–noun and noun–noun collocations.

3 & 4 During feedback, elicit all the possible answers together with extra collocations that students might know, e.g. *send an email*.

Vocabulary
Communication and technology

7.01 **1** **Match the words in the box with 1–11 in the picture. Listen, check and repeat.**

4	app	5	chip	6	device
2	download	11	emoji	9	message
3	screen	8	social media	10	software
1	upload	7	video chat		



7.02 **2** **Complete the sentences with words in Exercise 1. Then listen and check.**

1 My phone fell out of my pocket this morning and the *screen* broke. video chat
2 I can't do a _____ with you right now. I haven't got a camera on my laptop.
3 Most of my friends upload photos to social media sites like Instagram.
4 Look at this app – it's great for practising new English words. Why don't you download it too?

Pronunciation p119

Learn to learn
Collocations

Some words are often used together – we call these collocations. Learn them as phrases.

3 **Complete these collocations with words in Exercise 1. There is sometimes more than one possible answer.**

1 download _____ software
2 use a messaging app
3 electronic device
4 send a message
5 computer chip / screen / software
6 upload / download _____ photos

4 **Take turns to start and finish the collocations you made in Exercise 3.**

Send a … *Send a message?*

Use it!

5 **Write three sentences about you or people you know using the words in Exercise 1.**

My brother has got a lot of apps on his phone.
1 _____
2 _____
3 _____

6 **Compare your sentences.**

I spend about three hours a day in front of a screen.

I only spend about two hours.

Explore it!

Is the sentence *T* (true) or *F* (false)?
People with nomophobia feel scared when they don't have their phone with them. T

Find an interesting fact about technology. Then write a question for your partner to answer.

Unit 7 | Get connected 83

5 & 6 Remind students to personalise new vocabulary, when possible, to help them remember it more easily.

Explore it!
Monitor closely and elicit the most interesting questions for the whole class to answer.

Extend it!
In groups, students write five personal questions using the target vocabulary, e.g. 'What app do you use every day?' and carry out a class survey, walking around and interviewing as many students as possible in five minutes. They then organise and present their findings to the class.

Homework
Workbook p56

Lesson aim: I can read a magazine article about technology.

1 Elicit that the object in the picture on the right is an early mobile phone. Take the opportunity to practise comparatives if there is time, eliciting that it was *bigger, slower, heavier*, etc. than modern smartphones.

2 7.06 Alternatively, students read the introduction and answer the question. Then Student A reads the *Communication*, paragraph, Student B *Entertainment* and Student C *Sharing*. Students then tell each other what they read in their paragraph.

3 ★ Before students attempt the task, elicit that all the answers will be numbers. Ask the students to circle all the numbers in the text and match them to 1–6.

4 Inform students that at this level, the answers to the questions won't always be clearly stated in the text, but will sometimes have to be inferred from whole paragraphs.

5 7.07 Encourage students to check their spelling of *billion*, *million* and *thousand*.

6 Allow students a few minutes of thinking time to form opinions and think of reasons. Then ask students to work in pairs or small groups. Elicit contrasting ideas during feedback if possible.

Reading
A magazine article

1 Look at the photos. What do you think the article is about?

2 7.06 Read the article. Check your answer to Exercise 1.

How smartphone technology has changed.

Smartphones and us



Noah Smith investigates how smartphones have changed our lives.

In 1994, the IBM Simon arrived. It was a small computer that made calls! OK, it weighed half a kilo and it didn't have a camera, but it was technically a smartphone. Today's devices are smaller, faster and more fun. Nearly 4.3 billion people own one, and they have transformed our lives.



Communication

Smartphone technology has given us many ways to communicate, but the most popular is messaging. Users of one very well-known app, for example, send 50 billion messages every day!

And then there's video. Once, video calls were science fiction – they still are for my grandparents – but for my generation, video chats have become completely normal.

Entertainment

Gaming apps let us play our favourite games anywhere, anytime on our phones – and that's usually the real reason why my sister hasn't done her homework! She isn't alone. About 57 million people in the UK play online games, and globally the industry is worth billions of dollars. Personally, I'd rather listen to my favourite bands. Smartphones are great for that, too!

Sharing

Smartphones haven't made us nicer people, but together with social media, they've made it easier for us to have hundreds of 'friends'. 5 billion of us have created social media profiles. We post status updates, upload our photos and share videos. Many of us have shared our whole lives online. Which reminds me – I haven't updated my status today!

3 Read the article again. Complete the sentences.

1 Smartphones first appeared in 1994.
2 The first smartphone weighed 0.5 kg.
3 4.3 billion people in the world have a smartphone.
4 Users of one well-known messaging app send 50 billion messages every day.
5 In the UK, about 57 million people play games on their mobile devices.
6 5 billion people around the world have got social media profiles.

4 Answer the questions.

1 What couldn't computers do before 1994?
They couldn't make phone calls.
2 Does Noah think the IBM Simon was a very good device? No, he doesn't.
3 Do Noah's grandparents have video chats? No, they don't.
4 What does Noah's sister enjoy doing? Playing games on her phone.
5 Does Noah often play games on his phone? No, he doesn't.

5 7.07 Complete the words for the numbers. Then listen and check.

1 1,000,000,000,000 = one trillion
2 1,000,000,000 = one billion
3 1,000,000 = one million
4 1,000 = one thousand
5 100 = one hundred

Voice it!

6 Do you agree with the statements below? Discuss with your partner, using the expressions in the box.

I strongly agree. I agree. I'm not sure. I disagree. I strongly disagree.

1 People use their smartphones too much.
2 Children under ten shouldn't have a smartphone.
3 There should be no smartphones in schools.
4 I couldn't live without a smartphone.

Class challenge
Ray Tomlinson sent the first email in history in 1971. The email read 'Can you read this?' / 'Hello.' / '**qwertyuiop**'.

Extend it!
In groups, students choose a technological device, e.g. a TV, a tablet or smart watch. They then collaboratively think of three ways this device is useful to us and prepare to tell the class about it.

Flipped class
Ask students to watch **Video 7.2** and do **Video worksheet 7.2** in preparation for the next lesson.

Homework
Workbook p57

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

Warmer

▶ Play **Video 7.2** if it was not set for homework and elicit that Sophia has learned how to create a vlog, how to use a camera, how to do sound and lighting and how to edit. The vlog has given her many friends.

1 Draw attention to the table. Ask the class to repeat the examples after you. Call on volunteers or assign students to find the answers to the items. Allow them two minutes to work with a partner and agree on an answer before they share it with the class.

2 7.08 Ask students to practise the conversation in pairs, using contractions. Monitor closely and ask for a volunteer pair to perform it for the class.

Audioscript p130

3 Remind students that they can check the list of irregular verbs on SB p134.

Grammar tutor

Ask students to complete additional grammar activities on the Grammar Tutor page 131.

4 & 5 Encourage students to extend the exercise using other activities (not only the ones in the box). If a few pairs are struggling to think of ideas, ask the class for some suggestions to write on the board.

Language in action

Present perfect: affirmative and negative



Watch video 7.2
Name two things Sophia has learned. What's the best thing that the vlog has given her?

	I / You / We / They	He / She / It
+	I've learned how to create a vlog.	The vlog has given me so many friends.
-	They haven't connected with people like I have.	It hasn't made me a technical genius.

1 **Look at the table. Match 1-4 with a-d to make rules.**

1 We use the present perfect to talk about past actions c
2 We form the present perfect using *has* / *have* + d
3 We form the negative using *has* / *have* + a
4 For most regular verbs, we form the past participle b

a *not* + past participle.
b by adding *-ed*.
c with present results.
d past participle.

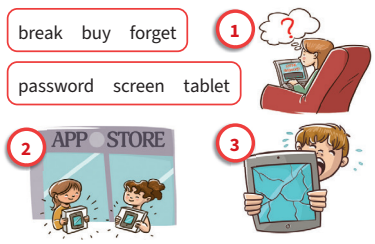
2 7.08 **Complete the conversation with the present perfect form of the verbs. Then listen and check.**

ask find leave look ~~lose~~
not charge not hear not see put

Jack What's wrong, Kim?
Kim I've lost my phone. Do you know where it is? (haven't heard)
Jack No, I don't. I ___ it ring, either. Perhaps it's in your coat pocket?
Kim I 've looked in all my pockets. It's not there.
Jack Perhaps you 've left it in Mum's car.
Kim No, I don't think so. I used it this afternoon, but I can't remember where I left it.
Jack Maybe Mum 's put it somewhere.
Kim No, I 've asked her and she says she ___ it. Jack, can you call me? (hasn't seen)
Jack I think so. I ___ my phone, but I think it's got enough power left. Hang on … OK, I'm calling you … (haven't charged)
Kim Here, look! I 've found it. It was in my bag all the time.

3 **Read the questions. Write answers with the present perfect and the words in the boxes.**

break buy forget
password screen tablet



1 Why can't Orla use her laptop?
She's forgotten her password.
2 Why are Elena and Ruby so happy?
They've bought new tablets.
3 Why is Andrey upset?
He's broken the screen.

Grammar tutor p131

Use it!

4 **Write three sentences about what you have or haven't done today. Use the ideas in the box.**

chat / on social media check / my emails
upload / a photo watch / TV

1 ___
2 ___
3 ___

5 **Tell your partner about the things you've done.**

I haven't uploaded a photo, but I've played my favourite computer game.

Grammar game

Write *Today Billy is feeling … because …* on the board, then fill the first gap with a feeling (e.g. *angry*). Teams have two minutes to write down as many reasons as possible (e.g. *his mother has asked him to stop playing video games*). The team with the most reasons wins. Repeat with other vocabulary.

Homework

Workbook p58

Lesson aim: I can talk about getting around on transport.

Warmer

Ask: *What is the longest journey you have made?* Students discuss the question in pairs. Monitor closely to gauge what the students already know of the target vocabulary of the lesson.

Vocabulary and listening

Getting around

7.09 **1** **Complete the expressions with the verbs in the box. Listen, check and repeat.**

catch/get/take get into get off get on
get out of go by ~~go on~~



go on foot get on a train go by tram



catch / get / take a plane get out of a car get into / take a taxi get off a bus

Get it right!

We use *take*, *get* and *catch* with planes and with public transport. But we can't say ~~*catch a taxi*~~.

We *get on* and *off* public transport or a bike. But we *get into* and *out of* a car.

We use *go by* with all transport except *go on foot* and *go on the underground*.

2 **Complete the sentences with the verbs in Exercise 1. Sometimes there is more than one possible answer.**

1 I'm ~~getting off~~ this bus at the next stop.
2 My parents have taken a taxi to the airport because the bus takes too long.
3 I'm late. I want to catch / get / take the train to Ely.
4 I missed the tram so I went to work on foot.
5 We went to the island by ferry.

Use it!

3 **Tell your partner about two different ways to get to these places from your home.**

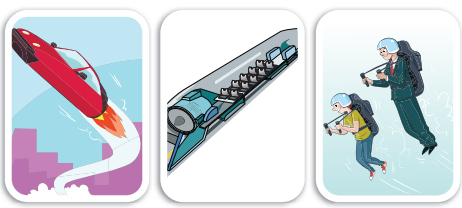
your school a town in your country New York

To get to school, I can go on foot to the bus stop and then catch a bus. Or I can go by bike.

A radio interview

4 **Look at the forms of transport in Exercise 5. Will we use them in the future? Discuss with a partner.**

7.10 **5** **Listen to the radio interview. In which order do they discuss the transport in the pictures?**



flying cars 1 hyperloop 3 jetpacks 2

Learn to learn

Recognising opinions

It's important to understand the difference between facts and opinions. When people give an opinion, they often begin with phrases like these:

in my view … *in my opinion …* *I (don't) think …*

7.10 **6** **Listen again. Which of these opinions does the professor have?**

1 Flying cars aren't the answer to traffic jams. ☑
2 There will be a lot of flying cars soon. ☐
3 People won't use jetpacks to get to work. ☑
4 The hyperloop is just science fiction. ☐
5 The hyperloop will change our lives. ☑

1 7.09 After feedback, students test each other. Student A says a noun and Student B says the corresponding verb.

Audioscript p130

Target vocabulary

catch /kætʃ/
get /get/
take /teɪk/
get into /get 'ɪntuː/
get off /get ɒf/
get on /get ɒn/
get out of /get aʊt əv/
go by /gəʊ baɪ/
go on /gəʊ ɒn/

Get it right!

Encourage students to create a spidergram in their notebooks using the target language and ask two volunteers to draw their diagrams on the board if time allows.

2 ★★★ Fast finishers can write an extra gapped sentence for the whole class. Elicit this after feedback.

3 Monitor closely and collect mistakes to be corrected on the board.

4 & 5 7.10 Tell students that a *hyperloop* is a proposed idea for a network of underground tunnels where cars or pods can travel at very high speeds across huge distances, avoiding traffic.

Audioscript p130

Vocabulary bank

Learn to learn

Understanding the difference between facts and opinions is an important critical-thinking skill which enables students to make sense of what they hear or read in their everyday lives, on TV and in the news, for example.

6 7.10 In pairs, students discuss the statements before listening again. Challenge stronger students to write down phrases which indicate that the speakers are expressing an opinion (e.g. *I think*).

Extend it!

In groups, students discuss their opinions about the predictions in Exercise 6, using the phrases given to express opinions.

Flipped class

▶ Ask students to watch **Video 7.3** and do **Video worksheet 7.3** in preparation for the next lesson.

Homework

Workbook p59

Lesson aim: I can understand how to use *will/won't*, *may* and *might*.

Warmer

▶ Play **Video 7.3** if it was not set for homework. Elicit that James won't be an actor. He'll learn about special effects and may interview people on the street.

1 Confirm understanding of *certain* (is true or will definitely happen) and *uncertain* (may not be true or may not happen) before pointing students to the table. Point out that *may/might* have the same meaning, and we can use either when we are not sure. Elicit a few other examples of statements students think are certain predictions about themselves or their future. Students then complete the exercise in pairs.

2 7.11 After feedback, play the audio again and ask students to use facial expressions and gestures when they hear *will/won't* and might. Say *will* with a serious face and a gesture that means certainty in the students' culture. Then say *might* with an unsure face and a culturally appropriate gesture, such as a shrug.

Audioscript p131

3 During feedback, encourage students to justify their answers and elicit contrasting ideas if possible.

4 & 5 Draw attention to the table. Ensure that students understand that we use *to* + a reason when we want to explain why something is happening.

Grammar tutor

Ask students to complete additional grammar activities on the Grammar Tutor page 131.

Language in action

will/won't, may and *might*



Watch video 7.3
What won't James be in ten years' time? How will he make the vlog look better?

	Certain predictions	Uncertain predictions
+	I'**ll make** movies or videos.	I **may interview** people I meet on the street. I **might work** as a movie director. It **might be** me.
-	I **won't be** an actor.	He **might not see** flying cars.

1 **Are these predictions *C* (certain) or *U* (uncertain)?**

1 Cars might be less noisy. U
2 Every family will have a flying car. C
3 In fifty years from now, children may go to school by jetpack. U
4 Jetpacks won't be very useful for most people. C
5 Everyone will travel by hyperloop. C
6 Some people might not want to travel on a hyperloop. U

7.11 **2** **Listen to Danielle talking about transport in the future. Which of the predictions in Exercise 2 does she make?**



1, 2, 4, 6

Use it!

3 **Complete the sentences about the future with *will/won't* or *may/might* (*not*). Then compare your opinions in pairs.**

1 People _____ have their own aeroplanes.
2 People _____ go to work by bike.
3 We _____ need smartphones.
4 We _____ use paper.
5 There _____ be books and magazines.

Infinitive of purpose

to + infinitive
He makes a vlog **to connect** with other people.
He'll learn about special effects **to make** the vlog better.

4 **Look at the table. Complete the sentences with the correct form of the words in brackets.**

1 A lot of us catch a bus *to go* (go) to school.
2 Some people ride bikes to save (save) money.
3 To solve (solve) the problem, we should invent flying cars.
4 It takes a lot of energy to lift (lift) a person off the ground.

5 **Match 1–4 with a–d.** 1 c 2 e 3 b 4 a 5 d

1 Can I borrow your phone	a to have lunch?
2 You can use my laptop	b to check your email.
3 Shall we stop	c to make a call?
4 To get there sooner,	d we decided to fly.

Grammar tutor p131

Use it!

6 **Complete the sentences with your own ideas and tell your partner.**

1 I went to _____ to _____.
2 I bought a _____ to _____.
3 I stopped at/in _____ to _____.

I went to London to visit my cousin last summer.

6 Encourage students to make the sentences true for them and as memorable as possible.

Grammar game

Write on the board: 'Today I bought a newspaper to …'. Students in teams have three minutes to brainstorm all the possible uses of a newspaper (e.g. read it, make a paper plane, cover the floor while I paint my room, etc.). Elicit the students' ideas, using *to* + infinitive. The class votes for the most creative uses of the newspaper.

Homework

Workbook p60

Lesson aim: I can give instructions.

Warmer

In groups, students discuss their experiences of trying to explain to their older relatives how to use technological devices. This might generate some funny stories. Monitor and elicit these from the whole class.

Speaking

Giving instructions

7.12 **1** **Listen to the conversation. What is Tom explaining to his dad?**

a How to take a photo

b How to record a video





Tom So, Dad, before [1] you start, switch the camera to record mode. Have you done that?

Dad Like this?

Tom Yes, that's right. It needs to be on record mode to film a video. Now, look at this little screen.

Dad I can't see anything.

Tom Ah. Remember [2] to check that your hand isn't in front of the camera!

Dad Is this better?

Tom Not quite. Look, you need to keep your fingers here. That's it. Now, do you see this button?

Dad This one?

Tom No, not that one. This one here. It's [3] really important that it's turned on if you want to record sound. Oh, and [4] make sure that the light is red. That means you're recording. Got that?

Dad Yes, I think so. Thanks, Tom!

7.12 **2** **Complete the conversation with the phrases from the *Useful language* box. Then listen and check.**

Useful language

Before you start, …
It's really important that …
Make sure that …
Remember to check that …

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



Watch video 7.4
Everyday English

Got that? Like this?
Not quite. That's it.

4 **Match the phrases in the *Everyday English* box with their meanings.**

1 That's right. That's it.
2 Do you understand? Got that?
3 This way? Like this?
4 Not exactly. Not quite.

Plan

5 **Give instructions for using a type of technology. Use the ideas below.**

What type of technology you want to talk about: _____

How it works: _____

_____

What words you need to describe it: _____

_____

Speak

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

- infinitives of purpose
- the vocabulary from this unit
- phrases from the *Useful language* and *Everyday English* boxes

Check

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

What was the technology? _____

_____

How does it work? _____

_____

1 7.12 ★★★ Students listen and answer the question with their books closed.

Audioscript p131

2 Elicit that these phrases are used to soften the instructions. In some languages, including English, imperatives can be quite strong and direct, so we can use phrases like these instead.

3 ▶ Play **Video 7.4** and drill the students' pronunciation.

4 Encourage students to think of how these phrases translate into their own language, if appropriate.

5 Brainstorm with the class different types of technology on the board and invite students to choose one of them to write about. They should explain this to someone who has never used the technology before.

6 If possible, encourage students to have the type of technology with them, and demonstrate using it. Student A can give instructions while Student B follows the instructions.

Speaking frames

7 Pairs listen to each other's instructions, then give each other feedback, e.g. *Were the instructions clear? Could you use the technology now? How can you make the instructions better?*

Flipped class

In preparation for the next lesson, ask students to look around their homes and make notes on what technology they use (e.g. for cooking, cleaning and entertainment).

Lesson aim: I can write an article about technology.

Warmer

In groups, students compare the technology they use in their homes.

1 If your school does not use much technology, ask students to brainstorm technology they'd like to see in the classroom.

2 Set a strict time limit to encourage skimming.

3 Elicit what is different about *such as* (it cannot be used at the beginning of the sentence like all the other phrases).

4 Students work in pairs to complete the exercise. They take turns to say a sentence from box A, then their partner adds a phrase to join it with a sentence from box B. After agreement, they write their sentences. Check answers as a class.

5 Ask the class what times in the past and future they would like to write about (e.g. 30 years ago, 30 years into the future). Make sure that the whole class is focusing on the same time periods.

6 You may want students to use three different colour pens to focus their attention on text structure and tense usage.

Writing frames

Writing
An article

You can see students using virtual reality goggles in a computer lab and a student showing a photo on a tablet.

1 What can you see in the two photos? Can you think of other changes that technology has made at school?




2 Read the article. Does it mention any of your ideas in Exercise 1?

School technology

1 Teaching has changed a lot. **For instance**, in the past, teachers used blackboards and children wrote everything with pen and paper. **What's more**, the only technology in classrooms was a TV or perhaps a CD player.

2 Today, **in contrast**, teachers use lots of technology. **For example**, most classrooms have wi-fi. **In addition**, teachers use interactive whiteboards and children use tablets to do exercises or play games. With technology **such as** video chat, classes can work with children in another country. All this makes learning easier and more fun.

3 Some people think that robots might teach children one day. **However**, I don't think that will happen. Teachers help us learn things, but they take care of us, too. Robots can't do that. The technology may change over time, but the best teachers will always be real people.

3 Complete the *Useful language* box with the phrases in bold in the article.

Useful language

Giving examples: 1 *For instance,* 2 for example / such as 3 for example / such as

Adding more information: 4 ____ 5 in addition / what's more

Connecting opposite ideas: 6 ____ 7 ____

however / in contrast

4 Join the sentences in box A with the sentences in box B. Use *however*, *in contrast* or *in addition*.

A
- The internet is a useful thing.
- The first computers were huge.
- Virtual reality headsets are fun to use.
- This phone has got lots of great apps.

B
- They are very expensive.
- It takes amazing photos.
- Today's computers will fit in your school bag.
- You should be careful when you're online.

1 *The internet is a useful thing. However, you should be careful when you're online.*
2 The first computers were huge. In contrast, today's computers will fit in your school bag.
3 Virtual reality headsets are fun to use.
4 However, they are very expensive.
This phone has got lots of great apps. In addition, it takes amazing photos.

Write an article about technology in the home.

Plan

5 **Make notes about technology at home. Think about cooking, cleaning and entertainment. Make notes for your three paragraphs.**
- Technology at home in the past
- Technology at home today
- What changes do you think will happen?

Write

6 **Write your article. Remember to include:**
- three paragraphs
- past and present tenses
- predictions with *will* / *won't* and *may* / *might* (*not*)
- phrases from the *Useful language* box

Check

7 **Do you ...**
- describe technology in the past?
- describe technology in the present?
- make certain and uncertain predictions for the future?

7 After students have checked their own work, they give it to another student to read and comment on. Ask them to say what predictions they agree and disagree with, and why.

Finished?

Flipped class

In preparation for **Explore it!** (p91), students research an interesting fact about South Korea.

Homework

Workbook p61, Writing Tutor p83

Lesson aim: I can read an article about technology in Seoul.

Warmer

In groups, students discuss types of voice-activated technology, whether they use it and why they like it or dislike it.

▶ Play **Video 7.5** and ask students to answer the questions. Elict that an *android* is a type of robot that looks like a person. Then ask the students in pairs to discuss which of the robot functions in the video they think is most important in society and why.

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

1 Ask students in pairs to guess how technology fits into each photo, e.g. 'Perhaps a robot prepared the children's food'.

2 7.13 Set a strict time limit to encourage faster skimming. During feedback, elicit the key words in the texts that indicated the picture they correspond to.
1 wake up / Seoul
2 breakfast / sister
3 bus / glued to their screens
4 train
5 school / robot helper

Class challenge

The word 'robot' means 'something which has to work' and comes from the Russian / Chinese / **Czech** language.

Around the world

Reading
An article

Seoul

1 Look at the photos. Where do you think this is? What is happening in each photo?

7.13 2 Read the article. Match photos a–e with paragraphs 1–5.



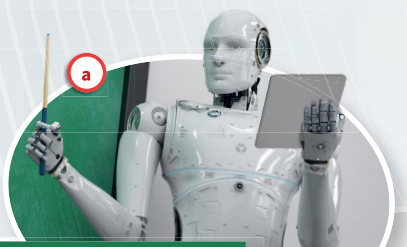
Globetrotters
Watch video 7.5
Hello, robots!

We use robots for doing usually repetitive or dangerous jobs.

- What things do you use robots for?
- What is an android?
- What do you think the future of robots will be?

a type of robot that looks like a person

One morning in the high-tech capital of the world





1 b 6.30 am
An alarm buzzes and Seo-yun's phone wakes her up for another day in Seoul, the world's 'tech capital'. In the bathroom, she tells the voice-activated shower to start. Water gushes from the shower but it's too cold. 'Warmer please,' Seo-yun calls out.

2 e 7.20 am
In the kitchen, Dad makes breakfast. While they wait, Seo-yun and her sister, Ji-woo, watch cartoons on the 'family hub' – a huge tablet screen built into the fridge door. They hear a 'ping' – one of Seo-yun's friends has sent a message. Will she go to school on foot or take the bus? Seo-yun asks the family's voice-activated device to check for rain while she checks her travel app to see what the traffic is like.

3 d 8.00 am
Seo-yun has decided to take the bus. There's a beep as she swipes her phone over a sensor when she gets on, and then she takes a seat. On the way, she reads an online comic, and then puts in earphones to enjoy all the bangs, crashes and other sound effects without disturbing other passengers. She doesn't need to worry, though. They're all glued to their screens, too!

4 c 8.10 am
Seo-yun's mum has taken the KTX bullet train to meet colleagues in Busan. The train roars between the two cities at nearly 300 kph. During the journey, she has a video chat with her boss. The journey may soon be much quicker. The government wants to build a new kind of train line called a hyperloop, with trains that zoom along at 1,000 kph.

5 a 8.20 am
Ji-woo has arrived at primary school and the teacher's robot helper, iRobi, comes to Ji-woo with a whir of electric wheels. iRobi marks Ji-woo's attendance and uses face recognition to check her mood. 'Excited?' asks iRobi. Of course. Today Ji-woo might have a gymnastics class with Genibo ... the school's robot dog. That's education – Korean style!

Lesson aim: I can read an article about technology in Seoul.

3 Allow students in pairs to discuss where they might find the answers in the text, before reading it again. During feedback, elicit the key words in the text that indicate where the answers are.

Learn to learn

Understanding onomatopoeic words (i.e. words that sound like the sound they refer to) will help to increase students' comprehension of texts, especially fiction, so that they may find it easier to read for pleasure.

4 Point out to students that the words sound like the sounds they refer to. Ask: *Are there any words like this in your language?*

5 & 6 Encourage students to practise saying the words out loud, so as to guess their meaning.

7 Allow students a minute of thinking time to form an opinion and think about examples they can discuss. Monitor and elicit relevant ideas with the whole class.

3 **Answer the questions.**

1 Where does Seo-yun keep her smartphone at night? *Next to her bed.*
2 What doesn't Seo-yun's shower have? Taps.
3 What is Seo-yun's dad doing while she's watching TV? He's making breakfast.
4 Which two ways of getting to school does Seo-yun think about? Going on foot or taking the bus.
5 How does Seo-yun pay for her bus journey? With her (smart)phone.
6 What are the other passengers doing on the bus? They're looking at the screens on their devices.
7 Why is Seo-yun's mum going to Busan? For work / For business.
8 Does Ji-woo do gymnastics with Genibo every day? No.



Learn to learn

Words that describe sounds

There are many English words that sound similar to the sounds they describe.

4 **Find and underline words in the article for these sounds.**

1 sounds that a smartphone makes (x 3) buzz., ping, beep
2 sound effects from a film or cartoon (x 2) bang, crash
3 the sound that a very fast train or other vehicle makes roar
4 the sound of something turning very quickly, for example a robot's wheels whir
5 the sound of water moving fast gush

5 **Look at more words to describe sounds in the box. With a partner, say the words and discuss what sounds you think they describe.**

crack hiccup hiss
miaow pop splash woof

6 **Use a dictionary to check the meaning of the words in Exercise 5.**

Voice it!

7 **Discuss the questions.**

1 Does Seo-yun think about other people's feelings? What does she do? Yes, she does. She puts in her earphones to enjoy all the sound effects of her comic without disturbing other passengers
2 Give an example of when you thought about other people's feelings.

Explore it!

Guess the correct answer.
South Korea has the world's fastest …
a internet speeds. b trains. c underground.
Find another interesting fact about South Korea. Then write a question for your partner to answer.

OWN IT! The Culture Project Teacher's Resource Bank

Explore it!

Alternatively, ask the students to work in groups to make a short 'South Korea quiz'. The groups then swap questions, or read the questions out loud for the whole class.

Culture project

See Project Book p42 and the Unit 7 Project worksheet for further information and activities.

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.

Unit 8
High flyers

Lesson aim: I can talk about achievements.

Warmer

In groups, students look at the photo and brainstorm adjectives that might describe how the girl is feeling.

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 Use the picture to elicit the meaning of *achievement* /əˈtʃiːvmənt/ (something very good and difficult that someone has succeeded in doing).

3 ▶ Brainstorm why fire has changed human society with the whole class before playing **Video 8.1**.

4 Give students a minute of thinking time, then allow group discussions before eliciting ideas with the whole class.

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

Flipped class

Prepare for **Explore it!** (p95). Students research an interesting fact about an amazing achievement.



Learning outcomes

I can ...

- understand online comments and a talk about a young inventor
- answer questions in a job interview
- write a competition entry
- understand how to use present perfect for experience, and reflexive and indefinite pronouns
- talk about exceptional jobs and qualities, and achievements
- form people words and make notes
- make an infographic.

Unit aims

Skills

I can ...

- understand online comments p96
- take part in an interview p100
- write a competition entry p101
- make an infographic p102–103

Language

I can ...

- talk about exceptional jobs and qualities p95
- understand how to use the present perfect to talk about experiences p97
- use phrasal verbs to talk about achievement p98
- understand how to use reflexive pronouns p99

Learn to learn

I can ...

- understand word formation p95
- make notes p98
- make a vocabulary study plan p105

Extra resources

- Grammar tutor, Student's Book **p131**
- 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 exceptional jobs and qualities.

1 8.01 ★★★ Alternatively, a student chooses a job from the box and mimes it. The first student to guess the word wins a point and mimes the next one.

Audioscript p131

Target vocabulary
athlete /'æθli:t/
businessman/ businesswoman /'bɪznɪsmən/'bɪznɪswʊmən/
composer /kəm'pəʊzə/
inventor /ɪn'ventə/
mathematician /mæθmə'tɪʃən/
scientist /'saɪəntɪst/
surgeon /'sɜ:dʒən/
writer /'raɪtə/

2 8.02 ★ Before the activity, write the target vocabulary on the board. Students in small groups discuss the meaning of the words they know and split the ones they don't know for different students to look up in a dictionary and teach to the group.

Audioscript p131

Vocabulary bank

Vocabulary
Exceptional jobs and qualities

8.01 **1** Match the jobs with the photos. Listen, check and repeat.

6 athlete	7 businessman/ businesswoman
3 composer	8 inventor
5 mathematician	2 scientist
1 surgeon	4 writer



8.02 **2** Circle the correct words. Then listen and check.

1 Olympic athletes like javelin and discus throwers have incredible *creativity* / *strength*.
2 The scientist Albert Einstein was famous for his great *intelligence* / *strength*.
3 At just four years old, Mozart showed a lot of *skill* / *determination* as a composer.
4 Jenny Han's *creativity* / *intelligence* as a writer made her famous around the world.
5 Ada Lovelace was an English mathematician. Her *talent* / *creativity* for maths helped to make the modern computer possible.
6 The inventor Thomas Edison worked with a lot of *determination* / *talent* over many years to make his light bulb work.

Learn to learn
Word formation: people words

To form nouns describing people, we often add extra letters to a verb or a noun. We sometimes need to change other letters.

3 Complete the table with words in Exercise 1.

Verb / Noun	Extra letters	People word
invent	-or	1 inventor
compose write	-er	2 composer 3 writer
music mathematics	-ian	4 musician 5 mathematician
science	-ist	6 scientist
business	-man -woman	7 businessman 8 businesswoman

4 Test your partner. Ask who …?

Who writes music. *A composer.*

Use it!

5 Choose three jobs in Exercise 1. Make notes on the special qualities the jobs need.

1 _____
2 _____
3 _____

6 Discuss your ideas.

I think a writer needs a lot of talent and creativity.

Explore it!



Guess the correct answer.
How old was Louis Braille when he invented his famous alphabet for the blind?
a 10 **b 15** c 25

Find an interesting fact about an amazing achievement. Then write a question for your partner to answer.

Learn to learn
Point out that there is no difference in pronunciation between *-er* and *-or*, which are pronounced as /ə/. You could also mention that *-person* can also be used with some jobs when we don't want to say if it's a man's or a woman's job (e.g. *businessperson*).

3 & 4 ★★★ Students test each other's spelling in pairs. Student A asks a question, e.g. *Who writes music?* Student B writes down the answer, and Student A checks the spelling.

5 & 6 Remind students to think of reasons why a job needs particular qualities. Encourage them to discuss each other's ideas, saying if they agree or disagree.

Explore it!
After feedback, ask students in groups to discuss the achievements they talked about and choose the most amazing one, justifying their answer during feedback.

Homework
Workbook p64

Lesson aim: I can understand online comments.

1 Encourage students to use the qualities from SB p95 when they discuss the questions.

2 8.03 Give students two minutes to read the text to encourage faster reading.

3 Encourage students to tell each other in pairs where they found the information to answer the questions.

4 After feedback, students test each other in pairs. Student A says an expression from one of the columns, and Student B says *make* or *do*.

5 Allow some thinking time for students to form an opinion and research teenagers' achievements online if possible.

Extend it!

Ask students to copy the table from Exercise 4 in their notebooks. Brainstorm other expressions with *do* (e.g. *your homework*) and *make* (e.g. *a mistake*) and get students to add these to their notebook.

Class challenge

Blaise Pascal was **16** / 22 / 35 when he invented his first calculator.

Reading

Online comments



1 Look at the photos and discuss the questions.

1 Are the people successful? They all look successful.

2 What do you need to be successful in these areas?

8.03 **2** Read the online comments. In which area is each person successful? 1 Science 2 Business 3 Music

Teenagers taking the world by storm

Today's article about brilliant teenagers has made a big impression. We've never had so many comments!

1 15-year-old Heman Bekele is an amazing teen. He hasn't been to university yet, but he has already done scientific research. Heman has invented a special soap to treat skin cancer. The soap will be cheaper than other cancer medicines, and easier to get. Heman has won the 3M Young Scientist Challenge. In other words, he has become America's Top Young Scientist!
smartypants 11 m ago

2 Have you ever heard of Mikaila Ulmer from Texas? She has won one of the USA's most famous game shows, has made lots of money as a businesswoman and has even met the president. She's 19 now, but she was only 12 when she started her lemonade business. She entered a TV competition for entrepreneurs. She won and made a deal worth millions of dollars. I haven't tried her lemonade, but it's called Me & the Bees. Mikaila gives money to charities that protect bees. She gives talks to schools about bees and why they need our help. She has even written a book!
Marion_T 56 m ago

3 We've heard about some amazing teens already, but how about Alma Deutscher? She's an incredible 19-year-old musician from England. Alma started playing the piano when she was just two years old. She's given concerts all around the world and is also a composer. She's composed music for whole orchestras and has even written an opera. I'm doing my best to learn the violin, so when I saw Alma on television, I was amazed. With all that skill, I wonder … has she ever played a wrong note? I doubt it!
Bowfrog 1h 10 m ago



3 Underline the key word(s) or phrases in the questions. Then answer them with a name or names from the online comments.

Who …

1 is under the age of 20? Heman, Mikaila, Alma
2 is from England? Alma
3 wants to help people who are ill? Heman
4 wants to help animals? Mikaila
5 was on TV? Mikaila, Alma
6 has composed music? Alma
7 met someone famous? Mikaila

4 Find expressions in the comments with *do* or *make*. Add two more examples for each to the table.

Do	*Make*
scientific research my best	a big impression lots of money a deal

Voice it!

5 Discuss the questions.

Who do you think has had the biggest effect on people's lives: Heman, Mikaila or Alma?

Do you know of another young person who has achieved something amazing?

In what other areas can young people achieve amazing things?

Flipped class

▶ Ask students to watch **Video 8.2** and do **Video worksheet 8.2** in preparation for the next lesson.

Homework

Workbook p65

Lesson aim: I can understand how to use the present perfect to talk about experiences.

Warmer

▶ Play **Video 8.2** if it was not set for homework and ask students to raise their hands when the vlogger mentions an activity they have also done. Elicit that Joann has never lost an art competition, and that she's been to the UK, Spain and Portugal.

1 Draw attention to the table. Ask volunteers to read the examples, emphasizing the words in purple. Then ask the class to choose the correct option to complete the rule. Can anyone explain why they chose their answer? Point out that while *ever* means 'at any time up to now', *never* means 'not at any time'.

Pronunciation

Students can turn to p119 for practice of intonation in questions.

2 8.06 ★★★ Before the activity, tell students that a woman called Maya is cycling around the world for charity, and elicit a few questions they would ask her. Then play the audio for everyone to check their answers.

Audioscript p131

3 Students work in pairs. Allow five minutes for pairs to look at the table and write their answers. Check answers as a class.

Grammar tutor

Ask students to complete additional grammar activities on the Grammar Tutor page 132.

Language in action

Present perfect for experience



Watch video 8.2
Has Joann ever lost an art competition? Which countries has Joann been to?

	I / We / You / They	He / She / It
+	We **have visited** many countries.	She **has visited** the UK, Spain and Portugal.
-	I **haven't been** to lots of museums.	He **hasn't read** that book.
?	**Have** you **ever won** an art competition? Yes, I **have**. / No, I **haven't**.	**Has** she **ever lost** an art competition? Yes, she **has**. / No, she **hasn't**.

Pronunciation p119

1 Look at the table and circle the correct option to complete the rule.

1 We use ever / never in present perfect questions to mean 'at any time'.

2 8.06 Maya Flynn is cycling around the world for charity. Complete the interview with the present perfect form of the verbs. Then listen and check.

Paul How far [1] have you cycled (you / cycle), Maya?
Maya [2] I've ridden (I / ride) 10,000 miles so far. I've got another 8,000 to go!
Paul How many countries [3] have you crossed (you / cross)?
Maya [4] I've been (I / be) through three continents so far, and [5] I've visited (I / visit) 12 countries.
Paul [6] Have you had (you / have) any funny experiences along the way?
Maya Well, an emu chased me in the Australian outback. [7] (I / never experience) that before! I've never experienced
Paul No, not many people have! And how [8] has your bicycle been (your bicycle / be)?
Maya [9] It hasn't had (it / not have) any problems at all. It's a great bike.
Paul So how much money have you made [10] (you / make)?
Maya [11] I haven't reached (I / not reach) my target, but [12] I've made (I / make) £30,000 so far.
Paul That's amazing! Good luck with the rest of your journey.



3 Look at the table and write questions and short answers about the people.

	win a prize	fly on a plane
Filipa	✓	✗
Mansur and Silvia	✗	✓

1 Filipa / prize
Has Filipa ever won a prize?
Yes, she has.

2 Mansur and Silvia / prize
Have Mansur and Silvia ever won a prize? No, they haven't.

3 Filipa / a plane
Has Filipa ever flown on a plane? No, she hasn't.

4 Mansur and Silvia / a plane
Have Mansur and Silvia ever flown on a plane? Yes, they have.

Grammar tutor p132

Use it!

4 Ask and answer questions with the present perfect and *ever*. Use the words in the box.

perform in a concert | raise money for charity
win a competition | win a race

Have you ever won a competition?

Yes, I have. I won an art competition at primary school.

4 Tell students that they can make more questions using their own ideas, as well as those in the box. Encourage students to ask follow-up questions to find out more about each other's experiences.

Grammar game

Students write down three experiences they have had, using the present perfect. One of them should be a lie. Students say their three experiences and their group asks questions to guess which one is the lie. Monitor closely to check students are switching to the past simple when discussing the details of the events.

Homework

Workbook p66

Lesson aim: I can use phrasal verbs to talk about achievement.

1 8.07 After feedback, if appropriate, ask students to make flashcards (see SB p98) to test each other on the phrasal verbs.

Audioscript p132

Target vocabulary
carry on /kæri ɒn/
come up with /kʌm ʌp wɪð/
give up /gɪv ʌp/
keep up with /kiːp ʌp wɪð/
look up to /lʊk ʌp tuː/
set off /set ɒf/
set up /set ʌp/
show off /ʃəʊ ɒf/
take part in /teɪk pɑːt ɪn/
work out /wɜːk aʊt/

2 You could put students into small groups, and encourage them to ask follow-up questions to find out more about each other.

3 ★ Write these prompts on the board to help students guess the situation: *homework, no electricity, candle, dark, no batteries, torch.*

4 8.08 Remind students that they are listening for the general idea, and they should not worry if they don't understand all the details at this point.

Audioscript p132

Vocabulary bank

Vocabulary and listening

Phrasal verbs: achievement

8.07 **1** **Listen and repeat the verbs in the box. Complete the sentences with the correct form of the verbs. Then match them with the pictures.**

carry on ~~come up with~~ give up
keep up with look up to set off set up
show off take part in work out

1 The professor was so happy when he finally *came up with* the answer! h
2 Marcus loves to take part in charity races. e
3 Martha is nearly at the top. She isn't going to give up now! d
4 The others can't keep up with Grandma. g
5 My brother set up his own business. j
6 Thalia really looks up to her mum. She wants to be just like her one day. a
7 We've got everything. Let's set off. i
8 The maths problem is hard to work out. c
9 I don't think I can carry on. Let's rest. f
10 Aiden likes showing off on the court! b



Use it!

2 **Write three examples from your own life using phrasal verbs in Exercise 1. Compare with a partner.**

1 _____
2 _____
3 _____

I wasn't very good at the piano, but I carried on with lessons until I was ten.

A talk

3 **Discuss the questions.**

1 What is the girl doing?
2 What is difficult for her?

The girl is doing her homework. She's having problems because she doesn't have electricity and can't afford batteries for her torch.



8.08 **4** **Listen to a talk. Were your ideas right?**

Learn to learn

Making notes

Write key words when you listen. Then use your notes to remember the ideas that you heard.

8.08 **5** **Listen again and make notes for each heading.**

Personal details
1 Ann Makosinski – Canadian
Her torch – how it works
2 heat from hand – energy – no battery – simple, clever
Why she thought of the idea
3 friend – Philippines – no electricity at home – couldn't afford batteries
Her achievements
4 Google Science Fair – 1st prize $25,000 – TV, newspapers
Her E-Drink – how it works
5 mug – heat from coffee – charge phone – kind to environment

6 **Explain how Ann's inventions work. Use your notes in Exercise 5.**

Learn to learn
At this stage students should be learning to write concise and clear notes, omitting articles and other small 'grammar' words.

5 8.08 Allow students in pairs to discuss what they remember under each heading, taking notes on the side so that they may check their ideas when they listen again.

6 Allow students time to rehearse alone and ask you questions if necessary. Students then work in pairs, taking turns to explain the inventions.

Flipped class
Ask students to watch **Video 8.3** and do **Video worksheet 8.3** in preparation for the next lesson.

Homework
Workbook p67

Lesson aim: I can understand how to use reflexive pronouns.

Warmer

▶ Play **Video 8.3** if it was not set for homework and elicit that (according to the vlogger) everyone should learn to speak English, and everyone should know or understand himself or herself.

1 Draw attention to the table. Explain that we often use reflexive pronouns when the subject and the object of the verb are talking about the same person (*I hurt myself*, not *I hurt me*). For question 1, elicit that the reflexive pronoun is used to mean *on her own* or *without anyone's help*. Students work in pairs to complete the exercise.

2 8.09 ★ Guide students to circle the subjects of each sentence before they attempt the tasks.

Audioscript p132

3 Allow students time to form opinions and make notes before speaking.

4 After feedback, point out that we use *someone/something/somewhere* and *anyone/anything/anywhere* to mean 'one person', 'one thing', 'one place'. However, we use *some-* in positive statements, and *any-* in negative statements and questions.

5 8.10 Point out that *no-* means 'not one', and *every-* means 'all'. Ask students to compare answers in pairs.

Audioscript p132

Grammar tutor

Ask students to complete additional grammar activities on the Grammar Tutor page 132.

Language in action

Reflexive pronouns



Watch video 8.3
What skill should everyone learn?
Who does the vlogger say that everyone should know?

Singular	I → myself	you → yourself	he → himself	she → herself	it → itself
Plural	we → ourselves	you → yourselves	they → themselves		

1 **Look at the table. Complete the sentences with a reflexive pronoun.**

1 Azra worked with Emmet. She didn't do the project by herself.
2 Berat fell off his bike and hurt himself.
3 We made ourselves some breakfast.
4 My pet cat can't look after itself.
5 I made this poster by myself.
6 They have to prepare themselves some lunch because their parents are out.

8.09 **2** **Match 1–6 with a–f. Then listen and check.**

1 I surprised c
2 John and I introduced a
3 Jane, make sure that you look after f
4 Mike has taught e
5 You and Vicky should make d
6 Stan and Ollie prepared b

a ourselves to the new neighbours.
b themselves well for the match.
c myself when I did so well in my exams.
d yourselves some sandwiches for lunch.
e himself Spanish and French.
f yourself while I'm away.

Use it!

3 **Discuss the questions.**

1 Have you taught yourself a skill? What?
2 How do you reward yourself when you've done something good?
3 Where do you imagine yourself in ten years from now?

I taught myself to swim when I was eight.

Indefinite pronouns

People	Things	Places
someone (somebody) everyone (everybody) no one (nobody) anyone (anybody)	something [2] everything nothing [4] anything	[1] somewhere everywhere [3] nowhere anywhere

Anywhere you go, **somebody** can cook.

4 **Complete the table with the correct words.**

8.10 **5** **Circle the correct words. Then listen and check.**

Young chess player breaks record

Iranian-French chess player Alireza Firouzja is the youngest player to have reached a rating of 2800 when he was only 18 years old. (No one) / *Anyone* so young has achieved this before. Chess is [2] (something) / *nothing* Alireza's older brother is crazy about too, but he didn't learn [3] *nothing* / (everything) he knows about chess from his brother. Alireza has played chess almost [4] (everywhere) / *nowhere* and has visited a lot of countries. [5] (Everyone) / *someone* has a dream, and Alireza's achievement shows that [6] (nothing) / *something* is impossible if you want it enough.



Grammar tutor p132

Use it!

6 **Complete the sentences. Then compare with your partner.**

Everyone in my family likes _____.
I don't know anyone who has _____.
Something I really want to do is _____.
_____ is somewhere I want to visit one day.

6 Explain that after these pronouns, we use the verbs in the third person singular, e.g *everyone is*. Change pairs often to allow students to practise the task more than once.

Homework

Workbook p68

Grammar game

Divide the class into two teams. On the board, write *Does anyone in the other team ...?* Read one of the phrases below. The teams must guess if *someone / no one / everyone* in the other group does that activity. They win a point if they guess correctly.

know how to swim
go horse riding
cycle to school
watch football
speak Spanish
play guitar
dislike ice-cream
have family in another country

Lesson aim: I can take part in an interview.

Warmer

In small groups, students share what jobs they might have in the future. Elicit different ideas from the whole class.

1 8.11 ★★★ Challenge students to listen and answer the question with their books closed.

Audioscript p132

2 8.11 After feedback, review the use of the present perfect by eliciting that it is used to talk about past actions with a clear consequence in the present.

3 ▶ Play **Video 2.4** and drill the pronunciation of the target phrases, focusing students' attention on sentence stress.

4 If appropriate, encourage students to think of equivalent phrases in their own language.

5 Encourage personalisation here by allowing students to choose a job they mentioned in the Warmer as well as those in the box. Monitor closely to correct mistakes with grammar, and assist with vocabulary when needed.

6 If appropriate, encourage students to record their conversations on their smartphones and listen to the recording, giving them time to repeat the task if necessary.

Speaking frames

7 In groups of four, two students perform the conversation. Another student makes notes on content and the other is responsible for noticing any language mistakes.

Speaking

An interview

8.11 **1** **Listen to the conversation. What does Angie want to do?**

a learn to cook very well

b organise a team



Jo So, Angie, why do you want a place on our training scheme?

Angie Well, [1] I'm passionate about food. I've taught myself a lot about it, but the training will give me the chance to learn new skills.

Jo So have you ever worked in a kitchen?

Angie Yes, [2] I've had plenty of experience working in a restaurant. My grandparents run a restaurant, and I help them at weekends.

Jo Oh really? And what skills have you developed? I've learned the basics of

Angie [3] _____ cooking. But the main thing is [4] I've learned how to be a good team player.

Jo That's interesting. Tell me more.

Angie Well, I also help the waiting staff, you see. We take orders from customers and that sort of thing.

8.11 **2** **Complete the conversation with the phrases from the *Useful language* box. Then listen and check.**

Useful language

I'm passionate about …
I've had plenty of experience of …
I've learned how to …
I've learned the basics of …

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



Watch video 8.4
Everyday English

Tell me more. that sort of thing
the main thing is you see

4 **Match the *Everyday English* phrases with their uses.**

You want to …

1 get more information. Tell me more
2 refer to similar examples. that sort of thing
3 say your most important point. the main thing is
4 check the person understands. you see

Plan

5 **Work with a partner. Make notes on questions to ask in a job interview for one of these jobs.**

fashion designer zoo keeper gardener

Speak

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

- the present perfect to talk about experiences
- the vocabulary from this unit
- phrases from the *Useful language* and *Everyday English* boxes

Check

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

What questions did the interviewer ask?

What experience does the interviewee have?

Should the person get the job?

Flipped class

In preparation for the next class, ask students to make notes on their greatest achievement.

Lesson aim: I can write a competition entry.

Warmer

In groups, students discuss the achievements they thought about for homework. Monitoring this will give you an indication of whether the students will have enough ideas to write about later on, or whether the activity will need to be adapted.

1 Write the question on the board, then ask students to look at the advert for five seconds, before closing their books. Students check in pairs before feedback.

2 Give students two minutes for this, to encourage faster reading and disallow the use of dictionaries.

3 ★★★ Ask students to close their books. Dictate the full phrases to the class and ask students to check their spelling against the text. Alternatively, ask students to underline the parts of the text where the answers can be found and check their answers in pairs before feedback.

4 Students work in pairs to check their answers and to write one more sentence using a phrase from the *Useful language* box.

5 If possible, elicit further ways of expressing the same ideas, e.g. 1 *I recommend getting a guitar teacher.; You could get a guitar teacher*.

6 If, during the warmer activity, students seemed to lack ideas, allow them to invent an achievement. They can be creative, as long as they take the task seriously.

It's a writing competition. The prize is 10 lessons in gliding, rock climbing or scuba diving.

Writing

A competition entry

1 **Read the advert. What sort of competition is this? What is the prize?**



2 **Read Ajani's competition entry. What has he achieved?**

He's learned English. He's won a national story writing competition.



My name is Ajani. My family came from Afghanistan to live in the UK when I was seven.

My greatest achievement is learning English. When I first came to the UK, I couldn't understand anyone. At school, I couldn't read or write and everything was very difficult. However, after a lot of effort, I've managed to learn English. I've even won a national story writing competition.

How did I manage it? First of all, I had a wonderful teacher called Mrs Connor. She helped me to develop my writing skills. But I also taught myself. I've read plenty of books in English, I've watched lots of lessons on the Internet, and I've practised speaking with friends.

If you want to learn a language, my advice to you is to believe in yourself and never give up.

3 **Complete the phrases in the *Useful language* box with words from the competition entry.**

Useful language

achievement

My greatest [1] _____ is …
How did I [3] manage it?
after a lot of [2] effort
My [4] advice to you is …

4 **Look at the *Useful language* box. Match 1–3 with a–c to make sentences.**

1 My greatest achievement is b
2 My advice to you is c
3 After a lot of effort, a
a I passed all my exams.
b winning the school maths competition last year.
c to keep working hard and never give up!

5 **Rewrite the sentences using the phrases in the *Useful language* box. You might need to write two sentences.**

1 I think you should get a guitar teacher.
My advice to you is to get a teacher.
2 The team worked hard and won the prize.
After a lot of effort, the team won the prize.
3 Learning French was the best thing I have done.
My greatest achievement is learning French

Write a competition entry.

Plan

6 **Make notes about one of your achievements.**

- Introduce yourself.
- Explain your achievement. What did you do? When and where? Who with?
- What advice do you have for others?

Write

7 **Write your competition entry. Remember to include:**

- the present perfect
- reflexive pronouns
- vocabulary from this unit
- phrases from the *Useful language box*

Check

8 **Do you …**

- have four paragraphs?
- explain your achievement clearly?
- give useful advice?

7 & 8 Make sure students include the language from the unit, giving them time to re-draft their text if needed. Then ask students to display their texts around the room and read as many as possible. The classes then vote for the three greatest achievements.

Writing frames

Finished?

Homework

Workbook p69, Writing Tutor p84

Lesson aim: I can make an infographic.

Watch

Before watching, discuss the first question as a class. Focus the discussion on the positive aspects of technology. After watching, discuss the other questions. Ask students why some people might want to use *less* technology in their lives, not more. Explain that young people today have grown up with more personal technology than anyone before. Share that one positive effect of this is that young people are learning how to use that technology in ways that benefit others.

Project Book

For more information and activities see the Project Book p50 and the Unit 8 CLIL Project worksheet.

1 ★ Elicit what problems are shown in the photos (*a scientist is using a computer to help her understand what chemicals might be in the water, a young girl is experiencing cyber-bullying*). Write these prompts on the board to support students: *It might help scientists learn …, It could show her how to …*

2 8.12 ★ Students work in pairs. Before reading, elicit the words students may want to look for: *scientific equipment*, *apps*, *code*, *test*, *research*. When they see these words, they should pay attention because the answers will probably be around them.

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

Critical thinking

Implementing ideas and solving problems

1 How might technology be used to help the problems shown in each of the photos?

8.12 2 Read the text and check your ideas.



Watch video 8.5
Is technology good or bad?

How does technology help you in your daily life?
Watch the video. Do inventions always make our lives easier?
What are the dangers of using technology?



The young inventor who's changing the world

You can't be too young to change the world! The inventor Gitanjali Rao has shown many times that young people can make a big difference. Gitanjali has invented scientific equipment and special apps. She has presented around the world and even written books. In 2020 she was on the cover of *Time* magazine – all this before she left school!

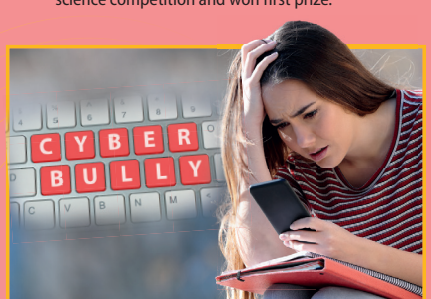
Gitanjali's love for science started at age four, when someone gave her a children's science kit. Later she taught herself to code. Soon she was using everything she knew to invent helpful **devices**. All her inventions have something in common: they make the world a better place.

Tethys

When Gitanjali was nine she heard about a problem with the water in Flint, a large city in America. The city's water was polluted and people were becoming ill. Was there anything she could do to help?

She decided to make a device to test water quality. She did **research** into the problem and after many **experiments** Gitanjali created a **prototype**. She used a 3D printer to build a box to hold the device and made an app so that anyone could use it with their phone. Gitanjali's invention was in a national science competition and won first prize.





Kindly

Gitanjali had the idea for this app after an activity at school. Her friends were discussing online bullying. Young people needed something to help them be kinder online. Gitanjali thought an app might help.

She immediately began research. Soon she had a prototype to try. It used artificial intelligence (AI) to check messages before users sent them. The app found messages that had unkind words and asked users to think again. In other words, young people used the app to stop themselves from bullying other people online.

Gitanjali tested her prototype with a class of young students. These tests gave her ideas for **improvements** and *Kindly* was finally ready for **launch**. Now everyone can download the app and behave more kindly online!

Sustainability: Clean water and sanitation

Explain that *water quality* is a way to determine how healthy and safe water is to use and drink. There are many places around the world where the water is polluted or otherwise unsafe – and there is rarely only one reason why. Sustainable Development Goal 6 is to ensure availability and sustainable management of water and sanitation for all. Governments and communities must work to keep water clean to support the health of people, animals and plants, and to make sure water is not wasted. Ask students: *How can cities and towns help keep their water clean?*

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

Lesson aim: I can make an infographic.

Vocabulary extra

3 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 Put the class in four groups. Assign each group one of the work situations and people shown in the photos. Ask groups to write three benefits and three problems of working in their assigned way. Give groups ten minutes to write their answers, then discuss as a class.

CLIL: Design and technology

5 Ask students to look at the design process diagram. Explain that it shows the steps needed to turn an idea into a product. Focus on steps 3 and 4 which can go through many cycles before a product is launched.

6 Elicit a few more things people might say during each stage of the design process, e.g. *This isn't working – let's try something else., I can see this working if we change this one part ...*

Plan

Model project

Direct students to the model project on p123 which serves as a guide for what they should create.

Remind students that their infographics need to present information in a way that uses design, photography or illustration to show how technology or an invention solves a problem. Ensure that each group chooses a different invention or piece of technology.

Encourage students to double-check their work before their presentations, and ensure that they are prepared to answer questions, especially about the advantages or disadvantages of the technology or invention.

Present

Have groups display their infographics around the room. One or two students from each group can stand next to their display, answering questions, while the others walk around the room looking at other displays and asking questions.

Respond

After the presentations, elicit some of the most interesting or surprising things students learned. Would they like to use this new technology or these new inventions? Do any of these things truly solve the problems they claim to? Is there another kind of invention that would solve it differently? Why is it sometimes difficult to get people to try new technology, even if it might solve a problem they have?

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.

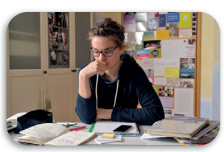
Project

Vocabulary extra

3 Use a dictionary to help you find the meanings of the bold words in the text. Then choose the correct word to complete each sentence.

1 A few years ago our school computer room wasn't very good, but they've made a lot of *launches* / *improvements*.
2 A laboratory is a place where scientists do their *prototypes* / *experiments*.
3 Last year, my class did a lot of *research* / *experiments* into the history of our town.
4 Most of my friends have got a *device* / *prototype* like a tablet or a smartphone.
5 We made a *prototype* / *device* of a shopping app, but it didn't work very well.
6 We're *researching* / *launching* our new website today. I'm so excited!

4 Look at the photos. Who is better at creating ideas and solving problems? Why? Discuss your ideas.


Someone working alone


A group working together


Younger people

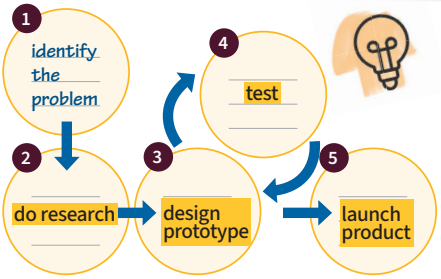

Older people

CLIL: D&T

Using technology to solve a problem

5 Use the phrases in the box to complete the diagram.

design prototype | do research | ~~identify the problem~~ | launch product | test



6 What are these people talking about? Match what the people say (a–e) with the stages of the design process in Exercise 5.

a [5] Ok, well done everyone! This is ready to change the world!
b [3] I've got an idea. I think this will work!
c [4] We've tried your device, but it needs some improvements.
d [1] This is terrible! Someone needs to do something.
e [2] Let's look into this carefully. Perhaps there's an answer.

Project: an infographic

Problem-solving technology

Step 1: Plan

Work in groups. Make an infographic about how new technology or a new invention is helping to solve a problem.

- Decide what technology or inventions to include in your infographic.
- Research the technology. Think about:
  - What problem or problems it solves
  - How the technology works
  - What the disadvantages or dangers of the new technology might be
- Find photos or images to illustrate your infographic.

OWN IT! Project: an Infographic, p123

Unit 9
Show your moves

Lesson aim: I can talk about music and dance.

Warmer

Students look at the picture. Students make a list of all the dance styles they know, e.g. *hip hop, ballet, waltz*. Elicit a few ideas from the class.

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 Ask students to discuss what the woman is doing and how she feels (*she's dancing, and she looks very happy*).

3 Ask students: *Have you ever watched a Bollywood film? What do you remember about it?* Elicit ideas before playing **Video 9.1**. Elicit that most Bollywood films contain singing and dancing.

4 Use this as an opportunity to find out students' existing knowledge of vocabulary to talk about musical instruments, which will be covered in the next lesson.

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

Flipped class

Prepare for **Explore it!** (p107) Students research an interesting fact about music.



Unit aims

Skills

I can ...
- understand an events guide p108
- make polite refusals p112
- write a review p113
- understand a travel article about a festival pp114–115

Language

I can ...
- talk about musical instruments and genres p106
- understand how to use *going to* and *will* to talk about the future p109
- talk about dance styles p110
- understand how to use the present continuous and present simple to talk about the future p111

Learn to learn

I can ...
- understand and record word stress p106
- distinguish between speakers p110
- understand how to recognise referencing in texts p115
- practise my English during the holidays 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 musical instruments and genres.

Warmer

In groups, students discuss what type of music and which bands/singers they like. Write appropriate vocabulary on the board.

1 9.01 ★★★ Alternatively, students cover the box and work in pairs to think of the appropriate vocabulary for each genre and instrument.

Audioscript p132

Target vocabulary

Genres
classical /klæsɪkəl/
folk /fəʊk/
hip-hop /'hɪphɒp/
jazz /dʒæz/
reggae /'regeɪ/
rock /rɒk/

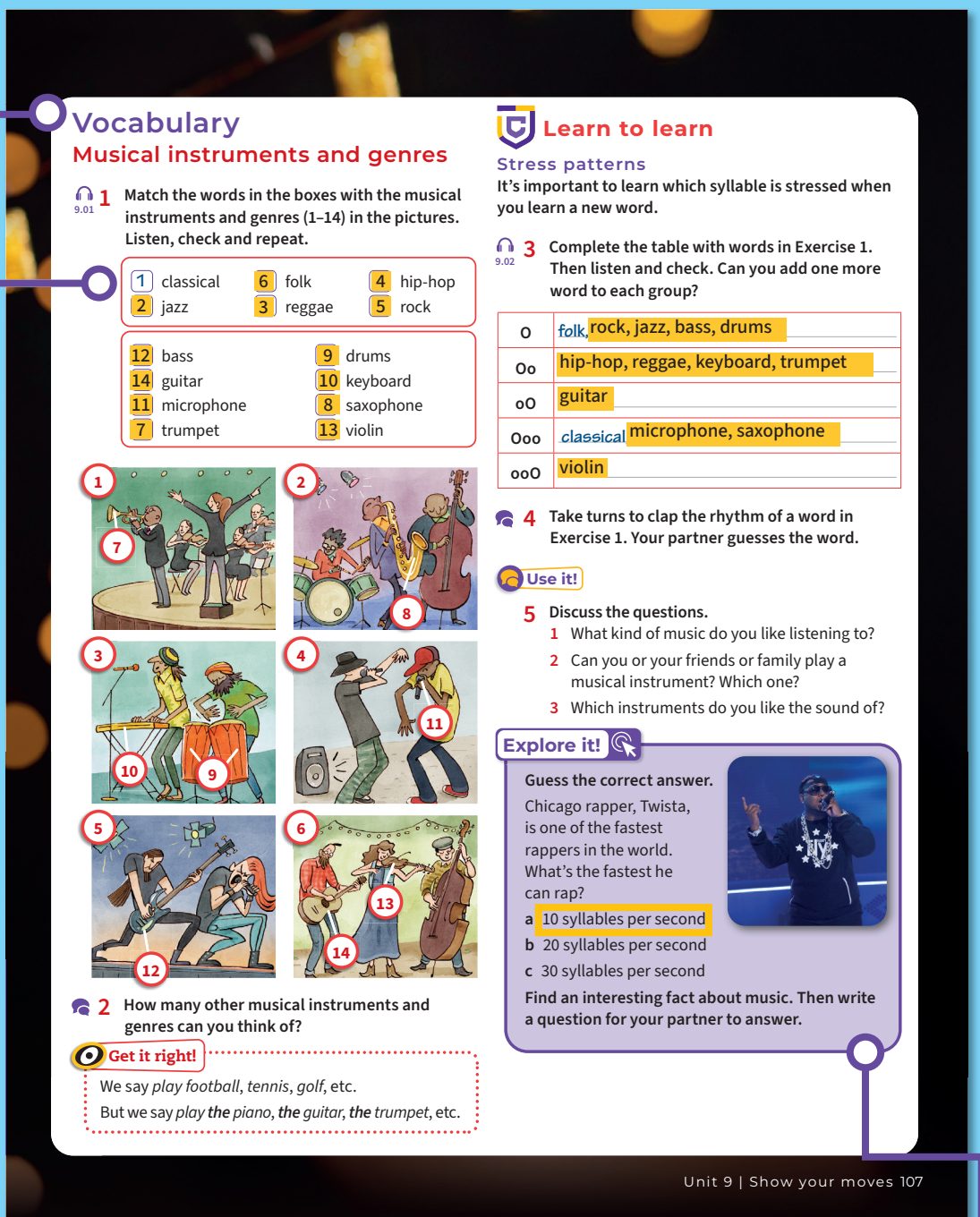
Instruments
bass /beɪs/
drums /drʌmz/
guitar /gɪ'tɑ:/
keyboard /'ki:bɔ:d/
microphone /'maɪkrəfəʊn/
saxophone /'sæksəfəʊn/
trumpet /'trʌmpɪt/
violin /vaɪə'lɪn/

2 Give students three minutes to brainstorm as many genres and instruments as possible and write them on the board.

Vocabulary bank

Get it right!

Explain that *the* is always used with an instrument after *play*.



Vocabulary
Musical instruments and genres

9.01 **1** Match the words in the boxes with the musical instruments and genres (1–14) in the pictures. Listen, check and repeat.

1 classical	6 folk	4 hip-hop
2 jazz	3 reggae	5 rock

12 bass	9 drums
14 guitar	10 keyboard
11 microphone	8 saxophone
7 trumpet	13 violin

2 How many other musical instruments and genres can you think of?

Get it right!

We say *play football, tennis, golf*, etc.
But we say *play* ***the*** *piano,* ***the*** *guitar,* ***the*** *trumpet*, etc.

Learn to learn
Stress patterns

It's important to learn which syllable is stressed when you learn a new word.

9.02 **3** Complete the table with words in Exercise 1. Then listen and check. Can you add one more word to each group?

O	folk, rock, jazz, bass, drums
Oo	hip-hop, reggae, keyboard, trumpet
oO	guitar
Ooo	classical, microphone, saxophone
ooO	violin

4 Take turns to clap the rhythm of a word in Exercise 1. Your partner guesses the word.

Use it!

5 Discuss the questions.
1 What kind of music do you like listening to?
2 Can you or your friends or family play a musical instrument? Which one?
3 Which instruments do you like the sound of?

Explore it!

Guess the correct answer.
Chicago rapper, Twista, is one of the fastest rappers in the world. What's the fastest he can rap?
a 10 syllables per second
b 20 syllables per second
c 30 syllables per second

Find an interesting fact about music. Then write a question for your partner to answer.

Learn to learn

Point out that, unlike some other languages, stress in English words can go in different places, and not just on the first syllable. If you don't pronounce an English word with the stress on the correct syllable, it can make you difficult to understand.

3 9.02 ★ Play the recording once and drill each word, asking students to raise both hands (or jump, if appropriate) when pronouncing the stressed syllable.

Audioscript p132

4 If you wish to make the activity quieter, you can ask students to hum the word instead.

5 Allow students a few minutes of thinking time to prepare their answers.

Explore it!

Ask students to use information they found out for homework.

Homework

Workbook p72

Lesson aim: I can understand an events guide.

Warmer

In small groups, students discuss whether they have ever been to a concert or live music event, recycling the vocabulary from SB p107, if possible.

1 ★ Ask students to look at the box in Exercise 2 to predict the genres being shown in the pictures.

2 9.03 Give students two minutes to read the text to encourage faster skimming, and disallow the use of dictionaries at this stage.

3 After feedback, ask students to underline the other words in the text that they do not know. In pairs, they check if their partner can explain the words.

4 ★★★ Fast finishers find another unknown word in the text and look up the meaning. Elicit these during feedback.

5 Allow time for students to form an opinion. You may want to take this opportunity to quickly revise comparative and superlative adjectives.

Extend it!

Ask students to walk around the class, speaking to as many classmates as possible, to find someone who has put the four events in the same order. Students then work with this new partner to discuss their favourite music and bands.

Reading

An events guide

1 Look at the photos of four musicians. What sort of music do you think they play?

2 9.03 Read the events guide. Match musicians 1–4 with the genres that they are going to perform.

4 pop 2 blues 1 raga 3 country and western

3 Match concerts A–D with these features. Sometimes there is more than one concert.

1 A only one performer
2 B includes an electronic instrument
3 B free for some people
4 B, C has more than two performers
5 C, D includes a violin
6 B, C starts before eight o'clock
7 A, C cheaper for people at university
8 D starts the latest

4 Find adjectives in the guide that mean:

1 alone — solo
2 very excited — thrilled
3 famous — well-known
4 very unusual — unique
5 surprising — unexpected
6 talented — gifted

Voice it!

5 Put the concerts in the events guide in order, from most interesting to least interesting. Explain your choices to your partner.



Waterside Arts Centre

What's on at the Waterside

A Tuesday 8 pm
Bunny Scraggs
£8.00, £3.00 (student discount)
We think this show will surprise reggae fans. The Dubster Brothers' bassist also plays blues piano, and he's going to share that talent tonight. In this solo performance, Bunny's going to play and sing his favourite blues classics. However, if you want to hear some of the Dubster Brothers' hits, we're sure Bunny won't disappoint!

B Thursday 7 pm
Janet Glyndebourne and the Donuts
£5, no charge for under 16s
We're thrilled to welcome Janet Glyndebourne to Waterside. However, the well-known opera star isn't going to sing Mozart. Instead, she's going to join Kim Green on synthesiser and Bod on percussion, and they're going to play a concert of pure pop. We're sure it will be a great evening!

C Saturday 7.30 pm
Dr Jay and the Rodeo Band
£10.00, £4.00 (student discount)
For one night only, hip-hop artist Dr Jay is going to lead country and western favourites the Rodeo Band (Helen Smith on banjo and vocals, Liam Jones on double bass, Lucy-Anne Flynn on violin). Are you really going to miss this unique event? We're sure you won't want to!

D Sunday 9.30 pm
Angus Beardsley plays raga
£15.00, £7.00
Rock legends Axel Heads have announced that they aren't going to tour again. Their fans will miss them, but we have some unexpected news! The band's bass player, Angus 'The Beard' Beardsley, is also a gifted violinist. On Saturday he's going to team up with sitar player Jagjit Rakha to perform Indian raga. But is 'The Beard' going to sing in Hindi, too? Come and find out!

Flipped class

▶ Ask students to watch **Video 9.2** and do **Video worksheet 9.2** in preparation for the next lesson.

Homework

Workbook p73

Lesson aim: I can understand how to use *going to* for the future.

Warmer

▶ Play **Video 9.2** if it was not set for homework. Elicit that Fiona is going to the All-Stars Festival (featuring hip-hop and electronic dance music). Evita is going to listen to rock music. Ask students to discuss in pairs which music they would prefer to listen to.

1 After a few minutes to review the table, challenge students to cover it up in their books and work in pairs to complete the exercise. Guide students to decide if the subjects of the sentences are singular or plural, and choose if they need is or *are going to*. They check their answers before you do a quick survey for class agreement.

2 9.04 Students remain in pairs to complete the exercise orally before filling the gaps in writing.

Audioscript p132

3 & 4 Remind students that we use will when we are sure about what *will* happen. An *intention* is a plan we have made, for something in the future. Check answers as a class.

Grammar tutor

Ask students to complete additional grammar activities on the Grammar Tutor page 133.

5 ★ Draw a table with two columns, with the headings *prediction* and *intention*. Write *go to the cinema* under *intention* and elicit *I am going to go to the cinema.* Then allow time for students to make their own tables before discussing it in pairs.

Language in action

going to



Watch video 9.2
Which music festival is Fiona going to? What music is Evita going to listen to?

	I / He / She / It	You / We / They
+	My friend Fiona **is going to get** tickets for this festival.	They**'re going to play** together at the end of the festival.
-	She**'s not going to listen** to the music.	Some musicians **aren't going to tour** again.
?	**Is** Evita **going to watch** all the bands?	**Are** you only **going to watch** the rock bands?

1 **Look at the table. Complete the sentences with the correct form of *going to*.**

1 My cousin is going to go to the rock festival. (✓)
2 Anita's unhappy because her favourite singer isn't going to perform at the concert. (✗)
3 The top bands are going to play all over Brazil this summer. (✓)
4 My friends aren't going to buy tickets. They're too expensive. (✗)

2 9.04 **Complete the conversation with the correct form of *going to*. Then listen and check.**

Ava Hi, Josh. [1] Are you going to go (you / go) out tomorrow evening?
Josh No, I'm not in the mood. [2] I'm going to stay (I / stay) at home and watch TV instead. What about you?
Ava Yeah. Dr Jay is at the Waterside.
[3] I'm not going to miss (I / not miss) that.
Josh Wow! Really?
Ava Yeah, really. [4] I'm going to buy (I / buy) my ticket this morning.
Josh Hmm. Sounds interesting. [5] Is Aneta going to join (Aneta / join) you?
Ava Aneta? [6] She's not going to come (she / not come). She can't stand Dr Jay. Why don't you come?
Josh OK, you've convinced me. But how [7] are we going to get (we / get) there?
[8] We're not going to walk (we / not walk), are we?
Ava [9] My dad is going to give (my dad / give) us a lift.

will and *going to*

will for future predictions	*going to* for intentions
She'**ll take** photos the whole time.	They **are going to watch** TV.

3 **Look at the table. Decide if these sentences are *P* (predictions) or *I* (intentions). Then complete the sentences.**

1 We 're going to see the new James Bell film on Saturday. I
2 I think we 'll have a great time tonight. P
3 Alice is going to meet us after the film. I
4 Have you heard? The Rodeo Band is going to go on tour again this year! I
5 The tickets were expensive but I'm sure it 'll be a great show. P

4 **Complete the message with the verbs in the box and *going to* or *will*.**

be buy fail go not be able play

Hey Emin. [1] Are you are going to play and Mo going to go to Ceren's party? I think it [2] will be fun. Ceren's brother has a band and they [3] won't be able at the party. [4] Are you going to buy tickets for the Z Men concert? I probably [5] will fail to go. We've got a test that week, and I [6] won't be able it if I don't study.

Grammar tutor p133

Use it!

5 **Tell your partner about your intentions and predictions for the weekend.**

Grammar game

Put students in pairs. They take turns to write down an activity they are going to do at the weekend. Their partner can ask up to 10 questions to guess the activity, e.g. *Are you going to do this at home or outside?*, etc. They win a point if they guess correctly.

Homework

Workbook p74

Lesson aim: I can talk about dance styles.

Warmer

In groups, students discuss whether they can dance, which types of dance they have tried and which they'd like to.

Vocabulary and listening

Dance styles

9.05 **1** **Match the words in the box with the photos. Listen, check and repeat.**

5	ballet dancing	1	ballroom dancing
7	breakdance	4	country dancing
10	disco dancing	6	modern dance
8	salsa dancing	2	swing
3	tap dancing	9	zumba



Use it!

2 **Discuss the dance styles in Exercise 1.**

1 What type of music accompanies the styles?
2 What do people usually wear for these styles?
3 Which dance style do you think looks best? Why?

A discussion

9.06 **3** **Listen to a conversation between four students. What are they talking about?**

a A show they have seen
b A show they are planning

Learn to learn

Distinguishing between speakers

When you listen to a group of people speaking, it can be difficult to understand who says what. Listen for names and note them down. For each person, consider these things:

- Are they male or female?
- Are they old or young?
- Can you hear an accent? Are they a native speaker or a non-native speaker?

9.06 **4** **Listen again and match the people with the tasks.**

1	Imogen	a	recording the show
2	Marta	b	writing the programme
3	Adam	c	organising the music
4	Jack	d	putting out the seats

Voice it!

5 **Discuss the questions.**

1 Have you ever helped organise a school show or a similar event?
2 What do you think is the most difficult part of organising a show?

1 9.05 After feedback, if some students feel confident, ask for volunteers to mime a type of dance for the rest of the class to guess.

Audioscript p133

Target vocabulary

ballet dancing /'bæleɪ 'dɑːnsɪŋ/
ballroom dancing /'bɔːlrʊm 'dɑːnsɪŋ/
breakdance /'breɪkdɑːns/
country dancing /'kʌntri 'dɑːnsɪŋ/
disco /'dɪskəʊ/
modern dance /'mɒdən dɑːns/
salsa dancing /'sælsə 'dɑːnsɪŋ/
swing /swɪŋ/
tap dancing /tæp 'dɑːnsɪŋ/
zumba /'zʌmbə/

2 Put students into groups. Encourage them to discuss different possibilities or make guesses if they are not sure about something.

3 9.06 Remind students that to listen for the general idea, they shouldn't worry too much about understanding all the details and focus mainly on key words.

Audioscript p133

Vocabulary bank

Learn to learn

Listening to a conversation between a group of speakers is one of the most difficult challenges for listeners, so students shouldn't feel demotivated if they have trouble with this. They should instead use these techniques to support them.

4 9.06 ★ Write the four names on the board and play the recording again. Point to the names on the board as the speakers talk and pause the recording after each answer is mentioned.

5 ★★★ Ask students to discuss how difficult it might be to become a professional dancer.

Flipped class

Ask students to watch **Video 9.3** and do **Video worksheet 9.3** in preparation for the next lesson.

Homework

Workbook p75

Lesson aim: I can use the present continuous for the future.

Warmer

▶ Play **Video 9.3** if it was not set for homework. Elicit that Paulo is going to a family party on Saturday night. The movie begins at 7.30 pm (and also 9.30 pm).

Pronunciation

Ask students to turn to p119 for practice of sentence stress.

1 Elicit that the actions in the table refer to the future and that we use the present continuous for arrangements in the future. Elicit a few examples from the students. During feedback, encourage students to use the contracted forms where possible (*aren't*, etc.) which are more common in speaking.

2 9.08 ★ Ask students to decide if the subjects of the sentences are singular or plural, and to decide if they need *is* or *are*.

Audioscript p133

3 Explain that the present simple is used to talk about future events that are fixed and timetabled / scheduled, such as train departures, show times or shop opening times. Check answers as a class.

Grammar tutor

Ask students to complete additional grammar activities on the Grammar Tutor page 133.

4 Extend this activity by allowing students to talk about other events that might be planned, such as a school trip or exam.

Language in action

Present continuous for future



Watch video 9.3
What is Paulo doing on Saturday night?
What time does the movie begin?

Present continuous for future plans

+	I'**m playing** football until seven thirty. She'**s writing** the programme.
-	I'**m not doing** anything on Sunday. They **aren't coming** to the party.
?	**Are** you **doing** anything on Saturday night?

Pronunciation p119

1 **Correct the sentences. Use the present continuous and the words in brackets.**

1 On Tuesday, Enzo is playing football. (✗) (have / guitar lesson)
He isn't playing football. He's having a guitar lesson.
2 On Friday, Enzo is meeting friends. (✗) (watch / film)
He isn't meeting friends. He's watching a film.
3 Birol and Havva are going out to eat on Tuesday. (✗) (go / dance)
They aren't going out to eat. They're going dancing.
4 On Friday, Birol and Havva are going to the theatre. (✗) (meet / friends)
They aren't going to the theatre. They're meeting friends.

9.08 **2** **Complete Lilia's post with the present continuous form of the verbs in the box. Then listen and check.**

bring come leave meet not do perform play ~~return~~

Thank you, Oxford! You were a fabulous audience last night! We [1] 're returning in September, so I hope we'll see some of you again. Later today, we [2] 're leaving for Edinburgh. We [3] 're performing a new play there, called *The Bell*, and I [4] 'm playing girl who has the power to see the future. Hey, Edinburgh! If you [5] aren't doing anything on Friday night, come along. Guess who [6] 's coming to see us on our first night – Emma Watson! She [7] 's bringing her friends, and we [8] 're meeting them backstage after the performance. Wow!

Present simple for future

Present simple for scheduled events	
?	What time **does** the **movie** start?
+	It **starts** at seven thirty.

3 **Complete sentences 1–4 using the present simple for the future.**

Dance-fest

Barnsley Dance Festival Saturday 21 June

12.30–2.00: African Beat Workshop
Learn traditional African dances.

3.00–4.00: The Langley Dance School
Watch the world's favourite ballet, *Swan Lake*.

6.15–7.00: Tarantella Talk
Gianna Romano gives a talk about one of Italy's most famous dances.

7.30–9.00: The Bronx River Combo
See this New York street dance group doing hip-hop, krumping and more.

end last ~~start~~ take

1 The festival starts at lunchtime.
2 African Beat takes place first.
3 The ballet performance doesn't last for more than an hour.
4 The Bronx River Combo's performance doesn't end until 9 pm.

Grammar tutor p133

Use it!

4 **Ask and answer the questions about each event at Dance-fest.**

1 What time does it start and finish?
2 What is happening in the event?

Grammar game

Students write a future plan on a piece of paper (e.g. *I'm travelling to Rome*). It doesn't need to be a true plan. They give it to another student who must not read it, but shows it to the rest of the group. Then, that student has to guess what their plan is by asking questions (e.g. *Am I going somewhere?*)

Homework

Workbook p76

Lesson aim: I can make polite refusals.

Warmer

In groups, students make a list of reasons why they might want to refuse (i.e. say that you will not accept) an invitation to an event (e.g. *I think it's boring, I'm tired*), and a list of excuses (e.g. *I have to do homework, My mum doesn't want me to,* etc.).

1 9.09 ★★★ Challenge students to listen and answer the question with their books closed.

Audioscript p133

2 Go through the phrases with students and elicit that *fancy* means *want*. Explain that *I'm afraid* in this context doesn't mean *scared,* it means that you are about to give bad news, or disagree.

3 ▶ Play **Video 9.4** and drill the pronunciation of the target phrases, focusing students' attention on which words are stressed.

4 Encourage students, if appropriate, to think of equivalent phrases in their own language.

5 ★★★ Tell students that they can make the conversation humorous, as this might make the language more memorable. For example, the event could run over many days and one person finds an excuse for every day.

6 Ask students to repeat the conversation at least twice, in order to promote fluency as well as accuracy of the target language.

Speaking frames

Harry's going to a jazz festival. Jess can't go on Saturday afternoon because her cousin, Helen, is coming to visit her for the day and Helen can't stand jazz. She can't go on Friday evening because she's got a guitar lesson.

Speaking

Making polite refusals

9.09 **1** Listen to the conversation. What event is Harry going to? Why can't Jess go?





Harry Hi, Jess. I'm going to book tickets for the jazz festival this Saturday afternoon. [1]*Do you fancy* coming along?

Jess [2] I'd love to, but my cousin Helen's visiting me and I'll be with her all day long.

Harry [3] _____ join us if she wants.

Jess That's really kind of you, Harry, but [4] I'm afraid Helen can't stand jazz!

Harry Oh, that's a pity. Look, they're playing for two nights. What are you up to on Friday? [5] _____ come then instead?

Jess Hmm. What time does it start?

Harry 7.30.

Jess Oh, that's no good either, Harry. I've got a guitar lesson and it starts at 7.15.

Harry OK. Never mind, Jess. Maybe another time.

Jess Sure. [6] _____. I'm sure it'll be a great concert. Thanks for asking, though

She's welcome to

Would you like to

9.09 **2** Complete the conversation with phrases from the *Useful language* box. Then listen and check.

Useful language

Do you fancy …?	I'd love to, but …
I'm afraid …	(She's) welcome to …
Thanks for asking, though	Would you like to …?

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



Watch video 9.4
Everyday English

all day long Never mind. That's a pity.
That's no good What are you up to?

4 Match the phrases in the *Everyday English* box with their meanings.

1 That isn't convenient. That's no good.
2 It doesn't matter. Never mind.
3 for the whole day all day long
4 That's sad. That's a pity.
5 What plans have you got? What are you up to?

Plan

5 Work with a partner. Think of an event to go to and reasons why one of you can't go.

Speak

6 Practise the conversation with your partner. Remember to include:

- *going to*, *will*, the present simple and present continuous
- the vocabulary from this unit
- phrases 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 decide on? _____

_____

Why can't one of them go? _____

_____

112 Show your moves | Unit 9

7 Monitor and choose one or two conversations that include examples of good language, and ask students to perform these for the whole class.

Flipped class

In preparation for the next lesson, ask students to find out about music events happening soon in their area.

Lesson aim: I can write a review.

Warmer

In groups, students share the information they researched for homework about music events happening in their area.

1 Set a strict time limit to encourage faster reading.

2 ★★★ During feedback, brainstorm extra adjectives and synonyms that students could use, such as *hilarious*, *wonderful* or *disappointing*.

3 Point out that reviews are more successful (as in, they tell readers about the writer's true opinion and allow the readers to decide whether they want to see, do or use the thing being reviewed) when they use interesting and engaging language like the phrases in the *Useful language* box.

4 Students first complete the exercise individually, then read their sentences aloud to a partner. They work together to agree on correct answers before you check as a class.

5 Put students into pairs and give them up to five minutes to discuss concerts or shows they have been to, and what they thought about them. Then ask students to decide alone what they are going to write about.

Writing frames

6 & 7 After writing their reviews, students can swap reviews with a partner and discuss their strengths and things that could be improved. Allow students to write a second draft, if there is time.

Writing

A review

1 **Read the review quickly. Which dance styles can you see in this show?** hip-hop and ballet



'Hiplet'

a new dance experience!

Crash Dance Crew are a dance group from Chicago. Their show, *City Dreams*, tells the story of three teenagers who have come to the city to make a new life for themselves. The show is a unique mix of hip-hop and ballet called hiplet. Three musicians on keyboards, vocals and turntable play a mix of rap and electro funk.

It's an action-packed story, but there are some funny moments, too.

The costumes are beautiful and I was impressed by the music. However, the highlight of the show is the dancing. The mix of styles works well. On the downside, tickets are expensive and there's no student discount.

Crash Dance Crew play at the Nottingham Malthouse Theatre next week. After that, they're touring other cities in the UK. All in all, if you love dance, this superb show is a must-see.

2 **In a review, it's a good idea to use lots of adjectives. Find and underline all the adjectives in the dance show review. Discuss with a partner what they describe.**

Useful language

4 All in all
5 If you love (dance), this (show) is a must-see.
2 I was impressed by …
3 On the downside
1 The highlight of the show is …

3 **Find and underline the *Useful language* phrases in the review. Match 1–5 with the phrases.**

1 The best part was
2 I loved
3 It was disappointing that
4 In summary
5 Fans of (dance) will love this

4 **Complete the sentences with words in the *Useful language* box.**

1 All in all, this is a good show.
2 I was very _____ by the costumes. impressed
3 If you love mystery stories, this play is a _____ must-see
4 The _____ of the night was the last song. highlight
5 On the _____, the acting was very bad. downside

Write a review of a concert or a show that you have seen.

Plan

5 **Think about a concert or a show you have seen. Make notes about these things:**

- A general description of the show
- Details about the dancing, music, costumes, etc. and what you liked / didn't like
- A summary of your opinion

Write

6 **Write your review. Remember to use:**

- adjectives
- the present simple to describe the show
- the past simple for your opinion
- phrases from the *Useful language* box

Check

7 **Do you …**

- use three paragraphs?
- say what you liked and didn't like?
- summarise your opinions at the end?

Extend it!

Students display their reviews around the classroom, and then read each other's reviews. Elicit from the class which event sounds most interesting and why.

Finished?

Flipped class

In preparation for **Explore it!** (p115), students research three interesting facts about Spanish traditions.

Homework

Workbook p78, Writing Tutor p84

Lesson aim: I can understand a travel article about a festival.

Warmer

▶ Play **Video 9.5** and ask students to discuss the questions in groups. Elicit that the dance comes from Bavaria, a region of Germany.

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

Put students into groups. Give them two minutes to list all the facts they know about Spain. They should not use the ones they researched for homework, as these will be used later. Elicit any interesting facts and share them with the class.

Class challenge

In Spain, there is a festival every August, where people throw oranges / **tomatoes** / money at each other.

1 Draw a table with two columns on the board, *what we know* and *what we would like to know.* Elicit ideas from students and add them to the table.

2 9.10 Ask students to read the text, using the table on the board as a guide to what to find. Elicit how much information from the board is actually in the text.

3 Allow students in pairs to discuss where they might find the answers to questions 1–7 in the text before rereading.

Around the world

Reading
A travel article

1 **Look at the photos and discuss the questions.**

flamenco

1 What sort of dance do they show?
2 What else do you know about this dance?
3 What more would you like to know about it?

2 9.10 **Read the article. Does it mention any of your ideas in Exercise 1?**

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

1 How long does the *Festival De Jerez* last? Two weeks
2 Who goes to the festival?
People from over 30 different countries.
3 What can you do at the festival?
Watch flamenco and have flamenco lessons.
4 What traditions does flamenco come from?
The Roma, Spanish, Jewish and North African traditions.
5 When did flamenco performers start using guitars?
In the 19th century.
6 What mistake do people often make about flamenco?
They think it's only about dancing.
7 What part of a flamenco performance can the audience take
The shouting.



Globetrotters
Watch video 9.5
The Schuhplattler

- Which dances from other countries do you know?
- Where is the *Schuhplattler* dance from?
- Which traditional dances from your own country do you know?

Festival de Jerez

a flamenco heaven

by Dan Philips



Every year the Spanish city of Jerez puts on a festival of flamenco dance. This year's festival begins tomorrow and lasts for two wonderful weeks. For me, and flamenco fans around the world, [1]it's the highlight of the year. People from over 30 different countries will turn up here, all crazy about flamenco.

Every day, there are performances of flamenco. [2]Some take place in the beautiful Villamarta Theatre, but most happen in the small flamenco clubs all around Jerez, known as *peñas*. And if you're keen to take it up yourself, the greatest flamenco teachers from around the world are going to give classes.

The festival begins on 23 February and ends on 10 March. Don't miss out!

Some history

Flamenco is typically Spanish, but it has a long international history. Over five centuries ago, the Roma came to Europe from India and brought their traditional music. [3]Their traditions mixed with local traditions from the south of Spain and [4]those of Jewish and North African immigrants, and the result was flamenco.

The 19th century was the 'golden age' of flamenco. The first flamenco schools opened [5]then, in Seville, Cadiz and Jerez. Performers began to use guitars, and dance became more important. Flamenco became the art we know today.

Lesson aim: I can understand a travel article about a festival.

Learn to learn

At this level, students should be able to read longer texts which have more complex sentences, and understand how information is organised. Part of this involves recognising cohesive devices such as pronouns and determiners to refer to people, things and actions mentioned earlier in the text.

4 If possible, display the text on the board and ask strong students to draw arrows on the text to help other students better visualise the references.

5 ★ Ask students to try and infer the meaning of the phrasal verbs from context, but then allow them to use a dictionary to check their guesses. Remind them to check the whole phrasal verb, and not just part of it.

6 Allow students plenty of thinking time to form an opinion, encouraging them to think of at least two cultures and three reasons why it is important to understand these. Elicit ideas from the class.



A guide for beginners

Instruments: The two most important of [6]these are the guitar and the castanets, but you might also see performances with trumpets, violins or even a whole orchestra.

Songs: People often think that flamenco is only dancing. In fact, the songs, called cante, are the real heart of it. The words are often by Spain's most famous poets.

Dance: *Zapateado* is the special dance that flamenco dancers do. They stamp their feet and click their castanets in fast, complicated rhythms. Nobody nods off during a flamenco concert!

Jaleo: This is the hand-clapping and shouting that make flamenco so exciting. The clapping, called *palmas*, is much more difficult to do than it looks. But anyone can join in the shouting, so don't be shy!



Learn to learn

Referencing

Writers often use words such as *this* and *that* to refer back to something they have already mentioned in the text.

4 **What do underlined words 1–6 in the article refer to?**

1 the festival
2 performances
3 the Roma's
4 traditions
5 in the 19th century
6 instruments

5 **Find and underline six phrasal verbs in the article with the verbs below. Complete the sentences using the correct form of the verbs.**

join ~~miss~~ nod put take turn

1 Buy tickets early so you don't miss out.
2 My mum took up flamenco guitar last year.
3 They put on the biggest concerts in the Villamarta Theatre.
4 This music is so boring – it's making me nod off.
5 We turned up late and couldn't get into the concert.
6 Would you like to join in the dance with us?

Voice it!

6 **Discuss the questions.**

1 What different cultures are there where you live?
2 Why is it important to understand other cultures?



Explore it!

Guess the correct answer.

Jerez is also home to a world-famous … school.

a rock-climbing b film c horse-riding

Find three more interesting facts about Spanish traditions. Choose your favourite fact and write a question for your partner to answer.

OWN IT! The Culture Project Teacher's Resource Bank

Explore it!

Monitor closely and pick the most interesting facts. Ask the students who wrote these questions to pose them for the whole class.

Culture project

See Project Book p54 and the Unit 9 Project worksheet for further information and activities.

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

3
1 important
2 plan
3 homework
4 different
5 sections

Unit 2 SB p32

1 Students' own answers

2 Students' own answers

3 unusual = adjective (not usual); set off = verb (to start a journey); enjoyable = adjective (fun, pleasant, something you like doing); ran away = verb (leave a bad situation quickly by running); tent = noun (something you can sleep in and carry with you); unforgettable = adjective (something that you can't forget, not able to be forgotten)

Unit 3 SB p44

1 excited, over, embarrassed

2 Students' own answers

Unit 4 SB p56

1 Students' own answers

2
1 Subject
2 Homework
3 For when?
4 Notes
5 difficult
6 first
7 hours
8 Other things

Unit 5 SB p68

1 **a** 3 **b** 4 **c** 2 **d** 1

2 b

Unit 6 SB p80

1
1 should
2 shouldn't
3 should

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

Unit 7 SB p92

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

2 **a** 3, 5 **b** 1 **c** 2, 4

Unit 8 SB p104

1 - 3
Students' own answers

4 **1** b **2** c **3** a

Unit 9 SB p116

1 **1** b **2** a **3** b

2 **1** L **2** R, W **3** R **4** L **5** R, W **6** S, L

Reviews Answer key

Unit 1 SB p21

1 **1** cartoons **2** on-demand series **3** documentary **4** chat show **5** game show

2 **1** costume(s) **2** make-up artist **3** script **4** set **5** director

3 **1** 'm watching
2 are you calling
3 'm standing
4 'm ringing
5 isn't answering
6 'm sitting
7 is shining
8 are singing

4 **1** isn't reading **2** Do, see **3** are revising **4** watches

5 **1** The children are talking quietly in the library.
2 Are you writing carefully in your notebooks?
3 The teacher is explaining the activity clearly.
4 We're working hard for our exams.

6 **1** comes **2** listen **3** is driving **4** aren't moving **5** quickly **6** write **7** am typing **8** slowly

Unit 2 SB p33

1 **1** stormy **2** foggy **3** rainy **4** windy **5** cloudy **6** icy

2 **1** spoon **2** lamp **3** hairbrush, comb **4** scissors **5** blanket, pillow

3 **1** was **2** became **3** turned **4** studied **5** worked **6** chose **7** travelled **8** left

4 **1** There was an
2 There were some
3 There was a
4 There weren't any
5 There wasn't a
6 Were there any

5 **1** did, do **2** went **3** There was **4** an **5** Did, watch **6** any **7** did **8** There were **9** some **10** was **11** did, get **12** didn't message **13** There wasn't **14** any

Unit 3 SB p45

1 **1** upset **2** surprised **3** afraid **4** embarrassed **5** tired

2 **1** out of **2** between **3** across **4** into **5** up **6** down **7** through **8** under

3 **1** It wasn't snowing. It was raining.
2 I wasn't studying. I was chatting with my friends.
3 Alex wasn't reading a book. He / She was listening to music.
4 Eva and Helen weren't talking. They were having a snack.

4 **1** Were you wearing jeans yesterday? d
2 Was Lidia working at 10 pm last night? B
3 Where were we going last Saturday at 7 pm? a
4 What were Ollie and Brad doing an hour ago? c

5 **1** was studying **2** wrote **3** posted **4** was sitting **5** discovered **6** were reading **7** won **8** left **9** went **10** completed **11** was doing **12** made

Unit 4 SB p57

1 **1** lend, pay **2** sell, earn **3** save, spend **4** borrow, owe

2 **1** volunteer **2** surgeon **3** police officer **4** paramedic

3 **1** taller, T **2** the happiest, T **3** the biggest, F **4** more dangerous, T **5** the most expensive, F

4 **1** You're too young to be a lifeguard.
2 I haven't got enough money to buy a fizzy drink.
3 There were too many people in the room.
4 We spent too much money last night.

5 **1** taller than **2** longer **3** shorter than **4** the funniest **5** the happiest **6** best **7** enough **8** braver than **9** too dangerous **10** too many **11** enough **12** too much

Unit 5 SB p69

1 **1** shelves **2** pictures **3** fridge **4** desk **5** ceiling **6** carpet

2 **1** bed **2** dishwasher **3** washing-up **4** washing machine **5** ironing

3 **1** as big as **2** big enough **3** close enough **4** as beautiful as **5** good enough **6** as happy as

4 **1** as nice as **2** as large as **3** big enough **4** as happy as **5** has to share **6** Does, take **7** close enough **8** don't have to wake up

Unit 6 SB p81

1 **1** burned **2** slipped **3** fell off **4** was stung **5** tripped over **6** cut

2 **1** cheek, elbow, heel, knee, shoulder, wrist
2 elbow, shoulder, wrist
3 heel, knee, toe
4 cheek, chin, forehead

3 **1** must wear **2** shouldn't stay **3** should sleep **4** mustn't talk

4 **1** don't take, will have **2** goes, wears **3** breaks, hurts **4** gets, will be **5** don't, bite, don't disturb

5 **1** should **2** will be **3** must **4** don't **5** mustn't **6** eat **7** shouldn't **8** will be

Unit 7 SB p93

1 **Across:** **6** social media **7** device **8** software
Down: **1** download **2** upload **3** chip **4** video chat **5** message

2 **1** caught **2** by **3** on **4** off **5** took, out

3 **1** have missed **2** have booked **3** hasn't shared **4** haven't downloaded

4 **1** b will **2** c may not **3** b to fix **4** a to print

Unit 8 SB p105

1 **1** determination **2** skill **3** Creativity **4** strength **5** composer **6** mathematician **7** inventor

2 **1** gave, up **2** keep up with **3** set off **4** work, out **5** come up with

3 **1** Have, ever seen; Yes, I have
2 Has, ever had; No, he hasn't
3 Have, ever visited; Yes, they have
4 Have, ever tried; Yes, I have
5 Has, ever ridden; Yes, she has

4 **1** himself **2** ourselves **3** anything **4** itself **5** anyone

Unit 9 SB p117

1 **1** saxophone **2** keyboard **3** violin **4** trumpet **5** drums **6** bass

2 **1** breakdance **2** salsa dancing **3** swing **4** ballroom dancing **5** ballet dancing **6** disco dancing

3 **1** are going to tour, won't visit
2 won't be, 're going to show
3 's going to learn, 'll enjoy
4 'm going to meet, 'll be

4 **1** is bringing **2** starts **3** aren't coming **4** gets **5** doesn't end **6** are, doing

Pronunciation Answer key

Unit 1 SB p118

1 Students' own answers

2
2 She's
3 He is
4 You're
5 It is

Unit 2 SB p118

1 & 2 Students' own answers

3
1 /t/ or /d/
arrived
changed
cooked
helped
looked
survived
travelled
2 /ɪd/
decided
wanted

Unit 3 SB p118

1 Students' own answers

2 nervous (2) upset (2) angry (2) excited (3)
surprised (2) bored (1) lonely (2) tired (1)

3
1 upset, surprised
2 nervous, angry, lonely
3 excited
4 bored, tired

4 Students' own answers

Unit 4 SB p118

1 & 2 Students' own answers

Unit 5 SB p118-119

1 **2** v **3** f **4** f **5** v **6** f

2 Students' own answers

Unit 6 SB p119

1 & 2 Students' own answers

3
1 /ʌ/
cousin
cut
stung
2 /ʊ/
could
foot
put

4 Students' own answers

Unit 7 SB p119

1 Students' own answers

2
1 /ɪ/
printer
video
will
2 /aɪ/
bike
device
online
wi-fi
write

3 & 4 Students' own answers

Unit 8 SB p119

1 Students' own answers

2 **Voice goes up:**
Do you like it?
Do you think you'll be a teacher for the next 20 years?

Voice goes down:
What do you like best about it?

3 Students' own answers

Unit 9 SB p119

1
2 We'll buy a new guitar. (6)
3 Is Jake playing the drums? (6)
4 We're going to a rap concert. (8)

2
2 We'll <u>buy</u> a <u>new</u> <u>guitar</u>.
3 Is <u>Jake</u> <u>playing</u> the <u>drums</u>?
4 We're <u>going</u> to a <u>rap</u> <u>concert</u>.

3 Students' own answers

Grammar tutor Answer key

Starter Unit SB p124

1 **2** doesn't wait **3** studies **4** get up **5** go

2 **2** never **3** sometimes **4** often **5** usually

3 **2** Lorena doesn't mind helping Sergio.
3 Mr Atwal loves telling stories.
4 Maneet doesn't hate getting up early.

4 **2** haven't **3** 's got **4** Have; got **5** have **6** 've got
7 has; got **8** 's got

Unit 1 SB p125

1 **3** are Hugo and Sofia doing
4 shopping
5 Is Emilia swimming
6 No, she isn't; reading
7 Are Daniel and Tim shopping
8 No, they aren't; swimming

2 **2** is staying **3** goes **4** don't want **5** 's making

3 **2** 'm painting; well **3** does; carefully **4** walks; slowly

Unit 2 SB p126

1 **2** Fernanda didn't go to school last week.
3 Maya and Hugo didn't feel tired after the journey.
4 The journey took ten hours!

2 **2** Did; did **3** see; saw

3 **2** there were **3** there wasn't **4** there weren't
5 some **6** there were

4 **2** Was there **3** Were there **4** Were there

Unit 3 SB p127

1 **2** weren't **3** was **4** were **5** wasn't

2 **2** Was Lee walking her dog?
No, she wasn't. She was doing yoga.
3 Was Andy having breakfast?
No, he wasn't. He was walking his dog.
4 Were Elif and Can swimming?
Yes, they were.
5 Was Jorge doing yoga?
No, he wasn't. He was doing homework.

3 **2** started; were having **3** arrived; were swimming
4 was sleeping; jumped **5** opened; were playing

4 **2** saw **3** was going **4** heard **5** was going **6** called

Unit 4 SB p128

1 **2** a **3** b **4** e **5** d

2 **2** Could you speak Spanish when you were four?
3 Could your neighbours hear you watching television this morning?
4 Could your class understand the last English lesson?

3 **1** more dangerous **2** too; too much **3** many; best

Unit 5 SB p129

1 **2** big enough **3** as big as **4** as comfortable as
5 as small as

2 **2** as expensive as **3** isn't as light as
4 aren't long enough

3 **2** have to **3** doesn't have to **4** don't have to
5 has to

4 **2** doesn't **3** Do **4** do
5 Do Mehmet and Yusuf have to **6** they don't

Unit 6 SB p130

1 **2** shouldn't go **3** should use **4** shouldn't stay
5 should go **6** shouldn't wear

2 **2** must wear **3** must look **4** mustn't go **5** must take

3 **2** are; hurts **3** they swim; they'll be
4 will have; ride **5** he sees; he'll

Unit 7 SB p131

1 **2** I've forgotten my password.
3 My brother hasn't made his bed this morning.
4 I think I've broken my ankle.

2 **2** might **3** will **4** may **5** may not

3 **2** to change **3** to read **4** to speak **5** to take
6 to show

Unit 8 SB p132

1 **2** never been **3** Have; haven't **4** ever; has
5 ever tried; hasn't **6** never tried

2 **2** herself **3** myself **4** themselves **5** ourselves
6 himself

3 **2** every- **3** any- **4** no

4 **2** nothing **3** everywhere **4** anywhere

Unit 9 SB p133

1 **2** isn't going to work **3** 'm going to tidy
4 Are; going to help **5** is going to show
6 isn't going to go

2 **2** are going to **3** will **4** will **5** 'll

3 **2** I'm meeting; P **3** starts; S **4** is having; P

4 **2** 's playing **3** are; doing **4** doesn't finish
5 Does; start **6** open **7** doesn't begin
8 's bringing **9** Are; meeting **10** leaves

Student's Book Audioscripts

Starter Unit

S.01

chat online
download songs
go shopping
go for a bike ride
hang out with friends
listen to music
make cakes, make videos
play an instrument
read books, read magazines
take photos
write a blog

S.02

1 [sound effect of a musical instrument]

2 **A** Ready? Say cheese!
B Cheeeeese!

3 **A** Alfie … Alfie …
B Sorry! I can't hear you. Hang on a minute.

4 **A** OK, are we ready?
B Yes, we are! Let's go!

5 **A** Let's go to the sports shop now.
B Good idea. We can look at the trainers.

6 This is my favourite recipe: chocolate and mango muffins. They're delicious! Now, let's see. What's next?

7 This is a film one. There are a lot of reviews and interviews in it. I buy it every week. But I also get a sports one that comes out every month.

S.03

1 gymnastics
2 rugby
3 sailing
4 athletics
5 swimming
6 basketball
7 table tennis
8 hockey

Not in the pictures: volleyball, windsurfing

S.05

I like my new school. I don't know all the students in my class yet, but I sit next to a boy called Jorge in my English class. He's sports mad. He plays basketball every day. On some days he doesn't have lunch – he's on the basketball court! Do you get a lot of homework? Our teachers give us lots! I don't do it at home – I go to homework club on Wednesdays. Some of the older students help us. They're nice. After homework club, I don't get home until about 6.30 pm. I listen to music and relax before dinner.

S.06

1 tablet
2 headphones
3 money
4 bus pass
5 portable charger
6 keys
7 phone
8 passport
9 camera
10 laptop

S.07

Alex Hi there. Is this the coding club?

Emine Sorry. This is photography club in here. I'm Emine, by the way.

Alex Hi, I'm Alex.

Emine Are you new here?

Alex Yes, I am, but I'm lost. I haven't got a plan of the school.

Emine Don't worry! I love helping people. Do you want to come to photography club? Look … we've got two new cameras this term. I hate using my phone for photos, but these cameras are really cool.

Alex No, thanks. I want the coding club. I don't like taking photos.

Emine Oh, that's a shame.

Alex Do *you* like taking photos?

Emine I love it, so this is the club for me. Right … coding club … let me see … Ah, there's Libby. She goes to coding club every week. Libby! Libby, this is Alex. He's new here. Alex, meet Libby.

Alex Hi.

Emine Right, Libby. Alex wants to go to coding club.

Libby No problem. Follow me. So, have you got your own laptop?

Alex Eh … no … I haven't, but I've got a tablet and a portable charger for it. Is that any good?

Libby Don't worry! You don't need a laptop or a tablet. They've got loads of laptops there. You can borrow one.

Alex So, what's the teacher like?

Libby Mr Adams? He's great. He sometimes thinks he's Bill Gates and he loves telling stories.

Alex Have you got your own computer?

Libby Yes, I have. I like writing computer programs for it.

Alex Wow! That's cool.

Libby Yes, it is, but I'm quite busy and I haven't got much free time. I want to write more! I don't mind helping you write some programs.

Alex Really? Thanks, Libby. What's the club like?

Libby It's fun! Right, here we are …

5.08 We've got a new student in our class. Her name's Paola. What have we got in common? A lot!

She's got brown hair and blue eyes – just like me!

Has she got any brothers and sisters? Yes, she has. She's got two annoying little sisters, just like me. She hasn't got any brothers.

We've got the same trainers, phones and headphones! We both love playing table tennis.

We haven't got any classes today because it's a holiday. I've got Paola's phone number, and I hope she's free to practise table tennis with me this afternoon.

Unit 1

1.01 **1** soap opera **2** drama **3** chat show **4** reality show **5** documentary **6** cartoon **7** on-demand series **8** game show

Not in the photos: comedy, cookery show, sports show, the news

1.02 **1** **A** So, what do you think of *Laugh a Minute*?
B I love it! I can't stop laughing. Look …

2 Oh, I hope she can win the money but I'm not sure she can do it … Oh, come on! …

3 **A** So, have you watched the latest episode yet?
B No, not yet.
A Oh … well, guess what happens. I can tell you. It's so exciting!
B No, be quiet. Don't tell me now. I want to watch it tonight.
A OK, well be prepared for a surprise … a BIG surprise.

4 **A** OK, so what's happening now? Can you explain?
B Well, Tito is meeting Rita but Nacho doesn't know. Nacho isn't happy with Tito so they aren't speaking to each other and …
A OK, OK, stop! I think I get it now.

5 **A** Oh no … now those bugs are moving all over him. No! Now he's eating them … that's disgusting!
B I bet they taste delicious with some salt!

6 **A** So, do you like that show?
B No way! That's for little kids.
A True, but it's really funny and it makes me laugh.

1.05 **1** They are listening to music.
2 She's reading a blog.
3 He is skiing in France.
4 You're watching TV.
5 It is eating.

1.06 **Rosa** What are you doing right now, Toni?
Toni I'm talking to you.
Rosa Ha, ha. Very funny! Are you revising for the maths test?
Toni No, I'm watching a chat show. Why are you ringing me?
Rosa Well, this maths homework is giving me problems. If you aren't doing anything important, can you help me?
Toni Sorry, Rosa. I can't talk now. They're interviewing Ed Sheeran. I'll call you back, OK? Bye.
Rosa Great. Thanks a lot, Toni.

1.07 **1** set **2** lights **3** actor **4** camera **5** sound engineer **6** make-up artist **7** camera operator **8** script **9** costume **10** director

1.08 **Claudia** Well, it's Friday and as regular listeners know, every Friday we have Felix Talbot with us to tell us all about the best films of the week. Felix, hi.
Felix Hi, Claudia.
Claudia So, Felix, what's this week's film?
Felix So, this week's film is all about a little girl who has a big adventure in the jungle.
Claudia Ah, OK, so are we talking about a film called 'Cecilia'?
Felix Yes, we are. You guessed!
Claudia Well, everyone's talking about Cecilia at the moment. Some people love it and some people hate it. What about you?
Felix I love it! It's a brilliant film and the actors are just amazing.
Claudia There are only two people in the film, right?
Felix Yes, that's right. Artemis Goulding plays Cecilia and Marianna Kelp plays Adriana, Cecilia's mum. They're both brilliant, and the script is really good. It's an adventure story, but the script is also very funny.
Claudia Where does this story happen?

Felix In Brazil and the film set is the rainforest, I mean the real rainforest! It's amazing. So, Cecilia is a twelve-year-old girl and her mum is a scientist. Her mum is studying insects and Cecilia is travelling with her. Cecilia isn't working, of course. For her, it's just an adventure. Anyway, early one morning, Cecilia's mum is sleeping in their tent and Cecilia gets up quietly and goes for a walk in the jungle. And her adventure begins!

Claudia Hmm … interesting! But it's very long, isn't it?

Felix Yes, the film is two hours long, but it moves fast. Exciting things are happing all the way through. It's not boring at all.

Claudia OK, sounds good! And who's the director?

Felix Oh, the director is one of my favourites – Ines Martin. I love her films and this is one of her best. It looks beautiful, it's exciting and it's funny.

1.09 Media studies is my favourite subject at school. This week, we are studying the history of film. We are learning all about talkies, CGI and lots more! I don't know much about it. It takes a long time and a lot of people to make a film. My brother is watching his favourite comedy with my mum and dad. They all love it and they always laugh a lot. What are you doing at school this week?

1.10 **Eva** What are you doing?

Alex I'm watching the second episode of this new comedy series.

Eva But it's lunchtime.

Alex I'm not having lunch today. Lunch can wait.

Eva So what do you think of the show?

Alex I love it! Do you like comedies?

Eva No, I don't. I'm not really into them. I prefer watching documentaries and dramas.

Alex Everyone's watching this one. It's really cool! Why don't you watch it with me?

Eva I'm not sure.

Alex I think you'll really like it.

Eva OK. Let's see.

Alex Well? What do you think of it?

Eva Actually, it's not bad!

Unit 2

2.01 **1** dry, hot and sunny **2** cold and snowy
3 cloudy and windy **4** foggy **5** rainy and wet

The words not in the photos are: icy, stormy and warm.

2.05 Bessie Coleman was an amazing woman and a very important person in the history of flight. She was born in 1892 in Texas. Her family weren't rich. They worked on a farm. But Bessie had big dreams. She wanted to be a pilot. That wasn't possible in America at that time. Most schools didn't let women learn to fly. But did that stop Bessie? No! Instead, she learned French and went to a flight school in Paris. In 1921 she because the first African American woman to have a pilot's licence. She didn't stay in France. She returned to America and became famous for her dangerous flying tricks. They called her 'Brave Bessie.' And she certainly was!

2.06

1 fork	**6** comb	**11** hairbrush
2 scissors	**7** mirror	**12** spoon
3 knife	**8** plate	**13** lamp
4 blanket	**9** bowl	**14** cup
5 toothbrush	**10** pillow	

2.07 **1** [Sound of a person brushing his or her teeth.]

2 Be careful. Try to cut the paper neatly.

3 Stop it! Hey! Ouch …

4 **A** Stand still, please.

B Ow! That hurts.

5 Mmmm. That's nice soup.

6 [Sound of someone chopping vegetables.]

2.08 **Presenter** Good afternoon and welcome to *The History Hour*. Last week, there was an exhibition in Copenhagen about a special teenager, and I went along to find out more from Ingrid Noren – a Danish historian. Wow! So here she is.

Ingrid Yes. This is the Egtved Girl – she's 3,000 years old! Archaeologists found her body in 1921 in Egtved, a small village in southern Denmark.

Presenter What's special about her?

Ingrid Before we found her, there wasn't really any information about clothes that people wore at that time.

Presenter Really? What did you learn about her?

Ingrid We know she was between 16 and 18 years old and she died in 1370 BC. And we know she died in the summer because there were some summer flowers with her body.

Presenter Aaah! Were there any other things from the Bronze Age with her body?

Ingrid Yes, there were. There was a blanket, a comb, a belt, some jewellery and a cup.

Presenter Why did she have those things?

Ingrid We're not sure – we're working on that.

Presenter I can imagine. So, what about her clothes?

Ingrid Until we found the Egtved girl, there weren't any Bronze Age clothes to examine and we didn't know much about Bronze Age fashion! When scientists examined her skirt and top, they discovered the wool didn't come from Danish sheep – there weren't any sheep in Denmark with that type of wool.

Presenter Was she Danish?

Ingrid No, she wasn't. She probably came from southern Germany – about 800 km from Egtved.

Presenter Wow! That's a long way from home. Why was she in Denmark?

Ingrid At that time, people travelled a lot, and there were a lot of people in northern Europe from different countries. Germany and Denmark were two very powerful countries, so we think she was there to marry.

Presenter Well Ingrid, it was fascinating to talk to you today, now I'd like to …

2.09 **1** There were some humans in Africa 250,000 years ago. But they started to leave Africa in small groups about 120,000 years ago.

2 There wasn't an alphabet with letters in Aztec times. But there was an alphabet – it had pictures instead of letters. Amazing!

3 There were some university courses for students in Oxford in 1095.

The courses were expensive so they were mainly for rich people.

4 There weren't any forks for eating food in ancient Greece. People used knives, spoons and their hands! The first fork probably appeared in the eighth or ninth century in rich homes in Persia.

5 There was a famous Roman cook called Apicius. He wrote one of the first recipe books in the first century AD. You can still make his recipes today!

2.10 **Carla** Hi, Andy. How was your weekend?

Andy It was OK, thanks.

Carla What did you do?

Andy I went to Wales for my grandad's 70th birthday.

Carla Cool! What was the weather like?

Andy It was cold, wet and windy.

Carla That's a shame. Where did you stay?

Andy We stayed in a cottage

Carla What was it like?

Andy Well, there wasn't any wi-fi and there were loads of noisy sheep outside.

Carla Really?

Andy Yes, really. In Wales there are about three million people and nearly ten million sheep.

Carla Wow. You learn something new every day!

Andy What about you? What did you do?

Carla Nothing much. I watched TV and made some cakes.

Andy Sounds good!

Unit 3

3.01 **1** He isn't bored. He's angry.

2 He isn't embarrassed. He's tired.

3 She isn't worried. She's surprised.

4 He isn't tired. He's lonely.

5 He isn't afraid. He's upset.

6 They aren't excited. They're nervous.

3.05 One day, a hare was telling the other animals how fast he could run. At that moment, a tortoise was walking past. He heard the hare and he offered to race him.

The race began. At first, the hare was running very fast and the tortoise was going very slowly. The hare was soon near the end of the race. The other animals weren't watching, so he decided to stop for a rest. He soon fell asleep. The tortoise continued to walk slowly while the hare was sleeping. Just as the tortoise was finishing the race, the hare woke up. The other animals were shouting loudly – the tortoise was the winner!

The moral of the story is: don't be too sure that something is easy. Sometimes things are more difficult than you think.

3.06

1 down	**5** into	**9** up
2 out of	**6** under	**10** through
3 over	**7** off	**11** along
4 between	**8** past	**12** across

3.07

1 Be careful! Don't fall down the stairs.

2 Who is that coming out of Bruno's house? Is it Carla?

3 Let's jump into the water together! Are you ready?

4 Don't cross the road between those cars. It's dangerous.

5 Why don't we swim across the lake to the other side? It isn't far.

6 Laura walked past me without saying hello.

3.08

Presenter Good evening and welcome to this week's edition of *What's Your Story?* Today is *Local Heroes' Day*, so we want you to call us and share your stories. Have you got a story about a local hero? What did they do? So, first let's talk to Melissa. Hi there!

Melissa Hi.

Presenter So, Melissa, what's your story?

Melissa It's not my story because it didn't happen to me, but I read about it and I think it's great. A man saved a boy's life on his wedding day in a park near my house.

Presenter No way! What were the bride and groom doing in a park?

Melissa Well, a photographer was taking photos of Clayton and Brittany Cook after their wedding. While the photographer was preparing his camera, Clayton noticed three children, two boys and a girl, behind them.

Presenter What were the children doing?

Melissa They were playing in the park, but they were bored. Clayton was watching them because they were standing close to the lake.

Presenter Uh-oh … What happened next?

Melissa Well, while the photographer was taking photos of Brittany on her own, one of the children pushed another one into the water. There was a loud splash! The children were shouting because one of the boys was in the lake. When Clayton saw the boy, it was obvious that he couldn't swim and was having problems.

Presenter What did Clayton do?

Melissa He immediately jumped into the water and pulled the boy out. The boy was upset, but he was OK.

Presenter Thank heavens! And was Clayton wearing his wedding clothes when he jumped into the water?

Melissa Yes, he was. They got very wet!

Presenter I'm sure he didn't mind. What an amazing story, and what a hero Clayton was! A real-life superman! Thanks for sharing. Now, next …

3.09

David Guess what happened yesterday?

Laura No idea.

David Well, it didn't happen to me, it happened to Adrian.

Laura Go on.

David He was at the new shopping centre.

Laura You're kidding! What was he doing in a shopping centre? He hates shopping.

David He was looking for new trainers.

Laura Really?

David Yes, really. Now please stop interrupting. While he was looking at the trainers, someone bumped into him.

Laura Who was it?

David It was Bukayo Saka!

Laura No way! That's amazing!

David I know.

Laura Did he take a photo?

David No, he didn't. He was too embarrassed. Can you believe it?

Laura What a great story!

Unit 4

4.01

borrow	cost	lend	pay	sell
change	earn	owe	save	spend

4.02

1 OK, so that's £14.40 in total. Just let me get the card machine. OK, that's ready for you now … put your card here …

2 **A** Dad, I haven't got enough money to go to the cinema with Jack later. Have you got £5?

B Yes, I have. You can have it, but I want it back at the weekend.

A Of course!

3 **A** Wow! Look at those trainers. They're really cool and they aren't very expensive. Why don't you get them?

B No, I can't. I want to have enough money for my trip to Greece in the summer.

4 **A** Hi, can I help you?

B Yes, I've got some American dollars, but I need Polish zloty.

A Sure, let's just see how much you can get today …

5 Come on! Delicious fresh fruit, it's a bargain! We've got apples, bananas, pears, pineapples … go on, you know you want to …

4.04

1 vet
2 lawyer
3 firefighter
4 refuse collector
5 charity worker
6 nurse
7 police officer
8 surgeon

Not in the photos: carer, lifeguard,paramedic, volunteer

4.07

1 I don't work now – I'm retired – so I've got enough time to do something useful. You're never too old to help in a place like this. Charity shops are a great place to find amazing things that people don't want any more. I think we've all got too many clothes and books. The best thing: All the things we sell here help other people. The worst thing: Sometimes the shop is very quiet and it's a bit boring.

2 I love my job, but I think I spend too much time at work. Some days I'm too busy to have lunch … but lots of people have got too much work – that's normal. The best thing: Watching the owners' faces when their pets are better. It's just magic! I love it. The worst thing: I often have to work at weekends. Luckily my family doesn't mind!

3 I'm 15. I didn't have enough money to buy things, so I decided to get a job to earn some! I work at the sports centre. I don't spend too much time there, so I still have a lot of time to see friends and study. The best thing: I've got the skills to save someone's life, and I can save money to buy things I need. The worst thing: When there are too many people and they're all screaming and shouting. Sometimes it's too noisy for me.

4 I'm not a doctor or a nurse, but sometimes people think I am. Sometimes I drive an ambulance and I wear a special uniform. This is only my second week in the job. In my old job, the hours were too long and I was bored. This job is never too quiet. The best thing: Every day is different! The worst thing: There's too much paperwork, and some days I feel like there aren't enough hours in the day!

4.08

I'm too young to have a full-time job, but every Saturday I'm a volunteer with a local vet. I cycle there because it isn't too far from my house. I help the receptionist when she hasn't got enough time to do everything. Last week, there were too many people in the waiting room – we didn't have enough chairs for them to sit on! Sometimes it gets too noisy for me, especially when there are too many animals and there isn't enough space in the waiting room. The best thing: I love animals and I can spend all day with them! The worst thing: Sometimes there's too much information for me and I don't understand it all.

4.09

Billy Hey, Rita. What's up? You look a bit worried.

Rita I am. Could you do me a favour?

Billy It depends. What do you need?

Rita Would you mind lending me ten pounds?

Billy Ah. I'm sorry, I can't. I spent too much money at the weekend.

Rita OK, no worries. What about you, Greg?

Greg Maybe. What's it for?

Rita I want to buy a bag for Maisie's birthday. There's a really cute one that I want to get her, but I haven't got enough money.

Greg When's her birthday?

Rita Yesterday! Please, Greg.

Greg Sure, since you asked so nicely. There you are.

Rita Thanks, Greg. You're the best! I owe you one.

Greg Actually, you owe me ten!

Unit 5

5.01

1 ceiling
2 cupboard
3 fridge
4 sink
5 floor
6 shelves
7 wardrobe
8 desk
9 chest of drawers
10 picture
11 bookcase
12 armchair
13 carpet

5.02

1 This is a bright, sunny room and my sister and I spend a lot of time here. My sister sleeps above me. We have a big chest of drawers and a big wardrobe for our clothes, which we share.

2 This was a nice room. It had a lovely wooden ceiling and a big mirror on the wall. There was a nice big bath, but the sink was tiny and the toilet didn't work very well. So we built a new one!

3 I've got a lot of pictures of my family on the wall, and there's a nice warm carpet on the floor. I've got a large wooden desk and lots of shelves with books and papers. I work from home, so I spend lots of time in this room.

4 This room is quite small, but all my family like spending time in here. There isn't a table or chairs, but there's a new fridge – it's really tall. And there are lots of cupboards. Above the sink, there's a window with a view of the garden.

5.04 Kids' toys aren't cheap these days, but not many toys are as expensive as Astolat Dollhouse Castle. It's an American doll's house – but it isn't an ordinary one. It's as tall as a small Christmas tree and as heavy as a horse. The castle was the idea of an American artist, Elaine Diehl, and it took her 13 years to build. Of course, it isn't really a toy. It's a work of art, and it's perfect enough to be in a museum. The furniture is small enough to fit in your hand, and it's as beautiful as the furniture in a real palace. The tiny sofas and beds are as soft as the real things. The books on the shelves aren't large enough to read, but they have real pages. One thing that isn't small is the price – over $8 million! Are you rich enough to buy it?

5.05
1 do the ironing
2 do the washing
3 load the dishwasher
4 do the washing-up
5 make your bed
6 clean the kitchen
7 vacuum the carpet
8 tidy up the living room
9 empty the washing machine

5.06 Hi, kids. I'm working all day today. Can you please help with some things around the house while I'm out?

Ollie, please clean the kitchen and load the dishwasher with the plates and cups from breakfast. Can you also tidy up the living room, please, and vacuum the carpet?

Mia, tidy up your bedroom and make your bed. Then can you please do the ironing for me? The clothes are still in the washing machine, so empty that first.

Thanks, kids. I'll see you this evening.

Love, Dad

5.07 **Presenter** Yesterday, I read that only half of British children help at home with household chores. Can this be true? Do British children have to help at home? To find out, I asked some teenagers in Manchester.

Hello. We're doing a survey about how much teenagers help at home. Can we ask you a few questions?

Cindy Sure.

Presenter Thanks. What's your name, by the way?

Cindy I'm Cindy.

Presenter OK, Cindy. So, do you help out with household chores?

Cindy Er … yes, I do, but not much. I have to help in the kitchen, for example.

Presenter Cooking?

Cindy No, I can't cook! I have to clean the kitchen after dinner, that's all.

Presenter And do you have to do the washing-up?

Cindy Yes, but I don't have to load the dishwasher because we haven't got one.

Presenter Hi there. What are your names, and do you have to help much at home?

Kim Hi, I'm Kim and this is my sister, Maisie. Well, we don't have to help on school days because we have to do a lot of homework for school and also I have to practise the piano. But on Saturday morning we help with the housework. I do quite a lot, actually.

Presenter Really?

Kim Yeah! For example, I have to vacuum the living room. I hate that!

Presenter Hello, what's your name?

Tim I'm Tim, and this is my little brother, Liam.

Presenter And does Liam have to help your parents at home?

Tim Well, Liam doesn't have to do much. He's only five, you see. He has to tidy his room and make his bed, but that's all.

Presenter What about you, Tim?

Tim Yes, I have to do some other chores around the house, but it isn't a problem. I quite like it.

Presenter Have you got a favourite job?

Tim Well, yes. I prefer doing the ironing because you don't have to move around. So I can listen to music or watch TV at the same Time. Yeah, ironing is cool!

5.10 Do you have to help with the housework? Do you have to tidy your bedroom or clean the kitchen? 13-year-old Martha Pinter and her nine-year-old brother, Ben, have to do more than most young people of their age. They live on a farm in Queensland, Australia, and all the family have to share the work. Martha has to get up early to milk the

cows. In spring, she also has to look after the new lambs – that's her favourite job. Ben has to collect the hens' eggs before breakfast. However, Martha and Ben don't have to catch the bus to school every day. There isn't a school near their farm, so they have to have all their lessons at home.

5.11 **Oscar** Hey, Nina. Look at this photo – it's Liam's bedroom in his new house.

Nina Oh! It looks big enough for two people. Does he have to share it?

Oscar No, it's all his. Actually, it isn't as big as it looks. There's a large mirror in the background, so it looks bigger.

Nina Oh yes, I see. What's that thing on the wall?

Oscar It's a clock. What do you think of the colour of the walls?

Nina Hmm. I'm not convinced.

Oscar Really? I think it looks awesome! I don't think much of those curtains, though.

Nina Me neither. And what's that at the bottom? Is it a carpet?

Oscar Yes, I think so. I quite like it. And I love those pictures on the left.

Nina Me too. They look great.

Unit 6

6.01

1 cut your finger
2 slip
3 be stung by a bee
4 be bitten by a mosquito
5 hit your head
6 burn your hand
7 scratch your arm
8 break your leg
9 trip over a chair
10 fall off your horse
11 sprain your ankle
12 bruise your leg

6.02

1 [Sound of a bee buzzing.]
2 [Sound of someone riding a bike.]
3 [Sound of a cat meowing and then someone calling out before hitting the ground.]
4 [Sound of ice skates moving on ice, then someone slipping over.]
5 [Sound of a match striking.]

6.07 Hi, everyone. Now the spring term is here, I think you should all think about walking or cycling to school if you can. Cycling is fun and healthy, but you must be careful. For example, you shouldn't ride when the weather is bad, and you must wear a helmet. That's extremely important. However, you also mustn't forget that there are rules on the road for cyclists and you must learn these rules. The school website has some good advice, such as which clothes you should wear to cycle, and I think all cyclists should read it carefully. One more thing: we need to know which students are cycling to school, so you must tell Mrs Jones if you plan to cycle. That's a school rule, so you mustn't forget!

6.08

1 forehead
2 cheek
3 teeth
4 chin
5 neck
6 shoulder
7 chest
8 wrist
9 elbow
10 knee
11 heel
12 toe

6.09 **Presenter** Hi and welcome back. Today we are talking about Dangerous animals. A lot of Dangerous animals live near or in the water, so you should always be careful when you're near the sea or a river or a lake. Today we're going to talk about crocodiles! OK, you won't see any crocodiles if you're on holiday in Spain. But Australia is different. That's Dangerous crocodile country. Photographer, Pam Krommer, works in Queensland and knows a lot about crocodiles. Welcome, Pam.

Pam Hello, Steve.

Presenter So, Pam. How often do crocodiles hurt people?

Pam Well, it happens, but not very often. There are usually fewer than three crocodile attacks per year in Australia. If you swim in safe places, you won't be in any Danger from crocodiles. But you mustn't swim if there are warning signs.

Presenter And when a crocodile gets you, that's the end, right?

Pam Not always. For example, a few years ago, a man called Jamie Verdi was fishing in Queensland and suddenly a crocodile appeared and grabbed his leg in its mouth.

Presenter That's scary. All of his leg?

Pam As far as his knee.

Presenter So what did Jamie do?

Pam Well, he used his hands to hold onto a tree, but crocodiles are very strong. After a few minutes, the crocodile pulled Jamie into the water, right up to his neck.

Presenter And if that happens, you're in trouble!

Pam Oh yes! But Jamie knew this: a croc sometimes opens its mouth if you hit it in the eye. It's your only chance, and it might not work, but you have to try it. So he hit the croc in the eye, it opened its mouth and it swam away. The crocodile's teeth hurt Jamie's leg and it also bit his arm badly, but he was alive!

Presenter Wow – what a story!

6.10 So you're going to visit Queensland. Great idea! If you like beaches and forests, you'll love Port Douglas. It's amazing. It usually takes about an hour to get there if you get a bus from the airport. Buses are quite frequent, so if you miss one, you won't have a long wait. Of course, if you don't mind spending more money, there are always taxis at the airport, too! If you visit Four Mile Beach, you'll have a great time surfing. But be careful! If you don't see anyone else in the water, it probably means there are sharks or jellyfish in the sea! Have fun and take care!

6.11 **Dan** Awesome mountain bike, Hayley.

Hayley Thanks, Dan.

Dan I'd like to get one, too. Do you think I should buy one online?

Hayley Not really. Some online shops aren't very reliable. Their bikes aren't very safe. Anyway, make sure you don't buy one without trying it first. Why don't you try The Bike Shack in town? They're really good.

Dan OK. I'll give them a go.

Hayley And you should definitely buy a good helmet, too. You can really hurt yourself if you fall off, so you mustn't ride without one.

Dan Good idea. I think I should find some buddies to ride with, too. What do you think?

Hayley Sure. How about joining my bike club? We go out every weekend.

Dan Yeah! Nice one, Hayley. I'll do that.

Unit 7

7.01

1 upload	**5** chip	**9** message
2 download	**6** device	**10** software
3 screen	**7** video chat	**11** emoji
4 app	**8** social media	

7.02 **1** My phone fell out of my pocket this morning and the screen broke.

2 I can't do a video chat with you right now. I haven't got a camera on my laptop.

3 Most of my friends upload photos to social media sites like Instagram.

4 Look at this app – it's great for practising new English words. Why don't you download it too?

7.08 **Jack** What's wrong, Kim?

Kim I've lost my phone. Do you know where it is?

Jack No, I don't. I haven't heard it ring, either. Perhaps it's in your coat pocket?

Kim I've looked in all my pockets. It's not there.

Jack Perhaps you've left it in Mum's car.

Kim No, I don't think so. I used it this afternoon, but I can't remember where I left it.

Jack Maybe Mum's put it somewhere.

Kim No, I've asked her and she says she hasn't seen it. Jack, can you call me?

Jack I think so. I haven't charged my phone, but I think it's got enough power left. Hang on … OK, I'm calling you …

Kim Here, look! I've found it. It was in my bag all the time.

7.09

1 go on foot	**4** catch a plane, get a plane, take a plane	**5** get out of a car
2 get on a train		**6** get into a taxi
3 go by tram		**7** get off a bus

7.10 **Jim** Welcome to *The Science Show*. Today's programme is all about the future of transport and with me in the studio is Professor Annie Walker from the University of Newcastle. Hello, Annie.

Annie Hello, Jim.

Jim Annie, a lot of us catch a bus to go to work, but our journeys take hours because of the traffic. To solve the problem, some people think we should invent flying cars. Should we?

Annie No, I don't think so, Jim. Believe it or not, the first flying cars do actually exist. But you can't just get in your car and fly away. They need a runway to take off.

Jim So in your view, we won't see a lot of flying cars in the sky soon?

Annie No. Also, it won't be very safe if everyone is flying around in their own car.

Jim OK. So what about jetpacks? Scientists haven't created those for us yet, but perhaps we might not need to wait much longer.

Annie In my opinion, that won't ever happen, Jim. You see, it takes a lot of energy to lift a person off the ground, and the rockets on your back will be very heavy. I don't think we'll be able to stay in the air for more than a few minutes.

Jim So we may have them one day just for fun, but they may not be useful for getting to work.

Annie No, you won't take a jetpack to work, I'm afraid.

Jim Well, I think the future sounds quite disappointing, Annie. What's the good news?

Annie The good news is the hyperloop. It's a completely new kind of transport and in my opinion, it will really change our lives.

Jim What is it?

Annie It's similar to the underground in London, but much, much faster. The trains don't have wheels. Instead they travel on something that is similar to skis, on a cushion of air. In a hyperloop, trains can travel at more than a thousand kilometres per hour.

Jim That's amazing. But is this just science fiction?

Annie No, scientists have made a lot of progress. I think we might see hyperloops between big cities in the next twenty years.

Jim I can't wait! Professor Walker, many thanks.

7.11 What will transport be like in the future? I think some things will change, but some things won't change. For example, I'm sure we'll have cars in the future, but they might be less noisy and dirty than they are now. But I also think every family will have a flying car. That will be fun. I'm not so sure about jetpacks, though. We might have jetpacks just for fun, but they won't be useful for most people. I mean, children won't go to school with a jet pack. I think there will be hyperloops, but I don't think everyone will travel on them. Some people might not want to travel on a hyperloop. They may be too scared. But I'll want to. I'm sure of that!

7.12 **Tom** So, Dad, before you start, switch the camera to record mode. Have you done that?

Dad Like this?

Tom Yes, that's right. It needs to be on record mode to film a video. Now, look at this little screen.

Dad I can't see anything.

Tom Ah. Remember to check that your hand isn't in front of the camera!

Dad Is this better?

Tom Not quite. Look, you need to keep your fingers here. That's it. Now, do you see this button?

Dad This one?

Tom No, not that one. This one here. It's really important that it's turned on if you want to record sound. Oh, and make sure that the light is red. That means you're recording. Got that?

Dad Yes, I think so. Thanks, Tom!

Unit 8

8.01
1 surgeon
2 scientist
3 composer
4 writer
5 mathematician
6 athlete
7 businesswoman
8 inventor

8.02
1 Olympic athletes like javelin and discus throwers have incredible strength.

2 The scientist Albert Einstein was famous for his great intelligence.

3 At just four years old, Mozart showed a lot of skill as a composer.

4 Jenny Han's creativity as a writer made her famous around the world.

5 Ada Lovelace was an English mathematician. Her talent for maths helped to make the modern computer possible.

6 The inventor Thomas Edison worked with a lot of determination over many years to make his light bulb work.

8.06 **Paul** How far have you cycled, Maya?

Maya I've ridden 10,000 miles so far. I've got another 8,000 to go!

Paul How many countries have you crossed?

Maya I've been through three continents so far, and I've visited 12 countries.

Paul Have you had any funny experiences along the way?

Maya Well, an emu chased me in the Australian outback. I've never experienced that before!

Paul No, not many people have! And how has your bicycle been?

Maya It hasn't had any problems at all. It's a great bike.

Paul So how much money have you made?

Maya I haven't reached my target, but I've made £30,000 so far.

Paul That's amazing! Good luck with the rest of your journey.

8.07

carry on	look up to	take part in
come up with	set off	work out
give up	set up	
keep up with	show off	

8.08 Ann Makosinski is a brilliant young inventor and she's someone I really look up to. When I think about myself in five or ten years from now, I hope I will be as successful as she is. Ann's dad is Polish and her mum is Filipino, but she's Canadian and grew up in Victoria. Today she's a 20-year-old university student, but she came up with her first invention when she was only 15. Her idea was a torch that uses the heat from your hand for energy instead of batteries. The torch switches itself on when you hold it, and it switches itself off when you put it down. It doesn't need a battery, so it can carry on working for years and never runs out of energy. It's really simple, but also really clever.

How did Ann come up with this idea? Well, she's got a friend who lives in the Philippines. This friend was having problems doing her homework because she didn't have electricity at home and she couldn't afford batteries for her torch. So Ann looked into ways of making a torch that uses human body heat for power. She taught herself all the science behind the idea and worked out how to build it. Soon she had a working prototype and she decided to take part in an international science competition called the Google Science Fair. She won first prize, worth $25,000!

This great achievement has changed her life. She's been on TV and in newspapers around the world. She's also come up with another invention. She calls it the E-Drink, and it's a mug that uses the heat from your coffee to charge your phone. It's simple, clever and kind to the environment. It's amazing that no one has thought of these ideas before. And that's why I look up to her so much. But can anyone be like Ann Makosinski? Yes, if we believe in ourselves, everything is possible. However, you can't achieve anything without hard work.

8.09

1 I surprised myself when I did so well in my exams.

2 John and I introduced ourselves to the new neighbours.

3 Jane, make sure that you look after yourself while I'm away.

4 Mike has taught himself Spanish and French.

5 You and Vicky should make yourselves some sandwiches for lunch.

6 Stan and Ollie prepared themselves well for the match.

8.10 **Young chess player breaks record**

Iranian-French chess player Alireza Firouzja is the youngest player to have reached a rating of 2800 when he was only 18 years old. No one so young has achieved this before. Chess is something Alireza's older brother is crazy about too, but he didn't learn everything he knows about chess from his brother. Alireza has played chess almost everywhere and has visited a lot of countries. Everyone has a dream, and Alireza's achievement shows that nothing is impossible if you want it enough.

8.11

Jo So, Angie, why do you want a place on our training scheme?

Angie Well, I'm passionate about food. I've taught myself a lot about it, but the training will give me the chance to learn new skills.

Jo So have you ever worked in a kitchen?

Angie Yes, I've had plenty of experience of working in a restaurant. My grandparents run a restaurant, and I help them at weekends.

Jo Oh really? And what skills have you developed?

Angie I've learned the basics of cooking. But the main thing is, I've learned how to be a good team player.

Jo That's interesting. Tell me more.

Angie Well, I also help the waiting staff, you see. We take orders from customers and that sort of thing.

Unit 9

9.01

1 classical	**6** folk	**11** microphone
2 jazz	**7** trumpet	**12** bass
3 reggae	**8** saxophone	**13** violin
4 hip-hop	**9** drums	**14** guitar
5 rock	**10** keyboard	

9.02

folk	rock	jazz	bass	drums
hip-hop	reggae	keyboard	trumpet	guitar
classical	microphone	saxophone	violin	

9.04

Ava Hi, Josh. Are you going to go out tomorrow evening?

Josh No, I'm not in the mood. I'm going to stay at home and watch TV instead. What about you?

Ava Yeah. Dr Jay is at the Waterside. I'm not going to miss that.

Josh Wow! Really?

Ava Yeah, really. I'm going to buy my ticket this morning.

Josh Hmm. Sounds interesting. Is Aneta going to join you?

Ava Aneta? She's not going to come. She can't stand Dr Jay. Why don't you come?

Josh OK, you've convinced me. But how are we going to get there? We're not going to walk, are we?

Ava My dad is going to give us a lift.

9.05

1 ballroom dancing
2 swing
3 tap dancing
4 country dancing
5 ballet dancing
6 modern dance
7 breakdance
8 salsa dancing
9 zumba
10 disco dancing

9.06

Imogen OK, everyone, so the dance show is this Friday night. You all know that, don't you?

Adam Yes, we know that.

Imogen Good. So we've only got a few days to get ready.

Jack What time does the show start, Imogen?

Imogen It begins at seven thirty. The teachers are having a meeting at five o'clock. That finishes at six, and our show begins at seven thirty. Everyone is performing in the sports hall.

Marta How many different dance groups are performing?

Adam I think there are six groups. Ballroom, breakdance, modern dance, tap dance, salsa … What's the last one?

Jack Irish dancing!

Adam Ah yes, that's right.

Imogen Great! Now, the doors open to let the audience in at seven o'clock, so we need all the seats ready before then. Marta, can you put out the seats?

Marta Sure, I'm not doing anything on Friday afternoon. I can come in early and put the seats out.

Imogen That's great, thanks, Marta.

Marta Is anyone recording the show?

Imogen Oh, yes, good point. Are you recording the show, Adam?

Adam No, I'm not good with cameras. You're doing that, aren't you, Jack?

Jack Yep, that's me. I'm going to borrow my sister's video camera. She's got a really good one.

Imogen Great. Now, what else? Oh, the music. Adam, you're organising that, right?

Adam Yes. I haven't started yet. I'm going to download all the tracks for the different groups tonight. It won't take me long.

Imogen Good. Thanks, Adam. So, that's almost everything, isn't it? No, wait! What about programmes? Who's writing the programme? I've forgotten.

Adam You are!

Imogen I am? Oh, yes. *I'm* writing the programme!

9.08

Thank you, Oxford! You were a fabulous audience last night! We're returning in September, so I hope we'll see some of you again. Later today we're leaving for Edinburgh. We're performing a new play there, called *The Bell*, and I'm playing a girl who has the power to see the future. Hey, Edinburgh! If you're not doing anything on Friday night, come along. Guess who's coming to see us on our first night – Emma Watson! She's bringing her friends, and we're meeting them backstage after the performance. Wow!

9.09

Harry Hi, Jess. I'm going to book tickets for the jazz festival this Saturday afternoon. Do you fancy coming along?

Jess I'd love to, but my cousin Helen's visiting me and I'll be with her all day long.

Harry She's welcome to join us if she wants.

Jess That's really kind of you, Harry, but I'm afraid Helen can't stand jazz!

Harry Oh, that's a pity. Look, they're playing for two nights. What are you up to on Friday? Would you like to come then instead?

Jess Hmm. What time does it start?

Harry 7.30.

Jess Oh, that's no good either, Harry. I've got a guitar lesson and it starts at 7.15.

Harry OK. Never mind, Jess. Maybe another time.

Jess Sure. Thanks for asking, though. I'm sure it'll be a great concert.

Workbook Answer key

Starter Unit pp4–7

Vocabulary and Reading

1 **b** 6 **c** 11 **d** 8 **e** 9 **f** 4

2 **2** rugby **3** athletics **4** sailing **5** hockey **6** gymnastics **7** volleyball **8** basketball **9** swimming **10** windsurfing

3 making pizzas

4 **2** doesn't cycle **3** good **4** speaks **5** eating

Explore it!
1 cm

Language in action and Vocabulary

1 **2** goes **3** don't see **4** write **5** makes

2 **2** What sports does Carla do? Carla plays hockey and does gymnastics.
3 Where does Nico's father work? Nico's father works in a pizzeria.
4 What does Nico know a lot about? Nico knows a lot about pizzas.

3 **2** Iris is never late for her hockey class.
3 Paul always takes great photos.
4 Molly sometimes sits next to her friend.
5 Do you usually listen to loud music?

4

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

Listening and Language in action

1 bus stop

2

	gymnastics class	athletics club	photography club	video games
Hannah	✓	✗	✓	✗
Joe	✗	✓	✗	✓

3 **2** F **3** T **4** F **5** T **6** F

4 **2** playing **3** speaking **4** using **5** writing **6** helping

5 **2** Has, got; he has **3** Have, got; they haven't **4** Have, got; you haven't **5** Have, got; we have **6** Has, got; she has

6 **2** 've got **3** Have we got **4** have **5** 's got **6** listening **7** 's got **8** hasn't got **9** sharing **10** love

Review

1 **1** Do (you) like **2** do **3** often download **4** sometimes plays **5** sing **6** Does (he still) write **7** does **8** always read

2 **1** I don't mind using headphones.
2 I love hanging out with my friends.
3 We like playing table tennis.

3 **1** do (you) do **2** Have (you) got **3** 's (has) got **4** loves **5** eating **6** haven't (have not) got **7** chatting **8** have got **9** take

4 **1** chat **2** download **3** go **4** go **5** hang out **6** listen **7** make **8** play **9** read **10** take **11** write

5 **1** basketball **2** windsurfing **3** gymnastics **4** table tennis **5** swimming **6** sailing

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

Unit 1 pp8–15

Vocabulary

1 **2** sports show **3** documentary **4** drama **5** game show **6** chat show **7** soap opera **8** the news **9** comedy **10** cookery show **11** cartoon **12** reality show

2 **2** cookery **3** chat show **4** comedy **5** the news **6** cartoons

3 **2** the news **3** sports show **4** cartoon
5 game show **6** reality show

4 **2** cookery shows **3** comedies **4** chat shows
5 soap operas **6** on-demand series

Explore it!
60

Reading

1 Mehmet Ersoy

2 **2** fact **3** billion **4** live **5** support

3 **2** a comedy show **3** at her friend's house
4 football **5** a documentary about the Olympics
6 at the side of the road / at the *Vuelta a España*

4 Students' own answers

Language in action

1 **2** is making **3** are watching **4** is sitting
5 isn't eating **6** Are you waiting

2 **2** is/'s preparing **3** are/'re waiting **4** is/'s making
5 are not/aren't crying; are/'re laughing
6 am not/'m not watching; am/'m working

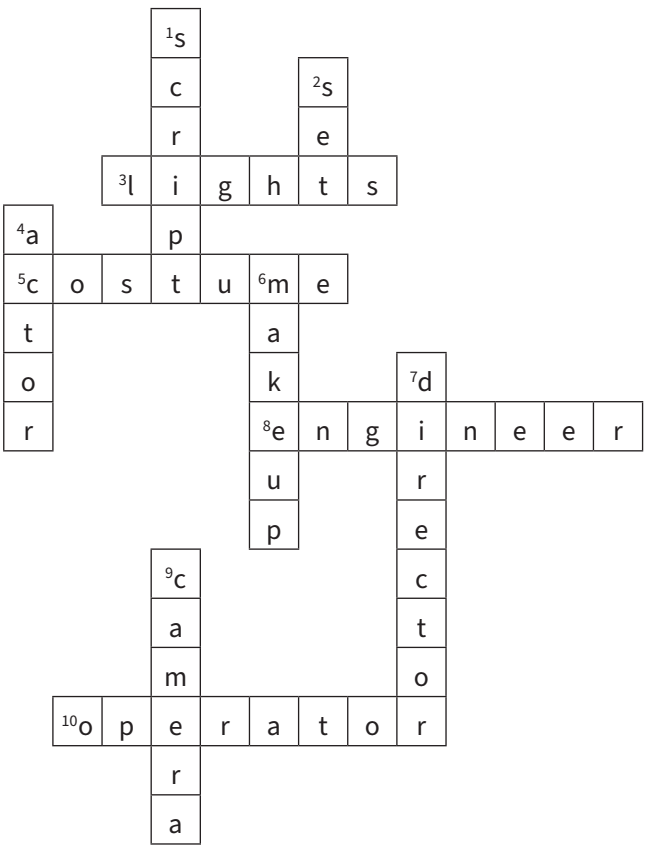
3 **b** What is Anita doing on the computer? 1
c Why are you all standing there? 3
d What is Amir doing in the park? 4
e Why is Paul working late tonight? 2
f What are you watching on TV? 6

4 **2** Are we listening to the instructor?
No, we aren't.
3 Is she waiting for the next episode?
Yes, she is.
4 Are they enjoying the programme?
No, they aren't.
5 Are you sending a message to a friend?
No, I'm not.
6 Am I helping you?
Yes, you are.

5 **2** 'm using **3** 'm writing **4** Are, taking
5 'm preparing **6** 're learning **7** 're working
8 'm looking forward to

Vocabulary and listening

1



2 **2** e **3** d **4** a **5** c

3 **1** Sydney, Australia **2** four **3** New Road

4 **2** b **3** a **4** b **5** c

5 Students' own answers

Language in action

1

Present simple	Present continuous
always every day	at the moment right now
every week never	this afternoon today

2 **2** love **3** takes **4** 're watching **5** don't come **6** make

3 **2** I'm watching a good TV drama at the moment.
3 We sometimes eat our lunch outside in the summer.
4 The sound engineer never talks to the actors.
5 Are you listening to your teacher right now?
6 My sister is taking a guided tour of Sydney now.

4 **2** Their little brothers are playing <u>happyly</u>. happily
3 Our parents teach us to say thank you <u>nice</u>. nicely
4 Be <u>carefully</u>! That camera is very expensive! careful
5 You're doing your homework very <u>good</u> at the moment. well
6 She's playing the guitar <u>beautiful</u> now. beautifully

5 **2** quietly **3** slowly **4** loudly **5** hard **6** badly

Writing

1 because his stories are funny, but they are never horrible or offensive

2 **1** He's from Australia. **2** 15 million people **3** He laughs and cries.

3 **a** 2 **b** 3 **c** 1

4 **1** and; c **2** but; a **3** or; b

5, 6 and 7 Students' own answers

Review

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

2 **1** camera operator **2** script **3** costume **4** director **5** lights **6** set **7** make-up artist **8** sound engineer **9** actor **10** digital camera

3 **1** are you doing **2** am/'m writing **3** is/'s working **4** Is he filming **5** is/'s travelling **6** is/'s cooking **7** are you sending **8** am/'m hoping

4 **1** am/'m writing; email **2** watch; are/'re listening **3** is/'s saving; needs **4** Are, looking; sits **5** doesn't go; is/'s working **6** are swimming; prefer **7** Are, waiting; doesn't, arrive **8** am/'m cooking; make

5 **1** quiet **2** nice **3** happily **4** loudly **5** quickly **6** well **7** beautifully **8** pretty

6 **1** b **2** c **3** a **4** a **5** b **6** c **7** c **8** a **9** b **10** c **11** a **12** c

Unit 2 pp16–23

Vocabulary

1 foggy cold windy hot icy cloudy rainy warm sunny wet stormy dry

2 **2** icy **3** rainy **4** foggy **5** cloudy **6** windy

3 **2** wet; a **3** foggy; d 4 snowy; b **5** windy; c **6** sunny; e

4 **2** dry **3** warm **4** hot **5** rainy **6** snowy

5 **2** cloud **3** ice **4** sun **5** wind **6** snow **7** fog **8** storm

Explore it!
180

Reading

1 Soraya – treasure, the Golden Owl (in the museum)
Marc – treasure

2 **2** sculpture **3** hide **4** secret **5** treasure **6** clues

3 **2** (short) book **3** the beach **4** the museum **5** the lake **6** treasure hunt

4 **Suggested answers**
1 I think he likes treasure hunts and he wanted to create something for other people.
2 I think people felt a little sad.
3 Yes, I would. I like doing puzzles.

Language in action

1 **2** went **3** enjoyed **4** found **5** saw **6** were

2 **b** did (4) **c** go (2) **d** Were(6) **e** enjoy (3) **f** did (5)

3 **2** Did you swim in the sea? No, I didn't.
3 Did you all go in the pool? Yes, we did.
4 Did Tomas take lots of photos? Yes, he did.
5 Did Susie want to come home? No, she didn't.

4 **2** We didn't <u>enjoyed</u> the bus journey. enjoy
3 Did you <u>found</u> a good tour guide last week? find
4 I <u>did went</u> out in the stormy weather. went / didn't go
5 They <u>stoped</u> for food and drink. stopped
6 <u>Did she be</u> late for class yesterday? Was she

5 **2** decided **3** didn't have **4** Did, ride **5** stayed **6** looked after **7** returned **8** wrote **9** became **10** travelled

Vocabulary and listening

1 **2** lamp **3** blanket **4** spoon **5** knife **6** pillow **7** bowl **8** fork **9** comb **10** plate **11** scissors **12** cup **13** hairbrush **14** toothbrush

2 **b** 12 **c** 5 **d** 11 **e** 2 **f** 4

3 **Possible answers:**

Kitchen	Bathroom	Bedroom
bowl cup fork plate scissors spoon	comb mirror scissors toothbrush	blanket comb hairbrush lamp mirror pillow

4 comb, jewellery, museum, mirror

5 **2** (just) 24 **3** 1930s **4** bed **5** head **6** (house) key

6 Students' own answers

Language in action

1 **2** There was **3** Were there **4** There wasn't
5 Was there **6** There were **7** There weren't

2 **2** There weren't any interesting things in the display.
3 Were there many people at the exhibition?
4 There was an old woman with a baby.
5 Was there any jewellery in the box?
6 There were hundreds of tourists in Naples.

3 **2** f **3** d **4** a **5** b **6** c

4 **2** a **3** a **4** an **5** some **6** some **7** any **8** an

5 **2** There were **3** some **4** any **5** a **6** some
7 an **8** some **9** an **10** There was
11 there weren't **12** some

Writing

1 c

2 **2** At first, **3** The weather was 4 there were a lot of problems **5** Finally,

3 **1** England to Scotland **2** weeks **3** good **4** Sven

4 **2** d **3** f **4** c **5** a **6** e

5, 6 and 7 Students' own answers

Review

1 **1** foggy **2** rainy **3** cold **4** icy **5** warm
6 stormy **7** cloudy **8** dry **9** hot **10** snowy
11 wet; windy **12** sunny

2 **1** scissors **2** lamp **3** comb; hairbrush
4 toothbrush **5** fork; spoon **6** blanket **7** bowl; plate **8** cup **9** pillow **10** mirror

3 **2** set **3** wanted **4** travelled **5** was **6** was
7 take / took **8** arrived

4 **2** Was there any information about Egyptian mummies?
3 There were some interesting books in the museum shop.
4 There was an article about dinosaurs in the newspaper.
5 Were there any good exhibitions in Berlin?
6 There wasn't a clear answer to my question.
7 There weren't any bowls in the kitchen.
8 There were some visitors from Portugal in our school.

5 **1** c **2** b **3** c **4** a **5** b **6** a **7** c **8** c **9** b
10 a **11** c **12** b

Unit 3 pp24–31

Vocabulary

1

[1]l	o	n	[11]e	l	y					
			m							
			[2]b	o	r	e	d			
			[3]a	f	r	a	i	d		
		[4]n	e	r	v	o	u	s		
		[5]w	o	r	r	i	e	d		
			[6]a	n	g	r	y			
			[7]s	u	r	p	r	i	s	e	d
		[8]u	p	s	e	t				
			[9]e	x	c	i	t	e	d	
[10]t	i	r	e	d						

2 **2** angry **3** lonely **4** bored **5** embarrassed

3 **2** nervous **3** tired **4** upset **5** excited

4 Students' own answers

Explore it!
horses

Reading

1 **1**c **2**a **3**b

2 **2** chief **3** melt **4** rescue **5** beat **6** giant

3 **2** T **3** F 4 F **5** T **6** T

4 Students' own answers

Language in action

1 **2** was making **3** wasn't sleeping **4** were sitting
5 was looking **6** weren't shopping

2 **2** They weren't texting. They were talking.
3 He wasn't sleeping. He was watching TV.
4 We weren't sitting on the bus. We were waiting for the bus.

3 **2** was playing **3** was listening **4** wasn't dancing
5 was feeling **6** were jumping **7** were sleeping

4 **2** was snowing **3** wasn't wearing **4** was standing
5 wasn't feeling **6** was talking/speaking
7 wasn't listening/speaking **8** was playing

Vocabulary and listening

1 **2** up **3** across **4** past **5** out of **6** through **7** into **8** between **9** down **10** along **11** over **12** off

2 **2** under **3** over **4** through **5** off **6** into

3 **2** into **3** between **4** under **5** over **6** across

4 **Suggested answers**
A trip to a water park.
Words: trip, bus, friends, have fun, go down the slide, be late, miss the bus

5 Students' own answers

6 **Suggested answers**
1 Bruno went to the water park at the end of last term with his teachers.
2 He met his cousins. They were playing cards.
3 He got dressed quickly and ran to the exit.
4 He was really worried.
5 Because he was really early.
6 He went back to school by bus.

7 Students' own answers

Language in action

1 **2** Was the woman wearing a long coat?
3 Were your friends skating along the road?
4 How many people were walking through the park?
5 Where were the children jumping into the river?
6 Why were the passengers getting off the bus?

2 **2** Did he see his sister? No, he didn't.
3 Were his cousins playing cards? Yes, they were.
4 Was Bruno's uncle at the water park? No, he wasn't.
5 Was Bruno late for the bus? No, he wasn't
6 Did he get on the bus? Yes, he did.

3 **2** was looking; found **3** didn't hear; was standing
4 were cycling; started **5** had; was doing
6 Were they sitting; hit

4 **2** My friend was looking at her phone <u>as</u> the teacher saw her. when
3 While we were eating dinner, the cat <u>was jumping</u> onto the table and surprised us! jumped
4 He was playing rugby when he <u>was breaking</u> his leg. broke
5 <u>Weren't you answering</u> the phone when it rang? Didn't you answer

5 **2** was standing **3** didn't see **4** walked **5** was playing **6** stole **7** wasn't looking **8** was leaving **9** took

Writing

1 Students' own answers

2 **2** F **3** T **4** T **5** F

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

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

5, 6 and 7 Students' own answers

Review

1 **1** worried **2** embarrassed **3** bored **4** nervous **5** afraid **6** surprised **7** lonely **8** angry **9** excited **10** tired **11** upset

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

3 **1** under **2** along **3** over **4** through **5** out of **6** up

4 **1** were talking **2** were singing **3** were laughing **4** were discussing **5** were thinking

5 **1** was she feeling nervous? **2** were they talking about? **3** was he visiting? **4** were you camping? **5** were you running? **6** was she waiting (for)?

6 **1** were waiting; started **2** heard; was sitting **3** called; were having **4** returned; was playing **5** finished; was crying/cried **6** was looking; found

7 **1** c **2** b **3** a **4** c **5** a **6** c **7** a **8** b **9** a **10** c **11** a **12** c

Unit 4 pp32–39

Vocabulary

1 **2** change **3** earn **4** borrow **5** spend **6** sell **7** pay **8** lend **9** save **10** owe

2 **2** lend **3** cost **4** earns **5** owing **6** sold

3 **2** cost **3** pay **4** sell **5** change **6** spend

4 **2** borrow **3** owe **4** lend **5** save **6** sell **7** cost

5 **1** borrows **2** sells; buy **3** save; spend **4** earn; win

Explore it!
True. They print approximately $974 million of real money and $30 billion of Monopoly money.

Reading

1 Students' own answers

2 **2** pressure **3** part-time; common **4** employer **5** permit

3 **2** T **3** T **4** F **5** F **6** T

4 Students' own answers

Language in action

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

2 **Possible answers:**
2 When I was six, I could/couldn't count to ten in English.
3 When I was six, I could/couldn't ride a skateboard/ skateboard/go skateboarding.
4 When I was six, I could/couldn't swim (100 metres).
5 When I was six, I could/couldn't make a cake.
6 When I was six, I could/couldn't use a mobile phone/smartphone.

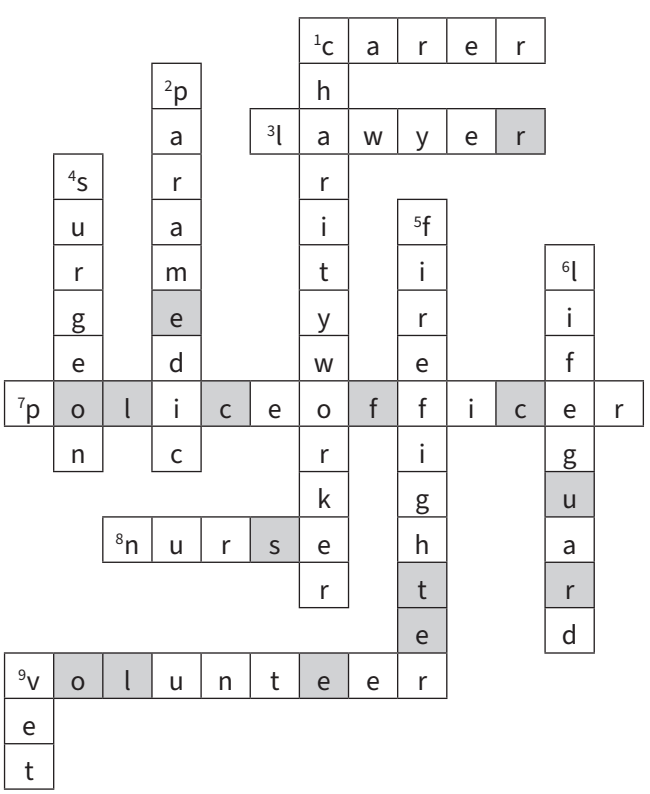
3 **2** happier **3** the most important
4 the most difficult **5** shorter **6** more helpful

4 **2** Was your phone more expensive than mine?
3 What's worse than losing your wallet?
4 Monday is the quietest day in town.
5 These are the cheapest jeans in the shop. / These jeans are the cheapest in the shop.
6 Yesterday was the best day of my life.

5 **2** older **3** the richest **4** more exciting
5 the most successful **6** the most expensive

Vocabulary and listening

1



The grey letters make the word 'refuse collector'.

2 **2** vet **3** police officer **4** firefighter **5** carer

3 a hospital

4 **2** a **3** c **4** a **5** c

5 Students' own answers

Language in action

1 **2** too expensive **3** too young **4** too hot
5 too busy **6** too hard

2 **2** many **3** much **4** much **5** many **6** much

3 **2** too much **3** too **4** too much **5** too **6** too many

4 **2** There is enough food in the world for everyone. / There is enough food for everyone in the world.
3 Are there enough volunteers in your organisation?
4 We haven't got enough information at the moment.
5 Is there enough space in this classroom?

5 **2** It's too <u>noise</u> in here for me; please be quiet. noisy
3 The teacher gave us too <u>much</u> options to think about. many
4 There wasn't <u>information enough</u> on the poster. enough information
5 She was <u>much</u> young to volunteer for a caring job. too

6 **2** too many **3** too much **4** too many **5** too **6** enough

Writing

1 No, he doesn't.

2 **2** First of all **3** Personally, I think **4** To sum up
5 I believe that

3 **1** working in a supermarket or a café
2 more students get these jobs, and there isn't enough work for older people with families who need money more than you
3 sleep longer and get up later
4 enjoying free-time activities

4 **a** 2 **b** 4 **c** 1 **d** 3

5, 6 and 7 Students' own answers

Review

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

2 **1** paramedic **2** carer **3** lifeguard **4** surgeon
5 volunteer **6** lawyer

3 **1** couldn't **2** could **3** couldn't **4** couldn't
5 could **6** couldn't

4 **1** worse **2** angrier **3** more worried **4** most upset **5** most hard-working **6** harder **7** more difficult **8** easiest

5 **1** too **2** enough **3** too much **4** too many **5** enough **6** too

6 **1** b **2** b **3** c **4** c **5** a **6** c **7** b **8** a **9** c **10** c **11** a **12** c

Unit 5 pp40–47

Vocabulary

1 **2** chest of drawers **3** ceiling **4** shelves **5** picture **6** bookcase **7** desk **8** floor **9** cupboard **10** wardrobe **11** carpet **12** fridge **13** sink

2 **2** floor **3** armchair **4** desk **5** pictures **6** wardrobe

3 **2** picture **3** chest of drawers **4** floor **5** cupboard **6** sink

Explore it!
7,500

Reading

1 Students' own answers

2 **2** row **3** canal **4** barge **5** path **6** crowd

3 **2** a **3** a **4** b **5** b **6** c

4 Students' own answers

Language in action

1 **2** n't as noisy as **3** n't as slow as **4** as old as **5** n't as tall as **6** n't as colourful as

2 **2** is as big as **3** is as good as **4** isn't as busy as **5** isn't as fast as **6** is as old as

3 **2** safe **3** hot **4** old **5** well

4 **2** e **3** b **4** c **5** f **6** a

5 **2** as tall as **3** soft enough **4** as comfortable as **5** as expensive as **6** as nice as

Vocabulary and listening

1 **2** do **3** make **4** empty **5** load **6** do **7** tidy up **8** vacuum **9** do

2 **2** vacuum the carpet **3** do the washing-up **4** do the washing **5** load the dishwasher **6** make your bed

3 Milo

4 **2** washing **3** pay **4** some **5** likes **6** their homework

5 Students' own answers

Language in action

1 **2** has to **3** don't have to **4** don't have to **5** have to

2 **2** have to make **3** don't have to shop **4** doesn't have to do **5** don't have to wash **6** has to help

3 **2** Do you have to help in the house?
3 Does the dog have to sleep outside?
4 Do you have to vacuum your bedroom carpet?
5 Do the children have to be in bed by nine?
6 Does Benicio have to leave before breakfast?

4 **2** don't have to wash **3** doesn't have to help/do **4** has to make **5** has to tidy up; doesn't have to do **6** has to make

5 **2** have to tidy up **3** have to put **4** don't have to wash **5** has to do **6** doesn't have to carry **7** has to take

Writing

1 House b

2 **2** too **3** as well **4** too **5** as well as

3 **2** F **3** T **4** T

4 a **2** b **3** c 1

5, 6 and 7 Students' own answers

Review

1 **1** armchair **2** cupboard **3** wardrobe **4** shelves **5** sink **6** floor **7** chest of drawers **8** carpet **9** fridge **10** desk

2 **1** make your bed **2** clean the kitchen **3** do the washing **4** empty the washing machine **5** do the washing-up **6** load the dishwasher **7** do the ironing **8** tidy up the living room **9** vacuum the carpet

3 **2** isn't as cold as (the weather/it was) yesterday
3 isn't as relaxed as Ademir
4 isn't old enough to watch that film
5 is big enough (for me)
6 isn't as strong as Frank (/as he is)
7 sweet enough
8 is as tall as her mother

4 **1** don't have to **2** have to **3** doesn't have to
4 don't have to **5** don't have to **6** has to
7 don't have to **8** have to

5 **1** b **2** c **3** b **4** a **5** b **6** a **7** c **8** c **9** b
10 c **11** c **12** c

Unit 6 pp48–55

Vocabulary

1 **2** hit **3** bruise **4** sprain **5** cut **6** be stung
7 burn **8** fall off **9** slip **10** scratch **11** break
12 trip over

2 **2** sprain **3** be cut **4** burn **5** break

3 **2** f **3** b **4** a **5** c **6** d

4 **2** scratched **3** burn **4** be bitten **5** cut **6** hit

5 **2** sprained **3** didn't break **4** tripped over
5 hit **6** bruised

Explore it!
Only female

Reading

1 **1** Burns **2** Do not eat or drink!
3 Things up noses **4** Falls

2 **2** candles **3** poison **4** risky **5** ladder **6** stuck

3 **2** A candle near a curtain can start a fire.
3 a top bathroom cupboard
4 They think it's funny.
5 people over 65 and kids under 15
6 A young child can fall from it.

4 Students' own answers

Language in action

1 **2** shouldn't **3** should **4** should **5** shouldn't
6 should

2 **2** should send **3** should be **4** shouldn't laugh
5 should do **6** shouldn't drink

3 **2** shouldn't drink **3** should listen **4** shouldn't watch
5 should leave/put **6** should turn/switch

4 **2** mustn't take photos **3** mustn't use your mobile phone; must switch/turn off your mobile phone
4 must wear a hat/helmet **5** mustn't cycle here
6 must wash your hands

5 **2** should **3** must **4** mustn't **5** must **6** must

Vocabulary and listening

1

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

2 **2** cheeks **3** heel **4** neck **5** chests **6** knee
7 toes **8** wrist

3 Students' own answers

4 **Suggested answers**
A family has a pet parrot. One night, they were sleeping when a fire started. The emergency services arrived and saved the family and the parrot. I think I will hear all the words in Exercise 3.

5 **Suggested answers**
The story is about a pet parrot who saves a family. She wakes them up because there's a fire. They get out of the house safely. The firefighters put out the fire and they return to the house. I hear all the words except 'switch on'.

6 **2** F **3** T **4** T **5** F **6** F

7 **Suggested answers**
1 Our cat chased a big rat out of our kitchen.
I was really afraid.
2 I think you shouldn't have a pet if you live in a small house without a garden.

Language in action

1 **2** get; steal **3** cuts; don't wear **4** get; stay
5 falls; turns **6** stings; hurts

2 **2** If we study hard, we do well in our tests.
3 When Helena feels ill, she doesn't come to school.
4 My little brother falls over if he runs too fast.
5 I feel really bad when I forget my friend's birthday.
6 If you ring the doctor after nine, nobody answers.

3 **2** get; eat **3** doesn't rain; die **4** fall; walk
5 go; break

4 **2** hurt **3** won't be **4** snows **5** aren't **6** runs

5 **2** 'll get **3** feel **4** 'll think **5** make **6** will, know **7** look **8** will, recognise **9** will be **10** pack

Writing

1 Students' own answers

2 **1** make sure **2** If you ask me, **3** I'd say **4** That's why

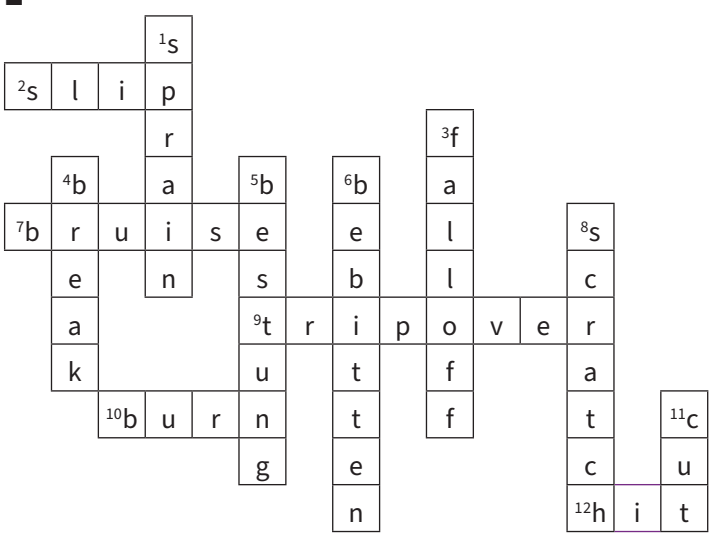
3 **1** B **2** S **3** K

4 **2** b **3** b **4** c **5** c

5, 6 and 7 Students' own answers

Review

1



2 **1** forehead **2** heel **3** elbow **4** knee **5** chin **6** neck **7** chest **8** shoulder **9** cheek **10** teeth **11** wrist **12** toe

3 **2** ✓ **3** ✓ **4** must **5** ✓ **6** must **7** mustn't

4 **1** If you are bitten by a mosquito, it hurts.
2 We won't get cold if we wear warm clothes.
3 If I see a red flag, I won't go swimming.
4 Nikita won't be happy if you wake him up.
5 When it rains, we usually play football indoors.
6 It is sensible to wear a helmet when you go cycling.

5 **1** c **2** a **3** b **4** c **5** b **6** c **7** b **8** a **9** b **10** c **11** a **12** c

Unit 7 pp56–63

Vocabulary

1 upload, download, app, chip, social media, device, video chat, emoji, screen, software

2 **2** video chat **3** device **4** software **5** social media **6** screen

3 **2** download **3** app **4** emoji **5** screen **6** chip

4 send a message/photos, electronic devices/media, computer software/screen, upload photos/software, social media

5 **2** screen **3** download **4** apps **5** message **6** video chat

Explore it!

False. It's 110 times.

Reading

1 The article is about a school in California where they don't use any technology at all in the classroom.

2 **2** expert **3** properly **4** innovation **5** major **6** minds

3 **2** F **3** T **4** T **5** T **6** F

4 Students' own answers

Language in action

1 **2** changed **3** chosen **4** done **5** heard **6** learned/learnt **7** designed **8** seen

2 **2** has changed **3** has been **4** 've seen **5** have chosen **6** 've done **7** 've designed **8** has heard

3 **2** Sergey hasn't forgotten his password.
3 Wanda hasn't broken her watch.
4 We haven't bought a new computer.
5 They haven't turned on the TV.
6 I haven't asked for more information.

4 **2** Gerrie hasn't read anything about Silicon Valley.
3 We've looked for some better information.
4 They've bought a new computer online.
5 He's used the latest software.
6 The boys haven't rung their parents.

5 **2** have bought **3** 've downloaded **4** 've decided **5** 've started **6** have written **7** 's chosen **8** haven't recorded

Vocabulary and listening

1 **2** get on a train **3** get off a bus **4** get out of a car **5** get into a taxi **6** go by tram **7** take a plane

2 **2** e **3** a **4** b **5** f **6** c

3 **2** by **3** on **4** taken **5** on **6** on **7** catch **8** of

4 No

5 **2** c **3** b **4** c **5** c **6** a

6 Students' own answers

Language in action

1 **2** will **3** won't **4** won't **5** will

2 **2** won't **3** may **4** may **5** will

3 **2** c **3** c **4** a **5** b **6** c

4 **2** First Maddie went online to check the train times.
3 We walked to the station to buy the tickets (there).
4 I left the house at 6 am to catch the first train.
5 Maddie wanted to stop at a shop to buy some sandwiches.
6 We got on the train quickly to get the best seats.

5 **2** to go **3** may buy **4** will travel **5** to drive
6 might fly

Writing

1 a

2 **2** more **3** example **4** as **5** addition

3 **2** e **3** b **4** a **5** c

4 **a** 3 **b** 1 **c** 2

5, 6 and 7 Students' own answers

Review

1 **1** app **2** video chat **3** emoji **4** upload
5 social media **6** software **7** screen **8** chip
9 download **10** device **11** message

2 **2** getting on a train **3** taking/getting/catching a plane
4 getting out of a/the car **5** getting into a taxi
6 getting off a bus

3 **1** haven't played **2** 've finished **3** 've made
4 've sent **5** hasn't replied **6** 's flown
7 've checked **8** haven't heard

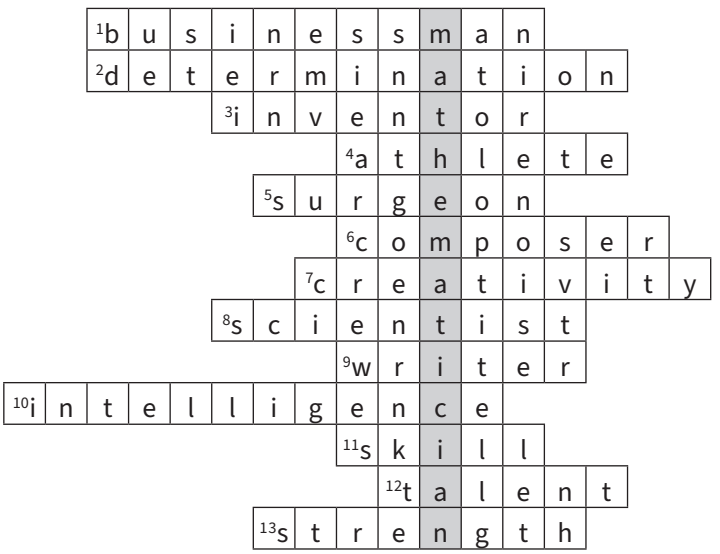
4 **1** to print **2** might/may not have **3** will have
4 to get **5** won't take **6** to play
7 might/may be able to **8** to edit **9** 'll be

5 **1** a **2** a **3** c **4** a **5** c **6** c **7** b **8** a **9** c
10 a **11** a **12** b

Unit 8 pp64–71

Vocabulary

1



secret word: mathematician

2 **2** creativity **3** determination **4** intelligence
5 strength

3 **2** inventor; Tim Berners-Lee **3** Marie Curie; scientist
4 Usain Bolt; athlete **5** writer; Miguel de Cervantes

Explore it!

200

Reading

1 sk8rgirl321 is the same age as Sky Brown and she likes skateboarding and surfing too.

2 **2** electrical appliances **3** set up **4** stuff **5** tricks
6 eco-warriors

3 **2** DS **3** DS **4** F **5** DS **6** T

4 Students' own answers.
Suggested answers
1 I admire Jonah Larson because he's doing something to help children from his village.
2 I'd most like to be someone like Sky Brown. She's a talented sportsperson.

Language in action

1 **2** has won **3** have had **4** hasn't visited
5 've raised **6** has ridden

2 **2** c **3** f **4** e **5** b **6** a

3 **2** A: Have they ever swum in the sea?
B: No, they haven't, but they've swum in a swimming pool.
3 A: Has your dad ever made a cake?
B: No, he hasn't, but he's made bread.

4 **2** They never have been to England. have never
3 Never you have ridden a horse. You have never
4 Have she ever broken her phone? Has
5 Stayed you ever in a five-star hotel? Have you ever stayed
6 I'm happy to say I have ever lost my house keys. never

5 **2** 've never explored **3** have been
4 've never surfed **5** have, ever tried **8** 's done

Vocabulary and listening

1 **2** f **3** g **4** a **5** j **6** c **7** h **8** e **9** b **10** i

2 **2** give up; b **3** looks up to; f **4** shows off; d
5 keep up with; c **6** taking part in; a

3 **a** shine, reflect **b** mould, Petri dish, bacteria

4 They were both accidents.

5 **2** the middle of the road **3** an animal **4** bacteria
5 on holiday **6** killing

6 Students' own answers

Language in action

1 **2** yourselves **3** yourself **4** itself **5** ourselves
6 themselves

2 **2** look after themselves **3** taught ourselves
4 entered/has entered himself **5** made herself
6 imagine ourselves

3 **2** She's looked everywhere for her phone. / She's looked for her phone everywhere.
3 Nobody knows what will happen tonight.
4 There was nowhere to sit on the bus.
5 Someone has broken my new torch.
6 Is there anything I can do to help?

4 **2** e **3** f **4** a **5** c **6** d

5 **2** everyone **3** somewhere **4** himself **5** something
6 Nobody **7** everywhere **8** themselves

Writing

1 You have to describe how you have helped someone who has faced a challenge.

2 He's made friends and is a drummer in their band.

3 **1** greatest achievements **2** a lot of effort
3 did I manage **4** advice to you

4 **1** He has learning difficulties. **2** He became angry.
3 a drum **4** three

5, 6 and 7 Students' own answers

Review

1 **1** athlete **2** inventor **3** surgeon **4** mathematician
5 scientist **6** composer **7** writer **8** businesswoman

2 **1** creativity **2** talent **3** strength **4** intelligence
5 determination

3 **1** set off **2** look up to **3** take part in **4** work out
5 carry on **6** come up with; give up

4 **1** Have, heard **2** 've, read **3** 's, broken
4 Has, seen **5** Have, been

5 **1** itself/himself/herself
2 somebody
3 herself
4 everywhere
5 yourself
6 something
7 himself
8 nobody

6 **1** b **2** c **3** a **4** b **5** b **6** c **7** a **8** b **9** a
10 c **11** a **12** b

Unit 9 pp72–79

Vocabulary

1

Instruments	Genres
violin bass guitar saxophone drums trumpet keyboard	folk classical rock hip-hop jazz

2 **2** bass **3** guitar **4** trumpet **5** saxophone
6 violin **7** keyboard **8** microphone

3 **2** hip-hop **3** folk **4** classical **5** jazz **6** reggae

4 **1** reggae **2** guitar **3** violin

5 Students' own answers

Explore it!

138

Reading

1 Students' own answers

2 **2** set **3** provide **4** available **5** latest **6** mix

3 **1** £4 **2** indoors **3** fruit juice **4** They can ask him to play a song. **5** because he's the geography teacher **6** They play a lot of musical instruments.

4 Students' own answers

Language in action

1 **2** She's going to watch TV.
3 He isn't going to answer the phone.
4 Faye's going to play the piano.
5 They're going to record a song.

2 **2** aren't going to tell **3** 's going to bring
4 're going to see **5** 's going to be

3 **2** I'm going to study singing.
3 Liliana's/She's going to enter a talent competition.
4 Finn and Livvy/They're going to run a marathon.
5 Marco and I/We're going to get free concert tickets.

4 **2** won't **3** will **4** Will **5** won't

5 **1** 'm going to **2** are you going to; 'll
3 's going to; 'll **4** aren't going to; won't

6 **2** 'm going to meet **3** 'm going to ask **4** 'll get
5 'm going to try **6** 'll learn

Vocabulary and listening

1 **2** tap dancing **3** ballroom dancing **4** breakdance
5 country dancing

2 **2** Salsa **3** Swing **4** modern dance
5 Zumba

3 **1** four **2** two males and two females
3 two are native speakers (Jessica and Ralf), and two are non-native speakers (Enzo and Camilla)

4 **2** F **3** T **4** F **5** T **6** F

5 Students' own answers

Language in action

1 **2** is helping **3** is teaching **4** is writing
5 'm not playing **6** Are, coming

2 **2** They're performing three evening concerts in July.
3 A journalist is interviewing the lead singer later.
4 A TV camera operator is recording tomorrow's show.
5 The drummer isn't playing with the band tonight.
6 He's flying to New York next week to study music.

3 **2** are watching **3** 'm cooking **4** isn't coming
5 are, arriving **6** aren't doing

4 **2** arrive **3** leaves **4** doesn't finish

5 **2** do the singers arrive?
3 does our train leave the next morning?
4 does tomorrow's rehearsal finish?

6 **2** are meeting **3** 's coming **4** Aren't you watching
5 're getting **6** does the show finish **7** ends
8 're going **9** 're buying

Writing

1 in the main hall

2 **2** if you love **3** highlight **4** a must-see
5 downside **6** All in all

3 **2** the story **3** the costumes **4** the make-up
5 Chris Randall **6** Chris' voice **7** the dancers' songs
8 the set

4, 5 and 6 Students' own answers

Review

1 **1** violin; classical **2** folk; guitar
3 hip-hop; microphone **4** drums; trumpet
5 bass; keyboard **6** saxophone; jazz

2 disco, salsa, tap, ballroom, breakdance, Zumba, swing, country, ballet, modern

3 **1** are going to go **2** 're going to meet
3 'm going to finish **4** 's going to bring
5 will cost **6** won't rain **7** will be **8** 'll have

4 **1** 'm not doing **2** starts **3** are arriving
4 Are you using **5** 's writing
6 opens **7** is happening **8** doesn't end

5 **1** b **2** a **3** c **4** b **5** c **6** a **7** b **8** a **9** b
10 b **11** c **12** c

Workbook Audioscripts

Starter Unit

S.01

Mrs Hayes Good morning, Hannah. You look very sporty!

Hannah Oh! Hello, Mrs Hayes. I've got a gymnastics class today. Do you do any sports, Mrs Hayes?

Mrs Hayes Me? Oh, no. I don't. But I often see you in sports clothes. Do you do athletics at the weekend, too?

Hannah Oh, no. That's my brother Joe's favourite activity. He goes to an athletics club every Saturday morning and on Tuesday evenings, too. I don't do athletics, I don't like it.

Mrs Hayes So what do you like doing?

Hannah I sometimes go swimming during the week and I go to this gymnastics class. That's on Saturdays, from 10 to 11.30.

Mrs Hayes Does Joe do gymnastics, too?

Hannah No, Joe's very good at running and jumping but he doesn't like gymnastics. I've got this class today but I don't go every weekend.

Mrs Hayes Oh, really? Why not?

Hannah There's a photography club at school every month and that's what I love doing. I take a lot of photos because I've got a new camera.

Mrs Hayes That's nice. And does your brother like taking photos too?

Hannah Joe? No, he doesn't. I'm the photographer in our family! But he loves playing video games and he doesn't only play them, he writes new games too. He's really good at coding and that's something I hate doing! I don't like video games.

Mrs Hayes Well, it's clear you're both very busy at the weekends! And when do you do your homework?

Hannah Hmm, that's a good question. I do it during the week. Ah, here comes my bus. Bye, Mrs Hayes! Have a good weekend.

Unit 1

1.01

Libby Adie Hello. I'm Libby Adie and this is my podcast about my favourite soap opera! Today I'm taking a guided tour of the set where they film it here in Sydney, Australia. I'm so excited! At the moment, I'm sitting on the bus on my way to the set. The set is actually a real street but it isn't in the centre of Sydney. It's in a quiet street outside the city.

In case you don't know, my favourite soap opera is called Time of Our Lives and it's really popular with young Australian people of my age. The series stars the actors Lauren Jones as Adele Thomas and Tom Bridges as Jamie Johnson. The story follows the lives of the kids and teenagers from four families who live in an ordinary street in Sydney. The show looks at serious topics in the lives of young people like relationships and problems at school. But there's also a lot of comedy with funny characters like Ray Jenkinson, the postman who knows everything about everyone!

OK, OK, here we are! Wow! I can't believe I'm here! It looks quite different from on TV! On the show, the street is called New Road but in real life its name is Clifton Street. There are 20 houses on this street with about 100 residents. Oh, look. There's the Thomas house. How exciting! The lives of the real residents of Clifton Street change for two days every week. That's when the Time of Our Lives director uses their street as a TV set! He brings his camera operators, his sound engineers and of course the actors here. Here comes the tour guide. It's time for the tour! How exciting!

Tour Guide Welcome everyone to the tour of the set of Time of Our Lives. A lot of work goes into making the show. There are 60 actors, 50 crew members, including 10 camera operators, 5 sound engineers, 3 costume designers and a very busy make-up artist! We begin today's tour with a visit to the Thomas house, which visitors always find very interesting. Just follow me, please…

Unit 2

2.01

Interviewer Hello and welcome to It's History. Let's begin with this week's interview. Today, we're talking to archaeologist Sam Kelly. Sam works at a history museum here in London but, Sam, you recently spent many months in Italy, right?

Sam Kelly Yes, that's right, I did. I worked with a team in Naples. Of course, that is in the area where the famous volcano eruption destroyed Pompeii.

Interviewer Ah, yes! Vesuvius.

Sam Kelly Yes, Vesuvius erupted in that region in the year 79 AD. In just 24 hours, the volcano buried not one but two whole cities. Those cities were Pompeii and the smaller city of Herculaneum. Archaeologists in the 1930s discovered many everyday objects in both cities. We now have some of them in our museum. It's great that everyone can now see these fascinating things.

Interviewer What kind of objects were there?

Sam Kelly Well, from Herculaneum, there was, for example, a baby's bed, some kitchen furniture and other wooden objects. These are now in our museum here in London.

Interviewer Archaeologists discovered a lot of personal objects too, correct? It's always amazing to see, you know, a comb or a piece of jewellery. I can imagine a beautiful Pompeian woman combing her hair or looking at her face in a mirror.

Sam Kelly I agree and we are still finding new things. Our team in Pompeii discovered the body of a man who died when a really big rock hit him on the head. Experts showed that he had a bad leg so he probably couldn't run. He clearly tried to escape from danger, but he couldn't. Under his body, there was a purse with money in it and what looked like his house key. All very interesting.

Interviewer Yes, absolutely. Now, perhaps you can describe for us…

Unit 3

3.01

Interviewer And now it's time for A funny thing happened. Here's our first caller. He's calling from Nottingham and your name is …?

Bruno Hi, I'm Bruno.

Interviewer Good morning, Bruno. Welcome to A funny thing happened, the radio show about those funny things that happen! And you have a story about a school trip, is that right?

Bruno Yes. Well, now I think it's really funny, but I wasn't laughing at the time.

Interviewer Really? What happened?

Bruno At the end of last term, our teachers took us to the water park.

Interviewer Lucky you! Did you go down the giant slide?

Bruno Yes, I did.

Interviewer It's scary, isn't it!?

Bruno I was afraid at first, but I closed my eyes, and I enjoyed it! And then I saw my cousins under the trees on the opposite side. They were playing cards, so I swam across and got out of the water to join them. We played some games, but I didn't notice that it was getting late.

Interviewer And then?

Bruno Then, I saw that it was two o'clock. The bus was leaving for school at a quarter past two and I was late.

Interviewer Oh, no! What did you do?

Bruno I was really worried. I got dressed quickly and I ran to the exit.

Interviewer Was the bus waiting for you?

Bruno No, it wasn't there. We tried to phone the school, but nobody answered. I was upset but luckily my aunt was there, and she had a car.

Interviewer Did she drive you back to school?

Bruno Nearly! I was just getting into the car when two of the teachers came out of the water park. They were surprised to see me. You see, I wasn't late, I was really early. We weren't leaving at a quarter past two, we were leaving at a quarter past three. And at that moment, the bus drove into the car park.

Interviewer I imagine you were pleased to see it.

Bruno I felt quite embarrassed, actually. I got on the bus and sat down at the back.

Interviewer [laughs] A story with a happy ending at least. Well, thanks very much, Bruno. And now, we have another caller on the line and it's …

Unit 4

4.01 **Speaker 1** I studied for many years at university for this job. Being a surgeon is very hard work, sometimes with too much pressure. My team works long hours, often at the weekend. I have a young family too but I always make enough time for everyone. At times, when I'm doing an operation, I feel too tired and I'm not sure that I can continue. But the nurses on my team are great and they work quietly and carefully with me. Of course, when someone is seriously ill, you do all you can to make them better.

Speaker 2 For me, this is the best job in the world. I dreamt about doing a job where I help and care for people when I was a kid and a nurse does that and more. People think we just make beds and take food to people when they're sick but that's not all. These days, we have a much more important role. We give medication, support the doctors and make sure everyone feels safe and cared for. Sadly, many good nurses are leaving the profession because they don't earn enough money and work too many hours.

Speaker 3 I come to this place three times a week after school, it's like a second home to me! Of course, I'm not a doctor or a nurse, and I don't get paid for what I do. But I work for two hours in the café, where visitors or people who are getting better after an operation can come and buy a cup of tea or a cake or are just lonely and want a chat. I worked here during the last summer holidays too, so to work as a volunteer is no problem. In fact, it makes me feel useful. I love it.

Unit 5

5.01 **Interviewer** Ah, excuse me!

Mum Yes?

Interviewer Could you please answer a few questions about how you share the chores at home?

Mum Sure! Are you talking about household chores? Housework?

Interviewer That's right. It's for a project I have to do for school. It's about the family and chores at home, for my social studies class.

Mum I see, well, Milo here is thirteen and Daisy's fourteen. They both help out, and of course their father does his share, too.

Interviewer Daisy, are there any chores you don't like?

Daisy I hate cleaning the kitchen because I have to wear rubber gloves. I don't like to get my hands dirty. So I don't do that very often.

Interviewer So what do you like doing?

Daisy I like tidying my room because I'm a very tidy person! That's all.

Interviewer OK, and now, Milo, right? What do you do to help around the house?

Milo Mum and Dad give me extra pocket money to sort and wash all the dirty clothes. I load the washing machine and unload it. And I sometimes do the ironing, too. So I do quite a lot.

Interviewer Yes, you certainly do! And when do you do all that? Don't you have to do homework as well?

Milo Yes, but I do my chores at the weekend.

Mum My husband takes the dog for a walk every morning and evening. And he has to do part of the cleaning. And I clean and tidy up, too.

Interviewer And who does the shopping and cooking?

Mum Well, we all like cooking. My husband shops and he or I cook dinner in the evening. Then after we do the washing up together while the kids are doing their homework.

Interviewer So, who does most of the chores?

Mum Well, Milo does a lot, he really does, but…

Daisy Oh no, Mum, you and Dad do the most. Definitely. And Milo does more than me, I only do what I enjoy doing and the rest of the family does everything else.

Interviewer Well, that's very interesting. I have to go now. Thank you all for your help!

Mum You're welcome.

Unit 6

6.01

Interviewer On today's show, we're talking to fourteen-year-old Evie Mackintosh about Coco, who's a bit of a hero. Tell us more, Evie.

Evie Sure! Coco's my dad's parrot. He adopted her from a rescue centre when she was quite young. At first, she was really nervous but after a lot of training, she's become one of the family.

Interviewer Cool! So why's she a hero?

Evie She saved us all from a fire!

Interviewer Wow! So what happened?

Evie We were at my dad's house. My brother and I went to bed early because we were tired. Dad did the ironing, but he forgot to switch off the iron when he finished.

Interviewer Oh no! What happened next?

Evie We were all asleep when I felt Coco on my shoulder. She was biting my ear. I shouted at her, but she didn't stop. I looked at my phone and it was three o'clock in the morning. And then I smelled smoke! I was really afraid.

Interviewer I'm not surprised. What did you do?

Evie The smoke detector went off and I started screaming for help. Dad and my brother ran into my bedroom. There was a fire downstairs, so we climbed out of the window and jumped on to the garage roof.

Interviewer Did you hurt yourselves?

Evie My brother sprained his wrist, and I bruised my knee, but we were all alive.

Interviewer Did the emergency services arrive?

Evie Yes, they came really quickly, and the firefighters put out the fire immediately. Luckily there wasn't much damage, and dad was back in his house with Coco a couple of weeks later. He now checks everything before he goes to bed.

Interviewer And what about our hero, Coco? Do parrots often save their owners?

Evie Good question! I've looked online and there are a few stories about parrots who wake up their owners because there's a fire.

Interviewer That's amazing! Thanks, Evie! So, if you've got a story about an animal hero, do drop us a line. We'd love to hear it. Next up, it's … [fade]

Unit 7

7.01

Interviewer Welcome to Getting Around with the latest news from the travel industry. Today, I've come to the Future of Travel and Transport Technology Fair in Birmingham in the UK to find out where the tourists of tomorrow might go. And I've found two young people here Ellie and Joe. Can I ask you some questions?

Joe Sure!

Interviewer You've come to one of the world's biggest tech fairs. Which do you think is the most interesting exhibit?

Joe The Transport of Tomorrow display. I love the idea that we might use driverless cars to get around. I can't drive yet but who knows, I may never need to!

Interviewer And what about you, Ellie? In your view, Will people still travel by car in the future?

Ellie I don't think everyday travel will be the same at all. In my opinion, there will be so many cars that we'll all get around faster by bike. That's my dream!

Interviewer So, aren't you interested in the science of future transport?

Ellie No, no, I am. I think people of our age should all be but we should also be worried about air pollution and what transport and travel do to our world. You know, I find the idea of new futuristic forms of transport really exciting.

Interviewer So, how do you think tourism will change in the future?

Ellie Well, we've just been to that Rocket Science exhibit over there. It's all about space tourism. I think we'll see rockets taking us on holiday to Mars! I've seen photos and films about space travel but imagine seeing our world from space with your own eyes! In my opinion, real space travel will be possible in the future for ordinary people like us, not only for astronauts.

Interviewer What do you think, Joe? Is space tourism just science fiction?

Joe No, not at all! I think there will be rockets a bit like the enormous jet planes we have now. We'll get on these 'super-rockets' to go on holiday and they'll travel much faster than planes.

Ellie In my view, tourist rockets will probably land on Mars in the next twenty years. But I think it'll be incredible just to fly up there in space.

Interviewer Fascinating! Thanks for that, guys. Now…

Unit 8

8.01 **Speaker** OK, today I want to talk about accidental discoveries. Now, most inventions take years to develop. Inventors often work in teams and take part in scientific experiments to find an answer to a particular problem. However, there are some inventions or discoveries that happen when someone is not looking for them they happen by accident. Here are two stories of happy accidents.

The first was an important invention for road safety. I'm talking about cat's eyes. At night, if you're driving along a dark country road, you might think you see lights along the middle of the road but they're not lights. They are pieces of glass. When the car lights shine on them, they reflect the light back. It's a really clever invention. But I'm sure you're asking yourselves why are they called cat's eyes? Well, an Englishman called Percy Shaw was driving home in the dark on an English country road one night when suddenly, he saw his car lights reflecting in the eyes of a real cat and he had his brilliant idea! That was back in the 1930s. Today, cat's eyes are still very important and they're everywhere.

My second 'happy accident' resulted in the discovery of the most important antibiotic in the world penicillin. This was in the early twentieth century when there were no antibiotics. In those days, a person might die from a small scratch or cut if infection got into it. A Scottish scientist called Sir Alexander Fleming was studying bacteria in St Mary's Hospital, London. He was growing bacteria in small plastic containers called Petri dishes. One day, someone left a Petri dish open by accident. Fleming returned from a two-week holiday and found that mould was growing in the dish. The mould was killing the bacteria. Fleming developed penicillin, the world's first antibiotic, from the mould. Penicillin has saved a lot of lives since the 1930s and its discovery happened by accident, which I think is totally amazing.

Unit 9

9.01 **Jessica** Thanks for coming, everyone. Today, we're going to talk about the proposed new list of after-school activities. Mr Carter has asked us to discuss them and then report back to him in our class at the end of the week. First of all, what did you all think of Mr Carter's list of after-school classes on the noticeboard?

Enzo I haven't seen it. What's on the list?

Camilla He's suggesting some new dance class options, Enzo. He wants to know if anyone is interested in things like Zumba, swing, disco and breakdance classes.

Enzo When do the classes start, Jessica?

Jessica They start at the beginning of next term.

Ralph The list isn't final yet, Enzo. But they're all dance and music classes so far.

Enzo Why are they all dance and music classes?

Ralph Well, one reason is the school wants to get more students interested in the arts. The other reason is that Mr Carter's organising a show, you know, like a high school musical for the end of the year.

Enzo I don't want to be in a show, really.

Jessica You don't have to be in the show, Enzo. We can choose the classes we want to join or suggest alternatives. I'm doing the tap dance class, it looks great. What about you, Ralph?

Ralph I'm not sure yet, Jessica, but I think the dance classes might be quite popular.

Camilla Not with me! And I'm really not interested in being in the show, either.

Jessica They'll need someone to make costumes, do make-up, work on the lights, all that kind of thing, Camilla. There might be classes for that, too.

Camilla I'm not good with costumes and makeup! And anyway, I prefer something sporty, like rugby.

Ralph What about you, Enzo?

Enzo Hmm, maybe something related to ICT, like a computer club?

Ralph OK, the rest of the class will be here in a minute. Let's see how many people are interested in the music and dance classes and make a list of other suggestions. I'll take notes. Right, hands up if…

Writing tutor Answer key

Writing tutor 1 WB p80

1 There are three paragraphs.
Paragraph 1: Alex's friend and what she does.
Paragraph 2: The content of her videos.
Paragraph 3: The reason why Alex likes the videos.

2 **a** 2 **b** X **c** 1 **d** 3

3 **1** c **2** a **3** b

4 A cool friend
by Jo Lane, 31st May

My friend Joe is really cool. He writes his own blog. You can find more than 100 posts there. His blog is very popular at my school. He's got more than 1,000 subscribers.

In each blog, Joe writes about what he is doing that week. For example, he loves watching chat shows and reality shows. In one of his posts, he talks about his favourites. I'm reading another one at the moment about photography. In this post, he is describing how to take great photos of animals. It looks easy. I'm going to try that!

Joe's posts are brilliant! They're always funny and interesting, but they are never horrible or mean. I think he's great! I'm really pleased to be his friend.

5 **2** The twenty-fourth of November
3 The ninth of August
4 The fifteenth of December
5 The twentieth of April

Writing tutor 2 WB p81

1 **2** one day last summer **3** one night
4 a few minutes later **5** suddenly **6** then
7 the next morning **8** at last **9** finally **10** in the end

2 **2** one night **3** one night **4** One day last summer
5 at first

3 **Suggested answers**
One day last summer, I was walking home when suddenly, I saw a group of people. They were taking photos of a young woman. She looked like a famous singer, so I decided to ask her for selfie. The next morning, I showed the photo to my friends and then, they started laughing. Finally, one of them explained, 'That's my older cousin. They were taking photos for a project.' I was really embarrassed.

4 Students' own answers.

5 **2** foot **3** knives **4** man **5** mice **6** person
7 shelves **8** sheep **9** teeth **10** woman

Writing tutor 3 WB p82

1 **1** First of all **2** In my opinion **3** Personally, I think
4 I believe that **5** To sum up

2 **Suggested answers**
2 In my opinion, very strict rules are not a good thing.
3 I believe that it's better to live in a large house because you have more space.
4 First of all, they say they don't have enough time to meet their friends after school.
5 To sum up, I believe that we are old enough to decide for ourselves.

3 **Suggested answers**
1 To sum up, everyone has to share the household chores but everyone needs to relax sometimes too.
2 First of all, I'm terrible at making things but I'm also not very good at buying presents.
3 In my opinion, we get too much homework, as well as too many tests.
4 Personally, I think they don't earn enough money and their jobs are difficult too.

4 **2** bought **3** fought **4** thought **5** caught **6** taught

5 **1** through **2** daughters **3** tough **4** laugh

Writing tutor 4 WB p83

1 **2** if you ask me **3** make sure you **4** you must/mustn't/need to **5** you (really) should/shouldn't **6** for example **7** for instance **8** such as **9** in addition **10** what's more **11** that's why

2 **2** Make **3** why **4** say **5** shouldn't **6** need to/really should/should

3 **Suggested answers**
I'd say that gaming is fine, but you should really get outside more or do something without screens. That's why you need to take up a hobby such as music or drama where you'll learn something new. In addition, you'll meet new people and have fun. Make sure you find a good teacher!

4 **2** We can't do a video chat right now, but you can send me a message.
3 When I ride my bike, I wear a helmet, bright clothes and I never cycle in the rain.

Writing tutor 5 WB p84

1 **1** What do I think of it?
2 What's it about?
3 Do I recommend it?

2 **1** What's it about? **2** What do I think of it?
3 Do I recommend it?

3 **Suggested answers**
The Wild Robot – possibly the best book ever!

What's it about?
The *Wild Robot follows* the adventures of a robot called Roz. She finds herself alone on a wild island and she has to look after herself. It's an action-packed story with a strong message about making friends with nature.

What do I think of it?
I was very impressed by the characters and the story. However, the highlight of the book is the author's pictures – they are beautiful! On the downside, you'll read the book very quickly – I finished it in a day!

Do I recommend it?
All in all, if you like science fiction with a message, this book is a must-read. There are three books in the series, and I recommend reading them all. There's also a film but I haven't seen it yet.

4 well-known, well-loved, roller skates, action-packed, modern dance, must-see

5 **1** must-see **2** well-loved **3** well-known **4** modern dance