Second Edition

OWN IT! 3

IT'S YOUR WORLD



Teacher's Book

WITH DIGITAL PACK

Garan Holcombe

CAMBRIDGE

Second Edition

Own it! 3

B1 Preliminary for Schools exam content in *Own it!* Second Edition has been checked by exam experts at Cambridge University Press & Assessment for accuracy and level.

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 ...

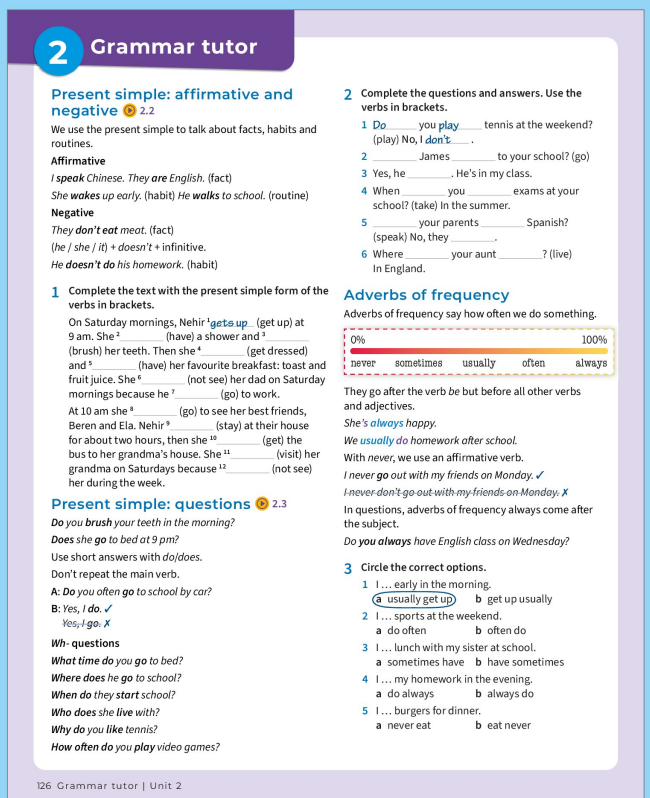
We listened to teachers around the world who know *Own it!* and asked them what they needed from this second edition to best meet their evolving needs. As a result, we have maintained the pedagogical focus on learning grammar and vocabulary and practising the four key skills, but have enhanced the following 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% never sometimes usually often always 100%

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

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

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

With *never*, we use an affirmative verb.

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

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

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

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

3 Circle the correct options.

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

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

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

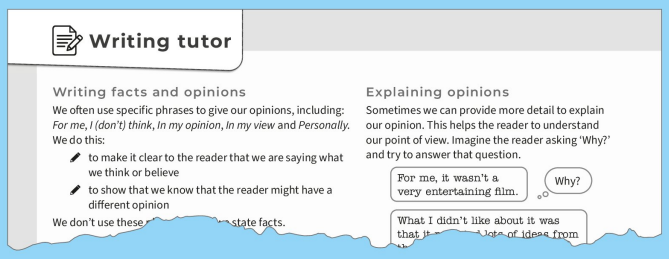
4 I … my homework in the evening.
a do always b always do

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

126 Grammar tutor | Unit 2

More support for Speaking and Writing

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



Writing tutor

Writing facts and opinions

We often use specific phrases to give our opinions, including: *For me, I (don't) think, In my opinion, In my view* and *Personally*. We do this:

- to make it clear to the reader that we are saying what we think or believe
- to show that we know that the reader might have a different opinion

We don't use these … state facts.

Explaining opinions

Sometimes we can provide more detail to explain our opinion. This helps the reader to understand our point of view. Imagine the reader asking 'Why?' and try to answer that question.

For me, it wasn't a very entertaining film. Why?

What I didn't like about it was that it … lots of ideas from …

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.

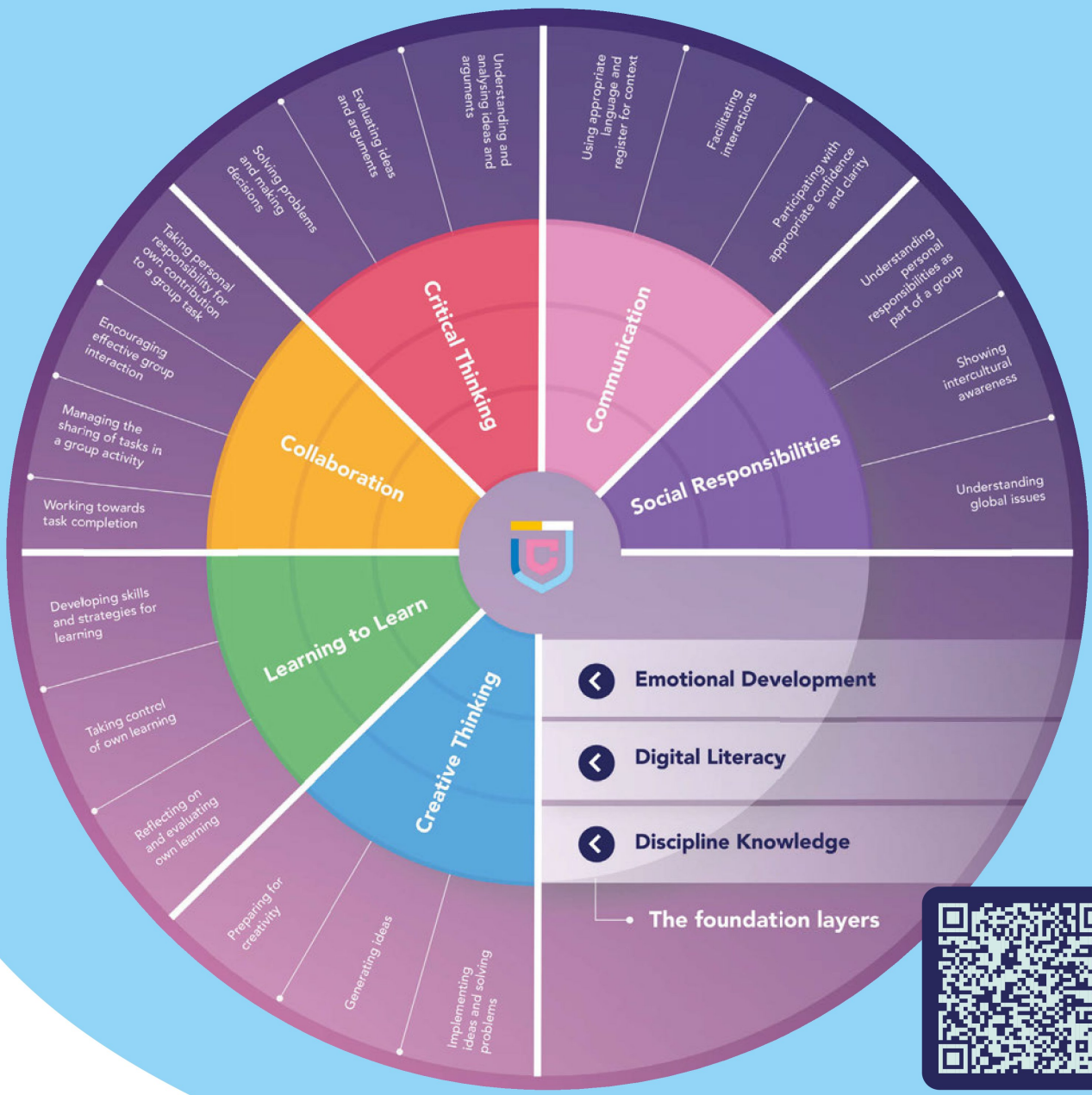
Life Competencies

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.

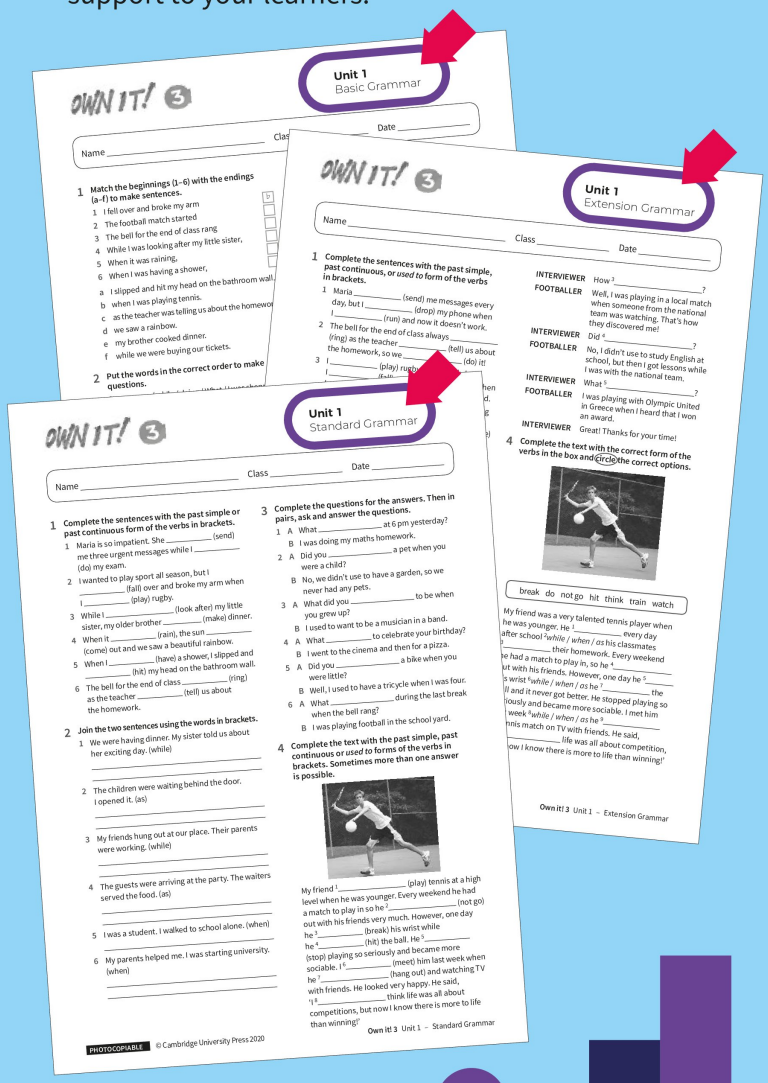


Everything you need … all in one place!

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.



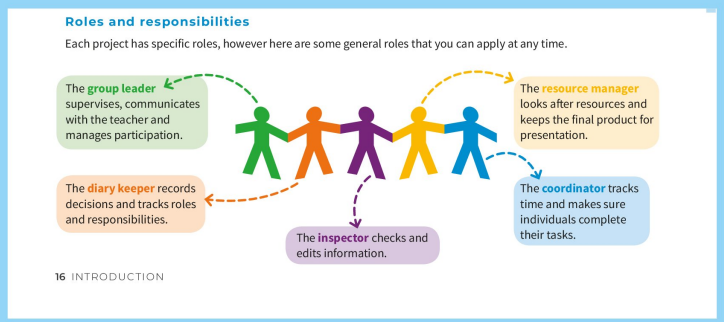
A comprehensive testing package

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

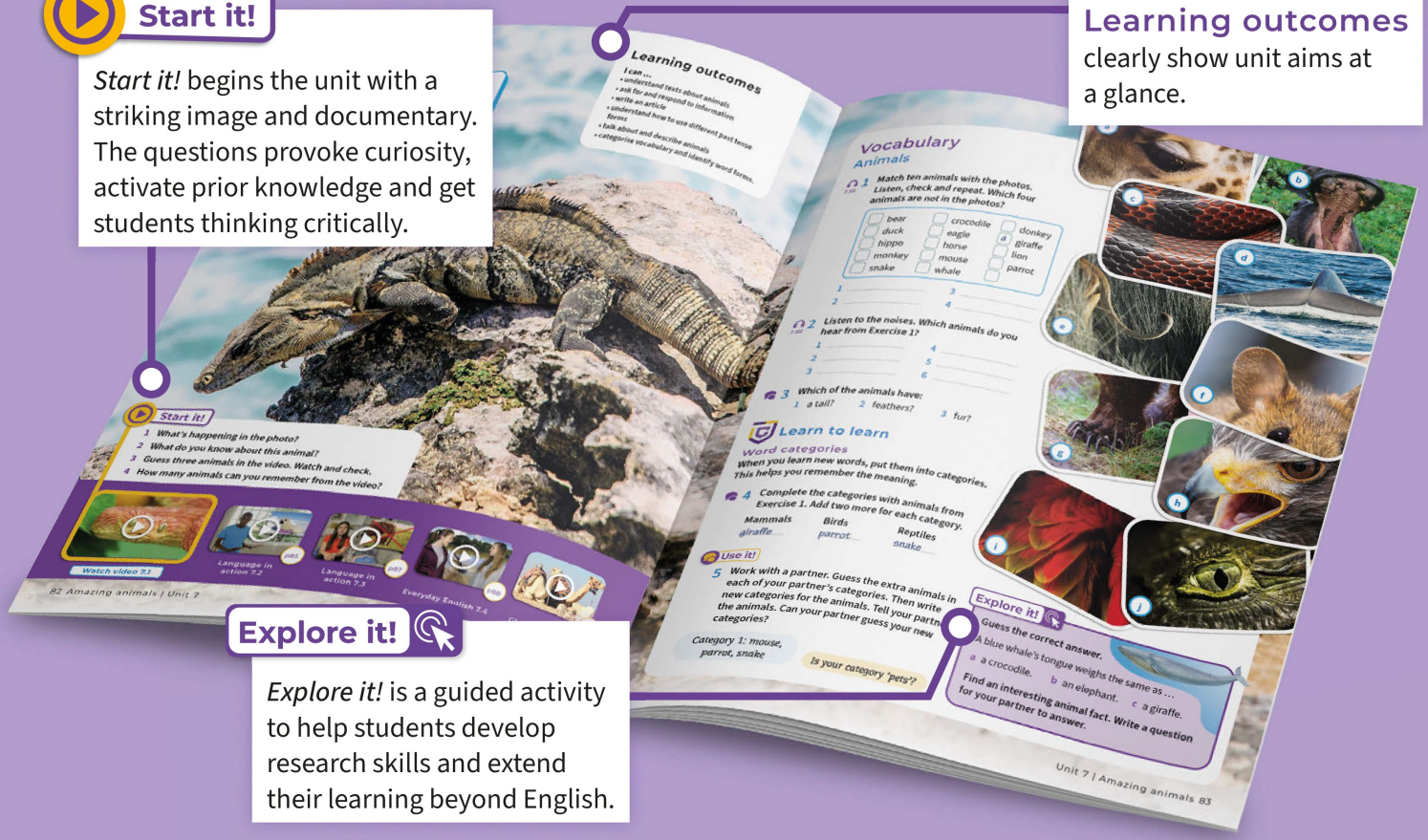
The unit journey is underpinned by the *Learn to learn* strand which supports the development of vital learning skills, and the *How to …* feature which provides useful tips for completing project work successfully. These features support students on their journey from *Start it!* to *Own it!*

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.

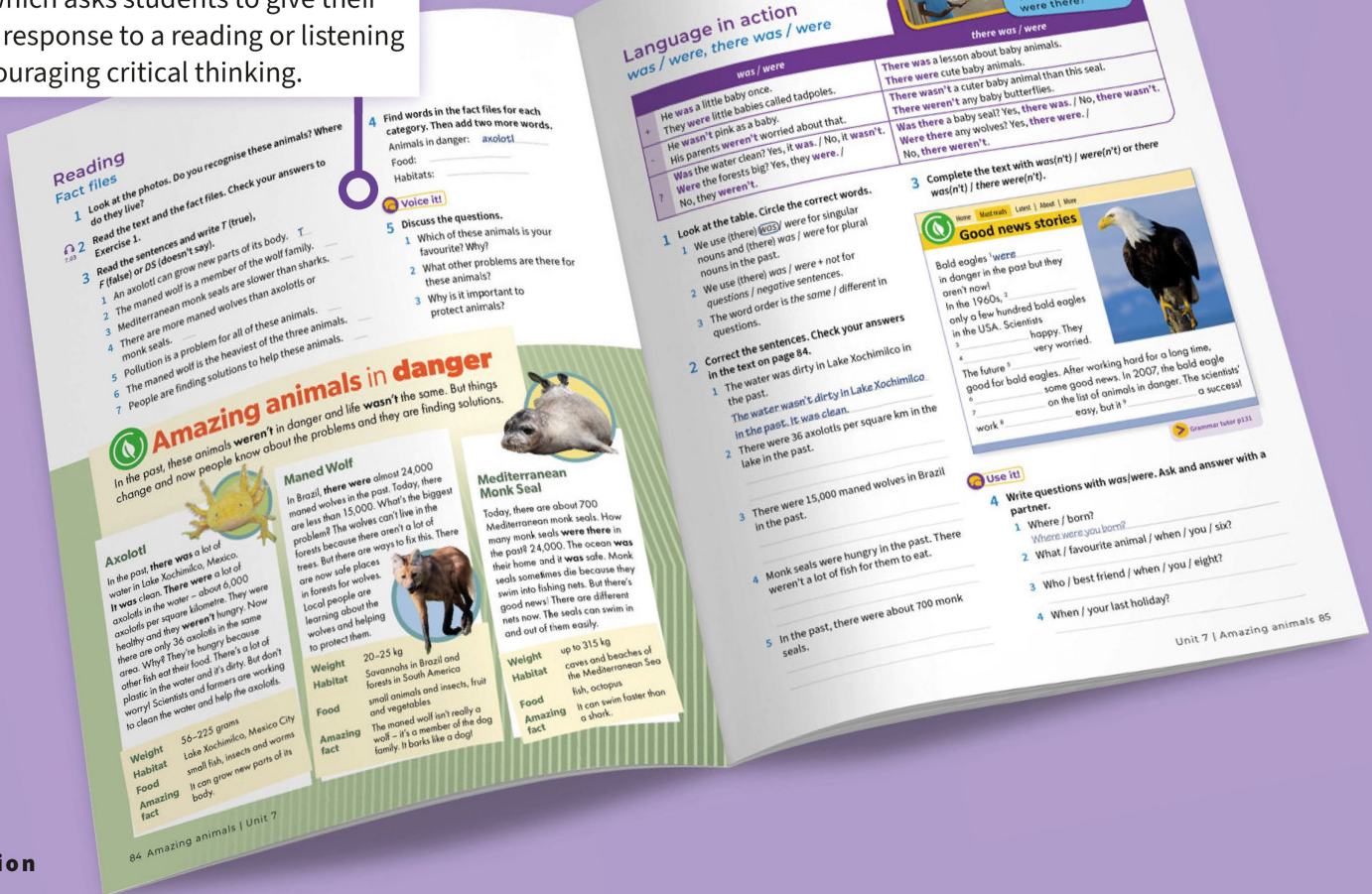


Explore it!

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.

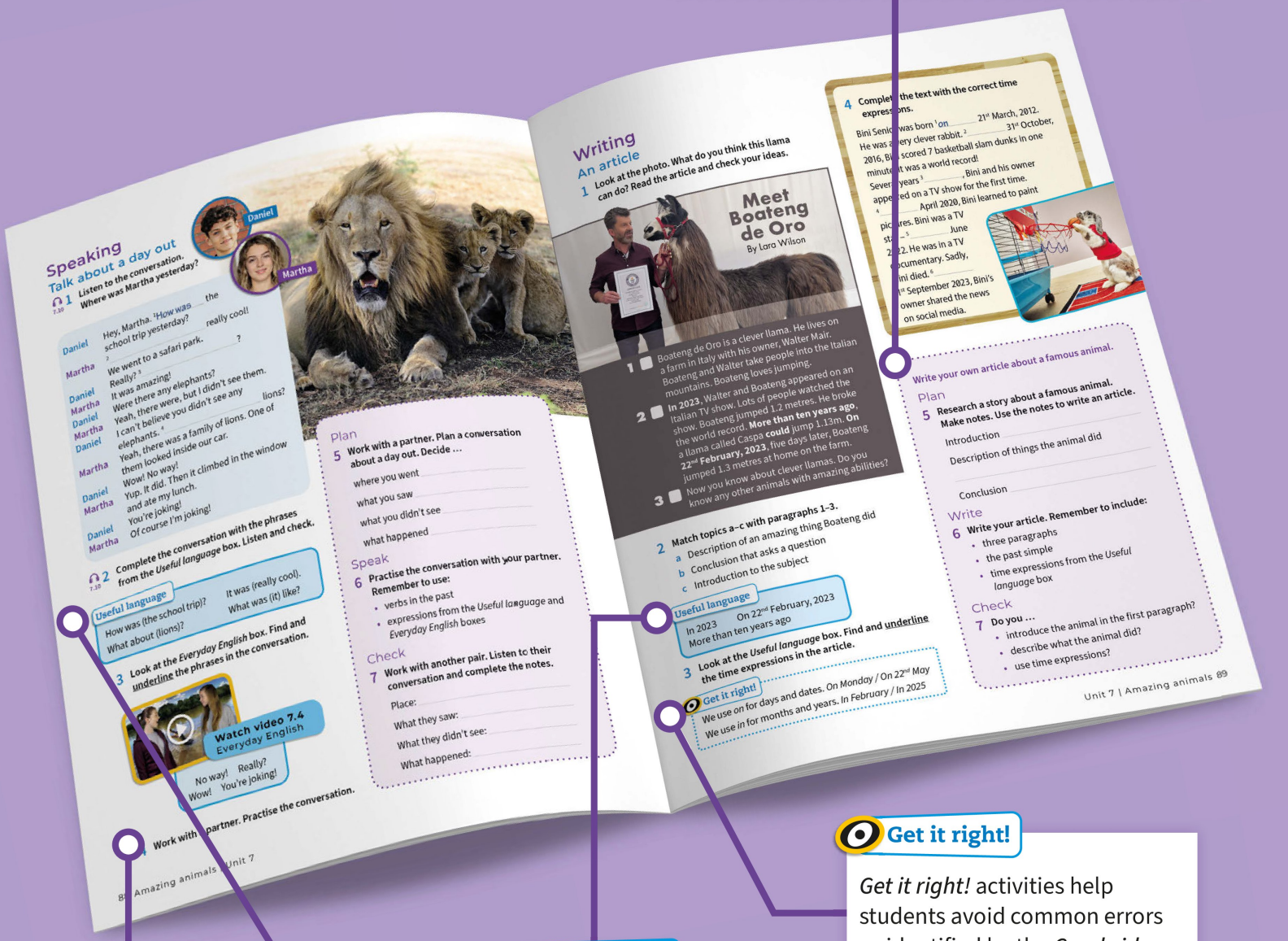


Learn to learn

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.



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.

Useful language

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

Get it right!

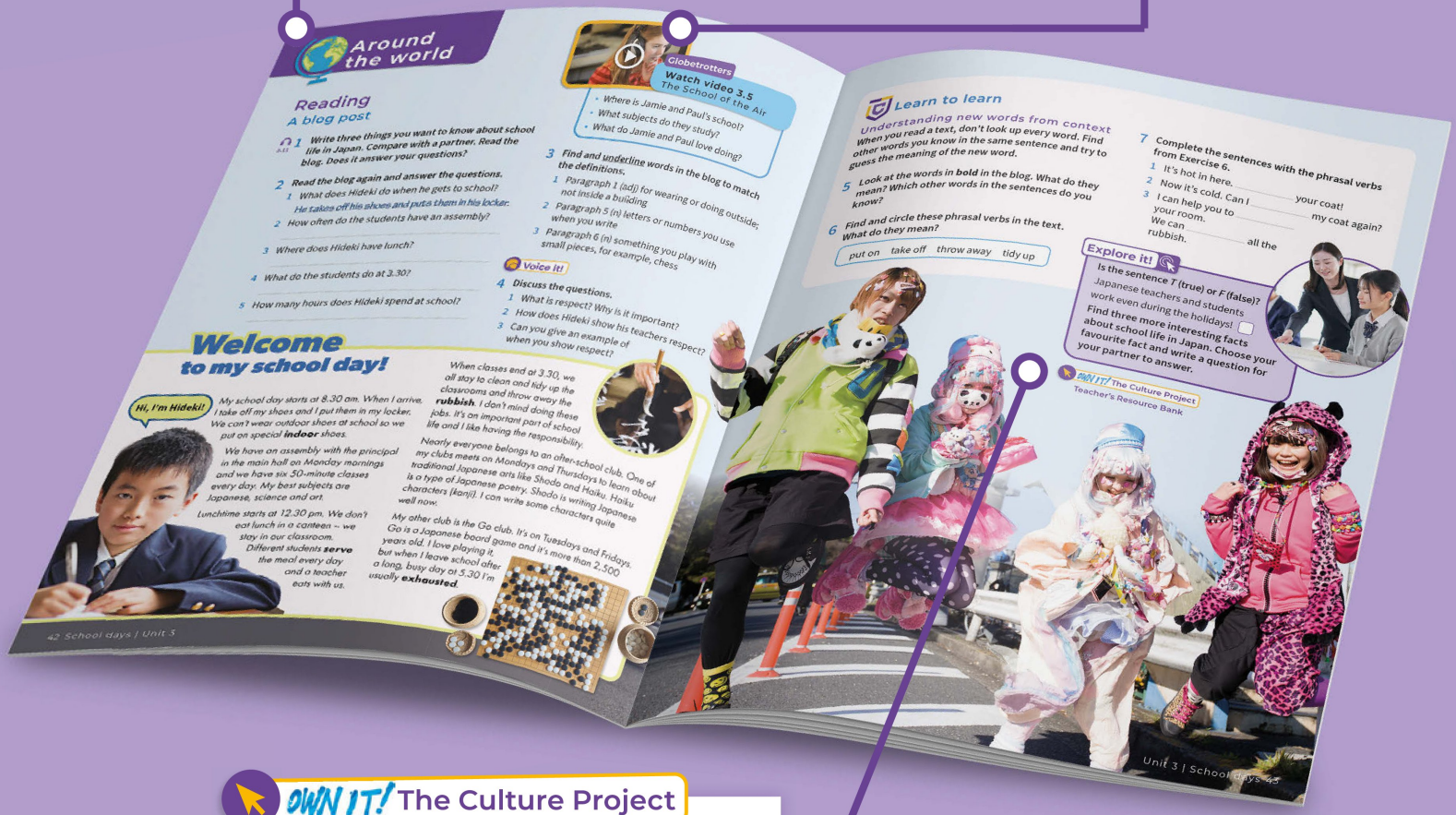
Get it right! activities help students avoid common errors as identified by the *Cambridge Learner Corpus.*

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

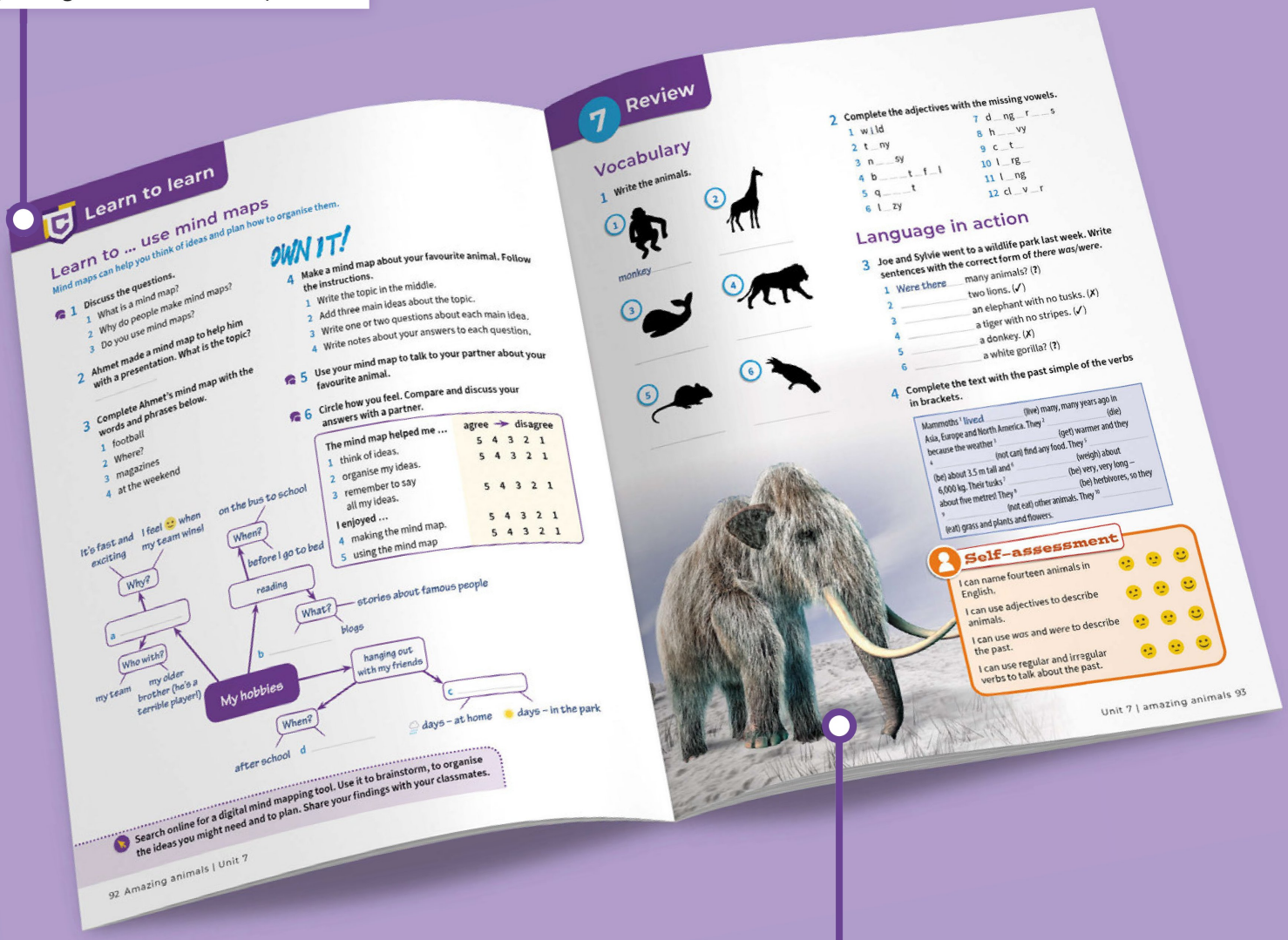
The step-by-step guide helps students work through the project without the need for constant supervision by the teacher, promoting peer-learning and student autonomy.



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.



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.

Student's Book Contents

	Vocabulary	Skills	Language in action
Starter Unit **Welcome!** p4	Technology p4 Feelings p4 Music p7	**Reading** A message on an app p5 **Listening** A conversation p8	Present simple and present continuous with adverbs of frequency p6 Present simple for future p6 Past simple p9
Unit 1 **Be inspired** p10	Describing people p11 Phrasal verbs p14	**Reading** An article: Who inspires you? p12 **Listening** A radio programme p14 **Speaking** Interviewing someone p16 **Writing** A letter to a magazine p17	Past simple and past continuous with *when*, *while* and *as* p13 *used to* p15
Learn to learn p20, **Review** p21			
Unit 2 **What is art?** p22	Visual and performing arts p23 Music and theatre p26	**Reading** A magazine article: Art on the streets p24 **Listening** A conversation p26 **Speaking** Describing a picture p28 **Writing** A review p29	Present perfect with regular and irregular verbs p25 Present perfect with *already*, *just*, *still* and *yet* p27
Learn to learn p32, **Review** p33			
Unit 3 **Spread the word!** p34	Communicating p35 Collocations with *say* and *tell* p38	**Reading** An article: Language learning p36 **Listening** A radio interview p38 **Speaking** Asking for something you need p40 **Writing** A listicle p41	*can*, *could*, *will be able to* p37 Present perfect with *for*/*since* and *How long … ?* p39 Present perfect and past simple p39
Learn to learn p44, **Review** p45			
Unit 4 **Healthy body, healthy mind** p46	Health and fitness p47 Healthy eating p50	**Reading** Online FAQs p48 **Listening** An interview p50 **Speaking** Giving advice p52 **Writing** A post on a forum p53	Quantifiers p49 *should*, *shouldn't* and *ought to* p51
Learn to learn p56, **Review** p57			
Unit 5 **Save our planet!** p58	Planet earth p59 Natural environments p62	**Reading** A news story: Plastic pollution p60 **Listening** A class discussion p62 **Speaking** Giving your opinion p64 **Writing** An opinion essay p65	The first conditional p61 The second conditional p63
Learn to learn p68, **Review** p69			
Unit 6 **Think outside the box** p70	Making things p71 Materials and containers p74	**Reading** A news story: A bright idea p72 **Listening** A quiz show p74 **Speaking** Giving and following instructions p76 **Writing** A review p77	Present simple passive p73 Past simple passive p75
Learn to learn p80, **Review** p81			
Unit 7 **A world of celebration** p82	Festivals p83 Music festivals and live music p86	**Reading** A folk tale: A princess, a farmer and a bridge of birds p84 **Listening** A conversation p86 **Speaking** Inviting a friend to a party p88 **Writing** An email to a friend p89	Past perfect p85 Reported statements p87
Learn to learn p92, **Review** p93			
Unit 8 **Back to school** p94	School p95 Attitude and behaviour p98	**Reading** A report: Dangerous journeys to school p96 **Listening** A phone call p98 **Speaking** Explaining rules p100 **Writing** An essay p101	*be allowed to; can / can't* p97 *have to*, *must* and *need to* p99
Learn to learn p104, **Review** p105			
Unit 9 **A holiday on the moon?** p106	Travel p107 Travel phrasal verbs p110	**Reading** A magazine interview: Future travel p108 **Listening** Conversations p110 **Speaking** Talking about a future trip p112 **Writing** An email to a host family p113	*be going to*, present continuous for future, future continuous p109 Relative pronouns and relative clauses p111
Learn to learn p116, **Review** p117			

Pronunciation p118–119 **CLIL model projects p120–123** **Grammar tutor p124–133** **Irregular verbs p134**

	Learn to learn		Around the world / Life competencies		Project	
	Recording vocabulary Contextualising vocabulary	p4, p8 p8				
	Opposites Taking notes Cause and effect Setting and achieving learning goals	p11 p14 p19 p20	An article: The boy who brought light to Freetown Local heroes	p18 p18	**Project:** a presentation Teacher's Resource Bank	
	Making nouns for people Inferring Helping your partner improve their speaking	p23 p26 p32	**Critical thinking:** Art tours What is culture? **CLIL:** Art	p30 p30 p31	**Project:** an art tour	p31
	Using spidergrams Using flash cards Skim reading Recording collocations in different ways	p35 p38 p42 p44	A magazine article: Languages in danger Other worlds, other words	p42 p42	**Project:** a fact file Teacher's Resource Bank	
	Recording vocabulary by topic Cognates Checking your writing	p47 p50 p56	**Emotional development:** Managing stress Stay healthy! **CLIL:** PHSE	p54 P54 p55	**Project:** a report	p55
	Look, cover, remember Drawing pictures Reference words Understanding how you learn	p59 p62 p67 p68	A journal: Wednesday, 24 October – snowstorm! Take action now!	p66 p66	**Project:** a magazine article Teacher's Resource Bank	
	Visualising Using background knowledge Improving your speaking with games	p71 p74 p80	**Creative thinking:** Problem solving Changing technology **CLIL:** Design and technology	p78 p78 p79	**Project:** an app to help people	p79
	Stress patterns Predicting information Prefixes and suffixes Challenging yourself	p83 p86 p91 p92	A travel blog: Ollie in China A monkey buffet	p90 p90	**Project:** a travel blog Teacher's Resource Bank	
	Personalising vocabulary Preparing to listen Asking for help when you don't understand	p95 p98 p104	**Social responsibility:** Being a good citizen Different schools **CLIL:** Citizenship	p102 p102 p103	**Project:** a school brochure	p103
	Learning collocations Phrasal verbs Making adjectives from nouns Using technology to practise English	p107 p110 p115 p116	A webpage: Costa Rica One world, one culture?	p114 p114	**Project:** a poster Teacher's Resource Bank	

Lesson aim: I can talk about technology and feelings.

Warmer

Elicit students' ideas about modern technology like smartphones and tablets. Ask: *Do you like modern technology? Why / Why not?*

1 S.01 Pause after each word to drill the pronunciation.

Target vocabulary
app /æp/
device /dɪ'vaɪs/
emoji /em'oji/
screen /skri:n/
social media /'səʊʃəl 'mi:diə/
video chat /'vɪdɪəʊ ʧæt/

Vocabulary bank

Audioscript p122

2 Encourage students to ask each other follow-up questions.

Explore it!

★★★ Extend this activity by asking students to invent their own emojis.

3 S.02 ★★★ Students write their own sentences with emojis for their partner to complete with the adjectives from Exercise 3. They can try communicating feelings other than the ones in the exercise.

Target vocabulary
angry /'æŋgri/
bored /bɔ:d/
embarrassed /ɪm'bærəst/
excited /ɪk'saɪtɪd/
nervous /'nɜ:vəs/
upset /ʌp'set/

Vocabulary bank

Starter

Welcome!

Vocabulary
Technology

S.01 **1** **Match the words with the photos (1–6). Then listen, check and repeat.**

5 emoji	1 app	3 device
2 screen	6 video chat	4 social media



Use it!

2 **Circle the correct words to complete the questions. Then ask and answer with a partner.**

1 What's your favourite *screen* / *app* on your phone?
2 Which *emoji* / *screen* do you use the most in messages to your friends?
3 Which *device* / *social media* sites do you use?
4 How often do you use *video chat* / *device*?

Explore it!

Guess the correct answer.
What was the most popular emoji in 2024?
a ❤️ b 😂 c 😱
Find another interesting fact about emojis. Then write a question for your partner to answer.

Feelings

S.02 **3** **Write the words in the box next to the emojis in the sentences. Then listen, check and repeat.**

angry ~~bored~~ embarrassed
excited nervous upset

1 Help! He's talking about his favourite computer game again! I'm so 😑 bored.
2 Oops! Clothes disaster this morning. One red sock, one pink sock. I feel 😢 embarrased
3 Andi's 😫 upset with me. I forgot to reply to his text.
4 Feeling 😬 nervous before my presentation. Wish me luck!
5 Video chat isn't working – again! Feeling 🤬 angry.
6 This birthday boy is feeling 🤩 excited. Party at my house tonight!

Learn to learn
Recording vocabulary

Writing new words in example sentences can help you to remember them.

4 **Write the words from Exercise 3 in example sentences. Then read your sentences to your partner.**

I always feel excited when the weekend starts.

Learn to learn

Tell students that recording new vocabulary in a sentence can help them understand how the word works.

4 Encourage students to read out their sentences, using intonation to express feelings.

Class challenge

The word *app* is short for apple / **application** / appointment.

Homework

Workbook p4, Exercises 1–3

Lesson aim: I can understand a message on an app.

Warmer

Ask students how they usually communicate online with their friends. Which apps do they like? Which apps do they dislike? Encourage students to give reasons for their answers.

1 Discuss the questions with the class as a whole. Encourage students to describe the photos in as much detail as possible.

2 S.03 ★★★ Challenge students to find the answers quickly by setting a one-minute time limit.

3 Encourage students to underline the parts in the messages which show the answer.

4 ★★★ Students write their own text-message conversations with the new vocabulary. They then practise reading them.

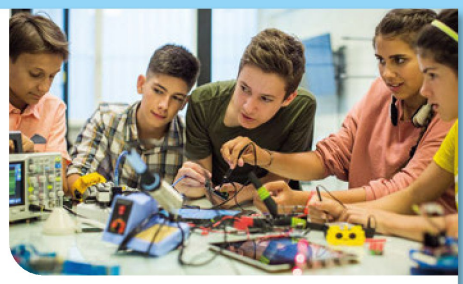
5 ★★★ Encourage students to extend their conversations by asking each other extra questions, e.g. *Why do you think people go to summer camps?*

Extend it!

Students plan their own summer camp. Ask them to think about the following questions: *What is it called? Where is it? What can people do there? How long can people stay?*

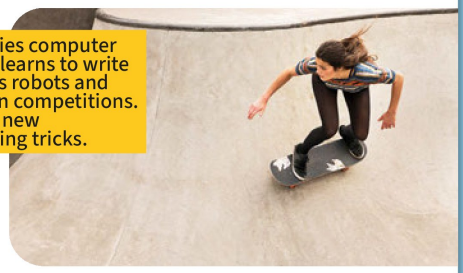
Reading

A message on an app



1 **Look at the photos and answer the questions.**

1 What can you see?
2 How do the people feel?
3 Which is more difficult? Skateboarding or making a robot?



2 S.03 **Read the messages. What do Dylan and Izzy do at their summer camps every day?**

Dylan: studies computer languages, learns to write apps, builds robots and takes part in competitions.
Izzy: learns new skateboarding tricks.

Izzy

Hey, Dylan! How's tech camp? Are you having fun?

Dylan

It's brilliant. I'm never bored here.

What do you do every day?

In the morning we usually study computer languages, and in the afternoon we learn how to write apps. But we don't always do the same thing. Today we're building robots!

That sounds cool!

It is, but it isn't as easy as it looks!

I bet.

There's a competition tomorrow. I'm excited but also **a bit** worried. My robot isn't working very well. Anyway, how's skateboarding camp?

I'm **having the time of my life**. I'm learning lots of new **tricks**. I always feel nervous before I do one, and I sometimes feel embarrassed when I fall over. 😲

I feel upset when my robot falls over! 😢

Oh, don't be upset!

Listen, have you got any photos of you on your skateboard? I'm making an app for social media. I need some cool photos to put on it.

No. I hardly ever take photos.

OK, don't worry. Anyway, got to go. The next class is starting and everyone's waiting for me.

You're never **on time**! Listen, we always use this messaging app to talk. Next time let's do a video chat.

Good idea! Bye!

Bye! Good luck with your robot!

3 **Read the conversation again. Write *D* (Dylan) or *I* (Izzy).**

Who …

1 thinks their camp is always interesting? D
2 has an important event soon? D
3 sometimes falls over? I
4 needs help with a project? D
5 talks about a different way to communicate? I

4 **Write the words and phrases in bold in the conversation that mean …**

1 clever, fun acts. tricks
2 a little. a bit
3 I believe that's true. I bet
4 enjoying myself a lot. having the time of my life
5 not late. on time

Voice it!

5 **Discuss the questions.**

1 Which summer camp do you think is more interesting?
2 Are summer camps popular in your country?

Flipped class

▶ In preparation for **Video S.1** (p6), ask students to find out what a *vlog* is. (The word is formed from *video* and *blog*, and refers to an online video in which someone shares their thoughts, opinions and ideas.)

Homework

Workbook p4, Exercises 4–5

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

Warmer

▶ Play **Video S.1** and allow students to check their answers. Elicit that the boy is at a computer camp and that he usually chats with friends during the day.

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

Get it right!

Ask students to underline the adverbs of frequency with the present simple or present continuous in the messages on p5.

2 S.04 Ask students to read the gapped text through once to get a general idea of its content before playing the audio.

Audioscript p122

Grammar game

Student A mimes an activity, saying *How often do I …?* Student B guesses what is being mimed, saying something like *You always play tennis at the weekend*, and receiving a point for a correct guess.

3 ★★★ Students say whether their partner's sentences are true or not, e.g. *No, that's wrong. I don't often go to the cinema on Sundays. I hardly ever go to the cinema on Sundays.*

4 Explain that the examples in the table show a future use of the present simple. Check students' understanding by eliciting further example sentences, e.g. *The Maths test starts at 9.00.*

Language in action

Present simple and present continuous with adverbs of frequency



Watch video S.1
Where is he? What does he usually do during the day?

	Present simple	Present continuous
+	I usually **chat** with my friends.	I'**m having** a great time.
-	**I don't want** to be late!	I'**m not wasting** time.
?	What **does** he **waste** time on?	**Is** he **learning** a lot?

0% — never — hardly ever — sometimes — **Frequency** — often — usually — always — 100%

Get it right!

We use adverbs of frequency with the present simple, and *at the moment*, *today* and *now* with the present continuous.

1 Look at the table. Circle the correct words in each sentence.

1 We always *do* / *are doing* the same thing after school.
2 *Do you have* / *Are you having* fun at the moment?
3 Sami *hardly ever plays* / *is playing* his guitar.
4 The students *design* / *are designing* apps today.
5 I *don't watch* / *'m not watching* TV in the morning.

S.04 **2 Complete the message with the correct form of the verbs in brackets. Then listen and check.**

Hi Anna! How's it going? [1] Are you having (have) a good holiday? Guess where I [2] 'm calling (call) from! Summer camp! I [3] 'm having (have) an amazing time here. During the day, we [4] do (do) sports and in the evening, we [5] sing (sing) songs by the fire. Oh, and guess what! We [6] make (make) our own food every day, so I [7] 'm learning (learn) how to cook! I'm sure you [8] don't believe (not believe) me, but it's true! Anyway, my friends [9] are calling (call) me.
Speak soon! Bye!

Use it!

3 Write sentences about your partner with the time expressions.

in the evening / at the weekend / when it's sunny / at the moment

You often go to the park at the weekend.

Present simple for future

My **next** class **starts** in 5 minutes!
Our bus **arrives at 8.30 am**.

4 Look at the table. Write sentences in the present simple. Do they refer to the present (*P*) or the future (*F*)?

go / leave / ~~start~~ / visit

1 the film / at 21.00
The film starts at 21.00. F
2 the train / soon
The train leaves soon. F
3 we / on holiday next Monday
We go on holiday next Monday. F

Grammar tutor p124

Grammar tutor

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

Extend it!

Write these questions on the board: *What time does this lesson finish? When does the next school holiday start?* Encourage students to ask each other the questions, and extend their conversations with follow-up questions.

Homework

Workbook p5, Exercises 1–3

Lesson aim: I can describe types of music and musical instruments.

1 S.05 Ask students to describe what they can see in the photos before they do this activity.

Target vocabulary
bass /beɪs/
DJ /ˈdiːdʒeɪ/
drums /drʌmz/
fans /fænz/
folk /fəʊk/
heavy metal /ˈhevi ˈmetl/
jazz /dʒæz/
keyboard /ˈkiːbɔːd/
rap /ræp/
reggae /ˈregeɪ/

Audioscript p122

2 S.06 ★ Play the recording twice. The first time, students listen but don't write down their answers. The second time they write their answers.

3 ★★★ Students think of more words to add to the table.

Vocabulary bank

4 Set a time limit of two minutes for this activity.

5 ★★★ Encourage students to ask further questions, e.g. *Which instrument would you like to learn?*

Homework
Workbook p5 Exercises 4–6



Vocabulary and listening
Music

S.05 **1** **Match the words with the photos (1–10). Then listen, check and repeat.**

7 bass	8 DJ	3 drums
4 fans	6 folk	5 heavy metal
9 jazz	1 keyboard	10 rap
2 reggae		

S.06 **2** **Listen and write the words from Exercise 1.**

1 bass
2 DJ
3 drums
4 fans
5 folk
6 heavy metal
7 jazz
8 keyboard
9 rap
10 reggae

3 **Complete the table with the words from Exercise 1.**

Types of music	folk, heavy metal, jazz, rap, reggae
Instruments	bass, drums, keyboard
People	DJ, fans

Use it!

4 **Read the questions and make notes.**
1 How often do you listen to music?
2 What are your favourite types of music?
3 Is the music you listen to different from the music that your parents like? Why?

5 **Ask and answer the questions in Exercise 4.**

How often do you listen to music?

I listen to music every day when I get home from school. What about you?



Lesson aim: I can describe types of music and musical instruments.

1 Students work in pairs to complete the wordsearch. Ask pairs to raise their hands when they find their first word in the puzzle. Confirm the word is one of the music vocabulary set, then allow students to complete the exercise.

2 ★ After students complete the exercise, put them into pairs to compare answers. Ask volunteers to share some of the sentences they wrote with the class.

Learn to learn

Explain that words usually have a meaning in context, for example, a 'fan' can refer to a machine used to move air around on a hot day, but in the context of music, it means someone who loves a band or singer.

3 S.07 ★ Play the recording and ask students to comment on the context in which the words appear.

4 S.07 Encourage students to note down the information in the recording which helped them choose the correct words.

Audioscript p122

5 Discuss the question with the whole class. Encourage students to think of the advantages and disadvantages of being a DJ in a children's hospital.

Homework

Workbook p6 Exercises 1–4

Vocabulary and listening

Music


bass


DJ


drums


fans


folk


heavy metal


jazz


keyboard


rap


reggae

1 **Circle eight music words in the wordsearch.**

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

Learn to learn

Recording vocabulary

Writing new words in example sentences can help you to remember them.

2 **Match the sentence beginnings with the endings. Then write two sentences in your notebook with one technology word and one adjective for feelings in each sentence.** Student's own answers

1	Everyone in my family	d	a drums in a jazz band.
2	Matt plays the	a	b about his new album.
3	My sister works as	e	c metal too loud and boring.
4	His fans are excited	b	d loves reggae.
5	I find heavy	c	e a DJ for a radio station

A conversation

Learn to learn

Contextualising vocabulary

Listening to words in context helps you to understand and remember them.

S.07 **3** **Listen to the conversation. Which words from Exercise 1 do you hear?**

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

1 Most of the children like *pop* / *rap* music.
2 A lot of the children feel *excited* / *nervous* about hearing themselves on the radio.
3 On the radio, the children talk about their *hobbies* / *families*.
4 Sometimes *doctors* / *bands* give concerts in the hospital.

Voice it!

5 **Would you like to be a DJ in a children's hospital? Why / Why not?**

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

Warmer

▶ Play **Video S.2**, pausing it after each section to answer any questions students might have.

1 Draw attention to the table and have students complete the exercise. Elicit that the past simple is used to talk about events that happened at a definite time in the past – we know when they happened. Have students complete the exercise.

2 ★ Help students by eliciting which verbs in the box are regular and which are irregular.

3 Set a time limit of four minutes for students to write their questions. Before students practise asking and answering them, check that they have formed the questions correctly.

4 Before students rewrite the paragraph, ask them to read it through quickly so they know what it is about.

Grammar tutor

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

5 Read out the example and check that students know how to form questions in the past simple. Monitor and help students as necessary.

6 Encourage students to develop their conversations by asking further questions.

Extend it!

Students ask and answer questions about the text they rewrote in Exercise 4, e.g. *What time did Matias get up? What did he do first after he got up?*

Language in action

Past simple



Watch video S.2
What did she listen to on her way to school? What's her favourite music?

	Regular verbs	Irregular verbs
+	This morning I **listened** to reggae.	My friend **told** me about this new band.
-	I **didn't get** the bus this morning.	I **didn't know** much about it before.
?	What **did** she **listen** to last summer?	Who **did** she **spend** time with?

1 **Look at the table. Complete the sentences with verbs in the past simple. Are the verbs regular (*R*) or irregular (*I*)?**

1 Where *did* you *work* (work) last summer? R
2 I played (play) lots of music. R
3 They _____ (not want) to be in hospital. R — didn't want
4 The music on the hospital radio made (make) them feel better. I
5 They told (tell) me about their hobbies. I
6 One day I _____ (organise) a visit from a band. R — organised

2 **Complete the sentences about your summer. Use the correct form of the verbs in the box.**

get up go learn listen play work

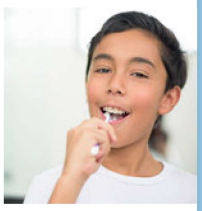
1 I *didn't go* to the beach.
2 I _____ football in the park.
3 I _____ how to play the drums.
4 I _____ at a swimming pool.
5 I _____ to music every day.
6 I _____ late every day.

played / didn't play — got up / didn't get up
learned / didn't learn
worked / didn't work
listened / didn't listen

3 **Write questions about the activities in Exercise 2. Then ask and answer them with a partner.**

Did you go to the beach last summer?
Did you play football in the park?
Did you learn how to play the drums?
Did you work at a swimming pool?
Did you listen to music every day?
Did you get up late every day?

4 **Rewrite the paragraph in the past simple. Then read your paragraph to a partner.**



Matias gets up at 7 o'clock to go to school. First, he gets dressed and then he has breakfast. He has cereal and toast. He doesn't have juice or coffee. Then he cleans his teeth and puts on his coat. He doesn't walk to school. He goes by bus. He meets his friends outside school and they listen to music before school starts.

Matias got up at 7 o'clock to go to school. First, he got dressed and then he had breakfast. He had cereal and toast. He didn't have juice or coffee. Then he cleaned his teeth and put on his coat. He didn't walk to school. He went by bus. He met his friends outside school and they listened to music before school started.

Grammar tutor p124

Use it!

5 **Write questions in the past simple with *you*.**

1 Where / go / on your last holiday?
Where did you go on your last holiday?
2 What / do / last weekend?
What did you do last weekend?
3 Who / see / yesterday?
Who did you see yesterday?
4 When / have breakfast / yesterday morning?
When did you have breakfast yesterday morning?

6 **Ask and answer the questions in Exercise 5.**

Where did you go on your last holiday? — *I went to Barcelona.*

Grammar game

Students think of an activity they did at the weekend. Their partner has to guess what it was by asking *yes/no* questions using the past simple, e.g. *Did you do this activity outdoors? Did you do it in the park?* Limit the number of questions students can ask to ten.

Homework

Workbook p6 Exercises 5–7

Unit 1
Be inspired

Lesson aim: I can talk about entrepreneurs.

Warmer

Check that students understand *inspired* (when someone feels they want to do something, and can do it). Ask: *How can people inspire us?*

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 words to describe the photo (e.g. mountain, trekking). Ask students to say how they feel about the photo.

2 & 3 ▶ Elicit that an entrepreneur (/ɒntrəprəˈnɜː/) is someone who starts their own business. Play **Video 1.1**. Students to check their answers.

4 Give students five minutes to think of a new business.

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

Class challenge

The word *entrepreneur* came into English from Spanish / **French** / Japanese.

Flipped class

In preparation for **Explore it!** (p11), students find facts about what can influence someone's personality.



Unit aims

Skills

I can ...
- understand texts about inspiring people p12, p18
- interview someone p16
- write a letter about an inspiring person p17

Language

I can ...
- describe people p11
- understand how to use different past tense forms p13
- use phrasal verbs p14
- understand how to use *used to* p15

Learn to learn

I can ...
- identify opposites p11
- take notes p14
- identify cause and effect p19
- set and achieve learning goals p20

Extra resources

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

Teacher's Resource Bank

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

Lesson aim: I can describe people.

Warmer

Elicit examples of adjectives used to describe people.

1 1.01 Pause after each word to drill the pronunciation.

Target vocabulary

active /'aktɪv/
ambitious /am'bɪʃəs/
calm /kɑ:m/
cheerful /'tʃɪəfʊl/
confident /'kɒnfɪd(ə)nt/
helpful /'helpfʊl/
inspiring /ɪn'spʌɪərɪŋ/
patient /'peɪʃ(ə)nt/
sensible /'sensɪb(ə)l/
sensitive /'sensɪtɪv/
sociable /'səʊʃəb(ə)l/
talented /'talәntɪd/

Audioscript p122

2 ★★★ Students decide which of the adjectives describe members of their family.

3 1.02 Pause after each description to give students time to write.

Audioscript p122

Vocabulary bank

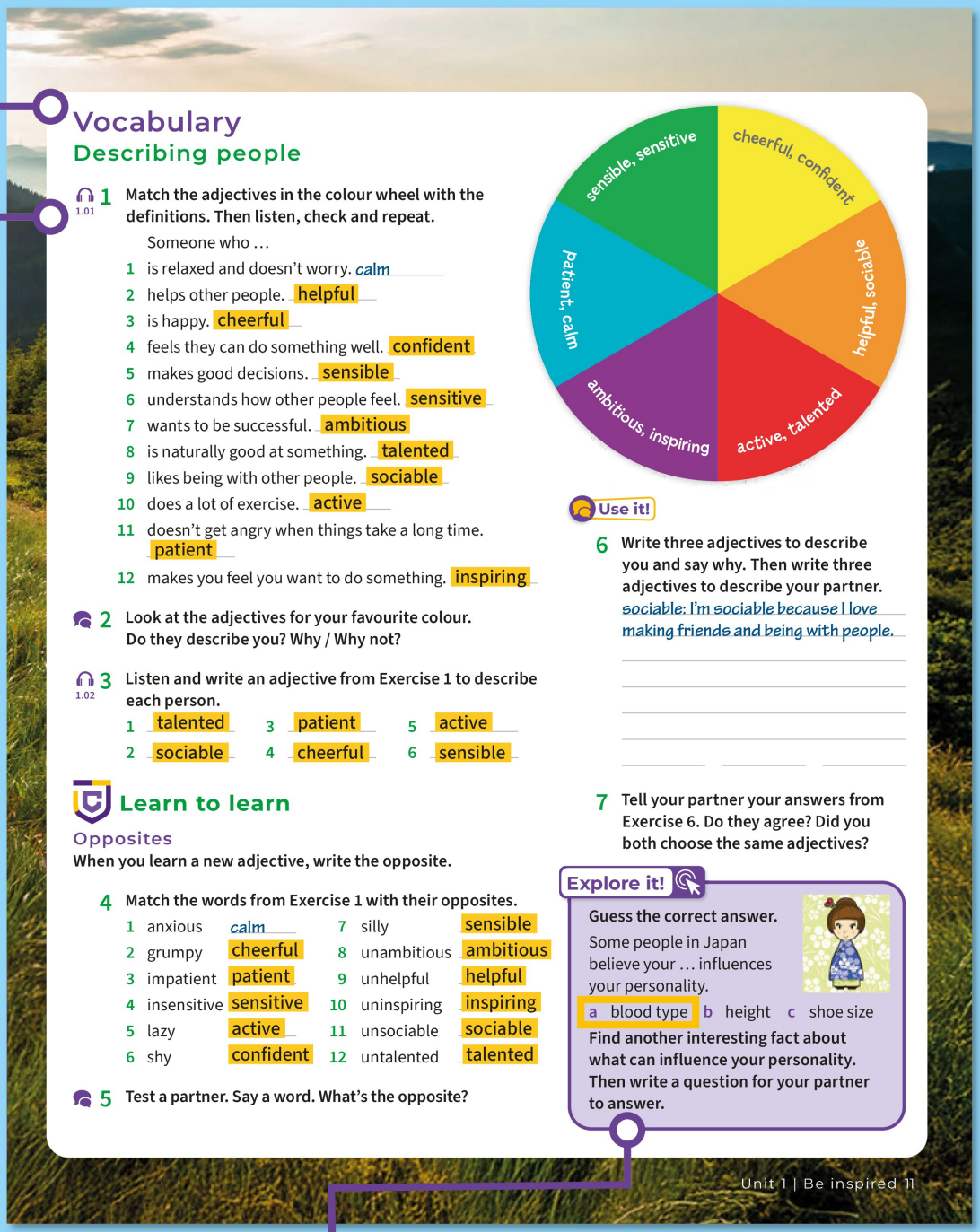
Learn to learn

Encourage students to use a notebook to record vocabulary.

4 Point out that negative forms of adjectives are often made with prefixes such as *un-*, *im-* and *in-*.

5 Model the activity. Ask a student to say an adjective from Exercise 1. You then say the opposite of the adjective the student has said.

6 & 7 ★ Read out the example. Do two further examples with the class, writing the example sentences on the board.



Vocabulary

Describing people

1 1.01 **Match the adjectives in the colour wheel with the definitions. Then listen, check and repeat.**

Someone who …

1 is relaxed and doesn't worry. calm
2 helps other people. helpful
3 is happy. cheerful
4 feels they can do something well. confident
5 makes good decisions. sensible
6 understands how other people feel. sensitive
7 wants to be successful. ambitious
8 is naturally good at something. talented
9 likes being with other people. sociable
10 does a lot of exercise. active
11 doesn't get angry when things take a long time. patient
12 makes you feel you want to do something. inspiring

2 **Look at the adjectives for your favourite colour. Do they describe you? Why / Why not?**

3 1.02 **Listen and write an adjective from Exercise 1 to describe each person.**

1 talented
2 sociable
3 patient
4 cheerful
5 active
6 sensible

Learn to learn

Opposites

When you learn a new adjective, write the opposite.

4 **Match the words from Exercise 1 with their opposites.**

1 anxious calm
2 grumpy cheerful
3 impatient patient
4 insensitive sensitive
5 lazy active
6 shy confident
7 silly sensible
8 unambitious ambitious
9 unhelpful helpful
10 uninspiring inspiring
11 unsociable sociable
12 untalented talented

5 **Test a partner. Say a word. What's the opposite?**

Use it!

6 **Write three adjectives to describe you and say why. Then write three adjectives to describe your partner.**

sociable: I'm sociable because I love making friends and being with people.

7 **Tell your partner your answers from Exercise 6. Do they agree? Did you both choose the same adjectives?**

Explore it!

Guess the correct answer.

Some people in Japan believe your … influences your personality.

a blood type b height c shoe size

Find another interesting fact about what can influence your personality. Then write a question for your partner to answer.

Explore it!

Students share the personality facts they researched for homework.

Extend it!

Students take turns to define the personality adjectives for their partner to guess.

Homework

Workbook p8

Lesson aim: I can understand a text about an inspiring person.

Background information

Ethan Loch is a blind British man who trained himself to use sounds to help him 'see' what is in front of him. He began learning the piano when he was four and continues to play as an adult.

Warmer

Elicit the five senses and write them on the board (sight, hearing, smell, touch, taste).

1 1.03 Give students five minutes to read the article to check their answers.

2 After students answer the questions, give them time to check answers in pairs.

3 Explain that words often form part of a word family and that learning how words relate to each other improves your vocabulary.

4 Give students up to five minutes to write their sentences.

5 Explain that there are no right answers to these questions – students should give their own personal opinion.

Extend it!

Students use the words from the table in Exercise 3 to write sentences about their family members.

Reading

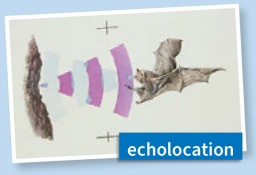
An article

Who inspires you?

When Ethan Loch was growing up, he loved trains, toy cars and music. He loved the piano most of all. His inspiration came from a character in his favourite TV show – a cartoon dog with a piano. Ethan first heard a piano when he was 18 months old. He began learning the piano when he was four. His mother is a talented musician and she helped him.

Ethan, who is blind, has an amazing ability to play the piano. He took part in his first concert at secondary school. As he walked onto the stage, he was making clicking noises with his tongue. This technique is echolocation – Ethan uses sound to 'see' objects around him and to be independent. A man called Daniel Kish taught him this technique. Bats make similar sounds and the sound waves travel through the air until they hit something.

Ethan won his first prize in 2016. When he was 18, he won a British Young Musician of the Year keyboard competition. He continues to play on his own or with orchestras. While he was learning to play the piano, he started writing his own music. Composing music is one of Ethan's favourite things. He's ambitious and one day he wants to be a composer.



echolocation

Ethan wants to encourage other young people to listen to or play classical music. He also believes everyone can enjoy free time activities like climbing mountains, like he does.



12 Be inspired | Unit 1

1 1.03 **Look at the photos. What do you think Ethan can do? Read and check.**

2 **Answer the questions.**

1 What were Ethan's three favourite things as a child?
trains, toy cars and music

2 How does Ethan 'see' objects?
sounds and a technique called echolocation

3 What does Ethan want to do in the future?
be a composer

4 What does Ethan enjoy doing in his free time?
climbing mountains

3 **Complete the table with words from the article.**

Verb	Noun	Adjective
1 inspire	2 inspiration	inspiring
3 believe	belief	believable
activate	4 activity	active
	independence	5 independent
6 encourage	encouragement	encouraging
compete	7 competition	competitive

4 **Write sentences about Ethan with words from Exercise 3 in your notebook. Work in pairs. Compare your sentences.**

Voice it!

5 **Discuss the questions.**

1 Do you think Ethan Loch's musical talent is inspiring? Why / Why not?

2 Do you know any inspiring people? Why are they inspiring?

Class challenge

Braille is a form of written language for people who are blind or have low vision. It was invented in the **19th** / 20th / 21st century.

Flipped class

▶ Ask students to watch **Video 1.2** and do **Video worksheet 1.2**.

Homework

Workbook p9

Lesson aim: I can understand how to use different past tense forms.

Warmer

Ask students to talk about vlogs they enjoy watching.

▶ Elicit that the boy started vlogging after watching another blogger, and after a friend asked him for advice. He describes himself as sensitive (and perhaps sociable and confident, too).

1 Draw attention to the table. Point out that *when*, *while* and *as* have the meaning of 'at the same time' in these sentences. Give students time to complete the rules. Check answers as a class.

Pronunciation

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

Audioscript p122

2 ★★★ Students can read out their completed sentences to practise intonation.

3 ★★★ To provide further support, write three sentences on the board using *when*, *as* or *while*. Make sure students understand that we use *when* with the past simple, and *as* or *while* with the past continuous.

4 1.07 Ask students to read the gapped text through once before they complete the text.

Audioscript p122

Grammar tutor

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

5 & 6 Students can work alone to complete the questions. Check students' answers before they ask and answer the questions in pairs.

Language in action

Past simple and past continuous with *when*, *while* and *as*



Watch video 1.2
Why did he start vlogging?
How does he describe himself?

Past simple and past continuous	
When	I **was watching** him **when** my phone **rang**.
While	**While** I **was making** this vlog, I **got** some nasty comments and questions.
As	**As** we **were talking**, I **thought**, 'Why don't I make a vlog?'

Pronunciation p118

1 Look at the table and write the correct words to complete the rules.

as past continuous past simple while

1 We use the past continuous to talk about activities in progress at a moment in the past.
2 We use the past simple to talk about a short action which happens in the middle of another activity.
3 We use *when*, while and as to join actions happening at the same time.

2 Circle the correct options.

1 When my parents *grow up* / *were growing up* they *weren't watching* / *didn't watch* any vlogs.
2 As my friend *was starting* / *started* to record me, his phone battery *was dying* / *died*.
3 While I *learned* / *was learning* to play chess, I *practised* / *was practising* a lot with my sister.

3 Write sentences with *when*, *as* or *while*.

1 My brother / eat / I arrive
My brother was eating when I arrived.
2 My friend / listen to music / I sleep
My friend was listening to music while/as I was sleeping.
3 They / walk to school / bus drive past
They were walking to school when the bus drove past.
4 My mum / read / my dad cook dinner
My mum was reading while/as my dad was cooking dinner.
5 They / leave / phone ring
They were leaving when the phone rang.

4 1.07 Complete the text with the correct form of the verbs in brackets. Then listen and check.



Elvis Ingersoll, a 14-year-old from California, [1] was working (work) in his family's restaurant one day when suddenly, it [2] started (start) to rain. Elvis [3] was looking (look) out of the window when he [4] saw (see) an old man walking across the street without an umbrella. Immediately, Elvis [5] ran (run) outside with an umbrella and [6] helped (help) the man to cross the street. Elvis and the old man [7] didn't know (not know) that people in the restaurant [8] were taking (take) videos of them while they [9] were crossing (cross) the street. Later, thousands of people [10] shared (share) videos of the helpful teen and the old man online.

Grammar tutor p125

Use it!

5 Complete the questions with the correct form of the verbs in brackets.

1 What did you see (see) as you were going (go) to school this morning?
2 Was it snowing (snow) when you woke up (wake up)?
3 What did you talk (talk) about when you saw (see) your friends last week?
4 What did you do (do) when you got (get) home from school yesterday?

6 Ask and answer the questions in Exercise 5.

Grammar game

Divide students into pairs. Student A mimes an action for Student B to guess. When guessing the action, Student B uses the past continuous, e.g. *You were making a sandwich*. Students take it in turns to mime actions, winning a point if they guess the correct action. The student who guesses the most actions is the winner.

Homework

Workbook p10

Lesson aim: I can use phrasal verbs.

Warmer

Elicit examples of phrasal verbs, e.g. *get up*.

1 1.08 Elicit further example sentences with the phrasal verbs.

Target vocabulary

cheer someone up /ʧɪə ˈsʌmwʌn ʌp/
deal with /diːl wɪð/
depend on /dɪˈpɛnd ɒn/
get on with /get ɒn wɪð/
give up /gɪv ʌp/
hang out /hæŋ aʊt/
look up to / lʊk ʌp tuː/
take care of /teɪk keər ɒv/

Audioscript p123

Vocabulary bank

2 ★ Write two sentences (one true, one false) of your own on the board, using phrasal verbs from Exercise 1. Students guess which is true, then do the same activity in pairs.

3 Elicit students' ideas about the talents of the man in the photo and write these on the board, but do not confirm the answer just yet. (He is an artist.) Students may guess quickly based on the artwork visible in the photo, but after some discussion, you may wish to emphasise that he could have the talents of any of the people named in the wordpool, and now students will listen to discover the answer.

Learn to learn

Note taking is all about identifying and noting down key words. For example, students should write *Painter* rather than *He is a painter*.

Vocabulary and listening

Phrasal verbs

1.08 **1** Match the underlined phrasal verbs 1–8 with the definitions a–h. Then listen, check and repeat.

A

In the school holidays, most teenagers [1]hang out (h) with their friends, but Ben volunteers at a children's summer camp. He [2]takes care of (a) the children. 'I [3]get on with (f) the other volunteers,' he says. 'It's great!'

B

'I really [4]look up to (d) my grandmother, Liz. She's an active and talented person. She does yoga and she's studying computer programming. She never [5]gives up (e) even when she doesn't understand something. She can [6]deal with (c) lots of things at once – she's always calm and patient. When I'm sad, she always [7]cheers me up (b). I [8]depend on her (g) for lots of things, including fixing my computer. She's my inspiration!

a look after
b make me feel happier
c manage to do
d admire
e stop trying
f have a good relationship with
g need her help
h ~~spend time relaxing~~

Use it!

2 Write true and false sentences about your friends and family with the phrasal verbs from Exercise 1. Can your partner guess which sentences are false?

A radio programme



3 Look at the photo. What do you think his talent is?
He's an artist.

artist musician sportsperson writer

Learn to learn

Taking notes

Writing keywords can help you remember what the listening was about.

1.09 **4** Listen to the radio programme about Henry Fraser and take notes. Compare with a partner. Whose notes are clearer? Why?

His life before the accident — He used to be a rugby player.
The accident — He jumped into the sea, hit his head and became paralysed.
His life after the accident — He used a wheelchair and began painting using his mouth.

1.09 **5** Listen again and circle the correct answers.

1 Henry hit his head because …
(a) the water wasn't deep. b he was running.
2 After the accident, Henry's …
a life stayed the same. (b) life changed.
3 Henry paints pictures of …
a animals and people.
(b) animals, people and things.
4 Jeremy looks up to Henry because he …
(a) has a unique style. b used to play rugby.

Voice it!

6 Discuss the questions.

1 How do you think Henry felt after the accident?
2 Why do you think he chose to paint?
3 Do you think Henry is inspiring? Why / Why not?

4 1.09 Point out that clear notes should be well-organised and easy to read.

5 1.09 ★ To provide extra support, pause the recording after each part that gives students the answers to the questions.

Audioscript p123

6 ★★★ Encourage students to extend their conversations by asking each other further questions, e.g. *Why do you think some people give up? How can we keep going when things are difficult?*

Flipped class

▶ In preparation for **Video 1.3** (p15), students think of what they are scared of, and what they have done to overcome their fears.

Homework

Workbook p11

Lesson aim: I can understand how to use *used to*.

Warmer

▶ Before students watch **Video 1.3**, students talk about what they are scared of. Pause the video after each section and answer any questions students might have.

1 Draw attention to the table. Elicit that *used to* is used to refer to a repeated action or long situation in the past. Have students repeat the sentences after you. Ask students to complete the rules. Elicit answers from the class.

2 ★ To help students do this exercise, encourage them to find links between the gapped sentences and the verbs in brackets.

Get it right!

Have students repeat the question in the box, making sure students pronounce *use* as /ju:s/ not /ju:z/.

3 1.10 ★★★ Ask students to say what Alex and Mia are talking about. (The jobs they wanted to do in the future, when they were younger.)

Audioscript p123

Grammar tutor

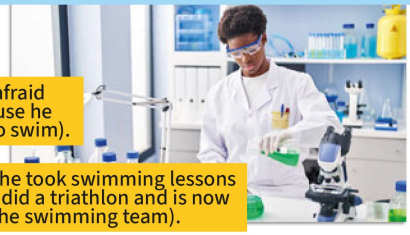
Ask students to complete additional grammar activities on the Grammar tutor page 125.

4 Encourage students to think of other ideas, as well as the ones in the box.

5 Encourage students to develop their conversations by asking further questions. Show how Alex and Mia do this in their dialogue in Exercise 3.

Language in action

used to



James used to be afraid of the water (because he didn't know how to swim).

No (he took swimming lessons and did a triathlon and is now on the swimming team).



Watch video 1.3
What did James use to be afraid of?
Is James still afraid?

Used to

+	My friend James **used to** be afraid of the water.
-	He **didn't use to** exercise either.
?	**Did** James **use to** be afraid of water? Yes, he **did**. / No, he **didn't**. **What did** James **use to** be afraid of?

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

didn't ~~past~~ infinitive without *to* use to

1 We use ***used to*** to talk about things that happened or were true in the *past*, but not now.
2 *Used to* is followed by the infinitive without *to*
3 To make negatives, we use didn't + *use to*.
4 To make questions with ***used to***, we use *did* + subject + use to.

2 **Complete the sentences with the correct form of *used to* and the verbs in brackets.**

1 My friends and I *used to cycle* (cycle) to school in summer.
2 Did your grandfather use to do (do) a lot of triathlons? Yes, he did.
3 We used to swim (swim) in the sea in Spain.
4 I didn't use to be able to (be able to) run 10 kms, but I can now!

Get it right!

To make questions, we use ***did*** + ***use to*** + infinitive.
Did *you* ***use to walk*** *to school?* ✓
~~*Did you used to walk to school?*~~ ✗

3 1.10 **Complete the conversation with the correct form of *used to* or the past simple and the verbs in brackets. Then listen and check.**

Alex What do you want to be when you're older, Mia?
Mia I 1 *used to want* (want) to be a tennis player, but now I want to be a scientist.
Alex Why 2 did you change (change) your mind?
Mia I 3 saw (see) a really interesting programme about science on TV. I 4 didn't use to pay (not pay) attention in science, but now I love it. What about you?
Alex I want to be an English teacher, but when I was younger I had a different idea.
Mia Really? What was that?
Alex I 5 used to change (change) my mind all the time. One day I 6 wanted (want) to be a photographer, the next a singer, then a painter …
Mia Well, we have lots of time to decide!

Grammar tutor p125

Use it!

4 **Write sentences about what you used to do when you were younger. Think about the things in the box.**

food and drink games and toys
holidays primary school

When I was younger, I used to build things with Lego™.

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

When I was younger, I used to build things with Lego™.

Really? Me too! What did you use to build? I used to build castles.

Grammar game

Students draw pictures of things they did when they were younger. Their partner uses *used to* to describe the pictures, e.g. *You used to play with dolls.*

Extend it!

In pairs, students practise reading the conversation from Exercise 3, after which they can have a similar conversation of their own. They can discuss what they want to be, and what they used to want to be.

Homework

Workbook p12

1 1.11 Discuss the question of what a hero is, with the class as a whole.

2 1.11 ★★★ Students practise the completed conversation with a partner.

Audioscript p123

3 Students think of situations in which they could use the *Everyday English* phrases. For example, Student A might say *My sister has created her own music app*, to which Student B can say *Good for her!*

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

4 ★★★ Elicit ways of answering the questions, e.g. *This person is a doctor. I think she is a hero because she helps other people. She is kind, caring and sensitive.* Give students a couple of minutes to choose their hero.

5 Encourage students to think of a range of questions, and to make sure they are polite.

6 If appropriate, students can use their smartphones to record themselves, listening back to check they are using language from the unit.

7 Choose two or three students to tell the class about the hero the other pair of students talked about in their interview.

Speaking frames

Speaking
Interviewing someone

1.11 **1** **What is a hero? Listen to the conversation. Do you agree with Sam?**



Jared Hey, Sam. [1] *Can I ask you a few questions* for the school magazine?
Sam Sure. Go ahead.
Jared [2] First of all, who's your hero and why?
Sam My friend, Elena. Last month she saved a little boy at the swimming pool.
Jared Really? [3] Can you tell us what happened?
Sam He was playing with a ball when he fell in the water. The thing is, Elena isn't a great swimmer, but she jumped in and pulled him out.
Jared Good for her! [4] One more thing, in your opinion, what is a hero?
Sam I used to think all heroes were famous. Now I think when someone does something brave, they're a hero.
Jared I'm with you there. [5] That's all, Sam. Thanks!

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

Useful language

~~Can I ask you a few questions …?~~
Can you tell us … ?
First of all …
One more thing …
That's all …

3 **Match the uses (1–4) with the phrases in the *Everyday English* box.**

We say this when we …
1 think someone did a good thing.
2 tell someone it's OK to start.
3 agree with someone.
4 introduce a problem.



Watch video 1.4
Everyday English

Go ahead. 2 Good for (her)! 1
I'm with you there. 3 The thing is … 4

Plan

4 **Read the interview again. Work in pairs. Think of a hero you both have. Discuss the questions and make notes.**

1 Why is this person a hero?

2 What is this person like?

5 **Plan an interview. One of you is the interviewer and the other is the hero. Think of questions and answers for your interview.**

Speak

6 **Practise the interview. Remember to use:**
- past tenses
- *used to*
- phrases from the *Useful language* and *Everyday English* boxes

Check

7 **Work with another pair. Listen to their interview and answer the questions from Exercise 4.**

Class challenge
The word *hero* comes from Chinese / Arabic / **Greek**.

Flipped class
In preparation for the **Writing** lesson (p17), students find out about two inspiring teens.

Lesson aim: I can write a letter about an inspiring person.

Background information

The 2004 tsunami sent huge waves crashing into coasts around the entire Indian Ocean. It was one of the worst disasters in recorded history.

1 Give students one minute to scan the letter to find the answer.

Sustainability: Life on land

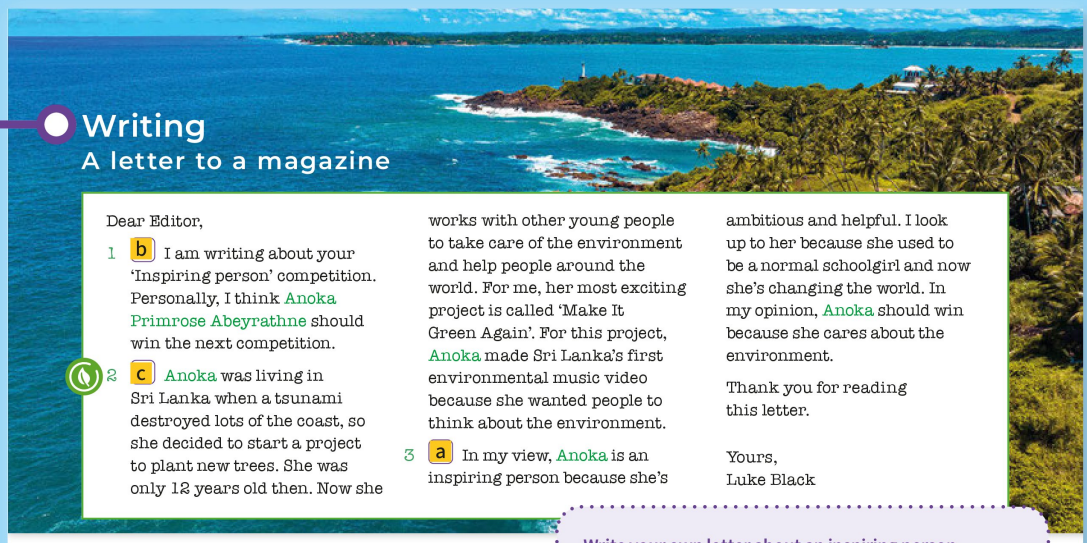
Explain to students that tsunamis (soo-NAH-mees) are made of giant, fast-moving waves that are caused by earthquakes or volcanic eruptions under water. These waves can damage coastlines and nearby cities, towns and villages. A key part of Sustainable Development Goal 15 is to protect, restore and promote sustainable use of terrestrial ecosystems and sustainably manage forests. Explain that *terrestrial* means *of the land*. Challenge students to name things that could damage forests. (Natural disasters, deforestation, plant disease, etc.) Ask students to research some ways your country is supporting efforts to manage forests or other natural land areas.

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

2 Point out that we need to use paragraphs in longer texts, to make them organised and easier to understand.

3 Point out that the phrases in the *Useful language* box are useful when giving an opinion. *In my view ...* and *In my opinion ...* are more formal than *I think ...* or *For me ...*

4 Read the example sentence aloud. Have students complete sentences 2–4 individually.



Writing

A letter to a magazine

Dear Editor,

1 b I am writing about your 'Inspiring person' competition. Personally, I think Anoka Primrose Abeyrathne should win the next competition.

2 c Anoka was living in Sri Lanka when a tsunami destroyed lots of the coast, so she decided to start a project to plant new trees. She was only 12 years old then. Now she works with other young people to take care of the environment and help people around the world. For me, her most exciting project is called 'Make It Green Again'. For this project, Anoka made Sri Lanka's first environmental music video because she wanted people to think about the environment.

3 a In my view, Anoka is an inspiring person because she's ambitious and helpful. I look up to her because she used to be a normal schoolgirl and now she's changing the world. In my opinion, Anoka should win because she cares about the environment.

Thank you for reading this letter.

Yours,
Luke Black

1 *Teen Magazine* is having a competition to find an 'Inspiring person'. Read Luke's letter. Who does he want to win? Anoka Primrose Abeyrathne

2 Match a–c with paragraphs 1–3.

a Why should this person win?
b Who should win the competition?
c What inspiring things does this person do?

3 Complete the phrases in the *Useful language* box. Then check in the letter.

Useful language

1 For me,
In 2 my opinion,
3 In my view,
4 Personally, I think …

4 Complete the sentences with the words.

For me | my opinion | ~~Personally~~ | view

1 Personally, I think Mexican climate activist Xiye Bastida is an inspiring person.
2 For me, her most important project is Re-Earth.
3 In my view, her work is amazing.
4 In my opinion, Xiye should win the prize.



Write your own letter about an inspiring person.

Plan

5 Read the notes. Use them to write your own notes about an inspiring person you know.

Who? my friend Gina
What does she do? runs a lot, raises money for ill children
Why should she win? she never gives up, she's cheerful, she's talented

6 Decide what information to include in each paragraph.

Write

7 Write your letter. Remember to include:

- three paragraphs
- past tenses
- *used to*
- phrases from the *Useful language* box

Check

8 Do you …

- introduce the person in the first paragraph?
- say why the person should win?
- use language for giving opinions?

5 Remind students that their notes should be short.

6 Point out that the letter needs to say who the inspiring person is, what he or she does that is inspiring, and why he or she deserves to win the competition.

7 Encourage students to use the structure of the letter seen in Exercise 1.

8 Ask students to work in pairs and check each other's work.

Writing frames

Finished?

Flipped class

In preparation for the **Around the world** lesson (pp18–19), ask students to search online for information about Freetown and Sierra Leone.

Homework

Workbook p13, Writing Tutor p80

Lesson aim: I can understand a text about an inspiring person.

Background information

Freetown is the capital of Sierra Leone, in West Africa. Founded by freed slaves from North America, it became independent from the UK in 1961. Its official language is English.

Warmer

▶ **Video 1.5** develops the theme of inspiring people. Before you play it, make sure students understand that only question 2 relates to the video. Put students into small groups to discuss questions 1 and 3.

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

1 Students share the facts about Freetown and Sierra Leone that they researched for homework.

2 1.12 Give students two minutes to skim read the article to both check their ideas and find out more information about Freetown.

3 ★ Encourage students to make links between events a–f and the content of the article. Students can highlight key words in the text (e.g. *radio*, *radio station*, *battery*) to help them work out the right order for the six events.

Around the world

Reading
An article

1 Do you know where Freetown is? How do you think life in Freetown is different from where you live?

2 1.12 Read the article and check your answers from Exercise 1.



Watch video 1.5
Local heroes

Yash Gupta (started an organisation which collects glasses for children)
Blair Brettschneider (started an organisation to support teenage refugee girls living in new countries)

- Who is your hero? Why?
- Which heroes are mentioned? What did they do?
- What type of personality do you need to be a hero?

3 Put the events in order.

a 5 He built a radio station.
b 3 He made a battery.
c 6 He played music on the radio.
d 2 He found objects in the street.
e 4 He went to a summer camp.
f 1 The lights in his community didn't always work.

The boy who brought light to Freetown

Can you imagine life with no TV? What about life without a computer, or music or even lights?

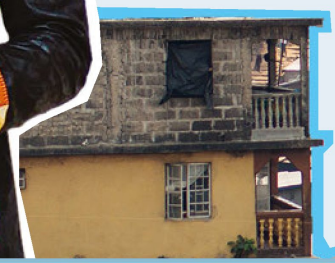


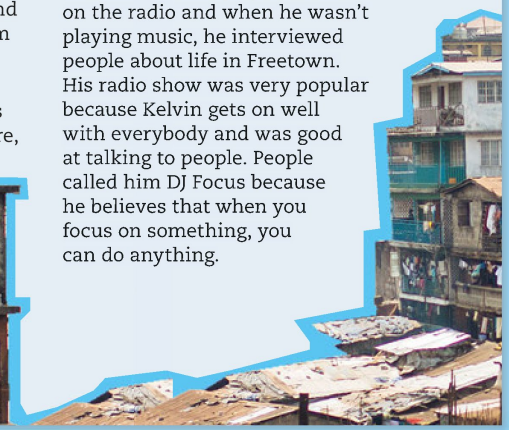
Kelvin Doe is an inspiring young man from Freetown, Sierra Leone. When he was growing up, the electricity in his neighbourhood didn't always work, so the lights only used to come on once a week.

As a boy, Kelvin was interested in how things worked and he used to get excited about making things. While he was hanging out with his friends, Kelvin used to find materials in the street and make useful things from them.

His mum used to get tired of finding pieces of rubbish everywhere, but he made some amazing things. He used old electronic items to repair broken TVs and radios. At 13, he even made a battery so that his family and neighbours had lights at night.

When Kelvin was at secondary school, he participated in a summer innovation camp. Students had to think of a way to deal with a problem in their community. Radio is important in Sierra Leone and Kelvin knew that his community would be proud of their own radio station. So, while he was there, Kelvin built a radio station. He played music on the radio and when he wasn't playing music, he interviewed people about life in Freetown. His radio show was very popular because Kelvin gets on well with everybody and was good at talking to people. People called him DJ Focus because he believes that when you focus on something, you can do anything.





18 Be inspired | Unit 1

Class challenge

Remember the video. Amelia Earhart was the first woman to swim / sail / **fly** alone across the Atlantic Ocean.

Lesson aim: I can understand a text about an inspiring person.

Learn to learn

Highlight this sentence from the text: *the electricity in his neighbourhood didn't always work, so the lights only used to come on once a week*. Identify the cause (the electricity not working) and the effect (the lights only coming on once a week).

4 Make sure students know that they need to use the correct form of the verbs in the box.

5 Point out that many adjectives are used with a particular preposition. Encourage students to learn the preposition when they learn the adjective.

6 ★★★ Students can use these adjective-preposition combinations to write further questions for their partner, e.g. *What films are you excited about watching? Which friend are you most proud of?*

7 Encourage students to ask follow-up questions to develop their conversations. For example, if Student A says, *I think Kelvin is ambitious*, Student B can ask, *Why?*

Explore it!

To write their questions, students use the information about Sierra Leone that they researched for homework.

Learn to learn

Cause and effect

Identifying why something happened (the cause) and what happened (the effect) can improve your reading.

4 **Use the language in the box to complete the causes with their effects.**

build a radio station ~~make a battery~~
not be happy people like his radio show
repair broken things

1 The lights in Freetown worked only once a week, so Kelvin *made a battery*.
2 Kelvin's family didn't have much money, so he *repaired broken things*.
3 Kelvin left rubbish everywhere, so his mum *wasn't happy*.
4 Kelvin knew radio was important, so he *built a radio station*.
5 Kelvin was good at talking to people, so *people liked his radio show*.

5 **Circle the correct prepositions.**

1 interested *on* / (*in*)
2 good *in* / (*at*)
3 tired *for* / (*of*)
4 proud (*of*) / *in*
5 excited *for* / (*about*)

6 **Complete the questions with the adjectives from Exercise 5. Then ask and answer them.**

1 What are you *excited* about doing next week?
2 What types of websites are you *interested* in?
3 Which subject are you *good* at?
4 What do you get *tired* of doing?
5 What are you most *proud* of?

Voice it!

7 **Discuss the questions.**

1 Which adjectives would you use to describe Kelvin? Why?
2 What could you do to help your community?

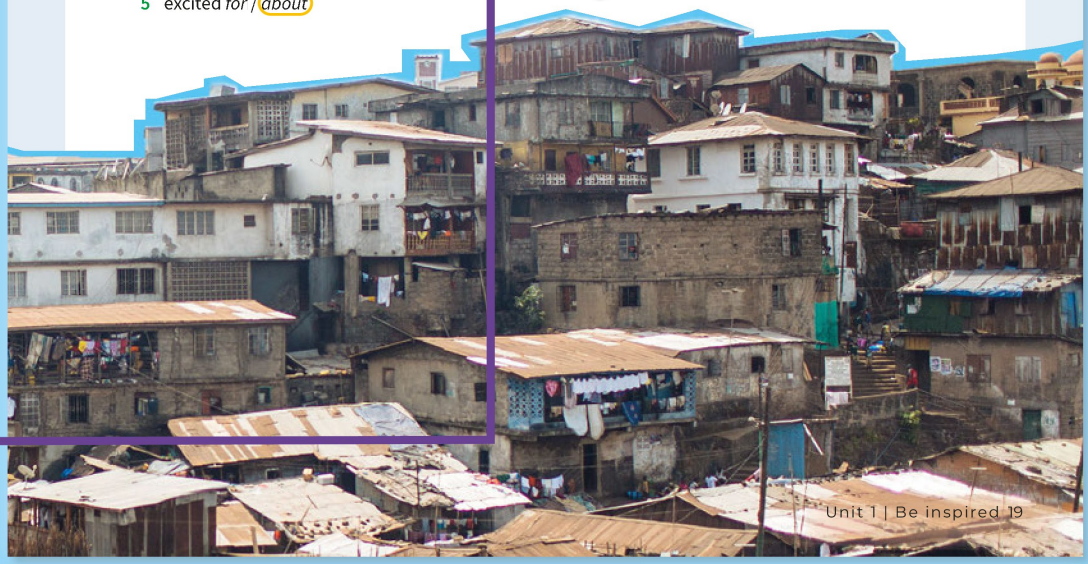
Explore it!

Guess the correct answer.

The four main languages that people speak in Sierra Leone are: Mende, Temne, Krio and … .

a Spanish b French c English

Find another interesting fact about Sierra Leone. Then write a question for your partner to answer.



OWN IT! The Culture Project Teacher's Resource Bank

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** section (p21), students revise the grammar and vocabulary from Unit 1.

Lesson aim: I can talk about art.

Background information

This photo shows a detail from *Colours of the soul*, a street art mural in the Lodhi district of New Delhi, India. This area is known for its open-air art galleries and vibrant murals.

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 Encourage students to make notes before sharing ideas in pairs or small groups.

2 Elicit examples of forms of art, and ask students what they like or dislike about them.

3 ▶ Play **Video 2.1** and allow students to check their answers. Students can also complete **Video worksheet 2.1**.

4 Students compare their opinions in groups.

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

Class challenge

The oldest cave paintings are 4,000 / **40,000** / 400,000 years old.

Flipped class

In preparation for **Explore it!** (p23), students find some facts about an art form.



Unit aims

Skills

I can ...
- understand texts about young artists p24, p31
- describe a picture p28
- write a review of a performance p29

Language

I can ...
- talk about visual and performing arts p23
- understand how to use the present perfect with *already, just, still* and *yet* p25, p27
- talk about music and theatre p26

Learn to learn

I can ...
- make nouns for people using *-ist*, *-er* and *-or* p23
- infer meaning from the way people speak p26
- learn to help my partner improve their speaking p32

Extra resources

- Grammar tutor, Student's Book **p126**
- Workbook **pp16–23** and Writing tutor **p80**

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 visual and performing arts.

Warmer

Ask students to look at the forms of art in the photos on p23, and say which ones they like or don't like.

1 2.01 When playing the recording, pause after each word to drill the pronunciation.

Audioscript p123

Target vocabulary
architecture /'ɑːkɪtektʃə/
contemporary dance /kən'tempərəri dɑːns/
exhibition /eksɪ'bɪʃən/
fashion design /'fæʃən dɪ'zaɪn/
filmmaking /'fɪlmmeɪkɪŋ/
gallery /'gæləri/
illustration /ˌɪlə'streɪʃən/
musical theatre /'mjuːzɪkəl 'θɪətə/
performance /pə'fɔːməns/
photography /fə'tɒgrəfi/
sculpture /'skʌlptʃə/
street art /striːt ɑːt/

2 ★ Check students understand the difference between *visual arts* (arts which we enjoy by looking at or watching them) and *performing arts* (arts which are performed in front of an audience).

Vocabulary bank

Learn to learn

Write *communicator*, *teacher* and *artist* on the board. Underline the suffixes *-or*, *-er* and *-ist*. Elicit that we can add these suffixes to make the words for people who do these activities (a communicator communicates, a teacher teaches, and an artist makes art).



Vocabulary
Visual and performing arts

2.01 **1** **Match the words with the photos (1–9) and definitions (10–12). Then listen, check and repeat.**

4	architecture	1	contemporary dance
12	exhibition	5	fashion design
3	filmmaking	10	gallery
6	illustration	8	musical theatre
11	performance	9	photography
2	sculpture	7	street art

10 a room or building where you can see art
11 acting, singing, dancing or playing music
12 an event where you can see paintings and other art forms

2 **Complete the table with the words from Exercise 1.**

Visual arts	Performing arts
architecture exhibition fashion design filmmaking gallery illustration photography sculpture street art	contemporary dance musical theatre performance

Learn to learn
Making nouns for people

We often use the endings *-ist*, *-er* and *-or* for people.

3 **Write the people who do these activities.**

1 fashion design *fashion designer*
2 filmmaking filmmaker
3 illustration illustrator
4 performance performer
5 photography photographer
6 sculpture sculptor
7 street art street artist

Use it!

4 **Put words 1–9 from Exercise 1 in order starting with your favourite. Then compare with your partner and say why.**

My favourite art form is street art because it looks really cool. What's yours?

Explore it!

Guess the correct answer.
People won medals for architecture, painting, sculpture and … at the Olympic Games between 1912 and 1948.
a music b filmmaking c fashion design
Find another interesting fact about an art form. Then write a question for your partner to answer.

3 ★★★ In pairs students think of three more nouns to which they can add a suffix to make the name of people who do an activity. They then read out the nouns to another pair who add the correct suffix.

4 When students compare their order with a partner, encourage them to give reasons for the choice they made.

Explore it!

Ask students to tell you about the forms of art that they researched for homework. You may need to help some students write their question for their partner.

Extend it!

Students write definitions of the vocabulary from Exercise 1 for their partner to guess.

Homework

Workbook p16

Lesson aim: I can understand a text about young artists.

Warmer

Ask students to discuss these questions: *Do you think art should always be in an art gallery? Where are some other places you can find art?*

1 Read out the question. Ask students to discuss what they can see in the photos and where they think they might see them.

2 2.02 ★★★ Ask students if they can summarise the content of the article in one or two sentences.

3 ★ Encourage students to review the article and decide if sentences 1–6 are *true* or *false*. Remind them that the exact same words or phrases might not be used in the text.

4 ★★★ Students think of more words for each of the categories.

5 For this activity, put students together who have opposing views. This will give them more to discuss.

Extend it!

Ask students to look at the work of Nina Pandolfo and *Os Gemeos* online, and decide what they think of it.



Art on the streets

It's on walls, buildings and sometimes on public transport in towns and cities all over the world. Graffiti – the act of writing or drawing on public property – isn't new. It has been around for thousands of years. People have used it to make a point about different things like politics or the environment. Is this art or vandalism? Have you ever thought about street art like that?

São Paulo is Brazil's largest city and over the last 30 years, it has become the world's capital of street art. The city has produced some of the world's best street artists and different parts of the city are now outdoor art galleries. We've never seen such cool art! There are portraits of famous Brazilian people like the architect Oscar Niemeyer, paintings of animals, and messages about social issues as well as cartoons to make people smile.

Artists in São Paulo have transformed the city with paint. One of the most talented creators of street art there is Nina Pandolfo. She has worked with some of the city's most famous artists, including identical twin brothers, *Os Gemeos*. She began painting on the streets as a child because she wanted to create art for everyone. Her art often shows people with big wide eyes. She's even painted the walls of a castle in Scotland! Have you ever seen her art? It's amazing!

Have you looked at any street art today? Where did you see it and what did you think: beautiful art or an act of vandalism?

vandalism noun
an activity that damages property belonging to other people

Reading

A magazine article

This is a big city with art on the walls of its buildings.

1 Look at the photos. Where do you think this is?

2 2.02 Read the magazine article and check your answers from Exercise 1.

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

1 Graffiti dates back thousands of years. T
2 Graffiti can show how people feel about different things. T
3 São Paulo is the biggest city in Brazil. T
4 Oscar Niemeyer was a famous Brazilian architect. T
5 Nina Pandolfo has identical twin brothers. F
6 Nina Pandolfo only paints street art in Brazil. F

4 Complete the table with words from the article. Can you add any more?

People	1 artist, 2 architect, 3 creator
Types of art	4 street art, 5 portrait, 6 painting, 7 cartoon, 8 drawing
Places for art	9 galleries, 10 streets

Voice it!

5 Discuss the questions.

1 Do you like the street art in São Paulo? Why / Why not?
2 Do you think street art is art or vandalism?
3 Which type of art do you like to create? Why?

Flipped class

▶ In preparation for **Video 2.2** (p25), students find out about the Brazilian city of São Paulo, in particular its art and architecture.

Homework

Workbook p17

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

Warmer

Students share the information about São Paulo they researched for homework.

▶ When you play **Video 2.2**, pause after each section and answer any questions students might have.

1 Draw attention to the table. Elicit or explain that we use the present perfect to talk about things that have happened in the time up to now. Have students complete the rules, then check answers as a class.

Get it right!

Check understanding of the difference between *been* and *gone*. Ask students to complete the following sentences: *I've __ to Ankara twice* (been); *Tom has ___ to Brazil, but he's coming back soon.* (gone)

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

3 2.03 Before playing the audio, ask students to check their answers in pairs, and discuss any different answers they have.

Audioscript p124

Grammar tutor

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

4 Brainstorm a few more ideas with the class before students write their questions.

5 ★★★ Encourage students to extend their conversations with follow-up questions, e.g.
A: *Have you ever won a competition?*
B: *Yes, I have.*
A: *What did you win?*

Language in action

Present perfect with regular and irregular verbs



She says it's 'the coolest city I've ever seen'and 'the biggest city in Brazil'.

Watch video 2.2
How does she describe São Paulo? What amazing things has she seen?

	He/She/It	I/You/We/They
+	The street art **has changed** a boring road.	Some people **have painted** their houses.
-	She **hasn't made** any street art.	I've **never seen** anything like it.
?	**Has** it **changed** the road? Yes, it **has**. / No, it **hasn't**.	**Have** you **ever been** there? Yes, I **have**. / No, I **haven't**.

A famous bridge that looks like the letter 'x'; an art museum; people's homes painted with bright colours; some street art.

1 Look at the table and complete the rules with the words in the box.

before has / have regular

1 Use has / have + the past participle.
2 Add *-ed* to form the past participle of regular verbs.
3 Put *ever* and *never* before the past participle.

Get it right!

The verb ***go*** has two past participles: ***been*** and ***gone***.
*She **has been** to school.* (She's back from school now.)
*She **has gone** to school.* (She's at school now.)

2 Put the words in the correct order.

1 graffiti / often / People / used / to make a point. / have
People have often used graffiti to make a point.
2 called / capital of street art. / São Paulo / the world's / been / has
São Paulo has been called the world's capital of street art.
3 some of / produced / São Paulo / Has / the world's best street artists?
Has São Paulo produced some of the world's best street artists?
4 on her own. / always worked / Nina Pandolfo / has not
Nina Pandolfo has not always worked on her own.
5 Nina Pandolfo / ever / Has / in other countries? / painted
Has Nina Pandolfo ever painted in other countries?

3 2.03 Complete the text with the correct form of the verbs in the box.

~~amaze~~ appear call do inspire not finish raise see work

Mikail Akar is a young artist from Germany. He ¹has amazed the art world and people ²have called him 'the Young Picasso'. He began painting when he was four years old. His colourful paintings ³have appeared in exhibitions all over the world, including Istanbul and New York City. He ⁴has done live drawing sessions with famous street artists. He ⁵'ve/have raised money for different charities around the world. Mikail ⁶has worked on a school but he hopes that he ⁷hasn't finished people to start painting. ⁸has inspired ⁹Have you ever seen any of his paintings? What do you think?



Grammar tutor
Have you ever been to an exhibition?
Have you ever played a musical instrument?
Have you ever made a film?
Have you ever won a competition?

Use it!

4 Write questions with the present perfect and the phrases in the box or your own ideas.

go to an exhibition ~~go to the theatre~~ make a film play a musical instrument win a competition

Have you ever been to the theatre?

5 Work in groups. Ask and answer your questions to complete the sentences about your group.

All of us *have been to a concert*.
Some of us _____.
None of us _____.

Grammar game

Students write five sentences (three true, two false) about experiences they have had in their lives. Students guess which are true.

Homework

Workbook p18

Lesson aim: I can talk about music and theatre.

Warmer

Give students two minutes, in pairs, to write as many words as they can related to the theatre.

1 2.04 ★★★ Ask students to record the words in bold in their notebooks, along with short definitions.

Target vocabulary
audience /ˈɔːdiəns/
audition /ɔːˈdɪʃ(ə)n/
lines /laɪnz/
lyrics /ˈlɪrɪks/
orchestra /ˈɔːkɪstrə/
part /pɑːt/
rehearsal /rɪˈheːsəl/
scene /siːn/
show /ʃəʊ/
studio /ˈstjuːdɪəʊ/

Audioscript p124

Vocabulary bank

2 Elicit the form of present perfect questions on the board (*Have you* + past participle).

3 Ask students to create emojis for each of the adjectives in the box. Put the best ones on the board.

Learn to learn

Introduce students to the idea of inferring people's feelings by saying, *I'm tired*, first in a sleepy way, then in an angry way. Point out that we can discover a lot from how someone says something not simply from the words they use.

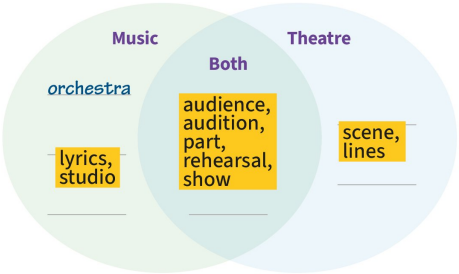
4 2.05 ★ Check that students understand the first question. *Audition* is used as a verb here (it was introduced as a noun in Exercise 1). Elicit that to *audition* means 'to try and get a part in a play'.

Vocabulary and listening

Music and theatre

2.04 **1** **Read the sentences and put the words in bold in the correct category. Then listen and check.**

1 I'm playing the **part** of the sister, but I'm only in the opening **scene** of the play.
2 The **audience** stood up when the **orchestra** finished playing the last song.
3 I need to learn my **lines** for an **audition** I have next week.
4 I'm learning the **lyrics** to my favourite song.
5 We only had one **rehearsal** before the **show**.
6 She spent three months in the **studio** working on her latest album.



Use it!

2 **Write present perfect questions with words from Exercise 1. Then ask and answer the questions with a partner.**

Have you ever seen a show?

A conversation

3 **Which emotions in the box can people feel before or after an audition? Why?**

calm	cheerful	confident
sad	sensitive	stressed

I think people can feel calm if they have practised a lot.



Learn to learn

Inferring

Noticing the way people speak can help you to guess their feelings.

2.05 **4** **Rosa and Daniel have had an audition. Listen and answer the questions.**

1 Did they get the parts they auditioned for?
Rosa got the part. Daniel still doesn't know.
2 How do Rosa and Daniel feel?
Rosa is cheerful because she got the part, but nervous about learning the lines. Daniel is confident about learning lines and calm about the audition.

2.05 **5** **Listen again. Tick (✓) the advice Daniel gives Rosa.**

1 practise every day	☐
2 say your lines out loud	✓
3 think about the meaning of the lines	✓
4 say your lines in front of a mirror	✓
5 record yourself with a camera	☐
6 think about your audience	✓
7 don't make any mistakes	☐

Voice it!

6 **Discuss the questions.**

1 Which is the most important piece of advice?
2 What's difficult about performing?

5 2.05 ★★★ Ask students to think of their own advice to offer someone who is about to do an audition.

Audioscript p124

6 Encourage students to make use of the target language in their conversations.

Class challenge

Someone who writes a play is called a playwriter / **playwright** / playmaker.

Flipped class

▶ Ask students to watch **Video 2.3** and do **Video worksheet 2.3**.

Homework

Workbook p19

Lesson aim: I can use the present perfect with *already*, *just*, *still* and *yet*.

▶ Play **Video 2.3** and elicit that the audition was today, and that the boy has got the part.

1 ★ Ask volunteers to read the example sentences in the table. Point out that we use *yet* (not *already*) with questions and negative sentences. Ask students to circle the correct words to complete the rules. Check answers as a class.

Pronunciation

Students can do the activities on p118, practising weak and strong forms of *have*.

2 ★ Encourage students to do this task by asking themselves: *Is the sentence a question? Is it an affirmative or negative sentence?*

3 2.08 ★★★ Books closed. Write the verbs in brackets randomly on the board. Read the conversation, pausing at each gap. Elicit the correct forms of the verbs.

Audioscript p124

Grammar tutor

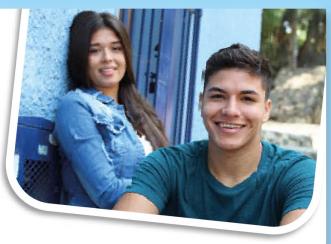
Ask students to complete additional grammar activities on the Grammar tutor page 126.

4 Give students a few minutes to write their questions. Help as necessary.

5 To do this task, students can move around the class, asking as many people as they can. If this is not possible, ask students to sit in large groups.

Language in action

Present perfect with *already*, *just*, *still* and *yet*





Watch video 2.3
When was the audition?
Has he got the part?

+	I've already had it. They've just told me.
-	I still haven't heard anything. They haven't called yet.
?	Have you heard anything yet?

Pronunciation p118

1 **Look at the table and circle the correct words to complete the rules.**

1 We use *still* / *before* / *after* *hasn't* / *haven't*.
2 We use *just* *after* / *between* *has* / *have* and the past participle.
3 We use *yet* at the *start* / *end* of a sentence.

2 **Choose a word and write it in the correct place in the sentences.**

1 Have you heard the news? (still / yet)
Have you heard the news yet?
2 I haven't finished my food. (already / still)
I still haven't finished my food.
3 She's seen the new play. (already / yet)
She's already seen the new play at the theatre.
4 They've gone to see a film. (just / still)
They've just gone to see a film.
5 They haven't learned their lines for the play. (already / yet)
They haven't learned their lines for the play yet.
6 Have you been on holiday? (just / yet)
Have you just been on holiday?

3 2.08 **Complete the conversation with the present perfect form of the verbs and *already*, *just*, *still* or *yet*. Then listen and check.**

Daniel Hey! Guess what? I [1] *'ve just seen* (see) my drama teacher and …
Rosa You got the part?
Daniel Shh! Yes, but it's a secret. They [2] haven't told (not tell) everyone yet because they [3] still haven't chosen (not choose) all the parts.
Rosa So why [4] have they (tell) you?
Daniel Because they've decided they really want me already told for the part. I said at the audition I [5] have already learned (learn) all the lyrics to all the songs.
Rosa And [6] have you told (tell) your parents yet? [7] 've just sent
Daniel Not yet. I [7] (send) my mum a message to ring me, but she [8] hasn't called yet (not call).

Grammar tutor p126

Use it!

4 **Write questions to help you find a person in your class who …**

1 has already finished some homework.
Have you finished your biology homework yet?
2 hasn't seen (film name) yet.
Have you seen (film name) yet?
3 has already tried (a sport you've never done).
Have you tried (sport) yet?
4 has helped someone today.
Have you already helped someone today?
5 still hasn't been to (a place in your town).
Have you still not been to (a place)?

5 **Ask your questions from Exercise 4.**

Have you finished your biology homework yet? — *No, not yet.*

Grammar game

Give students one minute to speak on a topic of their choice using sentences in the present perfect, winning one point for each correct sentence, but losing a point for each incorrect sentence.

Flipped class

In preparation for the **Speaking** lesson on p28, students research the artist van Gogh, and his painting *Starry Night*.

Homework

Workbook p20

Lesson aim: I can describe a picture.

Background information

Vincent van Gogh (1853–1890) was a Dutch painter. Unsuccessful in his lifetime, he has since become extremely famous around the world.

Warmer

On the board, write: *Everyone likes the same type of paintings.* Do students agree with this statement? Why / Why not?

1 Students share what they found out about Vincent van Gogh for homework.

2 2.09 Ask the whole class who they agree with most and elicit reasons why.

3 2.09 Explain that when we are not completely sure about something, we can use words like *probably* or *seems*. Elicit similar words, such as *might* or *may*.

Audioscript pp124-125

4 Point out that the phrases in the *Everyday English* box are informal and are used more in friendly conversations with friends.

▶ Play **Video 2.4**. Encourage students to copy the intonation used by the presenter.

5 Remind students to keep their notes short.

6 Give students five minutes to plan their conversations.

7 If appropriate students can use their smartphones to record themselves, listening back to check that they are using the language from the unit.



Speaking
Describing a picture

1 Look at the painting and answer the questions.

1 What can you see?
2 Do you like it? Why / Why not?

2 2.09 Listen to Lucas and Sofia talking about the painting. Who do you agree with?



Lucas Hey Sofia, have you done your art homework yet?
Sofia To write about the painting? No, I still haven't finished. There's tons to say!
Lucas Really? What?
Sofia I've seen *The Starry Night*. It's amazing! [1] It makes me feel calm and excited at the same time. What about you?
Lucas Dunno, [2] it looks like a kid's painting. The clouds, stars and moon are ginormous compared to the houses. It seems a bit [3] strange.
Sofia Have you read about it yet? It isn't supposed to [4] look real. The artist Van Gogh wanted to show how the sky made him feel.
Lucas Nope, sorry! I've just looked at it again and I don't understand why he used wavy lines and shapes.
Sofia He used them to show how light moves.
Lucas Oh, I see. And he combines lots of bright and dark colours.
Sofia Right. [5] It probably shows his mixed emotions.

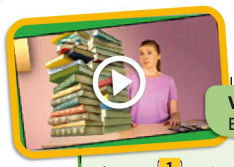
3 2.09 Complete the conversation with the phrases from the *Useful language* box. Then listen and check.

Useful language

It isn't supposed to …	It probably shows …
It looks like …	It seems a bit …
It makes me feel …	

4 Match the words and phrases (1–5) with the words in the *Everyday English* box.

1 I don't know
2 no
3 child
4 a lot
5 enormous



Watch video 2.4
Everyday English

dunno 1 ginormous 5 kid 3
nope 2 tons 4



Plan

5 Look at the painting of the artist's bedroom. Make notes.

Have you seen this painting before?
What can you see?
Do you like it? Why / Why not?
How does it make you feel?

6 Work in pairs. Plan a conversation about the painting.

Speak

7 Practise the conversation. Remember to use:

- the present perfect
- phrases from the *Useful language* and *Everyday English* boxes

Check

8 Work with another pair. Listen to their conversation. Do they answer the questions from Exercise 5?

8 Encourage students to give each other constructive criticism on how they could improve their conversations.

Speaking frames

Extend it!

Students think of contexts for the *Everyday English* phrases, e.g. A: *Have you ever been to the Van Gogh museum?* B: *Nope!* Extend the task by asking students to talk about museums they have been to.

Lesson aim: I can write a review of a performance.

Background information

The Little Big Things is a British musical based on Henry Fraser's memoir, *The Power in You*, in which he talks about how his life and his family were changed after a diving accident left him paralysed from his shoulders down. Fraser is now an artist who draws and paints using pencils, brushes or a stylus, all held by his mouth.

1 Have students highlight or underline the part of the text that gave them the answer. Did students highlight the same or different parts of the text?

2 Encourage students to decide what the topic of each paragraph is. Remind them that paragraphs usually have one main topic.

3 ★★★ Ask students to locate adjectives in the text with a positive meaning. (*perfect, best, talented, amazing, incredible, funny, cool*).

4 Point out the example sentence made by matching item 1 with item c. Have students continue the matching exercise individually then check answers in pairs.

5 Remind students that their notes about the show they are going to write about should be short, but clear.

6 Encourage students to use a range of adjectives. They can decide whether to use mostly positive adjectives, or a mixture of positive and negative ones.

Writing
A review

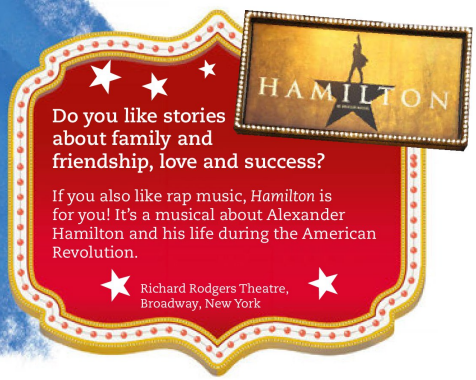


1 d Have you seen *The Little Big Things* yet? You haven't? Then what are you waiting for? *The Little Big Things* is perfect for all the family – it's the best show I've ever seen.

2 a *The Little Big Things* is a musical. It tells the story of Henry Fraser, a talented young rugby player. After an accident as a teenager, he became an amazing artist. All the performances are incredible.

3 b What I liked about it was the interactive stage and the video design. I've never seen anything like it before. It was like being part of a work of art.

4 c Check if it's on in a theatre near you now or if you can stream it. I recommend it because it's so funny and cool!



1 Read Camila's review of the show. Did she enjoy it? Yes, she did.

2 Match information a–d with paragraphs 1–4.

a a description of the event
b what she liked / didn't like about it
c where you can see it
d who it is for

3 Complete the phrases in the *Useful language* box. Then check in the review.

Useful language

I [1] recommend it because …
It's the best show I've ever seen.
I've never [3] seen anything like it before.
[4] What I liked / didn't like about it was …

4 Match the sentence halves.

1 *Blue Man Group* is the	a it's so original.
2 What I liked about it was that	b a worldwide tour at the moment.
3 I've never seen	c best show I've ever seen.
4 *Blue Man Group* is doing	d it was full of surprises.
5 I recommend it because	e anything like it before.

Write your own review of a performance.

Plan

5 Look at the *Hamilton* poster or think of a performance you have been to. Make notes.

Where did you see it? _____
Who was the performance for? _____
What was it like? _____
What did you like / not like about it? _____

6 Decide what information to include in each paragraph.

Write

7 Write your review. Remember to include:
- four paragraphs
- the present perfect
- phrases from the *Useful language* box

Check

8 Do you …
- describe the event?
- say who it is for?
- say what you liked / didn't like about it?

7 Give students up to ten minutes to write their reviews. Monitor and help as necessary.

8 If students haven't included everything, encourage them to write a second draft before handing in their work.

Writing frames

Finished?

Homework

Workbook p21, Writing tutor p80

Lesson aim: I can design and present an art tour.

Watch

Before watching, ask students to read the questions and think about their answers. After watching, discuss answers as a class. What activities do students do that represent their culture?

Project Book

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

1 Before reading, elicit the kinds of art students can see in the photos. Do they like what they see? Do they know where these places are or the history behind the art or buildings shown?

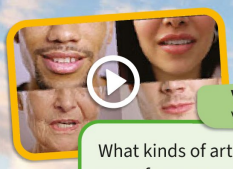
2 2.10 ★ After reading, discuss as a class how similar or different their ideas are to the ones they read. Ask if students have been to any of the places mentioned in the text.

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

Critical thinking

1 Work in pairs. Look at the photos. What kind of art can you see? Which city do you think this is?

2 2.10 Read the text and check your ideas.



Watch video 2.4
What is culture?

What kinds of art and music come from your country?

Watch the video. What is it about?

a Culture is something we create and share together.

b Culture is only art and music.

What is an important part of your culture? Why?

Art tours

Walking Tours | **Bike Tours** | Bus Tours

Have you ever done an art tour by bike? Why not experience art on two wheels in this city of social and political contrasts, an inspiration for artists?

Our first stop on the tour is Museum Island where you can visit five museums. There are incredible works of art like paintings, sculptures and historical objects. You'll see different art styles like the classical style of the Altes Museum and the ultra-modern Neues Museum – it's just had a renovation but it hasn't lost any of its original character.

Next up is one of the city's best-known landmarks – The Brandenburg Gate. This incredible 18th century monument is an important symbol of East and West Germany.

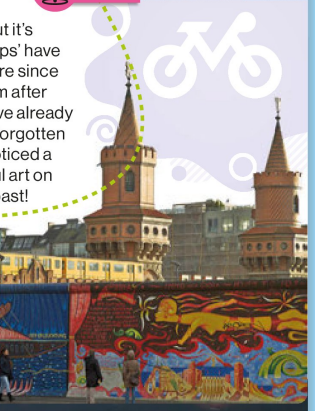
You've probably seen the Berlin Wall in photos. About 1.3 kms of the wall have become the world's longest outdoor art gallery. Artists from different countries have used the wall as their canvas. Look closely at the graffiti, paintings, murals and messages because they tell an important story about Berlin's history.

After that, we'll see the Bauhaus architecture. This art movement began in Germany in the 1920s. Some of the world's best architects have helped to design these houses. Inside, everything is in the Bauhaus style – decoration, paintings and furniture. Have you ever thought about a house as art?

You still haven't finished the tour but it's time to find a Späti. These 'late shops' have been a unique part of Berlin's culture since the 1950s when workers used them after work. Today, when other shops have already closed, people buy things they've forgotten in their local Späti. If you haven't noticed a Späti in Berlin yet, look for colourful art on the doors or windows as you ride past!







30 What is art? | Unit 2

Lesson aim: I can design and present an art tour.

Vocabulary extra

3 Ask a volunteer to read the example in item 1. Have students match the words with their meanings in items 2–7. Check answers as a class.

4 Discuss the students' answers to questions 1–4 with the class. You may wish to elicit and write on the board some examples of buildings and landmarks in your town that students consider artistic in some way.

CLIL: Art

5 Ask students to first find and underline the art words in the text. Then have them write the number of the listed words or phrases in the circle beside the photo they describe. If there is time, ask students if they know any works of art that can be seen in your country.

6 Encourage students to first read the gapped sentences. Then have them choose the correct word or phrase from Exercise 5 to complete each sentence.

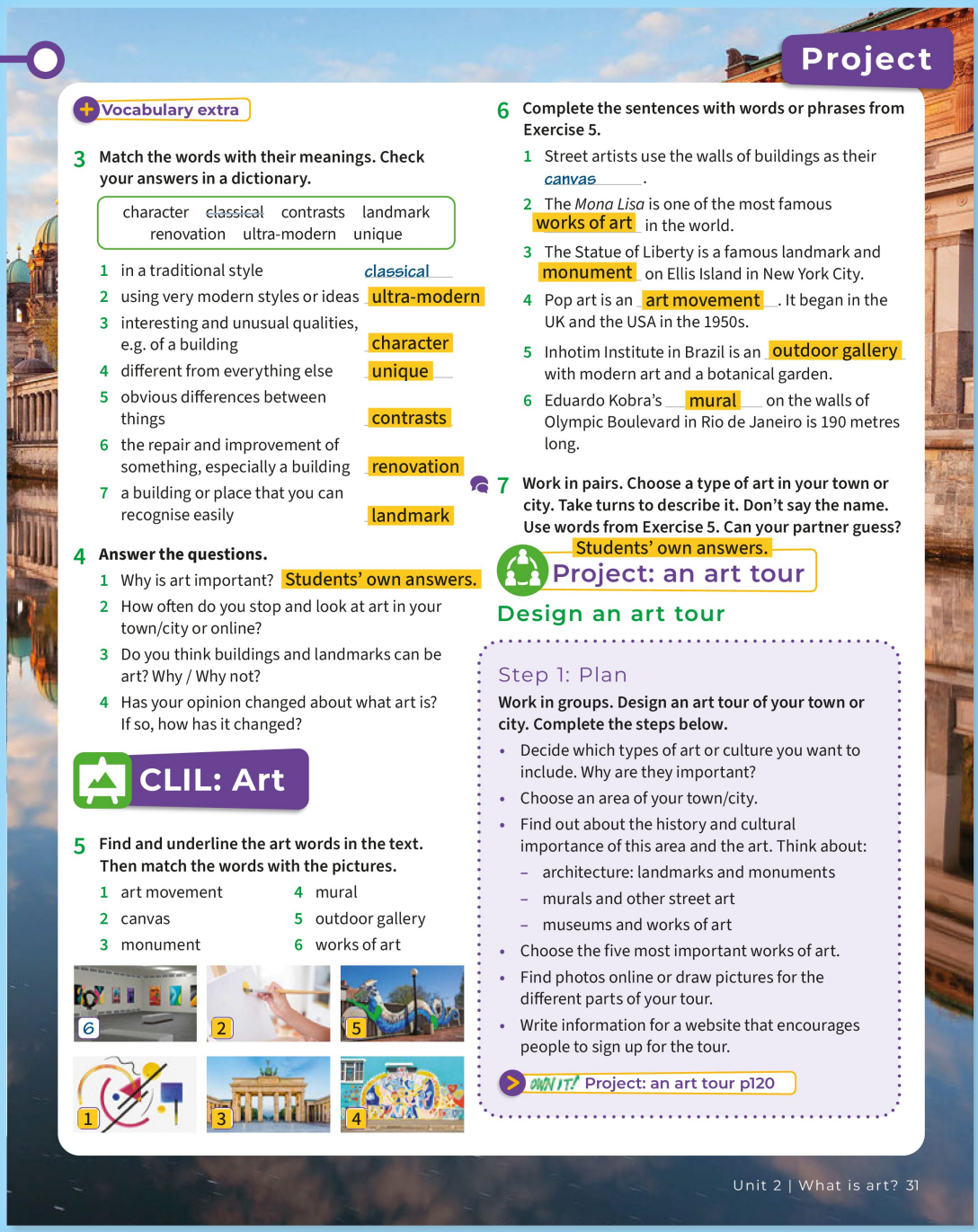
7 Monitor as pairs take turns describing and guessing. If there is time, they can play the game with another pair.

Plan

Model project

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

Give students a time limit for this process (20–25 minutes), but let them decide how long each stage should take and which students will be responsible for each aspect of the presentation. You may wish to have a few ideas for research if groups are struggling.



Project

Vocabulary extra

3 Match the words with their meanings. Check your answers in a dictionary.

character ~~classical~~ contrasts landmark renovation ultra-modern unique

1 in a traditional style *classical*
2 using very modern styles or ideas ultra-modern
3 interesting and unusual qualities, e.g. of a building character
4 different from everything else unique
5 obvious differences between things contrasts
6 the repair and improvement of something, especially a building renovation
7 a building or place that you can recognise easily landmark

4 Answer the questions.

1 Why is art important? Students' own answers.
2 How often do you stop and look at art in your town/city or online?
3 Do you think buildings and landmarks can be art? Why / Why not?
4 Has your opinion changed about what art is? If so, how has it changed?

CLIL: Art

5 Find and underline the art words in the text. Then match the words with the pictures.

1 art movement
2 canvas
3 monument
4 mural
5 outdoor gallery
6 works of art

6 Complete the sentences with words or phrases from Exercise 5.

1 Street artists use the walls of buildings as their *canvas*.
2 The *Mona Lisa* is one of the most famous works of art in the world.
3 The Statue of Liberty is a famous landmark and monument on Ellis Island in New York City.
4 Pop art is an art movement. It began in the UK and the USA in the 1950s.
5 Inhotim Institute in Brazil is an outdoor gallery with modern art and a botanical garden.
6 Eduardo Kobra's mural on the walls of Olympic Boulevard in Rio de Janeiro is 190 metres long.

7 Work in pairs. Choose a type of art in your town or city. Take turns to describe it. Don't say the name. Use words from Exercise 5. Can your partner guess?

Students' own answers.

Project: an art tour

Design an art tour

Step 1: Plan

Work in groups. Design an art tour of your town or city. Complete the steps below.

- Decide which types of art or culture you want to include. Why are they important?
- Choose an area of your town/city.
- Find out about the history and cultural importance of this area and the art. Think about:
  - architecture: landmarks and monuments
  - murals and other street art
  - museums and works of art
- Choose the five most important works of art.
- Find photos online or draw pictures for the different parts of your tour.
- Write information for a website that encourages people to sign up for the tour.

OWN IT! Project: an art tour p120

Encourage students to check that they have included all the necessary information and that their tour is clear and easy to follow. Ask them to tick each of the Plan tips, to ensure they follow each of them.

Present

Have groups post their art tours on a classroom wall before the presentations begin. Students can choose one spokesperson to present their project, or they can present it collaboratively, with different students taking responsibility for explaining different aspects of the tour.

Respond

Groups discuss the presentations and vote on the art tour they would most like to do. Ask students to say what they found most appealing about the tour they want to do.

Flipped class

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

Unit 3
Spread the word! **Lesson aim:** I can talk about forms of communication.

Warmer

Explain that *Spread the word* means to share information about something you're interested in and would like others to enjoy. Elicit ways to share information with 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 Brainstorm useful words for discussing the photo (e.g. *screen, text, message, contact,* etc.).

2 Ask students to share any information about emojis that they know.

3 ▶ Play **Video 3.1** and allow students to check their answers. Students can also complete **Video worksheet 3.1**.

4 Encourage students to think of forms of communication such as sign language, morse code, letters and postcards.

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

Flipped class

In preparation for **Explore it!** (p35), students research facts about how people communicate. They can pick one of the forms of communication that they discussed in Exercise 4.



Unit aims

Skills

I can ...
- understand texts about language and communication p36, p42
- ask for something I need p40
- write a listicle p41

Language

I can ...
- talk about communicating p35
- understand how to use *can, could, will be able to* p37
- use expressions with *say* and *tell* p38
- understand how to use the present perfect and past simple p39

Learn to learn

I can ...
- use spidergrams p35
- use flashcards p38
- skim read p42
- record collocations in different ways p44

Extra resources

- Grammar tutor, Student's Book **p127**
- Workbook **pp24–31** and Writing tutor **p81**

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 forms of communication.

Warmer

In small groups, students discuss the best forms of communication and agree on a top three. Each group then shares its list with the class.

1 3.01 When playing the recording, pause after each word to drill the pronunciation.

Target vocabulary
describe /dɪs'kraɪb/
gesture /'dʒestʃə/
greet /griːt/
interpret /ɪn'tɜːprɪt/
post /pəʊst/
shake hands /ʃeɪk hændz/
shout /ʃaʊt/
smile /smaɪl/
translate /træns'leɪt/
wave /weɪv/
whisper /'wɪspə/

Audioscript p125

Vocabulary bank

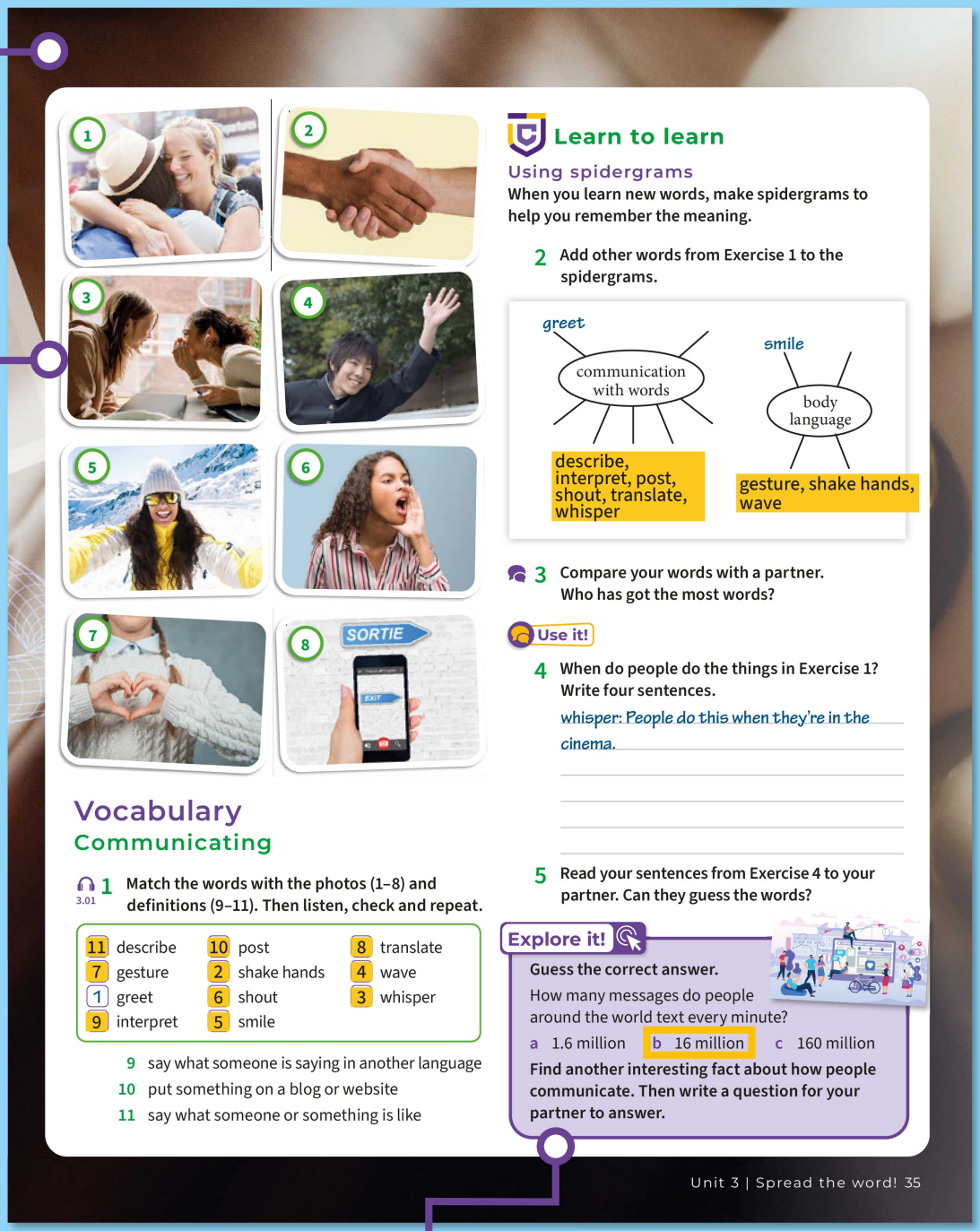
Learn to learn

Spidergrams can help students form associations between words. Encourage students to use them when recording sets of vocabulary in their notebooks.

2 ★ Help students by doing the first spidergram with the class as a whole. This will give students a model to follow.

3 Encourage students to explain the meaning of any new words to their partner.

4 Monitor while students do this activity. Help students with their sentences as necessary.



Learn to learn

Using spidergrams

When you learn new words, make spidergrams to help you remember the meaning.

2 Add other words from Exercise 1 to the spidergrams.

3 Compare your words with a partner. Who has got the most words?

Use it!

4 When do people do the things in Exercise 1? Write four sentences.

whisper: People do this when they're in the cinema.

5 Read your sentences from Exercise 4 to your partner. Can they guess the words?

Vocabulary

Communicating

3.01 **1** Match the words with the photos (1–8) and definitions (9–11). Then listen, check and repeat.

11 describe	10 post	8 translate
7 gesture	2 shake hands	4 wave
1 greet	6 shout	3 whisper
9 interpret	5 smile	

9 say what someone is saying in another language
10 put something on a blog or website
11 say what someone or something is like

Explore it!

Guess the correct answer.
How many messages do people around the world text every minute?
a 1.6 million b 16 million c 160 million

Find another interesting fact about how people communicate. Then write a question for your partner to answer.

5 ★ Tell students not to say the verb when they read out their sentences. Instead of saying *people wave when they say goodbye*, they should say *people do this when they say goodbye*.

Explore it!

To write their questions, students use the facts they researched about how people communicate for homework.

Flipped class

In preparation for reading the text on p36, ask students to think of how we can communicate with people whose language we do not speak.

Homework

Workbook p24

Lesson aim: I can understand a text about language and communication.

Background information

Artificial intelligence (AI)-based chatbots are popular elements of language learning. These programs provide interactive practice and personalised feedback from a virtual conversation partner, helping learners to improve their speaking, listening, reading and writing skills. Many chatbots are able to adapt to learners' fluency levels and needs in real-time, but the technology remains imperfect.

Warmer

Elicit ideas from students on how they use AI and chatbots in their daily lives. If your school has a policy or other rules surrounding the use of AI, you may wish to share that information with students or remind them of it.

1 3.02 Elicit ideas from students before they read and check.

2 ★ Explain that 1 is a general question, while 2 and 3 require specific information from the text.

3 ★ Elicit that an adverb gives more information about a verb (*The boy played <u>happily</u>*), or gives someone's opinion about something (*<u>Fortunately</u>, the team won the match*).

4 ★★★ Discuss the following question with the class: *Do you think technology such as AI or chatbots will one day replace teachers in language learning?*



The future of language learning

1 Reading your book in class, talking to the teacher, doing homework at the library – this was how people could learn a language in the past. There were machines that could translate written text back in the 1950s, but they couldn't interpret spoken language. But the world is changing rapidly! Now you can do your homework on an app, watch a series in another language or speak to the voice assistant on your phone!

2 The way schools teach languages has changed, too. Of course, teachers still use books and give homework, but now students can do a lot more outside the class and find fun exercises more easily. They can practise and speak English more confidently. Students want to use their English to communicate, not just to pass exams.

3 Chatbots can understand people when they speak clearly. They can't always understand people when they whisper or tell jokes. At the moment, chatbots can't have the kind of conversations with us that we have with other people. When we ask them questions, their answers are sometimes confusing or even incorrect. AI is improving all the time, but it's not the same as human conversation. But with the help of AI and chatbots, we will be able to share information about our cultures more easily.

4 Have you used chatbots and AI to learn or practise a language? We think AI won't be able to replace teachers completely but they'll be able to work together happily! What do you think?

By using a new 'smart earpiece' called the Pilot, which can translate some spoken languages.

Reading
An article

3.02 **1** **Look at the photo and the title. What do you think the article is about? Read and check.**

2 **Circle the correct answers.**

1 What is the writer's main aim in the article?
- a to give advice about learning languages
- b to share their experience of chatbots
- c to show how AI has changed the way we learn languages

2 What does the writer say are the disadvantages of AI?
- a It doesn't always work properly and we don't want to depend on it all the time.
- b It doesn't remember how to talk to everyone.
- c It finds conversations confusing.

3 What does the writer think might happen in the future?
- a Chatbots and AI will replace teachers.
- b We will all know everything about other cultures.
- c Teachers and AI can work with each other and support students' learning.

3 **Find the adverbs in the article for these adjectives.**

1	rapid (paragraph 1)	rapidly
2	confident (paragraph 2)	confidently
3	easy (paragraph 2)	easily
4	clear (paragraph 3)	clearly
5	complete (paragraph 4)	completely
6	happy (paragraph 4)	happily

Voice it!

4 **Discuss the questions.**

1 Would you like to practise English with a chatbot? Why / Why not?

2 What is another advantage and another disadvantage of AI in language learning?

Extend it!

Ask students to write one or two paragraphs about their opinions on the questions in Exercise 4, using adverbs from Exercise 3.

Class challenge

Someone who can speak a lot of languages is a monoglot / **<u>polyglot</u>** / linguist.

▶ Flipped class

In preparation for **Video 3.2** on p37, ask students to think of three tips to help someone communicate in another language.

Homework

Workbook p25

Lesson aim: I can understand how to use *can, could, will be able to*.

Warmer

▶ Before they watch **Video 3.2**, students share the tips for helping someone communicate in another language that they thought of for homework.

1 Draw attention to the table. Point out that all the examples talk about *ability* – whether something can or can't be done. Share that this is different to *permission* – whether something is or is not allowed to be done. Ask students to think about how we express ability in the past, present and future and have them complete the rules. Check answers as a class.

Pronunciation

Students do the activities on p118 to practise pronouncing the contraction of *will*.

2 ★ Ask students to think of these questions while doing this task: *Does the sentence refer to the past, present or future? Should the form of the missing verb be negative or positive?*

3 Read the example sentence aloud to the students. Have students complete sentences 2–4 before checking answers as a class.

4 3.05 Focus students' attention on the photo. Students make a guess about what it shows and why the object is important.

Audioscript p125

Grammar tutor

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

Class challenge

The Rosetta Stone is named after a person / **a town** / a type of stone.

Language in action

can, could, will be able to

Don't be shy. Learn to say 'Could you speak more slowly, please?' Improve your listening skills.



Watch video 3.2
Which tips does he give? Do you think they are good tips?

	Past events	Present events	Future events
+	I **could** only point and gesture.	I **can** hear you.	Hopefully, you'**ll be able to** learn from my mistakes.
-	I **couldn't** speak Spanish very well.	I **can't** understand what you're saying.	At first, you **won't be able to** understand them.
?	**Could** you repeat that, please?	How **can** you improve your listening?	**Will** you **be able to** learn from his mistakes?

Pronunciation p118

1 Look at the table. Complete the rules with *future*, *past* or *present*.

1 We use *could* / *couldn't* to talk about past events.
2 We use *can* / *can't* to talk about present events.
3 We use *will* / *won't be able to* to talk about future events.

2 Circle the correct options.

1 AI (*can*) / *can't* help students with their learning.
2 Students *could* / (*couldn't*) use AI to help them study 50 years ago.
3 At the moment, chatbots (*can't*) / *couldn't* always give correct answers.
4 By 2035, students *can't* / (*will be able to*) choose how they study.
5 Chatbots *can't* / (*won't be able to*) replace teachers completely in the future.

3 Complete the sentences with the correct form of *can*, *could* or *will be able to* and the verbs in brackets.

1 Will you be able to help (help) me at sports club tomorrow?
2 Many Ancient Romans could speak (speak) both Latin and Greek.
3 I couldn't understand (not understand) why he was shouting.
4 Can your phone translate (translate) words in any language?

4 3.05 Complete the text with the correct form of *can*, *could* or *will be able to*. Then listen and check.

For centuries, nobody [1] could read Egyptian hieroglyphics, but in 1799 archaeologists discovered a large black stone in the desert. They [2] couldn't believe how lucky they were. On the stone there was a text written in hieroglyphics and two other languages. This meant they [3] could finally translate hieroglyphics. Today, you [4] can see the Rosetta Stone in the British Museum. Most visitors [5] can't read the text (only the experts know how to do that!), but there are translations in different languages so you [6] can / will be able to understand what it says. However, if you visit, go very early in the morning. It's so popular you [7] won't be able to see it if you get there late.



Grammar tutor p127

Use it!

5 Write in your notebook something you …

1 could do in the past.
2 couldn't do in the past.
3 can sometimes do.
4 will be able to do in the future.
5 won't be able to do in the future.

stand on my head

6 Tell your partner your answers from Exercise 5. Can they guess what they are about?

Stand on my head. — *Is it something you can sometimes do?*

5 Allow students a few minutes to think of their answers. Explain that they should write notes rather than full sentences.

6 Encourage students to read out their answers in a different order to that in Exercise 5. Partners have three chances to guess the right answer, winning a point if they do so.

Grammar game

Students talk about something they can or could do (which can be either true or false). Their partner has two minutes to ask questions to decide if it's a lie or not.

Homework

Workbook p26

Lesson aim: I can use expressions with *say* and *tell*.

Warmer

Elicit any invented languages students know from TV shows, films or books.

1 3.06 Elicit that *Elvish* is an invented language from J. R. R. Tolkien's *The Lord of the Rings* trilogy. Before students listen, elicit possible answers to the question (e.g. so people can understand each other when they don't share a language; to tell secrets; to have conversations and/or tell jokes).

2 3.06 Tell students to read the prompts (but not the options) carefully before listening. As they are listening, they should choose the best option. Play the recording a second time for students to check their answers.

Audioscript p125

3 Give students a few minutes to make notes on their ideas before discussing the questions.

4 3.07 ★★★ Ask students to add any more phrases they know to the table.

Target vocabulary
say hello /seɪ he'ləʊ/
say something in Italian /seɪ 'sʌmθɪŋ ɪn ɪ'tæliən/
say sorry /seɪ 'sɒri/
say yes, no /seɪ jes, nəʊ/
tell a joke /tel ə ʤəʊk/
tell a lie /tel ə laɪ/
tell a story /tel ə 'stɔ:ri/
tell someone a secret /tel 'sʌmwʌn ə 'si:krɪt/
tell the truth /tel ðə tru:θ/

Audioscript p125

Vocabulary bank

Listening and vocabulary

A radio interview



3.06 **1** Listen to a radio interview with James about conlangs (invented languages). Why do people invent languages like Elvish?

3.06 **2** Listen again and circle the correct answers.

1 James says invented languages …
- a are similar to English.
- b can help people to communicate.
- c are new.

2 James speaks Elvish with …
- a his family.
- b readers of *The Lord of the Rings*.
- c people at the conference.

3 Before he was 16, James spoke …
- a four languages.
- b five languages.
- c six languages.

4 Later, James is going to …
- a make a speech.
- b learn Turkish.
- c speak to the radio listeners.

Voice it!

3 Discuss the questions.
1 How many languages do you speak?
2 Is it important to learn other languages?
3 What's difficult about learning a language?

Collocations with *say* and *tell*

3.07 **4** Complete the table with the words and phrases. Then listen, check and repeat.

hello a joke a lie a story someone a secret something in Italian sorry the truth ~~yes/no~~

Tell	Say
a joke	*yes/no*
a lie	hello
a story	something in Italian
someone a secret	sorry
the truth	

Learn to learn

Using flash cards

When you learn new collocations, make flash cards so you can test yourself on the words.

5 Make flash cards for the collocations in Exercise 4. Write *say* or *tell* on one side and the rest of the collocation on the other. Then test your partner.

Use it!

6 Write sentences in your notebook about the last time you did the things in Exercise 4.

The last time I said hello was when I came into class this morning.

7 Compare your answers from Exercise 6 and ask for more information.

When was the last time you said hello?

The last time I said hello was 15 minutes ago.

Really? Who did you say hello to?

Learn to learn

By now, students should be taking control of their own learning. Flashcards allow students to review vocabulary regularly and systematically, outside the classroom.

5 ★ Help students by making one flashcard as a model for the students to follow.

6 Give students a few minutes to write their sentences.

7 Encourage students to ask similar follow-up questions.

Homework

Workbook p27

Lesson aim: I can use the present perfect and past simple.

Warmer

▶ Play **Video 3.3**, pausing it after each section, and answer any questions students might have.

1 ★★★ Ask volunteers to read the example sentences in the table. After students have completed the exercise, ask them to explain their choice of preposition in each case, e.g. *for* is correct in the example (item 1) because *for a long time* refers to a period of time.

Get it right!

Students write their own example sentences (using *for* and *since*) about how long they have been in the class.

2 ★ Help students by eliciting whether it is *for* or *since* that is needed in items 2 and 3 in the exercise.

Grammar game

Students say a gapped sentence, e.g. *I've played tennis ___ six years.*, for their partner to complete with *for* or *since*.

3 Draw attention to the table. Discuss this with the class as a whole. Make sure students understand the difference between the tenses.

4 3.08 Ask students to compare their answers in pairs, discussing any differences, before playing the audio to check.

Audioscript p125

Grammar tutor

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

Language in action

Present perfect with *for/since* and *How long … ?*



Sorry you **haven't heard** from me	**for**	a while.
My family and I **have been** in Mexico	**since**	last week.
How long	**have** you **studied** Spanish?	**For** a year.

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

1 My grandparents have lived in Guadalajara *for* / *since* a long time.
2 How long have you studied English? *For* / *Since* about ten years.
3 I've loved languages *for* / *since* I was little.
4 We haven't seen our cousins *for* / *since* last summer.

Get it right!

We use ***for*** with periods of time and ***since*** when we talk about a specific time.

I've been here ***for*** *hours.* ✓ ~~*I've been here since …*~~ ✗
I've been here ***since*** *1 pm.* ✓ ~~*I've been here for …*~~ ✗

2 **Write questions and answers with *How long*, *for*, *since* and the present perfect.**

1 Elena / study French — ten years
How long has Elena studied French?
Elena has studied French for ten years.
2 Igor / live in Budapest — five months
How long has Igor lived in Budapest?
Igor has lived in Budapest for five months.
3 Bill and Lucy / be married — 2010
How long have Bill and Lucy been married?
Bill and Lucy have been married since 2010.

Present perfect and past simple

Present perfect	I'**ve studied** Spanish for a year.
Past simple	We **went** to a restaurant last night.

3 **Look at the table. Which tense do we use for actions that started and finished in the past?** Past simple

3.08 **4** **Circle the correct answers. Then listen and check.**

Ben How are you? I [1]*didn't hear* / *haven't heard* from you for nearly a week.
Mario Sorry! I [2]*was* / *'ve been* so busy since I [3]*got* / *have got* here.
Ben How's the conference?
Mario It's great. There are so many cool people here speaking so many different languages.
Ben [4]*Did you see* / *Have you seen* much of New York?
Mario On my first day, I [5]*saw* / *'ve seen* the Empire State Building. Tomorrow I'm going to the Museum of Modern Art. I'm really excited.
Ben Wow! How long [6]*did you want* / *have you wanted* to go there? Years!
Mario I know! Anyway, I'm going to get a burger and fries with some friends I [7]*made* / *'ve made* last night. I haven't eaten anything [8]*since* / *for* this morning. Catch you later!

Use it!

Grammar tutor p127

5 **Write questions for your partner with *How long* and the ideas in the box.**

be at this school | have your phone | ~~know your best friend~~ | study English

How long have you known your best friend?

6 **Ask and answer the questions in Exercise 5. Ask past simple questions to find out more.**

How long have you been at this school?
How long have you had your phone?
How long have you studied English?

5 Tell students to use the table above Exercise 1 to help them form their questions correctly.

6 Challenge students to ask each other at least two follow-up questions.

Extend it!

Students can write their answers to the questions in Exercise 5, in two versions: one using *since*, and one using *for*.

Homework

Workbook p28

Lesson aim: I can ask for something I need.

Warmer

Elicit ideas for what you can do to make yourself understood in another language when you don't know an important word.

1 3.09 ★★★ Tell students to close their books as they listen to the conversation and answer the question.

2 3.09 ★★★ Students practise the completed conversation with a partner.

Audioscript p126

3 Students think of situations in which they could use the phrases from the *Everyday English* box. For example, A: *I can't find my keys! Oh, here they are! B: Phew!*

▶ Encourage students to copy the intonation used by the presenter in **Video 3.4**.

4 Before students discuss the use of the objects, elicit that the photos show a bike pump, a torch and two batteries.

5 Give students five minutes to plan their conversations.

6 ★★★ Before their conversation, students agree on things to look out for. For example, Student A might check Student B's use of the grammar, while Student B checks whether Student A uses phrases from the *Useful language* box. At the end, students give each other feedback.

7 Students give each other feedback on their conversations, focusing on things like use of language, pronunciation and intonation.

Speaking frames

Speaking

Asking for something you need

3.09 **1** **Listen to the conversation. What does Cristina want to buy?** sunblock and earplugs



Assistant	Hello, can I help you?
Cristina	Erm, oh dear! I'm sorry, I can't speak English very well but I'm looking for … oh, what's it called? Sorry, I can't remember the word! [1] It's a kind of liquid. You put it on your face at the beach. [2] You use it to protect your skin from the sun.
Assistant	Do you mean sunblock?
Cristina	Yep, that's it! Sunblock. Thank you!
Assistant	No worries, here you go. Anything else?
Cristina	Yes. Do you have … oh, what's the word? [3] They're similar to earphones. You put them in your ears. You use them when it's noisy. [4] I need them to be able to sleep!
Assistant	You mean earplugs?
Cristina	Yes, thank you! Phew! Now I'll be able to sleep!

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

Useful language

I need them to … They're similar to …
It's a kind of … You use it to …

3 **Match the sentences (1–4) with the correct responses in the *Everyday English* box.**

1 Thanks for helping me with my homework.
2 Can you come to the party?
3 Don't worry. The spider's gone.
4 I broke my phone!



Watch video 3.4
Everyday English

No worries. 1
Oh dear! 2
Phew! 3
Yep. 4

Plan

4 **Look at the objects. Work in pairs. What do you use these things for?**



5 **Plan a conversation. One of you is a customer and the other is a shop assistant.**

1 Decide which object you want to ask for.
2 Think about how you can ask for the object when you don't know what it's called.

Speak

6 **Practise the conversation. Remember to use:**

- *can*, *could* and *will be able to*
- phrases from the *Useful language* and *Everyday English* boxes

Check

7 **Work with another pair. Listen to their conversation and decide which object they're talking about.**

Flipped class

In preparation for the **Writing** lesson (p41), students find out how to say *hello* in as many languages as possible.

Lesson aim: I can write a listicle.

Background information

Listicle is a word formed from two other words: *list* and *article*. A listicle is a text, common online, which often comes with a title featuring a number, e.g. *The Ten Best Films About Space*.

1 Give students a minute to scan the text for the names of languages. Remind them that these always begin with a capital letter in English.

2 ★★★ After students complete the ordering task, challenge them to think of an alternative title for the listicle.

3 Point out that the words and phrases in the box are useful when writing or talking about stages in someone's life.

4 Read the example sentence aloud to the students. Have students circle the correct words or phrases in sentences 2–5 before checking answers as a class.

5 Students can discuss and improve upon their notes with a partner.

6 Encourage students to use the listicle in Exercise 1 to help them plan the structure of their own work.

7 Give students up to ten minutes to write their listicle. Monitor and help as necessary.

8 Ask students to check each other's work.

Writing frames

Finished?

Writing
A listicle

Greek, English, French, German, Spanish, Catalan, Hebrew, Dutch, Afrikaans, Italian, Russian, Serbian, Hungarian, Yiddish

1 Read the listicle. Which languages can Alex speak?



Meet Alex, the amazing language learner

Most of us can say 'hello' and 'thank you' in another language, but Alex Rawlings can speak many languages. Here are seven reasons why Alex is amazing.

- He has loved languages [1] all his life and can speak 14 in total.
- He grew up speaking Greek and English.
- As a teenager, he learned languages for fun. [2] Before he was 18, he could speak French, German, Spanish, Catalan, Hebrew, Dutch, Afrikaans and Italian.
- [3] Later on he studied Russian and German at university. [4] Since then, he has learned Serbian, Hungarian and Yiddish.
- He won the title 'Britain's most multilingual student' when he was 21 years old.
- [5] Over the last few years, he has organised many conferences.
- [6] These days, Alex is too busy working to study more languages, but he hopes to learn more [7] soon.

Next time you're studying a language, don't think, 'I won't be able to do this', but say 'Yes, I can!'

2 Put a–d in the order they appear in the listicle.

a 3 interesting facts about his life
b 4 a short ending to make the reader think
c 1 a title that makes you want to find out more
d 2 a general introduction to the topic

Useful language

all (his) life before later on
over the last few years since soon these days

3 Complete the listicle with the words and phrases in the *Useful language* box.

4 Circle the correct words or phrases.

1 All my *days* / (*life*), I've wanted to travel and speak different languages.
2 *Soon* / (*Since*) I started learning a new language, I've become more confident.
3 *On* / (*Over*) the last few years, I've used a lot of different language learning apps.
4 *Before* / (*These days*) it's easy to find information on a phone.
5 I'll *since* / (*soon*) be able to practise my English in the UK.

Write your own listicle.

Plan

5 Read the notes. Then write your own notes about a person who has an amazing talent.

Title: Julia and her amazing memory
Introduction: My friend Julia. I've known her since I was three years old.
Interesting fact: She can remember every book she has read.
Short ending: I hope Julia will be able to help me remember English vocabulary!

6 Decide what information to include.

Write

7 Write your listicle. Remember to include:

- an introduction, interesting facts and a short ending
- *can*, *could*, *will be able to* and the correct tenses
- phrases from the *Useful language* box

Check

8 Do you …

- have an introduction to the topic?
- give interesting facts about the person's life?

Extend it!

Students read other students' listicles in a group, and then share interesting facts they learned.

Flipped class

In preparation for **Explore it!** (p43) students find out some interesting facts about languages spoken in their country.

Homework

Workbook p29, Writing tutor p81

Lesson aim: I can understand a text about language and communication.

Warmer

Write *endangered languages* on the board. Elicit the meaning (a language which might die out because it has too few speakers). Ask students if they know of any endangered languages, and what we could do to stop languages from dying out.

▶ **Video 3.5** develops the theme of language. Before you play it, make sure students understand that only the second question relates to the video. Ask students to discuss the other questions in groups.

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

1 Discuss these questions with the class as a whole. When you discuss question 2, encourage students to give their personal opinion. Students will not have the same ideas and should feel able to express their own view.

Learn to learn

Explain that skim reading means reading a text quickly, without looking at the details, in order to get a general idea of its content. Explain to students that this is a very useful technique, especially when time for reading is limited, or you have to deal with long texts.

2 3.10 Read out headings a–e. Check students' understanding. Tell students to skim read this text in order to complete the task.

Around the world

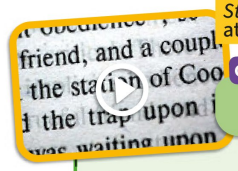
Reading
A magazine article

1 Look at the photo and discuss the questions.

1 What language do you think the person speaks?
2 Do you think some languages are more important than others? Why / Why not?



Tsundoku (Japanese) means buying books but not reading them, and instead putting them in piles on the table, floor or shelves.
Sobremesa (Spanish) is the time you spend talking to friends and family around the table after a meal.
Sturmfrei (German) describes when you are at home but without a parent or adult there.



Globetrotters
Watch video 3.5
Other worlds, other words

- How many ways are there of saying that the weather is bad in your language?
- Can you explain what *tsundoku*, *sobremesa* and *sturmfrei* mean?
- Invent a new word. What is it and what does it mean?

Learn to learn
Skim reading

Practise reading texts quickly to understand the main points within a time limit. This will help you to increase your reading speed.

2 3.10 **Skim read the article and match the paragraphs (1–5) with the headings (a–e). Then listen and check.**

a Living in the moment 4
b Use it or lose it 1
c Losing language – losing culture 5
d A language like no other 3
e There's an app for that! 2

Languages in danger

1 Do you know how many languages there are in the world? According to experts, the answer is about 7,000, but sadly they predict that nearly half are likely to **die out** by the end of the century. This is often because speakers are elderly or because the main language of a country **has taken over.**

2 Luckily for us, some people are making extraordinary efforts to record languages for history. One of them is Steven Bird. He developed a phone app to translate Tembé, the language of a small tribe in Brazil's Amazon region.

Lesson aim: I can understand a text about language and communication.

3 Give students time to read through the sentences carefully before they complete the task. Encourage students to highlight the part of the text which gives them their answer. Point out that students are not skim reading now, but reading for detail.

4 ★★★ Challenge students to write a new example sentence for each of the phrases in bold.

5 Read out the questions and check students' understanding. Encourage students to ask follow-up questions, and to develop their answers. Ask some students to report back to the class on their discussion. Ask the class: *Do you like speaking in another language? Why / Why not?*

Explore it!

To write their questions, students use the facts about a language spoken in their country that they researched for homework.

Extend it!

Students select more unknown words from the article, guess or find out what they mean, and then explain them to a partner, using language from the Speaking lesson, if possible.

Culture project

See Project Book p30 and the Unit 3 Project worksheet for further information and activities.

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

1 Experts believe we will lose many languages this century. T
2 The Tembé speakers wrote down examples of their language. F
3 The Pirahã language is similar to other languages in the Amazon region. F
4 The Pirahã tribe use special words to talk about the past. F
5 By protecting our languages, we protect our beliefs. T

4 Write the words in **bold** that mean …

1 disappear completely. *die out*
2 finally be in a particular situation. end up
3 needs something in order to exist. relies on
4 has taken the place of. has taken over
5 change it and become something different. turn it into

Tembé speakers spoke into their phones and then other tribe members interpreted what they said into Portuguese. As Tembé has no written language, experts can **turn it into** a set of symbols to represent sounds, but this takes one hour for every minute of speech!

3 The Pirahã tribe also lives in the Amazon region of Brazil. Daniel Everett's research into their language has shocked many people because some things about it are completely different from any other language. For example, Pirahã has no words for colours and no way to count.

4 Perhaps most interesting of all, there is no way to talk about the past. Everett's explanation is that jungle life **relies on** understanding and noticing everything around you at all times, so it is a waste of time thinking about the past.

Voice it!

5 Discuss the questions.

1 Which languages do people in your country speak? Are any of those languages in danger?
2 Is it important to keep languages alive? Why?

Explore it!



Guess the correct answer.

The three languages with the most native speakers in the world are Mandarin Chinese, Spanish and then English. Which is the fourth?

a Arabic
b Elvish
c French
d Hindi
e Portuguese

Find another interesting fact about a language from your country. Then write a question for your partner to answer.

OWN IT! The Culture Project Teacher's Resource Bank



5 Globally, there are around 470 languages with fewer than 100 speakers, including one Mexican language with only two and unfortunately, they refuse to talk to one another! The loss of so many languages means that we could **end up** with only a few languages left. That would be sad because languages are an important part of who we are. When they disappear, so do our traditions and culture.

Unit 3 | Spread the word! 43

Flipped class

Students complete the **Learn to learn** page (p44), then prepare for the **Review** section (p45), students revise the grammar and vocabulary from Unit 3.

Lesson aim: I can talk about health and fitness.

Warmer

Ask: *Do you think you need a healthy body to have a healthy mind?* Elicit students' ideas about the link between physical and mental health.

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 what the girl is doing in the photo. (She is meditating/doing yoga/sitting quietly outdoors.)

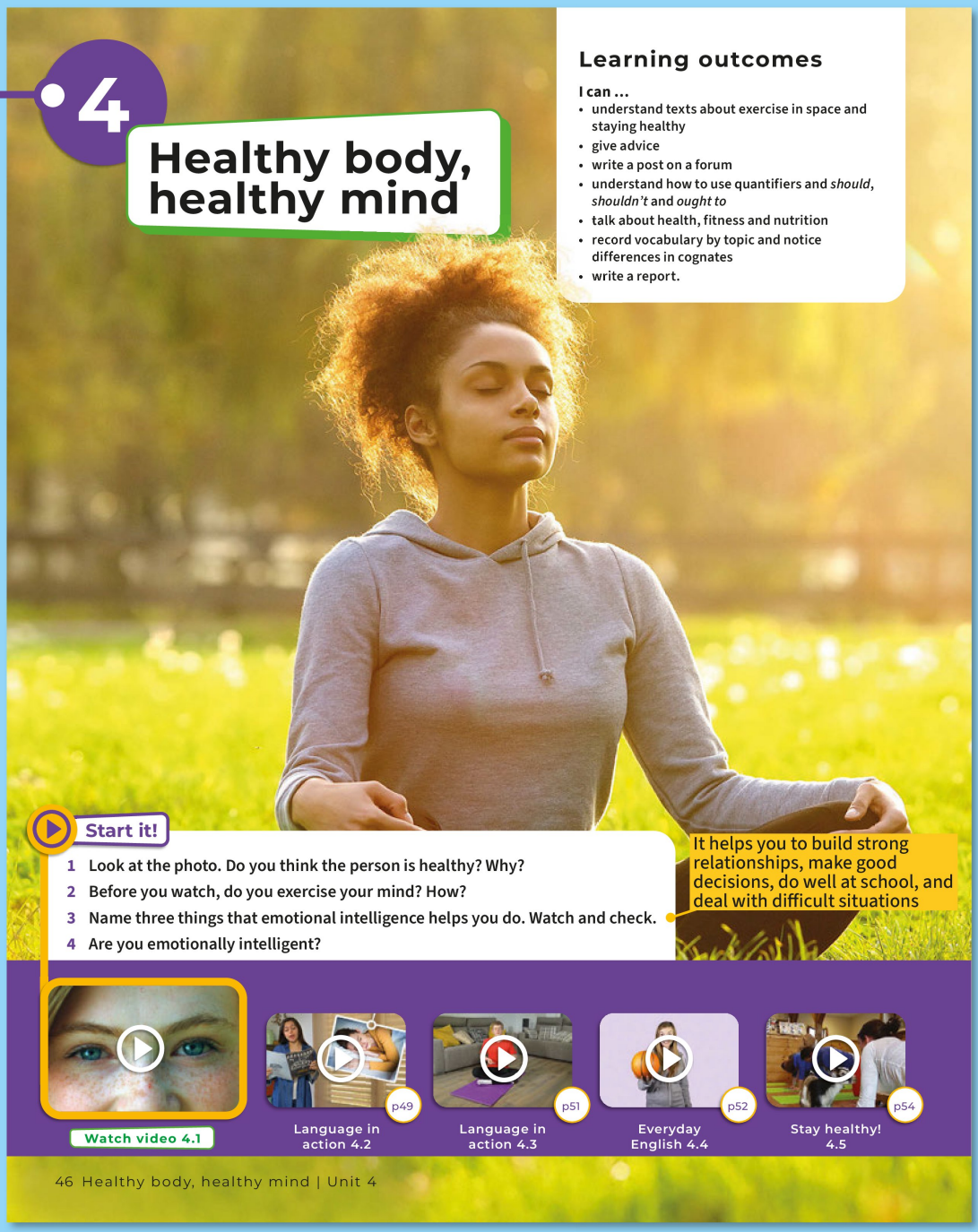
2 & 3 Write students' ideas on the board to check their answers after they watch the video.

4 Ask students to talk about someone they know who they think is emotionally intelligent, and to give reasons why.

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

Flipped class

In preparation for **Explore it!** (p47), students find three interesting facts about the human body.



Unit aims

Skills

I can ...
- understand texts about exercise in space and staying healthy p48, p54
- give advice p52
- write a post on a forum p53

Language

I can ...
- talk about health and fitness p47
- understand how to use quantifiers p49
- talk about healthy eating p50
- understand how to use *should, shouldn't* and *ought to* p51

Learn to learn

I can ...
- record vocabulary by topic p47
- notice differences in cognates p50
- check my writing p56

Extra resources

- Grammar tutor, Student's Book **p128**
- Workbook **pp32–39** and Writing tutor **p81**

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 health and fitness.

Warmer

Elicit vocabulary for health and fitness. Set a two-minute time limit to see how many things students can come up with. Write appropriate words and phrases on the board.

1 4.01 When playing the recording, pause after each word or phrase to drill the pronunciation.

Target vocabulary

cough /kɒf/
get better /get 'betə/
get enough sleep /get ɪ'nʌf sli:p/
get ill /get ɪl/
get stressed /get strest/
go jogging /gəʊ 'dʒɒgɪŋ/
have a fever /hæv ə 'fi:və/
relax /rɪ'læks/
sneeze /sni:z/
sweat /swet/
train /treɪn/
warm up /wɔ:m ʌp/
work out /wɜ:k aʊt/

Audioscript p126

Vocabulary bank

Learn to learn

Grouping words by topic is an effective way of recording vocabulary in a notebook, and makes it easier to revise longer sets of vocabulary outside the class.

2 & 3 Students should define any new words or phrases their partner doesn't know.

4 ★★★ Elicit examples of the collocations from Unit 3 (i.e. the phrases with *make, do, have* or *leave* from the *Learn to learn* page). Challenge students to complete the collocations without looking back at Exercise 1.



Vocabulary

Health and fitness

4.01 **1** **Match the words and phrases with the photos (1–9) and definitions (10–13). Then listen, check and repeat.**

1	cough	4	relax
12	get better	2	sneeze
7	get enough sleep	8	sweat
10	get ill	13	train
9	get stressed	11	warm up
5	go jogging	6	work out
3	have a fever		

10 to become sick
11 to exercise gently before doing sport
12 to stop feeling ill
13 to practise a sport regularly

Health: cough, get better, get enough sleep, get ill, get stressed, have a fever, sneeze

Fitness: go jogging, relax, sweat, train, warm up, work out

Learn to learn

Recording vocabulary by topic

Add new words to different pages in your notebook for different topics.

2 **Label one page in your notebook 'health' and another 'fitness'. Add the phrases from Exercise 1, and think of and add more.**

3 **Tell your partner your extra phrases. Can they guess if they're about health or fitness?**

Use it!

4 **Complete the questions with words from Exercise 1. Then write two more questions.**

1 When was the last time you *got* ill?
2 Have you ever *had* a fever?
3 How often do you *get* stressed?
4 Do you ever go ? *jogging*

5 **Ask and answer the questions in Exercise 4.**

When was the last time you got ill?

It was about three months ago.

Explore it!

Guess the correct answer.

Your sneezes can travel up to … kilometres per hour.

a 50 b 100 c 160

Find another interesting fact about the human body. Then write a question for your partner to answer.

5 ★★★ Encourage students to ask follow-up questions to develop their conversations.

Explore it!

Ask students to tell you about some of the facts about the body that they researched for homework. You may need to help some students write their question for their partner.

Homework

Workbook p32

Lesson aim: I can understand a text about exercise in space.

Warmer

Write *space* on the board. Ask: *Would you like to travel in space? Why / Why not?*

Background information

FAQs stands for 'frequently asked questions'. It is used online to refer to a list of questions and answers which offer users of a website basic information about a service, product or topic.

1 Elicit answers from the class as a whole. You could write students' ideas on the board.

2 4.02 Point out that one of the questions is not answered in the text. Find out how many of the students' guesses from Exercise 1 were correct.

3 ★★★ Before students look for the words in the text, read out the definitions and ask students if they know what words are being defined. Challenge students to write sentences using these four words from the text.

4 Give students two minutes to think about and make notes on their ideas, before speaking.

Extend it!

Ask students to imagine life without gravity. Ask them to make a list of five things which are happening, e.g. *My bed is floating around my bedroom!* Compare ideas as a class.



Frequently Asked Questions

Send us your questions about staying healthy in space.

How many movies have you seen about life in space? It looks fun, right? But is it? Our readers have asked us lots of questions about life on the International Space Station (ISS). The list is too long to answer all of them, but we've answered four of the best ones.

1 Q c
A They do a lot! They go on space walks, repair things, do experiments and communicate with Earth. But too much work isn't good for anyone and we all need a little fun! Astronauts play games, watch movies and listen to music. If they get stressed, they relax by enjoying the incredible views of our beautiful planet from space.

2 Q d
A Yes, it does. Gravity is very weak so everything floats – imagine sneezing in space! This means it's easy to lift things. Astronauts train a lot on Earth, but if they don't do enough exercise in space, their muscles and hearts lose strength and their bones get weaker, and this can happen in just a few weeks! These are only a few examples of the problems astronauts can have. Sometimes, when they get back to Earth, they're not strong enough to walk! The answer is exercise and not just a little exercise – a lot!

3 Q a
A Well, quite a lot. Take Japanese astronaut Koichi Wakata, for example. He lived on the ISS for 188 days and worked out for at least two hours every day. Some astronauts go jogging! One astronaut, Chris Hadfield, even ran a marathon in space!

4 Q e
A Good question. We all need to get enough sleep, but in space, with 16 sunrises and 16 sunsets every 24 hours, that's not easy. Too many changes from day to night make it difficult to know when to sleep, so astronauts have very strict routines and wear special blindfolds to block out the sunlight.

Reading

Online FAQs

1 **Guess the answers to the questions.**
a How much exercise do astronauts do?
b How and what do astronauts eat?
c What do astronauts do on the International Space Station every day?
d Does the body change in space?
e When and how do astronauts sleep?

4.02 **2** **Read the text. Match the questions (a–e) from Exercise 1 with the answers (1–4) in the text. Which question is not answered?** b

3 **Find words in the text that mean …**
1 the force that makes objects fall to the ground (answer 2). gravity
2 the noun from the adjective 'strong' (answer 2). strength
3 a very long race (answer 3). marathon
4 times when the sun appears in the morning (answer 4). sunrises

Voice it!

4 **Discuss the questions.**
1 How do you think astronauts train before going into space?
2 Would you like to live on the ISS? Why / Why not?

Class challenge

The first animal to travel in space was a monkey /dog / **fly**.

Flipped class

▶ In preparation for **Video 4.2** (p49), students find out about the science of sleep: Why do we sleep? How much sleep do we need?

Homework

Workbook p33

Lesson aim: I can understand how to use quantifiers.

▶ Students share the information about sleeping that they researched for homework. When you play **Video 4.2**, make sure you pause after each section and answer any questions students might have.

Language in action

Quantifiers



Up to ten hours.

Watch video 4.2
How many hours of sleep do teenagers need? What is she going to practise?

Sleeping.

Adjectives	Countable nouns	Uncountable nouns
School starts **too early**!	That's **too many glasses** for most people.	Marathon runners can drink **too much** water.
Most people aren**'t** active **enough**.	Is zero **enough times** a week?	I'm not getting **enough sleep**.
	She drinks **a few glasses** of water every day.	She does **a little exercise** a week.

1 Look at the table and circle the correct options.

1 You're never (*too*) / *too much* old to start doing exercise!
2 Do you think Sasha's got (*too much*) / *too many* work to do?
3 We should all do (*a little*) / *a few* exercise every day.
4 I think there are *a little* / (*a few*) bottles of water over there.
5 It's important to get *a few* / (*enough*) sleep.
6 There are *too much* / (*too many*) people here.

2 Write sentences about the situations with *not enough* or *too* and the words in brackets.

1 There are 12 students in the class but only 11 chairs. (be / chairs)
There aren't enough chairs.
2 Jo was wearing shorts and a T-shirt in the cold weather. Now she's sick. (wear / clothes)
Jo/She wasn't wearing enough clothes.
3 Jake is 16. He wants a car but he can't drive until he's 18. (young / drive)
Jake is / He's too young to drive.
4 I want to go out, but I'm coughing and sneezing and have a fever. (sick / go out)
I'm too sick to go out.

Get it right!

Too does not mean the same as *very*. We use *too* to mean 'more than enough'. We use *very* to make an adjective or adverb stronger.
I'm very happy. Let's celebrate. ✓
~~*I'm too happy. Let's celebrate.*~~ ✗



4.03 **3** Complete the conversation with the correct quantifiers. Then listen and check.

A Hey, how was the game?
B We lost. The other team were just [1] *too* strong. We weren't even good [2] enough to score one goal! We spent too [3] much time defending and not [4] enough time attacking.
A Maybe you aren't doing [5] enough training. You always lose!
B No, we don't. We've won a [6] few games this season.
A But if you lose too [7] many games, you'll be out of the competition.
B I know! We need a [8] little luck!

Grammar tutor p128

Use it!

4 Complete the sentences about you. Then compare with a partner.

1 Yesterday, I ate too many _____.
2 Last week, I didn't get enough _____.
3 Last summer, I saw a few _____.
4 Last night, I ate a little _____.
5 I usually have too much _____.

1 Ask volunteers to repeat the examples in the table after you. As you speak, place the relevant strong or weak emphasis on *too*, *enough*, *a few*, etc. in each sentence to clarify how these help carry meaning in conversation as well as in writing. Write *too, a few, a little, much, many, too* and *enough* on the board. Elicit that we use words like this to talk about how much there is of something or, in the adjective case, to talk about our strong feeling about something. Ask students to circle the correct options in the exercise.

2 ★ Elicit why *not enough* is the right choice in the example (because one more chair is needed). Remind students to think of the correct verb tenses when they write their sentences.

Get it right!

Test students' understanding by eliciting further example sentences with *too* and *very*. Point out that we often use too when we aren't happy about something (e.g. *I'm too tired to play football, The film was too long*), which is why the example in the box does not make sense.

3 4.03 Ask students to compare answers and discuss any different answers they had before playing the recording to check.

Audioscript p126

Grammar tutor

Ask students to complete additional grammar activities on the Grammar tutor page 128.

4 Encourage students to invent answers if they want. Monitor conversations and record any incorrect use of countable/uncountable nouns to review on the board quickly before students play the Grammar game.

Grammar game

In groups, one student says a sentence like *a football team with ten players* or *a car with five wheels*. The others compete to use the correct quantifier to describe the sentence, i.e. *too few!* or *too many!*

Homework

Workbook p34

Lesson aim: I can talk about healthy eating.

Warmer

Ask: *What does 'healthy eating' mean?* Elicit students' ideas.

1 4.04 ★ When playing the recording, pause after each word or phrase to drill the pronunciation.

Target vocabulary

a balanced diet /ə 'bælənst 'daɪət/
calories /'kælərɪz/
carbohydrates /'kɑːbəʊ'haɪdreɪts/
dairy products /'deəri 'prɒdʌkts/
fat /fæt/
fibre /'faɪbə/
protein /'prəʊtiːn/
nutrition /nju(ː)'trɪʃən/
vitamins /'vɪtəmɪnz/

Audioscript p126

Vocabulary bank

Learn to learn

Point out that we often take words from other languages, which is why a word in English might be very similar to a word in the students' language. Knowing this might help students gradually overcome a fear of complicated or technical texts.

2 Younger students might not know some of these words in their first language, and so you will need to be prepared to explain them.

3 Tell students that focusing on the spelling of a word, can help with memorising it.

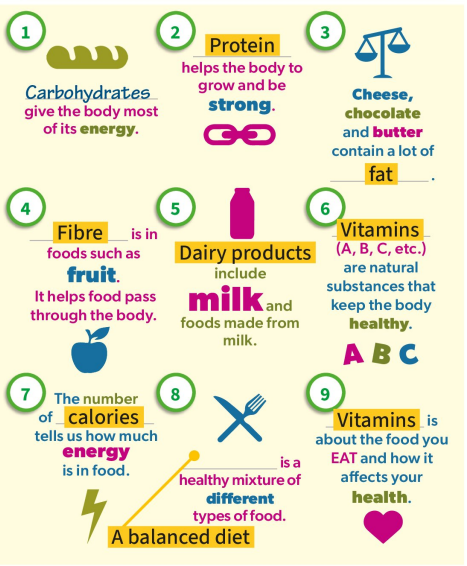
4 ★ Tell students to use the information in the health facts box to help them do this activity.

Vocabulary and listening

Healthy eating

1 4.04 Complete the health facts with the words in the box. Then listen, check and repeat.

a balanced diet calories ~~carbohydrates~~ dairy products fat fibre protein nutrition vitamins



Learn to learn

Cognates

Scientific words are often similar in different languages. There are sometimes small differences in spelling or pronunciation.

2 Which of the words from Exercise 1 are similar in your language?

3 Say a word to your partner. They spell the word correctly. Then swap.

Use it!

4 Work in pairs. Use the words from Exercise 1 to talk about the Eatwell Plate.

Bananas have got a lot of vitamins.

The Eatwell Plate



An interview

5 4.05 Read the health advice. Do you agree or disagree? Listen and check.



1 Chocolate is bad for you. Disagree
2 It's important to drink eight glasses of water a day. Disagree
3 Waking up during the night is bad for your health. Disagree
4 Stress is always bad. Disagree
5 A little exercise every day is better than a lot of exercise once a week. Agree

6 4.05 Listen again and complete the professor's advice.

It's a good idea to …	It's a bad idea to …
eat lots of fruit and vegetables.	*count calories.*
drink when you're thirsty. get enough sleep. have good relationships with family and friends. do something you enjoy, such as a hobby or sport. do a few minutes of exercise every day.	have too many bad carbohydrates. eat too much chocolate. eat too many cakes. eat too much fat. get too stressed.

Voice it!

7 Discuss the questions.

1 Can you think of any other advice?
2 Are people in your country today healthier than 50 years ago? Why / Why not?

5 4.05 Give students a couple of minutes to discuss the five ideas. Encourage students to explain their opinions.

6 4.05 If necessary, pause the recording after each of the professor's tips.

Audioscript pp126-127

7 Encourage students to make use of the target language from this unit in their conversations.

Homework

Workbook p35

Lesson aim: I can understand how to use *should, shouldn't* and *ought to*.

▶ Play **Video 4.3**, and elicit the advice that the coach gave (learn to meditate to train your mind) and if it's good advice (yes, it is).

1 Draw attention to the table. Point out that we can use *should* to say what is the correct or best thing to do. *Ought to* has a similar meaning, but it's more formal and less common than should. We don't use *ought to* in questions or negatives. Students complete the sentences. Check answers as a class.

Pronunciation

Students turn to the pronunciation exercises on p118 for practice of consonant to vowel linking.

Get it right!

Check students' understanding by eliciting further example sentences with *should / shouldn't* and *ought to* (e.g. *I should train more often.; I ought to train more often.*).

2 Fast finishers can write more prompts and sentences with their partner. Students share the advice they discussed with the rest of the class. Does everyone agree?

3 4.09 Explain that *ultra* is a prefix meaning 'to an extreme degree', e.g. an 'ultra-marathon' is more extreme than a normal marathon because it is longer, and is sometimes run on more difficult routes.

Audioscript p127

Grammar tutor

Ask students to complete additional grammar activities on the Grammar tutor page 128.

Language in action

should, shouldn't and *ought to*



Watch video 4.3
What advice did his coach give him? Does he think it was good advice?

should / ought to

+	He said we **should** learn to meditate. We **ought to** train our minds, too.
-	You **shouldn't** picture yourself making mistakes.
?	How **should** you train?

Pronunciation p118

Get it right!

We use an infinitive without *to* after *should / shouldn't*.
We always use *to* after *ought*.

1 **Look at the table and complete the sentences with *should*, *shouldn't* or *ought*.**

1 What should we do to be healthy?
2 We shouldn't spend too much time on our phones.
3 We should take up a new hobby like photography.
4 We ought to spend some time together each day and have a chat.

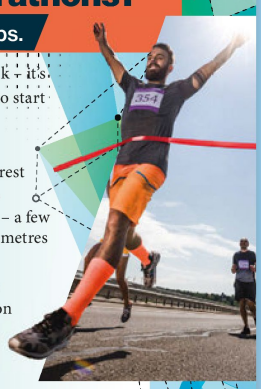
2 **Use the prompts to write questions with *should*. Then ask and answer with a partner.**

1 I / do / improve my English
What should I do to improve my English?
You should watch films in English.
2 people / do to be happy
What should people do to be happy?
3 people / do to be healthier
What should people do to be healthier?

3 4.09 **Complete the ultra-marathon advice with *should*, *shouldn't* and *ought to*. Then listen and check.**

New to ultra-marathons?

Here are our top five tips.



1 Well, you [1] shouldn't try the 100 k – it's too difficult. You [2] ought to start with the 50 k.
2 You [3] ought to train most days, but you [4] should also rest one day a week. On training days, you [5] shouldn't run too much – a few hours is fine! Add a few extra kilometres each time.
3 You [6] should eat well in the morning and, during the marathon itself, drink lots of water (but you definitely [7] shouldn't drink too much – that's dangerous).
4 If there are a few hills, it's OK to walk up them. You [8] ought to save your energy for the end of the ultra-marathon.
5 Finally, you [9] should stay positive. In 2023, 77-year-old Bob Becker ran 217 km in 48 hours. If he can do it, you can!

Grammar tutor p128

Use it!

4 **Read the silly opinions and think of reasons to support them.**

1 Students should wear hats in class.
Students should wear hats in class because there isn't time to do our hair in the morning.
2 Singing ought to be an Olympic sport.
3 Teachers shouldn't give homework on Tuesdays.
4 Everybody should have a snake as a pet.
5 People shouldn't eat sweets at the weekend.

5 **Compare your ideas from Exercise 4.**

4 & 5 Students report back to the class on the reasons their partner thought of to support the silly ideas.

Grammar game

On the board, write *Things you shouldn't do in a cinema*. Put students into groups. In one minute, groups make a list of things, and get a point for each one. Continue with similar sentences (e.g. things you shouldn't do in a school / park / on a plane, etc.). The groups with the most points wins.

Class challenge

The marathon race is named after a town in **Greece** / China / Italy.

Homework

Workbook p36

Lesson aim: I can give advice.

Warmer

Elicit activities that make the students tired, e.g. studying for exams, doing homework, exercising, going to bed too late.

1 4.10 Ask students to predict possible answers before listening.

2 4.10 ★★★ Ask students to cover the *Useful language* box. Students then listen to the recording, and fill in the conversation with the phrases they hear.

Audioscript p127

3 Students act out the conversation from Exercise 1 in pairs. Encourage them to copy the intonation used by Robby and Nicole in the conversation.

▶ Play **Video 4.4**. Elicit that the phrases are better used in informal conversations with friends.

4 Remind students to keep their notes short.

5 Give students five minutes to plan their conversations.

6 Ask students to practise the conversations until they feel comfortable enough to not rely on their notes. Encourage them to improvise a little.

7 ★★★ If students disagree with the advice they hear, they must offer some advice of their own, after the conversation has finished.

Speaking frames

Speaking

Giving advice

4.10 **1** **Look at the photo. Why do you think the girl is so tired? Listen and check.**

She's very stressed.



Robby Hey, Nicole, are you feeling OK? You look exhausted!
Nicole I'm really stressed. I have too many exams this week and not enough time to study.
Robby You really ought to get more sleep. You can't do anything well without enough sleep.
Nicole Tell me about it! I always get stressed before exams. Do you have any advice?
Robby [1] *How about* going jogging? Exercise always [2] works for me !
Nicole Jogging isn't really my thing.
Robby [3] You could just go for a walk. You definitely shouldn't study all night.
Nicole Hmm, I guess I could try.
Robby And drink lots of water. It improves your memory.
Nicole Seriously? I didn't know that.
Robby [4] _____ is to listen to music with my eyes closed. It helps me relax. But [5] make sure you listen to something gentle.
Nicole OK, thanks. I'll give it a shot.

Something else I find useful

4.10 **2** **Complete the conversation with the phrases from the *Useful language* box. Then listen and check.**

Useful language

How about … (+ -ing)?
Make sure you …
Something else I find useful …
… works for me.
You could just …

3 **Match the phrases (1–4) with the words and phrases in the *Everyday English* box.**

1 Are you joking?
2 I know exactly what you mean.
3 I'm going to try it.
4 I don't really like …



Watch video 4.4
Everyday English

I'll give it a shot. 3 … isn't really my thing. 4
Seriously? 1 Tell me about it! 2

Plan

4 **Think of some advice for these problems. Write notes.**

1 I want to make new friends, but I'm too shy.

2 I can't sleep because I'm worried about school.

5 **Work in pairs. Choose one of the problems and compare your advice. Plan a conversation.**

Speak

6 **Practise the conversation. Remember to use:**

- *should*, *shouldn't* and *ought to*
- words and phrases from the *Useful language* and *Everyday English* boxes

Check

7 **Work with another pair. Listen to their conversation. Do you agree with the advice?**

52 Healthy body, healthy mind | Unit 4

Extend it!

Students think of one activity they are very good at. They write five tips for people who are beginners at the activity. In the next lesson, they can read out their tips to a partner (without saying what the activity is). Their partner must guess the activity.

Lesson aim: I can write a post on a forum.

Background information

An online forum is a place where a group of computer users interested in a particular subject discuss it online.

1 Set a one-minute time limit for students to skim-read Brightongirl's post and find the answer.

2 Encourage students to read the post more carefully this time. Point out that online posts tend to have an informal, personal style and will probably not use a formal paragraph structure.

3 Explain that the phrases in the *Useful language* box are commonly used to introduce advice in a friendly way.

4 Ask pairs to complete the exercise. They work with another pair to check their answers. Fast finishers can take turns to suggest a new problem and offer solutions using the *Useful language.*

5 Remind students that their notes on the advice they are going to give should be short.

6 Encourage students to use the post in Exercise 1 to help them plan their own.

7 Point out that when giving someone advice, we should take account of that person's feelings, and be friendly and encouraging. Highlight some of the phrases which Brightongirl uses to do this: *Thanks for telling us, We all know what the problem is, You're not alone, Hope it all goes well.* Give students up to ten minutes to write their posts. Monitor and help as necessary.

Forum: **What should I do?**

Posts:

Jo17: Help! I play too many online games and don't get enough exercise.

Chad: I think I eat too much meat. I know it's bad for the environment. What are some different ways to eat well? How do I get enough protein?

PhoebeonherPhone: I spend too much time on my phone every day!

Brightongirl: Hi! Thanks for posting. Lots of us eat too much meat, so you're not alone! It's great you want to try something different. Have you tried eating a plant-based meal once a week? That way you can just start with a small change and see how you feel. It's easier than you think to get enough protein into your diet. Choose foods like lentils, chickpeas and beans. They're full of protein, fibre and vitamins. If you want a snack, why don't you try a few nuts or seeds? I recommend always taking a small box of nuts or seeds to school. But remember some people are allergic to nuts so you should check with your teacher. You could always take a little fruit. Finally, you shouldn't forget a plant-based diet is great for your health too! ☺



Chad: I think I eat too much meat. I know it's bad for the environment. What are some different ways to eat well? How do I get enough protein?

Writing

A post on a forum

1 Read Brightongirl's post on a forum. Which problem is she answering? _____

2 Which things does Brightongirl include?

1 reasons	✓	5 a title	☐
2 thanks	✓	6 advice	✓
3 formal language	☐	7 paragraphs	☐
4 a greeting	✓		

3 Complete the phrases in the *Useful language* box. Then check in Brightongirl's post.

Useful language

Have you [1] tried (+ *-ing*)? I [2] recommend (+ *-ing*)
That [3] way, you can [4] just …
Why [5] don't you … ? You [6] could always …

4 Match the sentence halves 1–5 with a–e.

1 Have you tried	a look online for some free classes?
2 I recommend	b you can spend time with friends too!
3 Why don't you	c doing a little exercise every day.
4 You could always	d walking to school every day?
5 That way	e ask your friends to join you.

Write your own post on a forum.

Plan

5 Choose one of the other problems in Exercise 1. Write notes giving advice.

Greeting: Hello!
Thanks: Thank you for _____
Advice: Have you _____
_____
I think you should _____
_____
Reasons: Then, you can _____
_____
_____
_____

6 Decide what language you need to use.

Write

7 Write your post. Remember to use:
- *should*, *shouldn't* and *ought to*
- quantifiers
- phrases from the *Useful language* box

8 Do you …
- have a greeting?
- give advice with reasons?
- use an informal style?

8 As well as checking their own work, encourage students to check each other's work and look for ways to improve it.

Writing frames

Finished?

Extend it!

In pairs, students can read each other's advice, and then say how they feel when they read it. Is the advice friendly, useful, and encouraging?

Homework

Workbook p37, Writing tutor p81

Lesson aim: I can write a report about how to manage stress.

Watch

Before students watch the video, elicit answers to the first question and write some on the board. After watching, discuss the other questions as a class. Ask students if they have done any of the four activities mentioned in the video. If so, did they find them to be helpful? Would they recommend others do the activities?

Project book

For more detailed 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 (*students sitting at desks doing exams, a teenage boy looking at a phone screen, people at a climate protest*). Allow pairs two minutes of silent thinking time before asking them to discuss the question.

2 4.11 ★ After reading, elicit whether some of the ideas the students discussed in pairs were mentioned in the text. Do students find things mentioned in the text to be stressful in their lives? If so, is their mental and physical health affected? If necessary, connect *mental = mind* and *physical = body*.

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

Emotional development

1 Look at the photos. What do you think the connection is between them? Work in pairs and share your ideas.

4.11 2 Read the text and check your ideas.



Watch video 4.5
Stay healthy!

What do you do to keep your mind and body healthy?
Which activity can help you relax? yoga
Why is it important to keep our mind and body fit and healthy?







How can teenagers manage stress?

We all get stressed about different things at different times. Research has shown that stress affects our mental and physical health. For example, we release more cortisol when we feel stressed. This increases our heart rate and blood pressure. You shouldn't let stress control you, so it's important to learn how to manage it.

Schoolwork

Too many exams? Not enough hours in the day? Teenagers often feel there's too much pressure to be good at everything and they ought to please their parents and teachers.

You should take regular breaks when you're studying. Try doing a creative activity like cooking to relieve stress. You have to focus on what you're doing, and the sounds and smells can make you feel calm. It's a great way to feed your mind and your body!



Social media

When teenagers spend too much time on their phones, it can make them feel they aren't good enough – everyone else seems to be having so much fun! Being connected 24/7 means they often don't get enough sleep. They know they ought to stop scrolling and switch off, but it's hard!

Swap your phone for some exercise. We should all do a little exercise each day. Choose an activity you enjoy or try something different like puppy yoga. Studies have shown that puppy yoga reduces stress by lowering cortisol levels. You also laugh, get fit and relax!



Climate anxiety

Surveys have shown that more teenagers are worried about the future because of climate change.

Eco-therapy is a great way to reduce climate anxiety. Go outdoors and be in nature – the colours, sounds and smells can boost your mood, help lower your blood pressure and keep your heart healthy. All of these things help your physical and mental health because you relax.



Remember, a little stress isn't always a bad thing – it can help you to work harder and perform better!

54 Healthy body, healthy mind | Unit 4

Lesson aim: I can write a report about how to manage stress.

Vocabulary extra

3 Ask a volunteer to read the example answer and definition in item 1. Then students complete items 2–6.

4 Discuss the pairs' answers to questions 1–4 as the class or ask students to discuss them in small groups.

CLIL: PHSE

Personal, Health and Social Education (PHSE) aims to teach students important life skills about their personal well-being. PHSE covers topics such as physical and mental health, relationships and responsible decision-making.

5 Have students read the surrounding text to help them decide if the words and expressions are positive or negative.

6 Ask volunteers to suggest answers to complete the table. Elicit other solutions and words to describe how those solutions would work.

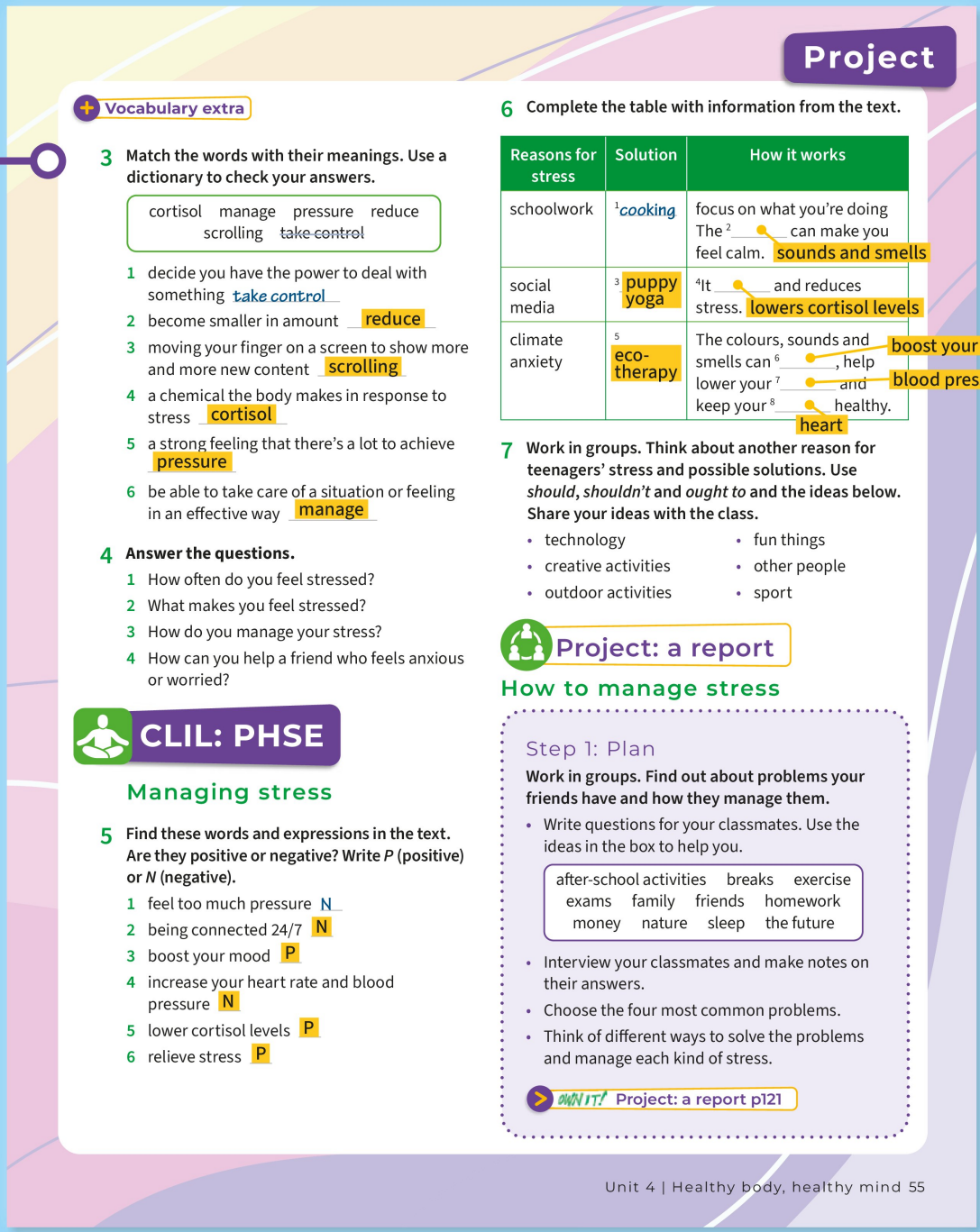
7 Monitor discussions and ensure students are using *should*, *shouldn't* and *ought to* and that the discussions stay non-judgmental.

Plan

Model project

Direct students to the model project on p121 which serves as a guide for what they should create.

Put the class into groups of at least four. Suggest that groups designate two members to ask questions and two other members to record answers. You may wish to have each group interview two other groups to create their data set, rather than the whole class.



Project

Vocabulary extra

3 **Match the words with their meanings. Use a dictionary to check your answers.**

cortisol manage pressure reduce scrolling ~~take control~~

1 decide you have the power to deal with something take control
2 become smaller in amount reduce
3 moving your finger on a screen to show more and more new content scrolling
4 a chemical the body makes in response to stress cortisol
5 a strong feeling that there's a lot to achieve pressure
6 be able to take care of a situation or feeling in an effective way manage

4 **Answer the questions.**

1 How often do you feel stressed?
2 What makes you feel stressed?
3 How do you manage your stress?
4 How can you help a friend who feels anxious or worried?

CLIL: PHSE

Managing stress

5 **Find these words and expressions in the text. Are they positive or negative? Write *P* (positive) or *N* (negative).**

1 feel too much pressure N
2 being connected 24/7 N
3 boost your mood P
4 increase your heart rate and blood pressure N
5 lower cortisol levels P
6 relieve stress P

6 **Complete the table with information from the text.**

Reasons for stress	Solution	How it works
schoolwork	[1] *cooking*	focus on what you're doing The [2] sounds and smells can make you feel calm.
social media	[3] puppy yoga	[4] It lowers cortisol levels and reduces stress.
climate anxiety	[5] eco-therapy	The colours, sounds and smells can [6] boost your mood, help lower your [7] blood pressure and keep your [8] heart healthy.

7 **Work in groups. Think about another reason for teenagers' stress and possible solutions. Use *should*, *shouldn't* and *ought to* and the ideas below. Share your ideas with the class.**

- technology
- creative activities
- outdoor activities
- fun things
- other people
- sport

Project: a report

How to manage stress

Step 1: Plan

Work in groups. Find out about problems your friends have and how they manage them.

- Write questions for your classmates. Use the ideas in the box to help you.

after-school activities breaks exercise exams family friends homework money nature sleep the future

- Interview your classmates and make notes on their answers.
- Choose the four most common problems.
- Think of different ways to solve the problems and manage each kind of stress.

OWN IT! Project: a report p121

Unit 4 | Healthy body, healthy mind 55

Present

Have groups post their reports on a classroom wall before the presentations begin. Groups present their reports to the class, including the questions they asked and the most common answers they heard. Remind students to listen to each other's presentations actively, taking notes of the problems and solutions they hear.

Respond

After the presentations, elicit what solutions students would like to try and why. Decide as a class the most common stress factor and agree on actions to reduce that stress.

Extend it!

Write the following statement on the board: *Students should put their phones down and go outdoors more to relieve stress.*
In groups, students discuss whether they agree or disagree and give reasons for their opinions.

Flipped class

Students complete the **Learn to learn** page, then prepare for the **Review** lesson (p57). Students revise the grammar and vocabulary from Unit 4.

Lesson aim: I can talk about animals in danger.

Background information

The photograph shows the Painted Cliffs of Maria Island National Park in Australia. The deep bends and layers of the rock have been created by the water's pressure.

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 Discuss this question as a class. Write key words and phrases on the board (e.g. *cliffs, water, trees*) as necessary.

2 Elicit any information students know about endangered animals.

3 ▶ Play **Video 5.1** and allow students to check their answers.

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

4 Have small groups prepare one or two ideas to share with the rest of the class. Hold a vote on the best idea.

Flipped class

In preparation for **Explore it!** (p59), students research facts about planet Earth.



Unit aims

Skills

I can ...
- understand texts about saving our oceans p60
- give an opinion in a discussion p64
- write an opinion essay p65

Language

I can ...
- talk about our planet and natural environments p59, p62
- understand how to use conditionals p61, p63

Learn to learn

I can ...
- use techniques to remember vocabulary p59, p62
- use reference words p38
- understand how I learn p69

Extra resources

- Grammar tutor, Student's Book **p129**
- Workbook **pp40–47** and Writing tutor **p82**

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 our planet.

Warmer

Ask: *What problems does planet earth have?* Elicit ideas and write them on the board. Students can say which problem they think is the worst.

1 5.01 Encourage students to guess if they are not sure.

Target vocabulary

carbon dioxide /ˈkɑːbən daɪˈɒksaɪd/
climate change /ˈklaɪmɪt tʃeɪndʒ/
endangered species /ɪnˈdeɪndʒəd ˈspiːʃiːz/
energy /ˈenədʒi/
marine life /məˈriːn laɪf/
oxygen /ˈɒksɪdʒən/
pollution /pəˈluːʃən/
solar power /ˈsəʊlə ˈpaʊə/
the environment /ði ɪnˈvaɪərənmənt/
the planet /ðə ˈplænɪt/
waste /weɪst/
wildlife /ˈwaɪldlaɪf/

Audioscript p127

Vocabulary bank

Learn to learn

Tell students that learning vocabulary is something they have to actively do and keep doing.

2 Students can do this task two or three times. Do they remember more words each time?

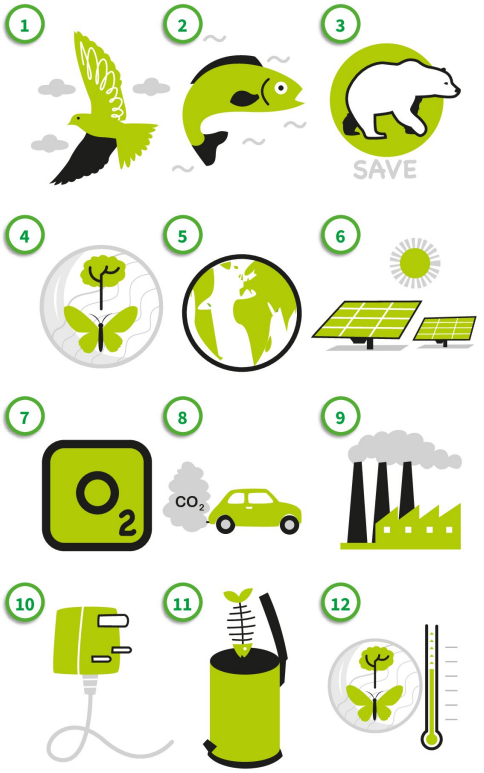
3 ★ Check students' understanding of the four verbs before students do this task. Point out that some of the words and phrases from Exercise 1 collocate with more than one of the verbs.

Vocabulary

Planet earth

5.01 **1** Match the words with the icons (1–12). Then listen, check and repeat.

8	carbon dioxide	12	climate change
3	endangered species	10	energy
2	marine life	7	oxygen
9	pollution	6	solar power
4	the environment	5	the planet
11	waste	1	wildlife



Learn to learn

Look, cover, remember

Use the look, cover, remember technique to help you learn new vocabulary.

2 Look at the words in Exercise 1 for one minute. Then close your book. Write the words you can remember. Compare with a partner.

3 Match the words from Exercise 1 with the verbs to make collocations.

produce: waste, P — energy S
oxygen S
solar power S — carbon dioxide P

protect: wildlife, S
endangered species S — the environment S
the planet S — marine life S

reduce: pollution, S — carbon dioxide S
climate change S — waste S

destroy: the planet, P
endangered species P — the environment P
marine life P — wildlife P

4 Which of your collocations in Exercise 3 are problems and which are solutions? Write P (problems) or S (solutions) after the collocations.

Use it!

5 Tell your partner a problem from Exercise 3. Can they think of a solution?

Explore it!

Guess the correct answer.
We cut down … trees each day so that we can have toilet paper!
a 27,000 b 5,000 c 100,000
Find another interesting fact about planet Earth. Then write a question for your partner to answer.

4 ★ Elicit the difference between a problem and a solution before students do this task.

5 Give students up to three minutes to discuss the question. Encourage them to use the vocabulary from the page.

Explore it!

To write their questions, students use the facts they researched about planet Earth for homework.

Flipped class

In preparation for the text on p60, students research the problems our oceans have.

Homework

Workbook p40

Lesson aim: I can read a text about saving our planet.

Warmer

Write *ocean* on the board. Drill the pronunciation /ˈəʊʃn/. Ask: *What comes to mind when you think about the ocean?*

1 Ask students to share their ideas with the class.

2 5.02 ★★★ Ask students to only listen to the text, to check their ideas.

Sustainability: Life below water

Students will likely be aware of the dangerous issue of plastic pollution in the oceans. Sustainable Development Goal 14 is to conserve and sustainably use the oceans, seas and marine resources for sustainable development. A key part of this goal is to prevent and reduce marine pollution, including plastic waste. Emphasise that people and governments are working proactively now to solve the problem of plastic waste, and that young people like Elif Bilgin have been thinking of creative ways to help. One of the most important things we can all do to help protect the oceans is to avoid using and/or wasting plastic, which can make its way into seas and oceans if it's not carefully disposed. Ask students: Does our country have any rules about using plastic? Are there ways students could use less plastic at home and at school?

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

3 ★ Tell students to read the sentences around the gaps in the text. This will help them decide where to put the phrases.

Reading

A news story

1 Look at the photos and the title of the news story. What do you think the connection is?

2 5.02 Read the news story and check your ideas.

3 Complete the news story with the phrases.

a giant floating islands of waste
b fish, sea birds and other marine life eat them
~~c bags, bottles and straws~~
d she learned about bioplastics
e Some of her experiments didn't work
f it takes around 450 years for a plastic bottle to disappear

4 Find these numbers in the news story. What do they refer to?

1 171 trillion number of pieces of plastic in seas, oceans and rivers
2 five (enormous) areas of plastic pollution/garbage patches
3 2050 the year when there could be more plastic in the sea than fish
4 14 Elif Bilgin's age when she started to look for a solution to plastic pollution; also: she was shocked when she saw plastic waste in the (beautiful) Bosphorus river (in Istanbul)
5 12 the number of experiments Elif did
6 two the number of science prizes Elif won

5 Find words in the text that mean …

1 movements of water currents
2 very big enormous
3 thin pieces of plastic you drink through straws
4 to put in a rubbish bin throw away
5 to stop doing something because it is difficult give up

Voice it!

6 Discuss the questions.

1 What do you think of Elif's idea?
2 What other problems can plastic in the ocean cause?
3 Can you think of any solutions?

Can we stop plastic pollution in our oceans?

The problem

Plastic waste like [1] c is a big problem in seas, oceans and rivers. There are over 171 trillion pieces! The plastic moves from rivers into the sea, then ocean currents push it together to make [2] a. There are five enormous areas of plastic pollution called *garbage patches*. One in the Pacific Ocean is twice the size of France! The main problem is that the plastic takes an extremely long time to disappear. Did you know that [3] f ?



Scientists predict that unless we do something to reduce the waste, by 2050 there could be more plastic in the sea than fish. This is because the plastic breaks into smaller pieces and then [4] b and die. If plastic pollution doesn't stop soon, it may destroy our oceans forever. So, what can we do about this?

The solution



Maybe Elif Bilgin has the answer. When she was fourteen, she was shocked when she saw plastic waste in the beautiful Bosphorus river in Istanbul. She wanted to find a solution. At school, [5] d. They're better for the environment because they're natural materials, so if there are bioplastics in water, they won't produce plastic pollution. Elif wanted to use organic, or natural, material that we throw away like banana skins. She did 12 experiments at school and at home. [6] e, but Elif didn't give up. Finally, she produced a bioplastic from banana skins. When she was 16, she won two science prizes for her idea. Elif believes that if we use bioplastics, they might help reduce air, land and water pollution. Today, scientists are creating more bioplastic products and doing more research. They use things like algae or even flies! If we all reduce our plastic waste now and use bioplastic, we can help save our beautiful oceans and rivers.

60 Save our planet! | Unit 5

4 ★ Explain that *a trillion* is a million million. Write example numbers on the board to help students understand (a trillion has 12 zeroes, a million has 6). Give students one minute to scan the text to find the numbers.

5 Tell students that the words may also be in the phrases from Exercise 3.

6 Give students time to think and make notes before they begin discussing anything.

Extend it!

Students think of five ways to reduce their own plastic waste, and persuade other people to do the same. Then students can share their ideas with the whole class, and vote for the best ones.

Flipped class

▶ Ask students to watch **Video 5.2** and do **Video worksheet 5.2**.

Homework

Workbook p41

Lesson aim: I can understand how to use the first conditional.

Warmer

▶ Ask students to recall what they learned about plastic pollution in the previous lesson. Write sentence frames on the board for students to complete out loud, e.g *Unless we do something to reduce the waste,* _____

1 Ask volunteers or assign students to read the examples in the table. Point out how we can swap the position of the *if* clause and the conditional clause in the examples. However, when the *if* clause comes first, we need a comma to separate the two clauses. Explain that *unless* means *if not*. Check answers as a class.

Pronunciation

Students can do the Pronunciation activities on stress in first conditional sentences on p119.

Get it right!

Check understanding by asking students to create their own example sentences with *may*, *might*, *could* and *will*.

2 Ask students to compare their answers in pairs before checking as a class.

3 5.05 Tell students to read the conversation through once before they complete the exercise.

Audioscript p127

Grammar tutor

Ask students to complete additional grammar activities on the Grammar tutor page 129.

4 Students can write more than one sentence to finish each clause, if they want.

Elicit that six species of turtle are in danger, and that people might put signs up on a beach to keep them away from turtle eggs.



Watch video 5.2
How many species of sea turtles are in danger? Why may people put signs up on the beach?

Language in action

The first conditional

If clause	Conditional clause
If a lot of turtles **lay** their eggs on a beach,	we **may put up** signs.
If people **disturb** the nest,	that **could stop** the eggs hatching.
Conditional clause	***If* clause**
We **might not be able to save** sea turtles	**unless** we **work** together to protect them.
We **will** protect sea turtles in the future	**if** we take action now.

Pronunciation p119

Get it right!

We use *may*, *might* and *could* when we are less sure of the result.
If I go to university, I might study biology, but I'm not sure.
We use *will* when we are sure of the result.
We will learn more about recycling at the science centre.

1 **Look at the table and circle the correct options.**

1 We use *if* + present simple and *may* / *might* / *could* / *will* + infinitive *with* / *without* *to*.
2 The *If* clause *can* / *can't* come first or second.
3 When the *If* clause comes first, we *use* / *don't use* a comma after it.

2 **Put the words in the correct order.**

1 we recycle / We might / our plastic. / if / reduce pollution
We might reduce pollution if we recycle our plastic.
2 the planet / stop climate change, / If / we / won't get hotter and hotter.
If we stop climate change, the planet won't get hotter and hotter.
3 if we / could reduce the plastic areas / We / collect plastic in the sea.
We could reduce the plastic areas if we collect plastic in the sea.
4 unless we / Many animals / look after our planet. / will die
Many animals will die unless we look after our planet.
5 social media, / join our campaign / we use / could / If / more people
If we use social media, more people could join our campaign.

3 5.05 **Complete the conversation with the correct form of the verbs in brackets. Then listen and check.**

Dj Thank you for coming to tell us how we can help save our planet. What [1] *will happen* (happen) if climate change [2] *doesn't slow down* (not slow down)?

Jen Well, we know that the ice in the polar regions is melting, so if Arctic animals like polar bears [3] *lose* (lose) their homes, they [4] *might* possibly *die out* (die out). Unless we [5] *stop* (stop) throwing away plastic, a lot of marine life [6] *could disappear* (disappear), too.

Dj That's very sad. Is there any good news?

Jen Yes, if more people [7] *pick up* (pick up) rubbish from beaches, it [8] *will help* (help) to reduce more plastic waste in the ocean. So, sign up to volunteer today!

Grammar tutor p129

Use it!

4 **Complete the sentences about you. Then compare with a partner.**

1 If I have some free time this week, …
2 If I don't finish all my homework, …

Grammar game

Students play a 'conditional chain' game. One student starts the chain, e.g. *If the climate gets hotter …* The next student completes the sentence, e.g. *the ice caps will melt.* Then, the student says *If the ice caps melt …* for the next student to finish. The first clause of each conditional sentence must be the same as the second clause of the previous sentence.

Homework

Workbook p42

Lesson aim: I can talk about natural environments.

Warmer

Write *natural environments* on the board. Put students into groups, then give each group one minute to brainstorm as many natural environments as they can, e.g. *mountain, beach, island, ocean, forest.*

1 5.06 Pause after each word to drill pronunciation.

Target vocabulary

bay /beɪ/
cave /keɪv/
cliff /klɪf/
coast /kəʊst/
iceberg /'aɪsbɜ:g/
stream /stri:m/
rainforest /'reɪnfɒrɪst/
valley /'væli/
volcano /vɒl'keɪnəʊ/
waterfall /'wɔ:təfɔ:l/

Audioscript p127

2 5.07 Tell students that they will listen to conversations and sounds.

Audioscript pp127-128

Vocabulary bank

Learn to learn

At this level, students should be using a range of methods to organise their thoughts to help them remember things in English.

3 Encourage students to draw clear and simple line drawings.

4 Discuss these questions with the class as a whole.

5 5.08 Ask students to focus on the words in the box and try to predict how these things might help protect the environment.



Vocabulary and listening

Natural environments

5.06 **1** **Match the words with the photos (1–10). Then listen, check and repeat.**

8 bay	6 cave	10 cliff
1 coast	4 iceberg	3 stream
7 rainforest	2 valley	9 volcano
5 waterfall		

5.07 **2** **Listen and say what you hear.**

1 waterfall

2 coast
3 iceberg
4 valley
5 stream
6 cave
7 rainforest
8 volcano
9 cliff
10 bay

Learn to learn

Drawing pictures

Drawing pictures of new words can help you remember them.

3 **Work in small groups. Take turns to draw pictures of the words from Exercise 1. Who can guess the word first?**

Use it!

4 **Which words from Exercise 1 …**

1 are near where you live?
2 have you visited?

A class discussion

5.08 **5** **Listen to the class talking about ways to protect the environment and number the words in the order you hear them.**

2 blankets	6 caves	3 clouds
4 showers	1 sunglasses	5 worms

5.08 **6** **Listen again and complete the notes.**

Object(s)	Idea	How it protects the environment
sunglasses	Reflect the sun's rays away from the Earth.	Reduces The Earth's temperature.
blankets	Attract the sun's rays to other parts of the planet.	Reduces the temperature of the polar regions.
clouds	Reflect the sun's rays away from Earth.	Reduces the temperature of the Earth.
showers	Time your shower by playing a short music track.	Reduces the water we use.
worms	Keep worms in the kitchen to eat our waste food.	Reduces waste. Creates compost to grow more plants.

caves
Reduces the energy we use as the temperature is the same all year round.
Live in caves.

Voice it!

7 **Discuss the questions.**

1 Which idea do you like the best? Why?
2 Which idea do you think is the craziest?

6 5.08 Refer students to the table. Make sure they understand how it is organised. Remind students to complete the table with phrases rather than full sentences.

Audioscript p128

7 Point out that there are no right answers to these questions, and that students shouldn't be worried about giving their own personal opinion.

Class challenge

The rainforest of **the Amazon** / the Congo / New Guinea is the world's largest.

Homework

Workbook p43

Lesson aim: I can understand how to use the second conditional.

▶ Pause **Video 5.3** after each section and answer any questions students might have. Students can also complete **Video worksheet 5.3**.

Warmer

Elicit a first conditional sentence, then ask students if they know what the second conditional is and how to form it.

1 Draw attention to the table. Point out the *if* clause and main clause in each sentence. After students complete the rules, check their understanding of the second conditional. Ask: *Are the example sentences about the past?* (no) *Are they about imaginary situations?* (yes)

2 ★ Ask students to explain why *made* in the example is the correct choice. If necessary, remind students of the form of the second conditional.

3 Read out the example. Ask students to complete items 2–5. Check answers as a class.

4 5.09 Ask students to share what they can see in the photo. (An electric car is being charged.) Have them read the conversation through once before they complete the exercise.

Audioscript p128

Grammar tutor

Ask students to complete additional grammar activities on the Grammar tutor page 129.

5 Challenge students to ask each other at least two follow-up questions. If there is time, engage students in a whole-class discussion of these questions.

Language in action

The second conditional



Waterfalls, rainforests, valleys and coasts.

Watch video 5.3
Which natural environment words does she mention? What would everyone get if she ruled the world?

A free bike.

If clause	Main clause
If I **ruled** the world,	people **wouldn't** drive around in cars.
Main clause	***If* clause**
You **wouldn't need** to buy fuel What **would happen**	**if** you rode a bike. **if** we didn't drive cars?

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

first present *would (not)* without *to*

1 We use the second conditional to talk about imaginary situations in the present
2 We form the second conditional with *if* + subject + past simple + subject *would (not)* infinitive without *to*
3 The *If* clause can come first or second. If it comes first, we put a comma after it.

2 **Circle the correct words.**

1 If we *made* / *would* make houses from recycled materials, we *reduce* / *'d reduce* waste.
2 If we *would have* / *had* more electric cars, we *'d produce* / *produce* less carbon dioxide.
3 What *would happen* / *happened* if people *wouldn't use* / *didn't use* plastic bottles?

3 **Complete the sentences with the correct form of the verbs in brackets.**

1 If people *didn't have* (not have) cars, we *would ride* (ride) bikes.
2 If we *didn't drive* drive) cars, the roads *would feel* (feel) safer.
3 We *would breathe*) cleaner air if we all *travelled* (travel) by bike.
4 If I *ruled* (rule) the world, everyone *would get* (get) a free bike!
5 What *would* the world *be* (be) like if you *ruled* (rule) it?

4 5.09 **Complete the conversation with the correct form of the verbs. Then listen and check.**

be (x2) can do drive have
listen not be not have work

Rita So what [1] *would* you *do* if you [2] *could* change anything in the world?
Oscar Well, the first thing to go would be all exams and homework. Can you imagine how good school *would be* [3] *didn't have* if we [4] exams or homework?
Rita Ha ha! Great idea! Well, I'd make all cars electric. If we only [5] *drove* electric cars, there [6] *wouldn't be* so much pollution.
Oscar Well, I'd give people more free time because if people [7] *had* more free time, they [8] *'d work* harder at school.
Rita Yeah, and I'd play music in the street. If we all [9] *listened* to more music, we [10] *'d be* much happier.



Grammar tutor p129

Use it!

5 **Put the words in the correct order. Then ask and answer the questions with a partner.**

1 lived forever / the world be like / What would / if people / ? *What would the world be like if people lived forever?*
2 How would / people could fly / if / life be different / ? *How would life be different if people could fly?*
3 if you / What would / you do / were invisible / ? *What would you do if you were invisible?*

Grammar game

Students work in groups. They have 30 seconds to complete each of the following sentences correctly (*If I were an animal / a superhero / very rich / very old …*), getting a point if they do so.

Homework

Workbook p44

Lesson aim: I can give my opinion.

Warmer

Write *giving your opinion* on the board. Elicit any phrases students know for giving an opinion in English.

1 5.10 ★★★ Tell students to close their books as they listen and answer the question.

2 Ask students if they can disagree more directly in their language (and point out that we don't usually do this in English).

3 Students think of situations in which they could use the phrases from the *Everyday English* box. For example, A: *Do you want to come to Jack's party!* B: *I'll give it a miss.*

▶ Encourage students to copy the intonation used by the presenter in **Video 5.4**.

4 ★ Help students by eliciting responses to the four statements and writing them on the board.

5 Give students five minutes to plan their conversations.

6 ★★★ Before students practise their conversation, they can give each other specific things to look out for (i.e. their partner's intonation or use of vocabulary) and offer feedback on it at the end.

7 If students disagree with the opinions expressed, encourage them to give a reason.

Speaking frames

Josie likes zoos and marine parks because they are educational, they protect endangered species and they allow kids to see the animals. Marc doesn't like them because there isn't enough room for the animals and because marine parks are only for entertaining.

Speaking
Giving your opinion



5.10 **1** **Listen to the conversation. What do Josie and Marc think about zoos and marine parks?**



Josie I'm off to see my cousins later. We're going to the park or the zoo, I think. Wanna join us?

Marc Well, if you go to the zoo, I'll give it a miss. I don't like the idea of huge animals like elephants in small spaces. It's not on.

Josie They have enough space. And don't forget that if we didn't have zoos, lots of animals would disappear. They protect endangered species.

Marc Yes, maybe you're right, but have you ever thought about how the animals feel?

Josie Yeah, but remember that zoos look after animals. And kids learn tons about them from visiting zoos.

Marc But marine parks aren't educational. They're just for entertainment. It would be much kinder to the animals if we closed them!

Josie If we didn't have marine parks, some kids would never get to see animals such as dolphins or killer whales.

Marc I see your point, Josie, but let's agree to disagree.

2 **Match the uses (1–3) with the phrases from the *Useful language* box.**

1 trying to get someone to change their opinion
2 showing you agree a little
3 showing you disagree

Useful language

Don't forget that …	1
I see your point, but …	2
Let's agree to disagree.	3
Maybe you're right, but …	2
Remember that …	1

3 **Match the uses (1–4) with the phrases in the *Everyday English* box.**

When you …

1 want to invite someone somewhere.
2 don't want to go somewhere with someone.
3 are going somewhere.
4 don't like something.



Watch video 5.4
Everyday English

I'll give it a miss.	2	I'm off to …	3
It's not on.	4	Wanna join us?	1

Plan

4 **Do you agree or disagree with these ideas? Write notes.**

1 We shouldn't keep wild animals as pets.
2 Plastic should be banned.
3 All transport should be electric.
4 It's OK to cut down rainforests.

5 **Work in pairs. Compare your opinions. Plan a conversation.**

Speak

6 **Practise the conversation. Remember to use:**

- the first and second conditional
- phrases from the *Useful language* and *Everyday English* boxes

Check

7 **Work with another pair. Listen to their conversation and decide what idea they are talking about. Do you agree with their opinions?**

Flipped class

In preparation for the **Writing** lesson (p65), students research either environmental pollution or what we can do to protect the planet.

Lesson aim: I can write an opinion essay.

Warmer

Write *essay* on the board. Elicit that an essay is a piece of writing on a particular subject, in which the writer puts forward an argument.

1 ★ Point out that this task requires students to read carefully. Before students do the matching exercise, go through a–d, checking students' understanding of *support her opinion*, *conclusion* and *summarise*.

Sustainability: Responsible consumption and production

The issue of personal vs governmental responsibility for looking after the environment may elicit strong feelings from some students. Reinforce that everyone has a role to play in protecting the planet. Sustainable Development Goal 12 is to ensure sustainable consumption and production patterns. Ask students: How do you reduce, reuse and recycle at home or at school?

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

2 Tell students that the words and phrases in the *Useful language* box are commonly used in essays. Some of these expressions are more formal than others (*Furthermore*, *In my view*) but still help readers follow a writer's ideas and opinions. Challenge students to think of similar phrases to introduce an opinion or a new idea.

3 Students choose the correct words and phrases to complete the sentences. Check answers as a class.

Writing

An opinion essay



Who should protect the planet?

1 b Earth is a beautiful planet with amazing coasts, rainforests and icebergs. However, we are not looking after it, and unless we act now, we might destroy it forever. But who should protect our planet?

2 a Some people believe that governments and big organisations should stop climate change. In my view, we should all reduce, reuse and recycle. Many things can be made from old plastic bottles! Furthermore, we should refuse to buy any more plastic bottles or bags.

3 d In addition to this, we should use cleaner energy. For instance, if cars had solar panels, they would produce clean energy and reduce pollution.

4 c To sum up, in my opinion, if we all do small things to help every day, we will reduce climate change and protect our planet for the future.

1 **Read Mila's essay. Match information a–d with paragraphs (1–4).**

a her main idea and examples to support her opinion
b an introduction with a question to think about
c a conclusion to summarise her opinion
d a second idea to support her main opinion

2 **Look at the *Useful language* box. Find and underline the words and phrases in the essay. Then match them with their uses (1–4).**

Words and phrases to introduce …

1 an opinion.
2 a new idea.
3 a conclusion.
4 a contrast.

Useful language

Furthermore, …	2	In my view, …	1
However, …	4	Some people believe that …	1
In addition to this, …	2	To sum up, …	3
In my opinion, …	1		

3 **Complete the sentences with words and phrases in the *Useful language* box.**

In my [1] *opinion*, if we want to protect our planet, [2] However, we could all make one small change. [3] my view, we must work together. Some people [4] believe that we can't make a difference. In [5] addition, they're wrong. My friends and I ride our bikes to school every day. We don't produce any pollution. [6] Furthermore, we're fitter and healthier now. In [7] addition to this, other students are now doing the same. To [8] sum up, if we all make one small change, this could make a big difference.

Write your own opinion essay.

Plan

4 **Choose an essay topic. Think of two ideas to support your opinion. Write notes.**

How to protect the planet
Pollution and its effect on the environment

5 **Decide what information to include in each paragraph.**

- 1: Introduction and a question, for example: *If we want to protect our planet, what should we do?*
- 2 and 3: main and second ideas and examples to support your opinion
- 4: a conclusion to summarise your opinion

Write

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

- four paragraphs
- the first and second conditional
- phrases from the *Useful language* box

Check

7 **Do you …**

- have an introduction with a question?
- have supporting ideas and examples?
- use the first and second conditional?
- have a conclusion?

4 Ask students to use the information that they researched for homework to help them make notes on their essay topic.

5 Encourage students to use the essay in Exercise 1 to help them plan their essay.

6 Give students 15 minutes to write their essay. Monitor and help as necessary.

7 Ask students to check each other's work.

Writing frames

Finished?

Extend it!

Students can read each other's essays and decide if they agree with the writer's conclusion.

Flipped class

In preparation for **Explore it!** (p67) students find out more about the Nenets people of Siberia.

Homework

Workbook p45, Writing tutor p82

Lesson aim: I can understand a text about saving our planet.

Background information

The Nenets people live on the Yamal peninsula in the north of Siberia. Huge gas reserves have been discovered beneath the territory where they live, and now that this resource is being exploited, the Nenets' nomadic way of life is under threat.

▶ **Video 5.5** develops the theme of looking after the planet and the creatures that live on it. Before students watch the video, ask them to predict answers to the questions.

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

1 Ask students to describe what they can see in the photo on p67.

2 5.11 Write *journal* on the board. Elicit the meaning of the word (a journal is similar to a diary in that it is a record of events, written in the first person, offering someone's opinions about what has been happening). Students can then check their ideas from Exercise 1.

3 Ask students to complete the spidergram alone and then compare their notes in pairs.

Class challenge

Reindeer can run at speeds of **70** / 80 / 90 kilometres an hour.

Around the world

Reading
A journal

1 **Look at the photo and answer the questions.**
1 Where do you think the people live?
2 What type of natural environment is it?
3 What is difficult about their lifestyle?

5.11 **2** **Read the journal and check.**

3 **Complete the spidergram.**

Organisations like the World Wildlife Fund.

The rivers and forests are home to many animals, including endangered species, but this area is also home to 75 million people, and they need to eat and live, too.



Globetrotters
Watch video 5.5
Take action now!

- Which organisations help animals?
- What is the problem in the Congo Basin?
- How is the Mexican government helping?

It's working with organisations in order to stop the use of the fishing nets that catch the dolphins.

Where they travel
The reindeer lead the Nenets to either the north or south of Siberia to look for food.

When they travel
They travel to the north in the summer and to forests in the south in the winter. The reindeer move every three days.

How far they travel
They travel around 1,000 km twice a year, a few kilometres every three days.

Nenets and their reindeer

Houses
Around 120 reindeer skins are used to make a house. They are very warm.

Clothes
The Nenets wear clothes made from the reindeer skins as they are very warm.

Food and drink
The Nenets eat reindeer meat mixed with reindeer blood and cheese from reindeer milk. It is very nutritious.

Wednesday, 24 October – snowstorm!

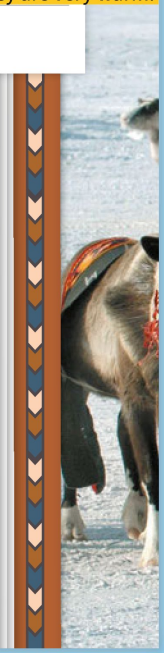
Today we only walked a few kilometres because of the snowstorm. It's amazing how the reindeer know which direction to go in and don't get lost, even in a storm! The Nenets are nomads and follow the reindeer on their 1,000 km journey twice a year. In summer they travel to the north of Siberia, and in winter to the forests in the south to look for food.

I don't think the Nenets would be able to survive without their reindeer. They provide them with everything: their clothes, their food, their tools, their transport and even their houses. The Nenets use around 120 reindeer skins, or hides, to make each house, and they're so warm! Well, they have to be, I guess! If they didn't use reindeer hide for their clothes and houses, they wouldn't be able to survive when it's –50 °C.

We arrived here this evening and set up camp in the dark. My job was to build a wall of snow around the house to protect us from the icy wind. I asked why they travel when it's so cold and dark, and they said that they have to follow the reindeer. If they waited for warm weather and light, they wouldn't move for months. But every three days they pack up and travel a few more kilometres.

We had dinner in the house around the fire. Raw reindeer meat mixed with reindeer blood and cheese from the reindeer milk. Surprisingly, it was delicious and very nutritious too! The Nenets eat reindeer for every meal. They said that if it's warmer tomorrow, we'll have a picnic outside. By warmer, I think they mean –20 °C!

They tell me that the temperature is getting warmer because of climate change. This is making it more difficult for the reindeer to find enough food. And it also means that travelling is more dangerous. The Nenets walk across a giant frozen river. The river freezes later in the autumn and if it doesn't freeze completely, the ice could break. Unless we try to reduce climate change, it might be difficult one day for the Nenets and their reindeer to live as they have for thousands of years.



66 Save our planet! | Unit 5

Lesson aim: I can understand a text about saving our planet.

4 ★ Encourage students to use the context to guess the meaning of the words. In addition, they can use other words that they know to help them, i.e. *ice* and *nutrition.*

Learn to learn

Tell students that their reading comprehension can be improved when they understand how reference words such as pronouns or possessive adjectives are used to tie the text together and avoid repeating names and nouns. The person or thing referred to is usually somewhere earlier in the text, although it may also come later.

5 Read out the example. Elicit what each of the words in bold refers to. Students can then work together to complete the exercise.

6 ★ To help students, write one or two model sentences on the board, showing students how the reference words are used. Monitor while students write their own sentences, helping as necessary.

7 Read out the questions and check students' understanding. Point out that while the Nenets' way of life might seem strange to them, the students' own way of life would probably be strange to the Nenets.

4 Match the words in **bold** with the definitions.

1 animal skins hides
2 people who travel a lot and don't live in the same place for long nomads
3 extremely cold icy
4 healthy, provides lots of energy nutritious

Learn to learn

Reference words

We use reference words such as *it*, *they*, *its*, *their* or *them* to avoid repeating the same noun.

5 **What do the words in bold mean? Look at the journal again to help you.**

a [1]**They** provide [2]**them** with everything; [3]**their** clothes, their food …
b And [4]**they're** so warm! Well, they have to be, I guess.
c By warmer, I think [5]**they** mean –20 °C!
d If [6]**it** doesn't freeze completely, the ice could break.

1 reindeer
2 the Nenets
3 the Nenets'
4 the houses
5 the Nenets
6 the river

6 **Write two sentences about the Nenets. Use reference words. Swap your sentences with a partner. Can they say what the reference words mean?**

Voice it!

7 **Discuss the questions.**

1 What are the advantages and disadvantages of the Nenets' lifestyle?
2 Would you like to live like the Nenets? Why?

Explore it!

Guess the correct answer.

Nenets *use* / *don't use* mobile phones.

Find another interesting fact about the Nenets. Then write a question for your partner to answer.

OWN IT! The Culture Project Teacher's Resource Bank



Culture project

See Project Book p38 and the Unit 5 Project worksheet for further information and activities.

Explore it!

To write their questions, students use the facts about the Nenets people that they researched for homework.

Flipped class

Students complete the **Learn to learn** page (p68), then prepare for the **Review** section (p69), students revise the grammar and vocabulary from Unit 5.

Unit 6
Think outside the box

Lesson aim: I can talk about inventions.

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 ideas about the photo and write them on the board. Share that the girl is wearing goggles in the 'steampunk' fashion (design that references both 19th century technology and futuristic aesthetics).

2 Encourage students to give reasons for their answers.

3 ▶ After watching **Video 6.1** students can complete **Video worksheet 6.1**.

4 Give students time to think of their ideas.

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

Class challenge

The first safety goggles (glasses that protected the eyes during experiments or dangerous events) were invented in the 18th / 19th **20th** century.

Flipped class

In preparation for **Explore it!** (p71), students research an interesting fact about ice lollies.



70 Think outside the box | Unit 6

Unit aims

Skills

I can ...
- understand a text about an invention p72
- understand a presentation about an invention p78
- give and follow instructions p76
- write a review of an invention p77

Language

I can ...
- talk about making things p71
- understand how to use the present simple passive p73
- talk about materials and containers p74
- understand how to use the past simple passive p75

Learn to learn

I can ...
- use visualisation techniques to remember vocabulary p71
- use background knowledge to understand texts p74
- learn to improve my speaking with games p80

Extra resources

- Grammar tutor, Student's Book **p130**
- Workbook **pp48–55** and Writing tutor **p82**

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 making things.

Warmer

Ask students how much ice cream and how many ice lollies they eat. Find out the most popular flavour in the class.

1 6.01 Focus students on the pictures and ask them to say what they think happens in each stage.

Audioscript p129

Target vocabulary

add /æd/
boil /bɔɪl/
cover /'kʌvə/
dip /dɪp/
freeze /friːz/
increase /'ɪnkriːs/
place /pleɪs/
pour /pɔː/
press /pres/
pull /pʊl/
reduce /rɪ'djuːs/
remove /rɪ'muːv/
stir /stɜː/

2 6.02 Pause after each word to drill the pronunciation.

Audioscript p129

Vocabulary bank

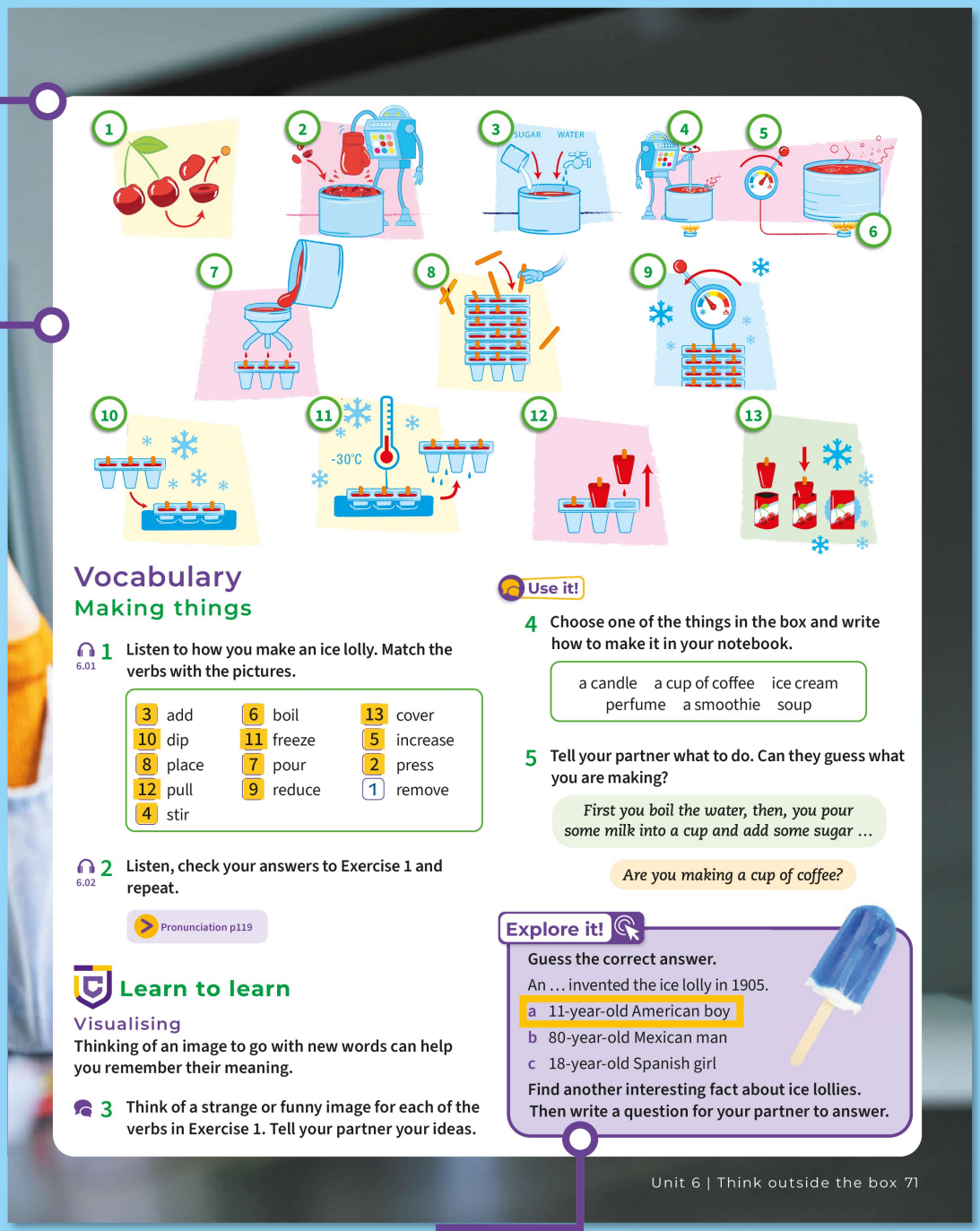
Pronunciation

Students turn to p119 for practice of the sounds /ɪ/ and /iː/.

Audioscript p129

Learn to learn

Encourage students to add images to new vocabulary in their notebooks. If they are using a digital notebook, they can find many useful images online to illustrate verbs.



Vocabulary

Making things

1 6.01 Listen to how you make an ice lolly. Match the verbs with the pictures.

3 add	6 boil	13 cover
10 dip	11 freeze	5 increase
8 place	7 pour	2 press
12 pull	9 reduce	1 remove
4 stir		

2 6.02 Listen, check your answers to Exercise 1 and repeat.

Pronunciation p119

Learn to learn

Visualising

Thinking of an image to go with new words can help you remember their meaning.

3 Think of a strange or funny image for each of the verbs in Exercise 1. Tell your partner your ideas.

Use it!

4 Choose one of the things in the box and write how to make it in your notebook.

a candle a cup of coffee ice cream
perfume a smoothie soup

5 Tell your partner what to do. Can they guess what you are making?

First you boil the water, then, you pour some milk into a cup and add some sugar …

Are you making a cup of coffee?

Explore it!

Guess the correct answer.

An … invented the ice lolly in 1905.

a 11-year-old American boy
b 80-year-old Mexican man
c 18-year-old Spanish girl

Find another interesting fact about ice lollies. Then write a question for your partner to answer.

3 ★ Write *add* on the board, and elicit images for it. If appropriate students can use their smartphones to check suitable images online and share them.

4 ★ Guide students through a model description of how to make a sandwich. Write the description on the board. Students can use this to help them write their own description.

5 Students can swap partners a few times to give them a chance to read their description more than once.

Explore it!

Students use the information about ice lollies that they researched for homework. You may need to help some students write their question for their partner.

Homework

Workbook p48

Lesson aim: I can understand a text about an invention.

Background information

Kenya is a country in East Africa with a coastline on the Indian Ocean. It is known for its scenic landscapes, national parks and wildlife reserves. While safaris and other wildlife-based industries make up a large part of Kenya's economy, the agricultural sector plays a vital role in the country's economy. Young farmers like Richard Turere are working to maintain their way of life and protect their farms and animals in sustainable ways.

Warmer

Give students one minute to make a list of problems farmers may face when their land is surrounded by wild animals. Compare ideas as a class.

Sustainability: Life on land

Richard Turere's idea is an example of how people can sustainably protect and manage their land and animals while promoting their local economy. A key part of Sustainable Development Goal 15 is to protect, restore and promote sustainable use of terrestrial ecosystems. A combination of modern technology and creativity can go a long way to benefit humans and animals globally. Ask students: *What kind of invention like this could help people and animals in your country?*

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

1 Discuss the question with the class. Encourage students to share their ideas.

2 6.06 Encourage students to highlight the part(s) of the text that gave them the answer.

Reading

A news story

1 **Look at the title and the pictures. What do you think the text is about?**

2 6.06 **Read the text and check your ideas.**

3 **Circle the correct answers.**

1 Richard Turere had a clever idea when he was …
   a 11 years old.
   b 20 years old.
   c 22 years old.

2 Richard knew lions did not like …
   a motorbikes.
   b people moving around.
   c the light from torches.

3 Because of lion lights it's possible for …
   a people and wildlife to be safe.
   b lions to live on farms.
   c wildlife to see people more easily.

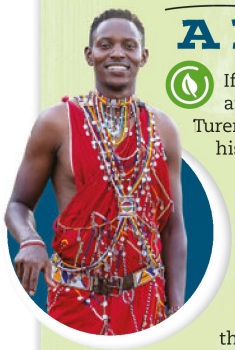
4 **Match the words in bold in the news story with the meanings.**

1 guessed the number of something *estimated*
2 small lights that you can carry or find on a mobile phone torches
3 prepare something for use set up
4 tried to hurt using fighting attack
5 a structure that divides two areas of land fence
6 a group of cows and bulls that are kept for milk or meat cattle

Voice it!

5 **Discuss the questions.**

1 What do you think of Richard's invention?
2 How can being creative help to solve problems?



A bright idea

If we're creative, it can help people and wildlife. At the age of 11, Richard Turere discovered this after lions **attacked** his family's cattle.

Every year, lions kill thousands of **cattle** in Kenya. This costs farmers a lot of money, so sometimes they kill the lions. This is bad for the farmers and the lions. It is **estimated** that Kenya's lion population has reduced by 83% in the last 20 years from 15,000 to 2,500.

Richard knew the lions never attacked when people were walking around with **torches**. This gave him an idea. He removed the lights from old torches and joined them together. Then he added a small light from a motorbike and a car battery. The lights turned on and off at different times. Richard placed the lights on a **fence** around the cows. The lions stopped attacking because they thought someone was moving around with a torch.

Richard helped **set up** 'lion lights' for his neighbours. The lights are powered by solar energy and they are turned on at night. Lion attacks have reduced by 96% on farms with the lights.

Lion lights are used in more than 2,000 farms in Kenya and other African countries now. People, cows and lions can now all live safely together. Lions are still endangered but they are protected. In India, the lights aren't used to stop lions – they're used for tigers. In Argentina, wildlife is protected from pumas thanks to Richard's lights.

At 22, Richard won a Young Inventors Prize. He wants to inspire other young people to be creative. Are you inspired by Richard's creativity?



3 ★ Encourage students to approach this task in the following way:
- identify the key words in the question stems (not the options a–c)
- scan the text for these and underline them there
- read around for context
- choose an option (a–c).

4 Tell students that the words they need to find in the text are not in the same order as the definitions 1–6.

5 Before students discuss the questions, give them time to think about their answers and to make notes.

Homework

Workbook p49

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

▶ When you play **Video 6.2**, make sure you pause after each section and answer any questions students might have.

1 Draw attention to the table. When students have completed the exercise, elicit or explain that the passive is used when we don't know who does the action, or when it is not important.

2 Read out the example, then elicit the form of the passive (*be* + past participle). Write this on the board, so that students can refer to it when completing this exercise, as well as Exercises 3 and 4.

3 Ask a volunteer to read item 1. Point out the solution to the question. Have students complete the exercise.

4 6.07 Ask: *Do you know how mobile phones are recycled?* Elicit ideas before asking students to complete the text.

Audioscript p129

Grammar tutor

Ask students to complete additional grammar activities on the Grammar tutor page 130.

5 Read out the example and check that students understand what to do. Students can work alone to write the questions. Less confident students may especially benefit from working with a more confident partner for this exercise.

6 Give students a couple of minutes to write their questions. Monitor and help as necessary, and make sure that students know the answers to their own questions.

To stop a shirt button from falling off when you're in a hurry.



Watch video 6.2
What does she use nail polish for?
How does she clean her keyboard?

With sticky notes – by pressing the corner along the edge of the keys.

Language in action
Present simple passive

	Singular	Plural
+	Nail polish **is made** to dry quickly.	New tips **are posted** every week.
-	Nail polish **isn't meant** to be used as glue.	Sticky notes **aren't designed** for cleaning.
?	How **is** nail polish **used** in the video?	How **are** sticky notes **used** to clean a keyboard?

1 Look at the table. Circle the correct words.

1 We use the present simple *active* / *passive* to describe actions or processes.
2 We use *am/is/are (not)* + the *infinitive* / *past participle* to form the present passive.
3 We change the word order to form *negatives* / *questions*.

2 Put the words in order to make sentences.

1 not / take photos. / This / designed / is / to
This is not designed to take photos.
2 used / cleaning. / lemons / are / for / These
These lemons are used for cleaning.
3 is / bag / made / plastic bottles. / My / from
My bag is made from plastic bottles.
4 These / worn / shoes / aren't / to be / meant / indoors.
These shoes aren't meant to be worn indoors.

3 Complete the questions with the correct form of the verbs in the box. Then match the questions with the correct solutions (a–d).

power use make ~~post~~

1 How often are new videos posted ? b
2 What a cool light! How is it powered ? d
3 How are sticky notes used at home? c
4 What are your trainers made of? a

a They're made of recycled plastic!
b Every day.
c They're used to clean my keyboard.
d It's powered with solar energy.

6.07 **4 Complete the text with the correct present simple passive form of the verbs in brackets. Then listen and check.**

Every year, more than five billion phones [1] are thrown away (throw away). Today, a lot of people are choosing to buy a recycled phone. How [2] is a phone recycled (recycle)? First, an old phone [3] is sent (send) to a phone recycling company. All the parts of the phone [4] are checked (check) carefully. Often old batteries [5] are removed (remove) and new ones [6] are added (add). The phone [7] is cleaned (clean) and then it [8] is tested (test). Then it [9] is sold (sell) on a website to a new customer. Sometimes important parts [10] aren't used (not use) in the same phone but they [11] are made (make) into something new.

Grammar tutor p130

Use it!

5 Write questions in the present simple passive. Then answer them with a partner.

1 What ingredients / use / to make pasta?
What ingredients are used to make pasta?
2 Where / Arabic / speak?
Where is Arabic spoken?
3 In which countries / insects / eat?
In which countries are insects eaten?
4 What / make / from paper?
What is made from paper?
5 Which places / visit / by tourists in your country?
Which places are visited by tourists in your country?

6 Work in pairs. Write two more questions in the present simple passive. Ask another pair.

Unit 6 | Think outside the box 73

Grammar game

Put students into groups. Write sentences in the active form of the present simple on the board (e.g. *People play football all over the world*). The first group to correctly turn the sentence into a passive (*Football is played all over the world*) wins a point. The team with the most points wins.

Homework

Workbook p50

Lesson aim: I can talk about materials and containers.

Warmer

Hold up your bag (if you have one) or ask a student to hold theirs up. Elicit that a bag is a *container* and that is it made from a particular *material.* Elicit any words for containers and materials that students know.

1 6.08 When playing the recording, pause after each word to drill the pronunciation. In pairs, students can test each other on the spelling of the new vocabulary.

Audioscript p129

Target vocabulary

bag /bæg/
box /bɒks/
can /kæn/
cardboard /ˈkɑːdbɔːd/
case /keɪs/
glass /glɑːs/
jar /dʒɑː/
leather /ˈleðə/
rubber /ˈrʌbə/
silk /sɪlk/
tin /tɪn/
tube /tjuːb/

2 In groups of three, give students one minute to say how many things are made of cardboard. (Two students compete against each other while a third student counts items they say and times them.) Then they repeat this task with leather, rubber, glass, etc.

Vocabulary bank

Learn to learn

Students often worry that they won't understand a listening text. Encourage them to manage their feelings better by thinking about the types of things they might hear.

Vocabulary and listening

Materials and containers

6.08 **1** Use a word from each box to describe the photos (1–6). Then listen, check and repeat.

Materials					
cardboard	glass	leather			
rubber	~~silk~~	tin			
Containers					
~~bag~~	box	can	case	jar	tube



a silk bag



a leather case



a rubber tube



a tin can



a glass jar



a cardboard box

Use it!

2 Work in small groups. Use the words from Exercise 1 to write things you can see in your classroom.

A quiz show

Learn to learn

Using background knowledge

Before you listen, think about what you already know about a topic. This helps you to understand what you will hear.

3 Tell your partner everything you know about two of the things in the photos.



bagpipes



boomerang



piñata



chewing gum

6.09 **4** Guess and circle the answers. Then listen and check.

1 Where do bagpipes originally come from?
a the USA b Europe (c) the Middle East

2 Where is the oldest boomerang from?
a Australia (b) Poland c Brazil

3 Where do piñatas originally come from?
a Argentina b Mexico (c) China

4 Which one of these inventions was an accident?
a the biro b the can opener (c) chewing gum

6.09 **5** Listen again and complete the sentences.

1 Anton thinks the first bagpipes came from Scotland
2 The oldest boomerang is around 30,000 years old.
3 Marco Polo introduced ice cream and pasta to Italy.
4 Thomas Adams wanted to make rubber from chicle.

Voice it!

6 Discuss the questions.

1 What information is the most surprising?
2 Which invention is the most useful? Why?

3 Give students two minutes to brainstorm ideas about the four objects.

4 6.09 Students can also manage their worries by predicting possible answers, and then by focusing only on the parts of the listening that they need to, in order to find out the answers.

5 6.09 Before you play the recording, see if students can remember the information that will complete the sentences.

Audioscript p129

6 Encourage students to ask each follow-up questions in order to develop conversations.

Class challenge

The pen known as a biro was invented by a Hungarian man called László Nagy / Pen / **Bíró**.

Flipped class

▶ Ask students to watch **Video 6.3** and do **Video worksheet 6.3**.

Homework

Workbook p51

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

▶ Play **Video 6.3** if students did not watch it for homework. Allow students to share the most interesting thing they learned.

1 Draw attention to the table. On the board, write *Ruth Wakefield was given a lifetime supply of chocolate by the Nestlé company*. Ask students to change this sentence to the past simple active (*The Nestlé company gave Ruth Wakefield a lifetime supply of chocolate*). Ask students to complete the rules, then check answers as a class.

2 6.10 As this text offers a lot of information, students may benefit from reading it through with the gaps before you play the audio. Students compare answers in pairs before checking as a class.

Audioscript p129

3 ★ Ask students to underline the verb in each sentence (*invented, didn't design*, etc.) and think about how these need to change.

Grammar tutor

Ask students to complete additional grammar activities on the Grammar tutor page 130.

4 Give students a few minutes to write the questions. With the class as a whole, discuss the questions. What do students know about how life in their country was fifty years ago?

Language in action

Past simple passive



Watch video 6.3
Who created chocolate chip cookies?
What was Ruth given?

Elicit that Ruth Wakefield invented the chocolate chip cookie, and that she was given a lifetime supply of chocolate in exchange for her recipe.

	Singular	Plural
+	Ruth **was given** a lifetime supply of chocolate.	Chocolate chip cookies **were invented** by Ruth Wakefield.
-	The butter cookie **wasn't invented** by Ruth Wakefield.	They **weren't invented** until 1939.
?	How **was** the chocolate chip cookie **invented**?	Where **were** the cookies **created** originally?

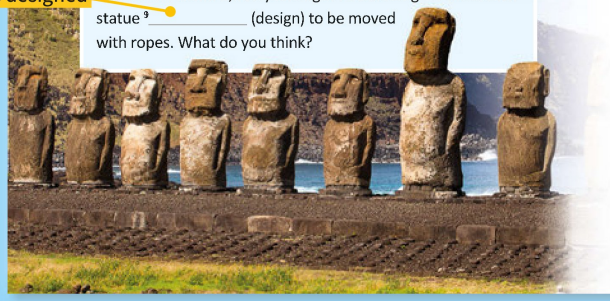
1 **Look at the table and complete the rules with the words in the box.**

by questions was

1 We use *was* or *were (not)* + past participle of the main verb to form the past simple passive.
2 We use *by* to show who or what is doing the action in passive sentences.
3 The word order in *questions* is different from affirmative and negative statements.

6.10 **2** **Complete the text with the correct past simple passive form of the verbs.**

Easter island, or Rapa Nui, is in the Pacific Ocean, about 3,500km from Chile. The small island [1] *was inhabited* (inhabit) around 1,000 years ago. In 1722, the island [2] *was visited* (visit) by a Dutch explorer. There were about 3,000 people on the island and 900 mysterious statues [3] *were also found* (find). The giant head statues, or Moai, [4] *weren't made* (not make) from normal stone – they [5] *were built* (build) from volcanic stone and [6] *were placed* (place) along the coast with their backs to the sea. The enormous statues [7] *weren't transported* (not transport) by vehicles so how [8] *were they moved* (move) around the island 1,000 years ago? Archaeologists think each statue [9] *was designed* (design) to be moved with ropes. What do you think?



3 **Rewrite the sentences in the past simple passive.**

1 A dentist invented candy floss.
Candy floss *was invented by a dentist*.
2 Josephine Cochran invented the dishwasher.
The dishwasher *was invented by Josephine Cochran*.
3 Ernö Rubik didn't design the Rubik's Cube as a toy. The Rubik's Cube *wasn't designed as a toy (by Ernö Rubik)*.
4 People in Norway didn't eat bananas until 1905.
Bananas *weren't eaten (by people) in Norway until 1905*.
5 530 million people watched the first man walking on the Moon. The first man to walk on the Moon *was watched by 530 million people*.

Grammar tutor p130

Use it!

4 **Work in pairs. Write questions in the past simple passive about your country 50 years ago.**

1 music / listen to / by teenagers?
What music was listened to by teenagers in your country 50 years ago?
2 sports / play / at school? *What sports were played at school 50 years ago?*
3 programmes / watch / on TV? *What programmes were watched on TV 50 years ago?*
4 subjects / study / at school? *What subjects were studied at school 50 years ago?*

Grammar game

In pairs, students write sentences that aren't true, e.g. *The 2010 World Cup was won by Hungary.* Their partner reads and then corrects the information, e.g. *It wasn't won by Hungary. It was won by Spain.*

Extend it!

In pairs, students write a short description of a monument in their town or city, saying when it was built, why it was built, and who it was built by.

Homework

Workbook p52

Lesson aim: I can give and follow instructions.

Warmer

Write *instructions* on the board. Elicit the meaning of the word, then ask: *When was the last time you needed to follow some instructions? Were they clear and easy to follow?*

Speaking

Giving and following instructions

6.11 **1** **Listen to the conversation. What does Alicia make?** a mobile phone case

Alicia Hey Juan, I saw a video the other day of a great invention that was made from a balloon. Do you want me to show you how to make it?
Juan Yeah, go for it!
Alicia Well, [1] first of all, take a balloon, any old balloon, any colour you like.
Juan OK. [2] ____? Then what
Alicia Then blow up the balloon and hold it tightly so that the air doesn't escape.
Juan OK, that's easy.
Alicia [3] Once the balloon's inflated, place it on a table in front of you and place your mobile on the balloon with the screen facing upwards.
Juan OK, I get it. [4] What's next
Alicia Right. [5] ____ kind of tricky. Press the mobile down on the balloon. Don't let go of the balloon and don't let the air out too quickly. In the video the air came out really slowly.
Juan Hang on a sec! [6] Let me check I've got this right. So, push down carefully until all the air is removed.
Alicia Exactly. [7] And there you have it! A mobile phone case!
Juan [8] Oh, I see. Hey, that's so cool!

The next bit's

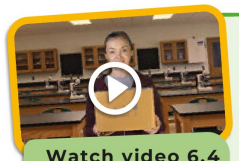
6.11 **2** **Complete the conversation with the phrases from the *Useful language* box. Then listen and check.**

Useful language

Giving instructions	Following instructions
And there you have it!	Let me check I've got this right.
First of all, …	Oh, I see.
Once (something is done), …	Then what?
The next bit's …	What's next?

3 **Match the words and phrases (1–5) with the phrases in the *Everyday English* box.**

1 Wait a minute!
2 difficult
3 I understand.
4 Do it!
5 any (informal)



Watch video 6.4
Everyday English

any old … 5
Hang on a sec! 1
kind of tricky 2
Go for it! 4
I get it. 3

Plan

4 **Read the conversation again. Complete Alicia's notes about how to make something from a balloon.**

What you need: _____
What you do first: _____
What you do next: _____
What you do last: _____
What happens in the end: _____

5 **Work in pairs. Plan a conversation about how to do something. Use the ideas below or your own.**

Make a paper plane Play a sport
Cook some food

Speak

6 **Practise the conversation. Remember to use:**

- the present simple passive
- phrases from the *Useful language* and *Everyday English* boxes

Check

7 **Work with another pair. Listen to their conversation and decide what they are talking about.**

1 6.11 Before students listen to the conversation, give them two minutes in small groups to think of as many uses for a balloon as they can. Encourage them to be inventive.

2 6.11 Ask students to read along with the conversation. With a partner, students can then act out the conversation.

Audioscript pp129-130

3 Students think of situations in which they could use the phrases from the *Everyday English* box. For example, A: *I'm thinking about becoming an inventor,* B: *Go for it!*

▶ Encourage students to copy the intonation used by the presenter in **Video 6.4**.

4 Remind students to keep their notes short.

5 Give students five minutes to plan their conversations.

6 If appropriate, students can use their smartphones to record themselves, listening back to check they're using the language from the unit.

7 Tell the students not to mention what they're talking about, so those students listening have to guess. Encourage students to respond to what they've heard. Do they think the instructions were easy to follow? Can they now do something they didn't know how to do before?

Speaking frames

Extend it!

Students write up their instructions in about 100 words.

Flipped class

In preparation for the **Writing** lesson (p77), students research two or three facts about colour blindness.

Lesson aim: I can write a review of an invention.

1 ★★★ Once students have completed the ordering task, challenge them to say why this is an effective structure for a product review. Can they think of alternative ways to structure this type of text?

2 Ask students to underline examples of the passive in the review. Point out that the passive shouldn't be used too much – only when needed.

3 Give students a few minutes to complete the exercise. Check answers as a class.

4 ★ You could help students by brainstorming ideas for inventions with the class as a whole. Remind students that their notes should be short. Give students enough time to think of their invention. Monitor and help as necessary.

5 Ask students to discuss this in pairs, to make sure they've thought about their ideas clearly.

6 Give students up to 15 minutes to write their reviews. Monitor throughout, making sure that students are using grammar from the unit and the phrases from this page.

7 As well as checking their own work, students can check each other's work.

Writing frames

Finished?



Bringing colour to a grey world

1 Millions of people around the world are colour blind. They can't see some colours, such as red, green or blue. Some people who are colour blind can't see any colours at all, so the world looks very different. But now there are special glasses to help colour-blind people.

2 They look like normal glasses, but the lenses are made from special glass or plastic. Colours, such as red and green, are separated so that people can see them. When these glasses are worn by colour-blind people, they can see colours they have never seen before.

3 What I like about them is that they look really cool. There are sunglasses, glasses for children and sports sunglasses.

4 However, I should point out that the glasses are expensive. This means that not all colour-blind people can buy them.

5 Overall, I think these glasses are an amazing invention that can help millions of people see our beautiful world.

Writing
A review

1 **Read the review. Put a–f in the order they appear in the review.**

a 2 A description of the invention
b 3 How the invention works
c 5 A disadvantage
d 6 The reviewer's general opinion
e 4 An advantage / what the reviewer likes
f 1 Who the invention is for

2 **Complete the phrases in the *Useful language* box. Then check in the review.**

Useful language

However, I should point out that [1] the glasses are really expensive.
Overall, I think these glasses are [2] an amazing invention.
They look like [3] normal glasses.
The lenses are made from [4] special glass or plastic
What I like about them is [5] that they look really cool

3 **Complete the text with the phrases in the *Useful language* box.**

WeWalk is a smart stick for blind people.
It [1] looks like a normal white stick but [2] is made from a very light material.
What I like about it [3] is that it's very easy to use.
However, I should point out that it isn't cheap.
[5] Overall, I think it is an amazing invention.

Write your own review of an amazing invention.

Plan

4 **Think of an amazing invention. Answer these questions and write notes.**

- Who is the invention for?
- How does it work?
- What are the advantages?
- What is one disadvantage?
- What is your overall opinion?

5 **Decide what information to include. Use the information in Exercise 1 to help you.**

Write

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

- the parts of the review from Exercise 1
- the passive
- phrases from the *Useful language* box

Check

7 **Do you …**

- describe the invention and who it's for?
- say what the advantages and disadvantages are?
- give your general opinion?

Extend it!
Ask students to read out their reviews to one another. Students listen and say whether they agree with each other's general opinions about the invention.

Flipped class
In preparation for the **project** (pages 78 and 79), students think of one or two problems that can be solved or helped using smartphone apps.

Homework
Workbook p53, Writing tutor p82

Lesson aim: I can understand a presentation about an app.

Watch

Before watching, elicit answers to the first question and write some on the board. What are some of the most popular things students do on their phones? Do they find these things helpful/useful, fun or both? Ask: *Do you use apps on your smartphone? What do you use them for? What problems can phone apps help to solve?* After watching, discuss the other questions as a class. Ask students what their favourite piece of modern technology is. How often do they use it?

Students can use their first language if necessary, then work with classmates or with you to find the language to say it in English.

Project Book

For more detailed information and activities see the Project Book p42 and the Unit 6 CLIL Project worksheet.

1 Ask volunteers to describe what they see in the photos (*someone using an app on a smartphone; a teenager meditating outdoors*). Allow pairs a few minutes to discuss the question. Elicit whether students have seen or heard of these apps before.

2 6.12 Students work in pairs. Allowing students to use only one book can encourage them to work more collaboratively. Draw students' attention to the visuals and organisation of the text, the title and the specific information in the text. After reading, elicit whether some of the ideas the students discussed in pairs were mentioned in the text.

Creative thinking

Problem solving

1 **Look at the photos. What problems do you think these apps solve?**

6.12 2 **Read the text and check your ideas.**

Apps for health

We're spending more time on digital devices than ever. More than 250 billion apps are downloaded each year and some apps, like mental health ones, have seen a **spike in downloads**. How are they used to help others or support us? Let's find out!

When Emma Yang was 12, she was inspired by her grandmother to create *Timeless*. Her grandmother has a disease called Alzheimer's – her memory and her ability to think were affected. The *Timeless* app has four main **functions**:

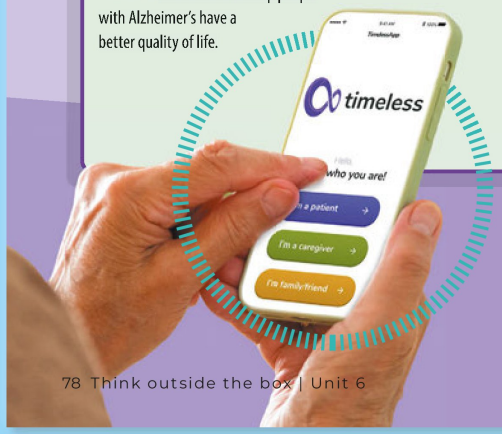
1 **Updates:** Users are given a regular update with photos of family and friends. All the photos are **tagged** with names and relationships.

2 **Calendar:** Messages are sent to the users to remind them about their daily activities.

3 **Contact:** Users can contact their family or friends through a photo phone book.

4 **Identify: Facial recognition technology** is used to tell the user who a person is.

Timeless was created to help people with Alzheimer's have a better quality of life.



Feeling Good Teens is a health and well-being app. It was designed by doctors and health professionals and it's **aimed at** young people between the ages of 10 and 15 to **support** their mental health. The app teaches teenagers about:

1 **Relaxation:** Breathing techniques to relax your body and mind are taught.

2 **Self-confidence:** Users learn ways to feel strong even when things are difficult.

3 **Exam stress:** Different activities are taught to help users to stay calm before and during exams.

4 **Sleep:** Advice is given on how to sleep better.

5 **Visualising:** Users' minds are trained to imagine the things they want to achieve before they happen.

Using the app once a day for one week can make young people feel more positive and relaxed and better about themselves.





Watch video 6.5
Changing technology

What do you do on your phone?
What was the first computer called? The first computer was called an abacus.
How can modern technology make our lives better? We can find out information quickly and easily; we can connect with people in different parts of the world and see them on our phones/computers; we can learn things.

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

Lesson aim: I can present an idea for an app.

Vocabulary extra

3 Ask students to find the bold words in the text and match them to the meanings in 2–6. Have pairs ask each other and check their answers.

4 Elicit answers from the whole class and write them on the board. Ask students to consider how different people may solve the same problem differently.

CLIL: Design & technology

5 Students work individually to complete the exercise. Discuss the answers as a class. Can students think of other helpful things apps can do to solve problems?

6 Give students a few minutes to think about solutions to the problems before writing them in the table.

7 Elicit ideas from the whole class after groups have discussed their answers, and write them on the board. Have the class vote on which solutions they like best.

Plan

Model project

Direct students to the model project on p122 which serves as a guide for what they should create.

Give students a time limit to discuss the topics and tasks in this planning section. If groups choose to solve a problem different to the suggested topics, ensure that they feel confident they will be able to show how an app could provide a solution. Encourage students to make sure they have included the right information, have a name for their app and can explain how it works. Support them to create detailed screen frames describing how the app works, by following the model on p122.

Present

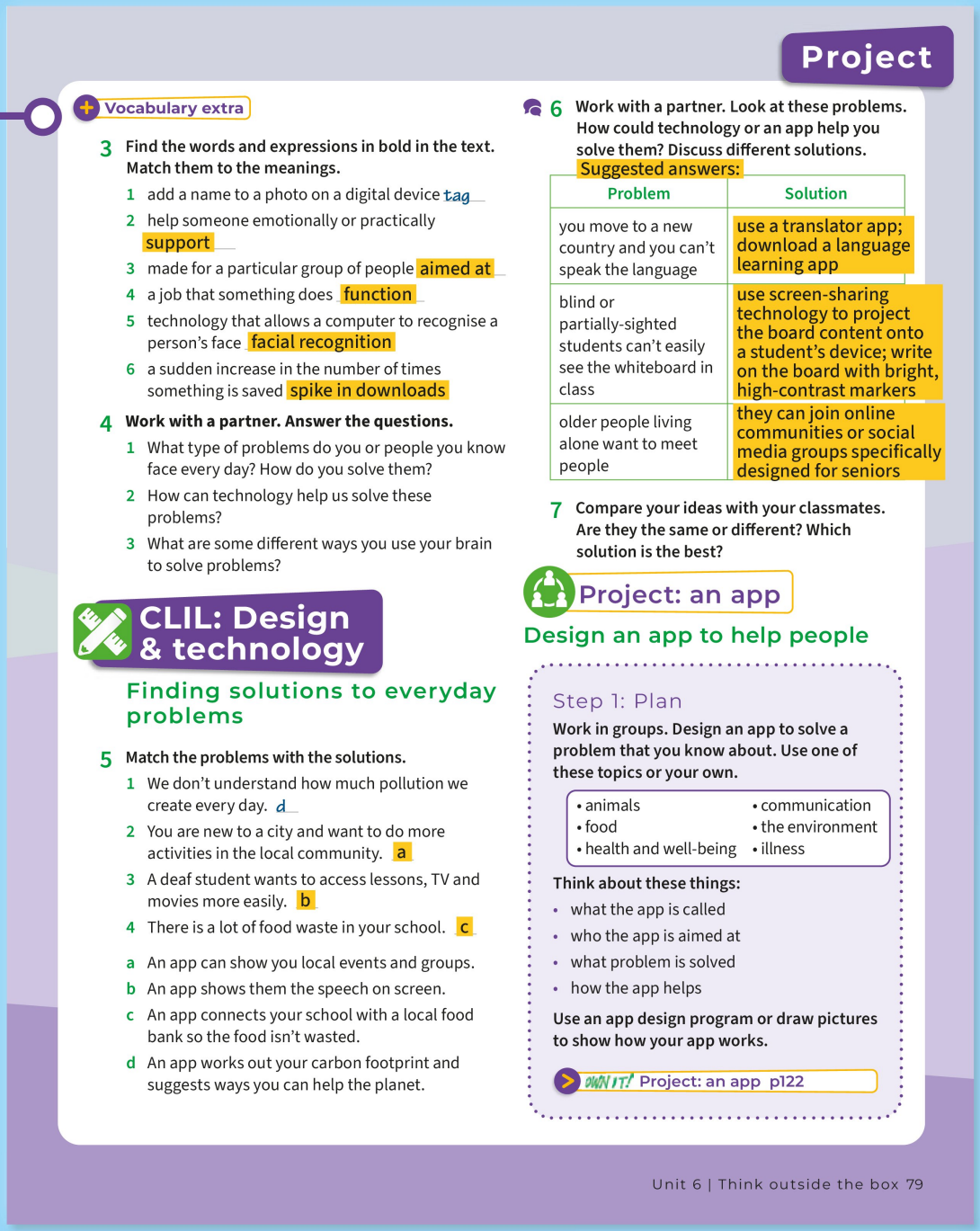
★ Groups present their apps to the whole class. Remind them to explain the problem(s) that their app solves, use pictures to show how it works and explain how the app helps and rewards users.

Respond

Groups discuss the presentations and vote on the app they would most like to use. Which app do students think is most useful and why? What makes the app appealing and how often do they think they would use it?

Flipped class

Students complete the **Learn to learn** page, then prepare for the **Review** lesson (p81). Students revise the grammar and vocabulary from Unit 6.



Project

Vocabulary extra

3 Find the words and expressions in bold in the text. Match them to the meanings.

1 add a name to a photo on a digital device tag
2 help someone emotionally or practically support
3 made for a particular group of people aimed at
4 a job that something does function
5 technology that allows a computer to recognise a person's face facial recognition
6 a sudden increase in the number of times something is saved spike in downloads

4 Work with a partner. Answer the questions.

1 What type of problems do you or people you know face every day? How do you solve them?
2 How can technology help us solve these problems?
3 What are some different ways you use your brain to solve problems?

CLIL: Design & technology

Finding solutions to everyday problems

5 Match the problems with the solutions.

1 We don't understand how much pollution we create every day. d
2 You are new to a city and want to do more activities in the local community. a
3 A deaf student wants to access lessons, TV and movies more easily. b
4 There is a lot of food waste in your school. c

a An app can show you local events and groups.
b An app shows them the speech on screen.
c An app connects your school with a local food bank so the food isn't wasted.
d An app works out your carbon footprint and suggests ways you can help the planet.

6 Work with a partner. Look at these problems. How could technology or an app help you solve them? Discuss different solutions.

Suggested answers:

Problem	Solution
you move to a new country and you can't speak the language	use a translator app; download a language learning app
blind or partially-sighted students can't easily see the whiteboard in class	use screen-sharing technology to project the board content onto a student's device; write on the board with bright, high-contrast markers
older people living alone want to meet people	they can join online communities or social media groups specifically designed for seniors

7 Compare your ideas with your classmates. Are they the same or different? Which solution is the best?

Project: an app

Design an app to help people

Step 1: Plan

Work in groups. Design an app to solve a problem that you know about. Use one of these topics or your own.

- animals
- communication
- food
- the environment
- health and well-being
- illness

Think about these things:

- what the app is called
- who the app is aimed at
- what problem is solved
- how the app helps

Use an app design program or draw pictures to show how your app works.

OWN IT! Project: an app p122

Lesson aim: I can talk about festivals.

Background information

The photo shows people at an art installation called 'Affinity' during the Vivid festival in Sydney, Australia. Interactive touch points send colourful lights through the sculpture.

Warmer

Elicit the meaning of *festival* (a special day or period of time when people celebrate something) and some examples of well-known festivals.

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 answers to the questions. Write key vocabulary on the board.

3 ▶ Play **Video 7.1** and allow students to check their answers. Students can also complete **Video worksheet 7.1**.

4 Ask students to say why the festival is their favourite.

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

Flipped class

In preparation for **Explore it!** (p83), students find interesting facts about festivals around the world.



Unit aims

Skills

I can ...
- understand texts about a folk tale and festivals in China p84, p90
- invite a friend to a party p88
- write an email to a friend p89

Language

I can ...
- talk about festivals p83
- understand how to use the past perfect p85
- talk about music festivals and live music p86
- understand how to use reported statements p87

Learn to learn

I can ...
- mark word stress p83
- predict information p86
- identify and understand prefixes and suffixes p91
- challenge myself p92

Extra resources

- Grammar tutor, Student's Book **p131**
- Workbook **pp56–63** and Writing tutor **p83**

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 festivals.

Warmer

Elicit the kinds of things that people can experience at festivals (e.g. music, food, fireworks, special costumes, etc.).

1 7.01 Ask students, in pairs, to take turns saying a word and writing it down, to practise pronunciation and spelling.

Audioscript p130

Target vocabulary

atmosphere /ˈætməsfɪə/
carnival /ˈkɑːnɪvəl/
ceremony /ˈserɪməni/
costume /ˈkɒstjuːm/
crowd /kraʊd/
decoration /ˌdekəˈreɪʃən/
firework /ˈfaɪəwɜːk/
float /fləʊt/
funfair /ˈfʌnfeə/
lantern /ˈlæntən/
parade /pəˈreɪd/
programme /ˈprəʊgræm/
stall /stɔːl/

Vocabulary bank

Learn to learn

Elicit that stress refers to which syllable of a word you emphasise, e.g. you usually stress the *foot* of *football*. Explain that putting this stress on the usual part of the word will help students to make themselves understood.

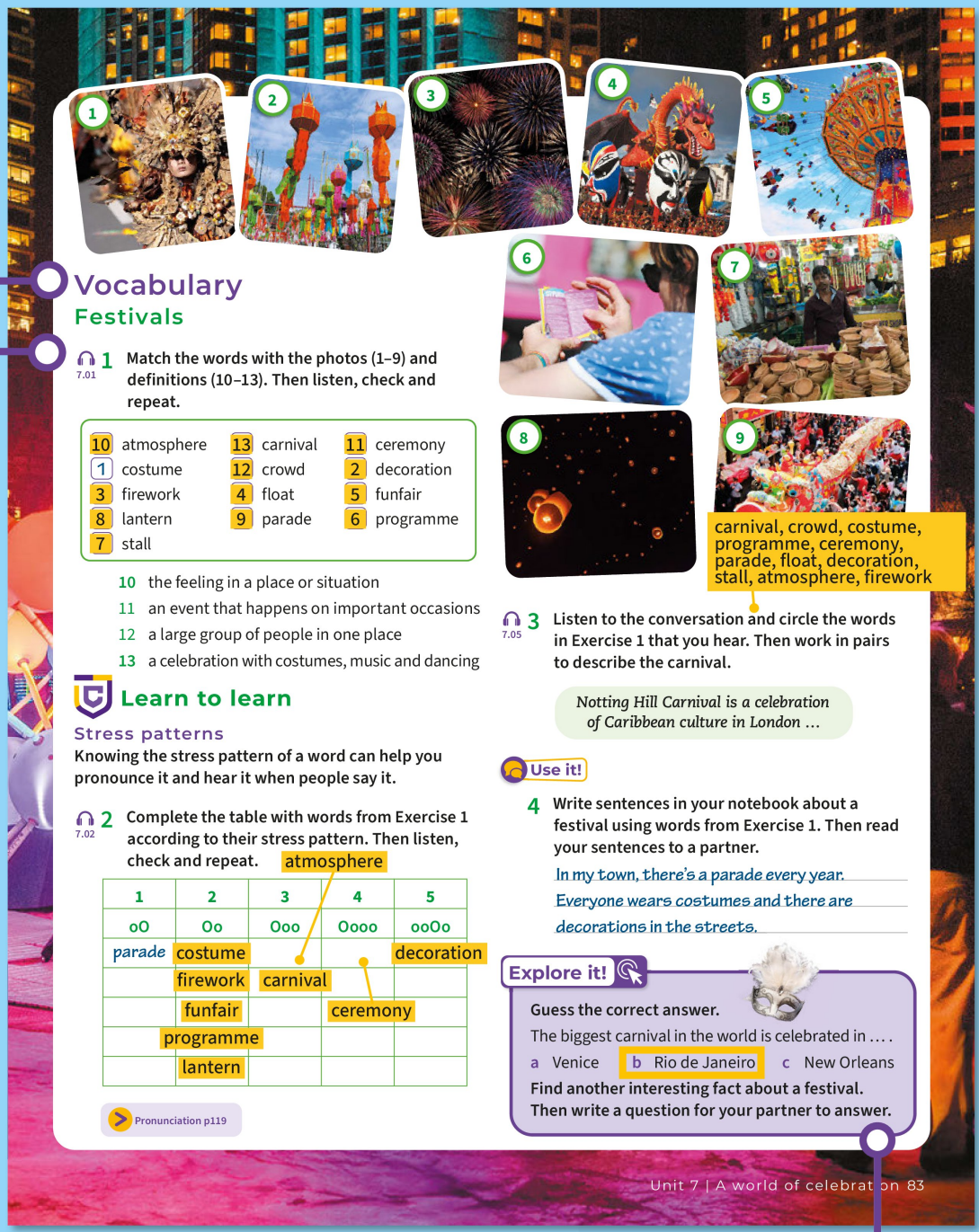
2 7.02 ★ Go through a few of the words with the class to help students understand the stress patterns. Encourage students to clap their hands to identify and count the number of syllables.

Audioscript p130

Pronunciation

Students turn to the pronunciation exercises on p118 for practice of the letter *u*.

Audioscript p132



Vocabulary

Festivals

7.01 **1** Match the words with the photos (1–9) and definitions (10–13). Then listen, check and repeat.

10	atmosphere	13	carnival	11	ceremony
1	costume	12	crowd	2	decoration
3	firework	4	float	5	funfair
8	lantern	9	parade	6	programme
7	stall				

10 the feeling in a place or situation
11 an event that happens on important occasions
12 a large group of people in one place
13 a celebration with costumes, music and dancing

carnival, crowd, costume, programme, ceremony, parade, float, decoration, stall, atmosphere, firework

Learn to learn

Stress patterns

Knowing the stress pattern of a word can help you pronounce it and hear it when people say it.

7.02 **2** Complete the table with words from Exercise 1 according to their stress pattern. Then listen, check and repeat.

1	2	3	4	5
oO	Oo	Ooo	Oooo	ooOo
parade	costume	atmosphere		decoration
	firework	carnival		
	funfair		ceremony	
	programme			
	lantern			

Pronunciation p119

7.05 **3** Listen to the conversation and circle the words in Exercise 1 that you hear. Then work in pairs to describe the carnival.

Notting Hill Carnival is a celebration of Caribbean culture in London …

Use it!

4 Write sentences in your notebook about a festival using words from Exercise 1. Then read your sentences to a partner.

In my town, there's a parade every year. Everyone wears costumes and there are decorations in the streets.

Explore it!

Guess the correct answer.
The biggest carnival in the world is celebrated in … .
a Venice b Rio de Janeiro c New Orleans
Find another interesting fact about a festival. Then write a question for your partner to answer.

3 7.05 Play the recording twice, if necessary.

Audioscript p130

4 Give students a few minutes to write their descriptions. Monitor and help as necessary. Encourage students to ask extra questions about the festival their partner described.

Explore it!

Students share the facts about festivals they researched for homework. Help students write their questions.

Extend it!

Brainstorm other words related to festivals. Elicit these words and write them on the board. Encourage students to record them in their notebooks.

Homework

Workbook p56

Lesson aim: I can understand a text about a folk tale.

Background information

Explain that folk tales are the stories of a particular people or country. Usually passed on orally from one generation to the next (but they can also be written down), there are often multiple variations of the same story.

Warmer

Elicit examples of folk tales (these may include fairy tales, fables and well-known children's stories).

1 ★★★ Elicit students' ideas and write them on the board. Ask students to try telling the story by just looking at the pictures.

2 Ask students to respond to the story, by saying if they like it, or if there are similar stories in their country.

3 7.06 In pairs, students read the sentences and discuss if they think they are true. Then, they check in the text.

4 ★ Remind students to look for key words that help them find the new word. For example, they can look for the word *river* in paragraph 2, and see which words come before or after it.

5 Give students time to think about their answers, and make notes, before they discuss the questions in pairs.

Reading

A folk tale



A princess, a farmer and a bridge of birds



Throughout history, different cultures have looked up at the stars in the night sky and told stories about them. The Ancient Greeks told stories about heroes, and the Native Americans about bears and fishermen. In Japan, people still tell the story of Altair and Vega, two very special stars.



Once upon a time, there was a princess called Orihime. She made beautiful clothes for her father, the Sky King, while she sat on the **bank** of the Amanogawa River (the Milky Way). Orihime had always loved her work, but she wanted to find a husband, so her father introduced her to a farmer called Hikoboshi. Hikoboshi looked after cows on the other side of the river. The princess and the farmer fell in love and got married. However, they hadn't been together long when Orihime stopped making clothes and Hikoboshi forgot about his cows.





The Sky King was **furious**. 'You will never meet again,' he told them, and he sent them to opposite sides of the river. But when he saw how **heartbroken** his daughter had become, he changed his mind. 'If you do your jobs well,' he said, 'you can meet once a year, on the 7th day of the 7th month.' However, the first time the couple tried to meet, they couldn't cross the river. 'I want to see him!' cried Orihime. Almost immediately, a **flock** of magpies came and made a bridge with their wings. Now people say if it rains on 7th July, the magpies can't come and Orihime and Hikoboshi have to wait another year.



Every year, this story is celebrated in Japan as the *Tanabata* – the Star Festival. There are parades, fireworks, lanterns and stalls with traditional food, and people write their wishes on tanzaku (pieces of colourful paper), remembering how Orihime's wish had come true.



1 Look at the title and the pictures. What do you think happens in the story?

2 7.06 Read the folk tale and check.

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

1 All cultures have told the same stories about the stars. F
2 The Sky King wanted Orihime to get married. T
3 After Orihime and Hikoboshi married, Orihime continued making clothes for her father. F
4 Orihime and Hikoboshi try to meet every year. T
5 During *Tanabata*, Japanese people say what they hope will happen in the future. T

4 Match the words in **bold** with the definitions.

1 the land at the side of a river bank
2 a group of birds flock
3 very angry furious
4 very, very sad heartbroken

Voice it!

5 Discuss the questions.

1 Do you think the king was fair to his daughter?
2 Do people tell stories like this in your country? Why / Why not?
3 Are there similar festivals in your country?

Flipped class

▶ Ask students to watch **Video 7.2** and do **Language in action worksheet 7.2**.

Homework

Workbook p57

Lesson aim: I can understand how to use the past perfect.

Warmer

▶ Elicit that Yuri's night is called 'World Space Day', and that the DJ could still play music because the equipment hadn't got wet.

1 Ask volunteers to read the example sentences in the table. Point out how the past perfect is used for actions or situations which happen *before* the action or situation described by the past simple. Check answers as a class.

2 Point out that the contracted form of *had* is the same as the one for *would* (i.e. *'d*), and that it is the form of the verb which follows that shows that the past perfect is being used.

3 ★ Focus on the example sentence. Explain why *finish* is put into the past perfect (because the fireworks finishing happened before getting to the park).

4 7.07 ★ Tell students to read the gapped text quickly. Then ask: *How does the writer feel about the festival?* (The writer liked it very much – 'an amazing event'.) Students should then read the text more slowly to decide on the correct form for each verb.

Audioscript p130

Grammar tutor

Ask students to complete additional grammar activities on the Grammar tutor page 131.

5 Make sure students have formed the questions correctly before they ask and answer the questions in pairs.

Language in action

Past perfect



Watch video 7.2
What's another name for Yuri's night?
Why was the DJ still able to play music?

	First action (Past perfect)	Second action (Past simple)
+	I **had said** it might rain	when we **planned** the party.
-	The party **hadn't started**	when it **began** to rain.
?	**Had** the students **heard** of Yuri's night	before their teacher **told** them?

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

1 We use the past perfect to show that one event in the past happened *after* / *before* another.
2 For the first action we use the past *perfect* / *simple*. For the second action we use the past *perfect* / *simple*.
3 We form the past perfect with *had (not)* + the *present* / *past* participle.

2 **Match the sentence beginnings with the endings.**

1	I'd studied German before I went to Germany,	a	because she hadn't studied.
2	I was very hungry when I got home from football,	b	because he'd already seen it.
3	She failed her exams	c	but I learned more while I was there.
4	He didn't come to see the new film	d	so I was pleased that my dad had cooked dinner.

3 **Complete the sentences with the correct form of the past perfect.**

1 When we got to the park, (the fireworks / finish).
When we got to the park, the fireworks had finished.
2 (Jaime / never / go) to a music festival, so he was really excited.
Jaime had never been...
3 (you / hear) about the Notting Hill Carnival before you came to London?
Had you heard...
4 It was 9 o'clock, but (the event / not / start) yet.
...the event hadn't started...

4 7.07 **Complete the text with the correct form of the verbs in brackets. Then listen and check.**

Today was almost a disaster. My friends and I were going to the Albuquerque International Balloon Fiesta, but when we [1] got (get) there, I [2] realised (realise) I [3] hadn't brought (not bring) my ticket. I [4] 'd left (leave) it at home. At first, I [5] didn't know (not know) what to do, but then I [6] called (call) my mum. Luckily, she [7] hadn't left (not leave) the house to go to work yet, so she [8] found (find) the ticket, [9] took (take) a photo of it and [10] sent (send) me the photo. Anyway, it [11] was (be) an amazing event. I [12] 'd never seen (never see) so many balloons before. The sky was full of them!



Grammar tutor p131

Use it!

5 **Write questions about what you knew before you started this book. Ask and answer.**

1 … (hear) of the *Tanabata* festival?
Before you started this book, had you heard of the Tanabata festival?
2 … (study) the past perfect?
Before you started this book, had you studied...
3 … (read) about colour-blind glasses?
Before you started this book, had you read...

Grammar game

Put students into groups. Say the beginning of a sentence (e.g. *By the time we got to the station …*). The first group to finish that sentence with the past perfect (e.g. *… our train had left*) wins a point. Continue the game with more sentence beginnings.

Class challenge

Fiesta is a Spanish word meaning fight / **festival** / final.

Homework

Workbook p58

Lesson aim: I can talk about music festivals and live music.

Warmer

Write *music* on the board. Elicit genres of music (pop, rock, hip hop, jazz, etc.) and find out which music genres are the most popular with the class.

Vocabulary and listening

Music festivals and live music

1 7.08 **Match the words with the definitions. Then listen, check and repeat.**

5	band member	8	campsite	6	encore
9	gig	3	headliner	7	stage
10	support act	1	tent	4	track
2	venue				

1 something you sleep in outdoors
2 where a special event happens
3 the main band at a festival
4 a song or piece of music
5 one of the musicians in a group
6 an extra song at the end of a show
7 where musicians perform
8 where people can stay in tents
9 a music performance
10 not the main artist

2 **Complete the text with the correct form of the words in Exercise 1.**

What a festival! Eli and I saw so many [1] gigs. The [2] headliner on the last night was Blue Wings. I'm a huge fan. I was standing very near the [3] stage, so I saw all of the [4] band members really clearly. When they played their latest [5] track, the crowd were so happy. They were so popular that they had to play an [6] encore. Even the [7] support act before them was brilliant. The [8] venue was great, too – an old castle. We were staying in a [9] tent on a [10] campsite, but we didn't get much sleep!



Use it!

3 **Imagine you went to a music festival recently. Make notes about it using the vocabulary in Exercise 1. Tell your partner.**

A conversation

4 7.09 **Listen to the conversation. What are Daryl and Jackie going to do in the summer?**

Daryl is going to Morocco. Jackie is thinking about volunteering at a festival.

Learn to learn

Predicting information

Skim the questions before you listen and try to predict what kind of information you need.

5 **Look at Exercise 6. What kind of information is missing from each of the sentences?**

	a an object	b a place	c a number
1	c		
2	a		
3		c	
4		c	
5			c
6			b

6 7.09 **Listen again and complete the sentences.**

1 Daryl's cousin went to Morocco two years ago.
2 Gemma sold T-shirts on a stall.
3 There are six main stages at *SumFun*.
4 Last year over 30,000 people were at the festival.
5 Jackie can only remember the name of one band.
6 *SumFun* has always taken place at a venue in the countryside.

Voice it!

7 **Discuss the questions.**

1 Are there any famous music festivals in your country? Where are they?
2 What other jobs do volunteers do at a festival?
3 Which jobs would you most like to do? Why?

1 7.08 ★ Tell students to read the definitions first, so that they remember some of them when looking at the words.

Audioscript p130

Target vocabulary
band member /bænd 'membə/
campsite /'kæmpsaɪt/
encore /ɒŋ'kɔ:/
gig /gɪg/
headliner /'hedˌlaɪnə/
stage /steɪdʒ/
support act /sə'pɔ:t ækt/
tent /tent/
track /træk/
venue /'venju:/

2 Before students complete the text, ask them to decide which of the gaps requires a plural noun.

Vocabulary bank

3 Students can either talk about a real music festival or invent their own.

4 7.09 ★★★ Although students only have to answer this one question, challenge them to tell you more about Jackie and Daryl's conversation.

Audioscript pp130-131

Learn to learn

Tell students that they don't always need to understand everything they hear. Here, for example, they should decide what details they need to focus on before they listen.

5 Do this exercise with the class as a whole.

6 7.09 ★ If necessary, play the recording twice, and pause after the part of the recording that gives students their answer.

Audioscript p134

7 Read out the questions. Give students time to ask and answer them. Encourage students to ask follow-up questions.

Homework

Workbook p59

Lesson aim: I can understand how to use reported statements.

▶ Pause **Video 7.3** after each section and answer any questions students might have.

Warmer

Say *How are you?* to a few students. Elicit their replies and write them as reported speech on the board, e.g. *Esme said she was feeling happy.*

1 ★ Ask volunteers to read the examples in the table. Explain that changing the tense (from present simple to past simple, etc.) is one of the ways we make reported speech different to direct speech. Emphasise that reported speech is how we share with others what we have heard from someone else in conversation or in writing, and it should 'report' or tell exactly what was said. To reinforce this, you may wish to offer an incorrect example for students to correct, e.g. *She said she might take a photography course.* (Incorrect; *She said she was definitely going to take a photography course.*) Students complete the matching exercise. Check answers as a class.

Get it right!

Explain that *tell* is the most natural word to use with an indirect object like *he*, *me*, etc.

2 7.10 Students compare answers in pairs before checking as a class.

Audioscript p131

3 ★ Ask a volunteer to read the example sentence and answer aloud. Students rewrite sentences 2–4.

4 ★ Complete item 1 with the class as a whole. Highlight the changes to the sentence in the reported statement.

Language in action

Reported statements



Watch video 7.3
Where was the rock festival that her neighbour went to? Japan.
What advice did the neighbour give her? The advice was to study photography.

	Direct speech	Reported speech
present	'I'**m** so busy.'	She **told** me she **was** so busy.
present continuous	'I'**m not listening …**'	She **said** she **wasn't listening …**
going to	'I'**m** definitely **going to** take a photography course.'	She **said** she **was** definitely **going to** take a photography course.
past simple	'I **enjoyed** the shows …'	She **said** she'**d enjoyed** the shows …

1 **Look at the table. Match the direct speech to the reported speech.**

1 'The people **are** really friendly.' b
2 'I'**ve seen** that band before.' c
3 'I'**ve worked** really hard.' d
4 'I'**m going to** take lots of photos.' a

a He **said** he **was going to** take lots of photos.
b He **told** me the people **were** really friendly.
c She **said** she **had seen** that band before.
d She **told** me she'**d worked** really hard.

Get it right!

We use words like *me*, *he*, *her* after ***tell***, but not after ***say***.

*He **told me** he couldn't.* ✓ *He **said** he couldn't.* ✓

~~*He said me he couldn't.*~~ ✗

2 7.10 **Circle the correct answers. Then listen and check.**

Mark told me he *was going* / *had gone* to Thailand next week. He said he [2]*has been* / *was really* excited and that it [3]*was not* / *was* the only thing he could think about. He told me he [4]*had bought* / *bought* his ticket last week and he [5]*'d downloaded* / *'s downloaded* an app to learn Thai yesterday. He said he [6]*packed* / *'d packed* his suitcase this morning and that he [7]*was* / *'d be* in Bangkok next Monday. He said he [8]*will* / *would* meet his sister there. He told me he [9]*had written* / *'d write* and tell us all about it.

3 **Rewrite the sentences as reported speech.**

1 'I went to an incredible festival.' She told me *she'd been to an incredible festival*.
2 'I don't have a costume.' He said *he didn't have a costume*.
3 'I'm waiting for the parade to start.' She told me *she was waiting for the parade to start*.
4 'I'm going to send you some photos.' He said *(that) he was going to send me some photos.*

4 **Rewrite the reported speech as direct speech. Then check in the story on page 84.**

1 He told them they would never meet again.
'You will never meet again,' (he told them).
2 He said that they could meet once a year.
(He said,) 'You can meet once a year.'
3 She said she wanted to see him.
'I want to see him!' (cried Orihime).

Grammar tutor p131

Use it!

5 **Work in pairs. Ask and answer the questions.**

1 What sports do you like?
2 What did you do last weekend?
3 What have you eaten today?

6 **Work in new pairs. Report what your partner said in Exercise 5.**

Grammar tutor

Ask students to complete additional grammar activities on the Grammar tutor page 131.

5 Tell students to make a note of their partner's answers.

6 Students can use their notes to help them report their partner's answers.

Grammar game

In groups of three, students report statements. Student A says something, B reports it, C checks B reported it correctly. Students then swap roles. For this task, give students specific things to talk about, e.g. a future plan, or a place they went to recently.

Flipped class

In preparation for the **Speaking** lesson (p88), students think about what makes a good party.

Homework

Workbook p60

1 7.11 On the board, write: *invite someone to a party*. Elicit the meaning then play the recording.

2 7.11 ★ Ask students to listen and complete the gaps with what they hear.

Audioscript p131

3 Students think of situations in which they could use the *Everyday English* phrases. For example, A: *Do you want to come to my party?* B: *Count me in!*

▶ Play **Video 7.4**. Encourage students to copy the intonation used by the presenter.

4 Give students a few minutes to make notes. They should use the ideas about what makes a good party that they thought of for homework.

5 ★★★ Challenge students to add their own ideas to the conversation rather than simply following the three questions in Exercise 4.

6 Ask students to practise the conversation, discuss what they could use more of, and then practise a second time.

7 ★★★ As well as answering the three questions from Exercise 4, students can give each other feedback by considering the following questions: *Did the other pair use language from the page? Was the conversation clear and easy to follow?*

Speaking frames

Speaking

Inviting a friend to a party

7.11 **1** **Listen to the conversation. What does Ryan think he's doing on Saturday?** He thinks he's going to a gig.



Josh Hey, Lara!
[1] What are you up to on Saturday?
Lara Why? Is something happening?
Josh It's Ryan's 17th. We're organising a little celebration for him. Why don't you join us?
Lara Sure, [2] I'd love to. I'd forgotten it was his birthday. Where is it?
Josh It's at my place, but don't say anything to him. It's a surprise.
Lara A surprise party? Really?
Josh Yeah, he told me once he'd never had one before, so I thought, 'Why not?' He thinks we're going to a gig.
Lara OK. I won't say a word. [3] What time should I be there?
Josh It kicks off at six, but you can come when you like.
Lara OK, [4] I'll be there around seven. [5] Should I bring anything?
Josh Why don't you bring some snacks?
Lara OK. What about a present? Should I get him something?
Josh He said he wanted a new backpack. We can buy him one together if you like.
Lara Sure. Count me in.
Josh Great! See you there, then! And tell your brother to come. The more the merrier!

7.11 **2** **Complete the conversation with the phrases from the *Useful language* box. Then listen and check.**

Useful language

I'd love to.	~~What are you up to …?~~
I'll be there (at/around) …	What time should I be there?
Should I bring anything?	

3 **Complete the sentences with the phrases in the *Everyday English* box.**

1 I won't say a word. I'm good at keeping secrets.
2 Count me in. Of course I want to come with you.
3 The more the merrier. Invite everyone you know –
4 Why don't we meet at my place?
5 It kicks off at ten o'clock.



Watch video 7.4
Everyday English

at my place	It kicks off at …
Count me in.	The more the merrier.
I won't say a word.	

Plan

4 **Read the conversation in Exercise 1 again. Write notes about the party.**

What type of party is it? a surprise party
Where and when is it? at Josh's place at six
What should people bring? some snacks

5 **Work in pairs. Plan a conversation about a party. Use the ideas from Exercise 4.**

Speak

6 **Practise the conversation. Remember to use:**

- the past perfect
- reported speech
- phrases from the *Useful language* and *Everyday English* boxes

Check

7 **Work with another pair. Listen to their conversation and answer the questions from Exercise 4.**

Extend it!
Ask students to repeat their conversation, but with one difference: this time one student doesn't want to go to the party, and the other student has to try harder to persuade their partner to come.

Flipped class
In preparation for the **Writing** lesson (p89), students think about a ceremony they have been to.

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

Background information

Graduation ceremonies have been common in Europe for centuries. The word 'graduation' comes from the Latin *gradus*, meaning 'step'. Students who are graduating often wear special clothes – typically, a gown and a special hat, called a mortarboard.

1 Elicit ideas. Students should then read the text quickly to find the answer.

2 Check students' understanding of the parts of the email before they do the ordering task. Ask students to highlight how many paragraphs there are in the email.

3 Explain that the phrases in the *Useful language* box are informal and that we often use them in emails to friends.

4 Encourage students to refer to the email in Exercise 1 to help them complete the opening and closing phrases.

5 Students should have thought about a ceremony they have been to for homework. They can use that information here. Remind them to keep their notes short.

6 Ask students to think carefully about their reasons for including (or excluding) information.

7 Encourage students to use the language introduced on p89 when writing their emails.

Writing

An email to a friend

To Mateo

Hi Mateo,

Thanks for your email. It was great to hear from you!

Yesterday was my sister's graduation. I'd never been to a graduation before. It was a bit different from what I'd expected! The ceremony took place at the university in Venice in Italy. Everyone was wearing formal clothes and there were some really long speeches. Then the students went up to the stage to collect their certificates. I was so proud of Isabella when she got hers!

Later there was a party by one of the canals. All the students had put on crowns, an old symbol of victory. The craziest thing was that everyone was throwing eggs at each other. Isabella said it was a tradition from Venice. I told her it felt more like a carnival than a graduation!



Anyway, that's all from me. Write back soon!

Bye for now,

Valeria

SEND

1 Look at the photo. What is the girl wearing? Read Valeria's email and check. a crown

2 Put a–e in the order they appear in Valeria's email.

a 5 goodbye
b 2 thanks for writing
c 1 greeting
d 3 description of the ceremony
e 4 request for a reply

3 Find and underline the *Useful language* phrases in Valeria's email. Are they opening or closing phrases? Write *O* (opening) or *C* (closing).

Useful language

a Anyway, that's all from me. C
b Bye for now, C
c It was great to hear from you! O
d Thanks for your email. O
e Write back soon! C

4 Complete the opening and closing phrases in the email.

To Valeria From Mateo
Subject Your email SEND

Hi Valeria,

great to hear

[1] Thanks for your email. It was [2] _____ from you.

Your sister's graduation sounds amazing.

I hadn't heard of any of those traditions! It sounds like fun.

that's all from

My parents said we'd come and visit you this summer.

Anyway, [3] _____ me. Write [4] back soon

[5] Bye for now

Mateo

Write an email about a ceremony.

Plan

5 Think of a ceremony you have been to. Answer the questions and make notes in your notebook.

- What was it for?
- Where was it?
- What did people wear?
- What did people do?

6 Decide what information to include.

Write

7 Write your email. Remember to include:

- the structure from Exercise 2
- past perfect and reported speech
- phrases from the *Useful language* box

Check

8 Do you …

- have a greeting and a goodbye?
- describe the ceremony?
- request a reply?

8 In pairs, students read and respond to the content of their partner's work. They can say what they learned about the ceremony described in the email and whether they would like to attend this ceremony.

Writing frames

Finished?

Flipped class

In preparation for **Explore it!** (p91), students research an interesting fact about China.

Homework

Workbook p61, Writing tutor p83

Lesson aim: I can understand a text about festivals.

Background information

China is the most populated country in the world, with around 1.4 billion people. It is also one of the oldest civilisations, with an ancient history and many artistic and scientific accomplishments. The New Year and Dragon Boat festivals mentioned in the blog are very old traditions.

Warmer

Write *China* on the board. Elicit what students know about the country.

▶ The video talks about endangered species. Read through the questions with students and ask them to predict answers before playing **Video 7.5** for students to check their answers.

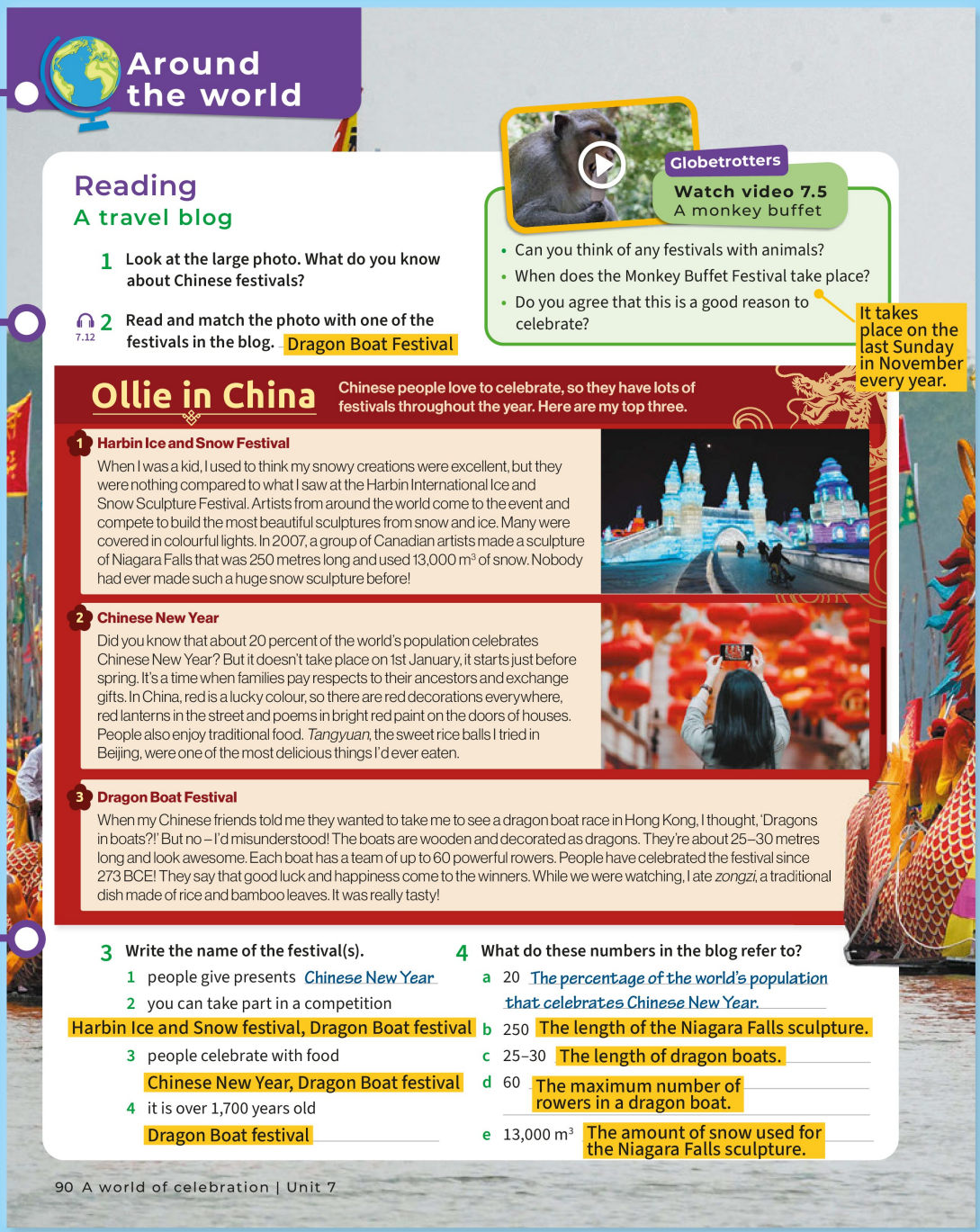
Extra digital activity
Ask students to complete the video comprehension questions.

1 Elicit ideas about the photo. Students might think not only about the dragon boats, but the colours shown and what they might mean. If students know about any festivals not mentioned in the reading, allow them to share their knowledge.

2 7.12 Explain that the text is a blog post about someone's experience of festivals in China. Tell students to read the text quickly to find the answer to the question.

3 When checking answers, ask students to say which part of the text gave them the answers.

4 Give students just 30 seconds to scan the texts and circle the numbers they need to find. Then give them another three minutes to read around the numbers and say what they refer to.



Around the world

Reading
A travel blog

1 Look at the large photo. What do you know about Chinese festivals?

2 7.12 Read and match the photo with one of the festivals in the blog. Dragon Boat Festival

Globetrotters
Watch video 7.5
A monkey buffet

- Can you think of any festivals with animals?
- When does the Monkey Buffet Festival take place?
- Do you agree that this is a good reason to celebrate?

It takes place on the last Sunday in November every year.

Ollie in China

Chinese people love to celebrate, so they have lots of festivals throughout the year. Here are my top three.

1 Harbin Ice and Snow Festival

When I was a kid, I used to think my snowy creations were excellent, but they were nothing compared to what I saw at the Harbin International Ice and Snow Sculpture Festival. Artists from around the world come to the event and compete to build the most beautiful sculptures from snow and ice. Many were covered in colourful lights. In 2007, a group of Canadian artists made a sculpture of Niagara Falls that was 250 metres long and used 13,000 m^3 of snow. Nobody had ever made such a huge snow sculpture before!

2 Chinese New Year

Did you know that about 20 percent of the world's population celebrates Chinese New Year? But it doesn't take place on 1st January, it starts just before spring. It's a time when families pay respects to their ancestors and exchange gifts. In China, red is a lucky colour, so there are red decorations everywhere, red lanterns in the street and poems in bright red paint on the doors of houses. People also enjoy traditional food. *Tangyuan*, the sweet rice balls I tried in Beijing, were one of the most delicious things I'd ever eaten.

3 Dragon Boat Festival

When my Chinese friends told me they wanted to take me to see a dragon boat race in Hong Kong, I thought, 'Dragons in boats?!' But no – I'd misunderstood! The boats are wooden and decorated as dragons. They're about 25–30 metres long and look awesome. Each boat has a team of up to 60 powerful rowers. People have celebrated the festival since 273 BCE! They say that good luck and happiness come to the winners. While we were watching, I ate *zongzi*, a traditional dish made of rice and bamboo leaves. It was really tasty!

3 Write the name of the festival(s).

1 people give presents Chinese New Year
2 you can take part in a competition Harbin Ice and Snow festival, Dragon Boat festival
3 people celebrate with food Chinese New Year, Dragon Boat festival
4 it is over 1,700 years old Dragon Boat festival

4 What do these numbers in the blog refer to?

a 20 The percentage of the world's population that celebrates Chinese New Year.
b 250 The length of the Niagara Falls sculpture.
c 25–30 The length of dragon boats.
d 60 The maximum number of rowers in a dragon boat.
e 13,000 m^3 The amount of snow used for the Niagara Falls sculpture.

90 A world of celebration | Unit 7

Class challenge

The capital of China is **Beijing** / Shanghai / Hong Kong.

Lesson aim: I can understand a text about festivals in China.

Learn to learn

Explain that a prefix is a group of letters added at the beginning of a word to make a new word, whereas a suffix is a group of letters added at the end of a word. For example, from the noun *friend* we can add the suffix *-ly* or the prefix *un-* to make two adjectives: *friendly* and *unfriendly*.

5 When students have finished the task, draw their attention to the nouns *taste* (item 6) and *spice* (item 12) – show them how the final *e* is replaced by *y*.

6 Check students' understanding of the word *respect* (politeness and care shown towards someone or something considered important). After students have discussed the questions, talk about different ways of showing respect. These may differ across cultures. In one culture, for example, people may shake hands, while in another they may bow.

Explore it!

To write their questions, students use the information about China that they researched for homework.

Culture project

See Project Book p46 and the Unit 7 Project worksheet for further information and activities.



Learn to learn

Prefixes and suffixes

Prefixes and suffixes can help expand your vocabulary.

5 Find the adjectives from nouns 1–6 in the blog and underline the suffixes. Then use the suffixes to make adjectives from nouns 7–12.

1	beauty	7	care
	beautiful		careful
2	colour	8	dirt
	colourful		dirty
3	luck	9	health
	lucky		healthy
4	power	10	hope
	powerful		hopeful
5	snow	11	thought
	snowy		thoughtful
6	taste	12	spice
	tasty		spicy

Voice it!

6 Discuss the questions.

1 During Chinese New Year, families pay respects to their ancestors. Why is this important?
2 In what ways do people show respect to others?
3 Who do you most respect in your life?

Explore it!

Guess the correct answer.

In the Chinese zodiac, every New Year is represented by an animal. Which of these animals is not in the zodiac?

a lion b monkey c snake

Find another interesting fact about China. Then write a question for your partner to answer.

OWN IT! The Culture Project Teacher's Resource Bank

Unit 7 | A world of celebration 91

Flipped class

Students complete the **Learn to learn** page (p92), then prepare for the **Review** section (p93), students revise the grammar and vocabulary from Unit 7.

Lesson aim: I can talk about school.

Background information

The photo shows three Indian girls walking to school through a ripe rice paddy field in Andhra Pradesh, India. Share that young people around the world go to school in several different ways, and to several different kinds of schools!

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 students' ideas about the photo. If any students have attended schools in other countries, invite them to share what was different about these schools.

3 ▶ Play **Video 8.1** and allow students to check their answers. Students can also complete **Video worksheet 8.1.**

4 Ask students to give reasons for their choices.

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

Class challenge

India is a country in Africa / Europe / **Asia**.

Flipped class

In preparation for **Explore it!** (p95), students find three interesting facts about a school anywhere in the world.



Unit aims

Skills

I can ...
- understand a text about dangerous journeys to school and a school brochure p96, p103
- explain and ask about rules p100
- write an essay about rules at school p101

Language

I can ...
- talk about school p95
- understand how to use *can/can't* and *be allowed to* p97
- talk about attitude and behaviour p98
- understand how to use *have to*, *must* and *need to* p99

Learn to learn

I can ...
- personalise vocabulary p95
- think about content before listening p98
- learn to ask for help when you don't understand p104

Extra resources

- Grammar tutor, Student's Book **p132**
- Workbook **pp64–71** and Writing tutor **p83**

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 school.

Warmer

Write *school* on the board. Give students two minutes to write as many words related to school as they can.

1 8.01 Pause after each word to drill pronunciation.

Audioscript p131

Target vocabulary

cheat in a test /tʃiːt ɪn ə test/
fail an exam /feɪl ən ɪgˈzæm/
get detention /get dɪˈtenʃən/
get good grades /get gʊd greɪdz/
hand in homework /hænd ɪn ˈhəʊmˌwɜːk/
pass an exam /pɑːs ən ɪgˈzæm/
pay attention to the teacher /peɪ əˈtɛnʃ(ə)n tuː ðə ˈtiːtʃə/
revise for a test /rɪˈvaɪz fɔːr ə test/
take an exam /teɪk ən ɪgˈzæm/
tell somebody off /tel ˈsʌmbədi ɒf/
write an essay /raɪt ən ˈeseɪ/

Pronunciation

Students can turn to p119 to practise the sounds /aɪ/ and /eɪ/.

Audioscript p131

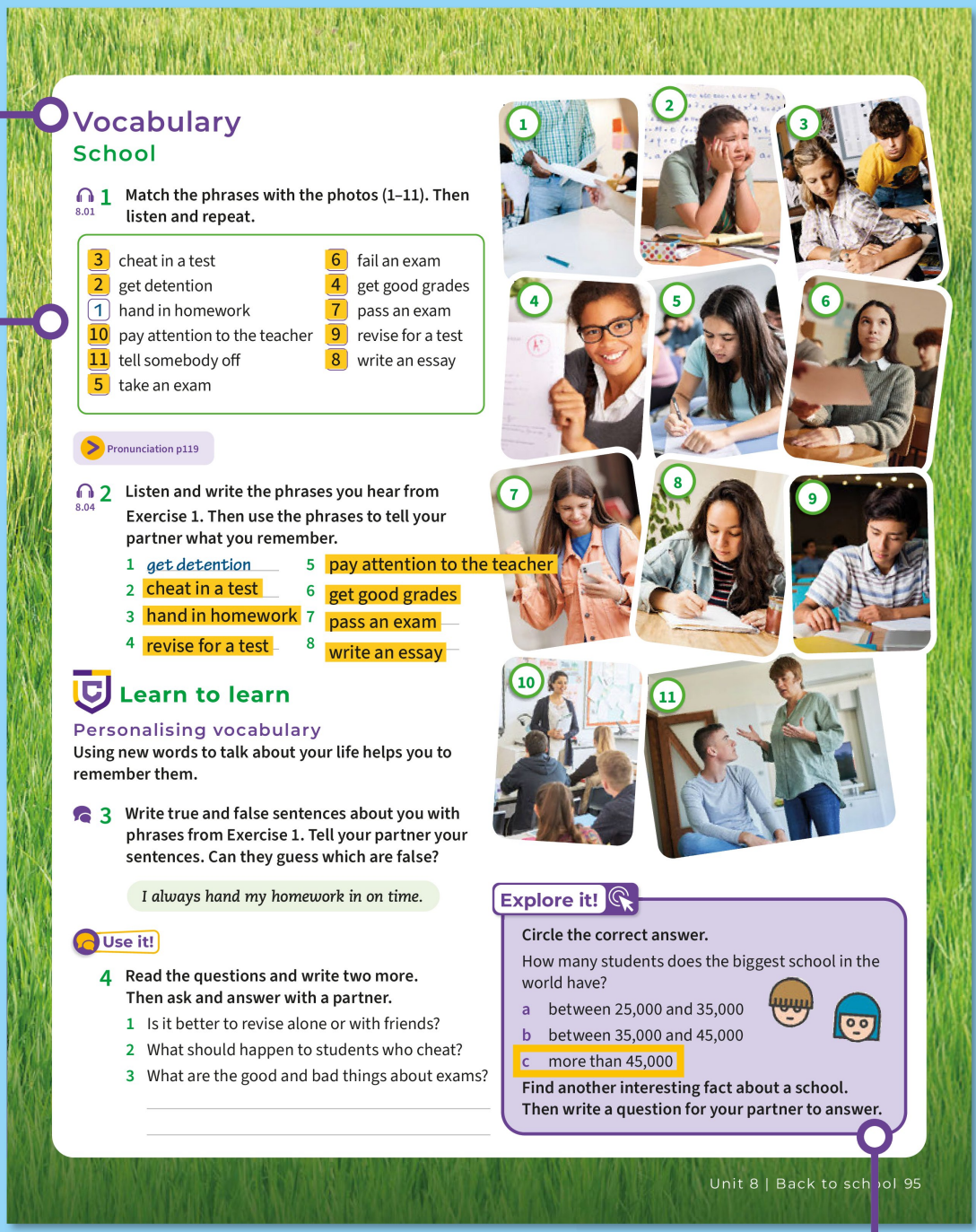
2 8.04 Tell students they are going to hear a conversation. Play the recording twice if necessary.

Audioscript pp131-132

Vocabulary bank

Learn to learn

Encourage students to personalise new words, using them to talk about themselves, or to write personalised sentences in their vocabulary notebooks.



Vocabulary

School

8.01 **1** **Match the phrases with the photos (1–11). Then listen and repeat.**

3 cheat in a test	6 fail an exam
2 get detention	4 get good grades
1 hand in homework	7 pass an exam
10 pay attention to the teacher	9 revise for a test
11 tell somebody off	8 write an essay
5 take an exam	

Pronunciation p119

8.04 **2** **Listen and write the phrases you hear from Exercise 1. Then use the phrases to tell your partner what you remember.**

1 *get detention*
2 cheat in a test
3 hand in homework
4 revise for a test
5 pay attention to the teacher
6 get good grades
7 pass an exam
8 write an essay

Learn to learn

Personalising vocabulary

Using new words to talk about your life helps you to remember them.

3 **Write true and false sentences about you with phrases from Exercise 1. Tell your partner your sentences. Can they guess which are false?**

I always hand my homework in on time.

Use it!

4 **Read the questions and write two more. Then ask and answer with a partner.**

1 Is it better to revise alone or with friends?
2 What should happen to students who cheat?
3 What are the good and bad things about exams?

Explore it!

Circle the correct answer.

How many students does the biggest school in the world have?

a between 25,000 and 35,000
b between 35,000 and 45,000
c more than 45,000

Find another interesting fact about a school. Then write a question for your partner to answer.

3 Give students three minutes to write true or false sentences before they work with a partner.

4 Read out the questions. Check understanding. Encourage students to ask each other follow-up questions, e.g. *Why? Can you give me an example?*

Explore it!

Students can use the information about schools that they researched for homework.

Extend it!

On the board, write: *Exams are not the best way to test students.* In groups, students discuss the statement, giving reasons for their opinions.

Homework

Workbook p64

Lesson aim: I can understand a text about dangerous journeys to school.

1 Give students one minute to brainstorm ideas, then elicit these and write them on the board. Finally, ask students to say which one is the most popular or interesting.

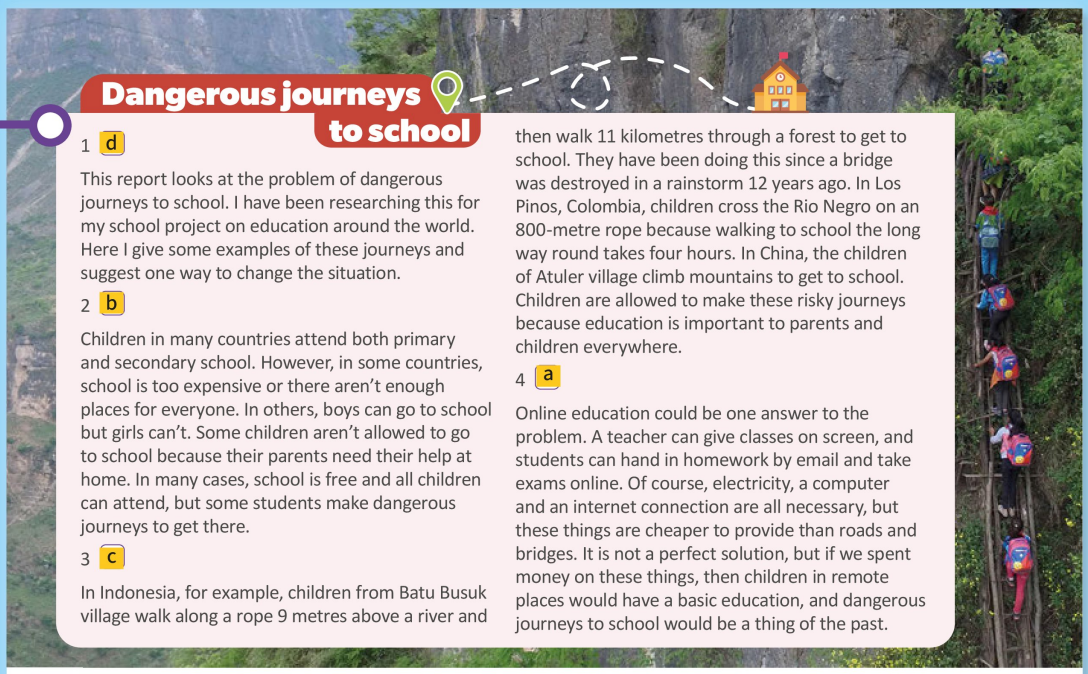
2 8.05 Focus students' attention on the title of the report: 'Dangerous journeys to school'. Students read or listen to the report. Then ask: *Why are these children's journeys dangerous? Would you like to travel to school like this?*

Sustainability: Quality education

Students may be surprised or discouraged by what they learn in the text, especially the information that some children are not allowed to go to school. Point out that people are trying to solve this problem. Sustainable Development Goal 4 is to ensure inclusive and equitable education and promote lifelong learning opportunities for all. Explain that *inclusive* means welcoming all, and that *equitable* means equal and fair. Ask students: *Why do you think education is so important to these children that they are willing to make these dangerous journeys to school?*

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

3 Read out the headings. Check understanding of the noun *risk* (which refers to a situation in which something bad might happen). After students have completed the task, ask them to explain why they matched each heading to each paragraph.



Dangerous journeys to school

1 d

This report looks at the problem of dangerous journeys to school. I have been researching this for my school project on education around the world. Here I give some examples of these journeys and suggest one way to change the situation.

2 b

Children in many countries attend both primary and secondary school. However, in some countries, school is too expensive or there aren't enough places for everyone. In others, boys can go to school but girls can't. Some children aren't allowed to go to school because their parents need their help at home. In many cases, school is free and all children can attend, but some students make dangerous journeys to get there.

3 c

In Indonesia, for example, children from Batu Busuk village walk along a rope 9 metres above a river and then walk 11 kilometres through a forest to get to school. They have been doing this since a bridge was destroyed in a rainstorm 12 years ago. In Los Pinos, Colombia, children cross the Rio Negro on an 800-metre rope because walking to school the long way round takes four hours. In China, the children of Atuler village climb mountains to get to school. Children are allowed to make these risky journeys because education is important to parents and children everywhere.

4 a

Online education could be one answer to the problem. A teacher can give classes on screen, and students can hand in homework by email and take exams online. Of course, electricity, a computer and an internet connection are all necessary, but these things are cheaper to provide than roads and bridges. It is not a perfect solution, but if we spent money on these things, then children in remote places would have a basic education, and dangerous journeys to school would be a thing of the past.

Reading

A report

1 **How many ways of getting to school can you think of?**

2 8.05 **Read the report. Does it mention your ideas?**

3 **Match the headings (a–d) with the paragraphs (1–4).**

a A suggestion for the future
b Why can't every child go to school?
c A risk, but an essential one
d Introduction to my report

4 **Circle the correct answers.**

1 What does the writer say about parents?
a Their children shouldn't make dangerous journeys.
(b) They care about their children's education.
c They think it's difficult for children to get an education.

2 What does the writer think about online education?
a It's more expensive than building bridges.
(b) It could help more children learn.
c It's a good idea if children have computers.

5 **Find words in the text that mean …**

1 looking for information (paragraph 1). researching
2 go regularly to a place (paragraph 2). attend
3 dangerous (paragraph 3). risky

Voice it!

6 **Discuss the statements.**

1 The children in the text are brave.
2 We need more online education for children.
3 Education is the most important thing for a happy, successful future.

4 Ask students to read the questions (but not the options) and locate the area in the text where the answer would be. Students then read the text and choose the best matching option.

5 ★★★ Extend the activity by asking students to write their own sentences with these three words.

6 Read out the statements. Give students a minute to think about them, before students discuss the statements.

Extend it!

On the board, write: *Online education will replace normal schools one day*. In groups, students discuss the statement, giving reasons for the opinions.

Flipped class

In preparation for **Language in action** (p97), ask students to translate the words *permission*, *prohibition* and *ability* into their own language.

Homework

Workbook p65

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

▶ When you play **Video 8.2**, make sure you pause after each section and answer any questions students might have.

Warmer

Brainstorm things that students can/are allowed to do or can't/aren't allowed to do at school. Keep the discussion short and focussed on school rules, especially those that benefit students or promote safety, rather than on whether any of these rules seem 'unfair'. Then ask which list refers to *prohibition* (things you can't/ aren't allowed to do), and to *permission* (things you can/ are allowed to do).

1 Draw attention to the table. Students complete the rules. Check answers as a class

2 Point out the ticks and crosses to indicate permission and prohibition.

3 ★ Remind students to look at the subject in each sentence, to decide which form of the verb *be* (i.e. singular or plural) to use.

4 8.06 Tell students to decide whether each gap is to be completed with something positive or negative.

Audioscript p132

Grammar tutor

Ask students to complete additional grammar activities on the Grammar tutor page 132.

5 Read out the example. Check that students know how to form the question with *be allowed to and can*. Give students two minutes to write their questions. Encourage students to use their own ideas as well as the ones in the box.

Language in action

be allowed to; can / can't



Watch video 8.2
What are boys not allowed to have in school? Long hair
What is Wu Yan allowed to do at school? Take a nap after lunch

	am/is/are (not) allowed to	*can/can't*
+	We're **allowed to take** 30-minute naps after lunch.	Girls **can have** long or short hair.
-	I'**m not allowed to do** that.	We **can't wear** more than one friendship bracelet.
?	How late are **you allowed to stay up**? **Are you allowed to** stay up late? Yes, I **am**. / No, I'**m not**.	**Can** you **imagine** sleeping at school? Yes, I **can**. / No, I **can't**.

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

ability permission prohibited

1 We use *be allowed to* and *can* when we have permission to do something.
2 We use *can't* and *not allowed to* when something is prohibited
3 *Can* and *can't* are also used to talk about ability or possibility.

2 **Complete the sentences with the correct form of *be allowed to*.**

1 The student is allowed to hand in homework by email. (✓)
2 Some children are allowed to cycle to school. (✓)
3 You aren't allowed to cheat in tests. (✗)
4 Are you allowed to take your phone to school? (✓) Yes, I am.
5 Jamal isn't allowed to walk to school on his own. (✗)

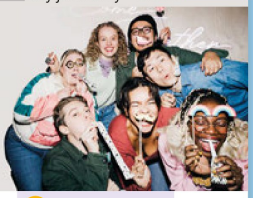
3 **Rewrite the sentences with *be allowed to*.**

1 We can use a calculator in the exam.
We're allowed to use a calculator in the exam.
2 My sister and I can't watch TV.
My sister and I aren't allowed to watch TV.
3 Can you choose the subjects you want to study?
Are you allowed to choose the subjects you want to study?
4 Students at Luke's school can go home for lunch if they live near the school.
Students at Luke's school are allowed to go home for lunch if they live near the school.

4 8.06 **Complete the text with the correct form of the words. Then listen and check.**

can / come can / play can / wear
not allow / give not allow / tell
not allow / wear

Every year, we have a big party on the last day of term. We [1] can play games or listen to music in class and the teachers [2] aren't allowed to give us any work! We [3] can wear our own clothes instead of our uniform (although we [4] aren't allowed to wear any jewellery – that's always against the rules). We [5] can even come in fancy dress if we want to. There's a competition for the best costume, but the teachers [6] aren't allowed to tell us what the prize is – it's a surprise.



Grammar tutor p132

Use it!

5 **Use the ideas to write questions with *be allowed to* or *can*. Then ask and answer.**

go out until late have posters in your bedroom
play video games before dinner
use your mobile phone when you want

Are you allowed to play video games before dinner?

Are you allowed to play video games before dinner?

If I've finished all my homework.

6 Ask some students to tell the class about what their partner said. Ask students to use reported speech (introduced in Unit 7).

Grammar game

Write some public places on the board, one by one, e.g. *library*, *swimming pool*, *cinema*. In groups, students have one minute to think of things that you aren't allowed to do in that place. Groups win a point for the most correct ideas.

Homework

Workbook p66

Lesson aim: I can talk about attitude and behaviour.

1 Write these prompts on the board to help students discuss their ideas in pairs: *I think it's because …; They might be …; They probably want to …*.

Learn to learn
Students should make the most of any time they have before listening, to maximise their chances of understanding what they are going to hear.

2 Check that students know what an *exchange trip* is (when students from one country go to school in another for a period of time, usually to learn the language).

3 8.07 Ask students to explain what the answers were. If their questions weren't answered, ask them to speculate on what the answers might be.

4 8.07 Ask students to read and think about the questions before you play the recording again.

Audioscript pp132

5 8.08 Ask students to underline the stressed syllable in each word.

Audioscript p132

Target vocabulary
careful /'keəfʊl/
careless /'keəlɪs/
childish /'tʃaɪldɪʃ/
disorganised /dɪ'sɔ:gənaɪzd/
mature /mə'tjʊə/
naughty /'nɔ:ti/
organised /'ɔ:gənaɪzd/
polite /pə'laɪt/
rude /ru:d/
well-behaved /wel-bɪ'heɪvd/

Listening and vocabulary
A phone call



1 Look at the photo. Why do you think the students are cleaning the windows?

Learn to learn
Preparing to listen
Deciding what you want to know about the topic before you listen helps you to prepare.

2 You will hear Harry talking about his Japanese exchange trip. Write three questions you want to know the answer to.

3 8.07 Listen to the conversation. Then tell your partner which of your questions from Exercise 2 were answered.

4 8.07 Listen again and circle the correct answers.
1 How do Harry and Denise know each other?
(a) They're brother and sister. b They're friends.
2 When do the students clean the school?
a In the morning. (b) At the end of the day.
3 How well does Harry speak Japanese?
a Not at all. (b) Not perfectly.

Attitude and behaviour

5 8.08 Complete the table with the opposite adjectives. Then listen, check and repeat.

~~careful~~	~~careless~~	childish
disorganised	mature	naughty
organised	polite	rude
well-behaved		

Positive	Negative
careful	careless
mature	childish
organised	disorganised
well-behaved	naughty
polite	rude

6 Complete the school reports with the words from Exercise 5.

Gabriel used to be very [1] naughty – never paying attention and always talking but recently, I haven't had to tell him off because he's been very [2] well-behaved. He also used to be more [3] disorganised, especially with his books and papers. Now, he's much more [4] organised and keeps his things in order.

Last year Ekin was very [5] careless with her work and she made lots of mistakes, but this year she has spent more time doing her homework and has been much more [6] careful. She also used to be [7] childish and silly in class, always making jokes, but she has grown up a lot and now she is much more [8] mature.

Use it!

7 Put the words from Exercise 5 in order from most positive (1) to least positive (10). Then compare with a partner.

I think polite is the most positive because …

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6 ★★★ Ask students to say which of the two students has the best report and why.

Vocabulary bank

7 Give students a few minutes to think about this. Remind them that there isn't a right answer for them to find.

Homework
Workbook p67

Lesson aim: I can understand how to use *have to*, *must* and *need to*.

▶ When you play **Video 8.3**, make sure you pause after each section and answer any questions students might have.

1 Focus on the differences in form between the modals in the table. Ask: *Can you say 'don't must'? Can you say 'She musts'?* Students can look at the table to find the answers to these questions. Ask students to complete the matching exercise. Check answers as a class.

Get it right!

Emphasise that *mustn't* expresses prohibition, whereas *don't have to* means 'it's not necessary (but you can do it if you'd like to').

2 ★ Check students understand that *don't have to* and *don't need to* are used to say something isn't necessary. Then explain they have to write a second sentence with the same meaning as the first.

3 Point out that more than one phrase is possible in some cases. Ask volunteers to share their answers.

Grammar tutor

Ask students to complete additional grammar activities on the Grammar tutor page 132.

4 Give students a few minutes to come up with their ideas. Ask them to use their imagination but remember too that they are thinking about a dream *school* – they and their classmates will still need to learn while they are there!

5 Compare ideas with the class as a whole. You may wish to write some of the students' ideas on the board, as this could be a lively discussion that leads well into the topic of the Unit Project.

Language in action

have to, *must* and *need to*



Watch video 8.3
What don't the students have to carry with them? Their tents.
Why doesn't Anna need to study? Because her Spanish is great.

	need to	*must*	*have to*
+	You'll learn quickly when you **need to**.	We **must** practise speaking Spanish.	Everyone **has to** work.
-	She **doesn't need to** study.	You **mustn't** be afraid to make mistakes.	We **don't have to** carry our own tents.
?	Why **does** she **need to** study? **Does** she **need to** study? Yes, she **does**. / No, she **doesn't**.		What **does** she **have to** carry? **Do** they **have to** carry their own tents? **Yes**, they **do**. / **No**, they **don't**.

1 **Look at the table. Match the modal verbs to the rules.**

1 *need to / must / have to* — d something is an obligation
2 *don't / doesn't need to* — b something is optional
3 *mustn't* — a something is not allowed; strong advice
4 *don't / doesn't have to* — c something is not necessary

Get it right!

We use ***mustn't*** to say it's important not to do something, not ***don't have to***.

*You **mustn't** use your phone in the cinema.* ✓

~~*You don't have to use your phone in the cinema.*~~ ✗

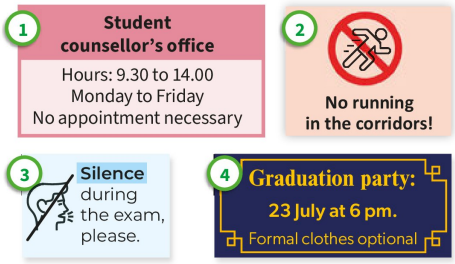
2 **Rewrite the sentences with *have to*, *must* or *need to*.**

1 It isn't necessary for us to wear a uniform.
We *don't need/have to wear a uniform*.
2 It's obligatory for everybody to take the exam.
Everybody has to / must take the exam.
3 Is it necessary for me to buy the book?
Do I have/need to buy the book?
4 It's against the rules for students to be late.
Students mustn't be late.
5 Joining an after-school club is optional.
Students don't have/need to join an after-school club.

3 **Write sentences about the signs with the phrases below and *have to*, *must* or *need to*.**

be quiet ~~make an appointment~~
run wear formal clothes

1 *You don't need/have to make an appointment at the student counsellor's office.*
2 You mustn't run in the corridors.
3 You must / have to be quiet during the exam.
4 You don't have/need to wear formal clothes at the graduation party.



Grammar tutor p132

Use it!

4 **Make rules for your dream school.**

1 We don't have to study _____.
2 Teachers mustn't _____.
3 We don't need to _____.

5 **Tell your partner your rules. Whose dream school would you prefer to go to? Why?**

Grammar game

Put students into groups. Write grammatically incorrect sentences with *have to*, *must* and *need to* on the board (e.g. *You don't have to wearing a uniform*). The first group to correct the sentence wins a point.

Homework

Workbook p68

Lesson aim: I can explain and ask about rules.

Warmer

Write *school rules* on the board. Elicit common school rules.

1 8.09 Find out if any students have ever been on an exchange trip.

2 8.09 Point out that the *you* in *What happens if you do?*, or *Do you have to …?* actually refers to people in general, and not just the person you are talking to.

Audioscript pp132-133

3 Students think of situations in which they could use the phrases from the *Everyday English* box. For example, A: *I won the competition!* B: *Yeah, right!*

▶ Play **Video 8.4**. Encourage students to copy the intonation used by the presenter.

4 Ask students to compare their notes with a partner.

5 Remind students to keep their notes short.

6 Give students five minutes to plan their conversations. Ask students to remember that the rules need to be clear and easy to understand.

7 Ask students to practise the conversation, discuss what they could use more of, and then practise a second time.

Speaking

Explaining and asking about rules

8.09 **1** **Listen. How is Javier feeling about going on an exchange?** He's feeling a bit nervous.



Will	So, how are you feeling, Javier? Excited?
Javier	Kind of. I'm a bit nervous, to be honest, Will.
Will	Don't be. Everyone's really friendly and polite. But our rules might be a bit different from yours – for example, we have to wear a uniform but that's no big deal. You'll love it!
Javier	Yeah, right! [1] What are the rules about phones?
Will	You're not allowed to bring one to school.
Javier	How come? [2] What happens if you do?
Will	You get detention.
Javier	Really? In my school you're not allowed to use them in class, but we can use them at break. What about lunch? Do you have to eat in the cafeteria?
Will	You don't have to. You can take your own food if you want.
Javier	OK. [3] Anything else I need to know?
Will	Erm, we have to wait outside the classroom for the teacher.
Javier	[4] Why's that?
Will	Because the teacher tells us where to sit as we go in the classroom.
Javier	It's a lot to get your head around.
Will	Don't worry, you'll be fine!

8.09 **2** **Complete the conversation with the phrases from the *Useful language* box. Then listen and check.**

Useful language

Anything else I need to know? What happens if you do?
What are the rules about … ? Why's that?

3 **Match the meanings (1–5) with the phrases in the *Everyday English* box.**

1 It's a lot of information to remember.
2 Why?
3 A little bit.
4 I don't believe you!
5 That's not a big problem.



Watch video 8.4
Everyday English

Kind of. 3 How come? 2 Yeah, right! 4
It's a lot to get your head around. 1
That's no big deal. 5

Plan

4 **Read the conversation in Exercise 1 again. Make notes about the school rules.**

phones: _____
lunch: _____
teachers: _____

5 **Work in pairs. Make notes on three rules in your school.**

- _____
- _____
- _____

6 **Plan a conversation to explain the rules to a friend from another country.**

Speak

7 **Practise the conversation. Remember to use:**

- *can / can't, be allowed to, have to, must* and *need to*
- expressions from the *Useful language* and *Everyday English* boxes

Check

8 **Listen to another pair's conversation. Which rules did they talk about?**

8 ★★★ Extend the activity by asking students to discuss the school rules the other pair of students talked about. They should consider the following questions: *Do you think these are good rules? What rules would you like to change?*

Speaking frames

Flipped class

In preparation for the **Writing** lesson (p101), ask students to research school uniforms. Students should consider why uniforms are more common in some countries than others.

Lesson aim: I can write an essay about rules at school.

1 Before students write their lists, ask them to share what they found out about school uniforms (this was the homework after the Speaking page).

2 Read out the four parts of the essay. Check understanding. Students can then do the ordering task.

3 Point out that the phrases are formal, but also that each one has a function (explaining the reason for the essay; introducing an argument; introducing a different argument; summarising). Writers of academic essays use these kinds of phrases to help the reader understand what they are reading. Have students complete the underlining exercise.

4 You may wish to have students do this exercise in pairs. Refer students to the essay in Exercise 1 to help them correctly order the sentences.

5 Ask students to brainstorm this as a class while you write their ideas on the board.

6 Encourage students to use the essay in Exercise 1 to help them plan the content and structure of their own essay.

7 Give students time to write their essay. Monitor and help as necessary.

Good things: they show you belong to an important group; you don't need to worry about choosing what to wear
Bad things: they give you less freedom to express your identity; they don't allow you to be responsible for what you wear

Writing
An essay

1 Make a list of good and bad things about school uniforms. Then read the essay and check your ideas.

Should students have to wear a uniform?

For many students, a uniform is a part of daily life. But some students don't have to follow any rules about what to wear. In this essay, I outline some advantages and disadvantages of uniforms.

People have strong views about uniforms. On the one hand, wearing a uniform is preparation for the future. Many people have to wear one, such as firefighters, doctors and nurses. Some say that a uniform shows the world that you belong to a group.

On the other hand, you don't need to wear a uniform to get good grades. Others argue that youth is an important time to discover who you are. If students aren't allowed to be creative, they lose the opportunity to show their identity.

To sum up, I think students should be able to choose what they wear. Uniforms are not necessary for success and students might not have the freedom to be creative with their clothes when they start work.



2 Put the parts of the essay in the correct order.

a 4 a conclusion with the writer's opinion
b 2 good things about school uniforms
c 1 an introduction to the topic
d 3 bad things about school uniforms

3 Find and underline the *Useful language* phrases in the essay.

Useful language

In this essay, I outline …	Others argue that …
On the one hand, …	Some say that …
On the other hand, …	To sum up, …

4 Put sentences a–f in the correct order 1–6 for an essay.

3 a Others argue that doing an exercise class before school means students do better in lessons.
2 b Some say that teens need to spend less time on phones and more time being active.
6 c To sum up, I think there are more advantages than disadvantages to doing an exercise class before school.
1 d In this essay, I outline the advantages and disadvantages of students doing an exercise class before school.
4 e On the one hand, doing exercise before school is a way for students to look after their health.
5 f On the other hand, some people don't enjoy doing exercise in a group.

Write your own essay.

Plan

5 Think of two good things and two bad things about using mobile phones in schools. Write notes.

6 Look at the essay question. Make notes on your opinion. Decide what to include.

Can mobile phones help students to learn in class?

Write

7 Write your essay. Remember to include:
- *be allowed to, can/can't, have to, must* and *need to*
- the phrases in the *Useful language* box

Check

8 Do you …
- have an introduction and a conclusion?
- write about advantages and disadvantages?

8 Ask students to check each other's work in pairs, and then ask them to write a second draft for homework.

Writing frames

Finished?

Extend it!

In pairs or small groups, students design the 'perfect school uniform'. Once they have agreed on a design, students present it to their classmates. At the end, the class votes for the best school uniform design.

Homework

Workbook p69, Writing tutor p83

Lesson aim: I can understand what being a good citizen means.

Watch

Before watching, elicit answers to the first question. Ask how the structure of lessons and activities in your school might help students when they are older and are working, and how their relationships with classmates are similar or different to how they might work with others as adults. After watching, discuss the other questions as a class. Ask students which of the three schools mentioned in the video sounds the most interesting. Would they like to attend one of these schools? Students can use their first language if necessary, then work with classmates or with you to find the language to say it in English.

Project Book

For more detailed information and activities see the Project Book p50 and the Unit 8 CLIL Project worksheet.

1 Students discuss the questions and their ideas in pairs.

2 8.10 Students work in the same pairs. Draw students' attention again to the photos and then to the organisation of the text, the title and the specific information in the text. After reading, elicit whether some of the ideas the students discussed in pairs were mentioned in the text. Did anything Ethan or Carla say surprise them?

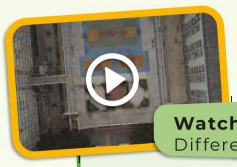
For more information on Social responsibility, see the CLCF activity cards in the Teacher's Resource Bank.

Social responsibility

Being a good citizen

1 **Look at the photos. Discuss the questions.**
- What are the students doing?
- What can students learn at school?

2 8.10 **Read the text and check your answers.**



Watch video 8.5
Different schools

What's your school like?
Watch the video. What is different about each type of school?
What do you think is important to be able to do at school?

Vladik's school is a boarding school; Ling's school has a basketball court on the roof; Pablo's school is a tennis school.

School for Life

You spend about 10,000 hours in primary and secondary school. Are you ready for the real world after all that time? Here are the views of two students.



Ethan, 15

In my opinion, students are not ready for life after school. We all have to study subjects like English, maths, history and science and we learn facts, information and dates. I can pass exams but are good grades important in the real world? I want to be a good citizen, have **compassion**, care for people and understand how they feel. Traditional subjects can't teach students to do that. We need to learn more about our **responsibilities**, for ourselves and the community. If I design my own school, there will be two types of classes: lessons students have to attend to pass exams, and life skills classes – to teach students the skills they need to have to respect themselves, each other and the world around them.





Carla, 16

I believe that school prepares students for the real world. Every day, I use **social skills** like **collaboration** when I work with my classmates. We all have different personalities and opinions but we all **respect** each other. I'm allowed to be independent. One afternoon each week, I can choose an activity I want to learn more about. School teaches me to be **punctual** because I need to arrive on time for classes. I'm prepared for life in the real world because I've learned about time management – I have to think about how much time I have to do a lot of different things like write an essay, revise, study, eat lunch, take a break and hand in homework on time. School teaches us to be **resilient**. We have to work hard to get into a team or manage our emotions when we fail exams. Sometimes we have to show **honesty** and tell friends they are not being nice to other students. We must use these qualities and be good citizens at home, at school and in our community.



Lesson aim: I can design a school brochure.

Vocabulary extra

3 Ask students to find the bold words in the text and match them to the meanings in 2–8. If there is time, ask students to use the new vocabulary in sentences you then write on the board.

4 Ask for a show of hands to see whether Ethan's or Carla's opinion is more popular. Then elicit answers to questions 2 and 3 from the class and write them on the board. Ask students about the person or people in their lives who have helped them be good citizens.

CLIL: Citizenship

Citizenship is a quality of belonging to or being part of a community, either as a state or country, or a group of people. Learning about citizenship will help students understand that all people have rights and responsibilities to each other, and that our actions affect ourselves and others. These rights and responsibilities extend to the relationship between people and the planet.

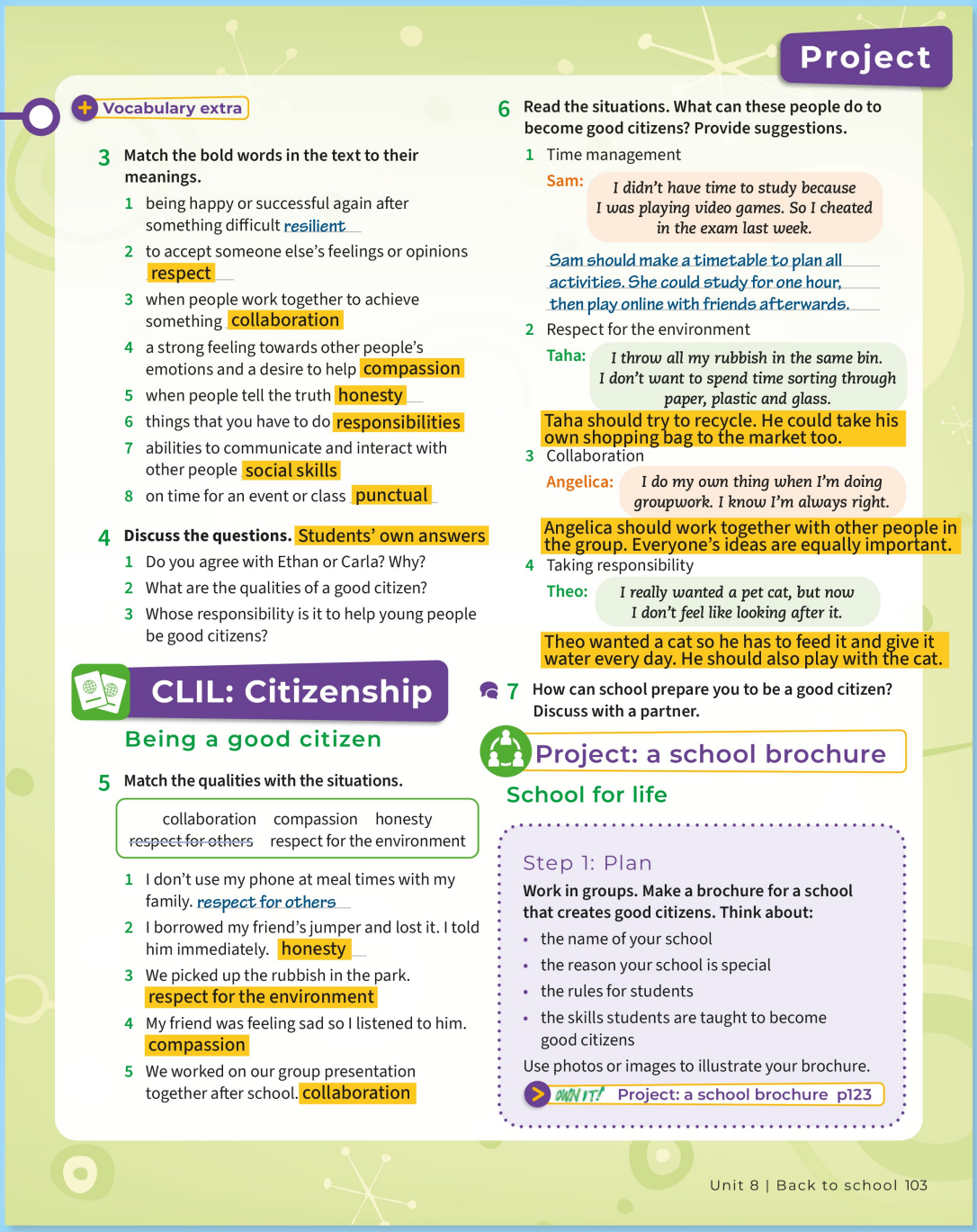
5 Students work individually to complete the exercise. Check answers as a class.

6 Give students a few minutes to think about suggestions before writing them in their book or notebook. Then discuss answers as a class.

7 After some time for discussion, ask volunteers to share their ideas. Write a Top 5 list of things students suggest on the board.

Plan

Model project
Direct students to the model project on p123 which serves as a guide for what they should create.



Project

Vocabulary extra

3 Match the bold words in the text to their meanings.

1 being happy or successful again after something difficult resilient
2 to accept someone else's feelings or opinions respect
3 when people work together to achieve something collaboration
4 a strong feeling towards other people's emotions and a desire to help compassion
5 when people tell the truth honesty
6 things that you have to do responsibilities
7 abilities to communicate and interact with other people social skills
8 on time for an event or class punctual

4 Discuss the questions. Students' own answers

1 Do you agree with Ethan or Carla? Why?
2 What are the qualities of a good citizen?
3 Whose responsibility is it to help young people be good citizens?

CLIL: Citizenship

Being a good citizen

5 Match the qualities with the situations.

collaboration compassion honesty
~~respect for others~~ respect for the environment

1 I don't use my phone at meal times with my family. ~~respect for others~~
2 I borrowed my friend's jumper and lost it. I told him immediately. honesty
3 We picked up the rubbish in the park. respect for the environment
4 My friend was feeling sad so I listened to him. compassion
5 We worked on our group presentation together after school. collaboration

6 Read the situations. What can these people do to become good citizens? Provide suggestions.

1 Time management
Sam: *I didn't have time to study because I was playing video games. So I cheated in the exam last week.*
Sam should make a timetable to plan all activities. She could study for one hour, then play online with friends afterwards.
2 Respect for the environment
Taha: *I throw all my rubbish in the same bin. I don't want to spend time sorting through paper, plastic and glass.*
Taha should try to recycle. He could take his own shopping bag to the market too.
3 Collaboration
Angelica: *I do my own thing when I'm doing groupwork. I know I'm always right.*
Angelica should work together with other people in the group. Everyone's ideas are equally important.
4 Taking responsibility
Theo: *I really wanted a pet cat, but now I don't feel like looking after it.*
Theo wanted a cat so he has to feed it and give it water every day. He should also play with the cat.

7 How can school prepare you to be a good citizen? Discuss with a partner.

Project: a school brochure

School for life

Step 1: Plan

Work in groups. Make a brochure for a school that creates good citizens. Think about:

- the name of your school
- the reason your school is special
- the rules for students
- the skills students are taught to become good citizens

Use photos or images to illustrate your brochure.

OWN IT! Project: a school brochure p123

Unit 8 | Back to school 103

Monitor discussions to ensure that students come up with appropriate names, rules and skills but encourage them to think big!

If students choose to use personal photos to illustrate their brochure, ensure that they have received permission from anyone shown in the photos, to reinforce good digital citizenship.

Present

Have groups post their brochures on a classroom wall before the presentations begin. Students can choose one spokesperson to present their project to the class, or they can present it collaboratively.

Respond

Groups discuss the presentations and vote on the school they would most like to attend. What makes these schools appealing? Is there anything discussed in the presentations that your school might be able to do in the future?

Flipped class

Students complete the **Learn to learn** page, then prepare for the **Review** section (p105). Students revise the grammar and vocabulary from Unit 8.

Unit 9
A holiday on the moon?

Lesson aim: I can talk about travel in space.

Warmer

Brainstorm things students know about space travel (e.g. the possibility of travelling to Mars).

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 The imaginative photo shows an astronaut on another planet. Share that some astronauts train in remote desert areas to understand how humans might live in space.

3 ▶ Play **Video 9.1** and allow students to check their answers. Students can also complete **Video worksheet 9.1**.

4 Do a class vote on whether students want to go to space. Ask volunteers to justify their answers.

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

Class challenge

The second man on the moon was **Buzz Aldrin** / Alan Shephard / Pete Conrad.

Flipped class

In preparation for **Explore it!** (p107), students research a holiday destination.



106 A holiday on the moon? | Unit 9

Unit aims

Skills

I can ...
- understand texts about holidays of the future and volunteering abroad p108, p114
- talk about a future trip p112
- write an email to a host family p113

Language

I can ...
- talk about travel p107
- understand how to use *be going to*, the present continuous for future and the future continuous p109
- use travel phrasal verbs p110
- understand how to use relative pronouns and relative clauses p111

Learn to learn

I can ...
- learn collocations p107
- learn how to record phrasal verbs p110
- learn how to use technology to practise English p116

Extra resources

- Grammar tutor, Student's Book **p133**
- Workbook **pp72–79** and Writing tutor **p84**

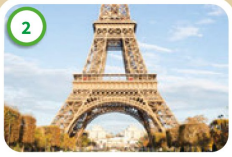
Teacher's Resource Bank

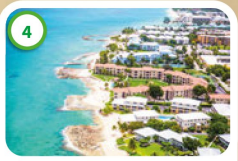
Worksheets:
- Grammar 9.1 and 9.2 (3 levels)
- Vocabulary 9.1 and 9.2 (3 levels)
- Video 9.1–9.5
- Communication
- Culture project
- Finished? pages
- Vocabulary bank pages
- Course-specific tests package
- Cambridge English Qualifications practice
- Speaking and Writing frames (2 levels)
- Project Book **pp54–57**

Lesson aim: I can talk about travel.

Warmer

In groups, students brainstorm vocabulary related to travel. Set a time limit for this. The group with the most correct words wins. Elicit useful language to put on the board. Students can then record this in their notebooks.







Vocabulary

Travel

1 9.01 **Match the words with the photos (1–8) and definitions (9–12). Then listen, check and repeat.**

10	abroad	1	accommodation
3	backpacking	7	booking
5	cruise ship	8	destination
4	holiday resort	12	journey
6	sightseeing	9	tour
2	tourist attraction	11	trip

9 a visit to and around a place
10 in or to a foreign country
11 a (usually short) visit to another place
12 travel to a place (usually long distance)

Pronunciation p119

2 9.04 **Listen and circle the correct words.**

1 *trip* / *accommodation*
2 *tourist attraction* / *cruise ship*
3 *tour* / *abroad*
4 *booking* / *backpacking*
5 *destination* / *journey*

Learn to learn

Learning collocations

When you learn new words, write which verbs they can be used with.

3 **Complete the table with words from Exercise 1.**

go	*abroad*, backpacking, sightseeing
book (a)	accommodation, a tour, a trip
go on (a)	a cruise ship, a journey, a tour, a trip
visit (a)	a holiday resort, a tourist attraction
make (a)	a booking
arrive at (a)	a destination, a holiday resort

Use it!

4 **Write questions with the collocations from Exercise 3 and the ideas in the box.**

Have you ever … ?
When was the last time you … ?
Do you like … ? Would you like to … ?

Have you ever been on a cruise ship?

5 **Ask and answer the questions.**

Have you ever been on a cruise ship?

Yes, I went on a cruise ship around the Mediterranean last year.

Explore it!

Guess the correct answer.

Which country has the most tourists each year?

a the USA b Spain c France

Find another interesting fact about a holiday destination. Then write a question for your partner to answer.



1 9.01 When playing the recording, pause after each word to drill the pronunciation.

Audioscript p133

Target vocabulary

abroad /əˈbrɔːd/
accommodation /əˌkɒməˈdeɪʃ(ə)n/
backpacking /ˈbækˌpækɪŋ/
booking /ˈbʊkɪŋ/
cruise ship /kruːz ʃɪp/
destination /ˌdestɪˈneɪʃən/
holiday resort /ˈhɒlədeɪ rɪˈzɔːt/
journey /ˈʤɜːni/
sightseeing /ˈsaɪtˌsiːɪŋ/
tour /tʊə/
tourist attraction /ˈtʊərɪst əˈtrækʃ(ə)n/
trip /trɪp/

Pronunciation

Students can turn to p118 to practise stress in compound nouns.

2 9.04 Tell students that they will hear short conversations but they won't hear the actual words.

Audioscript pp133

Vocabulary bank

Learn to learn

Explain that learning verb + noun collocations is key to expanding vocabulary. Remind students to record collocations, rather than single words, in their notebooks.

3 ★★★ Challenge students to add any other suitable words they can think of to the verbs. Such words ought to be travel-related nouns, e.g. (visit) *a monument*, (book) *a table at a restaurant*, *arrive at a* (hotel).

4 Give students two or three minutes to write their questions. Monitor, and make sure that students have formed their questions correctly.

5 Encourage students to ask follow-up questions and develop their conversations.

Explore it!

To write their questions, students use the facts they researched about holiday destinations.

Flipped class

In preparation for the reading lesson students think about how holidays may be different in the future.

Homework

Workbook p72

Lesson aim: I can understand a text about holidays in the future.

1 Students share the ideas about holidays of the future that they researched for homework.

Sustainability: Responsible consumption and production

The Sustainable Development Goal 12 is to ensure sustainable consumption and production patterns. Sustainable tourism is an idea that asks people to consider how they travel to other countries so they create the least impact on the environment while also contributing to a country's economy and well-being of its people. Some countries are charging more money for people to visit, so that extra money goes towards environmental concerns. Other countries are asking tourists to join conservation work. Ask students: *How can we make our holidays and other journeys more sustainable?*

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

2 9.05 Ask students to say if they like Qian's ideas (and why / why not).

3 ★ Ask students to read the sentences. Encourage them to look for links between the sentences and the surrounding text. Focus on the example to show how to do this (The question before the first gap refers to 'the biggest change'. Sentence c begins 'One of the main changes ...').

Reading
A magazine interview

1 Look at the picture. What do you think travel will be like in the future?

2 9.05 Read the magazine interview and check your ideas.

3 Complete the interview with the sentences. There is one extra sentence. Extra sentence: d

a It isn't going to be possible for most of us.
b We'll have to choose our holidays carefully so they are sustainable.
c One of the main changes will be how our journeys, trips and tours make a difference.
d People will go on many more holidays.
e Cruise ships will use a special gas and they won't produce any pollution.
f But by 2040, we'll be travelling in hydrogen-powered driverless trains at speeds of up to 322 km/h!

4 Complete the table with words from the interview.

Noun	Adjective
[1] tourism or tourist	touristy
adventure	[2] adventurous
driver	[3] driverless
person	[4] personal

Voice it!

5 Discuss the questions.
1 Do you agree with Qian's predictions? Why / Why not?
2 What surprised you the most about travel in the future?
3 Where do you think you will go on holiday in the future?

Future travel

Sara What is going to be the biggest change to tourism in the future?

Qian [1] c Not just helping the environment, but local communities and nature, too. Some friends are staying in campsites in the Maasai Mara Wildlife Reserve in Kenya in solar-powered tents next month. They're using 100% recycled water, eating food from local farms and seeing some amazing wildlife!

Sara What an adventurous holiday! How will we be travelling in the future?

Qian Aeroplanes aren't going to disappear. But by 2040, planes will be using hydrogen gas. They'll be better for the environment, there won't be any pollution and they'll be quieter. [2] g

Sara What about trains?

Qian Good question. Next week, I'm travelling from Beijing to Shanghai by high-speed train in four and a half hours. [3] f

Sara What travel documents will we need?

Qian Our faces will be our passports. We will also be using a carbon footprint passport with information about our personal pollution limit. [4] b

Sara What else will be different?

Qian We won't be packing suitcases! We'll be printing our holiday clothes on a 3D-printer or we'll be wearing recycled clothes from the previous guests. And hotels will use energy from solar power.

Sara That's all great news for the environment. Finally, are we going to go on holiday in space?

Qian I don't think so! Space travel is still very expensive. [5] a So, what are you doing this summer?



4 ★★★ Challenge students to complete the table before they look for the words in the text. Ask students to pay attention to the use of suffixes to form the adjectives (suffixes were introduced in Unit 7).

5 Read out the three questions. Give students a minute to think through their ideas before they discuss them with a partner.

Extend it!

Ask students to think about the advantages and disadvantages of being able to fly quickly to far-away countries. Compare ideas with the class as a whole.

Homework

Workbook p73

Lesson aim: I can understand how to use *be going to* and the present continuous for future.

Warmer

▶ When you play **Video 9.2**, make sure you pause after each section and answer any questions students might have.

1 Draw attention to the table. Elicit the difference between the example sentences in the table. Explain that the first sentence (present continuous) is an arrangement (i.e. a plan for the future), the second (*going to*) is an intention (i.e. a decision about a future plan) and the third (future continuous) describes an action that will be in progress at a specific time in the future. Students complete the exercise.

Get it right!

Point out that the example sentence is a prediction (i.e. a guess about what will happen).

2 Ask a volunteer to read out the example. Refer students to the table for guidance as they complete items 2–5.

3 ★ Elicit the form of the future continuous form (*will* + *be* + *ing*). Write it on the board, so students can use it when doing the task.

4 9.06 ★ Tell students to underline the time references and other clues that help them decide whether the speakers are talking about arrangements, predictions, or actions in progress in the future.

Grammar tutor

Ask students to complete additional grammar activities on the Grammar tutor page 133.

Language in action

be going to, present continuous for future, future continuous



Watch video 9.2
What does Matt predict he'll be doing by 2032?
What will everybody be doing this summer?

Taking people on kayak trips around the world

Studying

Present continuous	*Going to*	Future continuous
For one month this summer, Sofia **is babysitting**.	This summer, Matt**'s going to** teach.	Matt predicts that he**'ll be taking** people on kayak trips around the world by 2032. In a few years' time, you **won't be going** to school anymore. What **will you be doing** this summer? **Will** you **be studying** this summer? Yes, I **will**. / No, I **won't**.

1 **Look at the table and read the sentences below. Write *A* (arrangement) or *I* (intention).**

1 Next week, I'm going to Türkiye on holiday. A
2 This summer, I'm working on a farm. A
3 Are you going to study abroad this summer? I
4 I'm meeting my friends this weekend. A
5 I'm going to stay at home tomorrow and read a book. I

Get it right!

We can also use *be going to* to talk about future predictions based on evidence.
The sky is very dark. It's going to rain.

2 **Complete the sentences with the correct form of *be* going to or the present continuous.**

1 What is going to be (be) the biggest change in your life next year?
2 Some of my friends are staying (stay) in solar-powered tents next month.
3 We aren't going to go (not go) to a summer camp next year.
4 Next week, I 'm travelling (travel) to Izmir to visit my grandparents.
5 Are the students going to study (study) abroad this year?



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

at a certain time next ~~will / won't~~

1 We use will / won't + *-ing* form of the main verb.
2 We use it to talk about actions that will be in progress at a certain time in the future.
3 We often use time expressions like next *(week/month/year)*, at *(this time tomorrow / 7.30)*, *in (2040)*.

4 9.06 **Circle the correct options. Then listen and check.**

Leo How do you think technology (*'s going to change*) / *'s changing things* in the future?
Taylor I think it [2]*'s going to make* / *'ll be making* everything quicker and safer and better for the environment. I think that by 2040 we [3]*are printing* / (*will be printing*) our own food to reduce food waste.
Leo I think we [4]*'re using* / (*'ll be using*) technology to communicate with people better. What [5]*are you doing* / (*will you be doing*) in 2040?
Taylor I'm not sure about that, but I can tell you about *tomorrow*! I know I [6]*not going to come* / (*'m not coming*) to school – it's the summer holidays.

Grammar tutor p133

Use it!

5 **Write predictions about holidays and travel in the future in your notebook.**

By 2050 we'll be travelling by air taxi.

Audioscript p133

5 Ask students to discuss their predictions and say if they agree with them or not (and why).

Grammar game

Ask a student to mime something they'll be doing at a certain point in time in the future. Their partner guesses the activity by asking questions, e.g. *Will you be playing tennis?*

Homework

Workbook p74

Lesson aim: I can use travel phrasal verbs.

1 9.07 Tell students to read through the whole postcard first to get a general idea of what it is about. Then ask: *What problem did the writer have?* (Her plane was delayed.)

Audioscript p133

Target vocabulary
check in /ʧek ɪn/
check out /ʧek aʊt/
get away /get əˈweɪ/
get back /get bæk/
get in /get ɪn/
go away /gəʊ əˈweɪ/
look around /lʊk əˈraʊnd/
set off /set ɒf/
take off /teɪk ɒf/

Vocabulary bank

Learn to learn
Encourage students to group phrasal verbs in their notebooks by the preposition which those phrasal verbs go with. Doing this will allow students to discover common patterns and remember the verbs more easily.

2 ★★★ Challenge students to add more verbs to the table. Do they know any other phrasal verbs which use these prepositions?

3 After students have asked and answered the questions, ask some students to tell the class what they found out about their partner.

4 9.08 Ask students to describe the four photos and to predict what the four conversations to accompany the photos will be about.

Vocabulary and listening

Travel phrasal verbs

9.07 **1** **Match the phrasal verbs with the underlined phrases and then write the correct form of the phrasal verbs. Listen, check and repeat.**

check in check out ~~get away~~ get back
get in go away look around
set off take off

1 get away 4 get in 7 checked in
2 been away 5 take off 8 check out
3 look around 6 set off 9 get back

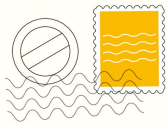
Hello!

We're on holiday! Dad said he wanted to [1]escape somewhere because he was stressed, and we hadn't [2]had a holiday for ages, so we booked it!

We haven't had time to [3]explore yet because we didn't [4]arrive until 8 pm. Our plane was delayed, so we didn't [5]start flying until 2.30 pm! We [6]started our journey at 6 am so we're all really tired. We've just [7]arrived at reception and we're going for dinner in a minute.

We have to [8]leave the hotel by noon next Friday so we'll [9]come home at about 9 pm.

See you then!



Lauren Rogers
15 Castle Street
Newcastle
England

Learn to learn

Phrasal verbs

When you learn a new phrasal verb, write it down with other phrasal verbs that have the same preposition.

2 **Complete the table with the phrasal verbs from Exercise 1.**

around	away	back	in	off	out
look	get	get	check	set	check
	go		get	take	

Use it!

3 **Complete the questions with the phrasal verbs from Exercise 1. Then ask and answer the questions with a partner.**

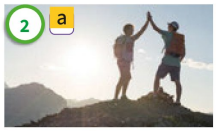
1 When was the last time you went away?
2 What documents do you need when you check in at a hotel or airport?
3 Do you enjoy looking around new places?
4 What time do you usually set off in the morning?
5 How do you feel when you get back from a holiday?
6 What time did you get in last night?

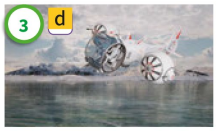
I went away to Italy last summer with my parents.

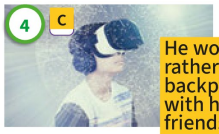
Conversations

9.08 **4** **Listen and match the photos (1–4) with the conversations (a–d).**









He would rather go backpacking with his friends.

9.08 **5** **Listen again. Are the sentences *T* (true) or *F* (false)?**

1 Alfie prefers his dad's holiday plans. F
2 Peter wanted to set off earlier. F
3 Isla would like to go on a trip to space. T
4 Tim doesn't believe there will be floating hotels in the future. T

Samantha wanted to set off earlier.

Voice it!

6 **Discuss the questions.**

1 What's your favourite type of holiday? Why?
2 Would you fly on a plane with a robot pilot?

5 9.08 Read out the sentences. Can any students answer any of the questions before you play the recording again?

Audioscript pp133-134

6 Read out the questions. Encourage students to ask each other more questions so they can understand more about their partner's attitude to holidays and robot pilots.

Flipped class
Ask students to watch **Video 9.3** and do **Video worksheet 9.3**.

Homework
Workbook p75

Lesson aim: I can understand how to use relative pronouns and relative clauses.

▶ Play **Video 9.3**. Elicit the places the girl wants to visit (Rio in Brazil, the pyramids in Mexico, Cappadocia in Turkey) and that she imagines travelling into space as a tourist.

1 Ask students to repeat the examples in the table after you. Elicit that the words in bold are relative pronouns. Elicit what the relevant clause 'can plan a trip around the world' does in the first sentence (it tells us something about the person mentioned at the beginning of the sentence). Students complete the matching exercise.

Extra grammar practice

2 ★ Elicit why *where* is correct in the example (because the sentence refers to a place).

Get it right!

Tell students to look out for this common error in their writing.

3 9.09 ★ Tell students to look at the word before the gap to help them choose the correct relative pronoun.

Audioscript p134

Grammar tutor

Ask students to complete additional grammar activities on the Grammar tutor page 133.

4 Give students a few minutes to write their sentences about each of the categories in the box.

5 Allow students time to take turns saying sentences and guessing in pairs.

Language in action

Relative pronouns and relative clauses



Watch video 9.3
Name one place where she wants to go one day. At what point in the future does she imagine she travels to?

Relative pronouns	
People	I'm not someone **who** / **that** can plan a trip around the world.
Things	I can see animals **that** / **which** I can't see where I live.
Places	Name a place **where** the girl went in VR.
Time	A time in the future **when** people can travel to space …
Reasons	That's **why** these VR goggles are great practice.
Possessions	It was Dora **whose** VR trip we just watched.

1 **Look at the table. Match the sentence halves.**

1 It's Luca	a That's why he's so good at languages.
2 I'm the person	b where you travel to.
3 That's the school	c which has classes at the weekends.
4 July is the month	d who sent you the message.
5 Jon is very confident.	e whose tent is broken!
6 A destination is the place	f when most people go on holiday.

2 **Circle the correct relative pronouns.**

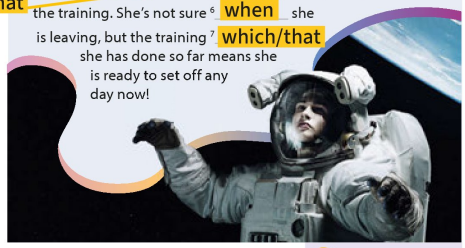
1 We want to go to a place *when* / *where* we can go sightseeing.
2 Eva's the type of person *who* / *whose* wants to spend her holiday hiking.
3 This is *which* / *why* I told you we needed to set off earlier.
4 We already live in a time *when* / *who* people want to go on sustainable holidays.
5 Immersive booking is a system *when* / *which* uses virtual reality.

Get it right!

The relative pronoun replaces the subject pronoun in a relative clause: *A holiday **that** it cost £200.*
*The tourists **who** they are staying in my hotel.*

3 9.09 **Complete the text. Then listen and check.**

The other day I met a friend [1] whose cousin is training to be an astronaut. He told me that the place [2] where she is training is looking for people [3] who/that want to go into space as tourists and she is going to go. She says the reason [4] why she wants to go is to show people that space travel is something [5] which/that anyone can do if they complete the training. She's not sure [6] when she is leaving, but the training [7] which/that she has done so far means she is ready to set off any day now!



Grammar tutor p133

Use it!

4 **Think of two words for each of the categories in the box. Then write a sentence with a relative clause to describe each word in your notebook.**

places | animals | famous people | things

Paris: It's a place where you can see the Eiffel Tower.

5 **Take turns to say your sentences from Exercise 4 to a partner. Don't say the place, animal, person or thing. Can they guess?**

Grammar game

Ask students to work with a new partner and read out their statements from Exercise 4 (*It's a place where you can see the Eiffel Tower*), and their partner tries to guess the correct answer (Paris).

Homework

Workbook p76

Lesson aim: I can talk about a future trip.

Warmer

Give students a minute to write a list of places they'd love to go on a trip to. Students share their ideas. Does anyone want to go to the same place?

1 9.10 Before students listen to the conversation, elicit what they know about the city of New York.

2 9.10 Ask students to cover the *Useful language* box and listen and write the missing phrases.

Audioscript p134

3 ★ Ask students to find and underline the phrases in the conversation and use the context to help them do the matching task.

▶ Encourage students to copy the intonation used in **Video 9.4**.

4 Remind students to keep their notes short.

5 Brainstorm cities where it might be interesting to study English. Write these on the board. Then give students five minutes to plan their conversations.

6 Encourage students to practise the conversation, discuss what they could do better, and then practise it again.

7 As well as answering the questions from Exercise 4, students should give personal responses to the conversations they hear. Would they like to visit the same places? Why / Why not?

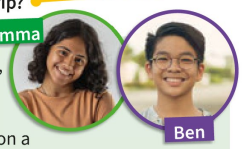
Speaking frames

Speaking

Talking about a future trip

She's going to go sightseeing and go to the theatre.

9.10 **1** **Listen to the conversation. What is Gemma going to do on her trip?**



Ben Hey Gemma! So, when are you off to New York?

Gemma Hey, Ben! Hang on a sec. I'll be with you in a minute. Sorry, that was my sister on the phone. What were you going on about?

Ben I was asking you when you're going to New York.

Gemma We're going [1] in two weeks' time . I can't wait!

Ben I'm so jealous! New York's on my bucket list. [2] Where will you be staying?

Gemma We're staying in a hotel. It's right in the middle of Manhattan!

Ben Wow! And [3] what are you planning on doing?

Gemma Oh, you know, all the usual stuff, so tons of sightseeing. [4] I'm really looking forward to seeing the Empire State Building, Statue of Liberty, Times Square and so on.

[5] We're going to try and get tickets to watch a show. Mum wants to see *Cats*, but I'd rather see *Hamilton*.

Ben [6] How long are you going for?

Gemma Just a week.

Ben It's not fair! While you're jetting off to New York, think of us back home. We'll all be studying for our exams!

Gemma Ah, poor you! I'll send you some photos!

9.10 **2** **Complete the conversation with the phrases from the *Useful language* box. Then listen and check.**

Useful language

How long are you going for?
I'm really looking forward to (+ *-ing*)
… in two weeks' time
We're going to try and …
What are you planning on doing?
Where will you be staying?

3 **Match the meanings (1–5) with the phrases in the *Everyday English* box.**

1 exactly in the centre of
2 What were you talking about?
3 together with other similar things
4 list of things to do before you die
5 things



Watch video 9.4
Everyday English

… and so on 3 bucket list 4
… right in the middle of … 1 stuff 5
What (were) you going on about? 2

Plan

4 **Read the conversation in Exercise 1 again. Write notes about Gemma's plans.**

Going where? _____
When? _____
Staying where? _____
_____
Going to do what? _____
_____

5 **Work in pairs. Plan a conversation about visiting a place. Use the ideas from Exercise 4.**

Speak

6 **Practise the conversation. Remember to use:**

- *be going to*, the present continuous, the future continuous and relative pronouns
- phrases from the *Useful language* and *Everyday English* boxes

Check

7 **Work with another pair. Listen to their conversation and answer the questions from Exercise 4.**

Extend it!

Students write a bucket list of things they would like to do before they die (this list could include 5–10 items) and then discuss it with a partner, explaining their choices.

Class challenge

New York's Empire State Building is in a part of the city called the Bronx / Brooklyn / **Manhattan**.

Lesson aim: I can write an email to a host family.

Background information

Dublin is the capital of the Republic of Ireland. It is a popular destination for English-language students in Europe.

1 Ask students to cover the text and study the photo. Tell them to guess as much as they can from the image. Give them the clue that this is an English-speaking city.

2 Ask students how many paragraphs there are in the email (3) and point out that each paragraph has its own topic.

3 Point out that the words and phrases in the *Useful language* box are used in formal emails to people you don't know or have not met.

4 Refer students to the email in Exercise 1 to help them complete the email with the correct phrases. Check answers as a class.

5 ★ With the class, brainstorm ideas for questions to ask a host family. Write these ideas on the board.

6 Encourage students to use the email in Exercise 1 to help them plan the structure of their own email.

7 Give students time to write their email. Monitor and help as necessary.

8 Tell students to check each other's work. Students should elicit responses to what they've read by asking questions, e.g. *Do you have similar plans and activities to mine?*

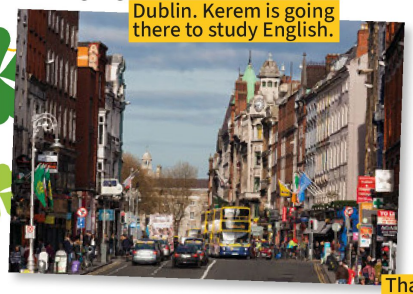
Writing frames

Finished?

Writing

An email to a host family

1 Look at the photo. Where is it? Why do you think Kerem is going there? Read his email and check.



Dublin. Kerem is going there to study English.

To kerem29@mymail.com

From Next month

Dear Mr and Mrs O'Reilly,

I'm writing to introduce myself as I'm coming to stay with you in Dublin next month. My name is Kerem. I'm 14 years old and I'm from Bursa in Türkiye. Do you know Türkiye?

I'm very excited about visiting Dublin. It'll be my first visit to Ireland, so I wanted to ask you some questions about my trip. My friends and I are getting a bus from the airport. Is someone going to meet us there when we arrive? Also, do you know how many hours of English we will be having every day? I know we'll be sightseeing in the afternoons, but do you know which places we'll be visiting? What's the weather going to be like? What clothes do you think I should bring?

Thank you very much for inviting me to stay with you. I'm really looking forward to meeting you!

Best wishes,

Kerem

SEND

2 Put a–e in the order they appear in Kerem's email.

a 5 goodbye
b 3 questions about the trip
c 1 greeting
d 2 reason for writing
e 4 thanks

3 Match the phrases from Exercise 2 (a–e) with the phrases in the *Useful language* box.

Useful language

Best wishes,	a	I'm writing to …	d
Dear Mr and Mrs …	c	Thank you very much for (+ *-ing*)	e
Do you know … ?	b		

4 Complete the email with the phrases in the *Useful language* box.

1 Dear Mr and Mrs Jackson, I'm writing to
2 _____ introduce myself. My name is Eric Díaz. I'm 14 years old and I'm from Mérida in Colombia.
3 _____ Colombia? Do you know
I'm excited about visiting Oxford.
4 _____ inviting me to stay with you. I'm looking forward to meeting you.
5 _____,
Eric Best wishes

Thank you very much for

Write your own email to a host family.

Plan

5 In your notebook, write questions to ask your host family about these things:

- your travel plans and when you arrive
- activities while you are there
- the weather and clothes to bring

6 Decide what information to include.

Write

7 Write your email. Remember to use:

- *be going to*, the present continuous and future continuous
- phrases from the *Useful language* box

Check

8 Do you …

- use a greeting and say goodbye?
- say why you are writing?
- say thank you?

Flipped class

In preparation for **Around the world** (pp114–115) students find out about Costa Rica.

Homework

Workbook p77, Writing tutor p84

Lesson aim: I can understand a text about volunteering abroad.

Background information

Costa Rica is on the narrow neck of land which joins North and South America. It has coasts on two sides – the Pacific Ocean and the Caribbean Sea. Although the distance between the two sides is not great, it is difficult to cross because of the mountains and rainforest. Like most of Central America, Costa Rica is Spanish-speaking because the area was once a colony of Spain.

Warmer

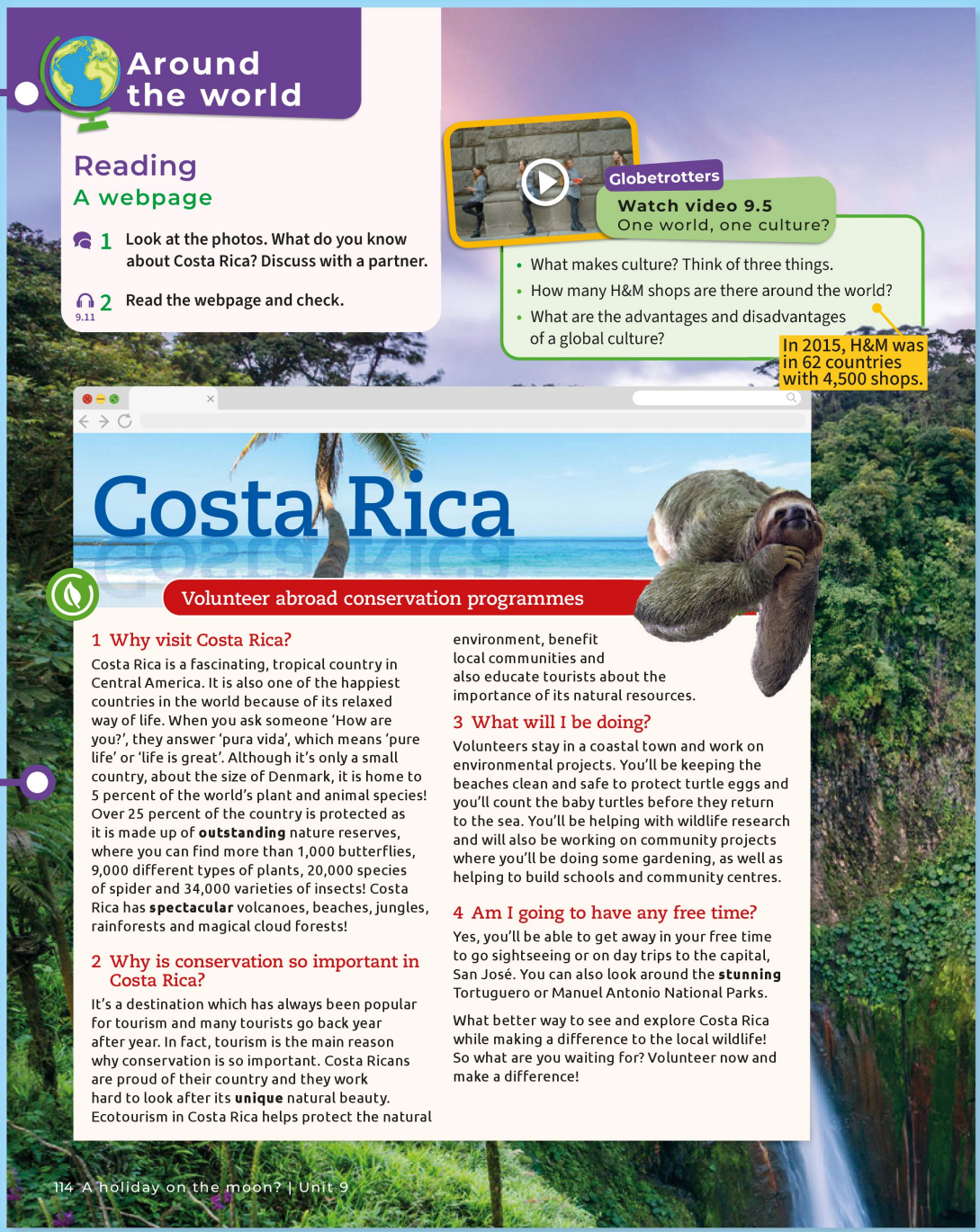
Write *Volunteering abroad* on the board. Elicit what this means (to offer your help with something for free, in another country).

▶ Before you play **Video 9.5**, make sure students understand that only question 2 relates to something they find out in the video itself. Ask students to discuss the other questions in small groups.

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

1 Ask students to share the information about Costa Rica that they found out for homework.

2 9.11 After students read the text, ask them if it included any of the information they found out for homework. Did any of the information in the text surprise them?



Sustainability: Responsible consumption and production

Remind students that they have already discussed some aspects of sustainable tourism earlier in this unit. A key part of Sustainable Development Goal 12 is to encourage sustainable tourism, and the text on Costa Rica provides an example of how some countries are asking tourists to join conservation efforts or other work to protect the land they're visiting.

Ask students: Have they ever visited a rainforest or similar environment? Ask students to share the most surprising or interesting information they learned in this unit about how we travel on holidays and how it might influence how they go on holiday in the future.

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

Lesson aim: I can understand a text about volunteering abroad.

3 Give students time to read through the sentences carefully before they complete the task. Encourage students to highlight the part of the text which gives them their answer.

4 ★★★ Challenge students to write an example sentence in their notebooks for each of the phrases in bold.

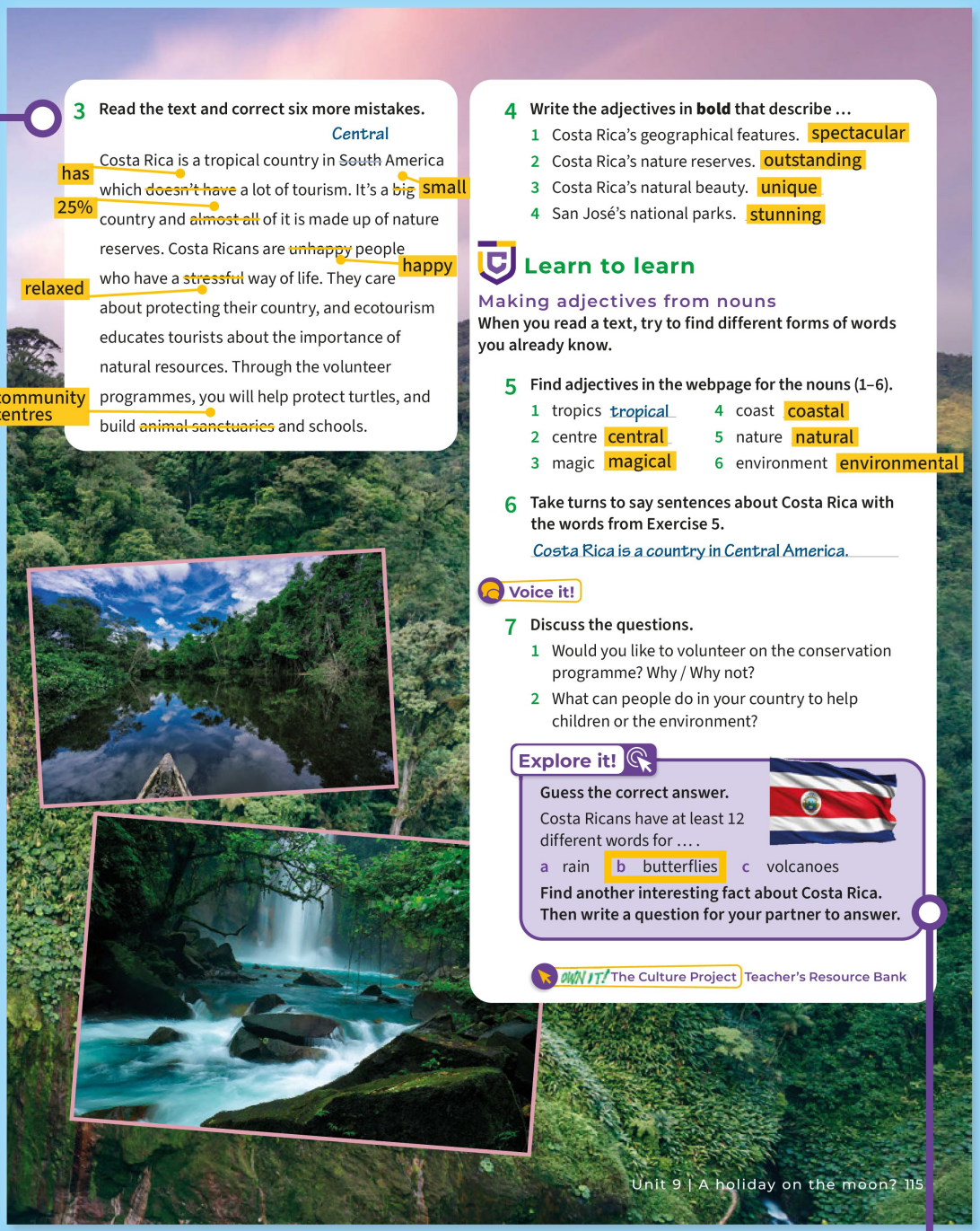
Learn to learn

Encourage students to infer the meaning of new words by thinking of related words they already know. For example, if they know the noun *happiness*, they should be able to guess that the adjective *happy* is related to it.

5 Draw students' attention to the fact that these adjectives end in the suffix *-al*. Point out that this is a typical suffix for adjectives. You can also draw students' attention to the dropping of the *e* in *central* and *natural*.

6 Encourage students to do this task without looking back at the text.

7 Read out the questions. After students have discussed them, you can continue the discussion with the class as a whole, focusing in particular on the second question. You can also focus on the importance of volunteering. Encourage students to think about why it is important for all of us to contribute to society unselfishly.



3 Read the text and correct six more mistakes.

Central

Costa Rica is a tropical country in ~~South~~ America which ~~doesn't have~~ a lot of tourism. It's a ~~big~~ country and ~~almost all~~ of it is made up of nature reserves. Costa Ricans are ~~unhappy~~ people who have a ~~stressful~~ way of life. They care about protecting their country, and ecotourism educates tourists about the importance of natural resources. Through the volunteer programmes, you will help protect turtles, and build ~~animal sanctuaries~~ and schools.

has · small · 25% · happy · relaxed · community centres

4 Write the adjectives in **bold** that describe …

1 Costa Rica's geographical features. spectacular
2 Costa Rica's nature reserves. outstanding
3 Costa Rica's natural beauty. unique
4 San José's national parks. stunning

Learn to learn

Making adjectives from nouns

When you read a text, try to find different forms of words you already know.

5 Find adjectives in the webpage for the nouns (1–6).

1 tropics tropical
2 centre central
3 magic magical
4 coast coastal
5 nature natural
6 environment environmental

6 Take turns to say sentences about Costa Rica with the words from Exercise 5.

Costa Rica is a country in Central America.

Voice it!

7 Discuss the questions.

1 Would you like to volunteer on the conservation programme? Why / Why not?
2 What can people do in your country to help children or the environment?

Explore it!

Guess the correct answer.

Costa Ricans have at least 12 different words for … .

a rain b butterflies c volcanoes

Find another interesting fact about Costa Rica. Then write a question for your partner to answer.

OWN IT! The Culture Project Teacher's Resource Bank

Culture project

See Project Book p54 and the Unit 9 Project worksheet for further information and activities.

Explore it!

To write their questions, students use the facts about Costa Rica that they researched for homework.

Flipped class

Students complete the **Learn to learn** page (p116), then prepare for the **Review** section (p117), students revise the grammar and vocabulary from Unit 9.

Learn to learn Answer key

Unit 1 SB p20

1 To speak English with Australian students visiting his school.

2 **1** To speak English with Australian students visiting my school. **2** One month **3** By learning easy phrases in English and practising them every day.

3 **1** To do well on an exam. **2** Two months

4 **3** b **4** c

5 & 6 Students' own answers.

Unit 2 SB p32

Students' own answers. Students should complete these exercises with vocabulary and grammar from the unit as well as the application of the suggestions on the page.

Unit 3 SB p44

1 **Collocation box: 1** cancel **2** doctor's
Collocation table: 3 noise **4** appointment
Collocation spidergram: 5 6pm **6** late **7** school **8** phone

2 **friend:** a close, an old, a school, make a, the best
take: a long time, a selfie, the bus

3 Students' own answers

4 **Talking/speaking:** a chat, a conversation
Food and drink: a cup of coffee, breakfast, something to eat
Time/experience: a good/bad time, the time of your life

5 **Do:** exercise, karate **Go:** jogging, skiing
Play: basketball, cards, football, tennis

Unit 4 SB p56

1 Students' own answers.

2 **1** likes **2** wants **3** doesn't **4** has **5** on **6** in **7** than **8** planned **9** sitting **10** fried **11** happier **12** much **13** many **14** make

3 & 4 **1** for **2** with **3** has **4** much **5** tried **6** setting **7** make **8** than **9** than **10** That **11** doesn't **12** checks **13** tells **14** many
Beatriz doesn't capitalize the first word in a sentence in item 10.

5 & 6 Students' own answers.

Unit 5 SB p68

1 - 3 Students' own answers.

4 **1** communicator. **2** perfectionist

5 **Possible answers:**
Perfectionist: you will be more sure that you're speaking correctly, but it may take longer for you to speak confidently
Communicator: you will be speaking quickly, but you may not be using the most correct language

6 Students' own answers.

Unit 6 SB p80

1 - 3 Students' own answers.

4 Elif Bilgin

5 Students' own answers.

6 **1** a, c **2** b, c

Unit 7 SB p92

1 b, because they will learn more.

2 **1** stars **2** stories

3 a, because it will give them more practice.

4 Students' own answers.

5 **1** grammar **2** vocabulary **3** practise

6 & 7 Students' own answers.

Unit 8 SB p104

1 Students' own answers.

2 **a** 2 **b** 4 **c** 3 **d** 1

3 **a** 4 **b** 2 **c** 3 **d** 1

4 Students' own answers.

Unit 9 SB p116

1 **2** B **3** A **4** G **5** A **6** G **7** G

2 - 4 Students' own answers.

Reviews Answer key

Unit 1 SB p21

1 **1** helpful **2** inspiring **3** confident **4** sensible **5** talented

2 **1** f **2** h, look up to **3** c, take care of **4** g, deal with **5** e, hang out **6** a **7** b, get on **8** d, depend on

3 **1** was playing **2** ran **3** chased **4** picked **5** was running **6** dropped **7** jumped **8** was going **9** saw

4 **Possible answers:**
He used to get up late every day.
He didn't use to have a job.
He didn't use to have any money.
He used to share a flat with friends.
He sometimes used to study in the afternoon.

Unit 2 SB p33

1 **1** architecture **2** exhibition **3** filmmaking **4** sculpture **5** illustration **6** musical theatre **7** performance **8** photography

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

3 **1** rehearsal **2** show **3** audience **4** part **5** lines **6** scene

4 **1** yet **2** already **3** just **4** still **5** just

5 **1** have compare **2** has taught **3** have bought **4** has sold **5** has given **6** has spoken

Unit 3 SB p45

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

2 **1** said yes **2** tell jokes **3** tell stories **4** say something **5** tell you a secret **6** say hello **7** tell the truth

3 **1** could say **2** couldn't have **3** won't be able to live **4** can't understand **5** 'll be able to speak **6** Will I be able to learn **7** can do

4 **1** have you worked **2** started **3** have been **4** have studied **5** have worked/worked

Unit 4 SB p57

1 **1** went jogging **2** getting ill **3** sneezing **4** coughing **5** sweating **6** have a fever **7** training **8** Relax **9** get stressed **10** get better

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

3 **1** ought to/should try **2** shouldn't panic **3** ought to/should trust **4** shouldn't close **5** should enjoy

Unit 5 SB p69

1 **1** endangered species **2** oxygen **3** the planet

2 **1** bay **2** cliff **3** iceberg **4** rainforest **5** volcano **6** waterfall

3 **1** Unless **2** won't **3** want **4** will **5** won't **6** stops **7** might help

4 **1** b **2** c **3** b **4** c **5** c **6** a **7** b

Unit 6 SB p81

1 **1** place **2** dip **3** increase **4** reduce **5** remove **6** stir

2 **1** bag **2** cardboard **3** tin **4** glass **5** box **6** leather **7** rubber **8** silk **9** can **10** case **11** jar **12** tube

3 **1** isn't put **2** is, thrown **3** isn't powered **4** is placed **5** is played

4 **1** were discovered in 1823
2 was spoken in Ancient Rome
3 was sent into space in 1957
4 was created by a comic book writer (in one of his stories)
5 was discovered in 1664 (by Isaac Newton)
6 was built in Giza, near Cairo

Unit 7 SB p93

1 **1** parade **2** firework **3** ceremony **4** floats

2 **1** band members **2** gig **3** support acts **4** headliner
5 venue

3 **1** Because his team had won the match.
2 Because he hadn't studied enough.
3 Because they had missed the bus.
4 Because she had seen the movie before.

4 **1** Jacob told me there was a festival in the park.
2 Noelia told her brother not to touch her things.
3 Mike said he'd never been to a carnival before.
4 Chloe said I could watch the fireworks with her family.
5 Claire said she would visit Grandma at the weekend.

Unit 8 SB p105

1 **1** cheat in tests **2** revised **3** take **4** pass **5** grades

2 **1** childish / rude **2** polite / organised
3 naughty / careful

3 **1** be allowed to study **2** are allowed to bring
3 aren't allowed to use

4 **1** doesn't have to **2** mustn't **3** don't have to
4 needs to

Unit 9 SB p117

1 **1** journey **2** abroad **3** holiday resort **4** destination
5 accommodation **6** backpacking
7 tourist attractions **8** cruise ship

2 **1** away **2** off, in, around **3** in

3 **1** 'll be flying **2** 'm going **3** 'm not going to enjoy
4 will be waiting **5** 'm going to miss

4 **1** why **2** where **3** which/that **4** which/that
5 when

Pronunciation Answer key

Unit 1 SB p118

1 Students' own answers

2 **2** destroy **3** erupted **4** lived **5** talked **6** graduate

3 **2** decided (3 syllables). All the others have two syllables.
3 ended (2 syllables). All the others have three syllables.

4 & 5 Students' own answers

Unit 2 SB p118

1 Students' own answers

2 **2** strong **3** weak **4** weak **5** strong **6** strong

3 & 4 Students' own answers

Unit 3 SB p118

1 Students' own answers

2 **2** You'll like **3** They play **4** We study **5** I go

3 Students' own answers

Unit 4 SB p118

1 Students' own answers

2 **2** Did you find‿out what happened‿at the party?
3 Let's look‿around the town‿after lunch.
4 What time do you wake‿up‿on Saturdays?

3 **2** Which languages‿are‿easy to pick‿up?
3 What time do you get‿up‿at weekends?

4 Students' own answers

Unit 5 SB p119

1 Students' own answers

2 **1** If he doesn't call, I'll send him a message.
2 You'll meet my friends if you get there early.
3 I'll get a better job if I speak good English.
4 She'll help if we have a problem.

3 Students' own answers

Unit 6 SB p119

1 Students' own answers

2 **2** leave **3** heat **4** ship

3 **1** /ɪ/ give, listen, six, swim
2 /iː/ free, freeze, teach, week

4 & 5 Students' own answers

Unit 7 SB p119

1 Students' own answers

2 **1** /ʌ/ fun, subject **2** /uː/ rude **3** /juː/ unit, huge

3 Students' own answers

4 Students' own answers

Unit 8 SB p119

1 Students' own answers

2 **1** /aɪ/ bite, flight, might, ride, right, shy, why
2 /eɪ/ hate, may, play, snake, wait

3 & 4 Students' own answers

Unit 9 SB p119

1 Students' own answers

2 **2** brick wall
3 leather shoes
4 metal cans
5 paddling pool
6 paper plates
7 plastic chair
8 sun hat

3 & 4 Students' own answers

Grammar tutor Answer key

Starter Unit SB p124

1 **2** six times a day **3** usually **4** every day

2 **2** 're having **3** see **4** plays

3 **2** What time does the concert begin tomorrow?
3 My grandparents' train arrives at 10.45.
4 We leave for our trip early tomorrow morning.

4 **1** A: I saw it last week.
2 Q: Where did your parents meet?
A: They met at college.
3 Q: When did the last bus leave?
A: It left at ten o'clock.

Unit 1 SB p125

1 **2** Was Amina watching; got **3** didn't see; were shopping
4 Were you walking; started **5** was listening; fell asleep

2 **2** wanted **3** While; was studying **4** began
5 As; vlogged **6** were watching **7** While; was living
8 started

3 **2** used to live **3** Did; use to want **4** Did; use to sing
5 didn't use to eat

4 **2** didn't have **3** worked **4** used to paint
5 were playing **6** showed **7** had

5 **2** Did your sister use to eat meat?
3 Did your brother use to play with you?
4 Did you use to like olives?

Unit 2 SB p126

1 **2** haven't **3** Have; ever done **4** have **5** have; seen
6 've looked at **7** 've watched **8** 've never heard
9 's created **10** 's had

2 **2** A **3** B **4** A

3 **2** Has she had her audition yet?
3 Yes, she's already had an audition. / Yes, she's had an audition already.
4 Has she heard what part she's got yet?

Unit 3 SB p127

1 **2** can't **3** couldn't **4** can **5** 'll be able to
6 won't be able to

2 **2** 've been **3** since **4** 've; spoken **5** haven't seen
6 for **7** 's lost **8** has; had **9** since **10** 've wanted

3 **2** spoke **3** learned **4** has studied **5** has worked
6 started **7** won **8** has been

Unit 4 SB p128

1 **2** enough time **3** too much **4** a few **5** too much

2 **2** too many **3** enough **4** a few **5** not enough
6 much **7** a little **8** too

3 **2** ought **3** shouldn't **4** ought **5** Should / Shouldn't

4 **2** ought to do **3** should borrow **4** ought to ask
5 shouldn't start **6** should listen **7** shouldn't worry
8 should speak

Unit 5 SB p129

1 **2** e **3** a **4** b **5** c

2 **2** Will you tell Zahra about the talk if you see her?
3 Unless we stop climate change, our planet will get hotter.
4 If we don't take action now, there will be more problems.

3 **2** would you travel **3** didn't destroy **4** used
5 wasn't

4 **2** wouldn't ask; didn't know **3** bought; would reduce
4 made; would help **5** was/were; would stop

Unit 6 SB p130

1 **2** are collected **3** is done **4** isn't taken **5** is burned **6** is polluted **7** are created **8** is packaged **9** isn't wasted

2 **2** is; found **3** are; used **4** are placed **5** are worn **6** is recorded **7** is sent

3 **2** Who was that amazing building designed by?
3 Where was the first newspaper printed?
4 When were trainers first used in sport?

4 **2** That amazing building was designed by Oscar Niemeyer.
3 The first newspaper was printed in Germany in 1609.
4 Trainers were first used (in sport) by American basketball players in 1907.

Unit 7 SB p131

1 **2** B **3** B **4** A **5** A

2 **2** hadn't slept **3** had won **4** had met **5** had known **6** had begun

3 **2** were staying **3** had swum **4** had been **5** had never seen **6** had loved **7** didn't want

Unit 8 SB p132

1 **2** We can't write in our English books. PR
3 Josef can use his brother's bike. PE
4 They can't speak Portuguese but they can speak Spanish. A
5 The students can revise for the test in the afternoons. PE

2 **2** aren't allowed to cheat **3** Are; allowed to have **4** isn't allowed to drive **5** 'm not allowed to stay up

3 **2** B **3** B **4** B **5** A

Unit 9 SB p133

1 **2** are not/aren't going to be **3** 're meeting **4** isn't coming **5** Are; going to buy / Will; be buying

2 **2** Where will you be living when you're 30?
3 By this time next week, we'll be camping in Türkiye.

3 **2** am; going to do **3** are going to meet **4** we'll be travelling **5** won't be booking **6** we'll be sleeping **7** We're going to hike **8** We're not going to be skiing **9** will be practising

4 **2** I prefer to stay in accommodation *that* …
3 A friend is someone *who* …
4 School is the reason *why* …
5 My favourite shop is the one *which* …

Student's book Audioscripts

Starter Unit

S.01 **1** app **2** screen **3** device **4** social media **5** emoji **6** video chat

S.04 Hi, Anna! How's it going? Are you having a good holiday? Guess where I'm calling from! Summer camp! I'm having an amazing time here. During the day, we do sports and in the evening, we sing songs by the fire. Oh, and guess what! We make our own food every day, so I'm learning how to cook! I'm sure you don't believe me, but it's true! Anyway, my friends are calling me. Speak soon! Bye!

S.05 **1** keyboard **2** reggae **3** drums **4** fans **5** heavy metal **6** folk **7** bass **8** DJ **9** jazz **10** rap

S.07

Teacher So, Jon, where did you work last summer?

Jon I worked as a DJ on a radio show in a children's hospital.

Teacher Oh wow! That's interesting. What did you do?

Jon Well, I played lots of music, usually pop music because that was what the kids liked. There was one girl who was a big rap fan, so sometimes I played rap music for her.

Teacher That's nice.

Jon Yeah, the kids loved it when they listened to a song they liked. Some of the children were very ill and were upset because they didn't want to be in hospital, but the music on the hospital radio made them feel better.

Teacher Did you talk to people?

Jon Yes, I interviewed children in the hospital, and their families. Some of them felt embarrassed or nervous, so they didn't speak to me, but most of them were really excited and wanted to hear their voices on the radio. They told me about their hobbies and what they wanted to do when they went back home.

Teacher What did you like most?

Jon One day I organised a visit from a band.

Teacher A band played at the hospital?

Jon Yeah, they gave a concert, and before the concert they showed all the kids their instruments and how to play them – you know, bass, keyboard and the drums. Then they played some of their songs. It was a fantastic day!

Unit 1

1.01 **1** calm **2** helpful **3** cheerful **4** confident **5** sensible **6** sensitive **7** ambitious **8** talented **9** sociable **10** active **11** patient **12** inspiring

1.02

1 When you first meet my music teacher she is very normal, there's nothing special about her, but then when she starts singing she's got an amazing voice. I think she could be famous one day, she sings so well.

2 My cousin Alba is really popular at school. Everyone wants to be her friend, she talks to everyone and is really good at making new friends – she's got more friends than anyone I know!

3 My French teacher is amazing. She never gets angry with us even when we get things wrong. Sometimes we take a long time to answer her questions because they're difficult, but she doesn't mind.

4 My baby cousin is three years old. She's always happy and smiling. She laughs all the time and hardly ever cries.

5 My brother Bruno is always out doing sport. He plays football twice a week and basketball three times a week at the local sports centre. And he cycles to school and back every day.

6 People say that I usually make good decisions and talk a lot of sense. I think about things carefully before I do something.

1.05 **1** worked **2** destroy **3** erupted **4** lived **5** talked **6** graduate

1.07 Elvis Ingersoll, a 14-year-old from California, was working in his family's restaurant one day when suddenly, it started to rain. Elvis was looking out of the window when he saw an old man walking across the street without an umbrella. Immediately, Elvis ran outside with an umbrella and helped the man to cross the street. Elvis and the old man didn't know that people in the restaurant were taking videos of them while they were crossing the street. Later, thousands of people shared videos of the helpful teen and the old man online.

1.08 **1** hang out – spend time relaxing
2 takes care of – looks after
3 get on with – have a good relationship with
4 look up to – admire
5 depends on – needs Emma's help
6 deals with – manages to do
7 gives up – stops trying
8 cheers me up – makes me feel happier

1.09 **Woman** Hello, and welcome to *Inspiring People*. Today in the studio we have Jeremy. Hello, Jeremy.

Jeremy Hi there.

Woman Jeremy, your inspiring person is the artist Henry Fraser.

Jeremy That's right.

Woman Henry Fraser didn't use to be an artist, did he? What did he use to be?

Jeremy He used to be a rugby player but then he had a terrible accident and his life changed.

Woman What happened?

Jeremy Well, when he was 17, he went on holiday to Portugal with his friends. One day, they were hanging out on the beach when Henry decided to run and jump into the sea. He used to jump into the sea all the time, but that day he jumped into the sea and hit his head because the sea wasn't very deep. He became paralysed from the neck down.

Woman So now, he can only move his head?

Jeremy That's right. Imagine you're him; you used to be really active, you used to play rugby … and suddenly, your life changes.

Woman It's difficult to imagine.

Jeremy He didn't use to paint at all. He didn't spend much time thinking about art. But after the accident, he had to make some changes. He got an electric wheelchair, and he learned to control it by moving his head. This gave him independence.

Woman And now he paints. How does he do that without using his hands?

Jeremy With his mouth. He holds a special paintbrush in his mouth and moves his head to move the brush.

Woman That's impressive.

Jeremy I know. I think he's really talented. He paints sports stars, lions, pandas, boats. A few years ago, he even had an art exhibition.

Woman Wow. I'd like to see his art.

Jeremy I really look up to Henry Fraser. I love art too and I love his unique style.

Woman Well, thank you for telling us about your inspiring person, Jeremy. We'll be back tomorrow …

1.10 **Alex** What do you want to be when you're older, Mia?

Mia I used to want to be a tennis player, but now I want to be a scientist.

Alex Why did you change your mind?

Mia I saw a really interesting programme about science on TV. I didn't use to pay attention in science, but now I love it. What about you?

Alex I want to be an English teacher, but when I was younger I had a different idea.

Mia Really? What was that?

Alex I used to change my mind all the time. One day I used to want to be a photographer, the next a singer, then a painter …

Mia Well, we have lots of time to decide!

1.11 **Jared** Hey, Sam. Can I ask you a few questions for the school magazine?

Sam Sure. Go ahead.

Jared First of all, who's your hero and why?

Sam My friend, Elena. Last month she saved a little boy at the swimming pool.

Jared Really? Can you tell us what happened?

Sam He was playing with a ball when he fell in the water. The thing is, Elena isn't a great swimmer, but she jumped in and pulled him out.

Jared Good for her! One more thing, in your opinion, what is a hero?

Sam I used to think all heroes were famous. Now I think when someone does something brave they're a hero.

Jared I'm with you there. That's all, Sam. Thanks!

Unit 2

2.01 **1** contemporary dance **2** sculpture **3** filmmaking
4 architecture **5** fashion design **6** illustration
7 street art **8** musical theatre **9** photography
10 gallery **11** performance **12** exhibition

2.03 Mikail Akar is a young artist from Germany. He has amazed the art world and people have called him 'the Young Picasso'. He began painting when he was four years old. His colourful paintings have appeared in exhibitions all over the world, including Istanbul and New York City. He has done live drawing sessions with famous street artists. He has worked with other famous people and they have raised money for different charities around the world. Mikail hasn't finished school but he hopes that he has inspired people to start painting. Have you ever seen any of his paintings? What do you think?

2.04 **Music:** orchestra, lyrics, studio

Both: audience, audition, part, rehearsal, show

Theatre: scene, lines

2.05 **Daniel** Hi, Rosa! How's it going?

Rosa Hi, Daniel. Oh … good and bad.

Daniel Why? Oh, when's your audition?

Rosa I've already had it!

Daniel Have you? How did it go? Have you heard anything yet?

Rosa Err, yeah, I've just spoken to my drama teacher.

Daniel And?

Rosa And I got it! I got the part!

Daniel What? Juliet?

Rosa Yeah, I can't believe it.

Daniel Oh wow! That's fantastic! So, what's the bad news?

Rosa Well, it's not bad news exactly … it's just …

Daniel What is it?

Rosa Well, I've never played a part this big before and I don't think I can learn all the lines. I've got to practise my first scene tomorrow and I don't think I can do it.

Daniel Of course you can!

Rosa That's easy for you to say, you're amazing at learning lines!

Daniel Well, my drama teacher has given me some really good advice.

Rosa Such as?

Daniel Well, to help you remember lines she says you should say them out loud and think about what you are saying. Then, say them while you're doing something else, you know, like running or cooking. And say them in front of a mirror, so you can see how you look when you say them.

Rosa OK, I'll practise tonight and I'll try the mirror thing, but how do you feel so confident in front of an audience?

Daniel Well, my teacher says focus on the audience, not yourself. People go to the theatre to enjoy themselves and they want you to do well, so think about them. And don't worry about making mistakes. Everyone makes mistakes sometimes, but if you're confident and enjoy your performance, your audience won't mind. Be positive and your audience will be too.

Rosa Thanks, Dan, that's really good advice, and sorry I forgot to ask about your audition.

Daniel Oh, I haven't heard yet. They still haven't decided on the main parts, so I don't even know if I'm in the show.

Rosa Of course you are! You're a brilliant actor.

2.08 **Daniel** Hey! Guess what? I've just seen my drama teacher and …

Rosa You got the part?

Daniel Shh! Yes, but it's a secret. They haven't told everyone yet because they still haven't chosen all the parts.

Rosa So why have they already told you?

Daniel Because they've decided they really want me for the part. I said at the audition I have already learned all the lyrics to all the songs.

Rosa And have you told your parents yet?

Daniel Not yet. I've just sent my mum a message to ring me but she hasn't called yet.

2.09 **Lucas** Hey, Sofia, have you done your art homework yet?

Sofia To write about the painting? No, I still haven't finished. There's tons to say!

Lucas Really? What?

Sofia I've seen *The Starry Night*. It's amazing! It makes me feel calm and excited at the same time. What about you?

Lucas Dunno, it looks like a kid's painting. The clouds, stars and moon are ginormous compared to the houses. It seems a bit strange.

Sofia Have you read about it yet? It isn't supposed to look real. The artist van Gogh wanted to show how the sky made him feel.

Lucas Nope, sorry! I've just looked at it again and I don't understand why he used wavy lines and shapes.

Sofia He used them to show how light moves.

Lucas Oh, I see. And he combines lots of bright and dark colours.

Sofia Right. It probably shows his mixed emotions.

Unit 3

3.01 **1** greet **2** shake hands **3** whisper **4** wave **5** smile **6** shout **7** gesture **8** translate **9** interpret **10** post **11** describe

3.05 For centuries, nobody could read Egyptian hieroglyphics, but in 1799 archaeologists discovered a large black stone in the desert. They couldn't believe how lucky they were. On the stone there was a text written in hieroglyphics and two other languages. This meant they could finally translate hieroglyphics. Today, you can see the Rosetta Stone in the British Museum. Most visitors can't read the text (only the experts know how to do that!), but there are translations in different languages so you can understand what it says. However, if you visit, go very early in the morning. It's so popular you won't be able to see it if you get there late.

3.06 **Woman** Hi, everyone, today we're at the Conlang Convention and we're speaking to James. Hello, James.

James Hi.

Woman James, please tell us, what's a conlang?

James It's an invented language, not a natural one like English or Italian.

Woman Why do people invent languages?

James One reason is so people can understand each other when they don't share a language, or to use in books and movies about different planets or the future. People have invented conlangs for hundreds of years.

Woman You can speak Elvish, from *Lord of the Rings*, can't you? How long have you studied Elvish?

James I've studied it for about five years. I've loved languages since I was little and I love the *Lord of the Rings*, so for me, Elvish is the perfect language.

Woman Who invented it?

James The author of the books, J.R.R. Tolkien.

Woman And he invented everything, didn't he? Grammar, vocabulary, spelling …

James Uh-huh, even the pronunciation.

Woman Wow. Do you speak it with lots of people?

James Um, to tell you the truth, not really. I've taught my parents to say hello and goodbye and one of my friends knows a few phrases, so we can tell each other secrets. But I've met lots of Elvish speakers since the conference started, so I've been practising with them. We tell stories, have conversations. This morning someone told a joke in Elvish!

Woman And you speak other languages too. In fact, you could speak four before you were 16, right? English, Spanish, French and Greek.

James Five! German too! And I started learning Turkish at university. It's a beautiful language.

Woman Now, I understand the conference organisers have asked you to say a few words in Elvish tonight. Have you decided what you're going to say yet?

James Yes, I wrote it before I came, and I've practised it about ten times since I got here. I think I'll be able to do it!

Woman You will! Before you go, can you say something in Elvish for our listeners?

James Sure. *Tenna' telwan*! That's 'see you later'!

Woman Fantastic. Thank you, James.

3.07
tell a joke
tell a lie
tell a story
tell someone a secret
tell the truth

say yes or no
say hello
say something in Italian
say sorry

3.08 **Ben** How are you? I haven't heard from you for nearly a week.

Mario Sorry! I've been so busy since I got here.

Ben How's the conference?

Mario It's great. There are so many cool people here speaking so many different languages.

Ben Have you seen much of New York?

Mario On my first day, I saw the Empire State Building. Tomorrow I'm going to the Museum of Modern Art. I'm really excited.

Ben Wow! How long have you wanted to go there? Years!

Mario I know! Anyway, I'm going to get a burger and fries with some friends I made last night. I haven't eaten anything since this morning. Catch you later!

3.09 **Assistant** Hello, can I help you?

Cristina Erm, oh dear! I'm sorry, I can't speak English very well but I'm looking for … oh, what's it called? Sorry, I can't remember the word! It's a kind of liquid. You put it on your face at the beach. You use it to protect your skin from the sun.

Assistant Do you mean sunblock?

Cristina Yep, that's it! Sunblock. Thank you!

Assistant No worries, here you go. Anything else?

Cristina Yes. Do you have … oh, what's the word? They're similar to earphones. You put them in your ears. You use them when it's noisy. I need them to be able to sleep!

Assistant You mean earplugs?

Cristina Yes, thank you! Phew! Now I'll be able to sleep!

Unit 4

4.01 **1** cough **2** sneeze **3** have a fever **4** relax **5** go jogging **6** work out **7** get enough sleep **8** sweat **9** get stressed **10** get ill **11** warm up **12** get better **13** train

4.03 **Boy** Hey, how was the game?

Girl We lost. The other team were just too strong. We weren't even good enough to score one goal! We spent too much time defending and not enough time attacking.

Boy Maybe you aren't doing enough training. You always lose!

Girl No, we don't. We've won a few games this season.

Boy But if you lose too many games, you'll be out of the competition.

Girl I know! We need a little luck!

4.04 **1** Carbohydrates give the body most of its energy.
2 Protein helps the body to grow and be strong.
3 Cheese, chocolate and butter contain a lot of fat.
4 Fibre is in foods such as fruit. It helps food pass through the body.
5 Dairy products include milk and foods made from milk.
6 Vitamins (A, B, C, etc.) are natural substances that keep the body healthy.
7 The number of calories tells us how much energy is in food.
8 A balanced diet is a healthy mixture of different types of food.
9 Nutrition is about the food you eat and how it affects your health.

4.05 **Man** Hello, and welcome to *21st Century World*. Tonight, Professor Sally Brewster is here to tell us how to live a long, healthy life. Good evening, Professor.

Sally Good evening.

Man Professor, what should we do to be healthy? Let's start with nutrition.

Sally Well, the most important thing is to eat well.

Man You mean, we ought to count calories?

Sally No, I mean, we should eat the right things, like lots of fruit and vegetables, and we shouldn't have too Many bad carbohydrates.

Man So I shouldn't eat too much chocolate, then? That's a shame …

Sally A little chocolate is fine, but no, not too much, and not too many cakes!

Man What about fat? Is it really terrible?

Sally Well, a balanced diet ought to include some fat, but too much fat can be bad.

Man And we should drink eight glasses of water a day, shouldn't we?

Sally Actually, no. Companies want us to buy lots of bottles of water, so they say everybody should drink eight glasses, but it's not true. Of course, we should drink when we're thirsty, but there's water in other drinks, too! Tea, for example …

Man Ah, that's good news. I love tea! What about sleep?

Sally Very, very important. These days most people don't get enough sleep at all.

Man And it's important to sleep through the night, isn't it? Without waking up?

Sally Again, that's not true. In fact, people often used to get up during the night. The idea that we ought to sleep non-stop is a modern one.

Man I didn't know that! Anything else?

Sally Yes, try not to get *too* stressed; that's bad for you. A little stress is fine – it gives us energy to do things and solve problems. Also, two really important things: you need good relationships – family and friends. And you should have something you really enjoy in life.

Man A hobby?

Sally Exactly. This can be an activity you love or a sport you do that makes you happy.

Man You haven't talked about exercise. How much exercise should we do?

Sally Well, these days everybody thinks we should train hard in the gym, sweating like crazy, but it's better to do a few minutes of exercise every day than to work out once a week.

Man Well, Professor, thank you for joining us today. That's great advice for everyone.

4.09 New to ultra-marathons? Here are our top five tips.

1 Well, you shouldn't try the 100 k – it's too difficult. You ought to start with the 50 k.

2 You ought to train most days, but you should also rest one day a week. On training days, you shouldn't run too much – a few hours is fine! Add a few extra kilometres each time.

3 You should eat well in the morning and, during the marathon itself, drink lots of water (but you definitely shouldn't drink too much – that's dangerous).

4 If there are a few hills, it's OK to walk up them. You ought to save your energy for the end of the ultra-marathon.

5 Finally, you should stay positive. In 2015, 70-year-old Bob Becker ran 469 km! If he can do it, you can!

4.10 **Robby** Hey, Nicole, are you feeling OK? You look exhausted!

Nicole I'm really stressed. I have too many exams this week and not enough time to study.

Robby You really ought to get more sleep. You can't do anything well without enough sleep.

Nicole Tell me about it! I always get stressed before exams. Do you have any advice?

Robby How about going jogging? Exercise always works for me!

Nicole Jogging isn't really my thing.

Robby You could just go for a walk. You definitely shouldn't study all night.

Nicole Hmm, I guess I could try.

Robby And drink lots of water. It improves your memory.

Nicole Seriously? I didn't know that.

Robby Something else I find useful is to listen to music with my eyes closed. It helps me relax. But make sure you listen to something gentle.

Nicole OK, thanks. I'll give it a shot.

Unit 5

5.01 **1** wildlife **2** marine life **3** endangered species **4** the environment **5** the planet **6** solar power **7** oxygen **8** carbon dioxide **9** pollution **10** energy **11** waste **12** climate change

5.05 **DJ** Thank you for coming to tell us how we can help save our planet. What will happen if climate change doesn't slow down?

Jen Well, we know that the ice in the polar regions is melting, so if Arctic animals like polar bears lose their homes, they could possibly die out. Unless we stop throwing away plastic, a lot of marine life could disappear, too.

DJ That's very sad. Is there any good news?

Jen Yes, if more people pick up rubbish from beaches, it could help to reduce plastic waste in the ocean. So, sign up to volunteer today!

5.06 **1** coast **2** valley **3** stream **4** iceberg **5** waterfall **6** cave **7** rainforest **8** bay **9** volcano **10** cliff

5.07 **1**

Girl Shall we take a photo here?

Boy What?

Girl A photo?

Boy What did you say?

2

Girl Can you pass me the sunblock?

Boy Here you go. We're going to swim in the sea. Are you coming?

Girl Yeah, let's go and look at the fish.

3 [Grinding sound of iceberg amidst general sound of polar region, wind is whistling etc.]

4

Boy So this is where they want to build the new hotel.

Girl There's plenty of space and it's really beautiful down here between the mountains and it's close to the town. It'll have really good views.

Boy A photo?

5

Girl Look, there's the family of ducks.

Boy Where?

Girl Over there walking next to the water. I think she's going to teach them to swim!

6

Boy It's really cold in here.

Girl Yeah, and dark.

Boy It's a bit scary. What if there are rats in here?

Boy Or bats?

Boy Come on let's go back outside!

7 [rainforest sounds – animals and birds, etc.]

8

Girl It looks just like any other mountain, except it has a hole at the top.

Girl Yes, it seems quiet now, but it's still active, right?

Girl Yes. No one knows when it will blow again!

Girl When did it happen last?

Girl About 15 years ago. It was spectacular, but it caused a lot of pollution.

9

Boy It's so windy up here!

Boy Yeah, but look at the view. It's awesome!

Boy Don't get too close to the edge – it's a long way down!

Boy Don't worry. Look! We're on top of the world!

10 [Sound of a cruise liner approaching land, the ship's siren sounding to indicate they are near.]

5.08 **Teacher** We've spoken about things we can do to protect the environment, such as not using plastic or saving water. Your homework task was to find two more unusual ways to reduce climate change. So, let's hear the ideas from each group, the crazier, the better!

Girl Our group had a couple of great ideas. The first was to make some sunglasses for Earth. We wear sunglasses to reflect the sun's rays away from our eyes. So, if we built some giant sunglasses for Earth, they would reflect the sun and reduce the temperature.

Boy Ha ha! That sounds really funny! Can you imagine the Earth wearing sunglasses?

Girl The other idea we thought of was to direct the sun's heat to other parts of the planet and away from icebergs.

Teacher So, how would you do that?

Girl Well, if we covered valleys in cold countries with giant, dark blankets, this would attract the sun's heat. So the heat would move away from the polar regions and this would protect them.

Teacher OK, interesting ideas. Now what about Group 2?

Boy The first idea we had was to create more clouds.

Teacher More clouds?

Boy Yeah, so there would be boats off the coast that would spray seawater into the air to form more clouds. The idea is, if there were more clouds, they would reflect sunlight away from Earth, which would reduce the temperature of the planet. And the other idea was a fun one … always time your shower by playing a favourite short track of music. We wouldn't use so much water if we had shorter showers.

Teacher Hmm. Perhaps you could make some track lists! OK, now what about Group 3. What did you find?

Girl Well, the first idea was to keep worms in the kitchen.

Teacher What would happen if we kept worms in the kitchen?

Girl Well, they would eat all the food we throw away which would reduce waste. They would also create compost and we could use it in the rainforests to grow more trees. And the other idea was to live in caves. Some scientists say if we lived in caves, we'd reduce the energy we use. Underground houses use less energy as the temperature stays the same all year round, about 15 degrees and caves would be similar.

Teacher Great ideas! Well done, everyone.

5.09 **Rita** So what would you do if you could change anything in the world?

Oscar Well, the first thing to go would be all exams and homework. Can you imagine how good school would be if we didn't have exams or homework?

Rita Ha ha! Great idea! Well, I'd make all cars electric. If we only drove electric cars, there wouldn't be so much pollution.

Oscar Well, I'd give people more free time because if people had more free time, they'd work harder at school.

Rita Yeah, and I'd play music in the street. If we all listened to more music, we'd be much happier.

Unit 6

6.01 First of all, we prepare the fresh fruit. In this case, we're using cherries. So, we remove the stones, then, press the fruit to make a paste. Next, we add sugar and water and stir the mixture. Then we need to heat the mixture, so we do this by increasing the temperature until the mixture boils. Once it is boiling, we pour the mixture into the moulds. Then we have to place the sticks carefully inside the moulds. The next part is very important: we have to reduce the temperature. To do this, the machine dips the moulds into a freezing liquid to freeze the ice lollies quickly. Then, when the lollies are completely frozen, we pull them out of the moulds and cover them in colourful paper so they are ready to go to the shops.

6.02 **1** remove **2** press **3** add **4** stir **5** increase **6** boil **7** pour **8** place **9** reduce **10** dip **11** freeze **12** pull **13** cover

6.04 **1** it **2** leave **3** heat **4** ship

6.05 : /ɪ/ give, listen, six, swim
/i:/ extreme, free, freeze, teach, week

6.07 Every year, more than five billion phones are thrown away. Today, a lot of people are choosing to buy a recycled phone. How is a phone recycled?

First, an old phone is sent to a phone recycling company. All the parts of the phone are checked carefully. Often old batteries are removed and new ones are added. The phone is cleaned and then it is tested. Then it is sold on a website to a new customer. Sometimes important parts aren't used in the same phone but they are made into something new.

6.08 **1** a silk bag **2** a leather case **3** a rubber tube **4** a tin can **5** a glass jar **6** a cardboard box

6.09 **Woman** Welcome to *Top Quiz*! The best quiz show on TV. Today we have Anton in the studio. Welcome to the show, Anton. Are you ready to play?

Anton Hi, yes I am.

Woman OK, today's quiz is all about inventions. So, let's start with the first question. Where were bagpipes invented?

Anton Oh that's easy. In Scotland, so Europe.

Woman Oh … Anton, no, I'm afraid not. The musical instrument we associate with Scotland, wasn't invented in Europe. Actually, it was first invented in the Middle East and was brought to Europe much later. OK, let's move on to question 2. Where was the oldest boomerang found?

Anton Err, Australia?

Woman Again, boomerangs are always associated with Australia but the oldest boomerang was discovered in Poland and is thought to be around 30,000 years old. And did you know that the Egyptian king Tutankhamun had a collection of boomerangs over 2,000 years ago?

Anton Er, no I didn't know that.

Woman OK, question 3. It's an easy one. Where was the first piñata discovered?

Anton Umm, Mexico.

Woman Ahh, Anton. Although the piñata is associated with Mexico, it is believed that Marco Polo first saw them in China, so many people believe they were invented there. They say he also brought ice cream and pasta back to Italy from his travels to China. Mmm, thanks, Marco! OK, and now the last question. Which of these objects was invented by accident? Was it the biro, the can opener or chewing gum?

Anton Let me think, the biro and can opener do something useful, so I think someone wanted to invent them so … I'm going to say … chewing gum.

Woman Fantastic, Anton!!! Finally! The correct answer *is* chewing gum. An American inventor, Thomas Adams, wanted to make rubber from chicle. Chicle comes from trees in Mexico, but his experiments never worked. However, one day, he discovered that the chicle was excellent chewing gum! Well done, Anton. You have one point!

6.10 Easter Island, or Rapa Nui, is located in the Pacific Ocean, about 3,500 km from Chile. The small island was first inhabited around 1,000 years ago. In 1722, the island was visited by a Dutch explorer. There were about 3,000 people on the island and nearly 900 mysterious statues were also found. The giant head statues, or Moai, were not made from normal stone – they were built from volcanic stone and were placed along the coast with their backs to the sea. The enormous statues were not transported by vehicles, so how were they moved around the island 1,000 years ago? Archaeologists think each statue was designed to be moved with ropes. What do you think?

6.11 **Alicia** Hey Juan, I saw a video the other day of a great invention that was made from a balloon. Do you want me to show you how to make it?

Juan Yeah, go for it!

Alicia Well, first of all, take a balloon, any old balloon, any colour you like.

Juan OK. Then what?

Alicia Then blow up the balloon and hold it tightly so that the air doesn't escape.

Juan OK, that's easy.

Alicia Once the balloon's inflated, place it on a table in front of you and place your mobile on the balloon with the screen facing upwards.

Juan OK, I get it. What's next?

Alicia Right. The next bit's kind of tricky. Press the mobile down on the balloon. Don't let go of the balloon and don't let the air out too quickly. In the video the air came out really slowly.

Juan Hang on a sec! Let me check I've got this right. So, push down carefully until all the air is removed.

Alicia Exactly. And there you have it! A mobile phone case!

Juan Oh, I see. Hey, that's so cool!

Unit 7

7.01 **1** costume **2** decoration **3** firework **4** float **5** funfair **6** programme **7** stall **8** lantern **9** parade **10** atmosphere **11** celebration **12** crowd **13** carnival

7.02 **1** parade **2** costume, firework, funfair, programme, lantern **3** atmosphere, carnival **4** ceremony **5** decoration

7.04 **1** /ʌ/ punctual, fun, subject

2 /uː/ rude

3 /juː/ unit, huge

7.05 **Omar** Hey, Magda, can you help me? I'm doing a project at school about festivals and I need some good examples. Have you been to any festivals?

Magda Erm, yes, I have, Omar. Last summer I went to the Notting Hill Carnival in London.

Omar A carnival in London? OK, tell me about that.

Magda Well, it's a big celebration of Caribbean culture in the city streets at the end of August.

Omar Caribbean culture? Cool. Were there many people there?

Magda Oh, yes. It's one of London's most popular events. The crowds are huge.

Omar And what happens? What do people do?

Magda They play music, they dance and they wear really bright, colourful costumes.

Omar Uh-huh. What else?

Magda Lots of things. There are events on the programme for adults and children, like dance classes and competitions. The opening ceremony is really loud and fun, and on the last day there's a big parade with floats. Some of the decorations I saw were incredible.

Omar Wait a minute, let me write this down. Events for adults and children. A parade with floats. Incredible decorations. What about food?

Magda Oh, yeah. There are lots of stalls with delicious Caribbean food, like spicy chicken and goat curry! I really want to go again. The atmosphere was amazing.

Omar Are there fireworks?

Magda Not at the Notting Hill Carnival, no, but London does have a big firework display at the end of the summer.

Omar That's a really good example, Magda. Thanks so much!

7.07 Today was almost a disaster. My friends and I were going to the Albuquerque International Balloon Fiesta, but when we got there, I realised I hadn't brought my ticket. I'd left it at home. At first, I didn't know what to do, but then I called my mum. Luckily, she hadn't left the house to go to work yet, so she found the ticket, took a photo of it, and sent me the photo. Anyway, it was an amazing event. I'd never seen so many balloons before. The sky was full of them!

7.08 **1** tent **2** venue **3** headliner **4** track **5** band member **6** encore **7** stage **8** campsite **9** gig **10** support act

7.09 **Jackie** Are you doing anything exciting this summer, Daryl?

Daryl I'm going to Morocco with my cousin. I've never been there before, but he went two years ago and said he'd had an amazing time.

Jackie Oh yeah?

Daryl Yeah, he said the people were really friendly and the food was delicious. He said he wanted to go back and he wanted me to go with him, so I thought, why not? What about you? Any plans?

Jackie I'm thinking about volunteering at *SumFun* – you know, that big summer music festival.

Daryl Really? I didn't know you could volunteer there.

Jackie Yeah, my sister Gemma did it last year. She said it was really awesome. I mean, when she came home, she said she'd worked really hard, but she also said it had been a great way to make friends. She said the atmosphere was amazing.

Daryl What did she do there?

Jackie Different things. She sold T-shirts on a stall and helped people who were lost. *SumFun* is huge, you know – there are six main stages and five smaller ones and Gemma said last year there were more than 30,000 people.

Daryl 30,000? That's a huge crowd. Did she tell you which bands she'd seen?

Jackie Yes, but I don't remember what they were called. Wait! Blue Wings! That's one I remember. They were the headliners on the last day.

Daryl Cool.

Jackie She sent me tons of photos while she was there. Here, look, I'll show you some.

Daryl Is that her selling T-shirts?

Jackie Yeah, they look cool, right?

Daryl Wow, she looks a bit tired in that one!

Jackie Well, it *was* the last day. But she has so much energy, my sister! The night she came home, she said she wouldn't do it again – it was too much work – but the next morning she said she couldn't wait to go back!

Daryl Where is *SumFun* this year? It's usually at a venue in the city, isn't it?

Jackie No, it's always outside the city, in the countryside. A few years ago the organisers said they were going to move it to the beach, but they didn't. Anyway, I really want to go, but Gemma told me not to buy a ticket because they're too expensive. It's cheaper to volunteer, and I think it'll be a great experience.

Daryl Well, I'd love to join you next time!

7.10 Mark told me he was going to Thailand next week. He said he was really excited and that it was the only thing he could think about. He told me he had bought his ticket last week and he'd downloaded an app to learn Thai yesterday. He said he'd packed his suitcase this morning and that he'd be in Bangkok next Monday. He said he was going to meet his sister there. He told me he'd write and tell us all about it.

7.11 **Josh** Hey, Lara! What are you up to on Saturday?

Lara Why? Is something happening?

Josh It's Ryan's 17th. We're organising a little celebration for him. Why don't you join us?

Lara Sure, I'd love to. I'd forgotten it was his birthday. Where is it?

Josh It's at my place, but don't say anything to him. It's a surprise.

Lara A surprise party? Really?

Josh Yeah, he told me once he'd never had one before, so I thought, 'Why not?' He thinks we're going to a gig.

Lara OK. I won't say a word. What time should I be there?

Josh It kicks off at six, but you can come when you like.

Lara OK, I'll be there around seven. Should I bring anything?

Josh Why don't you bring some snacks?

Lara OK. What about a present? Should I get him something?

Josh He said he wanted a new backpack. We can buy him one together if you like.

Lara Sure. Count me in.

Josh Great! See you there, then! And tell your brother to come. The more the merrier!

Unit 8

8.01 **1** hand in homework **2** get detention **3** cheat in a test **4** get good grades **5** take an exam **6** fail an exam **7** pass an exam **8** write an essay **9** revise for a test **10** pay attention to the teacher **11** tell somebody off

8.03 **1** /aɪ/ bite, flight, might, ride, right, shy, why
2 /eɪ/ afraid, hate, may, play, snake, wait

8.04 **Tim** Where's Luiz? We're going to play football.

Anita He's still in class. He got detention.

Tim Detention? Luiz? Why? What did he do?

Anita He cheated in the French test.

Tim Luiz cheated? Wow. I know he someTimes hands his homework in late, but he never cheats!

Anita I know, but the problem was, this test was really important and he didn't revise for it at all.

Tim Yeah, but cheating's really bad. You should never cheat. It's not honest.

Anita I know, I know. That's why I always pay attention to the teacher. I want to get good grades and pass my exams.

Tim Wait a minute, Anita. You don't *always* pay attention in class!

Anita What do you mean?

Tim Like yesterday, for example, when we were writing that essay. You weren't paying attention then! You were looking out of the window. Probably dreaming about the weekend or something!

Anita I wasn't *dreaming*, Tim. I was *thinking*.

Tim Alright, *thinking* about the weekend then!

8.06 Every year, we have a big party on the last day of term. We can play games or listen to music in class and the teachers aren't allowed to give us any work! We can wear our own clothes instead of our uniform (although we aren't allowed to wear any jewellery – that's always against the rules). We can even come in fancy dress if we want to. There's a competition for the best costume, but the teachers aren't allowed to tell us what the prize is – it's a surprise.

8.07 **Denise** Hello?

Harry Hello? Denise, can you hear me? It's Harry. Hello?

Denise Hi, Harry! Sorry, the signal isn't very good here. Let me just go outside.

Harry Can you hear me now? How are you?

Denise I'm good. How's life in Tokyo?

Harry I'm enjoying it, but Japanese schools are *really* different from the ones at home! Have you seen the pictures on my blog?

Denise Yeah, they're great. Can I show them to Mum and Dad?

Harry Of course, you can. Did you see the one of the kids washing the windows?

Denise Yeah, why were they doing that? Had they been naughty or something?

Harry No, no. The students here are really well-behaved. Japanese students always clean their schools at the end of the day.

Denise What? Why do they have to do that?

Harry They don't *have* to do it. They want to. I mean, at first I thought they'd all got detention or something. The classes finished, but everyone just stayed inside and started to wash the floor or put away the chairs. They clean everywhere: the corridors, the gym, the toilets …

Denise The toilets! Are they allowed to do that? Wow!

Harry I know! I asked one of – Denise, can you still hear me?

Denise Yeah, yeah, go on.

Harry I asked one of the teachers to explain. She said the students clean the school because it's *their* school, so they feel responsible for keeping it clean.

Denise Imagine that here! What about you? Do you have to clean, too?

Harry No, I'm allowed to go home because I'm just visiting. But I don't want to be rude, so I stay and help. Anyway, you know me – I like to have things clean and tidy.

Denise Maybe these days. You used to be really untidy, remember? Your room at home was a disaster!

Harry You don't need to tell me that. That's why Mum was always telling me off.

Denise Anyway, how's your Japanese?

Harry Well, everyone's being really nice – you know, speaking slowly and repeating things – and they say I'm getting better, but I think they're just being polite. I feel shy about making mistakes.

Denise You mustn't be shy, Harry. You need to make mistakes if you want to improve.

Harry You're right, I know.

Denise Listen, Harry, I don't want to be rude, but I must get ready for school. I have to give a presentation today.

Harry OK. Good luck!

Denise Thanks. Speak soon!

Harry Bye!

Denise Bye!

8.08 careful – careless
mature – childish
organised – disorganised
well-behaved – naughty
polite – rude

8.09 **Will** So, how are you feeling, Javier? Excited?

Javier Kind of. I'm a bit nervous, to be honest, Will.

Will Don't be. Everyone's really friendly and polite. But our rules might be a bit different from yours – for example, we have to wear a uniform but that's no big deal. You'll love it!

Javier Yeah, right! What are the rules about phones?

Will You're not allowed to bring one to school.

Javier How come? What happens if you do?

Will You get detention.

Javier Really? In my school you're not allowed to use them in class, but we can use them at break. What about lunch? Do you have to eat in the cafeteria?

Will You don't have to. You can take your own food if you want.

Javier OK. Anything else I need to know?

Will Erm, we have to wait outside the classroom for the teacher.

Javier Why's that?

Will Because the teacher tells us where to sit as we go in the classroom.

Javier It's a lot to get your head around.

Will Don't worry, you'll be fine!

Unit 9

9.01 **1** accommodation **2** tourist attraction **3** backpacking **4** holiday resort **5** cruise ship **6** sightseeing **7** booking **8** destination **9** tour **10** abroad **11** trip **12** journey

9.04 **1** We offer the best places to stay during your holiday. We have everything from five-star hotels with single, double and family rooms, to apartments, so you feel comfortable every day you're away.

2 So from here we can see the tower. It was built in 1889 to celebrate the 100th anniversary of the French Revolution. It's 324 metres high and gets around 7 million visitors a year.

3

Woman Hi, we're going to see the palace and museum tomorrow. Could you tell me what time we need to be ready and where to meet?

Man OK. If you wait just outside the main doors of the hotel at 9 am, the guide will meet you there and take you to the coach. Have fun!

Woman That's great. We will!

4

Girl Have you got everything?

Boy Yeah, my backpack's so heavy now.

Girl That's because you brought too much. I told you to bring just a few things! We have to carry our backpacks all the time, even while we're walking in the mountains.

Boy I know, but we're travelling for three months and going to lots of places. So, I brought clothes for all weathers.

Girl Come on, this is our train. Let's hope we get a seat this time.

Boy Yeah! If not, at least we can sit on our backpacks.

5 It says here that since they built the new holiday resort and renovated the old part of the town, it's become a really popular place to visit. It's now one of the most visited parts of the region with over 300,000 visitors a year. I can't wait to get there!

9.06 **Leo** How do you think technology's going to change things in the future?

Taylor I think it's going to make everything quicker and safer and better for the environment. I think that by 2040 we will be printing our own food to reduce food waste.

Leo I think we'll be using technology to communicate with people better. What will you be doing in 2040?

Taylor I'm not sure about that, but I can tell you about tomorrow! I know I'm not coming to school – it's the summer holidays.

9.07 **1** get away **2** been away **3** look around **4** get in **5** take off **6** set off **7** checked in **8** check out **9** get back

9.08 **A**

Olivia So, where are you going away on holiday, Alfie?

Alfie No idea! Mum and Dad just can't decide. Dad wants to go to a place where he can go sightseeing.

Olivia And your mum?

Alfie The complete opposite, Olivia. She wants to get away from the city and go to a holiday resort. She's the type of person who just wants to spend her holiday swimming and sunbathing.

Olivia And what about you?

Alfie Well, I'd rather go backpacking with my friends, but as that's an option I think I'd prefer the resort.

B

Peter Oh no! There's so much traffic! Samantha, we're going to be late. The plane takes off in two hours!

Samantha This is why I told you we needed to set off earlier.

Peter We did! But someone left their passport at the hotel when we were checking out, so we had to go back for it.

Samantha And whose fault was that, Peter?

Peter YOURS!

C

Luca So, what do you think holidays will be like in the future, Isla?

Isla Well, we already live in a time when people want to go away on exciting holidays, but I think that in the future people will want to experience where they're going before they go. They'll be able to do this with immersive booking.

Luca What's that?

Isla It's a system which uses virtual reality to look around a destination before you book your holiday.

Luca Oh right!

Isla I also think we'll be travelling to space in the next few years, Luca. I'd love to be a space tourist, but not like those crazy people who want to go to Mars with a one-way ticket! I want a return ticket so I can get back to Earth!

D

Tim Hey, Karen, I've just read an article about how we will travel in the future. Do you really think there'll be planes and trains that are controlled by robots?

Karen Yeah, I do, Tim! And I think that when we check in to hotels, there won't be any people to greet us either! We'll control everything on an app on our phones!

Tim Woah! The girl in our class whose dad works for a technology company said that there'll be floating hotels in the future. But I don't believe that!

Karen Why not? I think there'll be floating hotels, floating cars, floating trains … floating everything!

9.09 The other day I met a friend whose cousin is training to be an astronaut. He told me that the place where she is training is looking for people who want to go into space as tourists and she is going to go. She says the reason why she wants to go is to show people that space travel is something which anyone can do if they complete the training. She's not sure when she is leaving, but the training that she has done so far means she is ready to set off any day now!

9.10 **Ben** Hey Gemma! So, when are you off to New York?

Gemma Hey, Ben! Hang on a sec. I'll be with you in a minute. Sorry, that was my sister on the phone. What were you going on about?

Ben I was asking you when you're going to New York.

Gemma We're going in two weeks' time. I can't wait!

Ben I'm so jealous! New York's on my bucket list. Where will you be staying?

Gemma We're staying in a hotel. It's right in the middle of Manhattan!

Ben Wow! And what are you planning on doing?

Gemma Oh, you know, all the usual stuff, so tons of sightseeing. I'm really looking forward to seeing the Empire State Building, Statue of Liberty, Times Square and so on. We're going to try and get tickets to watch a show. Mum wants to see *Cats*, but I'd rather see *Hamilton*.

Ben How long are you going for?

Gemma Just a week.

Ben It's not fair! While you're jetting off to New York, think of us back home. We'll all be studying for our exams!

Gemma Ah, poor you! I'll send you some photos!

Workbook Answer key

Starter Unit pp4–7

Vocabulary and Reading

1 **2** screen **3** social media **4** message **5** apps **6** emoji

2 **2** excited **3** nervous **4** tired **5** upset **6** bored

3 Student's own answers

4 They are doing holiday / summer courses.

5 **1** He enjoys it when people watch him dance.
2 When he forgets the dance steps.
3 They're making a whole film at the end of the course.
4 She wants to make a film of him.

Language in action and Vocabulary

1 **2** I don't always remember the steps.
3 Do you often get embarrassed when you dance?
4 We sometimes write the music for the films.
5 His teachers never get angry with him.

2 **2** often feel **3** Does Mario sometimes send
4 'm having **5** usually text

3 **2** When does Tom arrive in Japan? He arrives tomorrow morning.
3 What day do we get the exam results? We get them on Friday.
4 When does your music lesson finish? It finishes at midday.

4 folk, drums, reggae, jazz, fans, bass, DJ, rap, keyboard

5 **2** DJ **3** reggae **4** bass **5** folk **6** keyboard **7** rap **8** fans

6 **2** rap **3** drums **4** DJ **5** jazz **6** heavy metal

Listening and Language in action

1 At a music festival.

2 Because she works there.

3 **2** T **3** F **4** T **5** F

4 **fans:** Maria says she can get a good place to stand in the morning before other fans arrive.
reggae singers: Maria says she loves reggae singers.
tired: Maria says she's usually tired because she gets up very early.

5 **1** sang **2** took; went **3** knew; saw **4** Did; make **5** didn't tell; had

6 **2** learned / learnt **3** worked **4** was; fell **5** didn't enjoy; was

7 **2** Did Maria ask the organisers for a free ticket?
No, she didn't. She asked them for a job.
3 Did Maria get a ticket in the lottery?
No, she didn't. She got a free ticket.
4 Did Maria work at the campsite in the evening last year?
No, she didn't. She worked for two hours every morning.
5 Did it rain all weekend at MusicFest last year?
No, it didn't. It was hot and sunny.

Review

1 **1** Are you having **2** isn't connecting **3** often have **4** sometimes works/works sometimes **5** is hardly ever **6** doesn't want **7** don't usually come **8** am always **9** loves **10** never wears

2 1, 3, 4, 5, 7

3 **1** What time did your plane arrive?
2 I got the bus to school.
3 We went back to school at the beginning of September.
4 The lesson started at 2 o'clock today.
5 Our train didn't leave from platform 4.
6 I loved using this app.
7 The sale didn't end at midnight.
8 Why did you feel ill?
9 When did you usually go to bed?

4 **1** fan **2** DJ **3** keyboard **4** rap **5** folk **6** drums

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

6 **1** embarrassed **2** upset **3** excited **4** tired **5** bored **6** nervous

Unit 1 pp8–15

Vocabulary

1

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

2 **2** sociable **3** cheerful **4** sensible **5** calm **6** sensitive

3

in-	[2]active
un-	[3]ambitious [4]helpful [5]inspiring [6]sociable [7]talented
im-	[8]patient

4 **2** shy **3** grumpy **4** silly **5** lazy

5 **2** ambitious **3** talented **4** sociable **5** helpful **6** patient

Explore it!

a

Reading

1 **1** Ishita Malaviya **2** India / Mumbai.

2 **2** destination **3** promote **4** wave **5** medals **6** coastline

3 **2** T She didn't find anything when she searched online.
3 F An American helped her to start.
4 T She is well-known across Asia.
5 F She was never very interested in getting medals.
6 F She teaches children in her village for free.

4 Student's own answers

Language in action

1 **2** was raining **3** was working **4** was looking **5** were; doing **6** wasn't watching

2 **2** helped **3** did you do **4** was **5** didn't have **6** Was it **7** gave **8** bought

3 **2** He finished his book as he was waiting for the bus.
3 While we were living in London, we went to lots of museums.
4 She didn't see the car when she was crossing the street.
5 I didn't cry while I was watching that inspirational film.
6 They said goodbye as they were leaving the party.

4 **2** was walking **3** didn't have **4** was kicking **5** arrived **6** asked **7** explained **8** gave **9** came **10** was opening

5 Student's own answers

Vocabulary and Listening

1 **2** take care **3** hang out **4** deal with **5** look up to **6** cheer them up **7** give up **8** depend on

2 **2** look after / take care of **3** give up **4** look up to **5** depend on **6** cheer, up **7** hang out **8** get on

3 b

4 **2** sister **3** 100 **4** 400 **5** (people's) cars **6** weekend

5 Student's own answers

Language in action

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

2 **2** used to **3** used to **4** didn't use to **5** didn't use to **6** didn't use to

3 **Possible answers:**
2 used to play football **3** used to want to be a doctor **4** didn't use to have a dog **5** used to have an old computer

4 **2** How did you use to communicate with people? / How did people use to communicate with you?
3 What did you use to do in your free time?
4 What did you use to think of old people?

5 **1** used to have
2 used to send; used to be
3 used to read; didn't use to do
4 didn't use to think; used to think

Writing

1 The entry appears in next month's edition and the writer wins £100.

2 Yes.

3 **2** For **3** Personally **4** view

4 **2** F **3** T **4** T

5, 6 and 7 Student's own answers

Review

1 **1** active **2** helpful **3** calm **4** talented **5** sociable **6** confident **7** patient **8** inspiring **9** ambitious **10** cheerful **11** sensitive **12** sensible

2 **1** to **2** up **3** on **4** up **5** with **6** on **7** out **8** of

3 **1** was walking; started
2 phoned; was writing
3 were, doing; heard
4 found; was cleaning
5 were leaving; arrived
6 was crossing; hit

4 **1** used to be **2** used to take **3** used to read **4** Did you use to give **5** didn't use to do **6** used to do **7** used to look

5 **1** c **2** c **3** c **4** a **5** b **6** a **7** c **8** a **9** c **10** b **11** a **12** c

Unit 2 pp16–23

Vocabulary

1 **2** c street art **3** g contemporary dance **4** e fashion design **5** b sculpture **6** a photography **7** h architecture **8** f illustration

2 **1** a gallery **2** An exhibition **3** A performance

3 artist, fashion designer, filmmaker, illustrator, sculptor

4 **2** d **3** f **4** c **5** a **6** b

Explore it!
a

Reading

1 & 2 It's a banana. Someone might take it and eat it.

3 **2** junk **3** damaged **4** stuck **5** peel **6** replaces

4 **2** Someone paid $120,000 for it.
3 It was in a museum in Seoul, Korea.
4 Someone replaced the banana when it got old and brown.
5 Museum visitors and journalists took photos of the banana peel.
6 People have asked questions about what modern art really is.

5 Student's own answers

Language in action

1 **2** Have **3** visited **4** met **5** Has **6** have

2 **2** hasn't done **3** have made **4** have seen **5** Have; taken **6** has written

3 **2** haven't seen **3** Has; made **4** hasn't written **5** Have; drawn **6** have; been

4 **2** gone **3** been **4** been **5** gone

5 **2** Have they ever visited Rio?
No, they haven't, but they have been to São Paulo.
3 Has she ever won first prize in a competition?
No, she hasn't, but she has come second.
4 Have you ever made a video film?
No, I haven't, but I have taken some great photos on my phone.

6 **2** have ever had **3** have made **4** has changed **5** has trained

Vocabulary and Listening

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

2 **2** scene **3** part **4** show

3 Student's own answers

4 **1** millions **2** around 100

5 **2** He had his own fashion show.
3 Hollywood celebrities
4 (Looking at) nature and the different/changing seasons
5 He knows about some famous painters.
6 She was a fashion model.

6 Student's own answers

Language in action

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

2 **2** The children have just finished school for the day.
3 They have just had a swim.
4 He has just made a cake.
5 The girls have just seen a funny film.
6 The boy has just given her some flowers.

3 **2** B **3** B **4** A **5** B

4 **2** Have you heard about the Picasso exhibition yet?
3 Someone has just discovered an unknown painting.
4 The gallery has just bought it from a collector in Paris.
5 It seems they have already agreed a fair price.
6 They still haven't told anyone how much they paid, though.

5 **2** Enzo has already gone to the art gallery.
3 Susie still hasn't finished her art project.
4 Have you had your audition yet?
5 They have just held an exhibition in town.
6 We have already been to the theatre three times this month!

Writing

1 b

2 Because the music has great energy and it makes you want to dance.

3 **2** C **3** D **4** A

4 **2** on **3** recommend **4** ever **5** What

5 **1** In the reviewer's opinion, it's perfect for lovers of international music.
2 The performers were so happy and there was so much movement in their music. They make you feel cheerful. They make you want to get up and dance.

6 7, 8 & 9 Student's own answers

Review
Vocabulary

1 **1** filmmaking **2** sculptures **3** contemporary dance **4** gallery **5** exhibition **6** illustrations **7** performance **8** photography **9** Architecture **10** street art

2 **1** orchestra **2** performer **3** scene **4** audience **5** audition **6** lyrics **7** rehearsal **8** lines **9** show **10** recording studio

Language in action

3 **1** Have you seen the new Almodóvar movie? Yes, I have.
2 Has he taken photos of his sculpture? Yes, he has.
3 Have the visitors come from all over the world? No, they haven't.
4 Has she ever sung in front of a big audience? No, she hasn't.
5 Have they heard your new song? Yes, they have.
6 Have you had many exhibitions? No, I haven't.
7 Has she been to that gallery before? Yes, she has.
8 Has the show won many awards? No, it hasn't.

4 **1** I haven't done my homework yet.
2 He still hasn't read that book.
3 We still haven't been to Venice.
4 The performance hasn't begun yet.
5 The sculptor still hasn't explained his work.
6 We haven't bought your new CD yet.
7 She still hasn't met the photographer.
8 I haven't been into Paul's recording studio yet.

5 **1** c **2** b **3** a **4** b **5** c **6** a **7** b **8** c **9** c **10** b **11** c **12** a

Unit 3 pp24–31

Vocabulary

1 **2** gesture **3** describe **4** interpret **5** post **6** shake hands **7** smile **8** wave **9** translate **10** whisper **11** shout

2 **2** describe **3** whisper **4** translate **5** wave **6** shout **7** smile **8** post

3 **with your voice:** shout, whisper, describe, interpret, greet
with your face: smile
in writing: post, translate, describe, greet
with your hands: shake hands, gesture, wave, greet

4 **2** described **3** shake **4** whispered **5** posts **6** smiled **7** interpreted / translated **8** waved

Explore it!
b

Reading

1 **Possible answers:**
love/affection, tears of laughter/happiness, hunger, being cool/content

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

3 **2** easily **3** greatly **4** surprisingly

4 **1** T **2** F *Kanji* has got the most symbols. **3** F Often a piece of writing uses all three alphabets at the same time! **4** T **5** F It refers to 'emoji symbols'. **6** T

5 Student's own answers

Language in action

1 **2** future **3** present **4** past **5** future

2 **2** couldn't use **3** could post **4** couldn't check **5** will you be able to help **6** won't be able to do /can't do **7** can help **8** can't practise **9** can write

3 **2** could **3** can **4** can't **5** can **6** can't **7** couldn't **8** will **9** won't **10** will

4 **Possible answers:**
2 Olga can't type quickly now, but she will be able to (type quickly) in the future.
3 Olga could sleep ten hours a night when she was younger, but she can't (sleep ten hours a night) now.
4 Olga can ask her parents for money now, but she won't be able to (ask her parents for money) in the future.

Listening and Vocabulary

1 1, 2, 6

2 **2** T **3** F **4** T **5** T **6** F

3 **2** say **3** tell **4** tell **5** tell **6** tell **7** say **8** say **9** tell

4 **2** say; in Italian **3** tell; story **4** said yes **5** telling the truth **6** said hello **7** telling jokes **8** say sorry **9** told; lie

5 Student's own answers

Language in action

1 **2** a **3** b **4** b **5** a **6** b

2 **2** How long have they known
3 How long has she liked **4** How long has he had
5 How long have you been

3 **2** 've heard **3** made **4** heard **5** were **6** asked **7** said **8** haven't eaten **9** decided **10** ate **11** asked **12** 's gone

4 **1** b Who did you tell the lie to?
c Why did you tell it?
2 a Has anyone ever told you a secret?
b Was it a very big secret?
c Have you ever told another person the secret?

5 Student's own answers

Writing

1 3

2 **2** Using intonation / Your tone of voice **3** ask questions **4** they can tell when someone is telling a lie **5** more relaxed

3 **2** from a specific time in the past **3** earlier **4** after some time has passed **5** since I was born **6** at the moment **7** in the very near future

4, 5 & 6 Students' own answers

Review

1 **1** greet **2** wave **3** smile **4** interpret **5** shake **6** gesture **7** translates **8** shout

2 **1** tell **2** say **3** say **4** telling **5** say **6** told **7** telling **8** told

3 **1** I **could** swim when I was only two years old.
2 I think I **will** be able to get a good job in the future.
3 ✓ **4** ✓ **5** I **couldn't** speak English until I went to school.
6 ✓ **7** The school will be able **to** let me know about my exam results next week. **8** Now I **can** speak Italian well, but in the past I couldn't.

4 **1** have lived **2** did you live **3** has been **4** didn't learn **5** hasn't finished **6** didn't do **7** have you known **8** fell

5 **1** a **2** b **3** c **4** a **5** b **6** c **7** c **8** a **9** a **10** b **11** c **12** c

Unit 4 pp32–39

Vocabulary

1 **2** cough **3** relax **4** train **5** sneeze **6** get better **7** go jogging **8** have a fever **9** get ill **10** get stressed **11** warm up **12** work out **13** get enough sleep

2 **2** ✓ **3** ✗ **4** ✓ **5** ✗ **6** Student's own answers **7** ✓ **8** ✗ **9** ✓ **10** ✗ **11** ✗ **12** Student's own answers

3 **2** training **3** gets better **4** sweats **5** warm up **6** get stressed

4 **2** stressed **3** out **4** fever **5** better **6** training **7** sleep **8** warm up

Explore it!
hands and feet

Reading

1 **b** 4 **c** 1 **d** 2

2 **2** weak **3** stomach **4** screen **5** adjustable **6** back

3 **2** Some muscles can become weak.
3 Every half hour.
4 Because they feel too silly sitting on it.
5 It helps to build the muscles in your back and stomach.
6 Yoga.

4 Student's own answers

Language in action

1 **2** much **3** many **4** much **5** much **6** many

2 **2** f **3** e **4** b **5** d **6** a

3 **2** My friend's dogs are too noisy.
3 I can't drive because I'm not old enough.
4 Nasrin says her desk is too low.
5 There aren't enough chairs for everyone.

4 **b** 1 **c** 2 **d** 4 **e** 5

5 **2** not enough answers **3** a few problems **4** too old **5** too young **6** enough strength **7** too young **8** not enough options

Vocabulary and Listening

1

	[1]d	a	i	r	y	p	r	o	d	u	c	t	s
		[2]n	u	t	r	i	t	i	o	n		
	[3]c	a	r	b	o	h	y	d	r	a	t	e	s
			[4]f	a	t							
	[5]f	i	b	r	e							
				[6]v	i	t	a	m	i	n	s	
	[7]a	b	a	l	a	n	c	e	d	d	i	e	t
[8]c	a	l	o	r	i	e	s						

2 b

3 **1** A balance between mental and physical health is important.
2 We know that calcium is good for our bones.
3 Do you know why cereals are good for you?
4 Our sports lessons always end with a fun activity.

4 **a** 4 **b** 3 **c** 1 **d** 2

5 **2** c **3** c **4** b **5** a

Language in action

1 **2** shouldn't drink **3** shouldn't eat **4** should eat **5** shouldn't drink / have **6** should eat

2 **2** shouldn't **3** ought **4** ought **5** shouldn't **6** should

3 **2** Our fridge is empty so we ought **to** go to the shops.
3 You **shouldn't** worry so much about your exams.
4 What **should I do** to get fitter?
5 He **ought** to eat more protein.
6 You **shouldn't eat** unhealthy food if you want to live to be 100.

4 **2** should be **3** ought to check **4** shouldn't carry **5** should take **6** should drink **7** shouldn't spend **8** ought to start

5 Student's own answers

Writing

1 Carlos wants to help his grandma. Tom suggests having a pet (a dog), or trying a therapy pet/dog.

2 **2** They can help lower your blood pressure.
3 Online or at his local vets. **4** Because she doesn't need to keep it. / The pet only visits. (She can enjoy the dog without worrying about it.)

3 **2** sitting **3** That **4** don't **5** trying

4, 5 & 6 Student's own answers

Review

1 **1** cough **2** sneeze **3** go jogging **4** relax **5** sweat **6** have a fever **7** warm up **8** get stressed

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

3 **1** enough **2** many **3** a few **4** a little **5** old enough **6** few

4 **1** should **2** ought **3** ought **4** shouldn't **5** should **6** shouldn't

5 **1** b **2** c **3** a **4** c **5** a **6** c **7** b **8** c **9** a **10** b **11** c **12** b

Unit 5 pp40–47

Vocabulary

1 **Down:** **2** energy **3** environment **5** dioxide **8** planet
Across: **4** endangered **6** wildlife **7** oxygen **8** pollution **9** climate **10** solar **11** marine

2 **2** pollution **3** waste **4** climate change **5** energy **6** environment **7** marine life **8** planet **9** endangered species

3 **2** climate **3** pollution **4** waste **5** marine **6** endangered **7** planet

Explore it!

c

Reading

1 b

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

3 **2** rot **3** power **4** scale **5** break down **6** packaging

4 **2** It takes this number of weeks for strong types of plastic to break down.
3 We recycle this percentage of plastic.
4 We produce this amount of plastic, in tonnes, every year.
5 A French company wants to recycle this amount of plastic, in tonnes, each year.

5 Student's own answers

Language in action

1 **2** if **3** use **4** leave **5** may be **6** go

2 **2** unless we protect them
3 many types of plant will be in danger
4 climate change may get worse
5 there might be more plastic than fish by 2050
6 if we stop using so much plastic

3 **2** is **3** might be **4** continue **5** will need **6** act

4 **2** Unless we protect **3** Insect numbers might fall **4** might not stop

5 Student's own answers

Vocabulary and Listening

1 **2** volcano **3** cave **4** cliff **5** coast **6** iceberg **7** rainforest **8** stream **9** valley **10** waterfall

2 Student's own answers

3 **2** icebergs **3** cave **4** cliff **5** waterfall **6** volcano **7** rainforest **8** valley

4 caves, stream, valleys, rainforests

5 **2** stream **3** boat **4** insects **5** valleys **6** (new) wildlife **7** dolphin **8** 250

6 Student's own answers

Language in action

1 **2** c **3** a **4** a **5** b

2 **2** would go; wasn't/weren't **3** lived; would go **4** would be; wasn't/weren't **5** didn't eat; wouldn't cut down **6** would be; got

3 **3** checked **4** would find **5** would be **6** didn't use **7** didn't continue **8** was/were **9** would be

4 **2** had a recycling bin, I would recycle
3 knew about palm oil, they wouldn't buy
4 there was/were enough/more sunlight, we would use
5 wasn't/weren't cheap, companies wouldn't use

Writing

1 c

2 **2** However **3** opinion/view **4** Furthermore **5** view/opinion **6** addition **7** sum

3 **1** a question **2** the writer's main **3** possible solutions to **4** summarises

4, 5, 6 & 7 Student's own answers

Review

1 **1** f **2** h **3** a **4** j **5** e **6** c **7** b **8** d **9** g **10** i

2 **1** stream **2** coast **3** cave **4** cliff **5** rainforest **6** icebergs **7** waterfall **8** volcano

3 **1** If I pass my exam tomorrow, I ~~am~~ **will be** really happy. **2** I might go for a walk along the coast tomorrow if the weather ~~will be~~ **is** nice. **3** ✓ **4** Unless I ~~don't~~ **do** my homework now, I won't have time later. **5** If I ~~will~~ have money, I will go to the cinema on Friday. **6** ✓ **7** If you look in the stream, you ~~will may~~ **will / may** see some fish. **8** ✓

4 **1** had; would take **2** would be; was
3 were; would have **4** wouldn't be; took
5 didn't have; would need **6** would stop; knew

5 **1** b **2** c **3** a **4** b **5** a **6** c **7** a **8** a **9** b **10** c
11 a **12** c

Unit 6 pp48–55

Vocabulary

1 stir / boil / add / remove / dip / place / pull / cover / freeze / pour / reduce / press

2 **2** reduce **3** boils **4** dipped **5** Pour; add
6 Remove, place **7** stir **8** covered **9** presses
10 pull **11** freeze

3 Student's own answers

4 **2** Reduce **3** stir **4** Cover **5** freeze **6** dip

Explore it!
b: A customer in the USA complained about the fried potatoes made by hotel chef George Crum. He said they weren't crisp enough. Crum was not happy about the complaint, so he cut the potatoes very thinly, fried them until they were very crispy and then added too much salt. He thought the customer would hate them, but he loved them and asked for more.

Reading

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

2 **2** funding **3** interactive **4** prototype **5** touched
6 access

3 **2** A library of books that people could read on computers/Project Gutenberg
3 Students carrying lots of heavy books to school.
4 It had several texts and a light, and was interactive.
5 She had no money to make one.
6 Something that people are not ready for, or something that is too new or modern for most people to understand

4 Student's own answers

Language in action

1

Verb	Past participle	Regular	Irregular
break	broken		✓
catch	caught		✓
collect	collected	✓	
connect	connected	✓	
design	designed	✓	
develop	developed	✓	
eat	eaten		✓
manufacture	manufactured	✓	
throw	thrown		✓

2 **2** is invented **3** are placed **4** are not tested
5 Are; sold

3 **2** is added **3** are thrown **4** are developed
5 Is; connected **6** is designed

4 **2** Is most chocolate produced in Switzerland?
No, it isn't. Most chocolate is produced in Germany.
3 Are cars manufactured in Malta?
No, they aren't. Cars are manufactured in China.
4 Are insects eaten in the UK?
No, they aren't. Insects are eaten in Thailand.
5 Are bananas grown in Denmark?
No, they aren't. Bananas are grown in Ecuador.

5 **2** is found **3** is heated **4** are added **5** is poured
6 is; used **7** are protected **8** is; recycled

Vocabulary and Listening

1 **Possible answers:**

Material	Container
leather, plastic	bag
cardboard, metal, plastic, tin	box
metal, tin	can
glass	jar
leather	case
rubber, plastic, metal	tube

2 **1** silk bag
2 plastic/rubber tube
3 leather bag/leather case
4 cardboard box
5 tin/metal can
6 glass jar

3 Student's own answers

4 **2** e **3** c **4** b **5** a

5 Suggested answers

2 T They're specially designed so that you hear the music, but it isn't so loud.
3 F He doesn't go to concerts much.
4 F Headphones give her a headache after a time.
5 T They are made of a special type of rubber.
6 F They might help Carlo to sleep better.

Language in action

1 **2** were made **3** was started **4** weren't written **5** were lost **6** wasn't invented

2 **2** Where was the world's first underground railway opened?
3 Where were the first modern Olympics held?
4 What was the first Pixar movie called?
5 Where were the largest Egyptian pyramids built?
6 When was the first email written?
7 Where was the first CD made?
8 When was Google started?

3 **2** The world's first underground railway was opened in London.
3 The first modern Olympics were held in Athens.
4 The first Pixar movie was called *Toy Story*.
5 The largest Egyptian pyramids were built in Giza.
6 The first email was written in 1971.
7 The first CD was made in Germany.
8 Google was started in 1998.

4 **2** The building of Stonehenge was started
3 Stonehenge was used
4 It was designed
5 the stones were carried
6 these stones were brought
7 such heavy stones were transported

Writing

1 No, the smartwatch is expensive.

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

3 **2** Overall, I think it's a really cool invention.
3 What I like about this smartwatch is that it's sporty and strong.
4 However, I should mention that it's not cheap.
5 The strap looks like silk.

4, 5, 6 & 7 Student's own answers

Review

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

2 **1** jars boxes **2** boxes jars **3** tube bag **4** bag can **5** can case **6** cases tubes

3 **1** is made **2** is used **3** are drunk **4** is; grown **5** is bought **6** is produced **7** is planted **8** is needed **9** are dried **10** (are) tested

4 **1** When was the Taj Mahal built? It was built around 1640.
2 When was this secondary school opened? It was opened in 2010.
3 Where were these computers made? They were made in Japan.
4 Where were those old cave paintings found? They were found in France.
5 Where was tea first grown? It was first grown in China.
6 When was Macbeth written? It was written in 1606.

5 **1** a **2** c **3** b **4** a **5** c **6** a **7** b **8** c **9** a **10** c **11** a **12** b

Unit 7 pp56–63

Vocabulary

1 **2** a stall **3** parade **4** float **5** lantern **6** decoration **7** funfair **8** programme **9** firework

2 **2** costumes **3** stalls **4** floats **5** lanterns **6** fireworks **7** funfair **8** parade

3 **2** carnival **3** atmosphere **4** ceremony

4

Two syllables	Three syllables	Four syllables
firework funfair parade	atmosphere carnival	ceremony decoration

Explore it!

a

Reading

1 b

2 **2** sword **3** hunting **4** grave **5** faithful **6** buried

3 **2** a **3** b **4** b

4 Student's own answers

Language in action

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

2 **2** B **3** A **4** B **5** A

3 **2** hadn't heard **3** had started **4** had changed **5** hadn't seen **6** had left

4 **2** visited **3** hadn't been **4** had told **5** went **6** moved **7** played **8** had fallen

Vocabulary and Listening

1 **Possible answers:**
1 gig, stage, venue
2 campsite, tent
3 encore, gig, headliner, support act, track

2 **2** Headliners **3** support acts **4** stages **5** campsite **6** tents **7** encore

3 The sun never really goes down.

4 **2** T **3** F **4** F **5** T

5 All of the answers are numbers, apart from 4, which is an object and 1 which is a place.

6 **2** 96 **3** 150 **4** helicopter **5** 120 **6** 50 **7** 300

Language in action

1 **2** past perfect **3** past perfect **4** past continuous **5** would **6** could

2 **2** told **3** told **4** said **5** told **6** said

3 **2** I'm having lunch. **3** I want to meet you. **4** I've been in the café for an hour. **5** I'll leave in about 30 minutes. **6** Come quickly!

4 **2** had **3** was thinking **4** wanted **5** wasn't **6** wasn't **7** were **8** had been **9** had had **10** could stay **11** wouldn't be **12** would think

5 Student's own answers

Writing

1 c

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

3 **b** 4 **c** 6 **d** 1 **e** 3 **f** 2

4, 5, 6 & 7 Student's own answers

Review

1 **1** decoration **2** programme **3** stall **4** float **5** lantern **6** costume **7** firework **8** parade **9** funfair

2 **1** band members **2** encore **3** venue **4** headliners **5** gig **6** track **7** support act **8** campsite

3 **1** had heard **2** had booked **3** had been **4** hadn't seen **5** had; sold **6** had decorated

4 **1** he wanted to go home. **2** he didn't feel well. **3** he had taken some medicine. **4** he would take a taxi home. **5** he couldn't find a taxi number. **6** he would ask his mum to collect him.

5 **1** a **2** c **3** c **4** c **5** b **6** c **7** c **8** a **9** c **10** c **11** b **12** c

Unit 8 pp64–71

Vocabulary

1 **2** fail **3** get **4** get **5** hand **6** pass **7** pay **8** revise **9** take **10** tell **11** write

2

Positive things	Negative things
get good grades hand in homework on time pass an exam pay attention to the teacher revise for a test	cheat in a test fail an exam get detention

3 **2** get detention **3** get good grades/a good grade **4** passed; exams **5** revise for a test **6** failed an exam **7** tell; off **8** hand in (your) homework **9** cheated in a test **10** pay attention to the/your teacher

4 Students' own answers

Explore it!
5,000

Reading

1 Andrew's mum is giving him a lesson.

2 **2** diary **3** reasons **4** keen **5** a lack of **6** bullying

3 **2** F He started homeschooling because his mum was home schooled. **3** T **4** T **5** T **6** F He wouldn't change his (home) education for anything.

4 Students' own answers

Language in action

1 **1** prohibition **2** permission **3** ability

2 **2** can't **3** can't **4** Can **5** can **6** can't

3 **2** We are allowed to use our phones at lunchtime. **3** Students are allowed to play football at break time. **4** You aren't allowed to shout at the teachers.
Student's own answers

4 **2** Are your teachers allowed to give detention?
Yes, they are.
3 Are boys allowed to wear any clothes they like?
No, they aren't.
4 Are students allowed to talk in exams?
No, they aren't.
5 Is your best friend allowed to sit next to you?
Yes, he/she is.
6 Are your parents allowed to help with homework?
No, they aren't.

5 **2** b **3** b **4** c **5** a **6** a **7** c **8** a

Listening and Vocabulary

1 & 2 Student's own answers

3 **2** One year. **3** The cycling. **4** Because they ride a bike sometimes, too. **5** On her bike. **6** The UK.

4 **2** careful **3** childish **4** polite **5** mature
6 careless **7** organised **8** naughty
9 disorganised **10** well-behaved

5 **2** rude **3** organised **4** careful **5** careless
6 polite **7** disorganised **8** naughty **9** childish
10 mature

6 **2** a **3** e **4** b **5** d

Language in action

1 **2** must **3** mustn't **4** have to **5** don't have to

2 **2** Do we have to use a pen?
3 What do we need to do first?
4 What do we have to do if we're not sure?
5 What do we need to do before we finish?
6 Do we have to stay in the exam room?

3 **a** 5 **b** don't have to stay (6) **c** need to read (3)
d don't need to answer (1) **e** have to use (2)
f have to write (4)

4 **2** T **3** T **4** F Students don't have to wear a funny costume to the leaving party.

Writing

1 Student's own answers

2 **2** C **3** A **4** B

3 **2** On the one hand, **3** On the other hand,
4 Some say that **5** Others argue that

4, 5, 6 & 7 Student's own answers

Review

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

2 **1** well-behaved **2** rude **3** disorganised **4** mature
5 Careless **6** naughty **7** Childish **8** careful
9 polite **10** organised

3 **1** can't **2** aren't allowed **3** aren't allowed **4** can
5 aren't allowed **6** can't

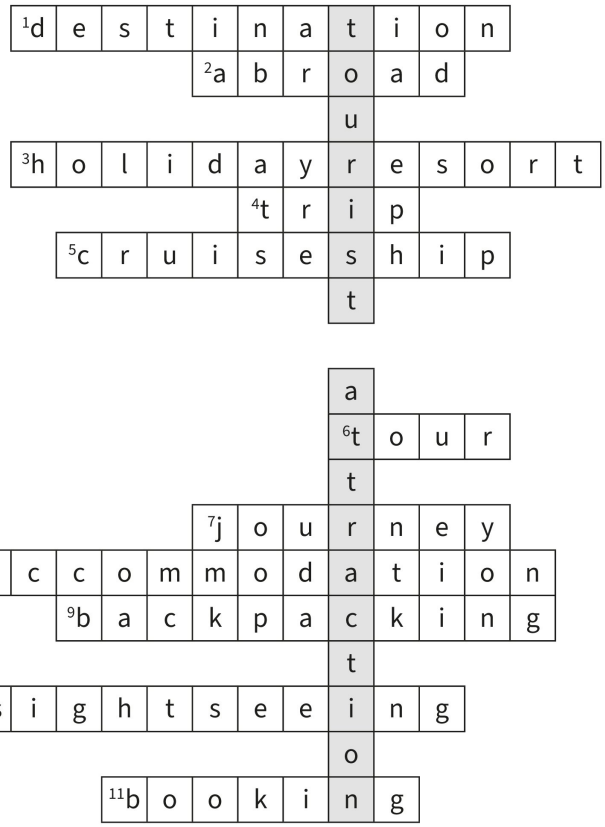
4 **1** must be **2** have to wear **3** have to worry
4 need to meet **5** mustn't run **6** need to come

5 **1** b **2** a **3** c **4** a **5** b **6** a **7** c **8** a **9** b
10 c **11** c **12** a

Unit 9 pp72–79

Vocabulary

1



2 Tourist attraction

3 **2** destinations **3** booking **4** cruise ship
5 journey / trip **6** trip / journey **7** sightseeing
8 accommodation **9** holiday resort **10** backpacking

Explore it!

c

Reading

1 c

2 **2** delivering **3** efficient **4** land **5** driverless **6** trucks

3 **B** 1 **C** 5 **D** 3 **E** 2

4 **2** In Dubai. **3** Other objects in the sky, like other drones, buildings and birds. **4** They're environmentally friendly, they're faster, they can take off and land anywhere. **5** They will deliver medicines and food in emergencies.

Language in action

1 **2** 's leaving; A **3** is going to make; P
4 're travelling; A **5** aren't going to find; P

2 **2** isn't going to enjoy **3** 're going
4 're going to like **5** are having

3 **2** Everyone will be travelling by flying taxi by 2025.
3 Robots will be doing all jobs in ten years.
4 We won't be living on other planets in 50 years.
5 We won't be using petrol in cars in 15 years.

4 **2** aren't going to live **3** are only going to send
4 won't be living **5** are going to need
6 are going to have **7** 'm giving / 'm going to give
8 won't be living

5 Student's own answers

Vocabulary and Listening

1 **2** away **3** off **4** out **5** off **6** around **7** away
8 back **9** in

2 **2** set off **3** check in **4** look around **5** going away
6 get back

3 **1** They are going to Europe. **2 & 3** Student's own answers

4 Student's own answers

5 **2** F **3** F **4** F **5** T **6** T

Language in action

1 **2** which/that **3** when **4** why **5** whose **6** who/that

2 **2** This is the holiday resort **where** I will be staying.
3 Is that the girl **whose** bag got lost?
4 I lost the camera (that/which) I **brought** ~~it~~ with me.
5 I have an app on my phone **which/that** tells me about all the best tourist attractions.
6 Mark is the person who I'm going to visit ~~him~~ in London.

3 **2** that/who has travelled to lots of countries
3 when I got a parcel in the post
4 that/which brings you **5** whose opinion I trust
6 where I can see

4 **2** France is the country which/that has more tourists than any other country.
3 The departures lounge is a place in an airport where you wait for your plane.
4 Drones are a new invention which/that might replace normal taxis.
5 Norway is the place where I will be travelling next summer.
6 The reason why/that we left early was (because of) bad weather.
7 Linda is the person whose brother is a pilot.

Writing

1 3, 5

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

3 **2** d **3** c **4** e **5** a

4, 5, 6 & 7 Student's own answers

Review

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

2 **1** <u>check on</u> check in **2** <u>check in</u> check out **3** ✓
4 <u>going out</u> going away **5** <u>get away</u> get back
6 <u>looked on</u> looked around **7** <u>took out</u> took off
8 ✓

3 **1** 'm having **2** will be studying **3** will be living
4 are going to visit **5** is / are meeting
6 isn't going to learn

4 **1** The person who was sitting near me on the plane is a famous actor!
2 I stayed at a holiday resort which is one of the best in the country.
3 That's the passenger whose father is the pilot.
4 Cambodia is a country where you can visit lots of interesting old cities.
5 The main reason why I want to visit Italy is because of all the great food.
6 June and July is a time when there is a lot of rain in Japan.

5 **1** c **2** a **3** c **4** a **5** a **6** c **7** b **8** b **9** c
10 a **11** b **12** a

Workbook Audioscripts

Starter Unit

s.01

Noel Hi, Maria! How are things? You look excited!

Maria Yeah, I got an email this morning from the organisers of MusicFest. I've got a job!

Noel What?

Maria I told you I work there in the summer, remember?

Noel I know you go to a big music festival, but I didn't know you work there!

Maria Yep. I first went two years ago. Tickets are really hard to get and they sell them in a kind of lottery. Anyway, that year I didn't get one and I was quite upset.

Noel OK, so what did you do?

Maria I wrote to the organisers and asked for a job! And they wrote back and gave me a job working on the campsite and of course, a free ticket!

Noel How many hours do you work? I mean, do you listen to any of the music?

Maria Of course I do! I work for two hours every morning, so I get up very early. I am usually pretty tired.

Noel I'm sure you are!

Maria But you see, most people sleep late. So it's easy for me and the other helpers to find a good place to stand near the main stage, before the other fans arrive. We hear and see all the bands, it's great!

Noel What do you like best about the festival?

Maria I love the music of course, especially the reggae singers. But the best thing? I think it's when the weather's good! Last year it was hot and sunny and it didn't rain all weekend!

Unit 1

1.01

Catherine Hi, Callum. Are you going to Brandon's concert tonight at the sports centre?

Callum No. I know he's a talented guitar player, but I've heard him lots of times at school and I haven't got any money for the ticket!

Catherine Well, I want to go. It's not expensive and it's for charity.

Callum Is it?

Catherine Yes, did you know his sister used to be ill? We, he's raising money to hep people with the same illness.

Callum Oh, I didn't know that. And how much money does he want to raise at this concert?

Catherine He told me he wants to make at least a hundred pounds and it's two pounds a ticket.

Callum Hmm, OK. I suppose it is for a good cause.

Catherine Last month, he raised over four hundred pounds!

Callum How much?! How did he do that?

Catherine He did lots of odd jobs. He went to everyone he knew and asked if they wanted him to do anything like washing people's cars or cutting the grass in their garden or taking rubbish away.

Callum That's a good idea.

Catherine So, he worked every weekend and some afternoons doing that.

Callum OK, let's tell all our friends to go to the concert! I'm really inspired now. I'd like to raise money for charity one day. Like, I could run a ten-kilometre race or give up eating chocolate for a month or cut off all my hair or something like that.

Catherine Well, what are you waiting for? Find something you can do and do it!

Unit 2

2.01

Melanie David, you know how you've always been interested in being a fashion designer one day … Have you ever heard of Max Alexander?

David Hmm, no. Who's that?

Melanie I've just been checking him out online. He's got millions of followers on Instagram. Well, actually, it's his mother who started running his account …

David His mother? How old is he?

Melanie Not very! You know how most kids like playing games or running around a playground? Well, Max was already breaking world records by then, by having his own fashion show. He was the youngest person to ever do so.

David Now I feel really old! I haven't done anything like that!

Melanie Yeah, sorry! He'd designed something like 100 special outfits, even for Hollywood celebrities.

David I wonder what's the secret of his success …

Melanie I read that he's inspired by nature and the changing seasons. And apparently, he likes painters like Vincent van Gogh and Frida Kahlo.

David That's surprising. Not many young kids even know about those people!

Melanie Well, I guess his parents must help a lot. His mother used to be a fashion model!

David Well, that helps!

Unit 3

3.01

Interviewer Hello, everyone. Today we're taking about dolphin communication with expert Sara Harris. Hello, Sara.

Sara Hi.

Interviewer Sara, dolphins can communicate with each other in quite an intelligent way. Is that right?

Sara Absolutely. They certainly have a kind of language just like we do. It's even possible that they have different languages in different parts of the word. We think that they have names for each other as we. And we know that they have conversations. They take turns, for example, with one dolphin waiting until another dolphin has stopped taking.

Interviewer Can they say hello to each other and things like that?

Sara Yes, they can certainly do that. In fact, in one study, scientists put a dolphin and her baby in different parts of a zoo in Hawaii. They placed special telephones in the water and the mother and baby were able to communicate with each other over the phone even though they couldn't see each other!

Interviewer Wow! So they can communicate like humans?

Sara Maybe better in some ways. In the open sea, dolphins can hear each other when they are up to eight kilometres apart. We can't do that without a phone!

Interviewer Do you think we will be able to understand what dolphins are saying one day?

Sara We, unfortunately, we don't know enough about dolphin communication at the moment because it's difficult to listen to them in the wild. But scientists are currently working on a computer program that can interpret what dolphins are saying. They think it will be ready in the next three or four years.

Interviewer I can't wait! Thanks, Sara, and we'll talk more about dolphins with Sara later…

Unit 4

4.01 A balance between mental and physical heath is important. We know that calcium is good for our bones. Do you know why cereals are good for you? Our sports lessons always end with a fun activity.

4.02

Interviewer Hi, everyone! Today Philippa Benson is here to tell us about Blue Zones. Hi, Philippa, so what exactly are Blue Zones?

Philippa Hello. Blue Zones are regions where a large number of people are centenarians.

Interviewer Centenarians? People who are one hundred years old, right?

Philippa That's right. These are regions where unusually large numbers of people live to be one hundred and over. I was surprised to find that many of these Blue Zones were on islands: Sardinia in Italy, Ikaria in Greece and Okinawa in Japan. And of course, island people eat a lot of seafood and fish in genera so that could be one reason.

Interviewer Wow! That's really interesting!

Philippa My research certainly shows that in Europe we don't eat enough seafood. The Japanese diet also includes tofu. Tofu is made of beans and is low in calories but very high in protein.

Interviewer OK, and what about those other Blue Zones?

Philippa Some of the oldest people in the world live in Italy and Greece. The Mediterranean diet is a little different. People eat meat or cheese, but they also eat a lot of fresh vegetables and olive oil. They don't eat too much fat or too many sweet things.

Interviewer So, it's a about diet, right?

Philippa Of course diet is important. But my research into Blue Zones has also shown that living to be a hundred isn't just about what you should and shouldn't eat. These very old people have close families and they keep active. This means that, wherever you live, you need close friends and family around you. You should do a little exercise every day: walking, working in the garden… That kind of thing. And even when you're very old, you ought to have a reason to get up in the morning, that's very important.

Interviewer We, thanks, Philippa, That was really interesting. And next week…

Unit 5

5.01

Teacher OK, class, for your homework, I asked you to research some interesting and unusual places around the world. I'd be interested to find out what you learned. Harry, what did you find out about?

Harry Well, I was looking online at all sorts of caves because I think caves are cool. But the ones I'd really like to visit, if I had the chance, are in New Zealand. They're in a place called Waitomo. There's a small stream inside the caves and you can travel through them on a boat. And it's really dark inside and if you went there, you'd be able to see thousands of tiny bright lights on the ceiling, like stars.

Teacher You can see stars inside the caves?

Harry They're not stars, though. If you looked closely enough, you'd see that they are little insects, ones that light up in the dark.

Teacher It sounds amazing! What about you, Abbie?

Abbie I read about a country called Papua New Guinea. It's an island north of Australia. There are a lot of valleys there. They are some of the most difficult places in the world to get to. If you wanted to go there, you would need to spend months planning your journey. There are also rainforests where scientists are discovering lots of new wildlife.

Teacher What kinds of animals have they found?

Abbie There's a fish which is just like a rainbow with lots of different colours. There's also a dolphin that only lives in rivers. And they've also found one of the most endangered species in the world.

Teacher What's that?

Abbie The tenkile tree kangaroo! There are only about 250 of them in the wild. Unless we protect these animals, they might disappear completely.

Teacher Well, I hope they don't! I wonder what other animals are waiting to be discovered.

Unit 6

6.01

Carlo Hey, Nicole, what are you wearing? Are they earrings?

Nicole No, Carlo! They're wearable technology! If you go to any concert or music festival, you'll see loads of people wearing them. They're the latest fashion! You can get them in different styles. Some look really cool!

Carlo But I thought people wanted to hear the music at concerts.

Nicole Yes, but more and more people are realising they need to protect their ears from loud noises. Earplugs like these help with that.

Carlo OK, but don't they make it difficult to hear the music?

Nicole They're specially designed so that you do hear the music. Just not so loud. So, your ears aren't damaged. Also, the earplugs kind of stop you hearing all the shouting and singing from fans around you, and help you focus more on the music from the stage.

Carlo Oh, right! I'm not sure I'd buy them, though. I don't go to concerts much.

Nicole OK, but lots of people wear these during the day. People like me, who don't like the noises in the city, or want to sit on a train and read a book without hearing other people. Sometimes those noises make me really stressed. I used to wear headphones and listen to music, but that always gave me a headache after a time.

Carlo Yeah, too much music is annoying.

Nicole I know people who wear them at home because sometimes they can hear their neighbours in the evening and that makes them upset.

Carlo Are they made of metal or plastic?

Nicole Neither. They're made of a special type of rubber.

Carlo And I guess they can help you sleep?

Nicole If it's noisy outside, yes! They're really easy to put in your ears. You can hardly feel them!

Carlo Right. I might think about buying some! I always wake up really early because cars and trucks start moving outside my window early in the morning.

Nicole Go for it! It might make a big difference!

Unit 7

7.01

Brandon Have you got any plans for the summer, Sandra?

Sandra Not yet, but I was thinking about going to a music festival. I just need to choose which one to go to.

Brandon My brother went to a really cool festival a few years ago. I'd like to go there one day. It was in Iceland.

Sandra Iceland?! Isn't it really cold there?

Brandon It's not too cold in the summer! He went to this music festival called the Secret Solstice.

Sandra What does 'solstice' mean?

Brandon The summer solstice is the part of the summer when the days are longest and in Iceland, at that time of year, the sun never really goes down. So, in this festival, it's like one long 96-hour day!

Sandra Wow! That must feel strange. And have they got lots of famous names playing?

Brandon My brother said there were about 150 bands and lots of big ones, too. But the most interesting thing about it was that one of the venues was inside a volcano!

Sandra What? They played a gig inside a volcano?

Brandon Yes! He said that they took people up to the top of a volcano by helicopter, and then went down 120 metres by lift and had the concert of a lifetime!

Sandra That must be amazing. Isn't it dangerous?

Brandon Well, my brother said that the last time this volcano erupted was something like 4,000 years ago, so no, not really.

Sandra But isn't it a bit small inside?

Brandon Yes, so only 50 fans can fit inside. So you'd need to buy tickets pretty quickly.

Sandra Did your brother have tickets?

Brandon He said they cost about 300 pounds each so I think that was a bit too expensive for him!

Unit 8

8.01

Robin Welcome back to You can talk! I'm Robin Ogilvy and I'm taking your calls this morning about studying and living in another country and the things that you really like about your host country. OK, let's have our first caller, please.

Julia Yeah, it's Julia here.

Robin Hello to you, Julia! Where are you calling from today?

Julia I'm in the Netherlands. Hmm, in Utrecht. I'm an exchange student. I just want to say that I really love studying and living in this country.

Robin What are you studying, Julia?

Julia I'm on an exchange programme for one year so I go to a local secondary school here. Anyway, I wanted to say that what I really love the most about it here is the cycling!

Robin Cycling? Really?

Julia Yes, I have to say this place is really well-organised for cyclists. Everyone can ride a bike over here, and they do! There are these amazing cycle paths beside every road, so you don't need to worry about the traffic. And drivers aren't rude to cyclists because almost everyone who drives a car also rides a bike sometimes!

Robin Polite drivers, that's definitely a good thing!

Julia Yeah, and people have to cycle long distances to work or school in all weathers. Like, this morning it was snowing and I thought, oh, right, I need to take the bus to school today but no! My host family all got on their bikes! And off we went.

Robin So, it's not only kids who cycle, right?

Julia No, lots of the adults cycle, too. There must be, I dunno, hundreds of bikes in the bike sheds at my school. I just think that we really have to improve things for cyclists in the UK. Britain needs to be more bike-friendly, like here.

Robin OK, thanks for your call, Julia. Next on the line.

Unit 9

9.01

Emma OK, so that's the tickets booked, Mason! I'm really looking forward to getting away.

Mason Me too, Emma. We've got one month, backpacking all over Europe. Are these the tickets that allow us to go anywhere we want?

Emma Yes. We can get on any train and stop anywhere we want.

Mason Great. So, first, we should decide where we're going and then book hotels.

Emma No, because we can take our tent with us. And we can sleep on some of the trains.

Mason You mean overnight? OK.

Emma So first, we should set off for some beaches maybe in Sicily and do some sunbathing.

Mason Really? You have all of Europe to go sightseeing in and you want to sit on a beach?

Emma Well, I don't want to spend my holiday looking around museums.

Mason But there are some great museums in Paris and Rome.

Emma I'd also like to visit my friend who lives in Oulu. It's a city in Finland.

Mason That's the opposite end of Europe to Italy. We can get there, but we'll be spending days on boats or buses.

Emma Yes, but we have a month or we could fly.

Mason But we've just bought a train ticket, Emma. I don't want to spend time checking in at airports. I thought we could visit all the interesting capitals like Madrid, Vienna, Prague, Amsterdam…

Emma Do you have any friends there?

Mason Well, no, but there are so many interesting things that we can see: new languages, different foods…

Emma But we live in London. I'd rather not go away on holiday to even more big cities.

Mason Not all cities are the same!

Emma Mason, I think we need to agree on a plan. Otherwise, we'll be travelling on different trains, and we won't see each other for a month! And that won't be good!

Writing tutor Answer key

Writing tutor 1

1 **2** F **3** O, in my opinion **4** O, Personally **5** F **6** O, In my view **7** F **8** O, I don't think, personally.

2
1 me
2 my opinion / view
3 I don't think
4 my opinion / view

3 **Possible answers**
2 In my view, it was a very boring film. It's like/similar to a lot of films we've all seen before.
3 Overall, it's a fantastic exhibition. I recommend it because the tickets are not very expensive and there are a lot of things to see.
4 Personally, I think was a strange dance performance. What I didn't like about it was that it didn't seem to tell any kind of story.

Writing tutor 2

1 **Questions:** Have you ever felt that it's difficult to do, or that it takes too long?, What are the main reasons?, So, what can we do about this?
2 T **3** T **4** F

2 **Possible answers**
2 Where do I get one? **3** How long for? **4** Does it help?

3 **2** B **3** A **4** not needed

4 **Possible answers**
2 Make your own plan / What is my plan?
3 Be kind to yourself / How can I keep following my plan?
4 Get advice / Who can help me?

5 1, 3, 4, 6

Writing tutor 3

1 **Possible answers**
2 Have you tried going onto online forums for English learners?
3 You could (always) try downloading a language-learning app on your phone.
4 Why don't you read a book in English that you've already read in your own language?

2 **1** a new idea **2** new idea **3** contrast **4** opinion **5** opinion **6** conclusion

3 **2** b In addition to this
3 c However
4 d Some people believe that
5 e In my view
6 f To sum up

4 **2** If we make our roads safer, people will cycle more.
3 Clearly, we need to protect the environment.
4 Companies say they are helping the environment, but many are not.
5 To sum up, there are many solutions we can choose from.

Writing tutor 4

1 Quality / opinion: soft, waterproof
Size: enormous, huge
Age: ancient, modern
Shape: curly, square
Colour: pink, purple
Material: cardboard, silk, stone

2 **2** We've got some thin, red candles.
3 This is a dirty, old bag.
4 I've got some heavy, metal boxes.
5 Have you seen my black, waterproof jacket?

3 **b** 2 **c** 4 **d** 1 **e** 3 **f** 2 **g** 2 **h** 3

4 Students' own answers.

Writing tutor 5

1 **2** I just got your message. It was nice of you to write!
3 I must go now. I hope to hear from you soon.
4 Anyway, that's all from me. Write back soon.

2 **2** formal **3** informal **4** not used **5** informal **6** informal **7** formal **8** formal **9** informal **10** formal

3 **2** formal **3** formal **4** informal **5** informal **6** formal

4 **Possible answers**
2 I am writing to introduce myself
3 Do you know this part of Italy?
4 Thank you very much for
5 Best wishes