Melissa Bryant

BBC

WIDER WORLD

SECOND EDITION

Teacher's Book with Teacher's Portal Access Code

2

Pearson

GSE
Global Scale of English
32-42 A2/A2+

WIDER WORLD

SECOND EDITION

2

Teacher's Book

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Welcome to
Wider World
Second Edition

Wider World is a portal to a wider world of English language knowledge and resources specially designed for teenage learners. It enables teenage students to develop the ability to communicate well in English and boosts their confidence so that they can participate as educated citizens in the global community of the 21st century with all its unique challenges and opportunities.

Wider World Second Edition is the direct result of extensive research among teachers using the first edition. It builds on the highly successful and trusted methodology of the series but has been brought up to date with fresh content and a new modern look and feel. There are also a lot of new features and brand new digital tools and resources in response to teachers' feedback and new expectations in a post-pandemic world.

The new edition prepares teenagers for their future lives and careers both as language learners and citizens of the world through the focused Life Skills programme, *Set for Life*. Printable *Set for Life* 'bookmarks' provide tips on how to successfully apply the skills in real life, and serve as a quick reference to key language areas introduced in the lessons.

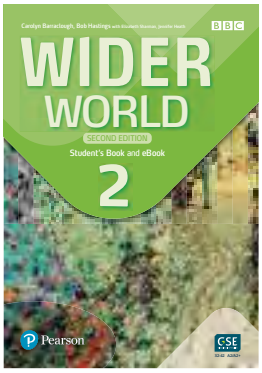
New *BBC Culture* videos showcase a huge diversity of life and culture, expose learners to authentic English, inspire them to develop their language skills, build communicative competence and arouse curiosity in the world outside the classroom. New and expanded project work provides motivating contexts for engaging teamwork and collaboration.

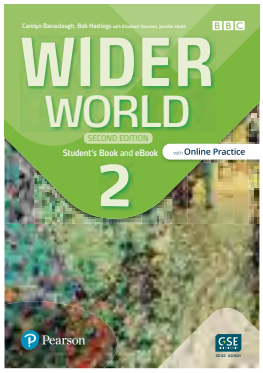
Comprehensive teacher support materials with numerous resources and new digital tools make *Wider World Second Edition* intuitive to teach in class and online, with minimal preparation. It enables you to adapt your teaching to the needs of individual students, whatever their ability, so that every student can achieve their highest potential.



Course Components

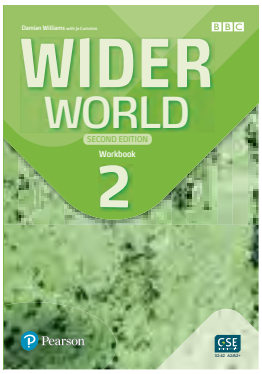
For Students

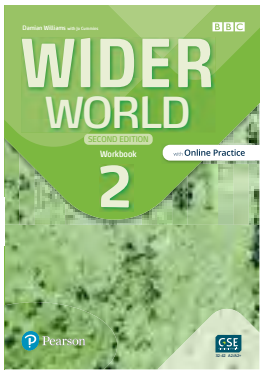




STUDENT'S BOOK

- Access code for Student's eBook, Online Practice and Tests (depending on the version)
- Course map showing how to use the Student components
- Ten units per level: nine core units and one revision unit. Each unit includes a wordlist with exercises to activate key vocabulary and a *Revision* section.
- Grammar and Speaking videos
- Cumulative *Progress Checks* for units 1–3, 1–6 and 1–9
- *BBC Culture* lessons based on BBC video documentaries and project work
- *Set for Life* lessons focusing on developing future skills
- *Grammar Time:* grammar reference and practice activities for every Grammar lesson
- Four CLIL lessons
- Audio and video available online





WORKBOOK

- Access code for audio, Online Practice and tests (depending on the version)
- Additional grammar, vocabulary and skills practice to supplement the material in the Student's Book
- *My Language Files* for storing key vocabulary from each unit
- *Self-Check* section at the end of each unit
- *Reading Time* sections to encourage reading for pleasure
- *Exam Time* sections for exam preparation
- Audio available online



STUDENT'S eBOOK

- Full Student's Book in digital format with embedded audio, video and interactive activities
- Tools for managing and assigning self-study and practice activities for students, with automatic marking to save time
- Personal gradebook for students to review their performance



ONLINE PRACTICE

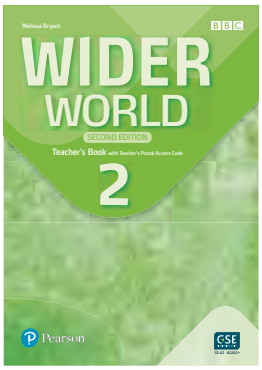
- Digital version of the Workbook activities and Extra Practice Activities with automatic marking to be used for self-study or teacher-assigned work
- Fully accessible on computer, tablet or mobile



- Extra Practice Activities to provide additional vocabulary practice as well as remediation activities for grammar. Students can view and monitor their results in the gradebook. (For more details please see Online Practice in For Teachers on page 4.)

Course Components

For Teachers



TEACHER'S BOOK

- Student's Book pages with overwritten answers and a list of teacher and student resources available for each lesson
- Detailed teaching notes with useful tips on areas such as mixed-ability classes and Assessment for Learning
- Background notes, extra activities, additional tasks for fast finishers and students who need support
- Photocopiable *Need support?* worksheet for each unit with simplified versions of more difficult tasks
- Student Book and Workbook audioscripts and videoscripts, Workbook answer key
- Access code to Teacher's Portal with a wealth of tools and resources to make teaching more effective in class and online. (For more details please see page 5.)



PRESENTATION TOOL

- Digital versions of Student's Book and Workbook
- Interactive activities for display in class and online
- Teaching notes for each lesson and individual exercises
- Embedded audio and video
- Built-in virtual classroom and whiteboard functionalities: integrated video conferencing with breakout rooms, interactive whiteboard, chat, question posting, discussions, live task assignment and real-time view of student performance



ONLINE PRACTICE

- Fully interactive digital version of the Workbook and Extra Practice Activities with instant feedback and automatic gradebook
- Activities can be assigned at the touch of a button for homework or in class.



EXTRA PRACTICE ACTIVITIES

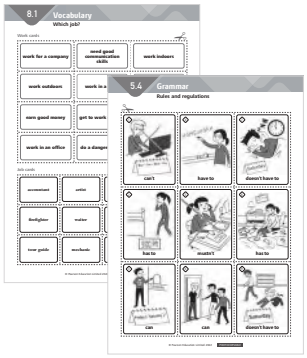
- Extra activities based on BBC Vox Pops, with embedded video
- Extra activities based on video presentations from Grammar and Speaking lessons
- Additional grammar and vocabulary activities
- Remediation activities for grammar
- *Self-Check* activities for each unit
- Use of English activities
- Vocabulary Memory Games

TEST GENERATOR

- Adaptable tests from the Assessment package to tailor to students' needs
- Tests to assign online with automatic marking

GRADEBOOK

- Overview of individual student and class results for assigned activities from the Student's eBook, Online Practice and Test Generator



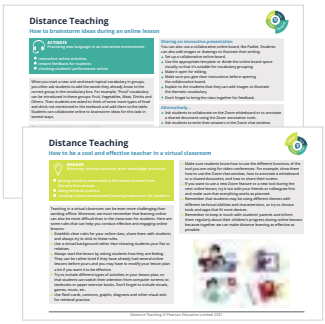
PHOTOCOPIABLE RESOURCES

- Ninety photocopiable worksheets with full teaching notes and answer key including:
  - one worksheet for every lesson plus two additional vocabulary and grammar revision worksheets for each unit
  - *Set for Life* worksheets to supplement the lessons in the Student's Book
  - Project worksheets with step-by-step support for digital projects in *BBC Culture* lessons
- Assessment for Learning response cards designed to support feedback
- *Need support?* worksheets for each unit with simplified versions of selected tasks from the Student's Book
- *Set for life* 'bookmarks' with tips and key language from *Set for Life* lessons



GRAMMAR PRESENTATIONS

- Interactive grammar presentation with practice exercises for each Grammar lesson



ONLINE CLASSROOM

- Online video tutorials and materials on the *ESAP* (*Engage*, *Study*, *Activate*, *Practise*) framework – an online teaching methodology to help teach effective and engaging online lessons
- A set of guides on distance teaching with ideas and tips for each stage of the lesson to help implement the *ESAP* approach successfully in everyday teaching

ASSESSMENT PACKAGE

- A range of language, skills and exam tests for use throughout the course
- All core tests in A/B versions to prevent copying: ready-to-print PDFs and editable Word documents, which can be administered online via the Test Generator
- Tests versioned for dyslexic students

Pearson English International Certificate

EXAMS

- Exam correlation tables showing detailed alignment between Pearson English International Certificate, Cambridge English exams and each level of *Wider World Second Edition*
- Cambridge Exam Practice for A2 Key and B1 Preliminary for Schools

TEACHING WITH *WIDER WORLD SECOND EDITION* VIDEOS

- Series of short instructional videos to familiarise teachers with key aspects of the course

GSE Global Scale of English

GSE MAPPING BOOKLETS

- Alignment of each level of *Wider World Second Edition* with The Global Scale of English (GSE) and the Common European Framework of Reference (CEFR)

OTHER USEFUL RESOURCES

- Teacher's Book in PDF format
- Class, Workbook and Test audio with scripts
- All in-course video with scripts
- Student's Book and Workbook
- Wordlists with audio
- Syllabus of future skills taught across levels

Wider World Second Edition Videos

There are three types of video in *Wider World Second Edition 1–4*. Additionally, *Get Grammar!* animations are available with Starter level. All videos can be accessed from the Resources area on the Teacher's Portal. They are also embedded in the Student's eBook.

GRAMMAR AND SPEAKING VIDEOS



An entertaining drama about a group of teenagers, their families and friends
The videos present the key language for one of the two Grammar lessons and all the Speaking lessons in an engaging and relatable way. Real-life dialogues provide natural and memorable models. New language is backed by visual clues and presented in context to help students acquire new language.
The episodes also have an additional focus on future skills and are accompanied by a *Set for Life* task to show students how learning specific skills can be useful for their lives outside the classroom.
All the video episodes are also available in audio-only format.

BBC VOX POPS



Short clips of people filmed by the BBC on the streets of London answering questions about their lives and opinions
Students are exposed to authentic, spontaneous speech uttered by speakers of English from around the world. The purpose of the videos is to provide short manageable chunks of language in real contexts to help students develop compensation strategies for understanding, and to improve their listening skills.

BBC CULTURE VIDEOS



A series of inspiring culture videos produced in co-operation with the BBC
The videos recycle the topic and language from the preceding units. They are aimed to spark students' imagination and curiosity about the wider world so that they are enthused to continue their English learning independently.

GET GRAMMAR! ANIMATIONS



Funny animated clips about the adventures of Hammy, a cute Hamster and his friends
The videos present the key grammar structures taught in each Grammar lesson of Starter level. The animations enable teachers to explain new grammar structures in an entertaining and meaningful way. The videos can be used multiple times as an effective presentation tool or for quick revision of grammar structures.

Key Concepts

The Global Scale of English

The Global Scale of English (GSE) is a numerical scale which measures English language proficiency. It is also a framework of learning objectives which describe what a learner can do at each level of proficiency on the scale for each of the four skills: listening, reading, speaking and writing. The Global Scale of English enables teachers and students to answer the following questions accurately:

- How good is my English?
- What progress have I made towards my learning goal?
- What do I need to do next to improve?

The Global Scale of English is fully aligned to the Common European Framework of Reference for Languages (CEFR), but the numerical scale enables proficiency to be measured more accurately, more regularly and within a CEFR level. This keeps learners motivated as they see regular evidence of progress.

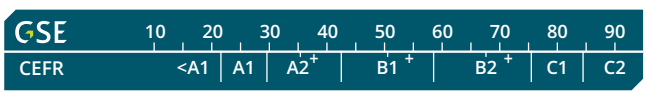
The Global Scale of English helps you to find the right course materials for the exact level and learning goals of your students. The chart on the back of your coursebook shows the range of objectives that are covered within the content. Knowing this range helps you select course materials with the right level of support and challenge for your students to help them make progress.

Wider World Second Edition has been created using the GSE Learning Objectives for Young Learners and Adult Learners. These have been used to ensure that the content and activities are at the correct level and have informed the lesson goals given at the start of each unit.

GSE TEACHER'S RESOURCES

You can find a full list of all the GSE Learning Objectives covered in this coursebook in the Global Scale of English Teacher Booklet, available on the Teacher's Portal. For more information about how the GSE can support your planning and teaching, your assessment of your learners, and the selection or creation of additional materials to supplement your core programme, please go to www.pearsonenglish.com/gse.

For easy access to all the GSE Learning Objectives, GSE Grammar, GSE Vocabulary and the GSE Text Analyzer (to estimate the GSE level of a written text), use the GSE Teacher Toolkit – freely available online at www.english.com/gse/teacher-toolkit/user/lo.



Exams

Wider World Second Edition provides many opportunities for students to get acquainted with the format of international exams with special focus on the Pearson English International Certificate and Cambridge Exams.

The Pearson English International Certificate (formerly known as PTE General) gives learners official certification of their English language skills at any level. Awarded by Edexcel, the International Certificate is recognized by universities in many countries around the world.

Exam preparation is seamlessly integrated in the Student's Book and Workbook and clearly signposted for the teacher in the Teacher's Book. Detailed information about exam tasks covered in each level can be found in the Exam Alignment Tables available on the Teacher's Portal.

The table below shows the correlation between the language level of each part of *Wider World Second Edition* and the requirements for Pearson English International Certificate and Cambridge Exams.

	GSE	CEFR	Pearson English International Certificate	Cambridge
Starter	10–35	> A1/A1		
Level 1	24–34	A1/A2	Levels A1/1	A2 Key for Schools
Level 2	32–42	A2/A2+	Level 1	A2 Key for Schools
Level 3	40–50	A2+/B1	Level 1/2	A2 Key for Schools B1 Preliminary for Schools
Level 4	45–55	B1+	Level 2	B1 Preliminary for Schools

STUDENT'S BOOK

Exam-style reading and listening comprehension tasks are integrated in skills lessons in every unit and there is a strong focus in the Speaking lessons on teaching the necessary skills for the international exams. Cumulative *Progress Check* sections include Use of English tasks as well as speaking, listening and reading tasks in an exam-like format.

WORKBOOK

Exam Time sections in the Workbook provide exam practice in a format which mirrors the real tests. Exam Tips familiarise students with typical exam task types and help them overcome common exam difficulties.

TEACHER'S BOOK

All exam tasks in the Student's Book are clearly signposted in the Teacher's Book. The notes explain which exam (and which exam paper) a given task comes from. Teaching notes also include additional tips and exam strategies.

EXAM

Exercise 2
International Certificate Level 1, Reading, Section 6, (open-ended questions)

Measuring Progress

Students' progress can be measured through a variety of methods: student self-assessment, peer assessment, observation, class participation, written work, homework tasks, and both in-course and summative assessment. *Wider World Second Edition* provides you with a full range of tools to help measure the progress of your students.

STUDENT'S BOOK

Each lesson in *Wider World Second Edition* has a learning objective which is available for you to explore with your students at the start and end of each lesson. It is important to check how confident students feel before moving on to the next unit. The *Revision* sections help check how well students have mastered the language from the unit. The *Progress Check* sections allow students to consolidate their knowledge from the previous units in a summative way. They systematically cover all language learned through Use of English, listening, reading, writing and speaking activities.

WORKBOOK

In the Workbook there is a *Self-Check* section at the end of each lesson which covers key grammar and vocabulary from the unit. After completing the tasks, students can assess their score to check how comfortable they feel.

GRADEBOOK

You can assign activities from the interactive Student's Book and Workbook and students' results will report to the gradebook so that you can monitor their progress.

TEACHER'S BOOK

For each lesson, we highlight in the teaching notes which learning objectives the students will cover. Each lesson starts with an activity to identify the lesson goals and helps students understand what they will have learned by the end of the lesson. Students can review the lesson aims and assess their achievement at the end.

The **Assessment package** for each level includes five categories of tests:

1. **Placement Test** to assess students' language level at the beginning of the course and choose the right course level
2. **Vocabulary and Grammar Checks** to test key points from individual Grammar and Vocabulary lessons
3. **Unit Tests** focusing on vocabulary, grammar, functions, listening and reading as well as separate **Unit Writing Tests**
4. **Progress Tests** including **Progress Writing** and **Speaking Tests** every three units to assess students' progress
5. **Exam Practice Test** with **Exam Speaking** and **Exam Writing** tests which can be administered at the end of the school year to see how well students are prepared to take external exams

Benchmark

Benchmark tests are a perfect companion to any English teaching programme. They are independently-verified proficiency tests designed to measure progress in detail and offer targeted direction for both students and teachers. Depending on their age and performance, students can take either English Benchmark Young Learners or Benchmark Test.

English Benchmark Young Learners is a motivating English test for 6-14 year old learners delivered on a tablet. Testing speaking, listening, reading and writing, it measures English proficiency through a fun, game-like test. English Benchmark gives you recommendations for what to teach next, based on students' scores.

The **Benchmark Test** has been designed for older teenagers. This straightforward yet powerful tool makes it easy to measure real progress, fast. And with just a few basic requirements, the test can even be taken from home. Use the Benchmark Test alongside *Wider World Second Edition* to smooth and accelerate the journey to fluency. Benchmark tests are clearly signposted in the Teacher's Book.



We recommend taking two tests per year to check or monitor students' progress and inform teaching plans. The table below shows how *Wider World Second Edition* is aligned to Benchmark levels:

Starter	Benchmark YL Level 1
Level 1	Benchmark YL Level 2
Level 2	Benchmark YL Levels 3/4 Benchmark Test A
Level 3	Benchmark YL Levels 4/5 Benchmark Test A/B1
Level 4	Benchmark YL Levels 5/6 Benchmark Test B1

For more information about Benchmark tests and delivery, please go to Pearson English Assessment Portal at www.pearson.com/english/assessment.html.



Assessment for Learning (AfL)

Most teachers are familiar with assessment of learning, i.e., assessments/tests that take place at the end of a unit of study, which are used to report achievement. Assessment for Learning (AfL) complements and supports this type of assessment, but differs in two key ways:

- AfL takes place at *all* stages of the learning process. Teachers continuously monitor and assess students' needs and progress during lessons, give feedback and support where necessary, and modify future teaching and activities based on their observations.
- AfL means students take responsibility for learning and take an active role. They become more independent, and more able and confident to continue learning beyond the classroom. Because AfL focuses on the process of learning, and emphasises progress and achievement rather than failure, it increases student motivation and maximises attainment. It is now established as one of the most powerful ways of improving learning and raising standards.

ASSESSMENT FOR LEARNING IN THE CLASSROOM

AfL can take different forms, but fundamentally it consists of anything you do to help students focus on and answer these three questions:
1 *What am I going to learn?*
2 *Can I do what is expected of me?*
3 *How can I improve?*
These three questions underlie the Assessment for Learning strategies that are incorporated in *Wider World Second Edition.* The table below lists the most common strategies included in the teaching notes for each lesson, together with examples of recommended classroom techniques.

AfL strategies	Examples of recommended classroom techniques
Set and review lesson goals At the start, share lesson aims and write them on the board so you and your students can refer to them at different stages of the lesson. (1 *What am I going to learn?*) At the end, ask students to re-read the aims and reflect on the extent to which they have achieved them. (2 *Can I do what is expected of me?*)	**Setting lesson goals:** Write the aim on the board and read it out. Ask questions to check understanding. **Reflection:** At the end of the lesson students re-read the lesson aim and write a number from 1–5 to say how confident they feel (1 – it's easy to 5 – it's difficult), together with a reason why. Read and if necessary, review or offer individual support. **Self-assessment:** Students reflect on the lesson and their learning. Give them questions to answer in their notebooks.
Monitor students' learning and give constructive feedback Throughout the lesson, observe how students participate, monitor progress and assess their work. Give all students the opportunity to respond to questions. Give regular constructive feedback to individual students: praise and show them what they can improve and how. (3 *How can I get better?*)	**Yes/No, Traffic Light, and Emoji response cards:** Students choose and hold up a card to show how well they understand, e.g., a language item. Look at the responses and if necessary, re-teach, review or offer individual support. **Popsicle Stick technique:** Students write their names on popsicle sticks and put them in a cup. A student picks a stick. The student whose name is on the stick answers the question. **Basketball technique:** A student gives the answer, then throws a ball to another student to give his/her answer and so on. The teacher only gives feedback after all the students involved have spoken.
Peer Learning Use pair work and group work to encourage peer learning and collaboration. Encourage learners to assess each other's ideas and work.	**Peer teaching:** Students raise their hands if they have a question. Other students answer. Only provide support when needed. **Think-Pair-Share:** Students think of the answer to a question alone. Then they discuss in pairs. Finally, they discuss their ideas in groups, or as a class.
Independent Learning Promote independent learning by giving students responsibility and choices.	**Spider diagram:** Students create a spider diagram with the words in Vocabulary box A. Then they add any other words they know. **Visual dictionary:** Students create a visual dictionary with the new vocabulary. They can draw pictures or find images. Give them the option of creating the visual dictionary in their notebooks or on a laptop, tablet or smartphone.

Wider World Second Edition offers you the support you need to incorporate Assessment for Learning in your everyday teaching:

- Teaching notes offer quick and easy-to-use AfL techniques for all key lesson stages (clearly signposted with symbols).
- Photocopiable Assessment for Learning response cards are available on the Portal.
- *Self-Check* pages in the Workbook help students monitor where they are in their learning and become more independent learners.

Inclusive Classroom

Wider World Second Edition recognizes the need for all students to reach their potential and encourages teachers to adopt inclusive practices in the classroom by offering strategies and tailored materials.

An inclusive classroom is a learning environment that is flexible enough to respond to the needs of students with learning differences as well as those who are exceptionally gifted. In an inclusive classroom, all students are engaged in learning and making progress and students' individual differences are recognized. Inclusivity also means respecting people from *all* backgrounds and cultures.

There are numerous benefits of creating an inclusive learning environment. Above all, it promotes a growth mindset in the classroom and gives students a chance to learn values such as respect and tolerance as well as realise that learning is about focusing on their own progress, rather than comparing themselves with others.

MIXED-ABILITY CLASSES

Mixed ability refers to the differences that exist in a group of learners in terms of each student's competencies, strengths, difficulties, learning preferences and abilities. *Wider World Second Edition* recognizes that all classrooms are mixed-ability, and offers strategies and support for teaching more and less confident students. More confident students may be simply more confident, or they may have high language proficiency levels, strong literacy, or be quicker to understand and apply new information. Less confident students, on the other hand, may be less confident, or they may have difficulties with some areas e.g., grammatical accuracy or reading.

Wider World Second Edition incorporates two key strategies to help all students achieve the learning objectives according to their readiness level and preferred ways of learning:

- **Differentiation** means students can work on and learn what they are ready for. This may involve adapting the process of teaching (e.g., staging the presentation of new material more and breaking down complex tasks into smaller steps); differentiating learning outcomes for students, (e.g., asking students to provide yes/no answers instead of open answers or produce a shorter written answer) or adapting tasks for different learners in class.
- **Peer collaboration** (pairwork, group work) is a useful way of involving all students in a mixed-ability group. It draws on students' different strengths and knowledge and encourages them to share and learn from each other. Depending on the activity, students can work in the same ability pairs or you can decide to pair less and more confident students.

SPECIAL EDUCATIONAL NEEDS AND NEURODIVERSITY

Special Educational Needs (SEN) is a term used to refer to students who face learning challenges due to physical, behavioural, cognitive or literacy differences.

Examples of SEN include:

- Autism spectrum disorder
- Attention Deficit (Hyperactivity) Disorder (ADHD/ADD)
- Dyslexia
- Anxiety disorder.

The term neurodiversity can be a more positive way of describing SEN as it focuses on the strengths of these students, while acknowledging and embracing their differences.

Wider World Second Edition recognizes that many students will have special needs of some kind at some time during their school life, and teachers need support in order to understand these challenges and make changes in the way they teach in order to help remove barriers to learning. While SEN students will have difficulties which affect learning, they also have some key strengths which you can capitalise on to avoid stigmatising, and promote self-esteem. For example, dyslexic learners have strong visual memories; students with ADHD tend to have boundless energy, which can be effectively channelled during project work, role plays and action games. Learners on the autistic spectrum often have an excellent memory for rules and facts, which can make grammar appealing. They can also develop a keen interest in a particular topic, which can be exploited during vocabulary building or project work.

Wider World Second Edition offers strategies and materials to cater for mixed ability and neurodiversity in the classroom. These include:

Teacher's Book

- There are teaching notes and detailed suggestions as well as ideas for differentiated tasks for less and more confident students under *Need support?* and *Finished early?* These also include tips for exploiting pair and group work in mixed-ability classes.
- There are *Need support?* worksheets with four activities for each unit with simplified versions of more difficult tasks in the Student's Book.

Workbook

- The exercises progress from less to more difficult to allow teachers to allocate suitably graded material to less and more confident students.
- *My Language File* page is a useful tool to help students build their own bilingual dictionary as well as memorise and revise new words.

On the Portal

- There are additional remediation tasks for each Grammar lesson to provide extra practice.
- There are tests versioned for dyslexic students.
- There are additional supplementary resources for students with special needs.

Future Skills

Soft skills (also referred to as '21st century skills' or 'transferable skills') are becoming increasingly important in a rapidly changing and uncertain future. Modern learners need to develop not just English language skills, grammar and vocabulary, but also skills which will help them become fully rounded citizens of the global community.

Wider World Second Edition is aligned to the *Pearson Personal & Social Capabilities (PSC)* framework. Based on extensive research with employers, educators and learners, *PSC* identifies six categories of skills which are critical for lifelong learning and success at work:

- Critical Thinking and Creativity
- Communication
- Collaboration
- Self-management
- Leadership
- Social responsibility.



Wider World Second Edition has been designed to place a special emphasis on helping students develop future skills:

- **A dedicated life skills syllabus for each level**
  The *Set for Life* programme has been integrated into all five levels of the course and the syllabus has been adjusted to students' cognitive abilities.
- ***Set for Life* lessons**
  In every level there are four *Set for Life* sections which introduce future skills in real-life contexts. Students learn about how to apply a given skill through a sequence of practical tasks. They are provided with useful tips and key language pulled together in the 'bookmark' section for quick reference. The lessons can be supplemented with photocopiable worksheets which explore the topic of the lesson in more detail.
- ***Set for Life* tasks**
  In every unit there is a *Set for Life* task integrated into the video story. These short tasks are guided and help students focus on one specific skill.
  For more information about personal and social capabilities and employability please go to www.pearson.com/en-us/efficacy/skills-for-today.html.

Visible Thinking

The ability to think critically, i.e., question, explore, challenge and solve, is arguably one of the most important skills students will need for their future lives. However, a key question is how teachers can gain insight into students' thinking processes and help them to become better thinkers. This question underpins the research on the Visible Thinking Routine (VTR) undertaken at Harvard University by Project Zero, an educational research group.

Thinking routines are simple exercises designed to help students understand how they think and learn by making their ideas and thinking 'visible'.

They usually comprise a few steps which scaffold and guide students' thinking, and are designed to be frequently repeated so that students develop thinking habits typical of critical thinkers.

VTR examples in *Wider World Second Edition*:

- *See*, *Think*, *Wonder* (What do you see? What do you think about that? What does it make you wonder?) This VTR aims to develop learning through careful observation and interpretation of images, topics and objects.
- *Why do you say that?* (What do you know/see that makes you say that?) This VTR promotes evidence-based reasoning and critical thinking, to help students support opinions with evidence.

Thinking routines provide you with an effective tool for promoting the development of a thinking culture in the classroom, where students are encouraged to go beyond passively learning and remembering facts to actively questioning and taking multiple perspectives. Key factors to consider in order to use VTRs effectively are:

- Students need sufficient time to think in depth before verbalising and discussing their ideas.
- Teachers should serve as role models and participate in the thinking process too.
- The focus should be on the process, or interactions, rather than the outcome.

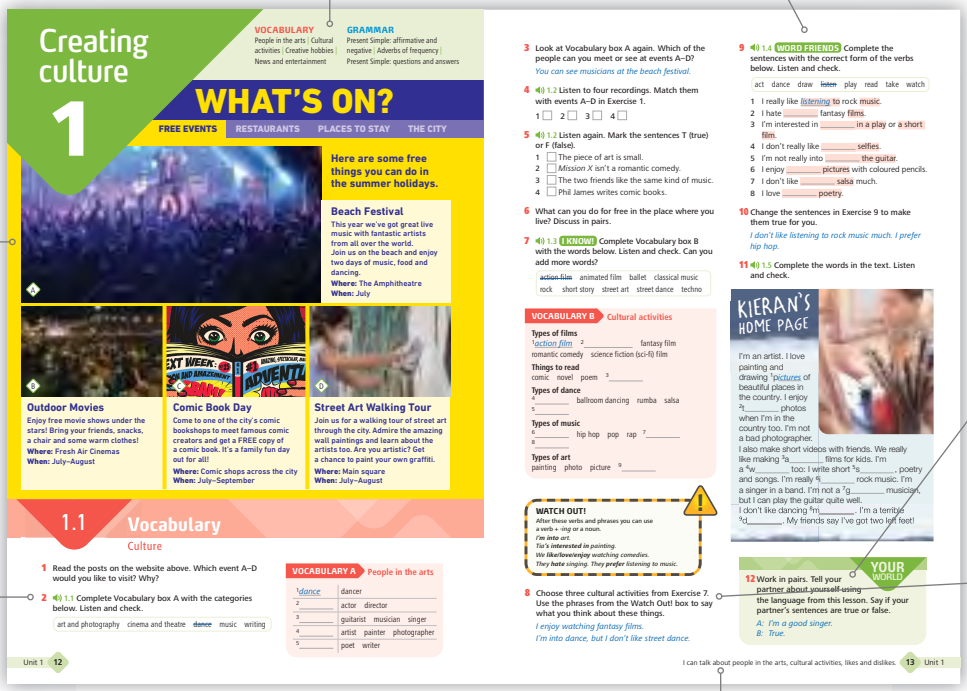
In *Wider World Second Edition*, a range of visible thinking routines are incorporated into all the *BBC Culture* lessons across all levels. These VTR-based activities are designed to awaken curiosity about cultural and social issues and help students develop a deeper understanding of the topics. Each level features visual thinking routines appropriate to students' cognitive development and language level. For example, Level 1 features simple, guided routines such as *Think See Wonder, Why do you say that?* and *Think Pair Share.* In Levels 3 and 4 students move on to more complex, open routines such as *Connect, Exchange, Challenge; Your viewpoint, The writer's viewpoint, What do you think now?*

A Unit of the Student's Book

Clear summary of unit contents in terms of vocabulary and grammar

Special focus on teaching collocations and vocabulary chunks

Vocabulary presented in real-life contexts with engaging visuals



Creating culture 1

VOCABULARY: People in the arts | Cultural activities | Creative hobbies | News and entertainment

GRAMMAR: Present Simple: affirmative and negative | Adverbs of frequency | Present Simple: questions and answers

WHAT'S ON?

FREE EVENTS | RESTAURANTS | PLACES TO STAY | THE CITY

Here are some free things you can do in the summer holidays.

Beach Festival
This year we've got great live music with fantastic artists from all over the world. Join us on the beach and enjoy two days of music, food and dancing.
Where: The Amphitheatre
When: July

Outdoor Movies
Enjoy free movie shows under the stars! Bring your friends, snacks, a chair and some warm clothes!
Where: Fresh Air Cinemas
When: July–August

Comic Book Day
Come to one of the city's comic bookshops to meet famous comic creators and get a FREE copy of a comic book. It's a family fun day out for all!
Where: Comic shops across the city
When: July–September

Street Art Walking Tour
Join us for a walking tour of street art through the city. Admire the amazing wall paintings and learn about the artists too. Are you artistic? Get a chance to paint your own graffiti.
Where: Main square
When: July–August

1.1 Vocabulary
Culture

1 Read the posts on the website above. Which event A–D would you like to visit? Why?

2 1.1 Complete Vocabulary box A with the categories below. Listen and check.
art and photography | cinema and theatre | dance | music | writing

VOCABULARY A People in the arts

1 dance	dancer
2	actor director
3	guitarist musician singer
4	artist painter photographer
5	poet writer

3 Look at Vocabulary box A again. Which of the people can you meet or see at events A–D?
You can see musicians at the beach festival.

4 1.2 Listen to four recordings. Match them with events A–D in Exercise 1.
1 ☐ 2 ☐ 3 ☐ 4 ☐

5 1.2 Listen again. Mark the sentences T (true) or F (false).
1 ☐ The piece of art is small.
2 ☐ *Mission X* isn't a romantic comedy.
3 ☐ The two friends like the same kind of music.
4 ☐ Phil James writes comic books.

6 What can you do for free in the place where you live? Discuss in pairs.

7 1.3 I KNOW Complete Vocabulary box B with the words below. Listen and check. Can you add more words?
~~action film~~ | animated film | ballet | classical music | rock | short story | street art | street dance | techno

VOCABULARY B Cultural activities

Types of films
1 *action film* 2 _____ fantasy film
romantic comedy | science fiction (sci-fi) film

Things to read
comic | novel | poem 3 _____

Types of dance
4 _____ ballroom dancing | rumba | salsa
5 _____

Types of music
6 _____ | hip hop | pop | rap | 7 _____
8 _____

Types of art
painting | photo | picture | 9 _____

WATCH OUT!
After these verbs and phrases you can use a verb + *-ing* or a noun.
I'm into art.
Tia's interested in painting.
We like/love/enjoy watching comedies.
They hate singing. They prefer listening to music.

8 Choose three cultural activities from Exercise 7. Use the phrases from the Watch Out! box to say what you think about these things.
I enjoy watching fantasy films.
I'm into dance, but I don't like street dance.

9 1.4 WORD FRIENDS Complete the sentences with the correct form of the verbs below. Listen and check.
act | dance | draw | ~~listen~~ | play | read | take | watch

1 I really like *listening* to rock music.
2 I hate _____ fantasy films.
3 I'm interested in _____ in a play or a short film.
4 I don't really like _____ selfies.
5 I'm not really into _____ the guitar.
6 I enjoy _____ pictures with coloured pencils.
7 I don't like _____ salsa much.
8 I love _____ poetry.

10 Change the sentences in Exercise 9 to make them true for you.
I don't like listening to rock music much. I prefer hip hop.

11 1.5 Complete the words in the text. Listen and check.

KIERAN'S HOME PAGE

I'm an artist. I love painting and drawing 1*pictures* of beautiful places in the country. I enjoy 2t_____ photos when I'm in the country too. I'm not a bad photographer.
I also make short videos with friends. We really like making 3a_____ films for kids. I'm a 4w_____ too: I write short 5s_____, poetry and songs. I'm really 6_____ rock music. I'm a singer in a band. I'm not a 7g_____ musician, but I can play the guitar quite well.
I don't like dancing 8m_____. I'm a terrible 9d_____. My friends say I've got two left feet!

12 Work in pairs. Tell your partner about yourself using the language from this lesson. Say if your partner's sentences are true or false.
A: I'm a good singer.
B: True.

YOUR WORLD

Personalized speaking practice to help students achieve the learning objectives

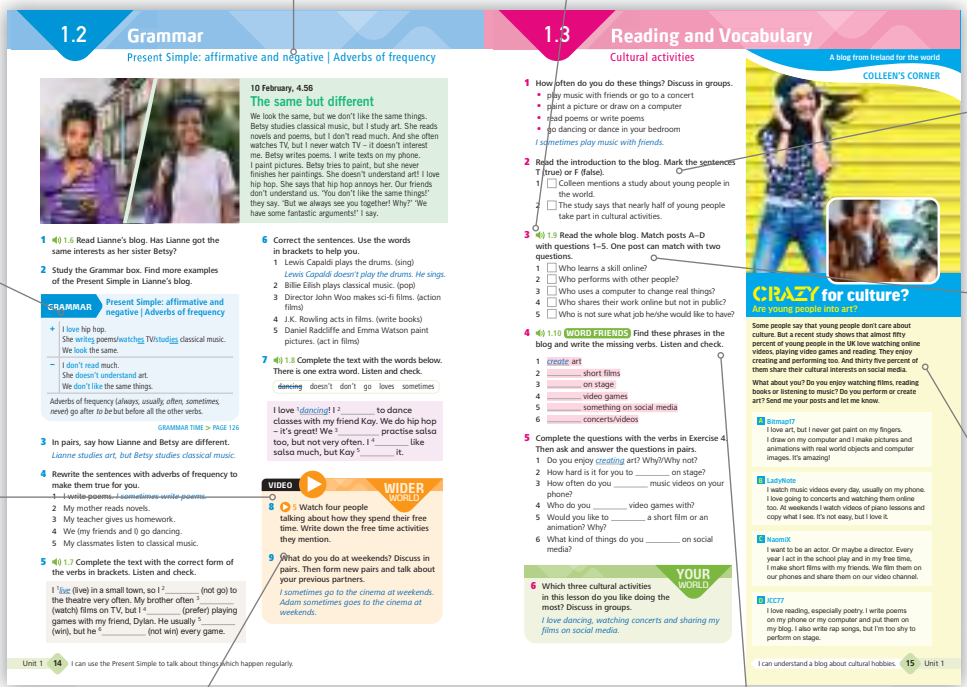
Integrated skills practice to help students consolidate new vocabulary

All lexical items recorded for students to listen and repeat

Learning objective (can-do statement) for every lesson based on the Global Scale of English

Text-based grammar presentation

Recorded versions of all reading texts



1.2 Grammar
Present Simple: affirmative and negative | Adverbs of frequency

10 February, 4.56
The same but different
We look the same, but we don't like the same things. Betsy studies classical music, but I study art. She reads novels and poems, but I don't read much. And she often watches TV, but I never watch TV – it doesn't interest me. Betsy writes poems. I write texts on my phone. I paint pictures. Betsy tries to paint, but she never finishes her paintings. She doesn't understand art! I love hip hop. She says that hip hop annoys her. Our friends don't understand us. 'You don't like the same things!' they say. 'But we always see you together! Why?' 'We have some fantastic arguments!' I say.

1 1.6 Read Lianne's blog. Has Lianne got the same interests as her sister Betsy?

2 Study the Grammar box. Find more examples of the Present Simple in Lianne's blog.

GRAMMAR Present Simple: affirmative and negative | Adverbs of frequency

\+ I love hip hop.
She writes poems/watches TV/studies classical music.
We look the same.

– I don't read much.
She doesn't understand art.
We don't like the same things.

Adverbs of frequency (*always, usually, often, sometimes, never*) go after *to be* but before all the other verbs.

GRAMMAR TIME > PAGE 126

3 In pairs, say how Lianne and Betsy are different.
Lianne studies art, but Betsy studies classical music.

4 Rewrite the sentences with adverbs of frequency to make them true for you.
1 ~~I write poems.~~ *I sometimes write poems.*
2 My mother reads novels.
3 My teacher gives us homework.
4 We (my friends and I) go dancing.
5 My classmates listen to classical music.

5 1.7 Complete the text with the correct form of the verbs in brackets. Listen and check.
I 1*live* (live) in a small town, so I 2_____ (not go) to the theatre very often. My brother often 3_____ (watch) films on TV, but I 4_____ (prefer) playing games with my friend, Dylan. He usually 5_____ (win), but he 6_____ (not win) every game.

6 Correct the sentences. Use the words in brackets to help you.
1 Lewis Capaldi plays the drums. (sing)
Lewis Capaldi doesn't play the drums. He sings.
2 Billie Eilish plays classical music. (pop)
3 Director John Woo makes sci-fi films. (action films)
4 J.K. Rowling acts in films. (write books)
5 Daniel Radcliffe and Emma Watson paint pictures. (act in films)

7 1.8 Complete the text with the words below. There is one extra word. Listen and check.
~~dancing~~ | doesn't | don't | go | loves | sometimes

I love 1*dancing*! I 2_____ to dance classes with my friend Kay. We do hip hop – it's great! We 3_____ practise salsa too, but not very often. I 4_____ like salsa much, but Kay 5_____ it.

VIDEO WIDER WORLD
8 5 Watch four people talking about how they spend their free time. Write down the free time activities they mention.

9 What do you do at weekends? Discuss in pairs. Then form new pairs and talk about your previous partners.
I sometimes go to the cinema at weekends. Adam sometimes goes to the cinema at weekends.

Unit 1 14 I can use the Present Simple to talk about things which happen regularly.

1.3 Reading and Vocabulary
Cultural activities

A blog from Ireland for the world
COLLEEN'S CORNER

1 How often do you do these things? Discuss in groups.
- play music with friends or go to a concert
- paint a picture or draw on a computer
- read poems or write poems
- go dancing or dance in your bedroom

I sometimes play music with friends.

2 Read the introduction to the blog. Mark the sentences T (true) or F (false).
1 ☐ Colleen mentions a study about young people in the world.
2 ☐ The study says that nearly half of young people take part in cultural activities.

3 1.9 Read the whole blog. Match posts A–D with questions 1–5. One post can match with two questions.
1 ☐ Who learns a skill online?
2 ☐ Who performs with other people?
3 ☐ Who uses a computer to change real things?
4 ☐ Who shares their work online but not in public?
5 ☐ Who is not sure what job he/she would like to have?

4 1.10 WORD FRIENDS Find these phrases in the blog and write the missing verbs. Listen and check.
1 *create* art
2 _____ short films
3 _____ on stage
4 _____ video games
5 _____ something on social media
6 _____ concerts/videos

5 Complete the questions with the verbs in Exercise 4. Then ask and answer the questions in pairs.
1 Do you enjoy *creating* art? Why?/Why not?
2 How hard is it for you to _____ on stage?
3 How often do you _____ music videos on your phone?
4 Who do you _____ video games with?
5 Would you like to _____ a short film or an animation? Why?
6 What kind of things do you _____ on social media?

YOUR WORLD
6 Which three cultural activities in this lesson do you like doing the most? Discuss in groups.
I love dancing, watching concerts and sharing my films on social media.

CRAZY for culture?
Are young people into art?

Some people say that young people don't care about culture. But a recent study shows that almost fifty percent of young people in the UK love watching online videos, playing video games and reading. They enjoy creating and performing too. And thirty-five percent of them share their cultural interests on social media.

What about you? Do you enjoy watching films, reading books or listening to music? Do you perform or create art? Send me your posts and let me know.

1 Bitmap17
I love art, but I never get paint on my fingers. I draw on my computer and I make pictures and animations with real world objects and computer images. It's amazing!

2 LadyNote
I watch music videos every day, usually on my phone. I love going to concerts and watching them online too. At weekends I watch videos of piano lessons and copy what I see. It's not easy, but I love it.

3 NaomiX
I want to be an actor. Or maybe a director. Every year I act in the school play and in my free time, I make short films with my friends. We film them on our phones and share them on our video channel.

4 ICC77
I love reading, especially poetry. I write poems on my phone or my computer and put them on my blog. I also write rap songs, but I'm too shy to perform on stage.

I can understand a blog about cultural hobbies. 15 Unit 1

Step-by-step reading practice to develop students' reading skills

Comprehension tasks in exam-like format to prepare students for exams

Manageable texts about contemporary issues to engage students' interest

Grammar tables to highlight target structures

BBC Vox Pop videos to expose students to real-life examples of language from the lessons

Final productive task to encourage students to use the grammar in a personalized context

Vocabulary sets contextualized in the reading text and recorded

Grammar presented through videos

Step-by-step listening practice to build students' confidence

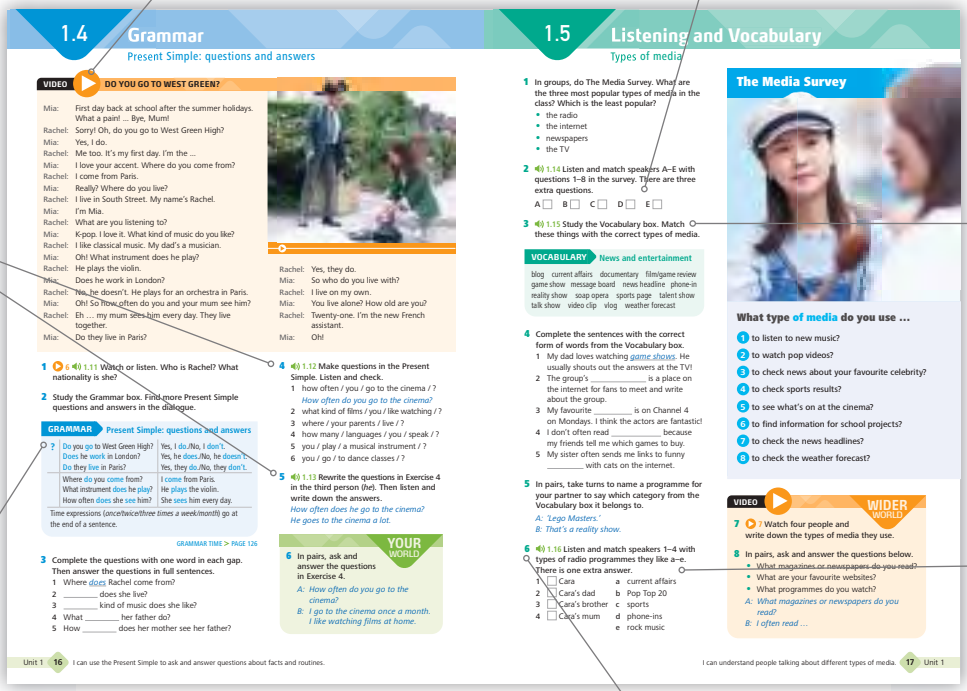
Step-by-step grammar practice to build students' confidence and improve accuracy

Vocabulary sets contextualized in the listening texts

Full grammar tables and more exercises at the back of the book to give students extra practice

Variety of authentic listening texts to develop and improve listening skills

Exam-style listening tasks to prepare students for international exams



1.4 Grammar

Present Simple: questions and answers

VIDEO DO YOU GO TO WEST GREEN?

Mia: First day back at school after the summer holidays. What a pain! … Bye, Mum!
Rachel: Sorry! Oh, do you go to West Green High?
Mia: Yes, I do.
Rachel: Me too. It's my first day. I'm the …
Mia: I love your accent. Where do you come from?
Rachel: I come from Paris.
Mia: Really? Where do you live?
Rachel: I live in South Street. My name's Rachel.
Mia: I'm Mia.
Rachel: What are you listening to?
Mia: K-pop. I love it. What kind of music do you like?
Rachel: I like classical music. My dad's a musician.
Mia: Oh! What instrument does he play?
Rachel: He plays the violin.
Mia: Does he work in London?
Rachel: Yes, he does. He plays for an orchestra in Paris.
Mia: Oh! So how often do you and your mum see him?
Rachel: Eh … my mum sees him every day. They live together.
Mia: Do they live in Paris?
Rachel: Yes, they do.
Mia: So who do you live with?
Rachel: I live on my own.
Mia: You live alone? How old are you?
Rachel: Twenty-one. I'm the new French assistant.
Mia: Oh!

1 6 1.11 Watch or listen. Who is Rachel? What nationality is she?

2 Study the Grammar box. Find more Present Simple questions and answers in the dialogue.

GRAMMAR Present Simple: questions and answers

?	Do you go to West Green High?	Yes, I do./No, I don't.
	Does he work in London?	Yes, he does./No, he doesn't.
	Do they live in Paris?	Yes, they do./No, they don't.
	Where do you come from?	I come from Paris.
	What instrument does he play?	He plays the violin.
	How often does she see him?	She sees him every day.

Time expressions (*once/twice/three times a week/month*) go at the end of a sentence.

GRAMMAR TIME > PAGE 126

3 Complete the questions with one word in each gap. Then answer the questions in full sentences.
1 Where does Rachel come from?
2 _____ does she live?
3 _____ kind of music does she like?
4 What _____ her father do?
5 How _____ does her mother see her father?

4 1.12 Make questions in the Present Simple. Listen and check.
1 how often / you / go to the cinema / ?
How often do you go to the cinema?
2 what kind of films / you / like watching / ?
3 where / your parents / live / ?
4 how many / languages / you / speak / ?
5 you / play / a musical instrument / ?
6 you / go / to dance classes / ?

5 1.13 Rewrite the questions in Exercise 4 in the third person (*he*). Then listen and write down the answers.
How often does he go to the cinema?
He goes to the cinema a lot.

YOUR WORLD
6 In pairs, ask and answer the questions in Exercise 4.
A: How often do you go to the cinema?
B: I go to the cinema once a month. I like watching films at home.

Unit 1 16 I can use the Present Simple to ask and answer questions about facts and routines.

1.5 Listening and Vocabulary

Types of media

1 In groups, do The Media Survey. What are the three most popular types of media in the class? Which is the least popular?
- the radio
- the internet
- newspapers
- the TV

2 1.14 Listen and match speakers A–E with questions 1–8 in the survey. There are three extra questions.
A ☐ B ☐ C ☐ D ☐ E ☐

3 1.15 Study the Vocabulary box. Match these things with the correct types of media.

VOCABULARY News and entertainment

blog current affairs documentary film/game review game show message board news headline phone-in reality show soap opera sports page talent show talk show video clip vlog weather forecast

4 Complete the sentences with the correct form of words from the Vocabulary box.
1 My dad loves watching *game shows*. He usually shouts out the answers at the TV!
2 The group's _____ is a place on the internet for fans to meet and write about the group.
3 My favourite _____ is on Channel 4 on Mondays. I think the actors are fantastic!
4 I don't often read _____ because my friends tell me which games to buy.
5 My sister often sends me links to funny _____ with cats on the internet.

5 In pairs, take turns to name a programme for your partner to say which category from the Vocabulary box it belongs to.
A: 'Lego Masters.'
B: That's a reality show.

6 1.16 Listen and match speakers 1–4 with types of radio programmes they like a–e. There is one extra answer.

1	☐ Cara	a	current affairs
2	☐ Cara's dad	b	Pop Top 20
3	☐ Cara's brother	c	sports
4	☐ Cara's mum	d	phone-ins
		e	rock music

The Media Survey

What type of media do you use …
1 to listen to new music?
2 to watch pop videos?
3 to check news about your favourite celebrity?
4 to check sports results?
5 to see what's on at the cinema?
6 to find information for school projects?
7 to check the news headlines?
8 to check the weather forecast?

VIDEO WIDER WORLD
7 7 Watch four people and write down the types of media they use.
8 In pairs, ask and answer the questions below.
- What magazines or newspapers do you read?
- What are your favourite websites?
- What programmes do you watch?

A: What magazines or newspapers do you read?
B: I often read …

I can understand people talking about different types of media. 17 Unit 1

Everyday expressions pulled out of the presentations

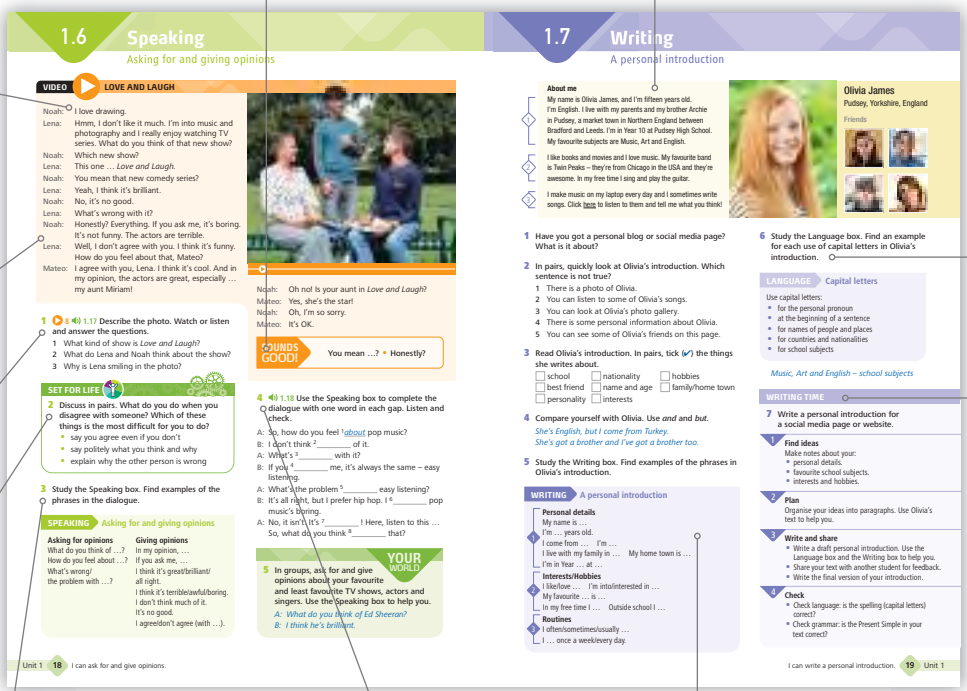
Example texts to provide students with a model for free writing tasks

Real-life dialogues to provide natural and memorable language models

Functional language presented through videos

Audio versions of the dialogues

Set for Life tasks focusing on future skills linked to video episodes



1.6 Speaking

Asking for and giving opinions

VIDEO LOVE AND LAUGH

Noah: I love drawing.
Lena: Hmm, I don't like it much. I'm into music and photography and I really enjoy watching TV series. What do you think of that new show?
Noah: Which new show?
Lena: This one … *Love and Laugh*.
Noah: You mean that new comedy series?
Lena: Yeah, I think it's brilliant.
Noah: No, it's no good.
Lena: What's wrong with it?
Noah: Honestly? Everything. If you ask me, it's boring. It's not funny. The actors are terrible.
Lena: Well, I don't agree with you. I think it's funny. How do you feel about that, Mateo?
Mateo: I agree with you, Lena. I think it's cool. And in my opinion, the actors are great, especially … my aunt Miriam!

1 8 1.17 Describe the photo. Watch or listen and answer the questions.
1 What kind of show is *Love and Laugh*?
2 What do Lena and Noah think about the show?
3 Why is Lena smiling in the photo?

SET FOR LIFE
2 Discuss in pairs. What do you do when you disagree with someone? Which of these things is the most difficult for you to do?
- say you agree even if you don't
- say politely what you think and why
- explain why the other person is wrong

3 Study the Speaking box. Find examples of the phrases in the dialogue.

SPEAKING Asking for and giving opinions

Asking for opinions	Giving opinions
What do you think of …?	In my opinion, …
How do you feel about …?	If you ask me, …
What's wrong/the problem with …?	I think it's great/brilliant/all right.
	I think it's terrible/awful/boring.
	I don't think much of it.
	It's no good.
	I agree/don't agree (with …).

Noah: Oh no! Is your aunt in *Love and Laugh*?
Mateo: Yes, she's the star!
Noah: Oh, I'm so sorry.
Mateo: It's OK.

SOUNDS GOOD! You mean …? • Honestly?

4 1.18 Use the Speaking box to complete the dialogue with one word in each gap. Listen and check.
A: So, how do you feel [1]*about* pop music?
B: I don't think [2]_____ of it.
A: What's [3]_____ with it?
B: If you [4]_____ me, it's always the same – easy listening.
A: What's the problem [5]_____ easy listening?
B: It's all right, but I prefer hip hop. I [6]_____ pop music's boring.
A: No, it isn't. It's [7]_____! Here, listen to this … So, what do you think [8]_____ that?

YOUR WORLD
5 In groups, ask for and give opinions about your favourite and least favourite TV shows, actors and singers. Use the Speaking box to help you.
A: What do you think of Ed Sheeran?
B: I think he's brilliant.

Unit 1 18 I can ask for and give opinions.

1.7 Writing

A personal introduction

About me
My name is Olivia James, and I'm fifteen years old. I'm English. I live with my parents and my brother Archie in Pudsey, a market town in Northern England between Bradford and Leeds. I'm in Year 10 at Pudsey High School. My favourite subjects are Music, Art and English.

I like books and movies and I love music. My favourite band is Twin Peaks – they're from Chicago in the USA and they're awesome. In my free time I sing and play the guitar.

I make music on my laptop every day and I sometimes write songs. Click here to listen to them and tell me what you think!

Olivia James
Pudsey, Yorkshire, England
Friends

1 Have you got a personal blog or social media page? What is it about?

2 In pairs, quickly look at Olivia's introduction. Which sentence is not true?
1 There is a photo of Olivia.
2 You can listen to some of Olivia's songs.
3 You can look at Olivia's photo gallery.
4 There is some personal information about Olivia.
5 You can see some of Olivia's friends on this page.

3 Read Olivia's introduction. In pairs, tick (✓) the things she writes about.

☐	school	☐	nationality
☐	best friend	☐	name and age
☐	personality	☐	interests
☐	hobbies		
☐	family/home town		

4 Compare yourself with Olivia. Use *and* and *but*.
She's English, but I come from Turkey.
She's got a brother and I've got a brother too.

5 Study the Writing box. Find examples of the phrases in Olivia's introduction.

WRITING A personal introduction

Personal details
My name is …
I'm … years old.
I come from … I'm …
I live with my family in … My home town is …
I'm in Year … at …

Interests/Hobbies
I like/love … I'm into/interested in …
My favourite … is …
In my free time I … Outside school I …

Routines
I often/sometimes/usually …
I … once a week/every day.

6 Study the Language box. Find an example for each use of capital letters in Olivia's introduction.

LANGUAGE Capital letters

Use capital letters:
- for the personal pronoun
- at the beginning of a sentence
- for names of people and places
- for countries and nationalities
- for school subjects

Music, Art and English – school subjects

WRITING TIME
7 Write a personal introduction for a social media page or website.
1 **Find ideas**
Make notes about your:
- personal details.
- favourite school subjects.
- interests and hobbies.

2 **Plan**
Organise your ideas into paragraphs. Use Olivia's text to help you.

3 **Write and share**
- Write a draft personal introduction. Use the Language box and the Writing box to help you.
- Share your text with another student for feedback.
- Write the final version of your introduction.

4 **Check**
- Check language: is the spelling (capital letters) correct?
- Check grammar: is the Present Simple in your text correct?

I can write a personal introduction. 19 Unit 1

Language boxes with useful language points

Step-by-step Writing Time guidelines to help students write their own texts

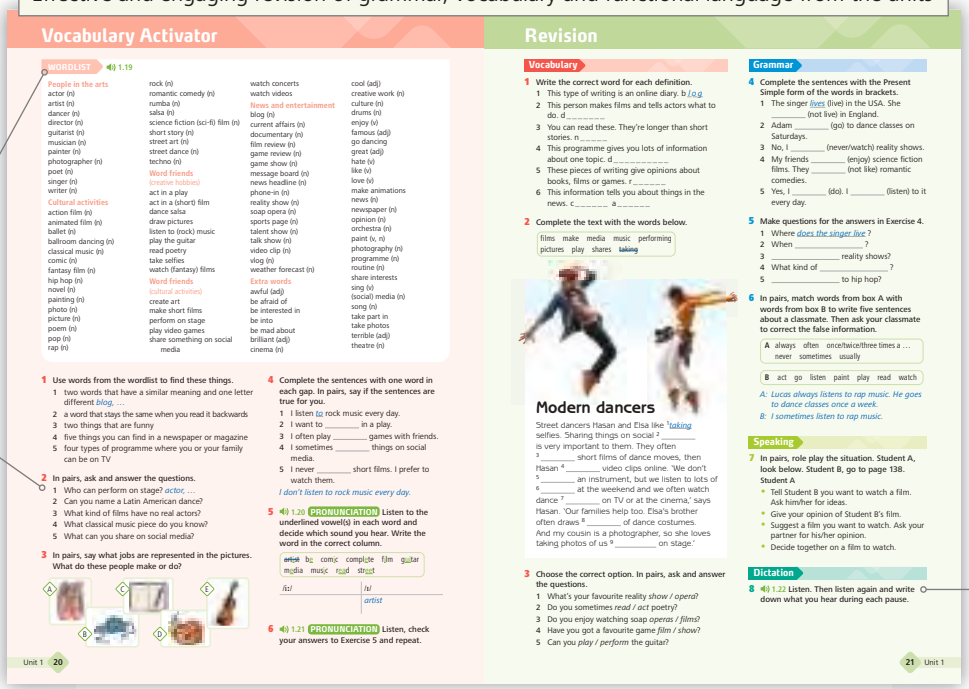
Key functional language from the dialogues organized in speaking boxes

Staged practice of expressions to prepare students for the final speaking tasks

Writing boxes to highlight key functional language for writing

A Unit of the Student's Book

Effective and engaging revision of grammar, vocabulary and functional language from the units



Vocabulary Activator

WORDLIST 1.19

People in the arts
actor (n)
artist (n)
dancer (n)
director (n)
guitarist (n)
musician (n)
painter (n)
photographer (n)
poet (n)
singer (n)
writer (n)

Cultural activities
action film (n)
animated film (n)
ballet (n)
ballroom dancing (n)
classical music (n)
comic (n)
fantasy film (n)
hip hop (n)
novel (n)
painting (n)
photo (n)
picture (n)
poem (n)
pop (n)
rap (n)
rock (n)
romantic comedy (n)
rumba (n)
salsa (n)
science fiction (sci-fi) film (n)
short story (n)
street art (n)
street dance (n)
techno (n)

Word friends (creative hobbies)
act in a play
act in a (short) film
dance salsa
draw pictures
listen to (rock) music
play the guitar
read poetry
take selfies
watch (fantasy) films

Word friends (cultural activities)
create art
make short films
perform on stage
play video games
share something on social media
watch concerts
watch videos

News and entertainment
blog (n)
current affairs (n)
documentary (n)
film review (n)
game review (n)
game show (n)
message board (n)
news headline (n)
phone-in (n)
reality show (n)
soap opera (n)
sports page (n)
talent show (n)
talk show (n)
video clip (n)
vlog (n)
weather forecast (n)

Extra words
awful (adj)
be afraid of
be interested in
be into
be mad about
brilliant (adj)
cinema (n)
cool (adj)
creative work (n)
culture (n)
drums (n)
enjoy (v)
famous (adj)
go dancing
great (adj)
hate (v)
like (v)
love (v)
make animations
news (n)
newspaper (n)
opinion (n)
orchestra (n)
paint (v, n)
photography (n)
programme (n)
routine (n)
share interests
sing (v)
(social) media (n)
song (n)
take part in
take photos
terrible (adj)
theatre (n)

1 Use words from the wordlist to find these things.
1 two words that have a similar meaning and one letter different *blog, …*
2 a word that stays the same when you read it backwards
3 two things that are funny
4 five things you can find in a newspaper or magazine
5 four types of programme where you or your family can be on TV

2 In pairs, ask and answer the questions.
1 Who can perform on stage? *actor, …*
2 Can you name a Latin American dance?
3 What kind of films have no real actors?
4 What classical music piece do you know?
5 What can you share on social media?

3 In pairs, say what jobs are represented in the pictures. What do these people make or do?

4 Complete the sentences with one word in each gap. In pairs, say if the sentences are true for you.
1 I listen *to* rock music every day.
2 I want to _____ in a play.
3 I often play _____ games with friends.
4 I sometimes _____ things on social media.
5 I never _____ short films. I prefer to watch them.
I don't listen to rock music every day.

5 1.20 PRONUNCIATION Listen to the underlined vowel(s) in each word and decide which sound you hear. Write the word in the correct column.

artist bɑ comɔ complete film guitar media music road street

/ɑ:/	/ɪ/
	artist

6 1.21 PRONUNCIATION Listen, check your answers to Exercise 5 and repeat.

Revision

Vocabulary

1 Write the correct word for each definition.
1 This type of writing is an online diary. b *log*
2 This person makes films and tells actors what to do. d _____
3 You can read these. They're longer than short stories. n _____
4 This programme gives you lots of information about one topic. d _____
5 These pieces of writing give opinions about books, films or games. r _____
6 This information tells you about things in the news. c _____ a _____

2 Complete the text with the words below.

films make media music performing pictures play shares taking

Modern dancers

Street dancers Hasan and Elsa like [1]*taking* selfies. Sharing things on social [2] _____ is very important to them. They often [3] _____ short films of dance moves, then Hasan [4] _____ video clips online. 'We don't [5] _____ an instrument, but we listen to lots of [6] _____ at the weekend and we often watch dance [7] _____ on TV or at the cinema,' says Hasan. 'Our families help too. Elsa's brother often draws [8] _____ of dance costumes. And my cousin is a photographer, so she loves taking photos of us [9] _____ on stage.'

3 Choose the correct option. In pairs, ask and answer the questions.
1 What's your favourite reality *show / opera*?
2 Do you sometimes *read / act* poetry?
3 Do you enjoy watching soap *operas / films*?
4 Have you got a favourite game *film / show*?
5 Can you *play / perform* the guitar?

Grammar

4 Complete the sentences with the Present Simple form of the words in brackets.
1 The singer *lives* (live) in the USA. She _____ (not live) in England.
2 Adam _____ (go) to dance classes on Saturdays.
3 No, I _____ (never/watch) reality shows.
4 My friends _____ (enjoy) science fiction films. They _____ (not like) romantic comedies.
5 Yes, I _____ (do). I _____ (listen) to it every day.

5 Make questions for the answers in Exercise 4.
1 Where *does the singer live* ?
2 When _____ ?
3 _____ reality shows?
4 What kind of _____ ?
5 _____ to hip hop?

6 In pairs, match words from box A with words from box B to write five sentences about a classmate. Then ask your classmate to correct the false information.

A always often once/twice/three times a … never sometimes usually

B act go listen paint play read watch

A: Lucas always listens to rap music. He goes to dance classes once a week.
B: I sometimes listen to rap music.

Speaking

7 In pairs, role play the situation. Student A, look below. Student B, go to page 138.
Student A
- Tell Student B you want to watch a film. Ask him/her for ideas.
- Give your opinion of Student B's film.
- Suggest a film you want to watch. Ask your partner for his/her opinion.
- Decide together on a film to watch.

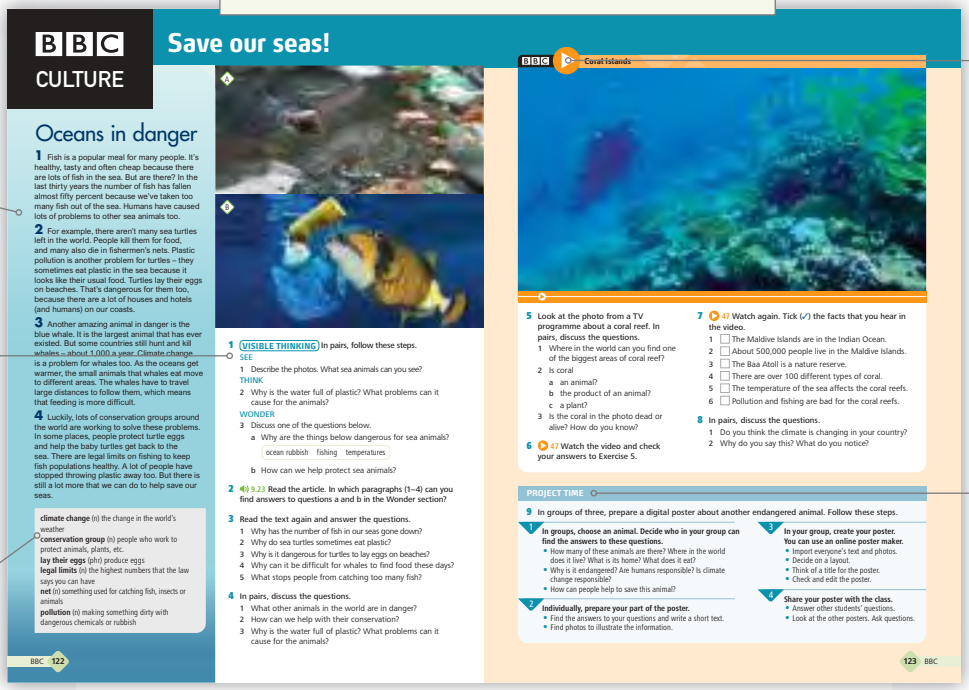
Dictation

8 1.22 Listen. Then listen again and write down what you hear during each pause.

Banks of all vocabulary sets followed by engaging practice activities to consolidate vocabulary from the units

Dictation activities to help students focus on word order and spelling

BBC lessons (every two units) providing opportunities to work with authentic videos and real-life content



BBC CULTURE

Save our seas!

Oceans in danger

1 Fish is a popular meal for many people. It's healthy, tasty and often cheap because there are lots of fish in the sea. But are there? In the last thirty years the number of fish has fallen almost fifty percent because we've taken too many fish out of the sea. Humans have caused lots of problems to other sea animals too.

2 For example, there aren't many sea turtles left in the world. People kill them for food, and many also die in fishermen's nets. Plastic pollution is another problem for turtles – they sometimes eat plastic in the sea because it looks like their usual food. Turtles lay their eggs on beaches. That's dangerous for them too, because there are a lot of houses and hotels (and humans) on our coasts.

3 Another amazing animal in danger is the blue whale. It is the largest animal that has ever existed. But some countries still hunt and kill whales – about 1,000 a year. Climate change is a problem for whales too. As the oceans get warmer, the small animals that whales eat move to different areas. The whales have to travel large distances to follow them, which means that feeding is more difficult.

4 Luckily, lots of conservation groups around the world are working to solve these problems. In some places, people protect turtle eggs and help the baby turtles get back to the sea. There are legal limits on fishing to keep fish populations healthy. A lot of people have stopped throwing plastic away too. But there is still a lot more that we can do to help save our seas.

climate change (n) the change in the world's weather
conservation group (n) people who work to protect animals, plants, etc.
lay their eggs (phr) produce eggs
legal limits (n) the highest numbers that the law says you can have
net (n) something used for catching fish, insects or animals
pollution (n) making something dirty with dangerous chemicals or rubbish

1 VISIBLE THINKING In pairs, follow these steps.
SEE
1 Describe the photos. What sea animals can you see?
THINK
2 Why is the water full of plastic? What problems can it cause for the animals?
WONDER
3 Discuss one of the questions below.
a Why are the things below dangerous for sea animals?
ocean rubbish fishing temperatures
b How can we help protect sea animals?

2 9.23 Read the article. In which paragraphs (1–4) can you find answers to questions a and b in the Wonder section?

3 Read the text again and answer the questions.
1 Why has the number of fish in our seas gone down?
2 Why do sea turtles sometimes eat plastic?
3 Why is it dangerous for turtles to lay eggs on beaches?
4 Why can it be difficult for whales to find food these days?
5 What stops people from catching too many fish?

4 In pairs, discuss the questions.
1 What other animals in the world are in danger?
2 How can we help with their conservation?
3 Why is the water full of plastic? What problems can it cause for the animals?

5 Look at the photo from a TV programme about a coral reef. In pairs, discuss the questions.
1 Where in the world can you find one of the biggest areas of coral reef?
2 Is coral
a an animal?
b the product of an animal?
c a plant?
3 Is the coral in the photo dead or alive? How do you know?

6 47 Watch the video and check your answers to Exercise 5.

7 47 Watch again. Tick (✓) the facts that you hear in the video.
1 ☐ The Maldive Islands are in the Indian Ocean.
2 ☐ About 500,000 people live in the Maldive Islands.
3 ☐ The Baa Atoll is a nature reserve.
4 ☐ There are over 100 different types of coral.
5 ☐ The temperature of the sea affects the coral reefs.
6 ☐ Pollution and fishing are bad for the coral reefs.

8 In pairs, discuss the questions.
1 Do you think the climate is changing in your country?
2 Why do you say this? What do you notice?

PROJECT TIME

9 In groups of three, prepare a digital poster about another endangered animal. Follow these steps.

1 In groups, choose an animal. Decide who in your group can find the answers to these questions.
- How many of these animals are there? Where in the world does it live? What is its home? What does it eat?
- Why is it endangered? Are humans responsible? Is climate change responsible?
- How can people help to save this animal?

2 Individually, prepare your part of the poster.
- Find the answers to your questions and write a short text.
- Find photos to illustrate the information.

3 In your group, create your poster. You can use an online poster maker.
- Import everyone's text and photos.
- Decide on a layout.
- Think of a title for the poster.
- Check and edit the poster.

4 Share your poster with the class.
- Answer other students' questions.
- Look at the other posters. Ask questions.

Culture topics linked to unit themes introduced in reading texts

Activities based on Visible Thinking Routines to help students understand the topics

Glossary of the most difficult words in the texts

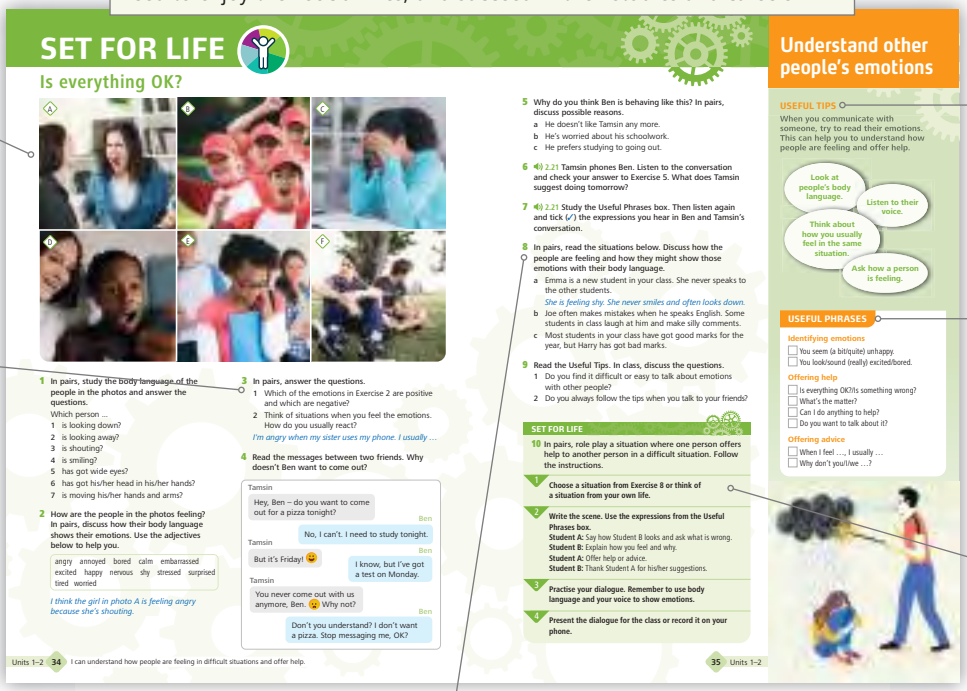
BBC documentaries providing fascinating real-world information

Step-by-step digital projects to allow students to follow their own interests while developing teamwork and ICT skills

Set for Life lessons (every two units) to equip students with future skills they need to enjoy their social lives, and succeed in their studies and careers

Thought-provoking and authentic contexts which reflect situations and problems from students' lives

Practical tasks to help students develop specific skills



SET FOR LIFE

Is everything OK?

1 In pairs, study the body language of the people in the photos and answer the questions.
Which person ...
1 is looking down?
2 is looking away?
3 is shouting?
4 is smiling?
5 has got wide eyes?
6 has got his/her head in his/her hands?
7 is moving his/her hands and arms?

2 How are the people in the photos feeling? In pairs, discuss how their body language shows their emotions. Use the adjectives below to help you.
angry annoyed bored calm embarrassed excited happy nervous shy stressed surprised tired worried
I think the girl in photo A is feeling angry because she's shouting.

3 In pairs, answer the questions.
1 Which of the emotions in Exercise 2 are positive and which are negative?
2 Think of situations when you feel the emotions. How do you usually react?
I'm angry when my sister uses my phone. I usually ...

4 Read the messages between two friends. Why doesn't Ben want to come out?

Tamsin: Hey, Ben – do you want to come out for a pizza tonight?
Ben: No, I can't. I need to study tonight.
Tamsin: But it's Friday! 😉
Ben: I know, but I've got a test on Monday.
Tamsin: You never come out with us anymore, Ben. 😠 Why not?
Ben: Don't you understand? I don't want a pizza. Stop messaging me, OK?

5 Why do you think Ben is behaving like this? In pairs, discuss possible reasons.
a He doesn't like Tamsin any more.
b He's worried about his schoolwork.
c He prefers studying to going out.

6 2.21 Tamsin phones Ben. Listen to the conversation and check your answer to Exercise 5. What does Tamsin suggest doing tomorrow?

7 2.21 Study the Useful Phrases box. Then listen again and tick (✓) the expressions you hear in Ben and Tamsin's conversation.

8 In pairs, read the situations below. Discuss how the people are feeling and how they might show those emotions with their body language.
a Emma is a new student in your class. She never speaks to the other students.
She is feeling shy. She never smiles and often looks down.
b Joe often makes mistakes when he speaks English. Some students in class laugh at him and make silly comments.
c Most students in your class have got good marks for the year, but Harry has got bad marks.

9 Read the Useful Tips. In class, discuss the questions.
1 Do you find it difficult or easy to talk about emotions with other people?
2 Do you always follow the tips when you talk to your friends?

SET FOR LIFE

10 In pairs, role play a situation where one person offers help to another person in a difficult situation. Follow the instructions.
1 Choose a situation from Exercise 8 or think of a situation from your own life.
2 Write the scene. Use the expressions from the Useful Phrases box.
Student A: Say how Student B looks and ask what is wrong.
Student B: Explain how you feel and why.
Student A: Offer help or advice.
Student B: Thank Student A for his/her suggestions.
3 Practise your dialogue. Remember to use body language and your voice to show emotions.
4 Present the dialogue for the class or record it on your phone.

Understand other people's emotions

USEFUL TIPS
When you communicate with someone, try to read their emotions. This can help you to understand how people are feeling and offer help.
Look at people's body language.
Listen to their voice.
Think about how you usually feel in the same situation.
Ask how a person is feeling.

USEFUL PHRASES
Identifying emotions
You seem (a bit/quite) unhappy.
You look/sound (really) excited/bored.
Offering help
Is everything OK?/Is something wrong?
What's the matter?
Can I do anything to help?
Do you want to talk about it?
Offering advice
When I feel ..., I usually ...
Why don't you/I/we ...?

Units 1–2 34 I can understand how people are feeling in difficult situations and offer help.

35 Units 1–2

Useful tips to help students remember key takeaways

Useful phrases linked to specific life skills

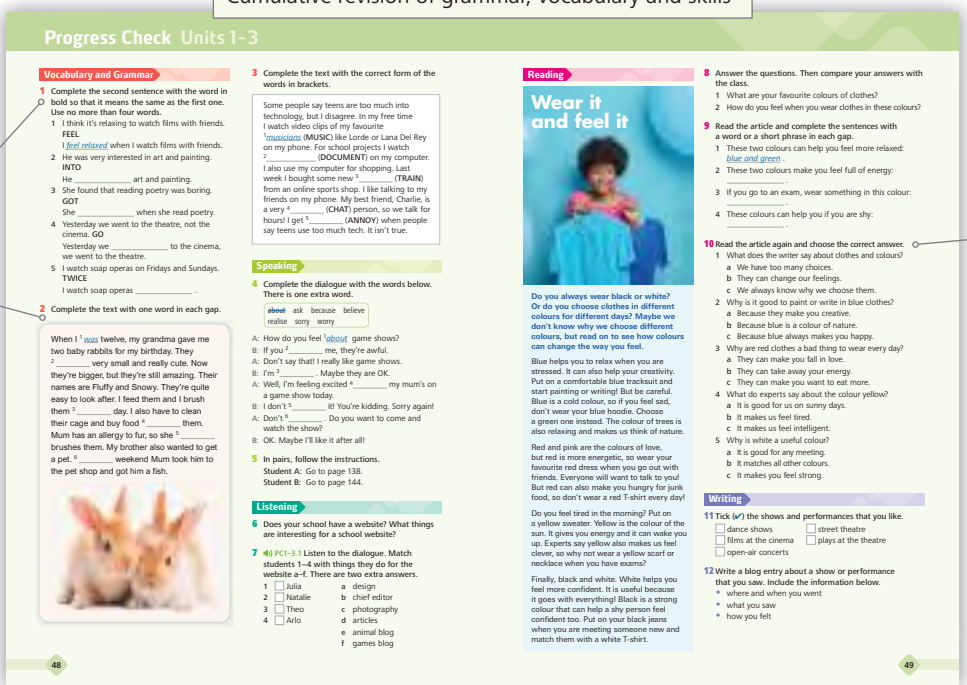
Guided final tasks to reinforce skills taught in the lessons

Activities which encourage working collaboratively (pairwork and group work)

Cumulative revision of grammar, vocabulary and skills

Use of English tasks to revise vocabulary and grammar in context

Practice tasks in exam-style format to prepare students for exams



Progress Check Units 1–3

Vocabulary and Grammar

1 Complete the second sentence with the word in bold so that it means the same as the first one. Use no more than four words.
1 I think it's relaxing to watch films with friends. FEEL
I *feel relaxed* when I watch films with friends.
2 He was very interested in art and painting. INTO
He _____ art and painting.
3 She found that reading poetry was boring. GOT
She _____ when she read poetry.
4 Yesterday we went to the theatre, not the cinema. GO
Yesterday we _____ to the cinema, we went to the theatre.
5 I watch soap operas on Fridays and Sundays. TWICE
I watch soap operas _____ .

2 Complete the text with one word in each gap.
When I [1] *was* twelve, my grandma gave me two baby rabbits for my birthday. They [2] _____ very small and really cute. Now they're bigger, but they're still amazing. Their names are Fluffy and Snowy. They're quite easy to look after. I feed them and I brush them [3] _____ day. I also have to clean their cage and buy food [4] _____ them. Mum has an allergy to fur, so she [5] _____ brushes them. My brother also wanted to get a pet. [6] _____ weekend Mum took him to the pet shop and got him a fish.

3 Complete the text with the correct form of the words in brackets.
Some people say teens are too much into technology, but I disagree. In my free time I watch video clips of my favourite [1] *musicians* **(MUSIC)** like Lorde or Lana Del Rey on my phone. For school projects I watch [2] _____ **(DOCUMENT)** on my computer. I also use my computer for shopping. Last week I bought some new [3] _____ **(TRAIN)** from an online sports shop. I like talking to my friends on my phone. My best friend, Charlie, is a very [4] _____ **(CHAT)** person, so we talk for hours! I get [5] _____ **(ANNOY)** when people say teens use too much tech. It isn't true.

Speaking

4 Complete the dialogue with the words below. There is one extra word.
~~about~~ ask because believe realise sorry worry
A: How do you feel [1] *about* game shows?
B: If you [2] _____ me, they're awful.
A: Don't say that! I really like game shows.
B: I'm [3] _____. Maybe they are OK.
A: Well, I'm feeling excited [4] _____ my mum's on a game show today.
B: I don't [5] _____ it! You're kidding. Sorry again!
A: Don't [6] _____. Do you want to come and watch the show?
B: OK. Maybe I'll like it after all!

5 In pairs, follow the instructions.
Student A: Go to page 138.
Student B: Go to page 144.

Listening

6 Does your school have a website? What things are interesting for a school website?

7 PC1–3.1 Listen to the dialogue. Match students 1–4 with things they do for the website a–f. There are two extra answers.

1	☐ Julia	a	design
2	☐ Natalie	b	chief editor
3	☐ Theo	c	photography
4	☐ Arlo	d	articles
		e	animal blog
		f	games blog

Reading

Wear it and feel it

Do you always wear black or white? Or do you choose clothes in different colours for different days? Maybe we don't know why we choose different colours, but read on to see how colours can change the way you feel.

Blue helps you to relax when you are stressed. It can also help your creativity. Put on a comfortable blue tracksuit and start painting or writing! But be careful. Blue is a cold colour, so if you feel sad, don't wear your blue hoodie. Choose a green one instead. The colour of trees is also relaxing and makes us think of nature.

Red and pink are the colours of love, but red is more energetic, so wear your favourite red dress when you go out with friends. Everyone will want to talk to you! But red can also make you hungry for junk food, so don't wear a red T-shirt every day!

Do you feel tired in the morning? Put on a yellow sweater. Yellow is the colour of the sun. It gives you energy and it can wake you up. Experts say yellow also makes us feel clever, so why not wear a yellow scarf or necklace when you have exams?

Finally, black and white. White helps you feel more confident. It is useful because it goes with everything! Black is a strong colour that can help a shy person feel confident too. Put on your black jeans when you are meeting someone new and match them with a white T-shirt.

8 Answer the questions. Then compare your answers with the class.
1 What are your favourite colours of clothes?
2 How do you feel when you wear clothes in these colours?

9 Read the article and complete the sentences with a word or a short phrase in each gap.
1 These two colours can help you feel more relaxed: *blue and green* .
2 These two colours make you feel full of energy: _____ .
3 If you go to an exam, wear something in this colour: _____ .
4 These colours can help you if you are shy: _____ .

10 Read the article again and choose the correct answer.
1 What does the writer say about clothes and colours?
a We have too many choices.
b They can change our feelings.
c We always know why we choose them.
2 Why is it good to paint or write in blue clothes?
a Because they make you creative.
b Because blue is a colour of nature.
c Because blue always makes you happy.
3 Why are red clothes a bad thing to wear every day?
a They can make you fall in love.
b They can take away your energy.
c They can make you want to eat more.
4 What do experts say about the colour yellow?
a It is good for us on sunny days.
b It makes us feel tired.
c It makes us feel intelligent.
5 Why is white a useful colour?
a It is good for any meeting.
b It matches all other colours.
c It makes you feel strong.

Writing

11 Tick (✓) the shows and performances that you like.
☐ dance shows ☐ street theatre
☐ films at the cinema ☐ plays at the theatre
☐ open-air concerts

12 Write a blog entry about a show or performance that you saw. Include the information below.
* where and when you went
* what you saw
* how you felt

48

49

At the back of the book: Grammar Time with reference and practice, CLIL lessons, Irregular verbs

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Welcome to West Green

0

VOCABULARY
Family members | Possessions | Months and dates | Free time activities | Sports | School subjects | Skills and abilities

GRAMMAR
Possessive adjectives | Possessive *'s* | *Have got* | *There is/are* with *some* and *any* | Articles | *Can/Can't* for ability



This is Lena Taylor. She's fifteen and she's from West Green, a small town near London, England.

Lena's mum, Marie, is a nurse. Lena's dad's a photographer. His name is Alex. Lena hasn't got a sister, but she's got a brother, Adam. He's eleven and he's nice (for a little brother). Lena's gran, Kathy, is Lena's mum's mother.

Lena has got a guitar, and her favourite hobby is music. She's friendly and kind and she loves animals.

Lena's in Year 10 at West Green High School. She's got three good friends in her class at school. Their names are Noah, Mia and Mateo. They have a lot of fun together.



Exercise 1
Photo A: Alex (top left), Marie (top right), Adam (bottom left), Lena (bottom right)
Photo B: (from left to right) Lena, Kathy, Adam.

Exercise 4
Possible answers: brother, daughter, father, grandfather, grandmother, grandpa, husband, mother, uncle

0.1 Introducing Lena

Family members | Possessive adjectives | Possessive *'s* | *Have got*

1 1 0.1 Watch or listen. Find these people in the photos.

Adam Alex Kathy Lena Marie

2 Read the text again. Mark the sentences T (true) or F (false). In pairs, correct the false sentences.

1 F Lena's surname is Green. *Lena's surname is Taylor.*
2 T Her home town is West Green.
3 F Lena's mum is a photographer. *Lena's mum is a nurse.*
4 F Alex is Lena's brother. *Alex is Lena's dad.*
5 T Noah, Mia and Mateo are Lena's classmates.

3 0.2 Listen and write the names you hear. Then, in pairs, spell more names from Exercise 1. *Kathy, Ella, Trevor*

4 0.3 **I KNOW!** Study the Vocabulary box. Work in pairs. How many words can you add in two minutes?

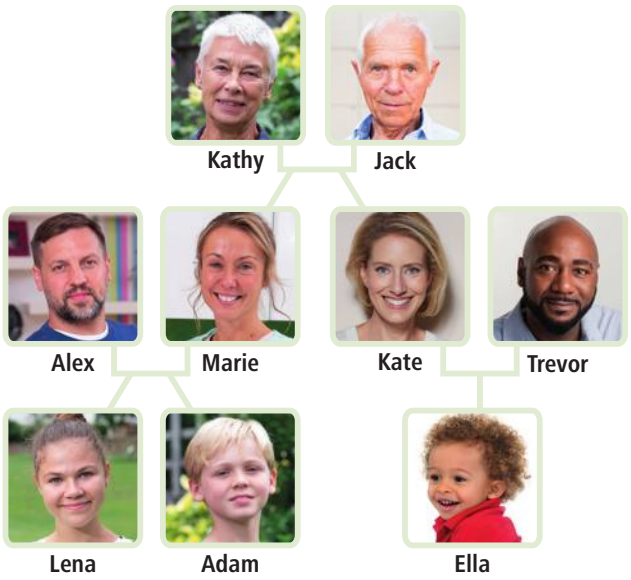
VOCABULARY Family members

aunt cousin dad gran mum parents sister son wife

For the teacher
• Teaching notes, page 158

For the student
• Workbook, page 2

On the Portal
• **Workbook:** Lesson 0.1



5 Study Grammar box A. Then look at Lena's family tree and complete the sentences with the correct possessive adjectives.

GRAMMAR A Possessive adjectives

I	you	he	she	it	we	they
my	your	his	her	its	our	their

1 'This is *my* husband. ___His___ name is Jack.'
2 'I've got a sister. ___Her___ name is Kate.'
3 'I've got a brother. ___My___ brother's name is Adam.'
4 'We've got two children. ___Their___ names are Marie and Kate.'
5 'We've got a baby cousin. ___Our___ cousin's name is Ella.'
6 'Ella's our child. ___Her___ cousins are Lena and Adam.'

6 Look again at Lena's family tree and write who is speaking in sentences 1–6 in Exercise 5.

1 *Kathy* 3 *Lena* 5 *Lena/Adam*
2 *Marie* 4 *Kathy/Jack* 6 *Kate/Trevor*

7 Study Grammar box B. Add the apostrophes (') or possessive *'s* to the sentences about Lena's family.

GRAMMAR B Possessive *'s*

Singular	my brother's laptop / Lena's brother
Regular plural	my parents' car
Irregular plural	the children's parents
Two words	Lena's mum's mother / Alex and Marie's house

1 Lena brother is Adam. *Lena's brother is Adam.*
2 Her dads name is Alex. *dad's*
3 Jack is Adam grandad. *Adam's*
4 Kate is the childrens aunt. *children's*
5 Ella is Kate and Trevor daughter. *Kate and Trevor's*
6 Lenas parents names are Alex and Marie. *Lena's parents'*

8 Study Grammar box C. Complete the dialogues with the correct form of *have got*.

GRAMMAR C *Have got*

+	I've got (have got) a sister. She's got (has got) a guitar. They've got (have got) a cat.	
–	I haven't got a brother. She hasn't got a sister. They haven't got a dog.	
?	Have you got a sister?	Yes, I have. No, I haven't.
	Has she got a brother?	Yes, she has. No, she hasn't.
	Have they got a pet?	Yes, they have. No, they haven't.

1 A: *Has* Lena *got* a sister?
B: No, she ___*hasn't*___ . But she ___*'s got*___ a brother.
2 A: ___*Have*___ Jack and Kathy ___*got*___ any children?
B: Yes, they ___*have*___ . They ___*'ve got*___ two daughters.
3 A: ___*Has*___ Marie ___*got*___ any brothers or sisters?
B: Yes, she ___*has*___ . She ___*'s got*___ a sister, Kate.
4 A: ___*Have*___ Kate and Trevor ___*got*___ a son?
B: No, they ___*haven't*___ .
5 A: ___*Has*___ Adam ___*got*___ a sister?
B: Yes, he ___*has*___ .

YOUR WORLD

9 In pairs, use these questions to talk about your family.

- Have you got any brothers or sisters? How old are they?
- What's your cousin's name?
- Where are your parents from?
- Have you got a pet? What's its name?

10 Tell the class about your partner's family.

Frank has got one brother and two sisters. His brother's name is Tony.

0.2 Introducing Noah

Possessions | *There is/are* with *some* and *any* | Articles

This is Lena's friend, Noah Lewis. He's fifteen, he's in Lena's class at West Green High School, and his house is near Lena's house.

Noah's favourite hobby is drawing. He's a good artist. Today, he's in the park with his friends. He's got a bag with him. In the bag there's a notebook, and in the notebook there are some drawings of animals. They're very good. But Noah isn't very tidy. There are lots of things in his bag: keys, headphones, a phone, sunglasses, socks and an old sandwich, but there aren't any schoolbooks because it's Saturday.

Noah's other hobbies are playing video games and dancing. His new hobby is street dance. It's fun, but he's only a beginner, so he isn't very good at it.



Exercise 1
1 F Noah is Lena's friend.
2 F Noah and his friends are in the park on Saturday, not after school.
3 F Noah is a good artist.
4 T
5 F Noah's favourite hobby is drawing.
6 F Noah is a beginner so he isn't very good.

1 2 0.4 Watch or listen. Mark the sentences T (true) or F (false). In pairs, correct the false sentences.

1 F Noah is Lena's cousin.
2 F Noah and his friends are in the park after school.
3 F Noah can't draw very well.
4 T Noah's bag is full of things.
5 F Noah's favourite hobby is playing video games.
6 F Noah is an excellent street dancer.

2 0.5 Study the Vocabulary box. Which of the possessions are in Noah's bag? Read the text again and check.

VOCABULARY Possessions

biscuit book bus ticket drawing headphones key notebook notes pen pencil phone sunglasses

3 Study Grammar box A. Complete the sentences about Noah's bag.

GRAMMAR A *There is/are* with *some* and *any*

	Singular	Plural
+	There's (There is) a notebook.	There are some drawings.
–	There isn't a pen.	There aren't any books.
?	Is there a ball? Yes, there is./No, there isn't.	Are there any notes? Yes, there are./No, there aren't.

1 *There is* a notebook in the bag.
2 *There are* some headphones.
3 *There isn't* a laptop.
4 *Is there* a phone in the bag? Yes, *there is*.
5 *Are there* any video games? No, *there aren't* any video games.

4 In pairs, use the Vocabulary box to ask and answer questions about Noah's bag.

A: Are there any biscuits in Noah's bag?
B: No, there aren't.

5 0.6 Study Grammar box B. Complete the text with *a* or *the*. Listen and check.

GRAMMAR B Articles

- The first time we talk about a person/thing we use *a/an*, but the second time we use *the*.
  He's got a bag. There are a lot of things in the bag.
- If it's clear what person/thing we mean, we use *the*.
  Noah's in the park with his friends.

I've got [1]*a* new bag. [2]*The* bag isn't very big, but I like it. In my bag there's [3]*a* phone. On [4]*the* phone there's [5]*a* photo of me and my friends. In [6]*the* photo we're at [7]*the* London Aquarium.

6 Write sentences about the things in your bag. Use *a/an* and *the*.

There is a key in my bag. The key opens the front door of my house.

YOUR WORLD

7 In pairs, ask and answer questions about the things in your partner's bag.

A: Are there any video games in your bag?
B: No, there aren't, but there's a phone.

For the teacher
• Teaching notes, page 158

On the Portal
• Vocabulary Memory Game

For the student
• Workbook, page 3

On the Portal
• **Workbook:** Lesson 0.2

0.3 Introducing Mia

Months and dates | Free time activities | Sports

Mia Robinson from West Green is fifteen years old. Her birthday's on 26 September. She hasn't got any brothers or sisters, but she's got three great friends: Lena, Mateo and Noah. Mia is sometimes bossy, but she's a good friend and very kind.

One of Mia's favourite hobbies is listening to music. She's also interested in cooking and eating healthy food.

Mia's other hobbies are sports and outdoor activities, especially walking and hiking with friends in the countryside. Mia has a very busy life!



1 3 0.7 Watch or listen and answer the questions.

1 Has Mia got lots of brothers and sisters?
2 Is she a good friend?
3 Has Mia got a busy life?

WATCH OUT!
We write: *1 March, 22 April, 3 June, 26 September*
We say: ***the 1st of** March, **the 22nd of** April, **the 3rd of** June, **the 26th of** September*

2 0.8 Write the dates in words. Listen and check. When is your birthday? Tell the class.

1 21/01 = *the twenty-first of January*
2 12/10 = *the twelfth of October*
3 15/02 = *the fifteenth of February*
4 22/07 = *the twenty-second of July*
5 04/05 = *the fourth of May*
6 30/08 = *the thirtieth of August*

3 Read the text about Mia again. What are her hobbies and her favourite outdoor activities?

4 0.9 I KNOW! Study Vocabulary box A. Can you add more activities?

VOCABULARY A Free time activities

doing nothing | going to the cinema | listening to music | playing video games | reading books/magazines | seeing friends | spending time online | taking photos | tidying your bedroom | visiting relatives | watching films/videos on YouTube

5 0.10 Listen and write down the free time activities you hear.
taking photos, visiting relatives, listening to music, watching videos online, reading magazines, doing nothing

6 Say which two free time activities in Vocabulary box A are your favourite.
My favourite free time activities are …

7 0.11 Study the Speaking box. Listen and repeat.

SPEAKING Giving opinions

I think reading is OK. / exciting/fun/great/interesting. / boring/terrible.

8 In pairs, say what you think about the activities in Vocabulary box A. Use the Speaking box to help you.
A: I think spending time online is fun.
B: I think listening to music is great.

9 0.12 I KNOW! Study Vocabulary box B. Work in pairs. How many sports can you add in two minutes?

VOCABULARY B Sports

basketball | cycling | football | hiking | running | swimming | tennis | volleyball

10 Work in pairs. In your opinion, which sports in Exercise 9 are fun and which are boring?

YOUR WORLD

11 Tell the class about your partner's favourite sports and free time activities.
Marta's hobbies are taking photos and …

Exercise 1
1 No, she hasn't (got any brothers or sisters).
2 Yes, she is (but she's sometimes bossy).
3 Yes, she has.

Exercise 3
Her hobbies are listening to music, cooking and eating healthy food. Her favourite outdoor activities are walking and hiking.

Exercise 4
Possible answers: dancing, playing an instrument, playing computer games, playing football, singing, watching TV series

Exercise 5
audioscript page 244

For the teacher
- Teaching notes, page 159
- Audioscript, page 244

On the Portal
- Vocabulary Memory Game

For the student
- Workbook, page 4

On the Portal
- **Workbook:** Lesson 0.3

0.4 Introducing Mateo

School subjects | *Can/Can't* for ability | Skills and abilities

Fifteen-year-old Mateo Garcia is from the USA. Lena, Mia and Noah are his new friends at West Green High. Mateo is happy at school because he has the same sense of humour as his friends.

Mateo's favourite subjects are Spanish and Music. His dad's Mexican, so Mateo can speak Spanish. His dad is a musician, and Mateo can read music, but he can't sing very well!

Science isn't Mateo's favourite subject, but it's important because his dream is to be a vet. Mateo's mum, Tina, is a vet. She and Mateo are both interested in animals, and Mateo is very excited about his new pet!



Exercise 1
Mateo is happy at school because he has the same sense of humour as his friends.

Exercise 2
Possible answers: Biology, Chemistry, English, French, Maths, Physics, Sports

Exercise 6
audioscript page 244

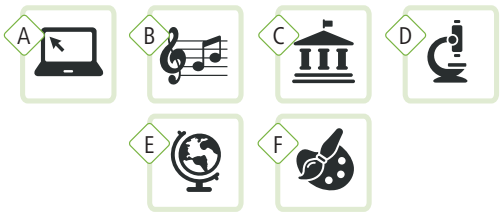
can play the guitar,
can sing,
can speak Spanish and English,
can drive,
can cook Mexican food

1 4 0.13 Watch or listen. Why is Mateo happy at school?

2 0.14 **I KNOW!** In pairs, match the school subjects in Vocabulary box A with pictures A–F. Listen and check. Can you add more subjects?

VOCABULARY A School subjects

F Art E Geography C History
A Information Technology B Music D Science



3 Read the text again. What are Mateo's favourite subjects? What are yours?
Mateo likes Spanish and Music.

4 Study the Grammar box. Complete the sentences with *can* or *can't*.

GRAMMAR *Can/Can't* for ability

+	I can cook. He can speak Spanish.	
–	We can't (cannot) dance. He can't (cannot) sing.	
?	Can you sing? Can he speak English?	Yes, I can./No, I can't. Yes, he can./No, he can't.

1 I can speak French, but I *can't* speak German.
2 I'm afraid of water because I *can't* swim.
3 Zoe can sing, but she *can't* play the piano.
4 I *can* make a cake, but I can't cook a meal.
5 What a terrible group! The singer *can't* sing!

5 0.15 Study Vocabulary box B. Which of these things can Mateo do?

VOCABULARY B Skills and abilities

act cook dance drive a car play the guitar/piano
repair a computer speak English/Spanish swim

6 0.16 Listen to Mateo's dad and write down the things he can do.

7 In pairs, ask and answer the questions.

Can you ...

1 say 'hello' in French or German?
2 read music?
3 swim 400 metres?
4 act in a school play?
5 draw people's faces?
6 play basketball?
7 cook a meal for your family?
8 do street dance?
9 take fantastic photos?
10 run one kilometre?
11 study to music?

A: Can you say 'hello' in French or German?
B: Yes, I can./No, I can't.

YOUR WORLD

8 Tell the class about five things your partner can do and two things he/she can't do. Use Exercise 7 to help you.

For the teacher
- Teaching notes, page 159
- Audioscript, page 244

For the student
- Workbook, page 5

On the Portal
- Workbook: Lesson 0.5

0.5 Revision

Test your progress with Benchmark Young Learners Levels 3/4

Test your Progress with Benchmark Test A



1 In groups, do the quiz. Use the texts in Lessons 0.1–0.4 to help you.

How much can you remember?

01 How old is Adam?
02 Are both of Lena's parents nurses?
03 Who is Kathy?
04 What's Noah's favourite hobby?
05 Is Noah in Lena's class?
06 Has Mia got any brothers or sisters?
07 When is Mia's birthday?
08 Where is Mateo from?
09 What are Mateo's favourite subjects?
10 Can Mateo sing?

2 Complete the questions with the words below. Then ask and answer the questions in pairs.

How old What When Where Who

1 *Where* are you from?
2 *When* is your birthday?
3 *How old/Who* are you?
4 *What* is your favourite hobby?
5 *Where* is your school?
6 *Who* is next to you in class?
7 *What* is your favourite possession?
8 *What* is your favourite song ever?

3 Complete the questions with *is, are, can, have* or *has*. Then ask and answer the questions in pairs.

Questionnaire

1 *Is* there a phone in your bag?
2 *Are* there any photos on your phone?
3 *Have* you got any brothers or sisters?
4 *Has* your family got any pets?
5 *Is* your birthday in January?
6 *Can* you sing?
7 *Are* you sporty?
8 *Are* you a good student?
9 *Can* you play a musical instrument?
10 *Is* English your favourite subject?
11 *Are* football and basketball exciting sports?

YOUR WORLD

4 In pairs, change the highlighted words in Exercise 3 to make new questions. Ask and answer your new questions.

Exercise 1
1 He's eleven.
2 No, they aren't. Her mum's a nurse.
3 She's Lena's grandmother. (Lena's mum's mother)
4 Drawing.
5 Yes, he is.
6 No, she hasn't.
7 It's on 26 September.
8 He's from the USA.
9 Spanish and Music.
10 Yes, he can (but he isn't very good).

For the teacher
• Teaching notes, page 159

Creating culture 1

VOCABULARY
People in the arts | Cultural activities | Creative hobbies | News and entertainment

GRAMMAR
Present Simple: affirmative and negative | Adverbs of frequency | Present Simple: questions and answers

WHAT'S ON?

FREE EVENTS | RESTAURANTS | PLACES TO STAY | THE CITY



Here are some free things you can do in the summer holidays.

Beach Festival

This year we've got great live music with fantastic artists from all over the world. Join us on the beach and enjoy two days of music, food and dancing.

Where: The Amphitheatre
When: July



Outdoor Movies

Enjoy free movie shows under the stars! Bring your friends, snacks, a chair and some warm clothes!

Where: Fresh Air Cinemas
When: July–August



Comic Book Day

Come to one of the city's comic bookshops to meet famous comic creators and get a FREE copy of a comic book. It's a family fun day out for all!

Where: Comic shops across the city
When: July–September



Street Art Walking Tour

Join us for a walking tour of street art through the city. Admire the amazing wall paintings and learn about the artists too. Are you artistic? Get a chance to paint your own graffiti.

Where: Main square
When: July–August

1.1 Vocabulary

Culture

1 Read the posts on the website above. Which event A–D would you like to visit? Why?

2 1.1 Complete Vocabulary box A with the categories below. Listen and check.

art and photography | cinema and theatre | ~~dance~~ | music | writing

VOCABULARY A People in the arts

1 *dance*	dancer
2 _____	actor director
3 _____	guitarist musician singer
4 _____	artist painter photographer
5 _____	poet writer

Exercise 2
2 cinema and theatre
3 music
4 art and photography
5 writing

For the teacher
- Teaching notes, page 160
- *Need support?* worksheet, page 234
- Audioscript, page 244

On the Portal
- Vocabulary Memory Game
- **Photocopiable activity:** *Find the words*
- **Test:** Vocabulary Check 1

For the student
- Workbook, pages 6–7

On the Portal
- **Workbook:** Lesson 1.1
- **Extra Practice Activities:** Vocabulary

3 Look at Vocabulary box A again. Which of the people can you meet or see at events A–D?

You can see musicians at the beach festival.

4 1.2 Listen to four recordings. Match them with events A–D in Exercise 1.

1 D 2 B 3 A 4 C

5 1.2 Listen again. Mark the sentences T (true) or F (false).

1 F The piece of art is small.
2 T *Mission X* isn't a romantic comedy.
3 F The two friends like the same kind of music.
4 F Phil James writes comic books.

6 What can you do for free in the place where you live? Discuss in pairs.

7 1.3 **I KNOW!** Complete Vocabulary box B with the words below. Listen and check. Can you add more words?

~~action film~~ animated film ballet classical music rock short story street art street dance techno

VOCABULARY B Cultural activities

Types of films
[1] *action film* [2] *animated film* fantasy film romantic comedy science fiction (sci-fi) film

Things to read
comic novel poem [3] *short story*

Types of dance
[4] *ballet* ballroom dancing rumba salsa [5] *street dance*

Types of music
[6] *classical* hip hop pop rap [7] *rock* [8] *techno*

Types of art
painting photo picture [9] *street art*

WATCH OUT!
After these verbs and phrases you can use a verb + *-ing* or a noun.
*I'm **into** art.*
*Tia's **interested in** painting.*
*We **like/love/enjoy** watching comedies.*
*They **hate** singing. They **prefer** listening to music.*

8 Choose three cultural activities from Exercise 7. Use the phrases from the Watch Out! box to say what you think about these things.

I enjoy watching fantasy films.
I'm into dance, but I don't like street dance.

9 1.4 **WORD FRIENDS** Complete the sentences with the correct form of the verbs below. Listen and check.

act dance draw ~~listen~~ play read take watch

1 I really like *listening* to rock music.
2 I hate *watching* fantasy films.
3 I'm interested in *acting* in a play or a short film.
4 I don't really like *taking* selfies.
5 I'm not really into *playing* the guitar.
6 I enjoy *drawing* pictures with coloured pencils.
7 I don't like *dancing* salsa much.
8 I love *reading* poetry.

10 Change the sentences in Exercise 9 to make them true for you.

I don't like listening to rock music much. I prefer hip hop.

11 1.5 Complete the words in the text. Listen and check.



I'm an artist. I love painting and drawing [1]p*ictures* of beautiful places in the country. I enjoy [2]t*aking* photos when I'm in the country too. I'm not a bad photographer.
I also make short videos with friends. We really like making [3]a*nimated* films for kids. I'm a [4]w*riter* too: I write short [5]s*tories*, poetry and songs. I'm really [6]i*nto* rock music. I'm a singer in a band. I'm not a [7]g*reat* musician, but I can play the guitar quite well.
I don't like dancing [8]m*uch*. I'm a terrible [9]d*ancer*. My friends say I've got two left feet!

YOUR WORLD

12 Work in pairs. Tell your partner about yourself using the language from this lesson. Say if your partner's sentences are true or false.

A: I'm a good singer.
B: True.

Exercise 4
audioscript page 244

Exercise 7
Possible answers:
Types of films: costume drama, horror
Things to read: magazine, newspaper
Types of dance: modern dance, tap
Types of music: dance, jazz
Types of art: cartoon, graffiti

1.2 Grammar

Present Simple: affirmative and negative | Adverbs of frequency



10 February, 4.56

The same but different

We look the same, but we don't like the same things. Betsy studies classical music, but I study art. She reads novels and poems, but I don't read much. And she often watches TV, but I never watch TV – it doesn't interest me. Betsy writes poems. I write texts on my phone. I paint pictures. Betsy tries to paint, but she never finishes her paintings. She doesn't understand art! I love hip hop. She says that hip hop annoys her. Our friends don't understand us. 'You don't like the same things!' they say. 'But we always see you together! Why?' 'We have some fantastic arguments!' I say.

1 1.6 Read Lianne's blog. Has Lianne got the same interests as her sister Betsy?
No, she hasn't.

2 Study the Grammar box. Find more examples of the Present Simple in Lianne's blog.

GRAMMAR Present Simple: affirmative and negative | Adverbs of frequency

+	I love hip hop. She writes poems/watches TV/studies classical music. We look the same.
–	I don't read much. She doesn't understand art. We don't like the same things.

Adverbs of frequency (*always, usually, often, sometimes, never*) go after *to be* but before all the other verbs.

GRAMMAR TIME > PAGE 126

3 In pairs, say how Lianne and Betsy are different.
Lianne studies art, but Betsy studies classical music.

4 Rewrite the sentences with adverbs of frequency to make them true for you.

1 I write poems. *I sometimes write poems.*
2 My mother reads novels.
3 My teacher gives us homework.
4 We (my friends and I) go dancing.
5 My classmates listen to classical music.

5 1.7 Complete the text with the correct form of the verbs in brackets. Listen and check.

I [1]*live* (live) in a small town, so I [2]*don't go* (not go) to the theatre very often. My brother often [3]*watches* (watch) films on TV, but I [4]*prefer* (prefer) playing games with my friend, Dylan. He usually [5]*wins* (win), but he [6]*doesn't win* (not win) every game.

6 Correct the sentences. Use the words in brackets to help you.

1 Lewis Capaldi plays the drums. (sing)
Lewis Capaldi doesn't play the drums. He sings.
2 Billie Eilish plays classical music. (pop)
3 Director John Woo makes sci-fi films. (action films)
4 J.K. Rowling acts in films. (write books)
5 Daniel Radcliffe and Emma Watson paint pictures. (act in films)

7 1.8 Complete the text with the words below. There is one extra word. Listen and check.

~~dancing~~ doesn't don't go loves sometimes

I love [1]*dancing*! I [2]*go* to dance classes with my friend Kay. We do hip hop – it's great! We [3]*sometimes* practise salsa too, but not very often. I [4]*don't* like salsa much, but Kay [5]*loves* it.

VIDEO **WIDER WORLD**

8 5 Watch four people talking about how they spend their free time. Write down the free time activities they mention.

9 What do you do at weekends? Discuss in pairs. Then form new pairs and talk about your previous partners.
I sometimes go to the cinema at weekends. Adam sometimes goes to the cinema at weekends.

Exercise 3
Possible answers:
Betsy reads novels and poems, but Lianne doesn't read much.
Betsy often watches TV, but Lianne never watches TV.
Betsy writes poems, but Lianne writes texts.
Lianne paints pictures, but Betsy never finishes her paintings.
Lianne loves hip hop, but Betsy says that hip hop annoys her.

Exercise 6
2 Billie Eilish doesn't play classical music. She plays pop music.
3 Director John Woo doesn't make sci-fi films. He makes action films.
4 J.K. Rowling doesn't act in films. She writes books.
5 Daniel Radcliffe and Emma Watson don't paint pictures. They act in films.

Exercise 8
videoscript page 244

Mireia listens to rap music.
Cayo listens to punk rock.
Marina listens to a group called *Jack and Jack*.
Cayo never listens to classical music.
Marina watches TV at the weekend and sees films with her family.
Mary loves reading and watching TV.
Marina and Mireia never play computer games.

For the teacher
- Teaching notes, page 161
- *Need support?* worksheet, page 234
- Videoscript, page 244

On the Portal
- Grammar presentation
- **Photocopiable activity:** *Truth or Lie?*
- **Test:** Grammar Check 1

For the student
- Workbook, page 8
- Grammar Time, Student's Book, page 126

On the Portal
- **Workbook:** Lesson 1.2
- **Extra Practice Activities:** Grammar, BBC Vox Pop

1.3 Reading and Vocabulary

Cultural activities

1 How often do you do these things? Discuss in groups.

- play music with friends or go to a concert
- paint a picture or draw on a computer
- read poems or write poems
- go dancing or dance in your bedroom

I sometimes play music with friends.

2 Read the introduction to the blog. Mark the sentences T (true) or F (false).

1 [F] Colleen mentions a study about young people in the world. *about young people in the UK*
2 [T] The study says that nearly half of young people take part in cultural activities.

3 1.9 Read the whole blog. Match posts A–D with questions 1–5. One post can match with two questions.

1 [B] Who learns a skill online?
2 [C] Who performs with other people?
3 [A] Who uses a computer to change real things?
4 [D] Who shares their work online but not in public?
5 [C] Who is not sure what job he/she would like to have?

4 1.10 **WORD FRIENDS** Find these phrases in the blog and write the missing verbs. Listen and check.

1 *create* art
2 *make* short films
3 *perform* on stage
4 *play* video games
5 *share* something on social media
6 *watch* concerts/videos

5 Complete the questions with the verbs in Exercise 4. Then ask and answer the questions in pairs.

1 Do you enjoy *creating* art? Why?/Why not?
2 How hard is it for you to *perform* on stage?
3 How often do you *watch* music videos on your phone?
4 Who do you *play* video games with?
5 Would you like to *make* a short film or an animation? Why?
6 What kind of things do you *share* on social media?

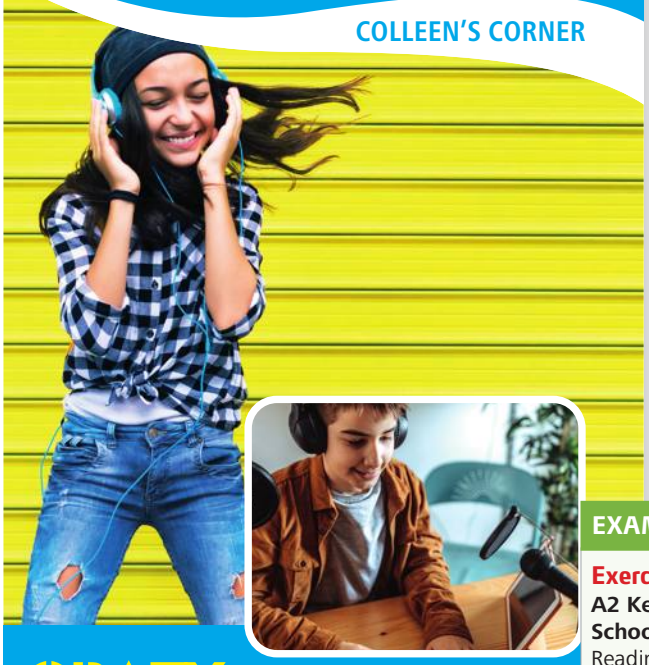
YOUR WORLD

6 Which three cultural activities in this lesson do you like doing the most? Discuss in groups.

I love dancing, watching concerts and sharing my films on social media.

A blog from Ireland for the world

COLLEEN'S CORNER



CRAZY for culture?

Are young people into art?

Some people say that young people don't care about culture. But a recent study shows that almost fifty percent of young people in the UK love watching online videos, playing video games and reading. They enjoy creating and performing too. And thirty five percent of them share their cultural interests on social media.

What about you? Do you enjoy watching films, reading books or listening to music? Do you perform or create art? Send me your posts and let me know.

A Bitmap17
I love art, but I never get paint on my fingers. I draw on my computer and I make pictures and animations with real world objects and computer images. It's amazing!

B LadyNote
I watch music videos every day, usually on my phone. I love going to concerts and watching them online too. At weekends I watch videos of piano lessons and copy what I see. It's not easy, but I love it.

C NaomiX
I want to be an actor. Or maybe a director. Every year I act in the school play and in my free time, I make short films with my friends. We film them on our phones and share them on our video channel.

D JCC77
I love reading, especially poetry. I write poems on my phone or my computer and put them on my blog. I also write rap songs, but I'm too shy to perform on stage.

EXAM

Exercise 3
A2 Key for Schools, Reading and Writing, Part 2, (multiple matching)

I can understand a blog about cultural hobbies.

For the teacher
- Teaching notes, page 162

On the Portal
- Photocopiable activity: *A quiz*

For the student
- Workbook, page 9

On the Portal
- Workbook: Lesson 1.3
- Extra Practice Activities: Vocabulary

1.4 Grammar

Present Simple: questions and answers

Exercise 3
1 She comes from Paris.
2 She lives in South Street.
3 She likes classical music.
4 He is a musician. He plays the violin for an orchestra in Paris.
5 She sees him every day.

Exercise 4
2 What kind of films do you like watching?
3 Where do your parents live?
4 How many languages do you speak?
5 Do you play a musical instrument?
6 Do you go to dance classes?

Exercise 5
videoscript page 244

2 What kind of films does he like watching? He likes watching all sorts of films, e.g. comedies and action films.
3 Where do his parents live? They live in Madrid.
4 How many languages does he speak? He speaks three languages.
5 Does he play a musical instrument? No, he doesn't.
6 Does he go to dance classes? No, he doesn't.

VIDEO DO YOU GO TO WEST GREEN?



Mia: First day back at school after the summer holidays. What a pain! ... Bye, Mum!
Rachel: Sorry! Oh, do you go to West Green High?
Mia: Yes, I do.
Rachel: Me too. It's my first day. I'm the ...
Mia: I love your accent. Where do you come from?
Rachel: I come from Paris.
Mia: Really? Where do you live?
Rachel: I live in South Street. My name's Rachel.
Mia: I'm Mia.
Rachel: What are you listening to?
Mia: K-pop. I love it. What kind of music do you like?
Rachel: I like classical music. My dad's a musician.
Mia: Oh! What instrument does he play?
Rachel: He plays the violin.
Mia: Does he work in London?
Rachel: No, he doesn't. He plays for an orchestra in Paris.
Mia: Oh! So how often do you and your mum see him?
Rachel: Eh … my mum sees him every day. They live together.
Mia: Do they live in Paris?
Rachel: Yes, they do.
Mia: So who do you live with?
Rachel: I live on my own.
Mia: You live alone? How old are you?
Rachel: Twenty-one. I'm the new French assistant.
Mia: Oh!

1 6 1.11 Watch or listen. Who is Rachel? What nationality is she?
She's the new French assistant at West Green High. She's French.

2 Study the Grammar box. Find more Present Simple questions and answers in the dialogue.

GRAMMAR Present Simple: questions and answers

?	Do you go to West Green High?	Yes, I do./No, I don't.
	Does he work in London?	Yes, he does./No, he doesn't.
	Do they live in Paris?	Yes, they do./No, they don't.
	Where do you come from?	I come from Paris.
	What instrument does he play?	He plays the violin.
	How often does she see him?	She sees him every day.

Time expressions (*once/twice/three times a week/month*) go at the end of a sentence.

GRAMMAR TIME > PAGE 126

3 Complete the questions with one word in each gap. Then answer the questions in full sentences.
1 Where *does* Rachel come from?
2 *Where* does she live?
3 *What* kind of music does she like?
4 What *does* her father do?
5 How *often* does her mother see her father?

4 1.12 Make questions in the Present Simple. Listen and check.
1 how often / you / go to the cinema / ?
How often do you go to the cinema?
2 what kind of films / you / like watching / ?
3 where / your parents / live / ?
4 how many / languages / you / speak / ?
5 you / play / a musical instrument / ?
6 you / go / to dance classes / ?

5 1.13 Rewrite the questions in Exercise 4 in the third person (*he*). Then listen and write down the answers.
How often does he go to the cinema?
He goes to the cinema a lot.

YOUR WORLD

6 In pairs, ask and answer the questions in Exercise 4.
A: How often do you go to the cinema?
B: I go to the cinema once a month. I like watching films at home.

For the teacher
- Teaching notes, page 163
- *Need support?* worksheet, page 234
- Audioscript, page 244

On the Portal
- Grammar presentation
- **Photocopiable activity:** *Find someone who …*
- **Test:** Grammar Check 1

For the student
- Workbook, page 10
- Grammar Time, Student's Book, page 126

On the Portal
- **Workbook:** Lesson 1.4
- **Extra Practice Activities:** West Green video, Grammar

1.5 Listening and Vocabulary

Types of media

1 In groups, do The Media Survey. What are the three most popular types of media in the class? Which is the least popular?

- the radio
- the internet
- newspapers
- the TV

2 1.14 Listen and match speakers A–E with questions 1–8 in the survey. There are three extra questions.

A [7] B [8] C [1] D [5] E [6]

3 1.15 Study the Vocabulary box. Match these things with the correct types of media.

VOCABULARY News and entertainment

blog current affairs documentary film/game review game show message board news headline phone-in reality show soap opera sports page talent show talk show video clip vlog weather forecast

4 Complete the sentences with the correct form of words from the Vocabulary box.

1 My dad loves watching *game shows*. He usually shouts out the answers at the TV!
2 The group's *message board* is a place on the internet for fans to meet and write about the group.
3 My favourite *soap opera* is on Channel 4 on Mondays. I think the actors are fantastic!
4 I don't often read *game reviews* because my friends tell me which games to buy.
5 My sister often sends me links to funny *video clips* with cats on the internet.

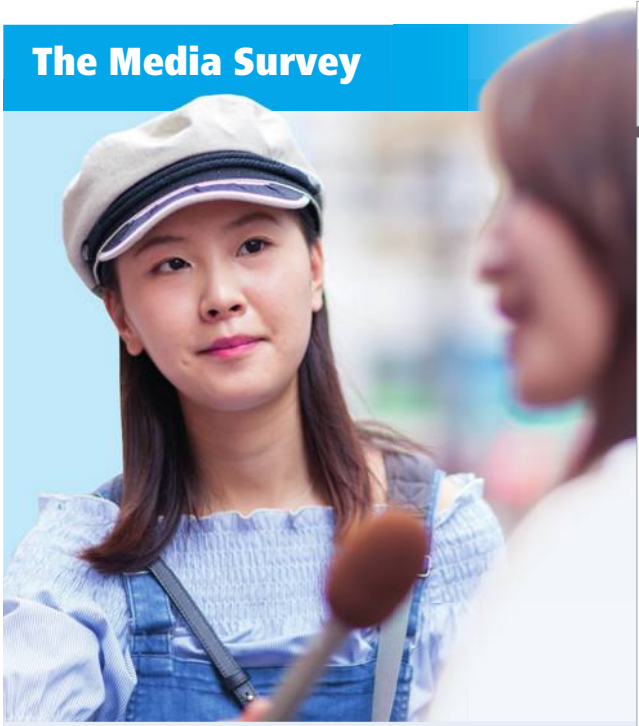
5 In pairs, take turns to name a programme for your partner to say which category from the Vocabulary box it belongs to.

A: 'Lego Masters.'
B: That's a reality show.

6 1.16 Listen and match speakers 1–4 with types of radio programmes they like a–e. There is one extra answer.

1	[e] Cara	a	current affairs
2	[a] Cara's dad	b	Pop Top 20
3	[c] Cara's brother	c	sports
4	[d] Cara's mum	d	phone-ins
		e	rock music

The Media Survey



What type of media do you use ...

1. to listen to new music?
2. to watch pop videos?
3. to check news about your favourite celebrity?
4. to check sports results?
5. to see what's on at the cinema?
6. to find information for school projects?
7. to check the news headlines?
8. to check the weather forecast?

VIDEO WIDER WORLD

7 7 Watch four people and write down the types of media they use.

8 In pairs, ask and answer the questions below.

- What magazines or newspapers do you read?
- What are your favourite websites?
- What programmes do you watch?

A: What magazines or newspapers do you read?
B: I often read …

Exercise 2
audioscript page 244

Exercise 3
blog: the internet
current affairs: radio, TV, newspapers, the internet
documentary: TV, the internet
film/game review: newspapers, the internet, the radio, the TV
game show: TV
message board: the internet
news headline: radio, TV, newspapers, the internet
phone-in: radio
reality show: TV
soap opera: TV
sports page: newspapers
talent show: TV
talk show: TV
video clip: the internet
vlog: the internet
weather forecast: radio, TV, newspapers, the internet

EXAM

Exercise 6
audioscript page 244

A2 Key for Schools, Listening, Part 5, (matching)

Exercise 7
videoscript page 245

Newspapers/ magazines: Josie, Lauras, Chris
Websites: Steve,Josie, Chris
Programmes: Chris, Josie

I can understand people talking about different types of media.

For the teacher
- Teaching notes, page 164
- *Need support?* worksheet, page 234
- Audioscript, page 244
- Videoscript, page 245

On the Portal
- Vocabulary Memory Game
- **Photocopiable activity:** *Media survey*

For the student
- Workbook, page 11

On the Portal
- **Workbook:** Lesson 1.5
- **Extra Practice Activities:** Vocabulary, BBC Vox Pop

1.6 Speaking

Asking for and giving opinions

VIDEO **LOVE AND LAUGH**

Noah: I love drawing.
Lena: Hmm, I don't like it much. I'm into music and photography and I really enjoy watching TV series. What do you think of that new show?
Noah: Which new show?
Lena: This one … *Love and Laugh.*
Noah: You mean that new comedy series?
Lena: Yeah, I think it's brilliant.
Noah: No, it's no good.
Lena: What's wrong with it?
Noah: Honestly? Everything. If you ask me, it's boring. It's not funny. The actors are terrible.
Lena: Well, I don't agree with you. I think it's funny. How do you feel about that, Mateo?
Mateo: I agree with you, Lena. I think it's cool. And in my opinion, the actors are great, especially … my aunt Miriam!



Noah: Oh no! Is your aunt in *Love and Laugh*?
Mateo: Yes, she's the star!
Noah: Oh, I'm so sorry.
Mateo: It's OK.

SOUNDS GOOD! You mean …? • Honestly?

1 8 1.17 Describe the photo. Watch or listen and answer the questions.

1 What kind of show is *Love and Laugh*?
2 What do Lena and Noah think about the show?
3 Why is Lena smiling in the photo?

Exercise 1
Lena, Mateo and Noah are in the park. Lena and Noah are sitting on a bench. Noah is drawing.
1 It's a new comedy series.
2 Lena thinks it's brilliant, Noah thinks it's boring and not funny.
3 Because Mateo says his aunt is an actress in/ the star of the show and Noah feels silly.

SET FOR LIFE

2 Discuss in pairs. What do you do when you disagree with someone? Which of these things is the most difficult for you to do?

- say you agree even if you don't
- say politely what you think and why
- explain why the other person is wrong

3 Study the Speaking box. Find examples of the phrases in the dialogue.

SPEAKING Asking for and giving opinions

Asking for opinions	Giving opinions
What do you think of …?	In my opinion, …
How do you feel about …?	If you ask me, …
What's wrong/ the problem with …?	I think it's great/brilliant/ all right.
	I think it's terrible/awful/boring.
	I don't think much of it.
	It's no good.
	I agree/don't agree (with …).

4 1.18 Use the Speaking box to complete the dialogue with one word in each gap. Listen and check.

A: So, how do you feel [1] *about* pop music?
B: I don't think [2] *much* of it.
A: What's [3] *wrong* with it?
B: If you [4] *ask* me, it's always the same – easy listening.
A: What's the problem [5] *with* easy listening?
B: It's all right, but I prefer hip hop. I [6] *think* pop music's boring.
A: No, it isn't. It's [7] *brilliant* ! Here, listen to this … So, what do you think [8] *of* that?

YOUR WORLD

5 In groups, ask for and give opinions about your favourite and least favourite TV shows, actors and singers. Use the Speaking box to help you.

A: What do you think of Ed Sheeran?
B: I think he's brilliant.

For the teacher
• Teaching notes, page 165

On the Portal
• **Photocopiable activity:** *Order the dialogues*

For the student
• Workbook, page 12

On the Portal
• **Workbook:** Lesson 1.6
• **Extra Practice Activities:** West Green video

1.7 Writing

A personal introduction

About me

1 My name is Olivia James, and I'm fifteen years old. I'm English. I live with my parents and my brother Archie in Pudsey, a market town in Northern England between Bradford and Leeds. I'm in Year 10 at Pudsey High School. My favourite subjects are Music, Art and English.

2 I like books and movies and I love music. My favourite band is Twin Peaks – they're from Chicago in the USA and they're awesome. In my free time I sing and play the guitar.

3 I make music on my laptop every day and I sometimes write songs. Click here to listen to them and tell me what you think!



Olivia James
Pudsey, Yorkshire, England

Friends






1 Have you got a personal blog or social media page? What is it about?

2 In pairs, quickly look at Olivia's introduction. Which sentence is not true? *Sentence 3*

1 There is a photo of Olivia.
2 You can listen to some of Olivia's songs.
3 You can look at Olivia's photo gallery.
4 There is some personal information about Olivia.
5 You can see some of Olivia's friends on this page.

3 Read Olivia's introduction. In pairs, tick (✔) the things she writes about.

✓ school	✓ nationality	✓ hobbies
☐ best friend	✓ name and age	✓ family/home town
☐ personality	✓ interests	

4 Compare yourself with Olivia. Use *and* and *but*.

She's English, but I come from Turkey.
She's got a brother and I've got a brother too.

5 Study the Writing box. Find examples of the phrases in Olivia's introduction.

WRITING A personal introduction

1 Personal details
My name is …
I'm … years old.
I come from … I'm …
I live with my family in … My home town is …
I'm in Year … at …

2 Interests/Hobbies
I like/love … I'm into/interested in …
My favourite … is …
In my free time I … Outside school I …

3 Routines
I often/sometimes/usually …
I … once a week/every day.

6 Study the Language box. Find an example for each use of capital letters in Olivia's introduction.

LANGUAGE Capital letters

Use capital letters:
- for the personal pronoun
- at the beginning of a sentence
- for names of people and places
- for countries and nationalities
- for school subjects

Music, Art and English – school subjects

WRITING TIME

7 Write a personal introduction for a social media page or website.

1 Find ideas
Make notes about your:
- personal details.
- favourite school subjects.
- interests and hobbies.

2 Plan
Organise your ideas into paragraphs. Use Olivia's text to help you.

3 Write and share
- Write a draft personal introduction. Use the Language box and the Writing box to help you.
- Share your text with another student for feedback.
- Write the final version of your introduction.

4 Check
- Check language: is the spelling (capital letters) correct?
- Check grammar: is the Present Simple in your text correct?

Exercise 6
Personal pronoun *I*: I'm English, I live, etc.
At the beginning of a sentence: My, I'm, In, Click, etc.
Names of people and places: Olivia James, Archie, Pudsey, Bradford, Leeds, Pudsey High School, Chicago
Countries and nationalities: English, England, USA
School subjects: Music, Art, English

I can write a personal introduction.

For the teacher
- Teaching notes, page 166

On the Portal
- **Photocopiable activity:** *Mixed-up profiles*

For the student
- Workbook, page 13

On the Portal
- **Workbook:** Lesson 1.7

Vocabulary Activator

WORDLIST 1.19

People in the arts
actor (n)
artist (n)
dancer (n)
director (n)
guitarist (n)
musician (n)
painter (n)
photographer (n)
poet (n)
singer (n)
writer (n)

Cultural activities
action film (n)
animated film (n)
ballet (n)
ballroom dancing (n)
classical music (n)
comic (n)
fantasy film (n)
hip hop (n)
novel (n)
painting (n)
photo (n)
picture (n)
poem (n)
pop (n)
rap (n)
rock (n)
romantic comedy (n)
rumba (n)
salsa (n)
science fiction (sci-fi) film (n)
short story (n)
street art (n)
street dance (n)
techno (n)

Word friends (creative hobbies)
act in a play
act in a (short) film
dance salsa
draw pictures
listen to (rock) music
play the guitar
read poetry
take selfies
watch (fantasy) films
watch concerts
watch videos

Word friends (cultural activities)
create art
make short films
perform on stage
play video games
share something on social media

News and entertainment
blog (n)
current affairs (n)
documentary (n)
film review (n)
game review (n)
game show (n)
message board (n)
news headline (n)
phone-in (n)
reality show (n)
soap opera (n)
sports page (n)
talent show (n)
talk show (n)
video clip (n)
vlog (n)
weather forecast (n)

Extra words
awful (adj)
be afraid of
be interested in
be into
be mad about
brilliant (adj)
cinema (n)
cool (adj)
creative work (n)
culture (n)
drums (n)
enjoy (v)
famous (adj)
go dancing
great (adj)
hate (v)
like (v)
love (v)
make animations
news (n)
newspaper (n)
opinion (n)
orchestra (n)
paint (v, n)
photography (n)
programme (n)
routine (n)
share interests
sing (v)
(social) media (n)
song (n)
take part in
take photos
terrible (adj)
theatre (n)

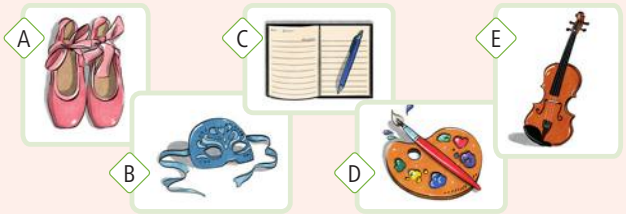
1 Use words from the wordlist to find these things.

1 two words that have a similar meaning and one letter different *blog, …*
2 a word that stays the same when you read it backwards
3 two things that are funny
4 five things you can find in a newspaper or magazine
5 four types of programme where you or your family can be on TV

2 In pairs, ask and answer the questions.

1 Who can perform on stage? *actor, …*
2 Can you name a Latin American dance?
3 What kind of films have no real actors?
4 What classical music piece do you know?
5 What can you share on social media?

3 In pairs, say what jobs are represented in the pictures. What do these people make or do?



4 Complete the sentences with one word in each gap. In pairs, say if the sentences are true for you.

1 I listen *to* rock music every day.
2 I want to *act* in a play.
3 I often play *video* games with friends.
4 I sometimes *share* things on social media.
5 I never *make* short films. I prefer to watch them.

I don't listen to rock music every day.

5 1.20 **PRONUNCIATION** Listen to the underlined vowel(s) in each word and decide which sound you hear. Write the word in the correct column.

~~artist~~ be comic complete film guitar media music read street

/iː/	/ɪ/
be, complete, media, read, street	*artist , comic, film, guitar, music*

6 1.21 **PRONUNCIATION** Listen, check your answers to Exercise 5 and repeat.

Exercise 1
1 blog, vlog
2 pop
3 comic, romantic comedy
4 current affairs, film review, game review, news headline, sports page, weather forecast, photo
5 game show, reality show, talent show, talk show

Exercise 2
1 actor, dancer, guitarist, poet, singer
2 rumba, salsa
3 animated films
4 students' own answers, e.g. Eine kleine Nachtmusik by Mozart
5 comments, photos

Exercise 3
A a dancer
B an actor
C a writer
D a painter
E a musician

Possible answers:
A dancer does ballet/rumba/salsa/street dance; performs on stage.
An actor acts in a play/film, and/or performs on stage.
A writer writes short stories/novels/comics.
A painter creates art; paints pictures.
A musician plays classical music/hip hop/pop/rock/techno/rap.

For the teacher
- Audioscript, page 245

On the Portal
- **Photocopiable activities:** *Match up; Questions, questions*
- **Tests:** Unit 1 Test, Unit 1 Writing Test

For the student
- Workbook, pages 14–15

On the Portal
- **Workbook:** Self-check
- Wordlist
- **Extra Practice Activities:** Self-check

Revision

Vocabulary

1 Write the correct word for each definition.

1 This type of writing is an online diary. b *log*
2 This person makes films and tells actors what to do. d *director*
3 You can read these. They're longer than short stories. n *novels*
4 This programme gives you lots of information about one topic. d *documentary*
5 These pieces of writing give opinions about books, films or games. r *reviews*
6 This information tells you about things in the news. c *current* a *affairs*

2 Complete the text with the words below.

films make media music performing pictures play shares ~~taking~~



Modern dancers

Street dancers Hasan and Elsa like [1] *taking* selfies. Sharing things on social [2] *media* is very important to them. They often [3] *make* short films of dance moves, then Hasan [4] *shares* video clips online. 'We don't [5] *play* an instrument, but we listen to lots of [6] *music* at the weekend and we often watch dance [7] *films* on TV or at the cinema,' says Hasan. 'Our families help too. Elsa's brother often draws [8] *pictures* of dance costumes. And my cousin is a photographer, so she loves taking photos of us [9] *performing* on stage.'

3 Choose the correct option. In pairs, ask and answer the questions.

1 What's your favourite reality *show* / *opera*?
2 Do you sometimes *read* / *act* poetry?
3 Do you enjoy watching soap *operas* / *films*?
4 Have you got a favourite game *film* / *show*?
5 Can you *play* / *perform* the guitar?

Grammar

4 Complete the sentences with the Present Simple form of the words in brackets.

1 The singer *lives* (live) in the USA. She _____ (not live) in England.
2 Adam _____ (go) to dance classes on Saturdays.
3 No, I _____ (never/watch) reality shows.
4 My friends _____ (enjoy) science fiction films. They _____ (not like) romantic comedies.
5 Yes, I _____ (do). I _____ (listen) to it every day.

5 Make questions for the answers in Exercise 4.

1 Where *does the singer live* ?
2 When _____ ?
3 _____ reality shows?
4 What kind of _____ ?
5 _____ to hip hop?

6 In pairs, match words from box A with words from box B to write five sentences about a classmate. Then ask your classmate to correct the false information.

A always often once/twice/three times a … never sometimes usually

B act go listen paint play read watch

A: Lucas always listens to rap music. He goes to dance classes once a week.
B: I sometimes listen to rap music.

Speaking

7 In pairs, role play the situation. Student A, look below. Student B, go to page 138.

Student A

- Tell Student B you want to watch a film. Ask him/her for ideas.
- Give your opinion of Student B's film.
- Suggest a film you want to watch. Ask your partner for his/her opinion.
- Decide together on a film to watch.

Dictation

8 1.22 Listen. Then listen again and write down what you hear during each pause.

Exercise 4
1 doesn't live
2 goes
3 never watch
4 enjoy, don't like
5 do, listen

Exercise 5
2 does Adam go to dance classes
3 Do you ever watch
4 films do your friends enjoy
5 Do you listen

Exercise 7
Sample answer:
A How do you feel about watching a film tonight? What types of film do you like?
B I love romantic films. They're brilliant!
A I think they're boring. What do you think about the new action film *The Race*?
B I think it's all right. We can try it.
A OK. Let's watch it!

EXAM

Exercise 8

audioscript page 245

International Certificate Level 1, Listening and Writing, Section 2, (dictation)

BBC CULTURE

Let's dance!



WHY DANCE?

Dance is very popular today. Millions of people around the world regularly dance or watch dance performances. There are many different types of dance, but why do people do them?

STREET DANCE is popular with young people. It's got many different types, including breakdance and hip hop. Street dance moves are all about showing people how strong and skilful the dancers are.

ZUMBA® is a fitness class and a dance party at the same time! People do Zumba to energetic South American music. They want to have a fun physical workout.

BALLET tells stories and shows emotion. There are many difficult positions and moves, and you need a lot of training to be good at it.

SALSA is from Cuba. In Spanish, the word 'salsa' is a hot and spicy sauce. Salsa dancers dance because they want to express their passion and energy.

So there are different reasons why people love dancing. But maybe the best reason is that moving to music just feels really good!

skilful (adj) good at doing something
spicy (adj) a strong, hot taste

1 VISIBLE THINKING In pairs, follow these steps.

THINK

1 Write down the names of all the dance styles that you know.

PUZZLE

2 What would you like to learn about dance? Choose one of the questions below or write your own question.
   a Why do people enjoy dancing?
   b What are the most popular dance styles?

EXPLORE

3 1.23 Read the text. Which questions in the Puzzle section does it answer? How could you find out more about dance? Use the ideas below to help you. *It answers Question a.*

go to a dance lesson
go to a dance performance
talk to a dancer
watch dance videos

2 Read the text again. Mark the sentences T (true) or F (false).

1 F There's only one type of street dance.
2 T Zumba is a type of exercise.
3 F Ballet is easy to learn.
4 T Salsa is also a type of food in Spanish.

3 In pairs, discuss the questions.

1 Do you like dancing? Are you a good dancer?
2 Are any of your friends or family good at dancing?

For the teacher
- Teaching notes, page 167
- Videoscript, page 245

On the Portal
- Photocopiable activity: *Project worksheet: a video podcast*

BBC Get dancing!



4 Look at the photos of dancers. Match parts of the body 1–6 with the words below.

[3] back	[2] feet	[4] head
[1] leg	[5] shoulders	[6] toes

5 9 Watch a video about dancing. Number the dance styles in the order that you see them.

[3] ballet
[2] breakdance
[1] street dance

6 9 Answer the questions. Then watch again and check.
In which of the dances does the dancer …

1 stand on her toes?
2 turn around fast?
3 lie on the floor?
4 move one leg around?
5 point her feet?

7 In pairs, discuss the questions.

1 Which one of the dance types in the video do you prefer?
2 Which of the dance moves look easy? Which look difficult?
3 Which moves would you like to try?

Exercise 5
videoscript page 245

Exercise 6
1 ballet
2 breakdance
3 breakdance
4 street dance
5 ballet

PROJECT TIME

8 In groups of four, prepare a video podcast about a type of dance. Follow these steps.

1 **In groups, choose a dance style and a title for your video podcast. Decide who in your group can find the answers to these questions.**
- Where in the world is the dance popular? Who is it popular with?
- Is it modern or traditional? What type of music do they dance to?
- What clothes or shoes do people wear for this dance?
- How do you dance it?

2 **Individually, create your part of the video podcast.**
- Find the information and write the script for your section.
- Find photos, music or videos for each piece of information.

3 **In your group, create your video podcast. You can use a video app.**
- Put all the parts of the script together and decide who can read it.
- Record the script and add photos or videos.
- Watch and edit the video podcast.

4 **Show your video podcast to the class.**
- Answer other students' questions.
- Watch your classmates' video podcasts. Ask questions.

People and personality 2

VOCABULARY
Clothes and accessories | Adjectives to describe clothes and accessories | Adjectives with *-ing*/*-ed* | Personality adjectives

GRAMMAR
Present Continuous | Present Simple and Present Continuous

OOTD

Outfit of the Day

follow ▾ ...

6,768 posts 86.2k followers 56 following

Show us your outfit of the day. Tell us what you have on. Tag #OOTD so that we can share on our profile.



Check out this #OOTD photo of Dana and Bret in their 'back-to-school' clothes. We really love Dana's shirt over top combination and Bret's jeans jacket.

#ootd #backtoschool



It's party time! So today's #OOTD comes from Tasha in her party clothes. We love her party accessories and the wonderful smile.

#ootd #partyoutfit



We are sharing Addie's #OOTD because we love the colours of her winter clothes. The blue gloves and scarf are a perfect match.

#ootd #winterclothes

Exercise 2
Possible answers:
Clothes and footwear: sandals, skirt, tights, top
Accessories: bracelet, earrings, ring, sunglasses

Exercise 4
top part of your body: coat, dress, hoodie, jacket, shirt, sweater, top, T-shirt, uniform
bottom part of your body: jeans, shorts, trousers, underwear
your head: baseball cap, hat
your hands: gloves
your feet: boots, shoes, trainers

2.1 Vocabulary

Clothes

1 2.1 What clothes can you see in photos A–C? Study Vocabulary box A. In pairs, find three things that are NOT in the photos.

In the photos: ✓ Not in the photos: ✗

VOCABULARY A Clothes and accessories

Clothes and footwear
boots ✓ coat ✗ dress ✗ (fancy-dress) costume ✗ hoodie ✗ jacket ✓ jeans ✓ shirt ✓ shoes ✓ shorts ✗ sweater ✓ top ✓ tracksuit ✗ trainers ✓ trousers ✓ T-shirt ✓ underwear ✗ uniform ✗

Accessories
baseball cap ✗ belt ✗ earrings ✗ glasses ✓ gloves ✓ handbag ✓ hat ✗ necklace ✗ scarf ✓

2 I KNOW! Work in groups. Can you add more words to Vocabulary box A?

3 Read the posts. Whose OOTD do you like best? Why?

4 Which of the items from Vocabulary box A do you wear on the body parts below? Discuss in pairs.

- top part of your body
- bottom part of your body
- your head
- your hands
- your feet

For the teacher
- Teaching notes, page 168
- Audioscript, page 245
- Videoscript, page 245

On the Portal
- Vocabulary Memory game
- **Photocopiable activity:** *Crossword*
- **Test:** Vocabulary Check 2

For the student
- Workbook, pages 16–17

On the Portal
- **Workbook:** Lesson 2.1
- **Extra Practice Activities:** Vocabulary, BBC Vox Pop

5 2.2 In pairs, mark the sentences T (true) or F (false). Listen and check.

1 T Sports teams with red shirts win more often.
2 T Most jeans have a very small pocket for a watch.
3 F People are stronger when they wear a Superman T-shirt.
4 T Baseball players wear baseball caps to protect their eyes from the sun.
5 T People usually lose about fifty socks each year.

6 2.3 Study Vocabulary box B. Which of the adjectives can you use to describe photos A–C?

VOCABULARY B Adjectives to describe clothes and accessories

baggy checked cotton dark leather light plain striped tight woolly

Dana's got a checked shirt.

7 In pairs, choose the correct option to describe photos 1–6. Go to page 138 to check your answers.

1 light blue (*earring*) / *necklace*
2 woolly (*gloves*) / *sweater*
3 leather (*handbag*) / *belt*
4 plain (*skirt*) / *dress*
5 striped *tracksuit* / (*scarf*)
6 tight *top* / (*hoodie*)

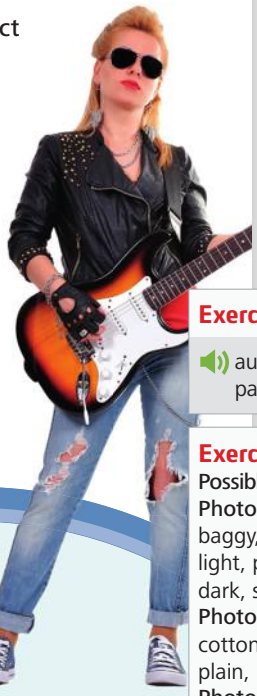
WHAT'S IN THE PHOTO?

Can you name these clothes and accessories?



8 2.4 Read the text and choose the correct option. Use the photos to help you. Listen and check.

1	(a) dark	b light	c tight
2	a striped	(b) baggy	c cotton
3	a striped	b plain	(c) checked
4	a boots	(b) trainers	c gloves
5	(a) gloves	b glasses	c jeans
6	a hats	b costumes	(c) earrings
7	(a) light blue	b striped	c dark grey
8	a cotton	b woolly	(c) leather





WHO'S GOT STYLE?

André usually wears [1]___ trousers, and they're quite [2]___ too. He likes to wear a [3]___ cotton shirt over a white T-shirt. He's got sunglasses, some jewellery and white [4]___ with green laces.

Cleo's black leather [5]___ are super cool. She's got a few pieces of jewellery: a silver necklace, a bracelet and some really big [6]___ . Cleo likes to wear [7]___ jeans and her favourite black [8]___ jacket.

VIDEO WIDER WORLD

9 10 Watch six people talking about what they wear for different occasions. Write down the clothes they mention.

10 In pairs, ask and answer the questions.

What do you wear when you …

- play sport?
- go to a party?
- go to a wedding?
- go to bed?

A: What do you wear when you go to a party?
B: I usually wear jeans and a T-shirt. I never wear a suit.

Exercise 5

audioscript page 245

Exercise 6

Possible answers:
Photo A: baggy, cotton, light, plain, tight, dark, striped
Photo B: cotton, dark, plain, leather
Photo C: cotton, light, plain, woolly, tight

Exercise 9

videoscript page 245

To a wedding: **Jamie** wears a tuxedo with white gloves. **Craig** wears a suit. **Rebecca** wears a dress. **Mireia** wears a dress or skirt and top, heels, (make-up). **Fien** wears a red dress.
To play your favourite sport: **Mireia** wears breeches, long socks, boots, a helmet. **Cayo** wears jeans and a T-shirt. **Rebecca** wears a tracksuit.
To go to bed: **Cayo** wears underpants. **Marina** and **Mieria** wear pyjamas (**Marina** incorrectly says 'a pyjama') and socks.

2.2 Grammar

Present Continuous

VIDEO **WHAT ARE YOU WEARING?**



Mum: Mia? Are you getting ready? Dad's making some toast. Do you want some?
Mia: Yes, I'm nearly ready. Don't worry. I'm having some fruit and yoghurt.
Phone ringing
Noah: Mia? Are you coming? I'm at the bus stop.
Mia: Er, yes, I am. I'm leaving now. Hey, what are you wearing?
Noah: Huh? I'm wearing my uniform, of course. See you in a minute.
One minute later
Mia: Ta-Da!
Noah: What? Mia, you've got a beard! People are looking at you. And why are you wearing a scarf on your head?
Mia: I'm a pirate! This is my fancy-dress costume for Charity Day, of course.
Noah: It's cool, but …
Mia: Yeah. I've got my dad's shirt and Gran's old belt … But you aren't wearing your fancy-dress costume.
Noah: Is it really Charity Day today? I'm going home to change.
Mia: Noah! There isn't time. The bus is coming.
Noah: You're right. I'm just checking something …
Mia: Why are you laughing?
Noah: Guess what? It isn't Charity Day today. It's next week!

Exercise 1
Mia and Noah are at the bus stop.
Mia has got a fancy-dress costume on (dad's shirt, gran's belt, a scarf on her head and a beard) because she thinks it's Charity Day.

Exercise 4
2 Noah isn't packing his bag. He's waiting for Mia.
3 Mia's parents aren't eating lunch. They're having breakfast.
4 Mia isn't leaving early. She's talking on the phone.

Exercise 5
2 Are Mia's parents eating eggs? No, they aren't. They're eating toast.
3 Is Mia wearing her school uniform? No, she isn't. She's wearing a fancy-dress costume.
4 Why is Noah laughing? He's laughing because it isn't Charity Day.

1 11 2.5 Describe the photo. Why hasn't Mia got her uniform on? Watch or listen and check.

SET FOR LIFE

2 How can you remember important events? In pairs, discuss the ideas below. Which things do you normally do? What would you like to try?
- have a noticeboard at home with sticky notes
- use app/phone notifications
- make a note in your diary or on a calendar

3 Study the Grammar box. Find more examples of the Present Continuous in the dialogue.

GRAMMAR **Present Continuous**

+	–
I'm leaving now.	I'm not laughing.
He's making some toast.	He isn't wearing a costume.
They're looking at you.	They aren't talking.
?	
Are you coming?	Yes, I am./No, I'm not.
Is he going home?	Yes, he is./No, he isn't.
Are they eating?	Yes, they are./No, they aren't.
Why are you laughing?	

GRAMMAR TIME > PAGE 127

4 Make affirmative (✓) and negative (✗) sentences in the Present Continuous.
1 Mia: sleep ✗ get ready for school ✓
Mia isn't sleeping. She's getting ready for school.
2 Noah: pack his bag ✗ wait for Mia ✓
3 Mia's parents: eat lunch ✗ have breakfast ✓
4 Mia: leave early ✗ talk on the phone ✓

5 Make questions in the Present Continuous. In pairs, use the dialogue in Exercise 1 to answer the questions.
1 Mia / have / breakfast / ?
2 Mia's parents / eat eggs / ?
3 Mia / wear / her school uniform / ?
4 Why / Noah / laugh / ?
A: Is Mia having breakfast? B: Yes, she is.

6 2.6 Complete the dialogue with the Present Continuous form of the verbs in brackets. Listen and check.
1 Dad: *Are* you *having* (have) breakfast, Katie?
Katie: Yes, I *'m eating* (eat) a sandwich.
2 Mum: Why *are* you *putting on* (put on) your trainers?
Sam: I *'m going* (go) for a run.

YOUR WORLD

7 In pairs, ask and answer questions about what your friends and family are doing at the moment.
A: What's your mum doing? B: She's …

For the teacher
- Teaching notes, page 169
- *Need support?* worksheet, page 235

On the Portal
- Grammar presentation
- **Photocopiable activity:** *Where am I now?*
- **Test:** Grammar Check 2

For the student
- Workbook, page 18
- Grammar Time, Student's Book, page 127

On the Portal
- **Workbook:** Lesson 2.2
- **Extra Practice Activities:** Grammar

2.3 Reading and Vocabulary

Family Day

1 2.7 Which of these activities do you and your family often do together? Read the article and tick (✓) the activities which are mentioned.

- ☐ doing a sport
- ☑ having a meal or a snack
- ☐ playing board games
- ☑ shopping
- ☐ watching films
- ☑ taking part in outdoor activities



Family Day: how are Canadians celebrating?

Research shows that many families are only together for about thirty minutes each weekday and ninety minutes on weekend days. Canada's answer to this problem is Family Day in February. Special activities are free for families, so they can spend time together. Do families enjoy it? Here's our mini survey from the Winter Festival.

Justin: It's really cold in Ottawa today – about minus ten degrees – so we're all wearing thick jackets and snow boots. We're spending Family Day at the Winter Festival. Dad's got his penguin hat on and is singing songs from *Frozen*. It's embarrassing, but he's very funny. The Winter Festival is definitely better than boring family shopping trips!

Fleur: At home, I sometimes argue with my brother as he can be annoying. But right now, we're enjoying Family Day together. The music's relaxing, and we're looking at interesting ice sculptures of animals and birds.

Natasha: The giant ice slides are really exciting! My little sister's frightened of big slides, but there are small slides for kids. I'm tired because there's a long queue for the slide, but it's OK because we're drinking hot chocolate and we're eating marshmallows.

What about you? Are you celebrating Family Day? Is it a good idea? We want to hear your opinions.

2 Read the article again and answer the questions.

1 How long do families normally spend together each weekday? *Thirty minutes*
2 When do Canadian families celebrate Family Day? *in February*
3 What is the temperature in Ottawa today? *minus ten degrees*
4 What types of frozen statues are at the festival? *animals and birds*
5 What food and drink can you find at the festival? *marshmallows and hot chocolate*

3 2.8 Study the Vocabulary box. Which of the words can you find in the article?

VOCABULARY Adjectives with *-ed/-ing*

A person, thing or situation is …
annoy**ing** bor**ing** embarrass**ing** excit**ing**
frighten**ing** interest**ing** relax**ing** tir**ing**

You are/get/feel …
annoy**ed** bor**ed** embarrass**ed** excit**ed**
frighten**ed** interest**ed** relax**ed** tir**ed**

4 Complete the words in the sentences with *-ing* or *-ed*.

1 Ella loves ice-skating, but I'm not interest*ed*.
2 I hate high slides. They're frighten*-ing*.
3 Do you feel tir*-ed* on Fridays?
4 I feel embarrass*-ed* in this costume.
5 The music at this festival is annoy*-ing*.

5 In pairs, use words from the Vocabulary box to give your opinions about the activities in Exercise 1.

A: I think playing board games is interesting.
B: I don't agree. I think it's boring.

VIDEO **WIDER WORLD**

6 12 Watch three people talking about how they feel on different occasions. Write down as many adjectives to describe feelings as you can.

7 In pairs, use words from the Vocabulary box to say how you feel in these situations.

- Your team is losing 5–0.
- You make a silly mistake.
- It's the last day of school.

I feel annoyed/It's annoying when …

EXAM

Exercise 2 **International Certificate Level 1**, Reading, Section 6, (open-ended questions)

Exercise 6

videoscript page 245

tired, exhausted, down, embarrassed, terrified, scared, excited, disappointed
When you're not sleeping well: Jan feels tired. **Harry** feels exhausted and down.
When you make a silly mistake: Harry feels embarrassed. **Jan** feels terrified. **Adrian** feels scared. **Harry** feels scared.
When your team is playing: Jan feels excited. **Adrian** feels disappointed.

I can understand an article about a family holiday.

For the teacher
- Teaching notes, page 170
- *Need support?* worksheet, page 235
- Videoscript, page 245

On the Portal
- Photocopiable activity: *It's annoying and I'm annoyed!*

For the student
- Workbook, page 19

On the Portal
- **Workbook:** Lesson 2.3
- **Extra Practice Activities:** Vocabulary; BBC Vox Pop

2.4 Grammar

Present Simple and Present Continuous

Time for a change?

It's good to get outside and try new activities. Share your photos and ideas with us.



Dylan, Glasgow

I always get up late on Saturdays. I usually have breakfast at lunchtime! But this week my parents are doing some work on the house. They're changing the windows and they're putting in a new kitchen. The noise is terrible. So today I'm breaking my usual Saturday routine. It's only 9 a.m., but I'm not lying in my bed. I'm with my friend Gareth, and we're walking up a mountain. The sun is shining on my back. It's great! Gareth does this every week. Now I understand why.

1 2.9 Read Dylan's text and answer the questions.

1 When does Dylan usually have breakfast on Saturdays?
2 What is he doing today? Why?

2 Study the Grammar box. Find more examples for each rule in Dylan's text.

GRAMMAR Present Simple and Present Continuous

- **Present Simple**
  Facts, habits and routines
  I usually have breakfast at lunchtime.
- **Present Continuous**
  Things happening at the moment of speaking
  We are walking up a mountain.

  Things happening around now but maybe not at the moment of speaking.
  This week my parents are doing some work on the house.

GRAMMAR TIME > PAGE 127

3 Choose the correct option.

1 We *study* / *are studying* algebra this semester.
2 Leo *saves* / *is saving* his money to buy trainers.
3 Sam's two, so he *doesn't go* / *isn't going* to school.
4 How often *do you play* / *are you playing* video games?
5 You *don't watch* / *aren't watching* this. Can I change the channel?

4 Make sentences with *but* to compare what usually happens and what is happening now.

	Usually	Now
Jenny	go to bed late	tonight/early
Mike	get the bus	today/ride a bike
Abel	not read novels	a great book/at the moment
Anna	wear jeans	this morning/a skirt
We	eat meals inside	this week/sit outside

Jenny usually goes to bed late, but tonight she's going to bed early.

5 Look at Exercise 4 and make sentences about you.

6 2.10 Complete the text with the Present Simple or the Present Continuous form of the words in brackets. Listen and check.

Poppy, Norwich

I [1] *usually go* (usually/go) straight home after school. I [2] *do* (do) my homework and then I [3] *play* (play) games online. But today I [4] *'m not sitting* (not sit) at home. I [5] *'m walking* (walk) our dog because I want to be outdoors and get fit. Dottie [6] *never listens* (never/listen) to me, so she [7] *isn't walking* (not walk), she [8] *'s running* (run)!

YOUR WORLD

7 In groups, ask and answer questions to complete the sentences. Compare answers with another group.

1 *Adam* doesn't like dancing.
2 _____ always arrives on time.
3 _____ laughs a lot.
4 _____ is learning to play an instrument.
5 _____ is working hard these days.

A: Adam, do you like dancing?
B: No, I don't.

Exercise 1
1 He usually has breakfast at lunchtime.
2 He's walking in the mountains because his parents are doing some work on the house.

Exercise 2
Facts and routines: underlined in red
Things happening at the moment of speaking: underlined in blue
Things happening around now: underlined in green

Exercise 4
Mike usually gets the bus, but today he's riding a bike.
Abel doesn't usually read novels, but he's reading a great book at the moment.
Anna usually wears jeans, but this morning she's wearing a skirt.
We usually eat meals inside, but this week we're sitting outside.

For the teacher
- Teaching notes, page 171
- *Need support?* worksheet, page 235

On the Portal
- Grammar presentation
- **Photocopiable activity:** *Usually and today*
- **Test:** Grammar Check 2

For the student
- Workbook, page 20
- Grammar Time, Student's Book, page 127

On the Portal
- **Workbook:** Lesson 2.4
- **Extra Practice Activities:** West Green video, Grammar

2.5 Listening and Vocabulary

Describing a friend's personality





1 2.11 Study the Vocabulary box. Are these adjectives positive (+), negative (–) or neutral (0)? In pairs, compare your answers.

Possible answers:

VOCABULARY Personality adjectives

– bossy	+/0 chatty	+ cheerful	+ clever
+ confident	+ friendly	+ funny	+ helpful
+ kind	– lazy	+ polite	0 quiet
– rude	– selfish	0 shy	+ tidy

2 2.12 Complete the texts with words from the Vocabulary box. Listen and check.

My friend Jamie's nice, but he can be [1] *selfish* because he often thinks of himself first. Also, he never listens to the teacher at school. I think that's very [2] *rude* ! Jamie's still a good friend because he's very [3] *cheerful* – he's always smiling.

My friend Zanna gets good grades because she's [4] *clever* and she studies a lot too. She leaves clothes all over her room, but her older sister is [5] *tidy* and puts things away. Zanna's sister is [6] *bossy* . She often tells Zanna what to do!

3 Tell your partner about the personality of a person in your family.

My sister is always happy. She's also kind.

4 Look at the photos. What are the people doing? Think of some adjectives to describe their personalities.

5 2.13 Listen to five people talking about their best friends. Which speakers (1–5) are talking about photos A and B?

A – Speaker 5, B – Speaker 2

6 2.13 Listen again and choose the correct answer.

1 What does the speaker say about Zanna?
- a She's a good student at school.
- b She likes to wear her sister's clothes.
- (c) They share the same hobbies.

2 What is the speaker doing to help his grandfather?
- a cooking
- b telling stories
- (c) making tea

3 How is Kim helping her friend?
- a She's teaching her skateboarding.
- (b) She's helping her make friends.
- c She's practising a new language with her.

4 When do the two friends have football training?
- (a) On Tuesdays.
- b On Thursdays.
- c On Saturdays.

5 What does the speaker say about her friend Jordan?
- a He's older than her.
- (b) He makes her laugh.
- c He sees her every day.

YOUR WORLD

7 In pairs, choose three adjectives from the Vocabulary box to describe:
- your personality.
- your best friend's personality.
- the personality of a perfect friend.

I'm chatty, Tom is quiet …

Exercise 4
Photo A: The boy and the girl are having fun. The girl is smiling. The boy is pushing the girl in her wheelchair. The girl is cheerful, friendly and kind.
Photo B: The boy is reading something, probably with his grandad. He looks clever, friendly and polite.

Exercise 5
audioscript page 246

EXAM

Exercise 6
A2 Key for Schools, Listening, Part 3, (3-option multiple choice)

I can understand people talking about their friends.

For the teacher
- Teaching notes, page 172
- Audioscript, page 246

On the Portal
- Vocabulary Memory Game
- Photocopiable activity: *Perfect Peter*

For the student
- Workbook, page 21

On the Portal
- **Workbook:** Lesson 2.5
- **Extra Practice Activities:** Vocabulary

2.6 Speaking

Giving and responding to news

VIDEO **THE STREET DANCE LESSON**

Noah: Hiya Lena! What's up? You don't look very happy.
Lena: I'm having a bad day. My phone isn't working. It's really annoying.
Noah: That's terrible! So what are you doing here?
Lena: I'm waiting for Mia. We're working on an art project together this week.
Noah: Good for you!
Lena: What about you? How's life?
Noah: Fine … Er, I'm learning street dance. The class usually starts at seven.
Lena: Street dance? No way! How's it going?
Noah: I'm enjoying the lessons. They're fun and relaxing! Hang on, I've got a message. Oh no, I don't believe it!
Lena: What's the matter? What does it say?
Noah: There's no lesson today. The teacher isn't coming. He's ill.
Lena: What a shame! Do you want to practise some dance moves?
Noah: Cool! Let's warm up first. Copy me.
Lena: Um. It isn't easy in skinny jeans. This is interesting, but it isn't relaxing!



SOUNDS GOOD! What's up? • How's life? • How's it going?

1 13 2.14 Watch or listen. What are Lena and Noah doing? Why?

2 Study the Speaking box. Find examples of the phrases in the dialogue.

SPEAKING Giving and responding to news

Giving news
I'm learning (how to) …
I'm spending a lot of time with/in …
I'm feeling annoyed/excited because …
I'm working on …
He/She isn't feeling well.

Responding to news
Well done! Good for you! Awesome! Great! Cool!
That's terrible! What a shame! Poor you!
No way! I don't believe it! You're kidding!

3 2.15 Choose the correct option. Listen and check.

1 A: My exams are going well.
B: ___
a Poor you! b No way!
(c) Well done!

2 A: I'm not sleeping well these days.
B: ___
(a) What a shame! b Good for you!
c No way!

3 A: I'm learning how to speak Chinese.
B: ___
(a) You're kidding! b What a shame!
c That's terrible!

4 A: My phone isn't working.
B: ___
a Awesome! (b) Poor you!
c Great!

4 2.16 In pairs, respond to the news below. Use the correct intonation. Listen and check.

1 I'm writing a blog.
2 I can't find my phone. It has all my photos on it!
3 I'm winning the game!
4 My mum says I can't go out this weekend!

YOUR WORLD

5 In pairs, give and respond to news about your life. Use the Speaking box to help you.

A: I'm doing well at school.
B: Great!

Exercise 1
They are warming up to practise dance moves because Noah's street dance teacher isn't coming.

Exercise 4
Possible answers:
1 Good for you! No way! You're kidding!
2 What a shame!/That's terrible!
3 Cool!/That's great!/ Awesome!
4 What a shame!/Poor you!

For the teacher
• Teaching notes, page 173

On the Portal
• **Photocopiable activity:** *The right response*

For the student
• Workbook, page 22

On the Portal
• **Workbook:** Lesson 2.6
• **Extra Practice Activities:** West Green video

2.7 Writing

A semi-formal email

Dear Student,

Thank you for agreeing to this exchange visit.
Here's a photo of our visitors!
Boys: Haru, fourteen, and Kota, fifteen
Girls: Emi, fifteen, and Asa, fourteen
Their arrival date is 5 November. Please tell them:
- some facts about you and your family.
- some information about a normal school day.
- some advice about what clothes to wear at school.

Thank you for your help,
Mrs Tanaka, Head Teacher

NEW HORIZON HIGH SCHOOL TOKYO



1 A group of students from Japan want to visit your school. In pairs, read the message from their head teacher and answer the questions.

1 What is the date of their visit?
2 What do they need to know?

2 Read the email. Who is it from?

The email is from Nina.

1 Dear Haru,

2 I'm writing to tell you about myself and my family.

3 My name's Nina. I'm fifteen and I have two brothers. Ed is twelve and Luke is ten. They're funny and outgoing. We like listening to music, so the house isn't very quiet. Our school is Linwood High. Lessons start at 8.45 and finish at 3.15. I play volleyball after school on Wednesdays, and we have matches at the weekend. Some schools in the USA have uniforms, but we don't. Most people wear T-shirts and jeans with trainers.

4 I'm looking forward to meeting you on 5 November!

5 Best wishes,
Nina

3 Study the Writing box. Find examples of the phrases in the email.

WRITING A semi-formal email with information

1 **Greeting**
Dear (name)

2 **Explain reason for writing**
I'm writing to …

3 **Give more information**
My friends and I … Our school is …
Some/Most people …

4 **Close your email**
I'm looking forward to …

5 **Closing phrase**
Best wishes Kind/Best regards

4 Study the Language box. Complete the phrases below with the correct prepositions.

LANGUAGE Prepositions of time

AT the weekend night 2 p.m. New Year
ON 3 May New Year's Eve Saturday(s)
IN the morning the evening 2020 October

1 *on* your birthday
2 *on* Valentine's Day
3 *at* half past five
4 *in* 1999
5 *on* Tuesday
6 *in* April

WRITING TIME

5 Choose one of the other Japanese students from Exercise 1 and write an email to him/her.

1 **Find ideas**
Make notes about:
- your family and friends.
- your normal school day.
- the clothes students wear in your school.

2 **Plan**
Organise your ideas into paragraphs. Use Nina's email to help you.

3 **Write and share**
- Write a draft email. Use the Language box and the Writing box to help you.
- Share your email with another student for feedback.
- Write the final version of your email.

4 **Check**
- Check language: are the prepositions of time correct?
- Check grammar: are most verbs in the Present Simple with some in the Present Continuous?

Exercise 1
1 The visit is on 5 November.
2 They need to know about the students, their families, the school day and clothes to wear at school.

I can write a semi-formal email.

For the teacher
- Teaching notes, page 174
- *Need support?* worksheet, page 235

On the Portal
- **Photocopiable activity:** *Dominoes*

For the student
- Workbook, page 23

On the Portal
- **Workbook:** Lesson 2.7

Vocabulary Activator

WORDLIST 2.17

Clothes and accessories
baseball cap (n)
belt (n)
boots (n)
coat (n)
dress (n)
earrings (n)
(fancy-dress) costume (n)
glasses (n)
gloves (n)
handbag (n)
hat (n)
hoodie (n)
jacket (n)
jeans (n)
necklace (n)
scarf (n)
shirt (n)
shoes (n)
shorts (n)
sweater (n)
top (n)
tracksuit (n)
trainers (n)
trousers (n)
T-shirt (n)
underwear (n)
uniform (n)

Adjectives to describe clothes and accessories
baggy (adj)
checked (adj)
cotton (adj)
dark (adj)
leather (adj)
light (adj)
plain (adj)
striped (adj)
tight (adj)
woolly (adj)

Adjectives with *-ed/-ing*
annoyed (adj)
annoying (adj)
bored (adj)
boring (adj)
embarrassed (adj)
embarrassing (adj)
excited (adj)
exciting (adj)
frightened (adj)
frightening (adj)
interested (adj)
interesting (adj)
relaxed (adj)
relaxing (adj)
tired (adj)
tiring (adj)

Personality adjectives
bossy (adj)
chatty (adj)
cheerful (adj)
clever (adj)
confident (adj)
friendly (adj)
funny (adj)
helpful (adj)
kind (adj)
lazy (adj)
polite (adj)
quiet (adj)
rude (adj)
selfish (adj)
shy (adj)
tidy (adj)

Extra words
beard (n)
bracelet (n)
celebrate (v)
change clothes
feel (v)
festival (n)
footwear (n)
get fit
have a meal
have fun
hobby (n)
indoors (adv)
jewellery (n)
laces (n)
look cool
outdoors (adv)
outgoing (adj)
party (n)
person (n)
pocket (n)
protect from (v)
shopping trip (n)
snow boots (n)
socks (n)
spend time
style (n)
summer (n)
sunglasses (n)
walk a dog
wear (v)
wedding (n)
winter (n)

1 Use words from the wordlist to find these things.

1 three items of jewellery *earrings, …*
2 five things you can wear on your feet
3 four negative adjectives that can describe personality
4 three adjectives ending in *-ed* that describe positive emotions
5 two words that describe materials for clothes

2 Complete the words in the sentences. Use the opposites of the words in bold. Use the wordlist to help you.

1 Paul isn't **shy**, he's quite o*utgoing*.
2 He isn't **rude**, he's very p*olite*.
3 Paul isn't **quiet**, he's usually c*hatty*.
4 He isn't very **sad**, he's very c*heerful*.

3 In pairs, replace the words in bold to make correct definitions. One sentence is correct. Use words from the wordlist to help you.

1 You wear ~~**boots**~~ to keep your hands warm. *gloves*
2 A **rude** person knows the right answers in class.
3 **Dark blue** is a popular colour for jeans.
4 A great party with all your friends is very **excited**.
5 Teachers are **relaxed** when students talk in class.

4 In pairs, describe your favourite clothes. Use words from the wordlist to help you.

I like checked shirts and tight jeans.

5 In pairs, say what you think about these things. Use *-ing* adjectives from the wordlist.

fancy-dress parties | jewellery | lazy people | New Year | school uniforms | selfish people | summer | tracksuits

I think fancy-dress parties are exciting.

6 2.18 **PRONUNCIATION** Listen to the underlined vowel(s) in each word and decide which sound you hear. Write the word in the correct column.

~~b**a**ggy~~ b**e**lt c**a**p ch**a**tty ch**e**cked dr**e**ss f**a**shion fr**ie**ndly j**a**cket l**ea**ther rel**a**xing sw**ea**ter tr**a**cksuit

/æ/	/e/
baggy	

7 2.19 **PRONUNCIATION** Listen, check your answers to Exercise 6 and repeat.

Exercise 1
1 necklace, bracelet
2 boots, shoes, trainers, footwear, snow boots, socks
3 bossy, lazy, rude, selfish
4 excited, interested, relaxed
5 cotton, leather

Exercise 3
2 clever
3 correct
4 exciting
5 annoyed

Exercise 6
/æ/ cap, chatty, fashion, jacket, relaxing, tracksuit
/e/ belt, checked, dress, friendly, leather, sweater

For the teacher
- Audioscript, page 246

On the Portal
- **Photocopiable activities:** *Categories, Correct or not?*
- **Tests:** Unit 2 Test, Unit 2 Writing Test

For the student
- Workbook, pages 24–25

On the Portal
- **Workbook:** Self-check
- Wordlist
- **Extra Practice Activities:** Self-check

Revision

Vocabulary

1 Complete the words in the sentences. Then make the sentences true for you.

1 I don't like t*r o u s e r s* , I prefer jeans.
2 I don't usually wear a b*e l t* with my jeans.
3 I never leave my socks and u*n d e r w e a r* on the bedroom floor.
4 I love to wear my t*r a c k s u i t* at the weekend.
5 I think hats are cool, but b*a s e b a l l* c*a p s* are boring.
6 In my opinion, school u*n i f o r m* is a great idea.

Trousers are OK, but I prefer jeans.

2 Complete the second sentence so that it means the same as the first one. In pairs, say if the sentences are true for you.

1 I'm not interested in family activities.
I don't think family activities are *interesting* .
2 I get bored when I go shopping with my parents.
I think shopping with my parents is *boring* .
3 In my opinion, waking up early is annoying.
I feel *annoyed* when I wake up early.
4 I think it's relaxing to watch films with friends.
I feel *relaxed* when I watch films with friends.
5 When we have a big family party I feel tired.
I think big family parties are *tiring* .

I don't agree. I think family activities are sometimes interesting.

3 Look at the pictures and complete the email with adjectives from the wordlist.

Dear Fantastic Fashion,

I've got problems with my new clothes from your website. The jeans are dark blue, but I want [1] *light* blue ones. The T-shirt is baggy, but I like [2] *tight* T-shirts. The plain [3] *woolly* hat is nice and warm, but it's very big. And the note says you don't have any more [4] *checked* shirts, so there's an awful striped one instead. It's really annoying!

Please help,

Sam



Grammar

4 Complete the questions with *is, are, do* or *does*. In pairs, ask and answer the questions.

1 *Are* you wearing a T-shirt today?
2 *Is* the sun shining at the moment?
3 *Does* the person next to you have a tidy desk?
4 *Does* your friend wear a lot of jewellery?
5 *Do* you like checked shirts?

5 Complete the message with the Present Simple or the Present Continuous form of the verbs in brackets.

17.18

Hey Max!
How are things with you? [1] *Are you going* (you/go) to your art classes these days?
My cousins [2] _____ (visit) us at the moment.
They [3] _____ (come) to stay every summer, but I [4] _____ (not like) it when they visit. They [5] _____ (not like) any of the things I do. Now they're in the living room. They [6] _____ (give) a concert for Mum and Dad. I'm sure my parents [7] _____ (not enjoy) it. I [8] _____ (not stay) here! I [9] _____ (leave) the house for a walk.
Message me soon!

6 Write answers to the questions. Use *at, in* or *on* with a time expression. Then compare with a partner.

When do you usually …

- have a shower?
- eat a lot?
- go on holiday?
- go out with friends?
- go to bed?
- wear T-shirts and shorts?

I usually have a shower in the morning.

Speaking

7 In pairs, role play the situation. Student A, look below. Student B, go to page 138.

Student A

- Think of some interesting news to tell Student B. Use the ideas below to help you.

a new hobby a difficult test wait for a friend

- Say hello to Student B.
- Ask what's new in Student B's life.
- Listen and respond to Student B's news.
- Give your news.

Dictation

8 2.20 Listen. Then listen again and write down what you hear during each pause.

Exercise 5
2 are visiting
3 come
4 don't like
5 don't like
6 're giving
7 aren't enjoying
8 'm not staying
9 'm leaving

Exercise 7
Sample answer:
A Hi. How's it going?
B Fine. I'm visiting a friend this weekend. She lives by the sea.
A No way! Cool! I'm learning Spanish. My first class is on Saturday!
B Awesome!

EXAM

Exercise 8

audioscript page 246

International Certificate Level 1, Listening and Writing, Section 2, (dictation)

SET FOR LIFE

Is everything OK?



1 In pairs, study the body language of the people in the photos and answer the questions.

Which person ...

1 is looking down?
2 is looking away?
3 is shouting?
4 is smiling?
5 has got wide eyes?
6 has got his/her head in his/her hands?
7 is moving his/her hands and arms?

2 How are the people in the photos feeling? In pairs, discuss how their body language shows their emotions. Use the adjectives below to help you.

angry annoyed bored calm embarrassed excited happy nervous shy stressed surprised tired worried

I think the girl in photo A is feeling angry because she's shouting.

3 In pairs, answer the questions.

1 Which of the emotions in Exercise 2 are positive and which are negative?
2 Think of situations when you feel the emotions. How do you usually react?

I'm angry when my sister uses my phone. I usually …

4 Read the messages between two friends. Why doesn't Ben want to come out?

He says he needs to study.

Tamsin
Hey, Ben – do you want to come out for a pizza tonight?

Ben
No, I can't. I need to study tonight.

Tamsin
But it's Friday! 🙂

Ben
I know, but I've got a test on Monday.

Tamsin
You never come out with us anymore, Ben. 😕 Why not?

Ben
Don't you understand? I don't want a pizza. Stop messaging me, OK?

Exercise 1
1 girls in photo C and E
2 boys in photo F
3 girls in photo A/boy on the right in photo B
4 boys in photo B and girl on the left in photo D
5 girl on the right in photo D
6 girl in photo C
7 boys in photo B

Exercise 2
The girls in photo A are feeling angry or annoyed.
The boys in photo B are feeling excited, happy and surprised.
The girl in photo C is feeling tired, bored or stressed.
The girl on the left in photo D is feeling happy and excited.
The girl on the right in photo D is surprised.
The girl in photo E is feeling shy or embarrassed. She is nervous or worried.
The boys in photo F are feeling calm. They aren't worried.

For the teacher
- Teaching notes, page 175
- Audioscript, page 246

On the Portal
- Photocopiable activity: *How are they feeling?*

5 Why do you think Ben is behaving like this? In pairs, discuss possible reasons.

a He doesn't like Tamsin any more.
b He's worried about his schoolwork.
c He prefers studying to going out.

6 2.21 Tamsin phones Ben. Listen to the conversation and check your answer to Exercise 5. What does Tamsin suggest doing tomorrow?

b Tamsin offers to come to Ben's house to study and to talk.

7 2.21 Study the Useful Phrases box. Then listen again and tick (✓) the expressions you hear in Ben and Tamsin's conversation.

8 In pairs, read the situations below. Discuss how the people are feeling and how they might show those emotions with their body language.

a Emma is a new student in your class. She never speaks to the other students.
She is feeling shy. She never smiles and often looks down.
b Joe often makes mistakes when he speaks English. Some students in class laugh at him and make silly comments.
c Most students in your class have got good marks for the year, but Harry has got bad marks.

9 Read the Useful Tips. In class, discuss the questions.

1 Do you find it difficult or easy to talk about emotions with other people?
2 Do you always follow the tips when you talk to your friends?

SET FOR LIFE

10 In pairs, role play a situation where one person offers help to another person in a difficult situation. Follow the instructions.

1 **Choose a situation from Exercise 8 or think of a situation from your own life.**

2 **Write the scene. Use the expressions from the Useful Phrases box.**
Student A: Say how Student B looks and ask what is wrong.
Student B: Explain how you feel and why.
Student A: Offer help or advice.
Student B: Thank Student A for his/her suggestions.

3 **Practise your dialogue. Remember to use body language and your voice to show emotions.**

4 **Present the dialogue for the class or record it on your phone.**

Understand other people's emotions

USEFUL TIPS

When you communicate with someone, try to read their emotions. This can help you to understand how people are feeling and offer help.



Exercise 6
audioscript page 246

USEFUL PHRASES

Identifying emotions

- [x] You seem (a bit/quite) unhappy.
- [ ] You look/sound (really) excited/bored.

Offering help

- [x] Is everything OK?/Is something wrong?
- [ ] What's the matter?
- [x] Can I do anything to help?
- [ ] Do you want to talk about it?

Offering advice

- [x] When I feel …, I usually …
- [x] Why don't you/I/we …?



Animal life

3

VOCABULARY
Animals | Animal body parts | Personality | Looking after pets

GRAMMAR
Past Simple: *was/were* | Past Simple: regular and irregular verbs



Exercise 1
- ant – 7
- bee – 3
- butterfly – 5
- chicken – 2
- cow – 1
- donkey – 1
- goat – 2
- gorilla – 2
- guinea pig – 7
- horse – 1
- kangaroo – 1
- ladybird – 3
- leopard – 2
- owl – 2
- polar bear - 1
- rabbit – 2
- shark – 2
- snake – 2
- tortoise – 3

missing animal: parrot

Exercise 3
1 polar bear
2 bees
3 owl
4 snake
5 donkey
6 leopard

3.1 Vocabulary

Animals

1 3.1 Study Vocabulary box A. How many of these animals can you find in the picture? Which animal is not in the picture?

VOCABULARY A Animals

ant bee butterfly chicken cow donkey goat gorilla guinea pig horse kangaroo ladybird leopard owl parrot polar bear rabbit shark snake tortoise

2 3.2 Put the animals from Vocabulary box A into the correct category. Listen and check.

pets	*guinea pig, parrot, rabbit, snake, tortoise*
farm animals	*chicken, cow, donkey, goat, horse, rabbit*
wild animals	*gorilla, kangaroo, leopard, owl, polar bear, shark, snake, tortoise*
sea animals	*shark*
insects	*ant, bee, butterfly, ladybird*

3 3.3 Listen and write the animal you think you hear. Then listen and check.

For the teacher
- Teaching notes, page 176
- Audioscript, page 246
- Videoscript, page 246

On the Portal
- Vocabulary Memory Game
- **Photocopiable activity:** *Animal puzzle*
- **Test:** Vocabulary Check 3

For the student
- Workbook, pages 26–27

On the Portal
- **Workbook:** Lesson 3.1
- **Extra Practice Activities:** Vocabulary, BBC Vox Pop

4 **I KNOW!** In pairs, add more animals to each category in Exercise 2. How many words can you add in two minutes?

5 Think of two or more animals for each category below. In pairs, compare your answers.

1 These animals don't have four legs. *chicken, …*
2 These animals sleep all winter.
3 These animals are good at climbing.
4 These animals are good at running.
5 We can ride these animals.
6 These animals are very dangerous.

6 3.4 Study Vocabulary box B. Find examples of these things in photos A–F.

VOCABULARY B Animal body parts

yellow **beak** yellow **claws** *D* orange **feathers** *D*
grey and white **fur** *F* white **paws** *B* black **tail** *E*
blue **wings** *A*


A


B


C


D


E


F

photo C – a yellow beak

7 Choose the correct option.

1 Kangaroos use their (*tails*) / *fur* like an extra leg.
2 Leopards' *wings* / (*paws*) help them to climb trees.
3 Owls' wings are big with soft *fur* / (*feathers*).
4 Tortoises' mouths are *claws* / (*beaks*), like a bird.

8 In pairs, tick (✓) the right sentences and cross (✗) the wrong ones. Go to page 138 to check your answers. Which fact do you find surprising?



1 ✗ Penguins have fur, not feathers.
2 ✓ Polar bears have white fur but black skin.
3 ✗ Tigers have stripes on their fur and on their skin.
4 ✓ Cats' front paws have five toes, but their back paws have four toes.
5 ✓ Bees can beat their wings 200 times a second.
6 ✓ A brown bear's claws can grow to over fifteen centimetres.
7 ✗ Butterflies have two wings.
8 ✓ The tail of a giraffe can grow to over 2.5 metres.

9 3.5 Work in groups. Listen to five descriptions of animals. How quickly can you guess each animal?

10 Choose an animal from Vocabulary box A. In pairs, guess your partner's animal by asking questions. You can only answer *yes* or *no*.

A: Does it live on a farm?
B: Yes, it does.
A: Does it have a …?

VIDEO **WIDER WORLD**

11 14 Watch five people answering questions about animals. Write down any animals they mention.

12 In pairs, ask and answer the questions.

- What's your favourite wild animal? Why do you like it?
- Which dangerous wild animals live in your country?
- Are you afraid of any animals? Why?

My favourite wild animal is … because they're cute/funny …

Exercise 4
Possible answers:
pets: cat, dog, hamster
farm animals: duck, sheep
wild animals: bear, giraffe, lion, monkey, tiger
sea animals: dolphin
insects: fly

Exercise 5
Possible answers:
1 owl, snake, shark, ant, bee, butterfly, ladybird
2 tortoise, ladybird, (some) bees, (some) snakes
3 goat, leopard, gorilla
4 donkey, horse, leopard, goat
5 donkey, horse
6 shark, polar bear, leopard, (some) snakes

Exercise 9
audioscript page 246

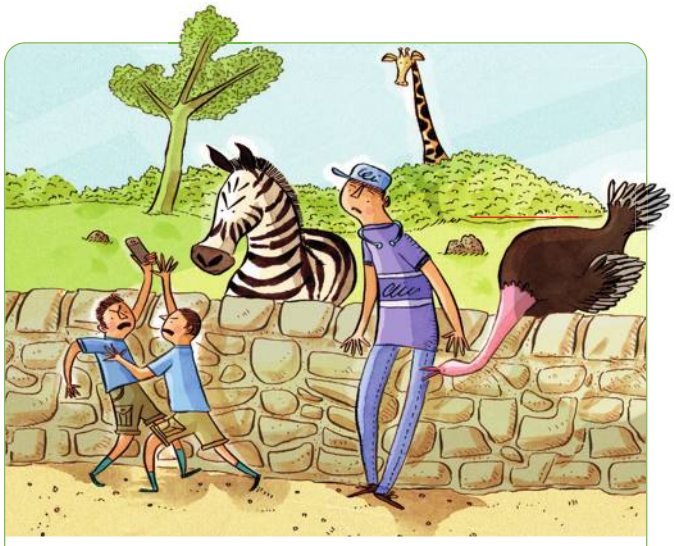
1 tiger
2 donkey
3 shark
4 chicken
5 giraffe

Exercise 11
videoscript page 246

Favourite wild animal:
Josie likes the giraffe.
Francis likes the tiger.
Lauras likes the snake.
Chris likes the great white shark.
Dangerous wild animals living in your country:
Christine: bears
Chris: mountain lions, jaguars, rattlesnakes
Francis: foxes

3.2 Grammar

Past Simple: *was/were*



Ella: You weren't at home yesterday.
Josh: That's right. I was out.
Ella: Where were you? Were you at the shops?
Josh: No, I wasn't. We were all at the zoo.
Ella: You were at the zoo! That's fantastic!
Josh: Yes. It was the twins' birthday.
Ella: Really? Was it fun?
Josh: Yes, it was. It was fantastic. There was a great café and there were lots of interesting animals.
Ella: Were the kids excited?
Josh: Excited? They weren't excited, they were crazy! The animals were shocked!

1 3.6 Read the dialogue. Why was Josh at the zoo?
It was his brothers'/the twins' birthday.

2 Study the Grammar box. Find more examples of *was/were* in the dialogue.

GRAMMAR Past Simple: *was/were*

+	I was out. She was excited. We were at the zoo.	
–	I wasn't at the shops. She wasn't shocked. We weren't at home.	
?	Were you at the shops? Was it fun? Were they excited?	Yes, I was./No, I wasn't. Yes, it was./No, it wasn't. Yes, we were./No, we weren't.
	Where were you?	
+	there is/are ⟶ there was/were	
–	there isn't/aren't ⟶ there wasn't/weren't	

Time expressions: *last night/weekend, yesterday, this morning, two days ago, at ten o'clock*

GRAMMAR TIME > PAGE 128

3 Choose the correct option.
1 There *wasn't* / *weren't* many people at the zoo yesterday.
2 There *was* / *were* a penguin in a pool.
3 The big leopard *was* / *were* asleep.
4 There *wasn't* / *weren't* any polar bears.
5 The gift shop *wasn't* / *weren't* open.

4 Complete the table with places below. In pairs, guess your partner's answers.

AT
a concert a friend's a party an aquarium home school the cinema the shops the zoo
IN
a café a park a pet shop the classroom

Who	Where	When
your brother or sister		an hour ago
your friend		last weekend
your mother or father		yesterday at 7 p.m.
you		in the summer

A: Was your brother at home an hour ago?
B: No, he wasn't. He was in a park.

5 3.7 Listen and complete the dialogue. Then practise the dialogue in pairs.

A: Where were you last Saturday?
B: [1] *I was at a concert in the park.*
A: Was it fun?
B: [2] _____
A: Were there many people there?
B: [3] _____
A: What was the weather like?
B: [4] _____

VIDEO WIDER WORLD

6 15 Watch four people talking about last Saturday. Write down where the people were and what the weather was like.

7 In pairs, use the questions in Exercise 5 to talk about last Saturday.
A: Where were you last Saturday?
B: I was at a party.

Exercise 5
2 Yes, it was. There were three groups. The last group was fantastic.
3 Yes, there were. It was really busy.
4 It was sunny.

Exercise 6
videoscript page 246

Holly was at the cinema. It was a hot day. **Reema** and **Akshay** were at their father's to collect mangoes. **Faye** was at the park. It was a hot day. **Andrew** was at the beach with his daughter. It was very sunny.

For the teacher
- Teaching notes, page 177
- *Need support?* worksheet, page 236
- Videoscript, page 246

On the Portal
- Grammar presentation
- **Photocopiable activity:** *What was there?*
- **Test:** Grammar Check 3

For the student
- Workbook, page 28
- Grammar Time, Student's Book, page 128

On the Portal
- **Workbook:** Lesson 3.2
- **Extra Practice Activities:** Grammar, BBC Vox Pop

3.3 Reading and Vocabulary

Animals and their personality

1 3.8 Read the blog. What are the animals in photos A–C?

A raccoon *B sloth* *C toucan*

2 Read the blog again and choose the correct answer.

1 What does Alex learn about sloths?
- (a) They don't usually leave the trees.
- b They love being with people.
- c They enjoy climbing up and down trees.

2 Raccoons are clever because they can
- a make friends.
- b drink from a bottle.
- (c) do difficult things with their paws.

3 One of Alex's jobs at the centre is
- a to wash the birds' feathers.
- (b) to prepare food for the birds.
- c to play with the birds.

4 Barbara pulls Alex's hair because she
- (a) likes him.
- b is ill.
- c is strange.

3 3.9 Study the Vocabulary box. Match the words with the sentences.

VOCABULARY Personality

adventurous aggressive lively playful sociable

1 Sharks can hurt or kill people. *aggressive*
2 Monkeys move around energetically.
3 Sam often plays with things and people.
4 My friend's dog enjoys being with people.
5 Maya enjoys doing new, exciting things.

YOUR WORLD

4 Work in pairs. Think of an animal you like or dislike. Describe its personality. Say if you agree with your partner's opinion.

A: I don't like cats. I think they're lazy.
B: I don't agree. Cats are cute and playful.

EXAM

Exercise 2
A2 Key for Schools, Reading and Writing, Part 3, (3-option multiple choice)

Exercise 3
2 lively
3 playful
4 sociable
5 adventurous







Animal adventures

Last month, I was a volunteer at an animal rescue centre in Costa Rica. I met volunteers from all over the world and learned about animals' behaviour and their personalities. Here are some top moments from my blog.

Alex, 17, Birmingham

Day 1

My first day was hard work but fun. The most famous Costa Rican animals are probably the sloths. Mikey and Sarita are very slow, of course, but they're not lazy. These lovable animals spend most of their lives upside down in trees. Sloths only come down to the ground to go to the toilet.

Day 2

I love sloths, but now my favourite animals are raccoons, because they're adventurous and they enjoy making new friends. The two raccoons here have funny names: Rice and Beans! This morning they were lively and playful, as usual. These clever animals are unusual because they have five fingers. They can use their paws to open bottles … or to hold hands with volunteers. It's so cute!

Day 3

This morning my main job was to clean the birds' area and make their lunch. The parrots 'talk', so I think they're sociable, but they're noisy. I like their colourful wings and tails. I prefer the toucans, though, because they can catch grapes in their large beaks.

Day 4

The female spider monkey, Barbara, is very old. She was cute yesterday, but today she was aggressive. Her new game was to sit on my head and pull my hair. Her claws were sharp, so that was painful! The vet says that this behaviour shows Barbara loves me. How strange!

I can understand a blog about an animal rescue centre.

For the teacher
- Teaching notes, page 178

On the Portal
- Vocabulary Memory Game
- Photocopiable activity: *Guess the animal*

For the student
- Workbook, page 29

On the Portal
- **Workbook**: Lesson 3.3
- **Extra Practice Activities**: Vocabulary

3.4 Grammar

Past Simple: regular and irregular verbs

VIDEO **A WEEKEND WITH A DRAGON**

Lena: Wow! So this is Rex. Where did you get him?
Mateo: A man left him at the animal rescue centre.
Lena: Really? Why did he do that?
Mateo: He didn't want Rex anymore. Mum liked Rex, so she phoned me. And of course, I wanted a bearded dragon.
Lena: Lucky you! Dragons are so cool!
Mateo: Thanks for looking after him. I wrote a list of things to do. Here you are.
Lena: Thanks. And don't worry! Have fun with your grandparents.

Next day

Lena: Hi Mateo. Yes, Rex is fine. Was fine. I played with him this morning, but then he suddenly escaped!
Mateo: No! What happened?
Lena: I went to the kitchen to get his food and when I came back, he wasn't there. I looked for him everywhere, but I don't know where he went.
Mateo: Is he on the sofa? Or under it?
Lena: No, he isn't. I'm so stressed! I can't find him! Oh, wait a minute. He's here!
Mateo: Hurray! Where is he?
Lena: Rex is back in the cage. He's eating his food. Phew!



1 Describe the animal in the photo. Would you like to have a pet like that?

2 16 3.10 What problem did Lena have with the pet? Watch or listen and check.
The pet escaped and she didn't know where it was.

3 Study the Grammar box. Find examples of the Past Simple regular and irregular verbs in the dialogue.

GRAMMAR **Past Simple: regular and irregular verbs**

	Regular verbs	Irregular verbs
+	I wanted a bearded dragon.	I went to the kitchen.
−	He didn't want Rex.	She didn't go home.
?	Did she want a pet? Yes, she did./No she didn't.	Did she go to the kitchen? Yes, she did./No she didn't.
	What did Mateo want?	Why did he do that?

Past Simple verbs are irregular in the affirmative form only.

GRAMMAR TIME > PAGE 128

4 3.11 Write the Past Simple forms of these regular verbs. Then listen and add them in the correct column.

~~decide~~ ~~enjoy~~ happen ~~like~~ listen visit walk want watch

/t/	/d/	/ɪd/
liked	*enjoyed*	*decided*
walked	*happened*	*visited*
watched	*listened*	*wanted*

5 Complete the text with the Past Simple form of the verbs in brackets.

Mateo [1]*didn't stay* (not stay) at home last weekend. He [2]*visited* (visit) his grandparents. He [3]*didn't take* (not take) his new pet, Rex, with him. Mateo [4]*enjoyed* (enjoy) his weekend. He [5]*went* (go) to the cinema and then [6]*had* (have) a special meal for his grandad's birthday.

6 In pairs, make questions from the prompts. Then answer the questions.

1 you / go / to the cinema last week / ?
2 your friend / phone you / last night / ?
3 you / have / a family meal yesterday / ?

VIDEO **WIDER WORLD**

7 17 Watch four people answering questions about their day. Write down the activities they talk about.

8 In pairs, ask and answer the question.
What did you do this morning?
A: What did you do this morning?
B: I ate cold pizza.

Exercise 1
The animal in the photo is a lizard. It has got four legs and a tail. It's orange and white.

Exercise 3
Regular: underlined in red
Irregular: underlined in blue

Exercise 6
1 Did you go to the cinema last week?
2 Did your friend phone you last night?
3 Did you have a family meal yesterday?

Exercise 7
videoscript page 246

Nympha: got up at 7 o'clock, had breakfast
Phillip: woke up very early (at 6 a.m.), got dressed, had breakfast, went for a walk (at 10 a.m.)
Miguel: got up at 4 o'clock in Belgium, took the tunnel to London, went on a bus, went to the London Eye, saw Big Ben and Trafalgar Square
Chee: met a friend and went for a walk, bought new sunglasses

For the teacher
- Teaching notes, page 179
- *Need support?* worksheet, page 236
- Videoscript, page 246

On the Portal
- Grammar presentation
- **Photocopiable activity:** *No way!*
- **Test:** Grammar Check 3

For the student
- Workbook, page 30
- Grammar Time, Student's Book, page 128

On the Portal
- **Workbook:** Lesson 3.4
- **Extra Practice Activities:** West Green video, Grammar, BBC Vox Pop

3.5 Listening and Vocabulary

Looking after pets

1 Read the text and decide which of the pets is good for Zara.

2 3.12 **WORD FRIENDS** Check you understand the phrases below. Then listen to Zara's friend Jack talking about his pet and number the phrases in the order that you hear them.

- [4] brush his/her fur
- [1] buy food for him/her
- [2] feed him/her
- [3] put fresh water in his/her bowl
- [7] spend time with him/her
- [5] take him/her for a walk
- [6] train him/her

3 3.12 Listen again. Mark the sentences T (true) or F (false). Correct the false sentences.

1 [T] Jack's mum bought some fish for the cat.
2 [F] Jack fed Misty.
3 [T] Misty ate the fish.
4 [F] Jack put water in Misty's bowl.
5 [F] Anna took Misty for a walk.
6 [F] Jack and Anna spent a lot of time with Misty in the evening.

4 3.13 Listen to four dialogues. Choose the correct answer.

1 What kind of pet did Zara decide to get?
(a) a cat b a dog c a snake
2 How many animals did Jodie offer Zara?
a one (b) two c four
3 Zara's dad decided to buy something in a pet shop. How much was it?
(a) £15 b £25 c £50
4 What did Zara's dad want her to do?
a take the cat outside
b feed it
(c) give it water

YOUR WORLD

5 Which animal would you like as a pet? Why? Discuss in groups. Use the phrases below to help you.

They're fun/clean/quiet/boring/dirty/noisy …
You can/can't …
You need to/don't need to …

I'd like to have a snake. They're quiet and they don't scratch the furniture.

QUESTION OF THE WEEK
What pet can I get?

Zara has a problem. She lives in a small city centre apartment, but she wants a pet. She doesn't have any allergies, but she hates getting up early! As a busy teenager, Zara doesn't have much free time, either.

Cats are cute and clean, but they scratch the furniture, and some people have an allergy to cats. They're fun to play with when they're little kittens, but they aren't so sociable when they grow up.

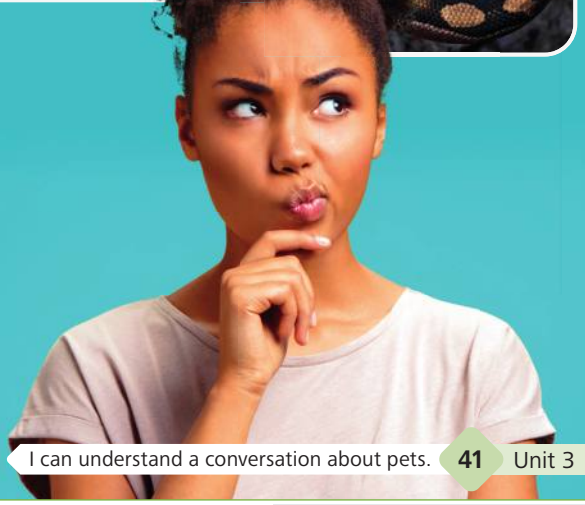




Dogs are fun. You can play with them, and they protect your home, but you need to train them and take them for a walk. They're great friends, but they feel bad if you don't spend time with them.

Snakes are quiet, and you don't need to take them for a walk. But you can't play with them much, and they eat live animals. They're beautiful, but some people are frightened of them.





Exercise 2

audioscript page 247

Exercise 3

1 T
2 F Jack's mum fed Misty.
3 T
4 F Anna put water in Misty's bowl.
5 F They don't take Misty for a walk.
6 F Jack spent time with Misty, but Anna didn't.

EXAM

Exercise 4

audioscript page 247

A2 Key for Schools, Listening, Part 4, (3-option multiple choice)

I can understand a conversation about pets.

For the teacher
- Teaching notes, page 180
- *Need support?* worksheet, page 236
- Audioscript, page 247

On the Portal
- Photocopiable activity: *My pet*

For the student
- Workbook, page 31

On the Portal
- Workbook: Lesson 3.5
- Extra Practice Activities: Vocabulary

3.6 Speaking

Apologising and responding to apologies

VIDEO **WORKING WITH ANIMALS**

Mum: Hi! It's nice to see you! I'm glad you're here. We need more volunteers. You can clean these cages. Then feed the animals.

Mateo: Sure. OK, Mum. I'm good at cleaning cages. Lena, can you do the food?

Lena: Of course. So this is the guinea pig food and this is the rabbit food.

Mateo: Yes. Put two spoons in each bowl. Easy.

A few minutes later ...

Mateo: Hang on, this looks like guinea pig food.

Lena: Oops! Did I put the wrong food bowls in the cages?

Mateo: You did? Honestly, Lena!

Lena: I'm really sorry. It all looked the same to me.

Mateo: Never mind. No problem. Just change the bowls now.

Lena: Good call.

Mateo: Right. Where is the clean bedding for the rabbits? Aha. Got it! This box's enormous!

Lena: Hey, mind out! Oh, now look. There's bedding all over the floor!

Mateo: Sorry, I didn't mean to do that.

Lena: Don't worry. Just be more careful.

Mateo: What a mess!

Lena: Mateo, do you really want to work with animals? It isn't easy, you know.

SOUNDS GOOD! Good call. • Mind out! • What a mess!



1 18 3.14 Describe the photo. How do you think Mateo and Lena are feeling? Watch or listen and check.

2 Where are Mateo and Lena helping as volunteers? What activities do they do?

SET FOR LIFE

3 How can you help animals as a volunteer? Discuss in groups. Use the ideas below to help you.

- help in your local animal centre
- take your neighbour's dog for a walk
- organise a charity event

4 Study the Speaking box. Find examples of the phrases in the dialogue.

SPEAKING Apologising and responding to apologies

Apologising	Responding to apologies
I'm (really/so) sorry.	Never mind.
I didn't mean to do that/it.	No problem.
I feel terrible.	Don't worry.
	Honestly!
	That's all right.
	Just be more careful.

5 3.15 Use the Speaking box to complete the dialogues. Sometimes more than one answer is possible. Listen and check.

1 A: Excuse me. I think you're sitting in my seat. I have a reservation.
B: *I'm so sorry* . I didn't realise!
A: No problem!

2 A: *I'm sorry* . I didn't hear you. Could you repeat that?
B: No problem. It's J-O-R-G-E.

3 A: I'm sorry I'm late! My bus didn't arrive on time.
B: *Don't worry* . The buses are terrible these days!

YOUR WORLD

6 In pairs, role play one of these situations. Use the Speaking box to help you.

- You forgot a friend's birthday.
- You lost someone's book.
- You took someone's pen by accident.

Exercise 1
Lena and Mateo are volunteering at the animal rescue centre. Mateo has made a mess. Lena is annoyed. Mateo is saying sorry.

Exercise 2
They're helping at the animal rescue centre. They clean the cages and feed the animals.

For the teacher
- Teaching notes, page 181

On the Portal
- **Photocopiable activity:** *Apologies*

For the student
- Workbook, page 32

On the Portal
- **Workbook:** Lesson 3.6
- **Extra Practice Activities:** West Green video

3.7 Writing

A blog entry



My holiday memories by Patricia Gallego

1 Last year I went on holiday to South Africa with my family.

2 On the last day of our holiday, we went on a safari! I was very excited in the morning because I really wanted to see an elephant.

The safari started after lunch. We saw lots of wild animals: giraffes, zebras, birds and many different insects. But there weren't any elephants, so I felt sad.

Then, our guide pointed at a group of animals behind some trees. We all stopped and listened. There was a loud noise, then I saw them. Elephants! They didn't look happy or friendly, so I was frightened at first. But the guide explained everything to us. The elephants weren't aggressive, they were playful! I was surprised, but I took some great photos.

3 It was the best experience ever!

1 Read the blog quickly and answer the questions.

1 Where was Patricia? *She was in South Africa.*
2 Who was she with? *She was with her family.*
3 What wild animals did she see? *She saw giraffes, zebras, birds, insects and elephants.*
4 How did she feel when she first saw the elephants? *She felt frightened.*

2 Look at the blog again. Find all the examples of verbs in the Past Simple. Are they regular or irregular?

3 Study the Writing box. Find examples of the phrases in the blog.

WRITING A blog entry (a personal account)

1 **Say when the situation/event happened**
In 2018, I was … Last year/Two years ago, I …

2 **Describe what happened and how you felt**
We looked for … I took photos. We saw …
I was very excited.
After that, I felt sad.
The birds were beautiful.

3 **Say what you think about the situation/event**
It was the best experience ever!
We had an amazing time.

4 Study the Language box. Find examples of linking words in the blog.

LANGUAGE Linking words

- Use *and* to add information.
- Use *or* to give two options.
- Use *so* to show results.
- Use *but* to contrast information.
- Use *because* to give reasons.

5 Complete the sentences with the linking words in the Language box.

1 I don't like spiders *or* snakes.
2 I didn't have a camera, *so* I took some photos with my phone.
3 I went to Africa *because* I wanted to see elephants.
4 We saw parrots *and* monkeys in the trees.
5 My dad hates cats, *but* they love him!

WRITING TIME

6 Write a blog entry about a special memory. Try to include an animal in your blog.

1 **Find ideas**
Make notes about a special memory.
- Where were you?
- Who was there?
- What happened?

2 **Plan**
Organise your ideas into paragraphs. Use Patricia's blog to help you.

3 **Write and share**
- Write a draft blog entry. Use the Language box and the Writing box to help you.
- Share your entry with another student for feedback.
- Write the final version of your blog.

4 **Check**
- Check language: are the linking words (*and, or, so, but, because*) correct?
- Check grammar: did you use a variety of verbs in the Past Simple?

Exercise 2
Regular: wanted, started, pointed, stopped, listened, didn't look, explained
Irregular: went, was, saw, weren't, felt, were, took

Exercise 4
Linking words are circled in blue.

I can write a blog entry.

For the teacher
- Teaching notes, page 182
- *Need support?* worksheet, page 236

On the Portal
- Photocopiable activity: *Order it*

For the student
- Workbook, page 33

On the Portal
- Workbook: Lesson 3.7

Vocabulary Activator

WORDLIST 3.16

Animals
ant (n)
bee (n)
butterfly (n)
chicken (n)
cow (n)
donkey (n)
goat (n)
gorilla (n)
guinea pig (n)
horse (n)
kangaroo (n)
ladybird (n)
leopard (n)
owl (n)
parrot (n)
polar bear (n)
rabbit (n)
shark (n)
snake (n)
tortoise (n)

Animal body parts
beak (n)
claw (n)
feather (n)
fur (n)
paw (n)
tail (n)
wing (n)

Personality
adventurous (adj)
aggressive (adj)
lively (adj)
playful (adj)
sociable (adj)

Word friends
(looking after pets)
brush his/her fur
buy food for him/her
feed him/her
put fresh water in his/her bowl
spend time with him/her
take him/her for a walk
train him/her

Extra words
animal charity (n)
aquarium (n)
be frightened of
bedding (n)
behaviour (n)
brown bear (n)
cage (n)
cat (n)
catch (v)
clean (v)
colourful (adj)
cute (adj)
dangerous (adj)
elephant (n)
farm animal (n)
food bowl (n)
giraffe (n)
hamster (n)
insect (n)
kitten (n)
live (v)
live animal (n)
lizard (n)
look after a pet
lovable (adj)
monkey (n)
penguin (n)
pet (n)
pick up (v)
play with a pet
raccoon (n)
rescue centre (n)
safari (n)
scratch the furniture
sharp (adj)
skin (n)
sloth (n)
spider monkey (n)
stripe (n)
teeth (n)
tiger (n)
toe (n)
toucan (n)
vet (n)
volunteer (n)
wild animal (n)
work with animals
zebra (n)
zoo (n)

1 Use words from the wordlist to find these things.
1 six animals that have paws *guinea pig, …*
2 five animals that have wings
3 seven animals over one metre high or long
4 two things you do with a farm animal, but not with a wild animal

2 Choose the correct answer.

Animal QUIZ

1 Which animal has claws?
a horse **b** guinea pig **c** shark **d** goat

2 Which animal lives in very cold places?
a shark **b** polar bear **c** bee **d** snake

3 Which of these adjectives has a negative meaning?
a aggressive **b** adventurous **c** lively **d** playful

4 Which body part don't birds have?
a beak **b** feather **c** claw **d** fur

5 Which of these things don't you need to do with a pet cat?
a feed it **b** spend time with it
c train it **d** take it for a walk

3 In pairs, say the names of <u>two</u> animals from the wordlist that you think:
1 make good pets for a child.
2 are aggressive.
3 are easy to train.
4 are nice to spend time with.

4 Imagine you are looking after your friend's pet. Use words from the wordlist to say how you look after the animal.
I'm looking after Sofia's parrot. I'm cleaning its cage …

5 3.17 **PRONUNCIATION** Complete the sentences with the words below. Use the words that rhyme with the words in bold. Then listen, check and repeat.

claws ~~polar bear~~ sharks snake wing

1 **There** was a *polar bear* on the **chair** over **there**.
2 A tortoise has *claws*, but it doesn't have **paws**.
3 There aren't any *sharks* in our local **parks**.
4 A butterfly's *wing* is a beautiful **thing**.
5 It's time for the *snake* to take a **break**.

Exercise 1
Possible answers:
1 leopard, polar bear, rabbit, cat, hamster, kitten, raccoon, tiger
2 bee, butterfly, chicken, ladybird, owl, parrot, penguin, toucan
3 cow, gorilla, horse, kangaroo, leopard, polar bear, shark, (donkeys – some may be smaller)
4 brush his/her fur, buy food for him/her, feed him/her, put fresh water in his/her bowl, spend time with him/her, train him/her

For the teacher
• Audioscript, page 247

On the Portal
• **Tests:** Unit 3 Test, Unit 3 Writing Test

For the student
• Workbook, pages 34–35

On the Portal
• **Workbook:** Self-check
• Wordlist
• **Extra Practice Activities:** Self-check

Revision

Vocabulary

1 Write the names of animals for the definitions.

Quiz

1 It can jump more than nine metres. It's from Australia. *kangaroo*
2 It's a dangerous sea animal. It's got very sharp teeth. *shark*
3 It's a small animal. People often keep it as a pet. It looks like a mouse. *hamster*
4 It's a small insect. It's got six legs and can carry very heavy things. *ant*
5 It's an insect. It can make honey. *bee*
6 It's a large cat. It can run at about sixty kilometres per hour. *leopard*
7 It's an insect. Its wings can be many different colours. *butterfly*



2 Complete the adjectives in the sentences.

1 Judie enjoys taking risks and doing extreme sports. She's a *d v e n t u r o u s*.
2 Bob often shouts at people and starts fights. He's quite a *g g r e s s i v e*.
3 Monica is very active and always has lots of energy. She's very l *i v e l y*.
4 Sue likes fun things, for example games and jokes. She's p *l a y f u l*.
5 Chris enjoys spending time with other people. He's very s *o c i a b l e*.

3 Complete the sentences with the verbs below. Then, in pairs, say if you agree with the sentences.

buy feed put spend take ~~train~~

1 It's difficult to *train* a dog to lie down.
2 You need to *take* a dog for a walk twice a day.
3 It's a good idea to *spend* a lot of time with your pet.
4 Make sure you *put* fresh water in a bowl every day.
5 It isn't important to go to a pet shop to *buy* pet food.
6 Always *feed* your pet with the right food.

Grammar

4 Complete the sentences with *was*, *wasn't*, *were* or *weren't*.



Jonathan the giant tortoise

- [1] *Was* Jonathan born in the USA?
- No, he [2] *wasn't*. He [3] *was* born on the island of St Helena in the South Atlantic.

- [4] *Were* there lots of very old tortoises on the island?
- No, there [5] *weren't*. The other tortoises [6] *were* young – between thirty and fifty.

- So how old [7] *was* Jonathan on his last birthday?
- He [8] *was* about 190 years old.

5 Complete the text with the Past Simple form of the verbs below.

arrive eat ~~go~~ not enjoy not explain see stay watch

On Saturday my friends and I [1] *went* to a wildlife park. We [2] *arrived* there at 11 a.m. and we [3] *stayed* there all day. We [4] *saw* birds, like owls and eagles, and wild animals like monkeys. Then we [5] *ate* our picnic lunch by a lake. After lunch, we [6] *watched* a film about animals in danger, but I [7] *didn't enjoy* it very much.

Speaking

6 In pairs, role play the situations. Student A, look below. Student B, go to page 138.

Student A

- Student B is sitting in your seat at the cinema. Respond to his/her apology.
- You are late to meet Student B. Apologise.
- Student B dropped your new guitar. Respond to his/her apology.
- You forgot to feed Student B's pet. Apologise.

Dictation

7 3.18 Listen. Then listen again and write down what you hear during each pause.

Exercise 6
Sample answer:
Situation 1
A Sorry, but you're sitting in my seat.
B I'm so sorry, I didn't realise!
A No problem.
Situation 2
A Sorry I'm late. The bus was late.
B Never mind.
Situation 3
A Sorry, I forgot to feed your cat. I feel terrible.
B That's OK. I gave him some food.
Situation 4
B I'm really sorry, I dropped your guitar.
A Don't worry. Just be more careful. Is it OK?
B I think it's OK.

EXAM

Exercise 7

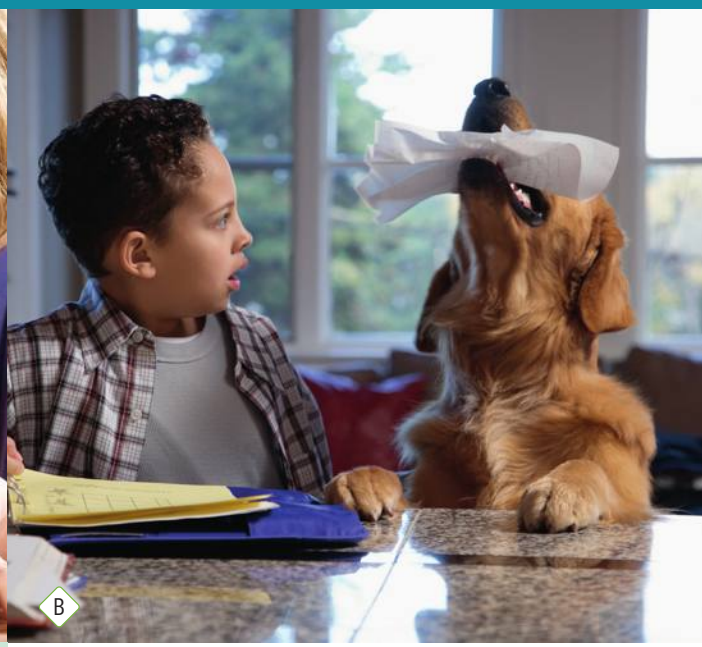
audioscript page 247

International Certificate Level 1, Listening and Writing, Section 2, (dictation)

BBC CULTURE

Perfect pets





Exercise 1
1 In photo A the girl is feeding her guinea pig. In photo B the boy is probably doing homework and his dog wants to play with him.

PETS AROUND THE WORLD

For a long time, people used animals for food and for work. Today, many of us keep animals in our homes as pets. Cats and dogs are very popular pets in many countries. For example, in the UK there are nearly eleven million pet cats! Here are some other popular pets from around the world that you might find surprising.

China

People in China like many different animals, but one very popular pet is the goldfish. For Chinese people, the colour gold means money, and they believe goldfish are lucky. Some people say that goldfish have a bad memory, but it isn't true! They can remember when it's time for their food.

Japan

In Japan, they like keeping rabbits. They're gentle animals with soft fur, but when they're angry or frightened, they get aggressive and tap their feet on the ground loudly! They're also very small, which is important for people who live in small apartments.

The USA

Snakes are popular in the USA. They can live up to forty years, and people don't need to feed them a lot. They don't usually move very much, and some snakes sleep all the time during the cold months of the year. Most pet snakes are born in special centres. They're not dangerous or poisonous – unlike the snakes in the wild!

gentle (adj) not strong or violent
in the wild (phr) living free in nature
tap (v) hit lightly

1 In pairs, discuss the questions.
1 What is happening in the photos?
2 Do you have a pet? If not, would you like one? Why?/Why not?
3 Do any of your friends have an unusual pet? Can you describe it?
4 Why do people keep pets?

2 Match pets 1–3 with countries a–c where you think they are popular.

1	*b* rabbit	a	China
2	*c* snake	b	Japan
3	*a* goldfish	c	The USA

3 3.19 Read the article and check your answers to Exercise 2.

4 Read the article again and answer the questions.
Which animal …
1 brings you good luck? *goldfish*
2 sometimes makes a noise with its feet? *rabbit*
3 lives for a long time? *snake*
4 knows when it's time for a meal? *goldfish*
5 sleeps a lot? *snake*

5 In pairs, discuss the advantages and disadvantages of each pet. Which (if any) is the perfect pet for your family? Why?
A goldfish doesn't cost much to feed, but it's a bit boring.

For the teacher
- Teaching notes, page 183
- Videooscript, page 247

On the Portal
- Photocopiable activity: *Project worksheet: a digital presentation*

BBC **Wild at heart**



6 Look at the photo of another pet. In pairs, discuss the questions.

1 What is this pet?
2 What abilities does it have? What can it do?

7 19 Watch a video about pet behaviour and check your answers to Exercise 6. Number the pets below in the order that you see them.

[1] puppy [3] parrot [2] hamster

8 19 Watch again and choose the correct option.

1 Dogs always need to (*work*) / *fight* with other dogs in their group.
2 Hamsters run fast to *hunt* / (*run away from*) other animals.
3 Hamsters put a lot of food in their mouths to *share with other animals* / (*eat later*).
4 Some birds copy the 'language' of (*their*) / *another* group of birds.

9 VISIBLE THINKING In pairs, follow these steps.

WHY DO YOU SAY THAT?

1 Study the discussion question and choose your opinion.

Do you think it's a good idea to keep a pet?

Opinion: *Yes, I do. / I'm not sure. / No, I don't.*

2 Tick (✓) the reasons that you can use to support your opinion about keeping a pet. Can you add two more reasons for your opinion?

a ☐ Pets can be like friends to people.
b ☐ Animals are happier in the wild.
c ☐ You can learn about animal behaviour.
d ☐ They are expensive.

3 In pairs, discuss if it's a good idea to keep a pet. Give your opinion and all your reasons.

A: Do you think it's a good idea to keep a pet?
B: Yes, I do.
A: Why do you say that?

Exercise 7

videoscript page 247

1 a bird/parrot
2 It can talk and fly. It can copy what people say. It can say 130 words.

PROJECT TIME

10 In groups of three, prepare a digital presentation about a popular pet in your country. Follow these steps.

1 **In groups, choose a popular animal. Decide who in your group can find the answers to these questions.**
- Where does the animal originally come from? What does it look like? What can it do?
- How many people have the animal as a pet? Why is it popular?
- How do you look after this animal? What does it eat? What does it like doing?

2 **Individually, create your part of the presentation.**
- Find the information and photos for the slideshow.
- Decide on a title for each slide.
- Write a short text for each slide and add the photos.

3 **In your group, create your presentation. You can use a presentation program.**
- Put the slides together and think of a title for the presentation.
- Check and edit your presentation.
- Practise giving the presentation as a group.

4 **Show your presentation to the class.**
- Answer other students' questions.
- Listen to the other presentations. Ask questions.

Progress Check Units 1–3

Vocabulary and Grammar

1 Complete the second sentence with the word in bold so that it means the same as the first one. Use no more than four words.

1 I think it's relaxing to watch films with friends. **FEEL**
I *feel relaxed* when I watch films with friends.

2 He was very interested in art and painting. **INTO**
He *was really into* art and painting.

3 She found that reading poetry was boring. **GOT**
She *got bored* when she read poetry.

4 Yesterday we went to the theatre, not the cinema. **GO**
Yesterday we *didn't go* to the cinema, we went to the theatre.

5 I watch soap operas on Fridays and Sundays. **TWICE**
I watch soap operas *twice a week* .

2 Complete the text with one word in each gap.

When I [1] *was* twelve, my grandma gave me two baby rabbits for my birthday. They [2] *were* very small and really cute. Now they're bigger, but they're still amazing. Their names are Fluffy and Snowy. They're quite easy to look after. I feed them and I brush them [3] *every* day. I also have to clean their cage and buy food [4] *for* them. Mum has an allergy to fur, so she [5] *never* brushes them. My brother also wanted to get a pet. [6] *Last* weekend Mum took him to the pet shop and got him a fish.



3 Complete the text with the correct form of the words in brackets.

Some people say teens are too much into technology, but I disagree. In my free time I watch video clips of my favourite [1] *musicians* (**MUSIC**) like Lorde or Lana Del Rey on my phone. For school projects I watch [2] *documentaries* (**DOCUMENT**) on my computer. I also use my computer for shopping. Last week I bought some new [3] *trainers* (**TRAIN**) from an online sports shop. I like talking to my friends on my phone. My best friend, Charlie, is a very [4] *chatty* (**CHAT**) person, so we talk for hours! I get [5] *annoyed* (**ANNOY**) when people say teens use too much tech. It isn't true.

Speaking

4 Complete the dialogue with the words below. There is one extra word.

~~about~~ ask because believe realise sorry worry

A: How do you feel [1] *about* game shows?
B: If you [2] *ask* me, they're awful.
A: Don't say that! I really like game shows.
B: I'm [3] *sorry* . Maybe they are OK.
A: Well, I'm feeling excited [4] *because* my mum's on a game show today.
B: I don't [5] *believe* it! You're kidding. Sorry again!
A: Don't [6] *worry* . Do you want to come and watch the show?
B: OK. Maybe I'll like it after all!

5 In pairs, follow the instructions.
Student A: Go to page 138.
Student B: Go to page 144.

Listening

6 Does your school have a website? What things are interesting for a school website?

7 PC1–3.1 Listen to the dialogue. Match students 1–4 with things they do for the website a–f. There are two extra answers.

1 [d] Julia
2 [b] Natalie
3 [a] Theo
4 [f] Arlo

a design
b chief editor
c photography
d articles
e animal blog
f games blog

EXAM
Exercise 2
A2 Key for Schools, Reading and Writing, Part 5, (open cloze)

EXAM
Exercise 5
International Certificate Level 1, Speaking, Section 11, (describe a picture)

EXAM
Exercise 7
audioscript page 247
A2 Key for Schools, Listening, Part 5, (matching)

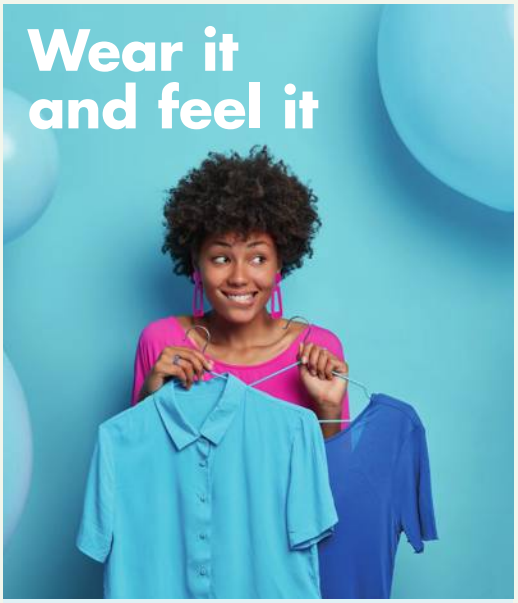
For the teacher
- Audioscript, page 247

On the Portal
- **Photocopiable activities:** *Find the words, Discuss it*
- **Tests:** Units 1–3 Progress Test, Units 1–3 Progress Writing Test, Units 1–3 Progress Speaking Test

For the student
- Workbook: Exam Time 1 Units 1–3, pages 102–104

On the Portal
- **Workbook:** Exam Time 1 Units 1–3
- **Extra Practice Activities:** Use of English

Reading



Do you always wear black or white? Or do you choose clothes in different colours for different days? Maybe we don't know why we choose different colours, but read on to see how colours can change the way you feel.

Blue helps you to relax when you are stressed. It can also help your creativity. Put on a comfortable blue tracksuit and start painting or writing! But be careful. Blue is a cold colour, so if you feel sad, don't wear your blue hoodie. Choose a green one instead. The colour of trees is also relaxing and makes us think of nature.

Red and pink are the colours of love, but red is more energetic, so wear your favourite red dress when you go out with friends. Everyone will want to talk to you! But red can also make you hungry for junk food, so don't wear a red T-shirt every day!

Do you feel tired in the morning? Put on a yellow sweater. Yellow is the colour of the sun. It gives you energy and it can wake you up. Experts say yellow also makes us feel clever, so why not wear a yellow scarf or necklace when you have exams?

Finally, black and white. White helps you feel more confident. It is useful because it goes with everything! Black is a strong colour that can help a shy person feel confident too. Put on your black jeans when you are meeting someone new and match them with a white T-shirt.

8 Answer the questions. Then compare your answers with the class.

1 What are your favourite colours of clothes?
2 How do you feel when you wear clothes in these colours?

9 Read the article and complete the sentences with a word or a short phrase in each gap.

1 These two colours can help you feel more relaxed: *blue and green* .
2 These two colours make you feel full of energy: *red and yellow* .
3 If you go to an exam, wear something in this colour: *yellow* .
4 These colours can help you if you are shy: *black and white* .

10 Read the article again and choose the correct answer.

1 What does the writer say about clothes and colours?
a We have too many choices.
(b) They can change our feelings.
c We always know why we choose them.
2 Why is it good to paint or write in blue clothes?
(a) Because they make you creative.
b Because blue is a colour of nature.
c Because blue always makes you happy.
3 Why are red clothes a bad thing to wear every day?
a They can make you fall in love.
b They can take away your energy.
(c) They can make you want to eat more.
4 What do experts say about the colour yellow?
a It is good for us on sunny days.
b It makes us feel tired.
(c) It makes us feel intelligent.
5 Why is white a useful colour?
a It is good for any meeting.
(b) It matches all other colours.
c It makes you feel strong.

EXAM

Exercise 10
A2 Key for Schools, Reading and Writing, Part 3, (3-option multiple choice)

Writing

11 Tick (✔) the shows and performances that you like.

☐ dance shows
☐ films at the cinema
☐ open-air concerts
☐ street theatre
☐ plays at the theatre

12 Write a blog entry about a show or performance that you saw. Include the information below.

- where and when you went
- what you saw
- how you felt

Cool tech!

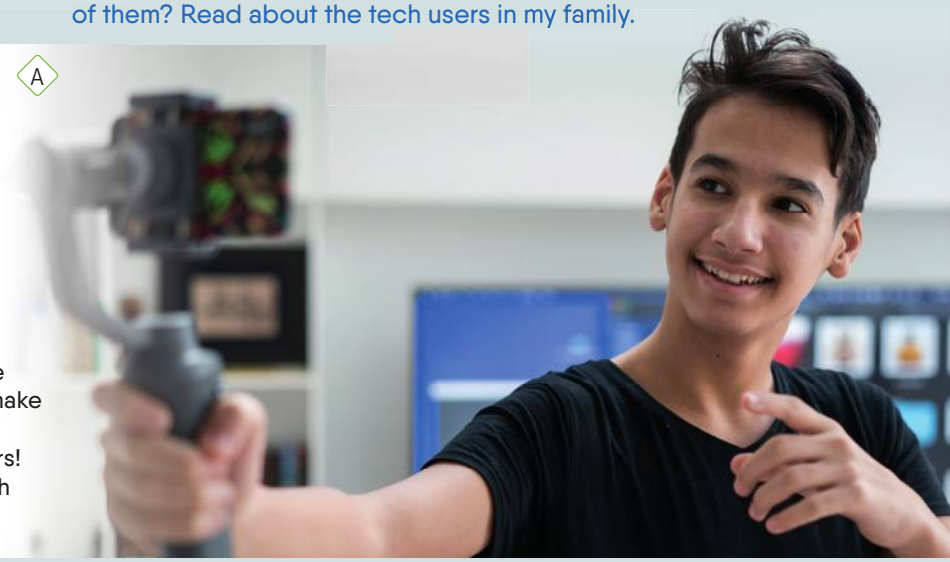
4

VOCABULARY
Digital devices | Using technology | Computer equipment | Phrasal verbs | Favourite websites | Computer problems

GRAMMAR
Used to | Verb patterns

Tech Users in My Family

What kind of tech users are your family members? Do they like using new gadgets or are they afraid of them? Read about the tech users in my family.



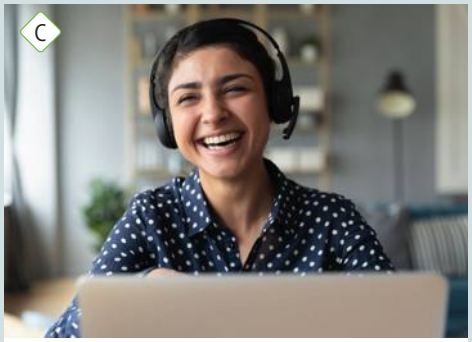
The Influencer

Two years ago, I got a new smartphone with a great digital camera. I use it to make video clips that I post on my YouTube channel. I've got thousands of followers! If you'd like to hear more about my tech family, watch my video blog!



The New User

My granny Betty is crazy about sport. She never used a lot of technology until she got a new smartphone. Now she makes workout videos herself!



The Mindful User

My sister Lily hasn't got any social media accounts and she doesn't really use her smartphone. She prefers to meet her friends in town instead of sending messages. She only uses tech to join her online classes at college or look for information.



The Players

My parents love playing video games. On Saturdays, they take out their games console and play different games. They always have a lot of fun! It's funny because my sister and I aren't into gaming so much.

4.1 Vocabulary

Technology

1 4.1 Study Vocabulary box A. Which of the devices can you find in photos A–D?

VOCABULARY A Digital devices

Bluetooth® speaker | digital camera | games console | handsfree headset | phone charger | smartphone | smartwatch | wireless earbuds

Exercise 1
Photo A: digital camera
Photo B: smartphone, smartwatch
Photo C: handsfree headset
Photo D: games console

For the teacher
- Teaching notes, page 184

On the Portal
- Vocabulary Memory Game
- **Photocopiable activity:** *What gadget am I?*
- **Test:** Vocabulary Check 4

For the student
- Workbook, pages 38–39

On the Portal
- **Workbook:** Lesson 4.1
- **Extra Practice Activities:** Vocabulary

2 Read the blog on page 50. In pairs, ask and answer the questions.

1 Which devices from Vocabulary box A do you and your family members use?
2 What kind of tech users are they? Think of tech names for them.

3 4.2 **WORD FRIENDS** Check you understand the phrases below. In pairs, ask and answer the questions.

charge your phone
check social media
check the time
download apps
join an online class
listen to music/podcasts
look for information
make video clips
phone a friend
play online games
send texts/messages
take photos

1 Which devices from Vocabulary box A can you use for these activities?
You can use a smartphone to make video clips.
2 How often do you do these things?
I check my social media a lot.
3 When did you last do them?
I sent three messages before breakfast this morning.

4 4.3 Study Vocabulary box B. In pairs, find five of the words. Check you understand them.

VOCABULARY B Computer equipment

keyboard memory microphone printer
scanner screen touchscreen USB cable

Are you tech clever?

1 ☐ I can write messages without looking at the keyboard.
2 ☐ I stay calm when my computer (or printer or scanner) stops working.
3 ☐ I ask how much memory a phone or tablet has before I buy it.
4 ☐ I take regular breaks from looking at my computer screen or touchscreen.
5 ☐ I use a wireless headset to play games online.
6 ☐ I speak quietly when I use my phone in public.
7 ☐ I never play online games late at night.

Four or more ticks (✓) means you are tech clever.

WATCH OUT!
*Do you play **online** games?* – adjective
*Do you play **online**?* – adverb

5 Do the quiz in Exercise 4. Tick (✓) the sentences that are true for you. In pairs, compare your answers.

6 4.4 Complete the text with words from Vocabulary box B. Listen and check.



My favourite device

A few years ago, I had a desktop computer, a laptop and a tablet, but now I only use my smartphone. The [1] *touchscreen* has a great picture and it's easier to use than a computer mouse and [2] *keyboard* . The sound on my phone is great too. The [3] *microphone* is so good that I don't need to hold the phone next to my mouth when I speak. I can use a [4] *USB cable* or Bluetooth® to connect my phone to a [5] *printer* or scanner to print or scan documents. The phone has 512 GB of [6] *memory* , so there's plenty of space. Who needs a computer?

YOUR WORLD

7 Which of the activities in Exercise 3 do you usually do on a computer and which do you do on your phone? Discuss in pairs.
I usually use my phone to check social media and to send messages, but I prefer to use a computer to make video clips.

4.2 Grammar

Used to

VIDEO **WE DIDN'T USE TO HAVE PHONES**

Gran: Here are your drinks.
Adam: Thanks.
Gran: Funny weather today, isn't it?
Lena: Mmm, thanks.
Gran: Are you listening to me? When you were little, we used to talk when you came to visit. You used to ask me questions. You were interested in the world!
Lena: We are interested in the world.
Gran: You didn't use to be on your phones all day.
Lena: That's because we didn't use to have phones.
Gran: When I was your age, we didn't have a phone in our house. We had to walk to the phone box at the end of the street. We didn't use to have emails or text messages or …
Adam: How did you use to communicate?
Gran: We used to write letters.
Adam: Did you use to send postcards too?
Gran: Yes, we did. The postman used to bring us letters almost every day. The problem today is you young people are addicted to your phones. OK, let's go to the shops!
Lena: What for?



Gran: Look at that! They've got the new model of this phone!
Lena: But you only got that phone last year!
Adam: Gran, you're addicted!

1 20 4.5 Describe the photo. Why is Gran unhappy? Watch or listen and check.

2 Study the Grammar box. Find more examples of *used to* in the dialogue.

GRAMMAR *Used to*

We use *used to* to talk about habits and states that were true in the past, but are not true anymore.

+	We used to talk when you came to visit.	
−	We didn't use to have phones.	
?	Did you use to send postcards?	Yes, we did. No, we didn't.
	How did you use to communicate?	

GRAMMAR TIME > PAGE 129

3 4.6 Rewrite the sentences with the correct form of *used to*. Listen and check.

1 Lena doesn't enjoy doing jigsaw puzzles anymore.
Lena used to enjoy doing jigsaw puzzles.
2 Lena likes video games now, but she didn't before.
3 Adam has a tablet now, but he didn't before.
4 Mateo doesn't watch TV all the time anymore.
5 Mateo studies hard these days, but he didn't before.

4 Make questions from the prompts below and *used to*. In pairs, ask and answer the questions.

1 Lena and Adam / ask Gran questions / about the world / ?
2 Lena and Adam / have phones / ?
3 how / Gran / communicate / ?
4 the postman / bring a lot of letters / ?

A: Did Lena and Adam use to ask Gran questions about the world?
B: Yes, they did.

5 Write sentences with *used to* to explain why these sentences are false.

1 Marco Polo went to China in a helicopter in the 13th century.
People didn't use to travel by helicopter then.
2 I have a photograph of the moment when Columbus first arrived in America in 1492.
3 Isaac Newton used an electronic calculator in the 1680s.
4 In 1898 Marie Curie sent a text to her husband saying 'I discovered radium! ☺'
5 Shakespeare wrote his plays on a tablet.

YOUR WORLD

6 How was your life different ten or five years ago? Write down three sentences with *used to*. Then tell your partner.
I used to play all the time ten years ago.

Exercise 1
She's unhappy because the kids are on their phones instead of talking.

Exercise 3
2 Lena didn't use to like video games.
3 Adam didn't use to have a tablet.
4 Mateo used to watch TV all the time.
5 Mateo didn't use to study hard.

Exercise 4
2 Did Lena and Adam use to have phones? No, they didn't.
3 How did Gran use to communicate? She used to use the phone (box) at the end of the street. She used to write/send letters and postcards.
4 Did the postman use to bring a lot of letters? Yes, he did.

Exercise 5
Possible answers:
2 People didn't use to have cameras then.
3 People didn't use to use electronic calculators then.
4 People didn't use to send texts then.
5 People didn't use to have tablets then.

For the teacher
- Teaching notes, page 185
- *Need support?* worksheet, page 237

On the Portal
- Grammar presentation
- **Photocopiable activity:** *Liar!*
- **Test:** Grammar Check 4

For the student
- Workbook, page 40
- Grammar Time, Student's Book, page 129

On the Portal
- **Workbook:** Lesson 4.2
- **Extra Practice Activities:** West Green video, Grammar

4.3 Reading and Vocabulary

Technological innovations

1 4.7 The Mobile World Congress is the world's largest exhibition for the mobile phone industry. Do you know what these innovations are? Read the report and check.

face recognition glasses flexible screens flying drone taxis
long-lasting batteries robot musicians waterproof phones

2 Read the report again and choose the correct answer.

1 What did the writer of the text do at the MWC?
   a She looked at the new technology.
   b She bought some clothes there.
   c She presented a new phone.
2 What kind of text is this?
   a An advertisement for the MWC.
   b Instructions for the visitors to the MWC.
   c A report about the MWC.

3 Read the report again and complete the notes with a word or a short phrase in each gap.

1 Where: *Barcelona*
2 When: *February or March*
3 Number of visitors: *100,000*
4 How long it lasts: *four days*
5 A device that can identify people you see: *face recognition glasses*
6 Thanks to this you can wear a phone on your body or clothes: *flexible screens*
7 The length of time the phone battery lasts without charging: *fifty days*

4 4.8 **WORD FRIENDS** Match the highlighted phrasal verbs in the report with the definitions. Listen and check.

1 Discovered something. *found out*
2 Ended a phone call. *hung up*
3 Look at something to see what it's like. *check out*
4 Wore something to see what it was like. *tried on*
5 Started an electrical device. *switched on*

5 Complete the questions with the correct form of the phrasal verbs in Exercise 4. In pairs, ask and answer the questions.

1 What's the first electronic gadget you *switch on* every morning?
2 What's the last thing you say on the phone before you *hang up* ?
3 What was the last video that you *checked out* online?
4 What's the best way to *find out* information about the right phone for you?
5 Do you always *try on* clothes before you buy them?



MY DAY IN THE FUTURE AT THE MWC

Fearne Green

Last week, I found out about the future of phones at the MWC.

The Mobile World Congress is the world's largest exhibition for the mobile phone industry. It used to take place in France, but now it takes place in Barcelona every February or March. This year I was one of 100,000 people there to check out the latest gadgets and technology.

It was a fantastic four-day-long experience. I heard robots playing music and I wore face recognition glasses that tell you the name of everyone you look at. I also flew in a flying drone taxi without a pilot. Scary!

Flexible screens that bend like paper were big again this year. I saw a phone that you wear around your arm and I tried on a T-shirt that can show videos on its screen.

In one place, they switched on a phone and put it in a tank full of water. It was one hundred percent waterproof. In another, they hit a phone with a hammer to show how tough the screen is.

The congress was amazing. I saw some wonderful innovations and others that are less practical. For example, I made a call on a phone with a battery that works for fifty days before you need to charge it! Unfortunately, it's three centimetres thick and really heavy, so I hung up and used my own, light phone to call a taxi home.

Exercise 1
face recognition glasses – glasses that tell you the name of everyone you look at
flexible screens – screens that bend like paper
flying drone taxis – taxis that fly without a pilot
long-lasting batteries – batteries that last a long time – up to 50 days!
robot musicians – robots that play music
waterproof phones – phones that work under water

EXAM

Exercise 3
International Certificate Level 1, Reading, section 7, (note completion)

YOUR WORLD

6 In groups, discuss one of the questions below. Then report your answers to the class.

- Which innovations in the report on the MWC do you really like? Which ones are not so interesting?
- What innovations would you like to see in mobile phone technology in the future?

I can understand a report about new technologies.

For the teacher
- Teaching notes, page 186
- *Need support?* worksheet, page 237

On the Portal
- Photocopiable activity: *Keep going*

For the student
- Workbook, page 41

On the Portal
- Workbook: Lesson 4.3
- Extra Practice Activities: Vocabulary

4.4 Grammar

Verb patterns

Exercise 2
Because she uses it all the time and finds it hard to live without it.

1 How do you feel when you do not have your phone with you?

2 4.9 Read the text. Why does Jen think she is addicted to her phone?



Can you live without your phone?

Jen, 15

I use my phone from the minute I wake up. I don't mind talking to people face to face, but I prefer texting friends. I also enjoy following my favourite sports stars online. But I would like to spend less time on my phone. I don't know why I need to check my social media pages every few minutes. I try to switch it off sometimes. But the thing is, I can't stand being without my phone. I hate it when I forget to charge it and the battery dies. I think I'm probably addicted to my phone.

3 Study the Grammar box. Find more examples of these verb patterns in Jen's text.

GRAMMAR Verb patterns

- We use ***to* + the infinitive** after these verbs:
  agree, decide, forget, learn, need, remember, try, want, would/'d like
  I try to switch it off sometimes.
- We use **verb + *-ing*** after these verbs:
  can't stand, don't mind, enjoy, finish, hate, keep, like, love, prefer, stop
  I prefer texting friends.

GRAMMAR TIME > PAGE 130

4 Choose the correct option. In pairs, say if the sentences are true for you.

1 I enjoy *to try* / *trying* new apps on my smartphone.
2 I hate *to be* / *being* without my phone.
3 I would like *to buy* / *buying* a new smartphone.
4 I sometimes forget *to charge* / *charging* my phone.
5 I don't mind *to text* / *texting*, but I can't stand *to make* / *making* phone calls.

5 4.10 Complete the text with the correct form of the verbs in brackets. Listen and check.

I hate [1] *checking* (check) my phone all the time. That's why at New Year I decided [2] *to stop* (stop) using it in the evenings. That was six months ago. Sometimes I still forget [3] *to switch* (switch) it off, but usually I remember [4] *to do* (do) it. I used to be bored in the evenings, but now I enjoy [5] *reading* (read) books and I'm trying [6] *to learn* (learn) how to dance. My sister agreed [7] *to teach* (teach) me. I like [8] *having* (have) a phone, but I love [9] *spending* (spend) time offline too.

6 In pairs, complete the text with the correct form of the verbs in brackets. Which app do you like?

Taylor describes her favourite new apps

Noshinarush
I don't like [1] *cooking* (cook) much, so I love [2] *ordering* (order) food with this app. It's easy to use and it's quick!

Sing Sweetly
I'm learning [3] *to sing* (sing) – I want [4] *to be* (be) the next Adele! This app is like a personal music teacher. I really enjoy [5] *using* (use) it. It's great!

Chimp Notes
I use this app when I need [6] *to organise* (organise) my notes. It isn't free, but I don't mind [7] *paying* (pay) for good apps.

Internet Bolt
It isn't easy for me to stop [8] *wasting* (waste) time online. So this app is really useful. It's a shame I keep [9] *forgetting* (forget) I have it!

YOUR WORLD

7 In pairs, ask and answer the questions.

- What are your favourite apps? Why?
- Why are they useful?

My favourite app is … It's fun. I use it to …

Unit 4 **54** I can make sentences with verbs followed by *to*-infinitive or the *-ing* form.

For the teacher
- Teaching notes, page 187

On the Portal
- Grammar presentation
- **Photocopiable activity:** *What does he want to do?*
- Test: Grammar Check 4

For the student
- Workbook, page 42
- Grammar Time, Student's Book, page 130

On the Portal
- **Workbook:** Lesson 4.4
- **Extra Practice Activities:** Grammar

4.5 Listening and Vocabulary

Favourite websites

1 In pairs, read the Life Online survey and answer the question.

You can use YouTube to view videos. I use it a lot.

2 4.11 **WORD FRIENDS** Complete the text with the correct form of the highlighted verbs in the survey. Listen and check.

I needed to find a program for making films, so I [1] *searched* the web and found one. I [2] *clicked* on the link and saw it was free, so I [3] *downloaded* the program. After I finished making my film, I wanted to [4] *share* it with other people, so I [5] *uploaded* my video clip to a video-sharing website. In the first week, 300 people [6] *viewed* my video. Now hundreds of people [7] *follow* me on social media, and I enjoy [8] *chatting* online with some of them.

3 4.12 Listen to Part 1 of a radio programme. Complete the notes with a word or a short phrase in each gap.

YouTube

- It started in [1] *February 2005* .
- The first video was [2] *nineteen/19 seconds* long.
- In [3] *October 2006* Google agreed to buy it for $1.65 billion.
- Every [4] *day* people watch over a thousand million hours of videos.
- Every minute people upload over [5] *500/five hundred* hours of videos.
- There are YouTube websites in almost [6] *eighty/80* languages.

4 4.13 Listen to Part 2 of the programme and choose the correct answer.

1 Upload is a
   a computer program. (b) radio programme.
   c website.
2 Alex likes YouTube because
   (a) it shows many different kinds of videos.
   b it's always funny.
   c he likes watching famous people.
3 What are the most popular kinds of videos on YouTube?
   a sports b comedy shows (c) music videos
4 How many views does one of the most popular YouTube music videos have?
   a 2 billion (b) 7 billion c 8 billion
5 What did Alex and his son make with the help of a video tutorial?
   a a computer program (b) a speaker
   c a phone

Life Online



Which websites and social media sites can you use to do these things?

- view and download videos or upload your own videos
- buy and sell things
- keep in touch with friends and chat online
- search the web for other websites that interest you
- read articles and click on links to find out more information
- share photos and videos
- write micro blogs and follow people you like

VIDEO WIDER WORLD

5 21 Watch three people talking about their favourite websites. Write down the names of the websites and why the people like them.

Michael's favourite website is Facebook. He likes it because …

6 In pairs, ask and answer the questions about your favourite websites.

- What kind of website is it?
- What can you do on it?
- How popular is it?
- Do you know how and when it started?
- How often do you visit it?
- Why do you like visiting it?

My favourite website is Instagram. You can use it to …

EXAM

Exercise 3

audioscript page 248

International Certificate Level 1, Listening, Section 3, (note completion)
A2 Key for Schools, Listening, Part 5, (gap fill)

EXAM

Exercise 4

audioscript page 248

A2 Key for Schools, Listening, Part 3, (3-option multiple choice)

Exercise 5

videoscript page 248

Michael: Facebook because he can contact people around the world; use it like a phone; it's easy to use
Chris: Twitter because he can check the news; it's got everything he needs; he can follow people like celebrities and footballers
Tim: BBC website because it's informative; there's a lot of information on different things from recipes to news stories

I can understand a radio interview about a popular website.

For the teacher
- Teaching notes, page 188
- Audioscript, page 248
- Videoscript, page 248

On the Portal
- Photocopiable activity: *Tell your group*

For the student
- Workbook, page 43

On the Portal
- Workbook: Lesson 4.5
- Extra Practice Activities: Vocabulary, BBC Vox Pop

4.6 Speaking

Talking about technology problems

VIDEO **THE COMPUTER CRASHED**

Mateo: Aargh no! The computer crashed. It isn't working.
Noah: You need to press Control-Alt-Delete.
Mateo: OK, let's try … No, that didn't work.
Noah: Try switching it off and on again.
Mateo: No … the screen's frozen. How about calling Mia?
Noah: Good idea … Oh! No answer.
Mateo: Let's search online. What's your wi-fi password?
Noah: Em … Password.
Mateo: Seriously? … OK, shall we look for a blog, an online forum or the FAQs on this website?
Noah: Have a look at that video!
Twenty minutes later. Noah's phone rings.
Mia: Hi Noah, why did you call?
Noah: My computer crashed. We thought you could help, but we watched a video online and fixed it ourselves!
Mia: Good for you. So you don't need me?
Noah: No, thanks, we're fine ... Oh no! The computer crashed again! Mia? Can you help us? Please!
Mia: OK. Give me ten minutes.



Exercise 1
Noah's computer crashed during a video game. Noah and Mateo searched online and watched a video that showed how to fix it. Then the computer crashed again. Mia came round to help them.

SOUNDS GOOD! Good for you. • Seriously?

1 22 4.14 Watch or listen. What problems did the boys have and what solutions did they find?

SET FOR LIFE

2 What can you do when you have a problem? In groups, order the ideas. Is it a good plan?

- ☐ ask someone for help
- ☐ choose the best idea
- ☐ decide what the problem is
- ☐ think of possible solutions together

Exercise 2
Possible answers:
1 decide what the problem is
2 ask someone for help
3 think of possible solutions together
4 choose the best idea

3 Study the Speaking box. Find examples of the phrases in the dialogue.

SPEAKING Talking about technology problems

You need to switch it off and on again/charge it.
You need to press Control-Alt-Delete.
Let me/Let's try (something).
Look at the FAQs (Frequently Asked Questions) on this website.
Let's search online (for a solution).
How about calling …?
Shall we look for a blog or an online forum?

4 4.15 **WORD FRIENDS** In pairs, check you understand the sentences below.

The battery died.
The computer crashed/isn't working.
The internet connection is slow.
The mouse/printer doesn't work.
The screen's frozen.

5 4.16 Complete the dialogues with one word in each gap. Listen and check.

1 A: The screen's *frozen* .
B: Let me *try* something … No, that didn't work. Shall we look *for* a blog?
2 A: The internet *connection* is slow. I can't download this video.
B: Let's *search* online for a solution.
3 A: Oh no! My computer *crashed* !
B: You need to *switch* it off and on again.
A: I tried that, but it isn't *working* .
B: How about *calling* a computer helpline?

6 Work in pairs. Student A, go to page 139. Student B, go to page 144.

YOUR WORLD

7 In pairs, think about three problems with technology. Talk about them and suggest solutions.

A: I broke the screen on my phone.
B: Let's search online for a solution.

For the teacher
- Teaching notes, page 189
- *Need support?* worksheet, page 237

On the Portal
- **Photocopiable activity:** *Can you help?*

For the student
- Workbook, page 44

On the Portal
- **Workbook:** Lesson 4.6
- **Extra Practice Activities:** West Green video

4.7 Writing

A review of a gadget

A personal blog on the digital world

CONNECT WITH CALLUM



Read my reviews of apps, games and gadgets.

Today, I'm reviewing a useful new gadget – Beezer's Audio Shades.

What is it? It's a combination of two gadgets: cool sunglasses and hi-tech earphones. The shades are great for protecting your eyes. You can also connect the earphones to your phone to listen to music.

Good points The glasses are light and perfect for looking cool. I love the audio speakers too. The sound is fantastic.

Bad points They are expensive. And it wasn't easy to connect the shades to my phone.

Do you recommend it? I recommend buying this gadget, but be sure to get an extra battery!

1 Read Callum's review. What does he like and not like about the gadget? What is his recommendation?

2 Study the Writing box. Find examples of the phrases in Callum's review.

WRITING A review of a gadget

1 **Introduction**
Today/This week, I'm reviewing a new device/gadget.
This game/app is exciting/practical/useful.

2 **Say what it is**
It's a new app for learning to paint.
You can use it to edit videos/text your friends.

3 **Mention good points**
The glasses are light and look great/fantastic/cool.
The battery lasts for ages/twenty hours.

4 **Mention bad points**
It's/They're (a bit) slow/expensive/heavy.
The battery doesn't last very long/died after one week.

5 **Say if you recommend it**
I recommend (buying) this gadget. It's great fun/easy to use.
I don't recommend spending any money on it.

3 Study the Language box. Find examples of expressions of purpose in the review.

LANGUAGE Expressions of purpose

Use ***for*** **+** ***-ing*** or ***to*** **+ infinitive** to express purpose.
This app is great ***for sharing*** *your photos.*
You can use the app ***to edit*** *videos.*

4 Complete the sentences with *for* and *to*. Use the Language box to help you.

1 You can use the console *to* watch films.
2 I use the app *for* buying food.
3 I often go to the library *to* use the internet connection.
4 This is a good blog *for* finding answers to computer problems.
5 Can I use this cable *to* connect my phone to yours?

WRITING TIME

5 Write a review of a device, gadget, game or app.

1 **Find ideas**
Make notes for a review.
- What is the product/its name/the price?
- What is it for?
- What are its good/bad points?
- Do you recommend it?

2 **Plan**
Organise your ideas into paragraphs. Use Callum's review to help you.

3 **Write and share**
- Write a draft review. Use the Language box and the Writing box to help you.
- Share your review with another student for feedback.
- Write the final version of your review.

4 **Check**
- Check language: are the expressions of purpose (*for* + *-ing*, *to* + infinitive) correct?
- Check grammar: did you use the correct verb patterns?

Exercise 1
The glasses are light and look cool. The speakers have a fantastic sound.
They're expensive and it wasn't easy to connect the glasses to his phone.
He recommends buying them, but he recommends getting an extra battery.

Exercise 3
Expressions of purpose are circled in blue.

I can write a review of a gadget.

For the teacher
- Teaching notes, page 190
- *Need support?* worksheet, page 237

On the Portal
- **Photocopiable activity:** *Find all your pieces*

For the student
- Workbook, page 45

On the Portal
- **Workbook:** Lesson 4.7

Vocabulary Activator

WORDLIST 4.17

Digital devices
Bluetooth® speaker (n)
digital camera (n)
games console (n)
handsfree headset (n)
phone charger (n)
smartphone (n)
smartwatch (n)
wireless earbuds (n)

Word friends (using technology)
charge your phone
check social media
check the time
download apps
join an online class
listen to music
listen to podcasts
look for information
make video clips
phone a friend
play online games
send messages
send texts
take photos

Computer equipment
keyboard (n)
memory (n)
microphone (n)
printer (n)
scanner (n)
screen (n)
touchscreen (n)
USB cable (n)

Word friends (phrasal verbs)
check out (v)
find out (v)
hang up (v)
switch on (v)
try on (v)

Word friends (favourite websites)
click on links
chat online
download videos
follow people
search the web
share photos
share videos
upload videos
view videos

Word friends (computer problems)
The battery died.
The computer crashed.
The computer isn't working.
The internet connection is slow.
The mouse doesn't work.
The printer doesn't work.
The screen's frozen.

Extra words
app (n)
be addicted to
buy and sell things
call a helpline
charge (v)
communicate (v)
connect to (v)
desktop computer (n)
device (n)
document (n)
drone (n)
edit videos
electronic (adj)
extra (adj)
fix a problem
gadget (n)
hi-tech (adj)
innovation (n)
install a computer program
keep in touch
laptop (n)
last (v)
offline (adj)
online forum (n)
password (n)
phone battery (n)
phone box (n)
read articles
recommend (v)
save photos
social networking site (n)
sound (n)
stay calm
switch off (v)
tablet (n)
take (regular) breaks
technology (n)
text (v)
waterproof (adj)
website (n)
wi-fi (n)

Exercise 1
2 games console
3 USB cable
4 Wireless earbuds
5 touchscreen

1 In pairs, complete the sentences with words from the wordlist.

1 You need a *keyboard* to write emails and messages on a PC.
2 A _____ is a device for playing games online.
3 You don't need a _____ to connect a Bluetooth® speaker to your phone.
4 _____ are great for listening to music while running.
5 All modern smartphones use a _____ to type information.

2 Match verbs 1–6 with words a–f to make phrases. Use the wordlist to check your answers.

1	*b* listen to	a	apps
2	*e* check	b	podcasts
3	*a* download	c	your friends
4	*f* send	d	online classes
5	*d* join	e	the time
6	*c* phone	f	texts

3 Complete the sentences with one word in each gap. In pairs, say if the sentences are true for you.

1 I enjoy listening *to* podcasts.
2 I once got a virus after I *clicked* on a bad link.
3 My computer is very good. It never *crashes* .
4 I *follow* a few famous sportspeople on social media.

4 4.18 **PRONUNCIATION** Listen to how you pronounce the underlined letters in each word and repeat.

cable camera charger computer
digital memory

5 4.19 **PRONUNCIATION** In pairs, practise saying these words with the /ə/ sound. Then listen and check.

article internet microphone printer
scanner social media

For the teacher
- Audioscript, page 248

On the Portal
- **Photocopiable activities:** *Add one, Make a sentence*
- **Tests:** Unit 4 Test, Unit 4 Writing Test

For the student
- Workbook, pages 46–47

On the Portal
- **Workbook:** Self-check
- Wordlist
- **Extra Practice Activities:** Self-check

Revision

Vocabulary

1 Complete the words in the sentences.

1 You need a lot of m*emory* on your phone to save photos.
2 I can't make a copy of the picture for you. The s*canner* doesn't w*ork*.
3 A s*martwatch* is small, so you can wear it on your wrist.
4 My battery d*ied*. Can I use your phone c*harger*?
5 I dropped my laptop, and now the s*creen* is f*rozen*.
6 We couldn't play o*nline* games today because the internet c*onnection* was too slow.

2 Complete the texts with the words below. Which gadget do you prefer? Why?

digital ~~headset~~ link make microphone photos view

BUY THIS!

Are you bored with your old earphones? I'm selling my handsfree [1] *headset* for £10. You can click on this [2] *link* to see photos. It's great for people who chat online a lot because the [3] *microphone* is very good.

Only £65!

I've got a new [4] *digital* camera, so my old one is for sale. You can take great [5] *photos* with it and [6] *make* amazing video clips. Do you want to see how to use it? You can [7] *view* a short video here.

3 Replace the words in bold with the phrasal verbs below.

check out find out hang up switch on ~~try on~~

1 My old headphones are terrible. Can I **wear** your headphones for a minute? *try on*
2 I'm not surprised you can't print. You forgot to **press the 'on' button on** the printer. *switch on*
3 He started shouting, so I decided to **end the phone call**. *hang up*
4 Wow! **Have a look at** the prices of these games consoles. *Check out*
5 I don't know which charger to buy. I need to **get** some more information. *find out*

Grammar

4 Complete the text with the correct form of *used to* and the verbs in brackets.

My uncle [1] *used to have* (have) a computer when he was a teenager. He showed me a photo. In those days, computers [2] _____ (be) really big, and the pictures on the screens [3] _____ (not be) in colour. It wasn't like my laptop! Most people [4] _____ (not have) computers in their homes, so my uncle thought he was lucky. He [5] _____ (play) a table tennis game every evening. To be honest, it looked boring!

5 Choose the correct option. In pairs, compare your answers.

Picture This is a great photography app. I use it when I need [1] *to make* / *making* my photos look amazing. I don't mind [2] *to share* / *sharing* natural photos on social media, but I usually try [3] *to post* / *posting* interesting photos. I enjoy [4] *to change* / *changing* the colours so that everything looks dramatic. It's good for people who would like [5] *to learn* / *learning* how to create great photos. I want [6] *to tell* / *telling* all my friends about it!

6 Complete the sentences with the correct form of the verbs in brackets. In pairs, say which sentences are true for you.

1 I stopped *using* (use) my old games console a long time ago.
2 I sometimes write messages and then forget *to send* (send) them.
3 I really hate *getting* (get) a virus on my computer.
4 I need *to spend* (spend) more time offline.
5 I keep *losing* (lose) my phone charger.

Speaking

7 In pairs, role play the situation. Then change roles and talk about a different technical problem.

- **Student A** – Ask Student B what the problem is.
- **Student B** – Describe the technical problem.
- **Student A** – Offer a solution.

Dictation

8 4.20 Listen. Then listen again and write down what you hear during each pause.

Exercise 4
2 used to be
3 didn't use to be
4 didn't use to have
5 used to play

Exercise 7
Sample answer:
A Hi! What's the problem?
B My computer isn't working. Can you help me?
A What's wrong?
B The screen's frozen.
A How about turning the computer off and on again?
B OK, thanks. It's fine now.
A You're welcome!

EXAM

Exercise 8

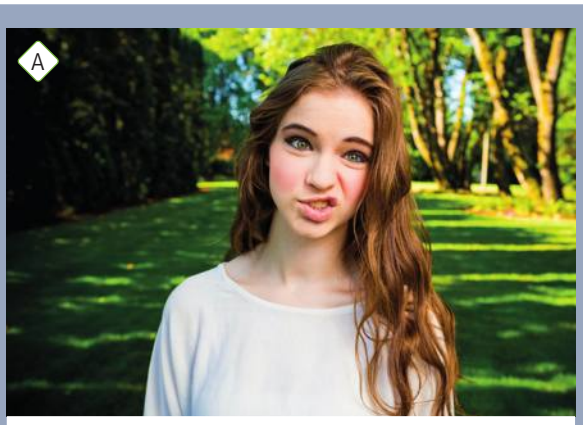
audioscript page 248

International Certificate Level 1, Listening and Writing, Section 2, (dictation)

SET FOR LIFE

My digital life

A



Look at my best friend @emmajane here! She's fun and very cute. Looking good here, right?! 😂

B



On holiday in Hendon Bay with my parents. 😢 This place is SO boring! The weather is terrible, and there's nothing for teenagers to do (not even a cinema)! Stay away from here!!

C



Happy Birthday, Tom. It's your big day – sixteen today! See you later at the party. (4, Pendle Road, Chadbury, right?)

D



My friend Daz is an amazing graffiti artist! This is some of his work from last week – at those old buildings near the station. Shhh!! 🤔

1 In groups, discuss the questions.

1 How often do you use social media?
2 Which apps do you use for social media?
3 How many contacts/followers do you have?
4 What sort of things do you post?
5 Do you ask other people for permission before you write about them?

2 Read posts A–D and match them with questions 1–4.

Which post …

1 B gives a personal view of a place?
2 C talks about a celebration?
3 D shows something that a friend did?
4 A has a funny photo of another person?

3 In groups, discuss the four posts. Is it OK to post things like that?

For the teacher
- Teaching notes, page 191
- Audioscript, page 248

On the Portal
- Photocopiable activity: *Is this a positive comment?*

Behave well on social media

4 4.21 Listen to four people talking about the posts in Exercise 2. Match speakers 1–4 with posts A–D.

1 C 2 A 3 D 4 B

5 4.21 Listen again. Choose the correct answer.

1 What is the boy worried about?
a His party wasn't a success.
b His name and address appeared online.

2 What is the girl's reaction to the post?
a She found it funny. b She's upset about it.

3 What mistake did the speaker make?
a He posted a photo on a public account.
b He sent a photo to his head teacher.

4 Why are the boy and girl annoyed?
a The information in the post is false.
b The post includes some negative opinions.

6 Tick (✓) the statements which are true for you. In pairs, compare your answers.

1 ☐ A lot of my posts are public.
2 ☐ I know who is looking at my posts.
3 ☐ I think about other people before I post photos or comments.
4 ☐ I always use polite language in my posts.
5 ☐ All the information that I put on social media is true.
6 ☐ I try to present myself in a positive way.

7 Read the Useful Tips. In class, discuss the questions.

1 Which tip is the most important and why?
2 Can you add another tip to the list?

SET FOR LIFE

8 In groups, prepare a social media post. Follow the instructions.

1 **Choose one of the situations below or think of a situation from your own life.**

party school trip special day at school

2 **Write a short message and describe what happened. Take a photo of your group or find a photo online.**

3 **Check your post. Does it follow the rules of posting online? Use the questions below to help you.**

- Are the facts true?
- Is it kind?
- Does the post give any personal details about other people?
- Do you need to ask anyone before you post the photo?
- Do you want the post to be public or private?

4 **Share your posts in class.**

USEFUL TIPS

When you use social media, it is important to follow some rules to keep safe and avoid hurting other people's feelings.

NO!

- Don't share photos of other people without asking.
- Don't share details that tell other people who you are.
- Don't post photos that show bad behaviour.
- Don't make unkind comments.

YES!

- Think about other people's feelings.
- Keep your posts private, not public.
- Present a positive image online.
- Remember that things on the internet are there forever!



Exercise 4
audioscript page 248

My place, my space 5

VOCABULARY
Things in the home | Prepositions of place | Housework | Adverbs of manner | Places in town

GRAMMAR
Defining relative clauses | Modal verbs: *can*, *have to* and *must*



5.1 Vocabulary

Things in the home

1 Look at the picture. Which rooms can you see?
a bedroom, a kitchen, a bathroom, a living room

2 5.1 Study Vocabulary box A. Find these things in the picture.

VOCABULARY A Things in the home

living room	armchair bookcase coffee table sofa
kitchen	cooker dishwasher fridge iron microwave washing machine
bedroom	bedside table wardrobe
bathroom	shower sink
around the house	ceiling cupboard curtains floor hall light mirror plant roof rug vacuum cleaner

3 5.2 Study Vocabulary box B. Look at the picture again and choose the correct option.

VOCABULARY B Prepositions of place

above behind between in in front of near next to on opposite under

1 The dishwasher is *near* / *opposite* the window.
2 There's a mirror *above* / *under* the sink.
3 The sink is *behind* / *next to* the bath.
4 The plant is *under* / *behind* the armchair.
5 The bed is *between* / *on* the bedside table and the window.

For the teacher
- Teaching notes, page 192

On the Portal
- Vocabulary Memory Game
- **Photocopiable activity:** *Spot the difference*
- **Test:** Vocabulary Check 5

For the student
- Workbook, pages 48–49

On the Portal
- **Workbook:** Lesson 5.1
- **Extra Practice Activities:** Vocabulary

4 In pairs, make more sentences with prepositions about the picture on page 62.

5 5.3 **WORD FRIENDS** Find these phrases in the Housework Survey and write the missing words. Listen and check.

1 clean/vacuum the *floor*
2 do the cooking/the *shopping*
3 do the ironing/the washing/the *washing up*
4 dry the *dishes*
5 make your *bed*
6 put on the *dishwasher*
7 sort/take out the *rubbish*
8 tidy your *room*

HOUSEWORK SURVEY



In your house

- who does the washing and the ironing?
- who makes your bed and tidies your room?
- who vacuums or cleans the floor?
- who takes out the rubbish?
- who sorts the rubbish for recycling?
- who does the shopping and the cooking?
- who puts on the dishwasher?
- who does the washing up or dries the dishes?

6 In pairs, ask and answer the questions in the survey.

A: Who vacuums the floor in your house?
B: In my house, my dad vacuums the floor. I …

7 5.4 Complete the text with the words below. Listen and check.

clean cleaning do (x 2) make puts on sort taking out tidies ~~vacuuming~~

Who likes housework?

Coco
I love [1] *vacuuming* the rugs and the floors. It's fun! My mum doesn't like [2] *taking out* the rubbish, so I do it once or twice a week.

George
I often [3] *sort* the rubbish because I think it's important to recycle. My sister usually [4] *puts on* the dishwasher every evening after dinner, and I take out the dishes when they're dry. Oh, and I always [5] *make* my bed, of course.

Altam
To be honest, I don't mind [6] *cleaning* the bathroom mirror and the sink and the shower too. But I never [7] *clean* the floor. My parents do that.

Priya
In our house everyone [8] *tidies* their own room at the weekend. I don't usually [9] *do* the shopping, but I enjoy cooking. I can [10] *do* the ironing too, but I can't stand it! I burned a hole in my T-shirt once!

8 Complete the sentences about housework to make them true for you. Use words from Exercise 5 to help you.

1 I don't like *taking out the rubbish*.
2 I don't usually _____ .
3 I _____ every day.
4 I never _____ .
5 I sometimes _____ at the weekend.
6 I don't mind _____ , but I can't stand _____ .

YOUR WORLD

9 In pairs, discuss your answers to Exercise 8.

A: I never do the shopping or the cooking.
B: Really? I don't mind doing the shopping, but I can't stand cooking.

I can talk about things in the home and housework.

5.2 Grammar

Defining relative clauses

The ups and downs of my home

Judy Brown

Here are some things which I love about my home.

- **Flat 5B.** This is the flat where we live. It isn't very big, but it's comfortable and bright. It's a place where I feel happy.
- **The view.** I love the view that I have from my bedroom window. I can see the park where I play football.
- **Mrs Kerr.** She's the woman who lives next door. She's eighty-six, but she's lots of fun! I like the people that live downstairs too. They're really friendly, but Mrs Kerr is special.



And now some things that annoy me.

- **The bathroom.** This is the only room which I don't like. It's too small!
- **The stairs.** In our building there's a lift that never works! So we have to walk up five floors!
- **Noisy neighbours!** I don't like the people who live in the flat upstairs. There's a man who vacuums the floor at midnight! And there's someone that plays really loud music all the time!

1 5.5 Read the blog post. What does Judy like and dislike about her home? Why?

2 Study the Grammar box. Find more examples of relative clauses in the blog post.

GRAMMAR Defining relative clauses

- We use ***who*** or ***that*** for people.
  She's the woman who lives next door.
- We use ***which*** or ***that*** for things.
  Here are some things which I love about my home.
  There are some things that annoy me.
- We use ***where*** for places.
  This is the flat where we live.

GRAMMAR TIME > PAGE 130

3 Complete the sentences with the correct relative pronouns.

1 The house *where* I live has six rooms.
2 I like the people *who/that* live next door.
3 The bus *that/which* goes past my house is the number 11.
4 This is the room *where* we eat.
5 I have a neighbour *who/that* puts on the dishwasher at 6 a.m.
6 I love the place *where* I live.

4 Combine the sentences with relative pronouns.

1 I live in a house. It's 100 years old.
I live in a house that/which is 100 years old.
2 I live in a flat. It has two bathrooms.
3 This is the cupboard. We keep the glasses and plates there.
4 From my window I can see a road. It's always busy.
5 I've got a sister. She shares a room with me.
6 I like the people. They live next door.

5 Complete the sentences with relative pronouns and your own ideas. In pairs, compare your sentences.

1 The room *where* I spend most of my time is …
2 The person *who/that* annoys me the most is …
3 The thing *which/that* I love about my home is …
4 One place *where* I feel really happy is …
5 The people *who/that* live next door are …
6 The housework *which/that* I dislike the most is …

YOUR WORLD

6 Write about the things that you love about your home and the things that annoy you. Use relative clauses.

The people who live next door are really friendly.
The flat where we live has two bathrooms.

7 In groups, talk about your home. Use the sentences from Exercise 6 to help you.

Exercise 1
She likes her flat because it's comfortable and bright. She likes the view from her bedroom window. She likes the woman in the flat next door because she's lots of fun. She likes the people downstairs too because they're really friendly. She dislikes the bathroom because it's too small. She dislikes the lift because it never works and she has to walk up five floors. She dislikes her upstairs neighbours because they're noisy. One man vacuums the floor at midnight, and someone plays really loud music.

Exercise 4
2 I live in a flat that/which has two bathrooms.
3 This is the cupboard where we keep the glasses and plates.
4 From my window I can see a road that/which is always busy.
5 I've got a sister who/that shares a room with me.
6 I like the people who/that live next door.

For the teacher
- Teaching notes, page 193

On the Portal
- Grammar presentation
- **Photocopiable activity:** *What is it?*
- **Test:** Grammar Check 5

For the student
- Workbook, page 50
- Grammar Time, Student's Book, page 130

On the Portal
- **Workbook:** Lesson 5.2
- **Extra Practice Activities:** Grammar

5.3 Reading and Vocabulary

Storytelling

1 Describe the photo. Do you ever go to summer camp?

2 5.6 Read the story and answer the questions.
1 Where is the old house?
2 What does the storyteller find?
3 What is inside?

3 Read the story again. Complete gaps 1–4 with sentences a–e. There is one extra sentence.
a So I went inside and put the light on quickly.
b There were stories of wild animals that he saw.
c The man who built it was a farmer, Jacob Green.
d Another group took the rubbish out.
e It's a really popular activity for teenagers across the USA.

4 5.7 How do you think the story ends? Answer the questions. Listen and check. Were you right?
1 Do the campers read the last page?
2 What does it say?

5 5.8 Study the Vocabulary box. Find three more examples in the story.

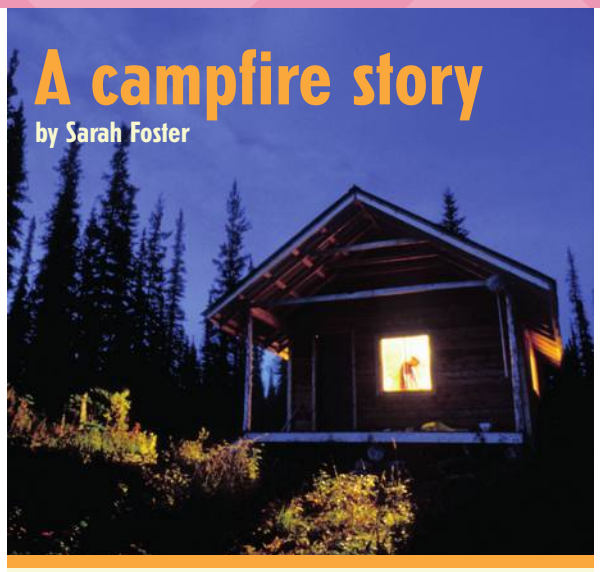
VOCABULARY Adverbs of manner

Adverbs which end in *-ly*
badly carefully nervously noisily perfectly quickly quietly slowly

Adverbs which are the same as the adjectives
early fast hard late right wrong

WATCH OUT!
The adverb for ***good*** is ***well***.

6 Complete the sentences with adverbs formed from the adjectives in brackets.
1 I put things in the dishwasher *slowly* (slow).
2 Our dog eats really *noisily* (noisy).
3 I can't cook very *well* (good).
4 In the shower Dad sings *badly* (bad).
5 My sister vacuums the living room *fast* (fast).
6 I sometimes get up *late* (late).



A campfire story

by Sarah Foster

Summer Camp is always cool because we stay in tents in a forest. At the centre of the camp there's an old, dark, wooden house where we have our evening meals. [1] *c*

I love evenings at camp because we sit outside and tell stories and funny jokes around the fire. One night last summer, we finished dinner early. In the kitchen, my friend and I did the washing up carefully in the big sink, then some campmates put the dishes away tidily. [2] *d* Mike, a camp leader, started playing his guitar by the fire outside. One by one, we sat down happily and sang songs.

Later, Mike asked me to get some marshmallows from a large cupboard at the end of the dark hall. [3] *a* In a corner of the shelf, next to the marshmallows, I saw a strange old book: *Diary 1905*. 'Look at this!' I called excitedly.

Of course, everyone wanted to see the old diary. We took it in turns to read about Jacob Green's life in his old-fashioned writing. In 1905, he wrote about bad weather and how he worked hard to finish the roof on his house. [4] *b* There were funny poems and jokes too. It was my turn to read a page which said 'Warning!' I read the next words nervously. 'Do not read the last page. I have a terrible secret.'

YOUR WORLD

7 Write five sentences about things you and your family did last week. Use adverbs of manner.
Last week, I got up early on Monday …

Exercise 1
Possible answer: There's a small wooden house in a forest. It's dark/night time. The light is on. We can see a person in the house.

Exercise 2
1 It's at the centre of the camp in the forest.
2 The storyteller finds an old book/diary.
3 There are stories about the writer's life, poems and jokes.

Exercise 4
audioscript page 249
1 Yes, they do.
2 It says 'Warning! Do not read the last page. I have a terrible secret.' The diary is a joke. Mike wrote it.

I can understand a story about a personal experience.

For the teacher
- Teaching notes, page 194
- *Need support?* worksheet, page 238
- Audioscript, page 249

On the Portal
- Photocopiable activity: *Do it carefully*

For the student
- Workbook, page 51

On the Portal
- Workbook: Lesson 5.3
- Extra Practice Activities: Vocabulary

5.4 Grammar

Modal verbs: *can, have to* and *must*

VIDEO **RULES TO FOLLOW**

Gran: OK, girls. Thank you very much. Dinner's in five minutes.
Lena: Your gran's lovely.
Mia: Yes, but she has some rules we have to follow.
Lena: Like what?
Mia: We have to do the washing up.
Lena: That's fine.
Mia: And, you can't use your phone near her.
Lena: Seriously?
Mia: What else? You mustn't spend more than five minutes in the shower, OK?
Lena: Yeah.
Mia: Oh! And you mustn't say 'yeah'. You have to say 'yes'. And you mustn't forget to say 'please' and 'thank you'.
Lena: Is that all?
Mia: No, em … we can't wear jeans at dinner.
Lena: What do we have to wear?
Mia: A nice dress.
Lena: I don't have a dress. Can I borrow one of yours?
Mia: Of course you can. This one will look nice. One more thing … You have to 'sing for your supper'.
Lena: What? Do I have to sing a song?



Mia: No, you don't have to sing a song, but you have to do something. You can read a poem or dance or … You don't have to be good, but you can't refuse.
Lena: Why didn't you tell me this before, Mia? Oh! I see. Very funny.

Exercise 1
Mia and Lena are in a bedroom. They're holding a dress. Mia is smiling, but Lena isn't smiling. Lena is surprised about Mia's gran's rules. She isn't very happy about them.

1 23 5.9 Describe the photo. Watch or listen. How does Lena feel about Mia's gran's rules?

2 Study the Grammar box. Find more examples with *can't, have to* and *mustn't* in the dialogue.

GRAMMAR **Modal verbs: *can, have to* and *must***

Can I borrow one of your dresses? (Is it OK?)
You can read a poem. (It's OK.)
You can't refuse. (It isn't OK.)

Do I have to sing a song? (Is it necessary?)
You have to try. (It's necessary.)
You don't have to sing a song. (It isn't necessary.)

You mustn't say 'yeah'. (Don't!)

GRAMMAR TIME > PAGE 131

3 What things do you have to do at home? What don't you have to do? Discuss in pairs.
I have to make my bed, but I don't have to …

4 5.10 Choose the correct option. Listen and check.

Ali: You [1]*can* / *have to* remember some rules when you visit my house. You [2]*can't* / *don't have to* wear your shoes. Take them off at the front door. And you [3]*don't have to* / *mustn't* talk with your mouth full during dinner.
Jan: [4]*Do I have* / *I have* to eat everything on my plate?
Ali: No, you [5]*can* / *can't* leave some food if you want. You [6]*don't have to* / *mustn't* eat everything.

5 Complete the sentences to make them true for you. In pairs, compare your sentences.

1 I *have to* take a bus to go to school.
2 I _____ go to school on Saturdays.
3 You _____ go shopping on Sundays in my town.
4 I _____ do a lot of housework at home.
5 I _____ go to bed before 10 p.m.
6 In my house I _____ stay up late at weekends.

A: Do you have to take a bus to go to school?
B: No, I don't. I can walk or ride my bike.

Exercise 6
videoscript page 249

Mary: The children must be in bed by a quarter to eight. They have to eat healthy food like vegetables and meat. Sometimes they can eat pudding and biscuits.
Annette: The children have to say 'please' and 'thank you'. They have to go to bed at seven o'clock.
Andrew: His daughter has to go to bed between six and nine o'clock.
Faye: Her younger sister mustn't sharpen pencils in Faye's room. She has to keep her paper tidy in folders and put her books away.

VIDEO **WIDER WORLD**

6 24 Watch four people talking about rules for children. Write down what they say.

7 Imagine you look after two little children. Write down rules for them using modal verbs. In pairs, compare your ideas.
You have to go to bed at half past seven.

For the teacher
- Teaching notes, page 195
- *Need support?* worksheet, page 238
- Videoscript, page 249

On the Portal
- Grammar presentation
- **Photocopiable activity:** *Rules and regulations*
- **Test:** Grammar Check 5

For the student
- Workbook, page 52
- Grammar Time, Student's Book, page 131

On the Portal
- **Workbook:** Lesson 5.4
- **Extra Practice Activities:** West Green video, Grammar, BBC Vox Pop

5.5 Listening and Vocabulary

Describing your town

1 In pairs, look at the photos. Do you think Keswick is an interesting place to visit? Why?/ Why not?

2 5.11 **I KNOW!** Study the Vocabulary box. How many words can you add in two minutes?

VOCABULARY Places in town

art gallery café castle church cinema estate hotel library museum park police station post office shopping centre station tourist information centre town hall

3 Work in pairs. Give the name of a local place for your partner to guess.

A: Odeon. B: That's a cinema!

4 5.12 Listen to the telephone information line. Complete the notes with a word or a short phrase in each gap.

Trip to Keswick

- *For maps and leaflets go to: the* [1] *tourist information centre; open every day, in the old* [2] *town hall*
- *Top attraction:* [3] *museum (history of pencil making!)*
- *Small* [4] *art gallery with a popular arts* [5] *café*

5 In pairs, read the results of a survey about Keswick and find the three:

1 biggest problems for young people there.
2 most popular reasons why it's a good place to live.

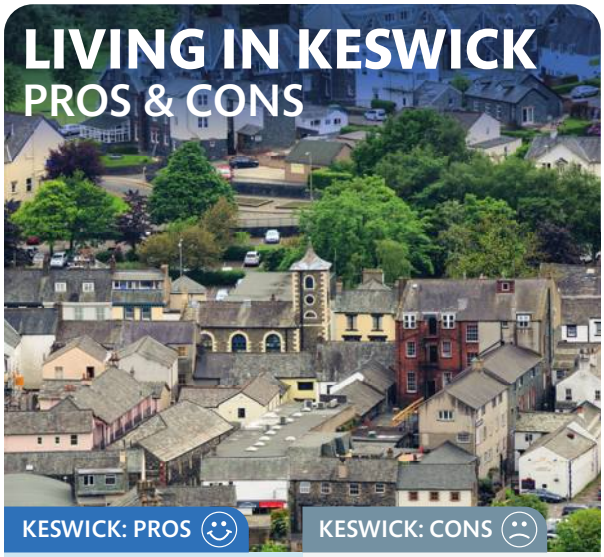
6 5.13 Listen and decide which answers from the survey each person mentions.

	Declan	Louise	Annie	Brett
Likes	*friendly people*	*2*	*3*	*6*
Dislikes	*2*	*5*	*4*	*3*

7 5.13 Listen again and match statements a–e with speakers 1–4. There is one extra statement.

1 [c] 2 [b] 3 [a] 4 [e]

a He/She doesn't ride a bike in town anymore.
b He/She enjoys riding a bike.
c He/She lived in another town before.
d He/She is planning to live in a different place.
e He/She lives outside the town.



KESWICK: PROS

1. Friendly people
2. The beautiful countryside
3. Nice old buildings
4. Great cafés and shops
5. The film festival
6. Nice lakes

KESWICK: CONS

1. Nothing to do in the evenings
2. Not enough shops
3. No public transport in the evenings
4. Too much traffic in the town centre
5. Everybody knows who you are



VIDEO **WIDER WORLD**

8 25 Watch five people talking about the places where they live. Write down what they like and don't like about each place.

9 What do you like and what don't you like about the place where you live? Tell the class.

I like the music festival, but I don't like …

Exercise 2
Possible answers: café, car park, cathedral, club, hospital, leisure centre, square, stadium, supermarket, university

EXAM

Exercise 4
audioscript page 249

International Certificate Level 1, Listening, Section 7, (note completion)
A2 Key for Schools, Listening, Part 5, (gap fill)

Exercise 6
audioscript page 249

Exercise 8
videoscript page 250

Jamie, New York: ☺ Broadway/42nd Street; ☹ loud, dirty subways
Rebecca and Craig, Tasmania: ☺ the wilderness; ☹ it's isolated/ quiet, there are no clubs
Fien, London: ☺ there is a lot to do and places to go to; ☹ rush hour in the underground
Liam, Toronto Islands: ☺ next to the beach, breezes from the lake; ☹ there are a lot of people there

I can understand a conversation about a town.

For the teacher
- Teaching notes, page 196
- Audioscript, page 249
- Videoscript, page 250

On the Portal
- Vocabulary Memory Game
- Photocopiable activity: *Places in town*

For the student
- Workbook, page 53

On the Portal
- **Workbook:** Lesson 5.5
- **Extra Practice Activities:** Vocabulary, BBC Vox Pop

5.6 Speaking

Asking for, giving and receiving advice

VIDEO **NOAH'S NEW ROOM**

Mia: Hi Noah! What's up?
Noah: I feel a bit sad.
Mia: Lying in bed doesn't help. Why don't you do something?
Noah: I don't want to do anything. I'm fed up.
Mia: No wonder. It's depressing here. You really should redecorate this room.
Noah: Hmm, that's not a bad idea. What do you think I should do?
Mia: I think you should tidy up, make your bed, put away the clothes that are on the floor … And I think you should take down the posters that are on this wall too.
Noah: Yeah? What should I put up instead?
Mia: Something cheerful. Some cute kittens? Or puppy dogs?
Noah: That's a terrible idea! Oh! You're joking.
Mia: You shouldn't have any posters. Keep it simple. Put up one of your drawings.
Noah: Yeah, that's a good idea!
Mia: OK, let's do it! Come on!
Later
Mia: It's like a new room! … What's wrong? Are you still sad?
Noah: No, I'm happy. But I'm exhausted!

SOUNDS GOOD! I'm fed up. • No wonder. • Keep it simple.



1 26 5.14 Describe the photo. Watch or listen and answer the questions.
1 How does Noah feel at the beginning? Why?
2 What advice does Mia give to Noah?
3 How does Noah feel at the end?

Exercise 1
Mia and Noah are in Noah's bedroom. Mia is standing and Noah is sitting on his bed. He doesn't look happy.
1 He feels sad. He doesn't want to do anything. He's fed up because his room is depressing.
2 He should redecorate his room.
3 He feels happy, but exhausted.

SET FOR LIFE

2 What can you do when you feel sad? Discuss in groups. Use the ideas below to help you.
- create something
- do a sport
- eat something healthy
- do something useful
- find something to laugh about

3 Study the Speaking box. Which phrases are NOT in the dialogue?

SPEAKING Asking for, giving and receiving advice

Asking for advice
Where/What should I …?
What do you think I should …?
Can you give me some advice?

Giving advice
You (really) should/shouldn't …
I think/don't think you should …
Why don't you …?

Accepting advice
That's a good/brilliant idea.
That's not a bad idea.

Rejecting advice
That's a terrible idea!
I don't think that's a good idea.

4 5.15 Complete the dialogue with one word in each gap. Listen and check.
A: I [1]*think* you should change your curtains.
B: Hmm. That's [2]*not* a bad idea. What colour [3]*should* I get?
A: Well, I [4]*don't* think you should get black ones. They're depressing. And you [5]*shouldn't* get white curtains. They let too much light in. Why [6]*don't* you take my old curtains? They're nice.
B: That's a [7]*good* idea. Thanks.

YOUR WORLD

5 In pairs, think of advice you can give to a new student in your town. Then take turns to ask for and give advice.
Where should I go to meet friends?

For the teacher
- Teaching notes, page 197
- *Need support?* worksheet, page 238

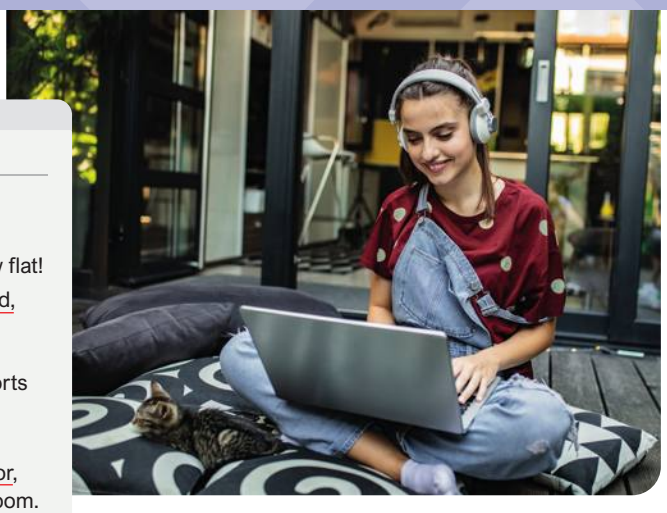
On the Portal
- **Photocopiable activity:** *Can you help me?*

For the student
- Workbook, page 54

On the Portal
- **Workbook:** Lesson 5.6
- **Extra Practice Activities:** West Green video

5.7 Writing

An informal email



SUBJECT: Big news!

1 Hi Gemma,

2 How are you? I hope you're well. Big news! My mum changed jobs last month, so we had to move to a new flat!

3 Now we're in Swanford, a town in the south of England, not far from London. It's quite small with some old-fashioned buildings, but it seems nice. There's a beautiful park, a modern shopping centre and a sports centre where I can go swimming.

Our new flat isn't big, but it's comfortable. It's got big windows too, so it's very bright. It's on the second floor, so there's a great view over the park from the living room.

4 I have to go now because our new neighbours are coming for dinner. The kitchen's untidy, so I have to help Mum.

5 Take care!
Maisie

1 In pairs, read the email. What is the big news? What good things does Maisie say about her new home?

2 Study the Writing box. Find examples of the phrases in the email.

WRITING An informal email describing a place

1 **Greeting**
Hello, Hi, Hi there,

2 **Ask for/Give news**
How are you? How are things?
I hope you're well.
Everything's fine here.
Guess what! Big news!

3 **Describe the place**
It's in the south of England/near …/not far from …
It's quite small. It isn't very big.
It seems nice/interesting.
There's a beautiful park. There are some cool shops.
Our new flat/house is comfortable/big/modern.
It's on the second floor. It's in a quiet street.

4 **Close your email**
It's time to finish.
I have to go now because …

5 **Closing phrase**
See you soon! Best wishes, Love, Take care!

3 Match the adjectives with their opposites from the email.

LANGUAGE Adjectives to describe places

dark – [1] *bright*
old-fashioned – [2] *modern*
small – [3] *big*
tidy – [4] *untidy*
ugly – [5] *beautiful*
uncomfortable – [6] *comfortable*

4 5.16 Complete the description of the house with words from the Language box. Listen and check.

My gran's house isn't [1] *modern* like ours, it's really [2] *old-fashioned* . The house is very [3] *big* – there are six bedrooms.
In Gran's living room the curtains are always closed, so it's really [4] *dark* ! The armchairs are quite [5] *uncomfortable* because they're very old and small. Luckily, outside is great! Gran's garden is full of [6] *beautiful* flowers and plants, so it's my favourite place to sit.

Exercise 1
The big news is that Maisie moved to a new flat/town. Her new home is comfortable and bright and it has a great view.

WRITING TIME

5 Imagine you moved to your home town last week. Write an email to a friend. Describe your new home.

1 **Find ideas**
Make notes for an email. Think about:
- the town or village where you live.
- some interesting places and what they look like.
- your home and the things that you like about it.

2 **Plan**
Organise your ideas into paragraphs. Use Maisie's email to help you.

3 **Write and share**
- Write a draft email. Use the Language box and the Writing box to help you.
- Share your email with another student for feedback.
- Write the final version of your email.

4 **Check**
- Check language: did you use adjectives to describe places?
- Check grammar: did you use the correct relative pronouns?

I can write an informal email.

For the teacher
- Teaching notes, page 198
- *Need support?* worksheet, page 238

On the Portal
- Photocopiable activity: *Match and complete*

For the student
- Workbook, page 55

On the Portal
- Workbook: Lesson 5.7

Vocabulary Activator

WORDLIST 5.17

Things in the home
armchair (n)
bathroom (n)
bedroom (n)
bedside table (n)
bookcase (n)
ceiling (n)
coffee table (n)
cooker (n)
cupboard (n)
curtains (n)
dishwasher (n)
floor (n)
fridge (n)
hall (n)
iron (n)
kitchen (n)
light (n)
living room (n)
microwave (n)
mirror (n)
plant (n)
roof (n)
rug (n)
shower (n)
sink (n)
sofa (n)
vacuum cleaner (n)
wardrobe (n)
washing machine (n)

Prepositions of place
above (prep)
behind (prep)
between (prep)
in (prep)
in front of (prep)
near (prep)
next to (prep)
on (prep)
opposite (prep)
under (prep)

Word friends (housework)
clean the floor
do the cooking
do the ironing
do the shopping
do the washing
do the washing up
dry the dishes
make your bed
put on the dishwasher
sort the rubbish
take out the rubbish
tidy your room
vacuum the floor

Adverbs of manner
badly (adv)
carefully (adv)
early (adv)
fast (adv)
hard (adv)
late (adv)
nervously (adv)
noisily (adv)
perfectly (adv)
quickly (adv)
quietly (adv)
right (adv)
slowly (adv)
well (adv)
wrong (adv)

Places in town
art gallery (n)
café (n)
castle (n)
church (n)
cinema (n)
estate (n)
hotel (n)
library (n)
museum (n)
park (n)
police station (n)
post office (n)
shopping centre (n)
station (n)
tourist information centre (n)
town hall (n)

Extra words
beautiful (adj)
big (adj)
bright (adj)
building (n)
comfortable (adj)
depressing (adj)
dining room (n)
downstairs (adv)
excitedly (adv)
flat (n)
garden (n)
happily (adv)
house (n)
live next door
modern (adj)
neighbour (n)
old-fashioned (adj)
place (n)
redecorate (v)
room (n)
rule (n)
shelf (n)
small (adj)
summer camp (n)
tent (n)
tidily (adv)
tidy (adj)
ugly (adj)
uncomfortable (adj)
untidy (adj)
view (n)
window (n)

Exercise 1
1 dishwasher, fridge, iron, microwave, vacuum cleaner, washing machine
2 clean the floor, do the cooking, do the washing, do the washing up, dry the dishes, put on the dishwasher, sort the rubbish, vacuum the floor
3 do the shopping, take out the rubbish
4 armchair, bedside table, bookcase, coffee table, cupboard, sofa, wardrobe, shelf
5 art gallery, café, castle, cinema, library, museum, park, shopping centre, summer camp

Exercise 4
2 I sometimes do the cooking quickly.
3 I make my bed badly.
4 I enjoy vacuuming the floor.
5 I always sort the rubbish carefully.

1 Use words from the wordlist to find these things.
1 seven electrical devices *cooker, …*
2 five housework chores you usually do in the kitchen
3 two housework chores you do outside the house
4 seven pieces of furniture
5 seven places where people often spend their free time

2 Look at the picture and complete the sentences with prepositions from the wordlist.



1 The bed is *opposite* the wardrobe.
2 The posters are *above* the bookcase.
3 The rug is *on* the floor.
4 The bedside table is *next to* the bed.
5 The wardrobe is *between* the bookcase and the window.
6 The chair is *in front of* the table.

3 In pairs, describe public places in your town. Use words from the wordlist to help you.
In my town, there's one big shopping centre. It's near the station.

4 Order the words to make sentences. In pairs, say if the sentences are true for you. How do you do housework?
1 my room / I / tidy / perfectly / usually
I usually tidy my room perfectly.
2 do / sometimes / the cooking / quickly / I
3 badly / I / bed / my / make
4 enjoy / the floor / I / vacuuming
5 always / rubbish / carefully / sort / I / the

5 5.18 **PRONUNCIATION** In pairs, choose the odd one out. Use the underlined letters to help you. Listen, check and repeat.

1	above	cupboard	armchair
2	rubbish	castle	bathroom
3	rug	park	above
4	floor	coffee table	wardrobe
5	modern	shopping	floor

For the teacher
- Audioscript, page 250

On the Portal
- **Photocopiable activities:** *Match and define, Signs*
- **Tests:** Unit 5 Test, Unit 5 Writing Test

For the student
- Workbook, pages 56–57

On the Portal
- **Workbook:** Self-check
- Wordlist
- **Extra Practice Activities:** Self-check

Revision

Vocabulary

1 Complete the sentences with names of places in town.

1 When I lost my passport, I completed a report at the *police station*.
2 I need to collect a parcel from the *post office*.
3 There are some good clothes shops and a cinema in the new *shopping centre*.
4 That *art gallery* has some of my favourite paintings.
5 I got a map and some hotel addresses from the *tourist information centre*.

2 Choose the correct option.

1 You can find a *shower* / *fridge* in a café.
2 You can find a wardrobe in a *hotel* / *station*.
3 You can find a *microwave* / *bookcase* in a library.
4 You can find a *mirror* / *plant* in a park.
5 You can find a hall in a *castle* / *park*.
6 You can find a *bath* / *cooker* in the kitchen.

3 Complete the text with the Past Simple form of the correct verbs.




Yesterday our mum was very busy at work, so my sister and I decided to help her with the housework. First, we [1]*did* the washing up after breakfast. Then I [2]*dried* the dishes, and my sister [3]*made* all the beds. After that, we [4]*did* the washing, but we didn't [5]*do* the ironing. After lunch, we [6]*did* the shopping. We bought Mum's favourite food. I didn't [7]*do* the cooking, but my sister made a fantastic Bolognese sauce and a cake for dessert. I [8]*cleaned* the kitchen floor. Mum was very surprised when she came home!




4 Complete the questions with the correct form of the words in brackets. In pairs, ask and answer the questions.

1 Do you usually work *hard* (hard) at school?
2 Do you eat *quickly* (quick) or *slowly* (slow)?
3 Do you usually get Maths problems *right* (right) or *wrong* (wrong)?
4 Do you write text messages *fast* (fast) or *carefully* (careful)?
5 Can you think of one thing you usually do *perfectly* (perfect)?

Grammar

5 Complete the sentences with *who, where* or *which*. Which of these pronouns can you replace with *that*?

1 The people in the street *where* I live are very friendly.
2 Some new neighbours moved into the house *which/that* is next door to ours.
3 The boy *who/that* lives next door is older than me.
4 My sister often walks the dog *which/that* lives at number ten.
5 The park *where* I play basketball is on the corner.
6 The team *which/that* I play for is called the Park Rangers.
7 The woman *who/that* lives opposite us has got two cats.
8 The bus stop *where* I meet my friends is in the next street.

6 Choose the correct option.

My room, my rules

For Mum, Dad and Samir.

- *You [1]have to / can come in, but remember you [2]have to / mustn't knock first.*
- *You [3]don't have to / mustn't touch my laptop.*
- *You [4]can't / have to stay in my room when my friends are here.*
- *You [5]have to / mustn't talk to me when I've got homework.*
- *You [6]can't / must be quiet when I'm on the phone.*

Thanks, Serena

Speaking

7 In pairs, role play the situations. Student A, look below. Student B, go to page 139.

Student A

- You want to change the decoration in your bedroom. Ask Student B for advice. Then accept or reject the advice.
- Give Student B advice for the surprise party he/she wants to organise. If he/she rejects your ideas, give him/her different advice.

Dictation

8 5.19 Listen. Then listen again and write down what you hear during each pause.

Exercise 7
Sample answer:
A I want to change the decoration in my room. What do you think I should do?
B Why don't you paint it a different colour?
A That's a good idea. Thanks.

B I want to organise a surprise birthday party for Nick. What should I do?
A That's a brilliant idea. I think you should invite all his family and friends.
B I don't think that's a good idea. I only want a very small party.

EXAM

Exercise 8

audioscript page 250

International Certificate Level 1, Listening and Writing, Section 2, (dictation)

BBC CULTURE

Home sweet home



Houses around the world

In the UK, people often live in brick houses with two floors and a garden. In the USA and Australia, people's houses are often made of wood. Why are houses different around the world? The shape and the size of our houses depends on what we need. People everywhere build houses to protect them from different dangers, like the weather, enemies and animals. Here are some of the world's unusual homes.

Rock houses

People in North Africa and southern Europe started to live in underground houses over a thousand years ago. These houses kept them safe from enemies and the hot sun. Today in the south of Spain, some people still live in rock houses that are hundreds of years old. When the weather is very hot in the summer, these houses are nice and cool.

Yurts

In Mongolia and other parts of central Asia people still have a nomadic lifestyle. They live in large round tents which they build from wood and special cloth or skins. It only takes between thirty minutes and three hours to build a yurt or take it down. They are very comfortable and protect people from strong winds outside.

Stilt houses

In some parts of Asia, South America and West Africa, people live in stilt houses. The stilts lift the houses above the ground or the water. On land, the stilts stop animals, like rats and mice, getting into the house. On water, the stilts stop dangerous animals, like crocodiles. Sometimes, in bad weather, the sea gets very high. The stilts protect the houses when the sea level rises.

brick (n) a hard material for building walls
nomadic (adj) moving often from place to place
protect (v) keep something safe
stilt (n) a long stick made of wood that supports something
wood (n) the material that we take from trees

1 VISIBLE THINKING In pairs, follow these steps.

SEE

1 Describe the photo. Where in the world do you think these houses are?

THINK

2 Why are the people travelling on a boat? Why are the houses on water?

WONDER

3 Discuss one of the questions below.
   a Why did people build the homes in the photo like that?
   b Why aren't houses the same in every country?
   c What's it like to live in a house on water?

2 5.20 Read the article. Which of the questions in the Wonder section does it answer? *The article answers Question b.*

3 Read the article again and answer the questions.

Which house …

1 is good when you don't live in one place for a long time? *yurt*
2 is good when the weather is hot? *rock house*
3 is safe from animals? *stilt house*
4 is good for rainy and stormy weather? *stilt house*

4 In pairs, discuss the questions.

1 What types of homes are usual in your country?
2 Are there any unusual houses in your country?
3 How do houses in your country protect people from the weather?

For the teacher
- Teaching notes, page 199
- Videoscript, page 250

On the Portal
- Photocopiable activity: *Project worksheet: a mood board*

BBC I want my own room!



5 Look at the photo. Which room in a house do you think this is? Why is it in a TV programme?

6 27 Watch Part 1 of the programme. Check your answers to Exercise 5.

7 28 Watch Part 2 of the programme. Who does these tasks? Match people a–d with questions 1–4.

Who …

1 [a] [d] paints a plan for the room?
2 [b] [c] takes the old things out of the front room?
3 [d] chooses the wallpaper?
4 [a] chooses old photos for the wall?

a girls b mum c sister d designer

8 29 Watch Part 3 of the programme. Tick (✓) the things that are in the room.

1	✓ cupboards	5	✓ cushions
2	☐ wardrobe	6	☐ plants
3	☐ armchair	7	✓ sofa bed
4	✓ rug	8	☐ TV

9 In pairs, discuss the questions.

1 Have you got your own room?
2 What is there in your bedroom?
3 Describe your dream room.

Exercise 6

videoscript page 250

Possible answer: It's the living room/front room/girls' playroom. It's in a TV programme because the family wants to make a dream room for the girls/change the room so that the girls can use it for their hobbies.

Exercise 7

videoscript page 250

Exercise 8

videoscript page 250

PROJECT TIME

10 In groups of four, create a mood board with style ideas for a teenager's room. Follow these steps.

1 **In groups, decide on the overall feel of your room. Discuss the questions below.**

- What is the style of your room? (modern/traditional/hi-tech/simple/original/comfortable)
- How big is the room?
- What makes it special?

Plan your mood board. Decide who in your group can find more information for each point.

- furniture in the room
- things on the walls and the floor
- gadgets and special features
- colours and patterns

2 **Individually, create your part of the mood board.**

- Take pictures or collect images of furniture, gadgets, colours and fabric designs for the mood board.
- Write a few sentences about your part of the board.

3 **In your group, create your mood board. You can use a mood board creator.**

- Combine the best pictures, colours and designs into a single mood board.
- Put your sentences together to describe the mood board.
- Practise describing your mood board.

4 **Show your mood board to the class.**

- Answer other students' questions.
- Look at the other mood boards. Ask questions.

Look after yourself

6

VOCABULARY
Parts of the body | Sports and fitness | Accidents and injuries | Sleep | Symptoms, illnesses and allergies

GRAMMAR
Countable and uncountable nouns | Quantifiers | Past Continuous and Past Simple

BODY CHALLENGE
Can you do these things?



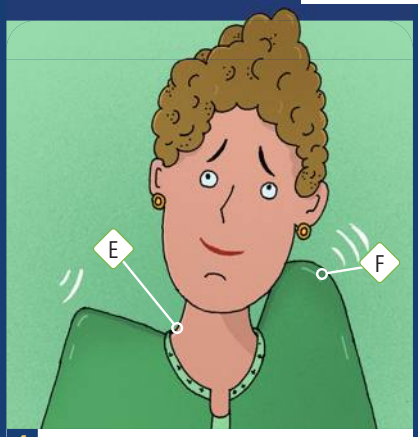
1 Raise one eyebrow and not the other.



2 Touch your toes without bending your knees.



3 Touch your ankle with your elbow.



4 Touch your neck with your shoulder.



5 Touch your elbow with your lips.



6 Touch your eyebrow and your throat with the fingers of one hand.

6.1 Vocabulary
The body

Exercise 1
Possible answers: arm, back, ear, eye, foot/feet, hair, hand, head, mouth, nose, tooth/teeth

1 I KNOW! Work in pairs. How many parts of the body can you name in a minute?

2 6.1 Study Vocabulary box A. Match the words with parts of the body A–J in the pictures. Listen and check.

VOCABULARY A Parts of the body 1

D ankle | H elbow | A eyebrow | J fingers
B knee | G lips | E neck | F shoulder
I throat | C toes

3 6.2 Read and listen to the Body Challenge quiz. In pairs, ask and answer the questions.

A: Can you raise one eyebrow and not the other?
B: Yes, I can.

4 6.3 Study Vocabulary box B. In pairs, find the words in the fact box in Exercise 5. Check you understand them.

VOCABULARY B Parts of the body 2

bone | brain | heart | muscle | skin | stomach | tongue

For the teacher
- Teaching notes, page 200
- Audioscript, page 250

On the Portal
- Vocabulary Memory Game
- **Photocopiable activity:** *Body parts*
- **Test:** Vocabulary Check 6

For the student
- Workbook, pages 58–59

On the Portal
- **Workbook:** Lesson 6.1
- **Extra Practice Activities:** Vocabulary

5 In pairs, read the fact box. Which of the facts do you find most surprising?

PHYSICAL FACTS

1. Your largest organ is not inside your body, it's your skin – it can be fifteen percent of your body weight!
2. The human stomach can stretch to hold up to four litres of food!
3. A human brain is three to four times smaller than an elephant's.
4. Twenty-five percent of your bones are in your feet – there are twenty-six in each foot.
5. Your heart beats about 100,000 times a day to move the blood around your body.
6. Your tongue has eight muscles. It's very strong. (Perhaps because we talk a lot!)

6 6.4 **WORD FRIENDS** Complete the table with the words below. Listen and check.

~~badminton~~ cycling exercises healthy hockey rugby surfing yoga

play	1 *badminton* basketball football 2 *hockey* 3 *rugby* (team) games
do	4 *exercises* sport weight-training 5 *yoga*
go	6 *cycling* running 7 *surfing* swimming walking
keep	fit 8 *healthy*

7 6.5 Listen to Alfie and Chloe talking about how they keep fit. Choose the correct option.

1. To keep *fit* / *sport* Chloe does *yoga* / *exercises* before breakfast every morning.
2. She also goes running *three* / *five* times a week.
3. She used to play *football* / *hockey* at school.
4. Alfie doesn't go *swimming* / *climbing* because he thinks it's boring.
5. He *plays badminton* / *does weight-training* with his friend Tim.

8 How do you keep fit? Discuss in pairs.

A: How do you keep fit? Do you do a lot of sport?
B: Yes, I go running at weekends, I play football for the school team and I do judo.

9 6.6 **WORD FRIENDS** Listen to Chloe and Alfie talking about accidents and injuries. Complete the sentences with body parts.

1. When Alfie fell, he hit his *head* and hurt his *ankle* .
2. One time he broke his *leg* during a football match.
3. Last week, Chloe cut her *finger* and burned her *hand* in the kitchen.

10 Label photos A–E with the highlighted injuries in Exercise 9.


A *broke his leg*


hit his head B


C *hurt his ankle*


burned her hand D


E *cut her finger*

Exercise 7
audioscript page 250

Exercise 9
audioscript page 250

YOUR WORLD

11 In pairs, talk about a time you had an injury. Use the phrases in Exercises 6 and 9 to help you.
A few years ago, I went skiing and I broke my leg.

I can talk about the body, sport and keeping fit.

6.2 Grammar

Countable and uncountable nouns | Quantifiers

VIDEO **GOOD FOR YOU**

Mia: Hi, what's for lunch?
Noah: First, a salad with a lot of tomatoes.
Lena: Don't put too many tomatoes in it!
Mia: But tomatoes are good for your skin.
Mateo: There isn't enough salt.
Mia: Too much salt isn't good for you.
Noah: OK … Now some crisps … How many crisps do you want in the salad?
Mia: Crisps in a salad?
Noah: Yeah, but not many … I'm kidding!
Mateo: After the salad there's some chicken.
Lena: That smells good! Are there any chips?
Mateo: No, there weren't enough potatoes.
Mia: Good, I don't want any chips.
Noah: I'm making a dessert, but it's healthy. There isn't much sugar in it. Mateo, how much chocolate do I need?
Mateo: 200 grams.
Mia: That's a lot of chocolate!



Lena: Can we have some cream with it?
Mateo: Sorry, we don't have any cream. Mia, are you eating the chocolate?
Mia: Oh! Oops!
Noah: Don't worry. Chocolate's good for you!

1 30 6.7 Describe the photo. Why is Mia smiling? Watch or listen and check.

Exercise 1
Lena, Mateo, Mia and Noah are in the kitchen. The boys are cooking. Mia's interested in healthy eating and she's worried Noah will add some unhealthy ingredients to the lunch, e.g. crisps, too much salt or chocolate, but in the end she eats the chocolate. That's why she's smiling.

SET FOR LIFE

2 Do you have a healthy lifestyle? In groups, say how often you do these things.

- drink two litres of water
- eat five pieces of fruit and vegetables
- have a good breakfast
- sleep for eight hours
- walk or exercise for thirty minutes

3 Study the Grammar box. Find more quantifiers with nouns in the dialogue.

GRAMMAR Quantifiers

Countable	Uncountable
how many crisps?	how much chocolate?
too many tomatoes a lot of tomatoes some crisps	too much salt a lot of chocolate some chicken
not many crisps not any chips not enough potatoes	not much sugar not any cream not enough salt

GRAMMAR TIME > PAGE 131

4 In pairs, add words from the dialogue to the lists below. Then add more examples of food and drink.
Countable: *tomatoes, crisps, …* Uncountable: *salt, …*

5 Complete the sentences with the quantifiers below.

~~many~~ enough too many too much

1 There aren't *many* crisps, but I don't need any more.
2 There isn't *enough* rice for four people. Add some more.
3 Don't put *too much* butter on your toast.
4 I've got *too many* olives. Do you want some?

WATCH OUT!
We usually ask questions with ***any***. *Are there **any** chips?*
But we can use ***some*** in questions when we make an offer or a request. *Can we have **some** cream?*

6 Choose the correct option.

1 My brother doesn't eat (*many*) / *some* vegetables.
2 Don't eat *enough* / (*too much*) salt – it's bad for you.
3 *How many* / (*How much*) sugar did you put in my tea?
4 Is there (*any*) / *many* jam in the cupboard?
5 Would you like *any* / (*some*) of this cake?

Exercise 4
Countable: chips, potatoes, a dessert
Uncountable: salad, chicken, sugar, chocolate, cream

YOUR WORLD

7 In pairs, discuss your bad eating habits.
I don't eat enough vegetables. What about you?

For the teacher
- Teaching notes, page 201

On the Portal
- Grammar presentation
- **Photocopiable activity:** *Packed lunches*
- **Test:** Grammar Check 6

For the student
- Workbook, page 60
- Grammar Time, Student's Book, page 131

On the Portal
- **Workbook:** Lesson 6.2
- **Extra Practice Activities:** Grammar

6.3 Reading and Vocabulary

Sleep

1 Are these sentences true for you?

1 It's hard to get up in the morning.
2 I sleep more than my parents.
3 I never want to go to bed before 11 p.m.

2 6.8 Read the letter and answer the questions.

1 Who did Carla write to?
2 What is the letter about?
3 What does she want her parents to stop doing? Why?

3 Read the letter again. Choose the correct answer.

1 Teenagers can't fall asleep until it's late because
   a they feel tired in the morning.
   b they have less melatonin than adults.
   (c) their brains work differently from adult brains.
2 Teenagers shouldn't play video games at night because
   (a) blue light can stop you sleeping.
   b their parents don't think it's a good idea.
   c video games are bad for you.
3 Teenagers can't get enough sleep during the week because they
   a are growing.
   b have to go to bed before 10 p.m.
   (c) have to get up early for school.
4 Carla thinks it's a good idea that
   (a) schools start later.
   b students can sleep at school.
   c teenagers get up early.

4 6.9 **WORD FRIENDS** In pairs, find these phrases in the letter and write the missing words. Listen and check.

1 fall *asleep*
2 feel *sleepy* /tired
3 get enough *sleep*
4 get up/wake up *early* / late
5 go to *bed* /sleep
6 keep you *awake*
7 remember your dreams
8 sleep badly/ *well*

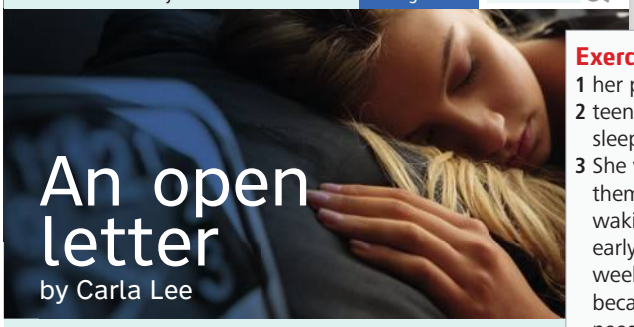
5 6.10 Choose the correct option. Listen and check. Then ask and answer the questions in pairs.

BEDTIME QUESTIONS

1 What time do the people in your house usually (*go*) / *sleep* to bed?
2 Do you usually start to *fall* / (*feel*) sleepy before or after your parents?
3 Do you usually *fall* / (*sleep*) well at night?
4 What time do you *feel* / (*get*) up on school days? Is that too early?
5 What time do you usually *go* / (*wake*) up at the weekend?
6 Do you ever find it difficult to (*fall*) / *wake* asleep? Why?

TeenSpace

About us | Lifestyle | Health and fitness | Teenagers talk



An open letter

by Carla Lee

Dear Mum and Dad,

I know you don't like it when I go to bed late and I can't wake up early in the morning. But it's not my fault. I'm a teenager, and teenagers are different.

Human brains make a hormone called melatonin, which makes us feel sleepy. But teenagers don't start producing melatonin until about 11 p.m., two hours after adults or younger kids. That's why we can't fall asleep early and we play video games or go on our phones. But that's not a good idea because the blue light from screens reduces the melatonin in our brains and keeps us awake!

The problem is that teenagers are growing, so we need more sleep than adults: eight to ten hours a night! But if we can't sleep before midnight and we have to get up at 7 a.m. to go to school, then one thing is clear: we don't get enough sleep during the week. In some places schools start later, which is great! But our school starts at 8 a.m.! ☹

So what happens? At weekends we sleep late, sometimes very late. ☺ Sleep is important. If you don't sleep well, you feel tired. Your memory fails. You can't concentrate. You get angry more easily. You have more accidents. And you fall ill more often.

So please don't open my curtains too early. I'm not lazy. I just need to sleep.

Love, Carla

VIDEO **WIDER WORLD**

6 31 Watch four people talking about sleeping and getting up. Write down the sleep habits they mention.

7 In pairs, talk about your sleep habits.

A: What time did you go to bed last night?
B: I went to bed at …

Exercise 2
1 her parents
2 teenagers and sleep
3 She wants them to stop waking her up early at the weekend because she needs more sleep.

EXAM

Exercise 3
A2 Key for Schools, Reading and Writing, Part 3, (3-option multiple choice)

Exercise 6

videoscript page 251

Harry went to bed at half past one in the morning; **Cecile** at 11 p.m.; **Adrian** at 1 a.m.; **Miguel** at one o'clock this morning.
Harry got up at 5 o'clock last Saturday morning; **Cecile** at 10 a.m.; **Adrian** around 10 a.m
Harry usually sleeps between six and eight hours at night; **Adrian** – around seven hours; **Cecile** – normally eight hours
Harry doesn't often have bad dreams, he often has happy dreams; **Adrian** – not usually; **Cecile** – not very often
Harry often feels sleepy at work.

I can understand an open letter about sleep.

For the teacher
- Teaching notes, page 202
- *Need support?* worksheet, page 239
- Videoscript, page 251

On the Portal
- Photocopiable activity: *Complete and ask*

For the student
- Workbook, page 61

On the Portal
- **Workbook:** Lesson 6.3
- **Extra Practice Activities:** Vocabulary, BBC Vox Pop

6.4 Grammar

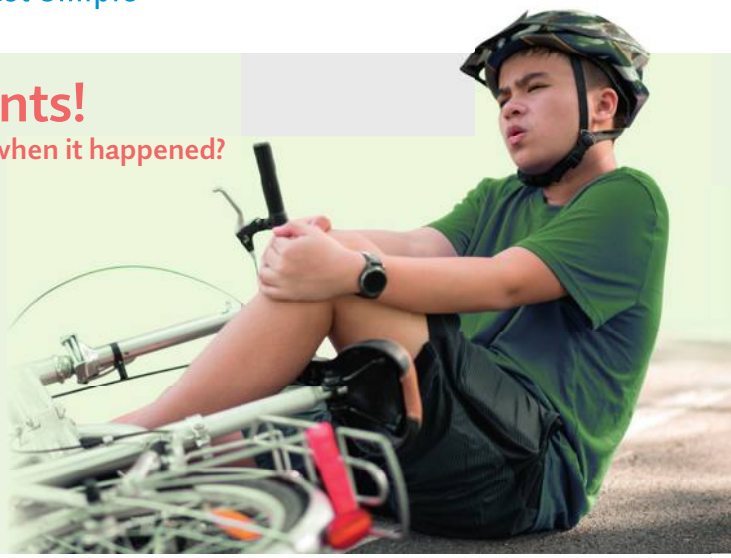
Past Continuous and Past Simple

Tell us about your accidents!

What happened to you? What were you doing when it happened?

Yesterday afternoon I was cycling in the park. Some kids were playing football, so I wasn't paying attention to where I was going. While I was watching the match, a dog ran in front of me. I fell off my bike. I broke my arm, hurt my back and cut my knee. It was really painful. *Arlo*

My basketball team was playing a match on Friday. We weren't playing well, and the other team was really good. They were winning 34–21 when I got the ball. Unfortunately, when I was trying to score a basket, I hurt my ankle and fell. I hit my head and broke my nose. I was lucky I didn't break my neck. *Jodie*



Exercise 1
There's a boy sitting next to his bike and he's holding his knee.
1 He was cycling in the park.
2 He broke his arm, hurt his back and cut his knee.
3 She was playing basketball.
4 When she was trying to score a basket, she hurt her ankle, fell, hit her head and broke her nose.

1 6.11 Describe the photo. Read the text and answer the questions.

1 What was Arlo doing yesterday afternoon?
2 What happened to him when he fell?
3 What was Jodie doing on Friday?
4 What happened to her?

2 Study the Grammar box. Find more examples of the Past Continuous in the text.

GRAMMAR Past Continuous and Past Simple

+	I was cycling in the park. She was jumping. They were playing football.	
–	I wasn't running. She wasn't swimming. We weren't playing well.	
?	Were you cycling? Was she jumping? Were they playing?	Yes, I was./No, I wasn't. Yes, she was./No, she wasn't. Yes, they were./No, they weren't.
	What was she doing yesterday at 5 p.m.?	

Past Simple and Past Continuous
While/When/As I was watching the match, a dog ran in front of me.
I was watching the match when a dog ran in front of me.

GRAMMAR TIME > PAGE 132

3 In pairs, ask and answer the questions below.

What were you doing …
- at 8 p.m. last Friday?
- at six o'clock this morning?
- last week at this time?
- an hour ago?
- on Sunday at 12.30?
- 24 hours ago?

A: What were you doing at 8 p.m. last Friday?
B: I was watching a film. What about you?

4 Choose the correct option.

1 My cousin *had* / *was having* an accident when he *rode* / *was riding* a motorbike.
2 My mum *hit* / *was hitting* her head as she *got* / *was getting* into the car.
3 As my dad *did* / *was doing* weight-training, he *hurt* / *was hurting* his back.
4 We *fell* / *were falling* when we *danced* / *were dancing*.
5 I *hurt* / *was hurting* my ankle when I *ran* / *was running* to school.

5 6.12 Complete the dialogue with the correct form of the verbs in brackets. Listen and check.

A: What [1] *were you doing* (you/do) when the accident [2] *happened* (happen)?
B: I [3] *was driving* (drive) my kids to school. They [4] *were making* (make) a lot of noise, so I [5] *told* (tell) them to be quiet. I [6] *wasn't looking* (not look) at the road and I [7] *drove* (drive) into a tree. Fortunately, nobody was hurt.

Exercise 6
videoscript page 251

Neal broke two toes when he was eleven. **Affie** fell down the stairs in the Tube in London. **James** cycled into a thorn bush when he was about five.

VIDEO WIDER WORLD

6 32 Watch three people talking about accidents they had. Write down what happened to them.

7 Work in groups. Describe an accident you had when you were younger.
- How old were you?
- What were you doing at the time of the accident and what happened next?

I was ten. I was walking to school when …

For the teacher
- Teaching notes, page 203
- Videoscript, page 251

On the Portal
- Grammar presentation
- **Photocopiable activity:** *I was … when …*
- **Test:** Grammar Check 6

For the student
- Workbook, page 62
- Grammar Time, Student's Book, page 132

On the Portal
- **Workbook:** Lesson 6.4
- **Extra Practice Activities:** BBC Vox Pop, Grammar

6.5 Listening and Vocabulary

Symptoms, illnesses and allergies

1 Look at the picture. Why is tomorrow a big day for Mansewood United?
They are playing in the cup final.

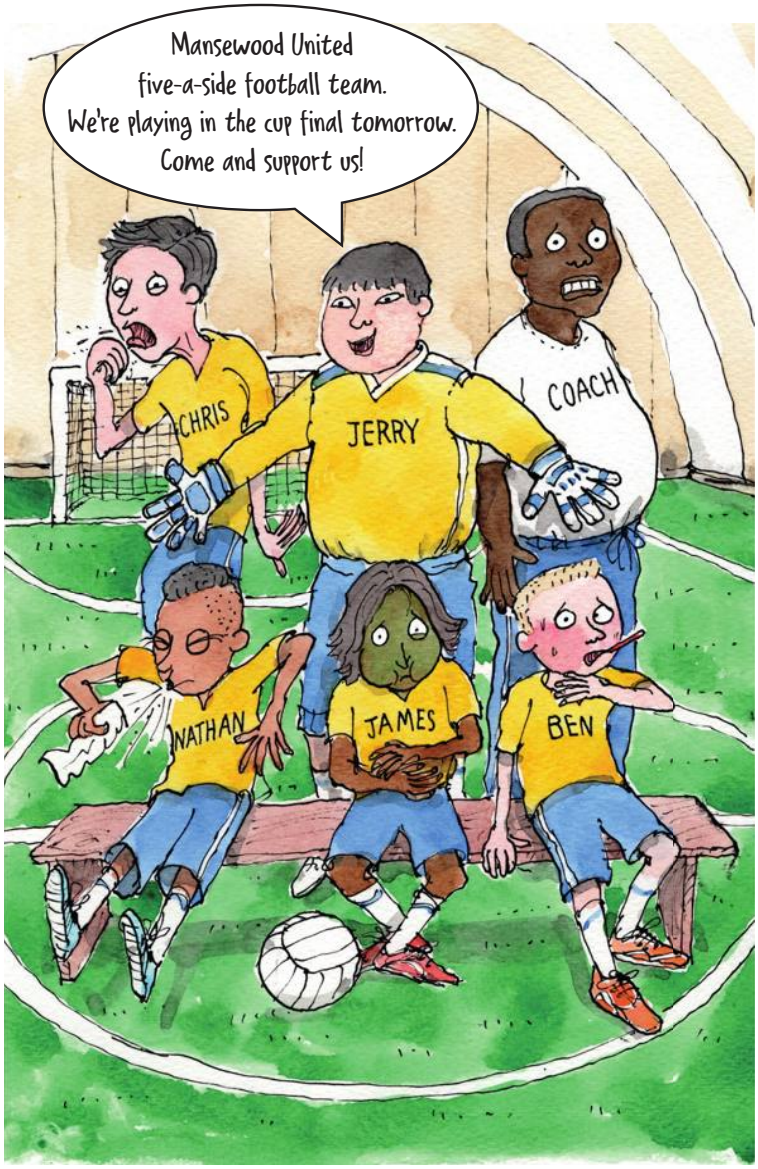
2 6.13 Study the Vocabulary box. In pairs, match the symptoms with the illnesses and allergies.

VOCABULARY Symptoms, illnesses and allergies

Symptoms
cough feel ill feel sick have a cough have a headache have a high temperature have a sore throat have a stomachache sneeze

Illnesses and allergies
have a cold have a food allergy have hay fever have the flu

When you have hay fever, you can sneeze.



3 6.14 What symptoms have the players in the picture got? Complete the sentences. Listen to Jerry and check.

1 Nathan is *sneezing* .
2 James has got a *stomachache* .
3 Ben has got a *sore* throat and a high *temperature* .
4 Chris has got a *cough* .

4 6.15 Listen to a dialogue. In pairs, answer the questions.

1 Why couldn't Ben play?
2 Why was Nathan sneezing?
3 Why did James have a stomachache?
4 Why couldn't Chris play?
5 What did the coach get at the end?

5 6.16 Listen to Jerry talking to a friend about the football match. Choose the correct answer.

1 They played the match on
(a) Wednesday.
b Saturday.
c Sunday.
2 While Jerry was visiting friends,
a he got a cold.
(b) he got the flu.
c he got hay fever.
3 On the day of the match, Jerry felt
a great.
(b) ill.
c very well.
4 Ben didn't finish the match because
(a) he hurt his ankle.
b he broke his leg.
c he hurt his back.
5 Jerry's team won the match
a 2–1.
b 3–1.
(c) 3–2.

YOUR WORLD

6 In pairs, talk about a time when you were ill. Describe your symptoms.
I had a really bad cold last month.

Exercise 2
have a cold: cough, have a cough, have a sore throat, sneeze
have a food allergy: have a stomachache
have hay fever: sneeze, have a sore throat, have a cough
have the flu: feel ill, have a high temperature, have a headache, cough

Exercise 3
audioscript page 251

Exercise 4
audioscript page 251

1 He had a sore throat, a terrible cough and a high temperature (probably the flu).
2 He had hay fever.
3 He ate something that made him feel sick (maybe nuts).
4 He got on the wrong train.
5 He got a terrible headache.

EXAM

Exercise 5
audioscript page 251

A2 Key for Schools, Listening, part 3, (3-option multiple choice)

I can understand a conversation about health problems.

For the teacher
- Teaching notes, page 204
- *Need support?* worksheet, page 239
- Audioscript, page 251

On the Portal
- Vocabulary Memory Game
- Photocopiable activity: *I don't feel well*

For the student
- Workbook, page 63

On the Portal
- **Workbook:** Lesson 6.5
- **Extra Practice Activities:** Vocabulary

6.6 Speaking

Talking about health problems

VIDEO **WHAT'S THE MATTER?**

Noah: Hi Lena, how are you feeling?
Lena: I've got a sore throat and a headache. I think I've got the flu.
Noah: Have you got a temperature?
Lena: No, I haven't. Perhaps it's just a cold.
Noah: Maybe you should take some medicine.
Lena: I took some an hour ago.
Noah: You probably need to stay in bed for a day or two … Oh! Is this your model for Technology? Can I help you with it?
Lena: Sure.
Noah: Ow!
Lena: What's the matter?
Noah: My fingers are stuck! Ow! It hurts!
Lena: Let me see. How did you do that?
Noah: I was using this glue and …
Lena: That's the wrong glue! It's really strong! You should be more careful. Here, have some water.
Noah: I don't need water! My fingers are stuck together! It's really painful! Ow!
Mum: Hi! What's going on? Why were you shouting? What's wrong?



Lena: Noah's got his fingers stuck together.
Mum: Let me have a look. You need to see a doctor. Come on!

SOUNDS GOOD! Sure. • What's going on? • Let me have a look.

1 33 6.17 Describe the photo. What is Noah's problem? How do you think it happened? Watch or listen and check.

2 Study the Speaking box. Find examples of the phrases in the dialogue.

SPEAKING Talking about health problems

Asking what the problem is
What's the matter? What's wrong?
How are you feeling?

Talking about symptoms
I feel sick/ill/terrible.
I've got a stomachache/a headache/toothache/a temperature/a sore throat/a cold/the flu.
My leg/back hurts.
It's sore/painful.

Giving advice
Sit down.
Have some water.
You should/need to lie down/stay in bed/keep calm/see a doctor/be more careful/go to hospital.
You should take a tablet/some medicine.

3 6.18 Complete the dialogues with one word in each gap. Listen and check.

1 A: What's the *matter* ?
B: I've got a *high* temperature.
A: You should stay in *bed* and take some *medicine* .

2 A: *What's* wrong with you?
B: I *feel* terrible, and my leg *hurts* . Perhaps it's broken.
A: I think you *should* go to hospital.

4 Suggest what the people should do. Use the Speaking box to help you.

1 Lena's got the flu. *She should take some medicine.*
2 Mateo's got hay fever.
3 Mia broke her arm.
4 Noah's stomach hurts.
5 Adam fell down the stairs and hurt his shoulder.

YOUR WORLD

5 In pairs, follow the instructions. Use the Speaking box and Exercise 4 to help you.

- **Student A** – ask how Student B is feeling. Listen and give advice.
- **Student B** – you feel ill. Tell Student A about your symptoms.
- Change roles.

Exercise 1
Noah, Lena and Lena's mum are sitting together. They're looking at Noah's hand. Noah's fingers are stuck together because he used some strong glue.

Exercise 4
Possible answers:
2 He should stay inside/take some medicine.
3 She needs to see a doctor/go to hospital.
4 He should drink some water/lie down.
5 He should see a doctor/be more careful.

For the teacher
- Teaching notes, page 205
- *Need support?* worksheet, page 239

On the Portal
- **Photocopiable activity:** *My advice is*

For the student
- Workbook, page 64

On the Portal
- **Workbook:** Lesson 6.6
- **Extra Practice Activities:** West Green video

6.7 Writing

A narrative

1 Read Sophia Grey's story and answer the questions.

1 Why was Sophia in Cardiff last Sunday?
2 What was the weather like at first?
3 What happened to Sophia?
4 Who helped her?
5 Why did she feel so happy?

WRITING A narrative

1 **Write when and where the event happened**
Last Sunday in Cardiff, I ran my first half marathon.

2 **Describe the scene**
The sun was shining.

3 **Describe the action**
I was running towards the 20 km sign. I fell.

4 **Write what happened in the end**
I crossed the finishing line.

2 Match sentences a–d with sections 1–4 in the Writing box.

a [3] As I was running, a young man fell in front of me.
b [1] I took part in a race in my home town last weekend.
c [4] In the end, we finished the race together.
d [2] It was a beautiful day and I felt good.

3 Study the Language box. Find four examples of narrative linkers in the story.

LANGUAGE Narrative linkers

Use narrative linkers with the Past Simple and Past Continuous to connect ideas: *next, suddenly, then, when, after that, while, a few minutes later, the next day.*

4 Complete the text with the narrative linkers below.

a few minutes later | suddenly | the next day | then | when | ~~while~~

[1]*While* I was shopping in Cardiff on Sunday, I stopped to watch the half marathon. Just [2] _____, I saw my friend Sophia. [3] _____ she was running past me, I called out, but she didn't hear me. [4] _____, she fell. I was worried, but [5] _____ someone helped her up, and she finished the race. [6] _____ at school, she told me all about it.



An unforgettable day

Sophia Grey

1 Last Sunday in Cardiff, I ran my first half marathon. 21.097 kilometres!

2 The sun was shining. I didn't go fast at first, but after ten kilometres, I felt fit and strong. While we were running through the city centre, the crowd began to cheer. I started to run faster.

3 I was running towards the 20 km sign when it started raining. I didn't slow down. That was a mistake because the ground was wet. Suddenly, I fell. I hurt my back and cut my hand. It was bleeding. My knee was sore too.

4 Another runner stopped and helped me to get up. Then we ran the last 200 metres together. I was crying when I crossed the finishing line, but I felt wonderful. It was an unforgettable day.

Exercise 1
1 She ran her first half marathon.
2 It was sunny./ The sun was shining.
3 She fell. She hurt her back and cut her hand. Her knee was sore.
4 Another runner helped her.
5 Because she finished the race.

WRITING TIME

5 Write a narrative with the title: *An unforgettable day.*

1 **Find ideas**
Make notes for a narrative.
- Where and when did the story happen?
- What was happening when the story began?
- What happened?
- How did it end?

2 **Plan**
Organise your ideas into paragraphs. Use Simon's story to help you.

3 **Write and share**
- Write a draft narrative. Use the Language box and the Writing box to help you.
- Share your narrative with another student for feedback.
- Write the final version of your narrative.

4 **Check**
- Check language: did you use linkers to connect your sentences?
- Check grammar: did you use the Past Simple and the Past Continuous?

Exercise 4
2 a few minutes later/then
3 When
4 Suddenly
5 then
6 The next day

I can write a narrative.

For the teacher
- Teaching notes, page 206
- *Need support?* worksheet, page 239

On the Portal
- Photocopiable activity: *Complete the narrative*

For the student
- Workbook, page 65

On the Portal
- Workbook: Lesson 6.7

Vocabulary Activator

WORDLIST 6.19

Parts of the body 1
ankle (n)
elbow (n)
eyebrow (n)
fingers (n)
knee (n)
lips (n)
neck (n)
shoulder (n)
throat (n)
toes (n)

Parts of the body 2
bone (n)
brain (n)
heart (n)
muscle (n)
skin (n)
stomach (n)
tongue (n)

Word friends (sport and fitness)
do exercises
do sport
do weight-training
do yoga
go cycling
go running
go surfing
go swimming
go walking
keep fit
keep healthy
play badminton
play basketball
play football
play hockey
play rugby
play (team) games

Word friends (accidents and injuries)
break your leg
burn your hand
cut your finger
hit your head
hurt your ankle

Word friends (sleep)
fall asleep
feel sleepy
feel tired
get enough sleep
get up early
get up late
go to bed
go to sleep
keep you awake
remember your dreams
sleep badly
sleep well
wake up early
wake up late

Symptoms, illnesses and allergies
cough (v)
feel ill
feel sick
have a cold
have a cough
have a food allergy
have a headache
have a high temperature
have a sore throat
have a stomachache
have hay fever
have the flu
sneeze (v)

Extra words
accident (n)
adult (n)
advice (n)
bleed (v)
break your arm
break your nose
careful (adj)
concentrate (v)
cry (v)
cut your hand
doctor (n)
exercise (v)
fall (v)
finish the race
half marathon (n)
healthy (adj)
hormone (n)
hospital (n)
human (adj)
hurt your back
keep calm
lie down (v)
medicine (n)
memory (n)
my fingers are stuck
my leg/back hurts
painful (adj)
pay attention
see a doctor
sit down (v)
stay in bed
suddenly (adv)
take a tablet
take some medicine
teenager (n)
toothache (n)

1 Use words from the wordlist to find these things.

1 three parts of the bottom part of your body that you use when you walk *ankle, …*
2 three sports that are team games
3 two sports you can do in water
4 three body parts that are in/on many areas of your body
5 two symptoms ending with *-ache*
6 two body parts that are part of your mouth

2 Complete the sentences with words from the wordlist.

1 You have an *eyebrow* above each eye.
2 Your *knee* is in the middle of your leg.
3 You feel *sick/ill* when you're not well.
4 You *sneeze* a lot when you have hay fever.
5 When you've got the flu, your *temperature* can be high.
6 Weight-training is good for the *muscles* in your arms and back.

3 Complete the sentences with the words below. In pairs, say which sentences are true for you.

~~allergy~~ broke burned feel remember sleep

1 I don't have a food *allergy*, so I can eat everything.
2 I usually *remember* my dreams when I wake up.
3 I sometimes *feel* sleepy in class.
4 I get hay fever in the summer, so I don't *sleep* well.
5 Las year I *burned* my hand on the hot oven.
6 I went to hospital when I *broke* my leg.

4 6.20 **PRONUNCIATION** Listen to the words below and decide if you hear the underlined letters. Listen again and repeat.

feel tired go walking headache knee muscle temperature tongue wake up early weight-training

Exercise 1
1 knee, toes, bone, muscle
2 badminton, basketball, football, hockey, rugby
3 surfing, swimming
4 skin, bone, muscle
5 stomachache, headache, toothache
6 lips, tongue, muscle, skin

Exercise 4
No, you don't hear the underlined letters.

For the teacher
- Audioscript, page 251

On the Portal
- **Tests:** Unit 6 Test, Unit 6 Writing Test

For the student
- Workbook, pages 66–67

On the Portal
- **Workbook:** Self-check
- Wordlist
- **Extra Practice Activities:** Self-check

Revision

Vocabulary

1 Choose the correct answer.

1 Which of these things can you break?
a muscles b brain (c) bones

2 Which of these things isn't very important for being healthy?
a keeping fit (b) waking up early
c getting enough sleep

3 Which of these things makes you sneeze?
(a) hay fever b a cough c feeling sick

4 Which of these things can't you do on your own?
a do yoga b go running
(c) play badminton

5 Which of these things is not near your head?
a neck (b) ankle c shoulder

6 Which of these things hurts if you eat too much?
a tongue (b) stomach c brain

2 Match phrases 1–6 with a–f to make sentences.

1 [c] I think I've got the
2 [f] Our neighbour's loud TV keeps
3 [a] My sister likes to
4 [e] My friends often play
5 [b] I can't write because I burned
6 [d] I enjoy doing

a go running after school.
b my hand on the oven.
c flu, so I'm staying at home.
d weight-training to keep fit.
e football in the park.
f me awake at night.

3 Choose the correct option. Then think of some advice you can give to Archie.

Dear Problem Pete,

My problem is that I often feel [1] *tired* / *tiring*. A few days ago I [2] *kept* / *fell* asleep on the bus for a minute or two. When I woke [3] *up* / *at* my friend was looking at me, but she didn't say anything.

I'm worried because I don't get [4] *enough* / *too* sleep. I never go [5] *in* / *to* bed late, but I don't sleep very [6] *good* / *well*. I want to have a good night's sleep. What can I do?

Thanks for your help,

Archie

Grammar

4 Choose the correct option.

A: I'm so hungry! Is there anything to eat?
B: Well, we've got [1] *any* / *some* cheese.
A: Good! Have we got [2] *any* / *some* bread for a sandwich?
B: No, we haven't got [3] *any* / *some*. But we have got [4] *any* / *some* eggs.
A: Excellent! How [5] *many* / *much* eggs?
B: Two.
A: That's [6] *not much* / *not many*!
B: But we've got [7] *a lot of* / *any* potatoes.
A: Great! So, we can have fried eggs and chips!
B: No, I don't have [8] *much* / *many* time to cook. And anyway, we eat [9] *too many* / *too much* chips! There are [10] *a lot of* / *too many* vegetables, so you can have a vegetable omelette!

5 Complete the text with the Past Simple or the Past Continuous form of the verbs in brackets.

Last weekend I [1] *was sitting* (sit) in my room when I [2] _____ (hear) a noise from outside. I [3] _____ (get up) and opened the window. My brother [4] _____ (lie) in the garden. He [5] _____ (not look) at me, so I [6] _____ (shout) 'Jack! Are you OK?'
'My knee hurts. I fell off the chair,' he answered.
'Why? What [7] _____ (you/do) on the chair?'
'I [8] _____ (help) the cat to get down from the tree! I [9] _____ (stand) on the chair when the cat [10] _____ (jump) suddenly, and I fell. It's very painful!'

Speaking

6 In pairs, role play the situation. Student A, look below. Student B, go to page 139.

Student A

- Say hello to Student B.
- Ask Student B how he/she is.
- Ask Student B what happened.
- Give some advice.
- Reply that you aren't feeling well. Describe your symptoms.
- Listen and react to Student B's advice. Say thank you.

Dictation

7 6.21 Listen. Then listen again and write down what you hear during each pause.

Exercise 5
2 heard
3 got up
4 was lying
5 wasn't looking
6 shouted
7 were you doing
8 was helping
9 was standing
10 jumped

Exercise 6
Sample answer:
A Hi, How are you?
B Not so good. I had an accident and I broke my finger.
A Poor you! How did you do that?
B I was playing basketball and I fell.
A You need to rest.
B Thanks, how are you?
A I have a sore throat and a temperature.
B Why don't you call the doctor?
A Good idea, thanks.

EXAM

Exercise 7

audioscript page 251

International Certificate Level 1, Listening and Writing, Section 2, (dictation)

SET FOR LIFE

Let's sort this out!



Mum: Sam, can you tidy and vacuum the living room, please? And do the ironing?

Sam: Again? But I did some ironing at the weekend. Why can't Alice do something?

Mum: She did the washing up this morning.

Sam: But washing up's really easy – and it's quick! Why do I have to do all the boring jobs?

Mum: That's not true, Sam.

Sam: It's always me! Alice never has to vacuum the floors, or do the ironing. It's not fair!

1 **In groups, study the list of things which usually cause arguments between teenagers and their parents. Discuss the questions below.**

clothes/hair/make-up coming home late friends
housework mobile phones schoolwork

1 Do you ever disagree with your parents on these topics? Give examples.
2 What other things do teenagers argue about with their parents?

2 6.22 **Read the dialogue and answer the questions.**

1 What are Sam and his mum arguing about?
2 What does Sam have to do?
3 Why doesn't he want to do it?
4 What does he feel about his sister, Alice?

3 **How do you think the dialogue ends? Choose an answer.**

a Sam agrees to do the work.
b Sam's sister has to do the housework.
c Sam and his mum get angry.

4 6.23 **Listen to the ending of the dialogue and check your answer to Exercise 3.** *The answer is c.*

5 **In pairs, discuss the questions.**

1 What happened at the end of the dialogue?
2 Did Sam and his mum solve the problem?
3 Are they both happy?

6 6.24 **Listen to another possible ending to the dialogue. What do Sam and his mum do differently this time? Choose the correct option.**

1 They *listen* / *don't listen* to each other's arguments.
2 They *make* / *don't make* personal comments.
3 They *talk* / *don't talk* about their feelings.
4 They *resolve* / *don't resolve* the problem.

Exercise 2
1 housework
2 He has to tidy and vacuum the living room and do the ironing.
3 Because he did some ironing at the weekend, and he has to do all the boring jobs.
4 He thinks that she doesn't have to do much housework.

Exercise 4
audioscript page 252

Exercise 5
1 Sam went out.
2 No, they didn't.
3 No, they aren't.

Exercise 6
audioscript page 252

For the teacher
- Teaching notes, page 207
- Audioscript, page 252

On the Portal
- **Photocopiable activity:** *Which solution works for everyone?*

Resolve arguments with other people

7 6.24 Listen again. Number the expressions in the Useful Phrases box in the order that you hear them. Which expression is not in the dialogue?

8 In pairs, discuss the situations below. Decide how both people feel and how they can resolve the problem in a positive way.

Situation 1

A: Your younger brother/sister always takes your things without asking. Yesterday you found your expensive new camera in his/her room.

B: You are the younger brother/sister. You're interested in photography, so you took your brother's/sister's camera for a quick look.

Situation 2

A: You want to go to a party at the weekend and you'd like your mum/dad to collect you at midnight.

B: You are the parent. You think that midnight is too late, but you don't mind coming at ten o'clock.

9 Read the Useful Tips. In class, discuss the questions.

1 What do you do when you are feeling angry or annoyed with another person?

2 Do you think the tips can help? Why?/Why not?

SET FOR LIFE

10 In pairs, role play a situation where two people have an argument and find a way to resolve it. Follow the instructions.

1 **Choose one of the situations in Exercise 8 or think of a situation from your own life.**

2 **Write the scene. Use the expressions from the Useful Phrases box. Decide:**
- how both people in the situation feel
- what they should say in the dialogue
- how they can resolve the problem in a positive way

3 **Practise your dialogue. Remember to stay calm and show that you understand another person's position.**

4 **Present the dialogue for the class or record it on your phone.**

USEFUL TIPS

When you have an argument with another person, it is important to find a way to resolve it in a positive way.

Stop for a moment and think.

Stay calm. Use sentences with the pronoun *I* to explain your feelings.

Don't use phrases like *You never …* *You always …*

If you are wrong, apologise!

Try to find a good solution for everyone.

USEFUL PHRASES

Stopping an argument

1 Let's stop and think for a minute.
✗ Let's sort this out.
2 What's the basic problem here?

Explaining your position calmly

5 I (don't) feel that …
3 I (don't) think that …

Seeing another person's point of view

4 I understand that …
6 I see what you mean.
7 (Maybe) you've got a point.

Working together to find a solution

9 If you like, I can …
8 Perhaps I/you/we could …



Progress Check Units 1–6

EXAM

Exercise 3
International Certificate Level 1, Reading, Section 4, (3-option multiple choice)

Exercise 3
2 felt very embarrassed
3 to hang up
4 don't mind doing
5 can't stand doing
6 dances very well

EXAM

Exercise 2
A2 Key for Schools, Reading and Writing, Part 5, (open cloze)

EXAM

Exercise 5
A2 Key for Schools, Speaking, Part 2, (discussion task with visual stimulus)

Vocabulary and Grammar

1 Choose the correct option.

1 I'm really interested ___ technology.
(a) in b into c with

2 Please remember to wear your ___ on school sports day.
a costume b uniform (c) tracksuit

3 Do you want to ___ yoga? Contact Marie for more information.
(a) do b go c make

4 No talking please. All students ___ be quiet during the exam.
a can (b) must c don't have to

5 I was listening to music when my little brother ___ into my room.
a was coming (b) came c used to come

6 Please put your coffee cups in the ___ before leaving the office. Thank you.
(a) dishwasher b washing machine
c wardrobe

2 Complete the text with one word in each gap.



Your bedroom is the place where you study, sleep and relax, so if you ask me, it's important to feel comfortable in it. We [1] *used* to live in a flat and I had a bedroom [2] *which/that* was very small. In fact there wasn't [3] *enough* space for a table and chair, so I studied in the kitchen. Now we live in a big house, so I don't [4] *have* to study in the kitchen. I've got a very big room [5] *where* I can do my homework. I like a clean and tidy room, so I [6] *make* my bed every day. At the weekend, I vacuum the floor and I take [7] *out* the rubbish. In fact, everyone likes my room.

3 Complete the second sentence with the word in bold so that it means the same as the first one. Use no more than four words.

1 Did you watch many horror films when you were little? **USE**
Did you *use to watch* many horror films when you were little?

2 Falling over in the basketball game was very embarrassing. **FELT**
I _____ when I fell over in the basketball game.

3 It isn't polite to finish a telephone conversation without saying goodbye. **HANG**
It is rude _____ without saying goodbye.

4 It's OK with me to do homework at the weekend. **MIND**
I _____ homework at the weekend.

5 We do lots of Maths tests – and I hate it! **STAND**
I _____ lots of Maths tests.

6 George is a very good dancer. **DANCES**
George _____ .

Speaking

4 Choose the correct option.

1 A: What do you think of comics?
B: ___
(a) I think they're cool.
b I agree with you.
c Sounds good.

2 A: What should I do about my room?
B: ___
a Sit down.
b That's a terrible idea!
(c) I think you should redecorate it.

3 A: ___
B: My back hurts.
(a) What's the matter?
b Can you give me some advice?
c What happened in the end?

4 A: My computer crashed.
B: ___
a That's not a bad idea.
(b) You need to switch it off and on again.
c You have to charge it.

5 In pairs, follow the instructions. Go to page 139.

For the teacher
- Audioscript, page 252

On the Portal
- **Photocopiable activities:** *Have you got …?, Thirty seconds*
- **Tests:** Units 1–6 Progress Test, Units 1–6 Progress Writing Test, Units 1–6 Progress Speaking Test

For the student
- Workbook, Exam Time 2 Units 1–6, pages 105–107

On the Portal
- **Workbook:** Exam Time 2 Units 1–6
- **Extra Practice Activities:** Use of English

Listening

6 In pairs, discuss what can go wrong on a camping weekend. Use the photos to help you.







7 PC1–6.1 Listen and choose the correct answer.

1 Why didn't Amy go on the camping trip?
   a She had too much homework to do.
   b Her mum didn't let her go because she was ill.
   c She decided to stay at home.
2 What did Amy have for lunch?
   a pasta b cheesecake c soup
3 When did Frank get back from the camping trip?
   a On Monday. b On Sunday. c On Saturday.
4 Why did Amy's friends come home early?
   a They didn't feel well.
   b A family member came for a visit.
   c The weather was bad.

8 Tell your partner about a weekend that went wrong. What happened? What did you do?

Reading

9 Read the blog and complete the sentences with a word or a short phrase in each gap.

Emily's tech blog



Are you excited about new tech gadgets? Check out these amazing smart gadgets for your home!

Smart lights are useful and they're lots of fun. You don't have to stand up to switch them on and off because you can do that from your smartphone. There are white lights or lights with colours. They are expensive, but they last up to twenty-five years!

Smart vacuum cleaners are popular with people who don't have enough time to clean their houses. There are different prices – you have to pay over £2,000 for a very expensive vacuum cleaner, but you can also get one for only £300. The vacuum cleaners that cost more have a camera that helps them move around the house. On a full battery they can work for ninety minutes and vacuum a big apartment or one floor of a house.

The **clock rug** is my favourite gadget. It's a smart alarm clock. I put my clock rug on the floor next to my bed, and it wakes me up at seven in the morning, or at ten at weekends! It uses my favourite songs from my smartphone when it turns on the alarm. The only way to make it stop is to get up and stand on it! So it works!

1 You can control smart lights with your *smartphone* .
2 You can use smart lights for *twenty-five years* years.
3 A cheaper smart vacuum cleaner costs *£300* .
4 To move around the house, expensive smart vacuum cleaners use a *camera* .
5 Emily gets up at *seven/7 o'clock/7 a.m.* during the week.
6 To switch off the clock you must *stand on it* .

10 What gadget from Emily's blog would you like to have? Why?

Writing

11 Write a narrative about a strange house. Include the information below.

- when and where the story began
- what was happening when the story began
- what happened in the story
- what happened in the end

EXAM

Exercise 7

audioscript page 252

A2 Key for Schools, Listening, Part 3, (3-option multiple choice)

EXAM

Exercise 9

International Certificate Level 1, Reading, Section 7, (note completion)

Spending and saving

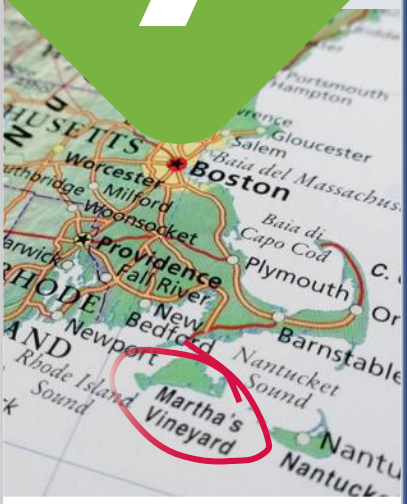
7

VOCABULARY
Types of shops | Containers | Shopping centres | Eco-friendly shopping | Money | Pocket money

GRAMMAR
Comparatives and superlatives of adjectives | *Going to* and Present Continuous for the future

US TRAVEL GUIDE

Shopping | Places to stay | Where to eat | Things to do



Martha's Vineyard

Located just off the coast of Massachusetts, USA, Martha's Vineyard is a great place to spend your summer break. This small island has got lots to offer for everyone: beautiful beaches, amazing countryside and quiet seaside towns.

Shopping in Martha's Vineyard is a special experience. There are no large out-of-town shopping centres or chain stores. The residents and visitors can enjoy their coffee in local cafés, get fresh bread and doughnuts in small bakeries and buy almost anything at Alley's General Store. (It's a greengrocer's, florist's and newsagent's all in one and a popular meeting place for people on the island.)





7.1 Vocabulary

Shopping

1 In pairs, ask and answer the questions.
1 When was the last time you went shopping?
2 Did you go to a shopping centre or a small local shop?
3 What did you buy?

2 Read the text. Why is Martha's Vineyard different from other cities and towns?

3 7.1 **I KNOW!** Study Vocabulary box A. Which of the shops are mentioned in the text? Can you add more words?

VOCABULARY A Types of shops

bakery | bookshop | butcher's | café | clothes shop | florist's | greengrocer's | newsagent's | pharmacy | shoe shop

4 Which shops in Vocabulary box A have you got in your neighbourhood? Which shops haven't you got? Discuss in groups.

We've got a bakery, but we haven't got a bookshop.

Exercise 2
Because there are no large out-of-town shopping centres or chain stores.

Exercise 3
Possible answers: charity shop, gift shop, hairdresser's, supermarket, stationery shop

For the teacher
- Teaching notes, page 208
- Audioscript, page 252
- Videoscript, page 252

On the Portal
- Vocabulary Memory Game
- **Photocopiable activity:** *Shopping list*
- **Test:** Vocabulary Check 7

For the student
- Workbook, pages 70–71

On the Portal
- **Workbook:** Lesson 7.1
- **Extra Practice Activities:** Vocabulary, BBC Vox pop



5 7.2 Listen to six recordings. Write the correct names of the shops from Vocabulary box A.

1 *shoe shop*
2 *florist's*
3 *bakery*
4 *pharmacy*
5 *newsagent's*
6 *greengrocer's*

6 7.3 **WORD FRIENDS** Complete Karim's shopping list with the words below. Listen and check.

bottle box ~~bunch~~ packet pair

- A [1]*bunch* of flowers and a [2]*box* of chocolates for Mum's birthday
- Fresh bread
- Apples
- A [3]*packet* of tissues, a [4]*bottle* of shampoo
- A [5]*pair* of socks
- A photo album

7 7.4 Listen to a dialogue. What did Karim forget to buy?

Karim forgot to buy flowers.

8 7.5 Study Vocabulary box B. Find these things in the picture.

VOCABULARY B Shopping centres

car park department store escalator
food court lift multi-screen cinema
public toilets shop assistant shopper
trolley

9 7.6 Look at the picture. Complete the sentences with words from Vocabulary box B. Listen and check.

1 There's a *shopper* with four bags outside the department store.
2 Some teenagers are going up the *escalator* .
3 An old man is waiting for the *lift* .
4 A man has got lots of boxes in his *trolley* .
5 There's a big *car park* behind the shopping centre.
6 You can choose a film to watch at the *multi-screen cinema*.
7 There are some *public toilets* near the exit.

10 7.7 Match questions 1–4 with answers a–d. Listen and check.

1 [c] Firstly, what's your favourite shop?
2 [a] And where is it?
3 [d] What does it sell?
4 [b] Why do you like it?

a It's in the new shopping centre.
b They've got a good choice of games, and the shop assistants there are really helpful.
c My favourite shop is Game World.
d It sells computer games – new and second-hand.

VIDEO **WIDER WORLD**

11 34 Watch five people talking about their favourite shops. Write down the places they mention and why they like them.

12 In pairs, ask and answer questions about your favourite shop.

A: What's your favourite shop? And where is it?
B: My favourite shop is …

Exercise 5
audioscript page 252

Exercise 7
audioscript page 252

Exercise 11
videoscript page 252

Josie: Tiger – sells everything you need for your house; you can find everything there
Christine: Disney Store – it represents dreams to her; it reminds her of her childhood
Chris: Gap and Banana Republic – the clothes are trendy, inexpensive and practical
Sunita: a shop with handcrafted things – objects and textiles
Francis: TK Maxx – many different brands at discounted prices, a good range of clothes, shoes and toys, good for buying presents

I can talk about types of shops and shopping centres.

7.2 Grammar

Comparatives and superlatives of adjectives

1 Imagine that you want to buy some fragrance. Where do you buy it? Why?

market online shopping centre
small local shop

2 7.8 Read the comments. Where did each person buy the fragrance? Use the places from Exercise 1.

What are the best places to buy fragrance? Online, local shops or a shopping centre?



The NEW unisex fragrance!

Azra – I love wearing the new Wow! fragrance. I always buy it online. I love internet shopping because it's the quickest way to shop and it's easier to find the cheapest price. I can shop online in the evening, so it's more relaxing.

Marcel – Our local shops have the friendliest shop assistants! So when I need advice on a new fragrance, I go to a great pharmacy close to my flat. The people who work there are more helpful than the shop assistants at the shopping centre. Prices aren't as cheap at the pharmacy, but it's nearer to my home, so I don't pay for bus tickets!

Zoe – For me, the most important thing is to have fun. The shopping centre is the most enjoyable experience because there are many great shops. I go to the pharmacy there to choose a perfume. It's bigger than my local one, and there are more products. The area is nicer too, with lots of cafés.

3 Study the Grammar box. Find more examples of comparatives and superlatives in the comments.

GRAMMAR Comparatives and superlatives of adjectives

quick	quicker	the quickest
nice	nicer	the nicest
big	bigger	the biggest
friendly	friendlier	the friendliest
important	more important	the most important
good	better	the best
bad	worse	the worst

They are bigger than my local shops.
They are not as cheap as the shopping centre.

GRAMMAR TIME > PAGE 133

WATCH OUT!
We don't use ***the*** after *my/your/their*, etc.
*She's my ~~the~~ **best** friend.*

4 Complete the comment with the comparatives or superlatives of the adjectives in brackets.

Ben – I bought this Wow! fragrance from the market, and that was my [1] *biggest* (big) mistake! It was [2] *cheaper* (cheap) than in the pharmacy, but I think my bottle is [3] *smaller* (small) than my friend's. Also, the smell is [4] *worse* (bad) than the real one. The [5] *most annoying* (annoying) thing is that I can't take it back to the market!

5 Rewrite the sentences with *not as … as* and the adjectives in brackets.

1 This shoe shop is smaller than the one near my flat. (big)
This shoe shop isn't as big as the one near my flat.
2 The prices in the bookshop are higher than online. (low)
3 These shoes are cheaper than those trainers. (expensive)
4 Inside the shopping centre it's colder than outside! (hot)
5 The fruit in this shop is worse than at the market. (good)

VIDEO WIDER WORLD

6 35 Watch three people talking about shopping centres. Write down the reasons why they like shopping there.

7 In pairs, ask and answer the questions.

- Do you like shopping centres? Why?/Why not?
- What's the best/worst thing you bought last year?

Exercise 2
Azra – online
Marcel – small local shop
Zoe – shopping centre

Exercise 5
2 The prices in the bookshop aren't as low as online.
3 These shoes aren't as expensive as those trainers.
4 Inside the shopping centre it isn't as hot as outside!
5 The fruit in this shop isn't as good as at the market.

Exercise 6
videoscript page 253

Mary likes shopping centres, but prefers little shops.
Helen likes shopping centres because when it rains you're dry, you've got everything in one place, and there's a good variety of shops.
Geoff hates large, American style shopping centres and prefers smaller shops.

For the teacher
- Teaching notes, page 209
- Videoscript, page 253

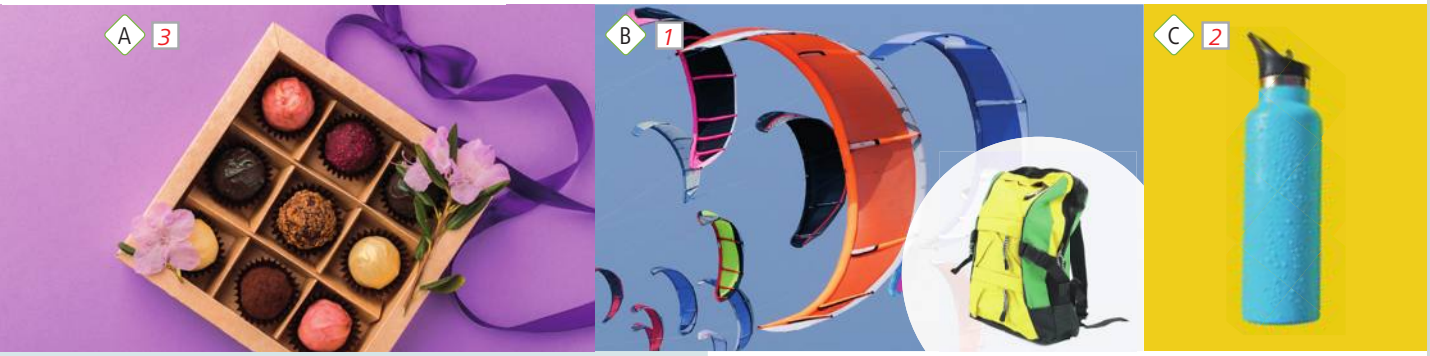
On the Portal
- Grammar presentation
- **Photocopiable activity:** *Mobile phone reviews*
- **Test:** Grammar Check 7

For the student
- Workbook, page 72
- Grammar Time, Student's Book, page 133

On the Portal
- **Workbook:** Lesson 7.2
- **Extra Practice Activities:** Grammar, BBC Vox Pop

7.3 Reading and Vocabulary

Planet-friendly shopping



Planet-friendly shopping

Can you think of good shopping habits to help the planet? We asked three people for ideas.



Idea 1 – Hasan, Turkey

I live in a seaside town where my parents run a popular kitesurf school. When kite sails are old, we don't throw them away. We keep them because we had a simple, planet-friendly idea. I recycle the old sails and make them into backpacks which are light, bright and stronger than normal bags. I sell them at the kitesurf school and online. I sometimes make different sizes or styles, but that's usually a bit more expensive. My customers love my backpacks, and they're better for the environment.



Idea 2 – Natalia, Spain

I stopped using plastic bottles last year. I found my metal water bottle on special offer at a local supermarket. Now I use it for my lunchtime drink every day. It's kinder to the environment than plastic bottles. It looks nicer too! My friends liked it and bought their own. Now we all share our small ideas. We usually take cloth bags when we go shopping, so we don't buy fruit and vegetables wrapped in plastic. Sometimes the smallest ideas can be the most important.



Idea 3 – Tomasz, Poland

A few years ago, our family decided to stop buying plastic things. Now we give presents that are more interesting and personal. So, on Mum's birthday I gave her a box of chocolates that I made myself. They weren't as good as chocolates from a supermarket, but Mum was happier with them! For my brother's birthday I'm buying old books from second-hand charity shops. They're cheaper than new ones, so you get more for the same price. And of course, we're going to go out for a meal. It's more important to have fun together than to have things!

1 How often do you buy clothes? Do you ever buy used clothes or sell old clothes? Why?/Why not?

2 7.9 Read the article and match ideas 1–3 with photos A–C. Which idea do you think is best?

3 Read the article again. Match people 1–3 with questions a–f. Each person can match with more than one question.

Which person …

a [2] believes big ideas aren't always the best?
b [3] made a homemade present?
c [2] started to use something different?
d [1] keeps and reuses old things in a new way?
e [3] thinks family time is better than buying things?
f [1] makes money from helping the world?

EXAM

Exercise 3
A2 Key for Schools, Reading and Writing, Part 2, (multiple matching)

4 7.10 Study the Vocabulary box. In pairs, find the words in the article. Check you understand them.

VOCABULARY Eco-friendly shopping

charity shop cloth bag customer environment
planet-friendly price recycle special offer

5 Match words from the Vocabulary box with the definitions.

1 A person who buys something. *customer*
2 You can reuse this to put your shopping in. *cloth bag*
3 To reuse something to help the environment. *recycle*
4 The amount of money you pay for something. *price*
5 A cheaper price than the usual price. *special offer*
6 The natural world. *environment*

YOUR WORLD

6 In groups, discuss the questions.

- Can you suggest three ideas for planet-friendly presents?
- Which idea is the best? Why?

I can understand an article about shopping habits.

For the teacher
- Teaching notes, page 210
- *Need support?* worksheet, page 240

On the Portal
- **Photocopiable activity:** *Are you a planet friendly shopper? – Quiz*

For the student
- Workbook, page 73

On the Portal
- **Workbook:** Lesson 7.3
- **Extra Practice Activities:** Vocabulary

7.4 Grammar

Going to and Present Continuous for the future

VIDEO **WHAT ARE YOU GOING TO BUY?**



Mateo: Hey Noah! Where is Mia? Is she coming or not?

Noah: She isn't getting the bus until three, so she's going to be late. We're meeting her at about three thirty. OK, I need to buy some batteries for my games controller. What about you?

Mateo: I'm going to look for a present for my dad. He's coming home next week.

Noah: Really? Where is he now?

Mateo: He's in Denver, on a music tour.

Noah: That's cool. What are you going to get him?

Mateo: I'm not sure. I'm going to look in the new joke shop. Dad's got a great sense of humour.

In the joke shop

Mateo: Hmm. Crazy socks? No. This remote-control spider is funny, but Dad doesn't need it.

Noah: Yeah. It's just a piece of stupid plastic. It's best to avoid it. Why don't you buy him a concert ticket? Or make something? It's kinder to the planet!

Mateo: You're right! I'm not going to buy it. Do you know what? I'm going to write a song for Dad. He loves my songs.

1 36 7.11 Describe the photo. Watch or listen and tick (✓) the things Noah and Mateo are planning to do.

- ☐ buy a games controller
- ☑ buy a present
- ☑ buy batteries
- ☐ listen to some music
- ☑ meet Mia
- ☐ phone Mia

2 Why doesn't Mateo buy the spider?

SET FOR LIFE

3 How can you be kind to the planet when you are shopping? Discuss in pairs.

- avoid plastic
- buy less
- buy local fruit and vegetables
- walk to the shops

4 Study the Grammar box. Find more examples of *going to* and the Present Continuous in the dialogue.

GRAMMAR *Going to* and Present Continuous for the future

- **Fixed arrangements**
  He's coming home next week.
  She isn't getting the bus until three.
  Is she coming or not?
- **Intentions and future plans**
  She's going to look for a new book.
  I'm not going to buy it.
  Are you going to buy a present?

GRAMMAR TIME > PAGE 133

5 Use the Present Continuous to write about three arrangements for next week. In pairs, compare your sentences.

My sister's singing in a concert on Friday night.

6 7.12 Complete the sentences with *going to* and the verbs in brackets. Listen and check.

1 I'm going to buy (buy) something to drink.
2 He _____ (come) with me to the shoe shop.
3 _____ (you/come) with us?
4 I _____ (go) to the bookshop first.
5 We _____ (buy) a really nice present for Gran.
6 I _____ (not spend) all my money.

YOUR WORLD

7 Use *going to* to write three or four intentions for the future. In groups, compare your sentences.

I'm going to invite some friends to my house at the weekend.
I'm not going to use plastic bags when I go shopping.

Exercise 1
Noah and Mateo are in a shop. Noah is holding some socks and Mateo has got a remote-control/ toy spider.

Exercise 2
Because his dad doesn't need it (and it's plastic).

Exercise 4
Examples of *going to*: underlined in blue
Examples of Present Continuous for the future: underlined in red

Exercise 6
2 's going to come
3 Are you going to come
4 'm going to go
5 're going to buy
6 'm not going to spend

For the teacher
- Teaching notes, page 211

On the Portal
- Grammar presentation
- **Photocopiable activity:** *Plans and arrangements*
- **Test:** Grammar Check 7

For the student
- Workbook, page 74
- Grammar Time, Student's Book, page 133

On the Portal
- **Workbook:** Lesson 7.4
- **Extra Practice Activities:** West Green video, Grammar

7.5 Listening and Vocabulary

Saving and spending money

1 Does money make people happy? Vote *yes* or *no* and say why.

A: Yes, you can buy things you dream about.

B: No, money can't buy friends or happiness.

2 7.13 Read the quiz. Then listen and choose Greg's answers, a or b. What does he ask Gemma for at the end?

BETEEN MAGAZINE

TO SAVE OR TO SPEND?



1 You get £10 pocket money and earn £20 babysitting. Do you put the money

a in a money box?

b in your purse/wallet/pocket?

2 You get £50 for your birthday. Do you

a save some and spend the rest?

b spend it all immediately?

3 You need new jeans. Do you

a wait for the sales?

b buy the pair you like without looking at the price?

4 A friend wants to borrow £20. Do you

a say you never lend money?

b agree and say they can pay you back any time?

He asks her for £10.

3 7.14 Study the Vocabulary box. Which of the words can you find in the quiz? In pairs, complete the sentences.

VOCABULARY Money

change money box pocket money purse sales wallet

One word is missing in the quiz: change.

1 My dad has a *wallet*, but I keep my money in my pocket.

2 The price of a book is £6.69, and you pay £10. How much *change* do you get?

3 How much *pocket money* do you get a week?

4 Prices are lower in the summer *sales* .

5 I have a *money box* on a shelf in my room.

4 7.15 **WORD FRIENDS** Complete the sentences with highlighted verbs from the quiz in Exercise 2.

1 It's better to *save* money than to spend it.

2 Teenagers should *get* pocket money for doing housework.

3 I sometimes *lend* money to my friends.

4 When I *borrow* money, I always pay it back.

5 I think teenagers should work to *earn* their pocket money.

WATCH OUT!

lend – to give something to somebody for some time

borrow – to take something from somebody and give it back later

5 In pairs, do the quiz in Exercise 2. Go to page 144 to check your answers.

6 7.16 Listen to a radio phone-in and complete the notes with a word or a short phrase in each gap.

- *The interviewer is asking listeners about* [1] *pocket money.*
- *Penny usually gets* [2] *ten pounds/£10 pocket money each week.*
- *She saves her money in* [3] *the bank .*
- *Penny's friends sometimes borrow* [4] *one or two pounds from her.*
- *Penny saved enough money to buy* [5] *a bike last year.*

7 7.17 Listen to the interviewer talking to an expert about saving money. Choose the correct answer.

1 The expert thinks Penny
(a) is intelligent. b should spend money.
c isn't telling the truth.

2 The expert thinks it's good to
(a) make a list. b earn more money.
c spend more than you earn.

3 The expert says it's a good idea to
a stop using your mobile phone.
b buy things you don't need.
(c) find the lowest prices.

YOUR WORLD

8 In pairs, discuss the statements in Exercise 4.

A: Is it better to save money or to spend it?

B: I think …

Exercise 2
audioscript page 253

EXAM

Exercise 6
audioscript page 253

International Certificate Level 1, Listening, section 3, (note completion)
A2 Key for School, Listening, Part 2, (gap fill)

EXAM

Exercise 7
audioscript page 253

A2 Key for School, Listening, part 3, (3-option multiple choice)

I can understand a radio interview about money.

For the teacher
- Teaching notes, page 212
- *Need support?* worksheet, page 240
- Audioscript, page 253

On the Portal
- Vocabulary Memory Game
- Photocopiable activity: *Shopping and money*

For the student
- Workbook, page 75

On the Portal
- **Workbook:** Lesson 7.5
- **Extra Practice Activities:** Vocabulary

7.6 Speaking

Shopping for clothes

VIDEO **SHOPPING IS HARD**

SA: Good afternoon. Can I help you?
Mateo: Yes, I'm looking for a hoodie. How much is this one?
SA: That's £99.99.
Mateo: I'm looking for something cheaper than that.
Mia: What about these ones, Mateo? They're in the sale.
Mateo: Oh, that's a better price. I like special offers! Can I try this on, please?
SA: Of course. Just a moment ... here. The changing rooms are over there.
Mateo: Aargh, it's too big ... Excuse me! Have you got it in a smaller size?
SA: I think so ... Here you are.
Mateo: This looks good. It's really comfortable ...
Mia: Great! Now hurry up. The film's starting soon.
Mateo: I'm not sure about the colour.
Mia: Mateo! Are you buying it or not? I'm off. The film starts at four.
Mateo: Yes! I'll take it. Mia! Wait for me!
SA: Sir? Don't forget your hoodie!



SOUNDS GOOD! Hurry up. • I'm off. • Wait for me!

Exercise 1
Mia and Mateo are in a clothes shop. Mateo is trying on a hoodie. Mateo wants to buy a hoodie. Mia isn't happy because it takes him too much time.

1 37 7.18 Describe the photo. Why isn't Mia happy? Watch or listen and check.

2 Study the Speaking box. Find examples of the phrases in the dialogue.

SPEAKING Shopping for clothes

Helping a customer
Can I help you?
They're in the sale.
What size are you?
The changing rooms are over there.
Here's your change.

Buying clothes
I'm looking for ...
How much is this one/are these?
Can I try this/these on, please?
It's/They're too big/small.
Have you got it/them in a smaller/bigger size?
Have you got it/them in another colour?
I'll take it/this one.
I'll take them/these ones.

3 7.19 Complete the dialogue with phrases from the Speaking box. Listen and check.

SA: Hello, can I help you?
C: [1] *I'm looking for a T-shirt* .
SA: This one's in the sale.
C: [2] *How much is it* ?
SA: Nine pounds ninety-nine.
C: [3] *Can I try it on, please* ?
SA: Yes, of course. The changing rooms are over there ... Oh! It's too small.
C: [4] *Have you got it in a bigger size* ?
SA: Yes, here you are. Oh, yes, that's better.
C: [5] *I'll take it* .
SA: Great. Here's your change. Goodbye.

4 7.20 Complete the sentences with *one* or *ones*. Listen and check.

WATCH OUT!
one/ones
Which **T-shirt** do you like best? – The blue **one**.
Which **trainers** are the right size? – These **ones**.

1 Do you want the white trainers or the blue *ones* ?
2 This belt is too small. I need a bigger *one* .
3 I'll take the black shirt, not the purple *one* .
4 My sunglasses aren't as good as these *ones* .

YOUR WORLD

5 In pairs, choose three items of clothing and role play three dialogues in a shop. Remember to change roles.

A: Good morning! Can I help you?
B: Yes, I'm looking for ...

For the teacher
- Teaching notes, page 213
- *Need support?* worksheet, page 240

On the Portal
- **Photocopiable activity:** *Shopping*

For the student
- Workbook, page 76

On the Portal
- **Workbook:** Lesson 7.6
- **Extra Practice Activities:** West Green video

7.7 Writing

A message

A

Hi Amy,

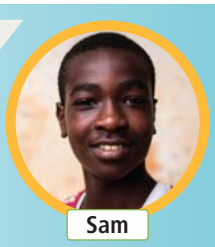
1 I'm going into town to buy some football boots.

2 Would you like to come?

3 Shall we meet at 2.30?

4 Let me know!

Sam



B

Hi Mum,

1 *I'm going to the sports shop to buy some new football boots!*

I'm going to be back at about 5.00.

4 *See you soon!*

Sam XXX



C

Hi,

I'm organising a party at the new climbing wall to celebrate the end of exams. Would you like to come? We're going to meet outside the shopping centre at 7 p.m. on Friday. Let me know.

Amy

D

Hi,

Sorry, but I'm really busy right now. Perhaps we could meet later? Good luck at the shop! See you soon.

Amy

1 Read Sam's messages. Which one includes an invitation and a plan? Which one did Sam write only to give information?

2 Read Amy's messages and answer the questions.

1 Which message is a reply to Sam's invitation? *message D*

2 What is Amy planning? *a party at the climbing wall*

3 Study the Writing box. Find examples of the phrases in Sam's and Amy's messages.

WRITING A message (making arrangements)

1 **Give information**
I'm having a party.
I'm going into town.
The bus is really late.

2 **Make a request, offer or invite**
Would you like to …?
Can you help?

3 **Make arrangements**
Let's meet at …
I'm going to be outside the cinema at 2.30.
The party's starting at ten.

4 **End the message**
See you there. See you soon.
Let me know.

4 Study the Language box. Complete the sentences with one word in each gap.

LANGUAGE Polite phrases

Would you like to go/meet/see …
Please come/meet me/wait …
Shall we meet after school?/**Perhaps we could** meet …?

1 Sandra, *please* meet me at the café after school.

2 *Shall* we go to the cinema?

3 Hi Charlie, *would* you like to see the *Avengers* movie with us?

Exercise 1
Message A has an invitation and a plan. Message B only gives information.

WRITING TIME

5 Write a message to a friend, inviting them to go shopping or watch a film with you.

1 **Find ideas**
Make notes for a message.
- What do you want to do?
- Who are you going to invite?
- When and where are you going to meet?

2 **Plan**
Organise your ideas. Use Sam's and Amy's messages to help you.

3 **Write and share**
- Write a draft message. Use the Language box and the Writing box to help you.
- Share your message with another student for feedback.
- Write the final version of your message.

4 **Check**
- Check language: did you use polite phrases in your message?
- Check grammar: did you use the Present Continuous or *going to* for your arrangements?

I can write a message to make an arrangement.

For the teacher
- Teaching notes, page 214
- *Need support?* worksheet, page 240

On the Portal
- Photocopiable activity: *Best notes*

For the student
- Workbook, page 77

On the Portal
- Workbook: Lesson 7.7

Vocabulary Activator

WORDLIST 7.21

Shops
bakery (n)
bookshop (n)
butcher's (n)
café (n)
clothes shop (n)
florist's (n)
greengrocer's (n)
newsagent's (n)
pharmacy (n)
shoe shop (n)

Word friends (containers)
bottle of shampoo
box of chocolates
bunch of flowers
packet of tissues
pair of socks

Shopping centres
car park (n)
department store (n)
escalator (n)
food court (n)
lift (n)
multi-screen cinema (n)
public toilets (n)
shop assistant (n)
shopper (n)
trolley (n)

Eco-friendly shopping
charity shop (n)
cloth bag (n)
customer (n)
environment (n)
planet-friendly (adj)
price (n)
recycle (v)
special offer (n)

Money
change (n)
money box (n)
pocket money (n)
purse (n)
sales (n)
wallet (n)

Word friends (pocket money)
borrow money
earn your pocket money
get pocket money
lend money
pay (money) back
save money
spend money

Extra words
backpack (n)
be in the sale
busy (adj)
buy online
changing room (n)
cheap (adj)
climbing wall (n)
concert ticket (n)
Excuse me.
expensive (adj)
fresh (adj)
gift shop (n)
give presents
go into town
go out for a meal
good choice of
homemade (adj)
hurry up (v)
internet shopping (n)
keep money in your pocket
kind to the planet
local shop (n)
look for (v)
make a list
market (n)
out of town (adv)
pay for (v)
present (n)
quality (n)
reuse (v)
sail (n)
second-hand (adj)
sell online
sense of humour (n)
shop around (v)
shop online
shopping list (n)
size (n)
throw away (v)
water bottle (n)

Exercise 1
1 butcher's, café, greengrocer's, food court
2 shopper, customer
3 escalator, lift
4 money box, purse, wallet

1 Use words from the wordlist to find these things.
1 five places where you can buy food *bakery, …*
2 two names of people who buy things in a shop
3 two machines which can carry people up and down
4 three places where you can keep your money

2 Use words from the wordlist to answer the questions. Then write two more questions for your partner to guess.
1 Where can you buy medicine? *pharmacy*
2 What do you get when you pay cash in a shop? *change*
3 Where can you buy different types of products? *department store*
4 What can you do with plastic, paper or old clothes? *recycle*
5 What do you need to take with you to carry your shopping? *cloth bag*
6 What do you do when you give someone money they need to return? *lend*
7 What tells you how much you have to pay? *price*

3 Complete the sentences with one word in each gap. In pairs, say if the sentences are true for you.
1 I think it's a good idea to earn your *pocket* money.
2 I usually have a *packet* of tissues in my school bag.
3 I sometimes *spend* money on things I don't need.
4 I want to *earn* a lot of money when I'm older.
5 I think it's important to pay money *back* if you borrow it.
6 I think a *box* of chocolates is a great birthday present.

I earn my pocket money. I help with the housework.

4 7.22 **PRONUNCIATION** Listen and find the words with a weak sound (/ə/). Listen again and check.
1 They're in (the) sale.
2 (A) bottle (of) shampoo.
3 What size (are) you?
4 (A) packet (of) tissues.
5 I'm looking (for) trainers.

For the teacher
• Audioscript, page 253

On the Portal
• **Photocopiable activities:** *Related words, Positive and negative*
• **Tests:** Unit 7 Test, Unit 7 Writing Test

For the student
• Workbook, pages 78–79

On the Portal
• **Workbook:** Self-check
• Wordlist
• **Extra Practice Activities:** Self-check

Revision

Vocabulary

1 Complete the sentences with the words below. There are three extra words.

borrow butcher's florist's lift newsagent's save shop assistant ~~wallet~~

1 I usually leave my *wallet* at home because I pay with my phone.
2 Dad went to the *florist's* to buy roses for Mum.
3 I read the news online, but I sometimes buy a magazine at the *newsagent's* .
4 I *save* my pocket money, but my sister always spends hers.
5 Gemma always buys chicken at the local *butcher's* .

2 Choose the correct option.

Today's family shopping trip was terrible! First, my pocket money fell out of my [1] ___ somewhere, and I lost £5. At the shopping centre, the [2] ___ wasn't working, so we had to climb the stairs. We went to lots of shops and a big [3] ___ , but I didn't find any nice clothes. The [4] ___ was busy, so we didn't have any lunch. And at the supermarket there weren't any [5] ___ , so we had to carry a heavy basket. Finally, it took a very long time to find our car in the [6] ___ !

1 a change (b) purse c sales
2 (a) escalator b clothes shop c environment
3 a special offer b greengrocer's (c) department store
4 a bakery b bookshop (c) café
5 a shoppers (b) trolleys c customers
6 (a) car park b food court c multi-screen cinema

3 Choose the correct option. Then read the conversation in pairs.

A: I'd love to come for a pizza, but can you [1] *borrow* / (*lend*) me £5?
B: What? But you [2] (*borrowed*) / *lent* £10 from me last week!
A: I know, but I [3] (*spent*) / *saved* it on your birthday present, remember?
B: Oh yes! Why do you always [4] *earn* / (*spend*) all your money? You should try to [5] (*save*) / *pay* some money for something special.
A: I know, but I haven't got a job, so I don't [6] (*earn*) / *lend* any money and I don't get much [7] *wallet* / (*pocket*) money from my parents. I promise to pay you [8] *up* / (*back*) tomorrow.

Grammar

4 Compare the shops with the words in brackets and *than* or *as … as*.

	Shoe Market	Shoe Shed	Sam's Shoes
How big is it?	large	medium	small
Price of a pair of trainers?	£65.00	£40.00	£90.00
Is it popular?	★★★☆☆	★★★★☆	★★★★☆

1 Shoe Shed / Sam's Shoes (big)
Shoe Shed is bigger than Sam's Shoes./Sam's Shoes isn't as big as Shoe Shed.
2 Shoe Shed / Shoe Market (small)
3 Sam's Shoes / Shoe Market (expensive)
4 Sam's Shoes / Shoe Shed (popular)
5 Sam's Shoes / Shoe Market (popular)

5 Complete the text with the correct form of *going to* and the verbs in brackets.

Our parents [1] *aren't going to give* (not give) my sister and me pocket money anymore. We [2] *'re going to earn* (earn) money by helping with the housework. I'm [3] *going to clean* (clean) the bathroom, and my sister [4] *'s going to do* (do) the washing up. I think it's a good idea, but it [5] *isn't going to be* (not be) fun.

6 Complete the text with the Present Continuous form of the verbs in brackets.

10.20 a.m.
Mum, I [1] *'m going* (go) to football training after school. Marcus [2] *'s coming* (come) too. Then we [3] *'re getting* (get) a lift with Marcus's mum. I [4] *'m not eating* (not eat) dinner at home because we [5] *'re having* (have) takeaway pizza.

Speaking

7 In pairs, role play the situation in a clothes shop. Use the ideas below to help you.

- what you are looking for
- colour
- size
- try it on
- the price

Then change roles and role play a situation in a shoe shop.

Dictation

8 7.23 Listen. Then listen again and write down what you hear during each pause.

Exercise 4
2 Shoe Shed is smaller than Shoe Market./ Shoe Market isn't as small as Shoe Shed.
3 Sam's Shoes is more expensive than Shoe Market./ Shoe Market isn't as expensive as Sam's Shoes.
4 Sam's Shoes is as popular as Shoe Shed./ Shoe Shed is as popular as Sam's Shoes.
5 Sam's Shoes is more popular than Shoe Market./ Shoe Market isn't as popular as Sam's Shoes.

Exercise 7
Sample answer:
A Hello. Can I help you?
B I'm looking for a T-shirt.
A What size are you?
B Small.
A We have some in the sales.
B Oh good. Can I try one on?
A Of course. The changing rooms are over there.

EXAM

Exercise 8
audioscript page 253

International Certificate Level 1, Listening and Writing, Section 2, (dictation)

BBC CULTURE

Shopping experiences



Encouraging you in

In the UK, about twenty percent of all sales are now online, and that number is growing. For a lot of people, buying things online is easier than going to a shop. Shops need to work hard to encourage customers into their stores. Did you know that they use some special techniques for this?

For example, a good shop window display can make people stop and share a photo or enter the shop. Shop window designers can be very creative, and sometimes they have very unusual ideas! What about putting real people into windows instead of mannequins? A top London shop once paid eight people to 'live' in their window displays for a week. And a New York store once filled a window with old clothes and rubbish! They wanted to make people think about fashion and the environment.

To encourage you to come in, shops often use things that look or smell nice. They put products like fragrances, flowers or fruit near the door. When you're inside the shop, they want you to stay for as long as possible. That's why they play music – and that's why you don't often see a clock on a shop wall! The necessary products (like milk in a supermarket or medicines in a pharmacy) are always at the back of the shop. Why? Because then you have to walk past a lot of other products to get to them!

Next time you go shopping, see how many of these techniques you can spot!

display (n) a collection of things for people to look at
encourage (v) make people think that something is a good idea
mannequins (n) models of the human body (for showing clothes)

Exercise 1
The shop sells chocolate(s)/ sweets.

Exercise 3
1 about 20 percent
2 real/living people
3 fragrances, flowers and fruit
4 Because they want you to stay for as long as possible.
5 at the back of the shop

1 In pairs, describe the photo. What is the shop trying to sell? Does the window make you want to go into the shop?

2 7.24 Read the text. What is it about? Choose the correct answer.
(a) how shops attract customers
b why people prefer shopping online
c how to stop buying things you don't need

3 Read the text again and answer the questions.
1 How many sales now happen online?
2 What did a London shop once put in its windows instead of mannequins?
3 Which products do shop designers often put near the door?
4 Why do shops play music?
5 Where can you often find medicines in a pharmacy?

4 In pairs, discuss how some shops you know use the techniques from the text.

For the teacher
- Teaching notes, page 215
- Videoscript, page 253

On the Portal
- Photocopiable activity: *Project worksheet: a website for a new shop*

BBC Fashion for all



5 In pairs, look at the photo and discuss the questions.

1 Who do you think the women are?
2 Where are they?
3 What is unusual about the mannequin?

6 38 Watch a video and check your answers to Exercise 5.

7 38 Watch again and choose the correct option.

1 Sophie's design is *a shop window* / *a wheelchair for mannequins*.
2 In 2012, her design appeared *at the London Paralympics* / *in a London fashion store*.
3 An 'accessible' shop *is easy for disabled people to visit* / *sells products for disabled people*.
4 Twenty-three percent of British fashion shops *are* / *aren't* accessible to disabled people.

8 In pairs, think of a shop you know and choose the correct option. Is the shop accessible?

1 You *can* / *can't* park near the shop.
2 You *can* / *can't* get a wheelchair through the shop door.
3 *Some* / *None* of the shelves are very high.
4 There *are some* / *aren't any* stairs in the shop.
5 There *is* / *isn't* a lift in the shop.

9 VISIBLE THINKING Which of these ideas for making shops more accessible do you think is the most important?

TAKE A DIFFERENT VIEW

1 Use images of disabled people in ads and shop windows.
2 Change the position of things in the shop.
3 Build lifts in shops.
4 Teach shop assistants more about disability.

Exercise 6

videoscript page 253

1 Nikki is a presenter. Sophie is a designer.
2 They're in front of a clothes shop.
3 It's sitting in a wheelchair.

PROJECT TIME

10 In groups of five, prepare a website for a new shop in your town. Follow these steps.

1 **In groups, decide where your shop is and what it sells. Decide who in your group can prepare this information.**
- the name of the shop
- what kind of products there are
- why the shop is special
- how your shop is eco-friendly
- how your shop is accessible for disabled people

2 **Individually, prepare your part of the website.**
- Find information and write your text.
- Find photos to go on the website.

3 **In your group, create your website. You can use a website template.**
- Choose the best photos to put on the website.
- Decide on a layout.
- Position the text, the logo and the photos.
- Check and edit your website.

4 **Share your website with the class.**
- Answer other students' questions.
- Look at the other websites. Ask questions.

Learning for the future

8

VOCABULARY
Jobs | Work collocations | World of work | Tests | School and education | Schoolwork

GRAMMAR
Will for future predictions | First Conditional

8.1 Vocabulary
Jobs and work

QUIZ Personality and Career

PART 1 About you

It isn't easy to choose a future job. It's important to find work that matches your interests and personality. Think about these statements. Which one describes you best?

1. I'd like to help and take care of others.
2. I enjoy speaking to people and have good communication skills.
3. I'd like to work with tools, machines or cars and planes.
4. I'd like to have ideas, plan and make things.
5. I'd like to organise information, data, people or money.
6. I enjoy science and finding the answers to problems.

PART 2 Your results



1 You're a Helper

Think about these jobs:
care worker • firefighter • nurse or doctor • police officer • receptionist



2 You're an Influencer

Think about these jobs:
blogger • politician • shop assistant • tour guide



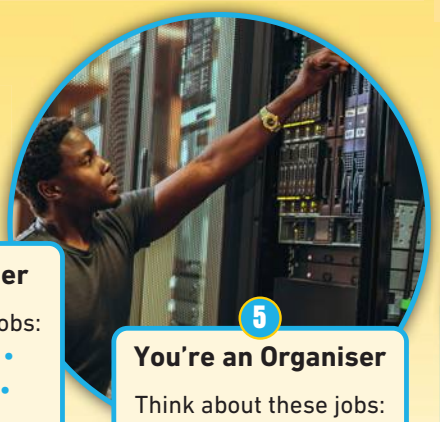
3 You're a Doer

Think about these jobs:
builder • driver • mechanic • pilot



4 You're a Designer

Think about these jobs:
architect • artist • chef • gardener • hairdresser



5 You're an Organiser

Think about these jobs:
accountant • IT specialist • manager



6 You're a Thinker

Think about these jobs:
engineer • journalist • lawyer • scientist

For the teacher
- Teaching notes, page 216
- Audioscript, page 254

On the Portal
- Vocabulary Memory Game
- **Photocopiable activity:** *Which job?*
- **Test:** Vocabulary Check 8

For the student
- Workbook, pages 80–81

On the Portal
- **Workbook:** Lesson 8.1
- **Extra Practice Activities:** Vocabulary

1 8.1 **I KNOW!** Study the Vocabulary box. In groups, say which of the jobs you can find in the photos on page 100. How many jobs can you add in two minutes?

VOCABULARY Jobs

accountant architect artist builder care worker
chef doctor driver engineer firefighter gardener
hairdresser IT specialist journalist lawyer manager
mechanic nurse pilot police officer politician
receptionist scientist tour guide waiter/waitress

2 Read Part 1 of the quiz. Which statement is true for you?

3 Look at your results in Part 2 of the quiz. In pairs, compare your answers.

4 Match jobs from the Vocabulary box with the definitions.

This person …

1 works in a hospital. *doctor/nurse*
2 helps people on holiday. *tour guide*
3 draws pictures of buildings for builders. *architect*
4 makes parks look beautiful. *gardener*
5 answers the phone in an office or a hotel. *receptionist*
6 writes articles for magazines. *journalist*

5 8.2 Listen and guess what job each speaker has.

1 Nadia *IT specialist*
2 Scott *mechanic*
3 Ethan *shop assistant*
4 Amina *waitress*

6 8.3 **WORD FRIENDS** Check you understand the phrases below. Then find a few possible jobs from the Vocabulary box for Cara and Trey.

be happy at work
earn (good) money
get to work on time
work alone
work as a (waitress)
work at the weekend
work for a company
work in a team
work in an office
work indoors/outdoors

WATCH OUT!
Work can be a noun as well as a verb.
*I **work** hard. I enjoy my **work**.*

7 8.4 Complete the text with words from Exercise 6. Guess the speaker's job. Listen and check.

The speaker is a firefighter.

One thing I like about my job is that I'm not inside all the time, I often work [1] *outside*. I might work on weekdays or at the [2] *weekend*, day or night. I enjoy helping people. I don't [3] *earn* much money, but I'm [4] *happy* at work and I like my uniform. I really like working in a [5] *team*. My workmates are great. My job is dangerous and I must get to work on [6] *time* because people can die if you're late.

8 In pairs, discuss the questions.

1 Which job do you think is …
- the most dangerous?
- the easiest?
- the best paid?
- the most stressful?

2 Which job would you most like to have?

9 In pairs, choose a job from the Vocabulary box. Find out your partner's job in ten questions. You can only answer *yes* or *no*.

A: Do you work in a team? B: No, I don't.

YOUR WORLD

10 Think of people you know. What jobs do they have? Do they like their jobs? Why?/Why not? Discuss in groups.

My aunt works outside quite often. She's a police officer. She loves her job because …



Cara, 17

I'm looking for a summer job. A part-time job is OK. I want to be happy at work. I enjoy working in a team or with other people. I don't mind working indoors or outdoors.



Trey, 18

I want to work in an office for a good company. I'd like to have a full-time job and work indoors, but the most important thing for me is to earn money. It's no problem for me to get to work on time.

Exercise 1
Photo 1: doctor
Photo 2: blogger
Photo 3: pilot
Photo 4: hairdresser
Photo 5: IT specialist
Photo 6: engineer
Possible answers: beautician, surgeon, teacher, travel agent, web designer

Exercise 5
audioscript page 254

Exercise 6
Possible answers:
1 Cara: care worker, receptionist, shop assistant, tour guide, waitress
2 Trey: accountant, architect, engineer, IT specialist, lawyer, manager

8.2 Grammar

Will for future predictions

Exercise 1
interactive walls for finding information on the internet and watching videos, virtual reality headsets, AI robot assistants helping teachers

Exercise 4
2 will become
3 won't learn
4 will chat
5 won't have
6 will often study



School of the future

Education will still be very important in the future, but children won't be in classrooms all the time. They will also have online classes at home. There will be no central timetable for everybody. Students will choose their subjects and create their own learning plans.

In their lessons, students won't have paper coursebooks or whiteboards. They will use interactive walls to find information on the internet and watch videos. In some lessons, students will wear 'virtual reality' headsets. They will do a lot of experiments and work on projects with students from around the world. Will they have to take tests? Probably not!

They will still have teachers, but teachers will have AI robot assistants. The assistants will look like real teachers and help students learn.

But will pupils enjoy these lessons? We will have to see.

1 8.5 Read the text and find three examples of using technology at school.

2 Would you like to learn in a school of the future? Why?/Why not?

3 Study the Grammar box. Find more examples of *will/won't* in the text.

GRAMMAR *Will* for future predictions

+	I will study abroad. She will be a teacher. They will have teachers.	
−	I won't have homework. She won't be a nurse. They won't have coursebooks.	
?	Will you study a lot? Will he play games? Will they have teachers?	Yes, I will./No, I won't. Yes, he will./No, he won't. Yes, they will./No, they won't.
	How will they learn?	

Time expressions:
in 2040/twenty years' time/the next five years/the future
by (= before) 2040/New Year/my twentieth birthday

GRAMMAR TIME > PAGE 134

4 Complete the text with *will/won't* and the verbs in brackets.

Languages like English and German [1] *won't be* (not be) so popular in the future. But Chinese and Spanish [2] _____ (become) very important. Students [3] _____ (not learn) with apps on their phones: instead, students [4] _____ (chat) to students their age in other countries and practise languages with AI teaching assistants. In the future, students [5] _____ (not have) a chance to meet their classmates every day, because they [6] _____ (often study) online at home.

WATCH OUT!
I think this **will happen**.
I don't think this **will happen**.
NOT ~~I think this won't happen~~.

5 In pairs, say if and when you think these predictions will come true. Use time expressions with *in* or *by*.

1 Schools will give laptops to all their students.
I think this will happen by 2030./I don't agree. I don't think this will happen.
2 Students won't learn languages – everyone will use computers to translate.
3 Many people will decide to study abroad.
4 Most teachers will use social media to teach.
5 Students will play video games during lessons.

6 Tick (✓) the things you think you will do by your twentieth birthday.

- ☐ learn to drive
- ☐ go to university
- ☐ start work
- ☐ get married
- ☐ buy a house or flat
- ☐ buy a car

YOUR WORLD

7 In pairs, ask and answer questions about the things in Exercise 6.

A: Will you learn to drive before your twentieth birthday?
B: Yes, I will./No, I won't.

For the teacher
- Teaching notes, page 217

On the Portal
- Grammar presentation
- **Photocopiable activity:** *Will it or won't it?*
- **Test:** Grammar Check 8

For the student
- Workbook, page 82
- Grammar Time, Student's Book, page 134

On the Portal
- **Workbook:** Lesson 8.2
- **Extra Practice Activities:** Grammar

Mikaila and Mateusz: our role models





Last month we asked our readers who their role models are. Here are our favourite replies.

Who is your role model? Why?

Mikaila Ulmer, from the USA, is my role model because she's helping to save bees.

Mateusz Mach, from Poland, is my role model. He's a young entrepreneur whose best app helps deaf people.

Describe this person's career so far.

When two bees stung four-year-old Mikaila in one week, she decided to learn about them. She found out that bees help the environment, but they are in danger, so she sold home-made lemonade to make money for bee charities. It started as a small part-time job, but her business grew after she met a famous entrepreneur on a TV show. Now her company Me and the Bees is doing brilliantly. Mikaila is her own boss and she's still a teenager.

When Mateusz was at high school, he was interested in rappers' hand signs. This gave him the idea for his app. At first, Mateusz and his friends made funny new hand signs with the app. Then deaf people found that Mateusz's app was useful because it was like sign language. Mateusz worked hard to make his app better. Now the Five app is a popular way to send messages in sign language.

Will your career be similar?

Francesco, 13, Italy

I'd also like to work with food and drink. My mum's a chef, so she got me a temporary job as a waiter. I work well in a team, so I might be a manager for a food company one day, but I don't think I will have my own business.

Alexandra, 14, Russia

I'll probably study computer programming. I'd like to get a college diploma or a university degree. I'll be excited when I start my first full-time job as an IT specialist. But for now I'll probably get a part-time summer job as a lifeguard because I love swimming.

1 A role model is a person who you'd like to copy. Who is your role model and why?

2 8.6 Read the article. Which person helped people and which person helped the environment?

3 Read the article again and answer the questions.

1 Why did Mikaila become interested in bees?
2 What happened after Mikaila was on TV?
3 Who helped Francesco get a temporary job?
4 What gave Mateusz the idea for his app?
5 Why did deaf people find the app useful?
6 What full-time job will Alexandra do?

4 8.7 Study the Vocabulary box. In pairs, find the words in the article. Check you understand them.

VOCABULARY World of work

qualifications	college diploma university degree
people	boss entrepreneur role model
types of work	full-time job part-time job summer job temporary job

5 8.8 Complete the text with words from the Vocabulary box. Listen and check.

This year I'm studying part-time for a [1] *college diploma* in tourism management. One day I'd like to have my own tour company. I don't think I'm an [2] *entrepreneur* because I don't have new ideas, but I'd like to be my own [3] *boss* . My aunt is my [4] *role model* . She's got a university [5] *degree* in tourism and she speaks four languages. She works [6] *full-time* (eight hours a day) as a tour guide in Rome, Italy. I hope I can have a career like hers!

YOUR WORLD

6 In pairs, discuss three summer jobs you would both like to do in the future.

A: I'd like to work as a lifeguard at a swimming pool. What about you?
B: No, I can't swim very well.

I can understand an article about teenage ambitions.

Exercise 2
Mateusz helped people and Mikaila helped the environment.

EXAM

Exercise 3
International Certificate Level 1, Reading, Section 6, (open ended questions)

Exercise 3
1 Because two bees stung her when she was four.
2 Her business grew (after she met an entrepreneur).
3 his mother (who is a chef)
4 rappers' hand signs
5 Because it was like sign language.
6 She'll be an IT specialist.

For the teacher
- Teaching notes, page 218
- *Need support?* worksheet, page 241

On the Portal
- Photocopiable activity: *Pick a job*

For the student
- Workbook, page 83

On the Portal
- Workbook: Lesson 8.3
- Extra Practice Activities: Vocabulary

8.4 Grammar

First Conditional

VIDEO **IF YOU DON'T STUDY ...**

Mum: Mateo? It's 7 p.m. Are you going to study now?
Mateo: Er, sure. I'll text Noah first, then I'll study Science.
Mum: Hmm. The end-of-year exams start on Monday. Make sure you study for two hours every evening.
Mateo: Of course I will.
Mum: Great. Good for you.
One hour later
Mateo: Mum? I'm just going to see Noah.
Mum: Oh no, you're not, Mateo! Stay here. If you go to Noah's, you'll play online games.
Mateo: Mum, it's not fair! I need a break. I'll go crazy if I study all evening!
Mum: OK, well have a snack, then do some work.
Mateo: Fine. I guess if I don't do well in Science, I won't be a vet.
Mum: Exactly. It's your choice. You won't pass if you don't study.
Mateo: Very true. So, Mum, when's your driving test? If it's next week, it will be difficult for you to pass. You aren't studying very hard!



1 39 8.9 Watch or listen. What is Mateo going to study? Why?

2 8.10 **WORD FRIENDS** Check you understand the phrases below. Then listen to a dialogue and tick (✓) the phrases you hear.

- ✓ cheat in a test
- ✓ get a good/bad mark
- ☐ get the results of a test
- ✓ have/take a test
- ✓ pass/fail a test
- ✓ study/revise for a test

3 In pairs, talk about your last big test. Use phrases from Exercise 2.

4 Study the Grammar box. Find more examples of the First Conditional in the dialogue.

GRAMMAR First Conditional

- *If* + Present Simple, *will* + verb
  If I don't do well in Science, I won't be a vet.
- *will* + verb *if* + Present Simple
  You won't pass your tests if you don't study.

GRAMMAR TIME > PAGE 135

5 8.11 Choose the correct option. Listen and check.

Dad: Hi Rose! How's your revision going?
Rose: Terrible! And I'm really tired now.
Dad: So go to bed! If you [1] *get up* / *will get up* early tomorrow, you [2] *feel* / *will feel* better and you'll remember more.
Rose: Yes, maybe. But I had a great idea. I can write notes on the back of my hand! If I [3] *forget* / *will forget* something in the test, I [4] *check* / *will check* it on my hand.
Dad: You can't do that! That's cheating! And if you [5] *try* / *will try* to cheat, the teacher [6] *is* / *will be* angry with you. Don't worry. I'll help you to revise.

6 Complete the sentences with the correct form of the verbs in brackets.

1 If I *pass* (pass) all my exams, I'll be so happy!
2 My gran *will help* (help) me buy a laptop if I get good marks.
3 If Tiggy *gets* (get) the results of the test, she'll phone me.
4 If I *don't get* (not get) a good mark, my mum won't be pleased.
5 We'll have to phone the doctor if she *doesn't feel* (not feel) better soon.

VIDEO **WIDER WORLD**

7 40 Watch seven people talking about the future. How do they complete these sentences?

- If there's nothing good on TV tonight, I ...
- If I get some money for my birthday, I ...
- If my phone stops working, I ...

8 Complete the sentences in Exercise 7 to make them true for you. In pairs, compare your sentences.

Exercise 1
He's going to study Science because the end of year exams start on Monday.

Exercise 7
videoscript page 254

If there's nothing good on TV ...
Francis will look for a movie on Netflix, do some exercises or call a friend.
Monica will read a book.
Sunita will read something online.
Athena will go on YouTube and watch some comedy videos.
Hugh will read a book.

If he/she gets some money for his/her birthday ...
David will spend it on travelling.
Athena will travel in Africa.
Hugh will spend it on nothing important.

If his/her phone stops working ...
Christine will start writing a letter.
Monica will use a public phone for emergencies.
Hugh will throw it away.
Athena will charge it.

For the teacher
- Teaching notes, page 219
- Videoscript, page 254

On the Portal
- Grammar presentation
- **Photocopiable activity:** *The study helper*
- **Test:** Grammar Check 8

For the student
- Workbook, page 84
- Grammar Time, Student's Book, page 135

On the Portal
- **Workbook:** Lesson 8.4
- **Extra Practice Activities:** West Green video, Grammar, BBC Vox Pop

8.5 Listening and Vocabulary

A modern school



1 Look at the photo of a classroom and answer the questions.

1 What are the students doing? How are they feeling?
2 Is it similar or different to your school?

2 8.12 Listen to a podcast about an unusual school in Denmark. Choose the correct answer.

1 Architects designed the school so that it
a has only one classroom.
b looks normal inside.
(c) has a lot of open spaces.
2 On a normal school day, pupils can
a work in an office.
(b) use the library next door.
c eat lunch in a canteen with glass walls.
3 The head teacher believes that pupils
(a) need good computer skills.
b don't like working on their own.
c must work hard.
4 Pupils at Ørestad Gymnasium
a start school at half past eight.
(b) have helpful teachers.
c don't have any exams.

3 Would you enjoy going to a school like Ørestad Gymnasium? Why?/Why not? Discuss in pairs.

4 8.13 **I KNOW!** Complete the Vocabulary box with the words below. Listen and check. Can you add more words?

computer room | pupil | Science lab | ~~secondary school~~ | sports hall | stairs

VOCABULARY School and education

Places of learning
college | primary school | 1 *secondary school* | university

People in schools
classmate | form tutor | head teacher | Maths/English teacher | 2 *pupil*

Places in schools
canteen | classroom | 3 *computer room* | library | playground | 4 *Science lab* | 5 *sports hall* | staff room | 6 *stairs*

5 Complete the sentences with words from the Vocabulary box.

1 Luke was late for school every day last week and had to see the *head teacher* .
2 There's always a long queue for the *canteen* at lunchtime.
3 I changed class last year – my new *classmates* are definitely nicer people!
4 Sometimes we play basketball in the *sports hall* in wet weather.
5 The teachers relax in the *staff room* between lessons.

6 8.14 **WORD FRIENDS** In pairs, complete the sentences with the words below. Listen and check.

do (x2) | give | ~~make~~ | write

1 The best way to revise for a test is to *make* notes.
2 We *do* a lot of grammar exercises in English lessons.
3 I'm quite shy, so I feel nervous before I *give* presentations.
4 I always *do* my homework after I get home from school.
5 It's hard to *write* essays in class.

YOUR WORLD

7 In pairs, ask and answer the questions.

- How often do you talk to your head teacher and form tutor?
- How often do you use the school library/ computer room?
- Do you prefer to give presentations or write essays? Why?

EXAM

Exercise 2

audioscript page 254

A2 Key for Schools, Listening, Part 3, (3-option multiple choice)

Exercise 4

Possible answers:
Places of learning: kindergarten, nursery school
People in schools: lecturer, Professor, Science teacher, student
Places in schools: corridor, office, sports ground, toilets

I can understand a podcast about a school.

For the teacher
- Teaching notes, page 220
- *Need support?* worksheet, page 241
- Audioscript, page 254

On the Portal
- Vocabulary Memory Game
- Photocopiable activity: *My perfect school*

For the student
- Workbook, page 85

On the Portal
- **Workbook:** Lesson 8.5
- **Extra Practice Activities:** Vocabulary

8.6 Speaking

Expressing probability

Exercise 1
Noah, Lena and Mia are at school. Lena is holding a toy animal. They're talking about their test.
Noah is a bit nervous and Lena is very worried. Mia is rather calm and confident.

Exercise 4
2 will probably learn
3 might want
4 definitely won't have
5 probably won't want

Exercise 6
videoscript page 254

Michael might be famous, because he's a boxer.
Vika thinks she will be famous.
Chris doesn't think he will be famous.
Michael might live in his home town, but he doesn't know/can't answer this question.
Tim thinks he won't be living where he's living now/at the moment.
Chris thinks he will be living somewhere else.
Michael will become a fantastic cook (he says he's already a fantastic cook).
Tim won't become a fantastic cook.
Chris won't be fantastic, but he'll be a bit better.

VIDEO YOU'LL PROBABLY DO WELL



Noah: Are you guys ready for the History test?
Mia: Yes! I did some online practice tests.
Noah: So, you'll probably do well!
Mia: Fingers crossed! I may not get a hundred percent, but I think I'll pass.
Noah: I'm nervous, but I ate three bananas for breakfast! Bananas help you remember things.
Mia: Really? I might try that tomorrow.
Noah: It'll definitely help. I had a revision plan. I wrote lots of notes too, but it's difficult to remember dates.
Lena: I didn't revise enough because I was ill last week. I think I may fail. But I've got my lucky pencil case. Look!
Noah: Er, Lena? If you take your pencil case with you, you'll be in trouble! Look at the sign.
Lena: What sign?
Noah: 'Put your pens and pencils in a clear plastic bag or clear pencil case.'
Lena: No! What a nightmare! I won't pass now.

SOUNDS GOOD! Fingers crossed! • What a nightmare! • You'll be in trouble.

1 41 8.15 Describe the photo. How do you think the kids feel about their test? Watch or listen and check.

SET FOR LIFE

2 What is your favourite revision tip? Discuss in pairs. Use these ideas and add your own tips.
- find a nice, quiet place to work
- write notes or draw mind maps
- revise together with your friends

3 Study the Speaking box. Find examples of the phrases in the dialogue.

SPEAKING Expressing probability

☺ I will **definitely** pass.
I will **probably** pass.
I **may/might** pass.
I **probably** won't pass.
☹ I **definitely** won't pass.

4 8.16 Order the words in brackets to complete the sentences. Listen and check.
1 Our teacher says the school trip *will definitely be* (be/will/definitely) to a chocolate factory.
2 I think we _____ (learn/will/probably) how to make chocolate.
3 Amy says she _____ (want/might) to be a chef or a chocolate taster.
4 Luke says he _____ (have/won't/definitely) money to buy lots of chocolate.
5 He _____ (want/won't/probably) to have dinner that evening.

5 In pairs, decide if these things will come true in your country in the next ten years. Use the Speaking box to help you.
1 Food will be more expensive.
2 Newspapers and magazines will still be popular.
3 Most people will work from home.
4 Everyone will use public transport – most people won't use cars.

Food will probably be more expensive.

VIDEO WIDER WORLD

6 42 Watch four people making predictions about their future. Write down the ideas they mention.

7 In pairs, use the Speaking box to make predictions about your future.

I will definitely learn a new language.
I might still live in my home town.

Unit 8 **106** I can talk about things which will or won't probably happen.

For the teacher
- Teaching notes, page 221
- *Need support?* worksheet, page 241
- Videoscript, page 254

On the Portal
- **Photocopiable activity:** *My future*

For the student
- Workbook, page 86

On the Portal
- **Workbook:** Lesson 8.6
- **Extra Practice Activities:** West Green video, BBC Vox Pop

8.7 Writing

A personal statement

1 Read the personal statement. Does Ana use full forms of verbs or short forms with an apostrophe (')? Why do you think she does that?

2 Read the personal statement again and complete the table about Ana.

Personal qualities	*friendly and confident*
Hobbies and interests	*helping people, sports, especially volleyball and swimming, learning new things*
Experiences	*reads to children in hospital, adventure sports camp*

3 Study the Writing box. Find examples of the phrases in Ana's personal statement.

WRITING A personal statement

1 **Introduce yourself**
My name is … I am …

2 **Describe your personal qualities and give examples**
I am friendly and confident.
It is easy for me to make new friends.
I am a very happy person.
I look at the positive side of a situation.
I am good at making people laugh.

3 **Talk about your hobbies and interests**
I am interested in learning languages/helping people.
I like learning languages.
I am crazy about sports.

4 **Talk about your experiences**
Last year, I went to Italy.
I made new friends.

5 **Talk about your hopes for the future**
In the future, I think I will be …

4 Study the Language box. Find examples of the adjectives with prepositions in Ana's statement.

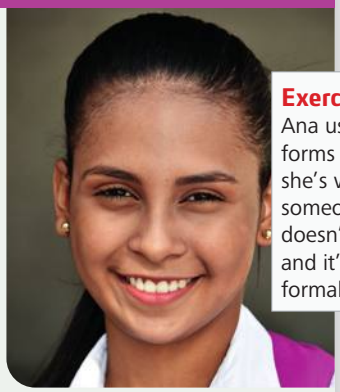
LANGUAGE Adjectives + prepositions

After these phrases we add a verb + *-ing*:

brilliant at
crazy about
fond of
(really/not very) good at
interested in
keen on
not bad at

*Brad is **good at counting**.*
*Wendy is **fond of talking**.*

5 Write three sentences about your skills and abilities. Use the Language box to help you.



1 My name is Ana Delgado and I am in the 8th grade at Hamilton Middle School.

2 I am very friendly and confident. I think I am good at making people laugh too. I study hard at school, and on Thursday afternoons I read to children at the hospital.

3 I am interested in helping people. I am crazy about sports, especially volleyball and swimming. I am also keen on learning new things, so I would like to try new sports.

4 Last summer, I went on an adventure sports camp. It was a great experience – I learned new skills and made new friends. I am not very good at IT, but I work hard to get better at things I find difficult. So I am taking extra IT classes on Saturdays.

5 In the future, I think I will be a lawyer or a nurse.

Exercise 1
Ana uses full forms because she's writing to someone she doesn't know and it's more formal.

WRITING TIME

6 Write a personal statement for a part-time job or a summer job.

1 **Find ideas**
Make notes for a personal statement.
- What job would you like to have?
- What are your personal qualities, your hobbies and interests?
- What are your experiences? Talk about the skills that you can use in the job.

2 **Plan**
Organise your ideas. Use Ana's statement to help you.

3 **Write and share**
- Write a draft statement. Use the Language box and the Writing box to help you.
- Share your statement with another student for feedback.
- Write the final version of your statement.

4 **Check**
- Check language: did you use adjectives + prepositions correctly?
- Check grammar: did you use the full forms of verbs?

I can write a personal statement.

For the teacher
- Teaching notes, page 222
- *Need support?* worksheet, page 241

On the Portal
- Photocopiable activity: *Questionnaire*

For the student
- Workbook, page 87

On the Portal
- **Workbook:** Lesson 8.7

Vocabulary Activator

WORDLIST 8.17

Jobs
accountant (n)
architect (n)
artist (n)
builder (n)
care worker (n)
chef (n)
doctor (n)
driver (n)
engineer (n)
firefighter (n)
gardener (n)
hairdresser (n)
IT specialist (n)
journalist (n)
lawyer (n)
manager (n)
mechanic (n)
nurse (n)
pilot (n)
police officer (n)
politician (n)
receptionist (n)
scientist (n)
tour guide (n)
waiter (n)
waitress (n)

Word friends (work collocations)
be happy at work
earn (good) money
get to work on time
work alone
work as a (waitress)
work at the weekend
work for a company
work in a team
work in an office
work indoors
work outdoors

World of work
boss (n)
college diploma (n)
entrepreneur (n)
full-time job (n)
part-time job (n)
role model (n)
summer job (n)
temporary job (n)
university degree (n)

Word friends (tests)
cheat in a test
fail a test
get a bad mark
get a good mark
get the results of a test
have a test
pass a test
revise for a test
study for a test
take a test

School and education
canteen (n)
classmate (n)
classroom (n)
college (n)
computer room (n)
English teacher (n)
form tutor (n)
head teacher (n)
library (n)
Maths teacher (n)
playground (n)
primary school (n)
pupil (n)
Science lab (n)
secondary school (n)
sports hall (n)
staff room (n)
stairs (n)
university (n)

Word friends (schoolwork)
do exercises
do your homework
give presentations
make notes
write essays

Extra words
babysitter (n)
bike courier (n)
brilliant at (adj)
business (n)
communication skills (n)
crazy about (adj)
dog walker (n)
exam (n)
fond of (adj)
fruit picker (n)
future career (n)
good at (adj)
interests (n)
keen on (adj)
learn (v)
lesson (n)
lifeguard (n)
machine (n)
museum guide (n)
(not) bad at (adj)
personal qualities (n)
personal statement (n)
revision plan (n)
stressful (adj)
timetable (n)
workmate (n)

1 Use words from the wordlist to find these things.
1 five people you might find in a school *classmate, …*
2 three bad things that can happen in or after a test
3 two things you can get when you complete higher education
4 six jobs where you usually help people who have serious problems
5 five places in a school where pupils don't normally have lessons

2 In pairs, replace the words in bold to correct the sentences. Use words from the wordlist.
1 **Artists** often make plans for buildings. *Architects*
2 A **form tutor** is the most important person at school.
3 Teachers usually go to the **classroom** in their break.
4 **Secondary** school is for students who are five to eleven years old.
5 Gardeners usually work **indoors**.
6 Firefighters usually have to work **alone**.

3 In pairs, choose four words from the wordlist and write definitions for your partner to guess.

4 In pairs, use the wordlist to say which job you want to do and why.

5 Complete the text with one word in each gap.

For me, schoolwork is OK. I think I'm quite good at revising [1] *for* tests and exams. I try to [2] *make* notes and I often [3] *do* exercises online too.
I can't stand waiting to [4] *get* the results though. Fortunately, I usually [5] *pass* my tests and exams. I don't always get very good [6] *marks*, but I never [7] *cheat* in a test. I think that's wrong!

6 8.18 **PRONUNCIATION** Listen to the underlined letters in each word and decide which sound you hear. Write the word in the correct column.

<u>ch</u>air <u>ch</u>eat <u>ch</u>ef co<u>ll</u>e<u>g</u>e electri<u>c</u>ian
en<u>g</u>ineer head tea<u>ch</u>er <u>j</u>ournalist mana<u>g</u>er
politi<u>c</u>ian recep<u>t</u>ionist

/dʒ/	/ʃ/	/tʃ/
college		

7 8.19 **PRONUNCIATION** Listen, check your answers to Exercise 6 and repeat.

Exercise 1
1 English teacher, form tutor, head teacher, Maths/English teacher, pupil
2 cheat in a test, fail a test, get a bad mark
3 college diploma, university degree
4 care worker, doctor, firefighter, lawyer, nurse, police officer
5 canteen, library, playground, staff room, stairs

Exercise 2
2 head teacher
3 staff room
4 Primary
5 outdoors
6 in a team

Exercise 6
/dʒ/
engineer
journalist
manager
/ʃ/
chef
electrician
politician
receptionist
/tʃ/
chair
cheat
head teacher

For the teacher
- Audioscript, page 254

On the Portal
- **Photocopiable activities:** *Mime, define, one word; Conditional predictions*
- **Tests:** Unit 8 Test, Unit 8 Writing Test

For the student
- Workbook, pages 88–89

On the Portal
- **Workbook:** Self-check
- Wordlist
- **Extra Practice Activities:** Self-check

Revision

Vocabulary

1 Choose the correct option.

1 My older sister's got a *full-time* / *part-time* job in our school! She works three hours every day.
2 In winter we play sports in the sports *room* / *hall*.
3 I want to be the *chef* / *boss* of my own business one day.
4 I started secondary school last September. My new *classmates* / *pupils* are all really nice.
5 I'd like to work *indoors* / *outdoors*, so I'll be a gardener.

2 In pairs, complete the texts with one word in each gap. Then match people 1–3 with jobs a–f. There are three extra jobs.

a accountant
b care worker
c pilot
d gardener
e IT specialist
f journalist

1 *f* Zane
I want to have an interesting job where I can [1] *earn* good money. I'm interested in the world and I enjoy writing and meeting people. I want to travel, so I don't want to work [2] *full-time* – I prefer to work part-time.

2 *d* Gemma
I like to grow my own vegetables. I don't want to work [3] *for* a large company. I want to work outside. I'm not going to work [4] *in* an office, so I won't have to get to work [5] *on* time!

3 *b* Craig
I used to want to be a doctor, but I'm not keen on going to university to get a [7] *degree*. I'm good with people and I'm happy to work [8] *in* a team. I don't mind working long hours.

3 Complete the questions with one word in each gap. Then answer the questions and compare your answers in pairs.

1 Do you usually get good *results* in tests?
2 Did you have to *take/have* tests again at your primary school when you *failed* a test?
3 How do you feel when you *pass/fail* a test?
4 Do you prefer to study in the school *library* or at home?
5 Do you usually have more tests in a secondary school or a *primary* school?
6 When you finish school, do you want to get a full-time *job*?

I usually get good results in Maths tests, but not in Science tests.

Grammar

4 Complete the text with *will* or *won't* and the words in brackets.

There's a Careers Day at our school tomorrow. I think managers from a few local companies [1] *will talk* (talk) to us. I want to be an IT entrepreneur. [2] _____ (IT companies/be) there? I hope so! I'm sure we [3] _____ (not have) any lessons. The managers [4] _____ (probably/give) presentations, and we [5] _____ (make) some notes. After that, I think the pupils and teachers [6] _____ (ask) the managers some questions. [7] _____ (my friend Jackie/listen) carefully? I don't think so. She [8] _____ (not listen), and our form tutor [9] _____ (definitely/talk) a lot!

5 Complete the dialogue with the First Conditional form of the words in brackets.

Dad: How are you getting to your new job tomorrow?
Ivan: If it's OK with you, I [1] *'ll borrow* (borrow) your bike.
Dad: Sure. But what [2] *will you do* (you/do) if the weather [3] *is* (be) bad?
Ivan: It's OK. If it [4] *rains* (rain), I [5] *'ll take* (take) the bus.
Dad: But if the bus [6] *doesn't come* (not come), how [7] *will you get* (you/get) there?
Ivan: I [8] *'ll phone* (phone) Mum for a lift if something [9] *goes* (go) wrong.
Dad: But if she [10] *doesn't hear* (not hear) her phone, you [11] *won't get* (not get) there.
Ivan: It'll be fine! Stop worrying.

Speaking

6 In pairs, take turns to say if these things will happen to you in the next ten years.

- go to university
- pass/fail your final school exam
- earn good money
- work for an international company
- travel across Europe
- get married

I will probably go to university.

Dictation

7 8.20 Listen. Then listen again and write down what you hear during each pause.

Exercise 4
2 Will IT companies be
3 won't have
4 will probably give
5 will make
6 will ask
7 Will my friend Jackie listen
8 won't listen
9 will definitely talk

Exercise 6
Sample answer:
A Will you go to university?
B Yes, I think I will go to university and I'll work for an international company. What about you?
A I will pass my final school exam and I'll travel across Europe.
B Will you get married in the next ten years?
A Yes, I will.

EXAM
Exercise 7
audioscript page 254
International Certificate Level 1, Listening and Writing, Section 2, (dictation)

SET FOR LIFE

You've got a point!



Debating club

Tuesday
1 p.m. in Room 43

Are you nervous when you have to speak in class? Do you have lots of ideas, but you don't know how to share them? Or do you enjoy sharing opinions and asking questions?

- **Discuss interesting topics.**
- **Meet interesting people.**
- **Win prizes.**

Everyone's welcome! Join the debating club.

Here are the topics for this month:

1. Tests at school are unfair, and we shouldn't do them.
2. Social media is good for teenagers.
3. Parents should give teenagers some money once a week.
4. Learning online is better than learning in a classroom.

Come and share your opinions!

Exercise 3
audioscript page 255

1 Look at the photo and read the notice. Is this a good idea for a club? Would you like to join it? Why?/Why not?

2 Read discussion topics 1–4 for the debating club. For each topic, tick (✓) your opinion.

	Topic 1	Topic 2	Topic 3	Topic 4
Strongly agree				
Agree				
Neutral				
Disagree				
Strongly disagree				

3 8.21 Listen to three students giving their opinion about the first topic on the list. Choose *A* if they agree with the topic or *D* if they disagree.

1 Lee (A) / D 2 Zoe (A) / D 3 Sasha A / (D)

4 8.21 Listen again. Match speakers 1–3 with statements a–c.

1 [a] 2 [c] 3 [b]

a He/She mentions a personal story from his/her life.
b He/She mentions a fact that he/she learned.
c He/She gives his/her opinion without any arguments.

For the teacher
- Teaching notes, page 223
- Audioscript, page 255

On the Portal
- Photocopiable activity: *What do you agree about?*

Support your opinions with arguments

5 Read discussion topic 2 on the debating club's list. Tick (✓) the arguments you can use to agree with the topic. Cross (✗) the arguments you can use to disagree with it.

1 ☒ Social media can stop teenagers studying.
2 ☑ Teenagers can use social media to learn about technology.
3 ☑ You can communicate with people all over the world.
4 ☒ Some people present an image on social media that isn't real.

6 In pairs, take turns to give your opinion about discussion topic 2 from the debating club's list. Think of some arguments to support your opinion. Use the expressions from the Useful Phrases box and the ideas from Exercise 5 to help you.

A: In my personal opinion, social media IS good for teenagers! It helps you to be creative. I love taking photos for my social media accounts.
B: I feel that teenagers waste too much time on social media. I say this because …

7 Read the Useful Tips. In pairs, answer the questions about Exercise 6.

1 Did you give arguments to support your opinions?
2 Did you listen to your partner's opinions?

SET FOR LIFE

8 In groups, prepare to present your opinions on topic 3 or 4 from the debating club's list. Follow the instructions.

1 **Choose a topic and form groups with people who share your opinion.**

2 **In your groups, make a list of arguments that support your opinion. Use the questions below to help you.**
- Can you give any facts to support your opinion?
- Can you give examples from your life?
- Can you talk about something you see in the world?

3 **Practise presenting your arguments as a group. Decide who can present which argument and in which order. Use the expressions from the Useful Phrases box.**

4 **Present all your opinions to the class. Who had the most arguments to support their opinion?**

USEFUL TIPS

When you discuss a topic, it's important to support your opinions with logical arguments.

- Give facts (things that you know are true).
- Use examples from your own life.
- Talk about/ Describe things you see in the world.
- Remember that people can have different opinions about the same topic.
- Listen to others, even if you don't agree with them.

USEFUL PHRASES

Giving your opinion

I think/don't think that …
I feel/don't feel that …
In my (personal) opinion, …
I agree/don't agree that …
I'm sorry, but I don't agree.

Giving arguments to support your opinion

I think/say this because …
Let me explain why I think like this.
I read a survey/report that said that …
For example, …



It's only natural 9

VOCABULARY
Geographical features | *In, on, by* | Talking about countries | Phrasal verbs | Outdoor activities | Sporting equipment

GRAMMAR
Present Perfect | Present Perfect with *just, already* and *yet*

OUR AMAZING PLANET!

Kyle Peters takes us on a trip of fascinating facts about the world


A *Praia do Cassino, Brazil*


B *The Dead Sea, Jordan*


C *The Atacama Desert, Chile*


D *Mount Kilimanjaro, Tanzania*


E *The Kalaupapa Cliffs, Hawaii (USA)*


F *Angel Falls, Venezuela*

High and Low

- The world's highest waterfall is the spectacular **Angel Falls** in Venezuela. It's 979 metres high.
- **The Kalaupapa Cliffs** on the island of Hawaii are high too. They stand more than 600 metres above the Pacific Ocean.
- **Mount Kilimanjaro** is the highest mountain in Tanzania, Africa. It's 5,895 metres high.
- The lowest lake is **the Dead Sea** in the Jordan Valley. It's 430 metres lower than the sea. It's full of salt, so it's easy to swim there.

Wet and Dry

- The wettest place on Earth is not in a jungle or a rainforest. It's **Mawsynram** in India. These villages get about 11,870 mm of rain every year! The fields and forests are very green.
- The driest desert is **the Atacama** in Chile. It only gets a few millimetres of rain every year.

Long and Short

- The longest beach in the world is **Praia do Cassino** on the coast of Brazil near the border with Uruguay. It's about 250 kilometres long.
- The shortest river is **Kuokanjoki** in Finland. It connects two lakes and is only 3.5 metres long.

Exercise 3

A beach, coast, ocean/sea
B lake/sea
C desert, hill, mountain
D mountain, forest
E beach, cliff, coast, forest, ocean
F cliff, jungle/ forest/ rainforest, waterfall

Exercise 9

audioscript page 255

1 (about) 126 million
2 white with a red circle in the middle
3 Mount Fuji; food, especially sushi
4 None. Its closest neighbour is South Korea.
5 Tokyo.
6 Japanese. There are a few traditional languages but not many people speak them. Almost everyone learns English at school.
The country is Japan.

For the teacher
- Teaching notes, page 224
- Audioscript, page 255
- Videoscript, page 255

On the Portal
- Vocabulary Memory Game
- **Photocopiable activity:** *All about Chile*
- **Test:** Vocabulary Check 9

For the student
- Workbook, pages 90–91

On the Portal
- **Workbook:** Lesson 9.1
- **Extra Practice Activities:** Vocabulary, BBC Vox pop

9.1 Vocabulary

Landscapes

1 Look at photos A–F and try to match them with the countries below.

1 A Brazil 3 B Jordan 5 E USA (Hawaii)
2 C Chile 4 D Tanzania 6 F Venezuela

2 9.1 Read the text and check your answers to Exercise 1. Then label photos A–F with the names of the places from the text. Which place would you most like to visit? Why?

I'd like to visit Angel Falls. It looks spectacular.

3 9.2 Study Vocabulary box A. Work in pairs. Which of the geographical features can you see in photos A–F, and which of them can you see near you?

VOCABULARY A Geographical features

beach cliff coast desert field forest hill island jungle lake mountain ocean rainforest river sea valley waterfall

4 9.3 In groups, do the quiz. Listen and check.

What do you know about our amazing planet? Try the quiz to find out.

1 **What's the longest river in Europe?**
(It goes through Russia into the Caspian Sea.)
a the Danube (b) the Volga

2 **What's the world's biggest ocean?**
(It's between Asia and America.)
a the Indian Ocean (b) the Pacific Ocean

3 **Where's Ben Nevis?**
(It's the highest mountain in the British Isles.)
(a) in Scotland b in Ireland

4 **What's the largest island in the world?**
(It's a very cold place.)
(a) Greenland b Australia

5 **How high is the highest hill in the Netherlands?**
(The Netherlands is a very flat country.)
(a) 323 metres b 434 metres

5 9.4 **WORD FRIENDS** Complete the phrases with the words below. Listen and check.

~~a forest~~ a hill a lake an island the mountains

in	a field	1 *a forest*	a lake	a valley
	2 *the mountains*	the sea		
on	a beach	3 *a hill*	a mountain	
	4 *an island*	the coast		
by	5 *a lake*	a river	the sea	

6 Complete the text with the correct prepositions.

We had a fantastic holiday. We stayed 1 *on* the south coast of France. We camped 2 *in* a field 3 *by* a small river. In the mornings, we swam 4 *in* the sea, and Mum and Dad sunbathed 5 *on* the beach. On hot days, we spent our time 6 *in* the mountains.

7 Where is your favourite place in the countryside? Tell the class. Use the phrases from Exercise 5 to help you.

I love being in the mountains/by the sea.

8 9.5 Study Vocabulary box B. Complete the sentences about the UK with the words in the box.

VOCABULARY B Talking about countries

border capital city flag official language population

1 The *official language* is English.
2 The *flag* is red, white and blue.
3 The *population* is 67 million.
4 The *capital city* is London.
5 The *border* between England and Scotland is 154 kilometres long.

9 9.6 Listen and answer the questions about Miki's country. Where does she come from?

1 What is the country's population?
2 What colour is the national flag?
3 What is the country famous for?
4 How many countries does it share a land border with?
5 What is its capital city?
6 What is the official language? Are there any other languages?

VIDEO WIDER WORLD

10 43 Watch five people talking about their countries. Write what is special about each country.

11 In groups, answer the questions in Exercise 9 for your country.

The population of my country is …

Exercise 10

videoscript page 255

1 The USA: national bird – the bald eagle; play a different kind of football; geography – 50 states
2 Scotland: food – haggis; clothes – kilts; national icon – William Wallace; capital city – Edinburgh
3 Taiwan: food – stinky tofu; lots of motorbikes; geography – small island; languages – Chinese and another dialect
4 Lithuania: geography – on the Baltic Sea; food – cepeliny; capital city – Vilnius; sport – basketball; languages – the oldest language in Europe
5 Peru: food – ceviche (seafood dish); languages – Spanish; geography – South America; has one of the Seven Wonders of the World

I can talk about landscapes and nature.

9.2 Grammar

Present Perfect



Ed Lynam is hoping to become one of the youngest people to visit every country in the world. The twenty-four-year-old Canadian has visited 150 of them and he hasn't finished (there are plenty more to see)! Planet Discovery talked to him.

PD: Tell us about your most exciting experience.

EL: Where to start? I've swum with dolphins off the coast of Ireland, I've played with bears in Romania and climbed Mount Kilimanjaro.

PD: Have you ever had any bad experiences?

EL: No, I haven't. Well, I've had some problems with visas. But I've never had any really bad experiences.

PD: Which countries have you enjoyed most?

EL: I think I've enjoyed Greece and Indonesia most – they're so beautiful. But in every country people have been nice to me. I've met a lot of very kind people, especially in some countries in Africa.

PD: Have you learned a lot from travelling?

EL: Yes, I have. I've learned that people everywhere are good and basically the same!

1 Do you think it is better to go on holiday abroad or to stay in your own country?

2 9.7 Read the text. How many countries has Ed Lynam visited? Which were his favourite places?

3 Study the Grammar box. Find more examples of the Present Perfect in the text.

GRAMMAR Present Perfect

+	I've (have) swum with dolphins. He's (has) visited 150 countries. They've (have) learned a lot.	
–	I haven't visited Africa. She hasn't finished the trip. They haven't had problems.	
?	Have you learned a lot? Has he enjoyed Thailand? Have they finished?	Yes, I have./No, I haven't. Yes, he has./No, he hasn't. Yes, they have./No, they haven't.
	Which countries have you enjoyed most?	

GRAMMAR TIME > PAGE 135

4 What are the Past Simple and Present Perfect forms of these verbs? Are they the same or different?

~~buy~~ come drink eat forget have look meet see sleep travel visit watch write

buy – bought, bought (the same)

5 Complete the sentences with the correct Present Perfect form of the verbs in brackets.

1 I *'ve met* (meet) people from all over the world.
2 My friend, Gio, *has written* (write) a travel blog.
3 My parents *haven't visited* (not visit) the United States, but they *'ve been* (be) to Canada.
4 My gran *has* never *left* (leave) her town!
5 Brett *hasn't eaten* (not eat) Indian food before.

6 Complete the questions with the correct Present Perfect form of the words in brackets. Then ask and answer in pairs. Write down your partner's answers.

1 *Have you ever been* (you/ever/be) to New York?
2 How many countries _____ (you/visit)?
3 _____ (you/ever/eat) something unusual?
4 How many times _____ (fly) in a plane?
5 _____ (you/ever/have) any problems when travelling?

A: Have you ever been to New York? B: No, I haven't.

7 Use your notes in Exercise 6 to tell the class about your partner.

Kasia's never been to New York.

YOUR WORLD

8 Tell the class about a surprising thing you have done in your life.

I've met/seen/won/lived in/been to/played …

Exercise 2
He's visited 150 countries. His favourite places were Greece and Indonesia.

Exercise 4
The same:
have – had – had;
look – looked – looked;
meet – met – met;
sleep – slept – slept;
travel – travelled – travelled;
visit – visited – visited;
watch – watched – watched;
Different:
come – came – come;
drink – drank – drunk;
eat – ate – eaten;
forget – forgot – forgotten;
see – saw – seen;
write – wrote – written

Exercise 6
2 have you visited
3 Have you ever eaten
4 have you flown
5 Have you ever had

For the teacher
- Teaching notes, page 225

On the Portal
- Grammar presentation
- **Photocopiable activity:** *What have you done?*
- **Test:** Grammar Check 9

For the student
- Workbook, page 92
- Grammar Time, Student's Book, page 135

On the Portal
- **Workbook:** Lesson 9.2
- **Extra Practice Activities:** Grammar

9.3 Reading and Vocabulary

Exploring nature

1 Find the things below in the photo.

backpack ski boots ski poles skis sled
waterproof jacket waterproof trousers



2 9.8 Read the article and tick (✓) four problems Jade faced when she skied to the North Pole.

1 ☐ She got lost.
2 ☑ It was really cold.
3 ☑ She had to pull a heavy sled.
4 ☑ She had to cross walls of ice.
5 ☑ The ice changed position under her feet.
6 ☐ She didn't have the right equipment.

3 Read the article again and complete the notes with a word or a short phrase in each gap.

- Age when Jade went to the North Pole: [1] *14 years old*
- Lowest temperature during her journey to the North Pole: [2] *minus 30/thirty degrees*
- What they used to get across the hole in the ice: [3] *sleds*
- Date Jade reached the North Pole: [4] *24 April 2016*
- Distance Jade skied to get to the North Pole: [5] *150/one hundred and fifty kilometres*
- Topics Jade has spoken about in public: women and [6] *climate change*

4 9.9 **WORD FRIENDS** Match the highlighted phrasal verbs in the article with the definitions. Listen and check.

1 Started doing a new activity. *taken up*
2 Return to a place. *go back*
3 Stop trying to do something. *give up*
4 Continued doing the same thing. *carried on*
5 Find a thing or person without trying to. *come across*

YOUNG HEROES: JADE HAMEISTER

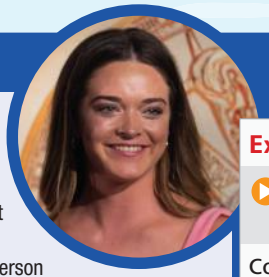
Imagine this. You're fourteen years old. You've just taken up skiing. And now you're inside the Arctic Circle. You've skied over 100 kilometres pulling a fifty-kilogram sled behind you. You've climbed over high walls of frozen rocks. It's freezing: minus 30°C! You're scared. You haven't come across any polar bears yet, but the ice under your feet keeps moving. You're afraid you might fall into the ocean or get lost.

You come to a hole in the ice. It's like a river. It's too long to go around. You've crossed similar rivers by making a bridge with your sleds. But this one is too wide. What do you do?

This is the problem that Australian Jade Hameister and her father, Paul, had to solve. It seemed impossible. But they didn't give up and go back home. Instead, they floated across the water on their sleds. Then they carried on. Finally, on 24 April 2016, after a journey of 150 kilometres that began on 13 April, they arrived at the North Pole.

Since then, Jade has crossed the Greenland ice cap and skied to the South Pole. (In 2017 she ate an Antarctic Christmas dinner at minus 50°C!) She's also written a book, been in a National Geographic documentary and given TED talks on climate change and women in society. Jade believes young women should try to live their dreams. She often tells them not to wait until they think they can do something perfectly. She says it's better to just get started.

FACT BOX



Jade Hameister

- From Melbourne, Australia
- Born 5 June 2001
- At twelve years old she hiked to Everest Base Camp (5,000 + metres high)
- At fourteen she became the youngest person ever to ski to the North Pole
- At fifteen she skied 550 km across the Greenland ice cap
- At sixteen she became the youngest person ever to ski to the South Pole

5 Complete the text with the correct form of phrasal verbs from Exercise 4.

Jade tries to stay positive when she [1] *comes across* a problem. She didn't [2] *take up* skiing until she was a teenager. It wasn't easy at first, but she didn't [3] *give up*. She [4] *carried on* practising until she was good at it.

VIDEO **WIDER WORLD**

6 44 Watch two people talking about getting lost. Write down what happened to them and what they did.

7 Think of a true story when you got lost. In pairs, take turns to say what happened and how you felt.

EXAM

Exercise 3 **International Certificate Level 1**, Reading, Section 7, (note completion)

Exercise 6

videoscript page 255

Corrine got lost in some backstreets in Vietnam. It was at night so it was dark and she felt scared. Luckily, she had a map on her phone so she found her way to a street where there were lots of people.

Chee got lost in London. She was late for a very important job interview and it was raining. The battery on her phone was low so she felt stressed. But then she saw a sign and knew where she was.

I can understand an article about a teenage explorer.

For the teacher
- Teaching notes, page 226
- Videoscript, page 255
- *Need support?* worksheet, page 242

On the Portal
- Photocopiable activity: *What should they do?*

For the student
- Workbook, page 93

On the Portal
- **Workbook:** Lesson 9.3
- **Extra Practice Activities:** Vocabulary, BBC Vox Pop

9.4 Grammar

Present Perfect with *just, already* and *yet*

VIDEO **THE HIKING TRIP**

Mia: Oh! Where is he? Have you texted him yet?
Mateo: Yes, I have. I've already sent two texts, but he hasn't replied yet.
Mia: Try again. I'm going to check the map.
Mateo: Mia! Noah's just sent a text. He'll be here soon.
Later
Noah: Hi guys.
Lena: Hi. Why haven't you brought your mountain jacket?
Noah: I lost it. I haven't bought a new one yet.
Mateo: Mia! He's just arrived.
Mia: Noah! Why haven't you brought your mountain jacket?
Noah: I've already told Lena. I lost it.
Mia: But I told you to bring a jacket!
Noah: I don't need one. I've just seen the weather forecast. It's going to be fine! I've brought a sun hat and I've already put on some sun cream.
Mia: OK, let's go! Where's your backpack? Why aren't you wearing boots?



Exercise 1
Possible answers:
The kids are in the country.
Lena, Mateo and Mia are wearing boots and Mia is holding a map.
They're going to go hiking/on a hiking trip.

1 45 9.10 Describe the photo. What are the kids going to do? Watch or listen and check.

2 Study the Grammar box. Find more examples of the Present Perfect with *just, already* and *yet* in the dialogue.

GRAMMAR **Present Perfect with *just, already* and *yet***

+	He's just sent a text. I've already sent two texts.	
–	He hasn't replied yet.	
?	Have you texted him yet?	Yes, I have./No, I haven't.

GRAMMAR TIME > PAGE 136

Exercise 3
2 Noah has just seen the weather forecast.
3 Noah hasn't bought a new mountain jacket yet.
4 The kids haven't started walking yet.

3 Read the dialogue again. Use the words in brackets to write sentences about what the kids have or haven't done.

1 Noah/arrive (just)
Noah has just arrived.
2 Noah/see the weather forecast (just)
3 Noah/buy a new mountain jacket (yet)
4 the kids/start walking (yet)

4 9.11 Choose the correct option. Listen and check.

Ewan: I've [1] *already* / *yet* done all my History revision and now I'm doing Maths. I've [2] *just* / *yet* finished that unit on algebra. Have you started revising for your exams [3] *already* / *yet* ?
Joanna: No, I haven't opened my books [4] *just* / *yet* . I've [5] *already* / *just* come back from the park. I've [6] *already* / *just* run thirty kilometres this week and it's only Tuesday.
Ewan: Have you played that new video game [7] *just* / *yet* ?
Joanna: No, I haven't had time [8] *already* / *yet* .
Ewan: My brother has [9] *just* / *yet* asked me to play, but I said no. I'm too busy.

YOUR WORLD

5 In pairs, talk about your news and recent activities. Use the Present Perfect with *just, already* and *yet*.
A: Have you done that History project yet?
B: No, I haven't finished it yet.

For the teacher
- Teaching notes, page 227

On the Portal
- Grammar presentation
- **Photocopiable activity:** *Holiday planning*
- **Test:** Grammar Check 9

For the student
- Workbook, page 94
- Grammar Time, Student's Book, page 136

On the Portal
- **Workbook:** Lesson 9.4
- **Extra Practice Activities:** West Green video, Grammar

9.5 Listening and Vocabulary

Outdoor activities









1 Look at the photos. Which activity would you like to do? Why?

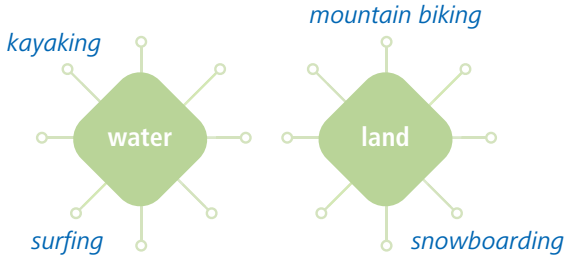
2 9.12 Look at the photos and listen. Which activity A–D does each speaker think is the most exciting? What do you think?

Lucy C Joel D Katie A Glenn B

3 9.13 Study Vocabulary box A. In pairs, add each activity to the correct category – water or land. Listen and check.

VOCABULARY A Outdoor activities

cycling hiking horse-riding kayaking mountain biking rock climbing sailing scuba diving skiing snowboarding surfing swimming windsurfing



4 In groups, say which activities in Vocabulary box A you have/haven't tried and which are popular in your country.

5 9.14 Listen and match statements a–e with speakers 1–4. There is one extra statement.

1 d 2 a 3 b 4 e

a He/She says the activity can be dangerous.
b He/She is very good at the activity.
c He/She talks about the last time he/she did the activity.
d He/She talks about when he/she did the activity for the first time.
e He/She describes the good and bad sides of the activity.

6 9.15 Study Vocabulary box B. Which items of equipment can you find in photos A–D?

VOCABULARY B Sporting equipment

bike boat boots compass gloves goggles helmet kayak life jacket map paddle saddle snowboard surfboard wetsuit

7 9.16 Complete the notes with items of equipment from Vocabulary box B. Listen and check.

- **Hiking** – you need good walking [1]*boots*, a map and a [2]*compass* so you don't get lost.
- **Windsurfing** – you need a [3]*life jacket* to float in the water and a [4]*wetsuit* to keep you warm.
- **Skiing** – you need skis, ski poles, ski boots, a helmet, [5]*goggles* to protect your eyes, and [6]*gloves* for your hands.

8 9.17 Listen to four people talking about their activities. Mark the sentences T (true) or F (false).

1 T Surfing started in islands in the Pacific Ocean.
2 T It's easy to go the wrong way in a kayak.
3 F A good mountain bike costs a minimum of €2,000.
4 F Snowboarding started in the 1970s.

YOUR WORLD

9 In pairs, ask and answer the questions about the different activities in Vocabulary box A.

- Have you ever tried …?
- When was the last time you …?
- Did you enjoy it?

A: Have you ever tried surfing?
B: Yes, I have.

Exercise 2
audioscript page 255

Exercise 3
Water: sailing, scuba diving, swimming, windsurfing
Land: cycling, hiking, horse-riding, rock climbing, skiing

Exercise 5
audioscript page 255

Exercise 6
Photo A: paddle, kayak, (probably life jacket)
Photo B: snowboard, helmet, gloves, goggles
Photo C: helmet, bike, gloves
Photo D: surfboard, wetsuit

Exercise 8
audioscript page 256

3 F – You can get a good mountain bike for about 800 euros.
4 F – Some people say it began in the 1920s and modern snowboarding started in 1965. It became popular in the 1970s.

I can understand people talking about outdoor activities.

For the teacher
- Teaching notes, page 228
- *Need support?* worksheet, page 242
- Audioscript, pages 255–256

On the Portal
- Vocabulary Memory Game
- Photocopiable activity: *5, 4, 3, 2, 1*

For the student
- Workbook, page 95

On the Portal
- **Workbook:** Lesson 9.5
- **Extra Practice Activities:** Vocabulary

9.6 Speaking

Asking for, giving and refusing permission

VIDEO **CAN I SEE THE MAP?**



Lena: It's so hot! Do you mind if I borrow your sun cream, Noah?
Noah: I'm afraid not. I haven't got much. Just kidding. No problem. Here. Can I have a look at the map, Mia?
Mia: Sure.
Mateo: This is a great walk, Mia. Well done!
Lena: Yes, but is it OK to stop for a rest?
Mia: Yes, of course.
Later
Mia: Yes! We've reached the top of the path!
Lena: Thank goodness!
Mia: Where are Noah and Mateo?
Lena: I hope they haven't had an accident.
Mia: I've got no signal. Is it OK if I borrow your phone, Lena?
Lena: Sure, go ahead.
Mia: There's a signal, but they're not answering.
Lena: Can I see the map?
Mia: Sorry, but you can't. Noah's got it.
Lena: Is it all right to go back to look for them?
Mia: I'm afraid that's not a good idea. We should stay together.
Mateo: Hi!
Mia: Mateo! Noah! Where have you been?
Noah: We found an easier path. Can we eat now? I'm starving.
Mia: It's not cool to disappear like that, guys!
Noah: Sorry.
Mia: OK, let's eat.

SOUNDS GOOD! Thank goodness! • I'm starving! • It's not cool.

1 46 9.18 In pairs, describe the photo and answer the questions. Watch or listen and check.
1 What are the girls doing? How do they feel? Why?
2 What happened to Noah and Mateo?

SET FOR LIFE

2 Which three skills are the most important for a good leader? Discuss in groups.
- giving good advice
- listening to everyone in the group
- making everyone in the group feel good
- preparing things well

3 Study the Speaking box. Find examples of the phrases in the dialogue.

SPEAKING **Asking for, giving and refusing permission**

Asking for permission
Can I/we …?
Do you mind if I/we …?
Is it OK/all right (for me/us) to …?
Is it OK/all right if I/we …?

Giving permission
Yes, of course. No problem. Sure, go ahead.

Refusing permission
Sorry/I'm sorry, but you can't.
I'm afraid that's not possible.
I'm afraid that's not a good idea.

4 9.19 Complete the dialogues with one word in each gap. Listen and check.
1 Jim: Is it OK *for* me to use your dictionary?
Ella: Sure – go *ahead* .
2 Ivy: *Can* I have some juice?
Max: *No* problem! There's a carton in the fridge.
3 Ava: Is it all *all right* if I use your phone?
Lily: Yes, *of* course!
Ava: Oh, and do you *mind* if I borrow your charger?
Lily: I'm afraid that's not *possible* . We haven't got one!

YOUR WORLD

5 In pairs, ask for permission. Use the ideas below and the Speaking box to help you.
- borrow a pen
- use a mobile
- ask a favour
- look at the notes

Exercise 1
Mia and Lena are on a hill. Lena is holding (a pair of) binoculars. She looks worried.
1 They're looking for the boys. They're worried because they don't know what has happened to their friends.
2 They took a different path from the others.

For the teacher
- Teaching notes, page 229
- *Need support?* worksheet, page 242

On the Portal
- **Photocopiable activity:** *Can I …?*

For the student
- Workbook, page 96

On the Portal
- **Workbook:** Lesson 9.6
- **Extra Practice Activities:** West Green video

9.7 Writing

An informal email about a holiday

1 Read Natalie's email. Say what she has done so far and what she hasn't done yet.

2 Study the Writing box. Find examples of the phrases in Natalie's email.

Hi Jamie!

I hope you're well.

1 We're having a brilliant time in Scotland. It's the best place I've ever been.

2 The weather hasn't been great. In fact, it's been awful, but it hasn't stopped us from having fun!

3 So far, we've had some lovely walks and we've visited a castle. We're hanging out with some of Margot's friends a lot of the time! I'm exhausted!

4 We haven't gone kayaking yet, but tomorrow we're going to try it. I've never done it before, so I hope I can do it!

5 See you soon!
Natalie

6 PS: Have you heard the news about Margot's brother? He's won a big surfing competition!



Exercise 1
She's had some lovely walks, visited a castle and hung out with some of Margot's friends. She hasn't gone kayaking yet.

WRITING An informal email about a holiday

Dear/Hi + person's name

1 **Say where you are and what it's like**
Here we are in …
We're having a great/brilliant time in …
It's a great/fantastic/beautiful place.
It's the best place I've ever been.

2 **Describe the weather**
It hasn't rained yet! It hasn't stopped raining. It's been really sunny.
The weather has been awful/amazing.
The weather hasn't been great.

3 **Say what you have done so far**
So far, we've had some lovely walks.
We've been to/visited/swum/sunbathed …
We haven't gone kayaking yet.

4 **Describe your plans**
This afternoon/Tomorrow we're going to …
We're coming home on Sunday.

5 **End the email**
See you soon! Miss you! (Lots of) love,

6 **PS:** You can add a PS (postscript) for extra news or information.

3 Study the Language box. Are the adjectives positive or negative? Which ones are in Natalie's email?

LANGUAGE Adjective synonyms to avoid repetition

Use synonyms to add variety to your writing.

good = amazing, brilliant, great, lovely
bad = awful, terrible
boring = dull
tired = exhausted, sleepy

4 Describe your last holiday. Use the ideas below and as many different adjectives from the Language box as you can.

buy souvenirs | eat ice cream | have a long walk | make friends
read a novel | swim in the sea | sunbathe | visit a museum/castle

I had an amazing time last summer. We went to Portugal. The weather was brilliant.

5 Imagine you are on holiday at the moment. Write some sentences about what you have done so far. Use the ideas in Exercise 4 and the Present Perfect.

I've swum in the sea, watched the sunset …

WRITING TIME

6 Imagine you are on holiday at a popular tourist resort. Write an email to a friend.

1 **Find ideas**
Make notes for your email.
- Where are you? What's the weather like?
- What have you done so far?
- What are your plans?

2 **Plan**
Organise your ideas into paragraphs. Use Natalie's email to help you.

3 **Write and share**
- Write a draft email. Use the Language box and the Writing box to help you.
- Share your email with another student for feedback.
- Write the final version of your email.

4 **Check**
- Check language: did you use a variety of interesting adjectives in your writing?
- Check grammar: did you use the Present Perfect correctly?

Exercise 3
Positive adjectives: good, amazing, brilliant, great, lovely
Negative adjectives: bad, awful, terrible, boring, dull, tired, exhausted, sleepy
In Natalie's email: brilliant, great, awful, lovely, exhausted

I can write an informal email about a holiday.

For the teacher
- Teaching notes, page 230
- *Need support?* worksheet, page 242

On the Portal
- Photocopiable activity: *An email from anywhere*

For the student
- Workbook, page 97

On the Portal
- **Workbook:** Lesson 9.7

Vocabulary Activator

WORDLIST 9.20

Geographical features
beach (n)
cliff (n)
coast (n)
desert (n)
field (n)
forest (n)
hill (n)
island (n)
jungle (n)
lake (n)
mountain (n)
ocean (n)
rainforest (n)
river (n)
sea (n)
valley (n)
waterfall (n)

Word friends *(in, on, by)*
by a lake
by a river
by the sea
in a field
in a forest
in a lake
in a valley
in the mountains
in the sea
on a beach
on a hill
on a mountain
on an island
on the coast

Talking about countries
border (n)
capital city (n)
flag (n)
official language (n)
population (n)

Word friends (phrasal verbs)
carry on (v)
come across (v)
give up (v)
go back (v)
take up (v)

Outdoor activities
cycling (n)
hiking (n)
horse-riding (n)
kayaking (n)
mountain biking (n)
rock climbing (n)
sailing (n)
scuba diving (n)
skiing (n)
snowboarding (n)
surfing (n)
swimming (n)
windsurfing (n)

Sporting equipment
bike (n)
boat (n)
boots (n)
compass (n)
gloves (n)
goggles (n)
helmet (n)
kayak (n)
life jacket (n)
map (n)
paddle (n)
saddle (n)
snowboard (n)
surfboard (n)
wetsuit (n)

Extra words
amazing (adj)
barbecue (n)
bridge (n)
camp (v)
climate change (n)
climb (v)
dry (adj)
dull (adj)
equipment (n)
exhausted (adj)
experience (n)
freezing (adj)
get lost
hang out with
heavy (adj)
high (adj)
holiday (n)
ice cap (n)
instructor (n)
irritating (adj)
kilometre (n)
land (n)
leader (n)
low (adj)
path (n)
reach the top
rest (n)
scared (adj)
share a border
ski (v)
ski boots (n)
ski poles (n)
skis (n)
sled (n)
souvenir (n)
spectacular (adj)
sun cream (n)
sunbathe (v)
sunset (n)
travel (v)
trip (n)
visa (n)
wet (adj)

1 Use words from the wordlist to find these things.
1 four large areas of water *lake, …*
2 two places which are higher than the land around them
3 two bike sports
4 two sports you can do in winter

2 In pairs, talk about the ideas below.
- natural features that you haven't seen but would like to see
- sporting activities that you enjoy and sports you'd like to try

3 Write the correct word for each definition. Then write two more definitions for your partner to guess.
1 The activity of going for long walks in the countryside or mountains. *hiking*
2 The number of people in a city or country. *population*
3 You sit on this when you ride a horse. *saddle*
4 You usually wear this when you go scuba diving. *wetsuit*
5 These stop your hands from getting cold. *gloves*
6 This keeps you safe when you go kayaking. *life jacket*

4 Complete the sentences with phrases from the wordlist. Are the sentences true for you?
1 I often go hiking *in the fields* around my house.
2 In the summer, my family often goes swimming _____ .
3 I want to go rock climbing _____ .
4 I really enjoy sunbathing _____ .
5 I'd like to go cycling _____ .

5 9.21 **PRONUNCIATION** Listen to each phrasal verb in bold. Is the stress on the verb or the particle (*on, up,* etc.)? Listen again and repeat.
1 Let's **carry on** up the hill.
2 We **came across** a fox.
3 Let's **go back** to the camp.
4 Don't **give up** now!
5 I want to **take up** skiing.

Exercise 1
1 ocean, river, sea
2 hill, mountain
3 cycling, mountain biking
4 skiing, snowboarding

Exercise 4
Possible answers:
2 in a lake, in the sea
3 in the mountains
4 on a beach/by the sea
5 by a lake/by the sea/in the mountains

Exercise 5
1 on
2 came
3 back
4 up
5 take

For the teacher
- Audioscript, page 256

On the Portal
- **Tests:** Unit 9 Test, Unit 9 Writing Test

For the student
- Workbook, pages 98–99

On the Portal
- **Workbook:** Self-check
- Wordlist
- **Extra Practice Activities:** Self-check

Revision

Vocabulary

1 Match the activities below with the groups of words. There are two extra activities. Say which activity you think is the most dangerous, tiring or exciting.

hiking in the hills kayaking mountain biking
rock climbing skiing ~~snowboarding~~ surfing

1 *snowboarding* – gloves, goggles, snowboard
2 *kayaking* – life jacket, paddle
3 *mountain biking* – helmet, bike
4 *hiking in the hills* – map, boots
5 *surfing* – wetsuit, surfboard

I think snowboarding is the most exciting activity, because you go fast.

2 Choose the correct option.



Cardiff is the [1] *capital* / *country* / *official* city of Wales in the UK. It's a university town [2] *by* / *in* / *on* the south coast of Wales, about forty kilometres from the [3] *city* / *border* / *mountain* with England. It has a [4] *valley* / *flag* / *population* of about 477,000 people. The town has a famous sports stadium next to a bridge over the [5] *ocean* / *river* / *water* Taff. There are some long sandy [6] *beaches* / *cliffs* / *fields* nearby.

3 Complete the text with one word in each gap.

Last year, we were on holiday [1] *by* the sea. I wanted to take [2] *up* a new sport, and one day I saw an advert for scuba diving. I paid for a lesson, put on a wetsuit and waited [3] *on* the beach for the instructor. We were [4] *in* the sea for a long time! It was difficult at first, but I carried [5] *on* and soon I was standing up on the board. I'm happy that I didn't give [6] *up* because we [7] *came* across some friendly dolphins! It was an amazing experience, and I plan to go [8] *back* next year.

Grammar

4 Complete the text with the Present Perfect form of the verbs in brackets.

SUNDAY

Feeling nervous! We [1] *'ve just arrived* (just/arrive) at the summer sports camp. I [2] _____ (never/be) on a holiday like this before. We [3] _____ (not meet) any instructors yet, but everybody else is very friendly!

MONDAY

We [4] _____ (already/get up) and we [5] _____ (eat) a big breakfast. Our instructor [6] _____ (just/tell) us we can go kayaking today. Yay!

THURSDAY

I [7] _____ (never/feel) so tired, and the camp [8] _____ (not finish/yet)! I [9] _____ (not have) time to write my blog! It's brilliant though. [10] _____ (you/ever/try) a sports camp?

5 Make questions in the Present Perfect. Then, in pairs, ask your questions and answer with *already*, *just* or *yet*.

1 you / ever / be / to a sports camp / ?
Have you ever been to a sports camp?
2 you / ever / take / an English exam / ?
3 you / see / a waterfall / ?
4 you / climb / a mountain / in your country / ?
5 you / feel / exhausted / ?
6 your family / visit / capital city / of your country / ?

Speaking

6 In pairs, role play the situations. Student A, look below. Student B, go to page 144.

Student A

1 You want to go mountain biking tomorrow. Student B has got a better bike than yours. Ask for permission to use it. You haven't got a helmet. Try to borrow one from Student B.

2 Student B asks for permission to go hiking with you. Give permission. Ask if he/she has hiking boots. Refuse permission to lend your boots. You need them for the trip. Say trainers are OK.

Dictation

7 9.22 Listen. Then listen again and write down what you hear during each pause.

Exercise 4
2 've never been
3 haven't met
4 've already got up
5 've eaten
6 has just told
7 've never felt
8 hasn't finished yet
9 haven't had time
10 Have you ever tried

Exercise 5
2 Have you ever taken an English exam?
3 Have you seen a waterfall?
4 Have you climbed a mountain in your country?
5 Have you felt exhausted?
6 Has your family visited the capital city of your country?

Exercise 6
Sample answer:
A Hi. I'm going mountain biking tomorrow but my bike isn't very good. Do you mind if I borrow yours?
B I'm sorry but you can't because I'm using it.
A OK. Is it all right if I borrow your helmet because I haven't got one?
B No problem. I've got two.

EXAM

Exercise 7

audioscript page 256

International Certificate Level 1, Listening and Writing, Section 2, (dictation)

BBC CULTURE

Save our seas!



Oceans in danger

1 Fish is a popular meal for many people. It's healthy, tasty and often cheap because there are lots of fish in the sea. But are there? In the last thirty years the number of fish has fallen almost fifty percent because we've taken too many fish out of the sea. Humans have caused lots of problems to other sea animals too.

2 For example, there aren't many sea turtles left in the world. People kill them for food, and many also die in fishermen's nets. Plastic pollution is another problem for turtles – they sometimes eat plastic in the sea because it looks like their usual food. Turtles lay their eggs on beaches. That's dangerous for them too, because there are a lot of houses and hotels (and humans) on our coasts.

3 Another amazing animal in danger is the blue whale. It is the largest animal that has ever existed. But some countries still hunt and kill whales – about 1,000 a year. Climate change is a problem for whales too. As the oceans get warmer, the small animals that whales eat move to different areas. The whales have to travel large distances to follow them, which means that feeding is more difficult.

4 Luckily, lots of conservation groups around the world are working to solve these problems. In some places, people protect turtle eggs and help the baby turtles get back to the sea. There are legal limits on fishing to keep fish populations healthy. A lot of people have stopped throwing plastic away too. But there is still a lot more that we can do to help save our seas.

climate change (n) the change in the world's weather
conservation group (n) people who work to protect animals, plants, etc.
lay their eggs (phr) produce eggs
legal limits (n) the highest numbers that the law says you can have
net (n) something used for catching fish, insects or animals
pollution (n) making something dirty with dangerous chemicals or rubbish

1 VISIBLE THINKING In pairs, follow these steps.

SEE

1 Describe the photos. What sea animals can you see?

THINK

2 Why is the water full of plastic? What problems can it cause for the animals?

WONDER

3 Discuss one of the questions below.

a Why are the things below dangerous for sea animals?

ocean rubbish fishing temperatures

b How can we help protect sea animals?

2 9.23 Read the article. In which paragraphs (1–4) can you find answers to questions a and b in the Wonder section?
a 1–3; b 4

3 Read the text again and answer the questions.

1 Why has the number of fish in our seas gone down?
2 Why do sea turtles sometimes eat plastic?
3 Why is it dangerous for turtles to lay eggs on beaches?
4 Why can it be difficult for whales to find food these days?
5 What stops people from catching too many fish?

4 In pairs, discuss the questions.

1 What other animals in the world are in danger?
2 How can we help with their conservation?
3 Why is the water full of plastic? What problems can it cause for the animals?

Exercise 1
1 In photo A there's a turtle in water full of rubbish. In photo B there's a fish eating plastic.

Exercise 3
1 Because people have taken too many fish from the sea.
2 Because it looks like their usual food.
3 Because there are a lot of houses, hotels and humans on our coasts.
4 Because the animals that they eat are moving to different areas as the oceans get warmer.
5 There are legal limits on fishing.

For the teacher
- Teaching notes, page 231
- Videoscript, page 256

On the Portal
- Photocopiable activity: *Project worksheet: a digital poster*

BBC Coral islands



5 Look at the photo from a TV programme about a coral reef. In pairs, discuss the questions.

1 Where in the world can you find one of the biggest areas of coral reef?
2 Is coral
   a an animal?
   b the product of an animal?
   c a plant?
3 Is the coral in the photo dead or alive? How do you know?

6 47 Watch the video and check your answers to Exercise 5.

7 47 Watch again. Tick (✓) the facts that you hear in the video.

1 ☑ The Maldive Islands are in the Indian Ocean.
2 ☐ About 500,000 people live in the Maldive Islands.
3 ☑ The Baa Atoll is a nature reserve.
4 ☐ There are over 100 different types of coral.
5 ☑ The temperature of the sea affects the coral reefs.
6 ☑ Pollution and fishing are bad for the coral reefs.

8 In pairs, discuss the questions.

1 Do you think the climate is changing in your country?
2 Why do you say this? What do you notice?

Exercise 6

videoscript page 256

1 The video shows a coral reef in the Maldive Islands, which have one of the biggest areas of coral reef in the world. The largest coral reef is the Great Barrier Reef in the Coral Sea, near Australia.
2 a
3 alive; it's colourful

Exercise 7

videoscript page 256

PROJECT TIME

9 In groups of three, prepare a digital poster about another endangered animal. Follow these steps.

1 **In groups, choose an animal. Decide who in your group can find the answers to these questions.**
- How many of these animals are there? Where in the world does it live? What is its home? What does it eat?
- Why is it endangered? Are humans responsible? Is climate change responsible?
- How can people help to save this animal?

2 **Individually, prepare your part of the poster.**
- Find the answers to your questions and write a short text.
- Find photos to illustrate the information.

3 **In your group, create your poster. You can use an online poster maker.**
- Import everyone's text and photos.
- Decide on a layout.
- Think of a title for the poster.
- Check and edit the poster.

4 **Share your poster with the class.**
- Answer other students' questions.
- Look at the other posters. Ask questions.

Progress Check Units 1–9

Test your progress with Benchmark Young Learners Levels 3/4

Test your Progress with Benchmark Test A

Vocabulary and Grammar

EXAM

Exercise 1
A2 Key for Schools, Reading and Writing, Part 4, (multiple-choice cloze)

1 Choose the correct option.



My brother, Jim, has [1]___ become a vegetarian and he doesn't go to the [2]___ anymore to buy steaks. He now visits a health food shop in the shopping [3]___ where he buys lots of interesting ingredients. Last Saturday he cooked me a lovely vegan meal. He made a no-meat burger. It was delicious. Anyway, our uncle works [4]___ a chef, and we told him about the burgers. He [5]___ these burgers on the menu at his restaurant last week, and everyone loves them! Now I think a vegetarian diet can be really good – I must [6]___ the internet for some nice recipes!

1	(a) just	b yet	c not
2	a bakery	(b) butcher's	c newsagent's
3	a hall	(b) centre	c station
4	a at	b in	(c) as
5	a puts	(b) put	c used to put
6	a find	b switch	(c) check

EXAM

Exercise 2
A2 Key for Schools, Reading and Writing, Part 5, (open cloze)

2 Complete the text with one word in each gap.



Lots of teens love the outdoors in summer, especially those [1]*who* live in towns and cities. I'm really [2]*into* nature. I love sunbathing and sitting on the grass [3]*by* a lake. But this summer my parents have to work, so we won't leave the city. However, I believe there are lots of fun outdoor activities that teens can take [4]*up* in parks. [5]*Have* you ever tried cycling or doing yoga? Parks are places [6]*where* there are cycle paths and a lot of space for exercising. Or why not simply go for a walk, or have a picnic on the grass? Click [7]*on* the link below to find out more in my vlog.

3 Complete the second sentence with the word in bold so that it means the same as the first one. Use no more than four words.

1 We need more nurses in the hospitals. **ENOUGH**
We don't *have enough nurses* in the hospitals.
2 There are no fish in the sea here. **ANY**
There *aren't any fish* in the sea here.
3 My party is at my house on Saturday at 8 p.m. **HAVING**
I *'m having a party* at my house on Saturday at 8 p.m.
4 I found an old map of the town in the cupboard. **ACROSS**
I *came across* an old map of the town in the cupboard.
5 All the films that I've seen were better than that one. **WORST**
That's *the worst film* that I've ever seen.
6 Train tickets are more expensive than bus tickets. **AS**
Bus tickets are *not as expensive as* train tickets.

Speaking

EXAM

Exercise 5
International Certificate Level 1, Speaking, Section 12, (role play)

4 Match statements and questions 1–5 with responses a–f. There is one extra response.

1 [b] Do you mind if I give John your phone number?
2 [d] I'm studying hard.
3 [a] I'm sorry I didn't call you.
4 [f] Can I help you, sir?
5 [e] I can't do this exercise. What should I do?

a Never mind.
b Sure, go ahead.
c I'll take this one.
d You'll probably pass the exam.
e Why don't you ask Mark to help you?
f Yes, please. I'm looking for the escalator.

5 In pairs, follow the instructions.
Student A: Go to page 139.
Student B: Go to page 144.

For the teacher
- Audioscript, page 256

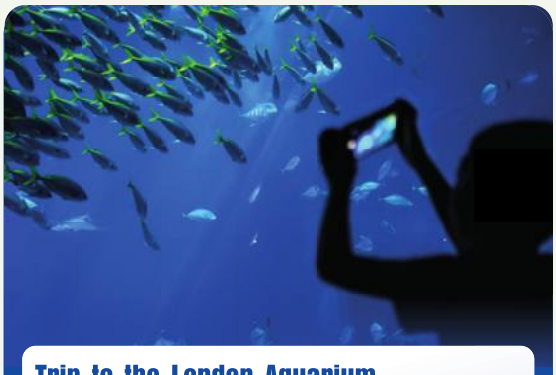
On the Portal
- **Photocopiable activities:** *Half a crossword, Choose and ask*
- **Tests:** Units 1–9 Progress Test, Units 1–9 Progress Writing Test, Units 1–9 Progress Speaking Test

For the student
- Workbook, Exam Time 3 Units 1–9, pages 108–110

On the Portal
- **Workbook:** Exam Time 3 Units 1–9
- **Extra Practice Activities:** Use of English

Listening

6 PC1–9.1 Listen and complete the notes with a word or a short phrase in each gap.



Trip to the London Aquarium

Day and date: 1 *Monday* 10 March

Leaving time: 2 *8:30* a.m.

Ticket price: £ 3 *10/ten*

Free time afternoon break will last: 4 *2/two hours*

Parents must send a note: by email or 5 *letter*

7 What is your dream job? Why would you like to do it?

8 PC1–9.2 Listen to four people talking about jobs. Match statements a–e with speakers 1–4. There is one extra statement.

1 [d] 2 [a] 3 [b] 4 [e]

This speaker …

a describes the people he/she sees at work.
b would like to change his/her job in the future.
c doesn't want to work in another country.
d says how he/she will spend the money they earn.
e gives advice about how to choose a job.

Reading

9 Read the article *It's not fair!* Match people A–C with questions 1–5. Two people can match with more than one question.

Which person …

1 [B] would like to spend time with family members in the afternoon?
2 [C] doesn't get enough sleep because they have too many things to do?
3 [A] gave up a hobby to do better at school?
4 [C] does a lot for their parents?
5 [B] has more lessons than other students?

It's not fair!

Are you fed up with schoolwork? Do you want more free time? You're not alone.

A Dan

I feel that we get so much homework that nobody can do all of it. I took up tennis, but I had to stop because I didn't have enough time. My goal is to do well in my exams, so I study hard. In the evening I don't even have an hour to read or watch TV as I go to bed early to get enough sleep. I'm getting better grades this year, and my parents are very pleased, but I think it isn't fair that I have to study all the time. Mum and Dad watch TV and relax in the garden on Saturday and Sunday. What about me?

B Betty

Music is my hobby and my biggest passion. I go to a special music school, so I have extra music lessons every afternoon. I get up early to get to school at 7.45, and we have normal lessons to 1 p.m. After lunch we have music for three hours. My sisters go to another school and they go home for lunch. And where am I? Still at school! I enjoy music and I'm a really good pianist now. However, I get annoyed about the long hours. I really want to go home for lunch and play with my sisters.

C Lee

I live on a farm. When I was younger I enjoyed feeding the chickens and brushing the horses, but I'm not so happy about doing all the work now. I feed the chickens at 6 a.m. and after school I help Dad with the cows. I do my homework in the evening and I go to bed late so I can finish. It's awful because I get up early and I sleep only five hours! That's not enough! The worst thing is that my parents want me to become a farmer one day, but I actually want to be a lawyer! How am I going to tell them?

Writing

10 Which of the after school activities below do you like?

basketball book club chess football music lessons tennis theatre club volunteer work

11 Write an email to a friend about an after school activity you have taken up. Include the information below.

- what the activity is
- who does the activity with you
- what you have done so far
- what you like about it

EXAM

Exercise 6

audioscript page 256

International Certificate Level 1, Listening, Section 3, (note completion)
A2 Key for Schools, Listening, Part 5, (gap fill)

Exercise 8

audioscript page 256

EXAM

Exercise 9

A2 Key for Schools, Reading, Part 2, (multiple matching)

1.2

Present Simple: affirmative and negative | Adverbs of frequency

We use the Present Simple for habits and routines.

+	I/You/We/They He/She/It	watch animated films. studies photography.
–	I/You/We/They He/She/It	don't (do not) watch animated films. doesn't (does not) study photography.

Spelling rules

With *he/she/it* we add *-s*, *-es* or *-ies* to the verb.

- Most verbs, add *-s*: *write – writes*.
- Verbs ending in *-o*, *-ch*, *-sh*, *-ss* and *-x*, add *-es*: *go – goes*, *catch – catches*, *wash – washes*.
- Verbs ending in consonant + *-y*, cut *-y* and add *-ies*: *fly – flies*.

Adverbs of frequency

Adverbs of frequency *(always, usually, often, sometimes, never)* go before the verb, but after the verb *to be*.

always usually often sometimes never

I always listen to music on my phone.
I am usually busy after school.
We don't often watch documentaries at school.

1 Order the words to make sentences.

1 the guitar / at the weekend / a group / I / in / play
I play the guitar in a group at the weekend.
2 science fiction / films / often / watch / we
3 busy / she / always / is
4 go out / don't / on Mondays / usually / I
5 comics / doesn't / my / read / sister

2 Complete the text with the Present Simple form of the verbs in brackets.

Sandi has a very unusual life

Sandi [1] *lives* (live) in the Arctic. She [2] *gets* (get) up at 4 a.m. every day. She [3] *often eats* (often/eat) pizza for breakfast. She [4] *flies* (fly) to school in a helicopter every day. After school she [5] *studies* (study) poetry. She [6] *always goes* (always/go) to bed at 7 p.m.

3 Compare your life to Sandi's from Exercise 2.
I don't live in the Arctic. I live in …

1.4

Present Simple: questions and answers

***Yes/No* questions and short answers**

?	Do	I/you/we/they	read	Yes, I/you/we/they do. No, I/you/we/they don't.
	Does	he/she/it	work in a bank?	Yes, he/she/it does. No, he/she/it doesn't.

Other questions and answers

How often do you go to the cinema?
Every Sunday./I go to the cinema every Sunday.
I never go to the cinema.
What time does the film start?
At 8 p.m./It starts at 8 p.m.
Where do they live?
In West Green./They live in West Green.

Time expressions

every day/week/month
in the morning/afternoon/evening
once/twice/three times a month
at eight o'clock
on Mondays
at the weekend

1 Make *Yes/No* questions in the Present Simple. Then ask and answer the questions in pairs.

1 you / like / taking photographs / ?
2 your favourite singer / write / songs / ?
3 your parents / watch / music videos / on TV / ?
4 you and your friends / like / dancing / ?
5 you / share photos / on social media / ?
6 you / often / read / novels / ?

A: Do you like taking photographs? B: Yes, I do.

2 Write questions for these answers. Sometimes there is more than one possible question.

1 *Where does your aunt live?*
My aunt lives **in Italy**.
2 _____ ? Jon **walks** to school.
3 _____ ? The concert ends **at 11.30**.
4 _____ ? Sam has **pizza** for lunch.
5 _____ ? **No**, I don't.
6 _____ ? **Yes**, she does.

3 Imagine you are interviewing a favourite star/celebrity. Write seven questions about his/her life. Use the ideas below to help you.

How often …? like …ing? What kind of … like?
When …? Where …? Who … with?

Do you like listening to music?

1.2

Exercise 1
2 We often watch science fiction films.
3 She is always busy.
4 I don't usually go out on Mondays.
5 My sister doesn't read comics.

1.4

Exercise 1
2 Does your favourite singer write songs?
3 Do your parents watch music videos on TV?
4 Do you and your friends like dancing?
5 Do you share photos on social media?
6 Do you often read novels?

1.4

Exercise 2
2 How does Jon get to school?
3 When/What time does the concert end?
4 What does Sam have for lunch?
5 Students' own answers
6 Students' own answers

2.2

Present Continuous

We use the Present Continuous to talk about activities happening at the moment of speaking.

+	I You/We/They He/She/It		'm (am) wearing a hat. 're (are) playing a game. 's (is) sleeping.	
–	I You/We/They He/She/It		'm not (am not) wearing a hat. aren't (are not) playing a game. isn't (is not) sleeping.	
?	Am	I	wearing a hat?	Yes, I am. No, I'm not.
	Are	you/we/they	playing a game?	Yes, you/we/they are. No, you/we/they aren't.
	Is	he/she/it	sleeping?	Yes, he/she/it is. No, he/she/it isn't.
	Where are you going? What is he doing?			

Spelling rules

- Most verbs, add *-ing*: *go – going*, *look – looking*.
- Verbs ending in *-e*, cut *-e* and add *-ing*: *live – living*.
- Short verbs that end in consonant + vowel + consonant, double the last consonant: *sit – sitting*.

Time expressions

now right now at the moment today

1 Write a few sentences to describe the photo. Use the phrases below to help you.

help her sister with homework sit at the table
talk on the phone work on the computer



Mum and two sisters are sitting at the table.

2 Complete the dialogue with the Present Continuous form of the verbs in brackets.

Mum: Tom! Where are you?
Tom: Hi, Mum. I [1] *'m sitting* (sit) in the park.
Mum: What [2] *are you doing* (you/do)?
Tom: I [3] *'m studying* (study) for an exam.
Mum: [4] *Is Matt studying* (Matt/study) too?
Tom: Yes, he is.
Mum: Really? We [5] *'re driving* (drive) past the park now. You [6] *aren't reading* (not read)! You [7] *'re playing* (play) football!
Tom: Yes, we [8] *'re getting* (get) ready for our PE exam!

3 Imagine you are having a party. Use the Present Continuous to write ten sentences about what is happening.

I'm sitting on the sofa with my friend Joanna.

2.4

Present Simple and Present Continuous

- We use the **Present Simple** for facts, habits and routines.
  Rachel lives in South Street.
  Noah doesn't tidy his room.
  What time do you get up?
- We use the **Present Continuous** to talk about activities happening at the moment of speaking.
  What are you doing under the table?
  I'm looking for my earring!
- We also use the **Present Continuous** for something happening around now, but maybe not at the moment of speaking.

  Time expressions

  these days at the moment this week/month

  Is she taking part in the football game this month?
  He isn't talking to his best friend these days.

1 Complete the sentences with the Present Simple or the Present Continuous form of the words in brackets.

1 Oh no, it *'s raining* (rain) again!
2 I *live* (live) in Berlin, but I *'m visiting* (visit) London now.
3 He *'s saving* (save) money at the moment to buy a leather jacket.
4 Gemma *often goes* (often/go) to Tenerife on holiday.
5 Jim *knows* (know) a little Spanish.

2.2

Exercise 1
Possible answers:
The family is in the kitchen.
Mum is working on the computer and checking something on her phone.
Dad is talking on the phone.
The girl is helping her sister with homework.

2 Complete the sentences to make them true for you. Then ask and answer in pairs.

Free time 	I always _____ [*activity*] after school. Now I'm not _____ , I'm _____ .
Clothes 	I often wear _____ [*item of clothing*]. I never wear _____ . At the moment I'm wearing _____ .
Music 	I usually listen to _____ [*type of music*]. These days, I'm listening to _____ [*group/artist/composer*] a lot.

A: What do you do after school?
B: I always run in the park after school.

3 Use the Present Simple to write about your typical Sunday. Then use the Present Continuous to write about your unusual Sunday.

On a typical Sunday, I usually watch TV.
This Sunday, I'm not watching TV. I'm …

3.2

Past Simple: *was/were*

We use the Past Simple to talk about finished events and situations in the past. The Past Simple of *to be* is *was/were*.

+	I/He/She/It			was at school.
	You/We/They			were at home.
–	I/He/She/It			wasn't (was not) hungry.
	You/We/They			weren't (were not) late.
?	Was	I/he/she/it	hungry?	Yes, I/he/she/it was. No, I/he/she/it wasn't.
	Were	you/we/they	tired?	Yes, you/we/they were. No, you/we/they weren't.
	Where were you yesterday?			

The Past Simple of *there is/there are* is *there was/there were*.

+	There			was a bee on the flower.
	There			were two tigers.
–	There			wasn't (was not) a cow on the farm.
	There			weren't (were not) any people.
?	Was	there	a gift shop?	Yes, there was. No, there wasn't.
	Were	there	many people?	Yes, there were. No, there weren't.

Time expressions

yesterday
last Tuesday/week/month/year
two days/a week ago
this morning
at one o'clock
in June/2020

1 Complete the questions with *was/were*. Then ask and answer in pairs.

1 How *was* your last English test?
2 *Was* it cold yesterday?
3 Where *were* you last summer?
4 *Were* you at a party last weekend?
5 Where *were* you five hours ago?
6 How old *were* you in 2015?
7 *Were* you late for school this morning?

A: How was your last English test?
B: It was easy!

2 Rewrite the sentences in the Past Simple.

1 'Are you bored?' 'Yes, I am.'
'Were you bored?' 'Yes, I was.'
2 'Is it cold?' 'Yes, it is.'
3 'Are you at home?' 'No, I'm not.'
4 There is an annoying noise coming from downstairs.
5 'Is there a letter for me?' 'No, there isn't.'
6 We aren't very hungry.
7 There aren't any tickets for the aquarium.

3 Write ten sentences about a recent day out (concert or sports game).

Last Saturday I was at a Coldplay concert.
I was with … It was at … There were …

3.4

Past Simple: regular and irregular verbs

+	Tony			watched TV.
–	Penny			didn't (did not) read.
?	Did	they	sleep long?	Yes, they did. No, they didn't.
	What did Paolo watch? Where did Rena study?			

+	She	took my camera.		
–	He	didn't (did not) take my camera.		
?	Did	you	take my camera?	Yes, I did. No, I didn't.

Spelling rules

- Most regular verbs, add *-ed*: *watch – watched*.
- Verbs ending in *-e*, add *-d*: *live – lived*.
- Verbs ending in consonant + *y*, cut *-y* and add *-ied*: *try – tried*.
- One-syllable verbs ending in vowel + consonant, double the consonant and add *-ed*: *stop – stopped*.

3.2

Exercise 2

2 'Was it cold?' 'Yes, it was.'
3 'Were you at home?' 'No, I wasn't.'
4 There was an annoying noise coming from downstairs.
5 'Was there a letter for me?' 'No, there wasn't.'
6 We weren't very hungry.
7 There weren't any tickets for the aquarium.

1 Write the Past Simple form of these verbs.

1 cook – *cooked*
2 carry – *carried*
3 play – *played*
4 marry – *married*
5 leave – *left*
6 make – *made*
7 meet – *met*
8 read – *read*

2 Complete the sentences with the Past Simple form of the words in brackets.

1 Mel *tidied* (tidy) her room.
2 ' *Did they get* (they/get) a pet?' 'No, they *didn't* .'
3 I *didn't watch* (not watch) TV last night.
4 ' *Did you finish* (you/finish) writing your blog?' 'Yes, I *did* .'
5 We *didn't talk* (not talk) to her yesterday.
6 He *dropped* (drop) his phone, and it *stopped* (stop) working.

3 Write questions about the sentences below.

1 She listened to music all day.
Did she listen to music all day?
2 James got a new pet.
3 She watched a film last night.
4 They studied English yesterday.
5 I took my cat to the vet last week.

4 Complete Lena's story with the Past Simple form of the verbs below.

fall feel get ~~have~~ hit hurt sit



5 Write five things you did last weekend and five things you didn't do. Use the sentences in Exercise 3 to help you.

I wrote a blog post, I …
I didn't cook a meal, I …

4.2

Used to

We can talk about past habits or states with *used to*.

+	Jenny used to have long hair. We used to swim in the lake.	
–	We didn't use to have phones.	
?	Did you use to skate in the park?	Yes, we did. No, we didn't.
	How did you use to travel to work?	

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

1 Lena *used to sing* (sing) in the school concert.
2 Paolo *didn't use to run* (not run) fast when he was young.
3 The children *used to eat* (eat) ice cream twice a week.
4 *Did people use to have* (people/have) mobile phones in 1970?
5 Harry *didn't use to study* (not study) hard last year.
6 We *used to write* (write) letters to our grandparents every month.
7 How often *did Greg use to go* (Greg/go) to the gym?
8 Dad *used to drive* (drive) to work, but now he rides his bike.

2 Rewrite the sentences with *used to*.

1 Dave had a digital camera when he was seventeen.
Dave used to have a digital camera when he was seventeen.
2 Did Mum go to the bank every week?
3 My sister didn't eat vegetables when she was younger.
4 Did you wear a uniform in the 1950s?
5 I never sent text messages to my dad.

3 Think about your life two years ago. What did you use to do? What didn't you use to do? Write five sentences.

I didn't use to play the guitar.

3.4

Exercise 3
2 Did James get a new pet?
3 Did she watch a film last night?
4 Did they study English yesterday?
5 Did you take your cat to the vet last week?

4.2

Exercise 2
2 Did Mum use to go to the bank every week?
3 My sister didn't use to eat vegetables when she was younger.
4 Did you use to wear a uniform in the 1950s?
5 I never used to send text messages to my dad.

Grammar Time

4.4 Verb patterns

- We use ***to* + the infinitive** after these verbs:
  agree, decide, forget, learn, need, remember, try, want, would/'d like
  We agreed to switch off our phones.
- We use **verb + *-ing*** after these verbs:
  can't stand, don't mind, enjoy, finish, hate, keep, like, love, prefer, stop
  I prefer texting to writing emails.

1 **Complete the sentences with the correct form of the verbs in brackets.**

1 I'm learning *to type* (type) without looking.
2 When did you finish *doing* (do) your homework?
3 Denise never forgets *to do* (do) her homework.
4 Sue keeps *sending* (send) me videos of cats.
5 My dad can't stand *talking* (talk) on the phone.
6 We tried *to spend* (spend) a day without our phones.

2 **Choose the correct option.**

1 My little sister is learning *to swim* / *swimming*.
2 I would like *buying* / *to buy* a new laptop.
3 I hate *to get up* / *getting up* early.
4 Mark is learning *to play* / *playing* the piano.
5 Did she decide *to go* / *going* to the exhibition?
6 Louise enjoys *to surf* / *surfing* the internet.

3 **Think of a person you know very well. Use the verbs from the Grammar box to write six sentences about him/her.**

My best friend always tries to help other people. She enjoys …

5.2 Defining relative clauses

We use relative clauses to refer to a person, thing or place we are talking about.

- We use ***who*** or ***that*** for people.
  Paola is the girl who won the competition.
  I sit next to a boy that is a football champion.
- We use ***which*** or ***that*** for things or animals.
  There are some books which I want to buy this week.
  This is the cat that lives next door.
- We use ***where*** for places.
  This is the house where I used to live.

1 **Choose the correct option.**

1 I like the flowers *who* / *which* are on the table.
2 This is the place *which* / *where* we meet every Sunday.
3 The thing *that* / *who* I can't stand is doing the washing up.
4 Do you know the woman *who* / *where* is standing over there?
5 Let's see the new film *that* / *who* everyone is talking about.
6 He bought the vacuum cleaner *where* / *that* was on sale.

2 **Complete the sentences with *who*, *where* or *which*.**

1 The school *where* she goes is in the centre of the town.
2 Mary is the girl *who* is my best friend.
3 I don't like the buildings *which* are in my neighbourhood.
4 Can you tell me about the girls *who* live next door?
5 This is the restaurant *where* famous people eat.
6 Do you like the game *which* I bought you?

3 **Write six sentences about your home, school and family. Use relative clauses.**

I love the cakes which my mum makes on special occasions.

5.4

Modal verbs: *can, have to* and *must*

Can

We use *can* to talk about rules that other people make for us.
I can go online when I want. (It's OK/allowed.)
I can't watch TV after 10 p.m. (It isn't OK.)
Can you invite friends to stay? (Is it OK?)

Have to

We use *have to* to say that something is necessary and *don't have to* to say that something isn't necessary.
You have to come home before nine. (It's necessary.)
You don't have to come home before nine. (It isn't necessary.)
Do I have to come home before nine? (Is it necessary?)

+	I/You/We/They He/She/It		have to help. has to clean.	
–	I/You/We/They He/She/It		don't (do not) have to help. doesn't (does not) have to clean.	
?	Do	I/you/we/they	have to help?	Yes, I/you/we/they do. No, I/you/we/they don't.
	Does	he/she/it	have to clean?	Yes, he/she/it does. No, he/she/it doesn't.

Must

- *Must* has a similar meaning to *have to*, but *have to* is more common.
  I have to/must cook dinner.
- We use *mustn't (must not)* to talk about what you're not allowed to do.
  You mustn't stay up late. (Don't!)
- *Don't have to* and *mustn't* have different meanings.
  You don't have to go there. (You can, but it's not necessary.)
  You mustn't go there. (Don't!)

1 In pairs, say where you can find these signs. Then make sentences with *you have to* or *you mustn't* for each sign.



1 You mustn't park here.

2 In pairs, choose the verb which makes the sentence true for your school.

At our school:

1 You *can / mustn't* borrow books from the library.
2 You *can / mustn't* run in the corridor.
3 You *have / don't have* to learn a foreign language.
4 You *have to / mustn't* use a mobile phone in class.
5 You *can / can't* wear jewellery.

3 Choose one situation below and write six sentences with rules about what you can, can't, have to and mustn't do.

- Someone wants to visit your country.
- Someone wants to play your favourite video game.
- Someone is going on holiday with your family.

You don't have to have a visa.

6.2

Countable and uncountable nouns | Quantifiers

Countable	Uncountable
How many bottles of water have we got? I haven't got many hobbies. There are too many olives on my pizza.	How much water is in that bottle? I haven't got much time. There's too much ice in my drink.
I bought some bananas. We eat a lot of oranges. We don't eat many crisps.	She bought some popcorn. We eat a lot of cheese. We don't eat much bread.
Have you got any biscuits? There aren't any eggs in the fridge. There aren't enough pizzas for everyone.	Have you got any juice? There isn't any milk in the fridge. There isn't enough water in the bottle.

1 Choose the correct option. Then discuss in pairs.

1 How *many* / *much* meals do you eat every day?
2 Do you think you eat too *many* / *much* unhealthy food?
3 Have you got *any* / *some* food in your school bag?
4 There isn't *too* / *enough* time for lunch on schooldays.
5 *A lot of* / *Much* students eat sandwiches for lunch. What about you?

5.4

Exercise 1
Possible answers:
1 In the street – You mustn't park here.
2 In a cinema – You mustn't use mobile phones here./ You have to switch your mobile phone off.
3 In a restaurant – You have to wait here.
4 In a library – You mustn't talk here.
5 On a door – You have to pull.

2 Complete the restaurant review with *a lot of, any, many, much* or *some*.

Stewie's Steakhouse ★★★★★

Stewie's Steakhouse looks nice, but it's very small and there are too [1] *many* tables, so there isn't [2] *much* space! There aren't [3] *many* things on the menu, and they all have meat in them. There aren't [4] *any* dishes for vegetarians – there's no salad! The food wasn't great. I had a steak and [5] *a lot of/some* cold chips. There was too [6] *much* meat on my plate, but it wasn't very good. Finally, they didn't have [7] *any* juice or cola, only water from the tap!

3 Write ten sentences about your family's eating habits.

There's a lot of yoghurt in our fridge.
My dad doesn't eat much chocolate.

6.4

Past Continuous and Past Simple

We use the Past Continuous to say something was in progress at a precise moment in the past.

+	I/He/She/It You/We/They		was watching TV. were sleeping at 9 p.m.	
–	I/He/She/It You/We/They		wasn't (was not) watching TV. weren't (were not) sleeping at 9 p.m.	
?	Was	I/he/she/it	watching TV?	Yes, I/he/she/it was. No, I/he/she/it wasn't.
	Were	you/we/they	sleeping at 9 p.m.?	Yes, you/we/they were. No, you/we/they weren't.
	Where was he going? What were you doing?			

Time expressions

at three o'clock this morning *forty minutes ago*
at 5.15 last Tuesday *while*

Past Continuous and Past Simple

We often use the Past Continuous with the Past Simple. We use the Past Simple for a short/complete action (e.g. *I broke my leg*) and the Past Continuous for a longer activity in progress at the same time (e.g. *I was playing football*).

- Before the Past Continuous we use ***while*** or ***when***.
  While/When I was playing football, I broke my leg.
  I broke my leg while/when I was playing football.
- Before the Past Simple we normally use ***when***.
  What were you doing when the accident happened?
  When the accident happened, what were you doing?

1 Complete the sentences with the Past Continuous form of the verbs in brackets.

1 The phone rang while they *were sleeping* (sleep).
2 Anna *wasn't dancing* (not dance) at one o'clock in the morning.
3 Where *was Sue going* (Sue/go) when she fell?
4 We *were playing* (play) football when it began to rain.
5 I *wasn't listening* (not listen) when the doctor told me his name.
6 What *were you doing* (you/do) when you cut your finger?

2 Complete the story with the Past Simple or the Past Continuous form of the verbs in brackets. In pairs, compare your answers.

Last Sunday at four o'clock, I [1] *was riding* (ride) my bike home. It [2] *was raining* (rain) a lot, so I [3] *put* (put) on my waterproof jacket. While I [4] *was going* (go) past the station, I [5] *saw* (see) Jennifer Aniston! She [6] *was getting* (get) into a taxi. I [7] *wasn't looking* (not look) where I [8] *was going* (go), so I [9] *rode* (ride) my bike into the back of a car! I [10] *fell* (fall) and [11] *hit* (hit) my head. I was lucky I [12] *didn't break* (not break) my neck.

3 Use the Past Simple and the Past Continuous to describe a) something surprising that happened to you, or b) a dream you had.

One day last year I was walking in the town centre with a friend when we saw an elephant. It was standing on two legs and …

7.2

Comparatives and superlatives of adjectives

- We use the comparative form of adjectives with *than* to compare two people or things.
  He's taller than me.
- We use the superlative form of adjectives to compare one thing in a group with all the others in that group.
  She's the nicest person I know.

Adjectives		Comparative	Superlative
with one syllable	near	nearer	the nearest
with one syllable ending in *-e*	wide	wider	the widest
with one syllable ending in vowel + consonant	hot	hotter	the hottest
ending in consonant + *-y*	lazy	lazier	the laziest
with two or more syllables	intelligent	more intelligent	the most intelligent
irregular	good bad	better worse	the best the worst

We usually use *the* before superlative adjectives. But we don't use *the* after *my/your/his/her/its/our/their*.
He's their youngest son. NOT ~~*He's their the youngest son*~~.

We can also compare things using (*not*) *as … as*.
This book isn't as interesting as the first one.

1 Write the comparative and superlative forms of these adjectives.

1 fat – *fatter, the fattest*
2 easy – _____
3 late – _____
4 expensive – _____
5 young – _____
6 happy – _____

2 How much can you remember about last year? Complete the questions with the superlative form of the adjectives in brackets. Then ask and answer the questions in pairs.

1 What was *the most beautiful* (beautiful) place you visited?
2 What was *the happiest* (happy) day for you?
3 What was *the longest* (long) journey you made?
4 What was *the tastiest* (tasty) meal you ate?
5 What was *the worst* (bad) film you saw?

3 Do you prefer shopping in a shopping centre or small shops? Use the ideas below and write five sentences to answer the question.

Price	low/high
Shop assistants	friendly/unfriendly
Service	quick/slow
Other	busy/quiet cold/hot/warm/wet good/poor choice relaxing/stressful

I prefer shopping in a shopping centre because the prices aren't as high as in small shops …

7.4

Going to and Present Continuous for the future

We use *going to* or the Present Continuous to talk about intentions, plans and arrangements in the future.

Going to

We use *going to* to talk about intentions and plans which will perhaps change in the future.
I'm going to get there early.
We're not going to invite them.
Are you going to watch the football?

+	I You/We/They He/She/It		'm (am) going to buy a new car. 're (are) going to go shopping. 's (is) going to come home.	
–	I You/We/They He/She/It		'm not (am not) going to buy a new car. aren't (are not) going to go shopping. isn't (is not) going to come home.	
?	Am	I	going to buy a bike?	Yes, I am. No, I'm not.
	Are	you/we/they	going to go to a party?	Yes, you/we/they are. No, you/we/they aren't.
	Is	he/she/it	going to stay?	Yes, he/she/it is. No, he/she/it isn't.
	When are they going to visit Gran?			

Present Continuous

We use the Present Continuous to talk about arrangements. We often mention a time and/or place to show that something is more than just an intention.
The game is starting at two o'clock.
My mum isn't working tomorrow.
Are you going to the party on Friday?

Time expressions

tonight *next Monday/weekend*
tomorrow *on Thursday morning/afternoon*

7.2

Exercise 1
2 easier, the easiest
3 later, the latest
4 more expensive, the most expensive
5 younger, the youngest
6 happier, the happiest

Grammar Time

7.4

Exercise 1
Possible answers:
2 'm going to take up swimming
3 'm going to spend more time with her
4 'm going to buy some fashionable clothes
5 'm going to revise more
6 'm going to study it abroad

7.4

Exercise 2
2 is he arriving; He's arriving in London at 9.45 a.m.
3 is he catching; He's catching the train home at 6.35 p.m.
4 is Noah meeting; He's meeting Aunty Hannah (in London).
5 is he meeting; He's meeting her at 12.30 p.m.
6 are they having; They're having lunch at the National Gallery café.

1 Finish these New Year's resolutions with *going to* and the ideas below (or your own).

buy ~~get up~~ revise spend less/more time study take up

1 I missed the school bus again. This year, I *'m going to get up earlier every morning*.
2 I'm not fit. This year, I _____ .
3 I was so horrible to my sister last year. This year, I _____ .
4 I feel so unfashionable. This year, I _____ .
5 My marks for Maths are terrible. This year, I _____ .
6 English is such a useful language. This year, I _____ .

2 Complete the questions with the Present Continuous form of the words in brackets. Then use Noah's note to ask and answer in pairs.

TRIP TO LONDON – Saturday
- *train from West Green to Liverpool Street Station, London, leave 8.30 a.m. and arrive 9.45 a.m.*
- *meet Aunty Hannah for lunch, National Gallery café, 12.30 p.m.*
- *train to West Green from Liverpool Street Station, 6.35 p.m.*

1 What station *is Noah leaving* (Noah/leave) from?
He's leaving from West Green.
2 What time _____ (he/arrive) in London?
3 What time _____ (he/catch) the train home?
4 Who _____ (Noah/meet) in London?
5 What time _____ (he/meet) her?
6 Where _____ (they/have) lunch?

3 Use *going to* to write three intentions you have for the next summer holidays. Then use the Present Continuous to write three plans for this evening.
Next summer I'm going to help my mum decorate the kitchen.
This evening I'm watching the football match at 8 p.m.

8.2

Will for future predictions

We use *will* to make predictions about the future.

+	I/You/He/She/It/We/They		'll (will) win	the match.
–	I/You/He/She/It/We/They		won't (will not) lose.	
?	Will	I/you/he/she/it/we/they	win?	Yes, I/you/he/she/it/we/they will. No, I/you/he/she/it/we/they won't.
	What time will the game start? How will you get there?			

I think/I don't think + will
When we want to express uncertainty, we add *not* to the verb *think*, not to the clause which follows.
I think we will win the match.
I don't think we will win the match.
NOT ~~*I think we won't win the match.*~~

Time expressions
tomorrow next week/month/year
in 2035/twenty years' time/the next five years/the future
by (= before) 2035/New Year/my twentieth birthday/this time tomorrow/the end of the week

1 Complete the sentences with *will* or *won't*. Then look at your sentences with *won't* and write what will happen.
1 My country *won't* win the next football World Cup.
Germany will win it.
2 It _____ be bright and sunny tomorrow.
3 I _____ become famous in fifteen years.
4 The world _____ end in 2040.
5 I _____ find a new job by New Year.

2 Use *I think* and *I don't think* to transform your sentences from Exercise 1. In pairs, compare your sentences.
I don't think my country will win the next football World Cup. I think Germany will win it.

3 Use your imagination to write a few sentences about life on Earth in 3000. Use the questions below to help you.
- How long will people live?
- What technology will they use?
- How will they travel?
- Will people live on other planets?

Life on Earth will be very different in 3000. People will probably live to 150 years.

8.4

First Conditional

We use the First Conditional for things that will possibly or probably happen in the future if something happens.

Present Simple	*will* + verb
If she studies hard,	she'll pass the test.
If you don't pass,	I'll be disappointed.
If he doesn't pass,	his mum won't be happy.

We can change the order of the parts of the sentences without changing the meaning. We don't use a comma if we put *will/won't* in the first part of the sentence.

will + verb	Present Simple
She'll pass the test	if she studies hard.
I'll be disappointed	if you don't pass.
His mum won't be happy	if he doesn't pass.

In questions it's more usual to begin with *will*.

will + verb	Present Simple
Will you be angry	if you don't pass the test?
What will you do	if you get the best mark?

1 Complete the First Conditional sentences with the correct form of the words in brackets.

1 If I *become* (become) famous, I *won't forget* (not forget) my friends.
2 I *'ll tell* (tell) Mum if you *do* (do) that again.
3 If my dad *doesn' get* (not get) a new job, we *won't move* (not move) house.
4 You *won't pass* (not pass) if you *don't do* (not do) any homework.
5 If Patrick *helps* (help) me, I *'ll help* (help) him.
6 How *will you feel* (you/feel) if you *don't pass* (not pass) the test?
7 *Will she help* (she/help) me if I *ask* (ask) her?

2 In pairs, use the ideas below to make First Conditional sentences.

1 pass all my exams → have a party → we make a lot of noise → my parents tell us to be quiet → play a board game

2 have my Maths exam → stay home to study → invite a friend to study with me → get tired of studying → play a computer game

1 If I pass all my exams, I'll have a party. If I have a party, we'll …

3 Write five First Conditional sentences about what you will do if you don't have homework.

1 If I don't have homework, I'll go to a café and have an ice cream with my friends.

9.2

Present Perfect

We use the Present Perfect to talk about completed actions in the past, but we don't say or know when they happened.

+	I/You/We/They He/She/It		've (have) seen dolphins. 's (has) visited Ireland.	
–	I/You/We/They He/She/It		haven't (have not) seen dolphins. hasn't (has not) visited Ireland.	
?	Have	I/you/we/they	enjoyed it?	Yes, I/you/we/they have. No, I/you/we/they haven't.
	Has	he/she/it	learned a lot?	Yes, he/she/it has. No, he/she/it hasn't.
	Where have you been?			

To form the Present Perfect, we use *have/has* and the Past Participle. For regular verbs, the Past Participle is the same as the Past Simple.

I have finished. She hasn't tried. We've stopped.

Many Past Participles are irregular (see verb list on page 137).

They have eaten. He's gone. Have you slept?

Present Perfect with *ever/never*

We often use the Present Perfect with *ever* in questions. It means 'at any time before now'.

Have you ever been to Spain?

We also use the Present Perfect with *never*. It means 'at no time before now'.

No, I've never been to Spain.

8.4

Exercise 2

1 … *we'll* make a lot of noise. If we make a lot of noise, my parents will tell us to be quiet. If my parents tell us to be quiet, we'll play a board game.
2 If I have my Maths exam, I'll stay home to study. If I stay home to study, I'll invite a friend to study with me. If I invite a friend to study with me, we'll get tired of studying. If we get tired of studying, we'll play a computer game.

Grammar Time

1 Complete the text with the Present Perfect form of the verbs in brackets.

ASK TODD!

Gemma [1] *has written* (write) to ask me if it's better to travel alone or with other people. Well, it depends. Some of my nicest travel experiences [2] *have been* (be) with my friends. My best friend Scott [3] *has travelled* (travel) with me to a lot of countries, and we [4] *'ve had* (have) a lot of fun and we [5] *haven't fallen* (not fall) out! But my sister [6] *has never been* (never/be) abroad with me because we always argue when we're travelling!

2 Make questions with *ever* and the Present Perfect. Use the phrases below or your own ideas. Then ask and answer the questions in pairs.

- go on a school trip abroad
- go to a restaurant with friends
- meet someone from another continent
- travel alone
- write a poem

A: Have you ever travelled alone?
B: No, I've never travelled alone./Yes, I have.

3 Write five sentences about things you have never done but hope to do in the future.

I've never been to New York – I hope to go there in the future.

9.4

Present Perfect with *just, already* and *yet*

- We use *just* and *already* in affirmative sentences with the Present Perfect. *Just* and *already* usually come immediately before the main verb.
  He's just phoned. (= recently/a short time ago)
  I've already checked the timetable. (= earlier than expected)
- We use *yet* in negative sentences and questions with the Present Perfect. *Yet* usually comes at the end of the negative statements or questions.
  We haven't bought all the food yet. (It hasn't happened, but will probably happen soon.)
  Have you bought the tickets yet?

1 Complete the sentences with *just* and the Present Perfect form of the verbs below.

~~do~~ fix go make miss tidy

1 There's a lot of food in the fridge. I*'ve just done* the shopping.
2 I *'ve just fixed* my computer. It's working again!
3 Mark *has just made* breakfast. It's on the table.
4 Rona *has just tidied* her bedroom. It's looking better now!
5 I'm afraid you can't speak to Mum now. She *'s just gone* to work.
6 We *'ve just missed* the bus – we'll be late now!

2 Rewrite the sentences in bold using *yet* or *already*.

1 **Jason has arrived at the campsite.** He's putting up his tent.
Jason has already arrived at the campsite.
2 I'm not hungry, thanks. **I've had breakfast.**
3 Hurry up! **Have you finished?**
4 Wow – you're slow! **We've finished.**
5 She can't come. **She hasn't done her homework.**
6 **Have they got their exam results?**

3 Make questions with *yet* about the things below. Then ask and answer the questions in pairs.

eat lunch decide what to do at the weekend
plan your holiday see [name of film] at the cinema
start learning for the next test

A: Have you eaten lunch yet?
B: No, I haven't./Yes, I've already eaten lunch.

4 Write five sentences with news about your favourite stars or other people you know well. Use *just*, *already* or *yet*.

Messi has already scored more than 700 goals in his career.
My sister has just started university.

9.4

Exercise 2
2 I've already had breakfast.
3 Have you finished yet?
4 We've already finished.
5 She hasn't done her homework yet.
6 Have they got their exam results yet?

9.4

Exercise 3
Have you decided what to do at the weekend yet?
Have you planned your holiday yet?
Have you seen … at the cinema yet?
Have you started learning for the next test yet?

Irregular Verbs

10.1

Infinitive	Past Simple	Past Participle
be	was/were	been
become	became	become
begin	began	begun
break	broke	broken
bring	brought	brought
build	built	built
burn	burned/burnt	burned/burnt
buy	bought	bought
can	could	been able to
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
do	did	done
draw	drew	drawn
dream	dreamed/dreamt	dreamed/dreamt
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forget	forgot	forgotten
forgive	forgave	forgiven
get	got	got
give	gave	given
go	went	gone
grow	grew	grown
hang	hung	hung
have	had	had
hear	heard	heard
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
learn	learned/learnt	learned/learnt
leave	left	left

Infinitive	Past Simple	Past Participle
lend	lent	lent
let	let	let
lie	lay	lain
lose	lost	lost
make	made	made
meet	met	met
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
ring	rang	rung
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
show	showed	shown
sing	sang	sung
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
spend	spent	spent
stand	stood	stood
steal	stole	stolen
sweep	swept	swept
swim	swam	swum
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written

Student Activities

Unit 1 Revision Speaking Exercise 7

Student B

- Think of a film you want to watch. Tell Student A your idea. Ask for his/her opinion.
- Ask Student A what he/she wants to watch.
- Give your opinion of Student A's film.
- Decide together on a film to watch.

Unit 2 Lesson 2.1 Exercise 7

WHAT'S IN THE PHOTO?

Can you name these clothes and accessories?

1 

2 

3 

4 

5 

6 

Unit 2 Revision Speaking Exercise 7

Student B

- Think of some interesting news to tell Student A. Use the ideas below to help you.

  can't find phone go on a shopping trip visit a friend

- Say hello to Student A.
- Respond to Student A's question and tell him/her what's new in your life.
- Ask what's new in Student A's life.
- Listen and respond to Student A's news.

Unit 3 Lesson 3.1 Exercise 8



1 ✗ Penguins have fur, not feathers.
2 ✓ Polar bears have white fur but black skin.
3 ✗ Tigers have stripes on their fur and on their skin.
4 ✓ Cats' front paws have five toes, but their back paws have four toes.
5 ✓ Bees can beat their wings 200 times a second.
6 ✓ A brown bear's claws can grow to over fifteen centimetres.
7 ✗ Butterflies have two wings.
8 ✓ The tail of a giraffe can grow to over 2.5 metres.

1, 3 and 7 are wrong.

1 Penguins are birds, so they have feathers – but very fluffy ones.

3 Tigers don't have stripes on their skin.

7 Butterflies have four wings.

Unit 3 Revision Speaking Exercise 6

Student B

- You took Student's A seat at the cinema. Apologise.
- Student A is late to meet you. Respond to his/her apology.
- You dropped Student A's new guitar. Apologise.
- Student A forgot to feed your pet. Respond to his/her apology.

Progress Check Units 1–3 Exercise 5

Student A

Describe the photo. Use the questions below to help you.

1 What can you see in the photo?
2 What is the girl doing?
3 What is she wearing?
4 How is she feeling?



Unit 4 Lesson 4.6 Exercise 6

Student A

First, tell Student B about these problems with your computer. Ask for help.

- *My computer's really slow.*
- *I can't connect my phone to my computer.*

Then listen to Student B's computer problems and use these prompts to help him/her.

good anti-virus switch it off and on again

Unit 5 Revision Speaking Exercise 7

Student B

- Give Student A advice on how to change the decoration in his/her bedroom. If he/she rejects your ideas, give him/her different advice.
- You want to organise a surprise party for a friend. Ask Student A for advice. Then accept or reject the advice.

Unit 6 Revision Speaking Exercise 6

Student B

- Say hello to Student A.
- Say you had an accident and broke a leg/ankle/arm/bone.
- Tell Student A what happened.
- Listen and react to Student A's advice. Thank Student A and ask how he/she is.
- Listen to Student A's symptoms and give him/her some advice.
- Say goodbye.

Progress Check Units 1–9 Exercise 5

Student A

You're at home and you feel ill. Your friend calls and asks why you didn't come to school.

- Tell your friend that you are ill.
- Tell your friend what symptoms you have.
- Tell your friend when you will probably go back to school.
- Ask to borrow the lesson notes.

Progress Check Units 1–6 Exercise 5

1 **Look at the photos that show different ways of spending free time. Do you like these ways of spending free time? Why?/Why not?**

A



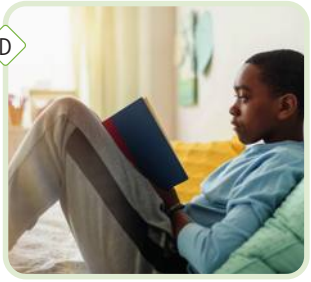
B



C



D



E



2 **In pairs, ask and answer the questions. Give reasons to explain your answers.**

Do you think …

- shopping is fun?
- playing sports is healthy?
- reading is boring?
- playing games is a waste of time?
- meeting friends in a café is nice?

3 **In pairs, take turns to ask and answer the questions.**

1 Do you prefer spending free time alone or with other people? Why?

2 Do you prefer spending time at home or outside? Why?

Student Activities

Unit 7 Lesson 7.5 Exercise 2

BETEEN MAGAZINE

TO SAVE OR TO SPEND?



Give yourself 2 points for every a) answer and 1 point for every b) answer.

4 points

For you, money is like water. When you're thirsty, you have to drink. When you have money, you have to spend it. You don't know how to save money.

5–6 points

For you, money is useful and important, but you don't worry about it all the time. You are generous but intelligent with your money. You don't spend more than you have, but you don't try to save every penny.

7–8 points

For you, money is a wonderful thing. It is so wonderful that you don't want to spend it. Maybe you need to learn how to enjoy spending money.

Unit 9 Revision Speaking Exercise 6

Student B

1 Student A wants to go mountain biking tomorrow and asks for permission to use your bike. Refuse permission. You want to use the bike yourself tomorrow. Then Student A asks for permission to borrow a helmet. Give permission.
2 You hear that Student A is going on a hiking trip with some friends. Ask for permission to go with him/her. If Student A agrees, say you don't have boots and ask for permission to borrow a pair of Student A's boots.

Progress Check Units 1–3 Exercise 5

Student B

Describe the photo. Use the questions below to help you.

1 What can you see in the photo?
2 What are the people doing?
3 What are the people wearing?
4 How are the people feeling?



Unit 4 Lesson 4.6 Exercise 6

Student B

First listen to Student A's computer problems and use these prompts to help him/her.

delete old files/games new USB cable

Then tell Student A about these problems with your computer. Ask for help.

- *My computer crashed. The screen's frozen.*
- *My internet connection is really slow.*

Progress Check Units 1–9 Exercise 5

Student B

You are Student A's friend. Your friend didn't come to school. Call him/her and ask what happened. Use the phrases below to help you.

- *Hello. How are you?*
- *What's the matter?*
- *When can you go back to school?*
- *Of course! No problem.*

CLIL 1 Literature Exercise 4

1c 2e 3a 4b 5d

CLIL 3 Science Exercise 5

1d 2b 3c 4e 5f 6a

Exercise 1
They are the characters from the book (Old Major, Boxer and other farm animals).

Exercise 3
Possible answers:
1 Animals have a rule that 'All animals are equal.'
2 All animals are equal but some are more equal than others. The rule changes because the pigs want to be the leaders.
3 Students' own answers



Animals in Fiction

There are a lot of books about animals. Many of these are books for children, but some aren't. Can you think of any famous books for adults about animals?

One very famous book with animal characters is *Animal Farm* by the English author, George Orwell, published in 1945. It's quite short – only ten chapters – but it's an important classic. The story is about a group of animals who live on a farm. A pig, Old Major, dreams about a life on the farm without humans. He tells the animals that they can work on the farm and make their own decisions. There is a fight, and the animals chase Mr Jones, the unkind farmer, off the farm. Then they run the farm themselves. They make some rules. An important one is: 'All animals are equal'.

There are many wonderful animal characters in the book. Boxer is the big horse who is strong and works hard. There are three very clever pigs, Snowball, Squealer and Napoleon. For a while the animals work well together, but then the pigs start to become powerful. Napoleon wants to be the leader and he chases Snowball away. The meetings stop, and the pigs make all the decisions. They also begin to wear human clothes and behave like humans. They live in the warm farmhouse and eat and drink well. The other animals have difficult lives. They work hard, but they are often cold and hungry. Now the important rule says: 'All animals are equal, but some are more equal than others.' Other farmers come to the farmhouse and eat and drink with the pigs. When the animals look through the window, it's impossible to know which are animals and which are humans.

Animal Farm seems quite a simple story, but George Orwell used it to give his opinions about important events at that time. It's a very clever book. It makes us think a lot about our lives and society.

1 10.2 Look at the characters in the picture. Who do you think they are? Read the article and check.

2 Read the article again and complete the factfile.

Title: [1] *Animal Farm*
Author: [2] *George Orwell*
Nationality: [3] *English*
Published in: [4] *1945*
Number of chapters: [5] *ten*
Main characters: [6] *Old Major, Mr Jones, Boxer, Snowball, Squealer, Napoleon*

3 In pairs, answer the questions.
1 What rule do the animals have on the farm at first?
2 How does this rule later change? Why?
3 Would you like to read the story? Why?/Why not?

4 Look at the book titles and animals below. Do you know any of the books? Match titles 1–5 with animals a–e that appear in them. Go to page 144 to check your answers.

1	c *Watership Down*	a	a horse
2	e *Charlotte's Web*	b	a bear and a panther
3	a *Black Beauty*	c	rabbits
4	b *The Jungle Book*	d	a wolf
5	d *White Fang*	e	a spider and a pig

5 GO ONLINE Use the internet to research one of the books in Exercise 4. Make notes about:
- the author and when he/she wrote the book.
- the story.
- the characters.
- where it takes place.

6 SHARE IT Write a short paragraph about the book and present it to the class. Use your notes from Exercise 5 and the phrases below.

… wrote *Watership Down* in …
The story is about …
One of the characters is …
The story takes place in …

For the teacher
• Teaching notes, page 232



The changing palace

The Winter Palace in St Petersburg, Russia, is one of the largest palaces in the world. It was the official home of the Russian kings (called tsars) and queens from 1732 to 1917. They used to have many dinner parties in a dining room for 1,000 guests. The beautiful green and white palace is around 200 metres long and about twenty-two metres high.

In 1763, Empress Catherine II (also known as Catherine the Great) lived at the palace. At that time, Russia fought a lot of wars and became a larger and more powerful country. The last tsar to live in the palace was Alexander II, who was killed in 1881.

After Alexander's death, the palace was still used for official events and parties, and in 1903 there was a final great Imperial party – it was a fancy-dress ball. After this time, many Russians were unhappy with their lives and with the tsars. So, in 1905 there were violent protests outside the palace, and many people died – this was called Bloody Sunday. Then in 1917 there was a revolution which ended the monarchy and the royal history of the palace.

Today the palace is a museum – the State Hermitage Museum, where you can see many paintings and sculptures from around the world. Every year 3.5 million people visit it, and as well as looking at the art, they can meet the Hermitage cats who live there. The cats used to walk around the galleries, but now they live in the basement and outside the palace.

1 In pairs, look at the photos and discuss the questions.

1 What do you know about the Winter Palace?
2 Do you know any famous people who lived there?

2 10.3 Read the article and check your answers to Exercise 1.

3 Read the article again and answer the questions.

1 Who was the palace for?
2 Who was the last tsar to live in the palace?
3 What was the reason for protests in 1905?
4 What can you see at the palace now?
5 Who lives there now?

4 Read the article again and complete the missing dates in the palace timeline.

The Winter Palace – A timeline

1708	Peter the Great builds the palace
1731–1735	Anna of Russia builds a larger palace
1 *1763*	Catherine the Great lives at the palace
1837	There is a fire
2 *1881*	Alexander II is killed
3 *1903*	The last big ball
4 *1905*	Bloody Sunday
1915	The palace becomes a hospital
5 *1917*	Revolution and the palace becomes a museum

5 Would you like to visit the Winter Palace? Why?/ Why not? Discuss in pairs.

6 GO ONLINE Use the internet to research a historic building in your country. Make notes about:

- where it is.
- who built it and when.
- what historic events took place there.
- how people use it today.

7 SHARE IT Present your research to the class. Use your notes from Exercise 6 and the phrases below.

The palace/castle is in … It was built in …
In … there was … … used to live there, but now it's a …

Exercise 2
1 The Winter Palace is in St Petersburg, Russia. It's one of the largest palaces in the world. The Russian kings and queens used to live there.
2 Empress Catherine II/ Catherine the Great

Exercise 3
1 kings and queens (tsars and tsarinas)
2 Alexander II
3 The people were unhappy.
4 paintings and sculptures from around the world
5 nobody/cats

For the teacher
• Teaching notes, page 232

1 10.4 Read the article and match headings A–D with paragraphs 1–4.

A How antibiotics work
B A problem for scientists
C Antibiotics and bacteria
D The first antibiotics

2 Read the article again and answer the questions.

1 Who discovered the first antibiotic?
2 When did he discover it?
3 What was it called?
4 What are antibiotics?
5 Name two types of bacteria.
6 Name two types of antibiotics.
7 What is the problem today?
8 Give two causes of that problem.

3 Do you think we sometimes use antibiotics when we don't need to? Why?/Why not? Discuss in pairs.

4 Work in pairs. Look at the list of things a–f which scientists do to develop a new antibiotic drug. Put the stages in the order in which you think they happen.

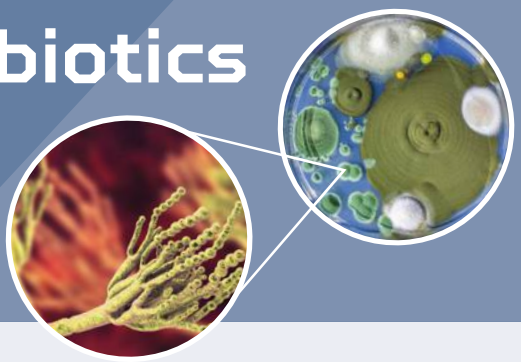
a ☐ Test the drug on people who have the illness.
b ☐ Test the new drug using a computer model.
c ☐ Test the drug on human cells in a laboratory.
d [1] Find a new source for an antibiotic.
e ☐ Stop testing if the drug damages the cells.
f ☐ Test the drug on healthy humans.

5 Compare your ideas from Exercise 4 with another pair. Do you agree on the order? Go to page 144 to check your answers.

6 Now cover the list and take turns with your partner to give the correct stages.

Exercise 2
1 Alexander Fleming
2 1928
3 penicillin
4 chemicals that kill bacteria and stop infections
5 Gram-positive and Gram-negative
6 `broad spectrum' antibiotics and `narrow spectrum' antibiotics
7 Many bacteria are getting stronger and a lot of antibiotics don't kill them.
8 People use antibiotics too often and sometimes don't finish all their tablets.

Antibiotics



1 [D] Antibiotics are very important medicines in our lives. Doctors use them to fight many different kinds of infections. However, before 1928 scientists didn't know about them! At that time people could die from, for example, cuts on the skin. Alexander Fleming, a Scottish scientist, discovered an antibiotic called penicillin – just by mistake! Now, we use antibiotics all the time.

2 [C] Antibiotics are chemicals that kill bacteria and stop infections. There are many different types of antibiotics because there are different types of bacteria and infections. One type of bacterium is called Gram-positive. These bacteria have very thin cell walls, and antibiotics can go through the walls easily. The second is called Gram-negative, and these have very thick cell walls.

3 [A] The antibiotics kill the bacteria and stop them from making new cells. They make the cell walls weak and they break. There are 'broad spectrum' antibiotics that can fight all types of bacteria, and doctors use them for lots of different infections. There are also 'narrow spectrum' antibiotics which are good for attacking special problems.

4 [B] Today doctors are worried. Many bacteria are getting resistant – that means they get stronger, and a lot of antibiotics don't kill them. This is because we use them too often. Also, we should finish all our tablets, but sometimes we don't do this because we feel better. Then, the bacteria which are still in our bodies get stronger. In the past, doctors had a lot of different antibiotics to give us, but now many of them don't work. Scientists need to find new antibiotics, but it isn't easy. If they don't find new antibiotics, people may die from minor illnesses again.

7 GO ONLINE Use the internet to find information about one of the famous scientists below. Make notes about:

- what nationality they were.
- what they discovered and when.
- how their discovery helped people.

Louis Pasteur Wilhelm Conrad Röntgen Joseph Lister

8 SHARE IT Present your research to the class. Use your notes from Exercise 7 and the phrases below.

(Louis Pasteur) was … … discovered … in …
His discovery helped people because …

For the teacher
• Teaching notes, page 233





YELLOWSTONE'S HOTSPOT

Yellowstone National Park in the USA was probably the first national park in the world. Yellowstone is very popular and very big (8,983 km^2). It's a wonderful place to see wildlife and different natural features such as mountains, forests, canyons, rivers, lakes and waterfalls. But many people don't realise that this amazing park is sitting on top of something that is very dangerous – one of the biggest supervolcanoes in the world!

Deep under Yellowstone National Park is a volcanic 'hotspot'. Heat from inside the Earth melts the rocks above it, and this makes a big pool of magma. Sometimes this magma erupts and sends out huge amounts of lava, rock and ash. A really big eruption throws out nearly all the magma, and then the land above the magma pool falls in. This creates a huge hole called a caldera. The Yellowstone Caldera is fifty-five kilometres wide and eighty kilometres long! Another natural feature of Yellowstone National Park is its many geysers: rainwater goes down through the rocks, the magma heats it, and then very hot water rises back up to the surface. The water rises fast into the air with clouds of steam. The most famous geyser at Yellowstone is called 'Old Faithful' and it erupts nearly every hour.

The Yellowstone Supervolcano has erupted several times in the last two million years (the last time about 640,000 years ago) and it's still active. It will erupt again! The ash will cover the whole of North America and cause some climate changes for a long time. But scientists don't think that this will happen soon – maybe in one or two million years. They study the area very carefully with special equipment. They are always checking for movements in the crust (the hard outer layer of the Earth) that might cause earthquakes. They hope that they will be able to tell people a long time before an eruption happens.

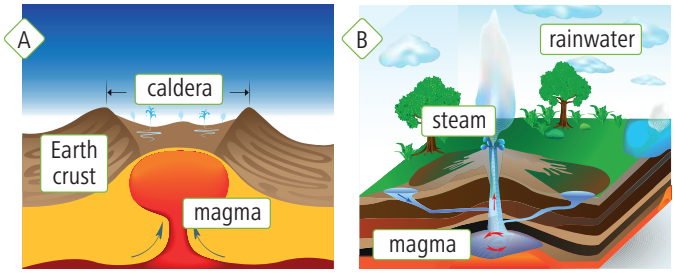
1 Have you ever heard of Yellowstone National Park? What do you know about it?

2 10.5 Read the article. What natural features can you find in Yellowstone National Park?

3 Read the article again and answer the questions.

1 How big is Yellowstone National Park?
2 What do many people NOT know about Yellowstone National Park?
3 How big is the Yellowstone Caldera?
4 If there is another eruption, what will happen?
5 When do scientists think this might happen?

4 Choose a diagram (A or B) below. Study the diagram. Find the part of the article that explains your diagram and read it again.



5 Work in pairs. Cover the article. Use your diagram to explain to your partner how a volcano or a geyser works.

6 GO ONLINE Use the internet to find information about another supervolcano. Make notes about:

- where it is.
- the landscape around it.
- how dangerous it is.

7 SHARE IT Write a factfile about the supervolcano you have chosen. Add pictures. Present your factfile to the class.

Exercise 2
mountains, forests, canyons, rivers, lakes, waterfalls, volcanoes

Exercise 3
1 8,983 km^2
2 People don't know that it's sitting on top of one the biggest supervolcanoes in the world.
3 It's fifty-five kilometres wide and eighty kilometres long.
4 The ash will cover the whole of North America and cause some climate changes for a long time.
5 In one or two million years.

Exercise 4
Diagram A text: underlined in blue
Diagram B text: underlined in green

For the teacher
• Teaching notes, page 23

Unit contents

Vocabulary
- Family members | Possessions | Months and dates |
- Free time activities | Sports | School subjects |
- Skills and abilities

Grammar
- Possessive adjectives | Possessive *'s* | *Have got* |
- *There is/are with some* and *any* | Articles |
- *Can/Can't* for ability

Speaking
- Giving opinions

Check your progress with **Benchmark Young Learners Levels 3/4** or **Benchmark Test A** on completing Unit 0.

For Online Classroom, go to the Portal.

0.1 Introducing Lena

Family members | Possessive adjectives | Possesive *'s* | *Have got*

Lesson aims
- Students can talk about family members.
- Students can use possessive adjectives, the possessive *'s* and *have got*.

For the student
- Workbook, page 2

Lead-in

Introduce yourself to students, e.g. *Hello, I'm (name). I'm from (place). I'm an English teacher.* Then ask students to work in pairs and introduce themselves to each other. Encourage them to ask each other questions, e.g. *What's your name? How old are you? Where are you from?*
- **Setting lesson goals:** Write the lesson aims on the board and read them out with students. Ask students questions to check understanding. Alternatively, you could show students photos of different families and ask: *Who's she? Who's he? Who are they?* Then ask students to discuss what they know about family members.

Exercise 1 ▶ 1 🔊 0.1
- Tell students that they will meet Lena and her family. Explain that Lena is one of four characters from the story they are going to follow in the book. Ask students to study the photos and ask: *Who are the people in the photos? How old are they? What do they look like? What are they wearing?* Elicit answers as a class.

Exercises 2–10 🔊 0.2–0.3
- Follow the instructions in the Student's Book.
- FINISHED EARLY? Ask students to write two or three sentences about their partner's family in their notebooks. Encourage them to use their answers to the questions in Exercise 9 and their own ideas.
- **Independent learning:** Ask students to read the lesson aims again. Then ask students to write three sentences to say who their family members are on a piece of paper. Ask them to leave their pieces of paper on your desk as they leave. Check what the students have written and if there are any recurring errors, find time to review the language.

0.2 Introducing Noah

Possessions | *There is/are with some* and *any* | Articles

Lesson aims
- Students can talk about possessions.
- Students can use *there is/are with some* and *any*.
- Students can use *a* and *the*.

For the student
- Workbook, page 3

Lead-in

Show students something in the classroom and ask: *What's this?* (a pencil, a book, etc.). Then ask students to work in groups and point and ask what different things there are in the classroom.
- **Setting lesson goals:** Write the lesson aims on the board and check students understand. You can ask questions, e.g. Hold up your book and ask: *What's this?* (*It's a book.*). *Is it my book?* (*Yes, it is.*).

Exercise 1 ▶ 2 🔊 0.4
- Tell students that they will meet Noah, Lena's friend. Ask them to study the photos and ask: *How old is he? Where is he?* Elicit some ideas and write them on the board.
- Play the video or audio. Then ask: *What are Noah's favourite hobbies?* (drawing, playing video games, dancing). Check answers as a class.

Exercises 2–7 🔊 0.5–0.6
- Follow the instructions in the Student's Book.
- FINISHED EARLY? Ask students to write three or four sentences about things on their desk or in the classroom using *There's/There are* and *a/the*. Encourage them to write different sentences to the ones they wrote in Exercise 6.
- **Independent learning:** Ask students to read the lesson aims again. Then ask students to write three sentences about things in their bag on a piece of paper. Check what the students have written and if there are any recurring errors, find time to review the language.

0.3 Introducing Mia

Months and dates | Free time activities | Sports

Lesson aims
- Students can say and write months and dates.
- Students can talk about free time activities and sports.
- Students can give opinions.

For the student
- Workbook, page 4

Lead-in

Tell students when your birthday is and if you have any brothers or sisters, e.g. *My birthday is in May. I have one brother and one sister.* Ask students to work in pairs and ask each other: *When's your birthday? Have you got any brothers or sisters?*

- **Setting lesson goals:** Write the lesson aims on the board and check students understand. Ask questions, e.g. *What month is it?* (*January*, *February*, etc.). *What are your hobbies?* (*watching TV*, *swimming*, etc.).

Exercise 1 ▶ 3 0.7

- Tell students that they will meet Mia. Ask them to study the photos and ask: *How old is she? Where is she?* Elicit some ideas and write them on the board.
- Play the video or audio, then ask: *How old is Mia?* (15). *When's her birthday?* (26 September). Point out the Watch out! box and read through it with students. Then elicit some examples and write them on the board, e.g. *26 September – the 26th of September.* Remind students that we always use capital letters for months of the year.

Exercises 2–11 0.8–0.12 audioscript page 244

- Follow the instructions in the Student's Book.
- FINISHED EARLY? Ask students to write two or three sentences about their partner's favourite sports and free time activities in their notebooks.
- **Independent learning:** Ask students to read the lesson aims again. Then ask students to write three sentences starting: *My birthday is on … My favourite free time activity is … I think cooking is …* Check what the students have written and if there are any recurring errors, find time to review the language.

0.4 Introducing Mateo

School subjects | *Can/Can't* for ability | Skills and abilities

Lesson aims
- Students can talk about school subjects and skills and abilities.
- Students can use *can/can't* for ability.

For the student
- Workbook, page 5

Lead-in

Ask students to work in pairs and talk about their favourite subjects and what they like about school. Write the sentence beginnings on the board, e.g. *My favourite subject is … I think Maths lessons are boring/fun/interesting.* etc

- **Setting lesson goals:** Write the lesson aims on the board and check students understand. Ask questions, e.g. *What subject is this?* (English).

Exercise 1 ▶ 4 0.13

- Tell students that they will meet Mateo. Ask them to study the photos and ask: *Where is he? What's his hobby?* (music – he's got headphones). Elicit ideas and write them on the board.
- Play the video or audio, then ask: *What does Mateo like about school?* (his friends, studying Spanish and Music).

Exercises 2–8 0.14–0.16 audioscript page 244

- Follow the instructions in the Student's Book.
- FINISHED EARLY? Ask students to write three or four sentences about what their partner can and can't do. Remind them to use their partner's answers to Exercise 7.
- **Independent learning:** Write on the board: *A) The lesson is easy, B) The lesson is good for me, C) The lesson is difficult.* Read the sentences aloud and ask students to stand up if they agree. If there are lots of students standing when you read out sentence C, then find the time to review the lesson.

0.5 Revision

Lesson aims
- Students revise Unit 0.

For the student
- Workbook, page 6

Lead-in

Ask students to study the photos and ask: *What can you see? What can they do?* Elicit some examples and write them on the board. Then ask students to work in pairs and discuss.

- **Setting lesson goals:** Write the lesson aim on the board and check students understand. Ask questions, e.g. *What do you remember in Unit 0? What are the characters' names?* (Mia, Lena, Mateo and Noah). *Who's got a guitar?* (Lena).

Exercises 1–4

- Follow the instructions in the Student's Book.
- FINISHED EARLY? Ask students to write their answers to the questions in Exercise 3 or 4.
- **Independent learning:** Ask students to read the lesson aim again. Then ask students to write the three things they remember about the characters introduced in Unit 0.

Unit contents

Vocabulary
- People in the arts
- Cultural activities
- Creative hobbies
- News and entertainment

Grammar
- Present Simple: affirmative and negative
- Adverbs of frequency
- Present Simple: questions and answers

Speaking
- Asking for and giving opinions

Writing
- A personal introduction

Future skills
- Collaboration: interpersonal communication

Exam
- A2 Key for Schools, Reading and Writing, Part 2, (multiple matching)
- A2 Key for Schools, Listening, Part 5, (matching)

For Online Classroom, go to the Portal.

1.1 VOCABULARY

Culture

Lesson aims
- Students can talk about people in the arts, cultural activities, likes and dislikes.

For the teacher
- Vocabulary Memory Game
- *Need support?* worksheet, page 234
- **Photocopiable activity:** *Find the words*
- **Test:** Vocabulary Check 1

For the student
- Workbook, pages 6–7
- **Extra Practice Activities:** Vocabulary

Lead-in

Write the word *Culture* vertically on the board. Using the first two letters, make the words *cinema* and *music*. Ask students to work in pairs and make culture-related words only with the other letters. Set a time limit and then elicit ideas. Write the best ideas on the board.

- **Setting lesson goals:** Write the lesson aim on the board and read it out with students. Ask students questions to check understanding: *What cultural activities do you know?* Alternatively, show students photos of some local cultural activities where you live and ask: *What is it? Do you like it? Who are the people in the photo?*

Exercise 1

- Ask students to study the photos and the headings. Ask: *What are these events are about?* (books, films, music, art). Students answer the question on their own, then discuss in pairs.

Exercise 2 1.1

- Read the information in Vocabulary box A as a class. Remind students that when we talk about jobs, we need to use the indefinite article *a* or *an*, e.g. *I'm an artist. She's a dancer.* Explain that when we add an adjective, the article should be placed before the adjective, e.g. *I'm a good artist. She's a great dancer.*
- Students complete Vocabulary box A on their own, then play the audio to check.
- **Independent learning:** Ask students to create a spider diagram with the words in Vocabulary box A. In the middle circle they write *People in the arts*, then a line out to a circle with *dance*, and another line out to a circle with *dancer*. They do this for each category and then encourage them to add any other words they know, e.g. *ballet dancer*.

Extra activity

Ask students to write a list of people words for each suffix in their notebooks, e.g. *-er*: *writer*; *-ist*: *artist*; *-or*: *actor*; *-ian*: *musician*. Explain that these suffixes will also come up in other topics, such as sportspeople, and that they can add more words to their lists.

Exercise 3

- Students make sentences in pairs, or write sentences in their notebooks on their own, then compare in pairs.
- NEED SUPPORT? Ask **less confident** students to choose two events and write sentences, and **more confident** students to write sentences about all four events.

Exercise 4 1.2 audioscript page 244

- Explain to students that they will hear four conversations about four different cultural events described on the website in Exercise 1. Check answers as a class. Encourage students to explain the reasons why they chose those answers.

Exercise 5 1.2 audioscript page 244

- Play the audio for students to mark the sentences true or false.
- NEED SUPPORT? Give **less confident** students a copy of the audioscript to follow while listening. Ask students to find the words that gave them the correct answers.

Exercise 6

- **Peer learning:** Use the Think-Pair-Share technique. Students think of the answer to the question on their own, then they discuss their ideas in pairs, and then they share their ideas in groups or with the class.

Exercise 7 1.3

- Set a time limit for students to complete Vocabulary box B on their own, then play the audio for them to listen and check.
- Check students understand the new words by asking for titles of films or songs, or to mime a dance or type of art. Then elicit any additional words students know and write them on the board.

Exercise 8

- Point out the Watch out! box and read through it with students. Explain that *I'm into something* means *I like* or *I'm interested in* and is informal.
- Students choose three activities and discuss what they think in pairs. Encourage them to use different phrases from the box to express their ideas, e.g. *I'm into dance. I'm interested in ballroom dancing.*

Exercise 9 1.4

- Set a time limit for students to complete the sentences on their own, then play the audio for them to listen and check. Remind students to refer to the Watch out! box.

Exercise 10

- Students make the sentences true for themselves and write them in their notebooks. Ask students to compare their sentences in pairs.

Exercise 11 1.5

- Ask students to guess what kind of text this is. Then set a time limit for students to complete the exercise. Play the audio for students to check.
- NEED SUPPORT? For **less confident** students, write the answers in a random order on the board, with a few extra words as distractors. Encourage **more confident** students to do the exercise without looking at the board.

Exercise 12

- Students work in pairs. Encourage students to work with others they don't know well to make the exercise more challenging.
- NEED SUPPORT? Prepare copies of the photocopiable worksheet on page 234 for **less confident** students. These are questions to help students complete this exercise.
- FINISHED EARLY? Ask students to write six sentences about cultural activities and their preferences: *I love …, I'm interested in …, I enjoy …, I don't really like …, I hate …, I'm not really into …* For each sentence, ask them to draw an emoji or a simple doodle to show how they feel.
- **Independent learning:** Ask students to take out their Emoji response cards and write on the board: *I can talk about cultural activities, likes and dislikes, and people in the arts.* Students take out and hold up the appropriate Emoji response card depending on how they feel. If there are lots of neutral and sad emojis, find the time to review the lesson.

1.2 GRAMMAR

Present Simple: affirmative and negative | Adverbs of frequency

Lesson aims
- Students can use the Present Simple to talk about things which happen regularly.

For the teacher
- *Need support?* worksheet, page 234
- Grammar presentation
- **Photocopiable activity:** *Truth or lie?*
- **Test:** Grammar Check 1

For the student
- Grammar Time, Student's Book, page 126
- Workbook, page 8
- **Extra Practice Activities:** Grammar, BBC Vox Pop

Lead-in

Elicit from students the meaning of *same* and *different* in English and examples that relate to culture: *We enjoy reading the same comics. I like classical music, but my friend's into pop music.* Then ask students to work in pairs and find three things they enjoy doing that are the same and three things that are different. Set a time limit and then ask students to share their ideas with the class.

- **Setting lesson goals:** Write the lesson aim on the board and read it out with students. Ask students questions to check understanding, e.g. *What do you do regularly?* (e.g. *go to school*, *do homework*, *go to sleep*).
- **Independent learning:** Ask students to keep a learning diary. During the lessons, they can write questions they have and notes about the way they learn, the exercises they find easy or difficult, and where they feel they are having difficulties and making progress. Encourage them to add to and review their learning diary regularly.

Exercise 1 1.6

- Ask students to study the photos and guess who the girls are. Elicit the word *twins*, then ask students to read the blog and then discuss the question in pairs. Play the audio for students to listen while reading again.

Exercise 2

- Discuss the Grammar box with the class. Check if students understand when to use *-s* with verbs and ask them how to form affirmative and negative sentences.
- Remind students of the spelling rules for the third person *-s* in the *he/she/it* forms of the Present Simple: after *-s*, *-sh*, *-ch*, *-x*, and with the verbs *do* and *go*, we add *-es* to the verb; when the verb ends in a consonant + *-y*, we change the *-y* to *-i* and add *-es* (*study – studies*), but when the verb ends in a vowel + *-y*, we just add *-s* (*play – plays*).
- Ask students to find examples of the Present Simple affirmative and negative sentences in the blog.

- **Peer learning:** Ask students to raise their hands with any questions they have. Then encourage other students to answer those questions and only provide support when needed.

Exercise 3

- Set a time limit for students to discuss in pairs. Remind them that we combine two contrasting ideas with *but*.
- NEED SUPPORT? Prepare copies of the photocopiable worksheet on page 234 for **less confident** students. These are matching sentences to help students complete this exercise.

Exercise 4

- Ask students to look in the text to find all the examples of adverbs of frequency (*often*, *never*, *always*).
- Revisit the Grammar box and elicit examples of adverbs of frequency alongside the verb to be and other verbs, e.g. *She often watches TV.*
- Students write the sentences in their notebooks. Encourage students to use different adverbs of frequency for each sentence.
- NEED SUPPORT? Discuss the meanings of different adverbs of frequency and write the order on the board: *always (100%) → usually → often → sometimes → not often → never (0%).*

Exercise 5 1.7

- Set a time limit for students to complete the sentences on their own, then play the audio for them to listen and check. Then ask students to find the adverbs of frequency.

Exercise 6

- Before students do this exercise, elicit information about the well-known people (and band) mentioned in the sentences. Encourage students to use the vocabulary from Lesson 1.1. Students write the correct sentences in their notebooks.

Background note

Lewis Capaldi is a Scottish singer-songwriter and musician, born in 1996. **Billie Eilish** is an American singer-songwriter and musician, born in 2001. She became famous when she uploaded the song *Ocean eyes* to *SoundCloud*. **John Woo** is a film director, producer and screenwriter who is famous for his action films, both in Hong Kong and Hollywood. **J.K. Rowling** is famous for writing the Harry Potter books. Daniel Radcliffe and Emma Watson played the parts of Harry Potter and Hermione Granger in the Harry Potter films.

Exercise 7 1.8

- Set a time limit for students to complete the sentences on their own, then play the audio for them to listen and check.

Exercise 8 5 videoscript page 244

- Check students understand the words *rock music*, *punk rock* and *teenagers*.
- Ask students to close their books and then play the video. Ask: *What's the video about?* (People talking about how they spend their free time.) *Where are the people?* (They are in London.)
- Play the video again and ask students to write down the free time activities they hear. Pause the video between each person. Elicit answers as a class.

Exercise 9

- Students work in pairs. Encourage students to work with others they don't know well to make the exercise more interesting.
- FINISHED EARLY? Ask students to write two sentences about themselves and three sentences about their friends using each of the adverbs of frequency (*often*, *usually*, *often*, *sometimes*, *never*).
- **Independent learning:** Ask students to think about the lesson and reflect on their successes and difficulties. Give them questions to answer using their Yes/No response cards, e.g. *Do you know when to use -s with verbs? Do you know how to make a negative sentence? Do adverbs of frequency go after or before verbs?* If there are lots of Nos, find the time to review the lesson.

1.3 READING AND VOCABULARY

Cultural activities

Lesson aims
- Students can understand a blog about cultural hobbies.

For the teacher
- **Photocopiable activity:** *A quiz*

For the student
- Workbook, page 9
- **Extra Practice Activities:** Vocabulary

Lead-in

Write the words *comics*, *games* and *films* on the board and ask students if they know any other words for things we read, play and watch, e.g. *novels*, *video games*, *TV shows*, etc. Then ask students to work in pairs and discuss what cultural activities they enjoy and why. Set a time limit and then elicit ideas. Write the most unusual ideas on the board.

- **Setting lesson goals:** Write the lesson aim on the board and read it out with students. Ask students questions to check understanding, e.g. *What blogs do you read? What are they about?*

Exercise 1

- Elicit from students the adverbs of frequency they know (*always*, *usually*, *often*, *sometimes*, *never*). Students discuss in groups and make sentences.

Exercise 2

- Ask students to study the photos and the title of the blog post. Ask: *Who writes it? Where is she from? How old is she?*
- Students read the introduction and complete the exercise. Check answers as a class and elicit the true sentence.

Exercise 3 1.9

- EXAM **A2 Key for Schools, Reading and Writing, Part 2, (multiple matching)**
- Explain to students that they're going to read different people's blog posts. Ask: *Do they use their real names?* (No, they use nicknames.)
- Go through the questions and check understanding of key words and phrases, e.g. *learns a skill online*, *performs with other people*, *change real things*. Explain that often the words and phrases in the questions are different from the words in the texts. Then students read the blog and match the questions.
- NEED SUPPORT? Ask **less confident** students to find the words that gave them the answers in the text. Encourage students to look up words they don't know in a dictionary.

Exercise 4 1.10

- Ask students to try and guess the missing verbs first. Set a time limit for students to find and write the missing verbs on their own, then play the audio for them to listen and check.

Exercise 5

- Students complete the sentences on their own, then ask and answer in pairs. Encourage students to give more than one reason for the question *Why?*

Exercise 6

- Set a time limit for students to discuss the question in groups. Encourage them to give reasons why.
- Share ideas as a class and then do a class survey for the favourite cultural activity. Students can use their Yes/No response cards to give answers.
- NEED SUPPORT? For **less confident** students, elicit the cultural activities discussed in the lesson and write them on the board.
- FINISHED EARLY? Ask students to write a post for the blog *Coleen's corner.* Encourage them to write four or five sentences and give themselves a fun name too.
- **Monitoring learning:** Give students Traffic Light cards or ask them to take out a red, orange and green pen or pencil. Ask them to hold up: green if they understand and/or know how to do the exercise; orange if they need some help; and red if they need re-teaching a language point. Then ask them to hold up their cards or pencils to show how they feel about Exercises 3, 4 and 5. Look at the results and if there are lots of reds, find time to review the exercises.

1.4 GRAMMAR

Present Simple: questions and answers

Lesson aims
- Students can use the Present Simple to ask and answer questions about facts and routines.

For the teacher
- *Need support?* worksheet, page 234
- Grammar presentation
- **Photocopiable activity:** *Find someone who …*
- **Test:** Grammar Check 1

For the student
- Grammar Time, Student's Book, page 126
- Workbook, page 10
- **Extra Practice Activities:** West Green video, Grammar

Lead-in

Tell students a few things about yourself, e.g. *I come from … I live in …* Then ask students to work in pairs and tell each other about themselves.

- **Setting lesson goals:** Write the lesson aim on the board and read it out with students. Ask students if they know any questions to ask about free time activities, e.g. *Do you play video games?* Elicit some examples and write them on the board. Explain that they will also learn time expressions.

Exercise 1 6 1.11

- Ask students: *Do you remember the names of the course characters from the Welcome Unit?* (Lena, Noah, Mia, Mateo). Then ask: *Who's in the photo?* (Mia). *Where is she?* (in a street/near her house).
- Write the questions on the board: *Who is Rachel? What nationality is she?* Ask students to close their books and then play the video or audio all the way through for students to watch or listen to. Ensure students understand that Mia bumps into Rachel and she drops her bag. Check answers as a class.
- NEED SUPPORT? Play the video or audio again and pause after key moments to ask comprehension questions, e.g. *Where does Rachel come from?* (Paris). *What kind of music does Rachel like?* (classical music). *Does Rachel's dad work in London?* (no). Elicit answers before continuing the video or audio.

Exercise 2

- Discuss the Grammar box with the class. Elicit the rules for using the third person *-s* in affirmative and negative sentences. Check if students understand how to form questions and answers in Present Simple.
- Explain that we use *do/does* in short answers, not the main verb. Then ask students to find more examples of Present Simple questions and answers in the dialogue.
- NEED SUPPORT? Prepare copies of the photocopiable worksheet on page 234 for **less confident** students. This is an exercise to help students recognize the different verb forms.

Exercise 3
- Students complete the questions about Rachel and answer them in their notebooks. Remind students to use the third person *-s* in their answers.

Exercise 4 1.12
- Set a time limit for students to write the questions on their own, then play the audio for them to listen and check.

Extra activity
Ask students to answer the questions for themselves in their notebooks. Then in pairs they read their sentences for the other student to say which question it answers.

Exercise 5 1.13 audioscript page 244
- Students write the questions in their notebooks and then compare with a partner.
- Play the audio for students to write Rafa's answers. If needed, pause after each answer to give students time to write.

Exercise 6
- Students ask and answer in pairs. Encourage them to give reasons for their answers where possible.
- FINISHED EARLY? Ask students to write a paragraph about their friend using their answers in Exercise 6. Remind them to use the third person *-s*, adverbs of frequency and time expressions.
- **Peer learning:** Ask students to write a question about Rachel and two different answers, e.g. *Where does Rachel come from? Rachel comes from London. Rachel comes from Paris.* The other students have to identify which answer is true.

1.5 LISTENING AND VOCABULARY

Types of media

Lesson aims
- Students can understand people talking about different types of media.

For the teacher
- Vocabulary Memory Game
- *Need support?* worksheet, page 234
- **Photocopiable activity:** *Media survey*

For the student
- Workbook, page 11
- **Extra Practice Activities:** Vocabulary, BBC Vox Pop

Lead-in
Write some nouns on the board from the unit, e.g. *music*, *books*, *films*, *TV programmes*. Ask students to think of a question using one of these nouns, e.g. *What kind of music do you like?* Choose a student to ask their question for another student to answer. Then that student takes the next turn.
- **Setting lesson goals:** Write the lesson aim on the board and read it out with students. Ask students questions to check understanding, e.g. *Do you listen to the radio? What programmes do you listen to?*

Exercise 1
- Elicit examples of different types of media, e.g. *the radio*, *the television*, *newspapers*, *the internet*. Ask students to read the questions 1–8 in the survey and elicit some example answers. Then students answer the questions in groups, with one student writing the answers for the group in a table.

Exercise 2 1.14 audioscript page 244
- EXAM **A2 Key for Schools, Listening, Part 5, (matching)**
- Tell students they will hear five people talking about the media they use. Ask students to read the questions in the survey again so they know what the people will talk about and they can predict what kind of vocabulary they might hear. Point out that there are more questions than speakers. Play the audio for students to complete the exercise, then play the audio again. Pause between the speakers, elicit the answer and ask students for key words that have helped them, e.g. *A – headlines, news*.
- NEED SUPPORT? Prepare copies of the photocopiable worksheet on page 234 for **less confident** students. This is a True/False task to help students complete this exercise.

Exercise 3 1.15
- Read the information in the Vocabulary box as a class. Check students understand *entertainment* and the meaning of each word or phrase. Play the audio for students to listen and repeat the words. Then ask students to match the words to the types of media in Exercise 1. Set a time limit for students to match the words to the types of media on their own.
- NEED SUPPORT? Choose **more confident** students to explain to the class the meaning of the new vocabulary in English without saying the word. Then choose **less confident** students to guess the correct word.

Exercise 4
- Students complete the sentences on their own. Remind them to read the whole sentence before choosing the answer, because sometimes the clue can be found after the gap.

Exercise 5
- Elicit some examples of programmes students know. Then ask them to work in pairs.

Exercise 6 1.16 audioscript page 244
- Ask students to study the list of radio programmes a–e and discuss if they listen to these types of shows. Ask them to give reasons why they like them or not.
- Then tell students they will hear Cara, a teenage girl, talking to her dad about radio programmes. Students compare their answers in pairs. Play the audio again for students to check.

Exercise 7 7 videoscript page 245
- Ask students what newspapers and magazines they read or know and elicit some local or global titles. Check if students understand the words *edition* and *episode*.

- Ask students to close their books and play the video. Then ask: *What's the video about?* (different types of media people use).
- Play the video again and ask students to write down the different types of media they hear. Pause the video between each person. Elicit answers as a class.

Exercise 8

- Elicit from students the adverbs of frequency they know (*always*, *usually*, *often*, *sometimes*, *never*). Then students work in pairs and answer the questions.
- FINISHED EARLY? Ask students to write a few sentences about the types of media they use and why. Encourage them to use the new vocabulary.
- **Monitoring learning:** Ask students two questions about the lesson to check understanding and find out about any difficulties students have, e.g. *What types of media do you use to check the weather forecast? Do you watch soap operas?* Then ask: *Which exercises are difficult and why?* Students write their answers on a piece of paper and put it on your desk as they leave the classroom. Analyse the results and find time to review any difficult language.

1.6 SPEAKING

Asking for and giving opinions

Lesson aims
- Students can ask for and give opinions.

For the teacher
- **Photocopiable activity:** *Order the dialogues*

For the student
- Workbook, page 12
- **Extra Practice Activities:** West Green video

Lead-in

Ask students to think about the cultural activities they know and elicit examples. Then explain that students will play a memory game. Start by saying, e.g. *I love game shows …* Then ask a student to repeat what you have said and add another cultural activity, e.g. *I love game shows and I'm into ballroom dancing …* The student chooses the next student who repeats and adds their own cultural activity. Continue like this until a student makes a mistake. Allow students to self-correct to keep the sentence going for as long as possible.

- **Setting lesson goals:** Write the lesson aim on the board and read it out with students. Ask students questions to check understanding, e.g. *Is it easy for you to give your opinion? Who do you often ask for their opinion?*

Exercise 1 8 1.17

- Ask students: *Do you remember the names of the course characters from Unit 0?* (Lena, Noah, Mia, Mateo). Then ask: *Who's this video about?* (Noah, Mateo and Lena).
- Elicit from students some words, phrases and sentences to describe the photo (Where are they? What's the weather like?). Then ask students to read the questions.
- Ask students to close their books, then play the video or audio all the way through for students to watch or listen to and answer the questions. Then check answers as a class.
- Check understanding of the phrases in the Sounds good! box. Explain that these are short versions of the questions *What do you mean?* and *Do you honestly think that?*
- NEED SUPPORT? Allow **less confident** students to read as they watch and listen again. Play the video or audio again and pause after key moments to ask comprehension questions, e.g. *What new show does Lena talk about?* (*Love and Laugh*). *How does Lena describe the show?* (brilliant). *How does Noah describe the show?* (boring, not funny). Elicit answers before continuing the video or audio.

Exercise 2

Collaboration: interpersonal communication

Interpersonal communication refers to the ability to communicate well with other people. This task helps students to develop effective strategies in resolving interpersonal disagreement.

- Students answer the questions in pairs. Encourage them to think of examples of when they have disagreed with someone to help them answer the questions.
- NEED SUPPORT? With **less confident** students, you could allow students to discuss in their own language before summarising the key points in English.
- **Peer learning:** Ask students to work in groups and compare their answers to the questions. Remind them that they can change their answers if they discuss something that gives them a good reason to do so. However, they have to explain their reason to the group.

Exercise 3

- Ask students to study the Speaking box and discuss the meaning of the phrases as a class. Then ask students to find examples in the dialogue. Check answers as a class.
- **Giving feedback:** Use the Basketball technique. Ask a student for their opinion using a question from the Speaking box and throw them a ball, e.g. *What do you think of Adele?* The student gives their opinion and then asks a question and throws the ball to another student to answer. Once several students have asked and answered questions, stop the game and give feedback to the class on any general mistakes.

Exercise 4 1.18

- Explain to students that they're going to read a dialogue about music preferences. Check if students understand the phrase *easy listening*. Set a time limit for students to complete the sentences on their own, then play the audio for them to listen and check.

Exercise 5

- Elicit some names of actors and TV presenters and some titles of TV shows and write them on the board. Then ask students to work in groups. Encourage students to give reasons for their opinions.
- **Monitoring learning:** Walk around the class and listen to students. Use an observation form to take notes on each student's strengths and weaknesses. Find the right time to give feedback to students when they are on their own.
- FINISHED EARLY? Ask students to write a dialogue about their opinion on a TV show, actor or singer. Encourage them to write about someone they didn't discuss in Exercise 5.
- **Reviewing lesson goals:** Ask students to read the lesson aim again. Then encourage students to write a number from 1–5 on a piece of paper to say how they feel about asking for and giving opinions (1 – easy to 5 – difficult) and give a reason why. They can put it on your desk as they leave the classroom. Look at the results and if there are lots of 1s and 2s with the same reasons, find time to review the new language from the lesson.

1.7 WRITING

A personal introduction

Lesson aims
- Students can write a personal introduction.

For the teacher
- **Photocopiable activity:** *Mixed-up profiles*

For the student
- Workbook, page 13

Lead-in

Ask students to write one question, one answer and one sentence about themselves, but each without any punctuation or capital letters, e.g. *whats your name my names anna I live in poland*. Then students swap their notebooks with a friend and add in the punctuation and capital letters in the question, answer and sentence.

- **Setting lesson goals:** Write the lesson aim on the board with the words in the wrong order and ask students to put the words in order. Elicit the lesson aim and read it out with students. Ask students questions to check understanding, e.g. *What is a personal introduction?* (a short text which tells others who you are) *What information does it give?* (name, place of living, age, what you can do, your hobbies, etc.)

Exercise 1

- Ask students about the social media they use. Elicit examples and write them on the board. Then do a class survey and ask students to raise their hands or use the Yes/No response cards to give answers. Write the results on the board.
- Students work in pairs and discuss the questions. Encourage them to describe any blogs or social media pages they have, and for their partner to ask questions, e.g. *What do you write about? Do lots of people read it?* You could also ask the class about the dangers of putting personal information on the internet.

Exercise 2

- Ask students to study the text and the photo, then read the questions and answer them in pairs. Remind them not to read every word or sentence and set a time limit.

Exercise 3

- Students read the introduction and complete the exercise in pairs.
- Elicit the answers and what students can tell you about each topic. (School: Pudsey High School; Nationality: English; Hobbies: she sings and plays the guitar, makes music on laptop, writes songs; Name and age: Olivia James, fifteen; Family/hometown: parents and brother, Archie; Pudsey, in northern England; Interests: books, movies, music).

Exercise 4

- Students write sentences in their notebooks using *and* and *but*. Remind them of the difference between the two conjunctions: *and* is used to express two ideas that are similar, and *but* is used to express two ideas that are different.
- NEED SUPPORT? Ask **less confident** students to write three or four sentences and **more confident** students to write five or six sentences.
- **Monitoring learning:** Use the Popsicle Stick technique. Write the students' names on popsicle sticks and put them in a cup so you can't see their names. Ask a student to pick out a popsicle stick and the student whose name is on the stick has to read out one of their sentences. They can then choose the next stick.

Exercise 5

- Ask students to study the Writing box and find examples of each phrase in Olivia's introduction. Check if they understand the word *routines*. Check answers as a class and then elicit other examples from students.

Extra activity

Students write four sentences about themselves on a piece of paper without their names. They use one sentence starter from each section of the Writing box. Then they work in groups and mix up the pieces of paper. One student chooses a piece of paper for the other students to guess who wrote the sentences. The student who guesses the correct answer takes the next turn.

Exercise 6

- Students read the spelling rules in the Language box and find examples for each use in Olivia's introduction. Check answers as a class.

Exercise 7

- Explain that students will write a personal introduction on their own in their notebooks. Discuss the steps as a class and allow students to ask questions about them.
- Give students time to make notes about their personal information in their notebooks. Tell them to refer to Olivia's text in exercise 1 and to the Writing box in Exercise 5. Remind them about the use of capital letters.
- Once they have made their notes, students start writing their drafts. Walk around the classroom to monitor their work.
- Ask students to work in pairs and give each other feedback on their drafts. You can list on the board any common mistakes that students have made for whole class discussion. Then students write their final draft in their notebooks.
- NEED SUPPORT? Allow **less confident** students to write a shorter version of their personal introduction. They can do this by giving fewer details about hobbies and routines.
- **Giving feedback:** Give each student individual feedback on their personal introductions. Don't give marks, but circle mistakes for them to correct in their own time. You can also write comments, e.g. *The content is very good, but remember to use capital letters for school subjects.*
- FINISHED EARLY? Ask students to write a personal introduction for their favourite famous actor or singer in three sentences using phrases from the Writing box.
- **Independent learning:** Ask students to think about the lesson and reflect on their learning. Ask: *Do you know how to write a personal introduction? Do you know when to use capital letters?* Students answer using their Traffic Light cards.

BBC CULTURE

Let's dance

Lesson aims
- Students learn about different types of dance.

For the teacher
- **Photocopiable activity:** *Project worksheet: a video podcast*

Lead-in

Ask students to discuss in groups the different types of dance they do, watch or know about. Encourage them to describe the dances and demonstrate them, if there is space in the classroom and students are confident and willing.

- **Setting lesson goals:** Write the lesson aim on the board and read it out with students. Ask students questions to check understanding, e.g. *Why do people dance? Is dance a sport?*

Background note

Street dance is used to describe a variety of dance styles that were mostly invented in outdoor spaces in the 1970s. **Zumba™** was created by Colombian dancer and choreographer Alberto Pérez in the 1990s. **Ballet** was invented in the 1500s when dancers and musicians would perform together at important events. **Salsa** was created in the 1960s and is a mix of popular Cuban dances. Salsa was originally a street dance.

Exercises 1–4 1.23

- Follow the instructions in the Student's Book.
- NEED SUPPORT? Pair **more confident** students with **less confident** students so that they can help them understand the exercises and find the right words in English to express their opinion.

Exercise 5 9 videoscript page 245

- **With video:** Write the three dance styles on the board and elicit what students know about them, e.g. *What clothes do the dancers wear? Where do they usually dance?*
- Then play the video for students to watch and number the dances in order. Check answers as a class.
- **Without video:** Ask students to work in groups and decide which dance the dancers in the photos are doing.
- Then put students in groups and tell them to choose one of the three dances they want to find out about. Encourage students to use the library or internet to do their research.
- Ask each group to present their dance to the rest of the class. Encourage students to ask further questions.

Exercise 6 9 videoscript page 245

- **With video:** Set a time limit for students to answer the questions on their own. Then play the video again for them to check.
- **Without video:** Ask students to work in different groups than before and use the photos to help them answer the questions. Then give students the videoscript or read it out to students and ask them to find the answers. Check answers as a class.

Exercise 7

- Students think about the video or videoscript and discuss the questions in pairs.
- PROJECT TIME The project worksheets include step-by-step support for students. They also include teacher's notes on how to set up the projects with and without technology.
- **Peer learning:** Ask students to write down three facts and one lie (something that isn't true) about dance and share them in groups, e.g. *Salsa is from France.* Their friends have to identify the lie. Encourage students to give reasons when guessing the lie.

2 People and personality Student's Book pages 24–35

Unit contents

Vocabulary
- Clothes and accessories
- Adjectives to describe clothes and accessories
- Adjectives with *-ing/-ed*
- Personality adjectives

Grammar
- Present Continuous
- Present Simple and Present Continuous

Speaking
- Giving and responding to news

Writing
- A semi-formal email

Future skills
- Self-Management: organisation and planning
- Communication: understanding messages

Exam
- International Certificate Level 1, Reading, Section 6, (open-ended question)
- A2 Key for Schools, Listening, Part 3, (3-option multiple choice)

For Online Classroom, go to the Portal.

2.1 VOCABULARY

Clothes

Lesson aims
- Students can talk about clothes.

For the teacher
- Vocabulary Memory Game
- **Photocopiable activity:** *Crossword*
- **Test:** Vocabulary Check 2

For the student
- Workbook, pages 16–17
- **Extra Practice Activities:** Vocabulary BBC Vox Pop

Lead-in

Ask students to work in groups and discuss if they follow any blogs on social media about fashion. They can describe the blogs to each other and give reasons why they like them and what makes them different or more interesting than other blogs.

- **Setting lesson goals:** Write the lesson aim on the board and read it out with students. Ask students questions to check understanding: *Are clothes important? Do you like talking about clothes? Are you into fashion?* Alternatively, show students photos of people wearing different types of clothes and ask: *Do you like their clothes? Why?/Why not?*

Exercise 1 2.1

- Read the information in Vocabulary box A as a class. Play the audio for them to listen and repeat the words. Pause after each word to check students' pronunciation.
- Students identify the clothes they can see in the photos on their own. Then students work in pairs to find three items of clothing not in the photos. Play a memory game. Display the digital flashcards available on the Portal on the board in a random order and elicit the words.

Exercise 2

- Set a time limit for students to add as many words as they can to Vocabulary box A. Then elicit examples and write them on the board.
- **Independent learning:** Ask students to create a visual dictionary with the words in Vocabulary box A. They can draw pictures or find images that represent those words. This is something that they could build on throughout the course as a reference tool. Give them the option of creating the visual dictionary in their notebooks or on a laptop, tablet or smartphone.

Exercise 3

- Ask students to study the pictures and headings and ask: *What's the text about?* (clothes, fashion, favourite outfits, etc.). Check if students understand the word *outfit*. Ask what OOTD stands for (outfit of the day).
- Ask students to read the text and find the words for clothes and accessories.
- Students discuss the question in pairs and choose their favourite outfit giving a reason why.

Exercise 4

- Students discuss the question in pairs.
- NEED SUPPORT? For less **confident students**, review the parts of the body by drawing an outline of a body and labelling the *top*, *bottom*, *head*, *hands* and *feet*.

Exercise 5 2.2 audioscript page 245

- Check students understand the words *strong*, *pocket*, *pocket watch*, *protect* and *odd socks*.
- Students complete the exercise in pairs, then play the audio for them to check.

Exercise 6 2.3

- Read the information in Vocabulary box B as a class. Play the audio for students to listen and repeat the words.
- Students identify the adjectives that can be used to describe the photos on their own.
- Play the audio again for them to listen and repeat the words. Check answers as a class.
- Write the following headings on the board: *Size/Shape*, *Material*, *Colour/Pattern*. Then ask students to write the words in Vocabulary box B under the headings in their notebooks, e.g. *Size/Shape*: *baggy*, *tight*; *Material*: *leather*, *woolly*, *cotton*; *Colour/Pattern*: *plain*, *checked*, *striped*.

- **Peer learning:** Students write sentences about the photos and then read them to another student who has to say which photo they are describing. Encourage students to say Well done! to each other when they get it right and to explain why when they get it wrong.

Extra activity

Ask students to write sentences describing the clothes another student in the class is wearing, but without mentioning their name. Tell them to use words from Vocabulary boxes A and B. Then they take turns to read out their descriptions and guess the student.

Exercise 7

- Students complete the exercise in pairs and check their answers. Then ask students to say sentences about each photo for their partner to guess, e.g. *It's green. It's plain.*

Exercise 8 2.4

- Ask students about the people in the photos, e.g. *Do you like their style? Do you wear clothes like theirs?*
- Set a time limit for students to read the text and choose the correct option on their own, then play the audio for them to check. Check students understand the words *laces* and *bracelet*.

Exercise 9 10 videoscript page 245

- Check students understand the words *tuxedo*, *heels*, *breeches*, *helmet* and *underpants*.
- Ask students to close their books, then play the video and ask: *What's the video about?* (what people wear for different occasions).
- Play the video again and ask students to write down the clothes they hear. Pause the video between each person. Elicit answers as a class.
- NEED SUPPORT? Choose **less confident** students to answer before **more confident** students. Encourage them to give answers using only words or phrases if they can't find the language to make sentences.

Exercise 10

- Students work in pairs. Encourage students to work with others they don't know well to make the exercise more interesting. Remind them to use some adverbs of frequency like *often*, *sometimes* or *never*.
- FINISHED EARLY? Ask students to write two or three sentences about what their friend wears on the different occasions they discussed in the activity. Remind them to use he or she and the correct form of the verbs.
- **Reviewing lesson goals:** Ask students to read the lesson aim again. Then encourage students to write a number from 1–5 on a piece of paper to say how many words they remember for clothes and accessories (1 – no words to 5 – more than ten words). They can put it on your desk as they leave the classroom. If there are lots of 1s and 2s, find time to review the key vocabulary.

2.2 GRAMMAR

Present Continuous

Lesson aims
- Students can use the Present Continuous to talk about things that are happening now.

For the teacher
- *Need support?* worksheet, page 235
- Grammar presentation
- **Photocopiable activity:** *Where am I now?*
- **Test:** Grammar Check 2

For the student
- Grammar Time, Student's Book, page 127
- Workbook, page 18
- **Extra Practice Activities:** Grammar

Lead-in

Explain to students what a charity is and elicit examples in your town, city or country. Then ask students to discuss in groups the charities they know, e.g. *I like X. It's a charity that helps animals. I like Y. It's a charity that helps homeless people.* Set a time limit and then ask students to share their ideas with the class.

- **Setting lesson goals:** Write the lesson aim on the board and read it out with students. Ask students questions to check understanding.

Exercise 1 11 2.5

- Ask students: *Do you remember the names of the course characters from the story?* (Lena, Noah, Mia, Mateo). Then ask students to study the photo and ask: *Who's this video about?* (Noah and Mia).
- Write the question on the board: *Why hasn't Mia got her uniform on?* Ask students to close their books, then play the video or audio all the way through for students to watch or listen to. Check the answer as a class. Explain that Mia is at home and then she meets Noah at the bus stop.
- NEED SUPPORT? With **less confident** students, play the video or audio again and pause after key moments to ask comprehension questions and elicit any new words like *fancy dress*, *costume*, *charity day*. Ask: *When Noah phones Mia, what question does Mia ask?* (What are your wearing?). *What is Mia's fancy dress costume?* (a pirate). *Why isn't there time for Noah to go home and change?* (The bus is coming.). Elicit answers before continuing the video or audio.

Exercise 2

Self-Management: organisation and planning

Organisation and planning skills help students set realistic goals and estimate the time needed to complete those goals. This task helps students develop effective strategies to plan and organise events in their daily lives.

- Check students understand the meaning of the words *noticeboard*, *diary* and *notifications*.
- Students answer the questions in pairs. Encourage them to think of examples of important events and ask: *What events do you remember? What events do you forget? Why? What can help you remember next time?*
- NEED SUPPORT? With **less confident** students, you could allow students to discuss in their own language before summarising the key points in English.
- **Peer learning:** Ask students to work in groups and compare their answers to the questions.

Exercise 3

- Elicit when we use the Present Continuous (for things happening now).
- Ask students to study the Grammar box and find examples in the dialogue.
- Remind students of the spelling rules for the Present Continuous: for most verbs, we add *-ing* to the verb; if the verb has only one syllable and ends with one vowel + one consonant, we double the final consonant (*run – running*); the same is true for verbs with more than one syllable, but only if the final syllable is stressed (*begin – beginning* but *open – opening*); if the verb ends in *-e*, we drop the *-e* and add *-ing* (*come – coming*), but if it ends in *-ie*, the *-ie* changes to *-y* (*lie – lying*).

Exercise 4

- Students write the sentences about Mia and Noah in their notebooks on their own. Check answers as a class.
- **Giving feedback:** Use the Basketball technique. Ask a student a question using the Present Continuous and throw them a ball, e.g. *What are you wearing today?* The student answers the question and then asks the same question and throws the ball to another student to answer. Once several students have asked and answered several questions, stop the game and give feedback to the class on any general mistakes.

Exercise 5

- Students write the questions in their notebooks on their own. Then ask them to find and discuss the answers with a partner.
- NEED SUPPORT? Before students discuss in pairs, ask **less confident** students to find the answers in the dialogue.

Exercise 6 2.6

- Set a time limit for students to complete the sentences on their own, then play the audio for them to check.

Exercise 7

- Students ask and answer in pairs. Encourage them to think about different possibilities.
- NEED SUPPORT? Prepare copies of the photocopiable worksheet on page 235 for **less confident** students. These are prompts to help students complete this exercise.
- FINISHED EARLY? Ask students to write five sentences about what their friends and family are doing at the moment. Encourage them to use singular and plural forms, e.g. *my mum* or *my parents*, and to use the correct form of the verbs.
- **Independent learning:** Ask students to think about the lesson and reflect on what they know. Ask a few students to say what their friends and family are doing at the moment. Then give all the students sentences to think about, e.g. *I can use the Present Continuous. I can talk about things happening now. I can ask and answer questions about what my family and friends are doing at the moment.* Student use their Emoji response cards to respond or write their answers in their notebook.

2.3 READING AND VOCABULARY

Family Day

Lesson aims
- Students can understand an article about a family holiday.

For the teacher
- *Need support?* worksheet, page 235
- **Photocopiable activity:** *It's annoying and I'm annoyed!*

For the student
- Workbook, page 19
- **Extra Practice Activities:** Vocabulary, BBC Vox Pop

Lead-in

Ask students to think of activities they do with their families in their free time. Explain that they have to guess the activity you mime. Then sit in a chair and mime watching TV and ask: *What am I doing?* (*You're watching TV.*) Ask a student to mime the next activity and ask the same question for other students to guess. The student who guesses the correct answer takes the next turn.

- **Setting lesson goals:** Write the lesson aim on the board and read it out with students. Ask questions to check understanding, e.g. *What articles do you read? Do you like spending time with your family? Why?/Why not?*

Exercise 1 2.7

- Students discuss in pairs the activities they do with their families. Then do a class survey and find out which activity is the most popular. Elicit activities students do and write them on the board, then ask students to raise their hands and write on the board how many students do each activity.
- Ask students to study the photo and the title of the article. Ask: *What do you think it's about?* Check students understand the word *celebrate*. Students read the article and tick the activities. Play the audio for students to listen while reading again.
- NEED SUPPORT? Ask **less confident** students to find the words that gave them the answers in the text. Encourage students to look up words they don't know in a dictionary.

Background note

The Winter Festival in Quebec, Canada, is held throughout February every year. It started in 1984. During the Winter Festival, people have canoe races on the river. The river is often a mix of ice and water, so the competitors have to get in and out of the boat, and to row and run.

Exercise 2

- EXAM **International Certificate Level 1, Reading, Section 6, (open-ended questions)**
- Remind students that they need to focus on the questions *What*, *Why*, *How* and *When*. Go through each question and ask them what type of words or phrases they need to look for to answer the question. For the first question, point out that it asks *How long …?* so students need to look for words or phrases about time (*thirty minutes*).
- Students read the article again and answer the questions in their notebooks. Check answers as a class.
- NEED SUPPORT? Prepare copies of the photocopiable worksheet on page 235 for **less confident** students. This is an exercise which gives students answer options for the reading task in Exercise 2.

Exercise 3 2.8

- Check whether students know what adjectives are and what we use them for (to describe people, things, feelings, situations etc.). Students identify the adjectives in the Vocabulary box that appear in the article.
- Play the audio for students to listen and repeat the words. Elicit the verbs we can use to talk about our feelings (*be*, *feel*, *get*).
- Discuss the *-ing* adjectives with the class and elicit from students something they find interesting, boring, etc. Then discuss the *-ed* adjectives and elicit from students how they are feeling at the moment.

Exercise 4

- Check students understand the difference between *-ed* and *-ing* adjectives, e.g. *Ice-skating is not interesting. I'm not interested in ice-skating.*
- Set a time limit for students to complete the sentences on their own.

Extra activity

Ask students to discuss in pairs how they feel about classes at school using the adjectives in the Vocabulary box.

Exercise 5

- Students discuss their opinions about the activities in pairs. Encourage students to give reasons why. Remind them of the phrases in the Speaking box in Lesson 1.6.
- **Peer learning:** Ask students to use the Think-Pair-Share technique to express and share their opinions.

Exercise 6 12 videoscript page 245

- Check students understand the words *exhausted*, *absolutely* and *disappointed*.
- Ask students to close their books, then play the video all the way through for them to watch. Ask: *What's the video about?* (how people feel on different occasions).
- Play the video again and ask students to write down the adjectives to describe feelings they hear. Pause the video between each person. Elicit answers as a class.
- NEED SUPPORT? Give **less confident** students a copy of the videoscript to follow while watching again. Ask students to find the adjectives to describe feelings they hear.

Exercise 7

- Students work in pairs. Encourage students to work with others they don't know well to make the exercise more challenging.
- FINISHED EARLY? Ask students to think of three more situations and write about how they feel in those situations.
- **Monitoring learning:** Ask students two questions about the lesson to check understanding and find out about any difficulties students have, e.g. *How do you feel about spending time with your family? Which exercise did you find difficult and why?* Students write their answers on a piece of paper and put it on your desk as they leave the classroom. Analyse the results and find time to review any difficult language.

2.4 GRAMMAR

Present Simple and Present Continuous

Lesson aims
- Students can talk about what usually happens and what is happening now.

For the teacher
- *Need support?* worksheet, page 235
- Grammar presentation
- **Photocopiable activity:** *Usually and today*
- **Test:** Grammar Check 2

For the student
- Grammar Time, Student's Book, page 127
- Workbook, page 20
- **Extra Practice Activities:** West Green video, Grammar

Lead-in

Elicit from students the adverbs of frequency they know (*always*, *usually*, *often*, *sometimes*, *never*). Ask students to say one sentence about themselves using an adverb of frequency, e.g. *I usually wear a jumper at school.* They then choose another student to say a sentence using the same adverb and repeat the first student's sentence. That student chooses the next student and so on.

- **Setting lesson goals:** Write the lesson aim on the board leaving gaps were the words *usually* and *now* are and ask students to guess the words. Elicit the lesson aim and read it out with students. Ask students questions to check understanding, e.g. *When do we use the Present Simple?* (to talk about what usually happens). *When do we use the Present Continuous?* (to talk about what is happening now).

Exercise 1 2.9
- Ask students to study the photo and ask: *Where is he? What's he doing?*
- Students read Dylan's text and discuss the question in pairs. Play the audio for students to listen while reading again. Check answers as a class.

Exercise 2
- Ask students to study the Grammar box and find examples in Dylan's text.
- Ask students which tense we use with adverbs of frequency, e.g. *always*, *usually*, *often* (Present Simple) and which tense we use to talk about something happening now, this week, today (Present Continuous).
- Remind students that we use the Present Continuous for things happening now and also for things happening around now, e.g. *I'm reading a great book.* (*I'm not reading at this minute, but I'm in the middle of reading the book.*)
- **Peer learning:** During the presentation, ask students to raise their hands with any questions they have. Then encourage other students to answer those questions and only provide support when needed.

Exercise 3
- Set a time limit for students to choose the answers on their own. Then students compare their answers in pairs or groups. Check answers as a class.

Extra activity
Ask students to write sentences in their notebooks using the incorrect options for each sentence. Then in pairs they read their sentences out without the verb for their partner to guess the missing words.

Exercise 4
- Tell students: *Dylan usually stays in bed on Saturday mornings, but today he's walking up a mountain.* Then remind students that we combine two contrasting ideas with *but*. Explain that here, the contrast is between what usually happens and what is happening at the moment.
- Students write sentences in their notebooks on their own. Check answers as a class.
- NEED SUPPORT? Prepare copies of the photocopiable worksheet on page 235 for **less confident** students. These are matching sentences to help students complete this exercise.

Exercise 5
- Set a time limit for students to write the sentences on their own. Then students compare their answers in pairs. Use the Popsicle Stick technique for students to read out one of their sentences.

Exercise 6 2.10
- Ask students to read about Poppy and find out about her routine and what she's doing today. Set a time limit for students to complete the text on their own, then play the audio for them to check.

Exercise 7
- Explain that students need to mingle with the other students in their group and find someone who does the things in the list. Students should ask questions like: (*Adam*), *do you always arrive on time?*
- Students work in groups and ask and answer. Encourage students to work with others they don't know well to make the exercise more challenging.
- FINISHED EARLY? Ask students to imagine it is Saturday and write two or three sentences about what they usually do today and what they are doing now. Remind them to read Dylan's text again to get some ideas.
- **Reviewing lesson goals:** Ask a few students to read out their sentences in Exercise 7. Then ask students to write and complete two sentences in their notebooks: *I can use (…) to talk about facts and routines. I can use (…) to talk about things happening now or around now.*

2.5 LISTENING AND VOCABULARY

Describing a friend's personality

Lesson aims
- Students can understand people talking about their friends.

For the teacher
- Vocabulary Memory Game
- **Photocopiable activity:** *Perfect Peter*

For the student
- Workbook, page 21
- **Extra Practice Activities:** Vocabulary

Lead-in
Ask students to work in groups and discuss any words they know to describe a person's personality and write a list. You can draw a human head profile, write a personality adjective from Unit 0 inside. Then ask students to copy it and add any other adjectives they know. Remind students to explain to each other what the words mean and give examples to ensure understanding.
- **Setting lesson goals:** Write the lesson aim on the board and read it out with students. Ask students questions to check understanding, e.g. *Do you have a best friend or more than one? What are they like?*

Exercise 1 2.11
- Students study the Vocabulary box and decide whether each adjective is positive, negative or neutral. Then they compare answers in pairs. Encourage students to use a dictionary and ask questions about any words they don't understand.
- Play the audio for students to listen and repeat the words.

Extra activity
Ask students to work in pairs and draw a Venn diagram using two circles with their names as the headings. Ask them to discuss which personality adjectives they both have and write them in the space where two circles overlap, and which personality adjective only one of them has and write it in the space where the circles don't overlap.

Exercise 2 2.12

- Students read about Jamie and Zanna. Set a time limit for students to complete the texts on their own, then play the audio for them to check. Ask students: *What is Jamie like? What is Zanna like?*

Exercise 3

- Ask students to give examples of behaviour with reasons like the texts in Exercise 2 and write them on the board. Then students discuss in pairs the personality of someone in their family.
- **Giving feedback:** Observe students and listen to them. When you hear a mistake in the sentence structure or use of grammar, provide immediate feedback. First, ask them if they know what the mistake is and encourage them to self-correct. If they don't know, explain and ask them to repeat the sentence.

Exercise 4

- Students think of adjectives to describe the personalities of the people in the photos. Remind students to use the Present Continuous to describe what people are doing in the photos. Explain that there could be several correct answers.
- Elicit examples from the class and write them on the board.

Exercise 5 2.13 audioscript page 246

- Ask students: *Who is your best friend? Is it a family member or a neighbour?* Explain that they will hear five teenagers talking about their best friends. Remind them to listen to how each person describes their best friend and look for clues in the photos.
- Play the audio for students to listen and find which of the speakers are in photos A and B. Then check answers as a class.

Exercise 6 2.13 audioscript page 246

- EXAM **A2 Key for Schools, Listening, Part 3, (3-option multiple choice)**
- Ask students to read the questions and make sure they understand them. Explain that students should try to listen for gist rather than for key words or phrases that appear in the answer options, because different words can be used in the audio. For example, in Text 1 students will hear *clothes*, but Option c is not the correct answer.
- Play the audio for students to complete the exercise, then play the audio again. Pause between the speakers, elicit the answer and ask students for words or phrases that have helped them, e.g. 1 *We both love …* Then check answers as a class.
- NEED SUPPORT? Give **less confident** students a copy of the audioscript to follow while listening for the third time. Ask students to find the words that gave them the answers in the audioscript.

Exercise 7

- Students work in pairs and make sentences about themselves, their friends and people they think will be a perfect friend. Encourage them to use more than one adjective to describe personalities, and to give reasons why. Remind them to use *and* and *but* to link adjectives and sentences.
- FINISHED EARLY? Ask students to write a few sentences about the personality of a perfect friend on a piece of paper and give reasons why. Remind them to use *he* or *she* and the correct form of the verbs.
- **Peer learning:** Ask students to write down three facts and one lie about Jamie and Zanna and share them in groups, e.g. *Jamie always listens to the teacher at school.* Their friends have to identify the false statement. Encourage students to give reasons when guessing the lie.

2.6 SPEAKING

Giving and responding to news

Lesson aims
- Students can give and respond to news.

For the teacher
- **Photocopiable activity:** *The right response*

For the student
- Workbook, page 22
- **Extra Practice Activities:** West Green video

Lead-in

Ask students to work in groups and discuss different ways to greet someone. Encourage them to think about how they greet their friends, families and teachers, the time of day, questions they might ask, etc. and elicit a few examples, e.g. *Hi! Good evening! Nice to meet you. Where are you going?* Remind them to think about when they use different greetings. Discuss ideas as a class and write the best ones on the board.

- **Setting lesson goals:** Write the lesson aim on the board and ask students: *Do you have any news today?* Elicit some ideas and write them on the board. Then use the examples to explain, e.g. *I have a new dog. I'm giving news. What can you say? Cool! You're responding to news.*

Exercise 1 13 2.14

- Ask students: *Do you remember the names of the course characters?* (Lena, Noah, Mia, Mateo). Then tell students to study the photo and ask them: *Who's this video about?* (Noah and Lena). *Where are they? What are they are doing?* Elicit some ideas and write the best ones on the board.
- Then ask students to read the questions in the exercise.
- Ask students to close their books, then play the video or audio all the way through for students to watch or listen to and answer the questions. Then check answers as a class.
- Check understanding of the phrases in the Sounds Good! box. Elicit or explain that they are informal greetings which we use to ask for news.

- NEED SUPPORT? With **less confident** students, play the video or audio again and pause after key moments to ask comprehension questions, e.g. *Why is Lena having a bad day?* (Her phone isn't working.) *Why is Lena waiting for Mia?* (They're working on an art project together.) *What's Noah doing?* (He's waiting for his street dance lesson to start.) Elicit answers before continuing the video or audio.

Exercise 2

- Ask students to study the Speaking box. Check they understand the meaning of the phrases.
- Students find examples of the phrases in the dialogue. Check answers as a class and then elicit other examples from students.

Exercise 3 2.15

- Ask students to read the news and decide if it is good news or bad news. That will help them choose the correct response. Set a time limit for students to complete the exercise on their own, then play the audio for them to check.

Exercise 4 2.16

- Students work in pairs and respond to the news, then play the audio for them to check. Remind students that there is more than one possible answer.
- NEED SUPPORT? Ask **less confident** students to choose one or two of the sentence starters from the Speaking box and write sentences about themselves. **More confident** students can choose two or three sentence starters to write about themselves.
- **Monitoring learning:** Use the Popsicle Stick technique for students to read out one of their sentences.

Exercise 5

- Elicit some examples from students and then ask students to work in pairs. Encourage students to give extra information about their news, e.g. *I'm learning how to play the piano. My new teacher is really kind.* Encourage students to think of different types of news, e.g. positive, negative and surprising news. Ask pairs to act out their dialogues at the front of class.
- NEED SUPPORT? Before students discuss in pairs, ask **less confident** students to write their thoughts as sentences in their notebooks. Pair weaker and stronger students for this task too. Remind them to use the Speaking box.
- FINISHED EARLY? Ask students to write a dialogue giving and responding to news about their lives. Encourage them to use as many new phrases from the Speaking box as possible.
- **Independent learning:** Ask students to think about the lesson and reflect on their learning. Prepare Yes/No response cards for students to answer, e.g. *Do I know how to give and respond to news? Can I understand other people giving and responding to news?*

2.7 WRITING

A semi-formal email

Lesson aims
- Students can write a semi-formal email.

For the teacher
- *Need support?* worksheet, page 235
- **Photocopiable activity:** *Dominoes*

For the student
- Workbook, page 23

Lead-in

Ask students to write full sentences to answer questions about when they do things, e.g. *What do you do on Fridays? What do you usually do at the weekend? What time do you start school in the morning?* Then students swap their notebooks with a partner and find the words which show when they do something, e.g. *on Fridays*, *at the weekend*, *in the morning*.

- **Setting lesson goals:** Write the lesson aim on the board with the words in the wrong order and ask students to put the words in order. Elicit the lesson aim and read it out with students. Ask students questions to check understanding, e.g. *What is a semi-formal email?* (an email to someone we know but not very well). *When do we use semi-formal emails?* (e.g. when we write to a teacher or a school).

Exercise 1

- Ask students about the after-school activities they do, e.g. *sports clubs*, *foreign language classes*, *artistic* or *musical clubs*, *musical instrument classes*, etc. Elicit examples and write them on the board. Then do a class survey and ask students to raise their hands or use their Yes/No response cards to respond. Write the results on the board.
- Students read the message, then discuss the questions in pairs. Check answers as a class.

Exercise 2

- Students read the email and answer the question on their own. Ask: *Where's Nina from?* (the USA). *What nationality is Haru?* (Japanese). *How does Nina start and finish her email?* (Dear, Best wishes).

Exercise 3

- Read the Writing box with the class and check if they understand the structure of the text. Ask students to find examples in the email in Exercise 2. Check answers as a class.

Exercise 4

- Read the Language box with the class, then ask them to complete the phrases below on their own. Check answers as a class.
- NEED SUPPORT? Prepare copies of the photocopiable worksheet on page 235 for **less confident** students. This is an exercise to give students extra practice in using prepositions of time.

Exercise 5

- Explain that students will write an email on their own in their notebooks. Discuss the steps as a class and allow students to ask questions about them.
- Give students time to make notes about their emails in their notebooks. Tell them to refer to Nina's email in Exercise 2 and to the Writing Box in Exercise 3. Remind them about the use of prepositions of time.
- Once they have made their notes, students start writing their drafts. Walk around the classroom to monitor their work.
- Ask students to work in pairs and give each other feedback on their drafts. You can list on the board any common mistakes that students have made for whole class discussion.
- Then, students write their final draft in their notebooks, or you can set the task for homework.
- NEED SUPPORT? Allow **less confident** students to write a shorter version of their email. They can do this by giving fewer details about their family, friends and school life.
- **Giving feedback:** Give each student individual feedback on their emails. Don't give marks, but point out mistakes for them to correct in their own time. You can also write comments and highlight sentences to let them know where they are succeeding and where they can improve, e.g. *Your spelling and punctuation is very good, but your choice of vocabulary can be better.*
- FINISHED EARLY? Ask students to imagine they are Haru and write an email reply to Nina. They can use the Writing box to help them.
- **Reviewing lesson goals:** Ask students to read the lesson aim again. Then encourage students to write a number from 1–5 on a piece of paper to say how they feel about writing semi-formal emails (1 – it's easy to 5 – it's difficult) and give a reason why. They can put it on your desk as they leave the classroom. Study the results and if there are lots of 1s and 2s with the same reasons, find time to give students another opportunity to practise writing semi-formal emails.

SET FOR LIFE

Is everything OK?

Lesson aims
- Students can understand how people are feeling in difficult situations and offer help.

For the teacher
- **Photocopiable activity:** *How are they feeling?*

Lead-in

Ask students to discuss in groups how they are feeling today. Encourage them to give reasons why.

- **Setting lesson goals:** Write the lesson aim on the board and read it out with students. Ask students questions to check understanding, e.g. *Are you OK? Why?/Why not? How are you feeling?*

Communication: understanding messages

This refers to the ability to interpret the communications of others and respond effectively. This lesson helps students learn to understand other people's message based on emotional clues, body language. It also helps develop empathy and sensitivity towards the speaker.

Exercise 1

- Check students understand the phrase *body language*.
- **Peer learning:** Use the Jigsaw technique. Put students into groups and ask each student to choose one photo and write sentences about it, e.g. *The boys look happy and excited,* etc. Then students read out their sentences and discuss. Other students agree or disagree with the sentences, giving reasons why.

Exercise 2–7 2.21 audioscript page 246

- Follow the instructions in the Student's Book.

Exercise 8

- Students read the situations and discuss in pairs.

Exercise 9

- Read the Useful Tips with students as a class. Check they understand and encourage them to use a dictionary to look up words they don't know.
- Students answer the questions in groups. Encourage them to think of examples of when they find it easy or difficult to talk about emotions with other people, e.g. *you get a bad mark at school, you have an argument with a friend.* Then ask them to discuss the tips they follow and those they want to try next time they talk to their friends.

Exercise 10

- Students prepare, practise and present a roleplay in pairs. Discuss the steps as a class.
- Discuss an example of a situation with the class that shows different behaviour to that in Exercise 8, e.g. *Leon is a new student in class. He keeps talking to other students during class and the teacher doesn't look happy.* Encourage them to think about different reasons for people's behaviour.
- SELF-REFLECTION Ask students to think about the way they worked together on the final task and discuss these questions: *Did you listen to each other? Did you enjoy the discussion?* Elicit ideas and discuss as a class.
- **Peer learning:** Give students one minute to draw a cartoon strip of how to understand other people's emotions. Then they show each other their cartoon strips and discuss in groups.

Unit contents

Vocabulary
- Animals
- Animal body parts
- Personality
- Looking after pets

Grammar
- Past Simple: *was/were*
- Past Simple: regular and irregular verbs

Speaking
- Apologising and responding to apologies

Writing
- A blog entry

Future skills
- Social responsibility: environmental competence

Exam
- A2 Key for Schools, Reading and Writing, Part 3, (3-option multiple choice)
- A2 Key for Schools, Listening, Part 4, (3-option multiple choice)

For Online Classroom, go to the Portal.

3.1 VOCABULARY

Animals

Lesson aims
- Students can talk about animals.

For the teacher
- Vocabulary Memory Game
- **Photocopiable activity:** *Animal puzzle*
- **Test:** Vocabulary Check 3

For the student
- Workbook, pages 26–27
- **Extra Practice Activities:** Vocabulary, BBC Vox Pop

Lead-in

Ask students: *What pets do you have or want?* Elicit examples and write them on the board. Then mime a pet for students to guess. The student who guesses correctly can mime the next pet for other students to guess.

- **Setting lesson goals:** Write the lesson aim on the board and read it out with students. Ask students questions to check understanding, e.g. *What animal words do you know?* Mime the animals or show students photos of different animals and ask: *What is it? What body parts does it have? How can you describe it?*

Exercise 1 3.1

- Read the information in Vocabulary box A as a class. Check students understand the new words. Then play the audio for students to listen and repeat the words. Students identify the animals they can see in the picture and find the missing animal. Then play a memory game. Display the digital flashcards available on the Portal on the board in a random order and ask students to shout out the correct word.

Exercise 2 3.2

- Students put the animals from Vocabulary box A in the correct category on their own. Then play the audio for them to listen and check.

Exercise 3 3.3

- Play the audio for students to listen and write the animals they hear, then play the audio again for them to listen and check.
- NEED SUPPORT? For **less confident** students, write all of the answers in a random order on the board, with a few extra words as distractors, e.g. the animal words which don't appear in the audio. Encourage **more confident** students to do the activity without looking at the board.

Exercise 4

- Set a time limit for students to work in pairs and add more animals to the categories in Exercise 2.

Exercise 5

- Students complete the exercise on their own and compare their answers in pairs.
- NEED SUPPORT? For **less confident** students, check understanding and elicit examples for each of the categories, e.g. 1 *chickens*; 2 *tortoises*; 3 *gorillas*; 4 *leopards*; 5 *horses*; 6 *sharks*.

Exercise 6 3.4

- Read the information in Vocabulary box B as a class. Check students understand the new words. Then play the audio for students to listen and repeat the words.
- Elicit the animals in the photos and check students know the words *eagle* and *wolf*. Then students match the photos of the animals with the body parts.
- NEED SUPPORT? Ask **less confident** students to write two or three sentences about the photos using one word from box A and one word from box B, e.g. *The butterfly has blue wings*. **More confident** students could write four or five sentences.
- **Giving feedback:** Ask students to work in pairs and check each other's spelling of animal and body part words and third person verbs.

Exercise 7

- Set a time limit for students to complete the exercise on their own. Then check answers as a class.

Exercise 8

- After students have done the quiz, ask them to discuss in groups which fact they found the most surprising and why. Write the results on the board.
- Elicit other surprising and strange facts about animals and write the best ones on the board.

Exercise 9 3.5 audioscript page 246

- Describe an animal for students to guess, e.g. *This animal is big and has white fur. It lives in cold places.* (*polar bear*). Then explain that students will hear five more descriptions. Play the audio for students to guess the animals in groups. After each description, pause the audio and ask groups to guess, but don't tell them the correct answer. Then play the next description and allow groups to change their answer. Continue in this way and then elicit the correct answer from each group. Then play the audio again for students to check.

Exercise 10

- Ask students to work in pairs. They should each choose an animal from Vocabulary Box A, then take it in turns to ask questions and guess each other's animal.
- NEED SUPPORT? Before students work in pairs, ask **less confident** students to write their questions in their notebooks. **More confident** students can come to the front of the class to answer questions. The student writes the name of their animal on a piece of paper and shows it to you. Then the other students ask questions to guess the animal the student at the front is thinking about.

Exercise 11 14 videoscript page 246

- Check students understand the words *pattern*, *strength*, *power*, *drugstore* and *predator chain*. To explain *predator chain*, you can draw a line of fish, from the biggest fish with sharp teeth to small fish without.
- Ask students to close their books and play the video all the way through. Then ask: *What's the video about?* (favourite animals and dangerous animals).
- Play the video again and ask students to write down the animals they hear. Pause the video between each person. Elicit answers as a class. Check students understand the words *jaguar*, *rattlesnake* and *fox*.

Exercise 12

- Students work in pairs. Encourage students to work with others they don't know well to make the exercise more interesting. After students have discussed in pairs, go through the questions as a class. Provide students with other ideas, e.g. *dangerous animals: wasps*, *bees*, *hornets*, *tics*, *seagulls* (*stealing food*), *cows* (*chasing people*), *deer* (*causing car accidents*).
- FINISHED EARLY? Ask students to write their answers from Exercise 12 in their notebooks.

Extra activity

Students work in groups to play this game. One person from each group will draw an animal on the board. Make sure students have space to run up to the board and draw the animal. Say the name of one of the animals from the lesson for students to discuss what they think it is. When they know, the chosen student runs to the board and draws the animal.

- **Monitoring learning:** Explain to students that you will make sentences about animals. Students should hold up their Traffic Light cards: green if they think it's true; orange if they don't know; and red if they think it's false. You can use the sentences from the activities or the audioscript. Study the results and if there are lots of oranges, find time to review the exercises.

3.2 GRAMMAR

Past Simple: *was/were*

Lesson aims
- Students can use *was/were* to talk about the past.

For the teacher
- *Need support?* worksheet, page 236
- Grammar presentation
- **Photocopiable activity:** *What was there?*
- **Test:** Grammar Check 3

For the student
- Grammar Time, Student's Book, page 128
- Workbook, page 28
- **Extra Practice Activities:** Grammar, BBC Vox Pop

Lead-in

Ask students to think about the animal words they know and elicit examples. Then explain that students will play a memory game. Start by saying, e.g. *At the zoo, there is a zebra* … then ask a student to repeat what you have said and add another animal, e.g. *At the zoo, there is a zebra and a giraffe* … The student chooses the next student who repeats and adds their own animal. Continue like this until a student makes a mistake. Allow students to self-correct from time to time to keep the sentence going for as long as possible.

- **Setting lesson goals:** Say and write on the board: *I was at the zoo yesterday.* Ask students what they think the lesson is going to be about. Elicit ideas then say: *Today you will learn to use the Past Simple with* was/were *to talk about the past.* Write this on the board.

Exercise 1 3.6

- Ask students to describe the picture. Remind them to use the Present Continuous and *there is/there are*. Then students read the dialogue and answer the question. Play the audio for students to listen again while reading.

Extra activity

Ask students to act out the dialogue with a partner. Encourage them to speak with emotion and add body language where appropriate. Then play the video with no sound and ask for volunteers to act out in time with the video in front of the class.

Exercise 2

- Discuss the Grammar box with the class. Check if students understand when to use *was* and *were* and ask them how to form questions, answers and negative sentences. Ask students to find examples of *was* and *were* in the dialogue.

- Read the time expressions at the bottom of the box. Elicit more examples from students, e.g. *two weeks ago*, *in 2020*, *last Monday*.
- **Peer learning:** During the presentation, ask students to raise their hands with any questions they have. Then encourage other students to answer those questions. Only provide support when needed.

Exercise 3

- Set a time limit for students to complete the exercise on their own. Remind them that we use *was/wasn't* with singular nouns and *were/weren't* with plural nouns.

Exercise 4

- Before students complete the table, elicit an example using were, e.g. *Were you in the classroom yesterday at 7 p.m.?* (*No, I wasn't. I was at the cinema.*) Then ask them to study sentences 1 and 2 in Exercise 3 and find the places. Explain that we use different prepositions with different places and discuss the examples from the box.
- Students complete the table on their own in their notebooks. Then ask and answer in pairs.

Exercise 5 3.7

- Explain that students will hear two boys talking about an event last Saturday. Discuss possible answers for each question. Encourage students to write as much as possible of each answer.
- NEED SUPPORT? Prepare copies of the photocopiable worksheet on page 236 for **less confident** students. This exercise gives students words to order to complete Exercise 5.

Extra activity

Ask students to rewrite the dialogue in pairs, using the same questions. Encourage them to think of different answers but remind them to choose a place outside so they can answer the last question. Then ask students to act out their dialogues in pairs.

Exercise 6 15 videoscript page 246

- Check students understand the adjectives *pretty* and *really*, and the words *in season*, *mangoes* and *tan*.
- Ask students to close their books and play the video all the way through. Then ask: *What's the video about?* (where people were last Saturday and what the weather was like).
- Play the video again and ask students to write down where each of the people were and what the weather was like. Pause the video between each person. Elicit answers as a class.

Exercise 7

- Students work in pairs. Encourage students to work with others they don't know well to make the exercise more challenging.
- FINISHED EARLY? Ask students to write two or three sentences about what they did last Saturday and say what the weather was like.

- **Independent learning:** Ask students to think about the lesson and reflect on what they know. Give them sentences to think about, e.g. *I can describe situations in the past using was/were. I can use time expressions to talk about the past.*

3.3 READING AND VOCABULARY

Animals and their personality

Lesson aims
- Students can understand a blog about an animal rescue centre.

For the teacher
- Vocabulary Memory Game
- **Photocopiable activity:** *Guess the animal*

For the student
- Workbook, page 29
- **Extra Practice Activities:** Vocabulary

Lead-in

Ask students if they think animals have personalities. Write a few animal words on the board. Ask students to discuss in pairs the adjectives they have learned to describe personalities and to match them with different animals, e.g. *lazy – cat*, *funny – monkey*, *clever – dolphin*, etc. Then students compare and discuss in groups. Encourage them to discuss why their ideas are the same or different.

- **Setting lesson goals:** Write the lesson aim on the board and read it out with students. Ask students questions to check understanding, e.g. *Do you read any blogs about animals? Do you know any animal rescue centres? Where are they? What animals do they help?*

Exercise 1 3.8

- Ask students to study the photos and title of the blog and read the introduction. Ask: *What do you think it's about? Who is the author of the blog?* Play the audio for students to listen again while reading.
- Students read the blog and answer the question. Explain that students can practise scanning the text to find the information quickly. Tell them to only look out for and read the key words or phrases.
- NEED SUPPORT? Ask **less confident** students to find in the text all the animal words and the words that tell them about the animal's appearance or what it does. Tell them to use the words to decide which animals are in the photos.

Background note

Sloths are slow because they have a low metabolic rate. This is because they only eat leaves. **Raccoons** see with their hands. They live in lots of countries around the world and they eat birds, insects, fruits, nuts and seeds. **Toucans** have the longest beak of any bird in the world in relation to their size. Toucans eat fruits, berries, lizards, rodents, small birds and insects.

Exercise 2

- EXAM **A2 Key for Schools, Reading and Writing, Part 3, (3-option multiple choice)**
- Ask students to read the questions and answer options carefully and check understanding of key words and phrases. If necessary, do the first as a class as an example. Elicit the answer and ask students to identify the information in the text that helped them (*Sloths only come down to the ground to go to the toilet*.)
- Then students read the blog again and answer the questions. Explain that we usually refer to animals with *it*. However, if the animal is a pet or an animal that has a name, like the animals in the blog, we can refer to them as *he* or *she*, depending on their gender. Check answers as a class. Encourage students to give reasons why the other answers can't be correct.

Exercise 3 3.9

- Elicit from students some examples of words to describe personality (see the Vocabulary box in Lesson 2.5). Ask if the adjectives from Unit 2 can be used to describe animals, e.g. their pets.
- Read the information in the Vocabulary box as a class. Check students understand the words. Then play the audio for students to listen and repeat the words.
- Students read the blog again, then find and match the words with the sentences. Remind students to think of the context of the sentence where they find each of the words to ensure they understand them.

Exercise 4

- Ask students if they like cats and what they know about them.
- Students read the example and discuss animals they like and dislike in pairs. Encourage them to give more than one reason why they agree or disagree with their partner. Remind them of the useful expressions for asking and giving opinions in Lesson 1.6.
- NEED SUPPORT? Give **less confident** students some examples and ask if they agree or disagree and why, e.g. *I like tigers. I think they are beautiful and adventurous.* (*I don't agree. I think that tigers are dangerous and aggressive.*)
- FINISHED EARLY? Ask students to imagine they are Alex and write two or three sentences about Day 5. Give them some prompt questions to get them thinking about what they do, e.g. *What animal do you look after on Day 5? What is the personality of the animal like? How do you feel?*
- **Reviewing lesson goals:** Ask students to read the lesson aims again. Then ask them: *Do you find the text interesting? Why?* Ask them to write one thing they find interesting, one fact they didn't know before and one animal they want to know more about. They can put it on your desk as they leave the classroom. Study the results and find time to review the parts of the lesson that students struggled with.

3.4 GRAMMAR

Past Simple: regular and irregular verbs

Lesson aims
- Students can use the Past Simple to talk about past events.

For the teacher
- *Need support?* worksheet, page 236
- Grammar presentation
- **Photocopiable activity:** *No way!*
- **Test:** Grammar Check 3

For the student
- Grammar Time, Student's Book, page 128
- Workbook, page 30
- **Extra Practice Activities:** Grammar, West Green video, BBC Vox Pop

Lead-in

Ask students to think about their pet or an imaginary pet, and write two sentences about it and why they like it, e.g. *I have a pet snake. It's playful. I have a pet rabbit. It's sociable.* Then ask a student to read out their sentence. They then choose another student to read out their sentence and repeat the first student's sentence. That student chooses the next student and so on.

- **Setting lesson goals:** Write the lesson aim on the board and read it out with students. Ask students questions to check understanding.

Exercise 1

- Check students know and understand the words *bearded dragon* and *beard*. Students describe the animal in the photo and answer the question in pairs. Ask students to raise their hands if they would like a bearded dragon as a pet and elicit some reasons why. Write some examples on the board.

Background note

Bearded dragons are a type of lizard that live in Australia. Their name comes from the way their throat turns black and grows quickly when they are stressed.

Exercise 2 16 3.10

- Ask students: *Do you remember the names of the course characters?* (Lena, Noah, Mia, Mateo). Then tell students to study the photo and ask: *Who's this video about?* (Lena and Mateo).
- Write the question on the board: *What problem did Lena have with the pet?*
- Explain to students that there are two parts. The second part happens the next day.
- Ask students to close their books, then play the video or audio all the way through for students to watch or listen to. Check answers as a class.

- NEED SUPPORT? With **less confident** students, play the video or audio again and pause after key moments to ask comprehension questions, e.g. *What's the pet's name?* (Rex). *Whose is it?* (Mateo's). *Where did Mateo get Rex?* (Animal Rescue Centre). *What kind of animal is Rex?* (bearded dragon). *What happened to Rex when Lena was looking after him?* (He escaped.) Elicit answers before continuing the video or audio.

Exercise 3

- Ask students to study the examples in the Grammar box. Explain that there are verbs with regular past forms and irregular past forms. Tell students that if there are any verbs for which they don't know the Past Simple form, they can refer to the irregular verb list on page 137.
- Elicit some examples of each, then ask students which words we use to make questions and negative sentences in the Past Simple. Elicit the difference between *to be* and other verbs. Then ask students to find examples of Past Simple sentences in the dialogue.

Extra activity

Explain to students that they will play Bingo. Ask students to choose six out of eight verbs from the text: *get*, *phone*, *want*, *write*, *play*, *happen*, *look*, *go*. Students draw a bingo game board 2x3, write the past forms and cross them out as they hear them.

Exercise 4 3.11

- Go through the spelling rules with students: most verbs add *-ed*; verbs ending in *-y*, remove the *-y* and add *-ied*; verbs ending in one vowel and one consonant, double the consonant and add *-ed*; verbs ending in *-e* add *-d*.
- Students write the Past Simple forms of the verbs on their own.
- Remind students that we pronounce the *-ed* ending of the Past Simple verbs in three ways: as /d/ when the infinitive ends with a voiced consonant sound (*loved*); as /t/ when the infinitive ends with an unvoiced consonant sound (*asked*); and as /ɪd/ after /t/ or /d/ (*started*). Model and drill the three sounds and the example verbs: *liked*, *enjoyed*, *decided*.
- Play the audio and ask students to listen and add the verbs to the correct column. Then play the audio again for them to listen and check.

Exercise 5

- Students read a text about Mateo and Rex. Set a time limit for students to complete the exercise on their own. Then check answers as a class and write them on the board.

Exercise 6

- Before students write the questions, elicit how to form questions in the Past Simple.
- NEED SUPPORT? Prepare copies of the photocopiable worksheet on page 236 for **less confident** students. These are answers to the questions for students to complete.

Exercise 7 17 videoscript page 246

- Ask students what famous places they know of in London. Elicit some ideas and then point out the places on a map: *London Eye*, *Big Ben*, *Trafalgar Square*, *Hampstead Heath*. Check students understand the adverb *lovely* and the words *cornflakes*, *cereal*, *toast*, *waffle* and *hostel*.
- Ask students to close their books and play the video all the way through. Ask: *What's the video about?* (what people did in the morning). Play the video again and ask students to write down the activities they hear.

Exercise 8

- Students work in pairs. Encourage students to work with others they don't know well to make the exercise more interesting.
- **Peer learning:** Ask students to use the Think-Pair-Share technique. Students think of the activities they did on their own, then they discuss the activities they did in pairs, and then they share the activities they did in groups.
- FINISHED EARLY? Ask students to write three sentences about a friend in the class and the activities they did this morning.
- **Monitoring learning:** Ask students the questions about the lesson to check understanding and find out about any difficulties students have, e.g *Which exercise was difficult and why?* Then ask: *What did you do yesterday?* Students write down their answers on a piece of paper and put it on your desk as they leave the classroom. Analyse the results and find time to review any difficult language. If students find the same exercise difficult, provide extra practice with similar activities.

3.5 LISTENING AND VOCABULARY

Looking after pets

Lesson aims
- Students can understand a conversation about pets.

For the teacher
- *Need support?* worksheet, page 236
- **Photocopiable activity:** *My pet*

For the student
- Workbook, page 31
- **Extra Practice Activities:** Vocabulary

Lead-in

Ask students to discuss the pets they like and don't like and rank them from 1–5 (1 – don't like to 5 – like). Then do a class survey and ask students to raise their hands. Write the results on the board for each animal and the number of students who ranked it as 1, 2, 3, 4 and 5.

- **Setting lesson goals:** Draw a simple picture of two people talking and a cat standing between them on the board. Then ask students to guess the lesson aim. Elicit ideas and write them on the board. Then write the lesson aim on the board and read it out with students. Ask students questions to check understanding, e.g. *Do you know how to look after pets? Have you got a pet? Do you want a pet?*

Exercise 1

- Check students understand the word and phrases *allergies*, *scratch*, *need to* and *I'm allergic to* ... Ask students if they have any allergies and what kind of allergies they have.
- Students read the text and decide which pet is good for Zara. Then they discuss their choice in groups. Remind students to give reasons why they chose the animal and say why the other animals are not suitable. Check answers as a class.

Exercise 2 3.12 audioscript page 247

- Check students understand the phrases in Word Friends. Then ask students to read the phrases and guess the pet Jack is talking about. Then play the audio for students to listen and number in order.
- NEED SUPPORT? Prepare copies of the photocopiable worksheet on page 236 for **less confident** students. These are the phrases for students to match with the pets.

Extra activity

Ask students to explain to the class the meaning of the phrases in English without saying the phrase, e.g. *I give food to my pet* (*feed him/her*). The other students in class guess the correct phrase.

Exercise 3 3.12 audioscript page 247

- Play the audio again for students to complete the exercise. Students write the corrected sentences in their notebooks.

Exercise 4 3.13 audioscript page 247

- EXAM **A2 Key for Schools, Listening, Part 4, (3-option multiple choice)**
- Tell students to read the questions and answers first. Play the audio for students to complete the exercise, then play the audio again for students to check. Check answers as a class.
- NEED SUPPORT? Give **less confident** students a copy of the audioscript to follow while listening. Ask them to find the words that helped them choose the answers.

Exercise 5

- Students discuss in groups which animal they would like to have as a pet and why. Encourage students to think about any animal they could have as a pet within reason. Remind them to think about where the pet sleeps, what it eats and drinks, and what kind of exercise or training it needs.
- Elicit ideas from the groups. Write the most unusual pets on the board.
- FINISHED EARLY? Ask students to write three or four sentences about the pet they would like and talked about in Exercise 5.
- **Peer learning:** Give students one minute to write two sentences to explain to a friend how to look after their pet. Then they discuss and compare in groups. Remind them to use *need to*, *can* and *can't*. Also, remind them they can change their summary if they feel they have missed out something important.

3.6 SPEAKING

Apologising and responding to apologies

Lesson aims
- Students can make and respond to apologies.

For the teacher
- **Photocopiable activity:** *Apologies*

For the student
- Workbook, page 32
- **Extra Practice Activities:** West Green video

Lead-in

Ask students to think about the words they have learned in the unit and elicit examples. Students work in groups and play Word Association. The first student says a word or phrase and the next student has to say a word or phrase that is connected or linked, e.g. *take for a walk*, *dog*, *animal*, *polar bear*, *white fur*, etc. If a student can't think of a word or phrase, then they miss a turn.

- **Setting lesson goals:** Write the lesson aim on the board and ask students: *What do you say to someone when you are sorry?* Elicit some ideas and write them on the board. Then ask students questions to check understanding, e.g. *I'm sorry I'm late. What can you say? No problem.*

Exercise 1 18 3.14

- Tell students to study the photo and ask: *Who's this video about?* (Mateo and Lena). *Where are they?* (at an animal rescue centre). *What are they doing?* (They are looking after animals.) Remind students that Mateo is very interested in animals and he wants to be a vet like his mum, Tina.
- Elicit from students some words, phrases and sentences to describe the photo. Ask students to read the question.
- Then ask students to close their books and play the video or audio all the way through for them to watch or listen to and answer the question. Then check answers as a class.
- Check understanding of the phrases in the Sounds Good! box. Explain that *Mind out!* means be careful and that we say *Good call!* when we approve someone's idea or decision.
- NEED SUPPORT? With **less confident** students, play the video or audio again and pause after key moments to ask comprehension questions, e.g. *What does Mateo think he is good at?* (cleaning cages). *What does Mateo ask Lena to do?* (the food). *What does Lena do wrong?* (put the wrong food bowls in the cages). Elicit answers before continuing the video or audio.

Exercise 2

- Check students understand the words *volunteer* and *bedding*. Ask students: *Do you work as a volunteer?* Then read the question and play the video or audio again. Students discuss the answer to the questions in pairs.

Exercise 3

Social responsibility: environmental competence

Environmental competence refers to the ability to understand issues of environmental significance and how they impact the well-being of the planet. This task focuses on the well-being of animals and the ways students can help them.

- Check students understand the words *volunteer*, *charity event* and *animal centre*.
- Students discuss the answer to the question in groups. Encourage them to think of examples of when they have helped animals as a volunteer or for their friends, family or neighbours, to help them answer the questions.
- NEED SUPPORT? With **less confident** students, you could allow students to discuss in their own language. Elicit and summarise their key points in English.
- **Monitoring learning:** Use the Popsicle Stick technique for students to share their ideas with the class.

Exercise 4 3.14

- Ask students to study the Speaking box and discuss the meaning of the phrases as a class. Then ask students to find examples in the dialogue. Check answers as a class.
- Discuss with students how they can use the tone of their voice to emphasise an apology and make it sound more sincere. Play the audio again and pause after Mateo and Lena apologise to each other. Then ask students to practise in pairs.

Exercise 5 3.15

- Ask students to read the dialogues, then ask: *Where are they?* (on a train or bus, in a noisy place, at work or school).
- Set a time limit for students to complete the dialogues on their own, then play the audio for them to listen and check.

Exercise 6

- Students prepare and role play one of the situations in pairs. They choose a situation and decide what the person is doing, e.g. apologising, accepting apologies or not accepting apologies. Then they choose the best phrase for the situation. Elicit answers from students that use different expressions to those in the audio. Explain that they need to make the situations realistic. Ask for volunteers to role play in front of the class.
- FINISHED EARLY? Ask students to think about a situation where they might need to apologise at home, in a shopping centre or in the street. Then ask them to write a dialogue about it.
- **Reviewing lesson goals:** Ask students to read the lesson aim again. Then encourage students to write a number from 1–5 on a piece of paper to say how they feel about making and responding to apologies (1 – easy to 5 – difficult). They can put it on your desk as they leave the classroom. Study the results and if there are lots of 1s and 2s with the same reasons, find time to review the new language from the lesson.

3.7 WRITING

A blog entry

Lesson aims
- Students can write a blog entry.

For the teacher
- *Need support?* worksheet, page 236
- **Photocopiable activity:** *Order it*

For the student
- Workbook, page 33

Lead-in

Ask students to talk in pairs about the best holiday they have been on. Write some questions on the board to help, e.g. *Where did you go? What did you do? What did you see?*

- **Setting lesson goals:** Write the lesson aim on the board with the words in the wrong order and ask students to put the words in order. Elicit the lesson aim and read it out with students. Ask students questions to check understanding, e.g. *Do you read or write blogs? Where can we find blog entries?*

Exercise 1

- Ask students to discuss in pairs if they read or write blogs, and what those blogs are about. Elicit examples and write them on the board.
- Students read the blog quickly and answer the questions on their own. Remind them that they should only read the key words, e.g. verbs, nouns and adjectives.

Extra activity

Ask students to work in pairs and brainstorm information which we don't put on blogs, e.g. photos of friends and family, photos of our homes, etc. Then they compare with another pair. Then discuss as a class.

Exercise 2

- Students find the examples of verbs in the Past Simple in the blog. Then they compare and discuss in pairs which are regular and irregular. They can refer to the irregular verb list on page 137.

Exercise 3

- Ask students to study the Writing box and check they understand the structure of the blog entry. Ask them to find examples in the blog. Check answers as a class.

Exercise 4

- Ask students to study the Language box and discuss as a class. Explain that linking words join two words or two sentences together. Ask them to find examples in the blog and to think about whether they link words or sentences together. Check answers as a class.
- NEED SUPPORT? Prepare copies of the photocopiable worksheet on page 236 for **less confident** students. This is an exercise to give students extra practice in using linking words.

Exercise 5

- Students complete the sentences on their own. Ask students to compare their answers in pairs, then check answers as a class.

Exercise 6

- Explain that students will write a blog entry on their own in their notebooks. Discuss the steps as a class and allow students to ask questions about them.
- Give students time to make notes. Tell them to refer to Patricia's blog in Exercises 1 and 2 and to the Writing Box in Exercise 3. Remind them about the use of linking words.
- Once they have made their notes, students start writing their drafts. Walk around the classroom to monitor their work.
- Ask students to work in pairs and give each other feedback on their drafts. You can list on the board any common mistakes that students have made for whole class discussion. Then students write their final draft in their notebooks.
- NEED SUPPORT? Allow **less confident** students to write a shorter version of their blog. They can do this by giving fewer details about their special memory.
- **Giving feedback:** Give each student individual feedback on their personal accounts. Don't give marks, but point out mistakes for them to correct. You can also write comments, e.g. *Your spelling and punctuation is very good, but your choice of vocabulary can be better.*
- FINISHED EARLY? Ask students to imagine they are a TV presenter on a wildlife show. Tell them to write a few sentences about what they did on the last show.
- **Independent learning:** Ask students to think about the lesson and reflect on their learning. Give them questions to answer in their notebooks, e.g. *Do I know how to write a blog entry? Do I know how to use linking words?*

BBC CULTURE

Perfect pets

Lesson aims
- Students learn about pets around the world.

For the teacher
- **Photocopiable activity:** *Project worksheet: a digital presentation*

Lead-in

Ask students to discuss in groups what makes a perfect pet and why. Encourage them to think of lots of different reasons and use linking words.

- **Setting lesson goals:** Write the lesson aim on the board and read it out with students. Ask students questions to check understanding, e.g. *What do you know about pets around the world? What pets are popular in your country?*
- **Peer learning:** use the jigsaw technique. Ask each student to choose one unusual pet and find out more about it, e.g. *What's good about keeping this animal as a pet? What's bad about keeping this animal as a pet? Where is this pet popular and why?* They could do this before or during the lesson. After their research, they come back to the group and tell the other students about the unusual pet they chose. Encourage other students to ask further questions.

Background note

Ancient Egyptians believed **cats** brought luck to the people who housed them. **Goldfish** can live for as long as up to 30 years. The oldest recorded goldfish was 43 years old. **Rabbits** can jump as high as 90 centimetres in one leap. **Snakes** can't bite or chew their food so they swallow their food whole.

Exercises 1–6 3.19

- Follows the instructions in the Student's Book.
- NEED SUPPORT? Pair **more confident** students with **less confident** students so that they can help them understand the exercises and find the right words in English to express their opinion.

Exercise 7 19 videoscript page 247

- **With video:** Play video 19 for students to watch and number the pets in order. Check answers to Exercise 6 and this exercise as a class.
- **Without video:** Give students a copy of the videoscript and ask them to find facts about the pets that they think are interesting. They can present this to the rest of the class.

Exercise 8 19 videoscript page 247

- **With video:** Set a time limit for students to answer the questions on their own. Then play the video again for them to listen and check.
- **Without video:** Ask students to work in different groups than before. Give students the videoscript or read it out to students and ask them to find the answers. Check answers as a class.

Exercise 9

- Students think about the video or the presentations in Exercise 7 and discuss the questions in pairs.
- PROJECT TIME The project worksheets include step-by-step support for students. They also include teacher's notes on how to set up the projects with and without technology.
- **Peer learning:** Ask students to write down three facts and one lie (something that isn't true) about pets around the world and share them in groups, e.g. *Monkeys are popular in the USA.* Their friends have to identify the lie. Encourage students to give reasons when guessing the lie.

Unit contents

Vocabulary
- Digital devices
- Using technology
- Computer equipment
- Phrasal verbs
- Favourite websites
- Computer problems

Grammar
- *Used to*
- Verb patterns

Speaking
- Solving technology problems

Writing
- A review of a gadget

Future skills
- Creativity: problem solving
- Social responsibility: ethical competence

Exam
- International Certificate Level 1, Reading, Section 7, (note completion)
- International Certificate Level 1, Listening, Section 3, (note completion)/A2 Key for Schools, Listening, Part 5, (gap fill)
- A2 Key for Schools, Listening, Part 3, (3-option multiple choice)

For Online Classroom, go to the Portal.

4.1 VOCABULARY

Technology

Lesson aims
- Students can talk about technology.

For the teacher
- Vocabulary Memory Game
- **Photocopiable activity:** *What gadget am I?*
- **Test:** Vocabulary Check 4

For the student
- Workbook, pages 38–39
- **Extra Practice Activities:** Vocabulary

Lead-in

Write the word *Technology* vertically on the board. Using the first two letters, make the words *tablet* and *ebook*. Ask students to work in pairs and do the same with the other letters of the word. Set a time limit and then elicit ideas. Write the best ideas on the board.

- **Setting lesson goals:** Write the lesson aim on the board and read it out with students. Ask students questions to check understanding. Show students the technology you use in the classroom and at home and ask: *What is it? What do I use it for?*

Exercise 1 4.1

- Read the information in Vocabulary box A as a class. Play the audio for students to listen and repeat the words. Pause after each word to check students' pronunciation.
- Ask students to look around the classroom and discuss the technology they can see and what it is used for. Students identify the devices they can see in the photos on their own. Then compare in pairs.

Exercise 2

- Ask students to read the introductions and ask: *What's the blog about? Who is a tech user?* Students read the blog and discuss the questions in pairs.

Exercise 3 4.2

- Check students understand the phrases. Encourage them to use a dictionary and ask questions about the phrases they don't understand.
- Discuss with students that some gadgets, such as a smartphone, can do almost every item on the list of activities. Ask students to think about the range of different gadgets they use for each activity and their preferences, e.g. *Do you take a camera on holiday or just use your phone?* Play the audio for students to listen and repeat the phrases.
- Students discuss the questions in pairs. Encourage them to make sentences with each phrase and remind them of the structure *I use X to do X*, e.g. *I use my smartphone to take photos.*
- **Peer learning:** Ask students to use the Think-Pair-Share technique.

Exercise 4 4.3

- Read the information in Vocabulary box B as a class. Play the audio for students to listen and repeat the words. Pause after each word to check students' pronunciation.
- Students work in pairs and find the words in the quiz.
- Encourage students to check they understand the words by looking at the context of them in the quiz.
- NEED SUPPORT? Choose **more confident** students to explain to the class the meaning of the words in English without saying the word, e.g. *We use this to write on a computer* (keyboard). Then choose **less confident** students to guess the correct word.

Exercise 5

- Point out the Watch out! box and read through it with students. Explain the differences between an adjective and an adverb. An adjective describes a noun and an adverb describes a verb, e.g., *Online shopping is often cheap and very quick. I like shopping online.* Students do the quiz on their own, then compare their answers in pairs.

Extra activity

Ask students to add three more sentences to the quiz. Remind them that the sentences should show things people do that are tech clever, e.g. *I don't send texts late at night.* Then students give their sentences to their partner to answer.

Exercise 6 4.4

- Ask students: *What's your favourite device? What do you use it for?*
- Set a time limit for students to complete the text on their own, then play the audio for them to check.

Exercise 7

- Students discuss in pairs. Encourage students to use other adverbs of frequency depending on how often they do the activities.
- **Monitoring learning:** Use the Popsicle Stick technique for students to share their ideas with the class.
- FINISHED EARLY? Ask students to write a paragraph about the activities their friend does on a computer and the ones they do on a phone that they discussed in Exercise 7.
- **Reviewing lesson goals:** Ask students to read the lesson aim again. Then encourage students to write a number from 1–5 on a piece of paper to say how many words they remember about technology (1 – no words to 5 – more than ten words). They can put it on your desk as they leave the classroom. Study the results and if there are lots of 1s and 2s, find time to review the key vocabulary.

4.2 GRAMMAR

Used to

Lesson aims
- Students can use *used to* to talk about things which were true in the past, but aren't now.

For the teacher
- *Need support?* worksheet, page 237
- Grammar presentation
- **Photocopiable activity:** *Liar!*
- **Test:** Grammar Check 4

For the student
- Grammar Time, Student's Book, page 129
- Workbook, page 40
- **Extra Practice Activities:** West Green video, Grammar

Lead-in

Ask students to think about things they did and didn't do when they were younger, e.g. *I played with a doll. I didn't play online games.* Elicit some examples and write them on the board. Compare and discuss as a class.

- **Setting lesson goals:** Say and write on the board: *I used to walk to school. Now I ride a bike.* Ask students what they think the lesson is going to be about. Elicit ideas then say: *Today you will learn to use* used to *to talk about things which were true in the past, but aren't now.* Write this on the board.

Exercise 1 20 4.5

- Ask students: *Who's this video about?* (Lena, her gran and her younger brother Adam).
- Ask students to describe the photo. Elicit some ideas and write the best ones on the board.
- Write the question on the board: *Why is Gran unhappy?* Ask students to close their books, then play the video or audio all the way through for them to watch or listen to. Check the answer as a class. Explain that Lena is at her gran's house with her little brother Adam.
- Check students understand the phrase *be addicted to* and ask: *Who's addicted to their phone?* (Lena, Adam and Gran).
- NEED SUPPORT? With **less confident** students, play the video or audio again and pause after key moments to ask comprehension questions, e.g. *What did Lena and Adam do when they were little and came to visit their Gran?* (They talked to her/asked her questions.) *When their Gran was their age, what didn't she have?* (a phone in her house/emails/text messages). *How did their Gran use to communicate?* (She wrote letters./She sent postcards.) Elicit answers before continuing the video or audio.

Extra activity

Play the video or audio again and ask students to write down what their gran did and didn't do at their age. Then students discuss their answers in pairs or groups.

Exercise 2

- Discuss the Grammar box with the class. Check if students understand when we use *used to* and how we form questions, answers and negative sentences. Explain that the verb *use* and the phrase *used to* have different meanings. Read a sentence from the dialogue, e.g. *You didn't use to be on your phones all day.* Ask students: *Is it about the past?* (yes). *Is it still true?* (no). Explain that we use *used to* to talk about habits and states which were true in the past but aren't now. Then ask students to find examples in the dialogue.

Exercise 3 4.6

- Set a time limit for students to complete the sentences on their own, then play the audio for them to check.

Exercise 4

- Read the questions from the Grammar box with the class. Students write the questions in their notebooks on their own, then find and discuss the answers with a partner.
- NEED SUPPORT? Before students discuss in pairs, ask **less confident** students to find the answers in the dialogue. **More confident** students can write three questions they want to ask their grandparents about what they used to do when they were children.

Exercise 5

- Students write the sentences in their notebooks on their own. Then compare their answers in pairs.

- NEED SUPPORT? Prepare copies of the photocopiable worksheet on page 237 for **less confident** students. These are sentences for students to complete.
- **Giving feedback:** Use the Basketball technique to practise asking questions with *used to*, e.g. *Did you use to play football as a child?* Give feedback to the class on any general mistakes.

Exercise 6

- Tell students what you used to do or didn't use to do ten years ago, eg. *I didn't use to teach online lessons ten years ago.* Then ask students to write three sentences about themselves in their notebooks on their own. Then they discuss in pairs.
- FINISHED EARLY? Ask students to write two or three more sentences like the ones they wrote in Exercise 6.
- **Independent learning:** Ask students to think about the lesson and reflect on what they know. Give them sentences to think about, e.g. *I can use* used to. *I can talk about things which were true in the past and aren't now.*

4.3 READING AND VOCABULARY

Technological innovations

Lesson aims
- Students can understand a report about new technologies.

For the teacher
- **Photocopiable activity:** *Keep going*

For the student
- *Need support?* Worksheet, page 237
- Workbook, page 41
- **Extra Practice Activities:** Vocabulary

Lead-in

Ask students to discuss in pairs technological innovations that have happened in their lifetimes. Write some examples on the board, e.g. *self-driving car, drones, the first pictures of Mars, AI (artificial intelligence)*, etc. Explain that an innovation is a new method, idea or product.

- **Setting lesson goals:** Write the lesson aim on the board and read it out with students. Ask students questions to check understanding, e.g. *How do you know/find out about new gadgets or innovations?*

Exercise 1 4.7

- Ask students to study the picture and title of the text. Ask them: *What can you see? What do you think it's about?* Explain that MWC is *The Mobile World Congress,* which is the world's largest exhibition for the mobile phone industry. Read the innovations in the box and ask students: *Do you know about these?* With stronger groups, you can ask: *Which other innovations do you think you can see at the MWC?*
- Play the audio for students to listen while reading the text and checking what the innovations in the box are. Ask them: *Which innovation do you find the most interesting and the most useful?*
- Ask students to find the words that gave them the answers in the text.

Background note

The Mobile World Congress first began in Brussels in 1987. Since 2006 it has been held in Barcelona, but it has only used the name *Mobile World Congress* since 2008. It was cancelled in 2020 due to the pandemic.

Exercise 2

- Ask students to read the questions first and check understanding of the word *advertisement*. Ask students to guess the answers before reading the options and discuss in pairs. Then read the options to see if they were correct.
- Students read the text again and answer the questions. Check answers as a class.

Exercise 3

- EXAM **International Certificate Level 1, Reading, Section 7, (note completion)**
- Explain to students that if the questions are in the form of notes followed by a colon, then they can try to change the prompts into questions in their minds. This will help them understand the information they need to complete the notes, e.g. *When* indicates a date and *How long* a time.
- Remind students that they only need to write a word or a short phrase (no more than three words). Then students compare answers in pairs. Check the answers with the class and explain any new words, e.g. *bend, industry, hammer.*
- NEED SUPPORT? Prepare copies of the photocopiable worksheet on page 237 for **less confident** students. This exercise gives students answer options for Exercise 3.

Exercise 4 4.8

- Draw students' attention to the phrases highlighted in the text. Ask what kinds of words they are (verbs with prepositions). Explain that by adding different prepositions to verbs we can change their meaning. Remind them of the verb *look after* which was introduced in Unit 3. Elicit any other examples. Then ask students to find phrasal verbs in the text that match the definitions. Then play the audio for them to check. Ask some questions for additional practice of the phrasal verbs, e.g. 1 *Do you usually switch on all your gadgets in the morning?* 2 *Do you always check out websites and videos that your friends recommend?*

Exercise 5

- Set a time limit for students to complete the questions on their own. Remind them to look for key words to help them match the phrasal verbs, e.g. *electronic gadget – What do we do with electronic gadgets?* Say: *on a phone – What do we say on the phone?* Then students ask and answer in pairs. Elicit some examples and write them on the board.

Extra activity
Ask students to write sentences in their notebooks using each of the phrasal verbs. Encourage them to write about other technological innovations. Then in pairs they read their sentences out without the phrasal verb for the other student to guess the missing words.

Exercise 6
- Students discuss one of the questions in groups. Encourage students to say when they disagree with each other and give reasons why. Remind them of the useful phrases for asking and giving opinions (Lesson 1.6).
- FINISHED EARLY? Ask students to write three or four sentences about the technological innovations they like or don't like from the text, e.g. *I like the waterproof phone. I don't like the phone with a long battery.*
- **Monitoring learning:** Give students Emoji cards and ask them to hold up the card which shows how they feel about Exercise 1, Exercise 2 and Exercise 3. If there are lots of sad faces, find time to review the exercises.

4.4 GRAMMAR

Verb patterns

Lesson aims
- Students can make sentences with verbs followed by *to*- infinitive or the *-ing* form.

For the teacher
- Grammar presentation
- **Photocopiable activity:** *What does he want to do?*
- **Test:** Grammar Check 4

For the student
- Grammar Time, Student's Book, page 130
- Workbook, page 42
- **Extra Practice Activities:** Grammar

Lead-in
Ask students to work in groups and make a list of different things that phones can be used for, e.g. *I can use my phone to call my friends.* Then discuss as a class and find out which groups thought of the most things.
- **Setting lesson goals:** Write the lesson aim on the board in four sections in the wrong order and ask students to put the sections in the correct order. Elicit the lesson aim and read it out with students. Ask students questions to check understanding, e.g. *What would you like to do? What do you like doing?*

Exercise 1
- Before you start, ask students to think about how important their phone is on a scale of 1–5. Then ask them to raise their hands as you say the numbers 1–5. For any students who don't have a phone, ask them to discuss in groups the advantages and disadvantages of not having a phone.
- Set a time limit for students to discuss the question in groups. Encourage them to give reasons why. Share ideas as a class and write the best ones on the board.

Exercise 2 4.9
- Check students remember the word *addicted* from the dialogue in Lesson 2.4. Ask who was addicted to their phones (Lena, Adam and Gran). Elicit other example sentences from **more confident** students, e.g. *I'm addicted to my phone. She's addicted to chocolate.*
- Students read the text and discuss the question in pairs. Play the audio for students to listen again while reading. Check answers as a class and explain any new words.

Exercise 3
- Ask students to read the Grammar box and explain that some English verbs can be followed by the *-ing* form or the infinitive. They need to memorise which verbs use which verb forms because there are no rules. However, with most verbs expressing preferences we use *verb* + *-ing* form. Remind students that they used these verbs to talk about cultural activities they like doing in Unit 1.
- Check students know the other verbs in the box, then ask them to find examples of these verbs in Jen's text.
- **Peer learning:** During the presentation, ask students to raise their hands with any questions they have. Then encourage other students to answer those questions and only provide support when needed.

Exercise 4
- Set a time limit for students to choose the answers on their own. Then students discuss in pairs. Check answers as a class.

Extra activity
Ask students to write sentences in their notebooks that are true for them. Elicit the different ways in which they can do this, e.g. *by making the sentences negative, by changing the verbs used to express likes and dislikes, the adverbs of frequency, the subjects or the objects*.

Exercise 5 4.10
- Students complete the exercise on their own, then play the audio for them to check. Then ask students to read out one of their sentences to the rest of the class.
- NEED SUPPORT? Ask **less confident** students to study the Grammar box and write two sentences using *to* + infinitive and two sentences using *verb* + *-ing*. **More confident** students can write three or four of each.

Exercise 6
- Ask students: *What apps do you use? What are they for?* Students complete Taylor's text in pairs. Check the answers as a class.
- Then students discuss the app they like in pairs. Encourage them to give reasons why.

Exercise 7
- Students work in pairs and ask and answer. Encourage students to work with others they don't know well to make the exercise more interesting. Ask for volunteers to tell the class about their favourite apps.

- **Giving feedback:** Observe students and listen to them. When you hear a mistake in the sentence structure or use of verb patterns, provide immediate feedback. First, ask them if they know what the mistake is and encourage them to self-correct. If they don't know, explain and ask them to repeat the sentence.
- FINISHED EARLY? Ask students to write a paragraph about their favourite app describing what they like doing with it. Remind them to use their ideas from Exercise 7.
- **Peer learning:** Ask students to write down three facts and one lie (something that isn't true) about Jen and share them in groups, e.g. *She would like to spend more time on her phone.* Ask them to use some of the verb patterns from the Grammar box in Exercise 3. Their friends have to identify the lie. Encourage students to give reasons when guessing the lie.

4.5 LISTENING AND VOCABULARY

Favourite websites

Lesson aims
- Students can understand a radio interview about a popular website.

For the teacher
- **Photocopiable activity:** *Tell your group*

For the student
- Workbook, page 43
- **Extra Practice Activities:** Vocabulary, BBC Vox Pop

Lead-in

Ask students to work in two groups. Ask the first group to make a list of reasons why they use the internet (e.g. *shopping*, *information for school projects*, *fun and games*) in two minutes. The second group should list all the websites or social media sites they use. Elicit ideas from both groups and write them on the board. Encourage students to match the websites on the board with reasons for using the internet. You could also ask students if they can suggest any websites that may be better for each of the reasons they mentioned for using the Internet.

- **Setting lesson goals:** Write the lesson aim on the board and read it out with students. Ask students questions to check understanding, e.g. *Do you listen to radio programmes? Which websites do you think are popular?*

Exercise 1

- Ask students to read the text quickly and then check understanding of the highlighted words in the text.
- Then students discuss the survey in pairs and answer the question.

Exercise 2 4.11

- Check students understand the words *upload*, *search* and *video clip*.
- Explain that students will need to use both the past and present forms of the verbs to complete the text. Set a time limit for students to complete the text on their own, then play the audio for them to check.

Extra activity

Ask students to work in groups and describe a website or social media site to the other students. The others have to guess which website or social media site they are describing, e.g. *You can view, download and upload videos to this site. I like to watch vlogs on this site. It's very popular!*

Exercise 3 4.12 audioscript page 248

- EXAM **International Certificate Level 1, Listening, Section 3, (note completion)/A2 Key for Schools, Listening, Part 5, (gap fill)**
- Explain to students that turning statements into questions will help them find the missing information, e.g. *How long* means they need to find a time and *Who* means they need to find a person. Play the audio for students to listen and complete the notes. Remind them to write words or phrases. Then check answers as a class.
- NEED SUPPORT? For **less confident** students, you could also write all of the answers in a random order on the board, with a few extra words as distractors. Encourage **more confident** students to do the exercise without looking at the board.

Exercise 4 4.13 audioscript page 248

- EXAM **A2 Key for Schools, Listening, Part 3, (3-option multiple choice)**
- Ask students to read the questions and answers to understand what the second part of the interview is about. When students listen for the first time, ask them to listen for gist and choose the correct answer. When they listen again, ask them to check their answers carefully and focus on details. Check answers as a class.
- NEED SUPPORT? Play the audio again for **less confident** students to check their answers. Pause after you hear each answer to give students time to complete the exercise. **Less confident** students could choose to answer only three questions.

Exercise 5 21 videoscript page 248

- Tell students they will watch three people talking about websites. Check students understand the words *locally*, *popular*, *celebrities*, *up-to-date*, *informative* and *probably*.
- Ask students to close their books and play the video all the way through. Then ask: *What's the video about?* (people's favourite websites and why they like them).
- Play the video again and ask students to write down the different favourite websites they hear and why the people like them. Pause the video between each person. Elicit answers as a class.

Exercise 6

- Students ask and answer the questions in pairs. Encourage students to go into as much detail as possible and to use the internet to do further research.
- FINISHED EARLY? Ask students to write a paragraph about their friend's favourite website or social media site they discussed in Exercise 6.

- **Monitoring learning:** Ask students two questions about the lesson to check understanding and find out about any difficulties students have, e.g. *What's your favourite website or social media site and what can you do on it? Which exercise did you find difficult and why?* Students write their answers on a piece of paper and put it on your desk as they leave the classroom. Analyse the results and find time to review any difficult language. If students find the same exercise difficult, provide extra practice with similar activities.

4.6 SPEAKING

Solving technology problems

Lesson aims
- Students can solve technology problems.

For the teacher
- *Need support?* worksheet, page 237
- **Photocopiable activity:** *Can you help?*

For the student
- Workbook, page 44
- **Extra Practice Activities:** West Green video

Lead-in

Ask students to work in groups and discuss what they do when they have a problem with technology. Encourage them to think about different types of problems, how they solve them, or if they ask for help to solve them and what they say. Elicit a few examples, e.g. *Why can't I upload the video? I can close TikTok and try again. Who can I ask for help? I can chat to my friends on Snapchat.* Discuss ideas as a class and write the best ones on the board.

- **Setting lesson goals:** Write the lesson aim on the board and read it out with students. Ask students questions to check understanding e.g. *Do you like trying to solve technology problems? Who do you ask to help you?*

Exercise 1 ▶ 22 4.14

- Ask students: *Who's this video about?* (Mateo, Noah and Mia).
- Ask students to study the photo and think about what Mateo and Noah are doing. Elicit some ideas and write the best ones on the board. Then ask students to read the question.
- Ask students to close their books, then play the video or audio. Explain that in the first part Mateo and Noah are talking and then Noah tries to call Mia and she calls him back. Pause when Noah says *Oh!* and ask: *What problem do the boys have? What can they do?* Then play the rest of the video or audio for students to watch or listen to and answer the question. Then check answers as a class.
- Check understanding of the phrases in the Sounds good! box. Explain that we use *Good for you!* to congratulate someone and *Seriously?* when we are surprised.
- NEED SUPPORT? Play the video or audio again and pause after key moments to ask comprehension questions, e.g. *What technology problem did Mateo have?* (the computer crashed). *What did Noah tell him to try?* (press Control-Alt-Delete and switch it off and on again). *What did Mateo suggest trying?* (calling Mia and looking for a blog, an online forum or the FAQs). Elicit answers before continuing the video or audio.

Extra activity

Ask students to act out the dialogue with a partner. **Less confident** students can act out the dialogue without changing any words and **more confident** students can change words or phrases to give different advice or a different outcome.

Exercise 2

Creativity: problem solving

This task helps students develop effective strategies to think of different solutions to a problem and to discuss them with others to find the best one.

- Ask students to discuss the steps they take when trying to solve a problem. Write some ideas on the board.
- Then students complete the exercise in groups. Encourage them to think of examples of when they have had a technology problem to help them order the ideas.
- NEED SUPPORT? Ask **less confident** students to discuss in their own language before summarising the key points in English.
- **Peer learning:** Ask students to compare the order of their ideas with another group. Remind them that they can change the order of their ideas if they discuss something that gives them a good reason to do so. However, they have to explain their reason to the group.

Exercise 3

- Ask students to read the Speaking box. Check they understand the phrases and when to use them. Students find examples in the dialogue. Check answers as a class and then elicit other examples from students, e.g. *You need to close the app and open it again.*

Exercise 4 4.15

- Students work in pairs and check they understand the phrases. Encourage them to use a dictionary and ask questions about the phrases they don't understand.
- Play the audio for students to listen and repeat the phrases.
- NEED SUPPORT? Prepare copies of the photocopiable worksheet on page 237 for **less confident** students. This is an exercise to help students master the words and phrases related to technology problems.

Exercise 5 4.16
- Ask students to read the three dialogues about technology problems and complete them with the phrases from the dialogue or the Speaking box. Set a time limit for students to complete the exercise on their own, then play the audio for them to check.

Exercise 6
- Students work in pairs and turn to the correct page in the Student's Book. Explain that they will tell each other about a technology problem they have and give each other advice. Ask for volunteers to role play in front of the class.

Exercise 7
- Students work in pairs and talk about problems with technology and solutions. Encourage students to think about different devices and different problems and to use some phrases from the dialogue and the Speaking box.
- NEED SUPPORT? Before students discuss in pairs, elicit ideas and write them on the board. Then ask **less confident** students to write their thoughts as sentences in their notebooks.
- FINISHED EARLY? Ask students to write a dialogue about solving a technology problem. Encourage them to add humour and try a few different solutions before finding one that works.
- **Reviewing lesson goals:** Ask students to read the lesson aim again. Then encourage students to write a number from 1–5 on a piece of paper to say how they feel about the phrases in the Speaking box (1 – easy to 5 – difficult). Encourage them to give reasons for their answers. They can put it on your desk as they leave the classroom. Study the results and if there are lots of 1s and 2s with the same reasons, find time to review the new language from the lesson.

4.7 WRITING

A review of a gadget

Lesson aims
- Students can write a review of a gadget.

For the teacher
- *Need support?* worksheet, page 237
- **Photocopiable activity:** *Find all your pieces*

For the student
- Workbook, page 45

Lead-in
Ask students to think about their favourite gadget. Then ask them to work in groups and mime using it for the other students to guess. Students take turns to mime and guess.

- **Setting lesson goals:** Write the lesson aim on the board with the words in the wrong order and ask students to put the words in order. Elicit the lesson aim and read it out with students. Explain to students that a review is a personal opinion of something, e.g. a gadget, a book, a film, etc. and that we can find them on the internet, in magazines, on television, etc. Then ask students questions to check understanding, e.g. *Do you read reviews?* (yes/no). *What do you read reviews about?* (gadgets, books, films, etc.).

Exercise 1
- Ask students to discuss in pairs if they read or write reviews of gadgets, and which gadgets those reviews are about. Elicit examples and write them on the board. Before students discuss in pairs, ask the class where we can find them (on the internet, in magazines, on television, etc.).
- Students read the review and answer the questions on their own. Then check as a class. Elicit or explain any new words, e.g. *combination*, *shades*.

Exercise 2
- Read the Writing box with the class and check if they understand the structure of the review. Point out the use of adjectives that show the opinion of the writer. Then ask them to find examples of the adjectives in the review on their own. Check answers as a class.

Extra activity
Students write three sentences about a gadget on a piece of paper without saying what it is. They write one good thing, one bad thing and what it can do. Then they work in groups and mix up the pieces of paper. One student chooses a piece of paper for the other students to guess the gadget. The student who guesses the correct answer takes the next turn.

Exercise 3
- Students study the Language box and find examples of *for* + *-ing* or *to* + infinitive in the review on their own. Check answers as a class. You could ask students to think about how the same meaning is expressed in their own language to help them understand the difference between the two structures.
- NEED SUPPORT? Prepare copies of the photocopiable worksheet on page 237 for **less confident** students. This is an exercise to give students extra practice in using expressions of purpose.

Exercise 4
- Students complete the sentences on their own. Check answers as a class.

Exercise 5
- Explain that students will write a review of a device, gadget, game or app on their own in their notebooks. Discuss the steps as a class and allow students to ask questions about them.

- Give students time to make notes about their reviews in their notebooks. Tell them to refer to Callum's review in Exercise 1 and to the Writing Box in Exercise 2. Remind them about the use of expressions of purpose.
- While students are writing, encourage them to use a dictionary and ask questions about anything they don't understand. Walk around the classroom to monitor their work.
- Ask students to work in pairs and give each other feedback on their drafts. Then students write their final draft in their notebooks.
- NEED SUPPORT? Allow **less confident** students to write a shorter version of their review. They can do this by giving fewer details about the product and its good and bad points.
- **Giving feedback:** Give each student individual feedback on their reviews. Don't give marks, but point out mistakes for them to correct in their own time. You can also write comments and highlight sentences to show them where they are succeeding and where they can improve, e.g. *Your spelling and punctuation is very good, but the choice of vocabulary can be better.*
- FINISHED EARLY? Ask students to write a review in three or four sentences of their favourite website using the Writing time steps. Give them some prompts to help them, e.g. *What's the website about? Why is it interesting? What's good or bad about it?* Encourage students to find other reviews on the internet to help them write their own.
- **Independent learning:** Ask students to think about the lesson and reflect on their learning. Give them questions to answer in their notebooks, e.g. *Do you know how to write a review of a gadget? Do you know when to use expressions of purpose?*

SET FOR LIFE

My digital life

Lesson aims
- Students can communicate with people on social media in a respectful and safe way.

Resources
- **Photocopiable activity:** *Is this a positive comment?*

Lead-in

Ask students: *Do you know what a digital footprint is?* Then explain that it's everything they do or post online. Remind them that things on the internet are there forever, so they should make a good impression for the future and post photos of things they are proud of – not just silly selfies! Then ask them to discuss in groups what their digital footprint is.

- **Setting lesson goals:** Write the lesson aim on the board and read it out with students. Ask students questions to check understanding, e.g. *How do you feel about following rules on social media? Do you try to communicate with people in a respectful and safe way?*

Social responsibility: ethical competence

This lesson focuses on ethical competence strategies to help students to think about how they should behave on social media, the rules they should follow to keep safe and how to avoid hurting other people's feelings.

Exercises 1–5 4.21 audioscript page 248

- Check students understand the word *graffiti*.
- Follow the instructions in the Student's Book.
- NEED SUPPORT? Pair **more confident** students with **less confident** students so that they can help them understand the exercises and find the right words in English to express their opinion.

Exercise 6

- Students tick the statements that are true for them, then compare their answers in pairs. Remind students to be honest with themselves and find examples that clearly show the statements they think are true for them.

Exercise 7

- Read the tips with students as a class and check understanding of the phrases *bad behaviour* and *positive image*. Elicit some examples, e.g. *bad behaviour: graffiti*; *positive image: smiling, not pulling faces*.
- Students answer the questions in groups. Encourage them to think of examples of people following the rules or people not following the rules and what happened. Remind them that they can study the posts and think about which rules the authors didn't follow. Then ask them to discuss the tips they follow and those they want to follow in the future.
- **Monitoring learning:** Walk around the class and listen to students. Use an observation form to take notes on each student's strengths and weaknesses. Find the right time to give feedback to students when they are on their own.

Exercise 8

- Students prepare a social media post in groups. Discuss the steps as a class and remind students to use the Past Simple to describe what happened.

- SELF-REFLECTION Ask students to think about the way they worked together in groups on Exercise 8 and discuss these questions: *Did you enjoy this task? Why?/ Why not? Which tips about posting are easy to follow? Which are difficult? Did your group work together well?* Elicit ideas and write the best ones on the board.
- **Peer learning:** Give students two minutes to write down the tips they remember from the lesson. Then they discuss and compare in groups.

Unit contents

Vocabulary
- Things in the home
- Prepositions of place
- Housework
- Adverbs of manner
- Places in town

Grammar
- Defining relative clauses
- Modal verbs: *can*, *have to* and *must*

Speaking
- Asking for, giving and receiving advice

Writing
- An informal email

Future skills
- Self-management: self-control

Exam
- International Certificate Level 1, Listening, Section 7, (note completion)/A2 Key for Schools, Listening, Part 5, (gap fill)

For Online Classroom, go to the Portal.

5.1 VOCABULARY

Things in the home

Lesson aims
- Students can talk about things in the home and housework.

For the teacher
- Vocabulary Memory Game
- **Photocopiable activity:** *Spot the difference*
- **Test:** Vocabulary Check 5

For the student
- Workbook, pages 48–49
- **Extra Practice Activities:** Vocabulary

Lead-in

Ask students to think about things they have in their bedroom. Then play a memory game. Start by saying, e.g. *There's a chair in my bedroom …* Then ask a student to repeat what you have said and add something else, e.g. *There's a chair and a desk in my bedroom …* Continue like this until a student makes a mistake. Allow students to self-correct to keep the sentence going for as long as possible.

- **Setting lesson goals:** Elicit and write the lesson aim on the board and read it out with students. Ask students questions to check understanding: *What things do you have at home?*

Exercise 1

- Before students open their books, ask them to think about a place they like to be in their home and why, e.g. a room in their house or flat, their garden or balcony. Elicit some ideas, then ask students to do Exercise 1.

Exercise 2 5.1

- Read the information in Vocabulary box A as a class. Play the audio for students to listen and repeat the words. Pause after each word to check students' pronunciation.
- Students find the things in box A in the picture in pairs. Check answers as a class.
- Ask students to visualise the things in box A in their own homes as you check the meanings of the words. Explain that this can help them remember. Then ask students to work in pairs and point to each thing in the home for their partner to say the word out loud.

Exercise 3 5.2

- Read the information in Vocabulary box B as a class. Play the audio for students to listen and repeat the words. Pause after each word to check students' pronunciation.
- Give students some example sentences using prepositions of place and objects in the classroom, e.g. *The chair is under the desk.* Then ask students to work in pairs and make sentences with the prepositions of place and things in the classroom.
- NEED SUPPORT? Ask **less confident** students to write two or three sentences using prepositions of place about things in the classroom and **more confident** students to write four or five sentences.
- **Peer learning:** Ask students to work in pairs and check each other's sentences. Remind them to look for mistakes in their choice of vocabulary, grammar or sentence structure.

Exercise 4

- Check answers with the class.

Exercise 5 5.3

- Ask students: *Do you do housework at home? Do you enjoy doing housework?* Then ask them to read and complete the Housework Survey on their own. Then play the audio for them to listen and check.
- NEED SUPPORT? Ask **less confident** students to mime or act out the phrases for **more confident** students to guess.

Exercise 6 3.4

- Students complete the exercise in pairs.
- **Giving feedback:** Use the Basketball technique using questions from the survey, e.g. *Who vacuums the floor in your house?* Give feedback to the class on any general mistakes.

Exercise 7 5.4

- Ask students: *Do you do like doing housework? Who do you know that likes doing housework?* Set a time limit for students to complete the text on their own. Then play the audio for them to listen and check. Ask: *Which tense do we use to talk about routines?* (Present Simple). *What time expressions are in the text?* (twice a week, every evening, etc.). Then ask some comprehension questions, e.g. *Who likes cooking?* (Priya).

Exercise 8

- Ask students to look at Exercise 7 and ask: *Which verbs show preferences?* (love, doesn't like, don't mind, enjoy). Ask: *What verb endings do we use with these?* (*-ing* form). Students complete the sentences on their own.

Exercise 9

- Students discuss their answers in pairs.
- FINISHED EARLY? Ask students to write five sentences in their notebooks about the housework they do using the adverbs of frequency (*always*, *usually*, *often*, *sometimes*, *never*). Encourage them to add a time expression too.
- **Reviewing lesson goals:** Ask students to read the lesson aims again. Then encourage students to write a number from 1–5 on a piece of paper to say how many words they remember about things in the home and housework (1 – no words to 5 – more than ten words). They can put it on your desk as they leave the classroom. Look at the results and if there are lots of 1s and 2s with the same reasons, find time to review the key vocabulary.

5.2 GRAMMAR

Defining relative clauses

Lesson aims
- Students can use defining relative clauses to describe people, things and places.

For the teacher
- Grammar presentation
- **Photocopiable activity:** *What is it?*
- **Test:** Grammar Check 5

For the student
- Grammar Time, Student's Book, page 130
- Workbook, page 50
- **Extra Practice Activities:** Grammar

Lead-in

Ask students to think about things they like and don't like about their home and elicit examples, e.g. *I like my balcony, but I don't like my neighbour's dog!* Then explain that students will play a memory game. Start by saying, e.g. *I like my bedroom …* then ask a student to repeat what you have said and add something else, e.g. *I like my bedroom and I like my bed …* Continue like this until a student makes a mistake. Allow students to self-correct to keep the sentence going for as long as possible.

- **Setting lesson goals:** Write the lesson aim on the board and read it out with students. Explain that we use relative clauses to describe people, things and places.

Exercise 1 5.5

- Check students understand the words *comfortable*, *bright*, *annoy*, *downstairs* and *upstairs*. Then read the title and ask students: *What does it mean?* (the good things and bad things about my home).
- Students read the blog and discuss the questions in pairs.

Exercise 2

- Ask students to study the examples in the Grammar box. Explain to students that we use defining relative clauses to provide essential information about the person, thing or place we are talking about. We use *who* or *that* for people, *which* or *that* for things and *where* for places. Then ask students to find more examples in the text.
- NEED SUPPORT? For **less confident** students, write or say sentence starters with nouns on the board, e.g. places, people, things. Elicit pronouns from students, e.g. *He's the man … This is the park …*

Exercise 3

- Set a time limit for students to complete the sentences on their own. Ask students to check first if the sentence is about a person, a thing or a place and remind them that sometimes there are two correct relative pronouns, e.g. question 2 (*who/that*). Check answers as a class.

Exercise 4

- Discuss the example with students. Explain that we need to choose the correct pronoun to combine the two sentences, e.g. *I live in a house* (a house is a thing, so we can use *which* or *that*) *which/that is 100 years old*. Write the example on the board and point to *house* to ensure students understand. Students write the sentences in their notebooks. Check answers as a class.

Exercise 5

- Discuss the example with students. Explain that we need to choose the correct defining relative pronoun to combine the two sentences, e.g. *The room* (a room is a place, so we use *where*) *where I spend most of my time is …* Write the example on the board and point to *room* to ensure students understand. Set a time limit for students to complete the sentences on their own. Then students compare their sentences in pairs.

Exercise 6

- Students write sentences about their home using relative clauses in their notebooks. Encourage them to write about one thing they love and then one thing that annoys them.
- NEED SUPPORT? Give **less confident** students some suggestions to get them started, e.g. *friendly or annoying neighbours*, *balcony or garden to relax*, *number and size of rooms*, *number of windows*, etc.

Exercise 7

- Students talk about their home in groups. Remind them to use their sentences from Exercise 6 and also to respond to other students' sentences. You can suggest questions they can ask each other too, e.g. *How do you feel about your neighbours downstairs? Do you have a good view from your windows or balcony?*
- When students have finished, elicit some sentences starting with: *The thing that I love about my home is …* and *The thing which annoys me is …* and write them on the board. Then ask them to finish those sentences, e.g. *The thing that I love about my home is my balcony.*
- FINISHED EARLY? Ask students to write three things that they love and three things that annoy them about school using the relative pronouns *who*, *that*, *which*, *where*.
- **Independent learning:** Ask students to think about the lesson and reflect on what they know. Ask them to answer the following questions with Yes/No response cards: *Can you use* who, which, that, where*? Can you describe people, things and places?* If they say *no* more than *yes*, then find time to review the language.

5.3 READING AND VOCABULARY

Storytelling

Lesson aims
- Students can understand a story about a personal experience.

For the teacher
- *Need support?* worksheet, page 238
- **Photocopiable activity:** *Do it carefully*

For the student
- Workbook, page 51
- **Extra Practice Activities:** Vocabulary

Lead-in

Ask students to discuss in groups what stories they like, e.g. funny, scary, strange and if they like reading, listening to or watching stories. Then discuss as a class.

- **Setting lesson goals:** Write the lesson aim on the board and read it out with students. Explain that a story about a personal experience is a story about something that happened to you. Ask students questions to check understanding, e.g. *What stories about personal experience do you read? Do you like scary stories? Why?/Why not?*

Exercise 1

- Check students understand *wooden* and *dark*.
- Ask students to describe the photo in pairs. Ask questions to help them think about what to say, e.g. *What does the house look like? What's inside the house?*
- Tell them that they can discuss any camp they go to, not just summer camp, e.g. *winter camp*, *weekend camp*.

Background note

In the USA, **summer camps** are very popular and children do lots of fun activities like telling stories around a fire, cooking marshmallows on a fire, going kayaking on the river and singing songs in a choir. Summer camps originated in both France and the USA during the 1880s.

Exercise 2 5.6

- Ask students to look at the title and the photo and ask: *What's the story about?*
- Ask students to read the questions, then write: *A storyteller is a person who …* on the board and ask students to finish the sentence.
- Students read the story and answer the questions.

Exercise 3

- Elicit the answer for question 1. Ask students what the pronoun *it* refers to in the previous sentence (*the house*). Students read the story again and complete the gaps with the sentences. Remind them that there is one extra sentence.

Exercise 4 5.7 audioscript page 249

- Students answer the questions in pairs. Encourage them to think of different answers to the questions, then discuss as a class. Write the best ideas on the board. Then ask students: *What ending do you like most?* and ask them to vote. Then play the audio for them to listen and check.

Exercise 5 5.8

- Read the information in the Vocabulary box as a class. Play the audio for them to listen and repeat the words. Pause after each word to check students' pronunciation.
- Check that students understand the difference between adjectives (describing a noun) and adverbs (describing a verb). Write on the board: *Toby is slow and careful. He works slowly and carefully.* Discuss how we can change an adjective into an adverb by adding *-ly* to the adjective, even when it ends in *-l* or *-e*, e.g. *beautifully*, *rudely*, and by changing the *-y* to *i* and adding *-ly* when the adjective ends in *-y*, e.g. *happily*. Some adjectives are the same words for adverbs, e.g. *early*, *fast*, *hard*, *late*, *right*, *wrong*. Students find three more examples of adverbs of manner in the story.
- Point out the Watch out! box and explain that students will need to memorise the exceptions to the rules. Ask students: *What phrases do you know with well?* (well done, feel well, do well at school, behave well on social media).

Extra activity

Ask students to work in pairs and discuss things they do for each of the adverbs of manner in the box, e.g. *speak nervously*, *run quickly*, *stay up late*, etc. Then elicit examples and write the most unusual ones on the board.

Exercise 6

- Set a time limit for students to complete the sentences on their own. Check answers as a class.
- NEED SUPPORT? Prepare copies of the photocopiable worksheet on page 238 for **less confident** students. This is an exercise to help students use adverbs of manner in the correct position in a sentence.

Exercise 7

- Students write five sentences about what they did last week using adverbs of manner. Remind them to look at the Vocabulary box for ideas.
- FINISHED EARLY? Ask students to write three or four sentences to say how they do housework using adverbs of manner.
- **Monitoring learning:** Ask students to hold up Traffic Light cards to show how they feel about Exercises 3, 5 and 6. Look at the results and if there are lots of reds, find time to review the exercises.

5.4 GRAMMAR

Modal verbs: *can*, *have to* and *must*

Lesson aims
- Students can use *can*, *have to* and *must* to talk about rules.

For the teacher
- *Need support?* worksheet, page 238
- Grammar presentation
- **Photocopiable activity:** *Rules and regulations*
- **Test:** Grammar Check 5

For the student
- Grammar Time, Student's Book, page 131
- Workbook, page 52
- **Extra Practice Activities:** West Green video, BBC Vox Pop, Grammar

Lead-in

Check students understand the word *rules*. Then ask students to think of different rules in their home and make two lists: one with a tick for what students can do and the other with a cross for what students can't do, e.g. ✓ *make my bed*; ✗ use *my computer after 10 p.m.* Explain that they will use these lists in Exercise 3.

- **Setting lesson goals:** Say and write on the board: *I have to make my bed every morning. I mustn't forget my homework.* Ask students what they think the lesson is going to be about. Elicit ideas then say: *Today you will learn to use* can, have to *and* must *to talk about rules*. Write this on the board.

Exercise 1 ▶ 23 🔊 5.9

- Ask students: *Who's this video about?* (Lena and Mia). Then explain that they are at Mia's gran's home for a sleepover. Explain that sleepovers are popular in the UK. Ask students if they ever spent a night at a friend's house, when the last time was and what they did.
- Then write the questions on the board: *How does Lena feel about Mia's gran's rules?* Ask students to close their books and then play the video or audio for them to watch or listen to. Check answers as a class. Then ask: *Why does Lena say* Oh! I see. Very funny? Discuss ideas and explain that she has understood what's happening.
- NEED SUPPORT? With **less confident** students, play the video or audio again and pause after key moments to ask comprehension questions, e.g. *What does Lena think of Mia's gran at the beginning?* (She's lovely.) *What's the first rule Mia tells Lena?* (They have to do the washing-up.) *What's the rule about the phone?* (You can't use it near her.) Elicit answers before continuing the video or audio.

Exercise 2

- Discuss the Grammar box with the class. Explain to students that the modal verbs *can* and *must* have only one form, e.g. we can't add *-ing* or *to* to these modal verbs. To make these modal verbs negative, we add *not* and to make questions, we swap the order of the modal verb and the subject, e.g. *Can you stay up late?* Explain that we can use *have to* in the same way, but it isn't a modal verb. *Have to* and *must* can often be used in the same sentences, but there is a difference in meaning: *must* is used when the obligation comes from the speaker and *have to* is used when the obligation comes from someone else.

Exercise 3

- Ask students: *What do you have to do at home? What don't you have to do?* Elicit some examples and write them on the board. Then students discuss the question in pairs. Encourage students to go back to the Household survey they did in Lesson 5.1.

Extra activity

Ask students to look at the lists they made in the Lead-in exercise. Elicit that for the rules in the first list we use *can/ have to /must* and in the second list we use *can't/mustn't*. Explain that if an item on their list isn't a rule, students can say *I can* or *I don't have to*. Students use their lists to make sentences in pairs. Elicit some ideas and write the best ones on the board.

Exercise 4 🔊 5.10

- Discuss the first answer with students: *Why is 'have to' the correct answer?* (It's necessary. It isn't a choice.)
- Set a time limit for students to complete the exercise on their own, then play the audio for them to listen and check. Go through answers with the class and after each answer, ask: *Is it necessary or not?*

Exercise 5

- Discuss the first answer with students: *Why is the answer have to?* (It's necessary, maybe because they live far from school. It isn't a choice, maybe because their parents can't drive them to school.)
- Students complete the sentences on their own, then compare them with a partner.

Exercise 6 24 videoscript page 249

- Check students understand the words *au pairs*, *proteins*, *pudding*, *strict*, *sharpen* and *sharpenings*. Explain that an au pair is an adult aged 18–30 who goes abroad to live with a family and learn or perfect a language and, in return, they look after the children. Ask students to close their books and play the video. Then ask: *What's the video about?* (the rules different people have for the children they look after). *Who are the people – au pair, parent or sister?* (Mary Ann: au pair, Andrew: parent, Faye: sister).
- Play the video again and ask students to write down what rules the people say. Pause the video between each person. Elicit answers as a class.

Exercise 7

- Students work in pairs. Encourage students to work with others they don't know well to make the exercise more challenging.
- NEED SUPPORT? Prepare copies of the photocopiable worksheet on page 238 for **less confident** students. These are ideas to use for this task.
- FINISHED EARLY? Ask students to write five rules for someone in their family. Encourage them to use each of the modal verbs in the affirmative and negative (*can*, *can't*, *have to*, *don't have to*, *mustn't*).
- **Peer learning:** Ask students to write down three facts and one lie (something that isn't true) using modal verbs about Mia, Mia's gran and Lena and share them in groups, e.g. *Mia doesn't have to do the washing up*. Their friends have to identify the lie. Encourage students to give reasons when guessing the lie.

5.5 LISTENING AND VOCABULARY

Describing your town

Lesson aims
- Students can understand a conversation about a town.

For the teacher
- Vocabulary Memory Game
- **Photocopiable activity:** *Places in town*

For the student
- Workbook, page 53
- **Extra Practice Activities:** Vocabulary, BBC Vox Pop

Lead-in

Ask students to work in groups and discuss any words they know to talk about describing their town. Then ask each student to discuss the good and bad things about living in a town, city or village.

- **Setting lesson goals:** Write the lesson aim on the board and read it out with students. Ask students questions to check understanding, e.g. *Do you like visiting new towns? Do you know where to find information about your town?*

Exercise 1

- Ask students to look at the photos of Keswick and answer the questions in pairs. Elicit answers and write the best ones on the board.

Background note

The town of **Keswick** in the UK is 700 years old. Every week there is a market. It's famous for its pencil-making industry which started in 1792. Keswick and the Lake District became a place for tourists to go 100 years ago.

Exercise 2 5.11

- Read the information in the Vocabulary box as a class. Play the audio for students to listen and repeat the words. Pause after each word to check students' pronunciation.
- Check students understand the difference between a city, town and village. Then ask students to discuss in pairs all the places in a town they know, e.g. *schools*, *buildings*, *shops*, etc.
- Make it a class competition and set a time limit for two minutes and ask students to work in groups and add as many words to the Vocabulary box as possible in their notebooks.

Exercise 3

- Students ask and guess in pairs. Encourage them to think of as many different places as they can.

Exercise 4 5.12 audioscript page 249

- EXAM **International Certificate Level 1, Listening, section 3, (note completion)/A2 Key for Schools, Listening, Part 5, (gap fill)**
- Ask students: *Where can you find information about tourist attractions?* (the internet, guide books, tourist information offices, information line you can call).
- Explain to students that they will hear someone calling an information line to find out about Keswick. Study the gaps with students and elicit what kind of information they need to listen out for, e.g. Q1 *a place where you find maps and leaflets.*
- Remind them to read to the end of the line before choosing the answer, because sometimes the clue can be found after the gap. Check answers as a class.
- NEED SUPPORT? For **less confident** students, write the answers in a random order on the board, with a few extra words as distractors, e.g. *city*, *art gallery*, *park*. Encourage **more confident** students to do the exercise without looking at the board.

Exercise 5

- Point out the lists of pros and cons for Keswick between the two photos.
- Students work in pairs and read the results of the survey about Keswick. Then they complete the exercise. Check answers as a class. Then ask: *Do you think Keswick is a good place for young people to live? Why?/Why not?*

Extra activity

Ask students to work in pairs and discuss the pros and cons that are relevant to young people and older people, e.g. *There's nothing to do in the evening. Young people want to enjoy their evening with friends. Older people want to stay at home and relax after work.*

Exercise 6 5.13 audioscript page 249

- Explain to students that they will hear four people talking about the survey. Play the audio for students to listen and decide who talks about each answer in the survey. Remind them that they will use one answer twice and that they only need to write words or phrases.
- Students compare their answers in pairs. Play the audio again for students to check.

Exercise 7 5.13 audioscript page 249

- Play the audio for students to listen and match. Point out that there are more statements than speakers.
- Students compare their answers in pairs. Play the audio again for students to check.

Exercise 8 25 videoscript page 250

- Ask students if they know where New York, Tasmania, Toronto and Launceston are and show them on a map. Check students understand the words *wilderness*, *breeze*, *escape*, *isolated* and *clubbing*.
- Ask students to close their books and play the video all the way through. Then ask: *What's the video about?* (people talking about places where they live).
- Play the video again and ask students to write down what each person likes and doesn't like. Draw a table on the board with two columns and the headings *likes* and *dislikes*, then ask students to do the same in their notebooks while making notes. Pause the video between each person. Elicit answers as a class.
- NEED SUPPORT? Choose **less confident** students to answer before **more confident** students. Encourage them to give answers using only words or phrases if they can't find the language to make sentences.

Exercise 9

- Ask students to tell the class one thing they like or don't like about where they live and ask the class if they agree or disagree. If they disagree, ask: *Why?*
- **Peer learning:** Ask students to use the Think-Pair-Share technique.
- FINISHED EARLY? Ask students to write a paragraph about the place they live and what young people can do there. Encourage them to include both affirmative and negative statements in their paragraph.
- **Monitoring learning:** Ask students two questions about the lesson to check understanding and find out about any difficulties students have, e.g. *What do you like and what don't you like about the town or city you live in?* Then ask: *Which exercise did you find difficult and why?* Students write their answers on a piece of paper and put it on your desk as they leave the classroom. Analyse the results and find time to review any difficult language. If students find the same exercise difficult, provide extra practice with similar activities.

5.6 SPEAKING

Asking for, giving and receiving advice

Lesson aims
- Students can ask for, give and receive advice.

For the teacher
- *Need support?* worksheet, page 238
- **Photocopiable activity:** *Can you help me?*

For the student
- Workbook, page 54
- **Extra Practice Activities:** West Green video

Lead-in

Ask students to think about the words they have learned in the unit and elicit examples. Students work in groups and play Word Association. The first student says a word or phrase and the next student has to say a word or phrase that is connected or linked, e.g. *make your bed*, *bedroom*, *tidy your room*, etc. If a student can't think of a word or phrase, then they miss a turn.

- **Setting lesson goals:** Write the lesson aim on the board and read it out with students. Ask students questions to check understanding, e.g. *Do you often ask for advice? Who can you ask for advice? Is it easy to receive advice?*

Exercise 1 26 5.14

- Ask students: *Who's this video about?* (Mia and Noah). *Where are they?* (Noah's bedroom). *Does Noah look happy?* (no).
- Elicit from students some words, phrases and sentences to describe the photo.
- Ask students to close their books, then play the video or audio for students to watch or listen to and answer the questions. Check answers as a class.
- Check understanding of the phrases in the Sounds good! box. Explain that you can say *I'm fed up* when you aren't enjoying something or are bored. *No wonder* means that you aren't surprised about something.
- NEED SUPPORT? For **less confident** students, play the video or audio again and pause after key moments to ask comprehension questions, e.g. *What's Noah doing?* (He's lying in bed.) *Why doesn't Noah want to do anything?* (He's fed up.) *Why does Mia think Noah's room is depressing?* (He needs to tidy up.) Elicit answers before continuing the video or audio. Explain or elicit what *exhausted* means.

Exercise 2

Self-management: self-control

This task helps students develop effective strategies to manage their emotions in difficult situations. It helps students develop the ability to understand and accept the impact of emotions on behaviour.

- Students discuss the questions in groups. Encourage them to think of the last time they were feeling sad and what they did. Encourage students to add their own ideas to the list, e.g. *do something that you enjoy, listen to music, talk about your feelings with a friend*.
- NEED SUPPORT? With **less confident** students, you could allow students to discuss in their own language. Elicit and summarise their key points in English.

Exercise 3

- Ask students to read the phrases in the Speaking box and find the phrases not in the dialogue. Check answers as a class.

Exercise 4 5.15

- Explain that students will read a dialogue between a sister and brother discussing curtains. Set a time limit for students to complete the dialogue on their own. Then play the audio for them to listen and check. Ask: *What does the sister suggest?* (to take her old curtains).

Exercise 5

- Elicit some examples from students and then ask students to work in pairs. Encourage students to give reasons for their advice.
- NEED SUPPORT? Prepare copies of the photocopiable worksheet on page 238 for **less confident** students. These are questions to help students asking for and giving advice.
- FINISHED EARLY? Ask students to write a dialogue giving a new student in their school advice about their school. Encourage them to give reasons for their advice.
- **Reviewing lesson goals:** Ask students to read the lesson aims again. Then encourage students to write a number from 1–5 on a piece of paper to say how they feel about the phrases in the Speaking box (1 – easy to 5 – difficult) and give a reason why. They can put it on your desk as they leave the classroom. Look at the results and if there are lots of 1s and 2s with the same reasons, find time to review the new language from the lesson.

5.7 WRITING

An informal email

Lesson aims
- Students can write an informal email.

For the teacher
- *Need support?* worksheet, page 238
- **Photocopiable activity:** *Match and complete!*

For the student
- Workbook, page 55

Lead-in

Ask students to think about how they keep in touch with friends when they go on holiday, e.g. write postcards, send text messages, use social media, etc. Elicit ideas and write them on the board. Then ask students to discuss in groups the advantages and disadvantages of each.

- **Setting lesson goals:** Write the lesson aim on the board with the words in the wrong order and ask students to put the words in order. Elicit the lesson aim and read it out with students. Ask students questions to check understanding, e.g. *Who do you write emails to? How often do you write emails? Do you write emails to your teacher?*

Exercise 1

- Ask students to have a quick look at the email and ask: *Who wrote the email?* (Maisie). *Who did they write it to?* (Gemma). *What's it about?* (some big news).
- Students work in pairs and read the email, then discuss the questions. Check answers as a class.

Exercise 2

- Ask students to study the Writing box and check they understand the structure of the email. Then ask them to find examples in the email in Exercise 1. Check answers as a class.

Exercise 3

- Read the Language box with students and explain that opposites are two things which are completely different, e.g. *tidy and untidy, bright and dark*. Then ask students to find the opposite adjectives in the email. Check answers as a class.
- NEED SUPPORT? Prepare copies of the photocopiable worksheet on page 238 for **less confident** students. This is an exercise to give students extra practice in using adjectives to describe places.

Exercise 4

- Set a time limit for students to complete the exercise on their own. Then play the audio for them to listen and check.

Exercise 5

- Explain that students will write an informal email on their own in their notebooks. Discuss the steps as a class and allow students to ask questions about them.
- Give students time to make notes about their informal emails in their notebooks. Tell them to refer to Maisie's informal email in Exercise 1 and to the Writing Box in Exercise 2. Remind them about the use of adjectives and their opposites.
- Once they have made their notes, students start writing their drafts. Walk around the classroom to monitor their work.
- Ask students to work in pairs and give each other feedback on their drafts. Then students write their final draft in their notebooks.
- NEED SUPPORT? Allow **less confident** students to write a shorter version of their email. They can do this by giving fewer details about the town/village where they live and their home.

- **Giving feedback:** Give each student individual feedback on their emails. Don't give marks, but point out mistakes for them to correct in their own time. You can also write comments and highlight sentences to show them know where they are succeeding and where they can improve, e.g. *Your use of opening and closing clauses is good, but you could include a variety of adjectives and use more relative clauses*.
- FINISHED EARLY? Ask students to write three or four sentences describing their home town or a place they like to go on holiday or a place they have seen on a TV show or in a film. Encourage them to use words and phrases from the lesson.
- **Independent learning:** Ask students to think about the lesson and reflect on their learning. Give them questions to answer in their notebooks, e.g. *Do I know how to write an informal email? Do I know when and how to use adjectives to describe places?*

BBC CULTURE

Home sweet home

Lesson aims
- Students learn about houses around the world.

For the teacher
- **Photocopiable activity:** *Project worksheet: a mood board*

Lead-in

Explain to students the meaning of *brick*, *wood*, *stilts*, *stone*, *metal* and *concrete*. Alternatively, you could show students photos of houses made from these materials.
- **Setting lesson goals:** Elicit and write the lesson aim on the board and read it out with students. Ask students questions to check understanding, e.g. *Why do people around the world live in different types of houses?*

Background note

There are many other types of unusual houses too. In Indonesia, the Korowai people live in **tree houses**. The houses are high up in the trees and safe from animals. In the UK people live in **boats** so that they can easily move their homes around the country. In Spain people live in **cave houses** because it gets really hot in the summer and the caves stay cool.

Exercises 1–4 5.20
- Follow the instructions in the Student's Book.
- **Peer learning:** Use the Jigsaw technique. Ask each student to choose one type of material that can be used to build a house and find out more about it, e.g. *Where do we find houses which people build using this material? What do you think is good or bad about those houses?* They could do this before or during the lesson.
- After their research, they come back to the group and tell the other students about the material they chose. Encourage the other students to ask further questions.
- NEED SUPPORT? Pair **more confident** students with **less confident** students so that they can help them understand the exercises and find the right words in English to express their opinion.

Exercises 5–6 27 videoscript page 250
- **With video:** Students discuss the questions in Exercise 5 in pairs.
- Check students understand the words *makeover* and *sewing*. Explain that they are going to watch a TV programme about room makeovers. Ask: *Do you have programmes likes this in your country? Do you watch them?* Then play the video for students to watch and compare their answers to Exercise 5. Discuss answers as a class.
- **Without video:** Students discuss the questions in Exercise 5 in pairs.
- Check students understand the words *makeover* and *sewing*. Explain to students that the room in the photo is going to be redecorated into a room for two girls. One girl enjoys making films and the other girl enjoys sewing. Ask students to discuss in groups what they could do to the room to make it comfortable for both girls. Then read the videoscript (Part 1) or give students a copy of the videoscript to read and find out what was changed. Discuss answers as a class.

Exercise 7 28 videoscript page 250
- **With video:** Ask students to read the tasks, watch the video and answer the questions.
- **Without video:** Ask students to look at the tasks and discuss who they think could do each task when they redecorate the room in the photo. Then read the videoscript (Part 2) or give students a copy of the videoscript to read and find the answers. Discuss answers as a class.

Exercise 8 29 videoscript page 250
- **With video:** Ask students to watch and tick what is in the room.
- **Without video:** Read the videoscript (Part 3) or give students a copy to read and find the answers.

Exercise 9
- Students discuss the questions in pairs.
- PROJECT TIME The project worksheets are available on Pearson English Portal. These also include teacher's notes on how to set up the projects with and without technology.
- **Peer learning:** Ask students to write down three facts and one lie (something that isn't true) about the houses from the lesson and share them in groups, e.g. *People build their houses from blocks of snow in Mexico*. Their friends have to identify the lie. Encourage students to give reasons when guessing the lie.

6 Look after yourself

Student's Book pages 74–85

Unit contents

Vocabulary
- Parts of the body
- Sports and fitness
- Accidents and injuries
- Sleep
- Symptoms, illnesses and allergies

Grammar
- Countable and uncountable nouns
- Quantifiers
- Past Continuous and Past Simple

Speaking
- Talking about health problems

Writing
- A narrative

Future skills
- Self-management: self-control
- Collaboration: interpersonal communication

Exam
- A2 Key for Schools, Reading and Writing, Part 3, (3-option multiple choice)
- A2 Key for Schools, Listening, Part 3, (3-option multiple choice)

For Online Classroom, go to the Portal.

6.1 VOCABULARY

The body

Lesson aims
- Students can talk about the body, sport and keeping fit.

For the teacher
- Vocabulary Memory Game
- **Photocopiable activity:** *Body parts*
- **Test:** Vocabulary Check 6

For the student
- Workbook, pages 58–59
- **Extra Practice Activities:** Vocabulary

Lead-in

Ask students to work in groups and discuss the different parts of the body they know. Then ask them to draw the outline of a body and label the parts of the body, e.g. *head*, *arms*, etc. Next ask them to think about the sports they know and discuss or point to the parts of the body that they use when playing that sport. Set a time limit and then elicit examples, e.g. *play football – legs, feet and head*. Write the examples on the board.

- **Setting lesson goals:** Write the lesson aim on the board and read it out with students. Ask students questions to check understanding. Alternatively, you could show students photos of people playing sport and keeping fit where you live and ask: *What are they doing? What parts of the body are they using?*

Exercise 1

- Set a time limit for students to name as many body parts as possible in pairs. Then elicit answers and write them on the board. Add any different answers from the answer key to those on the board. Remind students of the plural forms of *foot* and *tooth* and that hair is usually uncountable. Explain that we don't say: *She has got blond hairs,* but we can say: *There's a hair in my food.*

Exercise 2 6.1

- Read the information in Vocabulary box A as a class. Play the audio for students to listen and repeat the words. Pause after each word to check students' pronunciation.
- Discuss with students the different pronunciation of *-ow* in *elbow* and *eyebrow*, as well as the silent *-k* in *knee*. Elicit other words with the same sounds, e.g. *elbow*: *know*, *snow*; *eyebrow*: *how*, *down*; *silent k*: *know*, *knife*, *knot*.

Exercise 3 6.2

- Students read and listen to the *Body Challenge Quiz*, then ask and answer in pairs about the things in pictures 1–6. Encourage them to try and/or demonstrate if they are confident and willing.

Exercise 4 6.3

- Read the information in Vocabulary box B as a class. Play the audio for students to listen and repeat the words. Pause after each word to check students' pronunciation.
- Ask students to find the words in the fact box in Exercise 5 and check they understand them in pairs. They could do this by pointing at their own body. Ask questions about each of the words in Vocabulary box B to check understanding, e.g. *Where is the brain? It's inside my head.*

Exercise 5

- Check students understand the meaning of the words *weight*, *hold*, *stretch*, *beat*. You can demonstrate by doing the actions if needed.
- Ask students if they know any interesting facts about the body, e.g. *About 60% of the human body is made up of water. The human heart beats about 75 times a minute.* Elicit some examples and write the best ones on the board.
- Then ask students to read the fact box and discuss the question in pairs.

Exercise 6 6.4

- Ask students: *What sports do you do? What sports do you play?* Elicit some examples and write them on the board.

- Read the words in the box and the table as a class. Remind students that we use *play* + ball sports, *go* + activities ending in *-ing* (although we *do* weight training), *go to* + a place, and *do* + other activities.
- After students have completed the table, play the audio for students to listen and repeat the words. Pause after each word to check students' pronunciation.

Extra activity

Put students in groups and set a time limit for them to think of more words to add to the table (e.g. *play*: *handball*, *squash*, *water polo*, *baseball*; *do*: *ballet*, *karate*, *aerobics*, *archery*; *go*: *climbing*, *sailing*, *riding*, *jogging*). When the time is up, ask students to count the number of words they added and congratulate the winning group. Then elicit answers as a class and write them on the board.

Exercise 7 6.5 audioscript page 250

- Explain that students will hear two people talking about how they keep fit.
- Ask students to read the options before they listen.

Exercise 8

- Ask students: *How do you keep fit?* Elicit some examples and write them on the board.
- Students discuss how they keep fit in pairs. Remind them to think about all the sports they do, as well as if they walk or ride their bike to school.
- **Peer learning:** Use the Think-Pair-Share technique.

Exercise 9 6.6 audioscript page 250

- Ask students to read the sentences first and try to guess what the answers will be. Then play the audio for students to listen and complete the sentences. Check answers as a class.
- NEED SUPPORT? Ask students to think of other body parts that collocate with these verbs, e.g *hurt your ankle*, *break your arm*, etc. Then ask them to make sentences with these new phrases, e.g. *I broke my ankle when ice skating.* **Less confident** students can make two or three sentences while **more confident** students make four or five sentences.

Exercise 10

- Ask students to study the photos and ask: *What parts of the body did the people hurt?*
- Students label the photos with the phrases highlighted in the text in Exercise 9. Check answers as a class.

Exercise 11

- Ask students to think about an accident or injury they had and discuss in pairs. Encourage students to ask simple questions using only the question words *When? Where? How?* Explain that they will learn Past Simple questions later in the unit.
- FINISHED EARLY? Ask students to write a paragraph about how they keep fit in their notebooks. Remind them to use the new vocabulary in the Vocabulary boxes.
- **Reviewing lesson goals:** Ask students to read the lesson aims again. Then encourage them to write a number from 1–5 on a piece of paper to say how many words they remember about parts of the body and keeping fit (1 – no words to 5 – lots of words). They can put it on your desk as they leave the classroom. Look at the results and if there are lots of 1s and 2s, find time to review the key vocabulary.

6.2 GRAMMAR

Countable and uncountable nouns | Quantifiers

Lesson aims
- Students can talk about quantities of food.

For the teacher
- Grammar presentation
- **Photocopiable activity:** *Packed lunches*
- **Test:** Grammar Check 6

For the student
- Grammar Time, Student's Book, page 131
- Workbook, page 60
- **Extra Practice Activities:** Grammar

Lead-in

Ask students to think about any food or drink words and phrases to talk about eating and drinking they know. Elicit examples and write them on the board. Students work in groups and play Word Association. The first student says a word or phrase and the next student has to say a word or phrase that is connected or linked, e.g. *it's lunchtime*, *pizza*, *cheese*, *too salty*, etc. If a student can't think of a word or phrase, then they miss a turn.

- **Setting lesson goals:** Write the lesson aim on the board and read it out with students. Ask students questions to check understanding, e.g. *What are countable and uncountable nouns?* (Nouns you can and can't count.) *Can you give me an example?* (one euro – money).

Exercise 1 30 6.7

- Ask students: *Who's this video about?* (Mia, Noah, Lena and Mateo). Then tell students to study the photo and ask: *Where are they?* (in the kitchen). *What are they doing?* (They are talking/cooking.) *What food can you see?* (milk, eggs, pepper, etc.).
- Write the question on the board: *Why is Mia smiling?* Ask students to close their books and then play the video or audio all the way through for students to watch or listen to.
- NEED SUPPORT? Play the video or audio again and pause after key moments to ask comprehension questions, e.g. *What's in the salad?* (lots of tomatoes). *What are tomatoes good for?* (your skin). *What isn't too much of good for you?* (salt). Elicit answers before continuing the video or audio.

Exercise 2

Self-management: self-control

This task focuses on students' physical and mental well-being. It encourages students to reflect on healthy habits and ways in which they can take care of their body and mind.

- Students answer the question in groups. Explain to students that the things in the box show a healthy lifestyle. Encourage them to think of examples of the things they do or don't do to help them answer the questions.
- NEED SUPPORT? With **less confident** students, you could allow students to discuss in their own language. Elicit and summarise their key points in English.

Exercise 3

- Explain to students the difference between uncountable and countable nouns, e.g. *uncountable nouns are things we can't count and countable nouns are things we can count*. Then elicit examples of quantifiers from the video script, e.g. *a lot of*, *too many*, etc.
- Ask students to study the examples in the Grammar box. Then students find more quantifiers with nouns in the dialogue. Ask them to compare in pairs and write a list in their notebooks.
- Remind students that uncountable food nouns can be made countable by adding the container they are in, e.g. *a bottle of water*, *a spoonful of sugar*.

Exercise 4

- Students work in pairs and make a list of countable and uncountable nouns from the dialogue in their notebooks. When they have finished, they can add other food and drink words they know. Remind students that uncountable nouns refer to things we can't count and that they don't have a plural form.

Exercise 5

- Point out the Watch out! box and read through it with students. Then point out the question *Do you want some?* in question 4. Explain that we use *some* in offers or requests because we know or think that the thing exists. Ask students if the food words in the sentences are countable or uncountable, e.g. *crisps – countable*, *butter – uncountable*.
- Set a time limit for students to complete the sentences on their own. Then ask them to compare with a partner.

Exercise 6

- Students read and choose the correct options. Remind students to refer to the Watch out! box.

Exercise 7

- Students ask and answer in pairs. Encourage them to give reasons for their answers where possible and use adverbs of frequency (*always*, *usually*, *often*, *sometimes*, *never*).
- FINISHED EARLY? Ask students to write three or four sentences about their partner's eating habits using their answers in Exercise 7.
- **Independent learning:** Ask students to think about the lesson and reflect on what they know. Give them sentences to think about, e.g. *I can give examples of countable and uncountable nouns. I can use quantifiers with countable and uncountable nouns.* Student use their Yes/No response cards to respond or write their answers in their notebook.

6.3 READING AND VOCABULARY

Sleep

Lesson aims
- Students can understand an open letter about sleep.

For the teacher
- *Need support?* worksheet, page 239
- **Photocopiable activity:** *Complete and ask*

For the student
- Workbook, page 61
- **Extra Practice Activities:** Vocabulary, BBC Vox Pop

Lead-in

Ask students: *How much sleep do you usually get?* Give students a few minutes to discuss in pairs and say different answers, for example, between 8–9 hours, between 9–10 hours, etc. Students raise their hands or use their Yes/No response cards. Write the results on the board.

- **Setting lesson goals:** Write the lesson aim on the board and read it out with students. Explain that an open letter is a letter for a specific person, but that is written to be published for everyone to read. Ask students questions to check understanding, e.g. *What open letters do you read? Do you think about how much sleep you get?*

Exercise 1

- Tell students not to open their books. Read out the sentences and ask students to raise their hands if they are true for them. Ask students who do not raise their hands why the sentences are not true for them.

Exercise 2 6.8

- Ask students to study the photo and title of the open letter. Ask them: *Who is the author? What is she writing about?*
- Students read the open letter and answer the questions. Then ask them to compare with a partner.

Background note

During a **survey about teenagers** in 2020, 57% of parents said that their teenage children were not getting enough sleep on school nights. Also, 24% said that remote learning due to Covid-19 made their child's bedtime less consistent.

Exercise 3

- EXAM **A2 Key for Schools, Reading and Writing, Part 3, (3-option multiple choice)**
- Pre-teach the following words and phrases: *hormone*, *midnight*, *memory fails*, *curtains*.
- Read through the sentences and the three options and check for understanding. Explain that sentences 1 and 2 refer to the second paragraph and sentences 3 and 4 to the third paragraph. When students have done the exercise and checked their answers, elicit why the other options aren't possible.
- NEED SUPPORT? Prepare copies of the photocopiable worksheet on page 239 for **less confident** students. This is an exercise which gives students two answer options for Exercise 3.

Exercise 4 6.9

- Explain that these are phrases about sleep. Ask students to try and guess the missing words first. Set a time limit for students to find and write the missing words on their own, then play the audio for them to listen and check.

Extra activity

Ask students to work in groups and think of other words they can use in the same phrases, e.g. *fall over*, *feel happy*, *get enough free time*, etc. Set a time limit and then elicit ideas. Write the best ideas on the board.

Exercise 5 6.10

- Students read and choose the correct option on their own, then play the audio for them to listen and check.
- Then students ask and answer in pairs. Encourage students to give more than one reason for the question *Why?* You can ask students more questions, e.g. *How long does it take you to get ready for bed? What kind of things keep you awake at night? Do you get enough sleep? Do you sleep well? Do you ever sleep during the day?*

Exercise 6 31 videoscript page 251

- Check students understand the words *dreams*, *bad dreams* and *work long shifts*.
- Ask students: *Do you remember your dreams? Did you have good dreams or bad dreams last night?* Elicit some examples and write the best ones on the board.
- Ask students to close their books and play the video all the way through for them to watch. Then ask: *What's the video about?* (people talking about their sleeping habits and their dreams).
- Play the video again and ask students to write down the times each person went to bed and got up and how many hours they usually sleep. Pause the video between each person. Elicit answers as a class.

Exercise 7

- Students ask and answer the questions in pairs. Encourage them to work with a different partner than they did for the Lead-in exercise.
- FINISHED EARLY? Ask students to write a reply to Carla's open letter from her parents.
- **Monitoring learning:** Use Traffic Light cards to find out how students feel about Exercises 2, 3 and 4. If there are lots of reds, find time to review the exercises.

6.4 GRAMMAR

Past Continuous and Past Simple

Lesson aims
- Students can use the Past Continuous and the Past Simple to tell a story about past events.

For the teacher
- Grammar presentation
- **Photocopiable activity:** *I was … when …*
- **Test:** Grammar Check 6

For the student
- Grammar Time, Student's Book, page 132
- Workbook, page 62
- **Extra Practice Activities:** BBC Vox Pop, Grammar

Lead-in

Students work in groups and take turns to mime an activity to the rest of the group. Explain that they can mime phrases they learned in Lesson 6.1. Students guess what they are doing by making sentences using the Present Continuous. The student who guesses the correct answer takes the next turn.

- **Setting lesson goals:** Write on the board: *When I was going to school yesterday, I met an old friend.* Highlight the verb forms and ask: *Is the sentence about the present or the past?* Then write the lesson aim on the board and read it out with students.

Exercise 1 6.11

- Check students remember the word *accident*. Ask students to study the photo and guess what's happened, then ask students to read the text.
- Ask students to answer the questions, then discuss in pairs. Check answers as a class.

Exercise 2

- Discuss the Grammar box with the class.
- Draw two timelines on the board, one timeline for Arlo and one for Jodie. Explain that we use the Past Continuous for the longer activity that was in progress and we use the Past Simple for a shorter action that interrupted the longer activity.
- Ask students: *How do we make the Past Continuous?* (We use the past form of the verb *to be* and the *-ing* form of the verb.) Point out to students that we can use *while* or *when* before the Past Continuous but we can only use *when* before the Past Simple.
- Then ask students to find examples of the Past Continuous in the text.

Exercise 3
- Students ask and answer the questions in pairs. Encourage them to talk about different things they were doing and use their imagination if they were doing the same activity for more than one question.
- **Giving feedback:** Observe students, listen to them and encourage them to self-correct where possible.

Extra activity
Ask students to write three questions in their notebooks asking their partner what they were doing at different times in the past, e.g. *What were you doing last Thursday evening?* Then students swap their notebooks and write the answers to their partner's questions.

Exercise 4
- Set a time limit for students to read and choose the correct options. Check answers as a class.
- NEED SUPPORT? Ask **less confident** students to draw a timeline for each of the sentences to help them choose the correct options. Remind them of the timeline you drew on the board.

Exercise 5 6.12
- Set a time limit for students to complete the dialogue on their own, then play the audio for them to listen and check.

Exercise 6 32 videoscript page 251
- Check students understand the words *misjudged*, *accident* and *emergency*, *tube station*, *rush*, *nan* (*grandmother*) and *thorn bush*.
- Ask students to close their books and play the video all the way through for students to watch. Then ask: *What's the video about?* (about the accidents different people had). *What part of the body did the people hurt?* (Neal – toes, Affie – elbow and arm, James – different body parts).
- Play the video again and ask students to write down what the people were doing when they hurt themselves. Pause the video between each person. Elicit answers as a class.

Exercise 7
- Students work in pairs. Encourage them to think of an accident that they have lots to say about.
- FINISHED EARLY? Ask students to write a paragraph about an accident they had when they were younger. Remind them to think about when to use the Past Simple and Past Continuous and to draw a timeline to help them.
- **Peer learning:** Ask students to write a question about Arlo or Jodie and two different answers, e.g. *What was Jodie doing when she had the accident? Jodie was riding her bike. Jodie was playing basketball.* Their partners have to identify which answer is true.

6.5 LISTENING AND VOCABULARY

Symptoms, illnesses and allergies

Lesson aims
- Students can understand a conversation about health problems.

For the teacher
- Vocabulary Memory Game
- *Need support?* worksheet, page 239
- **Photocopiable activity:** *I don't feel well*

For the student
- Workbook, page 63
- **Extra Practice Activities:** Vocabulary

Lead-in
Ask students to work in groups and write a list of words describing how they feel when they are *sick* or *ill*. Explain what *sick* and *ill* mean and then elicit ideas and write them on the board, e.g. *hot*, *sleepy*, *thirsty*.
- **Setting lesson goals:** Draw a simple picture of a thermometer showing a high temperature and a bottle of medicine on the board. Then ask students to guess the lesson aim. Elicit ideas and write them on the board. Then write the lesson aim on the board and read it out with students. Ask students questions to check understanding, e.g. *What do you do when you have health problems? Where do you go when you have health problems?*

Exercise 1
- Ask students to study the picture and discuss the question in pairs. Write questions on the board to encourage them to study the picture in different ways, e.g. *What can you see? What's happening? How do you think the people feel? What are they doing tomorrow? What symptoms, illnesses and allergies do you think they have?*
- Elicit ideas as a class and write the best ones on the board.

Exercise 2 6.13
- Tell students to study the Vocabulary box. Ask what *symptoms*, *illnesses* and *allergies* mean. Then play the audio for students to listen and repeat the words. Pause the audio after each phrase to drill the sounds, especially the hard *-ch* in *stomachache* and the pronunciation of *cough*.
- Set a time limit for students to match the symptoms to the illnesses and allergies on their own. Then students discuss in pairs the last time they were ill and the symptoms, illnesses and allergies they had. Encourage them to use as many of the new words as they can.
- NEED SUPPORT? Ask **less** and **more confident** students to work in groups. Each person chooses one person in the picture to describe. Give them time to think about what to say and make notes. Then students describe their person to the rest of the group.

Exercise 3 6.14 audioscript page 251

- Ask students to study the picture and complete the sentences about the symptoms, illnesses and allergies that the players have. Then play the audio for them to listen and check.
- NEED SUPPORT? For **less confident** students, write the answers in a random order on the board, with a few extra words as distractors. Encourage **more confident** students to do the exercise without looking at the board.
- **Independent learning:** Ask students to work in groups to create a spider diagram with words describing *symptoms*, *illnesses* and *allergies*. In the two middle circles they write *Symptoms* and *Allergies and illnesses*. Then they draw a line out from *Symptoms* to a circle with *cough* and from *Allergies and illnesses* to a circle with *have the flu*. Encourage them to add other words and phrases they know too.

Exercise 4 6.15 audioscript page 251

- Explain that students will now hear the Mansewood United players talking about their symptoms, illnesses and allergies.
- Ask students to read the questions and check they understand them, then play the audio. Students discuss the questions in pairs. Check answers as a class.
- NEED SUPPORT? Prepare copies of the photocopiable worksheet on page 239 for **less confident** students. This is an exercise to help students understand the listening text.

Exercise 5 6.16 audioscript page 251

- EXAM **A2 Key for Schools, Listening, Part 3, (3-option multiple choice)**
- Ask students to read the questions and answers, then play the audio for students to listen and choose. Check answers as a class.
- Play the audio again and ask more questions to check students' understanding, e.g. *When did Jerry's coach want to play the match?* (on Sunday). *What did Jerry's dad think was wrong with him?* (hay fever). *How long was Jerry in bed for?* (two days). *Who scored two goals?* (Chris).
- NEED SUPPORT? Give **less confident** students a copy of the audioscript to follow while listening again. Ask students to find the words that gave them the answers in the audioscript.

Exercise 6

- Ask students to think about a time when they were ill and what symptoms they had. Elicit some examples and write them on the board.
- In pairs, students talk about a time when they were ill.
- FINISHED EARLY? Ask students to write a paragraph about the time their partner was ill using their answers in this exercise. Remind them to use the new vocabulary for symptoms, allergies and illnesses.
- **Monitoring learning:** Ask students two questions about the lesson to check understanding and find out about any difficulties students have, e.g. *What symptoms do you have with the flu or a cold? Which exercises are difficult and why?* Students write their answers on a piece of paper and put it on your desk as they leave the classroom. Analyse the results and find time to review any difficult language. If students find the same exercise difficult, provide extra practice with similar activities.

6.6 SPEAKING

Talking about health problems

Lesson aims
- Students can talk about health problems.

For the teacher
- *Need support?* worksheet, page 239
- **Photocopiable activity:** *My advice is*

For the student
- Workbook, page 64
- **Extra Practice Activities:** West Green video

Lead-in

Ask students to think about the symptoms, illnesses and allergies they know and elicit examples. Then explain that students will play a memory game. Start by saying, e.g. *I've got a cough …* then ask a student to repeat what you have said and add another symptom or illness and allergy, e.g. *I've got a cough and a cold …* The student chooses the next student who repeats and adds their own symptom or illness and allergy. Continue like this until a student makes a mistake.

- **Setting lesson goals:** Write the lesson aim on the board and read it out with students. Ask students questions to check understanding, e.g. *Is it easy for you to talk about health problems? Who do you talk to about health problems?*

Exercise 1 33 6.17

- Ask students: *Who's this video about?* (Noah and Lena). *Who are they talking to?* (a doctor or a nurse).
- Elicit from students some words, phrases and sentences to describe the photo. Ask: *Where are they? What's the matter?* Then ask students to read the questions.
- Ask students to close their books, then play the video or audio all the way through for them to watch or listen to and answer the questions. Then check answers as a class.
- Check understanding of the phrases in the Sounds Good! box. Explain that *Sure* is used to agree with something and *What's going on?* is the same as asking *What's happening?*
- NEED SUPPORT? Play the video or audio again and pause after key moments to ask comprehension questions, e.g. *What's the matter with Lena?* (She's got a sore throat and a headache./She think she's got the flu.) *What does Noah tell her to take?* (some medicine). *What does Noah suggest she does?* (stays in bed for a day or two). Elicit answers before continuing the video or audio.

Exercise 2

- Ask students to read the phrases in the Speaking box and check they understand them. Then they find examples of these phrases in the dialogue. Remind students that we use *hurt* for injuries too. Check answers as a class and then elicit other useful phrases students know.
- NEED SUPPORT? Prepare copies of the photocopiable worksheet on page 239 for **less confident** students. This is an exercise to help students understand the Speaking box.

Exercise 3 6.18

- Explain to students that they will listen to two dialogues about health problems.
- Set a time limit for students to complete the dialogues on their own, then play the audio for them to listen and check.
- NEED SUPPORT? Ask students to act out the dialogue with a partner. **Less confident** students can act out the dialogue without changing any words, and **more confident** students can change words or phrases to give their own symptoms and advice.

Exercise 4

- Students think of advice for the people's problems in pairs. Remind them to use the Speaking box. Encourage them to think of more than one piece of advice if they think it will help.
- **Giving feedback:** Use the Basketball technique to practise the language, e.g. *What's the matter? I've got a headache. You should lie down.* Give feedback to the class on any general mistakes.

Exercise 5

- Elicit some examples and then ask students to work in pairs. Encourage students to give more than one piece of advice if they think it will help.
- NEED SUPPORT? Before students discuss in groups, ask **less confident** students to write their thoughts as sentences in their notebooks.
- FINISHED EARLY? Ask students to write a dialogue where one person is talking about their health problem and the other person is giving advice. Encourage them to write about a health problem they didn't discuss in Exercise 5.
- **Reviewing lesson goals:** Ask students to read the lesson aims again. Then encourage students to write a number from 1–5 on a piece of paper to say how they feel about asking for and talking about health problems (1 – it's easy to 5 – it's difficult) and give a reason why if they have one. They can put it on your desk as they leave the classroom. Look at the results and if there are lots of 1s and 2s with the same reasons, find time to review the new language from the lesson.

6.7 WRITING

A narrative

Lesson aims
- Students can write a narrative.

For the teacher
- *Need support?* worksheet, page 239
- **Photocopiable activity:** *Complete the narrative*

For the student
- Workbook, page 65

Lead-in

Ask students to discuss an *unforgettable* day they had in pairs. Explain that *unforgettable* means something that you remember for a long time after it happens. Then ask volunteers to tell the rest of the class about their unforgettable day.

- **Setting lesson goals:** Write the lesson aim on the board with the words in the wrong order and ask students to put the words in order. Elicit the lesson aim and read it out with students. Ask students questions to check understanding, e.g. *What is a narrative?* (a story or description of a series of events). *What information does it give?* (details about an event).

Exercise 1

- Check students understand the meaning of the words *cheer*, *bleeding* and *finishing line*. Ask students to study the title of the narrative and the photo and ask: *What's happening? Who is she? Why is she happy?* Elicit some ideas and write the best ones on the board.
- Students read the questions and text, then answer the questions in pairs. Check answers as a class.

Exercise 2

- Ask students to study the Writing box and check they understand the words *event* and *scene*. Then elicit further examples from the narrative that describe the scene and the action, e.g. *The crowd began to cheer. It started raining.*
- Students match the sentences with the sections in the Writing box. Check answers as a class.

Extra activity

Ask students to work in groups and think of a story or event. Each student writes a sentence to say when and where the event happened. Then, they fold the paper over so no-one see what they wrote and pass the paper to the student on their left. Then they each write a sentence describing the scene and fold the paper again. They do this for sections 3 and 4 in the Writing box too. Then students unfold their paper and read their narrative to their group.

Exercise 3

- Read the Language box with students and then ask them to find examples of narrative linkers in the story.
- NEED SUPPORT? Prepare copies of the photocopiable worksheet on page 239 for **less confident** students. This is an exercise to give students extra practice in using narrative linkers.

Exercise 4

- Explain to students they will read a text Sophia's friend wrote about seeing her at the half marathon.
- Students complete the text with the narrative linkers. Remind them that sometimes there's more than one answer. Check answers as a class.

Exercise 5

- Explain that students will write a narrative on their own in their notebooks. Discuss the steps as a class and allow students to ask questions about them.
- Give students time to make notes about their narrative in their notebooks. Tell them to refer to Sophia's text in Exercise 1 and to the Writing Box in Exercise 2. Remind them about the use of narrative linkers.
- Once they have made their notes, students start writing their drafts. Walk around the classroom to monitor their work.
- While students are writing, encourage them to use a dictionary and ask questions about anything they don't understand.
- Ask students to work in pairs and give each other feedback on their drafts. You can list on the board any common mistakes that students have made for whole class discussion. Then students write their final draft in their notebooks.
- NEED SUPPORT? Allow **less confident** students to write a shorter version of their narrative. They can do this by giving fewer details in their story.
- FINISHED EARLY? Ask students to write a narrative about the last time they were sick or ill in four sentences, one from each section in the Writing box. Remind them to use narrative linkers too.
- **Independent learning:** Ask students to think about the lesson and reflect on their learning. Give them questions to answer in their notebooks, e.g. *Do I know how to write a narrative? Do I know when to use narrative linkers?*

SET FOR LIFE

Let's sort this out

Lesson aims
- Students can work with other people to resolve an argument.

Resources
- **Photocopiable activity:** *Which solution works for everyone?*

Lead-in

Ask students to study the people in the photo and discuss in groups who they are and what they think they are talking about. Encourage them to describe their age and appearance, and how they are related. Then ask them to discuss an argument they had recently with their parents or carers, e.g. *Do you argue with your parents or carers? What do you argue about? Do you do your homework before they ask you?*

- **Setting lesson goals:** Write the lesson aim on the board and read it out with students. Ask students questions to check understanding, e.g. *What's an argument?* (when you disagree with someone). *How can you resolve an argument?* (You can talk about the problem and find a solution.)

Collaboration: interpersonal communication

Interpersonal communication refers to the ability to communicate well with other people. This lesson helps students learn how to negotiate and reach compromise in conflict situations. It helps develop effective strategies in resolving interpersonal disagreement.

Exercises 1–7 6.23–6.24 audioscript page 252

- Follow the instructions in the Student's Book.

Exercise 8

- Students read and discuss the situations. Remind students to look back at Exercises 1–7 for ideas. Encourage them to think about how people with different personalities will react in each situation.
- NEED SUPPORT? With **less confident** students, you can discuss situation 1 with the whole class. Elicit how the older and younger brother/sister feel (upset, angry). Ask: *How can they resolve the problem?* (*Older sibling can ask why the younger brother/sister took the camera, explain it's nice to ask before they take things. Younger brother/ sister should explain why they didn't ask to use the camera, e.g. they wanted to ask but the older sibling usually says no and they can't afford a new one.*)

Exercise 9

- Read through the tips and useful phrases with students as a class.
- Students answer the questions in groups. Encourage them to think of examples of people resolving their arguments in both a positive and negative way and what happened.

Exercise 10

- Students prepare a role play situation in pairs. Discuss the instructions as a class and allow students to ask questions about them.
- Encourage students to think about how they can resolve the argument in a positive way by the words and phrases they use, as well as the body language they show.
- SELF-REFLECTION Ask students to think about the way they worked together in Exercise 10 and discuss these questions: *How did you feel when you were roleplaying your dialogue? Did you find it easy to be polite and stay calm?* Elicit ideas and write the best ones on the board.
- **Peer learning:** Give students one minute to write a list of things they can do to resolve an argument in a positive way. Then students discuss and compare in groups. Remind them that they can change their lists if they feel they have missed out something important.

7 Spending and saving

Student's Book pages 88–99

Unit contents

Vocabulary
- Types of shops
- Containers
- Shopping centres
- Eco-friendly shopping
- Money
- Pocket money

Grammar
- Comparatives and superlatives of adjectives
- *Going to* and Present Continuous for the future

Speaking
- Shopping for clothes

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- Social responsibility: environmental competence

Exam
- A2 Key for Schools, Reading and Writing, Part 2, (matching)
- International Certificate Level 1, Listening, Section 3, (note completion)/A2 Key for Schools, Listening, Part 2, (gap fill)
- A2 Key for Schools, Listening, Part 3, (3-option multiple choice)

For Online Classroom, go to the Portal.

7.1 VOCABULARY

Shopping

Lesson aims
- Students can talk about types of shops and shopping centres.

For the teacher
- Vocabulary Memory Game
- **Photocopiable activity:** *Shopping list*
- **Test:** Vocabulary Check 7

For the student
- Workbook, pages 70–71
- **Extra Practice Activities:** Vocabulary, BBC Vox Pop

Lead-in

Write the words *Shopping centre* vertically on the board. Using the letters, make the words *spend*, *shop*, *price* and *cash*. Ask students to work in pairs and make shopping related words only with the other letters. Set a time limit and then elicit ideas. Write the best ideas on the board.

- **Setting lesson goals:** Write the lesson aim on the board and read it out with students. Ask students questions to check understanding. Then ask students to discuss what they like or don't like about shopping and shopping centres.

Exercise 1

- Ask students to think about the last time they went shopping and ask: *Where did you go?* (I went to a clothes shop.) *What did you buy?* (I bought shoes.) Elicit some examples and write them on the board.
- Students discuss the questions in pairs.
- **Peer learning:** Use the Think-Pair-Share technique.

Exercise 2

- Ask students to study the pictures and headings. Ask them: *What type of text is it?* (a website for tourists). *What type of shop is it? What can you buy? What do you think is different about Martha's Vineyard?* Elicit some ideas and write the best ones on the board.
- Students read the text and then answer the question in pairs. Check answers as a class.

Exercise 3 7.1

- Read the information in Vocabulary box A as a class. Play the audio for students to listen and repeat the words. Pause after each word to check students' pronunciation.
- Remind students of apostrophes and how we use them in possessives, e.g. *my dad's shirt, Mike's book*. Point out that we can use this structure when talking about shops, because the shop belongs to the people working there (sometimes this is no longer true). We can say the *baker's* and the *chemist's* instead of *the bakery* or *the chemist/the pharmacy*.
- Students find the words in Vocabulary box A in the text and then add any more words they know.

Exercise 4

- Ask students: *Which shops do we have near the school?* Elicit some examples and write them on the board.
- Students discuss the shops in their neighbourhood in groups. Remind them to think about the centre of town as well as any out-of-town shopping centres.

Exercise 5 7.2 audioscript page 252

- Explain that students will hear people talking about things they want to buy and they need to decide in which shop in box A they can buy those things.
- Play the audio for students to complete the exercise. Check answers as a class.
- NEED SUPPORT? Ask **less confident** students to work in pairs and tell their partner something they want to buy. Then their partner decides which shop from those in box A they can buy that thing, e.g. *I need to buy a new T-shirt. You can go to the clothes shop.*

Exercise 6 7.3

- Explain that we often talk about quantities of things in containers. Check students understand the words *bottle*, *box*, *bunch*, *packet* and *pair*, and the plural forms *bunches*, *boxes*, *loaves*.
- Students complete the shopping list on their own, then play the audio for them to listen and check.
- Remind students of the meaning of *countable* and *uncountable nouns*, e.g. *We can't say 'three milks', we have to say 'some milk'*. Explain to students that we can make milk countable by adding the container it comes in, e.g. *We can say a glass/carton/bottle of milk*.

Exercise 7 7.4 audioscript page 252

- Explain that students will hear Karim talking to his sister Sue about his shopping trip. Students listen and note their answer. Check answers as a class.

Exercise 8 7.5

- Read the information in Vocabulary box B as a class. Play the audio for students to listen and repeat the words. Pause after each word to check students' pronunciation.
- Ask students to find the words in the picture. Elicit definitions or examples.
- NEED SUPPORT? Ask **less confident** students to work in pairs with **more confident** students and tell their partner where something is in the picture. Their partner guesses from the words in box B, e.g. *It's behind the escalator and next to the shoe shop.* (*It's the lift!*)

Exercise 9 7.6

- Set a time limit for students to complete the sentences. Then play the audio for students to listen and check.

Exercise 10 7.7

- Ask students to read all of the questions and answers first, then decide which ones match. Play the audio for students to listen and check.

Exercise 11 34 videoscript page 252

- Check students understand the words *kitchen appliances*, *trendy*, *practical*, *handcrafted*, *textiles*, *brands*, *discounted prices* and *inspiration*.
- Ask students: *What's your favourite shop? Why?* Elicit some examples and write them on the board.
- Ask students to close their books and then play the video. Ask: *What's the video about?* (about their favourite shops). *What shops did they talk about? Do you know these shops?*
- Play the video again and ask students to write down the places the people talk about and the reasons they like them. Pause the video between each person. Elicit answers as a class.

Exercise 12

- Students ask and answer the questions in pairs. Remind them that they can use the questions in Exercise 10. Encourage them to work with a different partner than they did for Exercise 1.
- FINISHED EARLY? Ask students to write three or four sentences about their favourite shop and why they like it. Remind them to use the words in the Vocabulary boxes and the phrases from Exercise 10.
- **Reviewing lesson goals:** Ask students to read the lesson aim again. Then encourage students to write a number from 1–5 on a piece of paper to say how many words they remember about types of shops and shopping centres (1 – no words to 5 – lots of words). They can put it on your desk as they leave the classroom. Study the results and if there are lots of 1s and 2s, find time to review the key vocabulary.

7.2 GRAMMAR

Comparatives and superlatives of adjectives

Lesson aims
- Students can use the comparative and superlative of adjectives to describe things.

For the teacher
- Grammar presentation
- **Photocopiable activity:** *Mobile phone reviews*
- **Test:** Grammar Check 7

For the student
- Grammar Time, Student's Book, page 133
- Workbook, page 72
- **Extra Practice Activities:** Grammar, BBC Vox Pop

Lead-in

Ask students to think about something they bought the last time they went shopping and describe it with an adjective. Elicit examples and write them on the board, e.g. *an interesting book*, *a warm drink*. Then play a memory game. Start by saying, e.g. *I went to the shopping centre and I bought a warm drink …* Then ask a student to repeat what you have said and add what they want, e.g. *I went to the shopping centre and I bought a warm drink and a red T-shirt …* The student chooses the next student who repeats and adds what they want too. Continue like this until a student makes a mistake. Allow students to self-correct to keep the sentence going for as long as possible.

- **Setting lesson goals:** Write on the board these names and ages: *Betty* (11), *Tanya* (12), Ted (20). Then write: *Tanya is older than Betty. Ted is the oldest.* Ask the class what they think the lesson is going to be about (comparing people and things). Write the lesson aim on the board and read it out with students. Explain the meaning of adjective (a describing word) and comparative/superlative (the forms of the adjective you use to compare things).

Exercise 1

- Check students understand the word *fragrance* and know the difference between a *market* and a *supermarket* (*supermarket* is a large self-service store and *market* is a place where traders set up stalls). Then ask students: *Do you buy fragrance? Why?/Why not?* Then ask them to discuss in pairs where they usually buy fragrance from or where they think the best place is and why.
- Do a class survey. Ask students the questions and have them raise their hands or use their Yes/No response cards, e.g. *Do you usually buy fragrance at the market? Do you usually buy fragrance in a shopping centre?* Write the results on the board.

Exercise 2 7.8

- Ask students to read the comments and decide where each person bought the fragrance. Play the audio for students to listen again while reading. Check answers as a class.

Exercise 3

- Ask students to study the examples in the Grammar box. Remind students that when we compare two things, we use comparative adjectives; when we compare more than two things, we use superlatives.
- Ask students which adjectives are long and which are short and elicit the spelling rules.
- Ensure students understand how to write sentences with the comparatives and superlatives of adjectives. Point out the use of *than* in comparatives and the definite article in superlatives. Draw students' attention to some common adjectives like *good* and *bad* which have irregular forms.
- Point out the Watch out! box and read through it with students. Then elicit some examples and write them on the board, e.g. *This is our smallest room. It's her newest smartphone.*
- Ask students to find more examples of comparatives and superlatives in the comments and write a list in their notebooks.

Exercise 4

- Set a time limit for students to complete the text. Remind students to study the Grammar box and use the correct endings or the forms of irregular adjectives. Check answers as a class.

Exercise 5

- Go through the example and explain to students that we don't use the comparative form with *not as … as*, we use the adjective in the regular form.

Exercise 6 35 videoscript page 253

- Check students understand the words *boutiques*, *loathe* and *malls*.
- Ask students to close their books and play the video all the way through for them to watch. Then ask: *What's the video about?* (people talking about shopping centres). *What do the people prefer – shopping centres or little shops*? (Mary – little shops, Helen – shopping centres, Geoff – little shops).
- Play the video again and ask students to write down why the people go to shopping centres. Pause the video between each person. Elicit answers as a class.
- NEED SUPPORT? Choose **less confident** students to answer before **more confident** students. Encourage them to give answers using only words or phrases if they can't find the language to make sentences.

Exercise 7

- Students work in pairs. Encourage them to think about different aspects of shopping centres, e.g. the atmosphere, the choice of shops, the number of people who go there, how they change the city centres.
- FINISHED EARLY? Ask students to write a paragraph describing and comparing shopping centres to little shops in town centres or villages. Remind them to use comparatives and superlatives of adjectives.

- **Reviewing lesson goals:** Ask students to read the lesson aim again. Then ask them to write a superlative and comparative sentence in their notebook. Then, ask students to take out their Emoji response cards and ask the class: *Can you compare people or things?* If students feel that they can with confidence, ask them to hold up a smiling emoji. If they feel they need some work, ask them to hold up a neutral emoji. If they don't feel confident at all, ask them to hold up a sad emoji. If there are lots of neutral or sad emojis, find the time to review the lesson.

7.3 READING AND VOCABULARY

Planet-friendly shopping

Lesson aims
- Students can understand an article about shopping habits.

For the teacher
- *Need support?* worksheet, page 240
- **Photocopiable activity:** *Are you a planet-friendly shopper? – Quiz*

For the student
- Workbook, page 73
- **Extra Practice Activities:** Vocabulary

Lead-in

Explain or elicit what a *shopping habit* is (what and where we buy). Then ask students to discuss in groups good shopping habits and to make a list, e.g. *use your own bags*. Ask each group to present their ideas to the rest of the class. Encourage students to ask questions.

- **Setting lesson goals:** Write the lesson aim on the board and read it out with students. Ask students questions to check understanding, e.g. *What articles do you read? What are they about? How can shopping habits help the planet?*

Exercise 1

- Ask students to discuss the questions in groups. Then elicit ideas and write the best ones on the board.
- **Peer learning:** Use the Think-Pair-Share technique.

Exercise 2 7.9

- Ask students to study the photos and title of the article. Ask them: *What's the article about? What do you think the photos show?*
- Students read the article and match the ideas with the photos. Check answers as a class. Then ask students to discuss in pairs which idea is the best.
- Explain to students what *charity shops* are and ask them if they have charity shops in their town, city or country.

Background note

Charity shops can also be called hospice shops, resale shops, thrift stores (in the USA and Canada) and opportunity shops (in Australia and New Zealand). One of the first charity shops in the United Kingdom was started in 1899 to sell goods made by blind people.

Exercise 3

- EXAM **A2 Key for Schools, Reading and Writing, Part 2, (matching)**
- Explain to students that they can start by reading all of the questions. Then they can read the first text and decide which questions match the first text, then do the same for the second text and finally the third text.
- Students match the people with the questions. Remind them that they can match each person with more than one question. Check answers as class.
- Ask students: *Do you like homemade presents? Do you prefer a family meal or a present for your birthday?*
- NEED SUPPORT? Prepare copies of the photocopiable worksheet on page 240 for **less confident** students. This is an exercise which gives students answer options for Exercise 2.

Exercise 4 7.10

- Tell students to study the Vocabulary box and check students understand the new words. Ask: *Which of the words are nouns? Which of the words are adjectives?* Then play the audio for students to listen and repeat the words.

Exercise 5

- Set a time limit for students to match the words with the definitions. Then check answers as a class.

Extra activity

Ask students to work in pairs and make sentences using the words in the Vocabulary box, e.g. *I buy second-hand clothes because it's better for the environment.* Set a time limit and then elicit examples. Write the best ones on the board.

Exercise 6

- Ask students if they give planet-friendly presents to their friends and family. Elicit examples and write the best ones on the board.
- Students discuss the questions in groups and give reasons why their ideas are planet-friendly.
- FINISHED EARLY? Ask students to write a planet-friendly shopping idea for the article. Encourage them to write four or five sentences explaining their idea and why it is planet-friendly.
- **Monitoring learning:** Give students Traffic Light cards or ask them to take out a red, orange and green pen or pencil. Then ask them to hold up their cards or pencils to show how they feel about Exercises 2, 3 and 5. Look at the results and if there are lots of reds, find time to review the exercises.

7.4 GRAMMAR

Going to and Present Continuous

Lesson aims
- Students can use the Present Continuous and *going to* to talk about arrangements and plans for the future.

For the teacher
- Grammar presentation
- **Photocopiable activity:** *Plans and arrangements*
- **Test:** Grammar Check 7

For the student
- Grammar Time, Student's Book, page 133
- Workbook, page 74
- **Extra Practice Activities:** West Green video, Grammar

Lead-in

Ask students to make a list of what they are thinking about doing next week. Then ask them to put those things into two categories: *a future plan or intention* and *a fixed arrangement*. Explain that a future plan or intention is something you want to or hope to do, but it hasn't been arranged; and an arrangement is something you have organised, bought tickets for, made appointments for, etc. Ask students to compare their lists and check they understand the difference.

- **Setting lesson goals:** Write the lesson aim on the board and read it out with students. Explain that we use *going to* to talk about a future plan or intention and that we use the Present Continuous to talk about a fixed arrangement. Remind students that they have already learned to use the Present Continuous to talk about things that are happening now.

Exercise 1 36 7.11

- Ask students: *Who's this video about?* (Mateo and Noah). Tell students to study the photo and ask: *What's happening?* (They are shopping for toys/presents.) *What can you see?* (hats, socks, a toy spider, candles, etc.). *What do you think they are saying?*
- Write the question on the board: *What are Noah and Mateo planning to do?* Ask students to close their books and then play the video or audio for them to watch or listen to. Ask them to tick the things Noah and Mateo are planning to do.
- NEED SUPPORT? Play the video or audio again and pause after key moments to ask comprehension questions, e.g. *What does Noah need to buy?* (some batteries for his games controller). *What's Mateo looking for?* (a present for his dad). *Where's Mateo's dad?* (in Denver).

Exercise 2

- Students ask and answer the question in pairs. Encourage them to find all of the reasons why Mateo doesn't buy the spider. Remind them that Noah gives some reasons too. Elicit or explain what *avoid* means.

Extra activity

Ask students to discuss what Mateo decides to give his dad for his birthday. Then think about other things that Mateo could give his dad that are kinder to the planet and make a list. Elicit examples and write the best ones on the board.

Exercise 3

Social responsibility: environmental competence

Environmental competence refers to the ability to understand issues of environmental significance and how they impact the well-being of the planet.

This task focuses on environmentally-friendly shopping and encourages students to seek out opportunities to help the planet.

- Students answer the question in groups. Explain to students that the things in the box show things we can do to help the planet. Encourage students to think of examples of the things they do or don't do to help them answer the questions, e.g. *I don't use plastic shopping bags. I buy fruit in boxes.*
- NEED SUPPORT? With **less confident** students, you could allow students to discuss in their own language. Elicit and summarise their key points in English.

Exercise 4

- Ask students to study the Grammar box. Explain that we use the Present Continuous to talk about the future when there is an agreement or arrangement with someone else, e.g. *I'm meeting Sonia at nine o'clock.* We use *going to* to talk about a personal plan or intention, e.g. *I'm going to work harder next year.* When we ask questions because we don't know if the other person has made an arrangement or not, we can use either structure, e.g. *What are you doing on Saturday? What are you going to do on Saturday?*
- Then ask students to work in pairs and make a list of examples of *going to* and the Present Continuous from the dialogue.

Exercise 5

- Set a time limit for students to write sentences about three arrangements they have for next week. Then ask them to compare in pairs.

Exercise 6 7.12

- Students complete the sentences, then play the audio for them to listen and check.

Exercise 7

- Ask students to think about what intentions they have for the future. They can think about things they want to do at the weekend or in the holidays, or they can think about things they want to do to help the environment. When the groups have finished, elicit some ideas and write the best ones on the board.
- FINISHED EARLY? Ask students to write a paragraph about one of their friend's intentions using their answers in Exercise 7. Remind them to write in the third person using *is going to*.
- **Peer learning:** Ask students to write a question about Mateo or Noah and two different answers, e.g. *What is Mateo going to need batteries for? His games controller. His remote-control spider.* Their partners identify which answer is true.

7.5 LISTENING AND VOCABULARY

Saving and spending money

Lesson aims
- Students can understand a radio interview about money.

For the teacher
- Vocabulary Memory Game
- *Need support?* worksheet, page 240
- **Photocopiable activity:** *Shopping and money*

For the student
- Workbook, page 75
- **Extra Practice Activities:** Vocabulary

Lead-in

Ask students to think about what they spend money on/like to buy and why, and write a sentence, e.g. *I spend money on books because I love reading. I spend money on gadgets because I love technology.* Then ask a student to read out their sentence. They then choose another student to read out their sentence and repeat the first student's sentence. That student chooses the next student and so on.

- **Setting lesson goals:** Draw a simple picture of two people talking and a radio with money ($/£/€) signs coming out of it on the board. Then ask students to guess the lesson aim. Elicit ideas and write them on the board. Then write the lesson aim on the board and read it out with students. Ask students questions to check understanding, e.g. *Do you listen to radio interviews? Do you prefer to spend money or save money?*

Exercise 1

- Ask: *Does money make people happy? Why?/Why not?* Elicit some ideas and write the best ones on the board.
- Students discuss the questions in groups. Then do a class survey and ask students to raise their hands. Write the results on the board.

Exercise 2 7.13 audioscript page 253

- Ask students to study the picture and title of the quiz. Ask: *What is the quiz about? What do you think you do more – save or spend?*
- Explain that students will hear two teenagers, Gemma and Greg, talking. Gemma is asking Greg the quiz questions. Play the audio for them to listen and answer the questions. Check answers as a class.

Exercise 3 7.14

- Tell students to study the Vocabulary box and check they understand the new words. Then play the audio for students to listen and repeat the words.
- Set a time limit for students to complete the sentences, then check answers as a class.

Exercise 4 7.15

- Ask students to try and guess the missing words first. Set a time limit for students to find and write the missing words from the quiz on their own, then play the audio for them to listen and check.
- Point out the Watch out! box and read through it with students. Then elicit some examples and write them on the board, e.g. *My friend lends me money. I borrow money from my friend.*

Exercise 5

- Students do the quiz in pairs, then check their answers on page 144. Then do a class survey and ask students to raise their hands or use their Yes/No response cards. Write the results on the board.

Exercise 6 7.16 audioscript page 253

- EXAM **International Certificate Level 1, Listening, Section 3, (note completion)/A2 Key for Schools, Listening, Part 2, (gap fill)**
- Explain that students will hear a radio interview with a listener responding to questions. Ask students: *What's the listener's name?* (Penny). Play the audio for students to listen and complete. Check answers as a class.
- NEED SUPPORT? Prepare copies of the photocopiable worksheet on page 240 for **less confident** students. This is an exercise which gives students two answer options for Exercise 6.

Exercise 7 7.17 audioscript page 253

- EXAM **A2 Key for Schools, Listening, Part 3, (3-option multiple choice)**
- Ask students to read the questions and answers, and elicit who the speakers are and what they are going to talk about (radio interview with an expert about saving money). Remind students that the speakers in the recording will use words which have a similar meaning to those in the questions, so it's important to listen for gist. For example, instead of *intelligent* they will hear the words *smart* and *clever*. As students listen again, they put a tick beside the answer they think is correct. When they listen again, they should check all answers carefully and focus on specific information. Check answers as a class.
- NEED SUPPORT? Give **less confident** students a copy of the audioscript to follow while listening again. Ask students to find the words that gave them the answers in the audioscript.

Exercise 8

- Ask: *Do you think teenagers should earn pocket money? Why?/Why not?* Elicit some ideas and write the best ones on the board.
- FINISHED EARLY? Ask students to choose one of the statements in Exercise 4 and write a few sentences about what they think. Encourage them to think about the pros and cons and give reasons for their answers.
- **Monitoring learning:** Ask students questions about the lesson to check understanding and find out about any difficulties students have, e.g. *Do you save money? Why? What do you spend money on? Which exercises are difficult and why?* Students write their answers on a piece of paper and put it on your desk as they leave the classroom. Analyse the results and find time to review any difficult language. If students find the same exercise difficult, provide extra practice with similar activities.

7.6 SPEAKING

Shopping for clothes

Lesson aims
- Students can shop for clothes.

For the teacher
- *Need support?* worksheet, page 240
- **Photocopiable activity:** *Shopping*

For the student
- Workbook, page 76
- **Extra Practice Activities:** West Green video

Lead-in

Ask students to think about the words they know to talk about shopping, clothes and accessories and adjectives to describe those things. Elicit examples. Students work in groups and play Word association. The first student says a word or phrase and the next student has to say a word or phrase that is connected or linked, e.g. *an expensive T-shirt*, *a special offer*, *department store*, etc. If a student can't think of a word or phrase, then they miss a turn.

- **Setting lesson goals:** Write the lesson aim on the board and read it out with students. Ask students questions to check understanding, e.g. *Do you like shopping for clothes? Who do you go shopping for clothes with?*

Exercise 1 37 7.18

- Ask students: *Who's this video about?* (Mia and Mateo). *Who are they talking to?* (a shop assistant).
- Elicit some words, phrases and sentences to describe the photo (Where are they? What's happening?).
- Ask students to close their books, then play the video or audio for students to answer the question. Check answers as a class.
- Check understanding of the phrases in the Sounds good! box. Explain that *Hurry up* is used to tell someone to be quick and *I'm off* means *I'm leaving*.
- NEED SUPPORT? Play the video or audio again and pause after key moments to ask comprehension questions, e.g. *What's Mateo looking for?* (He's looking for a hoodie.) *Why doesn't Mateo like the first one the shop assistant shows him?* (It's too expensive.) *What does Mia suggest?* (hoodies in the sale). Elicit answers before continuing the video or audio.

Exercise 2

- Ask students to check they understand the phrases in the Speaking box. Then they find examples of these phrases in the dialogue. Explain that the phrases starting *I'll take …* use the verb *will*, which is another way to talk about the future. Check answers and then elicit other useful phrases students know.
- NEED SUPPORT? Prepare copies of the photocopiable worksheet on page 240 for **less confident** students. This is an exercise to help students understand the Speaking box.

Exercise 3 7.19

- Explain to students that they will complete a dialogue where a customer is talking to a shop assistant in a clothes shop.
- Set a time limit, then play the audio for them to listen and check.

Exercise 4 7.20

- Point out the Watch out! box and read through it with students. Then elicit some examples and write them on the board, e.g. *I'm looking for shoes. How much are these ones?*
- Explain to students that we use *one* to refer to a singular object and *ones* to refer to two or more objects.
- Set a time limit for students to complete the sentences on their own, then play the audio for them to listen and check.

- **Giving feedback:** Use the Basketball technique. Ask a student a question from the Speaking box and throw them a ball, e.g. *Can I help you?* The student answers the question and throws the ball to another student to continue the same conversation, e.g. *Student A: Yes, please. I'm looking for a pair of boots. Student B: What size are you? Student C: I'm size 42.*

Exercise 5

- Students work in pairs and roleplay three dialogues in a shop. Encourage them to use different questions and answers for each dialogue.
- Ask students to roleplay one of their dialogues to the rest of the class if they are willing.
- NEED SUPPORT? Elicit answers from **more confident** students and ask them to explain the reasons why they chose those answers. Then ask **less confident** students to find the key words that gave them their answers in the messages.
- FINISHED EARLY? Ask students to write a dialogue between a shop assistant and a customer who wants to buy an item of clothing.
- **Reviewing lesson goals:** Ask students to read the lesson aim again. Then encourage students to write a number from 1–5 on a piece of paper to say how they feel about asking for and talking about shopping for clothes (1 – easy to 5 – difficult) and give a reason why. They can put it on your desk as they leave the classroom. Study the results and if there are lots of 1s and 2s with the same reasons, find time to review the new language from the lesson.

7.7 WRITING

A message

Lesson aims
- Students can write a message to make an arrangement.

For the teacher
- *Need support?* worksheet, page 240
- **Photocopiable activity:** *Best notes*

For the student
- Workbook, page 77

Lead-in

Ask students to work in groups and discuss different types of messages and ways to start and end a message. Encourage them to think about how they start and end messages to their friends and families, the time of day, questions they might ask, information they might give, etc. and elicit a few examples, e.g. *How are you? See you tomorrow.* Discuss ideas as a class and write the best ones on the board.

- **Setting lesson goals:** Write the lesson aim on the board with the words in the wrong order and ask students to put the words in order. Elicit the lesson aim and read it out with students. Ask students questions to check understanding, e.g. *What types of messages do you write? When do you write messages?*

Exercise 1

- Ask students to study the photo of Sam and read his messages. Then ask: *Who is he? Who is he writing to? Why?* Elicit ideas and write the best ones on the board.
- Students answer the questions in pairs. Check answers as a class.
- NEED SUPPORT? Elicit answers from **more confident** students and ask them to explain the reasons why they chose those answers. Then ask **less confident** students to find the key words that gave them their answers in the messages.

Exercise 2

- Ask students to study the photo of Amy and read her messages. Ask: *Who is she? Who is she writing to? Why?* Elicit some ideas and write the best ones on the board.
- Students read the messages and answer the questions in pairs. Check answers as a class.

Exercise 3

- Ask students to study the Writing box and then ask them which parts of Amy's messages relate to sections 1–4, e.g. *Section 1: Sorry, but I'm really busy right now.*
- Students find examples of the phrases from the Writing box in Sam's and Amy's messages. Check answers as a class.
- NEED SUPPORT? Prepare copies of the photocopiable worksheet on page 240 for **less confident** students. This is an exercise to give students extra practice in writing messages.

Exercise 4

- Read the Language box with students and then ask them to find examples of polite phrases in the messages.
- Students complete the sentences with words from the Language box. Check answers as a class.
- **Independent learning:** Use the Popsicle Stick technique and have students read out the questions and sentences they made.

Exercise 5

- Explain that students will write a message on their own in their notebooks. Discuss the steps as a class and allow students to ask questions about them.
- Give students time to make notes about their messages in their notebooks. Tell them to refer to Sam and Amy's messages in Exercises 1 and 2 and to the Writing Box in Exercise 3. Remind them about the use of polite phrases.
- While students are writing their drafts, encourage them to use a dictionary and ask questions about anything they don't understand.
- Ask students to work in pairs and give each other feedback on their drafts. Then students write their final draft in their notebooks.
- FINISHED EARLY? Ask students to swap messages and then reply to their friend's message using the sections in the Writing box.
- **Independent learning:** Ask students to think about the lesson and reflect on their learning. Give them questions to answer in their notebooks, e.g. *Do I know how to write a message? Do I know when to use polite phrases?*

BBC CULTURE

Shopping experiences

Lesson aims
- Students learn about different types of shopping experiences.

For the teacher
- **Photocopiable activity:** *Project worksheet: a website for a new shop*

Lead-in

Ask students to discuss in groups how and where they do their shopping and what makes a good or bad shopping experience. Remind them to think about the text in Lesson 7.1. Encourage them to explain what they like or don't like about them, e.g. *Online shopping is great because you can take as much or as little time as you like. I like shopping centres because you can get everything you need in one place.*

- **Setting lesson goals:** Write the lesson aim on the board and read it out with students. Ask students questions to check understanding, e.g. *What different shopping experiences can we have?*

Background note

The pandemic (Covid-19) has increased online shopping and made it much easier too. In Europe, online shopping was at 12% of total sales of goods in 2019. It is expected to continue to grow and reach 16% of all sales in 2020. The most popular products people bought online in 2020 were clothes, shoes and accessories.

Exercises 1–4 7.24

- Follow the instructions in the Student's Book.

Exercise 5

- Before students discuss the questions, pre-teach the following words: *wheelchair*, *disabled*, *disability*, *accessible*.

Exercise 6 38 videoscript page 253

- **With video:** Students watch the video and check the answers to the questions in Exercise 5. Check answers as a class.
- **Without video:** Give students the videoscript and ask them to find the answers to the questions in Exercise 5. Check answers as a class.
- Ask students to discuss in groups the following questions: *What do you think wheelchair users think about high street shopping? Do you think shopping in a wheelchair is easy? Why?/Why not? Do you often see mannequins on wheelchairs in shop windows?* Then discuss as a class. If you have any wheelchair users in your class, ask them to discuss in different groups and give answers first when you discuss as a class.

Exercise 7 38 videoscript page 253

- **With video:** Set a time limit for students to answer the questions on their own. Then play the video again for them to check.
- **Without video:** Set a time limit for students to answer the questions on their own. Then give students the videoscript and ask them to find the answers. Check answers as a class.

Exercises 8–9

- Students discuss the questions in pairs.
- PROJECT TIME The project worksheets include step-by-step support for students. They also include teacher's notes on how to set up the projects with and without technology.
- **Peer learning:** Ask students to write down three facts and one lie about shopping and share them in groups, e.g. *In the UK, 40 per cent of all sales are now online.* Their friends have to identify the lie. Encourage students to give reasons when guessing the lie.

8 Learning for the future

Unit contents

Vocabulary
- Jobs
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- World of work
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- School and education
- Schoolwork

Grammar
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Speaking
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Future skills
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Exam
- International Certificate Level 1, Reading, Section 6 (open-ended questions)
- A2 Key for Schools, Listening, Part 3, (3-option multiple choice)

For Online Classroom, go to the Portal.

8.1 VOCABULARY

Jobs and work

Lesson aims
- Students can talk about people and their jobs.

For the teacher
- Vocabulary Memory Game
- **Photocopiable activity:** *Which job?*
- **Test:** Vocabulary Check 8

For the student
- Workbook, pages 80–81
- **Extra Practice Activities:** Vocabulary

Lead-in

Mime a person doing a job and ask: *What am I doing? What is my job?* Encourage students to mime other jobs they know for other students to guess. Alternatively, you could show students photos of people doing different jobs. Then ask students if they know any jobs which did not exist 10 years ago, e.g. *influencer, blogger, app designer.*

- **Setting lesson goals:** Write the lesson aim on the board and read it out with students. Ask students questions to check understanding.

Exercise 1 8.1

- Read the information in the Vocabulary box as a class. Play the audio for students to listen and repeat the words. Pause after each word to check students' pronunciation.
- Ask students to study the photos and ask: *What are they doing? What is their job?* Elicit some examples and write them on the board. Then ask students to discuss in groups. Check answers as a class.
- Set a time limit for students to add as many jobs as possible to the Vocabulary box in two minutes.

Exercise 2

- Check students understand the meaning of the word *career*. Read Part 1 of the quiz as a class, and then ask students to choose the statement that is true for them.
- Students compare in groups and discuss why they chose that statement. Then do a class survey and ask students to raise their hands or use their Yes/No response cards. Write the results on the board.

Exercise 3

- Read Part 2 of the quiz as a class, and then ask students to study the result that is true for them.
- Students compare in groups and discuss which jobs sound interesting and why.
- If students chose more than one statement in Part 1, encourage them to think about the statements in Part 2 and which jobs they could do, e.g. *You're a Designer and an Organiser – you could be a hairdresser manager.*

Exercise 4

- Explain that students will think about how to describe different jobs and give them the job of a teacher as an example, e.g. *A teacher teaches students and helps them grow and learn.*
- Students match the jobs from the Vocabulary box with the definitions.
- NEED SUPPORT? Ask students to write definitions for other jobs in the Vocabulary box. **Less confident** students can write two or three definitions and **more confident** students can write four or five. Then students work in groups and read out their definitions for other students to guess the job. The student who guesses the correct job takes the next turn.

Exercise 5 8.2 audioscript page 254

- Explain that students will hear people doing their jobs and need to decide which job they have from those in the Vocabulary box.
- Play the audio for students to complete the exercise. Check answers as a class.

Exercise 6 8.3

- Read the phrases as a class and check students understand them. Play the audio for students to listen and repeat the phrases. Pause after each word to check students' pronunciation.

- Students complete the exercise on their own. Ask students to compare their answers in groups and give reasons for their choices.
- Point out the Watch out! box and read through it with students. Explain that we use the word *job* to talk about a specific type of work you do for money, e.g. *My job is to teach English.* We use the word *work* to talk about general efforts, e.g. *I work all day in my job or at school.* Then elicit some examples and write them on the board, e.g. *She works in a school. She's happy at work.*

Exercise 7 8.4

- Students complete the text with words from the phrases in Exercise 6, then ask them to read the text again and guess the speaker's job. Play the audio for students to listen and check. Then ask students: *What's the speaker's job?* (firefighter).

Exercise 8

- Ask students: *What's your dream job?* Tell them to study the photos and the jobs in the Vocabulary box for ideas. If they can't find their dream job there, then encourage them to look up the word in a dictionary.
- Students discuss the question in pairs. Elicit ideas as a class and write the best ones on the board.
- NEED SUPPORT? Before students work in pairs, ask **less confident** students to write notes or their answers to the questions in their notebooks.
- **Peer learning:** Use the Think-Pair-Share technique.

Exercise 9

- Explain to students that they will guess the job their partner is thinking of and that their partner can only answer *yes* or *no*. Go through an example as a class by choosing a job and asking students to ask you questions about it, e.g. *Are you a doer?* (Yes, I am./No, I'm not.) *Do you work alone?* (Yes, I do./No, I don't.)

Exercise 10

- Ask students to think of people they know (family members, neighbours or their friends' families) with different jobs.
- Students discuss why the people like or don't like their jobs. Encourage them to discuss different types of jobs and listen to the other students in their groups.
- FINISHED EARLY? Ask students to write a paragraph about their dream job and why they think it would be a good job for them in their notebooks.
- **Reviewing lesson goals:** Ask students to read the lesson aims again. Then encourage students to write a number from 1–5 on a piece of paper to say how many words they remember about jobs and work (1 – no words to 5 – more than ten words). They can put it on your desk as they leave the classroom. Look at the results and if there are lots of 1s and 2s, find time to review the key vocabulary.

8.2 GRAMMAR

Will for future predictions

Lesson aims
- Students can use *will* to make predictions about future.

For the teacher
- Grammar presentation
- **Photocopiable activity:** *Will it or won't it?*
- **Test:** Grammar Check 8

For the student
- Grammar Time, Student's Book, page 134
- Workbook, page 82
- **Extra Practice Activities:** Grammar

Lead-in

Ask students to think about any words and phrases to talk about school and education they know. Elicit examples and write them on the board. Then ask students to imagine they are in the year 2100 and discuss in groups what school is like using the Present Simple. Encourage them to think of the differences there will be in the future, e.g. *It's 2100 and I go to school by hoverboard. My teachers are all robots.*

- **Setting lesson goals:** Write the lesson aim on the board with the words in the wrong order and ask students to put the words in order. Elicit the lesson aim and read it out with students. Ask students questions to check understanding, e.g. *What's the future?* (any time after now). *What's a prediction?* (what someone thinks will happen in the future).

Exercise 1 8.5

- Check students understand the phrases *interactive walls*, *virtual reality*, *AI* (artificial intelligence). Then ask students to study the photo and title and ask: *What's the boy studying?* (Maths or Science). Students read the text and then find three examples of using technology at school.

Exercise 2

- Ask students to read the text again and think about if they would like to learn in the school it describes.
- Students think about their answer to the question on their own and then discuss in pairs.
- Discuss the questions as a class. Elicit some reasons and write the best ones on the board.

Exercise 3

- Ask students to study the examples in the Grammar box. Explain to students that *won't* is the short form of *will not*. Explain to students that we can use *will* for predictions, not just for facts even when it is only our opinions. To do so, we start the prediction with *I think …*, *In my opinion …*, *It's possible that …*, etc.
- Students find more examples of *will/won't* in the text.

Exercise 4

- Set a time limit for students to complete the text using *will/won't* and the verbs in brackets. Check answers as a class.
- Point out the Watch out! box and read through it with students. Then elicit some examples and write them on the board, e.g. *I think students will study online at home. I don't think students will study online at home.*

Extra activity

Ask students if they agree or disagree with the text. Encourage them to think about what school was like during the Covid-19 pandemic. Then ask them to write three or four sentences using *will/won't* in their notebooks to say what they think, either agreeing or disagreeing with the text, e.g. *I don't think students will study at home every day because it's important they see their classmates.*

Exercise 5

- Discuss with students how to use *in* and *by*. Explain that we use *in* + a number of years/months/days and by + a specific year/a specific date.
- When students have discussed the predictions, ask them to discuss with another pair, to see how similar their ideas were. Ask students to share their ideas with the class and write the best ones on the board.

Exercise 6

- Discuss the activities with students and ask them at what age people usually do these things. Then ask students: *Will you do any of these things before you are 20?* Encourage them to write what age they think they will do them.

Exercise 7

- Students work in pairs and ask and answer about the things in Exercise 6.
- Remind students that we use *going to* for intentions or plans. If they don't have any definite plans about these things, it's natural to use *will/won't* to make predictions, e.g. *I think I'll learn to drive before I'm 20.* If they do have definite plans or intentions, it's more natural to use *going to*, e.g. *I'm not going to get married before I'm 20!* If students aren't sure, encourage them to use expressions like *I think that …* or *It's possible that …*
- FINISHED EARLY? Ask students to write a paragraph saying what they think they will do before they are twenty. Remind them to use *will/won't* and phrases like *I think …*, *In my opinion …*, *It's possible that …*, etc.
- **Independent learning:** Ask students to take out their Emoji response cards and write on the board: *I can use* will *to make predictions about the future.* Ask students to hold up the emoji which shows how they feel. If there are lots of neutral and sad emojis, find the time to review the lesson.

8.3 READING AND VOCABULARY

Teenage role models

Lesson aims
- Students can understand an article about teenage ambitions.

For the teacher
- *Need support?* worksheet, page 241
- **Photocopiable activity:** *Pick a job*

For the student
- Workbook, page 83
- **Extra Practice Activities:** Vocabulary

Lead-in

Ask students: *Which famous teenagers do you know?* Elicit some ideas and write them on the board, e.g. *Greta Thunberg* (she speaks out about climate change), *Malala Yousafzai* (she speaks out about girls' education). Ask students to discuss the famous teenagers they know and what they do, especially those from their own country.

- **Setting lesson goals:** Write the lesson aim on the board and read it out with students. Ask students questions to check understanding, e.g. *What articles do you read? Do you have ambitions? What are they?*

Exercise 1

- Ask students to think about their answer to the question on their own. Remind them about the famous teenagers they discussed in the starting exercise. Then ask them to discuss in groups. Elicit examples and write the best ones on the board.
- **Peer learning:** Use the Think-Pair-Share technique.

Exercise 2 8.6

- Ask students to study the photos and title of the article. Ask: *What's the article about? Who do you think the people in the photos are?* Then ask: *Why are the people in the photos role models?* Tell students to quickly read the text to find the answer. Then elicit answers and write them on the board.
- Students read the article and answer the question. Check answers as a class.

Exercise 3

- EXAM **International Certificate Level 1, Reading, Section 6, (open-ended questions)**
- Explain that students should answer questions briefly using a word or a short phrase from the text. There's no need to write long answers. Explain that the question words can help students find the correct answers in the text. Check answers as class.
- NEED SUPPORT? Prepare copies of the photocopiable worksheet on page 241 for **less confident** students. This is an exercise which gives two answer options for Exercise 3.

Exercise 4 8.7

- Read the information in the Vocabulary box as a class. Check students understand the new words. Then play the audio for students to listen and repeat the words.
- Set a time limit for students to find the words in the text in pairs.

Exercise 5 8.8

- Check students understand the words *tourism, management* and *career*.
- Students complete the text with the words from the Vocabulary box, then play the audio for students to listen and check.

Extra activity

Ask students to tell each other what they think they will do in the future using the words in the Vocabulary box, e.g. *I think I will be my own boss. I don't think I will have a part-time job.*

Exercise 6

- Ask students to think about the summer jobs they'd like to do in the future. Elicit some examples of summer jobs and write them on the board.
- Encourage them to give more than one reason why they would or wouldn't like to do the job.
- FINISHED EARLY? Ask students to write a few sentences about who their role model is and why.
- **Monitoring learning:** Use the Traffic Light cards to find out how students feel about Exercises 3, 5 and 6. Look at the results and if there are lots of reds, find time to review the exercises.

8.4 GRAMMAR

First conditional

Lesson aims
- Students can use the First Conditional to talk about possible situations in the future.

For the teacher
- Grammar presentation
- **Photocopiable activity:** *The study helper*
- **Test:** Grammar Check 8

For the student
- Grammar Time, Student's Book, page 135
- Workbook, page 84
- **Extra Practice Activities:** West Green video, Grammar, BBC Vox Pop

Lead-in

Ask students to think about what they do at school now that will help them in the future, e.g. *I study English. I want to be a tour guide.* Elicit some examples and write the best ones on the board. Then ask students to discuss in groups.

- **Setting lesson goals:** Write the lesson aim on the board and read it out with students. Ask students questions to check understanding, e.g. *What do we use to talk about the future?* (will). *Can we use the Present Simple to talk about the future?* (sometimes). Then explain that the First Conditional uses the Present Simple and *will* to talk about possible situations in the future.

Exercise 1 39 8.9

- Ask students: *Who's this video about?* (Mateo and his mum). Then tell students to study the photo and ask: *What's happening?* (Mateo's talking to his mum.) *Where are they?* (in their home/the living room).
- Write the questions on the board: *What is Mateo going to study? Why?* Ask students to close their books and then play the video or audio all the way through. Check answers as a class.
- NEED SUPPORT? Play the video or audio again and pause after key moments to ask comprehension questions, e.g. *What does Mateo want to do first?* (text Noah). *What's Mateo going to study?* (Science). *How long does Mateo's mum thinks he should study every evening?* (two hours). Elicit answers before continuing the video or audio.

Exercise 2 8.10

- Read the phrases as a class and check students understand them. Play the audio for students to listen and repeat the phrases. Pause after each word to check students' pronunciation.
- Explain to students that the choices of phrase, e.g. *study/revise for a test* means that both words can be used within the phrase. Sometimes they have the same meaning, e.g. *have/take a test*; sometimes they have opposite meanings, e.g. *pass/fail a test*, *get a good/bad mark*.

Exercise 3

- Ask students: *When was your last big test? What was it for?* Elicit ideas and write them on the board.
- Students talk about their last big test in pairs using the phrases in Exercise 2.
- **Giving feedback:** Observe students and listen to them. When you hear a mistake in the sentence structure or use of grammar, provide immediate feedback. First, ask them if they know what the mistake is and encourage them to self-correct. If they don't know, explain and ask them to repeat the sentence.

Exercise 4

- Explain to students that the First Conditional shows the result of a likely future event. Ensure that students understand that these events are likely or at least possible. In many languages, both clauses of conditional sentences use the future form: *If X will happen, Y will be the result.* If this is true for the students' own language, be prepared to correct any overuse of *will*.

- Explain to students that when using the First Conditional: the sentence is split into two halves, the likely future situation/event and the result; the *if* clause does not use the future form; the two clauses can be written in either order. Also, tell them that when we start with the *if* clause, we separate the two clauses with a comma, but when we start with the result clause, we don't use a comma, e.g. *If I'm late, my parents will be angry. My parents will be angry if I'm late.*

Exercise 5 8.11

- Check students understand the words *revision* and *cheating*.
- Set a time limit for students to read the dialogue between Rose and her dad and choose the correct answers. Then play the audio for students to listen and check.

Exercise 6

- Students complete the sentences with the verbs in brackets. Remind them to find the *if* clause first. Check answers as a class.
- NEED SUPPORT? Ask **less confident** students to write the same sentences again, but changing the order of the clauses, e.g. for question 1, *I'll be so happy, if I pass my exams.*

Exercise 7 40 videoscript page 254

- Check students understand the word *emergencies* and are familiar with Netflix and YouTube. Ask students to close their books and play the video all the way through.
- Then ask: *What's the video about?* (people talking about the future). Play the audio or video again and ask students to write down at least one answer for each sentence. Then play the video or audio again and pause between each person. Elicit answers as a class.
- NEED SUPPORT? Ask **less confident** students to write one answer for each question while **more confident** students write two answers for each question.

Exercise 8

- Ask students to complete the sentences on their own in their notebooks. Then students compare their sentences in pairs. Elicit some examples and write them on the board.
- FINISHED EARLY? Ask students to complete three more sentences using the First Conditional. Give them sentence starters, e.g. *If there's no school tomorrow, I … If I get a present for passing my exams, I … If my smartphone stops working, I …*
- **Peer learning:** Ask students to write a question about Mateo and two different answers, e.g. *What does Mateo say to his mum about her driving test? If it's next week, it will be difficult for you to pass. If it's next month, it will be difficult for you to pass.* Their partners have to identify which answer is true.

8.5 LISTENING AND VOCABULARY

A modern school

Lesson aims
- Students can understand a podcast about a modern school.

For the teacher
- Vocabulary Memory Game
- *Need support?* worksheet, page 241
- **Photocopiable activity:** *My perfect school*

For the student
- Workbook, page 85
- **Extra Practice Activities:** Vocabulary

Lead-in

Ask students to think about what they like and don't like about their school and why, and write a sentence, e.g. *I like the library because there are lots of computers and books. I don't like the playground because it's too small.* Then ask a student to read out one of their sentences. They then choose another student to read out one of their sentences and repeat the first student's sentence. That student chooses the next student and so on.

- **Setting lesson goals:** Draw a simple picture of your school logo and a radio on the board. Then ask students to guess the lesson aim. Elicit ideas and write them on the board. Then write the lesson aim on the board and read it out with students. Ask students questions to check understanding, e.g. *Do you listen to podcasts? Do you think our school is modern?*

Exercise 1

- Ask students to study the photo and ask: *What can you see? Who are they? Where are they?* Elicit some ideas and write the best ones on the board.
- Students discuss the questions in groups. Then discuss answers as a class.

Exercise 2 8.12 audioscript page 254

- EXAM **A2 Key for Schools Listening, Part 3, (3-option multiple choice)**

Background note

There are many **unusual schools** around the world. In New Mexico, there's an underground school where the playground is the roof of the school. In China, there's a cave school where all of the classrooms are inside a cave. During the hot summer months, students stay cool in their underground and cave classrooms.

- Check students understand the meaning of the words *corridor*, *canteen*, *science lab*, *library* and *secondary school*.

- Ask students to read the questions and answers and think about the type of information they will hear. Elicit some examples, e.g. *the way the school looks*, *what students do on a normal day*, etc. Then play the audio for students to listen and choose. Check answers as a class.
- NEED SUPPORT? Prepare copies of the photocopiable worksheet on page 241 for **less confident** students. This is an exercise to help students understand the listening text.

Exercise 3

- Ask students: *Would you enjoy going to the school in Denmark? Why?/Why not?* Play the audio again for them to listen and think about their answers.
- Then students answer the question in pairs. Elicit answers as a class and write the best ones on the board.

Exercise 4 8.13

- Students complete the Vocabulary box with the words, then play the audio for students to listen and check.
- Read the information in the Vocabulary box as a class. Play the audio for students to listen and repeat the words. Pause after each word to check students' pronunciation.
- Set a time limit for students to add as many words as possible to the Vocabulary box. Then elicit examples as a class and write them on the board.

Exercise 5

- Students complete the sentences with the words from the Vocabulary box. Check answers as a class.

Exercise 6 8.14

- Explain that the verbs are often used in phrases with some words and not others. Write the verbs on the board in a list and then the highlighted nouns in a second list. Ask students to match the verbs with the nouns, e.g. *make – notes*, *do – exercises*, etc. Remind students that we can't replace the words *make* and *do* with each other.
- When students have finished, ask students if the sentences are true for them. If not, they should rewrite the sentences to make them true.

Exercise 7

- Students ask and answer the questions in pairs. Remind them to use full sentences when they answer.
- FINISHED EARLY? Ask students to write a paragraph about their ideal school. Encourage them to think about what's important in a school and what will help them to learn. Remind them to use the new vocabulary for schools and education and the phrases for Exercise 6.
- **Monitoring learning:** Ask students two questions about the lesson to check understanding and find out about any difficulties students have, e.g. *Can you describe your school? Which exercises are difficult and why?* Students write their answers on a piece of paper and put it on your desk as they leave the classroom. Analyse the results and find time to review any difficult language. If students find the same exercise difficult, provide extra practice with similar activities.

8.6 SPEAKING

Expressing probability

Lesson aims
- Students can talk about things which will or won't probably happen.

For the teacher
- *Need support?* worksheet, page 241
- **Photocopiable activity:** *My future*

For the student
- Workbook, page 86
- **Extra Practice Activities:** West Green video, BBC Vox Pop

Lead-in

Ask students to think about how they feel about tests and elicit examples. Then explain that students will play a memory game. Start by saying, e.g. *I'm always nervous before tests …* then ask a student to repeat what you have said and add another sentence about tests, e.g. *I'm always nervous before tests and I don't like tests …* The student chooses the next student who repeats and adds their own sentence about tests. Continue like this until a student makes a mistake. Allow students to self-correct from time to time to keep the sentence going for as long as possible.

- **Setting lesson goals:** Write the lesson aim on the board and read it out with students. Ask students questions to check understanding, e.g. *Do you think about how well you will do on your tests before you take them? Do you like talking about things which will or won't probably happen?*

Exercise 1 41 8.15

- Ask students: *Who's this video about?* (Noah, Mia and Lena). *Where are they?* (at school).
- Elicit some words, phrases and sentences to describe the photo (What can you see? What's happening?). Then ask students to read the question.
- Ask students to close their books, then play the video or audio for students to watch or listen to and answer the question. Then check answers as a class.
- Check understanding of the phrases in the Sounds good! box. Explain that *Fingers crossed* means good luck and you use *You'll be in trouble* when someone has done something wrong.
- NEED SUPPORT? Play the video or audio again and pause after key moments to ask comprehension questions, e.g. *What did Mia do to prepare for the History test?* (She did some online practice tests.) *How does Noah feel?* (He feels nervous.) *What did Noah eat? Why?* (He ate three bananas because they help you remember things.) Elicit answers before continuing the video or audio.

Exercise 2

Self-management: progress monitoring

Progress monitoring refers to the ability to choose appropriate strategies to track and evaluate one's knowledge, skills or progress. This task helps students develop effective revision strategies and skills.

- Students discuss the question in pairs, then add their own tips. Encourage them to think of what they do at the moment and what they plan to do for the next time they need to revise.
- NEED SUPPORT? With **less confident** students, you could allow students to discuss in their own language. Elicit and summarise their key points in English.

Exercise 3

- Explain to students that *may* and *might* are modal verbs like *can* or *should* and we can use them to express probability. Read the phrases in the Speaking box as a class and check understanding. Then ask students to find examples of these phrases in the dialogue. Check answers as a class.
- NEED SUPPORT? Prepare copies of the photocopiable worksheet on page 241 for **less confident** students. This is an exercise to help students understand the Speaking box.

Exercise 4 8.16

- Set a time limit for students to complete the sentences on their own, then play the audio for them to listen and check. Remind students to use the correct word order when using *definitely* and *probably* and to use the Speaking box to help them.

Exercise 5

- Students work in pairs and complete the exercise. Remind them to use the Speaking box to help them. Encourage them to give reasons. Elicit ideas as a class and write them on the board.

Exercise 6 42 videoscript page 254

- Check students understand the words *beat boxes*, *somewhere else*, *fantastic* and *repertoire*.
- Ask students: *Which one of your friends do you think will be famous in the future? Why?* Elicit some examples and write the best ones on the board.
- Ask students to close their books and play the video all the way through for them to watch. Then ask: *What's the video about?* (people talking about their future). *What predictions about the future did they make?*
- Play the video again and ask students to write down the ideas they hear. Pause the video between each person. Elicit answers as a class.

Exercise 7

- Students make predictions about their future in ten years using phrases from the Speaking box. Encourage them to make sentences using the different expressions of probability. Discuss and compare answers as a class.
- FINISHED EARLY? Ask students to write a paragraph making predictions about their friend's future using their answers to Exercise 7. Remind them to use *he* or *she* and the phrases from the Speaking box.
- **Reviewing lesson goals:** Ask students to read the lesson aim again. Then encourage students to write a number from 1–5 on a piece of paper to say how they feel about asking for and expressing probability (1 – easy to 5 – difficult) and give a reason why. They can put it on your desk as they leave the classroom. Look at the results and if there are lots of 1s and 2s with the same reasons, find time to review the new language from the lesson.

8.7 WRITING

A personal statement

Lesson aims
- Students can write a personal statement.

For the teacher
- *Need support?* worksheet, page 241
- **Photocopiable activity:** *Questionnaire*

For the student
- Workbook, page 87

Lead-in

Ask students to work in groups and write a list of adjectives we use to describe people's personalities. Remind them that they can look at Lesson 2.5. Then ask them to use those adjectives to describe their own personalities to their group. Elicit a few examples, e.g. *I'm friendly and confident. I'm shy and work hard* and write them on the board.

- **Setting lesson goals:** Write the lesson aim on the board with the words in the wrong order and ask students to put the words in order. Elicit the lesson aim and read it out with students. Ask students questions to check understanding, e.g. *What is a personal statement?* (a description of yourself and your achievements). *When do we use personal statements?* (to apply to university or for jobs).

Exercise 1

- Ask students to study the photo of Ana and read her personal statement. Then ask *Who is she?* (an 8th grade student). *What does she tell us about herself?* (she's friendly, confident). Elicit some ideas and write the best ones on the board.
- Students read the personal statement and answer the questions in pairs. Elicit answers as a class and ensure students understand the difference between formal and informal writing.
- Then ask students to find some full forms of verbs in the text (e.g. *I am, I will*). Explain that Ana uses the full forms of verbs and not the short forms of verbs because her statement is formal writing.

Exercise 2

- Students read the personal statement again and complete the table about Ana in their notebooks. Then they compare their tables in pairs. Check answers as a class.

Exercise 3

- Ask students to study the Writing box and then ask them which parts of Ana's personal statement relate to sections 1–4, e.g. *Section 1: My name is Ana Delgado and I am in 8th grade at Hamilton Middle School.*
- Students find examples of the phrases from the Writing box in Ana's personal statement. Check answers as a class.

Exercise 4

- Read the Language box with students and then ask them to find examples of adjectives with prepositions.
- NEED SUPPORT? Prepare copies of the photocopiable worksheet on page 241 for **less confident** students. This is an exercise to give students extra practice in using adjectives with prepositions.
- **Giving feedback:** Use the Basketball technique to practise using adjectives with prepositions, e.g. *What are you good at?*

Exercise 5

- Ask students: *What skills and abilities do you have?* Elicit some examples and write them on the board, e.g. *I'm good at talking. We're good at counting.*
- Students write three sentences about themselves in their notebooks.

Exercise 6

- Explain that students will write a personal statement on their own in their notebooks. Discuss the steps as a class and allow students to ask questions about them.
- Give students time to make notes about their personal statements in their notebooks. Tell them to refer to Ana's personal statement and to the Writing Box in Exercise 3. Remind them about the use of adjectives with prepositions from the Language Box in Exercise 4.
- While students are writing, encourage them to use a dictionary and ask questions about anything they don't understand.
- Ask students to work in pairs and give each other feedback on their drafts. You can list on the board any common mistakes that students have made for whole class discussion.
- NEED SUPPORT? Allow **less confident** students to write a shorter version of their personal statement. They can do this by giving fewer details about their after-school club.
- **Giving feedback:** Give each student individual feedback on their statements, e.g. *The structure is very good, but you didn't use many adjectives with prepositions.*
- FINISHED EARLY? Ask students to write three sentences about their friends' skills and abilities.
- **Independent learning:** Ask students to think about the lesson and reflect on their learning. Give them questions to answer in their notebooks, e.g. *Do I know how to write a personal statement? Do I know when to use adjectives with prepositions?*

SET FOR LIFE

You've got a point!

Lesson aims
- Students can support their opinion with arguments.

For the teacher
- **Photocopiable activity:** *What do you agree about?*

Lead-in

Ask students to discuss in groups how they feel about speaking in front of the class or school and why. Also, ask them to discuss what they could do to improve their skills in public speaking and why it's important.

- **Setting lesson goals:** Write the lesson aim on the board and read it out with students. Ask students questions to check understanding, e.g. *Do you find it easy or difficult to give reasons for your opinions?*

Critical thinking: using reasoning and evidence

Critical thinking refers to the ability to justify something using reasoning and/or evidence, composing arguments, generating solutions and testing hypotheses. This lesson helps students learn how to compose arguments that are well-supported by evidence.

Exercises 1–6 8.21 audioscript page 255

- Follow the instructions in the Student's Book. Check students understand what a *debating club* is.

Exercise 7

- Read the Useful Tips with students as a class. Check they understand.
- Students answer the questions in pairs. Then ask them to discuss the tips they felt they did follow and those they need to try to follow more next time.

Exercise 8

- Students prepare and present their opinions on topics 3 or 4 from the debating club's list in groups. Discuss the steps as a class.
- NEED SUPPORT? Give **less confident** students examples of arguments to support their opinions both for and against the topic, e.g. Topic 4: (for) *you don't have to get dressed every day and think about how you look, etc.;* (against) *you don't see your friends,* etc.
- SELF-REFLECTION Ask students to think about the way they worked together in groups and discuss these questions: *How did you help your team? What did you like about this activity? How do you feel when you're presenting arguments in front of other people?* Elicit ideas and write the best ones on the board.
- **Peer learning:** Ask students to write down what they think is the most useful tip they've learned in the lesson. Then students discuss and compare in groups.

Unit contents

Vocabulary
- Geographical features
- *in, on, by*
- Talking about countries
- Phrasal verbs
- Outdoor activities
- Sporting equipment

Grammar
- Present Perfect
- Present Perfect with *just, already* and *yet*

Speaking
- Asking for, giving and refusing permission

Writing
- An informal email about a holiday

Future skills
- Leadership: empowering others and fostering collaboration

Exam
- International Certificate Level 1, Reading, Section 7 (note completion)

Check your progress with **Benchmark Young Learners Levels 3/4** or **Benchmark Test A** on completing Progress Check 1–9.

For Online Classroom, go to the Portal.

9.1 VOCABULARY

Landscapes

Lesson aims
- Students can talk about landscapes and nature.

For the teacher
- Vocabulary Memory Game
- **Photocopiable activity:** *All about Chile*
- **Test:** Vocabulary Check 9

For the student
- Workbook, pages 90–91
- **Extra Practice Activities:** Vocabulary, BBC Vox Pop

Lead-in

Ask students to work in groups and make a list of all of the continents. Then they discuss which one is the biggest and the smallest. Encourage them to try to make a new list of the continents in size order from the smallest to the biggest. Then check answers as a class and show them the continents on a world map or globe.

- **Setting lesson goals:** Write the lesson aim on the board and read it out with students. Ask students questions to check understanding. Ask students to open their books and study the photos of different landscapes and nature and ask: *Where is it? What can you see?* Then ask students to discuss which is their favourite photo of landscapes and nature and why.

Exercise 1

- Ask students to study the photos and the headings and ask them: *Which continent is it?* Elicit some ideas and write them on the board.
- Students match photos A–F to the countries. Check answers as a class.

Exercise 2 9.1

- Explain that students will read the texts and find out more about each of the places in the photo. Explain that if something is below sea level, it is below the shoreline.
- Students complete the exercise. Check answers as a class.
- **Peer learning:** Use the Think-Pair-Share technique.

Exercise 3 9.2

- Read the information in Vocabulary box A as a class. Play the audio for students to listen and repeat the words. Pause after each word to check students' pronunciation.
- Ask students to study the photos and decide which of the geographical features they show from the words in box A. Then ask: *What is it? What can you see?* Elicit some examples and write them on the board. Then ask: *Which of the geographical features in box A can you see near us?*
- Students discuss the questions in groups. Then discuss ideas as a class.

Exercise 4 9.3

Background note

The Volga is the longest river in Europe and it's 3,692 km long. **The Pacific** is the world's biggest ocean and covers about one third of the Earth. **Ben Nevis** is the highest mountain in the British Isles and is 1,345 m high. **Greenland** is the world's largest island and is 2.1666 million km². The **highest hill** in the Netherlands is 323 m.

- Students do the quiz in groups, then play the audio for them to listen and check. You could make it a competition and give one point for each correct answer. The group with the most points wins!
- Ask students to discuss in groups which fact they found the most surprising and why. Then do a class survey and write the results on the board.
- Elicit other surprising facts about landscape and nature around the world and write the best ones on the board.

Exercise 5 9.4

- Explain that we use three different prepositions with places. Elicit the difference between *in a lake/the sea* (in the water) and *by a lake/the sea* (next to the water). Ask students to study the words in the box and complete the phrases. Check answers as a class.
- Read the phrases as a class and check students understand them. Play the audio for students to listen and repeat the phrases. Pause after each word to check students' pronunciation.

Extra activity
Ask students to make different phrases with the prepositions and geographical features, e.g. *a house in a forest*, *a swim in the sea*, *an island in a lake*.

Exercise 6
- Students complete the text with words from the phrases in Exercise 5. Check answers as a class.

Exercise 7
- Ask students to think about their favourite place in the countryside, it could be near where they live, in their own country or in a different country. Elicit examples and write them on the board. Then ask students to tell the class about their favourite place, using the phrases in Exercise 5 to help them.
- **Monitoring learning:** Use the Popsicle Stick technique for students to tell the class about their favourite place.

Exercise 8 9.5
- Read the information in Vocabulary box B as a class. Play the audio for students to listen and repeat the words. Pause after each word to check students' pronunciation.
- Ask: *What do you know about the United Kingdom?* Elicit ideas and write them on the board.

Exercise 9 9.6 audioscript page 255
- Check students understand the phrases *famous for* and *land border*.
- Explain that students will hear Miki talking about her country. Play the audio and ask: *Where does she come from?* (Japan). *What do you know about Japan?* (e.g. Mount Fuji is a volcano too. There are four main islands and nearly four thousand smaller islands.)
- Ask students to read the questions, then play the audio again for students to answer the questions. Check answers as a class.

Exercise 10 43 videoscript page 255
- Check students understand the words *national*, *states*, *dialect* and *weird*.
- Ask students to close their books and play the video all the way through. Then ask: *What's the video about?* (people talking about their countries). *Which countries do they talk about?* (United States of America, Scotland, Taiwan, Lithuania and Peru). Play the video again and ask students to write down down what is special about each country.
- NEED SUPPORT? Choose **less confident** students to answer before **more confident** students. Encourage them to give answers using only words or phrases if they can't find the language to make sentences.

Exercise 11
- Discuss ideas as a class. If you have students who have lived in other countries, let them choose which country they want to answer about.
- FINISHED EARLY? Ask students to write a paragraph about their country in their notebooks.
- **Reviewing lesson goals:** Ask students to read the lesson aim again. Then encourage students to write a number from 1–5 on a piece of paper to say how many words they remember about geographical features (1 – no words to 5 – more than ten words). They can put it on your desk as they leave the classroom. Look at the results and if there are lots of 1s and 2s, find time to review the key vocabulary.

9.2 GRAMMAR

Present Perfect

Lesson aims
- Students can use the Present Perfect to talk about experiences.

For the teacher
- Grammar presentation
- **Photocopiable activity:** *What have you done?*
- **Test:** Grammar Check 9

For the student
- Grammar Time, Student's Book, page 135
- Workbook, page 92
- **Extra Practice Activities:** Grammar

Lead-in
Ask students to discuss in groups the countries that were covered in Lesson 9.1. Give them a map or globe and ask them to show each other where the countries are. Then ask which of the countries students would like to visit and why. Discuss answers as a class and write them on the board.
- **Setting lesson goals:** Write the lesson aim on the board with the words in the wrong order and ask students to put the words in order. Elicit the lesson aim and read it out with students. Ask students questions to check understanding, e.g. *What do we mean by experience?* (people we meet, places we go to, things we have done).

Exercise 1
- Check students understand the words *abroad* and *visas*. Then ask them to study the photo and title. Ask: *What's the boy doing?* (travelling around the world). *What does the boy want to become?* (the youngest person to visit every country in the world).
- Ask: *Do you think it is better to go on holiday abroad or to stay in your own country? Why?* Explain that *to go abroad* means to go to a different country to where you live. Elicit some ideas and write them on the board. Then ask students to discuss in groups.

Exercise 2 9.7
- Students read the text and answer the questions. Check answers as a class.

Exercise 3

- Ask students to study the examples in the Grammar box. Explain that we can use the Present Perfect when we talk about past experiences. Explain that if we want to talk about a specific experience that took place at a time in the past, we use the Past Simple, but if we want to talk more generally about experiences we've had during our lives, we use the Present Perfect, e.g. *I've been to the USA twice. I went there in 2008 and in 2014.* Point out the form: *have/has* + past participle. The past participle is the third form of a verb, for regular verbs usually ending in *-ed*. Remind students that to form questions, we swap the order of *have/has* and the subject, e.g. *You have been … Have you been …?*
- Then students find more examples of the Present Perfect in the text. Ask them to discuss in pairs and write a list in their notebooks.

Exercise 4

- Explain to students the patterns when changing a verb from the Past Simple form to the past participle: if the Past Simple form ends in *-ed*, the past participle will be exactly the same, e.g. *looked*, *travelled*; if the Past Simple form ends in *-aught/-ought*, the past participle will also be exactly the same, e.g. *caught*, *thought*; and if a verb doesn't change in the Past Simple, it won't change in the past participle, e.g. *cut*, *hit*, *put*.
- Remind them that there are some verbs that don't follow any particular rule: some are the same in both the Past Simple form and the past participle, e.g. *had*, *met*, and others are different, e.g. *ate – eaten*, *forgot – forgotten*.
- Tell students that they can refer to the irregular verb list on page 137.
- Set a time limit for students to discuss in pairs or write in their notebooks the Past Simple and Present Perfect of the verbs in the box. Remind them to look and see if they are the same or different. Check answers as a class.

Exercise 5

- Explain to students that *ever* means *at any time of your life* or *at any time* and it is placed before the main verb.
- NEED SUPPORT? For **less confident** students, write the answers in a random order on the board. Encourage **more confident** students to do the exercise without looking at the board.

Exercise 6

- Students complete the questions. Remind them to use their answers to Exercise 4 to help them. Check answers as a class.
- Students ask and answer in pairs and write their partner's answers in their notebooks. Remind them to write full sentences, e.g. *She has been to New York.*

Exercise 7

- Students study the answers they wrote to Exercise 6 in their notebooks and tell the class about their partner. Encourage them to stand up and speak clearly to give them confidence.

Exercise 8

- Ask students to think about something surprising they have done. Elicit some ideas and write the best ones on the board.
- Students discuss in groups, then ask them to tell the class about the surprising thing they did. Have a class vote and ask students to raise their hands for the most surprising thing.
- **Giving feedback:** Use the Basketball technique. Use the question: *What surprising thing have you done?* Give feedback to the class on any general mistakes.
- FINISHED EARLY? Ask students to write three or four sentences about things they have done in their life. Remind them to use *have* + past participle. Encourage them to write about surprising or unusual things.
- **Independent learning:** Write on the board: *I can use the Present Perfect to talk about recent events.* Ask students to hold up their Emoji response cards to show how they feel. If there are lots of neutral and sad emojis, find the time to review the lesson.

9.3 READING AND VOCABULARY

Exploring nature

Lesson aims
- Students can understand an article about a teenage explorer.

For the teacher
- *Need support?* worksheet, page 242
- **Photocopiable activity:** *What should they do?*

For the student
- Workbook, page 93
- **Extra Practice Activities:** Vocabulary, BBC Pop Vox

Lead-in

Explain to students that an explorer is a person who travels to places where not many people have been to discover what is there. Ask: *Can you name an explorer? Where did they go?* Elicit some ideas and write them on the board, e.g. *Ed Stafford. He walked all the way down the Amazon river. Jessica Watson. She sailed around the world on her own.* Ask students to discuss different explorers they know about and where they went, especially those from their own country.

- **Setting lesson goals:** Write the lesson aim on the board and read it out with students. Ask students questions to check understanding, e.g. *What type of articles do you read?* (articles about music, adventure, sports, etc.). *Do you want to be an explorer? Where do you want to go?*

Exercise 1

- Ask students to study the photo and ask: *What can you see? Where is the person? What are they doing?* Elicit some ideas and write the best ones in the board.
- Students find the things in the photo below. Encourage students to look up words they don't know in a dictionary. Remind them to use visual, English and translation dictionaries. Check answers as a class.

Exercise 2 9.8

- Check students understand the meaning of *North Pole*, *South Pole*, *freezing*, *frozen* and *float*.
- Ask students to look at the photos and title of the article. Ask: *What's the article about? Who do you think Jade is? What do you think she has done?* Elicit answers and write them on the board.
- Students read the article and tick the problems. Check answers as a class.

Exercise 3

- EXAM **International Certificate Level 1, Reading, Section 7, (note completion)**
- Tell students to read the notes first and check they understand the information they need to find, e.g. for Q1 students look for Jade's age (when she went to the North Pole). Remind students they should complete the notes with a word or phrase in each gap. Check answers as class.
- NEED SUPPORT? Prepare copies of the photocopiable worksheet on page 142 for **less confident** students. This is a reading exercise which gives students two answer options to choose from.

Exercise 4 9.9

- Ask students to read the definitions and check they understand them. Remind students of the phrasal verbs they learned in Lesson 4.3, e.g. *find out* and *try on*.
- Set a time limit for students to match the highlighted phrases in the article to the definitions on their own, then play the audio for them to listen and check.

Exercise 5

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

Extra activity

Ask students to discuss in pairs: *What do you think of the advice Jade gives young women?* Then discuss answers as a class.

Exercise 6 44 videoscript page 255

- Check students understand the words *back streets*, *stressed*, *rehearsed*, *flustered* and *miracle*. Ask students: *Have you ever got lost? How did you feel?* Elicit some examples and write the best ones on the board.
- Play the video all the way through for students to watch. Then ask: *What happened to them? What did they do?* (Corrine got lost in the back streets. She used a map on her phone to get to a bigger street where there were lots of people. Chee got lost in London. In the end, he saw a sign next to him.)
- Play the video again and ask students to write down any other information they hear. Pause the video between each person. Elicit answers as a class.

Exercise 7

- Students think of a true story when they got lost. They tell their partner what happened and how they felt. Encourage students to ask their partner further questions and use the phrasal verbs highlighted in the article.
- FINISHED EARLY? Ask students to write a paragraph about when their friend got lost, what happened and how their friend felt. Remind them to use *he/she* and the correct form of the verbs.
- **Monitoring learning:** Give students Traffic Light cards to show how they feel about Exercises 2, 3 and 4. Look at the results and if there are lots of reds, find time to review the exercises.

9.4 GRAMMAR

Present Perfect with *just*, *already* and *yet*

Lesson aims
- Students can use the Present Perfect to talk about recent events.

For the teacher
- Grammar presentation
- **Photocopiable activity:** *Holiday planning*
- **Test:** Grammar Check 9

For the student
- Grammar Time, Student's Book, page 136
- Workbook, page 94
- **Extra Practice Activities:** West Green video, Grammar

Lead-in

Students work in groups and take turns to mime an activity to the rest of the group. Students guess what they are doing by making sentences using the Present Continuous. The student who guesses the correct answer takes the next turn.

- **Setting lesson goals:** Write the lesson aim on the board in four sections in the wrong order and ask students to put the sections in the correct order. Elicit the lesson aim and read it out with students. Ask students questions to check understanding, e.g. *When do we use the Present Perfect?* (to talk about experience). Then explain that we also use it to talk about recent events.

Exercise 1 45 9.10

- Check students understand the words *hiking trip*, *weather forecast* and *sun cream*. Ask: *Who's this video about?* (Mia, Mateo, Noah and Lena). *What's happening?* (They are going on a hiking trip.) *Where are they?* (in the countryside). *What are they wearing? Are their clothes good for hiking?*
- Write the questions on the board: *What are the kids going to do?* Ask students to close their books and then play the video or audio all the way through for students to watch or listen to. Check answers as a class.
- NEED SUPPORT? Play the video or audio again and pause after key moments to ask comprehension questions, e.g. *Who was the last to arrive?* (Noah). *Who checks the map?* (Mia). *Why hasn't Noah brought his mountain jacket?* (He's lost it and he hasn't bought a new one yet.) Elicit answers before continuing the video or audio.

Exercise 2

- Discuss the Grammar box with the class. Explain the differences in meaning between *already*, *just* and *yet*. Explain that *already* can be used to show that something happened more quickly than expected, (e.g. *It's only five and I've already finished my homework.*) or in response to someone asking us to do something, e.g. *Mum: You can't go out until you've helped with the housework. Boy: Mum! I've already washed up, vacuumed the floor and tidied my bedroom!* Then explain that *just* means a very short time ago and *yet* means that we expect the action to happen, but it hasn't happened up until now, e.g. *I haven't seen this film yet, but I want to see it.* Explain that we use *already* and *just* in affirmative sentences and that they come between *have/has* and the past participle. Explain that we use *yet* in questions and negatives and it comes at the end of the sentence or question.
- Students find more examples of the Present Perfect with *just*, *already* and *yet* in the dialogue. Check answers as a class.

Exercise 3

- Students read the dialogue again and complete the exercise. Remind students to use *has* for Noah and *have* for the kids. Check answers as a class.

Exercise 4 9.11

- Check students understand the words *revision* and *algebra*.
- Discuss the example with students. Explain that the answer isn't *yet* (*it isn't a question or negative*) but *already* (*the speaker is emphasising that they have completed their History revision*).
- Set a time limit for students to read and choose the correct answers, then play the audio for students to listen and check.
- NEED SUPPORT? Ask **less confident** students to read out the dialogue with a partner. Remind them to use the correct answers. **More confident** students can act out the dialogue using body language and emotions to help them understand the meaning of the words *just*, *already* and *yet*.

Exercise 5

- Ask students to think about their news and recent activities they can make sentences about using the Present Perfect with *just*, *already* and *yet*. Elicit some ideas and write them on the board, e.g. *Have you finished your art project yet? Yes, I've already finished it! Really? I've just started mine!*
- FINISHED EARLY? Ask students to write three sentences about their news and recent activities using the Present Perfect with *just*, *already* and *yet*.
- **Peer learning:** Ask students to write a question about Noah and two different answers, e.g. *Why hasn't Noah brough his coat? Because he lost it. Because he gave it to his friend.* Their partners have to identify which answer is true.

9.5 LISTENING AND VOCABULARY

Outdoor activities

Lesson aims
- Students can understand people talking about outdoor activities.

For the teacher
- Vocabulary Memory Game
- *Need support?* worksheet, page 242
- **Photocopiable activity:** *5, 4, 3, 2, 1*

For the student
- Workbook, page 95
- **Extra Practice Activities:** Vocabulary

Lead-in

Ask students to make a list of outdoor and indoor activities in groups. Remind them that some activities they can do both indoors and outdoors (e.g. basketball) and remind them of the cultural activities from Lesson 1.3. They discuss which activities they like and why.

- **Setting lesson goals:** Write the lesson aim on the board and read it out with students. Ask students questions to check understanding, e.g. *What outdoor activities do you know?*

Exercise 1

- Ask students to study the photo and ask: *What are they doing? Where are they?* Elicit ideas and write the best ones on the board.
- Do a class survey about activities students would like to do. Ask students to raise their hands or use their response cards. Write the results on the board.

Exercise 2 9.12 audioscript page 255

- Explain that students will hear four people talking about the activities in Exercise 1.
- Play the audio for students to listen and write the activities. Check answers as a class. Then ask: *What do you think?* and discuss as a class.

Exercise 3 9.13

- Read the information in Vocabulary box A as a class. Students add the words to the correct category. Then listen, check and repeat the words.

Extra activity

Set a time limit for students to add as many more words as possible to the Vocabulary box. Then elicit examples as a class and write them on the board.

Exercise 4

- Ask: *Which outdoor activities in the Vocabulary box have you or haven't you tried (yet)?* Elicit examples using full sentences, e.g. *I have tried scuba diving. I haven't tried snowboarding* (*yet*).
- Ask students to discuss the question in groups.

Exercise 5 9.14 audioscript page 255

- Before students listen, ask them to look at the statements and to think of different words that could be used to convey the same meaning (e.g. *dangerous: not safe, accidents, injuries*; *good at: skilled, brilliant at, expert, champion*). Play the audio once and then get students to discuss their answers in pairs. Then play the audio again and elicit the answers as well as the words that helped students match the statements with the speakers (1 *last year, at first, learn to*; 2 *not a game, lots of accidents, can die*; 3 *can be horrible, tiring, difficult, brilliant, exciting*; 4 *won a championship*).
- NEED SUPPORT? Prepare copies of the photocopiable worksheet on page 242 for **less confident** students. This is an exercise to help students understand the listening text before they do Exercise 5.

Exercise 6 9.15

- Read the information in Vocabulary box B as a class. Play the audio for students to listen and repeat the words. Pause after each word to check students' pronunciation.
- Students study photos A–D and find the sporting equipment from box B. Then they compare answers in pairs. Check answers as a class.

Exercise 7 9.16

- Explain that students will hear people talking about the sporting equipment you need to use for hiking, windsurfing and skiing.
- Students complete the notes with items of sporting equipment from box B. Then play the audio for students to listen and check. Check answers as a class.

Exercise 8 9.17 audioscript page 256

- Before listening, tell students to read the sentences in pairs and to discuss whether they think they are true or false and why. At the end of the activity, ask: *Is it a good idea to surf on the lakes and rivers? Is kayaking easy to learn? Why?/Why not? Have you tried mountain biking? Is it an expensive sport? Is snowboarding most popular with young people?*

Exercise 9

- Students ask and answer the questions in pairs. Remind them to use full sentences.
- FINISHED EARLY? Ask students to write a few sentences about an outdoor activity they have tried and one they haven't tried yet. Encourage them to describe the sporting equipment they need for each activity and why they enjoy it or think they will enjoy it.
- **Monitoring learning:** Ask students two questions about the lesson to check understanding and find out about any difficulties students have, e.g. *What outdoor activities have or haven't you tried (yet)? Which exercises are difficult and why?* Students write their answers on a piece of paper and put it on your desk as they leave the classroom. Analyse the results and find time to review any difficult language. If students find the same exercise difficult, provide extra practice with similar activities.

9.6 SPEAKING

Asking for, giving and refusing permission

Lesson aims
- Students can ask for, give and refuse permission.

For the teacher
- *Need support?* worksheet, page 242
- **Photocopiable activity:** *Can I …?*

For the student
- Workbook, page 96
- **Extra Practice Activities:** West Green video

Lead-in

Ask students to think about the equipment they need and what they need to do when hiking and elicit examples. Then explain that students will play a memory game. Start by saying, e.g. *We need a bottle of water …* Then ask a student to repeat what you have said and add another sentence about hiking, e.g. *We need a bottle of water and we need to stay with our friends …* The student chooses the next student who repeats and adds their own sentence about hiking. Continue like this until a student makes a mistake. Allow students to self-correct to keep the sentence going for as long as possible.

- **Setting lesson goals:** Write the lesson aim on the board and read it out with students. Ask questions to check understanding, e.g. *Do you often have to ask somebody to let you do something? For example, to open the window in class, use someone's phone,* etc.

Exercise 1 46 9.18

- Ask students: *Who's this video about?* (Lena, Noah, Mia and Mateo). *What are they doing?* (hiking). *Where are they?* (in the countryside).
- Elicit words, phrases and sentences to describe the photo (*What can you see? What's happening?*).
- Explain that in the first part of the video all four characters are hiking, but in the second part, Lena and Mia have reached the top but they can't find the boys.
- Ask students to close their books, then play the video or audio for them to answer the questions. Then check answers as a class.
- Check understanding of the phrases in the Sounds good! box. Explain that *I'm starving* means you are hungry and *It's not cool* means that you shouldn't do something.
- NEED SUPPORT? Play the video or audio again and pause after key moments to ask comprehension questions, e.g. *Why does Lena need sun cream?* (because it's hot and sunny). *Why does Noah tell Lena she can't borrow his sun cream?* (because he is joking/kidding). *Why does Lena say thank goodness?* (because they've reached the top of the path). Elicit answers before continuing the video or audio.

Exercise 2

Leadership: empowering others and fostering collaboration

Leadership refers to the ability to lead others in an inspirational, respectful and supportive way. It involves empowering others to make their own decisions, ensuring everyone's voice is heard and developing strong working relationships. This task helps students understand the skills and qualities which good leadership entails.

- Students discuss the question in groups. Encourage them to think of activities they do when they or their friends are the leaders and what skills they use that are the most important. You could also elicit students' own ideas on what makes a good leader.
- NEED SUPPORT? With **less confident** students, you could allow students to discuss in their own language. Elicit and summarise their key points in English.

Exercise 3

- Ask students to read the phrases in the Speaking box and then find examples of these phrases in the dialogue. Remind them that we use the Present Simple in the *if* clause. Check answers as a class.
- NEED SUPPORT? Prepare copies of the photocopiable worksheet on page 242 for **less confident** students. This is an exercise to give students extra practice in using the phrases from the Speaking box.

Exercise 4 9.19

- Students complete the dialogues, then play the audio for them to listen and check. Encourage them to *not* study the Speaking box while they complete this exercise.

Exercise 5

- Students work in pairs. Remind them to use the ideas and the Speaking box to help them. Encourage them to use different responses, sometimes giving permission and sometimes refusing permission. Elicit ideas and write the best ones on the board.
- NEED SUPPORT? Give **less confident** students more ideas to help them while more confident students think of their own ideas, e.g. *go on holiday*, *make something for dinner*, *borrow a book*, *ask for help with homework*.
- FINISHED EARLY? Ask students to write three or four sentences using their answers to Exercise 5. Remind them to use the questions and phrases from the Speaking box.
- **Reviewing lesson goals:** Ask students to read the lesson aim again. Then encourage students to write a number from 1–5 on a piece of paper to say how they feel about asking for, giving and refusing permission (1 – easy to 5 – difficult) and give a reason why. They can put it on your desk as they leave the classroom. Look at the results and if there are lots of 1s and 2s with the same reasons, find time to review the new language from the lesson.

9.7 WRITING

An informal email about a holiday

Lesson aims
- Students can write an informal email about a holiday.

For the teacher
- *Need support?* worksheet, page 242
- **Photocopiable activity:** *An email from anywhere*

For the student
- Workbook, page 97

Lead-in

Ask students to work in groups and write a list of adjectives to describe holidays. Elicit examples and write them on the board. Then ask them to categorise the adjectives into two groups, one for positive meaning and the other for negative meaning. Discuss ideas as a class.

- **Setting lesson goals:** Write the lesson aim on the board with the words in the wrong order and ask students to put the words in order. Elicit the lesson aim and read it out with students. Ask questions to check understanding, e.g. *What is the opposite of informal?* (formal). *Who do we write informal emails about a holiday to?* (friends, family, etc.). Remind students they've written an informal email in Unit 5, describing a place.

Exercise 1

- Ask students to study the photo of Natalie and ask: *Does Natalie enjoy being on holiday in Scotland? Why?/Why not? What do you think she is doing there?* Elicit ideas and write them on the board.
- Ask students to read Natalie's email. Then ask: *Who is she writing to?* (Jamie, her friend). *What is she writing about?* (her holiday in Scotland). Elicit some ideas and write the best ones on the board.
- Elicit the short forms of the verbs used in the email, (e.g. *We're*, *It's*) and ask students why Natalie uses the short form of the verbs and not the full forms (because it's an informal email).

Exercise 2

- Ask students to study the Writing box and then ask them which parts of Natalie's email relate to sections 1–6, e.g. *Section 1: We're having a brilliant time in Scotland. It's the best place I've ever been.*

Exercise 3

- Read the Language box with students and explain that a synonym is a word or phrase that means the same or similar to another word or phrase. Then go through each adjective and ask: *Is it positive or negative?*
- Ask students to find examples of these adjectives' synonyms in Natalie's email. Check answers as a class.
- NEED SUPPORT? Prepare copies of the photocopiable worksheet on page 242 for **less confident** students. This is an exercise to give students extra practice in using adjective synonyms to avoid repetition.

- **Giving feedback:** Use the Basketball technique to practise adjective synonyms, e.g. *What was amazing on your last holiday? The weather was amazing. What was boring?* Another student answers and throws the ball, and so on. Once several students have continued the conversation, stop the game and give feedback to the class on any mistakes.

Exercise 4

- Ask: *Where did you go on your last holiday? What was it like? Did you have a good time? Why?/Why not?* Elicit examples and write them on the board.
- Check students understand the words in the box, then in pairs they describe their last holiday. Remind them to use the Language box and tell them that they can imagine a holiday they went on if they prefer.

Exercise 5

- Ask students to imagine they are on holiday now and to write sentences about what they have done so far using their ideas from Exercise 4 and the Present Perfect.
- NEED SUPPORT? Ask **less confident** students to write two or three sentences while **more confident** students write five or six sentences.

Exercise 6

- Explain that students will write an informal email about a holiday on their own in their notebooks. Discuss the steps as a class and allow students to ask questions about them.
- Give students time to make notes about their informal email about a holiday in their notebooks. Tell them to refer to Natalie's email in Exercise 1 and to the Writing Box in Exercise 2. Remind them about the use of adjective synonyms to avoid repetition.
- While students are writing, encourage them to use a dictionary and ask questions about anything they don't understand.
- Ask students to work in pairs and give each other feedback on their drafts. Then students write their final draft in their notebooks.
- NEED SUPPORT? Allow **less confident** students to write a shorter version of their email. They can do this by giving fewer details about the holiday activities and the weather.
- **Giving feedback:** Give each student individual feedback on their messages. Don't give marks, but point out mistakes for them to correct in their own time. You can also write comments and highlight sentences to show them where they are succeeding and where they can improve, e.g. *The structure is very good, but you can use more synonyms instead of the same words.*
- FINISHED EARLY? Ask students to write a paragraph about outdoor activities they have done and those they want to do but haven't done yet.
- **Independent learning:** Ask students to think about the lesson and reflect on their learning. Give them questions to answer in their notebooks, e.g. *Do I know how to write an informal email about a holiday? Do I know when to use adjective synonyms to avoid repetition?*

BBC CULTURE

Save our seas!

Lesson aims
- Students learn about the oceans and seas in danger.

For the teacher
- **Photocopiable activity:** *Project worksheet: a digital poster*

Lead-in

Ask students to discuss in groups the pollution problems we have in oceans and seas around the world, e.g. *You can find lots of plastic in seas and oceans. Fish and sea animals eat the plastic and die or can't have babies.*

- **Setting lesson goals:** Write the lesson aim on the board and read it out with students. Ask questions to check understanding, e.g. *Do you know why the oceans and seas are in danger?*

Background note

13 million tonnes of **plastic** go into the ocean each year. 570,000 tonnes of plastic goes into the Mediterranean each year. That's the same as putting 33,800 plastic bottles into the sea every minute.

Exercises 1–5 9.23

- Follow the instructions in the Student's Book.

Exercise 6 47 videoscript page 256

- **With video:** Students watch the video and find the answers. Check answers as a class.
- **Without video:** Students read the videoscript and find the answers. Check answers as a class.

Exercise 7 47 videoscript page 256

- **With video:** Set a time limit for students to answer the questions on their own. Then play the video again for them to check.
- **Without video:** Read out the videoscript for students to answer the questions. Then give students the videoscript and ask them to check their answers. Check answers as a class.

Exercise 8

- Follow the instructions in the Student's Book.

- PROJECT TIME The project worksheets include step-by-step support for students. They also include teacher's notes on how to set up the projects with and without technology.
- **Peer learning:** Ask students to write down three facts and one lie from the article about seas and oceans in danger and share them in groups, e.g. *Some countries still hunt and kill about 1,000 whales per year.* Their friends have to identify the lie.

CLIL

CLIL 1 Literature page 140

Animals in Fiction

Lesson aims
- Students learn about animals in fiction.

Lead-in

Ask students to discuss in groups stories they know with animals as the main characters. Encourage them to name the main characters, e.g. *Simba from The Lion King.*

- **Setting lesson goals:** Write the lesson aim on the board and check students understand. Ask questions, e.g. *Do the animals think or feel in the stories?*

Background note
The book *Animal Farm* was based on a real-life setting. George Orwell used the setting of a farm near his home called Bury Farm. *Animal Farm* was made into two different films. The first was an animation, made in 1954; the second was a live-action film made in 1999.

Exercise 1 10.2

- Ask students to study the picture and title of the article and ask: *What's the article about? Who do you think the animals are?* Elicit ideas and write them on the board. Check answers as a class.

Exercises 2–3

- Elicit or pre-teach: *character*, *famous*, *humans*, *chase*, *powerful* and *equal*.
- Ask students to read the article more carefully and complete the factfile. Students discuss the questions in pairs.

Exercise 4

- Follow the instructions in the Student's Book.

Exercises 5–6

- Explain that students will choose and research one of the books from Exercise 4 and make notes about it. Students will need to use the internet to do this, so this could be done at school or at home.
- Students write a short paragraph about the book they chose and present it to the class. Remind them to use their notes and the phrases from Exercise 6.
- FINISHED EARLY? Ask students to write two or three sentences about a book they found interesting during the presentations explaining why it's interesting.
- **Peer learning:** Ask students to write down three facts and one lie about the story of *Animal Farm* and share them in groups, e.g. *The pigs become powerful and wear animal clothes.* Their friends have to identify the lie.

CLIL 2 History page 141

The changing palace

Lesson aims
- Students learn about the Winter Palace.

Lead-in

Ask students to discuss in groups any palaces they know about, e.g. *Buckingham Palace in London is the home of the queen. She works and lives in the palace with her family. You can visit during the summer months*. Elicit answers as a class.

- **Setting lesson goals:** Write the lesson aim on the board and check students understand. Ask: *What are you going to read about? What's the name of the palace?*

Background note
On the roof of the Winter Palace there are 176 statues. The outside of the Winter Palace has been painted different colours. In 1901 it was painted red and then in 1911 it was painted pink. In 1946 it was painted pale green, the colour it is today.

Exercises 1–2 10.3

- Elicit or pre-teach: *dining room*, *powerful*, *fancy-dress ball*, *violent*, *revolution*, *basement*.
- Ask students to look at the photos and title of the article and ask: *What's the article about? What can you see? Where is it?* Elicit ideas and write them on the board. Students discuss the questions in pairs.

Exercises 3–5

- Follow the instructions in the Student's Book.

Exercises 6–7

- Explain that students will choose and research a historic building in their country and make notes about it. Students will need to use the internet to do this, so this could be done at school or at home.
- Students prepare and give a short presentation to the class about the building they chose. Remind them to use their notes and the phrases from Exercise 7.
- FINISHED EARLY? Ask students to write two or three sentences about one of the historic buildings from the presentations in Exercise 7 and why they would like to visit it.
- **Independent learning:** Ask students to think about the lesson and reflect on their learning. Give them questions to answer in their notebooks, e.g. *Do I know how to research a historic building in my country? Do I know how to give a presentation about a historic building?*

CLIL 3 Science page 142

Antibiotics

Lesson aims
- Students learn about antibiotics.

Lead-in

Ask students to discuss and make a list in groups of all of the illnesses and injuries they know. Encourage them to think about what they do when they are ill or injured, e.g. *When I have a headache, I lie down.*

- **Setting lesson goals:** Write the lesson aim on the board and check students understand. Ask questions, e.g. *What do you know about antibiotics? What do we use them for?*

Background note

Antibiotics can kill most types of bacteria, but don't do anything against viruses. Taking antibiotics when you don't need them is not good for your health. Scientists worry that because we use antibiotics so much, lots of bacteria are becoming immune to them. In England, around 5,000 people die every year because antibiotics no longer work on some viruses.

Exercise 1 10.4

- Elicit or pre-teach: *medicine*, *infection*, *by mistake*, *chemical*, *cell*, *resistant*, *minor illness*.
- Ask students to look at the photos and title of the article and ask: *What's the article about? What can you see?* Elicit ideas and write them on the board.

Exercises 2–6

- Follow the instructions in the Student's Book.

Exercises 7–8

- Explain that students will choose and research one of the famous scientists in the box and make notes about them. Students will need to use the internet to do this, so this could be done at school or at home.
- Students prepare and give a short presentation to the class about the scientist they chose. Remind them to use their notes and the phrases from Exercise 8.
- FINISHED EARLY? Ask students to write two or three sentences about one of the scientists and their work from the presentations that they thought was interesting.
- **Peer learning:** Ask students to read the lesson aim again. Then ask students to write three interesting facts about antibiotics they learned in the lesson. Then they discuss and compare in groups.

CLIL 4 Geography page 143

Yellowstone's hotspot

Lesson aims
- Students learn about Yellowstone's hotspot.

Lead-in

Elicit or explain what a *volcano* and *geyser* are and which countries are famous for them (e.g. *Iceland*). Encourage students to talk about what they know about the volcanoes and geysers, e.g. *There are lots of volcanoes and geysers in Iceland. The biggest volcano is called Katla and the biggest geyser is in Haukadalur Valley.*

- **Setting lesson goals:** Write the lesson aim on the board and check students understand.

Exercise 1

- Find out what students know about Yellowstone Park, e.g. *Where is Yellowstone Park? Have you visited it? Would you like to visit it?*

Background note

Yellowstone National Park isn't only famous for its volcanoes and geysers, but also for its variety of wildlife. There are nearly 300 species of birds, 16 species of fish, five species of reptiles and 67 species of mammals, including bears!

Exercise 2 10.5

- Elicit or pre-teach: *wildlife*, *natural features*, *melt*, *ash*, *magma*, *steam*, *hole*, *surface*, *layer*.
- Ask students to look at the photos and title of the article and ask: *What's the article about? What can you see?* Elicit ideas and write them on the board. Ask students to discuss what they know about Yellowstone National Park in pairs. Then discuss answers as a class.

Exercises 3–5

- Follow the instructions in the Student's Book.

Exercises 6–7

- Explain that students will choose and research another supervolcano and make notes about it. Students will need to use the internet to do this, so this could be done at school or at home.
- Students write a factfile about the supervolcano they chose and present it to the class. Remind them to use their notes.
- FINISHED EARLY? Ask students to write two or three sentences about one of the supervolcanoes from the presentations in Exercise 7 and why they would like to visit it.
- **Peer learning:** Ask students to read the lesson aim again. Give students two minutes to write as many facts about Yellowstone's hotspot as they can remember. Students compare their facts with a partner.

1.1 Vocabulary Exercise 12

Use these questions to help you.

1 What are you good at?
2 What do you love doing?
3 What types of music do you like listening to?
4 Do you like watching films? Which ones?
5 What don't you like?

1.2 Grammar Exercise 3

Match the sentence halves.

1 Betsy reads novels and poems but …
2 Betsy often watches TV but …
3 Betsy writes poems but …
4 Lianne paints pictures but …
5 Lianne loves hip hop but …

a Lianne never watches TV.
b Betsy never finishes her paintings.
c Lianne doesn't read much.
d Betsy says that hip hop annoys her.
e Lianne writes texts.

1.4 Grammar Exercise 2

Choose the correct answer.

1 Do you go to West Green High?
Yes, I *do* / *go*.
2 Does he work in London?
No, he *don't* / *doesn't*.
3 *Do* / *Does* they live in Paris?
No, they *do* / *don't*.
4 Where do you come from?
I *come* / *comes* from Paris.
5 Which instrument does he play?
He *play* / *plays* the violin.
6 How often *do* / *does* she see him?
She *see* / *sees* him every day.

1.5 Listening and Vocabulary Exercise 2

1.14 Listen and mark the sentences T (true) or F (false).

1 ☐ Speaker A is interested in the news.
2 ☐ Speaker B often checks the weather forecast.
3 ☐ Speaker C uses audio streaming platform to listen to music.
4 ☐ Speaker D checks what's on the cinema in a local newspaper.
5 ☐ Speaker E uses ideas from TV documentaries for school projects.

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2.2 Grammar Exercise 7

Use these ideas to help you answer the questions in Exercise 7.

1 **My sister or brother:** have lesson at school, listen to music
2 **My friend:** do homework, study English
3 **My mum or dad:** work, do the shopping
4 **My teacher:** teach English, go home
5 **My cousin:** sleep, make lunch

2.3 Reading and Vocabulary Exercise 2

Read the article and choose the correct answer.

1 How long do families normally spend together each weekday?
a 30 minutes b 90 minutes
2 When do Canadian families celebrate Family Day?
a in January b in February
3 What is the temperature in Ottawa today?
a -10 b -20
4 What types of frozen statues are at the festival?
a animals and birds b people
5 What food and drink can you find at the festival?
a juice and chips b hot chocolate and marshmallows

2.4 Grammar Exercise 4

Match the sentence halves.

1 Jenny usually goes to bed late
2 Mike usually gets the bus to school
3 Abel doesn't often read poetry
4 Anna usually wears jeans
5 We usually eat meals inside

a but today we're having dinner in the garden.
b but today he's riding his bike.
c but this morning she's wearing a skirt.
d but tonight she's going to bed early.
e but he's reading a great poem now.

2.7 Writing Exercise 4

Complete the sentences with *in*, *on* or *at*.

1 We play basketball _____ Fridays.
2 My birthday is _____ December.
3 I often ride my bike _____ the afternoon.
4 I usually cook a nice meal for my mum _____ Mother's Day.
5 The school play is _____ 6 April.
6 I want to go to Turkey on holiday _____ 2022.
7 I go dancing _____ the weekend.

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3.2 Grammar Exercise 5

Order the words and phrases to complete the dialogue.

Mike Where were you last Saturday?

John at a concert / in / was / I / the park

1 _____

Mike Was it fun?

John was / it / yes

2 _____

Mike Were there many people there?

John were / there / yes

3 _____

Mike What was the weather like?

John was / it / sunny

4 _____

3.4 Grammar Exercise 6

Answer the questions. Complete the sentences with the Past Simple form of the verbs in brackets.

1 Did you go to the cinema last week?
Yes, I _____ (do). I _____ (watch) a fantasy film.

2 Did you go to the cinema last week?
No, I _____ (do). I _____ (stay) at home.

3 Did your friend phone you last night?
Yes, she _____ (do). She _____ (phone) me at 11 o'clock!

4 Did your friend phone you last night?
No, she _____ (do).

5 Did you have a family meal yesterday?
Yes, we _____ (do). We _____ (visit) my grandparents and had dinner with them.

6 Did you have a family meal yesterday? No, we _____ (do). My grandparents _____ (want) to visit us but it's a long way.

3.5 Listening and Vocabulary Exercise 2

What do you do to look after the pets? Write C (cat), F (fish) or B (both).

1 brush his/her fur ____
2 buy food for him/her ____
3 feed him/her ____
4 put fresh water in his/her bowl ____
5 spend time with him/her ____
6 take him/her for a walk ____
7 train him/her ____

3.7 Writing Exercise 4

Choose the correct answer.

1 Does your cat prefer meat *and* / *or* fish?

2 Goldfish are quiet *because* / *but* you can't take them for a walk!

3 The weather wasn't good *and* / *but* we didn't go to the animal rescue centre.

4 The dog didn't look friendly *or* / *so* I was afraid of it.

5 I like dolphins *because* / *so* they are friendly and intelligent.

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4.2 Grammar Exercise 5

Complete the sentences with *didn't use to* and the verbs in brackets.

1 Marco Polo went to China in a helicopter in the 13th century.
People _____ (travel) by helicopter then.

2 I have a photograph of the moment when Columbus first arrived in America in 1492.
People _____ (have) cameras then.

3 Isaac Newton used an electronic calculator in the 1680s.
People _____ (use) electronic calculators in the 1680s.

4 In 1898 Marie Curie sent a text to her husband saying 'I discovered radium! ☺'
People _____ (send) texts in 1898.

5 Shakespeare wrote his plays on a tablet.
People _____ (have) tablets in Shakespeare's time.

4.3 Reading and Vocabulary Exercise 3

Read the report and choose the correct answer.

1 Where does the MWC take place?
a Barcelona b France

2 When does the MWC take place?
a every January or February b every February or March

3 How many people visited the congress this year?
a 100,000 b 10,000

4 How long does the Mobile World Congress last?
a four days b three days

5 What device can help you identify people you see?
a waterproof smartphone b face recognition sunglasses

6 What type of screen can we wear on our body or clothes?
a flexible screen b tough screen

7 How long can the phone battery last without charging?
a 40 days b 50 days

4.6 Speaking Exercise 4

Complete the sentences with the words below. The ask and answer with a friend.

crashed download connection switch virus work

1 When was the last time your computer _____?

2 What's the first thing you check when your mouse doesn't _____?

3 Do you ever _____ a gadget on and off again to solve a problem?

4 Is the internet _____ in your house fast or slow?

5 What can you do to stop a _____ on your phone?

6 How long does it take to _____ a music video onto your phone?

4.7 Writing Exercise 3

Complete the sentences with the correct form of the verbs in brackets.

1 This is a great smartphone for _____ (make) videos!

2 They use their games consoles _____ (play) video games.

3 We can use this drone _____ (give) this present to our friend.

4 You can use a robot _____ (prepare) your dinner. Yummy!

5 He uses this app for _____ (buy) clothes.

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5.3 Reading and Vocabulary Exercise 6

Order the words to make sentences.

1 in the summer / walk / I / to / slowly / school

2 teacher / She / to / the / listens / carefully

3 gets up / He / for school / in the morning / early

4 exam / They / do / in their / well

5 quickly / I / tidy / my room / in the evening

6 do / the / We / washing up / carefully

5.4 Grammar Exercise 7

Use the ideas below to write down the rules for children.

Yes!

- listen to mum and dad
- say please and thank you
- pick up your toys from the floor
- go out to play outside
- eat and drink in the kitchen

No!

- fight with your sister/brother
- watch cartoons all day
- jump on the sofa
- break things
- shout in the house

You have to listen to mum and dad.
You mustn't fight with your brother.

5.6 Speaking Exercise 5

In pairs, ask and answer about your town.

1 Where should I go to join a sports club? Why don't you …?

2 Where should I go to buy some clothes? You should / shouldn't …

3 What do you think I should do on a rainy day? I think you should / shouldn't …

4 What do you think I should do on a sunny day? You really should / shouldn't …

5 Where should I go to buy computer equipment? Why don't you …?

5.7 Writing Exercise 3

Choose the correct answer.

1 a My granddad lives in a *big* / *small* village of 500 people.
  b My brother built a *small* / *big* house. It's got eight bedrooms and two floors.

2 a My room is very *dark* / *bright*. It's always very sunny.
  b At night the forest where we camped was very *bright* / *dark*.

3 a This place is very *quiet* / *noisy*. You can hear the cars from outside.
  b I'd like to live in a *quiet* / *noisy* place in the countryside.

4 a The houses in the old town are very *modern* / *old-fashioned*. They are from the 16th century.
  b We've got a *modern* / *old* fashioned kitchen at our house with some new nice furniture.

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6.3 Reading and Vocabulary Exercise 2

Read the letter and choose the correct answer.

1 Teenagers can't fall asleep until it's late because
   a they have less melatonin than adults.
   b their brains work differently from adult brain.
2 Teenagers shouldn't play video games at night because
   a blue light can stop you sleeping.
   b video games are bad for you.
3 Teenagers can't get enough sleep during the week because they
   a are growing.
   b have to get up early for school.
4 Carla thinks it's a good idea that
   a schools start later.
   b students can sleep at school.

6.5 Listening and Vocabulary Exercise 4

6.15 Listen and choose the correct answer.

1 **Ben:** I've got a *headache / high temperature* and a *sore throat / hay fever*.
2 **Nathan:** I can't stop *sneezing / coughing* and I've got *the flu / hay fever*.
3 **James:** I *feel sick / cough*. I've got a *food allergy / headache*.
4 **Chris:** I'm on the wrong *train / bus*.
5 **Tom (the coach):** I've got a terrible *headache / stomachache*.

6.6 Speaking Exercise 2

Match the symptoms with the advice. Sometimes more than one answer is possible.

1 I feel terrible.
2 I've got a headache.
3 I've got a temperature.
4 My back hurts. It's painful.
5 I've got a sore throat.

A Have some water.
B Sit down.
C You should see a doctor.
D You should take a tablet.
E You should lie down.

6.7 Writing Exercise 3

Choose the correct answer.

1 I was reading the narrative *when / the next day* the teacher called my name.
2 She was tired after the party and *the next day / suddenly* she didn't get up until 11 a.m.
3 They were acting out a dialogue and *thirty minutes later / while* the bell rang for lunch break.
4 First he told me what happened *then / when* he told me his knee hurt.
5 His stomachache started *while / then* he was seeing the doctor.

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7.3 Reading and Vocabulary Exercise 3

Read the article and choose the correct person for each sentence.

1 This person believes big ideas aren't always the best.
   a Natalia b Tomasz
2 This person made a homemade present.
   a Natalia b Tomasz
3 This person started to use something different.
   a Hasan b Natalia
4 This person keeps and reuses old things in a new way.
   a Hasan b Tomasz
5 This person thinks family time is better than buying things.
   a Tomasz b Hasan
6 This person makes money from helping the world.
   a Natalia b Hasan

7.5 Listening and Vocabulary Exercise 6

7.16 Listen and choose the correct answer.

1 Penny usually gets *£10* / *£12* pocket money each week.
2 She saves her money in a *money box* / *bank*.
3 Penny's friend sometimes borrow *one or two* / *two or three* pounds from her.
4 Penny saved enough money to buy *a bike* / *a trip* last year.

7.6 Speaking Exercise 2

Number the questions and answers in the correct order to make a dialogue.

☐ Hello. Can I help you?
☐ What size are you?
☐ Thanks. Can I try this one on, please?
☐ Sure. I have these skirts in large.
☐ Yes, I'm looking for a skirt.
☐ I usually take a large.
☐ Yes. The changing rooms are over there.

7.7 Writing Exercise 3

Complete the messages with the phrases below.

I'm organising Let me Can you help Would you like
Let's meet buy a present See you

Hi Carla,
_____ a party at the new pizza restaurant on Friday. _____ to come? We're going to meet at the restaurant at 7 p.m. on Friday. _____ know.
Leon

Hi Leon,
That sounds great, I'd like to come! I need to _____ today for my sister's birthday tomorrow. _____ me? Shall we meet in town at 3 p.m.?
Let me know.
Carla

Hi Carla,
Yes, I can help you! _____ at the train station at 3 p.m.
_____ soon.
Leon

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8.3 Reading and Vocabulary Exercise 3

Read the article and choose the correct answer.

1 Why did Mikaila become interested in bees?
   a because two bees stung her
   b because they help the environment
2 What happened after Mikaila was on TV?
   a she started her business
   b her business grew
3 Who helped Francesco get a temporary job?
   a the restaurant manager
   b his mum
4 What gave Mateusz the idea for his app?
   a rappers' hand signs
   b his friends
5 Why did deaf people find the app useful?
   a because it was like sign language
   b because you can use it to send messages
6 What full-time job will Alexandra do?
   a lifeguard
   b IT specialist

8.5 Listening and Vocabulary Exercise 2

8.12 Listen and mark the sentences T (true) or F (false).

1 ☐ Ørestad Gymnasium is a school in Denmark, Copenhagen.
2 ☐ It is dark inside the school building.
3 ☐ There is a modern office in the school.
4 ☐ Students get computers from the school.
5 ☐ The lessons prepare students well for their work in the future.
6 ☐ There are no exams at the end of the courses.

8.6 Speaking Exercise 3

Choose the correct answer.

1 You did some online practice tests. You *will probably / probably won't* do well in the exam.
2 I didn't revise enough. I *will definitely / definitely won't* pass the exam.
3 She revised with friends last night. She *might / definitely won't* do well.
4 He answered some of the questions correctly. He *may / will definitely* get a good mark.
5 They revised every evening last week. I think they *will definitely / probably won't* do well.

8.7 Writing Exercise 4

Complete the sentences with the words below.

at (x2) in about of on

1 Ana is good _____ making people laugh.
2 Ana is interested _____ helping people.
3 Ana is crazy _____ sports, especially volleyball and swimming.
4 Ana is keen _____ learning new things.
5 Ana is not very good _____ IT, but she's taking extra classes.
6 Ana doesn't say what she is afraid _____.

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9.3 Reading and Vocabulary Exercise 3

Read the article and choose the correct answer.

1 How old was Jade when she went to the North Pole?
   a 14 years old b 12 years old
2 What was the lowest temperature during her journey to the North Pole?
   a minus 30 degrees b minus 100 degrees
3 What did she and her dad use to get across the hole in the ice?
   a their skis b their sleds
4 What date did Jade reach the North Pole?
   a 13th April 2016 b 24th April 2016
5 How far did Jade ski to get to the North Pole?
   a 150 km b 50 km
6 What topics has Jade spoken about in public?
   a women and climate change b women and the North Pole

9.5 Listening and Vocabulary Exercise 5

9.14 Listen and mark the sentences T (true) or F (false).

1 ☐ In Portugal, Tony joined a surfing club.
2 ☐ Sue's has had some kayaking accidents.
3 ☐ Glenn is the snowboarding state champion!
4 ☐ Going down a mountain on a bike is difficult for Lucy.

9.6 Speaking Exercise 3

Order the words and phrases to make questions and answers.

1
A: after school / ? / can / go / my friend's house / I / to

B: you / sorry, / but / can't / I'm

2
A: I / do / use / if / you / your scooter / ? / mind

B: that's not / I'm / a good idea / afraid /

3
A: tonight / ? / is it / if I / all right / stay up late

B: tomorrow / Yes, / school / you / because / don't have

9.7 Writing Exercise 3

Choose two adjective synonyms that can complete the sentence.

1 I'm having a *brilliant* / *amazing* / *terrible* time at summer camp! I've made lots of new friends.
2 The weather has been *awful* / *great* / *terrible*! It hasn't stopped raining.
3 We've gone kayaking every day so far and I've been *tired* / *lazy* / *exhausted* every evening.
4 I'm really enjoying summer camp. I'm having a *great* / *fantastic* / *dull* time!
5 So far we've had some *lovely* / *amazing* / *sleepy* walks around the old town.

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Need support? worksheets answer key

UNIT 1

1.1 Vocabulary
Exercise 12

Students' own answers

1.2 Grammar
Exercise 3

1 c 2 a 3 e 4 b 5 d

1.4 Grammar
Exercise 2

1 do
2 doesn't
3 Do, don't
4 come
5 plays
6 does, sees

1.5 Listening and Vocabulary
Exercise 2

1 T 2 F 3 F 4 T 5 T

UNIT 2

2.2. Grammar
Exercise 7

Students' own answers

2.3 Reading and Vocabulary
Exercise 2

1 a 2 b 3 a 4 a 5 b

2.4 Grammar
Exercise 4

1 d 2 b 3 e 4 c 5 a

2.7 Writing
Exercise 4

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

UNIT 3

3.2 Grammar
Exercise 5

1 I was at a concert in the park.
2 Yes, it was.
3 Yes, there were.
4 It was sunny.

3.4 Grammar
Exercise 6

1 did, watched
2 didn't, stayed
3 did, phoned
4 didn't
5 did, visited
6 didn't, wanted

3.5 Listening and Vocabulary
Exercise 2

1 C 2 B 3 B 4 F 5 B 6 C 7 C

3.7 Writing
Exercise 4

1 or 2 but 3 and 4 so 5 because

UNIT 4

4.2 Grammar
Exercise 5

1 didn't use to travel
2 didn't use to have
3 didn't use to use
4 didn't use to send
5 didn't use to have

4.3 Reading and Vocabulary
Exercise 3

1 a 2 b 3 a 4 a 5 b 6 a 7 b

4.6 Speaking
Exercise 4

1 crashed 2 work 3 switch 4 connection
5 virus 6 download

4.7 Writing
Exercise 3

1 making 2 to play 3 to give 4 to prepare
5 buying

UNIT 5

5.3 Reading and Vocabulary
Exercise 6

1 I walk to school slowly in the summer.
2 She listens to the teacher carefully.
3 He gets up for school early in the morning.
4 They do well in their exam.
5 I tidy my room quickly in the evening.
6 We do the washing up carefully.

5.4 Grammar
Exercise 7

Students' own answers

5.6 Speaking
Exercise 5

Students' own answers

5.7 Writing
Exercise 3

1 **a** small **b** big
2 **a** bright **b** dark
3 **a** noisy **b** quiet
4 **a** old-fashioned **b** modern

UNIT 6

6.3 Reading and Vocabulary
Exercise 2

1 b 2 a 3 b 4 a

6.5 Listening and Vocabulary
Exercise 4

1 high temperature, sore throat
2 sneezing, hay fever
3 feel sick; food allergy 4 train
5 headache

6.6 Speaking
Exercise 2

1 B 2 D 3 E 4 C 5 A

6.7 Writing
Exercise 3

1 when
2 the next day
3 thirty minutes later
4 then
5 while

UNIT 7

7.3 Reading and Vocabulary
Exercise 3

1 a 2 b 3 b 4 a 5 a 6 b

7.5 Listening and Vocabulary
Exercise 6

1 £10 2 bank 3 one or two 4 a bike

7.6 Speaking
Exercise 2

1, 3, 6, 5, 2, 4, 7

7.7 Writing
Exercise 3

I'm organising, Would you like, Let me, buy a present, Can you help, Let's meet, See you

UNIT 8

8.3 Reading and Vocabulary
Exercise 3

1 a 2 b 3 b 4 a 5 a 6 b

8.5 Listening and Vocabulary
Exercise 2

1 True 2 False 3 False 4 True 5 True
6 False

8.6 Speaking
Exercise 3

1 will probably
2 definitely won't
3 might
4 may
5 will definitely

8.7 Writing
Exercise 4

1 at 2 in 3 about 4 on 5 at 6 of

UNIT 9

9.3 Reading and Vocabulary
Exercise 3

1 a 2 a 3 b 4 b 5 a 6 a

9.5 Listening and Vocabulary
Exercise 5

1 F 2 T 3 T 4 F

9.6 Speaking
Exercise 3

1 Can I go to my friend's house after school?; I'm sorry, but you can't.
2 Do you mind if use your scooter?; I'm afraid that's not a good idea.
3 Is it all right if I stay up late tonight?; Yes, because you don't have school tomorrow.

9.7 Writing
Exercise 3

1 brilliant, amazing
2 awful, terrible
3 tired, exhausted
4 great, fantastic
5 lovely, amazing

UNIT 0

0.10 Unit 0, 0.3, Exercise 5

I love having free time. One of my favourite things to do is taking photos. Um, … I really like visiting relatives, too! My uncle is amazing – we always have fun with him. I like listening to music, of course … and watching videos online. When I'm bored, I read magazines. But sometimes I enjoy doing nothing!

0.16 Unit 0, 0.4, Exercise 6

I'm interested in music. I can play the guitar and I can sing, but I can't play the piano. And I can't dance, but I'm keen to learn! I can speak Spanish – and English, of course. I can drive, but my wife, Tina, can't drive. She has lessons every week. Oh, and I can cook a great Mexican meal. Mexican food is my favourite.

UNIT 1

1.2 Unit 1, 1.1, Exercises 4 and 5

1

So, this is our final stop. This is the most popular piece of art in the city. It's three metres high and the colours are beautiful. It shows a woman dancing in the street. The artist is a young man called Ben Lively. Now it's your turn! OK, so who would like to paint or would you like to do some graffiti?

2

S = Sara K = Katie M = Man

S: Let's sit here!
K: OK. Have you got the food?
S: Yes, it's in my bag.
K: What's the film called?
S: Hmm … Mission X.
K: Oh … so it isn't a romantic comedy? I love watching romantic comedies!
S: No … sorry …, but it's really good. It's about a secret mission to find a lost …
M: Shhh!

3

B = Boy G = Girl

B: This is amazing. I love listening to different types of music.
G: I don't really like hip hop. What about that rock band over there? The Snakes – are really good! I love their guitarist.
B: Well, the guitarist is good, but he's a terrible singer!
G: OK. Well, what about a pop band? Look at those people over there. Come on – let's dance with them.
B: Good idea! I love dancing!

4

P = Presenter C = Claire

P: Hello and welcome to the Indigo Bookshop and say hello to Claire Watson!
C: Hello. I'm Claire Watson. I enjoy writing short stories, but my new book is a comic book for teens. It's about the adventures of two friends in a future city. There are beautiful illustrations on every page and these are by an artist called Phil James. We really enjoy working together! Phil isn't here today, but I'm signing my new book and you can get …

5 Wider World, Unit 1, 1.2, Exercise 8

P = Presenter Ma = Marina Mi = Mireia
C = Cayo M = Mary

P: In these videos we talk to people in the streets of London and ask them about their opinions on different topics. London is a huge and exciting city. Lots of people live here and even more visit it every year from all over the world. Let's see who we're meeting today and what they tell us.
Ma: I sometimes listen to rock music.
C: Every day I listen to punk rock.
Mi: Sometimes I listen to a group called *Jack & Jack* which is a group of two teenagers.
C: I never listen to classic music.
Mi: And me, I sometimes watch the TV in … at the weekend and I often see films with my family.
M: I love reading and I do like watching the TV as well.
Mi: I think that we never, never play computer games.

1.13 Unit 1, 1.4, Exercise 5

A = Amy R = Rafa

A: How often do you go to the cinema, Rafa?
R: I go to the cinema a lot. I love watching films.
A: What kind of films do you like watching?
R: Lots of different kinds. I like comedies, action films, all sorts, really. My mum's an actor and my dad is a filmmaker.
A: Really? Where do your parents live?
R: They live in Madrid.
A: How many languages do you speak?
R: Three. English and Spanish and I speak French too.
A: Do you play a musical instrument?
R: No, I don't but my sister Esther is a fantastic musician. She plays the guitar. She's really good. She's a good dancer, too.
A: I love dancing. Do you go to dance classes?
R: No, I don't but I'd like to.

1.14 Unit 1, 1.5, Exercise 2

A

Well, I listen to the radio every morning before I go to work just to catch the headlines. And I always buy a serious newspaper such as The Times on Saturday and I read everything in it. I think it's really important to know what's in the news – things change so quickly nowadays.

B

Oh, I never check! I mean, what's the point? It rains the next day nine times out of ten! It's funny though – my mum always watches the late-night forecast on the news, and she always forgets it immediately afterwards so I have to check it on my phone for her!

C

A lot of my friends listen to the same old playlists every day on different audio streaming platforms but I like to discover new artists and new sounds. I find a lot of new music by listening to video clips on the internet. So yes, I suppose the internet is the way I discover new music.

D

I'm probably a bit old-fashioned, because I still buy the local newspaper every Friday and I always check what's on.
My kids laugh at me because they say it's easier just to check on their phones but I like my paper. I'm sorry to say, though, that the choice is very poor these days – most of the films they show are rubbish! We don't often go to the cinema now.
It's a shame!

E

Obviously, the internet is a great help. You can find anything you want there. But I often watch documentaries on TV to get background information. Our teachers give us a lot of project work and if you only use the internet, then you just get the same things as all the other students. TV documentaries can give you new ideas, facts and opinions.

1.16 Unit 1, 1.5, Exercise 6

A = Announcer C = Cara D = Dad

A: You're listening to Politics Today here on Radio 7. And with me in the studio are Tim Smith, from the Conservative Party, and Jemima Young, from the Green Party. My first question is about plans to …
C: Please, dad. Can't we listen to something else? I hate listening to current affairs, especially before school!
D: I'm surprised at you Cara. The Politics Show is your brother's favourite programme.

C: No, it isn't! You like programmes with boring politicians. You know very well that Rob and I hate this programme. Rob is only interested in programmes about sport!
D: OK, then. Let's listen to Radio 1. I think the Pop Top 20 is on at the moment!
C: Da-ad! You know I hate all the songs in the Top 20.
D: So what do you listen to in the car with mum?
C: Well, sometimes we listen to a rock music station like Kerrang, but mum is never happy about that. So usually we listen to her favourite radio phone-in, which I think is really boring.
D: Look, Cara, the solution is obvious. I listen to my politics show on the radio and you rock along to your music on your phone, OK?
C: Oh, yeah. Why didn't I think of that?

7 Wider World, Unit 1, 1.5, Exercise 7

J = Josie L = Lauras Ch = Chris S = Steve

J: I read the *Guardian*, probably weekly and the *Daily Mail*, probably monthly.
L: I read *Financial Times Weekend*, actually, once a week, 'cause it's a weekend edition.
Ch: I'll read the *New York Times* or the *Washington Post* almost every day, or every other day, and for magazines I really love sports magazines and some, like, *Newsweek* magazine, *Time* magazine.
S: At the moment, job websites, trying to look for some work.
J: Probably Facebook, I use that probably daily. Twitter and Instagram, I use them both daily.
Ch: I browse CNN daily, another one would be Uncrate and Jalopnik.
Ch: I was big into *Breaking Bad* on Netflix, that, I used to watch that every day, maybe multiple episodes a day. And *House of Cards* is another good one. Netflix is what I usually use.
J: I watch *Marcella* which is on BBC, and *Made in Chelsea* which is on E4, and I watch them every week, once a week.

1.22 Unit 1, Revision, Exercise 8

Mark likes painting pictures. He loves bright colours. He works every day and he always paints in the morning. Mark is fifteen years old but he doesn't go to school. Why? Because he's a monkey!

9 BBC Culture, Exercises 5 and 6

P = Presenter R = Roxie

P: What do you like doing in your free time? How about dancing? If your answer to that is 'No, thanks!', think again. There are lots of different dance styles. Maybe one of them is right for you! Lizzie does street dance. Street dance is relaxed and fun. This move is called the helicopter. You move one of your legs under you in a circle. Like this! Roxie is a breakdancer. Breakdancers spend a lot of time on the floor! And they can dance on their heads too! Let's learn how to do a classic breakdance move – the backspin. Are you ready? Sit on the floor like this. Kick your left leg and go back onto your shoulders. Now try to turn around. Do it again and again. Can you turn around really fast?
R: That's how you do a backspin!
P: Here's Lizzie again! She can do ballet too. There are lots of classic ballet positions. Ballet dancers wear special soft shoes. They stand on their toes, they point their feet, they slide and they bend. Put them together, and you have a curtsy. A curtsy is what ballet dancers do at the end of a dance. So … street dance, breakdance or ballet? Choose your style and … get dancing!

UNIT 2

2.2 Unit 2, 2.1, Exercise 5

J=Jenny H=Henry

J: Today we've got a fashion instagrammer, Henry Harris, in the studio with some fun facts about clothes … Henry, what can you tell us?
H: Well, let's start with a sports fact. Do you ever ask yourself why teams in red shirts win so many games? Scientists believe that the colour red makes you feel strong, so teams in this colour play well and they win more often!
Next, look at your jeans. Most jeans have about four big pockets and one very small pocket. Why? What's it for? Money? No. A key? No. It's for a pocket watch. These days we don't really need pockets for watches, but the design of the jeans stays the same.Of course, some people believe strange things about their clothes. For example, 'People are stronger when they wear a Superman T-shirt.' Of course we all know this is NOT possible, but certain clothes can make you feel good about yourself, and that's NEARLY the same.
We all know that baseball caps are very popular in summer and winter, indoors and outdoors. In fact, the most important reason that baseball players wear these caps is to protect their eyes from the sun. Oh, and the cap is also a good place to show your team name.
And finally, I think socks are really strange things. Some researchers say that people usually lose about fifteen socks each year … So, what do you do when you only have one sock? Do you throw fifteen socks away every year? I think that's a bad idea. We can all wear odd socks that don't match. It's fun, it's fashionable and wearing clothes for longer helps the environment.

10 Wider World, Unit 2, 2.1, Exercise 9

J = Jamie Cr = Craig R = Rebecca Ma = Marina
Mi = Mireia F = Fien Ca = Cayo

J: I would wear a tuxedo with white gloves.
Cr: Oh, I usually wear a suit.
R: I wear a dress.
Ma: I wear a dress too or a skirt with a top and little heels. And make up too. And I straighten my hair because I've got it curly, so …
F: I'll probably wear a dress. I would love to wear white, but you can't, so I would wear red.
Ma: I wear breeches and long … long … long socks. And my boots and also a helmet.
Ca: Jeans and band T-shirt.
R: A tracksuit.
Ca: Almost nothing. Just under … underpants.
Ma: I just wear a pyjama with my socks and … and that's all, I think. Just a comfortable shop.
Mi: Yes, me too.
J: Nothing.

12 Wider World, Unit 2, 2.3, Exercise 6

J = Jan H = Harry A = Adrian

J: When I don't sleep well, I feel tired.
H: Exhausted. That's the one word I can really say when I'm not sleeping well. I feel absolutely exhausted, just really down as well, 'cause I enjoy my sleep, so …
A: When I'm not … not sleeping well, I feel tired.
H: If I make a silly mistake, I feel really embarrassed. Get red … red in the face and everything and …
J: When I'm watching a horror film, I'm … I feel terrified.
A: When I'm watching a horror film, I feel scared.
H: When I'm watching a horror movie, I feel very on edge, you know, trying to anticipate what's gonna happen at any moment, but obviously not too sure, so get quite scared.
J: When Barça are winning, I feel excited.
A: When Monterrey is losing 5–0, I'm pretty disappointed.

2.13 Unit 2, 2.5, Exercises 5 and 6

1
My sister, Zanna, is probably my best friend. We both love dancing and singing. I know I'm a bit bossy sometimes, for example I tell her to put her clothes away, but Zanna usually has a clever answer. She says 'Yes, Miss' in a really funny voice and then I stop!

2
I have a lot of friends my own age, but my grandad is probably my best friend because he's chatty and cheerful. He often gets out his photo albums and tells me stories about his travels. I'm staying with him this weekend. Grandad loves cooking and cleaning. I'm not tidy, but I'm trying to be helpful and make cups of tea!

3
I'm often quiet and shy, but I always have fun with my friend Kim. She's from Japan, but she's living in the USA now. I can't speak Japanese, but her English is brilliant. We share the same hobby – we're learning how to skateboard. Sometimes other skateboarders are rude about our skateboarding skills, but Kim's always very friendly, so we're making new friends together.

4
My friend Jamie's a great guy. He's very confident and cheerful. We play football for the same team. We have training on Tuesday evening and we usually have matches on Saturday afternoon. Some people say Jamie's selfish because he always wants the ball so he can score, but I think he's just a good player and he loves to score goals!

5
My friend Jordan is my neighbour, so we see each other a lot. I like spending time with Jordan because he understands about my illness. I'm not lazy, but I often need the wheelchair when I'm tired. Jordan's got a great sense of humour, so life's never boring when he's around. I'm a bit older than him, but we're always laughing when we're together!

2.20 Unit 2, Revision, Exercise 8

My friend Dan collects trainers. He has almost thirty pairs and he saves all his money to buy more. But Dan never wears his trainers. He only looks at them. It's really annoying!

2.21 Unit 2, Set for Life, Exercises 6 and 7

B = Boy G = Girl

B: Hello?
G: Hey, Ben, it's Tamsin again. Is everything OK? You seem quite unhappy.
B: It's just - I'm not getting very good grades at school at the moment – and I'm really stressed about it.
G: Can I do anything to help?
B: I don't know. I want to come out with you and the others, but I'm really worried about those tests next month.
G: Well, when I feel stressed about tests at school, I usually just take a break. It isn't good to study all the time.
B: I'm not sure …
G: Well, OK, so why don't I come round to your house tomorrow? We can study together and we can talk about it if you want.
B: OK. Let's do that. Thanks, Tamsin.

UNIT 3

3.5 Unit 3, 3.1, Exercise 9

1
This animal eats meat. It's dangerous. It has a long tail. It lives in India. It's got striped fur.
It's a tiger.

2
This animal eats grass. It lives in Europe. It's strong and it works hard. It's like a small horse.
It's a donkey.

3
This animal is also very dangerous. It's very good at swimming – and smelling blood. It has very sharp teeth. It lives in the sea.
It's a shark.

4
This animal lives all over the world. It often lives on farms. People keep it for food. It has feathers and wings, but it's not good at flying.
It's a chicken.

5
This animal eats leaves. It lives in Africa. It's got a long tail and a very long neck.
It's a giraffe.

14 Wider World, Unit 3, 3.1, Exercise 11

J = Josie F = Francis L = Lauras C = Chris Ch = Christine

J: My favourite animal is a giraffe because they look really cool and they have a really long neck, and their pattern is really cool.
F: My favourite wild animal is a tiger. I like the colour of it and the strength and power that it has, and it's like a big cat in a way.
L: My favourite wild animal is a snake, 'cause you can find the snake on every drugstore logotype.
C: My favourite animal is the great white shark, 'cause it's the top of the predator chain in the ocean and every animal … every other animal in the ocean fears this animal.
Ch: The dangerous wild animal we have in our … in my country is bear and snake. I would think they're pretty dangerous 'cause they live in the forest and you don't know when we will meet them. So, they're quite dangerous, actually.
C: Dangerous wild animals? There are mountain lions, there are jaguars, there are rattlesnakes, so a lot of dangerous and poisonous animals out there.
F: We don't have that many dangerous wild animals. I think a fox is probably about the most dangerous animal I can think of. Specially in London we get some that run around the streets at night.

15 Wider World, Unit 3, 3.2, Exercise 6

H = Holly R = Reema F = Faye A = Andrew

H: On Saturday, I went to the cinema in Epsom to see *The Jungle Book* which was really good. It was pretty quiet, actually, since it's been a really hot day, so it wasn't too busy in the cinema. And then that finished pretty late, so that was my evening, really.
R: We went to collect mangoes because mangoes are in season in Bombay, so we went to collect them from her father.
F: It was one of the first really hot days leading to summer, so I had a fun time at the park.
A: So on Saturday just gone, I was on the beach with my two-and-a-half-year-old daughter, playing in the sand and in the sea. There were lots of people around. It was very sunny. She got a bit of a tan. She enjoyed herself a lot. So did I. And we had some ice cream, that we weren't meant to tell her mum about, but she said, 'mummy, I'm not gonna tell you about the ice cream that I had.'

17 Wider World, Unit 3, 3.4, Exercise 7

N = Nympha P = Phillip M = Miguel C = Chee

N: This morning, I got up at seven o'clock.
P: I woke up this morning very early, at six a.m., lay around a little while before I got dressed, and finally went down to breakfast. Didn't leave to come on this lovely walk around London until ten a.m.

N: I had a coffee this morning with some milk and some orange juice. I ate some cornflakes with milk and I ate an apple.
P: I had lots of things. I started with cereal and fruit, I had toast and I finished with coffee and a waffle.
M: It was a really tiring day. We had to get up at four o'clock to leave in Belgium. We took the tunnel to London. After that we were in the bus for ... I think it was two hours, then we arrived at the hostel. We directly went on with the walk. We went into the London Eye, we saw the Big Ben, we saw Trafalgar Square.
C: I met up with a friend and we went to Hampstead Heath and we were strolling through Hampstead Heath, it was very hot, actually, very sunny, surprisingly for London, and I bought a new pair of sunglasses.

3.12 Unit 3, 3.5, Exercises 2 and 3

Z = Zara J = Jack
Z: Jack, have you got a pet?
J: Yes, we've got a cat. She's called Misty.
Z: Is it difficult to look after her? What do you do on a typical day?
J: Oh, Misty's easy to look after. So, yesterday Mum bought some fish for Misty, so she was happy! At lunchtime Mum fed Misty as usual. Then my sister Anna put fresh water in her bowl. Anna often brushes Misty's fur, but she didn't do that yesterday. We don't take Misty for a walk, of course, and we didn't train her when she was little. And what else …? Oh, I remember … I spent a lot of time with Misty outside yesterday evening and played games with her too. She loved that!

3.13 Unit 3, 3.5, Exercise 4

1
Z = Zara L = Luke
Z: I want to get a pet, but I don't know what to get. Maybe a dog? What do you think?
L: Dogs are fun. But you need to train them and they make a lot of noise.
Z: That's true. You need to get up early to take them for a walk too.
L: What about a cat? Cats are quiet and you don't need to take them for a walk.
Z: Yeah, they're clean too. The only thing is they scratch the furniture. My mum and dad wouldn't like that.
L: How about a snake? Snakes are quiet and they don't need a lot of space.
Z: A snake! No way! They eat live animals! And you can't take a snake for a walk, can you?
L: No.
Z: I think I prefer a cat. I can train it not to scratch the furniture.

2
Z = Zara J = Jodie
Z: Hello, is that Jodie?
J: Yes.
Z: My name's Zara. I talked to your friend Sally and … It's about the baby cats.
J: Yes, OK, the kittens … Do you want one?
Z: Well, I'd like to see them first but yes, I think so. How many have you got?
J: Well, there were four of them, but I promised one to Sally and I want one myself, so you can have two if you like.
Z: I'd love two, but no, one is fine, thanks.

3
A = Shop Assistant D = Zara's Dad
A: Good morning. Can I help you?
D: Yes, I'm looking for a bed cat, a cat bed, a bed for cats.
A: A cat bed. Well, we have several kinds. This is a good one. It's big, comfortable and easy to wash. And it's only fifty pounds.
D: Fifty? Oh! Eh … how much is this one?
A: Twenty-five. It's small but it's very good.
D: Hmm.
A: This one was twenty-five, but now it's only fifteen pounds.
D: Is it a good one?
A: Yes, it's fine. It's very popular. We sell a lot of these.
D: OK, I'll take it.

4
D = Zara's Dad Z = Zara
D: Zara! Come here!
Z: What is it, Dad?
D: Look at this!
Z: What?
D: How many times do I have to tell you? Simba is your cat and it's your job to look after her.
Z: But there's lots of food in the bowl!
D: Yes, but you need to give her water too.

3.18 Unit 3, Revision, Exercise 7

London Zoo was the first zoo in the UK. It opened in April 1828. Today it has about five hundred different kinds of animals. A snake in the zoo was in a famous film.

19 BBC Culture, Exercises 7 and 8

We think we understand our pets. They're cute and lovable – our best friends. These puppies playing on the bed seem very different from wild dogs. We love to watch them play but are their games really just games? No, there's an important reason for this behaviour. While they play, they're training to catch and eat smaller animals for food. Also, they need to practise working together. They need to be in a group to catch and kill big animals. Here they're learning the rules about working in a group. They learn when to fight and when to stop. These puppies are only seven weeks old but in their game these cushions are small animals. Play prepares them for life in the wild.
Dogs are not the only pets that practise real-life skills. Hamsters are popular pets and in their cages, they run round and round a special wheel. There's a reason for this too. In the wild they run a long way – sometimes ten kilometres – every day. Big animals hunt them and they need to escape. But that's not the only amazing thing which hamsters do. They push lots and lots of food into their mouths. It's nearly impossible! But why do they do this? In the wild, when they find food, they need to store it. Perhaps they won't find any for a long time. Their mouths are like cupboards! There's another reason too. When a big animal is hunting them, they sometimes need to put their babies in their mouths and run!
Some people keep birds in cages too. But birds don't like to be alone. They like to talk – sometimes to the mirror! Some birds are very clever and they can mimic us and copy what people say to them! But why do birds do this? Is it for fun? 'It's not easy being green., Again, they're practising a skill which they need in the wild. Every group of birds uses different sounds – like a different language. 'Never shake a baby bird. That would surely be absurd., Birds need to talk the same language as their group. So, a parrot in a cage copies our words in order to practise this skill. It wants to become part of our group, our family.
It even talks to other pets! This bird, Disco, can say 130 words. Amazing, isn't it?

PC1–3.1 Progress Check Units 1–3, Exercise 7

J = John O = Olivia
J: Hi Olivia. How's the new school?
O: It's great. But I miss you guys.
J: We miss you too.
O: So, what's new? How are you all doing in the class?
J: Well, believe it or not, but we finally managed to start this culture and news website, remember?

O: You're kidding! Awesome! Let me guess. Julia is the chief editor. She's always been so smart and confident.
J: Yes, it's true. She started the whole thing, but then she had some health problems and Natalie is the chief editor now.
O: Poor Julia. I didn't realise. Is it serious?
J: Not really, she's better now. She does a lot of writing for us. Her articles are interesting. She's a good writer. She even won a poetry competition last year, did you know?
O: And Theo? What does he do? I remember he was always into taking photos.
J: Yes, but now he's more into design. He's our chief designer. He wants to study art in the future.
O: That's cool. What about you?
J: I have a blog.
O: Nice! Is it a games blog? I remember you love games.
J: No, that's Arlo's job. He writes reviews for games and films on his blog. My blog is about wild animals. The first post I wrote is about polar bears and the danger they are in.
O: That's so cool. Send me the link and I'll have a look.

UNIT 4

4.12 Unit 4, 4.5, Exercise 3

N = Nicky A = Alex

N: ... my name is Nicky Morton and my guest today is independent film-maker Alex McGregor. Alex, what's your favourite website?
A: Well, Nicky, as you can imagine, I love watching videos, so my favourite website is a place where you can upload, view and share videos.
N: YouTube.
A: Right.
N: How old is YouTube? When did it begin?
A: It began in February 2005.
N: How did it begin?
A: Three friends started it in a small office above a pizza restaurant in California. The first video they uploaded to the site was very short. It was only nineteen seconds long! It showed one of the friends at San Diego zoo. It became very successful very quickly. The next year, in October 2006, the three friends agreed to sell their website to Google for 1.65 billion dollars!
N: How popular is YouTube?
A: It's one of the most popular websites in the world along with Google and Facebook.
N: Really?
A: Yes, and the numbers are amazing: people watch more than a billion hours of videos on YouTube every day!
N: A billion hours?
A: Yes, that's a thousand million hours!
N: Wow!
N: And every minute of every day people upload over five hundred hours of videos to the site.
N: That's amazing!
A: It's international too. You can view YouTube in almost eighty languages!
N: That's interesting. Now, …

4.13 Unit 4, 4.5, Exercise 4

N = Nicky A = Alex

N: Welcome back. You're listening to Upload, the programme all about computers and the Internet. We tell you the links to click on, the videos to view, the games to play, the programs to download and everything about surfing the internet. Our guest today is independent film-maker Alex McGregor and we're talking about YouTube. Alex, why is YouTube your favourite website?
A: Oh, there are so many reasons, but I think the main one is that there are so many videos. You can watch all sorts of things: personal video blogs, interviews with famous people, funny videos with cats or dogs and so on.
N: What kind of videos do people enjoy watching the most on YouTube?
A: Well, it depends who you're talking about. Kids like cartoons, obviously, and teenagers watch a lot of video blogs. Adults prefer watching sports and news and comedy shows, I think. But the most successful videos are songs by big name stars like Katy Perry, BTS or Billie Eilish. Many music videos have more than two billion views, you know, songs like Girls Like You by Maroon 5, Sorry by Justin Bieber or Despacito by Luis Fonsi. That one has over six billion views. But there are also some very popular children's songs. The cute Baby Shark song has more than 7 billion views!
N: Wow! That's a lot! I mean, there are only about eight billion people in the world!
A: Mmm, but the thing I like the most about YouTube is there are so many useful video tutorials, you know, practical videos that show you how to do things.
N: For example?
A: Well, for example, how to download and install computer programs, for a start. Or how to make things. Last weekend, I helped my son to make a home-made speaker for a school project. So we looked on YouTube and found a video that gives you step-by-step instructions on how to make a speaker that works with your phone or any other electronic device. It's great!
N: Fantastic!

21 Wider World, Unit 4, 4.5, Exercise 5

M = Michael C = Chris T = Tim

M: My favourite website is Facebook. You can contact people. You can meet people around the world. You can use it as a ... like a phone or something like that. And it's easy to use it, so, so everyone can ... can just surf on the Internet, on the Facebook, without the problems.
C: My favourite website is Twitter, probably use it every day. The reason I use it mainly is to check the news. It's where I go to ... to find out what's going on, not just locally but around the world as well. I probably check that rather than a news website now, so it's got everything on there that I need. Obviously Twitter's really popular. I like it because you can obviously follow the ... the people that you wanna follow, so whether they're famous or footballers, celebrities, whatever you wanna do, you can keep up-to-date with that.
T: My favourite website is probably the BBC website, simply because it's really informative. You can get a whole load of information on there about all sorts of things, from recipes all the way through to news stories. I think the website is very, very popular. I think it has millions of visitors from all over the world, and I would visit it probably at least once a day.

4.20 Unit 4, Revision, Exercise 8

My computer stopped working yesterday, so I phoned the helpline. They were very helpful. They told me to check my internet connection. There was a problem with the internet, but they fixed it.

4.21 Unit 4, Set for Life, Exercises 4 and 5

1

B = Boy

B: I'm really angry with my friend Joe. He posted a birthday message for me online, but he put my name in it … and … can you believe it? … my full address! So then a LOT of people I didn't know arrived at my birthday party. It was a disaster! My parents were really annoyed. But the worst thing is that maybe criminals have now got my name and address. And that's scary! I'm pretty worried about it …

2

G = Girl

G: Yesterday, one of my friends posted a photo of me on her social media account. It was a really bad photo, but she thought that it was really funny. Other people made horrible comments about it too. It's a big joke to them, but I don't think it's very funny. She didn't ask me before she shared the photo, and now I'm really upset and embarrassed about it.

3

G = Girl

G: I made a BIG mistake last week. My friend Daz and I went down to the station and he painted some graffiti on an old building there. I thought it was amazing, so I took a photo and I posted it online for our other friends to see. But I forgot that my account is public, and that everyone can see my posts. Daz's parents saw it and they were really angry, but … what's worse is that someone sent it to our head teacher. And she wants to see Daz tomorrow …

4

B = Boy G = Girl

B: Look at this, Katy, It's about Hendon Bay.
G: Let's see … Oh, she's saying that there isn't a cinema here. That's really horrible!
B: Well, that's wrong. There's one in South Street.
G: She says that the weather's always bad … that's ridiculous!
B: Yeah – we should know. We live here!
G: Why didn't she just check the information?
B: I know. This town really needs tourists. But when they read rubbish like this … it makes me so annoyed!

UNIT 5

5.7 Unit 5, 5.3, Exercise 4

G = Girl B = Boy M = Mike

G: `Warning. Do not read the last page. I have a terrible secret!'
B: Go on. Look at the next page. What's the secret?
G: No! Are you serious? I don't want to read it.
B: I know. Put the diary back in the house. Leave it in the cupboard.
G: Oh come on guys! This is silly. It's just an old diary. Give it to me …
G: Nadia, don't …
G: Ha! It's a joke.
B: I don't believe it.
G: It says … 'Did you really believe in the diary? Sorry guys. It's a joke. I hope you enjoyed it! Love, Mike.'
G: Mike? Nooo! Did you write it, Mike?
M: I sure did!

24 Wider World, Unit 5, 5.4, Exercise 6

M = Mary Ann = Annette And = Andrew F = Faye

M: We're both working as au pairs and I have to look after two children. They must be in bed by a quarter to eight. When I cook, I always have to cook some ... some vegetables and some meat so they have proteins and something healthy for them. And sometimes they are allowed to have pudding ... pudding afterwards, so then they can eat a biscuit or something like that.
Ann: I look after four children. They are seven, five, and two and a half, they are twins. And some would, for example, they have to say 'please' and 'thank you' and they have to go to bed at seven o'clock.
And: I'm not a strict parent. I do set some rules. My daughter has to go to bed anywhere between six and nine o'clock.
F: I have a ten-year-old younger sister. I do have some rules. I say that she mustn't sharpen pencils in my room, 'cause I don't like pencil sharpenings, and I tell her that she has to keep her paper tidy, like in folders. She has to put her books away. Yeah, I don't like mess.

5.12 Unit 5, 5.5, Exercise 4

Welcome to Keswick Tourist Information Hotline. To book accommodation in one of Keswick's hotels, press 1. To hear about the main attractions that you can enjoy in Keswick, press 2. Keswick is a small town which is in the English Lake District with a population of about 5,000 people. Many visitors come to the town and there's a lot to see. There's a tourist information centre where you can find maps, leaflets, books and postcards. It's open seven days a week and it's in the old town hall.
In Keswick, there's a museum which tells the history of pencil making. It's one of the top visitor attractions in the town. There's also a small art gallery which has many interesting old paintings. Many of the visitors who go there stop to enjoy the food and drink in the excellent arts café on the ground floor. In Keswick we are also lucky to have a theatre and a cinema. If you come to Keswick in the summer, you mustn't forget to book accommodation in advance. For more information about …

5.13 Unit 5, 5.5, Exercises 6 and 7

1

I = Interviewer D = Declan

I: OK, Declan, what do you like best about Keswick?
D: Er, the people who live here. I lived in Oxford until I was nine years old – I found it hard to make friends there. But here everyone's really friendly. And because it's a small town, you always meet people that you know when you're in the centre. I think that's really cool.
I: And what's the worst thing about Keswick?
D: There are no shops for young people. My friends and I have to travel to a city like Manchester or Newcastle to buy games or clothes and the train tickets are really expensive. Keswick needs a shopping centre!

2

I = Interviewer L = Louise

I: We're doing a survey about Keswick for a class project. Do you mind answering just two questions?
L: No, not at all.
I: Great. OK, Louise. In your opinion, what's the best thing about living in Keswick?
L: Er, I think the fact that we live so close to amazing countryside. People come from all over the world to see it. And it's brilliant if you like walking or riding a bike like I do. I think we're very lucky.
I: Thanks. And what don't you like about living here?
L: I don't like the fact that it's a small place so you can't do anything unusual or different without everyone in the town finding out about it. I suppose that's a problem in any small town. Sometimes it feels like living in a very small aquarium!

3

I = Interviewer A = Annie

I: What's the best thing about Keswick in your opinion, Annie?
A: I don't know, I just love the atmosphere in the centre of town with all the old buildings. I think some of them even come from the sixteenth-century!
I: And the worst thing?
A: Well, Keswick's a town which is very old and where the streets are very narrow – it's crazy that there are so many cars! I don't ride my bike in town anymore – it's too dangerous!

4

I = Interviewer B = Brett

I: Tell me what you like most about living here, Brett.
B: Nothing!
I: Oh, I'm sure there's something you like.
B: Well, I like kayaking, so I'm quite lucky to live close to some quite nice lakes.
I: 'Quite nice'! Brett, there are people who come from all over the world to see the lakes here – they're beautiful! And what do you most dislike about Keswick?
B: Well, I live on a small estate in Castlerigg – that's about two miles out of town. The last bus is at twenty to six and after that I have to walk. It's really difficult to meet friends after school!

25 Wider World, Unit 5, 5.5, Exercise 8

J = Jamie C = Craig R = Rebecca F = Fien L = Liam

J: The best thing about New York would definitely be Broadway. It's the ... go to 42nd Street and all the lights are on and it's the most exciting place in the world I think.
C: The best thing about Tasmania is the wilderness. Absolutely beautiful in Tasmania for that.
F: The best thing is all the things you can do in London, especially going out.
L: The best thing about the Toronto Islands in Toronto is that they're right next to the beach, there's beautiful breezes from the lake and it's the best place to escape the heat in the summer. And the worst thing about the islands is that everyone else is there trying to escape the heat in the summer with you.
F: And the worst thing? I think rush hour in the undergrounds.
C: And the worst thing?
R: I don't know, I guess the worst thing might be that it's a little isolated, so if you like to be in the hot spot and all the clubbing and all that sort of thing, you don't get that in Launceston at all. So, bit quiet.
C: Yeah, a little bit quiet in Tasmania.
R: Yeah.
J: And the worst thing about New York would be the subways that you have to take to get to 42nd Street, which are very loud and very dirty.

5.19 Unit 5, Revision, Exercise 8

It's a typical English home with three bedrooms, a kitchen, a bathroom and a big living room. It isn't a big house, but it's very modern, and there's a small garden behind the house.

27 BBC Culture, Exercise 6

Part 1

What's your room like? What would you like to change about it? Would you like to design it yourself? The programme I want my own room! helps kids change their rooms. Today, they're helping Freya and her younger sister, Hattie. Both girls love to make things. Freya likes sewing and Hattie likes making films – she wants to be a film director. Their older sister Ella has her own room and their mum makes plates and paints them. She has lots of space. Even the cats, Lola and Rose, have room to relax. Hattie and Freya share a nice room but they need more space for their hobbies. It's a big problem! There is one room that they can use. It's the front room, and it's the girls' playroom. The problem is it's full of rubbish! There are old toys and a doll's house. But it isn't all the girls' rubbish – there's even a bit of an old car in there! Michelle is an artist and designer. She's going to help the girls to make their dream room.

28 BBC Culture, Exercise 7

Part 2

Michelle talks to the girls about how to change the room. They paint a plan on the wall. Michelle thinks each girl can have one of the alcoves in the room for their things. Mum has to clear the front room but she can't do it on her own, so big sister Ella comes to help. Now they must choose what to throw away and what to keep. It isn't easy! The girls make a floor plan for the room. Michelle thinks there can be a sofa and work stations for the girls, so they can do their different hobbies. She also suggests special wallpaper. The girls choose old photographs from when they were younger to stick on to it.

29 BBC Culture, Exercise 8

Part 3

Everyone works hard to finish the room in four days. Michelle keeps the last changes a secret. She wants to surprise Freya and Hattie. They paint butterflies on the walls and the shelves are a lovely colour too. There's a fun, home-made doorstop to keep the door open and there are some fantastic cushions. They have photographs of the family cats on them. And then it's time to bring the girls into their wonderful new room. They can't believe it! The room is very different. Now the room is bright with lots of colours. There's a bright pink blind over the old fireplace. The girls' little models are in glass cases on the walls. Now everyone can see them. And lift up the cool sofa bed and it's a desk with everything they need for a small film studio – an animation station! The photos look great on the special wallpaper. And the blue cupboard is brilliant too. Then there's another surprise. The girls have their own work stations but open the cupboard in Freya's alcove and there's another table with a sewing machine. Hattie's got one too. "Thank you so much!" The girls love the room, everyone in the family loves the room. As the girls say, 'It's the best room ever!'

UNIT 6

6.5 Unit 6, 6.1, Exercise 7

C = Chloe A = Alfie

C: Yeah, it's really important for me to keep fit, so I do a lot of sport. I do exercises in my room every morning.
A: What? Like yoga?
C: No, not yoga. Just exercises. I do about fifteen or twenty minutes every day before breakfast. And I go running. Three times a week before I go to school and every Saturday and Sunday too. I love it.
A: Do you play any team games?
C: No, I used to play hockey for my school team every weekend, but I don't do that anymore. What about you? What do you do? Do you play football or rugby or …?
A: No, I don't play any team games. I don't enjoy them.
C: So what do you do to get fit?
A: Well, I tried swimming, but I thought it was boring. Then last month, I joined a gym. I go climbing on the climbing wall, I play badminton with my friend Tim and I do weight-training too. It's brilliant!
C: Cool.
A: Listen, Tim isn't here this week. Do you want to play badminton with me this evening?
C: Yeah, sure, why not?

6.6 Unit 6, 6.3, Exercise 9

C = Chloe A = Alfie

A: Yes! Twenty – nineteen to me. If I win the next point, I win the game.
C: OK, come on then!
A: Ow!
C: Alfie! Are you alright? Here, let me help you up. Ooh! That was a bad fall.
A: I know. Ow!
C: Are you all right?
A: Yeah, I hit my head and hurt my ankle but it's OK. I can walk.
C: Poor you.
A: Oh, it's OK. It's nothing. I broke my leg once during a football match. Do you often have accidents?
C: Yeah, I do. Last week, I cut my finger in the kitchen. And then I burned my hand. It was terrible.
A: Oh you poor thing. Come on, let's go and get a drink.

31 Wider World, Unit 6, 6.3, Exercise 6

H = Harry C = Cecile A = Adrian M = Miguel

H: I got to bed last night at half past one in the morning, so it wasn't really last night.
C: Last night, I went to bed at eleven p.m.
A: I went to bed last night around one a.m.
M: We didn't get much sleep and we went up … and we went to bed in about, I think it was one o'clock this morning. We got up at seven.
H: Last Saturday, I woke up at five o'clock in the morning, which didn't give me much sleep at all.
C: On Saturday morning, I got up at ten a.m.
A: Last Saturday morning, I got up around ten a.m.
H: At night, I usually sleep between six and eight hours.
A: I usually sleep around seven hours a night.
C: I normally sleep eight hours at night.
H: I don't often have bad dreams. It's very rare that I do. It's often quite happy dreams.
A: I usually don't have bad dreams.
C: I do not have bad dreams very often.
H: At work, I often feel sleepy as I have to work long shifts.

32 Wider World, Unit 6, 6.4, Exercise 6

N = Neal A = Affie J = James

N: So when I was about eleven, I was running up the stairs and I ran into my bedroom and I slightly misjudged the doorway, and my little toe and next little toe went either side of the doorframe and split like that, and I broke both of those toes. And I got taken to accident and emergency. And I sat there for maybe three hours and then the doctor said, 'there's nothing we can do,' so sent me home.
A: It happened to me some time ago, here in London. I'm this kind of person who is always running late, so I just walked around my house, I had to go to the tube station, and it was raining. I was really in a rush, and I fell down the stairs in the tube. I … I hurt my elbow, I … I hurt my arm, but I didn't really care about the pain. I was just really embarrassed 'cause everyone saw that.
J: I remember when I was about five years old, it was a summer's day in my nan's back garden, and I was learning how to cy … how to ride a bike. My nan had a thorn bush and my mum and dad told me specifically not to go near the thorn bush. There was a set of steps next to it. I decided it'd be a good idea to not just go near the thorn bush, but cycle as fast as I could down the steps and straight into the thorn bush. I ended up full of cuts and bruises and had to go to hospital for it.

6.14 Unit 6, 6.5, Exercise 3

J = Jerry

J: I play for Mansewood United five-a-side football team. I'm the goalkeeper. Tomorrow is a big day. It's the cup final. Yesterday, we took some photos, but apart from me, everyone was feeling ill. Nathan was sneezing all the time. James had a bad stomachache. Ben had a sore throat and a high temperature. And Chris had a cough. I hope they're well for the match tomorrow.

6.15 Unit 6, 6.5, Exercise 4

T = Tom J = Jerry B = Ben N = Nathan
Ja = James C = Chris

T: OK Jerry, this match is important. It's the cup final!
J: Don't worry, coach. We've got a great team. We can win!
T: But where are the others? The match starts in ten minutes!
T: Hello, Ben. This is Tom. Where are you?
B: Hi, coach. I can't play today. I've got a sore throat and … and a terrible cough and …
T: You've got a cold, Ben. That's all. Come on! You can play with a cold!
B: I haven't got a cold. I've got a high temperature. I'm in bed. I think I've got the flu. Sorry. Good luck!
T: Ben can't play. He's ill.
J: No problem. OK, they've got five players, and we've only got four but we can win!
T: Nathan?
N: Hi, coach. Listen, I'm really sorry but I can't play. I've got hay fever. It's terrible. I can't stop sneezing so I have to stay at home. Sorry. Good luck!
T: Nathan can't come. He's got hay fever.
J: No problem. Three against five isn't bad and I'm a great goalkeeper. We can win!
T: James! Tell me you're OK!
Ja: No, coach! I feel really sick. My stomach is terrible. It's something I ate. I'm allergic to nuts. I can't play. Sorry. Good luck!
T: James can't come. Stomachache.
J: No problem. With me and Chris in the team we can win. I'm a great goalkeeper, and Chris is fantastic!
C: It's Chris.
T: Hi, Chris. Please tell me you're not ill.
C: I've got a cough but I feel OK.
T: Great! But where are you? It's five to three! The match starts in five minutes!
C: I've got a problem. I got on the wrong train. I don't know where I am.
T: Oh no!
J: What is it, coach?
T: I've got a terrible headache!
J: Don't worry, coach. One against five. I can win, no problem.

6.16 Unit 6, 6.5, Exercise 5

L = Linda J = Jerry

L: So, how did the match go on Saturday, Jerry?
J: We didn't play. All our players were ill except me.
L: Oh, no!
J: Well, Chris wasn't ill, but he couldn't get to the match. The coach wanted to play next Sunday but the coach of the other team didn't agree, so in the end we played on Wednesday.
L: Yesterday?
J: Yes, but last Sunday I went to see my friends and you know what happened to me? I caught the flu!
L: You're joking!
J: No, seriously! At first, I thought it was only a cold. My dad thought it was hay fever. But the next day I had a high temperature, I was coughing and sneezing and I had a sore throat. I felt terrible. So I spent Monday and Tuesday in bed.
L: So you couldn't play in the match?
J: Well, I didn't feel great, but I really wanted to play. I didn't play very well because I was ill. Another player pushed me so I fell and hurt my back too. And then Ben had to stop playing ten minutes before the end of the match!
L: Why? What happened?
J: He fell and hurt his ankle. He was lucky he didn't break his leg.
L: So, did you win?
J: Yes. Chris was fantastic. He scored two goals and we won the game three-two.
L: Wow!

6.21 Unit 6, Revision, Exercise 7

Last Sunday I went running with my sister. While we were running, it started raining. We wanted to get home, so we ran fast. Then I fell and I hurt my ankle. I had to walk home.

6.23 Unit 6, Set for Life, Exercise 4

S = Sam M = Mum

S: It's always me! Alice never has to vacuum the floors, or do the ironing. It's not fair!
M: Alice is really busy at the moment, Sam. You know that she's got exams next month. She has to study a lot.
S: Well, she should get up a bit earlier in the morning, then! She never gets up before 10 o'clock at the weekends.
M: Why do you always have to bring Alice into it? Why can't you just …
S: What's the point? You never listen to me anyway. I'm going out …
M: Sam! Come back! Oh, great …

6.24 Unit 6, Set for Life, Exercises 6 and 7

S = Sam M = Mum

S: It's always me! Alice never has to vacuum the floors, or do the ironing. It's not fair!
M: Let's stop and think for a minute. What's the basic problem here?
S: Well, I think that you often give me more housework than Alice. I understand that she's got exams next month, but I've got homework too. When you give all the chores to me, I feel that she's more important than me.
M: Hmm … I see what you mean. I'm sorry you feel that way. But I've got a lot of work at the moment too. And you spend a lot of time listening to music in the evening.
S: Hmm – maybe you've got a point.
M: Perhaps you could do the ironing in the evening while you're listening to music.
S: Perhaps I could do that.
M: And if you like, I can make a list of all the different jobs, and check that it's all fair.
S: That's a good idea. Fine by me!
M: Great!

PC1–6.1 Progress Check Units 1–6, Exercise 7

F = Frank A = Amy

F: Hi Amy. What's up? Where were you last weekend? Why didn't you come on the camping trip? Were you doing homework instead? Ha ha.
A: Hey, Frank. You're funny! But no, it wasn't that. I actually didn't feel well on Friday evening – I had a stomachache – so Mum didn't let me go and I stayed at home.
F: Maybe it was something you ate. Did you have too much spaghetti? I know you like pasta!
A: Ha ha, yes I do! But it's strange because I only had chicken soup for lunch. There was cheesecake for dessert, but I didn't have any.
F: No cheesecake! Poor you! Are you OK now?
A: Yes, I'm fine. In fact I was better on Saturday and I was really annoyed with Mum as you can guess. Anyway, did you have fun camping?
F: Not really. We had to come home a day early, so we got back on Sunday, not Monday morning.
A: Oh. Why's that? Was it raining there? It was cold and rainy here.
F: No, it wasn't that. Well, Jack was sneezing all the time because he had some allergies and it was raining on Saturday, but we didn't get wet or cold.
A: So why did you come home early?
F: We were having breakfast on Sunday when Jack's mum phoned and asked us to come home because his grandma was visiting and she wanted to see him.
A: I see, I thought maybe you were sick too!
F: No, we were fine! Anyway we're going to go camping again next weekend. Wanna come?
A: Sure!
F: Great! Bye for now!

UNIT 7

7.2 Unit 7, 7.1, Exercise 5

1
Oh, no! I need a new pair of trainers. I need to get a new pair. Where's the nearest …?
2
It's my mum's birthday today. Let's go to the … so that I can buy her a big bunch of roses.
3
Mmm … can you smell that lovely fresh baked bread? Oh, there's the … Let's go and buy some.
4
I have a headache. We need to find a … so that I can buy some medicine.
5
Where can I get a newspaper? Is there a … around here?
6
I have to buy some fruit and vegetables, but the … is closed today.

7.4 Unit 7, 7.1, Exercise 7

K = Karim S = Sue

K: Hey! I'm back!
S: Hi Karim, how was the shopping trip … did you get everything on the list?
K: Yes, I did. I got fresh bread from the bakery and some nice apples from the greengrocer's. Here.
S: Great. We can have those for lunch.
K: Then I went to the pharmacy and got a packet of tissues for you, and a bottle of shampoo for me.
S: Thanks.
K: And I bought a nice pair of socks at the clothes shop. Look!
S: They're cool.
K: I got a photo album from the bookshop and … a big box of chocolates for Mum's birthday from the newsagent's on the corner.
S: That's good. But what about the bunch of flowers for Mum's birthday? Did you go to the florist's too?
K: Oh no! I forgot.
S: Karim!
K: What can I do? What time do they close?

34 Unit 7, 7.1, Exercise 11

J = Josie Ch = Christine Chr = Chris S = Sunita F = Francis

J: My favourite shop is Tiger, and it's kind of a recent … recent to the high streets and it sells basically everything that you need for your house. Yeah, it's my favourite shop. You can find everything there, from photo frames to, like, kitchen appliances.
Ch: My favourite shop is Disney Store. It represents dreams to me. Even I'm not a little girl anymore, but every time I walk in the shop I just look into those teddy bears, it reminds me of my childhood. I just love … I just love it, yeah.
Chr: I like to shop at Gap and … or Banana Republic in the States. They … I feel like they sell very trendy clothes but at the same time, they're fairly inexpensive, which is important to me. I also look for very practical, and … and trendy clothes, so I … I like to shop there in the States.
S: Well, my favourite kind of shop would be one that would sell handcrafted things. It could be objects and it could also be textiles, but basically, yes, handcrafted, hand-blocked and what have you, yeah.
F: My favourite shop is T.K. Maxx. The reason I like it is because they have many different brands at discounted prices, so high fashion brands and also high street brands, and they have a good range of clothes and shoes, and even toys. It's good for buying presents for people because there's a lot of inspiration in there. And also I quite like it for buying shoes and trainers.

35 Unit 7, 7.2, Exercise 6

M = Mary H = Helen G = Geoff

M: I think we can both agree that we like shopping centres.
H: Oh yeah. Well, in general, shopping is very, yeah, very enjoyable, although I'd rather go to little shops or little boutiques rather than a huge shopping centre.
H: I like shopping centres because, generally, you can see the great old British weather, when it rains, you're dry and you've got everything in one place, so yeah, I like them for that. Good variety of shops, so I do use shopping centres.
G: Well, in my rather long life, I've seen shopping centres evolve from small shops in a small town, where I spent a lot of my childhood, to the American style malls that we see in so many cities in Britain now. I loathe these places. I much prefer the sort of shopping, in fact, that you find in places like this, in Covent Garden.
M: I go to shopping centres not that often. Or sometimes, if I'm not really ... if I'm looking for something specific, then I go to a shopping centre 'cause it has pretty much every ... you can find there anything.
M: Well, most of the time I obviously go with a friend, a good friend of mine, but I do love to go on my own 'cause then I have my ... my own time and I can look at everything specifically and take my time of it and then choose to buy it.
H: When I go to the shopping centre, I would generally go with a friend or my mum. Something like that.

7.13 Unit 7, 7.5, Exercise 2

G = Gemma Gr = Greg

G: Hey, Greg. Do you want to do this quiz? It's to find out how important money is to you.
Gr: Perhaps. … Are you going to pay me to do it?
G: No, I'm not. Just answer the questions, OK?
Gr: All right.
G: Question one. You get ten pounds pocket money and earn twenty pounds babysitting. Do you put the money in a money box or in your purse, wallet or pocket?
Gr: I don't have a money box or a purse or a wallet. I put it in my pocket.
G: OK, question two. You get fifty pounds for your birthday. Do you save some and spend the rest or spend it all immediately?
Gr: You know me, Gemma. I run to the shops as fast as I can and spend it all.
G: Honestly, Greg! OK. Question three. You need new jeans. Do you wait for the sales or buy the pair you like without looking at the price?
Gr: I wait for the sales, of course.
G: Yeah, me too. OK, last question. A friend wants to borrow twenty pounds. Do you say you never lend money? Or do you agree and say they can pay you back any time?
Gr: The first one. I never lend money. I never have any. I only borrow it … Hey, Gemma?
G: Yes?
Gr: Can you lend me ten pounds?

7.16 Unit 7, 7.5, Exercise 6

D = Desmond P = Penny

D: In last week's show we talked about part-time jobs, but this week we have a new question: Do you get pocket money? And what do you do with it? Our next caller is Penny Richards from Glasgow in Scotland.
P: Hi Desmond, I'm fifteen and I get pocket money, £10 a week normally, but sometimes I get £12. But my parents don't just give it to me. I have to earn it! I do housework or wash the car, you know. I don't spend all my money. I save it! I don't have a money box anymore but I've got more than £400 in the bank. I like going to the shopping centre with my friends. But I don't take out my purse every time I see a top I like. I only buy something when I need it and I always check the price first. In fact, I usually wait for the sales because things are cheaper. My friends sometimes ask me to lend them one or two pounds and I usually give it to them but I … well, I don't think it's a good idea to borrow money. That's what I think, anyway.
D: That's great, Penny. Thanks, but can I ask you a question?
P: Yes?
D: What are you going to do with your money? What are you saving it for?
P: Last year I bought a bike with my savings. In the future, when I finish school, I'm going to take my money and travel around the world.
D: OK, thanks very much, Penny. Well, my guest today is an expert on how to save money, Molly Barclay. Molly, what do you think …

7.17 Unit 7, 7.5, Exercise 7

D = Desmond M = Molly

D: OK, thanks very much, Penny. Well, my guest today is an expert on how to save money, Molly Barclay. Molly, what do you think of what Penny was saying?
M: Well, clearly Penny's a clever girl. It seems easy for her to save money, but that's not true for a lot of people.
D: Tell me about it.
M: But you can learn how to save money and how not to spend money you don't have.
D: How?
M: The first thing is to write down how much money you get every week, from working or from pocket money, and how much money you spend.
D: OK.
M: And then it's simple, you make sure you don't spend more than you earn.
D: Hmm.
M: It's very important to shop around, I mean you should look for the best prices. A good example is with mobile phones. When you change from one company to another, you – or your parents – can save a lot of money. Also, think twice before you buy something – do you really need it, or do you think you need it because your friends have it?
D: That's a good point.

7.23 Unit 7, Revision, Exercise 8

It's the biggest shopping centre in England. It opened in 1986. There are more than three hundred and forty shops and there's a cinema with twelve screens. The car park can take ten thousand cars.

38 BBC Culture, Exercises 6 and 7

N = Nikki P = Presenter S = Sophie

P: This fashion show at London Fashion week included two disabled models. It was a new and exciting decision. But what experience do ordinary disabled people have when they go shopping on the high street? Do shops really think about what their disabled customers want? Nikki is meeting Sophie Morgan. Sophie is a designer, and she's also a wheelchair user. Today, they are going to show one of her designs in the window of a clothes shop. But it isn't a dress – it's a wheelchair. Shops can use it with the mannequins in their windows. When the Olympic and Paralympic Games were in London in 2012, a top London clothes store used Sophie's wheelchair in their displays. But after the Paralympic Games finished, they never used her design again. Sophie thinks that clothes shops must do more for people with disabilities.
S: Young men and women going out shopping don't feel welcome.

P: If the shops use images of disabled people like this, their disabled customers can feel more welcome. But disabled people can have other problems when they try to shop on the high street, too.
N: It's not just about seeing disability on the high street, it's about accessibility as well.
P: Accessible shops are shops that are easy for disabled people to enter and use. A British survey found that 23% of fashion shops weren't easily accessible to disabled customers. And 62% didn't give their shop assistants any training about disability. Disabled people want to buy clothes on the high street like other people. A lot of things need to change.
S: We are there. We want to spend money. It's time to bring us in.
P: Sophie hopes that her wheelchair design can be the start of some big changes on the high street.

UNIT 8

8.2 Unit 8, 8.1, Exercise 5

1
Mr G = Mr Green N = Nadia
Mr G: Can you come to my office now?
N: What's the problem?
Mr G: I need help with this new computer.
2
N = Nick S = Scott
S: So, this is your new car, huh? Er, how much did you pay for it?
N: Two hundred pounds, just last week. But there's something wrong with the engine. Can you repair it, Scott?
S: Hmm. Don't know, give me twenty minutes.
3
E = Ethan J = Jed
E: Oh yes, I think that's the one, sir. That style is the latest fashion and it's a perfect fit.
J: You think so? I'm not sure. Aren't the trousers a bit short?
E: No, no! They're just right and the jacket is perfect …
4
A = Amina E = Eddie
A: Eddie!?
E: Yeah? What's up, Amina?
A: Where's the food for table eight? The customers can't wait any longer!
E: OK. Take it easy. It's ready now … here it is.

40 Wider World, Unit 8, 8.4, Exercise 7

F = Francis M = Monica S = Sunita A = Athena
H = Hugh D = David C = Christine
F: If there's nothing good on TV tonight, then I'll look for a movie on Netflix or maybe do some exercises or call a friend.
M: If there is nothing good on TV tonight, I'll read a book.
S: If there's nothing good on TV tonight, I'll probably read something online.
A: If there is nothing good on TV tonight, I will go on YouTube and watch some interesting comedy videos, basically. That's it.
H: If there's nothing on television tonight, I'll read a book.
D: If I get some money for my birthday, I'll spend it on travelling.
A: If I get some money for my birthday, I will … I will go, like, maybe travel in Africa, basically.
H: If I get some money for my birthday, I'll spend it on nothing important.
C: If my phone stops working, I'll start writing a letter.
M: If my phone stops working, I think I'll use a public phone for emergencies.
H: If my phone stops working, I'll throw it away.
A: If my phone stops working, I will … I will just charge it.

8.12 Unit 8, 8.5, Exercise 2

If you go to the capital city of Denmark, Copenhagen, you'll find an interesting school: Ørestad Gymnasium. From the outside, it looks like a normal secondary school. It's a big, square building with lots of windows. In fact, architects designed this school to be very modern. When you walk inside you can see that it's different from most secondary schools. The whole building is one big bright space with a very long staircase where the stairs connect the open learning spaces. This is a normal day, but Ørestad Gymnasium doesn't feel like a school, it's more like a fun, modern office where young people come to work. There's plenty of outdoor space and there's a sports hall. The school doesn't have its own library but that isn't a problem because there's a very big, modern library next door which they share with the lower-secondary school. Downstairs, there's a canteen where pupils can have lunch, a Science lab with glass walls and special classrooms for Arts subjects.
There isn't a computer room because the school doesn't need one. The head teacher of Ørestad believes IT skills are very important, so if you come to study here, the school will give you a tablet or help you to buy a laptop. Every pupil does all of his or her schoolwork on their tablet or laptop. In lessons, pupils usually work together in groups or small teams. They make notes and give presentations. The plan is that pupils will be ready for the world of work when they leave school.
Some things are the same as normal schools, though.
The school day at Ørestad is like a day at many other schools. Lessons start at eight o'clock and finish just after half past three. There are plenty of teachers too, but they all look quite relaxed. They often smile as they walk around helping students. This creates a friendly atmosphere which the pupils enjoy. Of course, the pupils here have to do homework, the same as at any other secondary school. And they definitely have to take exams at the end of their courses.

42 Wider World, Unit 8, 8.6, Exercise 6

M = Michael V = Vika C = Chris T = Tim
M: I might be famous because I'm a beat boxer, so who knows?
V: I think I will be famous in the next ten years.
C: I don't think I will be famous in the next ten years. I'd like the money of a famous person but not … not the fame to go with it.
M: That's a harder question. I have no idea where I will live in ten years. It's, like, I don't know, I don't know. I might live here but … but I can't … I can't answer this question.
T: I think, probably in the next ten years, I probably won't be living where I'm living at the moment.
C: I think I will be living somewhere else in ten years as well, yeah.
M: I am already a fantastic cook, so … No, but, I'm getting better, so … so I will, for sure.
T: I probably will develop one more recipe in my repertoire over the next ten years, but I don't think there's any possibility of me becoming a fantastic cook.
C: I don't think I'll be fantastic but I'll be a bit better than I am now, yeah.

8.20 Unit 8, Revision, Exercise 7

Do you want to work outdoors? Can you work alone in the mornings and evenings, and at weekends too? We are looking for young people to deliver newspapers part-time. Call us now!

8.21 Unit 8, Set for Life, Exercises 3 and 4

1 Lee
In my opinion, tests are really unfair. You study for days, and then you have to remember everything in an hour or two! And, in my experience, people can have bad days. When we did a History test last month I had a cold and a headache. I couldn't think clearly, so I got a terrible grade for the test. How's that fair?

2 Zoe
I think that tests are a really bad idea. I hate them and I don't know why we have to have them. I definitely don't think there should be any tests at school – they're so unfair!

3 Sasha
I feel that tests are the best way for teachers to decide the grades for their students. Giving grades each year without any tests is unfair. For example, I read a report that said that 5% of British parents do their kids' homework for them! So you shouldn't give them grades for homework. But in a test, the teachers definitely know that it's your work – not your parents' work or something from the internet!

UNIT 9

9.6 Unit 9, 9.1, Exercise 9

My country has a large population. I think it's the tenth or eleventh biggest population in the world. There are about 126 million people who live here. Our flag is white with a red circle in the middle. What is my country famous for? Oh, let me think … Well, it's famous for Mount Fuji. It's a beautiful mountain and it's very high. Almost three thousand eight hundred metres, I think. My country is famous for its food too, especially sushi. My country doesn't share a land border with any other countries because it's an island, well, actually, it's a lot of islands. There are five big islands and thousands of smaller ones. Our nearest neighbour is South Korea, but it's over nine hundred kilometres away. The capital city is Tokyo. About thirteen million people live there. Almost everyone learns English at school here and there are a few traditional languages, but not many people speak them. Ninety-nine percent of people speak our official language, which is Japanese. That's right, I come from Japan.

43 Wider World, Unit 9, 9.1, Exercise 10

Our national bird for my country is the bald eagle. We play a different kind of football where I live and the country that I live is made up of fifty states.

Our national dish is haggis, we wear kilts, our national icon is also William Wallace and the capital city is Edinburgh.

My country is famous for food and one of them is stinky tofu. And we have lots of motorbikes. We are a small island but we speak mainly Chinese and another dialect.

Some of my country is on the Baltic Sea. We have weird food called 'cepeliny'. Our capital is Vilnius, our first religion is basketball and we speak the oldest language in Europe.

Our national dish is called 'ceviche' which is a seafood dish. We speak Spanish. We are in South America, and we have one of the Seven Wonders of the World in our country.

The country I'm from is the United States of America.
And I'm from Scotland.
I'm from Taiwan.
I am from Lithuania.
I'm from Peru.

44 Wider World, Unit 9, 9.3, Exercise 6

C = Corrine Ch = Chee

C: I got lost in Vietnam once, in a town called Hoi An. My friends were really sick and I went out by myself, and it was night and I got lost in some back streets. So I felt quite scared because it was very dark, but luckily, I had my map on my phone working and I managed to find my way to a street where there were lots of people.

Ch: There was a time when I got lost and this was before a very important job interview, and I was running very late, I was … I was running five minutes late and it was raining, as it is in London, and I remember trying to look around, and when you try and stop someone for help they don't really know where anything is, so I pulled out my phone and it had only had ten percent battery on it, and it got me really stressed. I hadn't rehearsed the questions. I was very flustered. And then, by chance of miracle, I saw the sign which was right next to me all the time.

9.12 Unit 9, 9.5, Exercise 2

L = Lucy J = Joel K = Katie G = Glenn

L: I think mountain biking is the most exciting outdoor activity.

J: Hmm, that's good. I like it too, but it isn't as exciting as surfing.

K: I don't agree. I prefer kayaking.

G: I think you're all wrong. The most exciting activity is snowboarding.

9.14 Unit 9, 9.5, Exercise 5

L = Lucy J = Joel K = Katie G = Glenn

1

J: Last year, I was on holiday in Portugal and at the beach there was a school where you could learn to surf. It was really difficult at first! I felt silly wearing a wetsuit and I just couldn't stand up on the surfboard. I kept falling in the sea! But after a couple of days I found it easier and now I love it. I've already joined a club and we go surfing most weekends. The best place we've been to is a beach in North Wales. Surfing's brilliant!

2

K: I've tried lots of different water sports: windsurfing, surfing and I've even gone scuba diving a couple of times, but my favourite is kayaking. It feels so exciting when you're going down a fast-moving river with your paddle in your hands. But you've got to remember that it's not a game. I've had lots of accidents. You can die if you're not careful. So it's really important to get lessons and to do exactly what your instructor tells you. And you should always wear a helmet and a life jacket.

3

G: I live in Denver, Colorado, which is real close to the Rocky Mountains. My mom and dad love skiing, but I prefer snowboarding. Most weekends outside the summer, we jump in the car and drive to the mountains. My parents put on their skis and take a map and a compass and try not to get lost. And I put on my snowboard boots, my gloves, my helmet and my goggles and spend the day on my snowboard. I've already taken part in lots of competitions. In fact, I've just won the under-sixteen state championship.

4

L: Mountain biking can be horrible! It's really tiring when you have to cycle up a big hill or a mountain. Sometimes it can be so difficult you just want to get off and walk. But it's brilliant when you come down. It's so fast. It's the most exciting thing I've ever done. You need a helmet and a map and a compass so you don't get lost in the mountains. And you need a good bike. I've just got a new one. I haven't tried it yet. I can't wait.

9.17 Unit 9, 9.5, Exercise 8

L = Lucy J = Joel K = Katie G = Glenn

1

J: Surfing has been around for a long time. It's not a modern sport. And it didn't start in Europe. It began in countries in the Pacific Ocean. More than two hundred years ago, English explorers wrote about seeing surfers on islands like Tahiti or Hawaii. I've only surfed in the sea, but people surf in lakes and rivers too. I haven't tried it in the river where I live and I'm not going to. It's too dirty!

2

K: Kayaking isn't hard to learn, but there's something that can be difficult for beginners. If you want to go to the right, you have to put the paddle in the water on your left, and if you want to turn left, you paddle on the right. A lot of people paddle on the wrong side at first and so they go the wrong way, but you soon learn how to do it right.

3

L: Mountain biking isn't an expensive sport. OK, some people pay thousands of euros for their bikes, but you don't need to spend so much. You can get a really good mountain bike for about eight hundred euros. Mountain biking started in the USA, but it's really popular in Europe now.

4

G: Snowboarding became popular in the 1970s and 1980s, but it started a long time before that. Some people say it began as early as the 1920s, but modern snowboarding only began in 1965, when an American engineer made the first snowboard as a present for his daughter. People of all ages like snowboarding, but it's most popular with teenagers and people in their early twenties.

9.22 Unit 9, Revision, Exercise 7

This is the highest mountain in the country, more than six thousand metres above the sea. It's next to a beautiful lake and about a hundred kilometres from the coast.

47 BBC Culture, Exercises 6 and 7

M = Marie P = Presenter S = Simon

P: These are the Maldive Islands in the Indian Ocean. The Maldives are a system of coral islands. They're one of the biggest areas of coral reef in the world. This is Simon and Marie. Marie has organised a project to save the coral reef in the Maldives. Today she's taking Simon to explore the underwater world of the coral reef. They've just arrived at an area called the Baa Atoll. The Baa Atoll is home to some amazing fish, plants and sea animals. It's an international nature reserve. It's a beautiful place. Very small animals make all of this coral. Coral reefs are full of wildlife. 25 percent of all the different species in the ocean use coral reefs for their home or for their food.

S: Amazing! It's an amazing place to visit.

P: But the Maldive Islands have a problem. All around the world, the temperature of the sea is going up. Coral reefs don't like it when the temperature of the sea changes. Marie has just found a piece of dead coral.

S: In what ways is the coral reef so important for people here in the Maldives?

M: The coral reef keeps the rest of the ecosystems in balance. They are like the rainforest.

P: Coral reefs all over the world are dying. The temperature of our seas has never been so high. Pollution and fishing are big problems too. It's already too late for this reef in the Maldives.

S: It's all dead!

P: The coral reefs and their wildlife are in a lot of danger. What can we do to help?

PC1–9.1 Progress Check Units 1–9, Exercise 6

Before you leave, here's what you need to know about the trip to the London Aquarium. The trip will take place on Monday March 10th. Yes, Monday, not Tuesday. We had to change the day. You must be here at school at eight fifteen at the latest because we're leaving at eight thirty. You've already paid twenty five pounds for the coach and pizza meal, but we have to pay for the tickets on the day. So please remember to bring ten pounds to get in to the aquarium. There will be an hour break for lunch and then you will have another two hours to do what you like in the afternoon. Don't forget to ask your parents to tell us that you can come in a note if they haven't already done it – they can email it to the school or you can bring a letter. So, does anyone have any questions …?

PC1–9.2 Progress Check Units 1–9, Exercise 8

1

This is my first job. I got this job two months ago and so far it's OK. I didn't want to work in a supermarket, so I'm happy I've found a job in a clothes store. My job title is junior shop assistant because I'm still learning. I finished school last summer and I decided to work to save some money for my studies in another country.

2

I've wanted to be a hairdresser all my life – it's my dream job. I love being a hairdresser because you get to meet people all day and it's also a really creative job. All my clients are friendly and they always like the hair style they come out with. I hope I never have an unhappy client! It hasn't happened yet!

3

Being a police officer is more difficult than I thought at first. I work very long hours and it's a dangerous job. I've been a police officer all my life and I think in five years' time I won't want to work so hard – I'll want to relax a bit. So I'm thinking about looking for a job as a tour guide or a bus driver – I'll get to travel abroad and it won't be as dangerous as being a police officer.

4

I'm an engineer and I have a very interesting job because I help build sports centres and other large buildings. You have to study at least four years at a university to become an engineer. That's what I did, and I also worked for an engineering company in the summer holidays while I was a student. I think all students should do that because it gives them work experience. You also find out if you like the job or not. I think everyone should find a job they really like!

UNIT 1

1.1 Unit 1, 1.5, Exercises 3 and 4

A
It depends. Some programmes are brilliant! I really love the talent shows. I like watching new singers and I always phone in to vote for my favourite. Sometimes the judges don't agree and they have arguments. It's good to watch, but sometimes they are just really boring.

B
I have my favourite and I watch it every night. I don't want to miss anything. The stories are very good and I think we can learn from their problems! My mum and dad don't watch them. They laugh and say that they're silly!

C
Sometimes you can see famous and interesting people – like celebrities, actors and famous sportspeople. It's interesting to hear what they think. We usually see these people in films or sports events and sometimes we don't think of them as real people, you know?

D
My best friend wants to! She always watches them and thinks they're very funny. She also wants to win a lot of money or a good prize. Me? No, thanks. Horrible idea! We usually laugh when the people in the show do things wrong. No, no, no!

E
Most people think we aren't. They say that we only watch films and soap operas, but they would be surprised. A lot of my friends and classmates watch this type of programme maybe once a week. It's important to see and hear what's happening in the world, isn't it?

UNIT 2

2.1 Unit 2, 2.5, Exercises 5 and 6

1
G = Girl B = Boy
G: We've got a new student in our class.
B: Really? Is that her – the girl in the red skirt?
G: Oh no, that's Anna. She's in class 4.
B: Oh, yes. She sits next to Sally, my sister.
G: The new student is Alex. She's nice, but she's quite shy.
B: Well, it's her first day – that's not surprising!

2
G = Girl B = Boy
G: Hi! Where are you going?
B: I'm going into town to buy a new laptop. I'm walking, so I hope it doesn't rain!
G: Sit down and have a sandwich. We're having a picnic.
B: OK. Oh, it's nice out here.
G: Yeah, we often come here at lunchtime. It's fun to watch the children and the people with their dogs.
B: You're right. And the trees are looking beautiful!

3
B = Boy G = Girl
G: You're looking very cheerful today! What's going on?
B: It's my birthday!
G: Oh, but today's Wednesday – I've got the day wrong! In my diary, it says Friday!
B: No, that's my party! I can't have the party today, because it's a school night.
G: OK! I haven't got your present today. You can have it at your party.
B: Thanks! My parents are taking me to London on Saturday to buy a new dress.
G: I hope you're not too tired after the party!

4
E = Eva G = Grace
G: Are you going to the concert in the park this afternoon?
E: Oh yes – it's really exciting! Blue Friday are playing. I love them!
G: Do you want to come with me and Brian? Brian's driving us.
E: Thanks, Grace! Are you wearing a dress or jeans?
G: Jeans, I think. It's raining at the moment and I think it's quite cold too.
E: And boots, not trainers, I think. Oh, I hope it's sunny.
G: Me too. But I don't really care. I could listen to Blue Friday in the snow!

5
G = Girl B = Boy
G: I don't believe it! Tim is SO lazy! He's still in bed.
B: He's always in bed on Saturday mornings. He stays out late at clubs on Friday nights.
G: But his breakfast is on the table. Mum spends a long time cooking a big breakfast for him and he never eats it.
B: That's OK, I can eat it. I'm really hungry – I need a lot of food!
G: Good idea. Tim can cook his own when he gets up.

UNIT 3

3.1 Unit 3, 3.5, Exercises 3 and 4

1
G = Girl B = Boy
G: Hi! What's wrong? You look worried.
B: It's Harry, our dog. He isn't very well this morning. He doesn't want to go out for a walk and he didn't want his breakfast.
G: What do you give him for his meals?
B: We only give him dog food. He has special biscuits from that bag. At the weekend he gets some chicken too – but not every day.
G: And was it the same food last night?
B: Yes, but ... wait a moment! My brother didn't finish his dinner – it was a Chinese curry. But later his plate was clean!
G: Perhaps Harry finished it for him! There's your answer!

2
G = Girl B = Boy
G: Hi, Paul. What are you doing?
B: I'm just going out the front door. I'm taking our dog for a walk. Do you want to come?
G: I don't think so! It's raining!
B: No, it isn't. Look out of the window. It stopped ten minutes ago.
G: But the grass is wet and my boots have got holes in them!
B: We can stay on the path. It's a lovely sunny day! Come on!
G: You're crazy! It's really cold outside. Your dog can wait for your mum or dad. Come round to my house and we can play a computer game.
B: I'm outside now and it's very warm. You're just lazy! See you tomorrow!

3
G = Girl B = Boy
G: Hi! Did you enjoy your visit to the safari park last weekend?
B: It was brilliant! You can drive along a road through the park and see all the animals through the window!
G: Yes, we were there last year. What animals did you see?
B: Well, there were lots of monkeys. Two jumped on the car and one tried to take the car mirror.
G: I hope you didn't open the window.
B: Oh no, we didn't! Then we were in the lion park – unfortunately I think all the lions were asleep.
G: That's a pity. When we were there, a group of four lions were right by the side of the road. They were beautiful. I also loved the snakes in the reptile house.
B: Yeah. Luckily, they're behind glass!

4

G = Girl B = Boy

G: My dad is mad at me today.
B: How come? What did you do?
G: It's what I didn't do! He asked me to give the cat some water and put food in her bowl before school this morning.
B: And you didn't?
G: Well, I remembered the water. But I filled it quickly and there was water on the floor when Dad arrived home.
B: And the food?
G: Yeah, I remembered the food, but it was the wrong food – it was the dog biscuits and not the cat biscuits.
B: Ah. And your dad mad.
G: Yeah – but she's HIS cat. I didn't want to be late for school.
B: Of course you didn't!

5

G = Girl B = Boy

G: I visited my gran yesterday and she's got a new pet – well, for a short time.
B: Your gran loves animals. She's got lots of cats, hasn't she?
G: Yeah, five! But her new pet is something a bit different.
B: Go on, tell me ... is it a parrot? My uncle's got one. It's blue and red and it shouts at his dog!
G: Wonderful! I'd like a parrot too. No, Gran's friend is in hospital, so she's looking after her tortoise for a month.
B: And what do the cats think about it?
G: It's winter, so it's asleep in a box right now. The cats completely ignore it!

UNIT 4

4.1 Unit 4, 4.5, Exercise 3

T = Tom G = Grandad

G: Tom, this project on the history of computers is really good! I didn't know that the first computer was invented such a long time ago!
T: Thanks. I got an A for it.
G: Did you spend a long time on it?
T: Actually, not very long at all. I think I spent an hour looking for the information and then another two hours typing it up. So I spent about three hours on it altogether.
G: I think it's very interesting. Where did you find all the information?
T: I usually get all my information online. I search the web. For this project I found a lot of interesting things on the Snopes website.
G: OK. Is that a useful site? Is it something new?
T: I think it's brilliant. It isn't that new. Two people called David and Barbara Mikkelson started it in 1994 – that's more than twenty-five years ago! Now, people all over the world visit the site to read the articles. There are more than 20 million visitors a month.
G: Wow! Why is it so popular?
T: Well, they originally created it to check facts that people think are true, but aren't really. It still does that now, but now people often use it like an encyclopaedia, to find out information about lots of different things. You can look up anything! So, if you need information quickly, you just type in the subject and it's all there in front of you – in seconds! People need to know things quickly today, so that's why it's important.
G: When I was at school, we went to the library to get information like that. It took hours and hours. But are you sure that the information is correct?
T: Yes. Other websites review it all the time and find that it's accurate.
G: Can I go on this site to find out about a writer that I like?
T: Sure! Just click on this link ... (fade)

4.2 Unit 4, 4.5, Exercise 4

T = Tom G = Grandad

1

G: Did you spend a long time on it?

2

T: I spent an hour looking for the information and then another two hours typing it up.

3

T: You can look up anything!

4

T: You just type in the subject and it's all there in front of you.

5

G: Can I go on this site to find out about a writer that I like?

UNIT 5

5.1 Unit 5, 5.5, Exercises 3 and 4

J = James A = Alice

J: Hi, Alice! Did you have a good time in Paxford last week?
A: Yeah, it was cool, thanks. It's a little town in the countryside, but there's a lot to see and do.
J: What did you like best?
A: Well, you know I love art. There's a beautiful art gallery there called The Mann Art Gallery.
J: Mann?
A: Yeah, that's M-A- double N. It's quite famous. Percy Mann started it in 1876.
J: Yeah, I think I know the name.
A: It was small then, but now it's really big. It's got a great café. We had lunch there.
J: Has it got some lovely gardens with interesting statues in them?
A: No, you're thinking about the museum. There aren't any statues or a garden! It's next to the big town hall – no big gardens there.
J: Was it expensive to get in?
A: No, not really. It was ten pounds fifty for Mum and Dad, but it was only five pounds for me because I'm still at school.
J: Are there any famous paintings there?
A: Not many. There's one small room with paintings by Percy Mann himself – and he's famous. They weren't very good though.
J: So, what else did you see?
A: There's a room full of lovely paintings of Paxford by local artists. I really liked that. They're all pictures of the town in the past and also today. Oh yes, and there was a special exhibition of black and white photographs for a competition.
J: What was your favourite painting? I know you usually like pictures of the sea.
A: I do, but my favourite there was a very large picture of a castle. It was absolutely beautiful. I looked at it for ages!
J: Were any of the pictures for sale?
A: No. But there was a gift shop and I spent some money there on a poster of the castle and some cards. We had to leave at 5:30 because it closed then, but I'd like to go back one day.

UNIT 6

6.1 Unit 6, 6.5, Exercises 3 and 4

B = Beth L = Lloyd

B: Did you see the last programme of *Sing Out!* on TV?
L: Unfortunately, no – I was playing football on Friday evening.
B: They changed the day. It was on Saturday.
L: That's a pity. I wanted to see it. Maybe it's on again next Monday. Was it good? Did Johnny win?
B: Oh, it was so sad! All the singers were ill last week. They had the flu. Johnny had a sore throat and he sang very badly.
L: The tall girl, Viva, was she ill too? I liked her.
B: Yeah, her face was quite red. I think she had a temperature but she smiled and she sang really well. The young boy, Mark, looked a bit sick, but I think that was because he has hay fever in the summer.
L: I quite liked him too. I saw him on another singing show – was it *Songbirds*?
B: Yes, I remember him too. It was *Sing and Shout!* on Channel 3. I watched that programme. He danced a lot and while he was jumping off a box, he hurt his back!
L: Poor Mark. He isn't very lucky in these competitions. Did he win *Sing Out?*
B: Maybe you should wait until next Monday!
L: No, tell me!
B: OK! It was Viva. She was so pleased! But she doesn't get a lot of money or a big holiday. She gets a course of music lessons and she makes one record.
L: And she and all the others from the competition are in a big concert in August.
B: If they haven't all got the flu again!

UNIT 7

7.1 Unit 7, 7.5, Exercises 3 and 4

J = Jenny H = Harry

H: Hi, Jenny. What's wrong?
J: Oh, Olly and Alexa are going to London for a weekend in June. They're going to stay at a hotel and go to the Little Mix concert. They want me to go with them.
H: That's great! You love that band! I'd prefer Ed Sheeran or Dua Lipa myself, but Little Mix are OK. And a nice hotel in London! It sounds amazing!
J: Yeah, it sounds amazing, but I can't go.
H: Why not? You haven't got any exams in June.
J: No, my exams finish in May. But tickets for Little Mix are really expensive! And two nights at a hotel – I haven't got enough money for that! I spent all my money on a new computer last month.
H: OK. Well, that isn't a problem. You can save some more money. It's only March now. You've got two months.
J: Well, there is a problem. There are two problems, actually! One: how can I save a lot of money in two months? And two: I have to pay for the ticket now, today! They go on sale online at one o'clock and Alexa is going to buy three.
H: Ah, I see. But there's an answer to both problems. I can lend you the money today and you can buy the ticket.
J: Aw, that's very kind of you, but I can't borrow money from you. It's fifty pounds! I don't know when I can pay you back. I don't get much money a week. My parents give me ten pounds. Before, with my baby-sitting job, I worked for three families. That was good. I earned about forty-five pounds a week. But then two families moved to the USA, so now I only babysit for one – that's only fifteen pounds. That's the usual rate in London.
H: I know what you can do. Your French is very good.
J: Yeah, I lived in Paris for two years when I was younger.
H: Lots of students want to improve their French. Why don't you give some private French lessons? You can earn a lot of money!
J: Do you think I can do that?
H: Yes, I do! And I can be your first student.
J: OK! I agree.
H: Cool! Now, let's go to the bank. I think ...

UNIT 8

8.1 Unit 8, 8.5, Exercise 4

I = Interviewer M = Monica

I: Good morning, listeners. I guess a lot of you are at home, getting ready to go to school. You're probably thinking about everything you'll do at school today. Well, this morning I'm talking to Monica about where she studies. And she doesn't have to leave the house. Monica, welcome to the programme.
M: Hi!
I: So, tell our listeners: why don't you need to leave your house to go to school?
M: OK. I have home-schooling – that means that my mum and dad teach me at home.
I: Wow! So, you never leave the house.
M: No, not exactly. Of course, I leave the house when we do sports or we visit museums and things like that. And I sometimes go to the library in town. But I have all my lessons in the dining room.
I: And do you study the same things as other children who go to school?
M: Yes. My mum follows the same topics as teachers do in schools. Every term someone from the local secondary school visits us and checks that mum is teaching me the same things.
I: So, the big question is WHY? Why is your mum teaching you at home?
M: Well, our local school is very good and there are some great teachers there. I liked my classmates and my marks weren't very bad. But the classes are very big. It's hard for teachers to answer every pupil's questions or help every pupil to do their best. My mum was a secondary school teacher too. So, she and Dad decided to home-school me and then they could make sure I learned as much as possible.
I: And do you like it?
M: Yes, I do – most of the time. Mum is very strict and we have a timetable for every day. Sometimes I'd like to stay in bed, but I can't! Sometimes I'd like to talk about the work I'm doing with a classmate, but most of the time it's fine. I go to lots of sports and music clubs, so I meet friends then.
I: Well, thank you Monica. If any of our listeners have a question for Monica, phone our number or email your question to ... (fade)

UNIT 9

9.1 Unit 9, 9.5, Exercise 5

E = Emily A = Adam

E: Hi, Adam! Have you just come back from holiday? You look very brown!
A: Well, we got back a week ago. It was sunny, but it wasn't very hot.
E: You usually go on an activity holiday – where was it this time?
A: Yeah, usually I go with my family, but this year I went with some mates and my cousin on a winter holiday. I love skiing, as you know.
E: You must be very good now! Your cousin is a mountain climber, isn't he? Did he do some climbing?

A: No, that's my other cousin. This cousin, Ken, is really into snowboarding. I tried it, but I didn't really enjoy it much.
E: So why didn't you go with the whole family?
A: Well, we like different sports these days. It's hard to find a place where we can all enjoy our sports. The others like to go somewhere near water as my sister's favourite activity is sailing.
E: My dad loves that. He goes every weekend.
A: My dad's not too keen. He likes smaller boats and going fast down the river. But my sister is totally different. She finds sailing really relaxing and loves spending all day on the open sea.
E: What about your brother?
A: Yeah, he likes the water too. He did a lot of competitive swimming when he was young. Now he's more into scuba diving. So, they all went to the coast this year.

EXAM TIME 1 UNITS 1–3

ET1–3.1 Exam Time 1 Units 1–3, Exercise 1

B = Boy G = Girl

1
B: Would you like to go to the cinema later today? There are lots of films on.
G: Good idea. I think the new horror film is good.
B: I watched a horror film on TV last night. I don't really want to watch another one. Tom says the science fiction film and the romantic one are excellent.
G: Yes, I like science fiction. But I'm not into romantic films. The last one was terrible.
B: That's fine.

2
B: Do you want to come to the theatre with me on Saturday? I have tickets to my uncle's new play.
G: Oh wow, is he a famous actor? I didn't know that!
B: No, he's not. He's too shy to perform on stage! He's a writer. He wrote the play and his friend wrote the music for it.
G: That sounds great! I'd love to come, thank you.

3
B: It's Jon's party tonight.
G: Yes. I can't decide what to wear. I've got a new dress, but I've got some new jeans too.
B: I like your blue skirt. It's really pretty.
G: Thanks. But it isn't very comfortable.
B: Then wear the jeans. With your pink top – that's nice.
G: OK, I think you're right.

4
B: Is that your new dog? She's lovely!
G: Yes. This is Penny. She arrived yesterday. This is her first walk.
B: Where's your other dog – the black one?
G: He's at home. He's quite old and doesn't like going for long walks.
B: Is Penny OK with your two cats?
G: She's fine. And the cats love her!

5
B: Did Tina invite you to her birthday party? It's on Saturday.
G: Yes. I need to get her a present. Is it her birthday on Saturday?
B: No, it's on Thursday. But Friday's a school day, so a party on Thursday isn't a good idea!
G: No, that's true. See you there!

6
B: There are a lot of people in my class at school now. We've got twenty-eight if all the students come!
G: That's a lot. There were twenty-one in my class last year.
B: You can learn a lot when there are only twenty-one.
G: But that changed last month. Susan and Freddie Boyle joined the class.
B: Oh yes, they moved from Swindon. Their sister's in my class.

ET1–3.2 Exam Time 1 Units 1–3, Exercise 2

My sister usually wears a jumper and baggy jeans. Today she's wearing a beautiful blue dress because she is going to a classical music concert.

ET1–3.3 Exam Time 1 Units 1–3, Exercise 3

L = Lindsay A = Alex

L: Hi Alex. Are you going to football practice or salsa class?
A: No, I'm not going to either of them. Football is on Wednesdays and salsa is on Mondays.
L: You do a lot of free time activities.
A: Well, I don't play the guitar anymore, but I've got a new hobby!
L: What is it?
A: I'm learning a new language.
L: That's great! Is it Spanish?
A: I go to Spain a lot and I can speak some Spanish. But I've got a French friend and I'd like to write to him in French. So, I'm taking some classes. Perhaps I can learn Italian too next year.
L: Do you go to classes after school?
A: Those are on Mondays and I've got my salsa on then, so I can't go. I'm learning French online. It's great fun!
L: Is it very expensive?
A: I have a class in a small group with a teacher online. It's ninety pounds for fifteen lessons. My Dad pays for them. The lessons are forty-five minutes.
L: That's a good price! Is it an easy language? I always have problems with grammar in foreign languages.
A: It's OK and the vocabulary isn't very difficult. My problem is when I'm writing. The spelling is hard!
L: Well, good for you! Oh, look at the time, it's 4.30. I've got a swimming lesson at 5.15 and it finishes at 6.00.
A: And my next language lesson is at 4.50! I can't be late. See you soon.

ET1–3.4 Exam Time 1 Units 1–3, Exercise 4

F = Fran O = Oliver

F: Hi, Oliver. It's Fran. I know you want to help at the animal centre. Do you want to come with me after school today?
O: Oh yes, I'd love to come. What do you usually do there?
F: There's lots to do! Sometimes I take the dogs for walks. This week they've got some new baby donkeys. We can help feed them. Then we can clean out the rabbits! It's great fun!
O: OK. What time do you want to go?
F: I usually get the 4.30 bus. Is that all right for you?
O: I've got extra Maths after school and it finishes at 4.30 (*four thirty*) But my dad can drive me and I can meet you there. What's the address?
F: It's in Water Road. It's a big white house. Phone me if you can't find it.
O: What's your new number?
F: Sorry – yes, it's 07124824723. And we can get the 6.30 bus back together.
O: That's fine.
F: And don't forget: wear some old clothes. I often get really dirty!
O: OK! See you later.

EXAM TIME 2 UNITS 1–6

ET1–6.1 Exam Time 2 Units 1–6, Exercise 1

B = Beth C = Chris

B: Hi, Chris. Did you go to the concert last weekend? I'm sorry I couldn't go. I had to look after Ray, my baby brother.
C: That was a pity, Beth. It was really good. Brad came with me and we had a great time.
B: Next year perhaps! Which bands were playing?
C: There were three bands. Blue Paper was OK, but I don't really like their music very much. Dakota and The Fireflies also played. In my opinion, Dakota were a bit boring, but The Fireflies were really amazing!
B: I love them! They were playing at the Royal Theatre last summer, but I couldn't go. Then they were in the Park Festival while we were in France! But I saw a recording of the Park Festival on TV last month. Incredible! I really like the tall, blond guy – what's his name?
C: Do you mean Danny? Yeah, he's got a great voice. Mike is good too, but unfortunately, he wasn't there last weekend. It was just Danny and Joe.
B: Really? Why wasn't he there?
C: He was ill. I know he often has problems with his throat and he gets bad headaches too. But he was in an accident last month and he hurt his back. He's still in hospital.
B: Oh, that's terrible. I hope he's OK soon. Did the concert finish late? Sometimes they go on playing until after midnight!
C: They stopped playing at 11.00 p.m., but then everyone wanted them to play another song. They continued for half an hour!
B: What a night!

ET1–6.2 Exam Time 2 Units 1–6, Exercise 2

SA = Shop Assistant

SA: Today we are looking at some new technology we are going to have for sale soon. First, I would like to present this new smartwatch. You can't buy it this month, but you will be able to buy it from March. So there is not long to wait!
This is a perfect gift for people who want something to help them with their exercising. It can tell you a lot about your health, and you can use it when running, at the gym or just going for a walk. It can also work under water, so it's good for people who like to swim or do other water sports. You can also play music, check the weather forecast and send messages using the watch.
This watch usually costs £200, but we have a special £40 discount, so you can buy it here for only £160. It comes in a beautiful pink and also white and black. Why not order one now?

ET1–6.3 Exam Time 2 Units 1–6, Exercise 3

G = Girl K = Kenny

G: Hi, Kenny. Do you like your new house?
K: It's excellent! We all went shopping last weekend for new things for the house.
G: Oh, that's exciting! What did your dad get?
K: He's into cooking, so he wanted a new cooker, but they didn't have the right size. But he got a fridge, so he was happy.
G: Your mum loves watching films. Did she buy a really big new TV?
K: There weren't really any good offers at the store, so we bought her a new armchair – just for her. No one else can sit in it!
G: I know what you got: a new computer!
K: Wrong! I don't need one, but I now have a brilliant games console. I am really pleased with it. It was expensive, but it's for my birthday too.
G: How about Elsa and Helena?
K: Elsa just wanted new curtains – pink ones! And you know Helena, she's got books everywhere. She chose a big bookcase for her room.
G: Wow! An expensive shopping day then!
K: And that's not all. You mustn't forget Harry, our dog! He got something new too. He usually sleeps on the old red rug, but Mum threw it away when we moved, so they bought him a new comfortable bed.
G: Lucky Harry!
K: So if you'd like to play a computer game, come round and see my console.

ET1–6.4 Exam Time 2 Units 1–6, Exercise 4

I used to go to bed very late and I didn't get enough sleep. I try to go to bed early now and I feel much better.

EXAM TIME 3 UNITS 1–9

ET1–9.1 Exam Time 3 Units 1–6, Exercise 1

1 G = Girl B = Boy

G: Hi, Pete! Did you enjoy your skiing holiday?
B: Not really. We couldn't ski every day because there wasn't enough snow.
G: That's a shame. So, was it sunny all the time?
B: No. It was cold and cloudy. We waited for snow, but nothing happened!
G: Never mind. You can go again next winter.
B: Mm …

2

G: Do you live in the town centre, Mark?
B: No. We live in Manbridge Street. It's nice, but there aren't any shops near us. And it takes fifteen minutes for Dad to get to the station every morning.
G: You're nearly in the countryside!
B: Not really! There's a park across the road, but it's a ten-minute drive to the real countryside!

3

G: How was the dentist yesterday?
B: It was fine. I didn't have any problems. My teeth are OK.
G: That's good.
B: But I have to see the doctor this afternoon. I've got a bad stomachache. I had a headache too after the dentist, but that stopped this morning.
G: This isn't a good week for you!

4

B: I love your new laptop! Was it expensive?
G: Well, I didn't want to get this one because it was 1,500 pounds!
B: That's a lot!
G: There was a cheap one that cost 500 pounds, but Mum and Dad gave me 1,000 pounds for my birthday, so I decided to get the expensive one.
B: You have to spend a lot of money to get something really good.

5

B: Do you want to meet at the café after school today? We can sit outside and do our homework. The weather's nice.
G: I'd like to, but I can't. I mustn't be late home because I have to take the dog for a walk. Mum and Dad aren't in. They went to London this morning to see a new art gallery.
B: That's a shame. Can I phone you if I've got any problems with my Maths?
G: No problem!

6

B: Hi! Are you a new student?
G: Yes, I started last week.
B: Cool. Where was your last school?
G: That was in Winchester. My Dad got a job here last October. He travelled every day for a few months. But he got really tired, so Mum and Dad decided to move here in March.
B: I hope you like the school. It's really great. We have lots of trips this term. In June there's a trip to Winchester! You can see your old city!

ET1–9.2 Exam Time 3 Units 1–9, Exercise 2

H = Helen M = Mark

H: Mark, are you still looking for a summer job?
M: Yes, I am. I'd like to work until the fifteenth of September. Then I start college.
H: The bookshop near the school were looking for someone to work there.
M: I asked there, but they have someone for that job now.
H: Well, I think they're still looking for an assistant for July and August at the sports shop.
M: Cool! Is that the one in the Benton shopping centre?
H: No, it's the Lake Centre, in the High Street. The shop is great. It's really big.
M: I know it. That's perfect. Do you know how much they pay? I really need six or seven pounds an hour.
H: You must check, but I think it's ten pounds an hour. My brother worked there last year and he got eight pounds, but he says it's more this year.
M: That is really good.
H: I've got their phone number here if you want to ring them.
M: Excellent! Tell me.
H: It's 02385698024 (zero). And ask for Mr Collins. That's C-O-double L-I-N-S.
M: OK, so that's 02385698024 (zero). Got it. Thanks a lot, Helen.

ET1–9.3 Exam Time 3 Units 1–9, Exercise 3

1

G = Girl B = Boy

G: Jamie, I was wondering if you could look after our cat next weekend. We are going camping!
B: Of course! I love Fluff! What do I need to do?
G: Oh, you know, the normal things. Feed her and give her fresh water.
B: No problem, and of course I will spend time playing with her. How about giving her a brush? And will I need to buy anything for her?
G: No, we'll leave everything she needs. Don't try and brush her – she'll scratch you!
B: OK, I won't!

2

G = Girl B = Boy

G: I'm just going to the newsagent's. Do you want anything?
B: Yes, please. Can you get me that music magazine I like?
G: Of course. How much is it?
B: I think it's £3.99. Here you go, I'll give you £5. I don't have any change.
G: Oh no, don't worry. I'll get it for you and you can pay me back later.
B: OK, thank you.

3

G = Girl B = Boy

B: That jacket is amazing! Is it new?
G: No, I bought it last year at the second-hand shop in town.
B: The one next to the baker's?
G: No, not that one, it isn't in the shopping centre. I got it at the one on the other side of town, opposite the bank.
B: Oh yes, I know. I bought a cool T-shirt there last year.

4

G = Girl B = Boy

B: Did you see *Aliens of New York* on TV last night? It was so good!
G: No, I hate sci-fi films.
B: It's got Alex Morales in it though. Isn't he your favourite actor?
G: Yes, he is, and I've seen all his other films, but I don't want to watch that one. It won't be as good as *The Boat* – that's the best film I have ever seen.
B: Really? I didn't like that one at all! I hate romantic films. Comedies are much better, like *Wild People* – that's my favourite film he has made.
G: Yes, that one is quite good too.

5

G = girl B = Boy

G: Is your Dad coming to see you in the concert tonight?
B: No, he can't because he's working. He really wanted to come because he plays the trumpet, like me.
G: Oh, that's a shame. Is he playing his own concert?
B: No, music is just his hobby. He works on the reception at the hospital, so he often has to work at night.
G: I wonder if he knows my Aunty Grace. She's a doctor there.
B: I'll ask him!

ET1–9.4 Exam Time 3 Units 1–9, Exercise 4

Have you ever seen a bear or an owl in the wild? The mountains and lakes are the most amazing places for taking photos of animals and birds.

Workbook answer key

STARTER UNIT

0.1

Exercise 1
1 aunt 2 cousin 3 gran 4 parents
5 brother 6 dad

Exercise 2
1 my … His 2 my … Her 3 Our 4 Their
5 your

Exercise 3
1 boy's 2 cousins' 3 mum's 4 children's
5 Harry and Jan's 6 Kai's brother's

Exercise 4
1 I've got two pets. I've got a cat and a guinea pig.
2 Has your cousin got a car? No, he hasn't.
3 We haven't got a big house.
4 Have you got a sister? Yes, I have.
5 Our teacher has got a dog. He has got short legs.
6 My aunt hasn't got a big family.

0.2

Exercise 1
1 biscuits 2 notes 3 drawings 4 bus ticket
5 headphones 6 sunglasses

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

Exercise 3
1 Is there 2 There aren't 3 There are
4 Are there 5 There are 6 There is
7 There isn't 8 Is there

Exercise 4
1 a 2 a 3 The 4 a 5 The 6 a 7 The
8 The 9 a 10 the 11 an 12 a

0.3

Exercise 1
1 the eleventh of February
2 the fifteenth of June
3 the twenty-sixth of November
4 the second of April
5 the fourth of December
6 the thirteenth of September
7 the twenty-first of October
8 the thirtieth of August

Exercise 2
1 e 2 h 3 j 4 f 5 a 6 d 7 i 8 b
9 c/k 10 g 11 c/k

Exercise 3
1 spending time online
2 going to the cinema
3 tidying (her) bedroom
4 doing nothing
5 listening to music
6 taking photos
7 visiting/seeing (his) friends
8 visiting/seeing (his) relatives

Exercise 4
1 boring 2 exciting 3 terrible 4 great
5 fun 6 interesting

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

0.4

Exercise 1
1 can act
2 can't cook
3 can drive a car
4 can't repair a computer
5 can speak Spanish
6 can play the guitar
7 can't dance
8 can swim

Exercise 2
1 Can Dan act? Yes, he can.
2 Can Joe cook? No, he can't.
3 Can Ann drive a car? Yes, she can.
4 Can Chris repair a computer? No, he can't.
5 Can Helen speak Spanish? Yes, she can.
6 Can Eve play the guitar? Yes, she can.
7 Can Michael dance? No, he can't.
8 Can Beth swim? Yes, she can.

Exercise 3
1 What time is your first lesson?
2 Where is your friend now?
3 How old is your brother?
4 Who's your favourite singer?
5 What's your dad's job?
6 When's your next holiday?

Exercise 4
Across:
2 History 5 IT 6 Music
Down:
1 Geography 3 Art 4 Science

Exercise 5
1 Are 2 Have 3 Is 4 Has 5 Are 6 Can

UNIT 1

1.1 Vocabulary

Exercise 1
1 dancer 2 musician 3 writer
4 photographer 5 artists 6 actor

Exercise 2
1 singer 2 guitarist 3 director 4 poet
5 painter

Exercise 3
1 cinema 2 classical 3 techno
4 science fiction 5 romantic comedy
6 animated films 7 ballet 8 novel

Exercise 4
1 Pop 2 street dance
3 ballroom dancing 4 rap 5 rock 6 salsa

Exercise 5
1 love 2 interested 3 into 4 hate
5 don't 6 really

Exercise 6
1 d 2 e 3 a 4 b 5 f 6 c 7 h 8 g

Exercise 7
1 watching ... action
2 dancing ... street dance 3 taking ... sharing
4 playing ... guitar 5 drawing ... watching

Exercise 8
1 really 2 comic 3 writer 4 artist
5 cinema 6 interested 7 taking 8 into
9 dancer

Exercise 9
1 dancing 2 classical 3 musician
4 reading 5 watching 6 dancers
7 photography 8 taking

1.2 Grammar

Exercise 1
1 likes 2 go 3 play 4 writes 5 speak
6 lives

Exercise 2
1 doesn't need 2 don't understand
3 doesn't listen 4 doesn't read
5 don't win 6 don't study

Exercise 3
1 a 2 b 3 b 4 a 5 a 6 b

Exercise 4
1 do
2 likes
3 always go
4 doesn't
5 is never
6 often play

Exercise 5
1 Hannah doesn't like reading books much.
2 I often play football with my friends.
3 I don't understand Spanish.
4 I usually buy clothes online.
5 Our teacher doesn't drive a car.
6 Tom is never late for class.

Exercise 6
1 go 2 don't go 3 do 4 isn't
5 don't give 6 watch 7 doesn't like
8 watch 9 watches

1.3 Reading and vocabulary

Exercise 1
1 T
2 F – He wants them to say something about it too.
3 F – He doesn't do it very often and wants to do it more.

Exercise 2
A 3 B 4 C 2 D 1

Exercise 3
1 Kiara 2 Mr. Cooper 3 Marco
4 Graeme 5 Marina

Exercise 4
1 creating 2 performs 3 sharing
4 playing 5 watches 6 makes

1.4 Grammar

Exercise 1
1 does he live
2 do you start
3 do they do
4 does your sister like
5 do you go to
6 does the film

Exercise 2
1 Do you like modern art?
2 Does your sister speak French?
3 Does Mr Jacobs live in a big house?
4 Does Jack play an instrument?
5 Does your dad work in the city?
6 Do your classmates listen to rap music?

Exercise 3
1 Yes, I do. 2 No, she doesn't.
3 Yes, he does. 4 No, he doesn't.
5 Yes, he does. 6 No, they don't.

Exercise 4
1 Do 2 they 3 Does 4 does 5 Does
6 doesn't 7 Where 8 do 9 Do
10 do 11 What 12 How 13 once
14 do 15 do

Exercise 5
1 do you live
2 Do you have
3 Do they go
4 do they work
5 Do you listen to
6 do you like
7 do you usually read
8 Do you often go
9 do you speak

1.5 Listening and vocabulary

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

Exercise 2
1 c 2 a 3 c 4 c 5 a 6 b

Exercise 3
A 8 B 4 C 5 D 7 E 1

Exercise 4
A 3 B 5 C 2 D 4 E 1

1.6 Speaking

Exercise 2
1 b 2 f 3 a 4 d 5 e 6 c

Exercise 3
1:
1 about 2 You mean 3 It's all right
4 I think 5 wrong 6 ask
2:
1 What 2 much 3 think 4 with
5 opinion 6 great

Exercise 4
A c a b
B b d a c

1.7 Writing

Exercise 1
1 Myers
2 15
3 one sister, two brothers
4 Totton
5 London
6 Totton High School
7 Art, English, History
8 rock and pop
9 One Republic
10 *The Fault in Our Stars*, *The Hunger Games*
11 writing short stories

Exercise 2
1 P 2 R 3 H 4 P 5 H

Exercise 3
1 old ... from 2 home town 3 into
4 favourite 5 Outside

Exercise 4
1 b 2 d 3 a 4 e 5 c

UNIT 1 Self-check

Exercise 1
1 comics 2 classical 3 actor
4 romantic 5 animated 6 salsa

Exercise 2
1 playing 2 listening 3 taking
4 reading 5 watching 6 drawing

Exercise 3
1 phone-ins 2 message board
3 Current affairs 4 news headlines
5 weather forecast 6 documentaries
7 video clips 8 reality shows

Exercise 4
1 Where do you live?
2 Does your dad work every day?
3 How many English lessons do you have a week?
4 Do you go swimming every Saturday?
5 How often do you take photos?

Exercise 5
1 e 2 d 3 c 4 b 5 a

Exercise 6
1 don't like 2 Do you want
3 doesn't live 4 doesn't speak 5 gives

Exercise 7
1 How 2 problem 3 opinion 4 ask
5 good

UNIT 2

2.1 Vocabulary

Exercise 1
Clothes: hoodie, coat, jacket, sweater, top, tracksuit, underwear, uniform
Accessories: belt, baseball cap, glasses, gloves, handbag, necklace, scarf, trainers

Exercise 2
1 c 2 b 3 c 4 b 5 a 6 b 7 b 8 c

Exercise 3
1 sweater 2 necklace 3 underwear
4 tracksuit 5 trainers 6 shorts

Exercise 4
1 earrings 2 scarf/necklace 3 uniform
4 gloves 5 (baseball) cap 6 trainers

Exercise 5
1 e 2 b 3 f 4 c 5 a 6 d

Exercise 6
1 c 2 b 3 a 4 c 5 c 6 a

Exercise 7
Across: 3 striped 5 necklace 8 belt 9 trainers 10 tight
Down: 1 jeans 2 jacket 4 tracksuit 6 sweater 7 scarf 8 baggy

Exercise 8
1 accessories 2 jeans 3 costumes
4 trainers 5 tracksuits 6 checked
7 dark 8 striped 9 leather 10 hoodie
11 light 12 necklace

2.2 Grammar

Exercise 1
1 is taking 2 is drinking 3 are riding
4 is talking 5 is eating 6 is listening
7 is lying 8 is crying

Exercise 2
1 I'm not waiting for Paolo
2 They aren't studying French
3 She isn't wearing jeans
4 You aren't eating a chicken sandwich.
5 We aren't watching the news.
6 He isn't going to town.

Exercise 3
1 Are you wearing a new dress?
2 Why is the teacher shouting?
3 What are the boys doing?
4 Where are you going?
5 Is Elise meeting us here?

Exercise 4
1 b 2 d 3 e 4 c 5 a

Exercise 5
1 are you doing
2 Are you writing
3 am doing
4 am watching
5 are eating
6 Are you enjoying
7 am shutting

2.3 Reading and vocabulary

Exercise 1
1 Friend's Day
2 friends are coming together; some (of them) are giving (each other) presents

Exercise 2
1 everyone 2 (the traditional) Thai New Year
3 beautiful 4 balloons 5 sculptures

Exercise 3
1 c 2 d 3 g 4 f 5 b 6 h 7 a 8 e

Exercise 4
1 embarrassing 2 tiring 3 annoyed
4 frightening 5 bored

2.4 Grammar

Exercise 1
1 F 2 R 3 P 4 N 5 F 6 P 7 R 8 N

Exercise 2
1 'm having 2 's coming 3 rains
4 Are (you) playing 5 is walking
6 's/is watching

Exercise 3
1 c 2 a 3 f 4 b 5 d 6 e

Exercise 4
1 usually study ... we're having
2 and
3 'm not doing ... isn't working
4 am waiting
5 Do you always have ... I don't
6 usually wears ... but ... 's wearing

Exercise 5
1 has 2 sings 3 plays 4 don't get
5 enjoy 6 practises 7 hear 8 is singing
9 love

2.5 Listening and vocabulary

Exercise 1
1 selfish 2 confident 3 rude 4 clever
5 cheerful

Exercise 2
A kind B chatty C polite D bossy
E funny F lazy

Exercise 3
1 shy 2 friendly 3 quiet 4 tidy 5 quiet

Exercise 4
1 quiet 2 helpful 3 shy 4 chatty
5 funny 6 lazy

Exercise 5
1 b 2 c 3 b 4 b 5 c

Exercise 6
1 F 2 T 3 F 4 F 5 T

2.6 Speaking

Exercise 2
1 e 2 f 3 a 4 b 5 d 6 c

Exercise 3
1 My sister is enjoying her new job.
2 I'm learning a new language.
3 My mum isn't feeling well these days.
4 I'm spending a lot of time at school at the moment.
5 I'm working on a new story.
6 My dad is feeling worried because he's having problems with his new car.

Exercise 4
1 No 2 done 3 shame 4 That's
5 Poor 6 Great 7 kidding

Exercise 5
1 b 2 b 3 b 4 a 5 c

2.7 Writing

Exercise 1
1 two 2 the guitar 3 No, he doesn't.
4 No, he doesn't.

Exercise 2
1 to 2 I 3 begins 4 to 5 Best

Exercise 3
IN – the morning, autumn, 2018, the evening, March
ON – 15 November, my birthday, Sundays, Monday morning
AT – night, 3:15, New Year, the weekend

UNIT 2 Self-check

Exercise 1
1 uniform 2 trainers 3 earrings
4 cotton 5 belt 6 scarf 7 shorts

Exercise 2
1 annoying 2 tired 3 boring
4 interesting 5 embarrassed 6 excited
7 relaxing

Exercise 3
1 tidy 2 chatty 3 kind 4 clever
5 rude 6 bossy

Exercise 4
1 's/is wearing
2 's/is Mike going
3 'm/am not doing
4 Is Dan driving
5 isn't/is not working ... 's/is sleeping
6 's/is sitting
7 isn't/is not eating

Exercise 5
1 are you doing 2 read 3 I'm trying
4 I don't want 5 I always wear
6 Are you going 7 am doing

Exercise 6
1 a 2 b 3 a 4 a 5 b

UNIT 3

3.1 Vocabulary

Exercise 1
1 shark 2 butterfly 3 ladybird 4 goat
5 kangaroo 6 snake 7 tortoise 8 leopard

Exercise 2
1 tortoise 2 Polar bears 3 rabbit
4 horse 5 guinea pig 6 Bees

Exercise 3
1 W 2 W 3 I 4 F 5 W 6 F 7 F
8 F 9 I 10 W 11 F 12 I 13 W
14 W 15 I

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

Exercise 5
A donkey B chicken C owl D gorilla
E rabbit F tortoise G cow H ant

Exercise 6
1 a 2 a 3 b 4 c 5 b

Exercise 7
1 feathers 2 tails 3 fur 4 beak
5 claws 6 wings 7 paws

Exercise 8
1 flies ... wings 2 swims ... feathers
3 climbs ... a tail 4 meat ... claws
5 jumps ... fur 6 bites ... teeth

Exercise 9
1 butterflies 2 wings 3 goats
4 rabbits 5 tails 6 claws 7 chickens
8 tortoise

3.2 Grammar

Exercise 1
1 wasn't 2 was 3 were 4 weren't
5 was 6 were 7 was 8 was
9 wasn't 10 was 11 was 12 were
13 weren't

Exercise 2
1 Were you tired
2 Were your friends
3 Was Marie in class
4 Were the shops
5 Was the film
6 Was Tim at your

Exercise 3
1 I was 2 they weren't 3 she was
4 they were 5 it wasn't 6 he was

Exercise 4
1 in 2 at 3 at 4 at 5 in 6 at

Exercise 5
1 Where 2 weren't 3 wasn't 4 in/at
5 was 6 were 7 Was 8 in/at 9 was
10 were 11 was 12 Was 13 was

Exercise 6
1 were 2 were 3 were 4 was 5 was
6 was

3.3 Reading and Vocabulary

Exercise 1
A a chameleon
B a (blue) whale
C a mandrill/a monkey

Exercise 2
1 b 2 a 3 c

Exercise 3
1 lively 2 playful 3 adventurous
4 sociable 5 aggressive

3.4 Grammar

Exercise 1
1 wanted 2 helped 3 looked 4 found
5 wrote 6 walked

Exercise 2
1 didn't need 2 didn't find
3 didn't study 4 didn't go 5 didn't see

Exercise 3
1 Did he phone ... he did
2 Did you answer ... I didn't
3 Did they walk ... they didn't
4 Did you like ... I did
5 Did the police look ... they didn't

Exercise 4
1 Did you watch ... didn't watch ... watched
2 did you phone ... phoned
3 Did you listen ... listened
4 Did you see ... saw
5 Did (the artist) draw ... drew

Exercise 5
1 asked 2 went 3 changed
4 didn't go 5 decided 6 looked
7 found 8 didn't finish 9 promised

3.5 Listening and vocabulary

Exercise 1
1 d 2 e 3 g 4 b 5 a 6 c 7 f

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

Exercise 3
A 1 B 3 C 4 D 2 E 5

Exercise 4
1 a 2 c 3 c 4 a 5 b

3.6 Speaking

Exercise 2
Apologising: I'm (really/so) sorry.; I didn't mean to do that; I feel terrible.
Responding to apologies: Don't worry.; Honestly!; Just be more careful.; Never mind.; No problem.

Exercise 3
1 c 2 c 3 a 4 c 5 b

Exercise 4
1 sorry ... Honestly 2 Never
3 sorry ... problem 4 worry
5 mean ... careful 6 terrible ... right

3.7 Writing

Exercise 1
1 Florida 2 his family 3 very excited

Exercise 2
1 went 2 visited 3 was 4 arrived
5 spoke 6 told 7 weren't 8 swam
9 took 10 met 11 didn't look 12 had

Exercise 3
1 b 2 d 3 a 4 c

Exercise 4
a 2, 3 b 1 c 4

Exercise 5
1 and 2 because 3 but 4 or 5 so

UNIT 3 Self-check

Exercise 1
1 snake 2 polar bear 3 horse
4 chicken 5 rabbit 6 claw 7 fur
8 feathers

Exercise 2
1 aggressive 2 sociable 3 playful
4 adventurous 5 lively

Exercise 3
1 buy 2 brush 3 put 4 feed 5 train
6 take 7 spend

Exercise 4
1 was 2 Were 3 wasn't 4 Was 5 was

Exercise 5
1 didn't like 2 did you go 3 didn't work
4 didn't answer 5 Did the teacher teach

Exercise 6
1 wasn't 2 wasn't 3 Did 4 didn't
5 stayed

Exercise 7
1 so … mean … mind
2 feel … No

READING TIME 1

Exercise 1
A 2 B 1 C 3 D 4

Exercise 2
Students' own answers

Exercise 3
1 F 2 T 3 T 4 F 5 T

Exercise 4
a 4 b 1 c 6 d 2 e 3 f 5

Exercise 5
1 c 2 c 3 a 4 b

Exercise 6
1 up 2 into 3 across 4 at 5 down
6 away

Exercise 7
1 wonderful 2 happy 3 small
4 expensive 5 beautiful

Exercise 8
Karen and the artist
adventure story
Karen and the artist (Brunetti)
a painting/a picture

UNIT 4

4.1 Vocabulary

Exercise 1
1 Bluetooth speaker 2 digital camera
3 wireless earbuds 4 games console
5 handsfree headset 6 phone charger
7 smartphone 8 smartwatch

Exercise 2
1 digital camera 2 Bluetooth speaker
3 handsfree headset 4 games console
5 smartphone 6 smartwatch
7 wireless earbuds 8 phone charger

Exercise 3
1 games console 2 phone charger
3 smartphone 4 smartwatch
5 wireless earbuds 6 Bluetooth speaker
7 digital camera

Exercise 4
1 listen 2 look 3 take 4 download
5 phone 6 check 7 make 8 play
9 charge 10 check 11 join 12 send

Exercise 5
1 h 2 a 3 c 4 e 5 f 6 g 7 d 8 b

Exercise 6
1 screen 2 keyboard 3 scanner
4 memory 5 touchscreen 6 printer
7 USB cable

Exercise 7
1 b 2 c 3 a 4 c 5 c 6 b

Exercise 8
1 check 2 listen 3 smartphone 4 look
5 play 6 console 7 smartwatch 8 charger

4.2 Grammar

Exercise 1
1 used 2 use 3 use 4 go 5 did 6 use to

Exercise 2
1 used to have
2 didn't use to search
3 used to listen
4 Did you use to take
5 didn't use to play
6 did you use to go
7 used to live
8 didn't use to download
9 did you use to read
10 used to share

Exercise 3
1 Did you use to have
2 did you use to go
3 did you use to live
4 did you use to play
5 did you use to take
6 did you use to listen

Exercise 4
1 did you use to do
2 didn't use to play
3 used to meet
4 used to decide
5 used to stay
6 did you use to talk
7 didn't use to communicate
8 used to have
9 Did you use to spend

4.3 Reading and vocabulary

Exercise 1
clothes, food, medicine, post

Exercise 2
1 b 2 a

Exercise 3
1 app 2 T-shirt 3 45
4 (in his) front garden 5 code

Exercise 4
1 switch on 2 find out 3 check (it) out
4 hung up 5 try it on

4.4 Grammar

Exercise 1
1 b 2 e 3 a 4 d 5 c

Exercise 2
1 making 2 to charge 3 to switch
4 texting 5 to see 6 writing

Exercise 3
1 watching 2 reading ... going
3 to charge 4 to leave 5 to use 6 getting

Exercise 4
1 going 2 reading 3 looking
4 to reply 5 watching 6 to make
7 to film 8 running 9 working
10 to fix 11 to study 12 to design

4.5 Listening and vocabulary

Exercise 1
1 search 2 share 3 download 4 chat
5 Click 6 upload 7 follow 8 view

Exercise 2
1 computers 2 A 3 (about) 3/three hours
4 1994 5 million 6 writer

Exercise 3
1 a 2 c 3 a 4 c 5 a

Exercise 4
1 on 2 up 3 up 4 in 5 out

Exercise 5
1 out 2 on 3 in 4 on

4.6 Speaking

Exercise 2
1 c 2 e 3 a 4 g 5 b 6 f 7 d

Exercise 3
1 charge it
2 off and on
3 let me try
4 How about
5 for a solution
6 Shall we look
7 on this website

Exercise 4
1 charge 2 about 3 for 4 Shall 5 on

Exercise 5
1 b 2 a 3 a 4 b 5 a

4.7 Writing

Exercise 1
1 identifying stars in the sky; to learn about the universe
2 to learn the names of the planets and stars
3 the quality of the graphics; learning the names of stars and planets; the picture gallery
4 (sometimes) a bit difficult to navigate; not easy to find the different features
5 yes/definitely

Exercise 2
1 reviewing 2 for 3 to 4 bit 5 for

Exercise 3
1 to 2 for 3 to 4 for 5 for

UNIT 4 Self-check

Exercise 1
1 console 2 charger
3 handsfree headset 4 keyboard
5 digital camera 6 screen 7 smartwatch
8 cable

Exercise 2
1 check 2 play 3 send 4 download
5 make 6 listen 7 search

Exercise 3
1 slow 2 check 3 hung 4 Switch 5 try

Exercise 4
1 used to play
2 didn't use to play
3 Did (your teacher) use to give
4 used to write
5 didn't use to go
6 Did (your friends) use to visit
7 didn't use to send

Exercise 5
1 going 2 working 3 to go 4 helping
5 to learn 6 to feed 7 to find 8 reading

Exercise 6
1 charge 2 switch 3 calling 4 search
5 online

UNIT 5

5.1 Vocabulary

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

Exercise 2
1 fridge 2 wardrobe 3 curtains
4 mirror 5 shower 6 cooker

Exercise 3
1 wardrobe 2 ceiling 3 roof 4 rug
5 plant

Exercise 4
1 bedside table 2 ceiling 3 bookcase
4 hall 5 rug 6 cupboard 7 floor 8 plant

Exercise 5
1 wardrobe 2 light 3 bedside table
4 vacuum cleaner 5 cupboard
6 washing machine 7 curtains 8 bookcase

Exercise 6
1 on 2 next to 3 in front of
4 between 5 above 6 behind 7 under
8 opposite

Exercise 7
1 b 2 b 3 c 4 a 5 a 6 a 7 a 8 c

Exercise 8
1 shower 2 behind 3 vacuum
4 armchair 5 does 6 curtains
7 take out 8 put on

Exercise 9
1 cooker 2 dishwasher 3 cooker
4 living 5 sofa 6 bedside table 7 rug
8 curtains 9 bathroom

5.2 Grammar

Exercise 1
1 where 2 that 3 who 4 where
5 which 6 that

Exercise 2
1 d 2 a 3 e 4 f 5 b 6 c

Exercise 3
1 where 2 which/that 3 which/that
4 who/that 5 where 6 who/that

Exercise 4
1 who live next door
2 where I live
3 that I like most
4 which I hate most
5 who lives below us
6 the place where I live

Exercise 5
1 where 2 who/that 3 which/that
4 where 5 where 6 which/that
7 who/that 8 who/that

5.3 Reading and vocabulary

Exercise 1
1 the girls who live in her street
2 They had a street party.
3 A band came and played music in the street.

Exercise 2
1 b 2 d 3 a 4 c

Exercise 3
1 quietly 2 carefully 3 early
4 perfectly 5 late 6 badly 7 slowly
8 well

Exercise 4
1 late 2 wrong 3 hard 4 slowly
5 right 6 badly

5.4 Grammar

Exercise 1
1 can't 2 can 3 can 4 Can 5 can't
6 can … can't

Exercise 2
1 have to leave
2 has to get up
3 don't have to tidy
4 have to cook
5 doesn't have to sleep
6 have to help

Exercise 3
1 b 2 a 3 c 4 c 5 b 6 a

Exercise 4
1 to 2 don't 3 can 4 can 5 can't
6 has 7 does 8 have 9 must

5.5 Listening and vocabulary

Exercise 1
Across: 1 park 2 station 3 hotel
4 art gallery 5 cafe
Down: 6 castle

Exercise 2
1 library 2 estate 3 church
4 town hall 5 museum 6 post office
7 cinema 8 tourist 9 shopping centre
10 police station

Exercise 3
1 Mann 2 1876 3 town hall 4 £5.00
5 5.30

Exercise 4
Tick: 1, 4, 5, 7, 9

5.6 Speaking

Exercise 2
1 advice 2 good 3 Why 4 should
5 really 6 think 7 terrible 8 bad

Exercise 3
1 c 2 b 3 a 4 b

Exercise 4
1: c a b
2: c a b

Exercise 5
1 d 2 f 3 b/a 4 e 5 g 6 c 7 a/b

5.7 Writing

Exercise 1
1 you 2 well 3 Guess 4 in 5 far
6 seems 7 flat 8 on 9 in 10 have
11 care

Exercise 2
1 a week
2 a café and a small supermarket
3 the high ceilings and big windows

Exercise 3
a 3 b 1 c 4 d 1 e 2

Exercise 4
1 big 2 old-fashioned 3 uncomfortable
4 bright 5 ugly 6 untidy

UNIT 5 Self-check

Exercise 1
1 a 2 a 3 c 4 a 5 c 6 c 7 a

Exercise 2
1 make 2 vacuum 3 do 4 put on
5 tidies 6 took 7 do

Exercise 3
1 gallery 2 station 3 centre 4 hall
5 office 6 information centre

Exercise 4
1 where 2 who 3 which 4 that
5 who 6 where 7 which 8 that

Exercise 5
1 can 2 can 3 mustn't 4 can't
5 has to 6 mustn't 7 have to

Exercise 6
1 give me some advice
2 Where do you think
3 that's a good idea
4 Why don't you go
5 Thanks for the advice

UNIT 6

6.1 Vocabulary

Exercise 1
1 knee 2 lips 3 toes 4 fingers
5 ankle 6 elbow 7 shoulder
8 eyebrow 9 throat 10 neck

Exercise 2
1 toes 2 fingers 3 shoulders 4 throat
5 knee 6 elbow

Exercise 3
1 brain 2 skin 3 heart 4 muscles
5 bones 6 stomach 7 tongue

Exercise 4
1 b 2 c 3 c 4 a 5 b 6 a 7 a 8 b

Exercise 5
1 D 2 A 3 B 4 C

Exercise 6
1 e 2 b 3 d 4 c 5 a

Exercise 7
1 b 2 c 3 a 4 b 5 b 6 b 7 c 8 c

Exercise 8
1 play 2 has 3 does 4 foot 5 hurt
6 skin 7 bone 8 toes 9 muscles

6.2 Grammar

Exercise 1
Countable nouns: banana, crisps, hot dog, potato, sandwich, tomato, vegetable
Uncountable nouns: bread, cream, fruit, meat, salad, salt, sugar, water, yoghurt

Exercise 2
1 How many apples
2 too much cake
3 isn't much food
4 How much salt
5 got some crisps
6 a lot of fruit.
7 haven't got any chips
8 sell any nuts
9 aren't enough oranges
10 too many sandwiches

Exercise 3
1 many ... any ... any ... some
2 much ... a lot 3 many 4 much 5 a lot

Exercise 4
1 Some 2 too 3 lot 4 much
5 enough 6 any 7 any 8 lot 9 some
10 not 11 Some 12 enough/any

6.3 Reading and vocabulary

Exercise 1
a 2 b 3 c 1

Exercise 2
1 b 2 a 3 c 4 b

Exercise 3
1 feel 2 go 3 up 4 keep 5 remember
6 fall 7 enough 8 well

6.4 Grammar

Exercise 1
1 wasn't 2 was 3 eating 4 Was he
5 Was 6 arrived

Exercise 2
1 f 2 a 3 c 4 e 5 d 6 b

Exercise 3
1 were eating … started
2 were doing … rang
3 was shopping … met
4 arrived … was watching
5 wasn't looking … fell … was talking
6 were you doing … phoned

Exercise 4
1 woke 2 was hurting 3 went
4 was sitting 5 was reading 6 said
7 looked 8 saw 9 sat 10 started
11 was riding 12 fell 13 were chatting
14 called 15 went 16 didn't see

6.5 Listening and vocabulary

Exercise 1
1 sick 2 headache 3 sore throat
4 cough 5 sneezing 6 stomachache
7 fever 8 allergy 9 temperature
10 flu 11 cold

Exercise 2
1 hay fever 2 headache 3 flu
4 sore throat 5 food allergy 6 sick
7 temperature 8 sneeze
9 stomachache 10 cold 11 cough

Exercise 3
1 b 2 b 3 c 4 c 5 a

Exercise 4
1 Friday 2 badly 3 back 4 concert

6.6 Speaking

Exercise 2
1 matter 2 How 3 flu 4 sick 5 back
6 down … Have 7 in bed 8 medicine
9 down 10 go

Exercise 3
1 I feel
2 a bad toothache
3 You should take
4 should be more careful
5 should stay in bed
6 I've got a broken

Exercise 4
1 wrong ... feel ... should
2 feeling ... terrible ... lie
3 What's ... sneeze ... hay fever ... a tablet

Exercise 5
1 e 2 c 3 a 4 f 5 d 6 b

6.7 Writing

Exercise 1
1 She was in Greece.
2 The sun was shining.
3 She got off the boat in Ithaki, not Kefalonia.
4 She got on the boat back to the mainland.
5 She never saw Kefalonia.

Exercise 2
1 d 2 b 3 c 4 a

Exercise 3
1 When 2 Then 3 A minute later
4 Suddenly 5 next day

UNIT 6 Self-check

Exercise 1
1 stomach 2 skin 3 brain 4 ankle
5 muscles 6 toes 7 elbow 8 knee

Exercise 2
1 c 2 a 3 b 4 c 5 b 6 b

Exercise 3
1 temperature 2 allergy 3 hay
4 headache 5 throat 6 flu

Exercise 4
1 much 2 many 3 any 4 lot 5 isn't
6 some 7 many 8 enough

Exercise 5
1 saw 2 was reading 3 came
4 Were you waiting 5 weren't
6 Were you 7 remembered

Exercise 6
1 matter … feel … should
2 feeling … hurts

READING TIME 2

Exercise 1
a 4 b 2 c 3 d 1

Exercise 2
Students' own answers

Exercise 3
1 wins 2 helps 3 famous 4 lies 5 angry

Exercise 4
1 b 2 c 3 a

Exercise 5
1 T 2 T 3 F 4 T 5 F

Exercise 6
1 d 2 a 3 c 4 f 5 g 6 h 7 b 8 e

Exercise 7
1 poor … strong 2 unhappy 3 angry
4 famous

Exercise 8
The Olympic promise
sport story
Nelson, Granny Sarah
running

UNIT 7

7.1 Vocabulary

Exercise 1
1 newsagent's 2 bookshop
3 shoe shop 4 butcher's 5 florist's
6 bakery 7 greengrocer's
8 clothes shop 9 pharmacy 10 café

Exercise 2
1 bakery 2 clothes shop
3 greengrocer's 4 newsagent's
5 butcher's 6 pharmacy 7 florist's 8 café

Exercise 3
1 c 2 a 3 e 4 b 5 d

Exercise 4
Pictures:
A a bottle of lemonade
B a box of chocolates
C a packet of tissues
D a bunch of flowers
E a pair of socks

Exercise 5
1 department store 2 escalator 3 trolley
4 car park 5 shoppers 6 food court
7 public toilets 8 multi-screen cinema
9 shop assistant 10 lift

Exercise 6
1 c 2 b 3 b 4 b 5 c 6 b 7 b 8 a

Exercise 7
1 greengrocer's 2 box 3 newsagent's
4 newspaper 5 bakery 6 court
7 butcher's 8 bottles 9 shoppers

7.2 Grammar

Exercise 1
1 older 2 warmer 3 the longest
4 better 5 more expensive than
6 worse than

Exercise 2
1 smaller than
bigger than
the biggest
2 shorter than
longer than
the longest
3 cheaper than
more expensive than
the most expensive

Exercise 3
1 as tall as
2 as cold as
3 as interesting as
4 as expensive as
5 as comfortable as
6 as tidy as

Exercise 4
1 happier 2 easier 3 better 4 long
5 more difficult 6 the worst 7 the best
8 higher 9 more relaxed 10 the busiest

7.3 Reading and vocabulary

Exercise 1
1 the special offers
2 lower than in other shops
3 cares about the environment

Exercise 2
a 2 b 3 c 1 d 2 e 1 f 3

Exercise 3
1 price 2 special offers 3 charity shop
4 planet-friendly 5 customers 6 recycle
7 cloth bags … environment

7.4 Grammar

Exercise 1
1 'm going to phone
2 're going to look
3 Is your mother going to get
4 'm not going to become
5 's going to get
6 Are you going to email

Exercise 2
1 's starting 2 'm having
3 are (you) flying 4 is opening
5 aren't meeting 6 's playing

Exercise 3
1 going to ask Dad 2 catching
3 going to have 4 going to work
5 arriving 6 going to spend

Exercise 4
1 'm having 2 'm going
3 's going to buy 4 'm going to show
5 'm playing 6 's going to bring
7 Are (you) doing

7.5 Listening and vocabulary

Exercise 1
1 money box 2 pocket money 3 sales
4 wallet/purse 5 change

Exercise 2
1 e 2 a 3 g 4 c 5 d 6 f 7 b

Exercise 3
1 London 2 computer 3 March 4 now
5 private French lessons

Exercise 4
1 c 2 b 3 a 4 a 5 c 6 c

7.6 Speaking

Exercise 2
1 help 2 try 3 size 4 much 5 Here
6 take

Exercise 3
1 I'm looking for
2 in a smaller size
3 try this on
4 The changing rooms
5 in another colour
6 too big

Exercise 4
1 one 2 ones 3 one 4 one

Exercise 5
1 a 2 f 3 e 4 d 5 c 6 b

Exercise 6
1 g 2 d 3 a 4 e 5 h 6 f 7 b 8 c

7.7 Writing

Exercise 1
1 going 2 having 3 late 4 Would
5 Can 6 Let's 7 starting 8 going
9 there 10 Let

Exercise 2
Hi Anna,

Yes, please. Let's meet outside my house at 2:05.

See you soon,

Sara

Exercise 3
1 Would you like to 2 Shall we
3 Perhaps we could 4 Please wait

Exercise 4
1 Jake 2 his 18th birthday 3 Sunday
4 12:30 – ??? 5 plate of food 6 bus
7 12:15/bus stop

UNIT 7 Self-check

Exercise 1
1 box … bakery 2 packet … newsagent's
3 bottle … pharmacy 4 pair … shoe shop

Exercise 2
1 escalator 2 trolley 3 court
4 department 5 toilets 6 shopper
7 park 8 multi-screen

Exercise 3
1 pocket 2 change 3 price 4 offer
5 money 6 wallet 7 bag 8 recycle

Exercise 4
1 more boring
2 bigger
3 the most enjoyable
4 as big
5 the cheapest
6 the most difficult
7 as nice
8 the kindest

Exercise 5
1 'm/am seeing
2 are going to visit
3 Are you coming
4 's/is going to ask
5 'm/am going to buy
6 's/is playing
7 'm/am not going

Exercise 6
1 Can 2 ones 3 try 4 take 5 change

UNIT 8

8.1 Vocabulary

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

Exercise 2
1 b 2 f 3 a 4 g 5 e 6 h 7 c 8 d

Exercise 3
1 receptionist 2 mechanic 3 doctor
4 politician 5 waiter/waitress
6 manager 7 chef 8 engineer
9 accountant

Exercise 4
1 scientist 2 accountant 3 doctor/nurse
4 waiter 5 pilot 6 police officer
7 tour guide 8 firefighter

Exercise 5
1 an office 2 work 3 for 4 in a team
5 indoors 6 as

Exercise 6
1 work 2 for 3 alone 4 happy 5 earn
6 time 7 weekend 8 team

Exercise 7
1 job 2 waiter 3 money 4 in 5 chef
6 weekend 7 journalist 8 architect
9 get 10 at

8.2 Grammar

Exercise 1
1 will get 2 will rain 3 'll be/will be
4 'll break/will break 5 'll win/will win
6 will work

Exercise 2
1 Danny won't pass the exam.
Will Danny pass the exam?
2 It won't rain tomorrow.
Will it rain tomorrow?
3 Prices won't be lower in the summer.
Will prices be lower in the summer?
4 In the future children won't start school at the age of three.
In the future will children start school at the age of three?

Exercise 3
1 I won't be long.
2 Will you help me
3 It will only take an hour.
4 will teach us
5 Where will your family
6 People will live

Exercise 4
1 will shopping be
2 'll do/will do
3 won't need
4 will tell
5 won't have to
6 will drive
7 will robots choose
8 will
9 'll go/will go
10 'll see/will see
11 'll decide/will decide
12 won't be

8.3 Reading and vocabulary

Exercise 1
1 Baris 2 Isabel

Exercise 2
1 two years ago
2 He's the boss of a small IT company.
3 selling her apps
4 drama classes
5 a university degree
6 working part-time on small productions

Exercise 3
1 a 2 b 3 b 4 a 5 b 6 a

8.4 Grammar

Exercise 1
1 revise 2 failed 3 take 4 get 5 get
6 cheated

Exercise 2
1 If Dad doesn't arrive home soon, his dinner will be cold.
2 We won't fail our tests if we work hard.
3 I'll be happy if I get a good mark.
4 If I get home too late, I won't call you.
5 I won't go running if it's very cold and rainy.
6 If I get a summer job, I'll earn lots of money.
7 If you don't go to bed soon, you'll be very tired tomorrow.

Exercise 3
1 g 2 f 3 d 4 e 5 a 6 b 7 c

Exercise 4
1 drives … 'll get/will get
2 won't buy … don't want
3 'll be/will be … leave
4 go … 'll have/will have
5 will have to … becomes
6 doesn't give … 'll be/will be
7 Will you wait … is

Exercise 5
1 miss 2 go 3 'll be/will be 4 spend
5 won't have 6 ask 7 'll give/will give
8 will (you) buy 9 don't see

8.5 Listening and vocabulary

Exercise 1
1 primary 2 form 3 canteen
4 secondary 5 university

Exercise 2
1 college 2 head 3 pupil 4 science
5 library 6 classmate 7 stairs
8 classroom 9 playground
hidden word: education

Exercise 3
1 make 2 write 3 do … do 4 give

Exercise 4
1 b 2 a 3 b 4 a 5 c

8.6 Speaking

Exercise 2
a I will definitely go
b I might go
c I definitely won't watch
d I probably won't finish
e I will probably email

Exercise 3
1 I'll definitely learn
2 I probably won't win
3 I'll definitely learn
4 I'll probably buy
5 I may/might have
6 I probably won't go
7 I definitely won't run

Exercise 4
1 b 2 d 3 e 4 c 5 a

Exercise 5
1 e 2 c 3 b 4 d 5 a

8.7 Writing

Exercise 1
a vet

Exercise 2
1 happy and funny
2 animals and football
3 visit to a city farm

Exercise 3
1 am 2 and 3 for 4 new/foreign
5 went 6 future

Exercise 4
1 b 2 c 3 c 4 b 5 b 6 a

UNIT 8 Self-check

Exercise 1
1 journalist 2 care worker 3 accountant
4 gardener 5 architect 6 tour guide

Exercise 2
1 for 2 in 3 as 4 on 5 earn 6 in
7 in 8 for

Exercise 3
1 pupils 2 staff 3 head 4 playground
5 library 6 classmates

Exercise 4
1 won't be … 'll/will watch
2 Will you stay
3 won't get … 'll/will be
4 will be … 'll/will be able
5 Will you be, 'll/will phone
6 won't finish

Exercise 5
1 Will 2 go 3 gets 4 will you 5 don't

Exercise 6
1 We will definitely be
2 I probably won't
3 They might arrive
4 Will you definitely come
5 She might not want

UNIT 9

9.1 Vocabulary

Exercise 1
1 beach 2 cliff 3 lake 4 river 5 forest
6 island 7 hill 8 sea

Exercise 2
Across: 3 jungle 4 rainforest 6 ocean
8 waterfall 9 desert
Down: 1 mountain 2 valley 5 field
7 coast

Exercise 3
1 a mountain 2 a river 3 a desert
4 a beach 5 a cliff 6 a rainforest 7 a field

Exercise 4
a 7 b 4 c 5 d 1 e 6 f 3 g 2

Exercise 5
1 in 2 in 3 by 4 on 5 on 6 by

Exercise 6
1 b 2 c 3 a 4 c 5 c

Exercise 7
1 capital city 2 border 3 population
4 coast 5 rivers 6 fields 7 sea
8 beaches 9 islands 10 cliffs

9.2 Grammar

Exercise 1
1 have slept 2 's/has written 3 's/has eaten
4 have played 5 've/have won 6 's/has seen

Exercise 2
1 I've never been
2 you ever eaten
3 has never forgotten
4 We haven't seen
5 has never played football
6 Has your computer ever
7 have you been to France

Exercise 3
1 Have you ever met
2 've never flown/have never flown
3 hasn't seen
4 have you invited
5 haven't studied
6 Have your parents ever lived
7 have you visited
8 've never eaten/have never eaten

Exercise 4
1 Have you been
2 've travelled/have travelled
3 've been/have been
4 've visited/have visited
5 Have you ever given
6 've done/have done
7 've also done/have also done
8 've learned/have learned
9 've made/have made

9.3 Reading and vocabulary

Exercise 1
Peru, Vietnam, Canada, Thailand, India, China

Exercise 2
1 3 4 6

Exercise 3
1 45
2 six years old
3 being open for new experiences
4 confident and sociable
5 pad thai, curries and dumplings
6 more independent

Exercise 4
1 b 2 a 3 c 4 a 5 b

9.4 Grammar

Exercise 1
1 I've just finished cleaning the house.
2 I've already read that book.
3 We haven't studied the grammar yet.
4 Mick has just phoned.
5 Has the teacher marked our homework yet?
6 I haven't been to the beach yet.

Exercise 2
a 4 b 1 c 6 d 2 e 5 f 3

Exercise 3
1 Have you been to
2 has just booked
3 I haven't spoken to (Bill about the concert) yet
4 We've already seen
5 I've just opened
6 Has she already invited

Exercise 4
1 I've just spoken to Pat.
2 I've already done my homework.
3 I haven't tidied my room yet.
4 Have you cleaned the car yet?
5 My friend has just sent me a really funny video clip.
6 We have/We've have already been to the museum.

Exercise 6
1 b 2 b 3 c 4 a 5 b 6 b 7 c 8 c

9.5 Listening and vocabulary

Exercise 1
Land sports: cycling, hiking, horse-riding, mountain biking, rock climbing, skiing, snowboarding
Water sports: kayaking, sailing, scuba diving, surfing, swimming, windsurfing

Exercise 2
1 biking 2 scuba 3 rock 4 windsurfing
5 swimming 6 skiing

Exercise 3
1 helmet 2 compass 3 wetsuit
4 paddle 5 gloves 6 goggles 7 surfboard

Exercise 4
1 boots 2 snowboard 3 life jacket
4 kayak 5 compass 6 bike 7 saddle
8 boat

Exercise 5
1 c 2 g 3 e 4 d 5 a

9.6 Speaking

Exercise 2
1 it 2 ahead 3 Is 4 if 5 afraid
6 can't 7 problem

Exercise 3
1 AFP 2 GP 3 AFP 4 AFP 5 RP 6 RP
7 GP

Exercise 4
1 c a b 2 b a c 3 d b c a

Exercise 5
1 h 2 e 3 a 4 f 5 d 6 b 7 c 8 g

9.7 Writing

Exercise 1
1 been 2 sunbathed 3 visited 4 had
5 watched 6 had 7 made 8 been

Exercise 2
1 Here 2 We're having 3 been
4 stayed 5 to 6 'm going 7 See 8 PS

Exercise 3
1 d Here we are in Bournemouth.
2 a The weather has been amazing.
3 c We've been to lots of nice places.
4 e Tomorrow I'm going windsurfing.
5 b Lots of love

Exercise 4
good: amazing, brilliant, great, lovely
bad: awful, terrible
boring: dull
tired: exhausted, sleepy

UNIT 9 Self-check

Exercise 1
1 beach 2 river ... fields 3 island 4 city
5 mountain 6 flag 7 lake

Exercise 2
1 cycling 2 scuba diving 3 windsurfing
4 snowboarding 5 surfing 6 climbing
7 swimming

Exercise 3
1 life jacket 2 kayak 3 paddle
4 helmet 5 goggles 6 map

Exercise 4
1 've/have (never) forgotten
2 's/has (already) written
3 have (already) seen
4 's/has (already) drunk
5 's/has (already) left
6 've/have (never) bought
7 Have (you) done
8 've/have (just) arrived

Exercise 5
1 Have you seen
2 haven't had
3 've/have just spoken
4 's/has already bought
5 Have you ever worked
6 have never been
7 Have you ever seen

Exercise 6
1 Can … course 2 for … go 3 mind

READING TIME 3

Exercise 1
A 3 B 1 C 4 D 2

Exercise 2
1 Passepartout 2 impossible 3 £20,000
4 India 5 thief

Exercise 3
a 1 b 5 c 3 d 2 e 6 f 4

Exercise 4
1 Passepartout 2 the ship 3 sixty
4 morning

Exercise 5
1 said 2 built 3 ran 4 gave 5 cost
6 put

Exercise 6
a 2 b 4 c 1 d 3

Exercise 7
Round the world in 80 days
adventure story
Fogg, Passepartout, the ship (the *Henrietta*)

EXAM TIME 1 UNITS 1–3

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

Exercise 2
1 My sister usually wears a jumper and baggy jeans. Today she's wearing a beautiful blue dress because she is going to a classical music concert.

Exercise 3
1 b 2 b 3 a 4 b 5 c 6 c

Exercise 4
1 after school today
2 (feed) some new (baby) donkeys and clean out the rabbits
3 bus
4 (Dad's) car
5 Water Road
6 07124824723
7 (some) old clothes

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

Exercise 6
1 b 2 a 3 c 4 a 5 b 6 c 7 b

Exercise 7
1 L 2 A 3 S 4 S 5 L 6 A 7 S

Exercise 8
1 Tabor Safari Park 2 20 minutes
3 walking 4 (a safari) bus 5 Zebra café
6 25 December 7 10 a.m. 8 65

Exercise 9
Sample answer:
Hi Grace,
I hope you feel better. Sara's party was great! We played some games and did lots of dancing. I wore my red dress. I bought her a book.
Best wishes,
XYZ

EXAM TIME 2 UNITS 1–6

Exercise 1
1 c 2 b 3 c 4 a 5 a 6 b

Exercise 2
1 March 2 health 3 under water
4 160 5 pink, white and black

Exercise 3
1 e 2 a 3 f 4 d 5 c 6 b

Exercise 4
1 I used to go to bed very late and I didn't get enough sleep. I try to go to bed early now and I feel much better.

Exercise 5
1 b 2 a 3 c 4 a 5 b 6 a

Exercise 6
1 c 2 b 3 c 4 b 5 b 6 a

Exercise 7
1 Did 2 got/caught 3 some 4 to
5 go/come 6 too 7 at 8 must

Exercise 8
1 double room with bathroom
2 three (other) students
3 a bed and wardrobe
4 the library
5 next month
6 £88 a week

Exercise 9
Sample answer:
Last week my team had a very important basketball match against another school. We were all feeling very nervous when we were getting ready to play. We put our basketball clothes on and went to the court. We played really well, but the game was close. I scored an amazing goal and we were winning! All the crowd was cheering for us to win! When the game finished, we won the match by one point! We all felt really happy. My friends were proud of the result, too.

EXAM TIME 3 UNITS 1–9

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

Exercise 2
1 15 September 2 sports 3 Lake 4 10
5 02385698024 6 Collins

Exercise 3
1 c 2 a 3 c 4 b 5 b

Exercise 4
1 Have you ever seen a bear or an owl in the wild? The mountains and lakes are the most amazing places for taking photos of animals and birds.

Exercise 5
1 b 2 c 3 b 4 b 5 a

Exercise 6
1 c 2 b 3 a 4 b 5 a 6 c

Exercise 7
1 are 2 has 3 than 4 next 5 some
6 yet 7 the 8 for

Exercise 8
1 famous 2 celebrities 2 4,000 people
3 wild animals 4 1849 5 one room
6 tea and groceries

Exercise 9
1 b 2 a 3 b 4 c 5 b 6 b 7 c

Exercise 10
Sample answer:
Dear Ali,
We are camping in the forest this week, near a lake. It's a really beautiful place. So far, we've been on lots of long walks and seen lots of wild birds and rabbits. We swam in the lake yesterday. The water was cold! Tomorrow morning, we are going to go kayaking on the lake. We are coming home on Sunday.
See you soon!
Love, Elif

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