

**Sheila Dignen**

# **English Plus**

**1**

**Teacher's  
Book**

*Second edition*

**OXFORD**  
UNIVERSITY PRESS

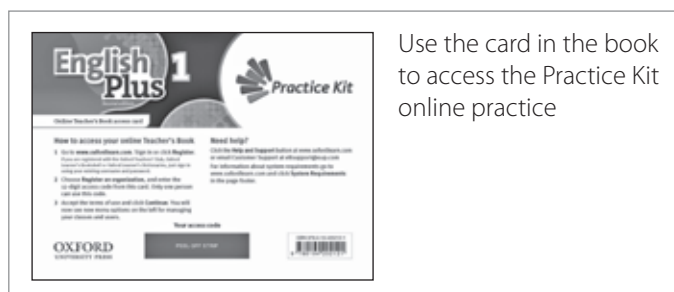
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# Introducing *English Plus* second edition

## Description of the course

*English Plus* second edition is a four-level course for lower-secondary students. It will give students all the skills they need to communicate with confidence in English. The core material covers all the requirements of the secondary school curriculum in a clear unit structure, and the extensive Options section at the back of the book provides further variety and challenge. Extra material covering culture, CLIL, speaking and listening practice will motivate, interest and engage students, and also allow teachers to tailor the course to meet students' different needs and abilities. This variety and flexibility extends to a wide range of supplementary material, carefully designed to build on work done in class and also to address different abilities.

## Aims of the course

### To make planning and preparation easy

Each lesson in the book is designed to fit into one lesson in class, and takes you through the stages of warming up, presenting and exploiting the material, and allowing the students to personalize and apply what they have learned. Each lesson in the Teaching notes starts by clearly stating the aim of the lesson, which mirrors the **I can ...** statement.

Each unit directs you to the relevant *English Plus* Options section, so you can easily locate the most appropriate ways to extend each lesson.

The Student's Book follows a carefully designed system of colour coding in each section, so both you and your students will recognize the vocabulary, language focus and skills lessons from the very beginning.

If you wish to support or extend the photocopiable worksheets on the **Teacher's Resource Disk** are all clearly linked to each lesson, so you can find the relevant worksheet straight away.

### To keep students interested and involved

*English Plus* second edition is a topic-based course and the themes have been carefully chosen to maintain students' interest and motivation throughout the year. The topics and texts are designed both to motivate and to educate teenage learners. The activities are designed to engage students and encourage participation. The **Options** at the back of the Student's Book provide variety and enable you to adapt the course to suit students' interests.

### To give students opportunities to use English in a personal and practical way

The **Use it!** exercises at the end of lessons encourage students to think about English and use it to talk or write about their own ideas. The **Key phrases** sections give students language to use in a communicative and functional way. Students are more likely to learn and remember language if activities are meaningful and realistic, and if they are encouraged to use it in communicative contexts.

### To be flexible and to cater for all learning needs

*English Plus* second edition has been designed to be flexible, so that it can be used in streamed school systems, mixed-ability classes, and varying teaching loads. With *English Plus* second edition you can choose the most appropriate material for your class and for individual students. The **Options** at the back of the Student's Book allow you to give students extra practice of particular skills and introduce variety into your classroom. If you have a range of abilities

in the class, the Workbook, Tests and Photocopiable worksheets contain **three levels** of material, so that you can select the right material for each student.

### To develop effective reading, writing, listening and speaking skills

*English Plus* second edition places equal emphasis on the development of all four skills. Each unit contains reading, writing, listening and speaking sections. A step-by-step approach has been taken to speaking and writing, which will ensure that students of all abilities will be able to produce their own texts and dialogues. There are **Extra listening and speaking** sections at the back of the Student's Book and the **Culture** and **Curriculum extra** pages provide a variety of additional challenging reading material.

### To develop students' ability to understand and apply language rules accurately

*English Plus* second edition presents new language in context to ensure that students fully understand usage as well as form. Each new point is practised in a variety of challenging activities to make students think and apply what they have learned. There is always a **Rules** section, which encourages students to think about and complete language rules themselves.

### To set goals and see outcomes

Every lesson starts with an **I can ...** statement, so the aim is always evident. Lessons finish with a **Use it!** exercise which is the productive outcome as described by the **I can ...** statement. Setting clear, achievable, short-term goals should increase students' motivation.

### To review and recycle language thoroughly and systematically

Language is recycled throughout the course. A **Review** section follows every unit and there are further opportunities to consolidate and check progress in the **Puzzles and games** section and in the **Workbook**.

### To incorporate the latest developments in teaching methodology

*English Plus* second edition follows a tried and tested structure in the presentation and practice of language, but it also gives you the flexibility to introduce newer teaching methods into your class when you are ready. For example, the **Curriculum extra** sections at the back of the Student's Book and the **Curriculum extra worksheets** on the **Teacher's website** will enable you to experiment with Content and Language Integrated Learning (CLIL) in a structured way.

## To be compatible with the Common European Framework

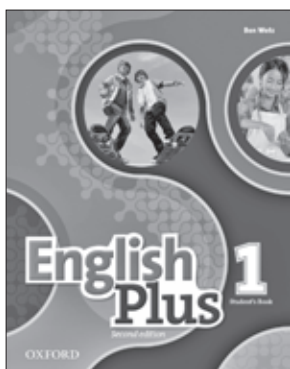
*English Plus* second edition develops **Key competences** as described by the European Reference Framework (see the Teacher's website for more information).

## To provide a comprehensive digital solution

*English Plus* second edition offers the facility to incorporate interactive teaching and learning in the classroom.

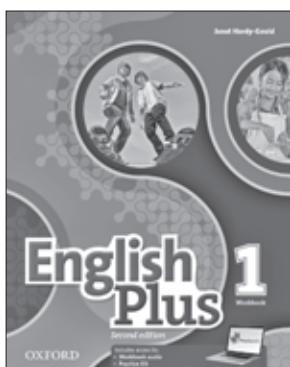
The **iTools** package contains digital versions of the Student's Book and Workbook, which you can use to bring the Student's Book to life with fully interactive activities on the interactive whiteboard. The Workbook also has access to the **Practice Kit**, which offers online self-study exercises tailored to supplement the content of each unit.

## Components of the course



The **Student's Book** contains:

- a **Starter unit** to revise basic vocabulary and grammar.
- eight **teaching units**; each unit has two vocabulary sections, two or more grammar presentations, and two listening and reading sections. There is practice of the four skills throughout. Each unit has a whole page devoted to speaking skills and a whole page devoted to writing skills.
- eight **Review** and eight **Puzzles and games** sections which provide revision of all the language studied up to that point in the book.
- twenty-eight pages of **English Plus Options** which include:
  - eight **Extra listening and speaking** pages to give further practice in these skills.
  - six **Curriculum extra** pages which are linked to topics taught in other subject areas in secondary school.
  - six **Culture** pages with topics that invite cultural comparisons.
  - four **Project** and four **Song** pages which provide a further opportunity for consolidation.



The **Workbook** contains:

- six pages of **additional practice** for each of the Student's Book units. The Starter unit has eight pages. This comprises exercises for vocabulary, grammar, reading and writing at three levels of difficulty.
- a two-page **Progress review** after every unit with **self-assessments** and **I can ...** statements.
- four pages of **Cumulative review** which provide revision of all the language and skills studied up to a particular point in the Student's Book.
- a **Reference section** which includes: a **Language focus reference** with additional practice exercises for each grammar point; an alphabetical **Wordlist** with illustrations and a phonetic chart; a **Key phrases** section with *Key phrases* from the Student's Book; an **Irregular verbs list**.
- a **Student access card** to the online **Practice kit** for additional self-study practice.



The three Class audio CDs contain:

- all the listening material for the **Student's Book**.



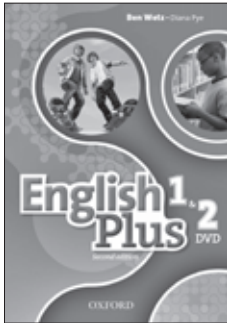
The **Teacher's Book** contains:

- an introduction with information on **English Plus methodology**.
- **teaching notes** and **answers** for all the Student's Book material.
- ideas for **extra optional activities** and mixed-ability classes.
- **background notes**, **cultural information**, and **language notes**.
- the **audio scripts** for the Student's Book and the Workbook.
- the Workbook **answer key**.
- a **Teacher access card** to the online **Practice kit**.



The **Teacher's Resource Disk** at the back of the Teacher's Book contains:

- **photocopiable language focus and vocabulary worksheets** at three levels: basic, revision and extension.
- **photocopiable speaking worksheets**
- **diagnostic tests** to use at the beginning of the school year.
- **end-of-unit tests**, including listening, vocabulary, grammar, reading and writing activities at three levels: basic, standard and higher. There is also a **speaking test** for each unit.
- **end-of-term** and **end-of-year tests** at three levels: basic, standard and higher.
- **five-minute tests** covering language from the vocabulary and language focus lessons.
- **parallel (A/B) tests** are also offered to prevent copying.
- All the tests are available as editable Word files and PDFs.
- An **audio CD** element is included, which can be played on a CD or DVD player.



The **DVD** contains:

- **vox pops videos** for all the core units in the Student's Book.
- **functional videos** for all the core units in the Student's Book.
- **grammar animations** for all the core language focus lessons in the Student's Book.
- **culture documentaries** which expand the topics covered in the Culture pages in the Student's Book.
- **cross-curricular documentaries** which explore the Curriculum extra topics covered in the Student's Book.
- optional **subtitles** in English.
- **worksheets** containing **comprehension** and **speaking** activities, along with teaching notes and answers for each of the culture and cross-curricular documentaries.

The **classroom presentation tool** contains:

- digital versions of the Student's Book and Workbook.
- **audio, video** and **interactive exercises** that can be launched directly from the page.
- automatic answer keys that let you display answers all at once or one by one.
- tools that let you zoom and focus on a single activity, highlight, and add notes to the page.

The **Teacher's website** ([www.oup.com/elt/teacher/englishplus](http://www.oup.com/elt/teacher/englishplus)) contains:

- additional photocopiable **Curriculum extra worksheets**.
- photocopiable **Drama worksheets**.
- useful information for teachers such as **Key competences** and the **Common European Framework**.

The **online Practice Kit** contains:

- content carefully aligned to CEFR levels and suitable for self-study.
- consolidation and extension activities that cover core grammar and vocabulary and further develop the four key skills.
- extra functional videos, vox pops and animations to engage students' interest.
- exercises that are automatically marked with instant feedback.
- modules that consist of a sequence of activities with a clear pedagogic structure, first engaging students' interest, then practising step-by-step and finally allowing them to reflect on their learning.
- the **audio** for the Workbook.



# Student's Book 1 at a glance

There are **eight units** and a *Starter unit* in the Student's Book. Each unit has **seven lessons**, a **Review** and a **Puzzles and games** section. Each lesson provides material for one classroom lesson of approximately 45 minutes.

## Core teaching units

### Lesson 1

- This lesson occupies two pages although it is still designed for one lesson in class.
- Every lesson has an explicit learning objective, beginning with **I can ...**
- The **Options** section refers to the extra optional material at the back of the Student's Book.
- The **Think!** questions encourage students to start thinking about the unit topic.
- The **first vocabulary set**, which establishes the topic of the unit, is presented and practised.
- A **quiz, questionnaire, puzzle or game** contextualizes the vocabulary set.
- The **vox pop video** contextualizes the vocabulary set and the **Key phrases**. The video also has an **audio version** on the **Class audio CD**.
- The **Key phrases** section provides practice of the vocabulary set in everyday language for communication.

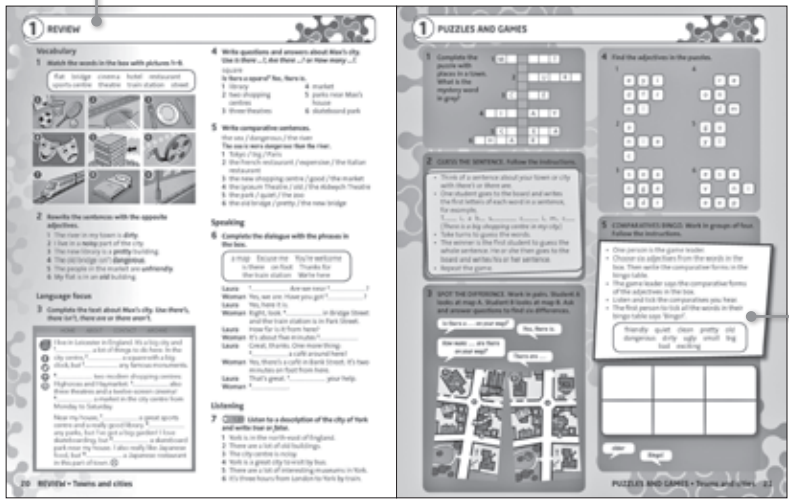
### Lesson 2

- A **reading text** contextualizes the first vocabulary set and models grammar structures which students will study in the following section.
- A variety of **comprehension** exercises practises the vocabulary and develops reading **sub-skills**.
- The **Vocabulary plus** section highlights key new vocabulary from the reading text. This vocabulary is practised in the Workbook.

### Lesson 3

- The **first grammar section** presents and practises one or more grammar structures in a guided inductive way. Students may be asked to complete sentences using examples from the reading text. They then develop rules or answer questions about rules based on the example sentences.
- The optional **grammar animation** allows students to watch the grammar structures being used in context.
- The **grammar practice exercises** are graded and are often topic-based.





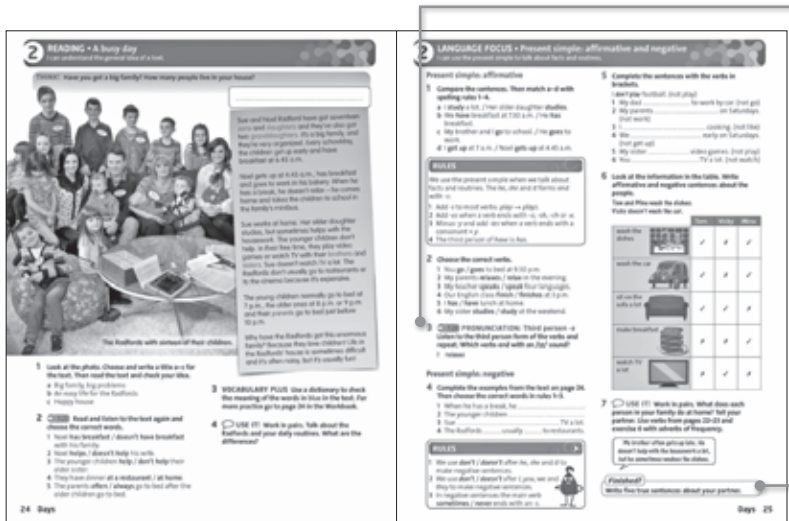
**Lesson 8**

- There is a **revision** lesson at the end of each unit.
- There are **vocabulary, grammar, speaking and listening** activities on every **Review** page.

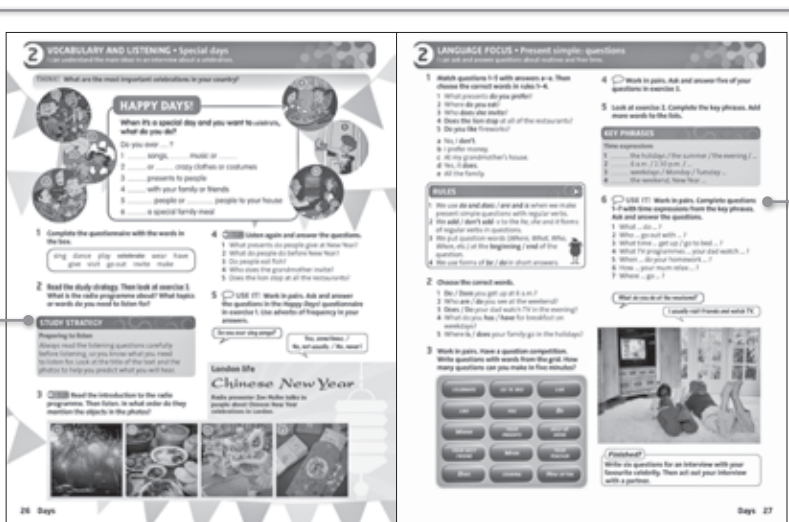
**Lesson 9**

- There is a **Puzzles and games** section at the end of each unit.
- These provide fun games and activities for the vocabulary and grammar structures in each unit.

**Other features of the Student's Book**



- The **pronunciation exercises** allow students to practise and improve their pronunciation. There is a pronunciation exercise in each unit of the Student's Book.
- The **Finished?** activity provides support for mixed-ability classes.



- The **Study strategy** builds students' study skills and encourages autonomous learning.
- A final **Use it!** exercise allows students to use the new language in a more productive, personalized, or creative way. This is the **productive aim** of the lesson as described by the **I can ...** statement.

# English Plus Options

The **English Plus Options** section at the back of the Student's Book provides a wealth of optional extra material. There are extra lessons for each unit which review and extend the language: **Extra listening and speaking, Curriculum extra, Culture, Projects and Songs.**

**1** Listen to the dialogue and write the correct answers.

1. What's your first name?
2. What's your surname?
3. Where are you from?
4. When's your birthday? It's in July.
5. How old are you?
6. Do you get any brothers or sisters? No, I've got three brothers.

**2** Study the key phrases. Then listen to a conversation about a new student and fill in the questions you hear.

**KEY PHRASES**

**Asking for personal information**

1. What's your first name?
2. What's your surname?
3. Where are you from?
4. When's your birthday?
5. How old are you?
6. Do you get any brothers or sisters?

Name:	_____
Surname:	_____
Where you're from:	_____
When your birthday is:	_____
How old you are:	_____
Brothers or sisters you have:	_____

**1** Check the meaning of the words in the box and match them with symbols 1-6. Read the text and check your answers.

path hill railway forest road river

**2** Read and listen to the text again. What other symbols are on a map?

**3** Look at map A and choose the correct words.

The scale is 1:100,000 / 1:50,000. There are a lot of 'green' buildings on this map, and there's one 'red' building. It's a 'bus' / 'the railway high'. There's also a 'green' / 'road' and a 'train station' / 'city' on the map.

**4** Look at map B and answer the questions.

1. What is the scale of the map?
2. How many hills are there on the map?
3. How high are they?
4. How many forests are there?
5. Are there any roads on the map?
6. Is there a railway?
7. Are there any paths on the map?
8. Is there a city on the map? What's it called?

**5** **USE IT!** Work in pairs. Draw a map of a school area, home or an imaginary place. Then work with another pair and ask and answer the questions in exercise 4 about your maps.

- There are six **Curriculum extra** sections linked to the curriculum for other subjects studied in lower secondary schools.
- Subjects such as language and literature, natural science and geography are addressed through motivating texts and activities.
- These pages allow you to introduce CLIL into your classroom in a structured way.

- There are eight **Extra listening and speaking** pages, which give further practice in these skills and focus on natural, functional language.

**2** **PROJECT - A class survey**  
I can do a class survey.

**1** What do you usually do before you go to school?

1. don't brush their teeth
2. wash their face
3. don't have breakfast
4. wash their hair
5. do their homework
6. have a shower
7. read a book?

**2** Look at the class survey and answer the questions. How many students ...

**3** Do a class survey. Make a bar chart. Follow the steps in the project checklist.

**PROJECT CHECKLIST**

1. Work in groups. Choose one of these questions or think of your own question. How do you normally go to school? What do you usually do after school? What do you usually do in the weekend? Write the answers in your notebooks.
2. Ask all the students in the class your question. Write the answers in your notebooks.
3. Make a bar chart with your answers using paper and colouring pens or a computer.
4. Present the results of your survey to your class. Make a class poster with the answers bar charts. Put some photos or pictures on your poster.

**4** Look at your class poster. Which bar chart is the most interesting? Why?

**1** How do you normally go to school?  
I brush my teeth, I wash my face, I don't have breakfast, I wash my hair, I do my homework, I have a shower, I read a book.

**2** How do you usually do after school?  
I watch TV, I play sport, I go to the gym, I read a book, I do my homework, I have a shower, I brush my teeth.

**3** How do you usually do in the weekend?  
I sleep in, I watch TV, I go to the gym, I read a book, I do my homework, I have a shower, I brush my teeth.

- There are four **Project** sections, which allow students to work collaboratively to explore and personalize topics in the Student's Book. Each project also serves as a cumulative review of the language the students have covered up to that point.

**2** **CULTURE - Weird festivals**  
I can talk about weird festivals.

**1** Match the words in the box with pictures 1-4.

ride camel show trophy wangle

**2** Read and listen to the text again and answer the questions.

1. In which country is the Welly Wanging (Championship)?
2. Which festival is in Australia?
3. How many people watch the Camel Cup?
4. In which festival do children aim to win?
5. How many camel races are there during the day?
6. Which sport do you think is more dangerous?

**4** **YOUR CULTURE** Answer the questions.

1. Is there an unusual festival in your country?
2. Where and when is it?
3. What do people do?
4. How many people watch the festival?

**5** **USE IT!** Ask of your answers in exercise 4. Compare your answers with your partner. Talk about the differences.

**weird festivals**

**Camel Cup**

The camel cup is a day of camel races in Abu Dhabi, Australia. Every July, 5,000 people from all over the world watch the Camel Cup. The camels are dressed (and right!) their horns, but before they race. They are very noisy, and difficult to ride. It is very exciting to watch. It is also very funny.

There are also races during the day, and a camel championship. The races are very noisy, and very exciting. The camels are dressed in a lot of different ways. They sometimes ride on their backs.

**Weird wanging**

Do you know something about these people who get very angry? They are called 'welly wangers'. They are from a village in Devon, England. They are famous for their 'welly wanging' competition. It is a competition where people throw their wellies (rubber boots) as far as they can. The welly wanging is a very noisy and exciting event. It is also very funny. The welly wangers are very noisy, and very exciting. They sometimes ride on their backs.

- There are six **Culture** sections, which invite cultural comparisons and get students thinking about similarities and differences with their own culture.

**1** **SONG - I'm the King**  
I can understand a song about places.

**1** Listen to the song. How many places are mentioned?

**2** Listen again and choose the correct words in the song.

**3** Match phrases to with pictures a-e. Write sentences about the song. Which sentence matches the picture?

**4** Look at the song again. Are the sentences true or false? Correct the false sentences.

Fill in a box in the spaces.

Write: Look to the square.

1. I see my friends at the shops.
2. I see the shops at the market and the park.
3. My friends are quiet.
4. I see the shops at the market.
5. I look from the station to my house.

**5** **USE IT!** Work in pairs. Ask your partner about his / her school town or city. How many of your ideas are the same? Is there ...? Are there ...? How many ...?

**GLOSSARY**

Look at a person who is not intelligent (a fool) or a box that goes between cities.

- There are four **Song** sections, which review the language the students have covered up to that point.

# Workbook 1 at a glance

- The Workbook includes exercises in **grammar**, **vocabulary** and **skills**, which mirror the language and skills work in the Student's Book pages.
- There are **three levels** of practice activities: **one-star** activities provide basic revision and language manipulation; **two-star** activities involve more productive exercises; and **three-star** activities are more open and offer more challenge.

- There is a two-page **Progress review** at the end of each unit.
- The exercises check understanding of all the vocabulary, grammar and skills presented in the unit. They also provide a record of what has been learned in the unit.
- The **Self-evaluation** section encourages students to think about their progress. This type of activity is also very helpful in students' development as learners because it encourages them to take responsibility for their own learning.
- There is a **listening exercise** in every Progress review. The audio for this is available on the **online Practice Kit**.

## Workbook reference section

The **reference section** in the Workbook contains grammar reference material as well as more activities for consolidation and extension. There is a **Language focus** section for each unit, which **reviews** all of the grammar structures in the unit.

- The left-hand page provides full **grammar explanations**, covering both **form** and **usage**.
- The right-hand page provides corresponding exercises to **check** and **consolidate** understanding of each grammar structure.

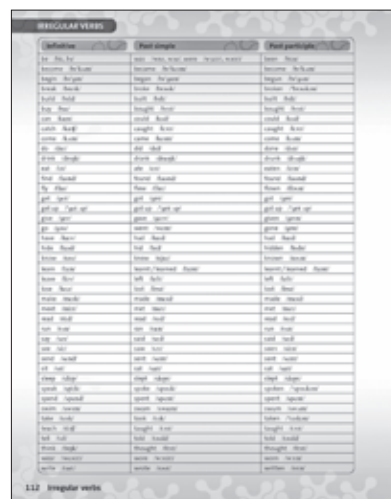
- The **Cumulative** section deals with **listening**, **speaking** and **writing** points covered in all the preceding units.
- There are four Cumulative review sections.



- The alphabetical **Wordlist** provides a list of the words used in each unit of the Student's Book.
- The words in **bold** are the target vocabulary.
- Words with the **Key** are from the Oxford 3000™ list. This is a list of the 3000 most useful words to learn in English.
- The illustrations present **extra vocabulary** for each unit of the Student's Book.
- **Audio** for the Wordlist is available on the online **Practice Kit** as well as on **iTools**.
- A **phonetic chart** provides a summary of the phonetic symbols.



- The **Key phrases** section contains a list of all the **Key phrases** in the Student's Book.



- The **Irregular verbs list** provides a quick reference to the past simple and past participles of irregular verbs used in the Student's Book.



- The online **Practice Kit** provides additional **self-study practice** and **videos**. Students can access the Practice Kit using the **code** on the **Access card** in the Workbook.
- Teachers can access the Practice Kit using the **code** on the **Access card** in the Teacher's book.

# English Plus second edition methodology

## Vocabulary

Two vocabulary sets are presented in each unit of *English Plus* second edition. Both sets are connected with the main topic of the unit, and items have been selected for their frequency, usefulness and relevance to the age group. The vocabulary sets are presented through pictures or photos and / or short texts. They are also contextualized in the Vox pops videos. There is a variety of practice exercise types. Students are often asked to use language either in a personalized or creative way, and some exercises have open answers, so students can complete the tasks according to their ability. Where appropriate, a Key phrases section shows students examples of the vocabulary used in everyday communication and enables them to put this into practice. The target vocabulary is recycled and reinforced in texts and exercises throughout the unit, and there are also Reviews and Puzzles and games after each unit. You could use these puzzles if you have more time as fast finisher activities, or set them for homework.

The Workbook provides three levels of practice. One-star activities provide basic revision and language manipulation; two-star activities involve more productive exercises; and three-star activities are more open and offer more challenge. The vocabulary from each unit is also tested in the Progress review. The Teacher's Resource Disk also provides photocopiable worksheets at three levels to give further consolidation and extension of the vocabulary sets.

The Wordlist in the Workbook provides students with an extensive vocabulary resource, which can be utilized in various ways:

- **For reference:** it can be used as a mini-dictionary.
- **For extension:** additional words are provided in the picture dictionary sections to widen students' vocabulary.

## Language focus

Each unit of *English Plus* second edition has two or more Language focus sections. The syllabus divides grammatical points into manageable chunks to avoid overload, and so that students have time to assimilate and practise what they have learned.

New structures are always previewed in context, either in a listening or reading text, so that students are familiar with the meaning and usage of the grammar before manipulating its form. Students remember rules better if they work them out for themselves. Grammar is therefore presented in a guided-discovery way. Students are asked to analyse examples, based on the listening or reading text, and then they are encouraged to deduce rules. If necessary, these can be checked in the Language focus reference in the Workbook. This inductive method helps students to engage with the language, which in turn should help them to remember it.

Each Language focus section has an optional Grammar animation – either a short story or an animated presentation. These animations allow students to watch the grammar structures being used in context. They should be watched after the grammar presentation.

The grammar presentation is followed by a number of graded practice activities. The activities are topic-based and therefore require students to understand the usage and meaning of the grammatical structures, as well as the form. Some activities are more controlled, and others are more open. Every lesson concludes with a Use it! exercise that allows students to use the new language structures in a more productive, personalized or creative way. Where appropriate, a Key phrases section shows students examples of the structure used in everyday communication and enables them to put this into practice.

There is also a Language focus reference in the Workbook. This includes a more detailed explanation of the grammar point. You can read through the explanation with your class, and use this section for revision.

There are further grammar practice activities in the Workbook. As with the vocabulary exercises in the Workbook, there are one-star activities which provide basic revision and language manipulation; two-star activities which involve more productive exercises; and three-star activities which are more open and offer more challenge. The Teacher's Resource Disk also provides photocopiable language focus worksheets at all three levels.

## Reading

In *English Plus* second edition there is a wide range of text types, including articles, questionnaires, emails, webpages, stories, quizzes and interviews. All texts are carefully graded and aim to provide interesting information in a realistic way. Most of the texts are recorded on the Class audio CD.

Reading texts are used in different ways throughout the book:

**To preview grammar:** the main text in each unit is used to recycle the first vocabulary set and to preview new grammar points. It is graded at a language level which is slightly higher than students have actually reached, but which is easily attainable.

**For integrated skills work:** model texts on the skills pages also provide input for the speaking and writing activities. They present Key phrases for students to use in a communicative and functional way.

**For extensive reading:** texts in the Curriculum extra and Culture sections also recycle language from previous units, but are more challenging in terms of length, lexis and / or structure.

The main reading text in each unit has comprehension exercises which focus on different sub-skills. The first exercise generally helps students to gain a global understanding of the text. Subsequent exercises ask students to read the text more carefully and then ask personalized questions on the same topic. The Vocabulary plus sections present key new language from the reading text.

The texts on the Curriculum extra pages focus on cross-curricular subjects, such as language and literature, geography and natural science. Each topic area has been carefully selected to tie in with the topic of the unit as well as the curriculum for that subject area in lower-secondary schools. While the texts are challenging and introduce new vocabulary, the language has been graded to ensure that students are not faced with too many unfamiliar structures.

The Culture pages offer a longer text with comprehension exercises. To help students cope with a longer text, look at the background information notes in the Teacher's Book so that you can pre-teach vocabulary if necessary, and pre-empt any difficulties. Discuss the photos or pictures with the class, eliciting as much key vocabulary as possible, and elicit some general information about the topic before you begin reading.

There is more reading practice in the Workbook.

## Listening

The listening texts in *English Plus* second edition follow the second vocabulary set. They put the new vocabulary in context, providing a range of speakers in different situations, including radio programmes, interviews and conversations. The language used in the recordings is carefully graded.

The listening exercises focus on a variety of sub-skills and are usually in two stages. The first listening exercise helps students to gain a general understanding of the text. The second exercise asks students to listen for specific information.

There are eight Extra listening and speaking pages at the back of the book which provide additional listening practice in realistic situations. They also provide extra practice in areas that students commonly find challenging, such as understanding longer numbers.

Most of the listening and reading texts have been recorded using a variety of accents. Playing the Class audio CD as students are reading will help them to become familiar with the sound of spoken English.

## Speaking

*English Plus* second edition offers a variety of speaking opportunities which are well-guided and supported. The Key phrases sections give students language to use in a communicative and functional way. On the Speaking page, a dialogue is modelled and the activities range from controlled exercises where students repeat the dialogue with the Functional video or Class audio CD, to a more open follow-up exercise, where students make up their own dialogue following the model. Students can simply 'perform' their own dialogues in pairs, or they can write them down first before reading them aloud.

Before students perform a speaking activity, make sure that they understand the task. Do not expect students to speak immediately. Model an example exchange with a stronger student and give written support on the board. Work on short exchanges around the class by nominating different pairs of students to speak while the rest of the class listen. For longer dialogues, give students time to prepare their conversations in writing before performing in front of the class.

The eight Extra listening and speaking pages at the back of the book offer additional speaking practice with practical outcomes. The page usually culminates in a functional dialogue.

## Pronunciation

There is one pronunciation exercise in each unit. These exercises cover individual sounds, word stress, sentence stress and intonation. They are recorded on the Class audio CD.

## Writing

*English Plus* second edition devotes a page in every unit to guided writing activities. The final writing tasks cover a variety of different text types, such as emails, blogs, articles and profiles. The support given for these final tasks ensures that even the less able students will be able to produce something.

The page begins with a model text showing clear paragraph structure, and uses grammar from the unit in simple sentence patterns. The model text also exemplifies a language point, such as conjunctions or punctuation. There is practice of this language point before students move on to the writing guide, which prepares them for the writing task. Often students don't know what to write, so the Think and plan section gives a list of questions or instructions to help students plan their writing, showing them how to structure their notes into paragraphs, and how to begin each paragraph. Finally, students are encouraged to check their written work.

There is more writing practice in the Workbook.

## English Plus second edition Options

Each unit offers four of the following optional pages which can be found at the back of the Student's Book:

- Extra listening and speaking
- Curriculum extra
- Culture
- Project
- Song

You can choose the options which are best suited to your class, according to the time you have available and the students' level.

## Evaluation and testing

*English Plus* second edition provides a wide range of ways for you to check your students' progress. In addition, this course also takes into account the fact that students in the same class learn at different rates; some students will need more revision and some students will want more challenging activities. Here is a brief summary of what is provided and where you can find it.

### Testing what students have learnt

#### In the Student's Book

**Review sections** Every unit ends with a **Review** page and a **Puzzles and games** page covering the grammar, vocabulary and communication points of the unit.

#### In the Workbook

**Progress review** There is a Progress review for every unit, which focuses on all the lessons from the unit. The Progress review is an opportunity for students and teachers to see what students already know and where more work needs to be done. You can set the Progress reviews for homework, or ask students to do them in class. Students also have the opportunity to evaluate their own progress using the self-evaluation feature and *I can ...* statements.

The **Cumulative review** pages test the skills covered in all the previous units cumulatively. Remind students that activities on these pages are cumulative, so they know that they are being tested on the language from previous units. Suggest that students revise using the **Language focus reference** and **Key phrases bank** in the Workbook before doing these sections.

### Evaluation

A wide range of tests is available on the **Teacher's Resource Disk**. This contains all the tests as editable Word files and as PDFs, the answer keys and the accompanying audio files. The track numbers in the tests refer to the audio on the disk. The **Test Bank** contains a wide range of material to evaluate your students including: a diagnostic test; unit tests; end-of-term tests; end-of-year tests; speaking tests; and five-minute tests. The unit tests, end-of-term tests and end-of-year tests are at three levels (basic, standard and higher) to allow you to choose which best matches your students' abilities. The standard tests are also available in A and B versions (parallel) to avoid copying.

All the tests (apart from the speaking and five-minute tests) have the same format and include listening, vocabulary, language focus, reading, writing and speaking sections.

The diagnostic test covers language that students will have learnt previously and is a useful tool for measuring your students' level of English before the start of the year.

## Assessing project work

Projects provide a great opportunity for self-assessment. Evaluation of project work is a good group activity. Students may benefit from producing work in groups, but they can also benefit from assessing work together cooperatively and maturely.

As groups, or individuals if appropriate, students can review the process of making their project: Did they plan well? Did they exploit resources effectively? Have they provided too much / too little information? Did they work well as a group? Were tasks evenly distributed? Did they choose the best presentation method? What could they have done better?

Whole-class evaluation could include voting in different categories, for example: the most attractive poster, the most informative text, the most original idea, the most engaging presentation.

An important thing to remember about projects is that they are a means of communication. Just as total accuracy in other forms of communication is not strictly required, neither is it in project work. If students have been able to present their ideas or information in a meaningful and coherent way, they will have achieved the goal.

### Continuous assessment

In addition to using the test material provided, you may also wish to assess your students' progress on a more regular basis. This can be done by giving marks for students' homework and for their performance in class. There are various opportunities to assess students' progress as you are working through a unit. The Speaking and Writing pages in the Student's Book all require students to produce a dialogue or text that could be used for assessment purposes. The Speaking worksheets on the Teacher's Resource Disk could also be used. The online **Practice Kit** has automatic marking, so you will be able to monitor your students' progress online. The Progress review section and the Key phrases bank in the Workbook provide a list of target vocabulary and **Key phrases**, so you can easily check what students have learnt. Make sure that your students know that you are marking their work, as they will respond more enthusiastically to productive tasks if they know that it will influence their final grade.



# Classroom Presentation Tool

Deliver heads-up lessons with the classroom presentation tool.

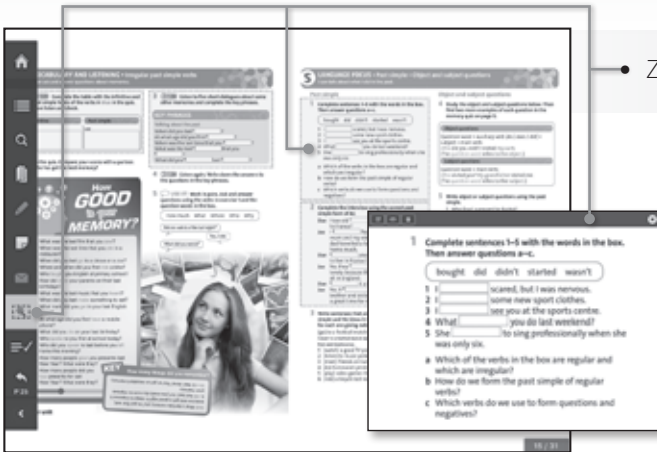
Engage your students in your blended learning classroom with digital features that can be used on your tablet or computer, and connected to an interactive whiteboard or projector.

Play audio and video at the touch of a button and launch activities straight from the page.

These easy-to-use tools mean lessons run smoothly.

Answer keys reveal answers one-by-one or all at once to suit your teaching style and the highlight and zoom tools can be used to focus students' attention.

Take your classroom presentation tool with you and plan your lessons online or offline, across your devices. Save your weblinks and notes directly on the page – all with one account.

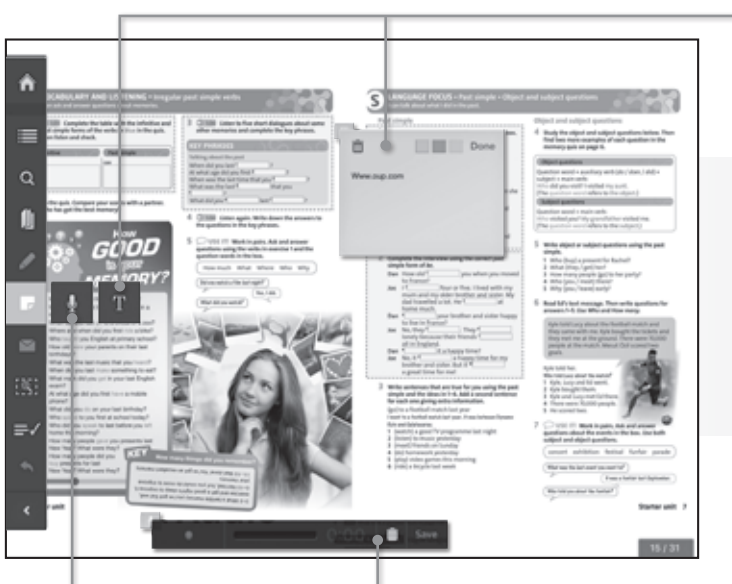
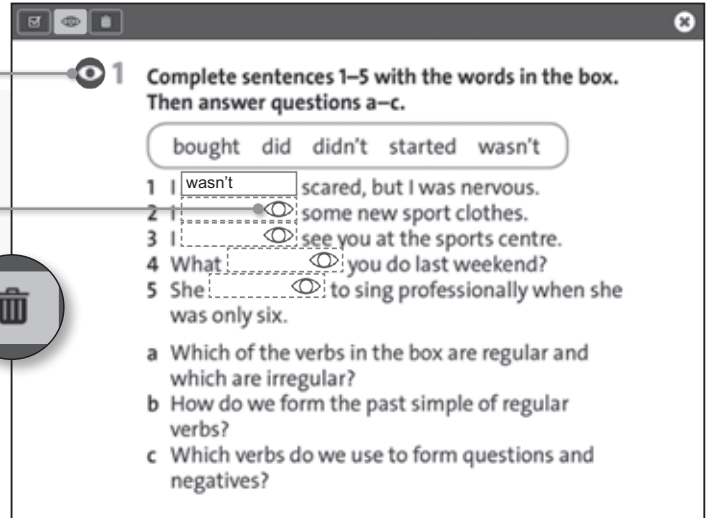


Zoom in to focus your students' attention on a single activity.

- Play audio and video at the touch of a button.
- Speed up or slow down the audio speed to tailor lessons to your students' listening level.



- Save time in class and mark answers all at once.
- Reveal answers after discussing the activity with students.
- Try the activity again to consolidate learning.



- Save your weblinks and other notes for quick access while teaching. Use across devices using one account so that you can plan your lessons wherever you are.

- Work on pronunciation in class: record your students speaking and compare their voices to *English Plus* Second Edition audio.

# Student's Book contents

UNIT	VOCABULARY	LANGUAGE FOCUS			
Starter unit	p4 Free time <i>video games, music, art, animals, etc.</i> <b>Key phrases:</b> Talking about hobbies and interests	p5 <i>be</i> : affirmative and negative Subject pronouns and possessive adjectives <b>Key phrases:</b> Introducing people			
	p6 Prepositions and everyday objects <i>on, in, under, laptop, bag, coat, phone, etc.</i>	p7 Possessive <i>'s</i> <i>be</i> : questions			
UNIT	VOCABULARY	READING	LANGUAGE FOCUS	VOCABULARY AND LISTENING	
<b>1</b> Towns and cities	p12 Places in a town or city <i>restaurant, school, park, etc.</i> <b>Language point:</b> <i>There's, There are + a, an, some and any</i> <b>Key phrases:</b> Talking about places	p14 A description of a cruise ship <b>Vocabulary plus:</b> <i>fantastic, comfortable, swimming pool, etc.</i>	p15 <i>Is there ... ?</i> , <i>Are there ... ?</i> , <i>How many ... ?</i>	p16 Comparing places <i>old, quiet, pretty, etc.</i>	
Review Unit 1 p20	Puzzles and games p21				
<b>2</b> Days	p22 Daily routines <i>get up, have classes, study, etc.</i> <b>Language point:</b> Adverbs of frequency <b>Key phrases:</b> Comparing answers	p24 A busy day <b>Vocabulary plus:</b> <i>son, daughter, parent, etc.</i>	p25 Present simple: affirmative and negative <b>Pronunciation:</b> Third person <i>-s</i>	p26 Special days <i>sing, dance, wear, etc.</i> <b>Study strategy:</b> Preparing to listen	
Review Unit 2 p30	Puzzles and games p31				
<b>3</b> Wild life	p32 Animals <i>camel, butterfly, snake, etc.</i> <b>Key phrases:</b> Identifying things <b>Pronunciation:</b> Sentence stress	p34 The ugliest animals? <b>Vocabulary plus:</b> <i>beautiful, common, dull, etc.</i>	p35 Superlative adjectives <b>Study strategy:</b> Improving your grammar	p36 Amazing animals <i>kill, grow, survive, etc.</i>	
Review Unit 3 p40	Puzzles and games p41				
<b>4</b> Learning world	p42 School subjects <i>maths, English, history, etc.</i> <b>Key phrases:</b> Talking about school subjects	p44 Schools project <b>Vocabulary plus:</b> <i>primary school, private school, boarding school, etc.</i>	p45 Present continuous: affirmative and negative	p46 Verbs: Studying a language <i>listen, check, repeat, etc.</i> <b>Study strategy:</b> Thinking about learning	
Review Unit 4 p50	Puzzles and games p51				
<b>5</b> Food and health	p52 Food <i>burger, salad, meat, etc.</i> <b>Study strategy:</b> Organizing and remembering vocabulary <b>Pronunciation:</b> Short and long vowels <b>Key phrases:</b> Likes and dislikes	p54 Sumo wrestlers <b>Vocabulary plus:</b> <i>dish, vitamins, etc.</i>	p55 Countable and uncountable nouns + <i>some, any, much, many and a lot of</i>	p56 Adjectives: Health <i>fit, hungry, etc.</i>	
Review Unit 5 p60	Puzzles and games p61				
<b>6</b> Sport	p62 Sports <i>football, athletics, cycling, etc.</i> <b>Key phrases:</b> Talking about sports	p64 The Olympics then and now <b>Vocabulary plus:</b> <i>winner, competitor, swimmer, etc.</i>	p65 <i>there was, there were, was, were</i>	p66 X Games: Regular and irregular verbs <i>completed, became, etc.</i>	
Review Unit 6 p70	Puzzles and games p71				
<b>7</b> Growing up	p72 Describing people <i>short, round, moustache, etc.</i> <b>Pronunciation:</b> Diphthongs <b>Key phrases:</b> Guessing answers	p74 Childhood photos <b>Vocabulary plus:</b> <i>grow, change, give</i>	p75 Object pronouns Past simple: affirmative and negative	p76 Life events <i>grow up, go to school, etc.</i>	
Review Unit 7 p80	Puzzles and games p81				
<b>8</b> Going away	p82 Things for a holiday <i>rucksack, tent, water bottle, etc.</i>	p84 Summer holidays <b>Vocabulary plus:</b> <i>cool, expensive, boring, etc.</i>	p85 <i>be going to</i> : affirmative, negative and questions <b>Pronunciation:</b> Question stress and rhythm	p86 Weather conditions <i>windy, stormy, foggy, etc.</i> <b>Study strategy:</b> Guessing answers before listening	
Review Unit 8 p90	Puzzles and games p91				
English Plus Options	Extra listening and speaking p92	Curriculum Extra p100	Culture p106	Project p112	Song p116

VOCABULARY		LANGUAGE FOCUS	
p8 Basic adjectives <i>new, fast, cheap, boring, etc.</i> <b>Key phrases:</b> Adverbs of degree		p9 <i>this, that, these, those</i> <i>have got</i>	
p10 Countries and nationalities <i>Spain, Turkey, Japan, China, etc.</i>		p11 Question words: <i>Where ... ?, What ... ?, Who ... ?</i> Conjunctions: <i>and, or, but</i> <b>Key phrases:</b> Thinking of answers <b>Key phrases:</b> Writing about yourself	
LANGUAGE FOCUS	SPEAKING	WRITING	ENGLISH PLUS OPTIONS
p17 Comparative adjectives <b>Pronunciation:</b> /ə/ sound in comparatives <b>Key phrases:</b> Comparing opinions	p18 Asking and saying where places are <b>Study strategy:</b> Learning the key phrases <b>Key phrases:</b> Asking and saying where places are	p19 A description of a town or city <b>Key phrases:</b> Describing a town or city <b>Language point:</b> Position of adjectives	p92 <b>Extra listening and speaking:</b> Asking for and giving personal information p100 <b>Curriculum Extra:</b> Geography: Reading a map p106 <b>Culture:</b> The United Kingdom p116 <b>Song:</b> I'm the King
p27 Present simple: questions <b>Key phrases:</b> Time expressions	p28 Making plans and suggestions <b>Key phrases:</b> Making plans and suggestions	p29 A special day <b>Key phrases:</b> Talking about a celebration <b>Language point:</b> <i>also</i>	p93 <b>Extra listening and speaking:</b> Talking about timetables p101 <b>Curriculum Extra:</b> Geography: Time zones p107 <b>Culture:</b> Weird festivals p112 <b>Project:</b> A class survey
p37 <i>can</i> for ability Questions with <i>How ... ?</i> <b>Key phrases:</b> Estimating	p38 Asking for permission <b>Key phrases:</b> Requesting, giving and refusing permission	p39 Animals in danger <b>Key phrases:</b> Describing animals in danger <b>Language point:</b> Giving examples	p94 <b>Extra listening and speaking:</b> Phoning a friend p102 <b>Curriculum Extra:</b> Natural science: Animals p117 <b>Song:</b> I Can Tell You
p47 Present continuous: questions Present continuous and present simple	p48 Asking for help when you're studying <b>Key phrases:</b> Asking for help with languages <b>Pronunciation:</b> The alphabet	p49 An email about your school <b>Key phrases:</b> Giving information about your school <b>Language point:</b> <i>so</i>	p95 <b>Extra listening and speaking:</b> Comparing two pictures p108 <b>Culture:</b> Home schooling p113 <b>Project:</b> My dream school
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p67 Past simple: affirmative Past time expressions <b>Study strategy:</b> Learning irregular verbs <b>Pronunciation:</b> <i>-ed</i> endings <b>Key phrases:</b> Past time expressions	p68 Last weekend <b>Key phrases:</b> Talking about the weekend	p69 A sports star <b>Key phrases:</b> Profile of a sports star <b>Language point:</b> Paragraphs	p97 <b>Extra listening and speaking:</b> Talking about video games p109 <b>Culture:</b> Football vs. baseball p114 <b>Project:</b> A new sport
p77 Past simple: questions	p78 Role-play: an interview with a famous person <b>Key phrases:</b> Doing an interview <b>Study strategy:</b> Improve your speaking	p79 Biographical questions and answers <b>Key phrases:</b> A biography: questions and answers <b>Language point:</b> Punctuation	p98 <b>Extra listening and speaking:</b> Describing people p104 <b>Curriculum Extra:</b> Language and Literature: <i>The Elephant Man</i> p110 <b>Culture:</b> Amazing people p119 <b>Song:</b> The Story of Your Life
p87 <i>will</i> and <i>won't</i>	p88 Offers and promises <b>Key phrases:</b> Making offers and promises	p89 An email <b>Key phrases:</b> Writing an email about a friend's visit <b>Language point:</b> <i>because</i>	p99 <b>Extra listening and speaking:</b> The weather forecast p105 <b>Curriculum Extra:</b> Language and literature: <i>The Adventures of Tom Sawyer</i> p111 <b>Culture:</b> Theme parks in the USA p115 <b>Project:</b> A holiday

# Unit summary

## Vocabulary

Free time: *animals, art, chatting online, films, cooking, cycling, meeting friends, music, photography, reading, shopping, skateboarding, sport, video games, watching TV*

Prepositions and everyday objects: *bag, board, chair, clock, coat, desk, dictionary, drawer, laptop, mobile phone, notebook, pen, poster, shelf, speaker, table; between, in, near, next to, on, opposite, under*

Basic adjectives: *bad, big, boring, cheap, expensive, fast, good, horrible, interesting, new, nice, old, popular, slow, small, unpopular*

Countries and nationalities: *Australia, Australian, American, Brazil, Brazilian, British, China, Chinese, Egypt, Egyptian, India, Indian, Italian, Italy, Japan, Japanese, Mexican, Mexico, Spain, Spanish, the UK, the USA, Turkey, Turkish*

## Language focus

be: affirmative and negative

Subject pronouns and possessive adjectives

Possessive 's

be: questions

this, that, these, those

have got

Question words: *Where ... ?, What ... ?, Who ... ?*

Conjunctions: *and, or, but*

# Vocabulary • Free time

## Aim

Talk about your hobbies and interests.

## Warm-up

Ask: *What do you like doing in your free time?* Explain the meaning of *free time*, if necessary. Elicit answers from individual students and write useful vocabulary on the board, e.g. *play football, go shopping*.

## Exercise 1 1-02

Students work in pairs to match the words with the pictures. Play the audio for students to listen and check their answers. Ask students which of these activities they like doing.

### ANSWERS

- 1 chatting online 2 reading
- 3 meeting friends 4 art
- 5 photography 6 cycling 7 sport
- 8 animals 9 music 10 video games
- 11 watching TV 12 films
- 13 skateboarding 14 cooking
- 15 shopping

# Starter unit

## VOCABULARY • Free time

I can talk about my hobbies and interests.

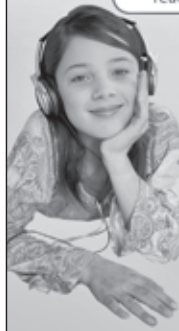
1 1-02 Match the words in the box with pictures 1–15. Then listen and check.

video games music art reading  
watching TV films animals cooking  
skateboarding cycling photography sport  
shopping chatting online meeting friends



2 1-03 Read and complete the text with the words in the box. Then read, listen and check your answers.

photography skateboarding cooking sport  
reading music video games chatting



Hi!

Hi! I'm Kate. I'm twelve and I'm from Oxford in the UK. I'm into sport and I'm good at basketball. Apart from sport, I like <sup>1</sup>

and <sup>2</sup> online. I'm not interested in shopping.

This is my brother Jack. Jack isn't into sport. He's into <sup>3</sup> and his favourites are football games. Jack isn't on his computer twenty-four hours a day – he and his friends like <sup>4</sup>, but they aren't very good!

Our parents, Jen and Ed, like books and they're into <sup>5</sup>. My mum is interested in <sup>6</sup> and her photos are really good. Our mum and dad are good at <sup>7</sup>. Italian food is their favourite.

And you and your family? What are your hobbies and interests?

## 4 Starter unit

3 1-04 Look at the key phrases and listen. What do the people say? Complete the phrases.

## KEY PHRASES

Talking about hobbies and interests

- |                               |                               |
|-------------------------------|-------------------------------|
| +                             | -                             |
| 1 I'm interested in _____     | 2 I'm not interested in _____ |
| 3 I'm into _____              | 4 I'm not into _____          |
| 5 I like _____                | 6 I don't like _____          |
| 7 I'm good at _____           | 8 I'm not good at _____       |
| 9 My favourite is / are _____ |                               |

4 Write six sentences about your interests. Use the key phrases in exercise 3 and the words in exercise 1.

I'm into sport.  
I'm not good at music.

5 USE IT! Work in pairs. Compare your interests in exercise 4.

I'm into sport. Oh, I don't like sport. I like reading.



## Exercise 2 1-03

Students read the text and complete it with the words in the box. Play the audio for students to check their answers.

### ANSWERS

- 1 music 2 chatting 3 video games
- 4 skateboarding 5 reading
- 6 photography 7 cooking

## Exercise 3 1-04

Read through the key phrases with the class and make sure students understand them all. Play the audio. Students listen and complete the phrases. Play the audio again, if necessary, pausing to allow students time to write. Check answers with the class and ask students which of the sentences are true for them.

### ANSWERS

- 1 music 2 cycling
- 3 films and watching TV 4 reading
- 5 shopping and meeting friends
- 6 chatting online 7 skateboarding
- 8 art 9 animals, dogs

## Exercise 4

Students write six sentences about their interests. Encourage them to use a range of different key phrases.

### ANSWERS

Students' own answers.

## Exercise 5 USE IT!

Students work in pairs to compare their interests from exercise 4. Ask some students to tell the class about their interests.

### ANSWERS

Students' own answers.

## More practice

Workbook page 4

**S**

**LANGUAGE FOCUS • be: affirmative and negative**

**• Subject pronouns and possessive adjectives**

I can use the verb *be* and introduce people.

**be: affirmative and negative**

**1** Complete the table with the words in the box. Then check your answers in the text on page 4.

isn't aren't they he not

Affirmative	
I'm _____	from Oxford.
You're _____	twelve.
1 _____ / She's / It's	into video games.
We're / You're / 3 _____ 're	
Negative	
I'm 5 _____	interested in shopping.
You aren't	very good.
He / She / It 4 _____	into sport.
We / You / They 5 _____	

**2** Choose the correct words.

- 1 I isn't / 'm not from London.
- 2 He's / 're good at sport.
- 3 They isn't / aren't my friends.
- 4 You is / 're into music.
- 5 Mrs Turner are / is a teacher.

**3** Write true sentences. Use affirmative and negative forms of the verb *be*.

- Kate is interested in sport.
- 1 Zebras \_\_\_\_\_ animals.
  - 2 Oxford \_\_\_\_\_ in Brazil.
  - 3 My friends \_\_\_\_\_ twelve.
  - 4 The name of this book \_\_\_\_\_ *English Plus*.
  - 5 I \_\_\_\_\_ interested in video games.
  - 6 I \_\_\_\_\_ from Paris.

**Subject pronouns and possessive adjectives**

**4** Complete the table with the words in blue in the text on page 4.

Singular		Plural	
Subject pronoun	Possessive adjective	Subject pronoun	Possessive adjective
I	my	we	4 _____
you	1 _____	you	5 _____
he	2 _____	they	6 _____
she	3 _____		
it	its		

**Aim**

Use the verb *be* and introduce people.

**Warm-up**

With books closed, write these sentences on the board: *I \_\_\_\_\_ into music. Ana \_\_\_\_\_ good at art.* Elicit the missing words (*am, is*) and elicit that these are both forms of the verb *be*.

**be: affirmative and negative**

**Exercise 1**

Students work in pairs to complete the table then check their answers in the text on page 4. Check answers with the class. With **weaker classes**, work through this

**5** Replace the words in blue with subject pronouns.

- Marc is from Paris. **He** is from Paris.
- 1 This book is good.
  - 2 Jen and Ed are from the UK.
  - 3 Anya and I are friends.
  - 4 You and Mick are brothers.

**6** Choose the correct words.

This is 'I / my friend Tereza. 'She / Her mum and dad are from Prague. 'Their / They're friends with my mum and dad. 'Our / We're house is next to 'their / they're house. 'It's / Its the yellow house in this photo.



**7** **1.05** Read and listen to the text. What is Yasmin's hobby?

- Leila Hi, Jack. How are things?  
 Jack Not bad. And you?  
 Leila Good, thanks. This is my friend Yasmin.  
 Jack Oh, hi, Yasmin.  
 Yasmin Hi.  
 Leila Yasmin is into skateboarding.  
 Jack Really? That's cool.  
 Leila See you later, Jack.  
 Jack See you.

**KEY PHRASES**

**Introducing people**  
 How are things? / How are you?  
 This is ...  
 (Yasmin) is into ...  
 See you later.

**8** **USE IT!** Work in pairs. Practise the dialogue in exercise 7. Then change the words in blue and practise a new dialogue.

Starter unit 5

Check answers with the class. With **stronger classes**, students could write one or two more true sentences using different forms of *be*.

**ANSWERS**

- 1 are
- 2 isn't
- 3 are / aren't
- 4 is
- 5 'm / 'm not
- 6 'm / 'm not

**Subject pronouns and possessive adjectives**

**Exercise 4**

Hold up a book and say: *I'm a teacher – it's my book.* Point to a student and say: *You're a student – it's your book.* Students work in pairs to complete the table with the correct words. Check answers with the class. With **weaker classes**, work through this exercise with the whole class, eliciting the missing words.

**ANSWERS**

- 1 your
- 2 his
- 3 her
- 4 our
- 5 your
- 6 their

**Language note**

The possessive adjective *their* is often confused with the adverb *there* and the verb form *they're* (= *they are*). The possessive adjective *its* can be confused with the verb form *it's* (*it is*). Students need to learn the difference between these words and the different spellings.

**Exercise 5**

Read out the example. Students replace the blue words with the correct pronouns. Check answers with the class.

**ANSWERS**

- 1 It
- 2 They
- 3 We
- 4 You

**Exercise 6**

Students read the text and choose the correct words. Check answers with the class.

**ANSWERS**

- 1 my
- 2 Her
- 3 They're
- 4 Our
- 5 their
- 6 It's

**Exercise 7** **1.05**

Read out the question then play the audio. Students read and listen and answer the question. Check the answer with the class.

**ANSWER**

skateboarding

**Exercise 8 USE IT!**

Ask students to find the key phrases in the dialogue in exercise 7. Students work in pairs to practise the dialogue then make a new dialogue. Ask some pairs to perform their new dialogue for the class.

**ANSWERS**

Students' own answers.

**More practice**

Workbook page 5

**Language focus • be: affirmative and negative • Subject pronouns and possessive adjectives**

exercise with the whole class, eliciting the missing words.

**ANSWERS**

- 1 He
- 2 They
- 3 not
- 4 isn't
- 5 aren't

**Language note**

The verb *be* is irregular and not like any other verb in English. Students need to learn all the different forms. The contracted forms (*'m, 's, isn't*, etc.) are much more common than the full forms, especially in spoken English.

**Exercise 2**

Students read the sentences and choose the correct words, then compare their answers in pairs. Check answers with the class.

**ANSWERS**

- 1 'm not
- 2 's
- 3 aren't
- 4 're
- 5 is

**Exercise 3**

Check that students understand *zebras*. Students complete the sentences with the correct forms so that they are true.

# Vocabulary • Prepositions and everyday objects

## Aim

Use prepositions to say where things are.

## Warm-up

Pick up a book and elicit the word *book*. Point to a student's bag and elicit the word *bag*. Put students into pairs and give them one minute to write down as many words as they can for things they can see in the classroom. Bring students' ideas together on the board and check that they understand all the words. See which pair wrote the most words.

## Exercise 1 1-06

Students work in pairs to match the words with the pictures. Play the audio for students to listen and check their answers. Ask students which of these things they can see in their classroom.

### ANSWERS

- 1 poster 2 speaker 3 laptop  
4 table 5 drawer 6 mobile phone  
7 clock 8 board 9 dictionary  
10 shelf 11 pen 12 notebook  
13 desk 14 coat 15 chair 16 bag

## Exercise 2 1-07

Focus on the pictures. Read out each preposition in turn and elicit the meaning in the students' own language. Read out the first gapped sentence and refer students back to the pictures in exercise 1. Elicit the correct preposition (*on*). Students work in pairs to complete the rest of the sentences with the prepositions. Play the audio for them to check their answers. Check answers with the class.

### ANSWERS

- 1 on 2 in 3 between 4 under  
5 next to 6 on 7 under 8 near  
9 opposite 10 next to 11 between

## Exercise 3

Allow students one minute to study the pictures then ask them to close their books. Students work in pairs to write as many sentences from exercise 2 as they can. They can open their books to check their answers. See which pair wrote the most correct sentences.

### ANSWERS

Students' own answers.

## VOCABULARY • Prepositions and everyday objects

I can say where things are.

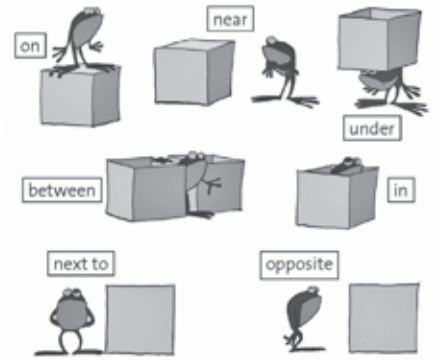
- 1 1-06 Match the words in the box with 1–16 in the pictures. Then listen and check.

table drawer mobile phone poster  
laptop speaker desk coat bag  
chair notebook pen shelf board  
dictionary clock



## 6 Starter unit

- 2 1-07 Study the prepositions. Then complete the sentences with the prepositions. Listen and check.



- 1 The dictionaries are \_\_\_\_\_ the shelf.  
2 The teacher's mobile is \_\_\_\_\_ the drawer.  
3 The laptop is \_\_\_\_\_ the speakers.  
4 The students' chairs are \_\_\_\_\_ their desks.  
5 The poster is \_\_\_\_\_ the teacher's table.  
6 Harry's coat is \_\_\_\_\_ his chair.  
7 Harry's bag is \_\_\_\_\_ his desk.  
8 The clock is \_\_\_\_\_ the board.  
9 The board is \_\_\_\_\_ the students' desks.  
10 Harry's pen is \_\_\_\_\_ his notebook.  
11 Paul's desk is \_\_\_\_\_ Harry and Eva's desks.

- 3 Do a memory test. Look at the pictures in exercise 1 for one minute. Then close your books. How many sentences in exercise 2 can you remember?

- 4 Draw a desk and four other objects. Write sentences about your picture.

In my picture, a laptop is on the desk. A bag is on the laptop ...

- 5 USE IT! Work in pairs. Read your sentences in exercise 4 to your partner. Listen and draw your partner's picture.

In my picture, a laptop is on the desk.  
A bag is on the laptop ...

## Optional activity: Vocabulary

Refer students to the pictures again and say: *The laptop is under the desk.* Ask if the sentence is true or false (false). Tell students they are going to write three false sentences about the objects in the pictures. They then work in pairs to read their sentences to each other and correct them. With **stronger classes**, students could do this with books closed. With **weaker classes**, students could do it with books open.

## Exercise 4

Students work individually to draw a picture and write sentences about it. Monitor and help while they are working, and make sure that their sentences are correct.

### ANSWERS

Students' own answers.

## Exercise 5 USE IT!

Put students into pairs. They take turns to read their descriptions to each other and draw their partner's desk from the description. They can check their drawings against the originals. See who managed to draw their partner's desk accurately.

### ANSWERS

Students' own answers.

## More practice

Workbook page 6



## LANGUAGE FOCUS • Possessive 's • be: questions

I can ask questions about where people and things are.

### Possessive 's

#### 1 Look at the examples and complete the rules with *singular* and *plural*.

the teacher's mobile  
Harry's bag  
Harry and Eva's desks  
the students' chairs

#### RULES

- We use 's for possession with \_\_\_\_\_ words.
- we use s' for possession with \_\_\_\_\_ words.

#### 2 Write phrases for 1–4. Use the possessive 's or s'.

Paul / desk Paul's desk

- Harry / pens
- my mum and dad / photos
- the teachers / names
- Eva / notebook

### be: questions

#### 3 1-08 Read and listen to the text. Choose the correct answers.

- Charlie's mum is **at home / at work**.
- Her laptop is **in the drawer / on the TV**.
- Her speakers are in **Charlie's room / her room**.

Mum Hi, Charlie.

Charlie Oh, hi, Mum. Are you at work?

Mum No, I'm not. I'm at home.

Where are you?

Charlie I'm at school, Mum! It's 12 p.m.

Mum Oh, yes. OK. Are you in class?

Charlie No, why? Are you OK?

Mum Yes, I'm fine. But Charlie – where is my laptop?

Charlie Ah ... yes. Look in the drawer under the TV. Is it there?

Mum Yes, it is. And the speakers?

Where are the speakers, Charlie?

Charlie Mmm. Good question. Erm ... are they in the drawer?

Mum No, they aren't.

Charlie Erm ... OK. Are they in my room?

Mum MY speakers in YOUR room ... ?

Yes, they are. Charlie ... !

Charlie OK, Mum. Bye!



Starter unit 7

#### 4 Read the dialogue again and complete the table.

Questions		Short answers
Am I		Yes, I am. / No, I'm not.
1 ... he / she / it	in class? / at home?	Yes, it's ... / No, it isn't.
2 ... you / we / they		Yes, they are. / No, they're not.

#### 5 Complete the questions and write short answers that are true for you. Then ask and answer with a partner.

- ... you good at skateboarding?
- ... your notebook on your desk?
- ... your mum and dad at work?
- ... we at home?
- ... the teacher in class?

#### 6 USE IT! Work in pairs. Look at the people and places. Choose a person, a city and a place. Then ask questions to find out your partner's information.

Are you with Lionel Messi?  
No, I'm not.

Person	City	Place
Lionel Messi	Rio	at school
Taylor Swift	New York	in town
Kristen Stewart	London	at home
Robert Downey Jr.	Cairo	at the shops

## be: questions

### Exercise 3 1-08

Allow students time to read through the three sentences. Play the audio. Students read and listen and choose the correct answers. Check answers with the class.

#### ANSWERS

- at home
- in the drawer
- Charlie's room

### Exercise 4

Students read the dialogue again then work in pairs to complete the table. Check answers with the class.

#### ANSWERS

- Is
- Are
- I'm not
- is
- aren't

### Language note

To form questions, we put *be* before the subject: *Are you at home?* (NOT *You are at home?*)

### Exercise 5

Students complete the questions with the correct words. With **stronger classes**, or fast finishers, students could write an extra question to ask their partner. Allow students to compare their answers in pairs then ask some students to read out the questions. Correct any errors. Put students into pairs to ask and answer the questions. Ask some students to tell the class something about their partner, e.g. *Paul's notebook is on his desk.*

#### ANSWERS

- Are
- Is
- Are
- Are
- Is

### Exercise 6 USE IT!

Tell students you are with a famous person in one of the cities in the table, in one of the places. Encourage them to ask you questions to guess who you are with, which city you are in, and which place you are in. Put students into pairs to ask questions and guess their partner's information. You could make the activity competitive by telling students to count how many questions they take to guess the answer. The student who uses the fewest questions wins.

#### ANSWERS

Students' own answers.

### More practice

Workbook page 7

## Language focus • Possessive 's • be: questions

### Aim

Ask questions with *be* about where people and things are.

### Warm-up

With books closed, ask a student to hold up their pen. Ask: *Is that my pen?* Elicit the answer *No, it's (Ana's) pen*. Repeat the process with another student and their notebook or bag.

### Possessive 's

#### Exercise 1

Ask students to read the examples and note the position of the possessive 's. Read through the rules with the class and elicit the correct answers.

#### ANSWERS

- singular
- plural

### Language note

In spoken English, there is no difference between *the student's books* and *the students' books*. When doing listening exercises, students should therefore always think about the number of people being referred to.

When we are indicating that something belongs to more than one person, we only add the possessive 's to the second noun or name: *Harry and Eva's desks*. (NOT *Harry's and Eva's desks*.)

### Exercise 2

Focus on the example. Students write the phrases. Check answers with class.

#### ANSWERS

- Harry's pens
- my mum and dad's photos
- the teachers' names
- Eva's notebook

# Vocabulary • Basic adjectives

## Aim

Use basic adjectives to describe things.

## Warm-up

With books closed, write on the board *Mini* and *Ferrari*. Elicit that they are both cars. Ask: *What's the difference between them?* Elicit a few ideas and elicit adjectives such as *big, small, fast, slow*. Write these on the board and explain that they are adjectives, and we use them to describe things.

## Exercise 1 1-09

Students read the text and match the adjectives in blue with their opposites in the box. Allow students to compare their answers in pairs then play the audio. Students listen and check their answers. Check answers with the class, and check that students understand all the adjectives.

### ANSWERS

nice – horrible, old – new, slow – fast, good – bad, expensive – cheap, small – big, popular – unpopular, interesting – boring

## Exercise 2

Students read the text again and choose the correct answers. Check answers with the class. Point out the position of adjectives before the noun, e.g. *a good camera* (NOT *a camera good*).

### ANSWERS

1 b 2 a 3 a

## Exercise 3

Read through the key phrases with the class. Point out the difference in meaning between the different adverbs of degree. You could get students to translate the phrases into their own language to check understanding. Focus on the table and read out the example answer. Elicit one or two more examples about TV programmes, people, games or films. Students then write their sentences individually. Ask one or two students to read their sentences to the class. Correct any errors.

### ANSWERS

Students' own answers.

## Exercise 4 USE IT!

Students work in pairs to compare their sentences from exercise 3. Ask students if any of their sentences were the same.

### ANSWERS

Students' own answers.

## VOCABULARY • Basic adjectives

I can describe things.

- 1 1-09 Read the text. Match the words in blue with their opposites in the box. Then listen and check.

unpopular bad new cheap  
horrible boring fast big

### Send us your photos! What have you got ...

#### ... in your pocket?

I've got money, a pen, my ID card for school (that photo isn't very nice!) and my mobile phone. It's old and slow now and it hasn't got a good camera. I want a new mobile, but they're expensive. 😞 (Paul)

#### ... on your desk?

I've got books, one or two old video games, and these mini speakers. They're small, but they're really good. 😊 And I've got a photo of my cousins in Australia. They've got a pet parrot. His name's Sinbad and he's really popular with my cousins' friends. We haven't got a pet. 😞 (Ben)

#### ... in your bag?

I've got my books for school, my mobile and I've got this present for my dad. He hasn't got this book. It's about cooking and it's very interesting (if you like cooking!). 😊 (Maria)



- 2 Read the text again and choose the correct answers.

- Has Paul's mobile got a good camera?  
a Yes, it has. b No, it hasn't.
- Have Ben's cousins got a parrot?  
a Yes, they have. b No, they haven't.
- Has Maria got a present for her dad?  
a Yes, she has. b No, she hasn't.

- 3 Study the key phrases. Write eight sentences about the things in the table. Use your ideas and the key phrases.

Mexico City is a really big place.

TV programme	Place	Person	Game or film
popular	big	nice	expensive
boring	horrible	popular	fast
good	old	interesting	new

## KEY PHRASES

### Adverbs of degree

It isn't very expensive. It's quite expensive.



It's very expensive. It's really expensive.



- 4 USE IT! Work in pairs. Compare your sentences in exercise 3.

Mexico City is a really big place.

My city is really old.

## 8 Starter unit

### Optional activity: Vocabulary

Refer students back to the text in exercise 1. Ask them to look in their school bags and write three sentences describing what is in their bag, using *I've got* and an adjective from exercise 1, e.g. *I've got a small book*.

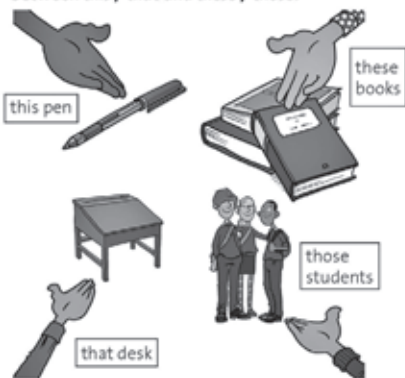
Students can read their sentences to each other in pairs, omitting the adjectives. Their partner must guess the missing adjectives. See who managed to guess all three of their partner's adjectives.

### More practice

Workbook page 8

**this, that, these, those**

1 Study the pictures. What is the difference between *this / that* and *these / those*?



2 Choose the correct words.

- 1 These / Those cousins are in Australia now.
- 2 Is this / those your pen under the teacher's chair?
- 3 This / These present is nice.
- 4 These / That is Maria's dad, Bill.

**have got**

3 Look again at the text and exercise 2 on page 8. Complete the table.

Affirmative			
I / You / We / They	1 _____	got	a mobile.
He / She / It	's _____		a pet.
Negative			
I / You / We / They	2 _____	got	a mobile.
He / She / It	3 _____		a pet.
Questions			
Have	4 _____	got	a mobile?
	I / you / we / they		a pet?
	he / she / it		
Short answers			
Yes, I / you / we / they have.	No, I / you / we / they		
Yes, he / she / it has.	No, he / she / it hasn't.		

4 Complete the dialogue with the correct forms of *have got*. Then listen and check.

Ben It's Father's Day tomorrow. 1 \_\_\_\_\_ you got a present for Dad?  
 Maria Yes, I 2 \_\_\_\_\_. I've got this book about cooking.  
 Ben Oh, that's nice. I 3 \_\_\_\_\_ got a present.  
 Maria No? That's OK – we 4 \_\_\_\_\_ got an hour in town. 5 \_\_\_\_\_ Dad got a good pen?  
 Ben Yes, he 6 \_\_\_\_\_.  
 Maria OK, I 7 \_\_\_\_\_ got an idea. Look – these mobile phone covers aren't very expensive.  
 Ben Mmm. Dad hasn't got a mobile cover.  
 Maria They 8 \_\_\_\_\_ got really nice ones in this shop.  
 Ben Thanks, Maria. That's a really good idea.

5 USE IT! Work in pairs. Look at the mini-dialogue. Prepare and practise new dialogues. Use your friends' names and the ideas in the pictures.

- A Have you got a present for ... ?  
 B No, I haven't.  
 A Has he / she got a ... ?  
 B Yes, he / she has. OR No, he / she hasn't.  
 A Look, they've got a really nice one in this shop.  
 B Thanks! That's a really good idea.



**have got**

**Exercise 3**

Ask students to look back at the text and exercise 2 on page 8 and find examples of *have got*. Read through the table with the class and elicit the correct words to complete it.

**ANSWERS**

- 1 've 2 haven't 3 hasn't 4 Has 5 haven't

**Language note**

We use *has*, not *have*, with *he, she* and *it* forms: *She's got a camera.* (NOT *She have got a camera.*)

In questions, we put *have / has* before the subject: *Have you got a book?* (NOT *You have got a book?*)

**Exercise 4** 1-10 page T148

Students read the dialogue and complete it with the correct words. Allow students to compare their answers in pairs then play the audio for them to listen and check. Check answers with the class.

**ANSWERS**

- 1 Have 2 have 3 haven't 4 've 5 Has 6 has 7 've 8 've

**Exercise 5 USE IT!**

Allow students time to read through the mini-dialogue. Focus on the pictures and make sure students know the words for all the items. Demonstrate the task with a confident student, adding in a name and a possible present. Put students into pairs to prepare and practise new dialogues. Encourage them to swap roles each time, so they practise both roles. Ask some pairs to perform one of their dialogues for the class.

**ANSWERS**

Students' own answers.

**More practice**

Workbook page 9

**Language focus • this, that, these, those • have got**

**Aim**

Use *have got* to ask and answer questions about presents.

**Warm-up**

With books closed, hold up a pen and say: *This pen is (blue).* Ask a student at the back of the class to hold up a pen. Say: *That pen is (black).* Elicit the meaning of *this* and *that*.

**this, that, these, those**

**Exercise 1**

Ask students to look at the pictures and translate the phrases into their own language. Demonstrate the meaning of *this, that, these* and *those* further by pointing to things near you or at a distance in the classroom.

**ANSWERS**

We use *this* and *these* when the object(s) is near. We use *that* and *those* when the object(s) is far away.

**Exercise 2**

Students choose the correct words to complete the sentences. Check answers with the class.

**ANSWERS**

- 1 Those 2 this 3 This 4 That

# Vocabulary • Countries and nationalities

## Aim

Talk about where things are from.

## Warm-up

Write the word *country* on the board and elicit the meaning. Elicit the names of one or two countries, e.g. *England*, *Turkey*, then put students into pairs and give them one minute to write as many countries in English as they can. Bring students' ideas together on the board and check that they understand all the country names. See which pair wrote the most countries correctly.

## Exercise 1 1-11

Students work in pairs to match the countries with the places on the map. Play the audio for students to check their answers. Check answers with the class and that students understand all the country names. Model and drill pronunciation of country names your students might find difficult, e.g. *Egypt*.

### ANSWERS

- 1 the USA 2 Mexico 3 Brazil  
4 the UK / Britain 5 Spain 6 Italy  
7 Turkey 8 Egypt 9 India 10 China  
11 Japan 12 Australia

## Exercise 2

Students use their dictionaries to check the meaning of the blue words. Check that they understand all the blue words, then ask them to read the sentences and choose the correct answers. Check answers with the class. See who got all the correct answers.

### ANSWERS

- 1 British 2 Japanese 3 Spanish  
4 Egyptian 5 Indian 6 Australian

## Exercise 3

Students work in pairs and use the words in the quiz to write nationalities for the countries in exercise 1. Check answers with the class. Model pronunciation of the nationalities and point out that sometimes the pronunciation of the country and nationality is slightly different, e.g. Spain /speɪn/, Spanish /'spæniʃ/, Japan /dʒə'peɪn/, Japanese /dʒæ'peɪni:z/.

### ANSWERS

- 1 the USA – American 2 Mexico – Mexican  
3 Brazil – Brazilian  
4 the UK – British 5 Spain – Spanish  
6 Italy – Italian 7 Turkey – Turkish  
8 Egypt – Egyptian 9 India – Indian  
10 China – Chinese 11 Japan – Japanese  
12 Australia – Australian

## VOCABULARY • Countries and nationalities

I can talk about where things are from.

- 1 Match the countries with 1–12 on the map. Then listen and check.

the USA the UK\* Egypt Japan  
Mexico Spain Turkey Australia  
Brazil Italy China India



\*also called Britain

- 2 Check the meaning of the words in blue. Then choose the correct words in the quiz.



1

People from the UK are **British / American**.



3

Rafael Nadal is a **Spanish / Brazilian** sports star.



5

Curry is **Indian / Italian** food.

The **Chinese / Japanese** flag is white and red.

2



Cairo is the **Egyptian / Turkish** capital.

4



The dollar is the **Mexican / Australian** currency.

6



10 Starter unit

- 3 Write nationalities for the countries in exercise 1. Use words from the quiz in exercise 2.

1 the USA **American**

- 4 Write true and false sentences for 1–5.

Brad Pitt is an **American** sports star. (False)  
Ferraris are **Italian**. (True)

- 1 ... is a / an (nationality) star.  
2 ... is the (nationality) capital.  
3 The (nationality) flag is ...  
4 ... is / are (nationality).  
5 The ... is the (nationality) currency.

- 5 USE IT! Work in pairs. Compare your sentences in exercise 4. Say if you think they are true or false.

Brad Pitt is an **American** sports star.

No, that's false.

Ferraris are **Italian**.

Yes, that's true.

## Exercise 4

Read out the examples and make sure students understand the task. Students work individually to write their sentences. Ask some students to read their sentences to the class. Correct any errors.

### ANSWERS

Students' own answers.

## Exercise 5 USE IT!

Ask two confident students to read out the examples. Put students into pairs to compare their sentences and decide if their partner's sentences are true or false. Ask who guessed all the answers correctly.

### ANSWERS

Students' own answers.

## Optional activity: Vocabulary

To extend the vocabulary set, ask students to work in pairs and use their dictionaries to find more names of countries and nationalities. Point out that some dictionaries might include country names in the main A–Z text, but others might have a separate list of countries and nationalities at the back. Bring students' ideas together on the board and check that they understand all the countries and nationalities.

## More practice

Workbook page 10

**S** LANGUAGE FOCUS • Question words: *Where ... ?*, *What ... ?*, *Who ... ?*  
 • Conjunctions: *and*, *or*, *but*  
 I can ask questions and write an email about myself.

Question words: *Where ... ?*, *What ... ?*, *Who ... ?*

- 1 Check the meaning of the bold words in examples 1–3. Then answer the questions. Compare your answers with a partner.
- Where's Neymar Junior from?
  - What's a taco?
  - Who's Usain Bolt?



- 2 1:12 Listen to two people talking about the questions in exercise 1. Are their answers right or wrong?

- 3 1:12 Listen again and complete the key phrases. Use the words in the box.

know sure right you think

**KEY PHRASES**

Thinking of answers

- I \_\_\_\_\_ he / she / it's ...
- And \_\_\_\_\_ ?
- I'm not \_\_\_\_\_.
- Yes, that's \_\_\_\_\_.
- I don't \_\_\_\_\_.

- 4 USE IT! Work in groups. Write questions for a quiz. Then ask and answer the questions in teams. Use the key phrases.



Conjunctions: *and*, *or*, *but*

- 5 Read the email and answer the questions.

- Is Beth from Spain?
- What are her interests?
- Which words in the email have got capital letters? Why?
- What are the meanings of the words in blue?



- 6 Look at the sentences. When is there a comma (,)?

- I've got two brothers and a sister.
- Email or message me.
- I speak a little Italian, but I'm not very good at it.

- 7 Complete the sentences with *and*, *or* and *but*.

- Is her name Beth \_\_\_\_\_ Bess?
- I speak English \_\_\_\_\_ Japanese.
- I've got your laptop, \_\_\_\_\_ I haven't got the speakers.
- Are you from the UK \_\_\_\_\_ the USA?

- 8 USE IT! Write an email for the *International friends* website. Write about you and your family, your interests and the languages you speak. Use the key phrases and the model text.

**KEY PHRASES**

Writing about yourself

I'm a student at ...  
 I'm into ..., especially ...  
 Email or message me in ...  
 I speak / study ...  
 Bye for now!

Starter unit 11

memory. Play the audio again for them to check and complete their answers. Check answers with the class and that students understand all the key phrases.

**ANSWERS**

- 1 think 2 you 3 sure 4 right  
 5 know

**Exercise 4 USE IT!**

Put students into small groups to write five more quiz questions. Ask some groups to read out some of their questions. Correct any errors. Groups can swap questions with another group and discuss the answers to the questions they are given. Encourage them to use the key phrases while they are thinking of answers.

**ANSWERS**

Students' own answers.

**Conjunctions: *and*, *or*, *but***

**Exercise 5**

Students read the email and answer the questions. Check answers with the class.

**ANSWERS**

- No, she's from the USA.
- She's into music, sport and cooking.
- Hi, My, Beth, I'm, Boston, USA, I've, Cranville High School, Boston, Boston Celtics, What, Email, English, Spanish, I, Italian, Bye, Beth. We use capital letters for the names of people, countries / cities, teams, languages / nationalities and the first word of a sentence.
- Students' own answers.

**Exercise 6**

Students work in pairs to look at the sentences and discuss when there is a comma. Discuss the answer with the class, and use the sentences to teach the meaning of *and*, *or* and *but*. Discuss whether the use of commas is the same in the students' own language.

**ANSWER**

before *but*

**Exercise 7**

Students complete the sentences with the correct conjunctions. Check the answers.

**ANSWERS**

- 1 or 2 and 3 but 4 or

**Exercise 8 USE IT!**

Refer students back to the email in exercise 5. Read through the key phrases with the class and check that students understand them all. Remind students that they should also use *and*, *or* and *but* in their email.

**ANSWERS**

Students' own answers.

**More practice**

Workbook page 11

**Language focus • Question words: *Where ... ?*, *What ... ?*, *Who ... ?* • Conjunctions: *and*, *or*, *but***

**Aim**

Ask questions and use conjunctions to write an email about yourself.

**Warm-up**

With books closed, write on the board: \_\_\_\_\_ is the capital of Egypt? \_\_\_\_\_ is Paris? \_\_\_\_\_ is Brad Pitt?

Elicit the question words to complete the questions and check that students understand them. Elicit answers to the questions (*Cairo, in France, an American actor*).

**Question words: *Where ... ?*, *What ... ?*, *Who ... ?***

**Exercise 1**

Discuss the meaning of the bold words with the class. Students answer the questions then compare their answers with a partner. Check answers with the class. See who got all the answers right.

**ANSWERS**

- 1 Brazil 2 a Mexican food  
 3 a sports star

**Exercise 2** 1-12 page T148

Play the audio. Students listen and decide if the people's answers are right or wrong. Check answers with the class.

**ANSWERS**

For the first question, the woman is wrong and the man is right. For the second question, both people are wrong.

**Exercise 3** 1-12 page T148

Put students into pairs and ask them to try to complete the key phrases from

## Unit summary

### Vocabulary

Places in a town or city: *bridge, bus station, café, flat, hotel, library, cinema, market, monument, office building, park, restaurant, school, shop, shopping centre, sports centre, square, street, theatre, train station*

Comparing places: *clean, dangerous, dirty, friendly, modern, noisy, old, pretty, quiet, safe, ugly, unfriendly*

### Language focus

*Is there ... ?, Are there ... ?, How many ... ?*  
Comparative adjectives

### Speaking

I can ask and say where places are.

### Writing

I can write a description of a town or city.

## Vocabulary • Places in a town or city

### Aim

Talk about places in a town or city.

### Background

The London guide on page 12 shows many of London's most famous attractions.

Chinatown has over eighty restaurants specializing in Chinese and Asian food.

Regent's Park is a large park which is freely open to the public and also home to London Zoo.

Nelson's Column is a monument to Lord Nelson, a famous naval officer known for his many victories in sea battles.

Harrods is a famous department store, known for its expensive, high-quality goods.

The British Library is Britain's biggest library. It has many important historical books, and it also keeps a copy of every new book that is published in the UK.

The Savoy is one of London's top hotels, and also one of its most expensive.

Covent Garden Market is known for selling unusual or hand-made clothes, jewellery and other things.

There are over thirty theatres in London's West End, showing a wide variety of plays and musicals.

The Shard was built from 2009–2012 and is 310 metres tall and has ninety-seven storeys.

# 1 Towns and cities

VOCABULARY • Places in a town or city

I can talk about places in a town or city.

✚ Extra listening and speaking p92

✚ Curriculum extra p100

✚ Culture p106

✚ Song p116

THINK! What famous places are there in your town or city?

1 1.13 Match fourteen of the words in the box with places 1–14 on the map of London below. Then listen and check.

square restaurant school office building  
train station bridge café theatre sports  
centre library bus station cinema shop  
park shopping centre market monument  
hotel flat street

2 1.14 Watch or listen. Which places from exercise 1 do the people mention?

3 1.14 Watch or listen again and complete the sentences.

- 1 There isn't a \_\_\_\_\_ here.
- 2 There are some \_\_\_\_\_ in the city, too.
- 3 There's an old \_\_\_\_\_.
- 4 There's a \_\_\_\_\_.
- 5 There aren't any good \_\_\_\_\_ here.

LONDON GUIDE

At the British <sup>1</sup> \_\_\_\_\_, there are fourteen million books!

Regent's <sup>2</sup> \_\_\_\_\_ is a beautiful green area.

The Savoy is a very famous <sup>3</sup> \_\_\_\_\_.

Nelson's Column is a tall <sup>4</sup> \_\_\_\_\_ in the middle of Trafalgar <sup>5</sup> \_\_\_\_\_.

Harrods is a very famous <sup>6</sup> \_\_\_\_\_.

Victoria <sup>7</sup> \_\_\_\_\_ – London buses stop here.

Covent Garden – go shopping in the <sup>8</sup> \_\_\_\_\_.

The IMAX <sup>9</sup> \_\_\_\_\_ – watch a 3D film here.

Tower Bridge was opened in 1894. The central part of the bridge, between the two towers, can be raised to allow tall ships to sail through.

The IMAX cinema has a screen twenty metres high and twenty-six metres wide – the largest in Britain.

### THINK!

Read the question with the class and elicit from individual students what famous places they know in their town or city. Alternatively, ask students to find some information online before the class, or during the class if you have access to the internet.

### ANSWERS

Students' own answers.

### Exercise 1 1.13

Students match fourteen of the words in the box with the places on pages 12 and 13. With **weaker classes**, read through the words first and check that students understand them. Students could then work in pairs or small groups to complete the task. With **stronger classes**, students could do this as a race. Play the audio for students to check their answers. Ask if any students have visited any of the places, or know more about them.

### ANSWERS

- 1 Library 2 Park 3 hotel  
4 monument 5 Square  
6 shop 7 bus station  
8 market 9 cinema 10 restaurant  
11 station 12 theatre 13 Bridge  
14 office building



Language point: *there's, there are + a, an, some and any*

4 Look at the words in blue in exercise 3. When do we use *a, an, some and any*?

5 Write true sentences about your town or city using *there's / there isn't, there are / there aren't and a, an, some and any*.

- 1 \_\_\_\_\_ area called Chinatown.
- 2 \_\_\_\_\_ nice cafés.
- 3 \_\_\_\_\_ flats in this area.
- 4 \_\_\_\_\_ bus station.
- 5 \_\_\_\_\_ monument opposite our school.

**KEY PHRASES**

Talking about places

- There's a/an ...                      There isn't a/an ...  
 There are some ...                There aren't any ...  
 My favourite place is ...

6 **USE IT!** Work in pairs. Talk about places in your town or city. Use the key phrases.

There's a good Chinese restaurant near my house.

There are some interesting monuments here.

**Finished?**

What are the good and bad things about your town or city? Write sentences.

The Shard is London's new and very tall \_\_\_\_\_.

**Exercise 2** 1•14 page T148

Play the video or audio for students to watch or listen and note down the places that are mentioned. Check answers with the class. With **weaker classes**, pause after each interview to check answers and play the video or audio again if students find the task difficult.

**ANSWERS**

café, cinema, restaurant, sports centre, park, library, bridge, monument, bus station, shop

**Optional activity: Vocabulary**

Give one or two clues for the places in exercise 2, e.g. *You can have a cup of coffee here* (café), *You watch a film here* (cinema).

Put students into pairs and ask them to write three more clues for words in exercise 2. Then ask them to close their books.

Put pairs together into groups of four to read out their clues and guess the places. Ask which pairs guessed all three places correctly.

**Exercise 3** 1•14 page T148

Allow students time to read the gapped sentences. Play the video or audio again for students to complete the sentences. Check answers with the class.

**ANSWERS**

- 1 theatre 2 parks 3 bridge  
 4 café 5 shops

**Language point: *there's, there are + a, an, some and any***

**Exercise 4**

Students look at the blue words in exercise 3. Elicit which nouns are singular and plural.

**ANSWERS**

We use *a or an* with singular nouns in affirmative and negative sentences. We use *some* with plural nouns in affirmative sentences. We use *any* with plural nouns in negative sentences.

**Exercise 5**

Elicit the first answer as an example. Students write sentences individually then compare their sentences in pairs. Elicit some sentences from individual students.

**ANSWERS**

Students' own answers.

**Language note**

We use *there is* + singular noun and *there are* + plural noun: *There is a cinema. There are two cinemas.* (NOT *There is two cinemas.*)

We use *some* in affirmative sentences, and *any* in negative sentences: *There are some restaurants. There aren't any restaurants.* (NOT *There aren't some restaurants.*)

**Optional activity: Language point**

Ask students to write three more sentences about their town or city, using *a, an, some and any* and words from exercise 1.

Students can compare their sentences in pairs. Elicit some sentences from individual students.

**Exercise 6 USE IT!**

Ask a confident student to read out the examples. In pairs, students talk about places in their town or city, using the key phrases.

**ANSWERS**

Students' own answers.

**Finished?**

Refer **fast finishers** to the **Finished?** activity. Students can write their sentences individually and compare with another fast finisher. Alternatively, ask them to read their sentences to the class and explain why they chose those particular good and bad things about their town or city.

**More practice**

Workbook page 12

**Assessment**

Five-minute test, Teacher's Resource Disk

## Reading • A description of a cruise ship

### Aim

Predict the content of a text from photos.

### THINK!

Read the questions with the class. Use the photo to teach *cruise ship*. Ask individual students the questions and elicit a range of answers. Ask further questions to encourage students to say more, e.g. *What things can you do on a cruise ship? / in a city? / by the sea? What things can't you do?*

### ANSWERS

Students' own answers.

### Exercise 1

Read out the questions and put students into pairs to discuss the answers. Encourage them to use the photos to help them predict the answers. Elicit a few possible answers. Students read and check their answers. Check answers with the class.

### ANSWERS

- 1 There isn't a school, but there's a library.
- 2 Yes. There are five swimming pools.
- 3 There are twenty cafés and restaurants.

### Exercise 2 1•15

Read through the questions with the class and make sure students understand everything. Play the audio. Point out that students need to read and listen to find specific information, e.g. a name or number. Play the audio again, if necessary. Check answers with the class and explain the meaning of *oasis* (an area in a desert where there is water and vegetation).

### ANSWERS

- 1 *Oasis of the Seas*
- 2 More than 2,000 people work on the ship.
- 3 There are 250 chefs.
- 4 Yes.
- 5 There's a climbing wall in the sports area.

### Exercise 3 VOCABULARY PLUS

Students use a dictionary to check the meaning of the words in blue. Discuss the meanings with the class. You could ask students to translate the words into their own language to check understanding.


### ANSWERS

Students' own answers.

Workbook page 16 exercise 5

## 1 READING • A description of a cruise ship

I can predict the content of a text from photos.



**THINK!** Where do you think is a good place for a holiday? Why?

on a cruise ship in a city by the sea

**City on the Sea**

Imagine a five-star hotel with fantastic food and comfortable rooms. Imagine your favourite places in a city – a square, shops, cinemas and theatres. Imagine a holiday next to the sea. Imagine all of these things on one very big ship: *Oasis of the Seas*.

More than 2,000 people from eighty countries work on *Oasis of the Seas*, and there are cabins for 6,360 passengers. That's a lot of people, and they eat a lot of food in the ship's twenty cafés and restaurants. In one week, the 250 chefs prepare 250,000 meals.

The ship has got the exciting parts of a city without any horrible office buildings or cars. It's the first ship with a park. It's called Central Park and it's got fifty real trees and 12,000 plants. If you like sport, there are also five swimming pools and there's an exciting sports area with a climbing wall. If you prefer reading, there's a library, but relax – there isn't a school on the ship!

**1** Look at the photos. What do you think are the answers to questions 1–3? Read and check.

- 1 Is there a school and a library on the ship?
- 2 Are there any swimming pools?
- 3 How many cafés and restaurants are there on the ship?

**2** 1:15 Read and listen to the text again and answer the questions.

- 1 What's the name of the ship?
- 2 How many people work on the ship?
- 3 How many chefs are there on the ship?
- 4 Is it the only ship with a park?
- 5 What's in the sports area?

**3 VOCABULARY PLUS** Use a dictionary to check the meaning of the words in blue in the text. For more practice go to page 16 in the Workbook.

**4** **USE IT!** Work in pairs. Is the *Oasis of the Seas* a good place for a holiday? Why / Why not?

**14 Towns and cities**

### Optional activity: Reading

Write the following numbers on the board.

50 12,000 250,000 80 6,360

Students scan the text as quickly as possible to find out what the numbers refer to. Point out that some of the numbers may be written as words in the text. With **stronger classes**, set a time limit to make the activity competitive. Check answers with the class.

### ANSWERS

50 – the number of real trees on the ship  
 12,000 – the number of plants on the ship  
 250,000 – the number of meals the chefs prepare in one week  
 80 – the number of countries people come from who work on the ship  
 6,360 – the number of passengers

### Exercise 4 USE IT!

Allow students time to prepare their answers to the questions individually. They then ask and answer them in pairs. Ask some students to report back on their partner's opinions.

### ANSWERS

Students' own answers.

### More practice

Workbook page 16  
Practice Kit

# 1 LANGUAGE FOCUS • *Is there ... ?*, *Are there ... ?*, *How many ... ?*

I can ask and answer questions about places.

1 Complete the questions from exercise 1 on page 14. Then choose the correct answers.

- \_\_\_\_\_ there a school on the ship?  
a Yes, there is.    b No, there isn't.
- \_\_\_\_\_ there any swimming pools?  
a Yes, there are.    b No, there aren't.
- How many cafés and restaurants \_\_\_\_\_ there on the ship?  
a Yes, there are.    b There are twenty.

2 Choose the correct words in the rules.

## RULES

- We use *some* / *any* in questions.
- We use *Yes, there is* and *No, there isn't* with singular nouns / plural nouns.
- We use *Yes, there are* and *No, there aren't* with singular nouns / plural nouns.
- We use *How many ... ?* with singular nouns / plural nouns.

3 Match 1–6 with a–f to make questions. Then write answers about your town or city.

- |                 |                         |
|-----------------|-------------------------|
| 1 Is there a    | a people are there?     |
| 2 Are there     | b a good school?        |
| 3 Is there an   | c sports centre?        |
| 4 How many      | d bridges?              |
| 5 Is there      | e old part?             |
| 6 Are there any | f any five-star hotels? |

4 Complete the questions with *Is there ... ?*, *Are there ... ?* and *How many ... ?*. Then ask and answer the questions with a partner.

- \_\_\_\_\_ any trees in your town or city?
- \_\_\_\_\_ a park or a sports centre?
- \_\_\_\_\_ swimming pools are there?
- \_\_\_\_\_ any exciting places for young people?
- \_\_\_\_\_ people live in your town or city?

5 Imagine that you are at a holiday park. What is in the park? Choose five things from the box and write affirmative and negative sentences about your park.

swimming pools    sports centre    climbing wall  
3D cinema    skateboard park    shops  
restaurants    library

There are three fantastic swimming pools.  
There isn't a sports centre.

6 USE IT! Work in groups. Ask people questions about their holiday park. Use *Is there ... ?*, *Are there ... ?* and *How many ... ?*. Which holiday park do you prefer? Why?

Are there any swimming pools?

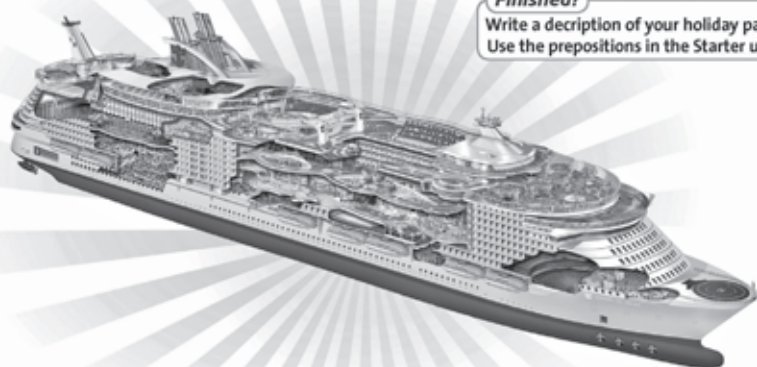
Yes, there are.

How many swimming pools are there?

There are three.

**Finished?**

Write a description of your holiday park in exercise 6. Use the prepositions in the Starter unit.



Towns and cities 15

We use *How many ... ?* to ask about quantity. Point out to students that the answer to a question with *How many ... ?* will include a number.

## Exercise 3

Students make questions then compare their questions in pairs. Elicit the correct questions from the class. Refer back to the rules in exercise 2, if necessary, to explain the correct matching. Students then write answers about their town or city and compare their answers in pairs. Elicit answers from the class.

## ANSWERS

1 c 2 f 3 e 4 a 5 b 6 d

Students' own answers.

## Exercise 4

Students complete the questions individually then compare their answers in pairs. Elicit the correct questions from the class. Allow students time to prepare their answers to the questions. Students ask and answer the questions in pairs. Check some answers with the class.

## ANSWERS

1 Are there 2 Is there 3 How many

4 Are there 5 How many

Students' own answers.

## Exercise 5

Check that students understand all the places in the box. Students choose five places and write five sentences about their park. Ask some students to read their sentences to the class. Correct any errors.

## ANSWERS

Students' own answers.

## Exercise 6 USE IT!

Put students into small groups. Explain that they should ask each other questions about their holiday parks and discuss the advantages and disadvantages of each one. They should then decide which one they all prefer. Demonstrate a few questions and answers with a confident group. Ask individual students which holiday park they prefer in their group and why.

## ANSWERS

Students' own answers.

## Finished?

Refer **fast finishers** to the **Finished?** activity. Students write their descriptions individually and compare with another fast finisher. Alternatively, ask them to present their holiday parks to the class. Encourage other students to ask questions about each park and say which they prefer and why.

## More practice

Workbook page 13

## Assessment

Five-minute test, Teacher's Resource Disk

## Language focus • *Is there ... ?*, *Are there ... ?*, *How many ... ?*

### Aim

Ask and answer questions about places.

### Warm-up

With books closed, ask students what they can remember about the *Oasis of the Seas*. Elicit ideas and write sentences with *there is* / *there are* on the board, e.g. *There are 20 restaurants*. Ask: *Is there a park? Are there any trees? How many swimming pools are there?* Elicit answers.

### Exercise 1

Students complete the questions and choose the correct answers. With **weaker classes**, students can look back at page 14 for help. With **stronger classes**, students can complete the questions and answers from memory, then look back at page 14 to check. Check answers with the class.

## ANSWERS

1 Is, b 2 Are, a 3 are, b

### Exercise 2

Students choose the correct words to complete the rules then compare their answers in pairs. Check answers with the class. Play the Grammar animation.

## ANSWERS

1 any 2 singular nouns

3 plural nouns 4 plural nouns

### Language note

To form questions with *there is* / *there are*, we put the verb first: *Is there a swimming pool?* (NOT *There is a swimming pool?*)

In short answers, we can't use the contracted form *there's*. We say: *Yes, there is.* (NOT *Yes, there's.*)

We use *any* (NOT *some*) in questions with plural nouns: *Are there any hotels?* (NOT *Are there some hotels?*)

# Vocabulary and listening • Comparing places

## Aim

Understand people comparing places.

## THINK!

Read the questions with the class and elicit responses from individual students. Ask more questions to encourage longer answers, e.g. *What are the advantages of old / modern places? Do you live in an old / modern flat or house?*

## ANSWERS

Students' own answers.

## Exercise 1 1•16

Students match the adjectives with their opposites. Play the audio for students to listen and check their answers. Drill the pronunciation of any unknown adjectives.

## ANSWERS

1 dirty 2 quiet 3 pretty 4 safe  
5 unfriendly 6 old

## Exercise 2

Students write example sentences for the adjectives then compare their sentences in pairs. Ask some students to read their sentences to the class, and ask the class to correct any mistakes.

## ANSWERS

Students' own answers.

## Optional activity: Vocabulary

Students test each other in pairs. They choose three adjectives from exercise 1 and write them on a piece of paper, with their opposites. Students then work in pairs with books closed. They read out the three words they have chosen. Their partner must give the correct opposites.

## Exercise 3 1•17 page T148

Allow students time to read the introduction and the topics in the box. Model pronunciation of *Chloe* /'kləʊi:/ and *Dwayne* /dweɪn/. Play the audio. Students listen to find out which topics the people talk about.

## ANSWERS

1 Emma – the park 2 Lukas – buses and bikes 3 Dwayne – New York  
4 Chloe and Harriet – restaurants

## Exercise 4 1•17 page T148

Allow students time to read the sentences. Point out that in the fourth interview students will have to listen very carefully to hear who is speaking, Harriet or Chloe. Play the audio again. Students decide if the sentences are true or false.

# 1 VOCABULARY AND LISTENING • Comparing places

I can understand people comparing places.

THINK! Do you like modern or old places? Why?

1 1•16 Match adjectives 1–6 with their opposites in the box. Then listen and check.

dirty unfriendly old quiet pretty safe



1 clean \_\_\_\_\_



2 noisy \_\_\_\_\_



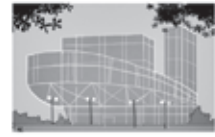
3 ugly \_\_\_\_\_



4 dangerous \_\_\_\_\_



5 friendly \_\_\_\_\_



6 modern \_\_\_\_\_

2 Write example sentences for the adjectives in exercise 1. Then compare your sentences with a partner.

This window is clean.  
Cars are noisy.

3 1•17 Listen to four street interviews in a radio programme. What do the people talk about? Choose four topics from the box and match them to the people.

New York restaurants cafés schools  
trains the park buses and bikes

**Around the town – Street interviews**

This week's topic: What's your favourite place in town?

16 Towns and cities

4 1•17 Listen again and write true or false.

- Emma thinks that the shopping centre is cleaner than the park.
- Lukas thinks that the bus is slower than his bike.
- Lukas thinks that buses are more dangerous than bikes.
- Dwayne thinks that Oxford is nicer and older than his city.
- Harriet thinks that Gino's pizzas are bigger and better.
- Chloe thinks that Gino's is friendlier.

5 Think of three places that you like in your town or city and three places that you don't like. Write sentences and say why you like or dislike them.  
I like the park. It's quiet and pretty.

6 USE IT! Work in groups. Compare your sentences in exercise 5. Which places does your group like and dislike? Compare with other groups.

We like the park because it's quiet and pretty.

With **stronger classes**, you could ask students to correct the false sentences.

## ANSWERS

1 true 2 true 3 false (He thinks bikes are more dangerous.) 4 true 5 false (Harriet thinks that Luigi's pizzas are bigger.) 6 true

## Optional activity: Listening

Write these questions on the board:

- Who does Emma meet at the shopping centre?
- What does Lukas say about the price of the buses?
- Where is Dwayne from?
- What does Harriet agree with Chloe about?

Students work in pairs and discuss the answers to the questions from memory. Play the audio. Check their answers.

## ANSWERS

1 her friends 2 They are expensive.  
3 New York 4 The pizzas in Gino's are better, and the people are friendlier.

## Exercise 5

Students write their sentences. With **weaker classes**, students could work in pairs. Ask some students to read their sentences to the class. Correct any errors.

## ANSWERS

Students' own answers.

## Exercise 6 USE IT!

Students work in groups to compare their sentences. Ask them to note down places they all like or dislike. Ask groups to report back on which places they like and dislike, and why.

## ANSWERS

Students' own answers.

## More practice

Workbook page 14  
Practice Kit

## Assessment

Five-minute test, Teacher's Resource Disk

# 1

## LANGUAGE FOCUS • Comparative adjectives

I can compare things.

- 1 Complete the table with words in exercise 4 on page 16. Then write the comparative form of the adjectives in the box.

safe hot slow pretty expensive

Short adjectives		Long adjectives	
Regular	Adjective	Comparative	Adjective
Ends with -e	quiet, clean	quieter, 1 _____	dangerous
Ends consonant + y	nice	2 _____	modern
Ends consonant + vowel + consonant	friendly	3 _____	more modern
	big	4 _____	
			Irregular
			Adjective
			bad
			good
			far
			Comparative
			worse
			6 _____
			further

- 2 Write sentences using the correct comparative form of the adjectives in brackets. How do you say *than* in your language?

New York / is / than / Washington. (big)

New York is bigger than Washington.

1 It's / here / than / in my country. (expensive)

2 My mum's pizzas / are / than / your mum's pizzas. (bad)

3 Why / is / this class / than / the other class? (quiet)

4 Are / the buildings / in New York / than / the buildings in Oxford? (modern)

5 This house / is / than / my house. (pretty)

- 3 Look at the restaurant comparison. Write questions with comparative adjectives. Then work in pairs. Ask and answer.

Is Luigi's older than Gino's?

Yes, it is.

	Luigi's restaurant	Gino's restaurant
1 age?	1992	2014
2 quiet?	✓✓	✓✓
3 friendly?	✓✓	✓✓
4 expensive?	✓✓	✓✓
5 comfortable?	✓✓	✓✓
6 modern?	✓✓	✓✓
7 big?	✓✓	✓✓

- 4 **1.18 PRONUNCIATION:** /ə/ sound in comparatives Listen and repeat the examples.

1 cleaner

2 safer

3 It's nicer than New York.

4 I think Gino's is cheaper than Luigi's.

- 5 **USE IT!** Work in pairs. Compare your opinions about some of the things in the box. Use the key phrases and comparative adjectives.

two cities two sports teams two shops  
two restaurants or cafés two TV programmes  
two video games two streets two people

### KEY PHRASES

Comparing opinions

I think ... Yes, you're right. Really? I think ...

I think Izmir is prettier than Istanbul.

Really? I think Istanbul is prettier.

### Finished?

Make puzzle sentences about objects or places using comparative adjectives.

It's faster than a car, but slower than a plane. (a train)

### Language note

For most short adjectives, we form comparatives by adding *-er*: *old – older*. If the adjective ends in *-e*, we just add *-r*: *safe – safer*.

Final *-y* changes to *-ier*: *pretty – prettier*.

One syllable adjectives with vowel ending with one consonant: *big – bigger*.

Two syllable adjectives such as *modern – more modern*.

We use *than* in comparisons: *It's older than New York*. (NOT *It's older that New York*)

### Exercise 3

Elicit the correct questions from the class. Refer back to the table in exercise 1, if necessary. Students then ask and answer the questions in pairs. With **stronger classes**, students could do this with books closed, as a game. They guess the correct answers then open their books to see how many they guessed correctly.

### ANSWERS

- 1 Is Luigi's older than Gino's? Yes, it is.
- 2 Is Luigi's quieter than Gino's? Yes, it is.
- 3 Is Luigi's friendlier than Gino's? No, it isn't.
- 4 Is Luigi's more expensive than Gino's? Yes, it is.
- 5 Is Luigi's more comfortable than Gino's? No, it isn't.
- 6 Is Luigi's more modern than Gino's? No, it isn't.
- 7 Is Luigi's bigger than Gino's? Yes, it is.

### Exercise 4 **1.18 PRONUNCIATION:** /ə/ sound in comparatives

Play the audio once for students to listen. Play the audio again, pausing for students to repeat individually and chorally.

### ANSWERS

Students' own answers.

### Exercise 5 USE IT!

Elicit some examples of pairs of cities, sports teams, etc. that students could compare. Check they understand the key phrases. Students work in pairs to compare their opinions.

### ANSWERS

Students' own answers.

### Finished?

Refer **fast finishers** to the **Finished?** activity. Students can make their puzzle sentences individually then swap with another fast finisher to guess the answers. Alternatively, ask them to read their puzzles to the class. See if other students can guess the answers.

### More practice

Workbook page 15

### Assessment

Five-minute test, Teacher's Resource Disk

## Language focus • Comparative adjectives

### Aim

Compare things using comparative adjectives.

### Warm-up

With books closed, write on the board the names of two cities that students know. Ask what they think the differences between the two cities are. Elicit some examples of comparative adjectives and write them on the board, e.g. *Istanbul is smaller than Ankara*.

### Exercise 1

Students complete the table then write the comparative forms of the adjectives in the box. With **weaker classes**, do this exercise with the whole class. Check answers with the class.

### ANSWERS

- 1 cleaner
- 2 nicer
- 3 friendlier
- 4 bigger
- 5 more dangerous
- 6 better
- safer, hotter, slower, prettier, more expensive

### Exercise 2

Read out the example and elicit another example from the class. Elicit how students say *than* in their own language. Students write the sentences using the comparative form then compare their answers in pairs. Check answers with the class.

### ANSWERS

- 1 It's more expensive here than in my country.
  - 2 My mum's pizzas are worse than your mum's pizzas.
  - 3 Why is this class quieter than the other class?
  - 4 Are the buildings in New York more modern than the buildings in Oxford?
  - 5 This house is prettier than my house.
- Students' own answers.

# Speaking • Asking and saying where places are

## Aim

Ask and say where places are.

## THINK!

Read the question with the class and elicit responses from individual students. Encourage students to talk about their own experiences of asking for information in towns and cities they have visited.

## ANSWERS

Students' own answers.

## Exercise 1 1-19 page T148

Allow students time to read through the gapped dialogue. Play the video or audio for students to watch or listen and complete the dialogue. Play the video or audio again for students to check their answers. Check answers with the class, then ask the question to the class and elicit the answer.

## ANSWERS

- 1 Are we near
  - 2 the bus station
  - 3 any shops
  - 4 five minutes
- No, they aren't.

## Exercise 2 1-19 page T148

Play the audio or video again. Tell students to listen carefully for the pronunciation and intonation. You could pause after some of the sentences and questions for students to repeat. Students work in pairs to practise the dialogue.

## ANSWERS

Students' own answers.

## Exercise 3

Read the study strategy with the class then read through the key phrases. Ask students to find the key phrases in the dialogue, and check they understand everything. Students practise the key phrases in pairs. With **weaker classes**, when they close their books, write some key words on the board to help them remember the phrases, e.g. *Excuse, near, far*. See who managed to remember all the phrases.

## ANSWERS

Students' own answers.

# 1 SPEAKING • Asking and saying where places are

I can ask and say where places are.

**THINK!** You are a tourist in a new town. Where do you look for information and directions?

Woman Excuse me. <sup>1</sup> \_\_\_\_\_ the bus station here?  
 Chris Erm ... have you got a map? Yes, look, we're here and <sup>2</sup> \_\_\_\_\_ is in North Street.  
 Woman Oh, OK. How far is it from here?  
 Chris It's about ten minutes on foot.  
 Woman Right, thanks. And are there <sup>3</sup> \_\_\_\_\_ around here?  
 Chris No, but there are some shops in the high street. That's <sup>4</sup> \_\_\_\_\_ by bus from here.  
 Woman That's great. Thanks for your help.  
 Chris You're welcome.



- 1 119 Complete the dialogue with the phrases in the box. Then watch or listen and check. Are Chris and the woman from the same town?

any shops the bus station  
 Are we near five minutes

- 2 119 Watch or listen again. Then practise the dialogue in pairs.

- 3 Read the study strategy and follow the instructions.

## STUDY STRATEGY

### Learning the key phrases

It's a good idea to practise the key phrases, so that you can remember them.

- Practise the key phrases with a partner.
- Close your book and try to write them. How many can you remember?

## KEY PHRASES

### Asking and saying where places are

- A Excuse me. Are we near the ... here?  
 B Yes, look, we're here.  
 A How far is it / the ... from here?  
 B It's about ... minutes on foot / by bus.  
 A Thanks for your help.  
 B You're welcome.

- 4 Work in pairs. Practise mini-dialogues with *How far ... ?* and places 1-4.

- 1 the bus station 3 the cinema  
 2 the market 4 the next town

Excuse me. How far is the bus station from here?

It's about ten minutes on foot.

Thanks for your help.

You're welcome.

- 5 **USE IT!** Work in pairs. Look at the situation and prepare a new dialogue. Use the dialogue in exercise 1 to help you.

Student A

You are a tourist in your town or city. You want to go to the train station. You are outside your school. Ask Student B where the station is.

Student B

Tell Student A where the train station is.

## 18 Towns and cities

## Optional activity: Language focus

With books closed, write these gapped sentences on the board.

- 1 How far is the school \_\_\_\_ here?
- 2 It's about ten minutes \_\_\_\_ foot.
- 3 Are there any shops \_\_\_\_ here?
- 4 It's five minutes \_\_\_\_ bus.
- 5 Thanks \_\_\_\_ your help.

Students work in pairs to complete the sentences with the correct prepositions. Check answers with the class.

## ANSWERS

- 1 from 2 on 3 around 4 by 5 for

## Exercise 4

Ask two confident students to read out the example mini-dialogue. Students work in pairs to practise more mini-dialogues. With **weaker classes**, allow students time to prepare the dialogues before they practise. With **stronger classes**, students can go straight into the spoken practice. Ask some pairs to perform one of their dialogues for the class.

## ANSWERS

Students' own answers.

## Exercise 5 USE IT!

Students work in pairs to prepare a new dialogue. With **stronger classes**, you could teach some more phrases for giving directions, e.g. *Turn left / right, Go straight on*. Students swap roles and practise again.

## ANSWERS

Students' own answers.

## More practice

Workbook page 19

Practice Kit

# 1 WRITING • A description of a town or city

I can write a description of a town or city.

**THINK!** Check the meaning of the words in the box. Which has your town or city got?

businesses offices a zoo a castle a beach an old part shops factories

## My city: EDINBURGH



Edinburgh is a city in the south of Scotland. It's an old city and it's got a population of about 500,000. There are a lot of shops, businesses and monuments.

I like Edinburgh because it's an interesting place and the people are really friendly. The shops here are really good and there are a lot of cinemas. My favourite places are the castle and the zoo.

There are some quite nice places near Edinburgh. It's only a few kilometres from the sea and there's a very pretty beach in Portobello. There are also trains and buses to Glasgow and the north. I like Glasgow, but I think Edinburgh is more interesting.

1 Read the description of Edinburgh. Which words in the THINK! exercise are in the text? What other places are mentioned?

2 Complete the key phrases with words from the text.

### KEY PHRASES

Describing a town or city

- 1 It's in the north / \_\_\_\_\_ / west / east / centre of \_\_\_\_\_.
- 2 It's a / an \_\_\_\_\_ town / city.
- 3 It's got a population of about \_\_\_\_\_.
- 4 My favourite places are \_\_\_\_\_ and \_\_\_\_\_.
- 5 It's only \_\_\_\_\_ from \_\_\_\_\_.

**Language point: Position of adjectives**

3 Look at the phrases in blue in the text. Then choose the correct words.

- 1 When an adjective and noun are together, the adjective is **before** / **after** the noun.
- 2 We use **really**, **very** and **quite** **before** / **after** the adjective.
- 4 Order the words to make sentences.
  - 1 old / a lot of / there / are / buildings
  - 2 friends / got / I've / nice / some
  - 3 shop / expensive / quite / this / is
  - 4 isn't / library / very / the / big
  - 5 a / castle / old / really / it's

5 **USE IT!** Follow the steps in the writing guide.

### WRITING GUIDE

#### A TASK

Write a description of a town or a city that you like for a website.

#### B THINK AND PLAN

- 1 Where is the town / city? How big is it?
- 2 Why do you like the town / city?
- 3 What are your favourite places?
- 4 Are there any nice places near the town / city?
- 5 What transport is there?

#### C WRITE

Paragraph 1: Location  
... is a town / city in ...

Paragraph 2: Good things  
I like ... because ...

Paragraph 3: Other places and transport  
... is only ... from ...

#### D CHECK

- *there's, there are*
- position of adjectives
- comparative forms

Towns and cities 19

### ANSWERS

1 before 2 before

### Exercise 4

Elicit the first sentence as an example. Students order the words and compare their answers in pairs. Check answers with the class.

### ANSWERS

- 1 There are a lot of old buildings.
- 2 I've got some nice friends.
- 3 This shop is quite expensive.
- 4 The library isn't very big.
- 5 It's a really old castle.

### Optional activity: Writing

With books closed, dictate these sentences to the class:

- 1 The zoo is really interesting.
- 2 There are some quite nice shops.
- 3 There's a very old castle.
- 4 The people are really friendly.

Check answers by writing the sentences on the board. Ask students to check their spelling carefully. Point out the double / in *really* and the silent *t* in *castle*. Remind students that they need to pay attention to spelling when they write.

### Exercise 5 USE IT!

Read the task with the class. Students answer the questions and plan their description. Read through the paragraph structure with the class. Students write their descriptions. This can be set for homework. Remind students to check their grammar and spelling carefully.

### ANSWERS

Students' own answers.

## Writing • A description of a town or city

### Aim

Write a description of a town or city that you like.

### THINK!

Students use their dictionaries to check the meaning of the words in the box. Ask the question to the class and elicit answers from individual students. Ask more questions about the student's own town or city, e.g. *What's your favourite place? Which parts do you never visit? Why?*

### ANSWERS

Students' own answers.

### Exercise 1

Students read the description of Edinburgh and answer the questions, then compare their answers in pairs. Check answers with the class.

### ANSWERS

shops, businesses, a castle, a zoo, a beach  
Other places mentioned: monuments, cinemas, the sea

### Exercise 2

Students complete the key phrases. Check answers and check that students understand all the phrases.

### ANSWERS

- 1 south, Scotland 2 old
- 3 500,000 4 the castle, the zoo
- 5 a few kilometres, the sea

### Language point: Position of adjectives

### Exercise 3

Focus on the phrases in blue in the text and elicit which are adjectives. Students read the sentences and choose the correct words. Check answers with the class and check that students understand *really*, *very* and *quite*.

### More practice

Workbook page 17

Practice Kit

### End-of-unit activities

Progress Review, Workbook page 18

\* Vocabulary and language focus

worksheet, Teacher's Resource Disk

\*\* Vocabulary and language focus

worksheets, Teacher's Resource Disk

\*\*\* Vocabulary and language focus

worksheets, Teacher's Resource Disk

Speaking worksheet, Teacher's

Resource Disk

# Review

## Vocabulary

### Exercise 1

Students match the words with the pictures. Check answers with the class.

#### ANSWERS

- 1 sports centre 2 bridge  
3 restaurant 4 theatre 5 flat  
6 cinema 7 train station 8 hotel  
9 street

### Exercise 2

Students rewrite the sentences with the opposite adjectives. Point out that sometimes they need to change *a / an* as well as changing the adjective. Check answers with the class.

#### ANSWERS

- 1 The river in my town is clean.  
2 I live in a quiet part of the city.  
3 The new library is an ugly building.  
4 The old bridge isn't safe.  
5 The people in the market are friendly.  
6 My flat is in a modern building.

## Language focus

### Exercise 3

Students complete the text with the correct words. Check answers with the class.

#### ANSWERS

- 1 there are 2 there's 3 there aren't  
4 There are 5 There are 6 There's  
7 there's 8 There aren't 9 there isn't  
10 there isn't

### Exercise 4

Students write questions and answers about Max's city. With **stronger classes**, students could write one more question of their own. Put students into pairs to compare, and then ask and answer the questions. Check answers with the class.

#### ANSWERS

- 1 Is there a library? Yes, there is.  
2 Are there any shopping centres? Yes, there are. How many shopping centres are there? There are two.  
3 Are there any theatres? Yes, there are. How many theatres are there? There are three.  
4 Is there a market? Yes, there is.  
5 Are there any parks near Max's house? No, there aren't.  
6 Is there a skateboard park? No, there isn't.

### Exercise 5

Students write comparative sentences then compare their answers in pairs. Check answers with the class.

# 1 REVIEW

## Vocabulary

### 1 Match the words in the box with pictures 1–9.

flat bridge cinema hotel restaurant  
sports centre theatre train station street



### 2 Rewrite the sentences with the opposite adjectives.

- 1 The river in my town is dirty.  
2 I live in a noisy part of the city.  
3 The new library is a pretty building.  
4 The old bridge isn't dangerous.  
5 The people in the market are unfriendly.  
6 My flat is in an old building.

## Language focus

### 3 Complete the text about Max's city. Use *there's*, *there isn't*, *there are* or *there aren't*.

HOME ABOUT CONTACT ARCHIVE

Hi I live in Leicester in England. It's a big city and 1 \_\_\_\_\_ a lot of things to do here. In the city centre, 2 \_\_\_\_\_ a square with a big clock, but 3 \_\_\_\_\_ any famous monuments.

4 \_\_\_\_\_ two modern shopping centres: Highcross and Haymarket. 5 \_\_\_\_\_ also three theatres and a twelve-screen cinema! 6 \_\_\_\_\_ a market in the city centre from Monday to Saturday.

Near my house, 7 \_\_\_\_\_ a great sports centre and a really good library. 8 \_\_\_\_\_ any parks, but I've got a big garden! I love skateboarding, but 9 \_\_\_\_\_ a skateboard park near my house. I also really like Japanese food, but 10 \_\_\_\_\_ a Japanese restaurant in this part of town. ☺

## 20 REVIEW • Towns and cities

### 4 Write questions and answers about Max's city. Use *Is there ...?*, *Are there ...?* or *How many ...?*

- square  
Is there a square? Yes, there is.  
1 library 4 market  
2 two shopping centres 5 parks near Max's house  
3 three theatres 6 skateboard park

### 5 Write comparative sentences.

- the sea / dangerous / the river  
The sea is more dangerous than the river.  
1 Tokyo / big / Paris  
2 the French restaurant / expensive / the Italian restaurant  
3 the new shopping centre / good / the market  
4 the Lyceum Theatre / old / the Aldwych Theatre  
5 the park / quiet / the zoo  
6 the old bridge / pretty / the new bridge

## Speaking

### 6 Complete the dialogue with the phrases in the box.

a map Excuse me You're welcome  
is there on foot Thanks for  
the train station We're here

- Laura 1 \_\_\_\_\_ Are we near 2 \_\_\_\_\_?  
Woman Yes, we are. Have you got 3 \_\_\_\_\_?  
Laura Yes, here it is.  
Woman Right, look. 4 \_\_\_\_\_ in Bridge Street and the train station is in Park Street.  
Laura How far is it from here?  
Woman It's about five minutes 5 \_\_\_\_\_.  
Laura Great, thanks. One more thing: 6 \_\_\_\_\_ a café around here?  
Woman Yes, there's a café in Bank Street. It's two minutes on foot from here.  
Laura That's great. 7 \_\_\_\_\_ your help.  
Woman 8 \_\_\_\_\_.

## Listening

### 7 Listen to a description of the city of York and write *true* or *false*.

- 1 York is in the north-east of England.  
2 There are a lot of old buildings.  
3 The city centre is noisy.  
4 York is a great city to visit by bus.  
5 There are a lot of interesting museums in York.  
6 It's three hours from London to York by train.

## ANSWERS

- 1 Tokyo is bigger than Paris.  
2 The French restaurant is more expensive than the Italian restaurant.  
3 The new shopping centre is better than the market.  
4 The Lyceum Theatre is older than the Aldwych Theatre.  
5 The park is quieter than the zoo.  
6 The old bridge is prettier than the new bridge.

## Speaking

### Exercise 6

Students complete the dialogue with the correct phrases. For extra practice with **weaker classes**, students could practise the dialogue in pairs.

#### ANSWERS

- 1 Excuse me 2 the train station  
3 a map 4 We're here 5 on foot  
6 is there 7 Thanks for  
8 You're welcome

## Listening

### Exercise 7 1.20 page T148

Allow students time to read the sentences. Play the audio for them to listen and decide if the sentences are true or false. With **stronger classes**, you could ask students to correct the false sentences. Check answers with the class.

#### ANSWERS

- 1 true  
2 true  
3 false (The city centre is very quiet.)  
4 false (It's a great city to visit on foot.)  
5 true  
6 false (It's less than two hours from London to York by train.)

# 1 PUZZLES AND GAMES

**1** Complete the puzzle with places in a town. What is the mystery word in grey?

1	M					T
2			U		R	
3	C			E		
4		I			A	Y
5	C			E		A
6	H		A		R	

**2** GUESS THE SENTENCE. Follow the instructions.

- Think of a sentence about your town or city with *there's* or *there are*.
- One student goes to the board and writes the first letters of each word in a sentence, for example, T \_ \_ \_ i \_ a b \_ \_ \_ s \_ \_ \_ \_ \_ c \_ \_ \_ \_ \_ i \_ m \_ \_ c \_ \_ \_ (There is a big shopping centre in my city.)
- Take turns to guess the words.
- The winner is the first student to guess the whole sentence. He or she then goes to the board and writes his or her sentence.
- Repeat the game.

**3** SPOT THE DIFFERENCE. Work in pairs. Student A looks at map A. Student B looks at map B. Ask and answer questions to find six differences.

Is there a ... on your map? Yes, there is.

How many ... are there on your map? There are ...

**4** Find the adjectives in the puzzles.

1 e y i d f r n l

2 a n l e c

3 s o a n g e u d r

4 r e o n d m

5 g u y l

6 e s x v n i e e p

**5** COMPARATIVES BINGO. Work in groups of four. Follow the instructions.

- One person is the game leader.
- Choose six adjectives from the words in the box. Then write the comparative forms in the bingo table.
- The game leader says the comparative forms of the adjectives in the box.
- Listen and tick the comparatives you hear.
- The first person to tick all the words in their bingo table says 'Bingo!'.

friendly quiet clean pretty old dangerous dirty ugly small big bad exciting


older Bingo!

## Exercise 4

Students unscramble the letters and find the adjectives for describing a place. Students could work in pairs for this, and you could do it as a race. Check answers with the class.

As an extension, ask students to write the opposites of the adjectives.

### ANSWERS

- 1 friendly 2 clean 3 dangerous  
4 modern 5 ugly 6 expensive  
(Opposites: 1 unfriendly 2 dirty 3 safe  
4 old 5 pretty 6 cheap)

## Exercise 5

Read out the instructions and check that students understand the game. Students write their comparative forms in the bingo table.

Choose a confident student to be the game leader, or take on this role yourself. The game leader calls out the comparative forms in a random order. The first student to hear and tick off all their words is the winner. Students could also play this game in small groups.

You could repeat the game by brainstorming twelve other adjectives that students know, e.g. *good, bad, boring, intelligent, tall, short, new, happy, interesting, nice, fast, slow*. Write the adjectives on the board. Students choose six adjectives and write the comparative forms, then play the game again.

### ANSWERS

Students' own answers.

## Assessment

Unit 1 tests, Teacher's Resource Disk

## Puzzles and games

### Exercise 1

Students complete the puzzle and find the mystery word. Students could work in pairs for this, and you could do it as a race to make it fun. Check answers with the class.

### ANSWERS

- 1 market 2 square 3 café 4 library  
5 cinema 6 theatre  
Mystery word: restaurant

### Exercise 2

Read out the instructions and check that students understand the game. Invite a confident student to come to the board and write the first letter of each word in their sentence. Other students guess the sentence. Students could also play this game in small groups.

### ANSWERS

Students' own answers.

### Exercise 3

Put students into pairs and ask them to decide which of them is Student A and which is Student B. Refer them to their map, and ask them to use a piece of paper to cover their partner's map. If possible, students should sit back-to-back for this activity so they can't see their partner's map. Students ask and answer questions to find six differences between their maps. Ask them to make a note of the differences. Check answers with the class.

### ANSWERS

- There's a cinema on map A, but a theatre on map B.
- There's a train station on map A, but a bus station on map B.
- There's a shopping centre on map A, but a sports centre on map B.
- There are two restaurants on map A, but only one on map B.
- There are two cafés on map A, but three on map B.
- There isn't a monument in the park on map A, but there is on map B.

## Unit summary

### Vocabulary

Daily routines: *brush your teeth, chat online, do your homework, get home, get up, go to bed, go to school, have breakfast, have classes, have dinner, have lunch, help with the housework, play video games, relax, sleep, study, wash your face, watch TV*

Special days: *celebrate, dance, give presents, go out, have a special family meal, invite people to your house, make costumes, play music, sing songs, visit people, wear crazy clothes*

### Language focus

Present simple: affirmative and negative  
Present simple: questions

### Speaking

I can make plans and suggestions.

### Writing

I can write a description of a celebration or special day.

## Vocabulary • Daily routines

### Aim

Talk about your daily routines.

### THINK!

Read the questions with the class and elicit from individual students what their favourite day is and why. Encourage as many students as possible to join in, talk about their own experiences and express their opinions. Alternatively, read out the questions and allow students time individually to think about their answers. Put them into pairs to discuss their answers then ask some students to report back to the class on their partner's answers.

### ANSWERS

Students' own answers.

### Exercise 1 1-21

Students complete the table with the correct verbs. With **weaker classes**, students could work in pairs or small groups to complete the task. With **stronger classes**, students could do this as a race. Play the audio for students to check their answers. Ask students which of the sentences on pages 22–23 are true for them.

Extra listening and speaking p93  
Curriculum extra p101  
Culture p107  
Project p112

# 2 Days

## VOCABULARY • Daily routines

I can talk about my daily routine.

**THINK!** What's your favourite day? Why?

**1** 1-21 Complete the table with the verbs in blue in the *Days and nights quiz*. Then listen and check.

**2** Read the *Days and Nights Quiz*. Are the sentences true or false? Compare your answers with a partner using the key phrases.

1 Start / finish the day get up	2 Eat	3 Travel	4 Free time	5 Work and study

**KEY PHRASES**

Comparing answers  
What have you got for number 1?  
I think it's true / false.  
What about you?  
What do you think?

**3** 1-22 Watch or listen. Which verbs in exercise 1 do the people mention?

**4** 1-22 Check the meaning of the words in the box. Then watch or listen again and complete the sentences.

sometimes never always  
usually often normally

1 My work \_\_\_\_\_ starts early.  
2 I \_\_\_\_\_ have breakfast.  
3 I'm \_\_\_\_\_ late for school.  
4 The children \_\_\_\_\_ go to bed at about 9.  
5 I \_\_\_\_\_ go to bed before 11.  
6 I \_\_\_\_\_ watch TV or play video games.

## DAYS AND NIGHTS Quiz

True or false?

**GOOD MORNING**

**1** When you brush your teeth and wash your face you use six litres of water every minute.

**3** In the USA, most children go to school by bus.

**5** British students usually have lunch at home between 12 p.m. and 1 p.m.

**2** People who have breakfast are happier and study better.

**4** A lot of students in Japan have classes on Saturday and Sunday morning.

**6** More than 50% of students in the USA watch TV when they do their homework.

### ANSWERS

- 1 Start / Finish the day: get up, brush my teeth, wash my face, go to bed, sleep
- 2 Eat: have breakfast / lunch / dinner
- 3 Travel: go to school, get home
- 4 Free time: watch TV, relax, play video games, chat online
- 5 Work and study: study, have classes, do their homework, help with the housework

### Exercise 2

Students read the *Days and Nights Quiz*. Make sure they understand everything. Students do the quiz and say whether the sentences are true or false. Put students into pairs to compare their answers using the key phrases. Check answers with the class.

### ANSWERS

- 1 true 2 true 3 true 4 false  
5 false 6 true 7 false 8 true  
9 false 10 true 11 false 12 false

### Optional activity: Vocabulary

Ask students to write three times on a sheet of paper, with the things they usually do at those times, e.g. 7.30 a.m. (*get up*) 8.30 p.m. (*watch TV or videos*). Put students into pairs to read out their times (but not the activities) to each other. Their partner must guess which activity their partner does at each time. See who guesses all three correctly.

### Exercise 3 1-22 page T149

Play the video or audio for students to watch or listen and match the people to the phrases. Check answers with the class. With **weaker classes**, pause after each speaker to check answers and play the video or audio again if students find the task difficult.

### ANSWERS

- 1 Paul: get up, have breakfast  
2 Lydia: get up, have breakfast, go to school  
3 Michelle: relax, watch TV, go to bed

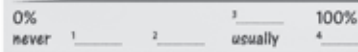
## My daily routine

- I get up at 7.30 a.m.
- I have a big breakfast.
- I do my homework in the morning.
- I go to school by bike or on foot.
- I watch TV after school.
- I'm on the sofa all day.
- I help with the housework.
- I chat online after dinner.
- I'm in bed before 10 p.m.



## Language point: Adverbs of frequency

- 5 Complete the chart with the words in the box in exercise 5. Then choose the correct words in rules 1–2.



### RULES

Adverbs of frequency come ...

- before / after the verb *be*.
- before / after other verbs.

- 6 Read sentences 1–9 in *My daily routine*. Then rewrite the sentences with an adverb of frequency so that they are true for you. I usually get up at 7.30 a.m.

- 7 **USE IT!** Write four true and two false sentences about your routine. Then work in pairs and listen to your partner's sentences. Say if you think they are true or false.

I always get up at 5.30 a.m. I think it's false.  
Yes, it is. / No, it's true!

### Finished?

Imagine that you are your favourite celebrity. Write sentences about your daily routine.

### GOOD EVENING

- 7 75% of American parents say that their children help with the housework.



- 8 Most British people have dinner between 6 p.m. and 7 p.m.



- 9 To relax when they get home, more adults than teenagers play video games.



- 10 77% of British people chat online every day.



### GOODNIGHT

- 11 People in Australia get up when you go to bed. 10 p.m. in London = 6 a.m. in Sydney.



- 12 Small babies usually sleep 20 hours a day.



4 Georgia and Sophie: do my homework, watch TV, play video games, have dinner, chat online

### Exercise 4 1-22 page T149

Read through the words in the box with the class and check students understand them all. Play the video or audio again for students to watch or listen and complete the sentences. Check answers with the class.

### ANSWERS

- 1 sometimes 2 always 3 often  
4 normally 5 never 6 usually

## Language point: Adverbs of frequency

### Exercise 5

Students complete the chart with the correct words. With **weaker classes**, do this on the board, with the whole class. Students choose the correct words to complete the rules. Check answers with the class.

### ANSWERS

- 1 sometimes 2 often 3 normally  
4 always  
Rules: 1 after 2 before

### Language note

Adverbs of frequency come after the verb *be*: *He is always late.* (NOT *He always is late.*) In negative sentences, we put *don't / doesn't* before the adverb of frequency: *I don't often watch TV.* (NOT *I often don't watch TV.*)

We use *never* with an affirmative verb: *I never watch TV.* (NOT *I don't never watch TV.*)

### Exercise 6

Students rewrite the sentences with an adverb of frequency. Encourage them to use each adverb of frequency at least once. Ask some students to read out a few sentences, and correct any errors.

### ANSWERS

Students' own answers.

## Optional activity: Language point

With books closed, dictate the following sentences to the class:

- Jo goes always to school on foot.
  - The bus often is late.
  - I never watch TV.
  - People in this school are usually friendly.
  - She normally doesn't walk to school.
- Students work in pairs and correct the mistakes in the sentences. Tell them that two sentences are correct. Check answers with the class, and check that students have spelled all the adverbs of frequency correctly.

### ANSWERS

- Jo always goes to school on foot.
- The bus is often late.
- correct
- correct
- She doesn't normally walk to school.

## Exercise 7 USE IT!

Students write four true and two false sentences about their routine. Students work in pairs to listen to their partner's sentences and say whether they think they are true or false. Ask some students to tell the class something they learned about their partner.

### ANSWERS

Students' own answers.

### Finished?

Refer **fast finishers** to the **Finished?** activity. Students can write their sentences individually and compare with another fast finisher. Alternatively, ask them to read their sentences to the class. Other students could try to guess the celebrities from their routines.

### More practice

Workbook page 20

### Assessment

Five-minute test, Teacher's Resource Disk

## Reading • A busy day

### Aim

Understand the general idea of a text.

### THINK!

Read the questions with the class. Ask individual students to answer and tell the class about their family. Ask more questions to encourage students to say more, e.g. *Who do you get on well with in your family? What things do you do with your brother / sister? Is anyone in your family annoying? Why?*

### ANSWERS

Students' own answers.

### Exercise 1

Read out the three titles and check that students understand them all. Ask students to look at the photo. Point out to students that for this task they need to understand the general meaning, so they shouldn't worry if they don't understand all the details at this point. Students read the text and choose a title. They can compare their ideas in pairs. Check answers with the class.

### ANSWER

c Happy house

### Exercise 2 1-23

Read through the sentences with the class and make sure students understand everything. Point out that for this task students need to read and listen carefully to find specific information. Play the audio. Check answers with the class.

### ANSWERS

1 doesn't have breakfast 2 helps  
3 don't help 4 at home 5 always

### Optional activity: Reading

Write the following questions on the board or dictate them to the class:

Who ...

- 1 has breakfast at 6.45 a.m.?
- 2 works at home?
- 3 studies?
- 4 doesn't watch TV a lot?
- 5 goes to bed at 7 p.m.?

Students work in pairs to answer the questions from memory then scan the text quickly to find out the answers. Check answers with the class.

### ANSWERS

- 1 the children
- 2 Sue
- 3 Sue and Noel's older daughter
- 4 Sue
- 5 the young children

## 2 READING • A busy day

I can understand the general idea of a text.

THINK! Have you got a big family? How many people live in your house?



The Radfords with sixteen of their children.

Sue and Noel Radford have got seventeen sons and daughters and they've also got two granddaughters. It's a big family, and they're very organized. Every schoolday, the children get up early and have breakfast at 6.45 a.m.

Noel gets up at 4.45 a.m., has breakfast and goes to work in his bakery. When he has a break, he sometimes helps with the housework. The younger children don't help. In their free time, they play video games or watch TV with their brothers and sisters. Sue doesn't watch TV a lot. The Radfords don't usually go to restaurants or to the cinema because it's expensive.

Sue works at home. Her older daughter studies, but sometimes helps with the housework. The younger children don't help. In their free time, they play video games or watch TV with their brothers and sisters. Sue doesn't watch TV a lot. The Radfords don't usually go to restaurants or to the cinema because it's expensive.

The young children normally go to bed at 7 p.m., the older ones at 8 p.m. or 9 p.m. and their parents go to bed just before 10 p.m.

Why have the Radfords got this enormous family? Because they love children! Life in the Radfords' house is sometimes difficult and it's often noisy, but it's usually fun!

1 Look at the photo. Choose and write a title a–c for the text. Then read the text and check your idea.

- a Big family, big problems
- b An easy life for the Radfords
- c Happy house

2 1-23 Read and listen to the text again and choose the correct words.

- 1 Noel has breakfast / doesn't have breakfast with his family.
- 2 Noel helps / doesn't help his wife.
- 3 The younger children help / don't help their older sister.
- 4 They have dinner at a restaurant / at home.
- 5 The parents often / always go to bed after the older children go to bed.

24 Days

3 VOCABULARY PLUS Use a dictionary to check the meaning of the words in blue in the text. For more practice go to page 24 in the Workbook.

4 USE IT! Work in pairs. Talk about the Radfords and your daily routines. What are the differences?

### Exercise 3 VOCABULARY PLUS

Students use a dictionary to check the meaning of the words in blue in the text. Discuss the meanings with the class. You could ask students to translate the words into their own language to check understanding.

### ANSWERS

Students' own answers.

Workbook page 24 exercise 5

### Optional activity: Vocabulary plus

On the board draw two columns, with a stick figure of a man at the top of one, and a stick figure of a woman at the top of the other. Ask students to write the blue words in the correct columns and add more words to each. Check answers with the class and bring students' ideas together on the board.

### ANSWERS AND POSSIBLE ANSWERS

♂ son, brother (father, uncle, grandfather, grandson)  
♀ daughter, sister, granddaughter (mother, grandmother, aunt)

### Exercise 4 USE IT!

Allow students time to prepare their answers to the question individually. They then discuss the daily routines in pairs. Ask some students to report back on their partner's routine.

### ANSWERS

Students' own answers.

### More practice

Workbook page 24

Practice Kit

## 2 LANGUAGE FOCUS • Present simple: affirmative and negative

I can use the present simple to talk about facts and routines.

### Present simple: affirmative

1 Compare the sentences. Then match a–d with spelling rules 1–4.

- I study a lot. / Her older daughter studies.
- We have breakfast at 7.30 a.m. / He has breakfast.
- My brother and I go to school. / He goes to work.
- I get up at 7 a.m. / Noel gets up at 4.45 a.m.

#### RULES

We use the present simple when we talk about facts and routines. The *he, she* and *it* forms end with -s:

- Add -s to most verbs: *play* → *plays*.
- Add -es when a verb ends with -o, -sh, -ch or -x.
- Minus -y and add -ies when a verb ends with a consonant + y.
- The third person of *have* is *has*.

2 Choose the correct verbs.

- You go / goes to bed at 9.30 p.m.
- My parents relaxes / relax in the evening.
- My teacher speaks / speak four languages.
- Our English class finish / finishes at 3 p.m.
- I has / have lunch at home.
- My sister studies / study at the weekend.

3 1.24 PRONUNCIATION: Third person -s Listen to the third person form of the verbs and repeat. Which verbs end with an /ɪz/ sound?

- relaxes

### Present simple: negative

4 Complete the examples from the text on page 24. Then choose the correct words in rules 1–3.

- When he has a break, he \_\_\_\_\_.
- The younger children \_\_\_\_\_.
- Sue \_\_\_\_\_ TV a lot.
- The Radfords \_\_\_\_\_ usually \_\_\_\_\_ to restaurants.

#### RULES

- We use *don't / doesn't* after *he, she* and *it* to make negative sentences.
- We use *don't / doesn't* after *I, you, we* and *they* to make negative sentences.
- In negative sentences the main verb sometimes / never ends with an -s.



5 Complete the sentences with the verbs in brackets.

- I don't play football. (not play)
- My dad \_\_\_\_\_ to work by car. (not go)
  - My parents \_\_\_\_\_ on Saturdays. (not work)
  - I \_\_\_\_\_ cooking. (not like)
  - We \_\_\_\_\_ early on Saturdays. (not get up)
  - My sister \_\_\_\_\_ video games. (not play)
  - You \_\_\_\_\_ TV a lot. (not watch)

6 Look at the information in the table. Write affirmative and negative sentences about the people.

Tom and Mina wash the dishes.  
Vicky doesn't wash the car.

	Tom	Vicky	Mina
wash the dishes	✓	✗	✓
wash the car	✓	✗	✓
sit on the sofa a lot	✓	✓	✗
make breakfast	✗	✗	✓
watch TV a lot	✗	✓	✗

7 USE IT! Work in pairs. What does each person in your family do at home? Tell your partner. Use verbs from pages 22–23 and exercise 6 with adverbs of frequency.

My brother often gets up late. He doesn't help with the housework a lot, but he sometimes washes the dishes.

#### Finished?

Write five true sentences about your partner.

Days 25

the audio again, pausing after each verb for students to repeat.

#### ANSWERS

- relaxes
- 3 watches
- 8 finishes
- 9 washes
- 10 studies

## Present simple: negative

### Exercise 4

Students complete the examples then compare their answers in pairs. Check answers with the class. Students then choose the correct words to complete the rules. Check answers with the class. Play the grammar animation.

#### ANSWERS

- doesn't relax
- 2 don't help
- 3 doesn't watch
- 4 don't; go

Rules: 1 *doesn't* 2 *don't* 3 *never*

### Exercise 5

Students complete the sentences then compare their answers in pairs. Check answers with the class.

#### ANSWERS

- doesn't go
- 2 don't work
- 3 don't like
- 4 don't get up
- 5 doesn't play
- 6 don't watch

### Exercise 6

Read through the information in the table with the class. Use the pictures to make sure students understand everything. Students write sentences individually then compare in pairs. Check the answers.

#### ANSWERS

- Tom and Mina wash the dishes.  
Vicky doesn't wash the car.  
Tom and Vicky sit on the sofa a lot.  
Mina doesn't sit on the sofa a lot.  
Tom and Vicky don't make breakfast.  
Mina makes breakfast.  
Tom and Mina don't watch TV a lot.  
Vicky watches TV a lot.

### Exercise 7 USE IT!

Allow students time to prepare their answers individually, then put them into pairs to discuss what happens in their home. Ask some students to report back on their partner's family.

#### ANSWERS

Students' own answers.

### Finished?

Refer **fast finishers** to the **Finished?** activity. Students can write their sentences individually and compare with another fast finisher. Alternatively, ask them to read their sentences to the class, adding in one false sentence about their partner. See if the class can guess which sentence is false.

#### More practice

Workbook page 21

#### Assessment

Five-minute test, Teacher's Resource Disk

## Language focus • Present simple: affirmative and negative

### Aim

Talk about facts and routines using the present simple.

### Warm-up

With books closed, ask students about their routines: *What time do you get up? What time do you have breakfast?* Write answers on the board using *I* and *he / she*, e.g. *I get up at 7 a.m. (Ana) has breakfast at 8 a.m.* Underline the verbs and explain that they are in the present simple tense. Tell students they are going to study this.

## Present simple: affirmative

### Exercise 1

Read out the sentences and highlight the different forms for *I* and *he / she*. Students match the sentences with the spelling rules. Check answers with the class, and check that students understand all the rules.

#### ANSWERS

- d
- c
- a
- b

### Exercise 2

Students choose the correct verbs then compare their answers in pairs. Check answers with the class.

#### ANSWERS

- go
- 2 relax
- 3 speaks
- 4 finishes
- 5 have
- 6 studies

### Exercise 3 1.24

#### PRONUNCIATION: Third person -s

Model pronunciation of the /ɪz/ sound. Play the audio, pausing after each verb for students to note down which ones end with this sound. Check answers then play

# Vocabulary and listening • Special days

## Aim

Understand the main ideas in an interview about a celebration.

## THINK!

Read the question with the class and elicit responses from individual students. Ask more questions to encourage longer answers, e.g. *When is this celebration? Do you like it? Why?*

## ANSWERS

Students' own answers.

## Exercise 1

Students complete the questionnaire. With **weaker classes**, students could work in pairs for this. Check answers with the class.

## ANSWERS

- 1 sing, play, dance 2 wear, make  
3 give 4 go out 5 visit, invite  
6 have

## Optional activity: Vocabulary

Ask students to close their books. Put students into small groups. Write these words and phrases on the board:

*songs, music, costumes, presents, a family meal, people to your house*

Groups take it in turn to choose one of the words or phrases and make a sentence with it, using one of the verbs from page 26, e.g. *I sometimes sing songs*. If the sentence is correct, they get a point and the word or phrase is crossed out. If not, it remains on the board. Continue until all the words and phrases are crossed out. See which group has the most points.

## Exercise 2

Read the study strategy with the class then ask students to look at exercise 3. Put them into pairs or small groups to brainstorm topics or words they need to listen for. With **weaker classes**, use the photos to teach *fireworks, meal, lion and envelope*. Write these on the board.

## ANSWERS

Students' own answers.

## Exercise 3 1-25 page T149

Allow students time to read the introduction. Focus on the photos and elicit what they show. Use the photos to check that students understand *fireworks, lion and envelope*. Play the audio. Students listen and order the objects. Check answers with the class.

## ANSWERS

- 1 d 2 b 3 c 4 a

## 2 VOCABULARY AND LISTENING • Special days

I can understand the main ideas in an interview about a celebration.

THINK! What are the most important celebrations in your country?



## HAPPY DAYS!

When it's a special day and you want to celebrate, what do you do?

Do you ever ... ?

- 1 \_\_\_\_\_ songs, \_\_\_\_\_ music or \_\_\_\_\_
- 2 \_\_\_\_\_ or \_\_\_\_\_ crazy clothes or costumes
- 3 \_\_\_\_\_ presents to people
- 4 \_\_\_\_\_ with your family or friends
- 5 \_\_\_\_\_ people or \_\_\_\_\_ people to your house
- 6 \_\_\_\_\_ a special family meal



1 Complete the questionnaire with the words in the box.

sing dance play celebrate wear have  
give visit go out invite make

2 Read the study strategy. Then look at exercise 3. What is the radio programme about? What topics or words do you need to listen for?

## STUDY STRATEGY

### Preparing to listen

Always read the listening questions carefully before listening, so you know what you need to listen for. Look at the title of the text and the photos to help you predict what you will hear.

3 1-25 Read the introduction to the radio programme. Then listen. In what order do they mention the objects in the photos?



26 Days

4 1-25 Listen again and answer the questions.

- 1 What presents do people give at New Year?
- 2 What do people do before New Year?
- 3 Do people eat fish?
- 4 Who does the grandmother invite?
- 5 Does the lion stop at all the restaurants?

5 USE IT! Work in pairs. Ask and answer the questions in the *Happy Days!* questionnaire in exercise 1. Use adverbs of frequency in your answers.

Do you ever sing songs?

Yes, sometimes. /  
No, not usually. / No, never!

## London life

## Chinese New Year

Radio presenter Zoe Muller talks to people about Chinese New Year celebrations in London.

## Exercise 4 1-25 page T149

Allow students time to read the questions. Discuss with the class what type of information each answer will be, e.g. an object, an activity, a person, etc. Elicit some possible answers to each question. Point out that students must listen carefully to hear the specific information for each answer. Play the audio again. Students answer the questions. Check answers.

## ANSWERS

- 1 They usually give money, but they sometimes give sweets or food.
- 2 They clean their houses.
- 3 Yes, they usually eat fish.
- 4 She invites all the family.
- 5 Yes (it does).

## Optional activity: Listening

Dictate these questions to the class:

- 1 What kind of present does the speaker prefer?
- 2 When is the big meal with the family?
- 3 Does Zoe like fireworks? Why? / Why not?

Students work in pairs and discuss the answers to the questions from memory. Play the audio again for them to check their answers.

## ANSWERS

- 1 money 2 the day before New Year
- 3 No, she thinks they're dangerous.

## Exercise 5 USE IT!

Allow students time to prepare their answers individually. Students then ask and answer the questions in pairs. Monitor while they are working and note down any errors with frequency adverbs to correct at the end.

## ANSWERS

Students' own answers.

## More practice

Workbook page 22

Practice Kit

## Assessment

Five-minute test, Teacher's Resource Disk

## 2

### LANGUAGE FOCUS • Present simple: questions

I can ask and answer questions about routines and free time.

#### 1 Match questions 1–5 with answers a–e. Then choose the correct words in rules 1–4.

- 1 What presents do you prefer?
- 2 Where do you eat?
- 3 Who does she invite?
- 4 Does the lion stop at all of the restaurants?
- 5 Do you like fireworks?

- a No, I don't.
- b I prefer money.
- c At my grandmother's house.
- d Yes, it does.
- e All the family.

#### RULES

- 1 We use **do** and **does** / **are** and **is** when we make present simple questions with regular verbs.
- 2 We **add / don't add -s** to the **he, she** and **it** forms of regular verbs in questions.
- 3 We put question words (**Where, What, Who, When, etc.**) at the **beginning / end** of the question.
- 4 We use forms of **be / do** in short answers.

#### 2 Choose the correct words.

- 1 Do / Does you get up at 6 a.m.?
- 2 Who are / do you see at the weekend?
- 3 Does / Do your dad watch TV in the evening?
- 4 What do you has / have for breakfast on weekdays?
- 5 Where is / does your family go in the holidays?

#### 3 Work in pairs. Have a question competition. Write questions with words from the grid. How many questions can you make in five minutes?

CELEBRATE	GO TO BED	LIVE
LIKE	YOU	Do
WHERE	YOUR PARENTS	HELP AT HOME
YOUR BEST FRIEND	WHEN	YOUR TEACHER
DOES	COOKING	HOW OFTEN

#### 4 Work in pairs. Ask and answer five of your questions in exercise 3.

#### 5 Look at exercise 2. Complete the key phrases. Add more words to the lists.

##### KEY PHRASES

###### Time expressions

- 1 \_\_\_\_\_ the holidays / the summer / the evening / ...
- 2 \_\_\_\_\_ 6 a.m. / 2.30 p.m. / ...
- 3 \_\_\_\_\_ weekdays / Monday / Tuesday ...
- 4 \_\_\_\_\_ the weekend, New Year ...

#### 6 USE IT! Work in pairs. Complete questions 1–7 with time expressions from the key phrases. Ask and answer the questions.

- 1 What ... do ... ?
- 2 Who ... go out with ... ?
- 3 What time ... get up / go to bed ... ?
- 4 What TV programmes ... your dad watch ... ?
- 5 When ... do your homework ... ?
- 6 How ... your mum relax ... ?
- 7 Where ... go ... ?

What do you do at the weekend?

I usually visit friends and watch TV.



#### Finished?

Write six questions for an interview with your favourite celebrity. Then act out your interview with a partner.

Days 27

### Exercise 3

Focus on the grid and make sure students understand *Where, When* and *How often*. Elicit a few example questions from the class, e.g. *How often do you help at home?* Put students into pairs and give them five minutes to write their questions. Ask some pairs to read their questions to the class. Correct any errors, and see which pair wrote the most correct questions.

#### ANSWERS

Students' own answers.

### Exercise 4

Students work in their pairs to ask and answer five of their questions from exercise 3. Ask some students to report back on their partner's answers.

#### ANSWERS

Students' own answers.

### Exercise 5

Refer students back to exercise 2 and elicit the first answer as an example. Students then complete the remaining key phrases. Check answers with the class and check that students understand all the key phrases. With **stronger classes**, you could elicit more possible time phrases, e.g. *in January, in the morning, at midday, at night*.

#### ANSWERS

1 in 2 at 3 on 4 at

### Exercise 6 USE IT!

Ask two confident students to read out the example question and answer. Students work in pairs to complete the questions. Ask some students to read their questions to the class. Correct any errors. Students then ask and answer their questions in pairs. Ask some students to tell the class something they learned about their partner.

#### ANSWERS

Students' own answers.

### Finished?

Refer **fast finishers** to the **Finished?** activity. Students can write their questions individually then act out an interview with another fast finisher. Alternatively, ask fast finishers to hand their questions to a classmate. Their classmate reads out the questions and the fast finisher role-plays the part of their celebrity. See if other students can guess the celebrity from the interview.

#### More practice

Workbook page 23

#### Assessment

Five-minute test, Teacher's Resource Disk

## Language focus • Present simple: questions

### Aim

Ask and answer questions about routines and free time.

### Warm-up

With books closed, ask students about a popular celebration in their country. Ask questions, e.g. *Do you like this celebration? Who do you celebrate with?* Write some questions on the board and elicit that they are in the present simple.

### Exercise 1

Students match the questions with the answers. Check answers with the class, then ask students to read the rules and choose the correct words to complete them. With **weaker classes**, do this exercise with the whole class. Check

answers with the class. Play the grammar animation.

#### ANSWERS

1 b 2 c 3 e 4 d 5 a

Rules: 1 *do* and *does* 2 *don't* add 3 *beginning* 4 *do*

### Language note

We use *do / does* to ask questions in the present simple: *Do you like fireworks?* (NOT *You like fireworks?*) We don't add *-s* with *he / she / it* forms: *Who does she invite?* (NOT *Who does she invites?*)

### Exercise 2

Students choose the correct words then compare their answers in pairs. Check answers with the class. Students could ask and answer the questions in pairs. Ask some students to report back on their partner's answers.

#### ANSWERS

1 Do 2 do 3 Does 4 have 5 does

# Speaking • Making plans and suggestions

## Aim

Practise making plans and suggestions.

## THINK!

Read the question with the class and ask students to note down three things they do with their friends at the weekend. Put students into small groups to ask and answer the question and find out who has similar answers. Ask some students to tell the class what they do and who in their group does similar things.

## ANSWERS

Students' own answers.

## Exercise 1

Allow students time to read the programme. Students can use their dictionaries to check the meaning of new words. With **weaker classes**, read the programme with the class and explain any new words. Ask individual students which activities interest them and which don't interest them.

## ANSWERS

Students' own answers.

## Exercise 2 1-26

Allow students time to read through the gapped dialogue. Play the video or audio for students to watch or listen and complete the dialogue. Play the video or audio again for students to check their answers. Check answers with the class, then ask the question to the class and elicit the answer about what Daisy and Gareth decide to do.

## ANSWERS

1 cooking class 2 concert 3 disco  
4 dance competition 5 disco  
They decide to go to the dance competition and the concert, and the disco in the evening.

## Optional activity: Speaking

Write the following words and phrases on the board:

*Mmm Well, No? Right, Yes, OK.*  
Ask students to find the words and phrases in the dialogue. Ask: *Which ones show that you agree?* (Right, Yes, OK.)  
*Which ones do you use while you think?* (Mmm, Well,) *Which do you use when you're surprised?* (No?)

Tell students to listen carefully for the intonation of these words and phrases so that they can copy it when they practise the dialogue.

## Exercise 3 1-26

Play the audio or video again. Tell students to listen carefully for the pronunciation and intonation. Students work in pairs to practise the dialogue.

## 2 SPEAKING • Making plans and suggestions

I can make plans and suggestions.

THINK! What do you usually do with your friends at the weekend?

Daisy Hi. It's International Day at the school on Saturday.  
Gareth Oh yes. What's on?  
Daisy A lot of things – look.  
Gareth Mmm. What do you want to do?  
Daisy Well, I'm not really interested in the <sup>1</sup> \_\_\_\_\_.  
Gareth No? I like the sound of the <sup>2</sup> \_\_\_\_\_ in the afternoon.  
Daisy Right, and what about the <sup>3</sup> \_\_\_\_\_?  
Gareth Yes, OK. Let's go to the <sup>4</sup> \_\_\_\_\_ and the concert. Then we can go to the <sup>5</sup> \_\_\_\_\_ in the evening.  
Daisy OK. Great.



1 Look at the programme for *Special days at Highfield School*. Check any new words. Which activities interest you? Which don't interest you?


**Special days at Highfield School**  
Come with your family! All welcome.

<b>International Day</b> Saturday 11th		
<b>Morning</b> dance competition cooking class		
<b>Lunch</b> barbecue		
<b>Afternoon</b> culture quiz music concert		
<b>Evening</b> disco		

<b>Family Fun Day</b> Saturday 25th		
<b>Morning</b> family sports face painting		
<b>Lunch</b> barbecue		
<b>Afternoon</b> costume competition mini zoo		
<b>Evening</b> fireworks		

2   1:26 Watch or listen and complete the dialogue. What do Daisy and Gareth decide to do?

3   1:26 Watch or listen again. Then practise the dialogue.

28 Days

4 Study the key phrases. Then complete the mini-dialogue. Use ideas from the Family Fun Day programme in exercise 1.


- A It's Family Fun Day at the school on Saturday. What do you \_\_\_\_\_?  
B I like the \_\_\_\_\_ of the \_\_\_\_\_.  
A Right, and what about the \_\_\_\_\_?  
B OK. Let's go to the \_\_\_\_\_ and the \_\_\_\_\_.

## KEY PHRASES

### Making plans and suggestions

What's on?  
What do you want to do / see?  
I'm not really interested in (the) ...  
I like the sound of (the) ...  
What about (the) ...?  
Let's go to (the) ...

5  Work in pairs. Practise your mini-dialogue in exercise 4.

6  USE IT! Work in pairs. Look at the cinema programme. Prepare and practise a new dialogue. Use the dialogue in exercise 2 and the key phrases.

**Vista Cinema**

<b>Saturday 25th</b>	The Hunger Sports Part One	2 p.m.
	Ocean Paradise	2 p.m.
	The Bobbit	2.15 p.m.
	Ironwoman	2.30 p.m.

 ADMIT ONE

## ANSWERS

Students' own answers.

## Exercise 4

Read through the key phrases with the class. Ask students to find the key phrases in the dialogue, and check they understand everything. Remind students that they should try to learn key phrases. Students complete the mini-dialogue. With **weaker classes**, students could work in pairs to complete this activity.

## ANSWERS

Students' own answers.

## Exercise 5

Students work in pairs to practise their mini-dialogues. Monitor while they are working and encourage them to use intonation to make the dialogue realistic. Ask some pairs to perform their dialogues for the class.

## ANSWERS

Students' own answers.

## Exercise 6 USE IT!

Students work in pairs to prepare a new dialogue. Students swap roles and practise again. Ask some students to perform their dialogues for the class.

## ANSWERS

Students' own answers.

## Optional activity: Speaking

With **stronger classes**, students could work in pairs and make a poster for a special day at their school. Monitor and help while they are working. They could swap posters with another pair and practise a new dialogue using the poster they have been given. Ask some pairs to perform their dialogues for the class.

## More practice

Workbook page 27  
Practice Kit

## 2

### WRITING • A special day

I can write a description of a celebration or special day.

THINK! What is your favourite special day or celebration?

## THE NOTTING HILL CARNIVAL

By Tamsin Lucas

Every year in London there's a big celebration called the Notting Hill Carnival. The carnival is in August and the people in it celebrate Caribbean culture.

In the carnival there are big parades in the street and there's Caribbean food. People make costumes for the parades. They also play music and dance in the streets. It's noisy, but it's also friendly.

I don't usually wear a costume, but I always watch the parades. I also dance because I really like Caribbean music – it's a lot of fun.



- 1 Check the meaning of the words in the box. Then describe the photo using the words.

celebration parade costume

- 2 Read the description. Where and when is the carnival? What do people do?

- 3 Look at the text and complete the key phrases.

#### KEY PHRASES

##### Talking about a celebration

- 1 There's a celebration called \_\_\_\_\_.
- 2 People celebrate \_\_\_\_\_.
- 3 There are \_\_\_\_\_ in the street.
- 4 It's a lot of \_\_\_\_\_.

#### Language point: *also*

- 4 Look at the words in blue in the text. How do you say *also* in your language? Then choose the correct words.

- 1 We buy presents. We have also / We also have a family meal.
- 2 There are fireworks. There's also / There also is a concert.
- 3 I like school, but I also like / I like also the holidays.
- 4 My birthday is in April. My sister's birthday also is / is also in April.

- 5 USE IT! Follow the steps in the writing guide.

#### WRITING GUIDE

##### A TASK

Write a description of a celebration or special day in your town or country for a website.

##### B THINK AND PLAN

- 1 What's the celebration?
- 2 When is it?
- 3 What do people do?
- 4 What do you usually do?
- 5 What do you like or dislike about the celebration?

##### C WRITE

Paragraph 1: General information  
Every ... there's a celebration called ... in ...

Paragraph 2: What do people do?  
In the carnival ...

Paragraph 3: What do you do?  
I usually / don't usually ...

##### D CHECK

- present simple
- position of *also*
- position of adverbs of frequency

Days 29

## Language point: *also*

### Exercise 4

Focus on the word in blue in the text and elicit how students say it in their language. Students choose the correct position for *also* in the sentences then compare their answers in pairs. Check answers with the class.

#### ANSWERS

- 1 We also have 2 There's also  
3 I also like 4 is also

#### Optional activity: Writing

With books closed, dictate these sentences to the class:

- 1 I love the costumes and I enjoy the music.
- 2 The carnival is colourful and it's fun.
- 3 People sing in the streets and they dance.
- 4 At the end of the day I'm very happy and I'm tired.

Ask students to rewrite the sentences adding *also* to each one. Students can work in pairs for this. Check answers with the class.

#### ANSWERS

- 1 I love the costumes and I also enjoy the music.
- 2 The carnival is colourful and it's also fun.
- 3 People sing in the streets and they also dance.
- 4 At the end of the day I'm very happy and I'm also tired.

### Exercise 5 USE IT!

Read the task with the class. Students answer the questions and plan their description. Read through the paragraph structure with the class. Students write their descriptions. This can be set for homework. Remind students to check their grammar and spelling carefully.

#### ANSWERS

Students' own answers.

#### More practice

Workbook page 25

Practice Kit

#### End-of-unit activities

Progress Review, Workbook page 26

\* Vocabulary and language focus worksheet,

Teacher's Resource Disk

\*\* Vocabulary and language focus worksheets, Teacher's Resource Disk

\*\*\* Vocabulary and language focus worksheets, Teacher's Resource Disk

Speaking worksheet, Teacher's

Resource Disk

## Writing • A special day

### Aim

Write a description of a celebration or special day.

### THINK!

Ask the question to the class and elicit answers from individual students. Ask more questions to encourage students to speak more, e.g. *Why do you like this special day? Who do you celebrate with? What do you do?*

#### ANSWERS

Students' own answers.

### Exercise 1

Students check the meaning of the words in their dictionaries. Model pronunciation of the words, if necessary. Students work in pairs to describe the photo using the words. Elicit sentences describing the photo from individual students and, as a class, build up a description of the photo.

#### ANSWERS

Students' own answers.

### Exercise 2

Check that students understand *Caribbean* and *carnival*. Students read the description and answer the questions. Check answers with the class.

#### ANSWERS

The carnival is in Notting Hill, London in August.  
People make costumes, play music and dance.

### Exercise 3

Students look at the text and complete the key phrases. Check answers and check that students understand all the key phrases.

#### ANSWERS

- 1 the Notting Hill Carnival
- 2 Caribbean culture 3 big parades
- 4 fun

# Review

## Vocabulary

### Exercise 1

Students match the verbs with the words and phrases. Check answers with the class.

#### ANSWERS

1 e 2 b 3 c 4 a 5 g 6 f 7 d

### Exercise 2

Students complete the phrases. Check answers with the class.

#### ANSWERS

1 have 2 celebrate 3 play 4 wear  
5 visit 6 give 7 go out 8 watch  
9 invite 10 make

## Language focus

### Exercise 3

Read out the example and make sure students understand what they have to do. Do another example with the class, if necessary. Students correct the sentences and compare their answers in pairs. Check answers with the class.

#### ANSWERS

- Lewis doesn't go to school by bus. He goes to school on foot.
- We don't have dinner at 7 p.m. We have dinner at 8 p.m.
- Louisa doesn't study Spanish. She studies French.
- My mum doesn't work in a school. She works in a library.
- They don't help with the housework every day. They help with the housework at the weekend.
- Isaac doesn't do his homework on the bus. He does his homework at home.

### Exercise 4

Students complete the questions with the correct verb forms. With **stronger classes**, students could write one more question of their own to ask a partner. Ask some students to read out the questions, and check the verb forms are correct. Elicit possible short answers for each question. Put students into pairs to ask and answer the questions. Ask some students to report back on what they learned about their partner.

#### ANSWERS

- Do; go
  - Does; have
  - Do; get up
  - Does; work
  - Do; play
  - Does; give
- Students' own answers.

## 2 REVIEW

### Vocabulary

#### 1 Match verbs 1–7 with words and phrases a–g.

- |        |                      |
|--------|----------------------|
| 1 wash | a classes            |
| 2 get  | b home               |
| 3 go   | c to bed             |
| 4 have | d online             |
| 5 help | e my face            |
| 6 play | f video games        |
| 7 chat | g with the housework |

#### 2 Complete the phrases.

- h \_\_\_\_\_ a special meal
- c \_\_\_\_\_ Independence Day
- p \_\_\_\_\_ music
- w \_\_\_\_\_ crazy clothes
- v \_\_\_\_\_ family and friends
- g \_\_\_\_\_ presents
- g \_\_\_\_\_ in the street
- w \_\_\_\_\_ fireworks
- i \_\_\_\_\_ people to your house
- m \_\_\_\_\_ costumes

### Language focus

#### 3 Correct the sentences. Use the negative form of the present simple. Then write affirmative sentences using the words in brackets.

- I get up at 6.30 a.m. at the weekend. **X** (on weekdays)  
I don't get up at 6.30 a.m. at the weekend. I get up at 6.30 a.m. on weekdays.
- Lewis goes to school by bus. **X** (on foot)
  - We have dinner at 7 p.m. **X** (8 p.m.)
  - Louisa studies Spanish. **X** (French)
  - My mum works in a school. **X** (a library)
  - They help with the housework every day. **X** (at the weekend)
  - Isaac does his homework on the bus. **X** (at home)

#### 4 Complete the questions with the verbs in the brackets. Then answer the questions about you.

- \_\_\_\_\_ you \_\_\_\_\_ to school by car (go)?
- \_\_\_\_\_ your best friend \_\_\_\_\_ breakfast at 7 a.m. every day (have)?
- \_\_\_\_\_ you \_\_\_\_\_ early on weekdays (get up)?
- \_\_\_\_\_ your dad \_\_\_\_\_ in an office (work)?
- \_\_\_\_\_ you and your friends \_\_\_\_\_ video games in your free time (play)?
- \_\_\_\_\_ your family \_\_\_\_\_ presents on special days (give)?

## 30 REVIEW • Days

#### 5 Complete the questions with the words in the box and do or does. Then choose the correct answers a–e.

What time	How often	When
Where	What	

- \_\_\_\_\_ Americans celebrate Independence Day?
  - \_\_\_\_\_ Haluk live?
  - \_\_\_\_\_ you go to the cinema?
  - \_\_\_\_\_ you have for breakfast?
  - \_\_\_\_\_ your family have dinner?
- a At 7 p.m. every day.  
b Sometimes.  
c Bread.  
d In Ankara.  
e On 4<sup>th</sup> July.

### Speaking

#### 6 Match suggestions 1–4 with responses a–d.

- What's on at the cinema?
  - What do you want to do?
  - What about the shopping centre?
  - Let's go to the park.
- a I don't know. I'm not really interested in the parade.  
b OK. Let's go to the shopping centre.  
c I don't know. Let's have a look at the programme.  
d OK.

### Listening

#### 7 Listen and complete the text.

Today is Thanksgiving Day. Americans <sup>1</sup> \_\_\_\_\_ this special day on the fourth <sup>2</sup> \_\_\_\_\_ of November every year. It's a very exciting day. There's a huge parade in the streets in New York City. More than three million people go out in the streets and watch the parade. More than fifty million Americans <sup>3</sup> \_\_\_\_\_ it on TV. Bands play <sup>4</sup> \_\_\_\_\_ and people dance and <sup>5</sup> \_\_\_\_\_. It's great fun, but it's very <sup>6</sup> \_\_\_\_\_. I always watch the parade on TV with my family and then we have a special <sup>7</sup> \_\_\_\_\_. We also have <sup>8</sup> \_\_\_\_\_ in our garden.

to make one of the suggestions and elicit the correct response from their partner.

#### ANSWERS

1 c 2 a 3 b 4 d

## Listening

### Exercise 7 1•27

Allow students time to read the text. Play the audio for students to listen and complete the text. In **stronger classes**, you could ask students to work in pairs and predict some possible answers before they listen. Check answers with the class. Ask students if they have seen pictures of Thanksgiving Day on TV, or if they know any more about it.

#### ANSWERS

1 celebrate 2 Thursday 3 watch  
4 music 5 sing 6 noisy 7 meal  
8 fireworks

### Exercise 5

Students complete the questions with the words in the box. Ask some students to read out the questions. Check that the questions are properly formed, and check that students understand all the questions. Students then choose the correct answers and compare in pairs. Check answers with the class.

#### ANSWERS

- When do, e
- Where does, d
- How often do, b
- What do, c
- What time does, a

## Speaking

### Exercise 6

Students match the suggestions with the responses. Check answers by asking students in turn to read out the suggestions. Elicit the correct response for each one. With **stronger classes**, students could practise the suggestions and responses further. Working in pairs, they could cover the responses and take turns

## 2 PUZZLES AND GAMES

1 Look at the code and write the sentences.

Z	Y	X	W	V	U	T	S	R	Q	P	O	N
a	b	c	d	e	f	g	h	i	j	k	l	m
M	L	K	J	I	H	G	F	E	D	C	B	A
n	o	p	q	r	s	t	u	v	w	x	y	z

R ZODZBH SZEY YIVZPUZHG.  
I always have breakfast.

- RTVG FK ZG HRC.
- RHLNVGRNVH TL GL HXSLLQ LM ULLG.
- NB NFN WLVMHG DZGXS GE.
- WV IVOZC ZUGVI WRMMVI.

2 SENTENCE NOUGHTS AND CROSSES. Work in pairs. One of you is a nought (O) and the other is a cross (X). Take turns to say sentences about your partner. Use the present simple affirmative or negative. If your sentence is true, write a O or X in the table.

X		

You don't play video games.

Yes, that's true.

3 THE LONGEST SENTENCE. Work in two teams. Each student says a word to make a team sentence. Use the adverbs of frequency in the box. Which team can make the longest sentence?

never sometimes often  
usually always

I sometimes go to

4 Find eight verbs about celebrations in the grid. Each verb is in a different colour. Then match the verbs to pictures 1–8.

W	V	P	M	G	E	I	H	A	I
V	A	S	A	L	K	D	E	V	E
C	I	A	R	E	P	C	O	T	R
C	A	R	A	Y	A	S	E	Z	S
Y	T	M	N	L	P	C	E	E	L
B	O	E	F	C	U	A	T	U	C
S	S	H	M	M	I	E	I	A	R
L	E	E	S	I	L	A	N	M	T
T	E	E	A	S	Y	S	C	L	E



wear crazy clothes

5 TRUE OR FALSE GAME. Work in pairs. Take turns to ask and answer questions. Follow the instructions.

- Student A: Write five present simple questions for Student B to answer. Use the words in the box to help you. Ask Student B your questions.
- Student B: Answer Student A's questions. Give a true answer to four questions and a false answer to one.
- Student A: Say which answer you think is false.

Where What Who When How  
do like work speak help  
play eat live

Where do you live?

I live in Ankara.

PUZZLES AND GAMES • Days 31

### Exercise 3

Divide the class into two teams. Explain that each student in turn must say one word, and the idea is to keep the sentence going to make it as long as possible. Elicit some words for making a sentence longer, e.g. *and, but, also*. Teams take it in turns to make their longest sentence. The other team can listen and count the words in the sentence. Students could also play this game in small groups. See which group manages to make the longest sentence.

#### ANSWERS

Students' own answers.

### Exercise 4

Read out the instructions and look at the example. Point out that the circled letters make up the example. Students work in pairs to find the verbs and match them to the pictures. With **weaker classes**, you could allow students to refer back to page 26 to help them. With **stronger classes**, you could specify that students mustn't look back, and you could do it as a race. Check answers with the class.

#### ANSWERS

- wear crazy clothes
- give presents
- have a special meal
- dance
- visit family
- play music
- celebrate
- make costumes

### Exercise 5

Read out the instructions and check that students understand the game. Students write their questions. With **stronger classes**, students could use their own ideas, as well as the ideas in the box. With **weaker classes**, put students into pairs to write their questions, then put them into different pairs to ask and answer. Students work in pairs to ask and answer their questions and guess the false answers. Students could swap roles and play the game again. See who managed to guess the false answers.

#### ANSWERS

Students' own answers.

#### Assessment

Unit 2 tests, Teacher's Resource Disk

## Puzzles and games

### Exercise 1

Demonstrate how the puzzle works using the example answer. Students could work in pairs for this, and you could do it as a race to make it fun. Check answers with the class. As an extension, students could work in pairs and write the code for another phrase for daily routines from pages 22 and 23. They could then swap with another pair and solve the puzzle they are given.

#### ANSWERS

- I get up at six.
- I sometimes go to school on foot.
- My mum doesn't watch TV.
- We relax after dinner.

### Exercise 2

Read out the instructions and check that students understand the game. With **weaker classes**, brainstorm some sentences that students could use in the game, e.g. *You sometimes watch TV. You never play football*. Point out that they must try to think of sentences that are true for their partner. Students play the game. Students could repeat the game with a new partner for extra practice. This time, you could specify that all the sentences must be negative, or instead of sentences, students must ask questions which elicit the answer 'yes'.

#### ANSWERS

Students' own answers.

## Unit summary

### Vocabulary

Animals: *bat, bear, butterfly, camel, cat, crocodile, eagle, elephant, fish, frog, giraffe, gorilla, octopus, ostrich, panda, rabbit, rat, scorpion, snake, spider, whale, wolf*

Amazing animals: *climb, communicate, drink, fly, grow, hear, jump, kill, move, run, see, survive, swim*

### Language focus

Superlative adjectives

*can* for ability

Questions with *How ... ?*

### Speaking

I can ask for permission to do things.

### Writing

I can write an information leaflet about animals in danger and give examples.

## Vocabulary • Animals

### Aim

Talk about animals.

### THINK!

Put students into pairs and set a time limit of 30 seconds for them to name as many animals as they can.

Bring students' ideas together on the board and check that they understand all the animal words. See which pair named the most animals correctly.

### ANSWERS

Students' own answers.

### Exercise 1 1-28 page T149

Focus on the photos and check that students know what the animals are. Model pronunciation of *wolf* and *octopus*. Play the video or audio for students to watch or listen and decide which animal is correct for each conversation. Check answers with the class. With **weaker classes**, pause after each conversation to check answers and play the video or audio again if students find the task difficult.

### ANSWERS

1 a fish 2 a wolf 3 a camel

### Exercise 2 1-28 page T149

Allow students time to read through the gapped key phrases. Play the video or audio again for students to complete the phrases. Check answers with the class, and check that students understand all the phrases. With **stronger classes**, students could complete the key phrases from memory, then watch or listen again to check.


Extra listening and speaking p94  
Curriculum extra p102  
Song p117


# 3 Wild life


VOCABULARY • Animals  
I can talk about animals.


**THINK!** How many animals can you name in thirty seconds?


1 1:28 Look at the photos and watch or listen to three conversations. Which animal is correct for each conversation?


  
a fish

  
a wolf

  
an elephant

  
a frog

  
a dog

  
a camel

2 1:28 Watch or listen again and complete the key phrases.

**KEY PHRASES**

Identifying things

1 What do you think \_\_\_\_\_ ?

2 \_\_\_\_\_ no idea.

3 It looks like a / an \_\_\_\_\_.

4 It sounds like a / an \_\_\_\_\_.

5 Maybe it's a / an \_\_\_\_\_ ?

3 1:29 **PRONUNCIATION: Sentence stress**  
Look at the questions and sentences. Listen and repeat. Underline the stressed words.

1 <u>What</u> do you <u>think</u> it is?	3 It sounds like a <u>cat</u> .
2 It looks like a <u>camel</u> .	4 Is it a <u>dog</u> ?
	5 Maybe it's a <u>giraffe</u> .

4 1:30 Play the *Creature close-ups* game. Follow the instructions. Then listen and check.

camel ostrich butterfly frog panda bear  
snake bat spider eagle scorpion gorilla  
giraffe cat whale rat crocodile octopus  
fish elephant rabbit

## Creature close-ups

How many animals can you name?

- Work in teams.
- Take turns to identify the animals. Use animal names in the box in exercise 4.
- Use the key phrases.



32

### ANSWERS

1 it is 2 I've got 3 a frog 4 a dog  
5 an elephant

### Exercise 3 1-29

#### PRONUNCIATION: Sentence stress

Give students enough time to read through the questions and sentences. Check they understand what sentence stress is. Demonstrate sentence stress in the students' own language, if necessary. Play the audio, pausing after each question or sentence for students to repeat. Play the audio again for students to underline the stressed words. Check answers with the class.

### ANSWERS

1 What do you think it is?  
2 It looks like a camel.  
3 It sounds like a cat.  
4 Is it a dog?  
5 Maybe it's a giraffe.

### Exercise 4 1-30

Read through the animal names in the box with the class and check that students understand them all. You could ask students to check the meaning in their dictionaries, or explain the meanings yourself. Model pronunciation of the words. Read out the quiz title *Creature close-ups* and point to the photos. Explain that *creature* is another word for *animal*, and explain the meaning of *close-up*. Put students into teams and give them a few minutes to look at the animals in their teams and decide which ones they can guess. Ask teams in turn to choose a photo and say what they think it is. If they are correct, they get a point. If not, do not give the answer away, but turn to the next team and ask them to choose an animal to identify. Continue until all the animals have been guessed. See how many points each team has.

**5** **1.31** Listen and identify the animal sounds. Compare your ideas with a partner. Use the key phrases.

**6** Look at the questions and check the meaning of the words in blue. What do you think the animal is?

“ Does it live in the water, or on land?  
It lives on land and in the water.  
Has it got wings / legs / a tail?  
It's got legs and a tail.  
How many legs has it got? Four.  
Is it bigger or smaller than a dog?  
It's bigger than a dog.  
Does it eat other animals? Yes, it does.  
Does it live in this country? No, it doesn't.  
Is it dangerous? Yes, it is.  
What colour is it? Green and brown. ”

**7** **USE IT!** Work in pairs. Play a guessing game. Think of an animal in exercise 4. Ask questions to identify your partner's animal.

Does it live in the water or on land?      It lives in the water.

**Finished?**  
Look at the animals in exercise 4. Which animals live in the water, on land or both?

33

**ANSWERS**

- 1 frog 2 elephant 3 camel  
4 giraffe 5 butterfly 6 scorpion  
7 snake 8 panda 9 gorilla 10 eagle  
11 rabbit 12 whale 13 crocodile  
14 spider 15 ostrich 16 bat

**Exercise 5** **1-31**

Play the audio for students to identify the animal sounds. Play the audio again, pausing after each sound. Put students into pairs to compare their ideas. Ask them to use the key phrases. Check answers with the class.

**ANSWERS**

- 1 camel 2 whale 3 monkey  
4 eagle 5 frog 6 bat

**Optional activity: Vocabulary**

Ask students to choose three animals from exercise 4 and write them as jumbled words, e.g. *awehl* (whale). When they have finished, ask them to close their books and swap words with a partner. They try to unscramble the words they have been given. Students could repeat with a different partner for more practice.

**Exercise 6**

Read through the questions with the class and elicit or explain the meaning of the words in blue. Ask two confident students to read out the questions and answers, and ask other students to guess the animal. With **weaker classes**, use the questions to remind students how to form questions in the present simple.

**ANSWER**

a crocodile

**Exercise 7 USE IT!**

Read out the instructions and check that students understand them. Students look at the example question and answer. Demonstrate if necessary by thinking of an animal yourself and getting students to ask you questions to guess what it is. Students play the guessing game in pairs. See who guessed correctly.

**ANSWERS**

Students' own answers.

**Finished?**

Refer **fast finishers** to the **Finished?** activity. Students can write their lists individually and compare with another fast finisher. Alternatively, ask them to read their lists to the class. Create lists on the board and invite other students to suggest more animals to add.

**More practice**

Workbook page 28

**Assessment**

Five-minute test, Teacher's Resource Disk

## Reading • The ugliest animals?

### Aim

Read a text for specific information.

### THINK!

Read the question with the class and check that students understand *ugly*. Put students into pairs to discuss which animals in the box are ugly. You could ask them to list the animals in order, from ugly to not ugly. Ask pairs to report back to the class, and ask other students to say if they agree or disagree. Encourage as many students as possible to join in and express their opinions.

### ANSWERS

Students' own answers.

### Exercise 1

Ask students to read the three sentences and check the meaning of the words in blue. Read out the sentences and check that students understand everything. Read out the question and point out to students that for this task they need to think about the writer's point of view. Students read the text and answer the question. They can compare their ideas in pairs. Check answers with the class, encouraging students to point to sentences in the text which confirm the answer.

### ANSWER

The writer agrees with sentences 1 and 3.

### Exercise 2 1-32

Read through the sentences with the class and make sure students understand *rare*. Point out that for this task students need to read and listen carefully for specific information, to find out if the sentence is true or false. With **stronger classes**, you could ask students to correct the false sentences. Check answers with the class.

### ANSWERS

1 true 2 false (It lives 1,000 metres under the sea.) 3 true 4 false (We often see information.) 5 true

### Optional activity: Reading

Write the following questions on the board or dictate them to the class:

- 1 Where does the blobfish live?
- 2 Why is the blobfish famous?
- 3 How many species become extinct each year?
- 4 What are the names of the two other animals in the photos?

Students work in pairs to answer the questions from memory, then check their answers in the text. Check answers with the class.

## 3 READING • The ugliest animals?

I can read for specific information.

THINK! Look at the animals in the box. Which animals do you think are ugly?

eagle gorilla frog spider bat crocodile



The blobfish isn't the most beautiful fish on the planet and it isn't the most common. It's a dull colour and you don't usually see it because it lives 1,000 metres under the seas near Australia.

But now the blobfish is famous because people say that it's the ugliest animal in the world. There are photos and articles about it in magazines and on the internet. This is really good for the blobfish and for other 'ugly' animals. But why?

Every year, thousands of species of animals become extinct. We often see information about the most interesting, the most beautiful and the most colourful, such as whales, butterflies or pandas. But some of the ugliest animals are also some of the rarest, and they also need our help.

On lists of the world's 'ugliest' animals, the blobfish is often number one, but there are other fantastic creatures on the lists. For example, the monkey with the biggest nose (the proboscis monkey) and the frog with the weirdest face (the purple frog).

Are they really ugly? No, they're interesting and rare. The best idea is to protect all animals.

1 Check the meaning of the words in blue in sentences 1–3. Then read the text. Which sentences does the writer agree with?

- 1 It's important to protect all animals because they are all interesting.
- 2 It's best to protect the beautiful species, not the ugly ones.
- 3 A lot of species become extinct every year. Animals in danger need our help.



2 1-32 Read and listen to the text again and write true or false.

- 1 The blobfish is quite rare.
- 2 The blobfish sometimes lives in rivers.
- 3 It's good that there are photos and articles about the blobfish.
- 4 There's a lot of information about pandas, but not whales.
- 5 The purple frog is on the ugliest animals list.

3 VOCABULARY PLUS Use a dictionary to check the meaning of the words in blue in the text. For more practice go to page 32 in the Workbook.

4 USE IT! Work in pairs. Do you know the names of any animals in danger? Which animals do you think are ugly and beautiful?

### 34 Wild life

### ANSWERS

- 1 under the seas near Australia
- 2 Because people say it is the ugliest animal in the world.
- 3 thousands of species
- 4 the proboscis monkey and the purple frog

### Exercise 3 VOCABULARY PLUS

Students use a dictionary to check the meaning of the words in blue in the reading text. Discuss the meanings with the class. You could ask students to translate the words into their own language to check understanding.

### ANSWERS

Students' own answers.

Workbook page 32 exercise 5

### Optional activity: Vocabulary plus

Students work in pairs to make pairs of opposites with the adjectives in blue. Check answers with the class.

### ANSWERS

beautiful – ugly, common – rare, dull – colourful

### Exercise 4 USE IT!

Allow students time to prepare their answers to the questions individually. They then discuss the questions in pairs. Ask some students to report back to the class, and discuss as a class which animals are in danger and which animals are ugly or beautiful.

### ANSWERS

Students' own answers.

### More practice

Workbook page 32

Practice Kit

### 3 LANGUAGE FOCUS • Superlative adjectives

I can use superlative adjectives to talk about my country.

1 Can you remember the rules about comparative adjectives on page 17? Look at words 1–5. Then complete the rule about comparative adjectives.

- 1 weird → weirder
- 2 colourful → more colourful
- 3 rare → rarer
- 4 ugly → uglier
- 5 big → bigger

#### RULE

We form regular comparative adjectives with \_\_\_\_\_ and \_\_\_\_\_.

2 Find the superlative forms of adjectives 1–5 in the text on page 34. Then complete the rule.

- 1 weird → \_\_\_\_\_ (short)
- 2 colourful → \_\_\_\_\_ (long)
- 3 rare → \_\_\_\_\_ (ending in -e)
- 4 ugly → \_\_\_\_\_ (ending in -y)
- 5 big → \_\_\_\_\_ (double consonant)
- 6 good → \_\_\_\_\_ the best (irregular)
- 7 bad → \_\_\_\_\_ the worst (irregular)
- 8 far → \_\_\_\_\_ the furthest (irregular)

#### RULE

We form regular superlative adjectives with *the* + \_\_\_\_\_ and *the* + \_\_\_\_\_.

3 Complete the text using the superlative form of the adjectives in brackets.

## Wild Canada!

When is the best time to visit?

The <sup>1</sup> \_\_\_\_\_ (hot) month is July and the <sup>2</sup> \_\_\_\_\_ (cold) month is January. The <sup>3</sup> \_\_\_\_\_ (nice) month here is September.

Are there any mountains?

Yes, there are. The <sup>4</sup> \_\_\_\_\_ (high) mountains are the Rockies.

Where are the <sup>5</sup> \_\_\_\_\_ (good) places to go?

The <sup>6</sup> \_\_\_\_\_ (beautiful) area of Canada is Jasper National Park.

What animals can I see?

Some of the <sup>7</sup> \_\_\_\_\_ (interesting) animals in the park are bears and caribou.



Wild life 35

### STUDY STRATEGY

#### Improving your grammar

Inventing example sentences is a good way to remember grammar rules and improve your grammar.

4 Read the study strategy. Then write five example sentences with your ideas. Use the adjectives and the topics in the boxes. Compare your examples with a partner.

good bad boring pretty nice horrible

film star animal team friend place food

The best football team is Arsenal.

The most horrible animals are spiders.

5 Read the information in exercise 3 again. Write questions with superlative adjectives for answers 1–6.

- 1 July
- 2 January
- 3 September
- 4 the Rockies
- 5 Jasper National Park
- 6 bears and caribou

6 USE IT! Work in groups. Think about your country. Ask and answer the questions in exercise 5. Make a note of your answers. Tell another group your answers.

We think that the hottest month is August ...

#### Finished?

Write sentences about your country with your information in exercise 6.

## Language focus • Superlative adjectives

### Aim

Talk about your country using superlative adjectives.

### Warm-up

With books closed, write the names of three animals on the board, e.g. *bear*, *snake*, *octopus*. Ask: *Which are ugly and which are beautiful? Is a snake uglier than an octopus? Is a bear more beautiful than a snake?* As students answer, write sentences with comparative adjectives on the board. Ask: *Which is the ugliest of the three? Which is the most beautiful?* Elicit answers and write sentences with superlative adjectives on the board. Underline the comparative and superlative adjectives and tell students they are going to study these now.

### Exercise 1

Read through the comparative forms with the class and elicit the words to complete the rules. Elicit the spelling rules for comparative adjectives that use *-er* (see the Language note below).

#### ANSWERS

*-er, more*

### Language note

For most short adjectives, we form comparatives by adding *-er*: *old – older*. If the adjective ends in *-e*, we just add *-r*: *safe – safer*. Final *-y* changes to *-ier*: *pretty – prettier*. We sometimes double the final consonant: *big – bigger*. Some comparative adjectives are irregular: *good – better*, *bad – worse*. We use *than* in comparisons: *It's older than New York*. (NOT *It's older that New York*.)

### Exercise 2

Students find the superlative adjectives 1–5 in the text. Check answers with the class and go through all the adjectives,

pointing out the spelling changes and the irregular forms. Elicit the correct words to complete the rules. Play the grammar animation.

#### ANSWERS

- 1 the weirdest
- 2 the most colourful
- 3 the rarest
- 4 the ugliest
- 5 the biggest
- 6 the best
- 7 the worst
- 8 the furthest

Rules: *-est, most*

### Language note

For most short adjectives, we form superlatives by adding *-est*: *old – older – oldest*. If the adjective ends in *-e*, we just add *-st*: *safe – safer – safest*. Final *-y* changes to *-ier*: *pretty – prettier – prettiest*. We sometimes double the final consonant: *big – bigger – biggest*. Some superlative adjectives are irregular: *good – better – best*, *bad – worse – worst*. We use *the* with superlative adjectives: *It's the ugliest animal*. (NOT *It's ugliest animal*.)

### Exercise 3

Students read and complete the text, then compare their answers in pairs.

#### ANSWERS

- 1 hottest
- 2 coldest
- 3 nicest
- 4 highest
- 5 best
- 6 most beautiful
- 7 most interesting

### Exercise 4

Read the study strategy with the class. Students write their sentences individually, then compare with their partners.

### Exercise 5

Students write the questions then compare in pairs. Check the answers with the class.

#### ANSWERS

- 1 What is the hottest month?
- 2 What is the coldest month?
- 3 What is the nicest month?
- 4 What are the highest mountains?
- 5 What is the most beautiful area of Canada?
- 6 What are some of the most interesting animals in the park?

### Exercise 6 USE IT!

Allow students time to prepare their answers individually. Put students into groups to ask and answer the questions.

### Finished?

Refer **fast finishers** to the **Finished?** activity. Students can write their sentences individually and compare with another fast finisher. Alternatively, ask them to read their sentences to the class.

### More practice

Workbook page 29

### Assessment

Five-minute test, Teacher's Resource Disk

# Vocabulary and listening • Amazing animals

## Aim

Understand a podcast about animal skills.

## THINK!

Read the sentence with the class and elicit responses from individual students. Ask more questions to encourage longer answers, e.g. *How fast do you think ostriches can run? What other animals can run fast?*

## ANSWERS

Students' own answers.

## Exercise 1 1-33

Check that students understand *skills*. Students use their dictionaries to check the meaning of the verbs in the box and complete the questions in the quiz. With **weaker classes**, students could work in pairs for this. Play the audio for students to check their answers.

## ANSWERS

1 hear 2 grow 3 kill 4 drink  
5 survive 6 see 7 see 8 fly 9 run

## Exercise 2

Students work in pairs to answer the questions in the quiz. Do not check the answers at this stage.

## Exercise 3 1-34 page T149

Play the audio. Students listen and check their answers to the quiz. Point out that students must listen very carefully to hear the details of each answer. Check answers with the class. See which pair got the most correct answers, and ask students which animal they think is the most amazing and why.

## ANSWERS

1 a 2 c 3 c 4 b 5 b 6 c

## Exercise 4 1-34 page T149

Allow students time to read the sentences. Point out that students must listen very carefully to hear the specific information they need. Play the audio again. Students decide which extra pieces of information they hear. Check answers with the class. With **weaker classes**, play the audio again, if necessary, pausing after the relevant parts for students to hear the extra information.

## ANSWERS

b and c

## 3 VOCABULARY AND LISTENING • Amazing animals

I can understand a podcast about animal skills.

THINK! Name three fast-running animals.

## Animal skills quiz

Some animals are fast, some are big and strong. Some are intelligent, some are dangerous. What do you know about animals and their skills?

- Can elephants <sup>1</sup> \_\_\_\_\_ with their ears and their feet?  
a) Yes, they can.  
b) No, they can't.  
c) Some can and some can't.
- How big can a gorilla <sup>2</sup> \_\_\_\_\_?  
a) 150 kilos  
b) 200 kilos  
c) 250 kilos
- Some scorpions are dangerous. Can a scorpion <sup>3</sup> \_\_\_\_\_ a human?  
a) Yes, it can.  
b) No, it can't.  
c) Some can and some can't.
- Camels don't <sup>4</sup> \_\_\_\_\_ a lot of water. How many months can a camel <sup>5</sup> \_\_\_\_\_ without water?  
a) Three months  
b) Six months  
c) Nine months
- How far can an eagle <sup>6</sup> \_\_\_\_\_? It can <sup>7</sup> \_\_\_\_\_ a small animal from a distance of:  
a) 500 metres.  
b) one kilometre.  
c) more than one kilometre.
- Ostriches can't <sup>8</sup> \_\_\_\_\_, but how fast can they <sup>9</sup> \_\_\_\_\_?  
a) Six kilometres an hour  
b) Sixteen kilometres an hour  
c) Sixty-five kilometres an hour



- 1-33 Check the meaning of the verbs in the box. Look at the quiz and complete the questions with eight of the verbs. Listen and check your answers.

swim drink hear communicate  
fly jump survive kill climb  
grow move run see (x2)

- 2 Work in pairs. Answer questions 1-6 in the quiz.

- 1-34 Listen to a podcast about the animals in the quiz and check your answers. How many correct answers have you got?

- 1-34 Listen again. What two extra pieces of information do you hear? Choose from a-d.  
a) Scorpions are intelligent.  
b) Some of the smallest scorpions are the most dangerous.  
c) Ostriches are the heaviest, fastest, tallest birds.  
d) Some monkeys can speak.

- 5 USE IT! Work in pairs. Ask and answer the questions about the animals in unit 3. Who can answer the most questions?

- 1 Which animal moves very quickly?
- 2 Which animal doesn't run, fly or swim?
- 3 Which animal jumps and swims?
- 4 Which animal doesn't grow bigger than this book?
- 5 Which animal doesn't drink a lot of water?
- 6 Which animal climbs better than a gorilla?

## Finished?

Look again at exercise 5 and write more questions using the verbs in exercise 1 and the animals in unit 3.



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## Optional activity: Listening

Dictate these questions to the class, or write them on the board.

- 1 How do elephants hear with their feet?
- 2 What helps gorillas to survive?
- 3 What examples of animals communicating does the podcast give?
- 4 What is our most important skill, according to the podcast?

Students work in pairs and discuss the answers to the questions from memory. Play the audio again for them to check their answers.

## ANSWERS

- 1 They feel sounds in the ground.
- 2 They are big, strong and intelligent.
- 3 whales and monkeys
- 4 We can speak.

## Exercise 5 USE IT!

Allow students time to prepare their answers individually. Point out that they can talk about any of the animals in this unit. Students then ask and answer the questions in pairs. Discuss the answers with the class and see which students answered the most questions.

## ANSWERS

Students' own answers.

## Finished?

Refer **fast finishers** to the *Finished?* activity. Students can write their questions individually and swap with another fast finisher to answer. Alternatively, ask them to read their questions to the class. See if other students can answer them.

## More practice

Workbook page 30  
Practice Kit

## Assessment

Five-minute test, Teacher's Resource Disk

### 3 LANGUAGE FOCUS • can for ability • Questions with How ... ?

I can talk about abilities.

#### can for ability

1 Complete the examples from the quiz on page 36. Then choose the correct answers in rules 1–4.

- An eagle <sup>1</sup> \_\_\_\_\_ see a small animal ...  
 Ostriches <sup>2</sup> \_\_\_\_\_ fly.  
<sup>3</sup> \_\_\_\_\_ a scorpion kill a human? Yes, it  
<sup>4</sup> \_\_\_\_\_ / No, it <sup>5</sup> \_\_\_\_\_.  
<sup>6</sup> \_\_\_\_\_ elephants hear with their ears and  
 their feet? Yes, they <sup>7</sup> \_\_\_\_\_ / No, they  
<sup>8</sup> \_\_\_\_\_.

#### RULES

- We use **can / can't** in affirmative sentences.
- We use **can / can't** in negative sentences.
- We use **do and does / can and can't** in questions and short answers.
- The **he / she / it** forms of **can** are **different / the same**.

2 Complete the dialogue with **can** and **can't**.

Parrot I'm very intelligent. I <sup>1</sup> can speak five languages.

Snake <sup>2</sup> \_\_\_\_\_ you speak human languages?

Parrot Yes, I <sup>3</sup> \_\_\_\_\_. Can you speak many

languages?

Snake No, I <sup>4</sup> \_\_\_\_\_,

but I <sup>5</sup> \_\_\_\_\_

eat animals

which are

bigger than

me.

Parrot Oh!



3 Write about your abilities. Use the ideas in the box. Then ask and answer questions with a partner.

swim 25 metres dance salsa sing a song  
 name 10 animals in English cook a meal  
 run backwards with your eyes closed  
 eat 4 hot dogs play a musical instrument

I can't swim 25 metres.

Can you swim 25 metres?

No, I can't.

#### Questions with How ... ?

4 Look at the examples of questions with **How ... ?**. How do you ask these questions in your language?

- How far can an eagle see?  
 How big can a gorilla grow?

5 Complete the quiz questions with the words in the box. Then listen and check.

far long tall heavy fast many

... is a new baby?

How heavy is a new baby?

1 ... can the fastest person run?

2 ... countries are there in the world?

3 ... is an adult giraffe?

4 ... is an adult crocodile?

5 ... is the North Pole from the South Pole?

6 Look at the key phrases. Answer the questions in exercise 5 with the answers in the box. Use the key phrases. Then compare your answers with a partner.

#### KEY PHRASES

##### Estimating

A new baby is usually between 2.5 and 4.5 kilos.

Gorillas can grow to around 250 kilos.

Camels can survive about six months without water.

2.5 and 4.5 kilos 44 kilometres an hour  
 5 and 6 metres 4 metres 196  
 20,014 kilometres

I think that a new baby is between 2.5 and 4.5 kilos.

7 USE IT! Ask and answer questions with **How ... ?**. Find people in the class with the same answers as you.

How far ... ? How tall ... ?  
 How fast ... ? How many ... ?

How far can you swim?

I can swim about 100 metres.

#### Finished?

Invent more questions for the quiz in exercise 5.

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#### Exercise 3

Read through the ideas in the box with the class and check that students understand them all. Students write their sentences individually. With **stronger classes**, students could write one or two more sentences with their own ideas. Students ask and answer the questions in pairs.

#### ANSWERS

Students' own answers.

#### Questions with How ... ?

#### Exercise 4

Read out the examples and elicit how students would ask the questions in their own language.

#### ANSWERS

Students' own answers.

#### Exercise 5 1-35

Read out the example and elicit another from the class. Students complete the quiz questions then compare their answers in pairs. Play the audio for them to listen and check.

#### ANSWERS

- 1 How fast 2 How many 3 How tall  
 4 How long 5 How far

#### Exercise 6

Read the key phrases with the class and check that students understand them all. Students write answers to the questions in exercise 5 then compare with a partner. With **weaker classes**, students could write their answers in pairs then compare with another pair. Check answers with the class.

#### ANSWERS

- 1 around 44 kilometres an hour  
 2 196  
 3 between 5 and 6 metres  
 4 around 4 metres  
 5 20,014 kilometres

#### Exercise 7 USE IT!

Allow students time to prepare their questions. Ask some students to read their questions to the class and correct any errors. Students prepare their own answers.

#### ANSWERS

Students' own answers.

#### Finished?

Refer **fast finishers** to the **Finished?** activity. Students can write their questions individually then ask and answer them with another fast finisher. Alternatively, ask fast finishers to read their questions to the class.

#### More practice

Workbook page 31

#### Assessment

Five-minute test, Teacher's Resource Disk

## Language focus • can for ability • Questions with How ... ?

#### Aim

Talk about abilities using **can** and questions with **How ... ?**

#### Warm-up

With books closed, ask students about the animals on page 36, e.g. *What can ostriches do? What can camels do?* Elicit answers and write sentences on the board, e.g. *Ostriches can run fast. Camels can survive without water.* Underline **can** and ask students to translate the sentences into their own language.

#### can for ability

#### Exercise 1

Students complete the examples from the quiz. Check answers, and check that students understand the difference between

**can** and **can't**. Read through the rules with the class and elicit the correct answers. Play the grammar animation.

#### ANSWERS

- 1 can 2 can't 3 Can 4 can  
 5 can't 6 Can 7 can 8 can't

Rules: 1 **can** 2 **can't** 3 **can** and **can't**  
 4 the same

#### Language note

**can** and **can't** are the same for all persons: *I can / can't, you can / can't, he can / can't*, etc. **can / can't** is always followed by the base form of the verb: *He can swim.* (NOT *He can swims.*)

We form questions by putting **can** before the subject: *Can they swim?* (NOT *Do they can swim?*)

#### Exercise 2

Students complete the dialogue with **can** and **can't**, then compare their answers in pairs. Check answers with the class.

#### ANSWERS

- 1 can 2 Can 3 can 4 can't 5 can

## Speaking • Asking for permission

### Aim

Ask for permission to do things.

### THINK!

Check that students understand *ask for permission*. Focus on the places in the box. Read the question with the class and elicit answers from individual students. Ask more questions to encourage students to say more, e.g. *Who do you usually ask for permission? What do you ask permission for?*

### ANSWERS

Students' own answers.

### Exercise 1

Focus on the photo and elicit some possible situations. Encourage students to speculate.

### ANSWER

Students' own answer.

### Exercise 2 1-36

Allow students time to read through the gapped dialogue. Play the video or audio for students to watch or listen and complete the dialogue with the phrases in the box. Play the video or audio again for students to check their answers. Check answers with the class then ask the question from exercise 1 again. Elicit the answer.

### ANSWERS

- 1 watch that wildlife programme on TV
- 2 It's really good.
- 3 it's time for dinner
- 4 watch TV later

She can watch the TV programme later.

### Optional activity: Speaking

Play the audio or video again, pausing after each question asking for permission. Get students to repeat the questions and encourage them to copy the intonation on the recording.

### Exercise 3

Students work individually or in pairs to match the phrases with the sentences in the dialogue. Check answers then put students into pairs to practise the new dialogue.

### ANSWERS

- 1 b 2 d 3 a 4 c

## 3 SPEAKING • Asking for permission

I can ask for permission to do things.



THINK! Look at the places in the box. Where do you usually ask for permission?

at home in a shop in a park at school

Lottie Dad.  
Dad Yes?  
Lottie Is it OK if I <sup>1</sup> \_\_\_\_\_?  
Dad No, I'm afraid you can't.  
Lottie But Dad, why not? <sup>2</sup> \_\_\_\_\_.  
Dad I'm sorry, but <sup>3</sup> \_\_\_\_\_.  
Lottie Oh, OK. Can I <sup>4</sup> \_\_\_\_\_, then?  
Dad Yes, of course you can.  
Lottie Great. Thanks, Dad.



1 Look at the photo. What is the situation?

2   136 Watch or listen and complete the dialogue with the phrases in the box. Check your answer to exercise 1. When can Lottie watch the TV programme?

It's really good watch TV later  
watch that wildlife programme on TV  
it's time for dinner

3 Look at the dialogue again. Match phrases a-d with 1-4 in the dialogue to create a new situation. Then practise the dialogue.

- a I think you've got homework
- b go to the cinema with Hana
- c go at the weekend
- d There's a really good film

4 Match a-f with 1-3 in the key phrases. There is more than one correct answer.

- a you're always on the computer
- b watch TV
- c it's late and you've got school tomorrow
- d go to a friend's house
- e use the computer
- f you need to help with the housework now

### KEY PHRASES

#### Requesting permission


- 1 Is it OK if I / we \_\_\_\_\_?
- 2 Can I / we / you \_\_\_\_\_?


#### Giving permission

Yes, of course you can.

#### Refusing permission

- No, I'm afraid you can't.
- I'm sorry, but \_\_\_\_\_.

5  Work in pairs. Make mini-dialogues with the situations in exercise 4 and the key phrases.

6  USE IT! Work in pairs. Look at the situation. Prepare and practise a new dialogue. Use the dialogue in exercise 2 and the key phrases.

You want to use the computer in your classroom. Ask your teacher for permission.



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### Exercise 4

Read through the gapped key phrases with the class. Ask students to find the key phrases in the dialogue, and check they understand everything. Remind students that they should try to learn key phrases. Students match a-f with 1-3 in the key phrases. Check answers with the class.

### ANSWERS

- a 3 b 1 and 2 c 3 d 1 and 2  
e 1 and 2 f 3

### Exercise 5

Demonstrate by working with a confident student and creating a mini-dialogue, taking one of the roles yourself. Students work in pairs to prepare and practise their mini-dialogues. Monitor while they are working and encourage them to use intonation to make the dialogue realistic. Ask some pairs to perform their dialogues for the class.

### ANSWERS

Students' own answers.

### Exercise 6 USE IT!

Students work in pairs to prepare a new dialogue for the situation in the box. Students swap roles and practise again. Ask some students to perform their dialogues for the class.

### ANSWERS

Students' own answers.

### Optional activity: Speaking

Students could work in pairs and create a new dialogue using their own ideas for a situation. With **weaker classes**, you could brainstorm some ideas for situations first. Ask some pairs to perform their dialogues for the class.

### More practice

Workbook page 35

Practice Kit

**THINK!** Look at the animals on pages 32 and 33. Which animals are in danger? Which animals do you want to protect?


LET'S PROTECT ...

## The Philippine eagle

**What is it?**  
The Philippine eagle lives in the forests of the Philippines. Adult birds can be one metre long and can weigh eight kilos. It's one of the biggest birds in the world. It eats snakes and small animals such as bats, rats and small monkeys.

**What's the problem?**  
The Philippine eagle is now in danger and it's very rare. The biggest problem is human activity like farming.

**How can we help?**  
You can find information on the website of the Philippine Eagle Foundation. The website explains how we can help to protect it. For example, it's possible to 'adopt' an eagle.



- 1 Check the meaning of the words in the box. Which of these do you think is a problem for the Philippine eagle? Read the information leaflet and check.

farming pollution hunting fishing

- 2 Read the text again. Why is the Philippine eagle special? What kinds of animals does it eat?
- 3 Complete the key phrases with words from the text.

#### KEY PHRASES

##### Describing animals in danger

- 1 They can weigh / grow to / be \_\_\_\_\_.
- 2 It's one of the \_\_\_\_\_.
- 3 The \_\_\_\_\_ is now in danger.
- 4 You can find information \_\_\_\_\_.

#### Language point: Giving examples

- 4 Look at the phrases in blue in the text. Which can we use at the start of a sentence? Which has a comma (,) after it?
- 5 Complete the sentences. Use *such as*, *like*, *For example* and your own ideas.
- 1 I like big animals ...
  - 2 In my country you can visit beautiful places ...
  - 3 Some small animals are dangerous. ... or ...

- 6  **USE IT!** Follow the steps in the writing guide.

#### WRITING GUIDE

##### A TASK

Find information about the Galapagos penguin or another animal in danger. Write an information leaflet about it.

##### B THINK AND PLAN

- 1 Where does the animal live and what does it eat?
- 2 How rare is the animal?
- 3 Why is it in danger?
- 4 Where can we find information about it?
- 5 How can we help to protect it?

##### C WRITE

Paragraph 1: What is the animal?  
Paragraph 2: What is the problem?  
Paragraph 3: How can we help?

##### D CHECK

- comparative and superlative forms
- giving examples
- *can / can't*



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## Writing • Animals in danger

### Aim

Write an information leaflet about animals in danger and give examples.

### THINK!

Ask the questions to the class and elicit answers from individual students. Ask more questions to encourage students to speak more, e.g. *Which other animals are in danger? Why do you want to protect these animals? How can we protect them?*

### ANSWERS

Pandas, gorillas, whales and elephants are in danger. Students' own answers.

### Exercise 1

Read the question with the class and check they understand *Philippines*. Students check the meaning of the words in the box using their dictionaries. Students work in pairs to discuss which they think is a problem

for the Philippine eagle. Students read the informational leaflet to check their answer.

### ANSWER

farming

### Exercise 2

Students read the text again and answer the questions. Check answers with the class, and check students understand *adopt*.

### ANSWERS

It's one of the biggest birds in the world, and it's in danger and very rare. It eats snakes and small animals such as bats, rats and small monkeys.

### Exercise 3

Students complete the key phrases. Check answers and check that students understand all the phrases.

### ANSWERS

- 1 eight kilos / one metre long
- 2 biggest birds in the world
- 3 Philippine eagle
- 4 on the website (of the Philippine Eagle Foundation)

## Language point: Giving examples

### Exercise 4

Focus on the phrases in blue in the text and elicit that they are all used for giving examples. Elicit which one we can use at the start of a sentence and which one has a comma after it. Point out that although the three phrases have a similar meaning, they are used in different ways in a sentence.

### ANSWERS

We can use *For example* at the start of a sentence. *For example* has a comma after it.

### Exercise 5

Students complete the sentences then check their answers in pairs. Ask some students to read their sentences to the class. Correct any errors.

### ANSWERS

Students' own answers.

### Optional activity: Writing

Write the following on the board:

- 1 What can you do?
- 2 What do we know about it?
- 3 Who knows about the problem?
- 4 Why is it in danger?

Ask students to look at the text again and replace the three question headings in the text with three of the questions on the board. Check answers with the class and point out that in an information leaflet it is a good idea to have sub-headings, and questions are a good way of making the reader think.

### ANSWERS

- 1 What do we know about it?
- 2 Why is it in danger?
- 3 What can you do?

### Exercise 6 USE IT!

Read the task with the class. Students answer the questions and plan their leaflets. Read through the paragraph structure with the class. Students write their leaflets. This can be set for homework. Remind students to check their grammar and spelling carefully.

### More practice

Workbook page 33

Practice Kit

### End-of-unit activities

Progress Review, Workbook page 34

\* Vocabulary and language focus worksheet,

Teacher's Resource Disk

\*\* Vocabulary and language focus worksheets,

Teacher's Resource Disk

\*\*\* Vocabulary and language focus

worksheets, Teacher's Resource Disk

Speaking worksheet, Teacher's

Resource Disk

# Review

## Vocabulary

### Exercise 1

Students complete the animals. Check answers with the class.

#### ANSWERS

- 1 ostrich 2 whale 3 elephant  
4 bear 5 eagle 6 camel 7 scorpion  
8 butterfly 9 bat 10 giraffe

### Exercise 2

Students complete the text with the verbs in the box. Check answers with the class and elicit the animal.

#### ANSWERS

- 1 grow 2 run 3 fly 4 climb  
5 jump 6 communicate 7 drink  
8 swim 9 hear

The animal is an elephant.

## Language focus

### Exercise 3

Read through the information in the table with the class and check they understand everything. Focus on the first prompt and elicit the answer. Students then write the sentences. With **weaker classes**, students could work in pairs for this activity. With **stronger classes**, students could write one more comparative or superlative sentence using the information. Check answers with the class.

#### ANSWERS

- 1 The golden eagle is the rarest.  
2 The golden eagle is rarer than the lovebird.  
3 The golden eagle is the heaviest.  
4 The crow is heavier than the lovebird.  
5 The lovebird is more colourful than the golden eagle.  
6 The crow is the most intelligent.

### Exercise 4

Students complete the sentences so they are true for them. Put students into pairs to compare their answers. Ask some students to tell the class what their partner can and can't do. As an extension, ask students to think of one more interesting or unusual thing they can do. You may have to help with vocabulary, but students will probably enjoy telling the class about their talents!

#### ANSWERS

Students' own answers.

### Exercise 5

Elicit the first question and answer as an example. Students write the questions and answers then compare in pairs. Check answers with the class.

## 3 REVIEW

### Vocabulary

#### 1 Complete the animals with the missing vowels.

- 1 \_str\_ch                      6 c\_m\_l  
2 wh\_l                        7 sc\_rp\_n  
3 \_l\_ph\_nt                    8 b\_tt\_rfly  
4 b\_r                         9 b\_t  
5 \_gl\_                        10 g\_r\_ff\_

#### 2 Complete the text with the verbs in the box. Then guess the animal.

climb communicate drink fly  
grow hear jump run swim

It isn't a small animal. It can <sup>1</sup> \_\_\_\_\_ to between 2,000 and 6,500 kilos as an adult. That's heavy! It can <sup>2</sup> \_\_\_\_\_ fast – forty kilometres an hour – but it definitely can't <sup>3</sup> \_\_\_\_\_. It can <sup>4</sup> \_\_\_\_\_ trees, but it can't <sup>5</sup> \_\_\_\_\_ high. It makes noises with its long nose, called a trunk, to <sup>6</sup> \_\_\_\_\_ with other animals. It also uses its trunk to <sup>7</sup> \_\_\_\_\_ water. It likes water and it can <sup>8</sup> \_\_\_\_\_ well. It has got huge ears and it can <sup>9</sup> \_\_\_\_\_ well. This is the largest land animal on Earth. What is it?

### Language focus

#### 3 Look at the information. Write sentences using the comparative and superlative forms of the adjectives.

	Crow	Golden eagle	Lovebird
rare	✓	✓✓✓	✓
weight	370–650 g	3–7 kg	40–60 g
colourful	✓✓	✓✓	✓✓✓✓
intelligent	✓✓✓✓	✓✓✓	✓✓

- 1 the golden eagle / rare  
2 the golden eagle / rare / the lovebird  
3 the golden eagle / heavy  
4 the crow / heavy / the lovebird  
5 the lovebird / colourful / the golden eagle  
6 the crow / intelligent

## 40 REVIEW • Wild life

#### ANSWERS

- 1 Can monkeys speak English? No, they can't.  
2 Can butterflies hear? No, they can't.  
3 Can bears swim? Yes, they can.  
4 Can a whale survive without water? No, it can't.  
5 Can a spider kill a snake? Yes, it can.  
6 Can camels run fast? Yes, they can.

## Speaking

### Exercise 6

Students complete the dialogue with the words in the box. Check answers then ask students to practise the dialogue in pairs. As an extension, students could prepare a new dialogue with a different situation. Ask some pairs to perform their dialogues for the class.

#### ANSWERS

- 1 Is it OK if 2 I'm afraid you can't  
3 why not 4 I'm sorry, but 5 Can I go  
6 you can 7 Great 8 That's OK

#### 4 Complete the sentences with *can* or *can't* so they are true for you.

- 1 I \_\_\_\_\_ jump high.  
2 My dad \_\_\_\_\_ climb a tree.  
3 My mum \_\_\_\_\_ speak three languages.  
4 My best friend \_\_\_\_\_ swim 1,000 metres.  
5 My grandmother \_\_\_\_\_ use a computer.  
6 My teacher \_\_\_\_\_ count to 100 in Italian.

#### 5 Write questions and short answers. Use *can* and *can't*.

- 1 monkeys / speak English? *x*  
2 butterflies / hear? *x*  
3 bears / swim? ✓  
4 a whale / survive without water? *x*  
5 a spider / kill a snake? ✓  
6 camels / run fast? ✓

## Speaking

#### 6 Complete the dialogue with the words in the box.

Can I go Great I'm afraid you can't  
I'm sorry, but Is it OK if That's OK  
why not you can

- Luke <sup>1</sup> \_\_\_\_\_ I go to Matt's house tonight?  
Mum No, <sup>2</sup> \_\_\_\_\_.  
Luke But, Mum, <sup>3</sup> \_\_\_\_\_? He's got a new computer game.  
Mum <sup>4</sup> \_\_\_\_\_ your grandparents are here and you've got school tomorrow.  
Luke Oh, OK, <sup>5</sup> \_\_\_\_\_ on Saturday night, then?  
Mum Yes, of course <sup>6</sup> \_\_\_\_\_.  
Luke <sup>7</sup> \_\_\_\_\_ Thanks, Mum.  
Mum <sup>8</sup> \_\_\_\_\_ Can I speak to his parents before you go?  
Luke Sure.

## Listening

#### 7 Listen to a radio programme about pandas and choose the correct words.

- 1 There are about 1,864 / 1,804 pandas in the wild.  
2 Giant pandas live in the east / west of China.  
3 Cars / People are the biggest problem for giant pandas.  
4 Giant pandas eat / don't eat a lot.  
5 Baby pandas are very / quite small.  
6 An adult panda can weigh about 115 / 150 kilos.  
7 Giant pandas can / can't run fast.

## Listening

### Exercise 7 1-37 page T150

Allow students time to read the sentences. Play the audio for students to listen and choose the correct words. With **stronger classes**, you could ask students to work in pairs and predict some of the answers before they listen. Check answers with the class. Ask students if they have seen pandas in a zoo or on TV. Ask if they know any more about them.

#### ANSWERS

- 1 1,864 2 west 3 People 4 eat  
5 very 6 150 7 can't

### 3 PUZZLES AND GAMES

**1 ANIMAL ART.** Work in groups of three. Take turns to draw and guess animals from unit 3. One student draws an animal for the other two students. The first student to guess the correct animal wins a point. The winner is the student with the most points.

**2 ADJECTIVE RACE.** Work in teams. The teacher says an adjective from page 34. How many things can you write for each adjective in thirty seconds? You get one point for each thing. The team with the most points wins.

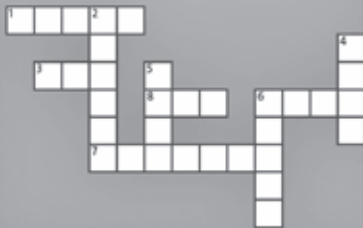
colourful - butterfly, fish, bag, notebook

**3 STAND IN ORDER.** Work in groups. Each student chooses an animal from page 32. Write your animal on a piece of paper. Look at the adjectives in the box. One person says a superlative, for example, 'the fastest!'. Stand in order, with the fastest animal on the left. Then repeat the activity with a different adjective.

big fast dangerous heavy  
intelligent rare pretty ugly



**4 Read the clues and complete the crossword.**



**5 WHAT AM I?** Work in pairs. Put the words in order to make sentences. Can you guess the animals?

1 legs / eight / got / I've.  
2 quite / big / I'm.  
3 I / swim / can.

What am I?

2 1 a / from / I'm / bird / Africa / large.  
2 run / can / I / fast.  
3 can't / fly / I.

What am I?

3 1 dangerous / a / very I'm / animal.  
2 got / big / I've / mouth very / a.  
3 green / and / long / I'm.

What am I?

**6 ASK ME A QUESTION!** Work in pairs. Follow the instructions.

- One of you is Student A and the other is Student B.
- Toss a coin. If the coin lands on 'heads', Student A asks a question. If the coin lands on 'tails', Student B asks a question. Use the words in the box for the questions. The first student to ask five questions is the winner.

How far ... ? How tall ... ?  
How fast ... ? How many ... ?

- 1 Gorillas don't often \_\_\_\_\_ trees.  
3 Ostriches can't fly but, they can \_\_\_\_\_ fast.  
6 My dog loves water - it can \_\_\_\_\_ very well.  
7 We can't \_\_\_\_\_ for a long time if we don't drink water.  
8 Golden eagles \_\_\_\_\_ rabbits and other small animals.
- ↓ 2 American black bears sleep for a long time in the coldest \_\_\_\_\_ of the year.  
4 Elephants usually have their feet on the ground - they can't \_\_\_\_\_.  
5 Cats have good ears - they can \_\_\_\_\_ better than humans.  
6 It is easier to survive in a foreign country if you \_\_\_\_\_ the language.

PUZZLES AND GAMES • Wild life 41

## Puzzles and games

### Exercise 1

Draw an animal on the board and get students to guess what it is. Put students into groups of three to draw animals and guess. Stop the game after a few minutes and see who in the class has the most points.

#### ANSWERS

Students' own answers.

### Exercise 2

Divide the class into teams of three or four. Read out adjectives from page 34 in turn and allow students 30 seconds to write as many things as they can. Write each adjective on the board and elicit what students wrote for each one. See which team has the most points.

#### ANSWERS

Students' own answers.

### Exercise 3

Read out the instructions and use the picture to explain the game. Ask students individually to choose an animal and write it on a piece of paper. Put students into groups and ask them to stand up. Ask each group to nominate someone to call out the superlative adjectives. The caller calls out a superlative adjective and students put themselves in order. Monitor and help while students are working. Encourage students to speak in English and negotiate their position in the order using comparatives and superlatives, e.g. *A bear is faster than a fish. An ostrich is the fastest.* Students could play a similar game about themselves, using adjectives such as *the oldest, the tallest, the fastest.*

#### ANSWERS

Students' own answers.

### Exercise 4

Students read the clues and complete the crossword. With **weaker classes**, students could work in pairs for this. With **stronger classes**, you could do it as a race. Check answers with the class.

#### ANSWERS

Across: 1 climb 3 run 6 swim

7 survive 8 eat

Down: 2 months 4 jump 5 hear

6 speak

### Exercise 5

Students work individually or in pairs to put the words in order and guess the animals. Check answers with the class. With **stronger classes**, students or fast finishers could work in pairs to make a similar puzzle of their own. They could swap with another pair and try to solve the puzzle they have been given.

#### ANSWERS

1 I've got eight legs.

I'm quite big.

I can swim.

octopus

2 I'm a large bird from Africa.

I can run fast.

I can't fly.

ostrich

3 I'm a very dangerous animal.

I've got a very big mouth.

I'm long and green.

crocodile

### Exercise 6

Read the instructions with the class and point out that in this game the important thing is to ask questions, not to answer them. Point out that for a question to count, it must be correctly formed, and students cannot repeat a question that has already been used. Students play the game in pairs. Monitor and help while they are working, and be prepared to step in and confirm whether a question is correct or not. Stop when one student has reached five questions.

#### ANSWERS

Students' own answers.

#### Assessment

Unit 3 tests, Teacher's Resource Disk

## Unit summary

### Vocabulary

School subjects: *art, English, geography, history, ICT, maths, PE, PSHE, science, Spanish*

Verbs: Studying languages: *ask questions, check, concentrate, know, learn, listen to, make notes, practise, read, repeat, revise, spell, understand, write*

### Language focus

Present continuous: affirmative and negative

Present continuous: questions

Present continuous and present simple

### Speaking

I can ask for help when I'm studying languages.

### Writing

I can write an email about my school.

## Vocabulary • School subjects

### Aim

Talk about school and school subjects.

### Background

Children in England usually start school in the September after their fourth birthday. They attend a primary school until the age of eleven, then move up to secondary school, where they stay until they are sixteen. From sixteen to eighteen, students can either stay at a secondary school or move to a college to do more specialist or vocational training.

Students generally study around ten subjects up to the age of sixteen. Those who remain in academic education after the age of sixteen usually choose just three or four subjects to study.

In this unit, students will read about Eton, an exclusive private school in Britain. Around 7% of children are currently privately educated in Britain. The majority of schools in Britain have school uniforms.

### THINK!

Put students into pairs to ask and answer the questions. Point out that at this stage they should just talk about the number of lessons they have, but they don't need to say what the lessons are if they don't know the words in English.

### ANSWERS

Students' own answers.

# 4 Learning world

VOCABULARY • School subjects  
I can talk about my school and school subjects.

✚ Extra listening and speaking p95  
✚ Culture p108  
✚ Project p113

**THINK!** How many lessons have you got today? When are your break times? Is today an easy day or a difficult day for you?

**1** 1:38 Look at pictures 1–10 then complete the questions with the words in the box. Listen and check your answers.

art English geography Spanish history  
PE<sup>1</sup> science PSHE<sup>2</sup> ICT<sup>3</sup> maths

<sup>1</sup>Physical Education <sup>2</sup>Personal, Social, Health and Economic Education  
<sup>3</sup>Information and Communication Technology

**2** Work in pairs. Ask and answer the questions in the *School questionnaire*.

### Exercise 1 1:38

Read through the gapped questions with the class and make sure students understand all the words in blue. Students complete the questions using pictures 1–10 and the words in the box. They can use their dictionaries to check the names of subjects, if necessary. With **weaker classes**, students could work in pairs to do this. With **stronger classes**, you could do it as a race. Check that students understand all the school subjects and model pronunciation of difficult words such as *science* and *geography*. Point out that *PE*, *PSHE* and *ICT* are pronounced as letters. Point out the pronunciation of *genius*. Play the audio for students to check their answers. Check answers with the class.

### ANSWERS

1 PE 2 geography 3 maths  
4 science 5 ICT 6 Spanish  
7 history 8 English 9 PSHE 10 art

### Exercise 2

Students ask and answer the questions in the *School questionnaire* in pairs. With **weaker classes**, allow students to prepare their answers first. Ask some students to tell the class something they learned about their partner. Elicit one or two example sentences from the class.

### ANSWERS

Students' own answers.

### Optional activity: Vocabulary

Ask students to choose three school subjects from page 42 and draw their own pictures to illustrate them. Encourage them to be creative! When they have finished, ask them to close their books and swap pictures with a partner. They try to guess the subjects they have been given. Students could repeat with a different partner for more practice.

**SUMMER TRIP**  
(Pin your photos here!)

**3** **1:39** Watch or listen. Why does Georgia like Wednesday? What language does Ben prefer?

**4** **1:39** Watch or listen again and complete the key phrases.

**KEY PHRASES**

Talking about school subjects

- I've got no / a bit of / loads of (maths) homework.
- Our (art) teacher is / isn't very / quite strict.
- I'm great / not great at \_\_\_\_\_.
- I'm really good at \_\_\_\_\_.
- I enjoy \_\_\_\_\_.
- I'm OK at \_\_\_\_\_.
- I prefer \_\_\_\_\_.

**4** Is your notebook organized?

**5** Have we got a / an class tomorrow?

**9** Is \_\_\_\_\_ a subject at your school?

**10** How many teachers are there in the school?

**5** **USE IT!** Complete the key phrases so that they are true for you. Then compare with your partner.

I'm really good at maths.

Me too!

I'm OK at maths.

**Finished?**  
Write two text messages to a friend. Invent a very good day at school and a very bad day at school.

**43**

**Exercise 3** **1-39** page T150

Play the video or audio for students to watch or listen and decide why Georgia likes Wednesdays and what language Ben prefers. Play the video or audio again for students to check their answers. With **weaker classes**, pause after each conversation to check that students have understood. Play the conversation again, if necessary, for students to hear the answer. Check answers with the class.

**ANSWERS**

Georgia likes Wednesday because she has her two favourite subjects: maths and geography.  
Ben prefers Spanish.

**Exercise 4** **1-39** page T150

Allow students time to read through the gapped key phrases. Play the video or audio again for students to complete the phrases. Check answers and check that students understand all the key phrases. With **stronger classes**, you could elicit a few more phrases, e.g. *I'm very bad at ...*, *I love ...*, *I don't enjoy ...*

**ANSWERS**

- I've got a bit of maths homework.
- Our art teacher is very strict.
- I'm not great at science.
- I'm really good at history.
- I enjoy French.
- I'm OK at French.
- I prefer Spanish.

**Exercise 5 USE IT!**

Students complete the key phrases so that they are true for them. Ask two confident students to read out the example conversation. Elicit one or two questions that students could ask their partner about school subjects, e.g. *What are you good at? Do you enjoy English? Do you prefer maths or French? Is your maths teacher strict?* With **weaker classes**, write some example questions on the board. Students ask and answer the questions in pairs. Ask some students to tell the class something they learned about their partner.

**ANSWERS**

Students' own answers.

**Optional activity: Vocabulary**

Ask students to write three sentences using the key phrases, two true and one false. Students work with a new partner and take turns to read out their sentences. Their partner must guess which one is false. Ask who guessed correctly.

**Finished?**

Refer **fast finishers** to the **Finished?** activity. Students can write their messages individually and compare with another fast finisher. Alternatively, ask them to read their messages to the class. Ask other students if the sentences are also true for them.

**More practice**

Workbook page 36

**Assessment**

Five-minute test, Teacher's Resource Disk

# Reading • Schools project

## Aim

Identify the writer's opinion.

## THINK!

Brainstorm some good things about the students' school, e.g. *It's a nice building. There are good sports facilities. The teachers are friendly.* Put students into pairs to discuss the question and note down three things they like about their school. Put pairs together into groups of four to compare their ideas and choose three that they all agree with. Ask groups in turn to report back to the class. Make notes on the board as each group reports back.

## ANSWERS

Students' own answers.

## Exercise 1

Ask students to focus on the photos. Point out that for this task they need to think about the writer's opinion of each school. Students read the project and answer the questions. They can compare their ideas in pairs. Check answers with the class, encouraging students to point to sentences in the text which confirm the answers.

## ANSWERS

School 1: Bangladesh, positive  
 School 2: Britain, negative  
 School 3: China, positive  
 School 4: Ireland, positive

## Exercise 2 1-40

Read through the questions and make sure students understand *transport*. Point out that students need to read and listen carefully to find specific information in order to answer the questions. Discuss as a class which question relates to each school. Play the audio for students to complete their answers.

## ANSWERS

- 1 When there's a lot of rain.
- 2 A school where students study, eat and sleep.
- 3 twice a day

### Optional activity: Reading

Write these definitions on the board:

- 1 Something that is \_\_\_\_\_ costs a lot of money.
- 2 Something that is \_\_\_\_\_ isn't new, but is the same as it was in the past.
- 3 To \_\_\_\_\_ a part of your body means to make it rest.

Students work in pairs to find words in the project to complete the definitions.

## ANSWERS

1 expensive 2 traditional 3 relax

## 4 READING • Schools project

I can identify the writer's opinion.

THINK! What do you like about your school?

### WORLD CLASS! A PROJECT BY LIAM MURPHY



This is a geography class in Bangladesh. The students are studying on a 'boat school'. It's a great idea because transport can be a big problem here when there's a lot of rain. The boat isn't moving at the moment, but at the start and end of the day, it goes along the river to the students' villages.



These students in a Chinese primary school aren't sleeping. They're having a break from their maths class and they're doing eye exercises. It's important to relax your eyes when you're studying, and students in China do these exercises twice a day.



Eton College is one of Britain's oldest and most expensive private schools and it looks like the students are wearing Britain's oldest, most expensive uniforms! Not very practical! They're walking to a lesson. This is a boarding school – students study, eat and sleep here.



This is my secondary school in Ireland. We're having a dance class and it's a lot of fun. There are a lot of traditional dances in Ireland. I'm not dancing – I'm watching the dancers. Our teachers are playing the musical instruments.

1 Read the project. Where are the schools? Is the writer positive or negative about them?

2 1:40 Read and listen to the project again and answer the questions.

- 1 When is transport a problem in Bangladesh?
- 2 What is a boarding school?
- 3 How often do Chinese students exercise their eyes?

3 **VOCABULARY PLUS** Use a dictionary to check the meaning of the words in blue in the text. For more practice go to page 40 in the Workbook.

4 **USE IT!** Work in pairs. Which school in exercise 1 do you think is the most interesting? Why? What type of school do you go to?

## 44 Learning world

### Exercise 3 VOCABULARY PLUS

Students use a dictionary to check the meaning of the words in blue. Discuss the meanings with the class. You could ask students to translate the words into their own language to check understanding.

## ANSWERS

Students' own answers.

Workbook page 40 exercise 5

### Optional activity: Vocabulary plus

Write the following gapped sentences on the board:

- 1 A \_\_\_\_\_ is on the water.
- 2 People pay to go to a \_\_\_\_\_.
- 3 Students sleep and eat in a \_\_\_\_\_.
- 4 A \_\_\_\_\_ is for younger children.

Students complete the sentences with the correct types of school. Check the answers with the class.

## ANSWERS

- 1 boat school 2 private school
- 3 boarding school 4 primary school

### Exercise 4 USE IT!

Allow students time to prepare their answers to the questions individually. They then discuss the questions in pairs. Ask some students to report back to the class, and discuss as a class which types of school are the most interesting or appealing. Ask more questions to extend the discussion and encourage students to express their opinions, e.g. *Do you wear a school uniform? Do you do traditional dancing? Would you like time to relax your eyes during the day?*

## ANSWERS

Students' own answers.

### More practice

Workbook page 40  
 Practice Kit

## 4 LANGUAGE FOCUS • Present continuous: affirmative and negative

I can talk about things happening now.

### 1 Complete the examples from the text on page 44. Then choose the correct words in rules 1–3.

- The students \_\_\_\_\_ studying.
- The boat \_\_\_\_\_ moving.
- These students \_\_\_\_\_ sleeping.
- I'm \_\_\_\_\_ the dancers.

#### RULES

- The present continuous talks about things happening now / a routine.
- We form the present continuous with the verb *be* / *do*.
- We add *-s* / *-ing* to the main verb.

### 2 Find the present continuous form of verbs 1–5 in the text on page 44. Then read the spelling rules and match the verbs to rules 1–3.

- |        |         |
|--------|---------|
| 1 wear | 4 dance |
| 2 have | 5 sit   |
| 3 do   |         |

#### SPELLING RULES

- Most verbs: + *-ing*  
*study* → *studying*
- Verbs ending in *e*: remove *e* + *-ing*  
*move* → *moving*
- Verbs ending in vowel + consonant: double final consonant + *-ing*  
*chat* → *chatting*

### 3 (1:41) Listen to the sounds. Match the people in column A with the actions in column B. Then write sentences using the present continuous.

A young child is speaking to his mother.

- |                 |                                |
|-----------------|--------------------------------|
| A               | B                              |
| 1 A young child | a (watch) TV.                  |
| 2 Two women     | b (have) dinner.               |
| 3 Two men       | c (run) in the park.           |
| 4 A girl        | d (speak) to his mother.       |
| 5 A boy         | e (look) for a mosquito.       |
| 6 A man         | f (play) a musical instrument. |

### 4 Find six differences between the pictures. Write three affirmative and three negative sentences about picture B. Use the present continuous.



### 5 USE IT! Work in pairs. Invent three mini-dialogues with the situations in the box or your own ideas. Which dialogue is the best?

come to my house / have lunch with ... /  
teach me to ...  
go to the cinema / chat with ... / talk about ...  
go shopping / visit ... / show me ...  
... ? / ... ? / ... ?

Do you want to come to my house?

Oh, sorry, I can't at the moment.  
I'm having lunch with Taylor Swift and  
she's teaching me to sing.

#### Finished?

Write affirmative and negative sentences using the present continuous about you and other people in the class.

Rules: 1 wearing, doing (playing, sleeping, walking, watching) 2 having, dancing (moving) 3 sitting

### Exercise 3 (1:41)

Read through the prompts with the class and check that students understand *run*, *park* and *mosquito*. Play the first sound and point out the example match. Play the remaining sounds for students to complete the matching task. Play the audio again, if necessary, for students to check and complete their answers. Check answers with the class. Read out the example sentence and elicit another example from the class. Students write the sentences. Remind them to think about the spelling of the *-ing* forms. Students can compare their answers in pairs. Check answers and write the *-ing* forms on the board for students to check their spelling.

#### ANSWERS

- d A young child is speaking to his mother.
- c Two women are running in the park.
- b Two men are having dinner.
- f A girl is playing a musical instrument.
- a A boy is watching TV.
- e A man is looking for a mosquito.

### Exercise 4

Focus on the pictures and use them to teach *bird*, *fly*, *poster* and *eat*. Students work in pairs to find the differences and write sentences about picture B. With **stronger classes**, you could do this as a race. Ask some students to read their sentences to the class.

#### ANSWERS

- The boy is sitting next to the teacher.
- The birds are flying.
- The people on the poster are dancing.
- The teacher isn't reading.
- The girl isn't eating.
- The students aren't wearing uniforms.

### Exercise 5 USE IT!

Ask two students to read out the example mini-dialogue. Students work in pairs to write their own dialogues. Allow students time to practise their dialogues, then ask some pairs to perform their dialogues for the class.

#### ANSWERS

Students' own answers.

#### Finished?

Refer **fast finishers** to the **Finished?** activity. Students can write their sentences individually and compare with another fast finisher. Alternatively, ask them to read their sentences to the class.

#### More practice

Workbook page 37

#### Assessment

Five-minute test, Teacher's Resource Disk

## Language focus • Present continuous: affirmative and negative

#### Aim

Use the present continuous to talk about things that are happening now.

#### Warm-up

Ask students to turn to page 44 again and focus on the photos. Point to each photo in turn and ask questions using the present continuous, e.g. *What are the people doing? What are they wearing? Is the boat moving?* As students answer, write sentences on the board using the present continuous, e.g. *They're dancing. They're wearing a school uniform. The boat isn't moving.* Underline the verbs and tell students they are in the present continuous, and they are going to study this now.

### Exercise 1 (1:41)

Students complete the sentences with the examples from the text. Check answers, then read through the rules with the class and elicit the correct answers. Play the grammar animation.

#### ANSWERS

- 1 are 2 isn't 3 aren't 4 watching  
Rules: 1 things happening now  
2 be 3 -ing

### Exercise 2

Students find the present continuous forms of the verbs in the text. Elicit the answers and write the verb forms on the board. Put students into pairs to read the spelling rules and match the verbs to the rules. Check answers with the class and ask students to find more verb forms in the text to match to the rules.

#### ANSWERS

- 1 wearing 2 having 3 doing  
4 dancing 5 sitting

# Vocabulary and listening • Verbs: Studying a language

## Aim

Listen to interviews about learning a language.

## THINK!

Read the questions with the class and elicit responses from individual students. Ask more questions to encourage longer answers, e.g. *Which things do you find most difficult? Which are the most useful? Why do you like (listening)?*

## ANSWERS

Students' own answers.

## Exercise 1 1-42

Students use their dictionaries to check the meaning of the verbs in blue, then read the quiz and match the questions to the pictures. With **weaker classes**, students could work in pairs for this activity. Play the audio for students to check their answers. Check answers with the class and that students understand all the verbs.

## ANSWERS

1 e 2 h 3 d 4 c 5 a 6 i 7 j  
8 b 9 f 10 g

## Exercise 2

Students work in pairs to ask and answer the questions in the quiz and check their scores in the key at the bottom of the pictures. Ask some students to tell the class their scores.

## ANSWERS

Students' own answers.

## Exercise 3 1-43 page T150

Read the introduction with the class and focus on the languages in the box. Elicit that Mandarin is a Chinese language. Ask students which language each person is learning. Play the audio. Students listen and answer the question. Check answers with the class.

## ANSWERS

1 English 2 Russian and Arabic  
3 Mandarin

## Exercise 4 1-43 page T150

Allow students time to read the questions. Point out that in this exercise students must concentrate on who is speaking to hear the answers for each person. Play the audio again. Students listen and answer the questions. With **weaker classes**, play the audio once for students to answer the first question, then play it again for them to answer the second question. Check answers with the class.

# 4 VOCABULARY AND LISTENING • Verbs: Studying a language

I can listen to interviews about learning a language.

THINK! Do you like learning languages? Look at the things in the box. What things do you like and dislike?

vocabulary grammar pronunciation reading listening speaking writing

## Are you a SUPER language student?

Answer the questions. Score 1 point for every YES answer. Then look at the key.

- Do you ever listen to English when you're out of school?
- Do you know the alphabet? Can you spell your name in English?
- Do you check words in a dictionary or wordlist?
- Do you repeat a new word if you want to learn it?
- Do you ever practise your pronunciation?
- Do you revise before an exam?
- Do you ask questions when you don't understand?
- Do you usually concentrate when you do your homework?
- Do you make notes about grammar or write new vocabulary in your notebook?
- Do you ever read books, articles or comics in English?



Key:  
0-3 Not brilliant! How can you improve?  
4-7 Quite good, but you can probably improve.  
8+ Well done! That's a very good score!

- 1.42 Look at the quiz. Check the meaning of the verbs in blue. Match questions 1-10 to pictures a-j. Then listen and check.
- Work in pairs. Ask and answer the questions in exercise 1. Then check your scores in the key.
- 1.43 Read the introduction. Then listen to the interviews. What are the people learning? Use the languages in the box.

Italian Mandarin English Arabic Russian

## Interviews: Learning languages

Interviews with Londoners who are learning languages.



1 Mario \_\_\_\_\_ 2 Mark and Peter \_\_\_\_\_ 3 Hannah \_\_\_\_\_

## 46 Learning world

- 1.43 Listen again and answer the questions for Mario, Mark and Hannah.

- 1 What is he / she doing now?
- 2 What does he / she think is difficult?

## STUDY STRATEGY

Thinking about learning

Thinking about how you learn can help you to learn better.

- Read the study strategy. Then make a table with your answers in exercise 2. What good and bad learning strategies have you got?

I do these things	I don't do these things
I revise before an exam.	I don't listen to English when I'm out of school.

- USE IT! Work in pairs. Compare the answers in your table in exercise 5.

I revise before an exam, but I don't listen to English when I'm out of school.

## ANSWERS

- Mario is watching TV.  
Mark is checking new vocabulary on the internet.  
Hannah is revising for her exams.
- Mario thinks listening is difficult.  
Mark thinks reading and writing are difficult.  
Hannah thinks pronunciation is difficult.

## Optional activity: Listening

Write these questions on the board:

- Why is Mario watching TV?
  - Why are Mark and Peter learning languages?
  - Who is teaching Hannah?
- Students work in pairs and discuss the answers to the questions. Play the audio again for them to check their answers.

## ANSWERS

- Because it is good for his English.
- Because a lot of people from different countries come to London.
- A teacher from China.

## Exercise 5

Read the study strategy with the class then read out the examples in the table. Brainstorm some more ideas for learning with the whole class and make notes on the board, e.g. *listen to music, read things online, use social media in English, learn vocabulary after class, review notes regularly*. Students make a table using their answers from exercise 2.

## ANSWERS

Students' own answers.

## Exercise 6 USE IT!

Students compare their answers in pairs. Ask some students to tell the class about their partner's good strategies.

## ANSWERS

Students' own answers.

## More practice

Workbook page 38  
Practice Kit

## Assessment

Five-minute test, Teacher's Resource Disk

## 4 LANGUAGE FOCUS • Present continuous: questions • Present continuous and present simple

I can ask people about their routines and what they're doing now.

### Present continuous: questions

1 Look at the sentences. What are the *he / she* and *they* forms of each question and answer?

- Are you learning English? Yes, I am.
- What are you doing now? I'm watching TV.
- Are you learning the same language? No, we aren't.

2 Write questions using the present continuous. Then look at the pages and write the answers.

#### Photo Quiz

- What / the man / do? (page 4)
- the boy / watch / TV? (page 7)
- How / the American children / go / to school? (page 22)
- Gareth / speak with / Daisy? (page 28)
- What / the penguin / do? (page 39)
- the children on the boat / wear / a uniform? (page 44)

3 Work in pairs. Ask and answer questions with words from the columns and the verbs in the box. Use the present continuous.

do work study watch wear look at

What	is	you	
Where	are	the teacher	?
Why		your friend	
Who		your parents	

Where are you sitting?

I'm sitting in the classroom.

### Present continuous and present simple

4 Complete the table with sentences 1–6. Which time expressions do we use with a) the present continuous, and b) the present simple?

- We sometimes do projects.
- We're doing a project today.
- I usually check new words.
- I'm checking a new word at the moment.
- They always wear a uniform.
- They're wearing their uniform now.

Present simple: Routine or repeated action

We sometimes do projects.

Present continuous: Action happening now

We're doing a project today.

5 Look at the photos and complete the sentences. Use the present simple or the present continuous.

Charlotte is a music student. She  
1 \_\_\_\_\_ (practise) every day, but at the moment she  
2 \_\_\_\_\_ (relax).



Pat is a footballer. He  
3 \_\_\_\_\_ (play) football five days a week, but today he  
4 \_\_\_\_\_ (play) basketball.



Melanie  
5 \_\_\_\_\_ (chat) in Spanish with a tourist now, but she usually  
6 \_\_\_\_\_ (speak) English.



6 USE IT! Work in pairs. Imagine that your partner is a lottery winner. Ask and answer questions about *now* and *usually*. Use the present simple and the present continuous forms of the verbs in the box.

listen to wear read sit speak  
watch think about

What do you usually wear?

I usually wear ...

What are you wearing now?

I'm wearing ...

#### Finished?

Find three more photos from this book. Write questions and answers about them using the present continuous.

### ANSWERS

- What is the man doing? He's cooking.
- Is the boy watching TV? No, he isn't.
- How are the American children going to school? By bus.
- Is Gareth speaking with Daisy? Yes, he is.
- What is the penguin doing? It's swimming.
- Are the children on the boat wearing a uniform? No, they aren't.

### Exercise 3

Elicit a few more example questions. Students ask and answer questions in pairs. Ask some students to report back on their partner.

### ANSWERS

Students' own answers.

## Present continuous and present simple

### Exercise 4

Students complete the table with the sentences. Check answers and elicit which time expressions we use with each tense. Elicit other possible time expressions for each tense (see answers in brackets below). Play the grammar animation.

### ANSWERS

Present simple: 3, 5

Present continuous: 4, 6

- today, at the moment, now (right now)
- sometimes, usually, always (often, never, every day)

### Exercise 5

Students complete the sentences then compare their answers in pairs. Check answers with the class.

### ANSWERS

- practises 2 's relaxing 3 plays 4 's playing 5 's chatting 6 speaks

### Exercise 6 USE IT!

Elicit a few example questions and answers. With **weaker classes**, allow students time to prepare all their questions, working in pairs. Students then ask and answer in pairs. They swap roles and practise again.

### ANSWERS

Students' own answers.

### Finished?

Refer **fast finishers** to the **Finished?** activity. Students can write their questions individually, then ask and answer them with another fast finisher. Alternatively, ask fast finishers to read their questions to the class, giving a page number for each question. Other students race to give the correct answers.

### More practice

Workbook page 39

### Assessment

Five-minute test, Teacher's Resource Disk

## Language focus • Present continuous: questions • Present continuous and present simple

### Aim

Ask people about their routines and what they're doing now.

### Warm-up

With books closed, ask students what they can remember about Mario from the listening. Ask: *What does he do as his job?* (He plays football.) *What's he doing now?* (He's watching TV.) Write the two questions and answers on the board and ask: *Which is the present continuous? Which is the present simple? Which one asks about what's happening now?* (the present continuous).

## Present continuous: questions

### Exercise 1

Read out the questions and answers and elicit the other forms.

### ANSWERS

- Is he / she learning English? Yes, he / she is.  
Are they learning English? Yes, they are.
- What is he / she doing now? He's / She's watching TV. What are they doing now? They're watching TV.
- Is he / she learning the same language? No, he / she isn't. Are they learning the same language? No, they aren't.

### Exercise 2

Students write the questions. Check they have formed the questions correctly, then put them into pairs to find the answers. You could do this as a race. Check answers with the class.

# Speaking • Asking for help when you're studying

## Aim

Ask for help when you're studying languages.

## THINK!

Read the question with the class and elicit answers from individual students. Ask more questions to encourage students to say more, e.g. *Where can you get help? Who can you ask?* etc.

## ANSWERS

Students' own answers.

## Exercise 1 1.44

Allow students time to read through the gapped dialogue and the key phrases. Play the video or audio for students to watch or listen and complete the dialogue with the key phrases. Play the video or audio again for students to check their answers. Check answers with the class.

## ANSWERS

- 1 Can you help me with something, please?
- 2 How do you say
- 3 Can you say that again, please?
- 4 How do you spell that?

The word Zac can't remember is 'tomorrow'.

## Optional activity: Speaking

Play the audio or video again, pausing after each of the key phrases. Ask students to repeat the key phrases and encourage them to copy the intonation on the recording.

## Exercise 2 1.45

### PRONUNCIATION: The alphabet

Model the sounds in the table and read out the letters that are already added. Students complete the table with the letters from the box. Play the audio for students to listen and check. Check answers with the class.

## ANSWERS

1 J 2 E 3 G 4 V 5 N 6 X  
7 I 8 U

## Exercise 3

Say the alphabet through once as a class then ask students to stand up. Starting at the front of the class, get students to say a letter of the alphabet in turn, going round the class. If a student makes a mistake or can't think of the next letter, they sit down. Continue, gradually speeding up, until only one or two students remain standing. Allow students time to prepare four or five words from units 1–3 to test their

## 4 SPEAKING • Asking for help when you're studying

I can ask for help when I'm studying languages.

THINK! What can you do if you can't remember a word in English?

Jasmine Hi, Zac. What are you doing?  
Zac Oh, I'm revising. We've got a French exam tomorrow. Remember?  
Jasmine Oh yes.  
Zac You're good at French, Jasmine.  
Jasmine Yeah, sure.  
Zac 'tomorrow' in French?  
Jasmine Erm ... it's 'demain'.  
Zac Sorry?  
Jasmine Yes, it's 'demain'.  
Zac D-E-M-A-I-N.  
Jasmine Great. Thanks, Jasmine.



- 1 Complete the dialogue with the key phrases. Then watch or listen and check. What word can't Zac remember?

## KEY PHRASES

### Asking for help with languages

How do you spell that?  
How do you say ... ?  
Can you say that again, please?  
Can you help me with something, please?

- 2 PRONUNCIATION: The alphabet Complete the table with the letters in the box. Then listen and check.

★ E G I J N U V X

/eɪ/	A, H, _____, K
/iː/	B, C, D, _____, _____, P, T, _____
/e/	F, L, M, _____, S, _____, Z
/aɪ/	_____ , Y
/əʊ/	O
/juː/	Q, _____, W
/ɑː/	R

- 3 Say the alphabet. Then work in pairs. Ask your partner to spell words from units 1–3.

How do you spell 'giraffe'?

G-I-R-A-double F-E.

- 4 Imagine that you have got an English exam tomorrow. Think of some easy words in your language. Ask your partner for help with translations and spelling.

How do you say 'oözlük' in English?

It's 'dictionary'.

How do you spell that?

D-I-C-T-I-O-N-A-R-Y.

- 5 USE IT! Work in pairs. Prepare a new dialogue using the chart below to help you. Practise the new dialogue. One of you is A, one of you is B. Then change roles.

A Can you help me with something, please?

B Reply

A How do you say ... in English?

B Reply

A Can you say that again, please?

B Reply

A How do you spell that?

B Reply

A Great. Thanks, ...

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partner. Students work in pairs to test each other. See who spelled all their partner's words correctly.

## ANSWERS

Students' own answers.

## Exercise 4

Allow students time to choose four or five words from units 1–3 to ask their partner about. Students work in pairs to test each other. See who answered all their partner's questions correctly.

## ANSWERS

Students' own answers.

## Exercise 5 USE IT!

Students work in pairs to prepare a new dialogue. Students swap roles and practise again. Ask some students to perform their dialogues for the class.

## ANSWERS

Students' own answers.

## Optional activity: Speaking

For more speaking practice, ask students to choose a well-known city, country or celebrity. Tell students they are going to spell the name for their partner, and their partner must write it down. Students work in pairs to dictate the names. See who managed to write the names correctly.

## More practice

Workbook page 43

Practice Kit

## 4 WRITING • An email about your school

I can write an email about my school.

THINK! What do you know about schools in other countries?

Hi Ela,  
 I'm really happy that you can come to Ireland and study at our school next month for the exchange programme. Here's some information for you: Clonakilty Community College is a medium-sized school with about 500 students. It's in the centre of Clonakilty, in Ireland. Classes here start at 9 a.m. and finish at 4 p.m. There's a break at 11 a.m. and we have lunch at 1.20 p.m. Some subjects, like maths and English, are compulsory. Other subjects such as woodwork, business studies and languages are optional. I like languages, so I study French and Spanish. What are your favourite subjects?  
 Here's a photo of some students in my class. We're looking for information for a geography project. Maybe you can email me a photo of your class or your school.  
 Write soon,  
 Danny



1 Read the email. How many subjects does Danny talk about? Is Danny's school very different from your school?

2 Complete the key phrases with words in the email.

**KEY PHRASES**

Giving Information about your school

- I'm really \_\_\_\_\_ that ...
- It's a small / \_\_\_\_\_ / big school.
- Some subjects, like maths and English, are \_\_\_\_\_.
- Other subjects are \_\_\_\_\_.
- Here's a \_\_\_\_\_ of ...
- Maybe you can \_\_\_\_\_ me ...

Language point: so

3 Study the examples. Then match 1–4 with a–d and write sentences with so.

My house is near, so I usually walk to school.  
 I like languages, so I study French and Spanish.

- I'm learning some Spanish words
  - I've got two bikes
  - There's a history exam tomorrow
  - There aren't any classes this afternoon
- a we can go and play football.  
 b I'm revising now.  
 c I need a dictionary.  
 d you can use one of them.

4 USE IT! Follow the steps in the writing guide.

**WRITING GUIDE**

**A TASK**  
 A student from a different country is visiting your school in three weeks. Write an email and give him some information about your school.

**B THINK AND PLAN**

- Who is the visitor and when is the visit?
- How big is your school?
- Where is your school?
- When are the lessons, breaks and lunch?
- What subjects do students study?
- What is in the photo which you are emailing?

**C WRITE**

Paragraph 1: Introduction  
 I'm really happy that ...

Paragraph 2: The school  
 ... is a small / medium-sized / large school ...

Paragraph 3: Timetable and subjects  
 Classes here start at ...

Paragraph 4: Describe your photo  
 Here's a photo of ...

**D CHECK**

- present continuous and present simple
- giving examples
- so

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## Language point: so

### Exercise 3

Read out the examples and ask students to translate them into their language. Check that they understand so. Students match the sentence halves and write sentences with so, then compare their answers in pairs. Check answers with the class. Point out that we usually use a comma before so.

**ANSWERS**

- c I'm learning some Spanish words, so I need a dictionary.
- d I've got two bikes, so you can use one of them.
- b There's a history exam tomorrow, so I'm revising now.
- a There aren't any classes this afternoon, so we can go and play football.

### Optional activity: Writing

Ask: How does Danny begin and end his email? Elicit that he begins it with *Hi*, and ends with *Write soon*. Elicit other possible ways of ending an email, e.g. *Hope to hear from you soon*, *Looking forward to hearing from you*, *See you soon*.

Elicit that the tone of Danny's email is quite informal, and tell students that in informal language we use more contractions (*I'm*, *it's*, etc.). Ask students to find examples of contractions in Danny's email. Check answers and encourage students to use contractions when they write their email.

**ANSWERS**

I'm, Here's, It's, There's, We're

## Writing • An email about your school

**Aim**

Write an email about your school.

**THINK!**

Ask the question to the class and elicit answers from individual students. Encourage students to share their knowledge with the class and ask more questions to encourage them to speak more, e.g. *How are things different in ... ? Do you think this is a good idea? Why? / Why not?*

You could use the background information on page T56 to help stimulate discussion.

**ANSWERS**

Students' own answers.

### Exercise 1

Students read the email and answer the questions. Students compare their answers in pairs. Check answers with the class and discuss with the class how Danny's school is similar and different to the students' own school.

**ANSWERS**

Danny talks about seven subjects. Students' own answers.

### Exercise 2

Students read the email again and complete the key phrases. Check answers with the class and check that students understand all the key phrases.

**ANSWERS**

- happy
- medium-sized
- compulsory
- optional
- photo
- email

### Exercise 4 USE IT!

Read the task with the class. Students answer the questions and plan their email. Read through the paragraph structure with the class. Students write their email. Remind students to check their grammar and spelling carefully. This can be set for homework.

**ANSWERS**

Students' own answers.

### More practice

Workbook page 41

Practice Kit

### End-of-unit activities

Progress Review, Workbook page 42

\* Vocabulary and language focus worksheet, Teacher's Resource Disk

\*\* Vocabulary and language focus worksheets, Teacher's Resource Disk

\*\*\* Vocabulary and language focus worksheets, Teacher's Resource Disk

Speaking worksheets, Teacher's Resource Disk

# Review

## Vocabulary

### Exercise 1

Students read the sentences and write the school subjects. Check answers with the class.

#### ANSWERS

- 1 art 2 PE 3 history 4 English  
5 science 6 ICT 7 geography  
8 maths

### Exercise 2

Students complete the sentences with the correct form of the verbs. Check answers with the class. As an extension, put students into pairs and ask them to write three questions using the verbs in exercise 1, to ask their classmates. Put pairs together into groups of four to ask and answer their questions. Ask some students to tell the class something they learned about their classmates.

#### ANSWERS

- 1 doesn't know 2 revise 3 ask  
4 spell 5 don't understand 6 check  
7 listen to 8 remember

## Language focus

### Exercise 3

Focus on the first prompt and read out the example answer. Elicit another example. Students then write the sentences. With **weaker classes**, students could work in pairs for this activity. With **stronger classes**, students could write one more negative and affirmative sentence with their own ideas. Check answers with the class.

#### ANSWERS

- 1 Jack isn't revising. He's watching TV.  
2 You aren't doing your homework.  
You're chatting to friends.  
3 They aren't listening to the teacher.  
They're reading a book.  
4 I'm not having lunch. I'm making a cake.  
5 We aren't playing computer games.  
We're helping with the housework.  
6 Libby isn't moving. She's sleeping.

### Exercise 4

Read out the first prompts and elicit the question and answer as an example. Students write the remaining questions and answers then compare their answers in pairs. Check answers with the class.

#### ANSWERS

- 1 Is Luke having breakfast? Yes, he is.  
2 Is Katie learning the new vocabulary?  
No, she isn't.  
3 Are you walking to school now? Yes,  
I am.  
4 Are the students listening to their  
teacher? Yes, they are.  
5 Are we studying maths? No, we aren't.  
6 Are you making your costume? No,  
I'm not.

## 4 REVIEW

### Vocabulary

#### 1 Read the sentences and write the school subjects.

- 1 Alex, you can draw and paint well. Your picture is very good.  
2 We're doing dancing this term. Oh no, I can't dance!  
3 The Romans are my favourite topic. What about you?  
4 How do you spell 'costume'?  
5 The students are studying animals today.  
6 Are you sitting in the computer room right now?  
7 What's the capital of Turkmenistan?  
8 What's 12 x 11? Is it 121?

#### 2 Complete the sentences with the correct form of the verbs in the box.

revise ask not know listen to  
remember spell not understand check

- 1 Sofia \_\_\_\_\_ the alphabet in English.  
2 Why don't we \_\_\_\_\_ for the test in the library?  
3 This word is difficult. Let's \_\_\_\_\_ the teacher for the pronunciation.  
4 How do you \_\_\_\_\_ 'patatas'?  
5 Help! We \_\_\_\_\_ the grammar.  
6 How often do you \_\_\_\_\_ new words in a dictionary?  
7 I \_\_\_\_\_ French radio programmes once a week.  
8 Can you \_\_\_\_\_ new vocabulary easily?

### Language focus

#### 3 Write sentences using the affirmative and negative forms of the present continuous.

Tim / not read (write)

Tim isn't reading. He's writing.

- 1 Jack / not revise (watch TV)  
2 You / not do your homework (chat to friends)  
3 They / not listen to the teacher (read a book)  
4 I / not have lunch (make a cake)  
5 We / not play computer games (help with the housework)  
6 Libby / not move (sleep)

#### 4 Write questions and short answers using the present continuous.

- 1 Luke / have breakfast ? ✓  
2 Katie / learn the new vocabulary ? X  
3 you / walk to school / now ? ✓  
4 the students / listen to their teacher ? ✓  
5 we / study maths ? X  
6 you / make your costume ? X

#### 5 Choose the correct verbs in Olivia's blog.

Tuesday, 8 p.m.

In the evenings I usually 'relax' / 'm relaxing. Sometimes I 'watch' / 'm watching TV or I 'chat' / 'm chatting to my friends. I definitely 'don't study' / 'm not studying. Tonight I 'don't have' / 'm not having fun. 😞 I 'sit' / 'm sitting in my bedroom and I 'revise' / 'm revising for my exams at the moment. 'Do you enjoy' / Are you enjoying exams? What 'do you do' / are you doing now?

### Speaking

#### 6 Match questions 1-4 with answers a-d.

- 1 How do you spell that?  
2 Can you help me with something, please?  
3 How do you say 'history' in Italian?  
4 Sorry? Can you say that again, please?  
a I think it's 'storia'.  
b Yes, it's 'storia'.  
c I think it's M-I-S-S-I-S-S-I-P-P-I.  
d Yeah, sure.

### Listening

#### 7 1.46 Listen to Tara talking about learning Mandarin Chinese and write true or false.

- 1 Tara always revises new vocabulary in the school library.  
2 She never listens to podcasts on her mobile.  
3 She learns five new Mandarin words every day.  
4 Chinese grammar rules are easy to understand.  
5 Tara doesn't know all the characters in the Chinese alphabet.  
6 She tries to remember one new character each day.

## 50 REVIEW • Learning world

### Exercise 5

Students read the blog and choose the correct verbs. Check answers with the class.

#### ANSWERS

- 1 relax 2 watch 3 chat  
4 don't study 5 'm not having fun  
6 'm sitting 7 'm revising  
8 Do you enjoy 9 are you doing

### Speaking

#### Exercise 6

Students match the questions with the answers. Check answers, then ask students to practise the questions and answers in pairs.

#### ANSWERS

- 1 c 2 d 3 a 4 b

### Listening

#### Exercise 7 1.46 page T151

Allow students time to read the sentences. You could ask students to work in pairs and predict whether the sentences will be true or false before they listen. Play the audio for students to listen and decide if the sentences are true or false. Play the audio again, if necessary, for students to check and complete their answers. With **stronger classes**, you could ask students to correct the false sentences. Check answers with the class. Ask students what languages they would most like to learn and why.

#### ANSWERS

- 1 false (She revises vocabulary on the bus.) 2 false (She sometimes listens to podcasts on her phone.) 3 true  
4 false (Chinese grammar rules are very hard to understand.) 5 true 6 true

## 4 PUZZLES AND GAMES

1 Use the code to write the school subjects. Then put the subjects in order from your favourite (1) to your least favourite (10).

A	B	C	D	E	F	G	H	I	J	K	L	M
★	◆	♣	▼	*	◇	▶	→	♣	☉	+	▶	
N	O	P	Q	R	S	T	U	V	W	X	Y	Z
☆	♥	♠	●	♣	⇒	!	♣	■	✖	♣		

- |   |         |       |    |          |
|---|---------|-------|----|----------|
| 1 | ▶★◆▶♣   | maths | 6  | ⇒♣◆      |
| 2 | ♣◆▶☆☆♣  |       | 7  | ◆☆☆♣♥▼▶* |
| 3 | ♥*      |       | 8  | ▶⇒♣◆♣*   |
| 4 | *☆☆+⇒♣▶ |       | 9  | ▼♣▶*     |
| 5 | ★♣◆     |       | 10 | ♣♥▼☆☆▶♣▶ |

2 ROCK, PAPER, SCISSORS. Work in pairs. Look at pictures 1–4 and play the game. The loser says two sentences about picture 4, one in the present continuous affirmative and one in the present continuous negative.



3 Look at the picture. Read the sentences and write the names of the students in the picture.

John is sitting next to Becky.  
Emma is chatting to Dan.  
Joe is sitting between Dan and Sally.  
Dan is sitting under the clock.  
There aren't any books on Becky's desk.



4 Find seven more verbs about studying a language.

S	T	R	E	V	I	S	E	L	U
P	K	L	N	U	F	Y	R	O	N
R	N	O	C	H	E	C	K	T	D
A	O	D	T	A	S	W	O	H	E
C	W	R	E	L	I	J	R	W	R
T	R	E	D	R	S	I	P	G	S
I	S	P	F	O	G	U	R	I	T
S	P	E	L	L	D	B	H	R	A
E	J	A	I	A	L	E	A	R	N
M	I	T	G	L	A	H	O	N	D

5 MIME GAME. Work in groups of three. Write ten sentences on pieces of paper. Use the present continuous, for example, *I'm having lunch*. One student takes a piece of paper and mimes the sentence. The other students ask questions to guess the sentence. The first student to guess the correct sentence mimes the next sentence.

- Are you having dinner?  
No, I'm not.
- Are you having lunch?  
Yes, I am!

### Exercise 3

Students work in pairs to read the sentences and write the names of the students. You could do this as a race. Check answers with the class.

#### ANSWERS

(L–R): 1 Becky 2 John 3 Sally 4 Joe  
5 Dan 6 Emma

### Exercise 4

Students find seven more verbs in the wordsearch. With **weaker classes**, students could work in pairs for this, and could look back at page 46 for help. With **stronger classes**, you could do it as a race. Check answers with the class.

#### ANSWERS

		R	E	V	I	S	E		U
P	K								N
R	N		C	H	E	C	K		D
A	O								E
C	W	R							R
T		E							S
I		P							T
S	P	E	L	L					A
E		A			L	E	A	R	N
		T							D

### Exercise 5

Brainstorm some ideas for sentences with the class. Point out that the sentences must all be things that it is possible to mime. Put students into groups of three to write their sentences on individual pieces of paper. Monitor and help while they are working. Students then put the pieces of paper in a pile face down on their desk. They take it in turns to pick up a piece of paper and mime the action. Their teammates must make questions to guess the actions. See who has the most points at the end.

As a variation, groups could write their ten sentences and then swap sentences with another group to play the game.

#### ANSWERS

Students' own answers.

#### Assessment

Unit 4 tests, End-of-term 1 test, Teacher's Resource Disk

## Puzzles and games

### Exercise 1

Students use the code to write the subjects, then put them in order from favourite to least favourite. You could do this as a race. Check answers with the class and put students into pairs to compare their lists. Discuss as a class which subjects students generally like and dislike and why.

As an extension, students could work in pairs and use the code to write five words from a vocabulary set in a previous unit. They can swap puzzles with another pair and try to solve the puzzle they have been given.

#### ANSWERS

1 maths 2 science 3 PE 4 English  
5 art 6 ICT 7 geography 8 history  
9 PSHE 10 Spanish

### Exercise 2

Use the pictures to explain the game of 'rock, paper, scissors'. Explain that scissors beat paper, paper beats rock and rock beats scissors. Demonstrate the activity with a confident student. Count to three and ask them to make the sign for rock (a fist), paper (a flat hand) or scissors (a scissor shape with your fingers). Do the same yourself and see who wins. The loser says two sentences about picture 4. Put students into pairs to play the game. Monitor and help while they are playing, and note down any common errors to go over at the end. Finish by eliciting some correct present continuous sentences about the picture.

#### ANSWERS

Students' own answers.

## Unit summary

### Vocabulary

Food: *apple, beans, bread, burger, cheese, chicken, chips, crisps, egg, fizzy drink, fruit, juice, meat, nuts, pasta, pizza, rice, salad, sandwich, soup, sweets, vegetables, water*

Adjectives: health: *active, fit, healthy, hungry, ill, lazy, thirsty, tired, unfit, unhealthy, well*

### Language focus

Countable and uncountable nouns + *some, any, much, many* and *a lot of*

Verb + *-ing*

Imperatives

### Speaking

I can order food and drink in a café.

### Writing

I can write a food blog using sequencing words.

## Vocabulary: Food

### Aim

Talk about the food you like and dislike.

### THINK!

Put students into pairs and give them 30 seconds to write down as many words for food as they can. Bring students' ideas together on the board and check that they understand all the words. See which pair wrote the most correct words.

### ANSWERS

Students' own answers.

### Exercise 1 2-02

Read out the introduction and ask students which lunches they like best. Ask more questions to encourage students to say more, e.g. *Do you have this kind of food at your school? Do you sometimes eat outside at your school? Do you have vending machines like this at your school?*

Students read the texts and choose the correct words. They can use their dictionaries to check the different foods, if necessary.

With **weaker classes**, students could work in pairs to do this. With **stronger classes**, you could do it as a race. Play the audio for students to listen and check. Check that students understand all the foods and drill pronunciation of difficult words such as *vegetables* and *chips*. Point out the word *tasty* in the text on Australia and elicit or teach a few more words to describe food, e.g. *nice, horrible, disgusting*. Students could then discuss in pairs which meal

# 5

## Food and health

VOCABULARY • Food  
I can talk about the food I like and dislike.

Extra listening and speaking p96  
Curriculum extra p103  
Song p118

**THINK!** How many types of food can you name in 30 seconds?

- Look at the photos in *School food*. Choose the correct words in the texts. Listen and check your answers.
- Read the study strategy. Then copy and complete the word web with words in exercise 1. Think of more words to add to the web.

**STUDY STRATEGY**

**Organizing and remembering vocabulary**  
A word web is a good way to organize and remember vocabulary. You can add new words to your web when you learn them.

vegetables:

fruit:

snacks:

**FOOD**

meat: chicken

drinks:

**SCHOOL FOOD**

This is what people are saying about their school lunches around the world. Which ones do you like best?

**SOUTH AFRICA**

I'm making a **sandwich / burger** for my lunchbox. I've also got an **apple / egg** and some **water / juice**.

**INDIA**

It's normal to eat with your hands here. We're vegetarians, so there isn't any **fruit / meat** with our **pasta / rice**.

**THE UK**

Pizza and **chips / beans** today. There are **eggs / vegetables**, but I don't like them.

**CHINA**

I sometimes have an **apple / egg**, but this egg is really big!

they would most like to eat and why. Ask some pairs to report back to the class.

### ANSWERS

1 sandwich 2 apple 3 juice 4 meat  
5 rice 6 chips 7 vegetables 8 egg  
9 sweets 10 nuts 11 fizzy drinks  
12 beans 13 salad 14 bread  
15 pasta 16 chicken 17 water  
18 soup

### Exercise 2

Read the study strategy with the class then put students into pairs to copy and complete the word web. Draw the word web on the board and bring students' ideas together on the board. Elicit more words to add. Encourage students to add more words to their own word web as they continue working through this unit.

### ANSWERS

vegetables: *chips, salad, beans*  
fruit: *apple*  
snacks: *nuts, crisps, sweets*  
drinks: *water, fizzy drinks, juice*  
meat: *chicken*

### Optional activity: Vocabulary

Ask students to rank the eighteen foods in exercise 1, so 1 is the food they like the most, and 18 the food they like the least. Put students into groups to compare their lists.

### Optional activity: Vocabulary

To practise or revise the vocabulary set in a fun way, divide the class into two teams. Choose one student from each team to come to the front of the class and stand with their back to the board. Explain that you are going to write the name of a food on the board. The students from each team must get their player to say the word on the board. They can use mime or clues, but they must not use their own language. The first team to get their player to say the word gets a point. You can change the players at the front of the class after each food.

**THE USA**  
Vending machines in schools here don't sell crisps and <sup>8</sup>sweets / chips now. They've got healthy snacks like <sup>10</sup>nuts / crisps and they sell juice, not <sup>11</sup>water / fizzy drinks.

**JAPAN**  
Students here help to serve the food and we clean the tables! Today we're serving <sup>12</sup>soup / juice.

**MOZAMBIQUE**  
We have a big meal. With the <sup>13</sup>chips / beans there's a typical food from Mozambique called 'noima'.

**AUSTRALIA**  
I'm having fish and chips with some <sup>14</sup>salad / pasta and <sup>15</sup>bread / cheese. Tasty!

**SPAIN**  
I really like the menu today – <sup>16</sup>rice / pasta, <sup>17</sup>chicken / pizza pieces and salad, yoghurt, bread and <sup>18</sup>juice / water.

**Finished?**  
Invent the perfect school lunch and a horrible school lunch.

**3** **2.03 PRONUNCIATION: Short and long vowels /ɪ/ and /iː/** Listen and repeat the words. Then listen to six more words and complete the table.

/ɪ/ (short)	/iː/ (long)
fish	beans
fizzy	meat

**4** **2.04** Watch or listen. What food do the students like?

**5** **2.04** Watch or listen again and complete the key phrases with examples that the students talk about.

**KEY PHRASES**

Likes and dislikes

- I love \_\_\_\_\_ 😊
- I (quite / really) like \_\_\_\_\_ 😊
- I don't mind \_\_\_\_\_ 😐
- I (really) don't like \_\_\_\_\_ 😞
- I hate \_\_\_\_\_ 😡

**6** **USE IT!** Work in pairs. Ask and answer questions using the key phrases and the words in the box. Who likes the healthiest food?

chips burgers sweets nuts fizzy drinks  
vegetables juice salad crisps sandwiches

Do you like burgers? Yes, I really like burgers.

### Exercise 6 USE IT!

Ask a confident student one or two questions like the example, using the foods in the box. Elicit a range of answers. Put students into pairs to ask and answer questions. Ask some students to tell the class who has the healthiest diet.

#### ANSWERS

Students' own answers.

#### Finished?

Refer **fast finishers** to the **Finished?** activity. Students can write their ideas individually and compare with another fast finisher. Alternatively, ask them to tell the class. Ask other students if they agree with the ideas for a perfect and horrible school lunch.

#### More practice

Workbook page 44

#### Assessment

Five-minute test, Teacher's Resource Disk

### Exercise 3 **2.03** PRONUNCIATION: Short and long vowels /ɪ/ and /iː/

Play the audio of the first four words for students to listen, then play it again, pausing after each word for students to repeat. Play the next six words for students to listen and add them to the table. Check answers then play the audio again, pausing after each word for students to repeat.

#### ANSWERS

/ɪ/ fish, fizzy, chicken, drink, chips

/iː/ beans, meat, cheese, eat, meal

### Exercise 4 **2.04** page T151

Play the video or audio for students to watch or listen and note down each student's favourite food. Play the video or audio again, if necessary, for students to check and complete their answers. Check answers with the class. Ask students which of the speakers they agree with.

#### ANSWERS

The students like chicken salad, fish and chips, burgers (with cheese) and vegetable soup.

### Exercise 5 **2.04** page T151

Allow students time to read through the gapped key phrases. Play the video or audio again for students to watch or listen and complete the key phrases with examples that the students talk about. Check answers and check that students understand all the key phrases. With **stronger classes**, use the video or audio to teach *delicious*, and encourage students to use this word and other adjectives to describe food when they talk about food in the next exercise.

#### ANSWERS

- fish and chips
- chicken salad
- pasta
- many school meals
- chicken

## Reading • Sumo wrestlers

### Aim

Summarize a text.

### THINK!

Read the question with the class and brainstorm what students know about sumo wrestlers. Refer them to the photo to help them.

### ANSWERS

Students' own answers.

### Background

Sumo wrestling originated in Japan. Wrestlers win a fight by forcing their opponent to step outside the ring, or forcing them to touch the ground with any part of their body apart from their bottom or feet.

### Exercise 1

Explain that the text is an interview about sumo wrestling. Point out the questions already in the text and the gaps for further questions. Allow students time to read through questions a–d. Check they understand *typical* and *healthy*. Students read and complete the interview with the questions. They can compare their answers in pairs. Check answers with the class.

### ANSWERS

1 c 2 a 3 d 4 b

### Exercise 2 2.05

Point out that a summary focuses on the general idea of a text, not the details. Students read and listen to the text and complete the summary with the correct words. They can compare their answers in pairs. Check answers with the class.

### ANSWERS

1 isn't 2 healthy 3 eat  
4 afternoons 5 after

### Optional activity: Reading

Write these sentences on the board:

- Most sumo wrestlers weigh 190 kilos.
- Sumo wrestlers start training early in the morning.
- They have a big breakfast.
- There's a lot of fat in *chankonabe*.
- They sometimes eat sweet foods.

Students work in pairs to decide if the sentences are true or false, and correct the false sentences.

### ANSWERS

- false (Only the heaviest sumo wrestlers weigh 190 kilos.)
- true
- false (They don't have breakfast.)
- false (There isn't much fat in *chankonabe*.)
- true

## 5 READING • Sumo wrestlers

I can summarize a text.

THINK! Look at the photo. What do you know about sumo wrestlers?

### The sports interview ...

## SUMO STYLE

Those sumo wrestlers are big! How much do they weigh? Most top wrestlers weigh more than 140 kilos. The heaviest are around 190 kilos.

### Is it a popular sport?

Well, there aren't many sumo wrestlers these days. It isn't a healthy lifestyle.

(1) \_\_\_\_\_  
They get up early and train from 5 a.m. until about 1 p.m.

### What do they have for breakfast?

They don't have breakfast – so they're very hungry at lunchtime and they eat a lot!

(2) \_\_\_\_\_  
They have a special dish called *chankonabe*. There's a lot of meat or fish in *chankonabe* and there are also a lot of vegetables.

(3) \_\_\_\_\_  
Well, it's full of vitamins and there isn't much fat in it, but they eat enormous quantities – sometimes six or seven bowls – and then maybe five bowls of rice.

### But they exercise a lot.

Yes, but not after meals. After lunch they sleep, then they get up and eat more *chankonabe*.

(4) \_\_\_\_\_  
Yes, some eggs, salads, some desserts maybe; but always *chankonabe*. So, if you want to be sumo size, eat and sleep a lot. If not, maybe do sports which are healthier!



### 1 Read the text. Complete the interview with questions a–d.

- What do they have for lunch?
- Do they ever eat any different foods?
- What's their typical day?
- Is it healthy?

### 2 2.05 Read and listen to the text again and complete the summary with five of the words in the box.

eat is before healthy mornings  
sleep isn't after unhealthy afternoons

The lifestyle of sumo wrestlers <sup>1</sup> \_\_\_\_\_ normal.  
The food which they eat is <sup>2</sup> \_\_\_\_\_, but they  
<sup>3</sup> \_\_\_\_\_ a lot. They also sleep a lot in the  
<sup>4</sup> \_\_\_\_\_ and they don't exercise <sup>5</sup> \_\_\_\_\_ meals.

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### 3 VOCABULARY PLUS Use a dictionary to check the meaning of the words in blue in the text. For more practice go to page 48 in the Workbook.

### 4 USE IT! Work in pairs. Do you think a sumo wrestler's life is interesting? Why / Why not? What is your favourite dish?

### Exercise 3 VOCABULARY PLUS

Students check the meaning of the words in blue. Discuss the meanings with the class. You could ask students to translate the words into their own language.

### ANSWERS

Students' own answers.

Workbook page 48 exercise 5

### Optional activity: Vocabulary plus

Write the following gapped sentences on the board:

- \_\_\_\_\_ are good for you.
- Sports people usually \_\_\_\_\_ every day.
- Spaghetti bolognese is a popular \_\_\_\_\_ in Italy.
- You have \_\_\_\_\_ at the end of a meal.
- You put rice or soup in a \_\_\_\_\_.

Students complete the sentences with the correct blue words from the text. Check answers with the class.

### ANSWERS

- Vitamins
- train
- dish
- desserts
- bowl

### Exercise 4 USE IT!

Allow students time to prepare their answers to the questions individually. They then discuss the questions in pairs. Ask some students to report back to the class. Discuss as a class what students' favourite dishes are. Ask more questions to extend the discussion, e.g. *What's your favourite meat / fish dish? What's your favourite dessert? How do you make it?* See which dishes are the most popular with the class.

### ANSWERS

Students' own answers.

### More practice

Workbook page 48

Practice Kit

## 5 LANGUAGE FOCUS • Countable and uncountable nouns + *some, any, much, many* and *a lot of*

I can talk about food and meals.

1 Find examples of the words below in the texts on pages 52 and 53. Which are countable (c) and which are uncountable (u)? Add the words to rules 1–2.

apple juice egg bread pasta  
sweet water snack

### RULES

- With countable nouns we use *a* or *an* and plural forms: *an apple / apples, \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_*
- With uncountable nouns, we don't use *a, an* or plural forms: *juice, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_*

2 Look at the pictures and complete the sentences.

meat crisps pasta rice vegetables  
cheese pears grapes



Uncountable	Countable
How much ... ? There's a lot of pasta. There's some <sup>1</sup> _____. There isn't much <sup>2</sup> _____.	How many ... ? There are a lot of <sup>4</sup> _____. There are some <sup>5</sup> _____. There aren't many <sup>3</sup> _____. There aren't any <sup>6</sup> _____.

3 Look at the sentences in exercise 2 and choose the correct words in rules 1–3.

### RULES

- We use *much / many* with uncountable nouns.
- We use *much / many* with countable nouns.
- We often use *any, much* and *many* in questions and *negative / affirmative* sentences.
- We use *some, any* and *a lot of* with countable and uncountable nouns.

4 Complete questions 1–5 with *much* and *many*. Then choose the correct words in the answers.

## Food facts

- How \_\_\_\_\_ meat do vegetarians eat? They don't eat *any / much / many* meat.
- How \_\_\_\_\_ vitamins are there in white rice? There aren't *many / much / some* vitamins in white rice.
- How \_\_\_\_\_ fat is there in chocolate? There's a *lot of / much / many* fat in chocolate.
- How \_\_\_\_\_ fruit is there in fizzy drinks? There isn't usually *much / many / some* fruit in fizzy drinks.
- How \_\_\_\_\_ people can't eat nuts? There are *some / much / any* people who can't eat nuts.

5 USE IT! What do you usually eat and drink every week? Complete the sentences. Then compare your sentences with other people in the class. Are they the same or different?

- I eat some \_\_\_\_\_.
- I never eat any \_\_\_\_\_.
- I don't eat many \_\_\_\_\_.
- I drink a lot of \_\_\_\_\_.
- I don't drink much \_\_\_\_\_.
- I never drink any \_\_\_\_\_.

I eat some vegetables every day. What about you?

I don't eat many vegetables, but I eat an apple every day.

### Finished?

You invite three friends for a celebration at your house. Write a shopping list for the food and drink you want to buy.

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### ANSWERS

- 1 rice 2 cheese 3 meat  
4 vegetables 5 pears 6 crisps

### Exercise 3

Students choose the correct words to complete the rules. Check answers with the class. Play the grammar animation.

### ANSWERS

- 1 *much* 2 *many* 3 *negative*

### Language note

We use *some* in affirmative sentences and *any* in negative sentences and questions: *We've got some cheese. We haven't got any cheese. Have we got any cheese?* (NOT *Have we got some cheese?*)

We use *much* with uncountable nouns and *many* with countable nouns: *How many eggs? How much bread?* (NOT *How much eggs?*)

### Exercise 4

Students complete the questions with the correct words. Check answers with the class then ask students to choose the correct answers. Students could work in pairs for this, or they could work individually and then compare their answers in pairs.

### ANSWERS

- 1 *much, any* 2 *many, many*  
3 *much, a lot of* 4 *much, much*  
5 *many, some*

### Exercise 5 USE IT!

Read out some of the sentence beginnings and elicit some possible answers. Students complete the sentences with their own ideas. Ask two students to read out the example dialogue. Point out the question *What about you?* to ask for information about someone else. Students work in pairs to discuss their answers. They then swap and work with a new partner to compare again. Ask them to note down whose sentences are the same as theirs.

### ANSWERS

Students' own answers.

### Finished?

Refer **fast finishers** to the **Finished?** activity. Students can write their shopping lists individually and compare with another fast finisher. Alternatively, ask them to read their shopping lists to the class. Write items on the board and brainstorm more ideas to add with the whole class.

### More practice

Workbook page 45

### Assessment

Five-minute test, Teacher's Resource Disk

## Language focus • Countable and uncountable nouns + *some, any, much, many* and *a lot of*

### Aim

Talk about food and meals.

### Warm-up

Ask students what kinds of food they like. Elicit some words and write them on the board, e.g. *bread, chips, meat, vegetables*. Point out that some words are in the singular and some are plural. Elicit or explain that some are countable nouns and some are uncountable.

### Exercise 1

Students find the words in the texts and decide which are countable and which are uncountable. Students could work in pairs to do this. Check answers with the class,

then read through the rules with the class and ask students to complete the rules with the correct words. Check answers with the class.

### ANSWERS

apple (c), juice (u), egg (c), bread (u), pasta (u), sweet (c), water (u), snack (c)  
Rules: 1 an egg / eggs, a sweet / sweets, a snack / snacks 2 bread, pasta, water

### Language note

We can count countable nouns, but we cannot count uncountable nouns: *one apple, two apples* (NOT *one bread, two breads*). If we want to count uncountable nouns, we have to use another word that we can count: *two slices of bread, two glasses of water*.

### Exercise 2

Students look at the pictures and complete the sentences with the words in the box. With **weaker classes**, students could work in pairs for this activity. Check answers with the class.

# Vocabulary and listening • Adjectives: Health

## Aim

Understand specific information in interviews about health.

## THINK!

Read out the question, then read through the items in the box with the class and check that students understand them all. Put students into pairs to answer the question using the ideas in the box and their own ideas. Discuss as a class the best things to do in order to be healthy.

## ANSWERS

Students' own answers.

## Exercise 1

Students use their dictionaries to check the meaning of the words and complete the definitions. With **weaker classes**, students could work in pairs. Check answers with the class and check that students understand the words in the sentences.

## ANSWERS

1 active 2 hungry 3 healthy  
4 fit 5 tired

## Exercise 2 2-06

Read out the example sentence from exercise 1 and point out the opposite adjective *well*. Students work in pairs to find the remaining opposites in the box in exercise 1. Play the audio for students to check their answers. Check that students understand all the adjectives.

## ANSWERS

1 lazy 2 thirsty 3 unhealthy  
4 unfit

## Exercise 3

Students work in pairs to read the *Health quiz* and choose the best answers. Check answers with the class and see who got the most correct answers.

## ANSWERS

1 b 2 a 3 b 4 c 5 a 6 b

## Exercise 4

Allow students time to read the questions and prepare their answers individually. Do not check answers at this stage.

## Exercise 5 2-07 page T151

Read out the questions then play the audio. Students listen and note down which questions each person answers. Check answers with the class.

## ANSWERS

1 Charlie: a, b, h, c 2 Conor: b  
3 Fran: f, g, e, d

# 5 VOCABULARY AND LISTENING • Adjectives: Health

I can understand specific information in interviews about health.

THINK! What can you do if you want to be healthy?

sit on the sofa play video games eat vegetables drink fizzy drinks drink juice or water exercise

## Health quiz

1

It's 6 p.m. and you're really hungry. What's best?  
a) Eat some snacks.  
b) Don't eat. Wait for dinner.  
c) Go to a restaurant before dinner.

2

You're thirsty. What drink is the healthiest?  
a) water  
b) juice  
c) cola

3

Your temperature is 41°C. Are you ill?  
a) No, you're well.  
b) Yes, you're very ill. Go to a doctor now!  
c) You aren't well. Go home and go to bed.

4

You can run 100 metres in eleven seconds. Are you  
a) unfit?  
b) normal?  
c) really fit?

5

You can't sleep and you're tired every morning. What's best?  
a) Don't go to bed late.  
b) Eat a lot before you go to bed.  
c) Don't go to school. Sleep more.

6

What is a couch\* potato?  
a) a vegetable  
b) a person who is very lazy and stays on the sofa a lot  
c) a person who is very hungry

\*couch = sofa

1 Check the meaning of the words in the box. Then complete the definitions with five of the words.

active unhealthy unfit well hungry  
fit thirsty tired lazy healthy ill

You go to hospital if you're ill.

- An \_\_\_\_\_ person does a lot of activities.
- When you're \_\_\_\_\_ you want to eat.
- Good food and good habits are \_\_\_\_\_.
- A \_\_\_\_\_ person exercises a lot.
- When you don't sleep you're \_\_\_\_\_.

2 2-06 What are the opposites of the adjectives in sentences 1–4 in exercise 1? Use the words in the box. Listen and check.

ill – well

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## Exercise 6 2-07 page T151

Allow students time to read the questions. Point out that in this exercise students must listen carefully for specific information. Play the audio again. Students listen and answer the questions. Check answers with the class.

## ANSWERS

- eight or nine hours
- No, he isn't. He likes going out and doing sport.
- He's studying for exams.
- She runs and swims.
- healthy foods: pasta, chicken;  
unhealthy foods: desserts and chocolate

## Optional activity: Listening

Write these questions on the board. Who ...

- can run 41 kilometres?
- isn't very fit at the moment?
- doesn't like staying in bed?
- sleeps for 6 or 7 hours?

Students work in pairs and discuss the answers to the questions from memory. Play the audio again for them to check their answers.

## ANSWERS

1 Fran 2 Conor 3 Charlie 4 Conor

## Exercise 7 USE IT!

Students work in pairs to ask and answer the questions. Discuss what students could do to become fitter and healthier.

## More practice

Workbook page 46  
Practice Kit

## Assessment

Five-minute test, Teacher's Resource Disk

# 5

## LANGUAGE FOCUS • Verb + -ing • Imperatives

I can talk about likes and dislikes and give advice.

### Verb + -ing

1 Look at the examples. Then answer the questions in rules 1–2.

Do you prefer sitting on the sofa or going out?  
I like playing video games, but I also like going out.  
I like running and swimming.

#### RULES

- 1 What form of verb comes after like, prefer, hate and don't mind?
- 2 What is the spelling of the -ing forms of the verbs run, sit and swim?



2 Think of two things that you love doing, two things that you don't mind doing and three things that you hate doing. Write sentences and then compare in a group to find out about your friends' likes and dislikes.

I love eating pizza.

Really? I love swimming in the sea.

3 USE IT! Work in pairs. Find out about your partner's lifestyle. Ask and answer questions with *Do you like ...?*

- 1 ... (help) at home?
- 2 ... (walk) or (go) by bus?
- 3 ... (meet) friends or (chat) on the internet?
- 4 ... (get up) early or late?
- 5 What games ... (play)?
- 6 What things ... (do) in your free time?

### Imperatives

4 Look at the examples of imperatives. How do we make the negative form? Find examples in the Health quiz on page 56.

Eat some snacks.  
Wait for dinner.  
Go to a doctor now!

5 Complete the sentences with the affirmative and negative imperative forms of the verbs in the box.

drink visit ask play go eat



1 \_\_\_\_\_ this before August 2018.      2 \_\_\_\_\_ this place.



3 \_\_\_\_\_ this water.      4 \_\_\_\_\_ right here.



5 \_\_\_\_\_ questions here.      6 \_\_\_\_\_ football here.

6 Write advice for situations 2–6 using affirmative or negative imperatives.

What's the best advice for a friend who ...

- 1 Exercise. Eat healthy food. Don't go to bed late.
- 1 ... wants to be healthy?
- 2 ... wants to run a marathon?
- 3 ... is having a boring weekend?
- 4 ... has got exams next week?
- 5 ... has got a problem?
- 6 ... can't speak English well?

7 USE IT! Work in groups. Compare your advice in exercise 6. Who has got the best advice?

What's the best advice for a friend who wants to be healthy?

My advice is: exercise, eat healthy food and don't go to bed late.

#### Finished?

Write five important rules for your class. Use imperative forms.

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6 What things do you like doing in your free time?

Students' own answers.

## Imperatives

### Exercise 4

Read out the examples of imperatives and ask students how to make them negative. Elicit a few answers, then ask them to check in the quiz in exercise 3 on page 56. Check answers with the class.

#### ANSWERS

Don't eat.  
Don't go to bed late.  
Don't go to school.

### Exercise 5

Focus on the first picture and elicit the answer. Students complete the sentences with the correct imperative forms. With **weaker classes**, students could work in pairs. Check answers with the class. With **stronger classes**, ask students to write alternative sentences for some of the pictures, e.g. *Don't go left.* (picture 4) Elicit possible sentences from the class and ask other students if the sentences are correct.

#### ANSWERS

1 Eat 2 Visit 3 Don't drink 4 Go 5 Ask 6 Don't play

### Exercise 6

Read out the first situation and the example advice. Elicit one or two more pieces of advice for this situation, e.g. *Don't eat sweets. Go swimming.* Students write advice for the remaining situations. With **weaker classes**, students could work in pairs for this activity.

#### ANSWERS

Students' own answers.

### Exercise 7 USE IT!

Put students into small groups to compare their answers and decide which advice is best. Ask them to choose the two best pieces of advice for each situation. Ask groups in turn to report back and discuss as a class which is the best advice for each situation.

#### ANSWERS

Students' own answers.

### Finished?

Refer **fast finishers** to the **Finished?** activity. Students can write their rules individually then compare with another fast finisher. Alternatively, ask fast finishers to read their rules to the class. Write the rules on the board and elicit more from other students.

### More practice

Workbook page 47

### Assessment

Five-minute test, Teacher's Resource Disk

## Language focus • Verb + -ing • Imperatives

### Aim

Talk about likes and dislikes and give advice.

### Warm-up

With books closed, ask: *What sports do you like doing? Which ones do you hate doing?* Elicit a range of answers and write some sentences on the board, e.g. *I like playing football. I hate running.* Underline the -ing forms and explain that in English some verbs are often followed by an -ing form. Ask students to translate the sentences into their own language.

### Verb + -ing

#### Exercise 1

Read out the examples, then read through the rules with the class and elicit the answers. Check answers with the class. Play the grammar animation.

#### ANSWERS

- 1 the -ing form
- 2 running, sitting, swimming

### Exercise 2

Students write their sentences individually. Put them into small groups to compare their sentences.

#### ANSWERS

Students' own answers.

### Exercise 3 USE IT!

Elicit one or two questions as examples. With **stronger classes**, students could add one more question of their own. Ask some students to read their questions to the class and correct any errors. Students then work in pairs to ask and answer the questions.

#### ANSWERS

- 1 Do you like helping at home?
- 2 Do you like walking or going by bus?
- 3 Do you like meeting friends or chatting on the internet?
- 4 Do you like getting up early or late?
- 5 What games do you like playing?

# Speaking • In a café

## Aim

Order food and drink in a café.

## THINK!

Read the questions with the class and elicit answers from individual students. Ask more questions to encourage students to say more, e.g. *Is the food nice? How much do you usually pay?*

## ANSWERS

Students' own answers.

## Exercise 1

Students read the menu and complete it with the words in the box. Check answers and check that students understand *plain*, *vegetarian options* and *mineral water*. Ask individual students which things they like and dislike on the menu.

## ANSWERS

1 cheese 2 chicken 3 chips  
4 burger 5 juice

## Exercise 2 2-08

Play the audio once for students to listen. Play it again, pausing after each price for students to repeat.

## ANSWERS

Students' own answers.

## Exercise 3 2-09

Read through the glossary with the class. Put students into pairs to read and say the prices. Play the audio. Students listen and check their answers. Check answers with the class.

## ANSWERS

1 two pounds twenty-five  
2 one euro  
3 fifty cents  
4 three dollars eighty-five  
5 seven dollars twenty  
6 ninety-nine pence

## Optional activity: Speaking

For more practice of prices, divide the class into teams and write a selection of prices on the board. Teams take it in turns to choose a price to say. If they get it right, they get a point and the price is crossed off. If they make a mistake, they lose a point and the price remains on the board. Continue until all the prices have been crossed off. See which team has the most points.

## Exercise 4 2-10

Allow students time to read the dialogue, look at the menu and calculate the price. Elicit some possible answers, but do not confirm the answer at this stage. Play the video or audio for students to check.

# 5 SPEAKING • In a café

I can order food and drink in a café.

**THINK!** What is your favourite restaurant or café? What kind of food and drink do you usually eat there?

Waitress Hi there, can I help you?  
Aaron Yes, can I have a cheese sandwich, please?  
Waitress Sure. Would you like salad or chips with that?  
Aaron Erm ... chips, please.  
Waitress Dessert?  
Aaron No, thanks.  
Waitress Anything else?  
Aaron Oh yes, I'll have a cola, please.  
Waitress OK. That's ... , please.  
Aaron ... Here you are.  
Waitress Thank you.



## 3 209 Read and say the prices. Listen and check.

1 £2.25 2 €1.00 3 €0.50  
4 \$3.85 5 \$7.20 6 €0.99

## GLOSSARY

\$ = dollar(s) and cents £ = pound(s) and pence  
€ = euro(s) and cents

## 4 210 Read the dialogue, look at the menu and calculate the total price. Then watch or listen and check. Is Aaron's meal very healthy?

## 5 Look at the dialogue and complete these key phrases. Then practise the dialogue with a partner. Use different items from the menu in exercise 1.

## KEY PHRASES

### Ordering food

1 \_\_\_\_\_ I help you?  
2 Can I \_\_\_\_\_, please?  
3 Would you \_\_\_\_\_ (with that)?  
4 \_\_\_\_\_ else?  
5 I'll \_\_\_\_\_, please.  
6 \_\_\_\_\_, please.

## 6 USE IT! Work in pairs. Prepare and practise two dialogues using the key phrases and the situations below. Use the menu in exercise 1.

Situation A: You're very hungry and you love desserts! You've got £10.

Situation B: You're a vegetarian and you don't like cola. You've got £6.

## 1 Complete the menu with the words in the box. Which things on the menu do you like or dislike?

burger juice chicken chips cheese

### TODAY'S MENU

**TASTY LAMB BURGER**

plain £4.50  
with 'c' £5.00

**Sandwiches**

'c' £2.80  
cheese £2.50

**EXTRAS**


+ 'c' £1.20  
+ salad £1.50

**VEGETARIAN OPTIONS**

vegetarian lasagne £4.45  
vegetarian \*b £4.00

**Drinks**

'j' £1.80  
cola £1.80  
mineral water £0.90



**DESSERTS**  
All desserts  
**£2.25**

## 2 208 Listen and say the prices.

1 £4.50 four pounds fifty  
2 £1.00 one pound  
3 £1.20 one pound twenty  
4 £4.95 four pounds ninety-five  
5 £0.80 eighty pence

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Discuss as a class if Aaron's meal is healthy or unhealthy.

## ANSWERS

£2.50 + £1.20 + £1.80 = £5.50  
His meal isn't very healthy.

## Exercise 5

Students look at the dialogue again and complete the key phrases. Check answers, and check that students understand all the key phrases. Put students into pairs to practise the dialogue using different items from the menu in exercise 1.

## ANSWERS

1 Can 2 have a cheese sandwich  
3 like salad or chips 4 Anything  
5 have a cola 6 That's £5.50

## Optional activity: Speaking

Play the audio or video again, pausing after each of the key phrases. Get students to repeat the key phrases, and encourage them to copy the intonation on the recording.

## Exercise 6 USE IT!

Put students into pairs and tell them to swap roles after situation A. Allow students time individually to decide what they are going to order. Students then prepare and practise their dialogues for the class.

## ANSWERS

Students' own answers.

## Optional activity: Speaking

For more speaking practice, get students to work in pairs and prepare their own menu, using different foods from pages 52 and 53. Monitor and help while they are working. Students can swap menus with another pair and practise ordering food again.

## More practice

Workbook page 51  
Practice Kit

## 5 WRITING • A food blog

I can write a food blog using sequencing words.

THINK! Who cooks in your family? What do they usually cook? Do you like cooking?

Sally's

### EASY MENU BLOG

Hi. Here are my new ideas for a tasty menu.

First, I've got some snacks. I love nuts and raisins.

After that, I've got these fun egg salads for the starter (an idea from the internet).

Next is the main course. Today it's mini pizzas with tuna, red pepper and olives. I love making these. They look like faces and they taste great.

Finally, my favourite: dessert! There's hot fruit with ice cream. I like this because there aren't many ingredients and it's easy to make. Just chop some fruit, cook for ten minutes with some sugar and serve with ice cream. Mmm! Delicious!

Enjoy your meal! And join me next month for another easy menu.



#### GLOSSARY

raisins tuna red pepper olives ingredients  
chop starter main course

- 1 Check the meaning of the words in the glossary. Then read Sally's blog. Where is the idea for a fun egg salad from? What is her favourite part of the meal?
- 2 Complete the key phrases with words from Sally's blog.

#### KEY PHRASES

Writing a food blog

- 1 They taste terrible / OK / \_\_\_\_\_.
- 2 It's \_\_\_\_\_ / fun / cheap / difficult to make.
- 3 Mmm! \_\_\_\_\_!
- 4 Enjoy your \_\_\_\_\_!
- 5 Join me \_\_\_\_\_.

#### Language point: Sequencing

- 3 Look at the words in blue in the blog. Which two phrases have the same meaning?
  - 4 Order pictures and sentences a–d. Then complete the sentences with the words in exercise 3.  
Hot fruit with ice cream
- a \_\_\_\_\_, add some sugar.
- b \_\_\_\_\_, chop some fruit.
- c \_\_\_\_\_, serve with ice cream.
- d \_\_\_\_\_, cook for ten minutes.

#### 5 USE IT! Follow the steps in the writing guide.

#### WRITING GUIDE

##### A TASK

Write a food blog.

##### B THINK AND PLAN

- 1 What is the name of your blog?
- 2 What is on your menu?
- 3 Where are the ideas from?
- 4 What are the ingredients?
- 5 Why do you like this food?
- 6 How often do you write your blog?

##### C WRITE

Write your blog. Look again at the model text for ideas. Use photos if possible.

##### D CHECK

- presentation of blog
- grammar
- sequencing



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## Writing • A food blog

#### Aim

Write a blog about food using sequencing words.

#### THINK!

Ask the questions to the class and elicit answers from individual students. Encourage students to share their experiences with the class and ask more questions to encourage them to speak more, e.g. *What things can you cook? What would you like to cook? Do you think it's important to learn how to cook?*

#### ANSWERS

Students' own answers.

#### Exercise 1

Read through the words in the glossary with the class and make sure students understand them. Students read the blog and answer the questions, then compare their answers in pairs. Check answers with the class.

#### ANSWERS

The idea is from the internet. Her favourite part of the meal is the dessert.

#### Exercise 2

Students read the key phrases and complete them using words from Sally's blog. Check answers with the class and check that students understand all the key phrases.

#### ANSWERS

- 1 great 2 easy 3 Delicious 4 meal  
5 next month

#### Language point: Sequencing

#### Exercise 3

Focus attention on the words in blue in the blog. Discuss with the class what the words and phrases mean, and which two have the same meaning. Ask students to translate the words and phrases into their own language. Point out the commas after *First*, *After that* and *Finally*.

#### ANSWERS

After that and Next

#### Exercise 4

Focus on the pictures and ask: *What's Sally making?* (hot fruit with ice cream). Ask students to order the pictures and the sentences. Check answers then ask students to complete the sentences with the correct ordering words. Check answers by asking a student to read out the completed recipe in the correct order.

#### ANSWERS

- a After that, / Next, 2  
b First, 1  
c Finally, 4  
d After that, / Next, 3

#### Optional activity: Writing

Ask students to close their books. Write the following gapped sentences on the board:

- 1 \_\_\_\_\_ some fruit.
- 2 \_\_\_\_\_ for ten minutes.
- 3 \_\_\_\_\_ with ice cream.

Put students into pairs to complete the sentences from memory. They can then check their answers in the blog. Elicit that the verbs are all imperatives, and point out that we use imperatives to give instructions about cooking food. Elicit some other possible imperatives for cooking instructions, e.g. *Add some sugar / salt, Stir for five minutes, Don't cook for too long*. Write these on the board to help students when they write their blogs.

#### ANSWERS

- 1 Chop 2 Cook 3 Serve

#### Exercise 5 USE IT!

Read the task with the class. Students answer the questions and plan their blog. Review Sally's blog again with the class and point out that the sequencing words are used at the beginning of each paragraph. Students write their blog. This can be set for homework. Remind students to check their grammar and spelling carefully.

#### ANSWERS

Students' own answers.

#### More practice

Workbook page 49  
Practice Kit

#### End-of-unit activities

Progress Review, Workbook page 50  
\* Vocabulary and language focus worksheet, Teacher's Resource Disk  
\*\* Vocabulary and language focus worksheets, Teacher's Resource Disk  
\*\*\* Vocabulary and language focus worksheets, Teacher's Resource Disk  
Speaking worksheets, Teacher's Resource Disk

# Review

## Vocabulary

### Exercise 1

Students read the sentences and write the correct food words. Check answers with the class.

#### ANSWERS

- sandwich
- apple
- crisps
- yoghurt
- juice
- egg
- soup
- burger
- chips
- fizzy drink
- rice
- chips
- fish
- pizza
- pasta
- salad

### Exercise 2

Students rewrite the sentences with the correct adjectives. With **weaker classes**, allow students to look back at page 56 to help them. With **stronger classes**, encourage students to complete the task without looking back. Check answers with the class and check that students understand all the adjectives.

#### ANSWERS

- I'm fit. I walk to school every day and I play football at the weekend.
- Jonny is a couch potato. He's very **lazy**.
- Go and see the doctor. You're **ill!**
- Don't eat crisps and sweets for lunch. They're **unhealthy**.
- Jamie is usually **tired** in the mornings. He goes to bed very late!
- Have you got any juice? I'm **thirsty**.

## Language focus

### Exercise 3

Read out the first gapped sentence and elicit the correct word (*sandwich*). Elicit why the other word (*chips*) is not possible (it is plural, so the sentence would have to be: *Would you like some chips?*). Students complete the remaining sentences with the correct words then compare their answers in pairs. Check answers with the class.

#### ANSWERS

- sandwich
- yoghurts
- cheese
- pizza
- salad
- bread

### Exercise 4

Students complete the dialogue with the correct words. If necessary, allow students to refer back to the rules and examples on page 55 to help them. Check answers with the class.

#### ANSWERS

- some
- How much
- a lot of
- much
- some
- any
- How many
- a lot

### Exercise 5

Read out the two examples and remind students how to form affirmative and negative imperatives. Students complete the sentences with the correct imperatives. With **stronger classes**,

## 5 REVIEW

### Vocabulary

#### 1 Complete the sentences with the correct food words.

- For lunch today, I've got a <sup>1</sup> \_\_\_\_\_, an <sup>2</sup> \_\_\_\_\_ and some <sup>3</sup> \_\_\_\_\_.
- I have a <sup>4</sup> \_\_\_\_\_, some <sup>5</sup> \_\_\_\_\_ and an <sup>6</sup> \_\_\_\_\_ for breakfast every day.
- My favourite lunch is <sup>7</sup> \_\_\_\_\_, a <sup>8</sup> \_\_\_\_\_, some <sup>9</sup> \_\_\_\_\_ and a <sup>10</sup> \_\_\_\_\_.
- I don't like <sup>11</sup> \_\_\_\_\_, <sup>12</sup> \_\_\_\_\_ or <sup>13</sup> \_\_\_\_\_, but I love <sup>14</sup> \_\_\_\_\_, <sup>15</sup> \_\_\_\_\_ and <sup>16</sup> \_\_\_\_\_.

#### 2 Rewrite the sentences with the correct adjectives.

- I'm unfit. I walk to school every day and I play football at the weekend.
- Jonny is a couch potato. He's very active.
- Go and see the doctor. You're well!
- Don't eat crisps and sweets for lunch. They're healthy.
- Jamie is usually thirsty in the mornings. He goes to bed very late!
- Have you got any juice? I'm hungry.

### Language focus

#### 3 Complete the sentences using one of the words in brackets.

- Would you like a \_\_\_\_\_? (sandwich / chips)
- There are two \_\_\_\_\_ in the fridge. (yoghurts / meat)
- Do you have \_\_\_\_\_ for breakfast? (strawberry / cheese)
- Can I have a \_\_\_\_\_, please? (rice / pizza)
- I don't like \_\_\_\_\_. (sandwich / salad)
- Have you got any \_\_\_\_\_? (banana / bread)

#### 4 Complete the dialogue with the words in the box.

a lot of a lot any How many  
How much much some (x2)

- Dan I'm hungry. Let's make <sup>1</sup> \_\_\_\_\_ cheese sandwiches.
- Joe Good idea. <sup>2</sup> \_\_\_\_\_ bread is there?
- Dan There's <sup>3</sup> \_\_\_\_\_ bread, but there isn't <sup>4</sup> \_\_\_\_\_ cheese.
- Joe I think there's <sup>5</sup> \_\_\_\_\_ chicken.

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- Dan OK. Are there <sup>6</sup> \_\_\_\_\_ apples?
- Joe Yes, there are.
- Dan OK. <sup>7</sup> \_\_\_\_\_ apples are there?
- Joe There are <sup>8</sup> \_\_\_\_\_ of apples.
- Dan Perfect! Chicken sandwiches and apples.

#### 5 Complete the sentences with the pairs of verbs in the box. Use affirmative and negative imperative forms.

drink / buy eat / choose play / do  
walk / go worry / be watch / read

- Don't watch a lot of TV. X  
Read more books. ✓
- \_\_\_\_\_ a lot of crisps and sweets. X  
\_\_\_\_\_ healthy snacks. ✓
  - \_\_\_\_\_ a lot of water each day. ✓  
\_\_\_\_\_ fizzy drinks. X
  - \_\_\_\_\_ to school every day. ✓  
\_\_\_\_\_ by bus. X
  - \_\_\_\_\_ video games in your free time. X  
\_\_\_\_\_ some exercise. ✓
  - \_\_\_\_\_ about things. X  
\_\_\_\_\_ happy! ☺ ✓

### Speaking

#### 6 Complete the dialogue with the words in the box.

can I have help I'll have  
That's else Would you like

- A Can I <sup>1</sup> \_\_\_\_\_ you?
- B Yes, <sup>2</sup> \_\_\_\_\_ a burger with cheese, please?
- A Sure. <sup>3</sup> \_\_\_\_\_ salad or chips with that?
- B Salad, please.
- A Anything <sup>4</sup> \_\_\_\_\_?
- B <sup>5</sup> \_\_\_\_\_ a mineral water, please.
- A OK. <sup>6</sup> \_\_\_\_\_ £4.75, please.

### Listening

#### 7 Listen to two friends talking and complete the sentences with the correct words.

- Leo looks \_\_\_\_\_.
- Leo sleeps for \_\_\_\_\_ hours every night.
- Leo hasn't got time to do any \_\_\_\_\_.
- It's important for Leo to be \_\_\_\_\_ and \_\_\_\_\_ to do well in his exams.
- Leo isn't \_\_\_\_\_ in the morning.
- Naomi suggests some bread or an egg and some \_\_\_\_\_ for breakfast.

students could add one more affirmative and negative imperative with their own ideas. Check answers with the class.

#### ANSWERS

- Don't eat, Choose
- Drink, Don't buy
- Walk, Don't go
- Don't play, Do
- Don't worry, Be

## Speaking

### Exercise 6

Students complete the dialogue with the correct words. Check answers, then ask students to practise the dialogue in pairs.

#### ANSWERS

- help
- can I have
- Would you like
- else
- I'll have
- That's

## Listening

### Exercise 7 2.11 page T151

Allow students time to read the gapped sentences. Play the audio for students to listen and complete the sentences. Play the audio again, if necessary, for students

to check and complete their answers. Check answers with the class. Ask students what advice they would give to Leo.

#### ANSWERS

- tired
- five
- exercise
- fit, healthy
- hungry
- (fruit) juice

### Optional activity: Consolidation

Write on the board: *Tips for healthy living*. Brainstorm a few possible tips with the class, e.g. *Be active and do a lot of exercise. Don't eat many sweets*. Put students into pairs and ask them to write ten tips for healthy living. Ask them to use vocabulary from pages 52, 53 and 56, and *some, any*, etc. from page 55. Point out that the tips should all be in the imperative form. When students have written their tips, put pairs together into groups of four to compare their tips and choose the best ten overall. Discuss with the class which are the best ten tips overall.

## 5 PUZZLES AND GAMES

**1 GUESS THE FOOD.** Work in pairs. Look at the words in the box. One student chooses a word and makes a sentence about it. The other student listens and guesses the food.

burger pasta raisins meat juice  
sweets rice vegetables nuts crisps  
cheese pear olives tuna

It's got bread and meat. It's unhealthy.

Burger?

**2 MEMORY GAME.** Play in groups. Make sentences with *a, an, a lot of, some* and *many*. Follow the instructions.

- Student A says, 'In my kitchen, there's a lot of pasta.'
- Student B says, 'In my kitchen, there's a lot of pasta and an apple.'
- Who can remember everybody's words?

**3** Find five adjectives about health on the plates. Write the words.

1 elhayth

2 sirtthy

3 lewl

4 eviact

5 fti

**4** Complete the crossword with the opposites of the adjectives from exercise 3.



**5** Follow the lines and complete the sentences with the verb + *-ing*.



Sue likes eating pizza.

1 Mel enjoys \_\_\_\_\_

2 David doesn't like \_\_\_\_\_

3 Sophia really likes \_\_\_\_\_

4 Harry doesn't mind \_\_\_\_\_

5 Rob and Steve love \_\_\_\_\_

**6 THE 'PLEASE' GAME.** Work in groups. Follow the instructions.

- One student gives instructions to the other students using imperatives.
- If you hear 'please', do the action. If you don't hear 'please', don't do the action!
- If you make a mistake, you are out of the game. The winner is the last student in the game.

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### Exercise 4

Students complete the crossword with the opposites of the adjectives from exercise 3. Check answers with the class.

#### ANSWERS

Down: 1 unfit 2 hungry 3 ill 4 lazy

Across: 1 unhealthy

### Exercise 5

Read out the example answer and point out that students must add a suitable verb and noun to complete the sentences.

You could do this as a race. With **weaker classes**, you could write the verbs and nouns on the board in a jumbled order to help students, e.g. *drink, sit, do, play, learn / languages, housework, the sofa, fizzy drinks, tennis*. Check answers with the class.

With **stronger classes**, ask students to write two more sentences about things they like and don't like doing. Students can compare their sentences in pairs.

Ask some students to tell the class about their partner.

#### ANSWERS

1 learning languages

2 playing tennis

3 sitting on the sofa

4 doing housework

5 drinking fizzy drinks

### Exercise 6

Read out the instructions for the game and brainstorm some possible instructions, e.g. *Stand up, Sit down, Write your name, Open your school bag*. The instructions could also include things that students have to mime, e.g. *Play tennis, Eat a burger*. Put students into groups to play the game. Set a time limit and see which students are still in the game at the end of that time.

Alternatively, you could play the game with the whole class. Choose a student to give instructions, or give the instructions yourself. Continue until there is only one student left in the game.

#### ANSWERS

Students' own answers.

#### Assessment

Unit 5 tests, Teacher's Resource Disk

## Puzzles and games

### Exercise 1

Read out the instructions and the example dialogue. Students take turns to say a sentence about a type of food for their partner to guess. With **weaker classes**, students could work in pairs to prepare some sentences, then work in groups of four to read their sentences to each other and guess the words. As an extension, students could write one more sentence about a different kind of food from pages 52 and 53. Their partner must guess the food.

#### ANSWERS

Students' own answers.

### Exercise 2

Read out the example and explain the game. Starting at the front of the class, students take it in turns to repeat the list of items and add one more. If students make a mistake, they are out of the game.

Continue until only a few students remain in the game. They are the winners.

#### ANSWERS

Students' own answers.

### Exercise 3

Students work individually or in pairs to unscramble the adjectives. You could do this as a race. Check answers with the class.

As an extension, students could choose three more adjectives from page 56 and write them as jumbled words. They can swap with a partner and try to unscramble the words they have been given.

#### ANSWERS

1 healthy 2 thirsty 3 well

4 active 5 fit

## Unit summary

### Vocabulary

Sports: *athletics, basketball, climbing, cycling, football, golf, gymnastics, hockey, horse-riding, rugby, sailing, skiing, swimming, tennis, volleyball, wrestling; ball, champion, competition, fan, match, Olympic Games, player, race, stadium, team*

X Games: *become, compete (in), decide, do, go, learn, start, travel, watch, win*

### Language focus

*there was, there were*

*was, were*

Past simple: affirmative

Past time expressions

### Speaking

I can talk about what I did at the weekend.

### Writing

I can write a profile of a sports star using paragraphs.

## Vocabulary • Sports

### Aim

Talk about different sports.

### Background

Rugby sevens, also known as seven-a-side, is a variant of rugby union in which teams are made up of seven players, instead of the usual fifteen. Both men and women can play the game. It was introduced for the first time at the 2016 Summer Olympic Games in Rio de Janeiro, Brazil.

### THINK!

Ask the question to the whole class and elicit answers from different students. Ask more questions to encourage students to say more, e.g. *Can you play this sport in your town / city? Do you do this sport at your school? Do you know someone who does this sport?*

### ANSWERS

Students' own answers.

### Exercise 1 2.12

Students match the sports with the pictures. They can use their dictionaries to check the different sports words, if necessary. With **weaker classes**, students could work in pairs to do this. With **stronger classes**, you could do it as a race. Play the audio for students to listen and check. Check that students understand all the sports and drill pronunciation

# 6 Sport

VOCABULARY • Sports  
I can talk about different sports.

- Extra listening and speaking p97
- Culture p109
- Project p114

THINK! What sports are popular in your country?

1 2.12 Match the words in the box with pictures 1–16. Then listen and check. Which sports do you like?

football basketball tennis swimming  
athletics cycling climbing gymnastics skiing  
volleyball golf hockey wrestling sailing  
rugby horse-riding



2 Work in pairs. Take turns to mime and guess sports from exercise 1.

3 Check the meaning of the words in blue in the Sports quiz. Then do the quiz in pairs or teams.

## SPORTS QUIZ

HOW MUCH DO YOU KNOW ABOUT SPORT?  
DO THE QUIZ. SCORE ONE POINT  
FOR EVERY CORRECT ANSWER.  
THEN LOOK AT THE KEY.

1 Can you name an American basketball player?

2 Which country are these hockey fans from?

3 What is the longest event in an athletics competition?

4 What's the most famous cycling race in the world?

of difficult words such as *athletics* and *gymnastics*. Have a class discussion about who likes which sport.

### ANSWERS

1 football 2 horse-riding 3 tennis  
4 swimming 5 athletics 6 cycling  
7 climbing 8 gymnastics 9 skiing  
10 volleyball 11 golf 12 hockey  
13 wrestling 14 sailing 15 rugby  
16 basketball

### Exercise 2

Demonstrate the activity by miming a sport yourself and getting students to guess it. Put students into pairs to take turns to mime sports and guess them. Set a time limit of two or three minutes, and see which pair can mime and guess the most sports correctly in that time.

### ANSWERS

Students' own answers.

### Exercise 3

Students read the quiz and check the meaning of the blue words in their

dictionaries. Check they understand all the words. With **weaker classes**, read out the quiz and elicit the blue words. Put students into pairs or small groups to read the quiz again and answer as many questions as they can. You could set a time limit for this. Check answers with the class and ask students to add up their scores. See who got the most correct answers, then allow students time to read the key, to see what it says about their scores.

### ANSWERS

1 LeBron James, Kobe Bryant, etc.  
2 Canada  
3 50 kilometre race walk  
4 the Tour de France  
5 Barcelona (the Camp Nou stadium)  
6 Japan  
7 b  
8 four  
9 50 metres  
10 two

**5** In which city is the biggest football stadium in Europe?

**6** Here's a judo champion. Which country is this sport from?

**7** Which of these is the correct size for a golf ball: a, b or c?

a 19 mm    b 41.1 mm    c 57.5 mm

**8** How many players are there in a doubles tennis match?

**9** How long is an Olympic swimming pool?

**10** How many players are there in a beach volleyball team?

**4** 2:13  
Watch or listen and answer the questions.

1 Does Liane do any sports?  
2 What sport does Lewis watch on TV?  
3 Are there any sports Ray wants to try?

**5** 2:13 Watch or listen again and complete the key phrases.

**KEY PHRASES**

Talking about sports

1 I'm in a \_\_\_\_\_ club.  
2 I (don't) enjoy \_\_\_\_\_.  
3 I'm in the \_\_\_\_\_ team.  
4 I'm a \_\_\_\_\_ fan.  
5 I want to try \_\_\_\_\_.

**6** **USE IT!** Work in pairs. Find out who is sports crazy. Change the words in blue in exercise 4 and ask and answer the questions. Use the key phrases.

Do you do any sports?

Yes, I enjoy playing basketball. I'm in the school team. And you?

**Finished?**  
Write more quiz questions.

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### Finished?

Refer **fast finishers** to the **Finished?** activity. Students can write their questions individually and ask and answer with another fast finisher. Alternatively, ask them to read their questions to the class. See if other students can answer them.

### More practice

Workbook page 52

### Assessment

Five-minute test, Teacher's Resource Disk

### Optional activity: Vocabulary

Write a gapped sports word on the board, e.g. *s \_ \_ i \_ g* (skiing). Ask students to guess the word. Students work in pairs to write five gapped sports words. They then close their books, swap with another pair and try to complete the words they have been given. See which pair completes all five words correctly.

### Exercise 4 2:13 page T152

Allow students time to read through the questions. Play the video or audio for students to watch or listen and answer the questions. Check answers with the class.

#### ANSWERS

- 1 Yes, she does swimming.
- 2 He watches football on TV.
- 4 He wants to try skiing.

### Exercise 5 2:13 page T152

Play the video or audio again for students to watch or listen and complete the key phrases. Check answers with the class.

#### ANSWERS

- 1 swimming
- 2 getting up early every morning
- 3 school
- 4 basketball
- 5 skiing

### Exercise 6 USE IT!

Read out the example question, then allow students time to reform the questions in exercise 4 to ask a partner. With **weaker classes**, do this with the whole class and write the questions on the board. Students then ask and answer the questions in pairs. Ask some students to tell the class if their partner is sports crazy. See who is the most sports crazy in the class.

#### ANSWERS

Students' own answers.

## Reading • The Olympics then and now

### Aim

Read for specific information.

### THINK!

Read the questions with the class and elicit possible answers. Tell students the answers, and see who gave the correct answers.

### ANSWERS

The next Olympic Games are in Tokyo in 2020. Climbing is not in the Olympics.

### Exercise 1

Focus on the text. With **weaker classes**, you could use the dates to revise and practise saying dates in English. Point to each date in turn and elicit how to say it. Students read and note down the sports that are mentioned. They can compare their answers in pairs. Check answers with the class and check that students understand *marathon*.

### ANSWERS

wrestling, ice hockey, swimming, marathon / running, table tennis, horse-riding, golf, rugby

### Exercise 2 2-14

Allow students time to read the sentences. Point out that for this task they need to read and listen carefully to find specific information. Point out that they can use the dates and other clues to find the relevant part of the text quickly. Then they need to listen carefully to see if each sentence is true or false. With **stronger classes**, students could correct the false sentences. Students can compare their answers in pairs. Check answers with the class and encourage students to give evidence from the text to support their answers.

### ANSWERS

1 false (There were only silver and bronze medals.) 2 true 3 false (She was from Denmark.) 4 true 5 false (They were Olympic sports for the first time in 2016.)

### Optional activity: Reading

Write these questions on the board:

- Where were the first modern Olympic Games?
- Which event took over eleven hours?
- When was the first Olympic flag used?
- When did table tennis become an Olympic sport?

Students answer the questions. They read or listen to find each answer.

### ANSWERS

1 Greece 2 a wrestling match 3 1920 4 1988

## 6 READING • The Olympics then and now

I can read for specific information.

THINK! When and where are the next Olympic Games? Which sport in the box is NOT in the Olympics?

climbing sailing rugby golf football

## OLYMPICS TIMELINE

- 
- 1896** The first modern Olympic Games were in Greece. There were silver medals for winners and bronze medals for second place. There weren't any gold medals.
- 1900** Women weren't competitors until 1900. That year there were more competitors than spectators.
- 1912** There was an eleven-hour-forty-minute wrestling match between Martin Klein and Alfred Asikainen. It was the longest competition in Olympic history.
- 1916** In 1916, 1940 and 1944, there weren't any games because of war.
- 1920** There wasn't an Olympic flag until 1920. The flag of every country in the world has got one of the five Olympic colours in it.
- 1924** In the first Winter Olympics in France, the Canadian ice hockey team were champions with 122 goals.
- 1936** Twelve-year-old swimmer Inge Sorensen from Denmark was the youngest medallist in Olympic history.
- 1960** Abebe Bikila from Ethiopia was the first African to win a gold medal after running a marathon without shoes.
- 1988** Table tennis is one of the most popular sports in the world, but it wasn't in the Olympics until 1988.
- 2012** Hiroshi Hoketsu was a competitor in a horse-riding competition at the age of seventy-one.
- 2016** In Rio, golf and rugby were the first events in nearly 100 years.

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1 Read the text. What sports are mentioned?

2 2-14 Read and listen to the text again and write true or false.

- There were gold medals in the first Olympic Games.
- There weren't any games in 1916.
- Inge Sorensen was a swimmer from Ethiopia.
- Abebe Bikila was a marathon runner.
- Golf and rugby were Olympic sports for the first time in 2012.

3 VOCABULARY PLUS Use a dictionary to check the meaning of the words in blue in the text. For more practice go to page 56 in the Workbook.

4 USE IT! Work in pairs. Which piece of information in the text do you think is the most interesting? What sports do you like watching in the Olympics?

### Exercise 3 VOCABULARY PLUS

Students check the meaning of the words in blue. Discuss the meanings with the class. You could ask students to translate the words into their own language to check understanding.

### ANSWERS

Students' own answers.

Workbook page 56 exercise 5

### Optional activity: Vocabulary plus

Write the following gapped sentences on the board:

- A \_\_\_ wins a competition.
- A \_\_\_ wins a medal.
- A \_\_\_ competes in a competition.
- A \_\_\_ swims.
- A \_\_\_ spectates.

Students complete the sentences with the blue words from the text. Check answers with the class.

### ANSWERS

1 winner 2 medalist 3 competitor 4 swimmer 5 spectator

### Exercise 4 USE IT!

Allow students time to prepare their answers to the questions individually. They then discuss the questions in pairs. Ask some students to report back to the class. Discuss as a class which sports students enjoy watching. Ask more questions to extend the discussion, e.g. *Which sports do you find boring? Which would you like to try? Which would you like to see live?* See which sports are the most and least popular with the class.

### ANSWERS

Students' own answers.

### More practice

Workbook page 56

Practice Kit

**6 LANGUAGE FOCUS • there was, there were • was, were**  
I can talk about past events.

**there was, there were**

1 Complete the examples from the text on page 64. Then choose the correct words in the rules.

- \_\_\_\_\_ an eleven-hour-forty-minute match.
- \_\_\_\_\_ any gold medals.

**RULES**

- We use *there was* and *there wasn't* with singular / plural nouns.
- We use *there were* and *there weren't* with singular / plural nouns.

2 Complete the text with affirmative and negative forms of *there was* and *there were*.

**The first marathon**  
2,500 years ago <sup>1</sup> \_\_\_\_\_ a war between Greece and Persia and <sup>2</sup> \_\_\_\_\_ a lot of battles. <sup>3</sup> \_\_\_\_\_ a big battle in a place called Marathon, which the Greeks won\*. This was important news, but <sup>4</sup> \_\_\_\_\_ any internet and <sup>5</sup> \_\_\_\_\_ any telephones. So a man called Pheidippides ran\* to Athens with news of the battle. He ran about forty-one kilometres. <sup>6</sup> \_\_\_\_\_ any good roads, so it was a difficult journey. When he arrived in Athens, he died.  
\*won = past of win, ran = past of run.



3 Complete the sentences with affirmative and negative forms of *there was* and *there were*. Use *many*, *any* or *a / an*.

- 2,500 years ago ...
- ... rich footballers.
  - ... chariot races.
  - ... country called Persia.
  - ... sport called skateboarding.
  - ... messengers.
  - ... iPads.



4 Write eight sentences about your country 100 years ago. Use the words in the box.

there was / wasn't many  
there were / weren't a lot of some / any a / an

There weren't many cars.

5 USE IT! Work in pairs. Compare your sentences in exercise 4.

**was, were**

6 Complete the examples from the *Olympics timeline* text on page 64. Then complete the rule.

- Hiroshi Hoketsu \_\_\_\_\_ a competitor.
- It \_\_\_\_\_ in the Olympics until 1988.
- Golf and rugby \_\_\_\_\_ events for the first time.
- Women \_\_\_\_\_ competitors until 1900.

**RULE**

was and were are the past forms of \_\_\_\_\_ and \_\_\_\_\_.

7 Complete the sentences using affirmative and negative forms of *was* and *were*.

*In the past ...*

- things \_\_\_\_\_ different.
- sports stars \_\_\_\_\_ richer.
- I \_\_\_\_\_ younger.
- Everest \_\_\_\_\_ higher.
- transport \_\_\_\_\_ slower.
- people \_\_\_\_\_ taller.

8 Complete the sentences with *was* and *were* and your own ideas.

- I \_\_\_\_\_ born in ... I was born in Prague.
- When I \_\_\_\_\_ younger, my favourite sport \_\_\_\_\_
  - The number one song last week \_\_\_\_\_
  - My great-grandparents' names \_\_\_\_\_
  - My favourite films last year \_\_\_\_\_
  - My favourite day last week \_\_\_\_\_
  - When I \_\_\_\_\_ younger, my hobbies \_\_\_\_\_
  - My last meal \_\_\_\_\_

9 USE IT! Work in pairs. Compare your sentences in exercise 8.

**Finished?**

Think of more differences between life 100 years ago and now. Use *there was, there were, was* and *were*.

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**ANSWERS**

- ... there weren't any rich footballers.
- ... there were many chariot races.
- ... there was a country called Persia.
- ... there wasn't a sport called skateboarding.
- ... there were many messengers.
- ... there weren't any iPads.

**Exercise 4**

Read out the example and elicit one or two more examples. Students write their sentences. With **weaker classes**, students could work in pairs.

**ANSWERS**

Students' own answers.

**Exercise 5 USE IT!**

Put students into pairs or groups of four to compare their sentences and decide which are the same and which are different.

**ANSWERS**

Students' own answers.

**was, were**

**Exercise 6**

Students complete the sentences with the correct words from the text on page 64. Students complete the rule. Check answers with the class. Play the grammar animation.

**ANSWERS**

- 1 was 2 wasn't 3 were 4 weren't  
Rule: *is* and *are*

**Exercise 7**

Students complete the sentences with the correct forms. Check answers with the class.

**ANSWERS**

- 1 were 2 weren't 3 was 4 wasn't  
5 was 6 weren't

**Exercise 8**

Read out the example. Students complete the sentences with their own ideas.

**Exercise 9 USE IT!**

Students compare their answers in pairs. Ask them to listen to their partner's sentences and choose one interesting thing to tell the class about their partner.

**Finished?**

Refer **fast finishers** to the **Finished?** activity. Students can write their sentences individually and compare with another fast finisher. Alternatively, ask them to read their sentences to the class, omitting *was / wasn't / were / weren't*. See if other students can guess the missing words.

**More practice**

Workbook page 53

**Assessment**

Five-minute test, Teacher's Resource Disk

**Language focus • there was, there were • was, were**

**Aim**

Talk about past events.

**Warm-up**

With books closed, ask students what they can remember about the Olympic Games. Elicit a few ideas, then read out the following dates: 1896, 1900, 1912, 1916. See if students can remember what happened. Write sentences with *was* and *were* on the board. Students open their books to check their answers. Underline *was* and *were* on the board and elicit that they refer to the past.

**there was, there were**

**Exercise 1**

Read out the examples and ask students to translate them into their language.

Students then find examples of negative forms. Elicit the negative forms and write them on the board. Read out the questions and elicit the answers. Then read through the rules with the class and elicit the correct words.

**ANSWERS**

- 1 There was 2 There weren't  
Rules: 1 singular 2 plural

**Exercise 2**

Draw students' attention to the glossary at the bottom of the text. Students read the text and complete it with the correct forms. Check answers with the class.

**ANSWERS**

- 1 there was 2 there were  
3 There was 4 there wasn't  
5 there weren't 6 There weren't

**Exercise 3**

Focus on the first prompt and elicit the answer. Students complete the sentences with the correct forms. Check answers with the class.

# Vocabulary and listening • X Games: Regular and irregular verbs

## Aim

Understand specific information in a programme about the X Games.

## THINK!

Read out the questions and check that students understand *dangerous*. Elicit answers from individual students. Ask more questions to encourage students to say more, e.g. *Why is this sport dangerous? Would you like to try this sport?*

## ANSWERS

Students' own answers.

## Exercise 1 2-15

Use the photos to teach *skateboarding*. Also teach *BMX* and *motocross*. Read through the verbs with the class and check that students understand them all. Students read the text and the four sentences, and match the verbs with their past forms. Play the audio for students to listen and check their answers. Tell them not to worry about the options in the sentences at this stage.

## ANSWERS

1 learned 2 started 3 went 4 won  
5 travelled 6 became 7 watched  
8 did 9 competed (in) 10 decided

## Optional activity: Vocabulary

Write these collocations on the board:

- to \_\_\_ a competition / a medal
- to \_\_\_ TV / a film / a football match
- to \_\_\_ a language / to ski
- to \_\_\_ in a race / in a competition

Ask students to complete the collocations with verbs from exercise 1. Check answers with the class.

## ANSWERS

1 win 2 watch 3 learn 4 compete

## Exercise 2 2-16 page T152

Read the task and make sure students understand they must choose who is talking from column A and the phrases they hear from column B. Point out that they are listening for the general meaning, so they don't need to understand every word. Play the audio. Students listen and choose the correct answers.

## ANSWERS

2, 5

## Exercise 3 2-16 page T152

Refer students back to the sentences after the text. Allow them time to read the sentences and the options. Point

6

## VOCABULARY AND LISTENING • X Games: Regular and irregular verbs

I can understand specific information in a programme about the X Games.

THINK! What sports are difficult and dangerous? Are these sports popular in your country?

# X GAMES SUPERSTARS

Sports in the X Games are always exciting and often dangerous. The games started in 1995 when 500,000 fans travelled to Newport in the USA and watched sports like BMX, skateboarding and motocross.

Our programme today looks at two skateboarders who decided to learn to skateboard when they were very young. They competed in the X Games and became big stars – Tom Schaar, the youngest gold medallist in the history of the games, and Alana Smith, the youngest silver medallist.

1 She / He learned to skate when she / he was  
a four. b seven. c nine.

2 She / He first went to the X Games in  
a Barcelona. b Miami. c Shanghai.

3 She / He did a trick called  
a 900. b 1080. c 540 McTwist.

4 She / He won an X Games medal when she / he was  
a ten. b twelve. c fourteen.

1 2-15 Check the meaning of verbs 1–10. Then read the text and sentences 1–4. Match verbs 1–9 with the past simple forms in blue. Listen and check.

- |          |                |
|----------|----------------|
| 1 learn  | 6 become       |
| 2 start  | 7 watch        |
| 3 go     | 8 do           |
| 4 win    | 9 compete (in) |
| 5 travel | 10 decide      |

2 2-16 Listen to information about Alana Smith and Tom Schaar. From column A, choose who is talking. From column B, choose where they are.

- |                         |                       |
|-------------------------|-----------------------|
| A                       | B                     |
| 1 parents talking       | 4 at school           |
| 2 sports fans talking   | 5 at the X Games Asia |
| 3 Alana and Tom talking | 6 on a TV programme   |

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3 2-16 Listen again and look at sentences 1–4 in the text. Choose the correct answers for Alana and then for Tom.

4 USE IT! Complete the questions with the correct form of the verbs in the box. Then ask and answer with a partner.

do learn become win travel compete

- What sports do you want to \_\_\_\_\_?
- Where do you want to \_\_\_\_\_?
- Do you want to \_\_\_\_\_ a star? Why / Why not?
- Do you prefer \_\_\_\_\_ or \_\_\_\_\_ in competitions? Why?
- Can you \_\_\_\_\_ any dangerous sports?

out that students must listen carefully to hear the specific information they need. Play the audio again. Students listen and choose the correct answers for Alana and Tom. Students check and complete their answers.

## ANSWERS

Alana: 1 b 2 a 3 c 4 b

Tom: 1 a 2 c 3 b 4 b

## Optional activity: Listening

Dictate these sentences to the class, or write them on the board.

- Alana watched the X Games when she was five.
- She won a gold medal when she was twelve.
- Tom Schaar was on this programme one year ago.
- A 1080 is an easy trick.

Play the audio. Ask students to listen again and correct the sentences. Check answers with the class.

## ANSWERS

- Alana watched the X Games when she was six.
- She won a silver medal when she was twelve.
- Tom Schaar was on this programme two years ago.
- A 1080 is a very difficult trick.

## Exercise 4 USE IT!

Point out to students that most of the questions need the base form of the verb, but one question needs the *-ing* form. Check the questions with the class, then put students into pairs to ask and answer them.

## ANSWERS

1 learn 2 travel 3 become  
4 winning, competing 5 do  
Students' own answers.

## More practice

Workbook page 54

Practice Kit

## Assessment

Five-minute test, Teacher's Resource Disk

## 6 LANGUAGE FOCUS • Past simple: affirmative • Past time expressions

I can talk about events in the past.

### Past simple: affirmative

- 1 Look at the examples and complete rules 1–3 with **have got** or **haven't got**.

compete (regular)  
I **competed** in the Olympics.  
They **competed** in the X Games.  
win (irregular)  
She **won** an X Games medal.  
We **won** at the X Games.



#### RULES

- Regular verbs \_\_\_\_\_ past simple forms ending in **-ed**.
- Irregular verbs \_\_\_\_\_ past simple forms ending in **-ed**.
- Verbs in the past simple \_\_\_\_\_ the same form for *I, you, he, she, it, we* and *they*.

- 2 Read the study strategy. Then complete the *Young sports superstars* text with the past simple form of the verbs in blue. Use the irregular verb list on page 112 of the Workbook to check the verbs.

#### STUDY STRATEGY

##### Learning irregular verbs

It's important to check the past simple forms of verbs and learn the irregular ones. Put the verbs in groups of ten and try learning a different group every week.

- 3 **2.17** PRONUNCIATION: **-ed** endings Listen and repeat the words. Which letters come before the **-ed** ending in list 3?

- /t/ practised, watched
- /d/ travelled, played
- /ɪd/ started, decided

### YOUNG TALENT

### SUPERSTARS

#### FU MINGXIA

Fu Mingxia <sup>1</sup> \_\_\_\_\_ (go) to a sports boarding school in China. At the school she <sup>2</sup> \_\_\_\_\_ (spend) a lot of time studying and diving. She <sup>3</sup> \_\_\_\_\_ (practise) diving four or five hours every day. She sometimes practised nine hours a day.



### Past time expressions

- 4 Look at the examples and answer the questions.

- How do you say the words in blue in your language?
- Do we put *ago* before or after a past time expression?  
He first competed when he was twelve.  
She last competed in 1981.  
He was on this programme two years ago.

#### KEY PHRASES

##### Past time expressions

last Tuesday / weekend / week / year / August  
in August / 2014  
on Friday / Sunday  
when I was ten  
ten minutes / two weeks / a month ago

- 5 **USE IT!** Write sentences using the past simple and the key phrases. Then compare with other people in the class. Are any of your sentences the same?

- I last (play) sport ...  
I last **played** sport on Saturday.  
1 I first (watch) the Olympics ...  
2 I last (do) my English homework ...  
3 I first (come) to this school ...  
4 I last (run) 100 metres ...  
5 I first (swim) in a pool ...  
6 I last (see) a good film ...  
7 I first (go) on a train ...

#### Finished?

Write true and false statements about your life. Use the verbs on this page.

#### MARTIN ODEGAARD

Martin Odegaard, from Norway.  
4 \_\_\_\_\_ (become) a professional footballer at fifteen and 5 \_\_\_\_\_ (score) great goals for his club. He first 6 \_\_\_\_\_ (play) international football before he was sixteen. A lot of famous clubs were interested in him and he 7 \_\_\_\_\_ (train) with some of them. Finally, in 2015, Real Madrid 8 \_\_\_\_\_ (give) him a contract.



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## Language focus • Past simple: affirmative • Past time expressions

### Aim

Talk about events in the past.

### Warm-up

With books closed, ask: *What can you remember about Alana and Tom?* Elicit some answers and write some past simple sentences on the board, e.g. *She won a silver medal. He learned to skateboard when he was four.* Underline the verbs and explain that they are in the past simple tense. Tell students they are going to study this now.

### Past simple: affirmative

#### Exercise 1

Read out the examples, then read through the rules with the class and elicit the answers. Play the grammar animation.

#### ANSWERS

- 1 *have got* 2 *haven't got* 3 *have got*

#### Language note

With most regular verbs, we add **-ed** to the base form of the verb: *play – played*.  
With verbs ending in **-e**, we just add **-d**:  
*compete – competed*.

#### Exercise 2

Read the study strategy with the class and refer students to the irregular verbs list in the Workbook. Students complete the text with the correct forms of the verbs. Point out that students should check all the verbs in blue on the irregular verbs list, and if some verbs are not on the list, they can assume these verbs are regular. Check answers with the class and elicit which verbs are regular and which are irregular.

#### ANSWERS

- 1 *went* 2 *spent* 3 *practised*  
4 *became* 5 *scored* 6 *played*  
7 *trained* 8 *gave*

### Exercise 3 2.17

#### PRONUNCIATION: **-ed** endings

Play the audio once for students to listen then play it again, pausing after each verb for students to repeat. Ask the question to the class and elicit the answer.

#### ANSWERS

't' and 'd'

### Past time expressions

#### Exercise 4

Read out the examples of past time expressions, then read out the questions and discuss the answers with the class.

#### ANSWERS

- Students' own answers.
- after

#### Exercise 5 USE IT!

Read through the key phrases with the class and check that students understand them all. Read out the example sentence and elicit one or two more examples. Students then write their sentences individually, with their own ideas. With **weaker classes**, elicit the past simple verb forms first, then ask students to write their sentences. Put students into small groups to compare their sentences. Ask them to note down whose sentences are the same as theirs. Ask some students to tell the class which of their sentences were the same as their classmates'.

#### ANSWERS

Students' own answers.

#### Finished?

Refer **fast finishers** to the **Finished?** activity. Students can write their true and false statements individually then compare with another fast finisher. Alternatively, ask fast finishers to read their statements to the class. Ask the class to guess whether each statement is true or false.

#### More practice

Workbook page 55

#### Assessment

Five-minute test, Teacher's Resource Disk

# Speaking • Last weekend

## Aim

Talk about what you did at the weekend.

## THINK!

Read the question with the class and elicit a range of answers from individual students, e.g. *It was fine. It was really nice. A bit boring!*

## ANSWERS

Students' own answers.

## Exercise 1 2-18

Students read the gapped dialogue and complete it with the correct words. Play the video or audio for students to watch or listen and check their answers.

## ANSWERS

1 was 2 was 3 went 4 Was  
5 were 6 won 7 were

## Exercise 2 2-18

Students cover the dialogue and try to complete the key phrases from memory. Play the video or audio again for students to listen and check their answers. Check answers with the class and check that students understand all the key phrases.

## ANSWERS

1 How 2 That's 3 Who 4 Why  
5 Why 6 when

## Optional activity: Speaking

Play the video or audio again, pausing after each of the key phrases and getting students to repeat them. Encourage students to copy the intonation on the recording.

## ANSWERS

Students' own answers.

## Exercise 3 2-19

Read through the phrases with the class and check that students understand everything. Play the audio. Students listen and note down the phrases that they hear.

## ANSWERS

- 1 It wasn't great. I went to the cinema on Saturday. The film was really boring.
- 2 It was brilliant. I went to a tennis match. The game was amazing.
- 3 It was OK. I went to a restaurant with my parents. The food was nice.

# 6 SPEAKING • Last weekend

I can talk about what I did at the weekend.

THINK! Think of three answers for the question 'How was your weekend?'

Alfie Hey, Lois. How are things?  
Lois Oh hi, Alfie. Good thanks. How <sup>1</sup> \_\_\_\_\_ your weekend?  
Alfie It <sup>2</sup> \_\_\_\_\_ great, thanks. I <sup>3</sup> \_\_\_\_\_ to a football match on Saturday.  
Lois Really? <sup>4</sup> \_\_\_\_\_ it good?  
Alfie Yes, it was brilliant. There <sup>5</sup> \_\_\_\_\_ a lot of goals. United <sup>6</sup> \_\_\_\_\_ 3-2 in the end.  
Lois That's good news! Who <sup>7</sup> \_\_\_\_\_ you with?  
Alfie My brother. Why don't you come next time?  
Lois Sure. Why not? Text me when you're going. OK?  
Alfie OK then. Bye, Lois.  
Lois Bye.



1 2:18 Complete the dialogue. Then watch or listen and check. Why was Alfie happy on Saturday?

2 2:18 Look at the key phrases. Cover the dialogue and try to complete the key phrases. Then watch or listen and check.

## KEY PHRASES

Talking about the weekend

- 1 \_\_\_\_\_ was your weekend?
- 2 \_\_\_\_\_ good / bad news!
- 3 \_\_\_\_\_ were you with?
- 4 \_\_\_\_\_ don't you come next time?
- 5 Sure, \_\_\_\_\_ not?
- 6 Text me \_\_\_\_\_ you're going.

3 2:19 Look at the phrases. Then listen to three mini-dialogues. Which phrases do you hear?

It was brilliant.	cool.	OK.	I went ...	great.	to a concert. on a trip.
It wasn't	brilliant.	cool.	OK.	great.	to a tennis match. to the cinema on Saturday.
wasn't	OK.	great.			to a restaurant with my parents.

The	music place(s)	wasn't were weren't	(really)	bad. boring. nice. amazing. strange. interesting. terrible.
	players			
	food			
	game			
	film			

4 Work in pairs. Practise mini-dialogues using phrases in exercises 2 and 3.

How was your weekend?  
It was cool. I ...

5 USE IT! Work in pairs. Look at the pictures. Imagine that you went to a concert or restaurant last weekend. Prepare and practise new dialogues with the phrases in exercises 2 and 3.



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## Exercise 4

Demonstrate the activity by getting a student to ask you about your weekend. Answer using phrases from exercise 3, then ask a confident student about their weekend and elicit an answer. Put students into pairs to practise mini-dialogues. Ask some students to perform their dialogues for the class.

## ANSWERS

Students' own answers.

## Exercise 5 USE IT!

Focus on each picture in turn and, with the whole class, build up a possible dialogue using some of the key phrases from exercise 2 and phrases from exercise 3. Put students into pairs to prepare and practise their own dialogues.

## ANSWERS

Students' own answers.

## Optional activity: Speaking

Students could work individually and think about something they really did last weekend, or invent something. They then practise new dialogues in pairs, using the key phrases and phrases from exercise 3. With **weaker classes**, students can prepare their dialogue first. With **stronger classes**, encourage students to improvise, and to use intonation to make their dialogue sound natural. Ask some pairs to perform their dialogues for the class.

## More practice

Workbook page 59

Practice Kit

## 6

## WRITING • A sports star

I can write a profile of a sports star using paragraphs.

**THINK!** Name five famous international sports stars. Who is the most famous sports star in your country? What is his / her sport?

# Usain Bolt

- 1 Usain Bolt's full name is Usain Saint Leo Bolt and he is an athlete from Jamaica. He was born on 21<sup>st</sup> August 1986 in a small town in Jamaica called Sherwood Content and he now lives in Kingston.
- 2 Bolt first competed in sprint races when he was at school, and at the age of sixteen he was the youngest ever world junior champion for 200 metres. He continued to win competitions and then turned professional in 2004.
- 3 Bolt first broke a world record in a 100-metre race in May 2008 and after that he broke more records in 100- and 200-metre races. He also won gold medals at the Olympics in Beijing and London and became world champion for both the 100 and 200 metres. He's one of the most successful competitors in the history of athletics.



- 1 Read the profile. Where was Usain Bolt born? When was his first world record?
- 2 Look at the key phrases. Which phrases do we use in paragraphs 1–3? Read the profile again and check.

### KEY PHRASES

#### Profile of a sports star

- 1 His / Her full name is ...
- 2 At the age of ... he / she ...
- 3 He's / She's one of the most successful ... in the history of ...
- 4 He / She first competed / played in ...
- 5 He / She was born on ...
- 6 He / She continued to ...
- 7 He / She first ... in ...

### Language point: Paragraphs

- 3 Read the text again. Match three topics from a–e with paragraphs 1–3.
 

a His life now	d Problems
b Greatest moments	e Early career
c Basic information	

- 4 **USE IT!** Follow the steps in the writing guide.

### WRITING GUIDE

#### A TASK

Write a profile of a sports star for a sports website.

#### B THINK AND PLAN

- 1 Think of a sports star who you like.
- 2 Find information about the person and choose the most important points. Look at the key phrases to help you choose.
- 3 Make notes using the key phrases and the paragraph titles in exercise 3.

#### C WRITE

Write your profile using your notes.

#### D CHECK

- past simple verb forms
- past time expressions
- paragraphs

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## Language point: Paragraphs

### Exercise 3

Read through the topics with the class and make sure students understand them all. Students match three topics with the three paragraphs in the profile. Check answers with the class. Point out that students should try to structure their own writing into clear paragraphs.

#### ANSWERS

Paragraph 1: c

Paragraph 2: e

Paragraph 3: b

### Optional activity: Writing

Ask students to close their books. Write the following gapped sentences on the board:

- 1 He was born \_\_\_\_ 21<sup>st</sup> August 1986.
- 2 He \_\_\_\_ lives in Kingston.
- 3 He first competed \_\_\_\_ he was at school.
- 4 He started racing \_\_\_\_ the age of 16.
- 5 He \_\_\_\_ broke a world record in 2008.
- 6 \_\_\_\_ that, he broke more records.

Put students into pairs to complete the sentences from memory. They can then check their answers in the profile. Elicit or point out that we use *first* and *after that* for ordering events, and we use the other phrases for saying exactly when something happened. Point out that we say *on* 21<sup>st</sup> August, but we say *in* 1986.

#### ANSWERS

- 1 on
- 2 now
- 3 when
- 4 at
- 5 first
- 6 After

### Exercise 4 USE IT!

Read the task with the class. Students read through the 'think and plan' section. Students write their profile. This can be set for homework. Remind students to check their grammar and spelling carefully.

#### ANSWERS

Students' own answers.

### More practice

Workbook page 57

Practice Kit

### End-of-unit activities

Progress Review, Workbook page 58

\* Vocabulary and language focus

worksheets, Teacher's Resource Disk

\*\* Vocabulary and language focus

worksheets, Teacher's Resource Disk

\*\*\* Vocabulary and language focus

worksheets, Teacher's Resource Disk

Speaking worksheet, Teacher's

Resource Disk

## Writing • A sports star

### Aim

Write a profile of a sports star using paragraphs.

### THINK!

Ask the questions to the class and elicit answers from individual students. Encourage students to share their knowledge and talk about sports stars they are interested in. Ask further questions to encourage them to speak more, e.g. *Why is this person famous? Do you admire them? Why? / Why not?*

#### ANSWERS

Students' own answers.

### Exercise 1

Focus on the profile and elicit what students know about Usain Bolt. Students read the profile and answer the questions. Students can compare their answers in pairs. Check answers with the class.

#### ANSWERS

In Sherwood Content, Jamaica.

In May 2008.

### Exercise 2

Put students into pairs to read the key phrases and discuss in which paragraph of the profile each one would be used. Students can read the profile again to check their answers. Check answers with the class.

#### ANSWERS

Paragraph 1: 1 and 5

Paragraph 2: 2, 4 and 6

Paragraph 3: 3 and 7

# Review

## Vocabulary

### Exercise 1

Students look at the groups of words and choose the odd one out in each. Check answers with the class and ask students to explain why each word is the odd one out.

#### ANSWERS

- skiing (There isn't a ball / it isn't a team sport.)
- tennis (There isn't any water.)
- rugby (You don't sit on a horse or bike / equipment.)
- judo (You don't use a stick / club or ball.)
- athletics (There isn't a ball or a net.)
- hockey (You use a ball / it's a team sport.)

### Exercise 2

Students complete the sentences with the words in the box. Check that students understand all the words. Check answers with the class.

#### ANSWERS

- travelled
- won
- competed
- went
- did
- started
- became

## Language focus

### Exercise 3

Read out the first gapped sentence and elicit the answer. Remind students, if necessary, that we use *was* / *wasn't* with singular nouns and *were* / *weren't* with plural nouns. Students read the rest of the dialogue and complete it with the correct forms of *was* or *were*. Check answers with the class.

#### ANSWERS

- Were
- wasn't
- Was
- was
- were
- were
- was
- was
- wasn't
- weren't
- was
- Was
- was

### Exercise 4

Students write the past simple forms of the verbs. Refer them to the irregular verbs list on page 104 of the Workbook to help, if necessary. Students then note whether the verbs are regular or irregular. Check answers with the class.

#### ANSWERS

- learned, R
- gave, I
- saw, I
- played, R
- came, I
- lived, R
- finished, R
- spoke, I
- ate, I

### Exercise 5

Students complete the text with the past simple form of the verbs in brackets. Students can compare their answers in pairs. Check answers with the class.

#### ANSWERS

- was
- worked
- had
- used
- began
- came
- changed
- took
- competed
- won

## 6 REVIEW

### Vocabulary

#### 1 Find the odd word out in each group.

- football / basketball / skiing
- tennis / sailing / swimming
- rugby / cycling / horse-riding
- golf / hockey / judo
- athletics / volleyball / tennis
- climbing / skiing / hockey

#### 2 Complete the sentences with the words in the box.

started did travelled went  
became won competed

- My sister \_\_\_\_\_ around Australia last summer.
- Andy Murray \_\_\_\_\_ the Wimbledon tennis tournament in 2013.
- Nadia Comăneci \_\_\_\_\_ in the Montreal Olympics when she was fourteen.
- Last year my family and I \_\_\_\_\_ to Turkey.
- I \_\_\_\_\_ all my homework at school.
- Pelé \_\_\_\_\_ to play football for the Brazil national team when he was sixteen.
- One Direction \_\_\_\_\_ really famous in 2010.

### Language focus

#### 3 Complete the dialogue with the affirmative or negative forms of *was* or *were*.

- Max <sup>1</sup>\_\_\_\_\_ you at the sports show last night?  
Tom No, I <sup>2</sup>\_\_\_\_\_ it good?  
Max Good? It <sup>4</sup>\_\_\_\_\_ great! Becky and Raj <sup>5</sup>\_\_\_\_\_ there, too.  
Tom Really?  
Max Yes. There <sup>6</sup>\_\_\_\_\_ a lot of different sports to try.  
Tom No way! What sports?  
Max Well, there <sup>7</sup>\_\_\_\_\_ judo. Then I did some climbing and cycling.  
Tom That sounds great!  
Max I know. It <sup>8</sup>\_\_\_\_\_ so cool, but there <sup>9</sup>\_\_\_\_\_ much time to talk to people. There <sup>10</sup>\_\_\_\_\_ any famous climbers or cyclists, but there <sup>11</sup>\_\_\_\_\_ a judo star there.  
Tom <sup>12</sup>\_\_\_\_\_ it an Olympic champion?  
Max No, it <sup>13</sup>\_\_\_\_\_ me!  
Tom Ha, ha! Very funny, Max.

## 70 REVIEW • Sport

#### 4 Write the past simple form of the verbs. Then decide if they are regular (R) or irregular (I).

- |         |        |          |
|---------|--------|----------|
| 1 learn | 4 play | 7 finish |
| 2 give  | 5 come | 8 speak  |
| 3 see   | 6 live | 9 eat    |

#### 5 Complete the text with the past simple form of the verbs in brackets.



Dr Ludwig Guttman <sup>1</sup>\_\_\_\_\_ (be) a German doctor and he <sup>2</sup>\_\_\_\_\_ (work) in a hospital in England during the Second World War. His patients <sup>3</sup>\_\_\_\_\_ (have) serious problems with their backs, but Dr Guttman <sup>4</sup>\_\_\_\_\_ (use) sport to help them. He <sup>5</sup>\_\_\_\_\_ (begin) a sports competition at the hospital. Soon people from other countries <sup>6</sup>\_\_\_\_\_ (come) to the hospital games. In September 1960 the hospital games <sup>7</sup>\_\_\_\_\_ (change) to the Paralympics and the first competition <sup>8</sup>\_\_\_\_\_ (take) place in Rome. Athletes from twenty-three countries <sup>9</sup>\_\_\_\_\_ (compete) in the events. Italy <sup>10</sup>\_\_\_\_\_ (win) eighty medals!

### Speaking

#### 6 Choose the correct responses.

- How was your weekend?  
a No, thanks. b Yes, please. c Great, thanks.
- I went to a tennis match.  
a Hi, Beth. b Was it good? c OK, then.
- Who were you with?  
a My mum and sister. b Cool! c The food was good.
- Why don't you come next time?  
a Bye. b Sure. Why not? c Yes, it was great.
- Text me when you're going, OK?  
a That's good news. b It was brilliant. c OK, then.

### Listening

#### 7 Listen to two friends talking and answer the questions.

- What did Louisa do at the weekend?
- What did she write about?
- When was the match?
- Why was the match special?
- Where were the players from?
- How many games did the players play?

## Speaking

### Exercise 6

Students read the questions and choose the correct responses. Check answers, then ask students to practise the questions and responses in pairs.

#### ANSWERS

- c
- b
- a
- b
- c

## Listening

### Exercise 7 2•20 page T152

Allow students time to read the questions. You could ask students to work in pairs and predict what the listening will be about before they listen. Pre-teach *wrote* (the past simple of *write*). Play the audio for students to listen and answer the questions. Play the audio again, if necessary, for students to check and complete their answers. Check answers with the class.

#### ANSWERS

- She worked on her PE project.

- She wrote about a famous tennis match / sporting event.
- It was in 2010.
- It was the longest match in the history of tennis.
- They were from the USA and France.
- They played 183 games.

### Optional activity: Consolidation

Ask students to write an email to a friend describing what they did last weekend. Tell them their weekend must include a sports activity that they watched or took part in. Tell students they must include vocabulary from pages 62 and 66, examples of *there was* / *were* and verbs in the past simple. Students can work in small groups to read their emails to each other and choose one to read to the class. Ask other students to listen and decide whose weekend sounds the most fun.

## 6 PUZZLES AND GAMES

1 Use the grid to find the first and last letters of sports 1–8. Then write the sports.

	A	E	I	O	U
P	a	g	m	s	y
T	b	h	n	t	z
G	c	i	o	u	
S	d	j	p	v	
M	e	k	q	w	
B	f	l	r	x	

PE BA  
gf = golf  
1 BA BE  
2 PA PO  
3 TE PU  
4 BI PU  
5 PE PO  
6 SO BE  
7 SE GI  
8 TO PO



2 SPORT ART. Work in groups. Write the names of the sports on page 62 on pieces of paper. One student takes a piece of paper and draws the sport. The others guess. The winner is the person who guesses the most sports.

3 MEMORY GAME. Work in pairs. Follow the instructions.

- Put four to eight objects on your desk.
- Look at the objects for ten seconds and remember them.
- One student closes his / her eyes.
- The other student takes the objects from the desk and hides them.
- The student opens his / her eyes and says what objects were on the desk using *there was / there were*. For example, *There was a pen. There was a ruler. There were three books. There was an apple.* The student gets a point for every correct sentence.
- Repeat the game with different objects. Who can get the most points?

4 Join the letters to find regular and irregular past simple forms.

STA	NT
1 WE	ETED
2 W	RTED
3 TRAV	ID
4 BEC	RNED
5 LEA	IDED
6 WAT	ON
7 D	AME
8 COMP	CHED
9 DEC	ELLED

started

5 Complete the sentences. Then write the past simple form of the missing verbs in the puzzle. Then use the letters in the grey boxes to make a mystery word.

Germany won the football World Cup in 2014.

The mystery word is \_\_\_\_\_

- Nadia Comăneci \_\_\_\_\_ born in Romania.
- Usain Bolt \_\_\_\_\_ the world record in Beijing.
- Pheidippides \_\_\_\_\_ from Marathon to Athens.
- Pelé \_\_\_\_\_ from a poor family.
- My dad \_\_\_\_\_ to the match on Saturday.
- I \_\_\_\_\_ all my homework last night.
- The 2012 Olympics \_\_\_\_\_ in London.



PUZZLES AND GAMES • Sport 71

minute to look at them. Ask them to close their eyes, and remove the objects. Elicit sentences about what objects were on the desk, and write them on the board.

### ANSWERS

Students' own answers.

### Exercise 4

Students join the letters to find the past simple forms. With **weaker classes**, students could work in pairs for this activity. With **stronger classes**, you could do it as a race. Check answers with the class and elicit which verbs are regular and which are irregular.

As an extension, you could ask students to choose three of the verbs and write example sentences for them. Ask some students to read their sentences to the class.

### ANSWERS

- 1 went 2 won 3 travelled  
4 became 5 learned 6 watched  
7 did 8 competed 9 decided

### Exercise 5

Students complete the sentences, then write the verbs from the sentences into the puzzle. They then look at the grey boxes and find the mystery word. With **weaker classes**, you could encourage students to look back through the unit to find the past simple forms. With **stronger classes**, do not allow students to look back, and you could do it as a race. Check answers and elicit the mystery word. Elicit some example sentences using the mystery word.

### ANSWERS

- 1 was 2 broke 3 ran 4 came  
5 went 6 did 7 were  
Mystery word: skate

### Assessment

Unit 6 tests, Teacher's Resource Disk

## Puzzles and games

### Exercise 1

Focus on the example and demonstrate how the co-ordinates work to identify the first and last letters of each sport. They then write the sports. With **weaker classes**, students could work in pairs for this activity. With **stronger classes**, you could do it as a race.

As an extension, students could work in pairs and use the grid to write clues for the first and last letters of two more sports. They could swap with another pair and race to write the sports they have been given.

### ANSWERS

- football
- athletics
- hockey
- rugby
- gymnastics
- volleyball
- judo
- tennis

### Exercise 2

Divide students into small groups. Each group writes the names of the sports on page 62 onto individual pieces of paper, and places them face down on their desk. They then take turns to pick up a piece of paper and draw the sport. Their classmates must guess the sports. See who guessed the most sports correctly.

### ANSWERS

Students' own answers.

### Exercise 3

Read through the task with the class and make sure students know what they have to do. Tell them they must include more than one of some objects, e.g. two pens or three books. Put students into pairs to play the memory game. Monitor while students are working and make sure they are using *there was / were* correctly. See who gets the most points overall.

Alternatively, you could play the game with the whole class. Put a selection of objects on your desk and give students a

## Unit summary

### Vocabulary

Describing people: Height and build: *average build, average height, overweight, short, slim, tall*; Hair: *bald, black, blonde, curly, dark brown, light brown, grey, long, red, short, spiky, straight*; Face and eyes: *blue, brown, green, grey, round, square, thin*; Other features: *beard, glasses, moustache, sunglasses*

Life events: *be born, die, get a job, get a qualification, get married, go to school, go to university, grow up, have children, leave school, travel*

### Language focus

Object pronouns

Past simple: affirmative and negative

Past simple: questions

### Speaking

I can role-play an interview with a famous person.

### Writing

I can write biographical questions and answers for a magazine.

## Vocabulary • Describing people

### Aim

Describe people.

### Background

Lady Gaga (born 1986) is an American singer and songwriter, whose real name is Stefani Joanne Angelina Germanotta. She has had many hit songs in the USA and the UK, and as well as her singing, she is known for her extreme costumes on stage.

Sam Worthington (born 1976) is an English-born Australian actor who is well known especially for his role as Jake Sully in the film *Avatar* and also for his appearances in *Clash of the Titans* and *Wrath of the Titans*.

Johnny Depp (born 1963) is an American actor who is best known for his role as Captain Jack Sparrow in the *Pirates of the Caribbean* films. More recently, he played Willy Wonka in the film *Charlie and the Chocolate Factory*.

Cristiano Ronaldo (born 1985) is a Portuguese footballer who has played for Manchester United and Real Madrid. He won his first Fifa World Player of the Year Award at the age of twenty-three, and in 2014 he scored his 400<sup>th</sup> goal for his club and country.

# 7 Growing up

VOCABULARY • Describing people  
I can describe people.

✚ Extra listening and speaking p98  
✚ Curriculum extra p104  
✚ Culture p110  
✚ Song p119

**THINK!** Which famous people do you like? Why?

**1** Complete 1–6 with the words in the box.  
moustache round red long green short

## MAKE YOUR OWN AVATAR

**HEIGHT AND BUILD**

**HAIR**

**FACE AND EYES**

**OTHER FEATURES**

**2** **2.21** Listen and repeat the words in exercise 1. Which words describe you?  
I'm short and slim. My hair is ...

**3** **2.22** **PRONUNCIATION: Diphthongs** Listen. Which word is the odd one out?  
1 /aɪ/ light, height, hair, quite  
2 /aʊ/ round, brown, board, mouth  
3 /sə/ height, beard, ear, we're  
4 /eə/ their, bald, fair, hair

**4** Invent an avatar using words in exercise 1. Then listen to your partner's description and draw their avatar.  
My avatar is a man. He's short and ...

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Dwayne Johnson (born 1972) is an American and Canadian professional wrestler and actor. He is best known by his ring name *The Rock*.

Madonna (born 1958) is an American singer and songwriter who is one of the most successful female entertainers of all time. She is often called 'the queen of pop'.

Kristen Stewart (born 1990) is an American actress who is best known for playing the role of Bella Swan in *The Twilight Saga* films.

Nicole Kidman (born 1967) is an Australian actress who has appeared in many films including *Cold Mountain* and the musical *Moulin Rouge*. She has won several awards for her acting.

### THINK!

Ask the questions to the whole class and elicit answers. Ask more questions to encourage students to say more, e.g. *Who are your favourite singers / actors?*

Which famous person would you most like to meet? Why?

### ANSWERS

Students' own answers.

### Exercise 1

Students look at the pictures and complete 1–6 with the correct words. They can use their dictionaries to check any meanings they don't know. With **weaker classes**, students could work in pairs to do this. Check answers with the class and check that students understand all the words.

### ANSWERS

1 short 2 long 3 red 4 round  
5 green 6 moustache

### Exercise 2 2.21

Play the audio once for students to listen. Play it again, pausing after each word for them to repeat. Ask students to write two or three sentences about themselves, using words from exercise 1. Students can compare their sentences in pairs.

5 2:23 Watch or listen. Look at photos a–h. Which photos are the people talking about?



6 2:23 Watch or listen again. Which key phrases does Lewis use?

### KEY PHRASES

#### Guessing answers

I think it's ...

I'm not sure.

I don't think it's ...

Maybe / Perhaps it's ...

I'm sure it's ...

7 **USE IT!** Choose the correct words in descriptions 1–8. Then match the descriptions to photos a–h and name the famous people. Compare your answers with a partner using the key phrases.

I think description 1 is ...

I'm not sure. I don't think it's ...

1 As a child this singer had **straight** / **curly** hair. Now her hair looks very different!

2 In films this actor has sometimes got blue skin and **brown** / **green** eyes.

3 This actor has sometimes got **sunglasses** / **a moustache** in films. In real life he's also got glasses.

4 Who is this cute little boy with the **round** / **thin** face and big, brown eyes?

5 This film star is bald now, but he had long hair and **a beard** / **glasses** in this film.

6 This singer had short **black** / **red** hair when she was young, but now it's long and blonde.

7 This actor was in her first film at the age of eleven when she had short, **light** / **dark** brown hair.

8 This actor had amazing **spiky** / **curly** red hair in 2003, but now it's straight and blonde.

### Finished?

Write a description of a friend in the class.



Madonna

Sam Worthington

Dwayne Johnson

Nicole Kidman

Cristiano Ronaldo

Johnny Depp

Kristen Stewart

Lady Gaga

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Ask some students to tell the class which words describe them.

### ANSWERS

Students' own answers.

### Exercise 3 2-22 PRONUNCIATION: Diphthongs

Play the first four words and elicit which one is the odd one out. Point out that in number 3, *ear* is pronounced with two vowel sounds /ɪə/, and this double vowel sound is called a diphthong. Play the audio. Students listen and identify the odd ones out. Play the audio again to check answers, and get students to repeat some of the words with diphthongs.

### ANSWERS

1 hair 2 board 3 height 4 bald

### Exercise 4

Allow students time to prepare their descriptions individually. Encourage them to include as much detail as they can. Put students into pairs to read their descriptions to each other and draw their

partner's avatar. They can discuss in their pairs how accurate the drawings are. See who managed to draw their partner's avatar most accurately.

### ANSWERS

Students' own answers.

### Exercise 5 2-23 page T152

Focus attention on the *Who's who?* quiz. Play the video or audio. Students watch or listen and guess which photos the people are talking about, then compare their answers in pairs. Check answers with the class.

### ANSWERS

1 photo f 2 photo g 3 photo b

### Exercise 6 2-23 page T152

Read through the key phrases with the class and check that students understand them all. Play the video or audio again. Students watch or listen and identify the key phrases that are used. Check answers with the class.

### ANSWERS

I'm not sure. I think it's ...

### Exercise 7 USE IT!

Focus attention on the *Who's who* quiz again. Students choose the correct words in descriptions 1–8 and then match the descriptions to photos a–h. Ask students to name the famous people and see who guessed the most people correctly. Students compare their answers in pairs using the key phrases. Check answers with the class.

### ANSWERS

- 1 straight, b (Lady Gaga)
- 2 green, a (Sam Worthington)
- 3 a moustache, e (Johnny Depp)
- 4 round, f (Cristiano Ronaldo)
- 5 a beard, d (Dwayne Johnson)
- 6 black, c (Madonna)
- 7 light, g (Kristen Stewart)
- 8 curly, h (Nicole Kidman)

### Optional activity: Vocabulary

Write the vocabulary from exercise 1 in a jumbled order on the board, then ask students to close their books. Put students into small groups. Ask groups in turn to choose a word and say a true sentence about one of their classmates using the word, e.g. *Ana's got long hair*. If the sentence is correct, the group gets a point and the word is crossed off the board. Continue until all the words have been crossed off. See which group has the most points.

### Finished?

Refer **fast finishers** to the **Finished?** activity. Students can write their descriptions and work with another fast finisher to identify the people. Alternatively, ask them to read their descriptions to the class. See if other students can guess the people.

### More practice

Workbook page 60

### Assessment

Five-minute test, Teacher's Resource Disk

## Reading • Childhood photos

### Aim

Understand the general idea of a text.

### THINK!

Read the questions with the class and put students into small groups to discuss their answers. Ask some students to tell the class how one of their classmates looked different five years ago.

### ANSWERS

Students' own answers.

### Exercise 1

Read out the question. Explain that although there is only one question to answer, students must read the whole text in order to answer it because it is asking about the general meaning. Tell students not to worry if they don't understand all the details of the text, but just to read for the general meaning. Students read and answer the question. Check the answer with the class.

### ANSWER

c

### Exercise 2 2-24

Allow students time to read the sentences. Point out that for this task students need to read and listen carefully to find specific information, to decide if the sentences are true or false. With **stronger classes**, students could correct the false sentences. Play the audio. Students can compare their answers in pairs. Check answers with the class and encourage students to give evidence from the text to support their answers.

### ANSWERS

1 false (Sometimes she was tired or sad.)  
2 true 3 false (From one day to the next she didn't change a lot.) 4 false (She usually had long hair.) 5 true

### Optional activity: Reading

Write the following questions on the board or dictate them to the class:

- How old was Suman when Munish took the first photo?
- What did Suman do when she was tired and sad?
- What did Suman sometimes have and sometimes not have?
- When did Munish take the final photo of Suman?

Students discuss the answers in pairs from memory, then check their ideas in the text. Check answers with the class.

### ANSWERS

- a few hours old
- she didn't look at the camera
- glasses 4 on her 18<sup>th</sup> birthday

## 7 READING • Childhood photos

I can understand the general idea of a text.

THINK! Did you look very different last week and five years ago? How?

## A LIFE IN PHOTOS

On 23 January 1996, Munish Bansal took a photo of his new baby daughter Suman, who was a few hours old. Baby Suman had beautiful, big brown eyes and straight dark hair.

Every day after that, Munish took another photo of his daughter, sometimes in the morning, sometimes in the afternoon. Sometimes Suman was tired or sad and she didn't want to look at the camera, but she was usually happy.

In the photos Suman usually had long hair, but sometimes it was short; sometimes she had glasses and sometimes she didn't have glasses. From one day to the next Suman didn't change a lot, but every month and year she grew or changed a little.

On her eighteenth birthday, 6,575 days after she was born, Munish took a photo of his daughter as usual. The same as in the first photo, Suman had beautiful, big brown eyes and straight black hair, but in this photo she was an adult, not a baby.

Munish collected all of the 6,575 photos, made one big picture from them, and gave it to her as a present. It was the picture of Suman's life.



### 1 Look at the picture. What is special about it?

Read and check your answer.

- Munish made the picture when his daughter was eight years old.
- Munish took 6,575 days to make the picture of his daughter.
- Munish made the picture from 6,575 photos of his daughter.

### 2 2-24 Read and listen to the text again and write true or false.

- Munish didn't take photos when Suman was sad.
- Munish took a photo of his daughter at a different time every day.
- Suman is quite different in the photos from one day to the next.
- Suman normally had short hair in the photos.
- Suman was an adult when she received the present.

### 74 Growing up

**3 VOCABULARY PLUS** Check the meaning of the words in blue in the text. For more practice go to page 64 in the Workbook.

**4 USE IT!** Work in pairs. What do you think of Munish's special picture? Has your family got a lot of photos?

### Exercise 3 VOCABULARY PLUS

Focus on the words in blue in the text and elicit that they are all past simple forms. Students check the meaning of the verbs and find the infinitive forms. Check answers with the class and elicit which verbs are regular and which are irregular.

### ANSWERS

Students' own answers.

Workbook page 64 exercise 5

### Optional activity: Vocabulary plus

Put students into pairs. Ask them to write three example sentences using the blue past simple verbs from the text. Ask pairs in turn to read out one of their sentences, omitting the verb. See if other students can guess the missing verbs.

### ANSWERS

Students' own answers.

### Exercise 4 USE IT!

Allow students time to prepare their answers to the questions individually. They then discuss the questions in pairs. Ask some students to report back to the class. Discuss as a class what most families have photos of. Ask more questions to extend the discussion, e.g. *How often do you take photos? What do you usually take photos of? Do you take them on a camera or your phone? How many photos do you have on your camera / phone? Do you sometimes take photos of yourself?* See what students most often take photos of.

### ANSWERS

Students' own answers.

### More practice

Workbook page 64

Practice Kit

**7 LANGUAGE FOCUS • Object pronouns • Past simple: affirmative and negative**  
I can talk about situations and events in the past.

**Object pronouns**

**1** Study the examples. When do we use object pronouns? Complete the rule with the correct words in the box.

names verbs adjectives nouns

Munish made one big picture from the photos. Munish made one big picture from **them**. He gave the picture to Suman as a present. He gave it to **her** as a present.

**RULE**

Object pronouns are used in place of <sup>1</sup> \_\_\_\_\_ or <sup>2</sup> \_\_\_\_\_.

**2** Match the object pronouns in the box with the subject pronouns.

it me them us you him her you

I – <sup>1</sup> me you – <sup>1</sup> \_\_\_\_\_ it – <sup>2</sup> \_\_\_\_\_ he – <sup>3</sup> \_\_\_\_\_ she – <sup>4</sup> \_\_\_\_\_ we – <sup>5</sup> \_\_\_\_\_ you – <sup>6</sup> \_\_\_\_\_ they – <sup>7</sup> \_\_\_\_\_

**3** Complete the sentences with your own ideas and an object pronoun.

- ... isn't my favourite subject, but I study \_\_\_\_\_.
- ... is my favourite singer. I often listen to \_\_\_\_\_.
- I think ... is an interesting country. I want to visit \_\_\_\_\_.
- My best friend is ... I really like \_\_\_\_\_ because ...
- My hobbies are ... I like \_\_\_\_\_ because ...

**4 USE IT!** Work in groups. Compare your sentences in exercise 3.

**Past simple: affirmative and negative**

**5** Study the examples. Find other examples of the negative form in the text. How do we form the past simple negative? Read the rule to check.

She had glasses.  
She **didn't** have glasses.



**RULE**

To form the past simple negative, we use *didn't* + verb in the base form.

**6** Complete the text with the affirmative or negative form of the verbs.

**A life in film**

Between the ages of ten and twenty, Daniel Radcliffe <sup>1</sup> \_\_\_\_\_ (act) in seven *Harry Potter* films. In that time he <sup>2</sup> \_\_\_\_\_ (not make) other films and he <sup>3</sup> \_\_\_\_\_ (not go) to school. A tutor <sup>4</sup> \_\_\_\_\_ (give) special classes to all of the actors. Sometimes very young actors have problems because their lives aren't normal, but Daniel <sup>5</sup> \_\_\_\_\_ (not have) a bad time. He <sup>6</sup> \_\_\_\_\_ (love) the job and <sup>7</sup> \_\_\_\_\_ (have) a lot of friends and fun.

**7** Write about your experiences. Use the affirmative or negative form of the verbs.

- ... (live) in another city when I was younger.
- ... (have) different colour hair when I was a baby.
- ... (like) sweets when I was young.
- ... (go) to another country last year.
- ... (see) a good film last month.
- ... (watch) sport on TV last night.
- ... (play) video games last weekend.
- ... (visit) my grandparents in January.
- ... (eat) soup yesterday.

**8 USE IT!** Work in pairs. Compare your sentences in exercise 7.

I lived in another city when I was younger.

Me, too! I lived in Paris.

Really? I didn't. I lived here.

**Finished?**  
Write about what you did last weekend.

**Exercise 4 USE IT!**

Students compare their sentences from exercise 3 in small groups. Ask some students to tell the class something they learned about their classmates.

**Past simple: affirmative and negative**

**Exercise 5**

Read out the examples and the rule. Students find more examples in the text. Play the grammar animation.

**ANSWERS**

didn't want, didn't change

**Language note**

Irregular verbs behave in the same way as regular verbs in the negative form of the past simple. They use the base form of the verb, not the irregular past simple form, e.g. *He didn't take a photo.* (NOT *He didn't took a photo.*)

**Exercise 6**

Students complete the text with the correct verb forms. Remind students that for the affirmative verbs they need to think about whether they are regular or irregular. Check answers with the class.

**ANSWERS**

1 acted 2 didn't make  
3 didn't go 4 gave 5 didn't have  
6 loved 7 had

**Exercise 7**

Students complete the sentences with their own ideas. Ask one or two students to read out some of their sentences.

**ANSWERS**

1 I lived / didn't live 2 I had / didn't have  
3 I liked / didn't like 4 I went / didn't go  
5 I saw / didn't see  
6 I watched / didn't watch 7 I played / didn't play  
8 I visited / didn't visit  
9 I ate / didn't eat

**Exercise 8 USE IT!**

Students compare their answers in pairs. Ask some students to tell the class something they learned about their partner.

**Finished?**

Refer **fast finishers** to the **Finished?** activity. Students can write their sentences individually and compare with another fast finisher. Alternatively, ask them to read their sentences to the class, omitting the verbs. See if other students can complete the sentences with the correct affirmative and negative verbs.

**More practice**

Workbook page 61

**Assessment**

Five-minute test, Teacher's Resource Disk

**Language focus • Object pronouns • Past simple: affirmative and negative**

**Aim**

Talk about situations and events in the past.

**Warm-up**

With books closed, write these sentences on the board: *Munish took a photo of his daughter. Sometimes Suman was tired or sad.* Focus on the underlined words and elicit the pronouns that can replace them (Munish = *he*, Suman = *she*). Write on the board: *Munish gave the picture to Suman.* Elicit or point out that in this sentence *Suman* is the object of the sentence, not the subject. Ask: *What pronoun can you use to replace Suman in this sentence?* Elicit some ideas then tell students they are going to learn about object pronouns.

**Object pronouns**

**Exercise 1**

Read out the examples and ask students to translate them into their language. Read out the rules and elicit the answers.

**ANSWERS**

1 names 2 nouns

**Exercise 2**

Students match the object pronouns with the subject pronouns. Check answers with the class.

**ANSWERS**

1 you 2 it 3 him 4 her 5 us  
6 you 7 them

**Exercise 3**

Elicit one or two example answers from the class. Students complete the sentences with their own ideas. Ask one or two students to read their sentences to the class. Correct any errors.

**ANSWERS**

Students' own answers.

# Vocabulary and listening • Life events

## Aim

Listen for specific biographical information.

## THINK!

Read out the questions and elicit answers from individual students. Ask more questions to encourage students to say more, e.g. *In what situations is it useful to be very tall? In what situations is it a problem?*

## ANSWERS

Students' own answers.

## Exercise 1 2-25

Focus on the photos and the table. Ask students to imagine how tall Robert was. Ask students to read the text, ignoring the gaps, and try to work out the meaning of the verbs and phrases in blue. Check answers, and check that students understand all the verbs and phrases. Students write the past simple forms. Play the audio for them to listen and check.

## ANSWERS

went to school, left school, went to university, got a qualification, got a job, got married, had children, travelled, died

## Exercise 2 2-26 page T153

Read out the question and elicit a few possible answers. Encourage students to predict and speculate, and point out that this can help them understand a listening text better. Play the audio. Students listen and check their answers.

## ANSWER

People liked him.

## Exercise 3 2-26 page T153

Allow students time to read the gapped sentences again. Read out each gapped sentence in turn and elicit what kind of information is missing, e.g. a name, number, date, etc. Play the audio again. Students listen and complete the text. Play the audio again, if necessary, for students to check and complete their answers. Check answers with the class.

## ANSWERS

1 1918 2 two brothers 3 two sisters  
4 normal 5 seventeen 6 spoke  
7 800 8 twenty-two 9 feet

# 7 VOCABULARY AND LISTENING • Life events

I can listen for specific biographical information.

THINK! Do you know any very tall people? What are the good and bad things about being very tall?

## Robert Wadlow: The Gentle Giant

### The story of the tallest man who ever lived

When was he born?

In February<sup>1</sup> \_\_\_\_\_ in Alton, Illinois, in the USA.

Where did he grow up and go to school?  
In Alton.

Did he have any brothers and sisters?

Yes, he did. He was the oldest of five children. He had<sup>2</sup> \_\_\_\_\_ and<sup>3</sup> \_\_\_\_\_. They were all a<sup>4</sup> \_\_\_\_\_ height.

At what age did he leave school?

He left school when he was<sup>5</sup> \_\_\_\_\_.

Did he go to university?

Yes, he did, but he left and he didn't get a qualification.

How did he become famous?

He appeared in a circus.

What did people call him?

People called him the Giant of Illinois or the Gentle Giant because he<sup>6</sup> \_\_\_\_\_ very quietly.

Where did he get a job?

He got a job with the shoe company that made his special shoes.

Did he get married and have children?

No, he didn't.

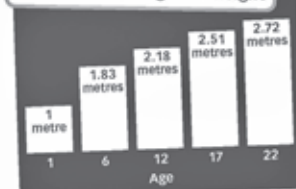
Did he travel much?

Yes, he did. He visited<sup>7</sup> \_\_\_\_\_ different towns in the USA when he travelled for the shoe company.

When did he die?

He died at the age of<sup>8</sup> \_\_\_\_\_ because of a problem with one of his<sup>9</sup> \_\_\_\_\_.

### Robert Wadlow: age and height



- 2-25 Read the text about Robert Wadlow and check the meaning of the phrases in blue. Write the past simple form of the verbs. Listen and check.  
*grow up - grew up*
- 2-26 Do you think people in the USA liked or disliked Robert? Listen to a podcast about him and check your answer.
- 2-26 Listen again and complete 1-9 in the text.

- Write sentences about a person in your family. Use the past simple form of the verbs in the text.  
*My dad was born in Izmir. He grew up in Istanbul.*

- USE IT! Work in pairs. Compare your sentences in exercise 4.

*My dad was born in Izmir.*

*Really? My dad was born in Istanbul.*

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### Optional activity: Listening

Dictate these sentences to the class, or write them on the board:

- Robert was taller than his father by the age of eight.
- At school, they made a special chair for him.
- Robert left university because he didn't enjoy it.
- Robert stopped growing when he was 18.

Play the audio. Ask students to listen again and correct the sentences. Check answers with the class.

## ANSWERS

- Robert was taller than his father by the age of six.
- At school, they made a special desk for him.
- Robert left university because it was difficult for him.
- Robert never stopped growing.

### Exercise 4

Students write sentences about a person in their family. Encourage them to write both affirmative and negative sentences. Ask some students to read some of their sentences to the class. Correct any errors.

## ANSWERS

Students' own answers.

### Exercise 5 USE IT!

Ask two students to read out the examples. Point out that we use *Really?* to express surprise. Students compare their sentences in pairs. Ask some students to tell the class something they learned about their partner.

## ANSWERS

Students' own answers.

### More practice

Workbook page 62

Practice Kit

### Assessment

Five-minute test, Teacher's Resource Disk

## 7 LANGUAGE FOCUS • Past simple: questions

I can ask questions about events in the past.

- 1 Look again at the questions about Robert Wadlow in the text on page 76 and complete the table. Which word is in all of the questions?

Question word	Auxiliary verb	Subject	Main verb	Other words
—	1 _____	he	2 _____	any brothers and sisters?
—	Did	3 _____	go to	university?
4 _____	did	he	become	famous?
What	did	5 _____	call	him?
When	6 _____	he	7 _____?	

- 2 Order the words to make past simple questions. There is one extra word in each sentence.

- here / you / did / do / grow up ?
- where / what / live / did / he ?
- does / he / get a job / did ?
- how / travel / did / they / travels ?
- did / finished / when / he / finish ?

- 3 Read the information about James Cameron. Write questions using the words in blue.



### James Cameron: Film director

- He went to school in Ontario, Canada. (Where ... ?)
- His family moved to the USA when he was seventeen. (When ... ?)
- No, he didn't go to university. (Did ... ?)
- He learned about films from books and articles. (How ... ?)
- No, he didn't become a film director after school. He worked as a truck driver. (Did ... ?)
- He made his first film in 1978. (When ... ?)
- Yes, he did. He won an Oscar for the film *Titanic*. (Did ... ?)
- He made the first *Avatar* film in 2009. (When ... ?)

- 4 Look at the paragraph. Complete the parts in blue with your ideas. Then work in pairs. Ask questions (a maximum of twenty) to find the information in your partner's paragraph. You can only answer 'Yes, I did' or 'No, I didn't'.

Last weekend I went to (famous city) and went to the cinema with (famous actor / actress). Then we had dinner with (famous sports star) and we talked and danced for (two / three / four) hours.

Did you go to London? No, I didn't.

- 5 USE IT! Complete the questions with the past simple form of the verbs. Then ask and answer the questions with a partner.

- (you / live) here when you were younger?
- What (you / do) last weekend?
- When (you / last / go) to the cinema?
- What film (you / see)?
- Who (you / go) with?
- (you / do) any sports last weekend?
- (you / play) any video games yesterday?
- (you / have fun) on your last holiday?
- Where (you / stay)?
- What (you / do)?

#### Finished?

What is the longest question that you can make using the past simple?



## Language focus • Past simple: questions

### Aim

Ask questions about events in the past.

### Warm-up

With books closed, ask what students can remember about Robert Wadlow. Ask questions to elicit more information, e.g. *Where did he grow up? At what age did he leave school? Did he travel much?* Write one or two questions on the board and elicit possible answers. Students can open their books to check the answers. Focus on the questions on the board and ask students what tense they are in (past simple). Tell students they are going to learn about questions in the past simple now.

### Exercise 1

Students complete the table with the questions from page 76. Check answers, and ask which word is in all the questions. Play the grammar animation.

### ANSWERS

- 1 Did 2 have 3 he 4 How  
5 people 6 did 7 die

The word *did* is in all the questions.

### Language note

We use *do / does* to form questions in the present simple, and we use *did* in the past simple: *What do you do? What did you do?* The form *did* is the same for all persons, and it comes before the subject: *Did he grow up in Alton?* (NOT *He did grow up in Alton?*)

### Exercise 2

Students order the words to make questions, leaving out the extra word in each sentence. With **weaker classes**, students can work in pairs. Check answers with the class.

### ANSWERS

- Did you grow up here?
- Where did he live?
- Did he get a job?
- How did they travel?
- When did he finish?

### Exercise 3

Read out the first sentence of information and elicit the correct question. Students read the remaining information and write the questions. Check the answers.

### ANSWER

- Where did he go to school?
- When did his family move to the USA?
- Did he go to university?
- How did he learn about films?
- Did he become a film director after school?
- When did he make his first film?
- Did he win an Oscar for the film *Titanic*?
- When did he make the first *Avatar* film?

### Exercise 4

Read out the task and demonstrate by thinking of your own ideas to complete the paragraph. Get students to ask you questions to guess the information. You can only answer *Yes, I did.* or *No, I didn't.* Students can have a maximum of 20 questions. Students then complete their paragraphs individually. Put them into pairs to ask and answer questions.

### ANSWERS

Students' own answers.

### Exercise 5 USE IT!

Students complete the questions. With **weaker classes**, students could work in pairs. With **stronger classes**, students could add one or two more questions of their own to ask a partner. Students work in pairs to ask and answer the questions.

### ANSWERS

- Did you live here when you were younger?
  - What did you do last weekend?
  - When did you last go to the cinema?
  - What film did you see?
  - Who did you go with?
  - Did you do any sports last weekend?
  - Did you play any video games yesterday?
  - Did you have fun on your last holiday?
  - Where did you stay?
  - What did you do?
- Students' own answers.

### Finished?

Refer **fast finishers** to the **Finished?** activity. Students can write their questions individually, then compare with another fast finisher. Alternatively, ask fast finishers to read their questions to the class. Ask the class to listen to see whose is longest.

### More practice

Workbook page 63

### Assessment

Five-minute test, Teacher's Resource Disk

# Speaking • Role-play: an interview with a famous person

## Aim

Role-play an interview with a famous person.

## THINK!

Read the question with the class and elicit a range of questions that students could ask their favourite singer or actor. Write some possible questions on the board.

## ANSWERS

Students' own answers.

## Exercise 1 2-27

Students read the gapped interview and complete it with the correct sentences a–d. Play the video or audio for students to listen and check their answers.

## ANSWERS

1 c 2 a 3 d 4 b

The pop star is from Texas / the USA.

## Exercise 2 2-27

Students find the key phrases in the interview and note down who says each one. Play the video or audio again for students to listen and check their answers. Check answers with the class and check that students understand all the key phrases.

## ANSWERS

Interviewer: 1, 4, 6

Pop star: 2, 3, 5

## Exercise 3

Students practise the dialogue from exercise 1 in pairs.

## Exercise 4

Read the study strategy with the class. Ask students to look at the situation. Students work individually or in pairs to think of follow-up questions for 1–5 in the table. Elicit possible questions from students. With **weaker classes**, you could do this as a brainstorming session with the whole class.

## ANSWERS

Students' own answers.

## Optional activity: Speaking

Play the interview again, pausing after the key phrases and the words and phrases in exercise 4. Get students to repeat the words and phrases, copying the intonation on the recording. Point out to students that they can use intonation to sound interested when they are listening to someone.

# 7 SPEAKING • Role-play: an interview with a famous person

I can role-play an interview with a famous person.

**THINK!** Imagine that you can interview your favourite singer or actor. What questions do you want to ask?

**Interviewer** Hi. It's great to meet you. I've got a few questions for you, if that's OK.  
**Pop star** Sure. Go ahead.  
**Interviewer** Great. So, when did you decide to become a singer?  
**Pop star** Good question. <sup>1</sup>  
**Interviewer** Really? How old were you?  
**Pop star** <sup>2</sup>  
**Interviewer** That's interesting. Where did you go to school?  
**Pop star** Erm, in Texas at first, but then we moved to New York.  
**Interviewer** Cool! Did you enjoy living there?  
**Pop star** Sure. <sup>3</sup>  
**Interviewer** OK. One more question. What was the most exciting moment in your career?  
**Pop star** Mmm. That's a difficult one. <sup>4</sup>  
**Interviewer** Ah yes, of course. That was great. Thanks for your time.  
**Pop star** You're welcome.



## 3 Practise the dialogue with a partner.

## 4 Read the study strategy. Look at the situation and then think of some follow-up questions for 1–5 in the table.

### STUDY STRATEGY

#### Improve your speaking

You can have more interesting conversations in English if you:

- react to what people say.
- ask them questions to find out more information.

I went to England when I was young.

Really?	1 Why ... ?
That's interesting.	2 When ... ?
Cool!	3 Where ... ?
Yes, of course.	4 What ... ?
	5 ... ?

## 5 USE IT! Work in pairs. Prepare and practise interviews with a famous person. Use the key phrases, the study strategy and ideas from the list below.

### Interview questions

When did you become a ... ?  
 When did you get married to ... ?  
 What did you look like when you were ... ?  
 How did you feel when ... ?  
 When did you first ... ?

### KEY PHRASES

#### Doing an interview

- 1 I've got a few questions for you, if that's OK.
- 2 Sure. Go ahead.
- 3 Good question!
- 4 One more question.
- 5 That's a difficult one.
- 6 Thanks for your time.

## 78 Growing up

## Exercise 5 USE IT!

Students work in pairs to choose a famous person and prepare and practise an interview with them. Encourage students to use their imagination, and tell them their interview doesn't have to be completely serious! Ask some pairs to perform their interviews for the class. Tell them not to mention the name of the person. See if other students can guess the famous people from the interviews.

## ANSWERS

Students' own answers.

## Optional activity: Speaking

Refer students back to the questions in exercise 5 on page 77. Put them with a new partner and ask them to ask and answer the questions again. This time they should use a range of words and phrases to react to what their partner is saying, and they should ask more questions to find out more information. Ask students to report back on how interested their partner sounded when they were listening and reacting.

## More practice

Workbook page 67

Practice Kit

## 7 WRITING • Biographical questions and answers

I can write biographical questions and answers for a magazine.

THINK! Who is your favourite celebrity? What do you know about his / her life?

### Chris Hemsworth **FAQ**

What's Chris Hemsworth like in real life?  
He's very tall (1.90 metres), strong and good-looking.  
Chris has got fair hair and blue eyes. He's sometimes got a beard and a moustache.

He's Australian, right? But <sup>1</sup>..... exactly did he grow up?  
In Melbourne at first, then his family moved to the north and then to a place near Melbourne again.

1 Read the article. What words are missing? What extra questions can you add?

2 Complete the key phrases with words in the article.

#### KEY PHRASES

A biography: questions and answers

- 1 What's ..... like in real life?
- 2 Where / When / How exactly .....
- 3 He / She became well known .....
- 4 He's / She's best known for his / her role(s) in / for his / her song .....
- 5 What about .....
- 6 Apparently .....

#### Language point: Punctuation

3 Match 1–7 with a–g to complete the sentences.

We use

- 1 an exclamation mark (!)
  - 2 a question mark (?)
  - 3 a capital letter (A, B, C, ...)
  - 4 a comma (,)
  - 5 an apostrophe (') (for example, we're, Susan's)
  - 6 a full stop (.)
  - 7 italics
- a at the beginning of a sentence and with names, countries, nationalities and names of books, films and songs.  
b in lists and for pauses.  
c at the end of a sentence.  
d at the end of a question.  
e when we say the title of a book, film or song.  
f for an exclamation or an imperative.  
g in short forms and to show possession.

Did he study to become an actor?  
Yes, he studied at a school for actors in Sydney, Australia.

<sup>2</sup>..... did he really 'make it big'?

He became well known in an Australian TV series, but he's best known for his roles in the films *Thor* and *Snow White and the Huntsman*.

<sup>3</sup>..... there any other key moments in his career?

He won Teen Choice awards for several films.

What about his personal life?

He got married to Spanish actress Elsa Pataky in 2010 and they've got three children.

<sup>4</sup>..... we know anything about his hobbies or interests?

Apparently he likes surfing and films.

4 Rewrite the text with the correct punctuation.

Jennifer Lawrence is an American actress she was born in Kentucky she is tall and she's got blonde hair and blue eyes Jennifer's most famous role was a girl called Katniss Everdeen in the Hunger Games

5 **USE IT!** Follow the steps in the writing guide.

#### WRITING GUIDE

##### A TASK

Write a question-and-answer article about a famous actor, actress or singer.

##### B THINK AND PLAN

- 1 Decide which person you want to write about.
- 2 Make a list of questions.
- 3 Look for information and photos.
- 4 If you can't find all of the information which you need, omit or change questions.

##### C WRITE

Write your article on a computer if possible. Use a logical order for the questions and use some of the key phrases.

##### D CHECK

- word order in descriptions
- past simple forms
- punctuation



## Language point: Punctuation

### Exercise 3

Students match the sentence halves. Check answers with the class and check that students understand how to use the different punctuation marks. Discuss any differences in punctuation between English and the students' own language.

#### ANSWERS

1 f 2 d 3 a 4 b 5 g 6 c 7 e

### Exercise 4

Students rewrite the text with the correct punctuation, then compare their answers in pairs. Check answers by getting students in turn to come and write a sentence from the text on the board with the correct punctuation.

#### ANSWERS

Jennifer Lawrence is an American actress. She was born in Kentucky. She is tall and she's got blonde hair and blue eyes. Jennifer's most famous role was a girl called Katniss Everdeen in *The Hunger Games*.

#### Optional activity: Writing

For extra punctuation practise, dictate the following sentences and questions to the class:

- 1 That was an amazing film!
- 2 I've seen the first, second and third film in the series.
- 3 Who played Harry in the *Harry Potter* films?
- 4 Where was Robert Wadlow's home town?

Tell students to think carefully about the punctuation as they write them. Check answers by writing the sentences on the board. See if students can remember the answers to the two questions.

### Exercise 5 USE IT!

Read the task with the class. Students plan their questions and answers and write their article. This can be set for homework. Remind students to check their grammar, spelling and punctuation carefully.

#### ANSWERS

Students' own answers.

#### More practice

Workbook page 65

Practice Kit

#### End-of-unit activities

Progress Review, Workbook page 66

\* Vocabulary and language focus

worksheets, Teacher's Resource Disk

\*\* Vocabulary and language focus

worksheets, Teacher's Resource Disk

\*\*\* Vocabulary and language focus

worksheets, Teacher's Resource Disk

Speaking worksheet, Teacher's

Resource Disk

## Writing • Biographical questions and answers

### Aim

Write biographical questions and answers for a magazine.

### THINK!

Ask the questions to the class and elicit answers from individual students. Encourage students to share their knowledge and talk about celebrities they are interested in. Ask more questions to encourage them to speak more, e.g. *Why do you like / admire this person? Where did you find out this information about them? Do you enjoy learning about celebrities' lives? Why? / Why not?*

#### ANSWERS

Students' own answers.

### Exercise 1

Students read the article and complete it with the missing words. Check answers then elicit extra questions that students could add. You could write extra questions on the board for students to refer to when they do their own writing.

#### ANSWERS

1 where 2 When 3 Were 4 Do  
Students' own answers.

### Exercise 2

Students complete the key phrases with words from the article. Check answers with the class.

#### ANSWERS

- 1 Chris Hemsworth
- 2 did he grow up
- 3 in an Australian TV series
- 4 the films *Thor* and *Snow White and the Huntsman*
- 5 his personal life
- 6 he likes surfing and films

# Review

## Vocabulary

### Exercise 1

Students look at the picture and rewrite the description. Check answers with the class. As an extension, students could work in pairs and take turns to describe one of their classmates, or a teacher at their school. Their partner must guess the person.

#### ANSWERS

He's got short dark hair and he's wearing glasses. He's got a round face. He's got a beard and a moustache. He's got blue eyes. He's tall and slim.

### Exercise 2

Students put the life events in order. Point out that there isn't one correct answer, but students should decide on a logical order. Students can compare their answers in pairs. Discuss the answers with the class.

#### POSSIBLE ANSWERS

7, 2, 5, 8, 1, 11, 6, 4, 3, 10, 9

## Language focus

### Exercise 3

Students complete the sentences with the correct object pronouns, then compare their answers in pairs. Check answers with the class.

#### ANSWERS

1 it 2 me 3 him 4 us 5 her  
6 them

### Exercise 4

Students complete the sentences with the correct affirmative or negative verb forms. They can compare their answers in pairs. Check answers with the class.

#### ANSWERS

1 didn't eat 2 went 3 met 4 didn't talk  
5 didn't walk 6 bought

### Exercise 5

Students write the past simple questions. Ask some students to read out their questions. Correct any errors. Students then write their answers to the questions. Students can ask and answer the questions in pairs. Ask some students to tell the class something they learned about their partner.

#### ANSWERS

1 What did you do last night?  
2 Did you have breakfast yesterday?  
3 Where did your parents grow up?  
4 Did your best friend walk to school last week?  
5 When did you start secondary school?  
6 Who did you talk to at school yesterday?  
Students' own answers.

## 7 REVIEW

### Vocabulary

1 Look at the picture. Rewrite the description with the correct words.

He's got curly fair hair and he's wearing sunglasses. He's got a square face. He hasn't got a beard or a moustache. He's got grey eyes. He's short and slim.



2 Put the life events in order.

- 1 go to university
- 2 go to school
- 3 get married
- 4 get a job
- 5 grow up
- 6 travel
- 7 be born
- 8 leave school
- 9 die
- 10 have children
- 11 get a qualification

### Language focus

3 Complete the sentences with an object pronoun.

- 1 Where's my pen? Can you see \_\_\_\_\_?
- 2 I want to see the new *James Bond* film this weekend. Do you want to come with \_\_\_\_\_?
- 3 My friends think Lionel Messi is great. I really like \_\_\_\_\_ too.
- 4 We don't understand this question. Can you help \_\_\_\_\_, please?
- 5 Sally was ill yesterday, so my mum took \_\_\_\_\_ to the doctor.
- 6 Maths and science are difficult subjects, so I don't really like \_\_\_\_\_.

4 Complete the sentences with the affirmative or negative past simple form of the verbs in the box.

meet go walk talk eat buy

- 1 Chris \_\_\_\_\_ breakfast early this morning. X
- 2 He \_\_\_\_\_ into town by bus. ✓
- 3 He \_\_\_\_\_ Pablo in a café. ✓
- 4 They \_\_\_\_\_ about their weekend. X
- 5 They \_\_\_\_\_ to the shopping centre. X
- 6 Chris \_\_\_\_\_ a new video game. ✓

## 80 REVIEW • Growing up

5 Write past simple questions. Then answer the questions about you.

- 1 what / you / do / last night ?
- 2 you / have / breakfast / yesterday ?
- 3 where / your / parents / grow up ?
- 4 your / best friend / walk to school / last week ?
- 5 when / you / start / secondary school ?
- 6 who / you / talk to / at school / yesterday ?

### Speaking

6 Complete the conversation with the words and phrases in the box.

Thanks for your time Good question  
One more a few questions for you  
That's a difficult one Go ahead  
the worst moment

Interviewer I've got <sup>1</sup> \_\_\_\_\_, if that's OK.  
Actor Sure. <sup>2</sup> \_\_\_\_\_.  
Interviewer Did you watch a lot of films when you were young?  
Actor <sup>3</sup> \_\_\_\_\_! No, I didn't. We didn't have a TV!  
Interviewer Really?... OK. <sup>4</sup> \_\_\_\_\_ question. What was <sup>5</sup> \_\_\_\_\_ in your career?  
Actor <sup>6</sup> \_\_\_\_\_. There were lots of bad moments, but the worst was when I forgot the words in the theatre.  
Interviewer Oh dear! Anyway, <sup>7</sup> \_\_\_\_\_.  
Actor You're welcome!

### Listening

7 Listen to a conversation and complete the text.

Ewan has got red hair and <sup>1</sup> \_\_\_\_\_ eyes and he looks like his <sup>2</sup> \_\_\_\_\_. She was born in Scotland. She only went to primary school, so she didn't get any school <sup>3</sup> \_\_\_\_\_. She got a job in a small <sup>4</sup> \_\_\_\_\_. When she was <sup>5</sup> \_\_\_\_\_, she moved to New York. She travelled by <sup>6</sup> \_\_\_\_\_. In New York she met a man called John. They married and they had <sup>7</sup> \_\_\_\_\_ children. One of the children is Ewan's mum. Ewan's mum went to school in New York, but she went to <sup>8</sup> \_\_\_\_\_ in Scotland.

## Speaking

### Exercise 6

Students read the conversation and complete it with the correct words and phrases. Check answers, then ask students to practise the conversation in pairs.

#### ANSWERS

- 1 a few questions for you
- 2 Go ahead
- 3 Good question
- 4 One more
- 5 the worst moment
- 6 That's a difficult one
- 7 thanks for your time

## Listening

### Exercise 7 2•28 page T153

Allow students time to read the conversation. Put students into pairs to discuss what kind of information is missing in each gap and predict some possible answers. Discuss the possible answers with the class. Play the audio for students

to listen and complete the text. Play the audio again, if necessary, for students to check and complete their answers. Check answers with the class.

#### ANSWERS

- 1 green 2 grandmother
- 3 qualifications 4 shop 5 sixteen
- 6 boat 7 three 8 university

### Optional activity: Consolidation

For homework, ask students to research a famous person of their choice and prepare a short presentation on him / her for the class. Tell students they must include vocabulary from pages 72 and 76, affirmative and negative verbs in the past simple and object pronouns. Students can work in small groups to give their presentations to each other and choose the most interesting to present to the class. Ask groups in turn to share their chosen presentation with the class.

# 7 PUZZLES AND GAMES

## 1 Read the sentences and complete the chart. Then draw the men's faces.

Rob wears glasses.  
 The man with long hair has got a moustache.  
 Simon's hair is brown and curly.  
 Neil has got brown eyes.  
 The man with blue eyes has got a square face.  
 The man with a beard isn't next to the man with glasses.  
 The man with spiky hair has grey eyes and is on the right.  
 Neil and Rob have got thin faces.  
 The man with blonde hair wears glasses.  
 The man with black hair is between Simon and Rob.

	SIMON	NEIL	ROB
Hair colour			
Hair style			
Eyes			
Face			
Other			glasses



## 2 PAST SIMPLE TENNIS. Play in pairs. Follow the instructions.

Student A: Say a verb to Student B.

Student B: Say the past simple form of the verb. Then say a different verb to Student A.



## 3 WORDSNAKE. Find seven object pronouns.



## 4 Unscramble the words to find five life events.

- dream tiger get married
- obj gate \_\_\_\_\_
  - rug pow \_\_\_\_\_
  - vocal heel so \_\_\_\_\_
  - younger visit to \_\_\_\_\_
  - ranch he lived \_\_\_\_\_

## 5 FIND SOMEONE WHO ... Walk around the class and ask questions. Write a different name for each question.

Find someone who ...

	Name
1 ate pizza yesterday.	
2 went to bed at midnight last weekend.	
3 didn't go to the cinema last month.	
4 played video games yesterday.	
5 didn't have long hair two years ago.	
6 lived in another city when they were younger.	
7 read a good book last year.	

Did you eat pizza yesterday?

Yes, I did.

## Puzzles and games

### Exercise 1

Read out the first sentence and point out the example answer in the chart. Students work individually or in pairs to read the sentences and complete the chart, then draw the three faces. With **stronger classes**, you could do this as a race. Check answers with the class and see whose drawings are the most accurate.

#### ANSWERS

	SIMON	NEIL	ROB
Hair colour	brown	black	blonde
Hair style	curly	long	spiky
Eyes	blue	brown	grey
Face	square	thin	thin
Other	beard	moustache	glasses

### Exercise 2

Demonstrate the activity with a confident student, then put students into pairs to play the game. Set a time limit and ask students to note down how many past simple forms they manage to say correctly within the time. See which pair managed to say the most.

To make it more challenging, students could say a sentence using a past simple form rather than just saying the verb, e.g. *eat – I ate a banana; watch – I watched TV.* You could play this version of the game with the whole class, with students racing to put their hand up to say a sentence as each verb is suggested.

#### ANSWERS

Students' own answers.

### Exercise 3

Students find the object pronouns in the wordsnake. With **stronger classes**, you could do this as a race. Check answers with the class. You could elicit one or two example sentences using the object pronouns. Alternatively, ask students to write the corresponding subject pronouns.

#### ANSWERS

A T H E M P H E R E Y O U O V L E U S L U E S I T H O M E T H I M

### Exercise 4

Students unscramble the words to find the life events. With **weaker classes**, students could work in pairs for this activity. With **stronger classes**, you could do it as a race. Check answers with the class.

As an extension, you could ask students to choose two more life events from page 76 and write them as scrambled words. Students can swap with a partner and try to unscramble them.

#### ANSWERS

- get a job
- grow up
- leave school
- go to university
- have children

### Exercise 5

Read out the instructions and explain to students that they must find a different person to answer 'yes' to each of the questions. With **weaker classes**, go through the chart and elicit the questions that students should ask, e.g. *Did you eat pizza yesterday?*

Allow students to stand up and walk around the classroom. Tell them they must only ask one question to each classmate they come across then move on.

Monitor while students are working and make sure they are asking and answering their questions in English. Continue until one student has filled in all the names. Alternatively, set a time limit and see who has completed the most names in the time allowed.

As an extension, you could brainstorm five different questions with the class, and students could repeat the activity.

#### ANSWERS

Students' own answers.

#### Assessment

Tests, Teacher's Resource Disk

## Unit summary

### Vocabulary

Things for a holiday: *guidebook, insect spray, penknife, phrasebook, rucksack, shampoo, sleeping bag, soap, suitcase, sun cream, swimming costume, tent, toothbrush, toothpaste, torch, towel, trunks, washbag, water bottle, waterproofs*

Weather conditions: *cloudy, cold, foggy, hot, icy, rainy, snowy, stormy, sunny, windy*

### Language focus

*be going to*: affirmative, negative and questions

*will* and *won't*

### Speaking

I can make offers and promises.

### Writing

I can write an email about a friend's visit.

## Vocabulary • Things for a holiday

### Aim

Talk about things you take on holiday.

### Background

Spain is the most popular destination for British holidaymakers, followed by France, Ireland and the USA. Camping is a popular form of holiday, especially with younger people, but it has declined in popularity with British families as cheap package holidays abroad have become accessible to more people.

### THINK!

Ask the question to the whole class and read through the items in the box with the class. Check that students understand *snacks*. Elicit a few answers, then put students into pairs to discuss the question. Ask some pairs to tell the class what things they both take on holiday. Ask further questions to encourage students to say more, e.g. *What games do you take? What are the best games to take on holiday? Why? What other things do you take? Do you take a lot of clothes or just a few?*

### ANSWERS

Students' own answers.

# 8 Going away

## VOCABULARY • Things for a holiday

I can talk about things I take on holiday

✚ Extra listening and speaking p99

✚ Curriculum extra p105

✚ Culture p111

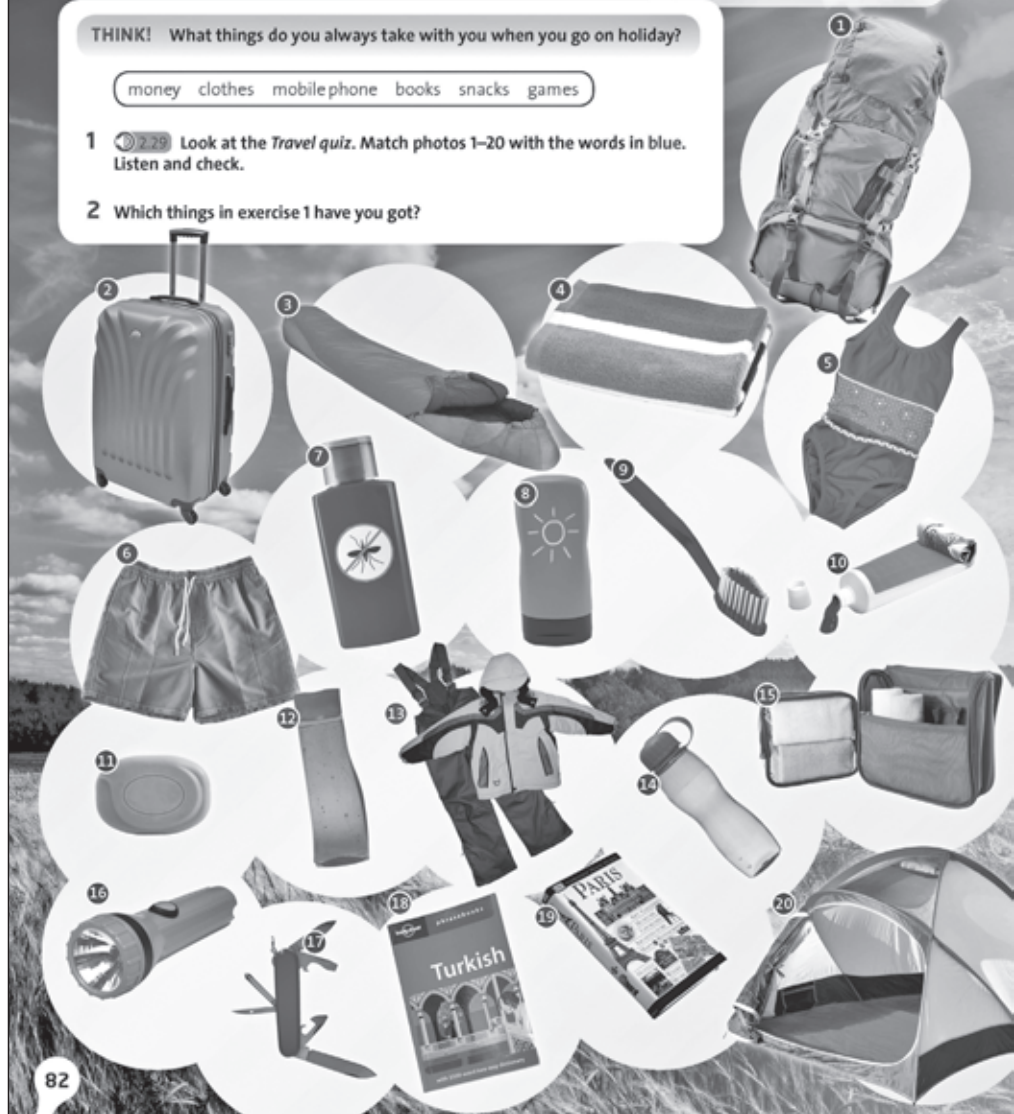
✚ Project p115

**THINK!** What things do you always take with you when you go on holiday?

money clothes mobile phone books snacks games

**1** 2.29 Look at the *Travel quiz*. Match photos 1–20 with the words in blue. Listen and check.

**2** Which things in exercise 1 have you got?



### Exercise 1 2.29

Students look at the travel quiz and match the pictures with the words. They can use their dictionaries to help, if necessary. With **weaker classes**, students could work in pairs for this. With **stronger classes**, you could do it as a race. Play the audio for students to check their answers. Check answers with the class and check that students understand all the words.

### ANSWERS

- |                    |                 |
|--------------------|-----------------|
| 1 rucksack         | 11 soap         |
| 2 suitcase         | 12 shampoo      |
| 3 sleeping bag     | 13 waterproofs  |
| 4 towel            | 14 water bottle |
| 5 swimming costume | 15 washbag      |
| 6 trunks           | 16 torch        |
| 7 insect spray     | 17 penknife     |
| 8 sun cream        | 18 phrasebook   |
| 9 toothbrush       | 19 guidebook    |
| 10 toothpaste      | 20 tent         |

### Exercise 2

Students discuss in pairs which things from exercise 1 they have got. Ask some pairs to tell the class which things they have both got.

### ANSWERS

Students' own answers.

### Exercise 3

Students do the quiz then compare their answers with a partner. Check answers with the class and see who got all the answers right.

### SUGGESTED ANSWERS

- 1 c 2 a 3 a 4 b 5 c 6 a  
7 c 8 b

# TRAVEL QUIZ

## Packing problems

**1** If you are camping and walking, what's the best thing for carrying your clothes?  
**a)** a washbag **b)** a suitcase  
**c)** a rucksack

**2** A water bottle is useful if you're camping or walking. If you're walking in a hot country, how much water do you need to drink?  
**a)** a litre every hour  
**b)** a litre every three hours  
**c)** a litre every six hours

**3** A good tent and sleeping bag for one person weighs  
**a)** about four kilos.  
**b)** about fourteen kilos.  
**c)** about twenty-four kilos.

**4** Do you need insect spray? Remember, mosquitoes like places which are  
**a)** dry **b)** wet **c)** cold

**5** A phrasebook and guidebook are useful. In which country can you visit the Colosseum and say 'ciao' ?  
**a)** China **b)** France **c)** Italy

**6** Which of these do you NOT normally use in the bathroom?  
**a)** a torch and penknife  
**b)** a toothbrush and toothpaste  
**c)** soap, shampoo and a towel

**7** In which of these places do you probably NOT need a swimming costume or trunks and sun cream?  
**a)** Australia **b)** Brazil **c)** the Arctic

**8** In which of these places do you probably need waterproofs?  
**a)** a swimming pool **b)** a rainforest  
**c)** the Sahara desert

**3** Do the *Travel quiz* and compare your answers with a partner.

**4** 2:30 Watch or listen. Which things in exercise 1 do the people mention?



**5** 2:30 Watch or listen again and complete the key phrases.

### KEY PHRASES

#### Talking about holidays

- 1 I love / like going on \_\_\_\_\_.
- 2 It depends where / when you \_\_\_\_\_.
- 3 Some places have got a lot of \_\_\_\_\_.
- 4 \_\_\_\_\_ is / are important.
- 5 \_\_\_\_\_ is / are (probably) a good idea.
- 6 It's always good to have \_\_\_\_\_.

**6** **USE IT!** Work in groups. Imagine that you are going on holiday. Choose holiday A or B. Which things from the *Travel quiz* do you need? Use some of the key phrases.

Holiday A:  
 You are going on a cruise holiday for ten days.



Holiday B:  
 You are going on a camping holiday for five days.



I think we definitely need a tent because ...

Yes, and a rucksack is important because ...

### Finished?

Think of more things to take on holiday. Make a list.

Key:  
 0-3 Mmm. Maybe you prefer seeing the world from your sofa.  
 4-6 Not bad. You enjoy your holidays!  
 7-8 Excellent! Where's your next holiday going to be?

### Optional activity: Vocabulary

Say: *You use this to dry yourself after swimming.* Elicit the word (towel). Put students into pairs to write three more clues for the items on page 82, then ask them to close their books. Put pairs together into groups of four to read their clues to each other and guess the items. Students can repeat in a different group for more practice. See which pair guessed all the words correctly.

### Finished?

Refer **fast finishers** to the **Finished?** activity. Students can write their lists and then compare with another fast finisher. Alternatively, ask them to read their lists to the class. Explain any words that students do not know, and ask other students if they also take these things on holiday.

### More practice

Workbook page 68

### Assessment

Five-minute test, Teacher's Resource Disk

### Exercise 4 2-30 page T153

Focus on the things in exercise 1 again. Play the video or audio. Students watch or listen and write the things from exercise 1 which the people mention. With **weaker classes**, students could work in pairs for this activity. Check answers with the class.

#### ANSWERS

washbag, swimming costume, waterproofs, rucksack, insect spray, sleeping bag, tent, torch, penknife, sun cream

### Exercise 5 2-30 page T153

Students read the gapped key phrases. Play the video or audio again for students to watch or listen to complete the key phrases. With **stronger classes**, students could discuss the answers in pairs from memory, then watch or listen again to check their answers. Check answers with the class.

#### ANSWERS

1 beach holidays 2 go 3 mosquitoes  
 4 A torch 5 Waterproofs 6 a camera

### Exercise 6 USE IT!

Read through the two holidays with the class and make sure students understand everything. Put them into groups and ask them to choose which holiday to discuss. Ask them to work individually within their groups and make a list of things they think they will need for their holiday. Students then use these ideas and the key phrases to discuss in their groups and agree on things they will need. Ask groups in turn to tell the class what they decided. Discuss as a class the most important items for each of the holidays.

#### ANSWERS

Students' own answers.

# Reading • Summer holidays

## Aim

Read for detailed information.

## THINK!

Read the question with the class and ask more questions to give students more ideas to talk about, e.g. *Do you go away with your family? Where do you go? What do you like doing on holiday? If you stay at home do you get bored? What do you do with your friends?* Put students into small groups to discuss their answers. Ask some students to tell the class something they learned about one of their classmates.

## ANSWERS

Students' own answers.

## Exercise 1

Use the photos to teach *surf* and *Eiffel Tower*. Check that students understand *tennis*. Allow students time to read sentences 1–6. Explain that they must read for detailed information to match each sentence to one of the people. Students read and answer the questions. Check answers with the class.

## ANSWERS

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

## Exercise 2 ① 2-31

Students read the questions. Point out that they need to read and listen carefully to find detailed information to answer the questions. Play the audio. Students can compare their answers in pairs. Play the audio again, to check answers with the class and encourage students to give evidence from the text to support their answers.

## ANSWERS

- 1 in July
- 2 324 metres
- 3 His parents want to do some jobs in the house.
- 4 It's huge and it's near the beach.

### Optional activity: Reading

Write these questions on the board:

- 1 Who is Ciara going to go on holiday with?
- 2 What is Martin going to learn?
- 3 What is Bethany going to do every day?

Check answers with the class.

## ANSWERS

- 1 her family 2 tennis
- 3 swim in the sea

## Exercise 3 VOCABULARY PLUS

Students check the meaning of the adjectives in blue. Discuss the meanings with the class. You could ask students

# 8 READING • Summer holidays

I can read for detailed information.

THINK! What do you normally do in the summer holidays?

<> X C ☆

HOME ABOUT US CLASSES

## Class news

What are you going to do this summer? Are you going to go away or stay in London? This week some of the students in Class 10A write about their summer plans.

I'm going to spend a week in Paris with my family in July. I'm so excited! We're going to go by train. I bought a guidebook last week and Paris looks really cool, but very expensive. We're going to climb the Eiffel Tower. It's really tall: 324 metres!  
Ciara

My parents want to stay at home and do some jobs in the house, so I'm not going to go away. Boring! I've got some nice plans, though. I'm going to do a tennis course with a friend. And some of my friends are going to stay at my house one weekend and we're going to sleep in my new tent in the garden. I can't wait!  
Martin

I'm going to stay with my cousins in Cornwall. They've got a huge house near the beach. I love swimming, so I'm going to swim in the sea every day and I'm also going to learn to surf. I hope the water isn't cold!  
Bethany

Post your comments now.

### 1 Read the text and write C (Ciara), M (Martin) or B (Bethany).

This person ...

- 1 bought a guidebook last week. \_\_\_\_\_
- 2 isn't going to go away this summer. \_\_\_\_\_
- 3 has got cousins in Cornwall. \_\_\_\_\_
- 4 has got a new tent. \_\_\_\_\_
- 5 can't surf. \_\_\_\_\_
- 6 is going to spend time in an expensive city. \_\_\_\_\_

### 2 ② 31 Read and listen to the text again and answer the questions.

- 1 When is Ciara going to go to Paris?
- 2 How tall is the Eiffel Tower?
- 3 Why is Martin going to stay in London?
- 4 What is Bethany's cousins' house like?

## 84 Going away



3 **VOCABULARY PLUS** Use a dictionary to check the meaning of the adjectives in blue in the text. For more practice go to page 72 in the Workbook.

4 **USE IT!** Work in pairs. Which holiday do you prefer, Ciara's, Martin's or Bethany's? Why? Where did you go on your last holiday? What did you do?

to translate the words into their own language to check understanding.

## ANSWERS

Students' own answers.

Workbook page 72 exercise 5

### Optional activity: Vocabulary Plus

Write these adjectives on the board:

- |              |               |
|--------------|---------------|
| 1 very small | 4 hot         |
| 2 cheap      | 5 interesting |
| 3 uncool     | 6 old         |

Students work in pairs to match the blue adjectives in the text to their opposites 1–6. Check answers with the class and check that students understand all the adjectives. Point out the prefix *un-* in *uncool* and explain that with some adjectives we can form an opposite by adding *un-*. Elicit or give one or two more examples, e.g. *unhappy, unlucky*.

## ANSWERS

- 1 huge 2 expensive 3 cool
- 4 cold 5 boring 6 new

## Exercise 4 USE IT!

Allow students time to prepare their answers to the questions individually. They then discuss the questions in pairs. Ask some students to tell the class something they learned about their partner. Discuss as a class what there is to do in the students' own town or city in the summer. Ask more questions to encourage them to say more, e.g. *What about sports? Is there a swimming pool? Did you go there last summer? What about music and drama? Are there any festivals?*

## ANSWERS

Students' own answers.

### More practice

Workbook page 72  
Practice Kit

## 8 LANGUAGE FOCUS • *be going to*: affirmative, negative and questions

I can talk about future plans and intentions.

- 1 Look at the text again on page 84 and complete the examples. Then choose the correct words in rules 1–2.

- We're \_\_\_\_\_ climb the Eiffel Tower.
- I \_\_\_\_\_ going to go away.
- What \_\_\_\_\_ you going to do this summer?
- \_\_\_\_\_ you going to \_\_\_\_\_ in London?  
Yes, I am. / No, I'm not.

### RULES

- We use *be going to* to talk about **present / future** plans and intentions.
- We make questions with *be / do* + pronoun or noun + *going to* + verb.

- 2 Complete the sentences with the affirmative or negative form of *be going to* and the verbs in brackets.

- I'm going to see (see) a film at the cinema. ✓  
They aren't going to go (go) to school tomorrow. X
- You \_\_\_\_\_ (visit) your grandparents tomorrow. ✓
  - They \_\_\_\_\_ (travel) by train. X
  - Lily \_\_\_\_\_ (buy) a guidebook for Prague. ✓
  - I \_\_\_\_\_ (take) my phone or my tablet. X
  - We \_\_\_\_\_ (stay) in a modern hotel. ✓
  - Pavel \_\_\_\_\_ (study) French next year. X

- 3 Complete the email with the verbs in the box and the correct form of *be going to*.

not see come do drive not go (x2)  
paint relax stay

Hi Stefan,  
How are things? It's almost the summer holidays and I \_\_\_\_\_ to school for six weeks! I'm so excited.  
We're \_\_\_\_\_ on holiday this summer because my dad \_\_\_\_\_ the house.  
My mum \_\_\_\_\_ me to my grandparents' house in Wales next week. I \_\_\_\_\_ with them for about ten days. When I get back my friend and I \_\_\_\_\_ a football course. After that, I think I \_\_\_\_\_ and play video games! I \_\_\_\_\_ my brother this summer because he's got a job in Spain. Lucky him!  
What about you? \_\_\_\_\_ you \_\_\_\_\_ to England one weekend in the summer? Email me and tell me about your summer plans.  
Bye for now,  
Luke

- 4 Look at the people's weekend plans. Write questions and answers.

Katie	Joe and Max
Rome	Cornwall
by plane	by car
modern hotel	campsite
guidebook ✓	guidebook X
Colosseum, Trevi Fountain	the beach, swim

Katie / go / Cornwall?

Is Katie going to go to Cornwall? No, she isn't.

- Katie / stay / on a campsite?
- Joe and Max / visit / the Colosseum?
- Katie / visit / the Trevi Fountain?
- What / Joe and Max / do?
- How / Katie / travel?
- Joe and Max / take / a guidebook?



- 5 **2.32** PRONUNCIATION: Question stress and rhythm Listen and repeat the questions. Choose the stressed words in each question.

Where are you going to stay?

- Are you going to buy a torch?
- What are we going to see?
- How is she going to travel?
- Are we going to stay in a tent?

- 6 **USE IT!** Work in pairs. Ask and answer questions to find out about your partner's perfect weekend. Use the words in the box and your own ideas. Who is going to have the most amazing weekend?

Who watch TV go shopping meet friends  
Where go shopping meet friends  
When go shopping meet friends  
How go shopping meet friends  
What go shopping meet friends  
stay at home

Where are you going to go?

I'm going to go to London.

Finished?

Write about your plans for the summer holidays.

Going away 85

### ANSWERS

- 'm not going to go
- aren't going to go
- 's going to paint
- 's going to drive
- 'm going to stay
- are going to do
- 'm going to relax
- 'm not going to see
- Are; going to come

### Exercise 4

Focus on the table. Read out the example. With **weaker classes**, read out the next prompt and elicit another example. Students then write the questions and answers, and compare their answers in pairs. With **stronger classes**, students could write another question and answer about the plans. Check the answers.

### ANSWERS

- Is Katie going to stay on a campsite?  
No, she isn't.
- Are Joe and Max going to visit the Colosseum? No, they aren't.
- Is Katie going to visit the Trevi Fountain? Yes, she is.
- What are Joe and Max going to do?  
They're going to go to the beach and swim.
- How is Katie going to travel? She's going to travel by plane.
- Are Joe and Max going to take a guidebook? No, they aren't.

### Exercise 5 **2.32**

#### PRONUNCIATION: Question stress and rhythm

Play the example and point out how the underlined words are stressed (said slightly louder and with more intonation). Play the audio once, then play it again, pausing for students to underline the stressed words. Check answers and play the audio again, pausing for students to repeat.

### ANSWERS

- Are you going to buy a torch?
- What are we going to see?
- How is she going to travel?
- Are we going to stay in a tent?

### Exercise 6 USE IT!

Read through the words and phrases in the box and elicit some questions that students could ask their partner. Students ask and answer questions in pairs.

### Finished?

Refer **fast finishers** to the **Finished?** activity. Students can write their plans individually and compare with another fast finisher. Alternatively, ask them to read their plans to the class. Ask: *Who is going to have the best summer.*

### More practice

Workbook page 69

### Assessment

Five-minute test, Teacher's Resource Disk

## Language focus • *be going to*: affirmative, negative and questions

### Aim

Talk about future plans and intentions.

### Warm-up

With books closed, ask students what they can remember about the summer plans on page 84. Elicit ideas and write sentences with *be going to* on the board. Focus on the sentences and ask: *Do they refer to the past, present or future?* (future). Underline the verb in each sentence and tell students they are going to learn how to talk about future plans.

### Exercise 1

Students look back at the text and complete the examples. Check answers, then read through the rules with the class and elicit the correct words to complete them. Play the grammar animation.

### ANSWERS

- going to
  - 'm not
  - are
  - Are, stay
- Rules: 1 future 2 *be*

### Exercise 2

Students complete the sentences with the correct forms of *be going to*, then compare their answers in pairs. Check the answers.

### ANSWERS

- 're going to visit
- aren't going to travel
- 's going to buy
- 'm not going to take
- 're going to stay
- isn't going to study

### Exercise 3

Read out the first sentence and elicit the missing verb form. Students read the rest of the email and complete it with the correct verb forms. Check answers with the class.

# Vocabulary and listening • Weather conditions

## Aim

Talk about the weather.

## THINK!

With books closed, ask students if they prefer hot or cold weather. Elicit a few answers from individual students. Encourage them to give reasons for their answers. Put students into pairs to think of as many weather words as they can in English. Check answers and write the words on the board. Check that everyone understands all the words.

## ANSWERS

Students' own answers.

## Exercise 1 2-33

Students use their dictionaries to check the meaning of the words in the box and match some of the words to the photos. Play the audio for students to listen and check. Check answers with the class. Point out the pronunciation of *icy* and *cloudy*.

## POSSIBLE ANSWERS

1 rainy, cloudy 2 hot, sunny  
3 cold, snowy, icy 4 foggy, cloudy, cold

## Exercise 2

Students read the texts and complete them with the correct weather words. Check answers with the class. Ask students which place they would most like to visit and why.

## ANSWERS

1 rainy 2 hot 3 cold 4 icy  
5 windy 6 foggy 7 stormy

## Exercise 3 2-34 page T153

Focus on the photo of Stephanie and ask students what they think she is going to do in Antarctica. Elicit a few possible ideas, e.g. *study animals, learn about climate change*. Play the audio for students to listen and check their answers.

## ANSWER

She's going to walk to the South Pole and study / take photos of the ice in Antarctica.

## Exercise 4

Read the study strategy with the class. Explain to students that guessing before you listen gives you an idea of the kind of information you are listening for, so it helps you to focus when you listen. Put students into pairs to read the questions and answers in exercise 5 and guess the answers. Discuss some possible answers with the class, but do not confirm them at this stage.

## ANSWERS

Students' own answers.

8

## VOCABULARY AND LISTENING • Weather conditions

I can talk about the weather.

THINK! Do you like hot or cold weather? How many different types of weather can you say in English?

## Extreme weather around the world

### The wettest place

Mawsynram in India is one of the wettest places in the world. This small village in India gets about twelve metres of rain every year.

### The hottest place

Death Valley in California is the hottest place in the USA. The highest temperature ever was 56.7°C in 1913! Although it can be really hot, it can also be very cold at night, with temperatures below 0°C.

### The coldest place

Vostok Station in Antarctica is probably the coldest place on Earth. The lowest temperature ever was -89.2°C in 1983! Antarctica is the southernmost continent at the South Pole, with about 87% of the world's ice. It can also be very windy. The strongest wind ever was 327 kilometres an hour in 1972.

### The foggiest place

The foggiest place in the world is Argentina in Canada. About 200 days every year are foggy. Newfoundland can also be very stormy, with a lot of thunder and lightning.

1 2-33 Check the meaning of the words in the box. What words can you match to photos 1-4? Listen and check.

sunny cold foggy windy icy snowy  
hot rainy cloudy stormy

2 Complete the texts with some of the words in exercise 1.

3 2-34 Listen to an interview with explorer Stephanie Lowe. What do you think she is going to do in Antarctica? Listen and check your answer.

4 Read the study strategy. Then read the questions in exercise 5 carefully. Are there any answers you can guess now?

## STUDY STRATEGY

### Guessing answers before listening

Before you listen, read the questions carefully and see how many answers you can guess.

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## Exercise 5 2-34 page T153

Play the audio again for students to listen and choose the correct answers. Check answers with the class and see how many answers students managed to guess correctly.

## ANSWERS

1 b 2 a 3 c 4 a 5 c 6 b

## Optional activity: Listening

Write these questions on the board:

- In what month is Stephanie going to visit Antarctica?
- How many seasons are there in Antarctica?
- What equipment is Stephanie going to take?
- What is there going to be at the research centre?

Put students into pairs to predict the answers, then play the audio again for students to check and complete their answers. Check answers with the class.

## ANSWERS

- November
- two (summer and winter)
- special clothes, waterproofs, sunglasses, water bottles, a penknife, sun cream, a tent, a sleeping bag and a special laptop
- telephones, computers, nice meals and hot water

## Exercise 6 USE IT!

Read through the prompts in the box and check that students understand the four seasons. Elicit some possible questions about present and past weather, e.g. *What was the weather like last weekend?* With **weaker classes**, write some model questions on the board. Students ask and answer questions in pairs.

## More practice

Workbook page 70  
Practice Kit

## Assessment

Five-minute test, Teacher's Resource Disk

## 1 Look at the examples and complete rules 1–4.

- Lydia *will* feel tired and happy.
- It'll be hot and sunny.
- I *won't* be very hungry.
- Will there be many cyclists?  
Yes, there *will*. / No, there *won't*.
- What *will* the weather be like?



## RULES

- We use \_\_\_\_\_ to make affirmative sentences about future predictions. The short form is \_\_\_\_\_.
- We use *will not* for negative sentences. The short form is \_\_\_\_\_.
- In questions, we use \_\_\_\_\_ + noun / pronoun + verb.
- In short answers, we use *Yes / No* + pronoun + \_\_\_\_\_ / \_\_\_\_\_.

2 Complete the sentences with *'ll* / *won't* and the verbs in brackets.

- It \_\_\_\_\_ (rain) in Wales, so don't take your waterproofs.
- You \_\_\_\_\_ (have) a great time in New York. It's an amazing city!
- It \_\_\_\_\_ (be) hot tomorrow. Let's go to the beach.
- I \_\_\_\_\_ (speak) Spanish in Mexico this summer.
- We \_\_\_\_\_ (buy) a guidebook. We can use Dan's.
- They \_\_\_\_\_ (need) sleeping bags because they're going to stay in a hotel.

3 Read the situations below and complete the second sentence. Use *'ll* / *won't* and the ideas in the box.

get wet   have a barbecue  
need some sun cream   read a book at night  
see whales   text their parents

- It's very hot. Laura is at the beach today. She \_\_\_\_\_.
- Max hasn't got a torch on his camping trip. He \_\_\_\_\_.
- It's cold today. We \_\_\_\_\_.
- I'm going to go on an Arctic cruise. I \_\_\_\_\_.
- You haven't got any waterproofs and it's rainy. You \_\_\_\_\_.
- They haven't got their mobiles with them. They \_\_\_\_\_.

## 4 Nick and his family are going to move from London to Australia. Write questions and answers about his future.

- Nick / like / Australia? ✓  
Will Nick like Australia? Yes, he will.  
1 Nick's family / live / in a big house? X  
2 Nick / make / many new friends? ✓  
3 Nick / learn / a new language? X  
4 be / hot and sunny / in December? ✓  
5 Nick's family / have a barbecue on the beach / in January? ✓  
6 Nick's friends in London / visit / him next summer? X

5 Write predictions about your partner's future with *'ll* / *won't*. Use the ideas below and your own ideas.

become famous   travel around the world  
go to university   win the lottery  
live in another town or city   write a book  
get a good job

You'll go to university.

## 6 USE IT! Work in pairs. Compare your predictions in exercise 5. How many of your predictions are correct?

I think you'll go to university.

No, I don't think I will.

I don't think you'll write a book.

I think I will.

**Finished?**

Write predictions about your future.

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## ANSWERS

- 'll need some sun cream
- won't read a book at night
- won't have a barbecue
- 'll see whales
- 'll get wet
- won't text their parents

## Exercise 4

Read out the example question and answer, then read out the next prompt and elicit the question and answer. Students write the remaining questions and answers. Check answers by asking pairs of students to read out the questions and answers.

## ANSWERS

- Will Nick's family live in a big house?  
No, they won't.
- Will Nick make many new friends? Yes, he will.
- Will Nick learn a new language? No, he won't.
- Will it be hot and sunny in December? Yes, it will.
- Will Nick's family have a barbecue on the beach in January? Yes, they will.
- Will Nick's friends in London visit him next summer? No, they won't.

## Exercise 5

Put students into pairs. Read through the ideas in the box with the class and check that students understand everything. Elicit some other subjects for predictions that students could make about their partner, e.g. *get married*, *have children*. Students work individually to make predictions about their partner.

## ANSWERS

Students' own answers.

## Exercise 6 USE IT!

Ask a confident pair of students to read out the example predictions. Elicit a few more example predictions. Students then work in pairs to create their own predictions and responses. Ask some students to tell the class what their partner predicts for their own future.

## ANSWERS

Students' own answers.

## Finished?

Refer **fast finishers** to the **Finished?** activity. Students can write their predictions individually then compare with another fast finisher. Alternatively, ask fast finishers to read their predictions to the class, omitting *will* or *won't*, e.g. *I \_\_\_\_\_ get married*. See if the class can guess the missing word.

## More practice

Workbook page 71

## Assessment

Five-minute test, Teacher's Resource Disk

Language focus • *will* and *won't*

## Aim

Make predictions about the future using *will* and *won't*.

## Warm-up

With books closed, ask what students can remember about Stephanie's trip to Antarctica, e.g. *What's she going to do?* Elicit a few ideas then ask: *What will the weather be like?* Elicit answers, and write some sentences with *will* and *won't* on the board, e.g. *It will be sunny. It won't be hot.* Point to the sentences on the board and underline *will* and *won't*. Ask: *Are these sentences about Stephanie's plans?* (no) *Are they predictions about the future?* (yes) Tell students they are going to learn how to make predictions in English.

## Exercise 1

Read the examples with the class, then go through the rules and elicit the correct words to complete them. Play the grammar animation.

## ANSWERS

- will*, *'ll*
- won't*
- will*
- will* / *won't*

## Exercise 2

Explain to students that they need to read the sentences to decide whether to use *will* or *won't*. Students complete the sentences with the correct verb forms. Check answers with the class.

## ANSWERS

- won't* rain
- 'll have
- 'll be
- 'll speak
- won't* buy
- won't* need

## Exercise 3

Read out the first sentence and elicit the correct verb form and idea from the box. Students complete the remaining sentences, then compare their answers in pairs. Check answers with the class.

## Speaking • Offers and promises

### Aim

Make offers and promises.

### THINK!

Read the question with the class and elicit a few answers from individual students.

### ANSWERS

Students' own answers.

### Exercise 1 2-35

Allow students time to read the gapped dialogue. Check that students understand *picnic*. Play the video or audio for students to watch or listen and complete the dialogue with the words in the box. Check answers with the class.

### ANSWERS

1 hot and sunny 2 a picnic 3 drinks  
4 my house

### Exercise 2 2-35

Check that students understand the difference between an offer (something you say you can do for someone) and a promise (something you say you will definitely do). Read through the key phrases with the class. Ask students to find the key phrases in the dialogue, then play the audio or video again. Students decide if the key phrases are for making offers or promises. Check answers with the class and check that students understand all the key phrases. Students then practise the dialogue in pairs.

### ANSWERS

1 O 2 O 3 P 4 P 5 O 6 P 7 P

### Exercise 3 2-36

Ask two confident students to read out the first mini-dialogue. Elicit the correct answer. Play the audio. Students choose the correct answers for the remaining mini-dialogues. Play the audio again for students to check their answers.

### ANSWERS

1 I'll ask Naomi to come too.  
2 I'll be there at three.  
3 I can bring some chicken.  
4 won't

### Optional activity: Speaking

Ask students to close their books. Read out the first lines of the mini-dialogues from exercise 3 in a random order. See if students can remember the correct responses.

## 8 SPEAKING • Offers and promises

I can make offers and promises.

THINK! Look at the photo of Zoe and Aaron. What do you think they are talking about?

Zoe Look! It says it'll be <sup>1</sup> \_\_\_\_\_ this weekend. Let's go to the beach.  
Aaron That's a good idea! Let's take <sup>2</sup> \_\_\_\_\_.  
Zoe Cool! I can bring some pizza.  
Aaron I can make some sandwiches.  
Zoe Great! I'll ask Hannah to bring some <sup>3</sup> \_\_\_\_\_.  
Aaron Right. I'll text Jim and see if he wants to come too.  
Zoe Let's meet at <sup>4</sup> \_\_\_\_\_ at 9 a.m. My mum can drive us to the beach.  
Aaron OK. I'll be at your house at nine.  
Zoe Don't be late, Aaron, and don't forget the sandwiches ... or the sun cream!  
Aaron I won't ... I promise.



1 2-35 Watch or listen and complete the dialogue with the words in the box. Who are they going to invite?

a picnic drinks hot and sunny my house

2 2-35 Watch or listen again. Which key phrases are for making offers and which are for making promises? Write O (offers) or P (promises). Then practise the dialogue with a partner.

### KEY PHRASES

#### Making offers and promises

- I can bring (some pizza). \_\_\_\_\_
- I can make (some sandwiches). \_\_\_\_\_
- I'll ask (Hannah) to (bring some drinks). \_\_\_\_\_
- I'll text (Jim) and see if (he) wants to come too. \_\_\_\_\_
- My (mum) can drive us to the beach. \_\_\_\_\_
- I'll be (at your house at nine). \_\_\_\_\_
- I won't ... I promise. \_\_\_\_\_

3 2-36 Choose the correct responses in the mini-dialogues. Listen and check.

- A It'll be cold and wet on Saturday. Let's stay at home.  
B Good idea! I'll ask Naomi to come too. / I promise.
- A It'll be rainy tomorrow. Why don't you come to my house in the afternoon?  
B Great! I'll be there at three. / I won't.
- A It'll be hot and sunny tomorrow afternoon. Let's have a barbecue.  
B Cool! I can bring some chicken. / I can play football.
- A Let's meet outside the sports centre at 8 p.m. Don't be late!  
B OK. I'll / won't be late ... I promise.

4 USE IT! Work in pairs. Look at the situations and choose A or B. Prepare and practise a new dialogue. Use the key phrases and the dialogue in exercise 1 to help you.

Situation A: This weekend will be cold and rainy. You want to watch a DVD with some friends.

Situation B: This weekend will be hot and sunny. You want to go to the park.

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### Exercise 4 USE IT!

Students work in pairs to choose a situation and prepare a new dialogue. With **weaker classes**, choose one of the situations and build up a dialogue with the class, asking students to contribute each line in turn. Students can then work in pairs to prepare a dialogue based on the other situation. Ask some pairs to perform their dialogues for the class. Ask other students to listen and note down how many offers and promises they hear.

### ANSWERS

Students' own answers.

### Optional activity: Speaking

Brainstorm some more things that students might want to do if the weekend is going to be hot and sunny or cold and rainy, e.g. *play tennis, go to the swimming pool, go to the beach, go to the cinema*. Put students into new pairs to practise a new dialogue. Encourage students this time not to prepare their dialogue in advance, but to try to speak naturally, just using the key phrases to help them. Ask students to report back on how easy or difficult they found this.

### More practice

Workbook page 75

Practice Kit

## 8 WRITING • An email

I can write an email about a friend's visit.

**THINK!** Imagine a friend is going to come and stay with you. What interesting things are there to do in your town or city?

Hi Gemma,  
I'm very excited that you're going to stay with us next week. I'm emailing you because I want to tell you about our plans for the weekend.  
On Friday evening I'm going to meet you at my school with my parents because your bus arrives there at 8 p.m.  
On Saturday we're going to take the train to London. We're going to visit Buckingham Palace and then take a boat on the River Thames. I hope it won't rain! After that, we're going to go shopping in Covent Garden. On Sunday the weather will be hot, so we can go swimming in the outdoor swimming pool or we can have a picnic in the park with my friends.  
I can't wait to see you!  
Bye for now,  
Natalie



1 Read the email. Where and when is Natalie going to meet Gemma? What will the weather be like on Sunday?

2 Complete the key phrases. Then look at the email and check your answers.

### KEY PHRASES

#### Writing an email about a friend's visit

- I'm very \_\_\_\_\_ that ...
- I'm \_\_\_\_\_ you because ...
- On Friday evening I \_\_\_\_\_
- On Saturday we \_\_\_\_\_
- On Sunday the weather \_\_\_\_\_ be ...
- I \_\_\_\_\_ wait to see you!

### Language point: because

3 Study the example. Match sentences 1–5 with reasons a–e. Then combine the sentences using **because**.

I'm emailing you because I want to tell you about our plans for the weekend.

- I hope it will be hot tomorrow.
  - We're going to pack our suitcases.
  - My brother wants to buy a guidebook.
  - Samir lives in France.
  - We're going to take our waterproofs.
- a His dad works there.  
b We're going to go away tomorrow.  
c It will be rainy on Saturday.  
d He's going to travel to Japan in the summer.  
e I want to go to the beach.

4 **USE IT!** Follow the steps in the writing guide.

### WRITING GUIDE

#### A TASK

Imagine a friend is going to stay with you next weekend. Think about your plans and arrangements. Write an email to him / her.

#### B THINK AND PLAN

- Why are you emailing?
- What are you going to tell them about?
- Where are you going to meet them?
- What are you going to do on Saturday?
- What are you going to do on Sunday?
- What can you do in good weather and bad weather?

#### C WRITE

Paragraph 1: Introduction and reasons for writing  
I'm very excited ...

Paragraph 2: Where / What time  
On Friday evening, I'm going to ...

Paragraph 3: Plans for the weekend  
On Saturday ...  
On Sunday ...

#### D CHECK

- be going to and will
- because
- spelling and punctuation

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- d My brother wants to buy a guidebook because he's going to travel to Japan in the summer.
- a Samir lives in France because his dad works there.
- c We're going to take our waterproofs because it will be rainy on Saturday.

### Optional activity: Writing

Write the following gapped sentences on the board:

- I \_\_\_\_\_ it won't rain.
- The weather will be hot, so we \_\_\_\_\_ go swimming or we \_\_\_\_\_ have a picnic.

Ask students to look at the email in exercise 1 again and complete the sentences. Check answers with the class and check that students understand that we use *I hope* to express a wish about the future, and we use *we can* to make a suggestion. Encourage students to use these when they write their own email in exercise 4.

### ANSWERS

- 1 hope 2 can, can

### Optional activity: Writing

Elicit how Natalie begins and ends her email. Elicit other possible ways of ending an email, e.g. *Write soon, Hope to hear from you soon, Looking forward to hearing from you, See you soon.*

### Exercise 4 USE IT!

Read the task with the class. Students answer the questions and plan their email. Read through the paragraph plan with the class and check that students understand everything. Students then write their email. This can be set for homework. Remind students to check their grammar, spelling and punctuation carefully.

### ANSWERS

Students' own answers.

### More practice

Workbook page 73  
Practice Kit

### End-of-unit activities

Progress Review, Workbook page 74  
\* Vocabulary and language focus worksheet, Teacher's Resource Disk  
\*\* Vocabulary and language focus worksheets, Teacher's Resource Disk  
\*\*\* Vocabulary and language focus worksheets, Teacher's Resource Disk  
Speaking worksheet, Teacher's Resource Disk

## Writing • An email

### Aim

Write an email about a friend's visit.

### THINK!

Read out the question and elicit answers from individual students. Ask more questions to encourage them to speak more, e.g. *What places are popular with tourists in your town or city? Are there any interesting museums? What fun things can you do? Are there any other towns or cities you could visit in your area?*

### ANSWERS

Students' own answers.

### Exercise 1

Students read the email and answer the questions. Check answers with the class.

### ANSWERS

She's going to meet Gemma at her school at 8 p.m.  
The weather will be hot on Sunday.

### Exercise 2

Students complete the key phrases from memory then check in the email. Check answers with the class and check that students understand all the key phrases.

### ANSWERS

- 1 excited 2 emailing 3 'm going to  
4 're going to 5 will 6 can't

### Language point: because

### Exercise 3

Read out the example and ask students to translate *because* into their own language. Students match the sentence halves and write sentences with *because*. Check answers with the class.

### ANSWERS

- e I hope it will be hot tomorrow because I want to go to the beach.
- b We're going to pack our suitcases because we're going to go away tomorrow.

# Review

## Vocabulary

### Exercise 1

Students match words 1–5 with a–e. Check answers with the class. As an extension, tell students there were twenty things to take on holiday on page 82. Put students into pairs and give them one minute to remember as many of the items as they can, without looking back. Bring students' ideas together on the board and see if they can remember them all.

#### ANSWERS

1 e 2 c 3 d 4 b 5 a

### Exercise 2

Students complete the sentences with the correct weather words, then compare their answers in pairs. Check the answers with the class.

#### ANSWERS

1 sunny 2 cold or icy 3 snowy  
4 cloudy 5 hot 6 rainy

## Language focus

### Exercise 3

Students write affirmative and negative sentences with *be going to*, then compare their answers in pairs. Check answers with the class.

#### ANSWERS

- I'm going to take a rucksack. I'm not going to take a suitcase.
- They aren't going to travel by car. They're going to travel by plane.
- You're going to buy a Spanish phrasebook. You aren't going to buy a Spanish guidebook.
- She's going to pack a torch. She isn't going to pack a penknife.
- He isn't going to need any insect spray. He's going to need some sun cream.

### Exercise 4

Read out the first prompt and elicit the question with *be going to*. Students write the remaining questions then compare their answers in pairs. Check answers with the class. As an extension, students could write some possible answers to the questions, then ask and answer them in pairs.

#### ANSWERS

- Where are they going to go on holiday next summer?
- Are they going to travel by train?
- Are you going to take a sleeping bag on holiday?
- What are you going to take to the beach on Saturday?
- Who is going to buy food for the picnic this weekend?
- Is Dan going to live in Canada next year?

# 8 REVIEW

## Vocabulary

### 1 Match words 1–5 with words a–e.

- |            |                    |
|------------|--------------------|
| 1 water    | a costume / trunks |
| 2 sleeping | b cream            |
| 3 insect   | c bag              |
| 4 sun      | d spray            |
| 5 swimming | e bottle           |

### 2 Complete the sentences with the correct weather words.

- Today in Edinburgh it's \_\_\_\_\_ 
- On Sunday in Minsk it will be \_\_\_\_\_ 
- Tomorrow in London it will be \_\_\_\_\_ 
- This weekend in Brighton it will be \_\_\_\_\_ 
- On Saturday in Rome the weather will be \_\_\_\_\_ 
- Yesterday in Wales it was \_\_\_\_\_ 

## Language focus

### 3 Write sentences using the affirmative and negative forms of *be going to*.

- (we / stay) in a hotel ~~X~~ on a campsite ✓  
We aren't going to stay in a hotel. We're going to stay on a campsite.
- (I / take) a rucksack ✓ a suitcase ~~X~~
  - (they / travel) by car ~~X~~ by plane ✓
  - (you / buy) a Spanish phrasebook ✓ a Spanish guidebook ~~X~~
  - (she / pack) a torch ✓ a penknife ~~X~~
  - (he / need) any insect spray ~~X~~ some sun cream ✓

### 4 Write questions using *be going to*.

- where / they / go / on holiday / next summer / ?
- they / travel / by train / ?
- you / take / a sleeping bag / on holiday / ?
- what / you / take / to the beach / on Saturday / ?
- who / buy food / for the picnic / this weekend / ?
- Dan / live / in Canada / next year / ?

### 5 Write questions using *will*. Then write short answers.

- the weather / be / cold / tomorrow / ? ~~X~~  
Will the weather be cold tomorrow? No, it won't.
- your parents / give / you / a big present / ? ✓
  - your dad / come home / very late / tonight? ~~X~~
  - you / be / in bed / at 7 a.m. tomorrow / ? ✓
  - Ana / see / polar bears / in the Arctic / ? ✓
  - we / see / many pandas / in the wild / ? ~~X~~

## Speaking

### 6 Complete the dialogue with the phrases in the box.

I can make I won't We'll be there  
I'll bring I'll buy I'll text You can come

- Olivia The weather will be cold and rainy tomorrow night. Let's have a film night.  
Grace Cool! I \_\_\_\_\_ to my house.  
Olivia Great, thanks. I \_\_\_\_\_ a cake and \_\_\_\_\_ my favourite DVDs.  
Grace \_\_\_\_\_ some popcorn.  
Olivia Great idea! I \_\_\_\_\_ Sophie and Charlotte and see if they can come.  
Grace Good plan! You can all come to my house at 6 p.m. Is that OK?  
Olivia That's fine, thanks. I \_\_\_\_\_.  
Grace Don't be late ... and don't forget the cake or the DVDs!  
Olivia I \_\_\_\_\_, I promise!

## Listening

### 7 Listen to Ruby and Imogen talking about their holiday plans. Choose the correct words.

Ruby is going to go on holiday to <sup>1</sup>Italy / France with Imogen and her family. Imogen's parents are going to <sup>2</sup>drive / take the train to Dover and go by <sup>3</sup>boat / train across the English Channel. They're going to stay with <sup>4</sup>cousins / friends of Imogen's parents for a short time. Their house has got a <sup>5</sup>huge / tiny swimming pool. Imogen wants to sleep in <sup>6</sup>a hotel / a tent. After that, they're going to go to <sup>7</sup>the south / another city because the weather will be hot and sunny. Imogen tells Ruby to bring her <sup>8</sup>phrasebook / washbag.

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### Exercise 5

Read out the example question and answer. Students then write the questions with *will* and the short answers. Check answers by asking pairs of students to read out the questions and answers.

#### ANSWERS

- Will your parents give you a big present? Yes, they will.
- Will your dad come home very late tonight? No, he won't.
- Will you be in bed at 7 a.m. tomorrow? Yes, I will.
- Will Ana see polar bears in the Arctic? Yes, she will.
- Will we see many pandas in the wild? No, we won't.

## Speaking

### Exercise 6

Students read the dialogue and complete it with the correct phrases. Check answers, then elicit which of the phrases are offers

and which are promises. Ask students to practise the dialogue in pairs.

#### ANSWERS

- You can come
- I can make
- I'll bring
- I'll buy
- I'll text
- We'll be there
- I won't

## Listening

### Exercise 7 2-37 page T154

Allow students time to read the text. Put them into pairs to predict and guess some of the correct words. Play the audio for students to listen and choose the correct words. Play the audio again, if necessary, for students to check and complete their answers. Check answers with the class.

#### ANSWERS

- France
- drive
- boat
- friends
- huge
- a tent
- the south
- washbag

## 8 PUZZLES AND GAMES

1 What do you need for your holiday? Add vowels (A, E, I, O and U) to the words in the suitcase. Then write the words.

TTHBRSH  
toothbrush



2 Work in pairs. Use the code to complete the weather forecast. Then use the code to write a weather forecast for your partner.

1	2	3	4	5	6	7	8	9
Y	S	O	C	N	R	L	I	D

1MR3T2 YMR0TS – stormy  
It will be 9734<sup>1</sup> \_\_\_\_\_, 158A6<sup>2</sup> \_\_\_\_\_  
and 1958W<sup>3</sup> \_\_\_\_\_ tomorrow morning and  
it will be 155U2<sup>4</sup> \_\_\_\_\_ in the afternoon.

3 A BOARD GAME. Work in pairs. You need a dice. Take turns to roll the dice and move from START to FINISH. If you land on a blue, red or green square, follow the instructions in the coloured box.

If you land on a green square, roll the dice again and answer a question with *will / won't*:

- 1 = Where will you live when you're thirty?
- 2 = How many languages will you speak when you're twenty-five?
- 3 = Will you be famous in the future?
- 4 = How many countries will you visit in your life?
- 5 = What will you do when you're sixty-five?
- 6 = What will the weather be like tomorrow?

If you land on a blue square, roll the dice again and answer a question with *be going to*:

- 1 = What are you going to do after school today?
- 2 = What time are you going to get up tomorrow?
- 3 = Are you going to go on holiday this year?
- 4 = Is your teacher going to give you any homework today?
- 5 = What are you going to do this weekend?
- 6 = How are you going to go home today?

If you land on a red square, roll the dice again and follow the instructions:

- 1 = go back five spaces
- 2 = miss a turn
- 3 = go back to the start
- 4 = miss a turn
- 5 = go back to the start
- 6 = miss a turn



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## Puzzles and games

### Exercise 1

Students work individually or in pairs to add vowels to the words and then write them. With **stronger classes**, you could do this as a race. Check answers with the class.

As an extension, students could work in pairs and write three more words from page 82 without vowels. They could swap with another pair and try to write the words.

#### ANSWERS

- 1 soap 2 shampoo 3 washbag  
4 towel 5 waterproofs 6 sun cream  
7 suitcase 8 guidebook

### Exercise 2

Students work individually or in pairs to use the code to complete the weather forecast. Explain to students that, for each word, they must use the code to find the missing letters, then put the letters in the correct order. With **stronger classes**, you could do this as a race. Check answers with the class. Students then use the code to write a weather forecast for their partner.

#### ANSWERS

- 1 cold 2 rainy 3 windy 4 sunny

### Exercise 3

Read through the instructions with the class and make sure students know what they have to do. Explain that when they land on a blue, red or green square, they roll the dice again and then answer the question or follow the instruction based on the number that they roll. Students play the game in pairs.

As an extension, brainstorm some different questions using *will* and *be going to*, and write them on the board. Students could play the game again using the new questions. Alternatively, students could work in pairs and write different questions using *will* and *be going to*. They could then swap questions with another pair and play the game again.

### Assessment

Unit 8 tests, End-of-term 2 tests, End-of-year tests, Teacher's Resource Disk

# 1 Extra listening and speaking • Asking for and giving personal information

## Aim

Understand and give personal information.

## Warm-up

With books closed, write on the board:

Name:

Age:

Birthday:

Brothers and sisters:

Elicit details from a confident student and complete the information on the board. Point to the information on the board and elicit that it is personal information. Ask when we might give our personal information to someone, and elicit that we might do this when we meet someone for the first time, for example, if a new student comes to the school. Tell students they are going to practise doing this in English.

## Exercise 1 3-02

Allow students time to read through the questions. Play the audio. Students listen and write the correct answers. Play the audio again, if necessary, for students to check and complete their answers. Check answers with the class.

### ANSWERS

- 1 Kate 2 Brown 3 England  
4 January 5 Eleven 6 four

## Exercise 2 3-03 page T154

Read through the key phrases with the class and make sure students understand them all. Play the audio. Students listen and tick the questions they hear. Check answers with the class.

### ANSWERS

Questions 1, 3, 4, 6 and 7

## Exercise 3 3-03 page T154

Allow students time to read through the information in the table. Play the audio again. Students listen and complete the table. Allow students to compare their answers in pairs, then play the audio again for them to check and complete their answers. Check answers with the class.

### ANSWERS

- 1 twelve  
2 Munich in Germany  
3 quite big, but very friendly  
4 modern, near the city centre, quite small, but very nice  
5 brother  
6 Peter

# 1 Options EXTRA LISTENING AND SPEAKING • Asking for and giving personal information

I can understand and give personal information.

## 1 3-02 Listen to the dialogue and write the correct answers.

- 1 What's your first name?  
Mary
- 2 What's your surname?  
Green
- 3 Where are you from?  
Australia
- 4 When's your birthday?  
It's in July
- 5 How old are you?  
Twelve
- 6 Have you got any brothers or sisters?  
Yes, I've got three brothers.

## 2 3-03 Study the key phrases. Then listen to a conversation about a new student and tick (✓) the questions you hear.



### KEY PHRASES

#### Asking for personal information

- 1 What's your first name?
- 2 What's your surname?
- 3 How old are you?
- 4 Where are you from?
- 5 When's your birthday?
- 6 What's (your town) like?
- 7 Have you got any brothers or sisters?

## 3 3-03 Listen to the conversation again and complete the table about Tobias.

1 Age	
2 Where from	
3 What (town) like	
4 What (house in Brighton) like	
5 Brother or sister	
6 Brother's or sister's name	

## 4 3-04 Listen and repeat the dialogue.

Sara Hello. I'm Sara. What's your name?  
Lili Lili. I'm the new girl.  
Sara Welcome to Manchester, Lili!  
Lili Thanks.  
Sara How old are you?  
Lili I'm eleven.  
Sara Where are you from?  
Lili I'm from Beijing in China. My mum's Chinese and my dad's English.  
Sara Cool! What's Beijing like?  
Lili It's very big and really noisy!  
Sara Have you got any brothers or sisters?  
Lili I've got one brother and one sister.

## 5 USE IT! Work in pairs. Imagine one of you is a new student from another country. Choose person A or B. Prepare and practise a new dialogue using the key phrases and the dialogue in exercise 4.



Name	Eriko Yamada	Liam Turner
Age	eleven	twelve
Where from	Tokyo, Japan	Witney, England
What (town) like	modern, noisy, exciting	small, quiet, safe
Brothers or sisters	one brother	three sisters

## 92 EXTRA LISTENING AND SPEAKING

### Optional activity: Listening

Ask: *What do we learn about Luke from the conversation?* Elicit a few ideas, then play the audio again for students to listen and check their ideas. Check answers with the class.

### ANSWERS

He's twelve, like Tobias. He thinks Brighton is a great city. He's got a sister called Becca. She's ten and she's really annoying.

## Exercise 4 3-04

Play the audio once for students to listen to the dialogue and read it. Play it again, pausing after each line for students to repeat. Put students into pairs to practise the dialogue. Encourage them to copy the intonation they heard on the audio.

### ANSWERS

Students' own answers.

## Exercise 5 USE IT!

Read through the information in the table with the class and make sure students understand everything. Students practise their dialogue in pairs. With **weaker classes**, students may need time to prepare their dialogue before they practise. With **stronger classes**, students can go straight into the practice. Students can swap roles and practise again.

### ANSWERS

Students' own answers.

### Optional activity: Speaking

Put students into new pairs. Students can practise the dialogue again using their own personal information, or they could invent their own personal information to practise with. Encourage them not to prepare their dialogue this time, but to improvise, referring to the key phrases, if necessary. Ask some pairs to perform their dialogue for the class.

## 2 Options EXTRA LISTENING AND SPEAKING • Talking about timetables

I can tell the time and say when I do things.

1 Match the clocks with the times in the box.

quarter past nine   twenty to twelve   five past seven   twenty-five past two  
quarter to eleven   ten to two   half past six   three o'clock



2 3.05 Listen and write the times you hear. Then listen and repeat.

1 10.20

3 3.06 Listen to a phone conversation. How many sports does Vicky ask about?

4 3.06 Study the key phrases. Then listen to the conversation again and complete the timetable.

### KEY PHRASES

#### Talking about timetables

What time does the swimming pool open / close?  
What time does it start / finish?  
At eight o'clock.  
From quarter to five to quarter past six on Monday.

	MONDAY	TUESDAY	WEDNESDAY
Swimming pool	9.45 a.m. 8 p.m.	10.30 a.m. 1	9.45 a.m. 8 p.m.
Judo			2 6 p.m.
3	4.45 p.m. 4		
Basketball		3.45 p.m. 5.15 p.m.	

5 3.07 Listen and repeat the dialogue.

Alex What time's the swimming pool open on Wednesday?

Receptionist It's open from quarter to ten to eight o'clock.

Alex When's basketball?

Receptionist It's on Tuesday at quarter to four.

Alex What time does it finish?

Receptionist It finishes at quarter past five.

6 USE IT! Work in pairs. Look at the poster. Prepare and practise a new dialogue using the key phrases and the dialogue in exercise 5.

## ARE YOU INTERESTED IN FOOTBALL?

Then come and play football at Holloway Sports Centre!

Contact us for more information.

EXTRA LISTENING AND SPEAKING 93

## 2 Extra listening and speaking • Talking about timetables

### Aim

Tell the time and say when you do things.

### Warm-up

Focus on the pictures of sports in exercise 4 and ask: *Do you do any of these sports? Which do you do? What other sports do you do? When do you do them?* Elicit a range of answers from students and encourage them to say the days and times when they do each sport. Point to the timetable in exercise 4 and elicit the word *timetable*. Elicit or point out that a timetable tells us when things happen.

### Exercise 1

Students work in pairs to match the clocks with the times. With **stronger classes**, you could do this as a race. Check answers with the class.

#### ANSWERS

- three o'clock
- five past seven
- quarter past nine
- twenty-five past two
- half past six
- twenty to twelve
- quarter to eleven
- ten to two

### Exercise 2 3.05

Play the audio and ask students to write the times they hear. Check answers by asking students to come and draw each time on the board as a clock, or write it as a digital clock. Play the audio again, pausing after each time for students to repeat.

### ANSWERS

- 10.20
- 11.55
- 6.35
- 11.10
- 8.30
- 2.45

### Optional activity: Speaking

For extra practice, ask students to draw three more clocks with different times on. Put them into pairs to practise saying the times. Ask some students to come and draw one of their times on the board and say it for the class.

### Exercise 3 3.06 page T154

Read out the question then play the audio. Students listen and answer the question. Check the answer with the class.

#### ANSWER

Two: judo and table tennis.

### Exercise 4 3.06 page T154

Read through the key phrases with the class and check that students understand everything. Allow students time to read through the timetable. Check they understand *a.m.* and *p.m.* Play the audio again. Students listen and complete the timetable. Check answers with the class.

#### ANSWERS

- 5.45 p.m.
- 4.30 p.m.
- Table tennis
- 6.15 p.m.

### Exercise 5 3.07

Play the audio once for students to listen to the dialogue and read it. Play it again, pausing after each line for students to repeat. Put students into pairs to practise the dialogue. Encourage them to copy the intonation they heard on the audio.

#### ANSWERS

Students' own answers.

### Exercise 6 USE IT!

Read through the information on the poster with the class and make sure students understand everything. Students practise their dialogue in pairs. With **weaker classes**, students may need time to prepare their dialogue before they practise. With **stronger classes**, students can go straight into the practice. Students can swap roles and practise again.

#### ANSWERS

Students' own answers.

### Optional activity: Speaking

Students work in pairs to make their own timetable of sports at a sports centre. They can then role-play another dialogue using this information, or they could swap timetables with another pair and practise with the timetable they are given. Encourage them not to prepare their dialogue this time, but to improvise, referring to the key phrases, if necessary.

### 3 Extra listening and speaking • Phoning a friend

#### Aim

Telephone a friend.

#### Warm-up

With books closed, ask: *How many times a day do you use your phone?* Elicit a few answers, then ask: *What do you use it for?* Discuss the different ways students use their phones, e.g. *to text or chat to friends, take photos, access the internet*, etc. Ask: *How often do you phone your friends?* Elicit a range of answers.

#### Exercise 1

Focus on the photos and explain that Holly is the girl in the big photo. Ask where Holly is and elicit a few answers. Do not check the answer at this stage.

#### ANSWER

She's at an aquarium.

#### Exercise 2 3-08

Play the audio. Students listen and check their answer to exercise 1. Check this answer with the class, then ask which animal Holly likes best.

#### ANSWER

She likes the sharks the best.

#### Exercise 3 3-08

Read through the key phrases with the class and make sure students understand them all. Students match the key phrases with the responses. Play the audio for students to listen and check their answers. Play it again, pausing after each line for students to repeat. Put students into pairs to practise the dialogue. Encourage them to copy the intonation they heard on the audio.

#### ANSWERS

- Yeah. That sounds good.
- I'm at the aquarium with Aisha.
- Sure.
- Hi, there.
- Yeah, it's great!
- Fine, thanks.

#### Optional activity: Speaking


Ask students to cover the dialogue in exercise 2 and focus on the key phrases. Tell them they are going to test their partner on the responses. Put students into pairs. They take turns to read out one of the key phrases. Their partner must give the correct response. They can check their answers in the dialogue.

3
Options

**EXTRA LISTENING AND SPEAKING • Phoning a friend**

*I can telephone a friend.*

**1** Look at the photo. Where is Holly?



**2** 3-08 Listen to the dialogue and check your answer in exercise 1. Which animal does Holly like the best?

Holly Hello.

Dylan Hey, Holly. It's Dylan.

Holly Hi there. How are you?

Dylan Fine, thanks. Where are you now?

Holly I'm at the aquarium with Aisha.

Dylan Really? Is it good there?

Holly Yeah, it's great! There are a lot of different types of fish, but the sharks are the most interesting.

Dylan Oh, you can see sharks there? Cool! Do you want to meet later?

Holly Yeah. That sounds good.

Dylan OK, great! Give me a call.

Holly Sure. See you later.

**3** 3-08 Match the key phrases with the responses in blue in the dialogue. Then listen again and practise the dialogue.

**KEY PHRASES**

**Talking on the phone**

1 Do you want to meet later?	4 It's (Dylan).
2 Where are you now?	5 Is it good there?
3 Give me a call.	6 How are you?

**4** 3-09 Complete the mini-dialogue with the key phrases. Listen and check. Then practise the mini-dialogue.

Steve Hi, Anna. <sup>1</sup> \_\_\_\_\_ Steve.

Anna Hi there! <sup>2</sup> \_\_\_\_\_?

Steve I'm at the skateboard park with Mo.

Anna Really? <sup>3</sup> \_\_\_\_\_?


Steve Yeah, it's fun. <sup>4</sup> \_\_\_\_\_?

Anna OK. <sup>5</sup> \_\_\_\_\_.

Steve Sure. See you later.

**5** USE IT! Work in pairs. Prepare and practise a new dialogue using the key phrases and the dialogue in exercise 2. Use the ideas in the box or your own ideas.

shopping centre café park sports centre friend's house



**94 EXTRA LISTENING AND SPEAKING**

#### Exercise 4 3-09

Students complete the mini-dialogue with the key phrases. With **weaker classes**, students can work in pairs for this. Play the audio for students to listen and check their answers. Put students into pairs to practise the dialogue. Encourage them to copy the intonation they heard on the audio.

#### ANSWERS

- It's
- Where are you now
- Is it good there
- Do you want to meet later
- Give me a call

#### Exercise 5 USE IT!

Students practise their own dialogue in pairs. With **weaker classes**, students may need time to prepare their dialogue before they practise. With **stronger classes**, students can go straight into the practice. Encourage stronger students to improvise and use their own ideas. Students can swap roles and practise again.

#### ANSWERS

Students' own answers.

# 4 Options EXTRA LISTENING AND SPEAKING • Comparing two pictures

I can compare two pictures.

1 Match pictures 1–6 with the words in the box.

rucksack folder laptop uniform scissors whiteboard



2 Study the key phrases. Then listen to the conversation and complete the table.

### KEY PHRASES

#### Comparing pictures

- What can you see (on the wall)?
- Is there a / an ... in your picture?
- How many (pens) are there?
- What colour is / are the ... ?
- What is / are the (teacher / students) doing / wearing?
- In my picture there's a / an ... / there are / aren't some / any ...

	Joe's picture	Ellie's picture
Number of students	1	2
Whiteboard?	3	4
Things on the wall	5	6

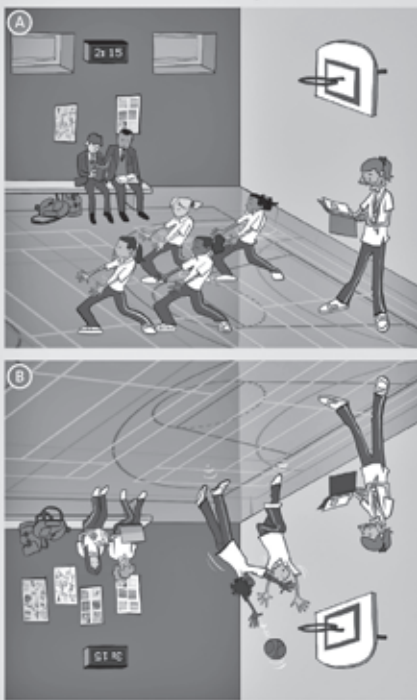
3 Listen again. Read the sentences and write E (Ellie's picture) or J (Joe's picture).

- There's a teacher in this person's picture.
- A student is listening to music in this person's picture.
- The students are chatting in this person's picture.
- The students aren't wearing a uniform in this person's picture.
- There's a poster of a giraffe in this person's picture.
- There's one window in this person's picture.

4 Listen and repeat the dialogue.

Holly: What can you see in your picture?  
 Lidia: I can see a clock, three posters and a whiteboard on the wall.  
 Holly: Is there a window?  
 Lidia: No, there isn't.  
 Holly: How many students are there?  
 Lidia: There are five students.  
 Holly: What are the students wearing in your picture?  
 Lidia: They're wearing a school uniform.  
 Holly: OK, now it's your turn. Ask me some questions about my picture.

5 USE IT! Work in pairs. One student looks at picture A and the other looks at picture B. Ask and answer questions using the key phrases. What are the differences in picture B?



EXTRA LISTENING AND SPEAKING 95

## 4 Extra listening and speaking • Comparing two pictures

### Aim

Compare two pictures.

### Warm-up

Focus on the two pictures in exercise 5 and ask: *Are they the same or different?* Elicit that some parts are the same and some are different. Ask: *What's the same? What's different?* Elicit a few answers, then explain that what students are doing is comparing the two pictures. Tell them they are going to practise this.

### Exercise 1

Students match the pictures with the words. Check answers, and check that students understand the words. Model pronunciation of *uniform* and *scissors*.

### ANSWERS

- 1 whiteboard 2 laptop 3 scissors  
 4 folder 5 uniform 6 rucksack

### Exercise 2 3•10 page T154

Read through the key phrases with the class and make sure students understand them all. Allow students time to read the information in the table. Play the audio. Students listen and complete the table. Play the audio again, if necessary, for students to check and complete their answers. Check answers with the class.

### ANSWERS

- 1 three 2 two 3 yes 4 no 5 a clock and two posters 6 a poster

### Exercise 3 3•10 page T154

Allow students time to read through the sentences. Play the audio. Students listen and write *E* or *J* for each sentence. Allow students to compare their answers in pairs. Play the audio again for them to check and complete their answers. Check answers with the class.

### ANSWERS

1 J 2 J 3 E 4 E 5 E 6 J

### Optional activity: Listening

Write the following words and phrases on the board:

OK. Well, ... So, ... Let's see ...

Play the audio again for students to listen and note down who uses these words and phrases. Check answers with the class and elicit that we use these words and phrases while we are thinking about what to say next. Encourage students to use them in their own speaking.

### ANSWERS

Joe: OK, Well, So, Let's see  
 Ellie: OK, Well

### Exercise 4 3•11

Play the audio once for students to listen to the dialogue and read it. Play it again, pausing after each line for students to repeat. Put students into pairs to practise the dialogue. Encourage them to copy the intonation they heard on the audio.

### ANSWERS

Students' own answers.

### Exercise 5 USE IT!

Put students into pairs to compare the pictures. Use the pictures to teach *sports hall* and *bench*. With **weaker classes**, brainstorm some questions students could ask, e.g. *How many students are doing sport? What sport are they doing? How many posters are there on the wall in your picture? How many students are sitting down in your picture? What are they doing? Is there a rucksack on the bench?* Tell students to find as many differences as they can. Discuss with the class what the differences are. See who spotted the most differences.

### ANSWERS

There are 10 differences:

In picture B:

- The clock says 3.15.
- There are four posters on the wall and no windows.
- There are two rucksacks on the gym bench.
- The rucksacks are blue.
- There are four students in the gym (two boys and two girls).
- Two girls are sitting on the bench.
- One of the girls on the bench is using a laptop.
- The girls are all wearing a PE kit.
- Two boys are playing basketball.
- The teacher's folder is black.

## 5 Extra listening and speaking • Shopping at the market

### Aim

Buy things at the market.

### Warm-up

With books closed, ask: *Is there a market in your town / city? What can you buy there?* Elicit a few answers, then ask: *Do you ever go to the market? What's the difference between a market and a supermarket?* Elicit answers from individual students. Elicit or point out that at the market you have to ask someone for the things you want, rather than just putting them in your trolley. Tell students they are going to practise shopping at the market.

### Exercise 1

Read through the key phrases with the class and make sure students understand them all. Students practise saying the weights in pairs. Check answers with the class.

#### ANSWERS

- six hundred and fifty grams
- two kilos
- a hundred grams / one hundred grams
- three and a half kilos
- five kilos
- five hundred grams

### Exercise 2 ① 3-12

Play the audio. Students listen and write the weights they hear. Allow students to compare their answers in pairs. Play the audio again for them to check and complete their answers. Check answers with the class.

#### ANSWERS

- three quarters of a kilo
- 900 grams
- seven and a half kilos
- one kilo
- 125 grams
- 825 grams

### Exercise 3 ① 3-13

Ask students to match the fruit to the photos. Check answers, then play the audio. Students listen and tick the things Emma buys. Check answers with the class.

#### ANSWERS

- 1, 2, 3 and 6

### Exercise 4 ① 3-13

Read through the key phrases and check that students understand everything. Allow students time to read the sentences. Play the audio again. Students listen and decide if the sentences are true or false, and correct the false sentences. Allow students to compare their answers in pairs. Play the audio again for them to check and complete their answers. Check answers with the class.

## 5 Options

### EXTRA LISTENING AND SPEAKING • Shopping at the market

I can buy things at the market.

1 Study the key phrases. Then say weights 1-6.

#### KEY PHRASES

##### Saying weights

100 g = a / one hundred grams  
 325 g = three hundred and twenty-five grams  
 675 g = six hundred and seventy-five grams  
 1 kg = a / one kilo  
 ½ kg = half a kilo  
 2½ kg = two and a half kilos  
 ¼ kg = a quarter of a kilo

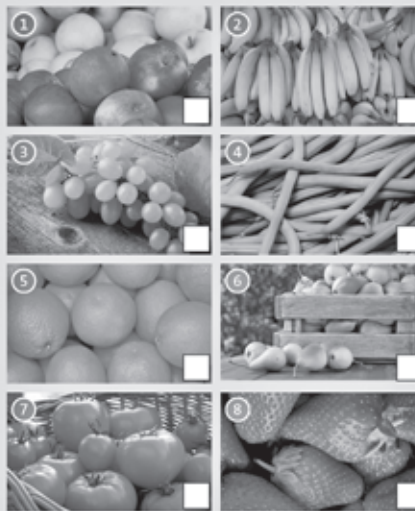
- |         |          |
|---------|----------|
| 1 650 g | 4 3 ½ kg |
| 2 2 kg  | 5 5 kg   |
| 3 100 g | 6 500 g  |

2 ① 3-12 Listen and write the weights you hear. Then listen and repeat.

- 1 ¾ kg

3 ① 3-13 Match the fruit to photos 1-8. Then listen to Emma shopping at the market. Tick (✓) the things she buys.

green beans strawberries tomatoes  
 pears apples grapes bananas oranges



96 EXTRA LISTENING AND SPEAKING

4 ① 3-13 Study the key phrases. Listen to the conversation again and write true or false. Correct the false sentences.

#### KEY PHRASES

##### Buying things at the market

Good morning. What would you like?  
 How much is / are ... ?  
 It's / They are ...  
 I'd like ... , please.  
 Is that everything?  
 How much is that?

- Emma wants to make a fruit salad.
  - First she wants half a kilo of apples.
  - The strawberries are cheap.
  - One pear costs 40p.
  - Emma buys some green apples.
  - Emma also wants three oranges.
  - The shopping costs £7.55.
- 5 ① 3-14 Listen and repeat the dialogue.
- Woman Good morning. What would you like?  
 George I'd like a kilo of pears, please.  
 Woman They're £1.75 a kilo.  
 George That's fine. Can I have three red peppers, please?  
 Woman Sure. Here you are.  
 George Thanks.  
 Woman Anything else?  
 George Yes. 250 grams of green beans.  
 Woman OK, here you go. Is that everything?  
 George Yes, thanks. How much is that?  
 Woman That's £4.30, please.  
 George Here you are.  
 Woman Thanks. Bye!  
 George Bye.

6 USE IT! Work in pairs. Imagine you want to buy the fruit in the picture. Prepare and practise a new dialogue using the key phrases and the dialogue in exercise 5.



#### ANSWERS

- true
- false (She wants half a kilo of grapes.)
- false (They're expensive.)
- false (They're 50p each.)
- false (She buys some red apples.)
- false (She wants three bananas.)
- true

#### Optional activity: Listening

Write these questions on the board:

- How much does Emma pay for the grapes?
- How much are the strawberries per kilo?
- How many pears does Emma buy?
- How many bananas does she buy?

Students can discuss the answers in pairs. Play the audio again for them to listen and check. Check answers with the class.

#### ANSWERS

- 1 £3.65 2 £10 3 two 4 three

### Exercise 5 ① 3-14

Play the audio once for students to listen to the dialogue and read it. Play it again, pausing after each line for students to

repeat. In pairs, they practise the dialogue. Encourage them to copy the intonation they heard on the audio.

### Exercise 6 USE IT!

Students practise their dialogue in pairs. With **weaker classes**, students may need time to prepare their dialogue before they practise. With **stronger classes**, students can go straight into the practice. Students can swap roles and practise again.

#### Optional activity: Speaking

Put students into pairs and ask them to prepare their own price list of five different fruits and vegetables. They could use pounds, euros, dollars or their own currency. Students then practise again using their own price list, or swap lists with another pair and practise again using the list they are given. Encourage them not to prepare their dialogue this time, but to improvise, referring to the key phrases, if necessary. Ask some pairs to perform their dialogue for the class.

## 6 Options EXTRA LISTENING AND SPEAKING • Talking about video games

I can talk about video games.

### 1 Match the games with the categories in the box.

sport strategy driving and racing  
action and adventure simulation



### 2 315 Study the key phrases. Then listen to a conversation about video games and complete the table.

#### KEY PHRASES

##### Talking about video games

What do / did you think of it?  
It is / was fun / great / exciting.  
It is / was boring / complicated / terrible / violent.  
What's your score for it?  
8/10 = eight out of ten

	Elsa's game	Finn's game	Chen's game
Title	<i>My World</i>	3	5
Opinion	1	4	terrible
Score	2	8/10	6

### 3 315 Listen again. Choose the correct words.

- In Elsa's game the players are **helpers / designers**.
- Elsa was bored after one **hour / day**.
- Finn's game has got very **good / bad** graphics.
- You **create / drive** cars in Finn's game.
- In Chen's game the **characters / rules** are complicated.

### 4 316 Listen and repeat the dialogue.

Sanjay Which game did you play?  
Steph I played *Goal*. It's a football game.  
Sanjay What did you think of it?  
Steph It was great. You play football for a top team.  
Sanjay What's your score for it?  
Steph Nine out of ten.

### 5 USE IT! Work in pairs. Tell your partner about a video game that you like. Use the key phrases and the questions in the box to help you.

What's the name of the game?  
What type of game is it?  
What do you do in the game?  
What do you think of it?



## 6 Extra listening and speaking • Talking about video games

### Aim

Talk about video games.

### Warm-up

With books closed, ask: *Do you play video games? What games do you play? Which are your favourites?* Elicit answers from individual students and ask further questions to encourage them to say more, e.g. *How often do you play? How much time do you spend playing games? Do you play alone or with other people? Do you have a favourite game?*

### Exercise 1

Students work in pairs to match the games with the categories. Check answers with the class and model pronunciation of *strategy* and *simulation*.

#### ANSWERS

- driving and racing
- simulation
- action and adventure
- strategy
- sport

### Exercise 2 315 page T155

Read through the key phrases with the class and make sure students understand them all. Allow students time to read through the table. Play the audio. Students listen and complete the table, then compare their answers in pairs. Check answers with the class.

#### ANSWERS

- good, then boring
- 6/10
- World Rally*
- exciting
- Hero*
- 4/10

### Exercise 3 315 page T155

Allow students time to read through the sentences. Play the audio again. Students listen and choose the correct words. Allow students to compare their answers in pairs. Play the audio again for them to check and complete their answers. Check answers with the class.

#### ANSWERS

- designers
- hour
- good
- drive
- rules

### Optional activity: Listening

Write the following questions on the board or dictate them to the class:

Which game ...

- involves people being hurt?
- takes place in more than one country?
- involves creating your own character?
- looks very realistic?

Students can discuss the answers in pairs. Play the audio again for them to listen and check their answers. Check answers with the class.

#### ANSWERS

- Hero*
- World Rally*
- My World*
- World Rally*

### Exercise 4 316

Play the audio once for students to listen to the dialogue and read it. Play it again, pausing after each line for students to repeat. Put students into pairs to practise the dialogue. Encourage them to copy the intonation they heard on the audio.

#### ANSWERS

Students' own answers.

### Exercise 5 USE IT!

Students practise their dialogue in pairs. With **weaker classes**, students may need time to prepare their ideas individually before they practise their dialogues. With **stronger classes**, students can go straight into the practice.

#### ANSWERS

Students' own answers.

### Optional activity: Speaking

Ask students to work in pairs and prepare a short presentation of a video game for the class. It can be a game they like or play, or one they have seen other people playing. Encourage them to describe the game and give their opinions of it. Put pairs into small groups to give their presentations to each other. Tell each group to choose one of the presentations to present to the class. Ask groups in turn to give their presentations to the class. The class could vote for its favourite game overall.

## 7 Extra listening and speaking • Describing people

### Aim

Talk about people in a photo.

### Warm-up

With books closed, ask students if they often take photos of their family and friends. Ask if they enjoy showing the photos to other people or sharing them online. See who in the class takes very few photos and who takes a lot.

### Exercise 1

Students work in pairs to match the photos with the activities. Check answers with the class.

#### ANSWERS

1 B 2 C 3 A

### Exercise 2 3•17 page T155

Read through the key phrases with the class and make sure students understand them all. Play the audio. Students listen and complete the sentences with the correct names. Check answers with the class.

#### ANSWERS

1 Amy 2 Jack 3 Beth

### Exercise 3 3•17 page T155

Allow students time to read the questions. Play the audio again. Students listen and answer the questions. Allow students to compare their answers in pairs. Play the audio again for them to check and complete their answers. Check answers with the class.

#### ANSWERS

1 He went to see the doctor.  
2 chocolate cakes  
3 Beth  
4 Suzi

### Exercise 4 3•18

Play the audio once for students to listen to the dialogue and read it. Play it again, pausing after each line for students to repeat. Put students into pairs to practise the dialogue. Encourage them to copy the intonation they heard on the audio.

#### ANSWERS

Students' own answers.


## 7 Options

### EXTRA LISTENING AND SPEAKING • Describing people

I can talk about people in a photo.

1 Look at photos A–C. Match the photos with the activities.

- 1 a school trip
- 2 a family meal
- 3 an after-school club

2  3•17 Study the key phrases. Listen and complete the sentences about photo A with the correct names.

Amy Jack Beth

#### KEY PHRASES

##### Talking about a photo

at the back in the middle next to  
on the left on the right

- 1 \_\_\_\_\_ is in the middle.
- 2 \_\_\_\_\_ is next to Amy.
- 3 \_\_\_\_\_ is on the right.




3  3•17 Listen again and answer the questions.

- 1 Why wasn't Mark in the photo?
- 2 What did they make?
- 3 Who made the best cake?
- 4 Who took the photo?

4  3•18 Look at photo B. Listen and repeat the dialogue.

- Mark** Hey Suzi. I've got a good photo. It's from our school trip last year.  
**Suzi** Who's that on the left with the long curly hair?  
**Mark** That's Kirsten. She's in Year 9. She's great at climbing.  
**Suzi** Is that you in the middle?  
**Mark** Yes. Why?  
**Suzi** I didn't recognize you! And who's that on the right?  
**Mark** That's Ben. I love his new glasses.

5  USE IT! Work in pairs. Look at photo C. Imagine this is your family. Then ask and answer questions using the key phrases.

Who's that on the left with the glasses?

That's my mum. She's a great singer.



## 98 EXTRA LISTENING AND SPEAKING

### Exercise 5 USE IT!

Students practise their dialogue in pairs. With **weaker classes**, students may need time to prepare their ideas individually before they practise. With **stronger classes**, students can go straight into the practice. Students can swap roles and practise again.

#### ANSWERS

Students' own answers.

### Optional activity: Speaking

If students have photos on their phones, they could work in small groups and show a photo to their classmates. They could ask and answer questions about their photos using the key phrases. Alternatively, ask students to bring a photo of their family or friends to the next lesson. Put them into groups to present their photos to their classmates and ask and answer questions using the key phrases. Ask some students to show their photos to the class and encourage other students to ask questions about them.

## 8 Options EXTRA LISTENING AND SPEAKING • The weather forecast

I can say what the weather will be like next weekend.

1 Match symbols 1–5 with the words in the box.

sun cloud temperature wind rain



2 319 Study the key phrases. Then listen to the weather forecast and complete the table with the information.

### KEY PHRASES

#### Talking about the weather

What will the weather be like (tomorrow)?

There'll be some (rain).

in the north / south / east / west

on the north coast

twenty-two degrees (22°C)

	Edinburgh	London	Brighton
Type of weather	1 _____	3 _____	5 _____
Temperature	2 _____	4 _____	6 _____

3 319 Listen again and answer the questions.

- 1 What's the weather like today?
- 2 What day of the week is the weather forecast for?
- 3 What will the weather be like near Aberdeen?
- 4 What month is it?
- 5 Why is it cooler on the south coast?

4 320 Listen and repeat the dialogue.

- Anita I'm going to be in Brighton at the weekend. What will the weather be like?
- Sam I think it'll be sunny.
- Anita What about the temperature?
- Sam It'll be about twenty degrees.
- Anita Will it be windy?
- Sam Yes, it will.

5 USE IT! Work in pairs. Look at the map. Prepare and practise a new dialogue using the key phrases and the dialogue in exercise 4.



EXTRA LISTENING AND SPEAKING 99

## 8 Extra listening and speaking • The weather forecast

### Aim

Say what the weather will be like next weekend.

### Warm-up

With books closed, write *weather forecast* on the board and elicit the meaning. Ask students where they can find the weather forecast (on TV or radio, online, in newspapers). Ask students when they check the weather forecast and if it is usually accurate. Elicit a range of answers from individual students.

### Exercise 1

Students work in pairs to match the symbols with the words. Check answers with the class and check that students understand all the words.

#### ANSWERS

- 1 temperature 2 rain 3 sun  
4 cloud 5 wind

### Exercise 2 319 page T155

Read through the key phrases with the class and make sure students understand them all. Allow students time to read through the table. Play the audio. Students listen and complete the table. Check answers with the class.

#### ANSWERS

- 1 cloudy  
2 21 degrees  
3 cloudy with some sun  
4 27 degrees  
5 (very) windy  
6 20 degrees

### Exercise 3 319 page T155

Allow students time to read through the questions. Play the audio again. Students listen and answer the questions. Allow students to compare their answers in pairs. Play the audio again for them to check and complete their answers. Check answers with the class.

#### ANSWERS

- 1 (lovely and) sunny  
2 Saturday  
3 rainy and not very hot (seventeen degrees)  
4 August  
5 because it's very windy

### Exercise 4 320

Play the audio once for students to listen to the dialogue and read it. Play it again, pausing after each line for students to repeat. Put students into pairs to practise the dialogue. Encourage them to copy the intonation they heard on the audio.

#### ANSWERS

Students' own answers.

### Exercise 5 USE IT!

Students practise their dialogue in pairs. With **weaker classes**, students may need time to prepare their dialogue before they practise. With **stronger classes**, students can go straight into the practice. Students can swap roles and practise again.

#### ANSWERS

Students' own answers.

### Optional activity: Speaking

Put students into new pairs. Ask them to draw a weather map of their country for Saturday or Sunday of the following weekend. Ask them to guess what the weather will be like. Students can practise again using their own map, or they could swap maps with another pair and practise using the map they are given. Ask students to keep their weather maps to see whose is the most accurate for next weekend.

# 1 Curriculum extra • Geography: Reading a map

## Aim

Ask and answer questions about a map.

## Warm-up

With books closed, write the word *map* on the board and elicit the meaning. Ask students what information we can find on maps, and elicit some ideas. Ask students when they use maps, and what kinds of maps they use (paper, online, etc.). Tell students they are going to practise reading maps in English.

## Exercise 1

Students work in pairs to check the meaning of the words and match them with the symbols. Students read the text and check their answers. Check answers with the class and make sure that students understand all the words. Model and drill pronunciation, if necessary.

### ANSWERS

1 river 2 road 3 hill 4 railway  
5 forest 6 path

## Exercise 2 3•21

Students read and listen to the text again. Elicit what other symbols are mentioned in the text.

### ANSWERS

A black circle on a railway is a train station. A red area is a city or town.

## Exercise 3

Students work in pairs to look at map A and choose the correct words. Check answers with the class.

### ANSWERS

1 1:50,000 2 paths 3 hill 4 156  
5 road 6 train station

## Exercise 4

Students look at map B individually and answer the questions, then compare their answers in pairs. Check answers with the class.

### ANSWERS

1 1:50,000  
2 There are three.  
3 185 metres, 220 metres and 236 metres  
4 There are two.  
5 Yes, there are.  
6 Yes, there is.  
7 Yes, there are.  
8 Yes, there is. It's called Pembley.

## 1 Options

## CURRICULUM EXTRA • Geography: Reading a map

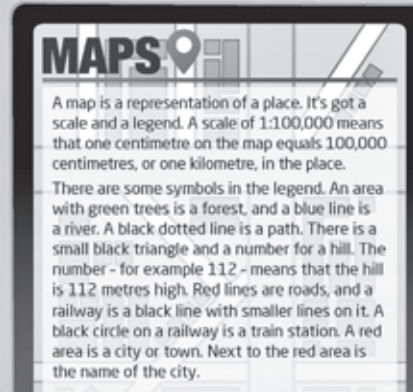
I can ask and answer questions about a map.

- 1 Check the meaning of the words in the box and match them with symbols 1–6. Read the text and check your answers.

path hill railway forest river road



- 2  3•21 Read and listen to the text again. What other symbols are on a map?




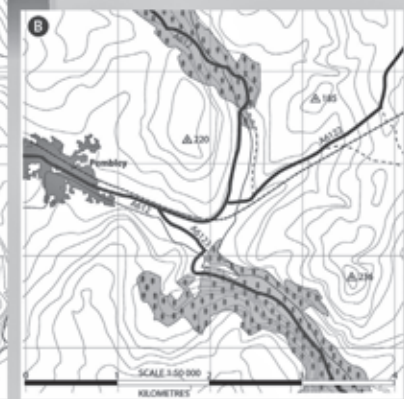
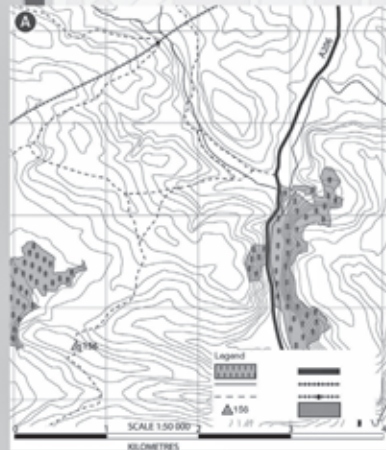
- 3 Look at map A and choose the correct words.

The scale is 1:100,000 / 1:50,000. There are a lot of paths / railways on this map, and there's one hill / forest. It is 246 / 156 metres high. There's also a big town / road and a train station / city on the map.

- 4 Look at map B and answer the questions.

- 1 What is the scale of the map?
- 2 How many hills are there on the map?
- 3 How high are they?
- 4 How many forests are there?
- 5 Are there any roads on the map?
- 6 Is there a railway?
- 7 Are there any paths on the map?
- 8 Is there a city on the map? What's it called?

- 5  USE IT! Work in pairs. Draw a map of a place you know or an imaginary place. Then work with another pair and ask and answer the questions in exercise 4 about your maps.



100 CURRICULUM EXTRA

## Exercise 5 USE IT!

Put students into pairs to draw their maps. Monitor and help while they are working, and encourage them to add a range of features and symbols. Put pairs together into groups of four to ask and answer the questions in exercise 4 about their maps. Ask some groups to show one of their maps to the class and describe the features on it.

### ANSWERS

Students' own answers.

## Optional activity: Speaking

For homework, ask students to draw a small section of map or find one online and print it out. Ask them to write a brief description of their map on a separate sheet of paper. Tell them they can use the text in exercise 2 as a model. Tell students not to put their name on the map or the description.

In the next lesson, put students into groups of four and ask them to put their four maps and descriptions together and jumble them up. Then ask them to swap with another group. Students work in their groups to read the descriptions and match them with the maps. Ask each group in turn to present one of the maps to the class and give a description of it.

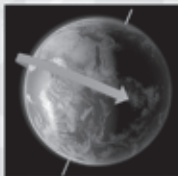
1 Check the meaning of the words in the box. Read the text and match the words to numbers 1–7 on the map.

longitude Prime Meridian  
Greenwich Mean Time east west  
north south

# Time zones

Time zones help us know what time it is in different parts of the world. This is because when the Earth rotates, the sun shines on only one part of the Earth, so when it's the morning in your country, it's night-time in another country.

The Earth has got twenty-four time zones. The lines for each time zone go from north to south. These are called lines of longitude. The line on the map at 0° longitude is called the Prime Meridian. This line goes through Greenwich, in London. The time there is called Greenwich Mean Time (GMT).



The Earth rotates 15° of longitude every hour (24 x 15° = 360°). Places east of the Prime Meridian are ahead of GMT. For example, Istanbul is about 30° east of the Prime Meridian, so the time there is GMT plus two hours. Places west of the Prime Meridian are behind GMT. For example, Rio is about 45° west of the Prime Meridian, so the time there is GMT minus three hours. So when it is 12 p.m. in London, it is 2 p.m. in Istanbul and 9 a.m. in Rio.



2 3.22 Read and listen to the text again and write true or false. Correct the false sentences.

- Lines of longitude go from east to west.
- The Prime Meridian is the name of a time zone.
- Greenwich is a part of London.
- The time in places west of the Prime Meridian is ahead of GMT.

3 Look at the clocks and answer the questions.



- In which countries are cities 1–6?
- Is New York ahead of or behind GMT?
- How many hours ahead of GMT is Beijing?
- How many hours behind GMT is Brasilia?
- If it's 12 p.m. in London, what time is it in Brisbane?
- You are in New York at 9 p.m. Is it a good idea to call your friend in London? Why / Why not?
- How many hours ahead of or behind GMT is your country?

4 USE IT! Work in pairs. Complete the table. Then ask and answer questions about the time in the different cities.

City	GMT + / -	Time
London	–	1 p.m.
Tokyo	+9 hours	
Mexico City		8 a.m.
Sydney		11 p.m.
Rio	-3 hours	
Istanbul	+2 hours	

Hi! I'm in London. Where are you?  
I'm in Istanbul.  
It's 1 p.m. in London. What's the time in Istanbul?  
It's 3 p.m.

## 2 Curriculum extra • Geography: Time zones

### Aim

Talk about time zones.

### Warm-up

With books closed, ask: *What time is it now?* Elicit the answer, then ask: *What time is it in New York? / London? / Beijing?* If students have smartphones with them, they can find the times on their phones. If not, tell students they should know the answers by the end of the lesson. Write *time zones* on the board and explain that different parts of the world are in different time zones. Tell students they are going to learn about these now.

### Background

Greenwich Mean Time was originally developed as a tool for British mariners. It was officially adopted as the legal time throughout Great Britain in 1880, and adopted as an international standard in 1884. It has now been replaced as the official international time standard by Coordinated Universal Time, abbreviated to UTC, but it is still commonly referred to.

### Exercise 1

Students work in pairs to check the meaning of the words. Students read the text and match the words to the numbers on the map. Check answers with the class and make sure that students understand all the words. Model and drill pronunciation, if necessary, especially of *Greenwich* /ɡrɛnɪtʃ/.

### ANSWERS

- Prime Meridian
- Greenwich Mean Time
- north
- west
- east
- south
- longitude

### Exercise 2 3.22

Students read and listen to the text again and decide if the sentences are true or false. Point out that they need to correct the false sentences. They can compare their answers in pairs. Check answers with the class.

### ANSWERS

- false (They go from north to south.)
- false (The Prime Meridian is the line at 0° longitude.)
- true
- false (The time in places east of the Prime Meridian is ahead of GMT.)

### Exercise 3

Students work in pairs to look at the clocks and answer the questions. Check answers with the class. If students didn't use their phones to answer the questions in the Warm-up, ask them again now what time it is in New York, London and Beijing.

### ANSWERS

- England, the USA, Spain, Brazil, Australia, China
- It's behind.
- It's eight hours ahead.
- It's three hours behind.
- It's 10 p.m.
- No, because it's 2 a.m.
- Students' own answers.

### Optional activity: Reading

Write these numbers on the board.

1 15 2 24 3 45 4 30

Ask students to scan the text quickly and write a sentence explaining the meaning of each number. Check the answers.

### ANSWERS

- The Earth rotates 15° longitude every hour.
- The Earth has 24 time zones.
- Rio is 45° west of the Prime Meridian.
- Istanbul is 30° east of the Prime Meridian.

### Exercise 4 USE IT!

Students work in pairs to complete the table. Check answers with the class, then ask two confident students to read out the example dialogue. Students ask and answer questions. Once students have asked questions using the times in the table, they can take turns to choose a different time for London, so their partner has to work out the time in one of the other cities.

### ANSWERS

Tokyo: 10 p.m., Mexico City: -7, Sydney: +10, Rio: 10 a.m., Istanbul: 3 p.m.  
Students' own answers.

### 3 Curriculum extra • Natural science: Animals

#### Aim

Talk about the different animal groups.

#### Warm-up

With books closed, write the names of some different types of animals on the board, e.g. *dog, ostrich, snake, frog, fish*. Ask: *What are the differences between these animals?* Elicit some ideas, e.g. *an ostrich is a bird, birds and fish lay eggs, frogs and fish live in water*, etc. Teach the words *vertebrate, mammal, amphibian* and *reptile*.

#### Exercise 1

Students work in pairs to check the meaning of the words and match them with the pictures. Check answers with the class and check that students understand all the words. Students then read the text and complete it with the correct words. Don't check these answers at this stage.

#### ANSWERS

1 legs 2 hair 3 wings 4 lungs  
5 fins 6 backbones 7 gills 8 scales  
9 feathers

#### Exercise 2 3-23

Play the audio. Students listen and read, and check their answers to exercise 1. Check answers with the class.

#### ANSWERS

1 fins 2 gills 3 lungs 4 feathers  
5 wings 6 legs 7 scales 8 hair

#### Exercise 3

Students read the text again and answer the questions. They can compare their answers in pairs. Check answers with the class.

#### ANSWERS

1 fish 2 fish and reptiles 3 mammals  
4 They haven't got four legs.  
5 amphibians 6 mammals

#### Exercise 4

Check that students understand the animal words in the box. Ask the questions in the chart for the first animal with the class as an example. Students then work in pairs and use the chart to classify the other animals. Check answers with the class.

#### ANSWERS

A crocodile is a reptile.  
A shark is a fish.  
A camel is a mammal.  
An eagle is a bird.

### 3 Options

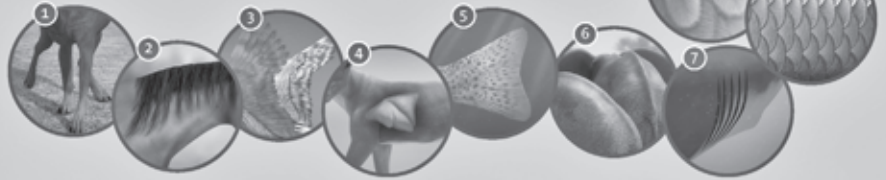
#### CURRICULUM EXTRA • Natural science: Animals

I can talk about the different animal groups.

British  
wildlife

- 1 Check the meaning of the words in the box and match them with pictures 1–9. Then complete the text with the correct words.

feathers scales legs hair wings lungs fins backbones gills



- 2  3-23 Read and listen to the text. Check your answers in exercise 1.


- 3 Read the text again and answer the questions.

- Which type of animal doesn't live on land?
- Which types of animal have got scales?
- Which type of animal has got hair?
- How are snakes different from other reptiles?
- Which type of animal is different when it's older?
- Which type of animal feeds its babies milk?

- 4 Which group are these animals from? Use the information to classify them.

crocodile shark camel eagle

- Does it feed its babies milk?  
**Yes.** It's a mammal. **No.** Go to number 2.
- Has it got feathers and wings?  
**Yes.** It's a bird. **No.** Go to number 3.
- Has it got fins?  
**Yes.** It's a fish. **No.** Go to number 4.
- Has it got scales?  
**Yes.** It's a reptile. **No.** It's an amphibian.

- 5  USE IT! Work in pairs. Think of an animal. Ask and answer the questions in exercise 4 and your own questions. Guess your partner's animal.

## Vertebrates

Vertebrates are animals with backbones. The following groups are the different types of vertebrates.

### Fish

Fish are cold-blooded animals and they live in water. They have got scales and <sup>1</sup>\_\_\_\_\_. They haven't got lungs. They have got <sup>2</sup>\_\_\_\_\_ instead. Most fish lay eggs and they don't look after their babies.

### Mammals

All mammals are warm-blooded and they feed their babies milk. Most mammals live on land, for example, humans and dogs. But some mammals, like whales, live in water, but they haven't got gills. They have all got <sup>3</sup>\_\_\_\_\_. Most of them have got hair and four legs.

### Birds

Birds live on land, but some of them look for food in water. They have got <sup>4</sup>\_\_\_\_\_, two legs and two <sup>5</sup>\_\_\_\_\_. Some birds, like ostriches and kiwis, can't fly. All birds lay eggs and they feed their young.

### Amphibians

When amphibians are young, they live in water and they haven't got lungs. When they are adult, they have got lungs and four <sup>6</sup>\_\_\_\_\_ – for example, frogs and toads. They lay their eggs in water, but they don't live in water all the time.

### Reptiles

Most reptiles live on land. They have got lungs and <sup>7</sup>\_\_\_\_\_ but not gills. They haven't got any wings or feathers and they haven't got any <sup>8</sup>\_\_\_\_\_. All the animals in this group – for example, chameleons and lizards – have got four legs, except for snakes. They are cold-blooded animals and many of them live in warm places.

102 CURRICULUM EXTRA

#### Exercise 5 USE IT!

Think of an animal, e.g. a snake. Tell students you are thinking about an animal and they must guess what it is. Encourage students to ask you the questions from the chart in exercise 4 and their own questions to guess what it is. Students then work in pairs to each think of animals and ask questions to guess. Ask some students how many animals they guessed correctly.

#### ANSWERS

Students' own answers.

#### More Practice

British wildlife, DVD, iTools

#### Optional activity: Writing

Write the word *insect* on the board. Elicit or explain that insects are invertebrates. For homework, ask students to find out information about insects and write a few sentences about them, similar to sentences in the text on page 102.

In the next lesson, put students into groups to compare their sentences and write a short description of insects similar to the descriptions in the text. Ask each group in turn to read out their description and build up a final description on the board.

#### POSSIBLE ANSWER

Insects are animals without backbones. They are cold-blooded and they have six legs. They live on land. They have hard bodies and they don't have lungs. They breathe through special holes in their bodies. They lay eggs, but they don't feed their young.

1 3.24 Check the meaning of the words in the box and complete the text. Read and listen to the text and check your answers.

water minerals fat (x2) protein vitamins diseases carbohydrates

Nutrients in food

If you want to be fit and healthy, it's important to eat and drink the right things. The nutrients in food and drink give us energy and help us stay strong. There are six main types of nutrient.

1 \_\_\_\_\_ makes you strong. There is a lot of this in meat, fish, milk, eggs, beans and nuts.

2 \_\_\_\_\_ give us energy. There are a lot of these in bread, pasta, rice and potatoes.

3 \_\_\_\_\_ are important nutrients in the food we eat and you can find them in different types of food, like fruit and vegetables. People who don't get many of these in their food can get 4 \_\_\_\_\_.

5 \_\_\_\_\_ are important for strong teeth and bones. You can find them in meat, fish, milk, vegetables and nuts. This nutrient has got the most energy and is good for our skin and hair. The 6 \_\_\_\_\_ in food such as butter, chocolate, chips, burgers and crisps is unhealthy, but the 7 \_\_\_\_\_ in food like olive oil, nuts and some fish is healthy.

8 \_\_\_\_\_ is also a very important nutrient. You can't live for more than one or two days without it. There's a lot of this in fruit, vegetables and juice, too.



2 Read the text again. Are the sentences true or false?

- There aren't any nutrients in drinks.
- Nutrients give us energy.
- There isn't any protein in beans.
- You can get diseases if you don't eat a lot of vitamins.
- Minerals are good for healthy teeth.
- Carbohydrates have got the most energy.
- Some types of fat are good for you.
- There isn't any water in vegetables.

3 Read the sentences and write the names of the food in the text.

- It's got animal fat in it. It's from milk. We put it on bread.
- It's got vegetable fat in it. It's in a bottle. We put it on salads. It's very healthy.
- It's got a lot of protein in it. It's white. We drink it.
- These have got a lot of protein. You can cook them or eat them in a salad. They can be different colours.
- It's brown and very sweet. It's delicious, but it's got a lot of fat.

4 Look at the picture of the dinner plate. What nutrients are there in the five food groups?



5 USE IT! Work in pairs. What do you eat every day? Ask and answer questions with your partner to complete the table. Then use the information to draw a dinner plate for your partner. Who eats the healthiest food?

	Group 1: Fruit and vegetables	Group 2: Bread, pasta, etc.	Group 3: Meat, fish, etc.	Group 4: Fat	Group 5: Milk, cheese, yoghurt, etc.
..... (name)	an apple, some green beans	some bread, some potatoes			
..... (name)					

What kind of fruit do you eat every day?  
I eat an apple.

## 5 Curriculum extra • Science: Food and nutrients

**Aim**  
Understand and talk about nutrients.

**Warm-up**  
With books closed, ask: *What's a healthy lunch?* Put students into pairs and ask them to write down food items for a healthy lunch. Ask pairs in turn to tell the class their ideas and make notes on the board. Point to some of the ideas on the board and ask: *Why is this healthy?* Elicit a few ideas then teach the word *nutrients*. Explain that healthy food has nutrients in it, which help keep us healthy. Tell students they are going to learn about the nutrients in food.

**Exercise 1 3.24**  
Students work in pairs to check the meaning of the words. Check answers with the class and that students understand all the words. Students then read the text and complete it with the correct words. They compare answers in pairs. Play the audio. Students listen and read, checking their answers.

**ANSWERS**  
1 Protein 2 Carbohydrates  
3 Vitamins 4 diseases 5 Minerals  
6 fat 7 fat 8 Water

**Exercise 2**  
Students read the text again and decide if the sentences are true or false. They can compare their answers in pairs. With **stronger classes**, students could discuss the sentences first and decide if they think they are true or false from memory, then check their answers by reading the text. Check answers with the class. Ask students to explain why the false sentences are not correct.

**ANSWERS**  
1 false 2 true 3 false 4 true  
5 true 6 false 7 true 8 false

**Exercise 3**  
Students work in pairs to read the sentences and write the names of the foods. Check answers with the class.

**ANSWERS**  
1 butter 2 olive oil 3 milk 4 beans  
5 chocolate

**Exercise 4**  
Look at the dinner plate with the class and check that students know the words for all the things on it. Students work in pairs to say what nutrients there are in each food group. Check answers with the class.

**ANSWERS**  
1 vitamins, minerals, water  
2 carbohydrates  
3 protein  
4 fat  
5 protein, minerals

**Exercise 5 USE IT!**  
Ask two confident students to read out the example question and answer. Elicit one or two more questions that students will need to ask, e.g. *What carbohydrates do you usually eat? Do you eat meat or fish every day?* Students work in pairs to ask and answer questions and complete the table. They then draw a dinner plate for their partner. Ask some students to tell the class about their partner's food and discuss how healthy it is.

**ANSWERS**  
Students' own answers.

**Optional activity: Speaking**  
Put students into groups of four. Ask them to imagine they are in charge of their school canteen. Ask them to plan three healthy lunches for students. Tell them they must make sure they include foods from all the different food groups, and their lunches must be tasty! Ask groups in turn to present their ideas to the class. The class could vote for their favourite lunches.

**More Practice**  
Healthy diets vs. fast food, DVD, iTools

## 7 Curriculum extra • Language and literature: *The Elephant Man*

### Aim

Read and understand an extract from a classic work of literature.

### Warm-up

With books closed, ask: *What is classic literature?* Elicit or explain that classic literature is literature from the past that people still enjoy now. Elicit some examples from the students' own country. Ask: *Do you think we can still enjoy classic literature now? Do stories from classic literature still make good films?* Elicit some answers and examples from the class.

### Background

Joseph Merrick (1862–1890) was born with severe deformities. When he was still very young he started to develop in an abnormal way. His skin was thick, and he grew a large bony lump on his forehead. He became unable to walk properly after a fall in which he damaged his hip. His mother died when he was ten, and he was soon rejected by his father and stepmother. Unable to find work, Merrick approached a showman and offered to be put on show. He was taken around Britain and Europe and exhibited to the public as the Elephant Man. A doctor named Frederick Treves became interested in his condition and allowed him to move into his hospital in London, where Merrick stayed for the rest of his life. Several books have been written about him, including the one quoted here by Tim Vicary. There are also film versions of the story.

### Exercise 1

Students work in pairs to check the meaning of the words. Check answers with the class and check that students understand all the words. Students then read the text and complete it with the correct words. Do not check answers at this stage.

#### ANSWERS

1 smell 2 ugly 3 screamed  
4 dropped 5 strange 6 tear  
7 enormous

### Exercise 2 3-25

Play the audio. Students read and listen and check their answers to exercise 1. They then answer the questions and compare their answers in pairs. Check answers with the class.

## 7 Options

### CURRICULUM EXTRA • Language and literature: *The Elephant Man*

I can read and understand an extract from a classic work of literature.

Nelson Mandela

1 Check the meaning of the words in the box and complete the text with seven of the words.

screamed ugly strange sound  
good-looking dropped strong  
smell enormous tear

### *The Elephant Man*

We gave Merrick two rooms at the back of the hospital. One room was a bathroom, so he could have a bath every day. Soon his skin was much better, and there was no horrible <sup>1</sup> \_\_\_\_\_.

The second room had a bed, table and chairs. I visited him every day and talked to him. He loved reading and talking about books.

But sometimes it was difficult for him. At first, one or two people in the hospital laughed at Merrick because he was <sup>2</sup> \_\_\_\_\_. Sometimes they brought their friends to look at him. One day a new nurse came to the hospital, and nobody told her about Merrick. She took his food to his room and opened the door. Then she saw him. She <sup>3</sup> \_\_\_\_\_, <sup>4</sup> \_\_\_\_\_ the food on the floor, and ran out of the room.

'People don't like looking at me. I know that, Dr Treves,' he said. 'They usually laugh or scream.' 'Well, I don't want nurses to laugh at you, Joseph,' I said angrily. 'I want them to help you.' 'Thank you, doctor,' he said, in his <sup>5</sup> \_\_\_\_\_, slow voice. 'But it's not important. Everyone laughs at me. I understand that.'

I looked at him sadly. In his one good hand, his left hand, he had the little picture of his mother. He looked at the picture for a minute, and then put it by a flower on the table. A <sup>6</sup> \_\_\_\_\_ ran out of his eye and down the skin of his <sup>7</sup> \_\_\_\_\_, ugly face.

3 Read the text again and match sentences 1–5 with people A–E. Who are the people in the pictures?

- 1 He loved reading and talking about books.
- 2 She screamed when she saw Merrick the first time.
- 3 He went to see Merrick every day.
- 4 They laughed at Merrick and brought their friends to look at him.
- 5 Her son had a little picture of her in his room.



2 3-25 Read and listen to the text.

Check your answers in exercise 1. Then answer the questions.

- 1 Where did Merrick live?
- 2 Why did his skin get better?
- 3 Why was it sometimes difficult for him in the hospital?
- 4 What did the new nurse do when she saw Merrick?
- 5 Why was Dr Treves angry?
- 6 Why do you think Merrick was sad when he looked at his mother's picture?

4 USE IT! Work in pairs. One of you is Dr Treves and the other is the nurse in the text. Complete the dialogue.

Dr Treves: Why did you scream when you saw Merrick?  
Nurse: I ...

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Extract from Oxford Bookworms Library: *The Elephant Man* by Tim Vicary

### ANSWERS

- 1 At the back of the hospital (in two rooms).
- 2 He had a bath every day.
- 3 People laughed at him.
- 4 She screamed and dropped the food on the floor.
- 5 He didn't want the nurses to laugh at Merrick.
- 6 He missed his mother.

### Exercise 3

Students work in pairs to read the text again, then read the sentences and match them with the people in the pictures. Check answers with the class and elicit who each picture shows.

#### ANSWERS

- 1 E (Merrick) 2 D (the new nurse)
- 3 B (Dr Treves) 4 C (people in general)
- 5 A (Merrick's mother)

### Exercise 4 USE IT!

Read out the first line of the dialogue and elicit a possible next line. Continue eliciting two or three more possible lines

from the class. Students then work in pairs to complete the dialogue. Encourage them to use their imagination. Ask some pairs to read their dialogues to the class. Ask other students how realistic they think the dialogue is.

### Optional activity: Writing

Ask students to imagine they are Merrick. Ask them to write his diary entry for the day described in the extract. Elicit a few ideas first, e.g. *I was in my room at the hospital. One of the nurses came in with my food. She screamed and dropped it on the floor. ...*

Encourage students to include feelings as well as facts in their diary entry. Put students into small groups to read their diary entries to each other. Discuss as a class how Merrick probably felt that day.

### More Practice

Nelson Mandela, DVD, iTools

- 1 Check the meaning of the words in the box and complete the sentences.

pipe sleep out carry the dark  
run away

- There were a lot of shopping bags in the car, so I helped my father \_\_\_\_\_ them into the house.
- When we got up it was 3 a.m., so we left the campsite in \_\_\_\_\_.
- We wanted to \_\_\_\_\_ because there were a lot of insects near the river.
- Smoking a \_\_\_\_\_ is bad for your health.
- If you \_\_\_\_\_ in summer, you can look at the stars in the night sky.

- 2 Read the text. Then answer the questions.

- Why couldn't Tom sleep?
- Why did Tom want to go to Jackson's Island?
- How far was Jackson's Island from St Petersburg?
- How many boys went to the island?
- Where did they make a fire?
- What did they think of their dinner?

- 3 **3•26** Read and listen to the text again. Find a person or place for sentences 1–5.

- Someone Tom didn't like. \_\_\_\_\_
- A place with boats. \_\_\_\_\_
- The place where the boys went to sleep out. \_\_\_\_\_
- A town near the Mississippi. \_\_\_\_\_
- Tom and Joe's friend. \_\_\_\_\_

- 4 **USE IT!** Work in pairs. What did Tom and his friends do the next day? Write a short paragraph. Then compare your paragraph with another pair.

The next day the boys got up at 8 a.m. Then they ...

## THE ADVENTURES OF TOM SAWYER

The summer holidays came, and there was no school. Tom didn't want to think about Muff Potter and Injun Joe, but it wasn't easy. At night, when he was in bed, he saw Injun Joe's face in the dark, and he couldn't sleep. But he couldn't talk to anyone about it.

One hot summer's day he and Joe Harper were down by the Mississippi River. They sat and watched the boats, and fished and talked.

'Let's get away from here!' said Tom, suddenly. 'Let's go and do something exciting somewhere.'

'OK,' said Joe. 'But what? And where?'

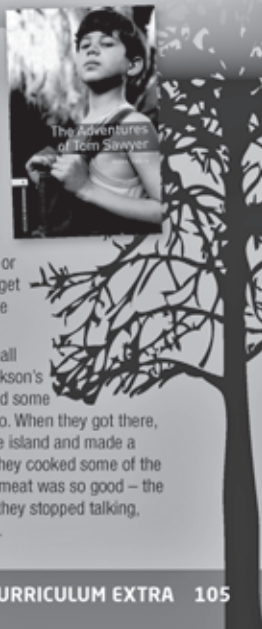


'I know,' Tom said. 'Let's run away. Let's go and live on Jackson's Island. We can sleep out, under the trees.'

Jackson's Island was in the Mississippi, three miles south of St Petersburg. Nobody lived there.

'Let's ask Huck Finn, too,' said Tom. 'But don't tell your mother or father or anyone. Go home and get some things to eat, and meet me here at midnight.'

So that night three boys in a small boat went down the river to Jackson's Island. They had some bread and some meat, and Huck had his pipe, too. When they got there, they carried everything on to the island and made a fire, under a big old tree. Then they cooked some of the meat over the fire, and oh, that meat was so good – the best dinner in the world! Soon, they stopped talking, their eyes closed and they slept.



### ANSWERS

- 1 carry 2 the dark 3 run away  
4 pipe 5 sleep out

### Exercise 2

Allow students time to read through the questions. Students read the text and answer the questions. They can compare their answers in pairs. Check answers with the class.

### ANSWERS

- He was scared / he saw Injun Joe's face in the dark.
- He wanted to get away / do something exciting.
- three miles
- three (Tom, Joe, Huck)
- Under a big old tree.
- They thought it was very good / the best dinner in the world.

### Exercise 3 **3•26**

Students read and listen to the text and find a person or place to match each sentence. Check answers with the class.

### ANSWERS

- Muff Potter / Injun Joe
- Mississippi River
- Jackson's Island
- St Petersburg
- Huck Finn

### Exercise 4 USE IT!

Read out the example beginning of the next paragraph and elicit some ideas about what the boys did the next day, e.g. *looked for food, caught some fish, built a shelter*. Ask questions to encourage students to think about how the story continued, e.g. *Do you think they slept well? How did they feel in the morning?* Put students into pairs to write a short paragraph. Put pairs together into groups of four to compare their paragraphs. Ask some pairs to tell the class what was similar in their paragraphs and what was different.

#### Optional activity: Speaking

Write these adjectives on the board: *intelligent brave adventurous honest*  
Check that students understand the words, then ask: *Which of these words describes Tom Sawyer? Why?* Elicit a range of answers and encourage students to explain their answers, e.g. *He's intelligent because he thinks about getting food before they go to the island. He's brave because he isn't scared to sleep out at night. He isn't very honest because he doesn't tell his family where he's going.* Ask students to think about other teenage characters that they know in books, films or TV series. Elicit a few suggestions, e.g. *Harry Potter*. Put students into small groups to discuss which teenage characters they admire and why. Ask groups to tell the class about a character they admire.

## 8 Curriculum extra • Language and literature: *The Adventures of Tom Sawyer*

### Aim

Read and understand an extract from a work of literature.

### Warm-up

With books closed, ask: *Do you like reading literature? What books do you like reading? Why do you like these books?* Elicit a range of answers. To involve more students in the discussion, as books are mentioned ask: *Is there a film of this book? Who likes this film?* Encourage students to express their own opinions.

### Background

*The Adventures of Tom Sawyer* was written by the American writer Mark Twain and first published in 1876. The novel tells the story of Tom's adventures with a group of friends, which include spending time on Jackson's Island. While they are on the island, Tom becomes aware that the boys' families believe they have drowned in the river. He decides to return home just in time for his own funeral. Huckleberry Finn, mentioned in the extract, appears as the main character in a later novel by Twain: *The Adventures of Huckleberry Finn*, published in 1884.

### Exercise 1

Students work in pairs to check the meaning of the words. Check answers with the class and check that students understand all the words. Students then complete the sentences with the correct words. Check answers with the class.

# 1 Culture • The United Kingdom

## Aim

Write a description of a town or city.

## Warm-up

With books closed, write *United Kingdom* on the board and ask students what they understand by it. Elicit the names of the countries that make up the United Kingdom: England, Scotland, Wales and Northern Ireland. Ask students what cities they know about in the UK.

## Background

The full name of the United Kingdom is the United Kingdom of Great Britain and Northern Ireland. It is made up of England, Scotland and Wales (which together form Great Britain) and Northern Ireland. The United Kingdom is governed by the Houses of Parliament in London, but in recent years the UK has taken steps to devolve more and more powers of government to the individual countries. The Scottish Parliament and the National Assembly for Wales both opened in 1999 and the Northern Ireland Assembly was created in 1998. In 2014, the people of Scotland voted on whether to remain a part of the United Kingdom or become an independent country. They chose to remain in the UK. London is the capital of England and the UK, Edinburgh is the capital of Scotland, Cardiff is the capital of Wales and Belfast is the capital of Northern Ireland.

Liverpool is a large city in the north-west of England, which was an important port in the eighteenth and nineteenth centuries. It was also the home city of the Beatles.

## Exercise 1

Students work in pairs to look at the map and match the words with the correct places. Students read the text and check their answers. Check answers with the class.

### ANSWERS

1 Edinburgh 2 Belfast 3 Liverpool  
4 Cardiff 5 London

## Exercise 2 3-27

Students read and listen to the text and answer the questions. Check answers with the class.

### ANSWERS

1 It's in the north-west of England.  
2 Anfield Stadium  
3 Toby's mum is from Northern Ireland.  
4 four  
5 England, Wales, Scotland and Northern Ireland

1

*Options*

CULTURE • The United Kingdom

I can write a description of a town or city.

I love Liverpool



1 Look at the map of the United Kingdom and match the words with 1-5. Then read the text and check your answers.

Liverpool Belfast London Cardiff Edinburgh

## I ♥ Liverpool

Hi, I'm Toby and I'm from Liverpool in the north-west of England. It's a big city, but it's really friendly. There are a lot of interesting things to see and do here. Liverpool is on the River Mersey and my favourite place is the Albert Dock. This is a group of old buildings by the river. There are cafés and restaurants, an art gallery and some museums. Anfield Stadium is a fantastic place to visit if you're into football.

My family are British, but we're from different places. My mum's from Belfast in Northern Ireland, and my dad's from Cardiff in Wales. My sister is at university in Edinburgh in Scotland. That means I've got family in every capital city in Britain except London. London's the biggest capital in the UK. There are over eight million people there. It's an exciting place to visit, but I think the people in Liverpool are friendlier!




3 YOUR CULTURE Answer the questions.

- 1 What is the capital city of your country? How many people are there in the city?
- 2 What big cities are in your country?
- 3 Is your town on a river? What's the name of the river?
- 4 What is there for tourists in your town?
- 5 Where are your mum and dad from?

4  USE IT! Talk about a town or a city. Follow the instructions.

- Choose a town or city and prepare a description of it. Use the first paragraph in the text and the key phrases on page 19 to help you.
- Tell your class about your town or city, but don't say the name of the town or city.
- The other students guess your town or city.

2  3-27 Read and listen to the text again and answer the questions.

- 1 Where's Liverpool?
- 2 What place in Liverpool is good for football fans?
- 3 What country is Toby's mum from?
- 4 How many countries are there in the UK?
- 5 What are they?

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## Exercise 3 YOUR CULTURE

Allow students time to prepare their answers individually, then put them into pairs to discuss the questions. Alternatively, students can prepare written answers. Discuss the answers with the class and brainstorm ideas on what there is for tourists in the students' town.

### ANSWERS

Students' own answers.

## Exercise 4 USE IT!

Students work in pairs to choose a town or city and prepare a description of it. You could brainstorm some ideas for towns or cities with the class first. Students could use the internet in class if they have access to it, or they could do research for homework. Ask pairs in turn to tell the class about their town or city. See if the class can guess where it is.

### ANSWERS

Students' own answers.

## Optional activity: Writing

For homework, ask students to find out about Edinburgh, Cardiff, Belfast or another city in the UK. Ask them to produce a poster or tourist brochure advertising the city. This could include a map or pictures, and should include information about what there is for tourists in the city.

In the next lesson, allow students time to look at all the posters or brochures and ask which city they would most like to visit and why.

## More Practice

I love Liverpool, DVD, iTols

1 Match the words in the box with pictures 1–5.

ride camel throw trophy welly



2 Look at the photos and answer the questions. Then read the text and check your answers.

- 1 What do people do in 'welly wanging'?
- 2 What do people do in the Camel Cup?

3 3:28 Read and listen to the text again and answer the questions.

- 1 In which country is the Welly Wanging Championship?
- 2 Which festival is Australian?
- 3 How many people watch the Camel Cup?
- 4 In which festival do children win money?
- 5 How many camel races are there during the day?
- 6 Which sport do you think is more dangerous?

4 YOUR CULTURE Answer the questions.

- 1 Is there an unusual festival in your country?
- 2 Where and when is it?
- 3 What do people do?
- 4 How many people visit the festival?

5 USE IT! Look at your answers in exercise 4. Compare your answers with your partner. Talk about the differences.

# Weird festivals

## Welly wanging

Do you like interesting sports? Have you got any green wellies? Then you are ready for 'welly wanging'! Every year there is a Welly Wanging World Championship in Uppertthong, a village in Yorkshire, England. What does 'welly wanging' mean? In Yorkshire they don't say 'throw' – they say 'wang'. In this sport, if you 'wang' your welly further than the others, you win. It's great fun! There are four competitions: for men, women, boys and girls. It's easy to 'wang' your welly, but it's more difficult to win. Adult winners get a trophy, and the children get some money – but not very much. Football and rugby are bigger sports, but welly wanging is more fun!

\*wellington boots



## Camel Cup

The Camel Cup is a day of camel races in Alice Springs, Australia. Every July, 5,000 people from all over the world visit the festival. The camels are slower (and uglier!) than horses, but faster than you think. They are noisy animals, and difficult to ride. It is very exciting to watch. It is also very funny. There are nine races during the day, and a carnival atmosphere. People eat a lot, wear colourful clothes and watch the races. They sometimes ride the camels, too!



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## 2 Culture • Weird festivals

### Aim

Talk about unusual festivals.

### Warm-up

With books closed, ask: *What festivals are there in your country? Are there any festivals in your town or city?* Elicit a few ideas and ask: *Do you ever go to festivals? Which festivals would you like to go to? Why?* Elicit a range of answers.

### Background

Wellington boots, or wellies, are rubber boots worn in wet weather. According to local tradition, Welly Wanging began in Uppertthong when a local farmer accidentally spilled some beer into someone's boot. The farmer ran away, but the person was so angry that they

picked up the wet boot and threw it after the farmer. Throwing wellies therefore became a sport.

Immigrants from India brought camels to Australia during the period of British rule, when they were used as the main form of transportation across the desert. A lot of these immigrants (and their camels) settled in Alice Springs when the railway came to the town in 1929. The first Camel Cup race took place in 1970 as a bet between two friends. It has now become a major annual event.

### Exercise 1

Students work in pairs to match the words with the pictures. Check answers with the class and check that students understand all the words. Model and drill pronunciation, if necessary.

#### ANSWERS

- 1 throw 2 welly 3 camel  
4 trophy 5 ride

### Exercise 2

Students work in pairs to look at the photos and discuss the questions. Elicit a few possible answers. Students then read the text and check their answers.

#### ANSWERS

- 1 They throw wellington boots.
- 2 They race camels.

### Exercise 3 3:28

Students read and listen to the text and answer the questions. Check answers with the class.

#### ANSWERS

- 1 England
- 2 the Camel Cup
- 3 5,000
- 4 in the Welly Wanging World Championship
- 5 nine
- 6 camel racing (the animals are fast and difficult to ride)

### Exercise 4 YOUR CULTURE

Allow students time to prepare their ideas individually. With **weaker classes**, students could work in pairs for this exercise, then in groups of four for the next exercise.

#### ANSWERS

Students' own answers.

### Exercise 5 USE IT!

Students compare their answers in pairs or small groups. Ask some pairs or groups to tell the class which festivals they discussed and what the differences were in their answers.

#### ANSWERS

Students' own answers.

### Optional activity: Speaking

Write these festival details on the board:

- 1 Baby Jumping Festival (El Colacho) in Castrillo de Murcia, Spain
- 2 Monkey Buffet Festival in Lopburi, Thailand
- 3 Cooper's Hill Cheese Rolling Festival, England

For homework, ask students to choose one of the festivals and find information about it online.

In the next lesson, bring together what students have found out. Discuss where each festival is, what happens there and how many people attend. Students could vote for which festival they would most like to attend.

### More Practice

May day, DVD, iTools

## 4 Culture • Home schooling

### Aim

Discuss the positive and negative things about home schooling.

### Warm-up

With books closed, ask students what they know about schools in their country, for example, what different types of school there are, how much time children spend at school each week. Write the words *home schooling* on the board and ask students what they think it means. Elicit some ideas, but do not accept or reject any at this stage. Tell students they are going to learn about home schooling.

### Background

It is difficult to estimate how many children in Britain are home-schooled, but it could be between 50,000 and 80,000. Home schooling is also quite popular in the USA, but in many other countries it is extremely rare or even illegal.

The most common reason that parents give for educating their children at home is that they feel they can provide a better education at home. Some parents also choose home schooling for religious reasons, e.g. because they object to some of the things that are taught in schools.

Students in Britain usually study nine or ten subjects to GCSE level, and take these exams when they are 16. Students then either continue to study academically, studying three or four subjects to A (Advanced) level for a further two years, or they can do some kind of vocational training until they are 18.

### Exercise 1

Students work in pairs to answer the questions. Elicit a few possible answers. Students then read the text and check their answers. Check answers with the class.

#### ANSWERS

1 She's at home. 2 She's studying.

### Exercise 2 3-29


Students read and listen to the text and answer the questions. Check answers with the class.

#### ANSWERS

- 1 She studies at home because school is boring for her.
- 2 She can learn at her level and take exams when she's ready.
- 3 sixteen
- 4 She's really good at maths.

**4** *Options*

**CULTURE • Home schooling**  
 I can discuss the positive and negative things about home schooling.

A British school day 

**1** Look at the first photo and answer the questions. Then read the text and check your answers.

- 1 Where is Olivia?
- 2 What is she doing?

## My mum is my teacher



It's 9.30 on Tuesday morning and I'm studying, but I'm not at school. That's because I'm home-educated. All children in Britain between five and eighteen must have an education. This is usually at school, but it can be at home. School's boring for me because the lessons are really easy, so I stay at home and my mum teaches me.


I study the same subjects as students at school, but I can learn at my level. I'm really good at maths, so I can take my maths GCSE\* in May. Students take that exam when they're fifteen or sixteen, but I'm only twelve.

I usually study for five hours a day. I don't wear a uniform; I can work in my pyjamas if I want! There's a computer in my 'classroom' and I do a lot of work using DVD-ROMs and the internet. I practise the violin every day and I play in an orchestra once a week.

I love learning at home. I haven't got any brothers or sisters, but I'm never lonely. I go to a sports club at the weekends and I've got a lot of friends. Some of them also study at home, so we sometimes chat online.

\*GCSE = General Certificate of Secondary Education





**2**  **3-29** Read and listen to the text again and answer the questions.

- 1 Why doesn't Olivia go to school?
- 2 What is different about Olivia's home education?
- 3 At what age do students usually take GCSEs in Britain?
- 4 Why can Olivia take her maths GCSE early?
- 5 What does Olivia do when she isn't studying?
- 6 Does Olivia feel lonely studying at home? Why / Why not?
- 7 In your opinion, is Olivia's life interesting? Why / Why not?

**3** **YOUR CULTURE** Answer the questions.

- 1 At what age do children usually start school in your country?
- 2 At what age can you leave school?
- 3 Can children be home-educated in your country?
- 4 What school exams do students take in your country?

**4**  **USE IT!** Work in groups. Discuss the topic: **What is better, studying at home or at school?** Follow the instructions.

- Work in pairs and write the positive and negative things about studying at home and at school.
- Join another pair and discuss in your group. Use some of the expressions in the box.

Home schooling is a good / bad idea because ...  
 I think ... is great / boring because ...  
 It's good / bad for students to ...  
 It's better because ...  
 I don't think home schooling is ...

- Compare your ideas with other groups.

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- 5 She practises the violin, she plays in an orchestra, she goes to a sports club and she chats to friends online.
- 6 No, she doesn't. She's got a lot of friends.
- 7 Students' own answers.

### Exercise 3 YOUR CULTURE

Students answer the questions. They can compare their answers in pairs. Check answers with the class.

#### ANSWERS

Students' own answers.

### Exercise 4 USE IT!

Brainstorm a few positive and negative things about home schooling with the class, e.g. *You can study what you want and when you want, but it could be lonely.*

Put students into pairs to prepare their ideas. Read through the expressions in the box with the class and check that students understand everything.

Put pairs together into groups to discuss their ideas. Ask groups in turn to tell the

class if they think that home schooling is a good or bad idea overall.

#### ANSWERS

Students' own answers.

### Optional activity: Writing

Ask students to imagine they are home-schooled. Ask them to prepare their ideal weekly timetable. Tell them their timetable should include studying and also sports and social activities. Students can compare their timetables in small groups and decide on which one they would most like to follow.

### More Practice

A British school day, DVD, iTools

- 1 Look at the photos and answer the questions. Then read the text and check your answers.
- Which teams play in the two stadiums?
  - What sports do they play?

- 2 3:30 Read and listen to the text again and answer the questions.
- Which country had the first football clubs?
  - When did the Premier League start?
  - Which sport is also popular in Japan and Cuba?
  - Who played more times for his club: Ryan Giggs or Derek Jeter?
  - Which stadium is bigger: Old Trafford or Yankee Stadium?
  - Which club do you think has the cheapest tickets: Manchester United or the New York Yankees?

- 3 YOUR CULTURE Answer the questions. Use the internet to help you find the information you need.
- Which is more popular in your country: baseball or football?
  - What is the most popular team sport in your country?
  - What is the biggest stadium and how many people can watch a game there?
  - How much is the cheapest ticket at the biggest stadium?

- 4 USE IT! Prepare and practise an interview with a famous sports star. Follow the instructions.
- Work in pairs. One of you is a famous sports star and the other is an interviewer.
  - Prepare some questions and answers.
  - Act out the interview in class.

# Two famous clubs



**F**ootball (or soccer) is the most popular sport in the UK. The world's first football clubs were English and today more people watch the English Premier League than any other league in the world.

The Premier League started in 1992. The first champions were Manchester United. They are also the most successful team, with the most Premier League wins. Ryan Giggs played 632 times for Manchester United in the Premier League. That's a record!

Manchester United play at Old Trafford. The stadium has got more than 75,000 seats. It is the biggest club stadium in England. The atmosphere in the stadium is brilliant - but the tickets aren't cheap!

**B**aseball is one of the oldest and best loved American team sports. It is very popular in the USA, but also in other countries around the world, for example, Japan and Cuba. The New York Yankees are the most famous and most successful American baseball team. They play at Yankee Stadium. More than 50,000 people can watch a baseball game there - and not all the tickets are very expensive.

Derek Jeter was one of the biggest Yankee stars. He played more than 2,700 games for the Yankees in his career.



## 6 Culture • Football vs. baseball

### Aim

Understand a text about football and baseball.

### Warm-up

With books closed, ask: *Who likes football? Which teams do you support? Where do they play? What are the main football competitions?* Elicit a few answers, and ask: *What do you know about baseball? Where is it popular? How do you play it?* Elicit a range of answers.

### Background

Football, known as soccer in the USA, is the world's most popular sport. It is played and watched in most countries in the world.

Baseball is played by teams of nine players. Each team take turns to bat and try to score runs, then they field and try to get their opponents out. It is a major sport in the USA and is popular in Canada, Cuba and Japan too. It is also played in a few other countries, such as Holland and Italy.

Tickets to New York Yankees games cost from \$20–25, whereas tickets to Manchester United games cost around £80.

### Exercise 1

Students look at the photos and work in pairs to answer the questions. Elicit a few possible answers. Students then read the text and check their answers. Check answers with the class.

#### ANSWERS

- Manchester United; New York Yankees
- football (soccer); baseball

### Exercise 2 3:30

Students read and listen to the text and answer the questions. Check answers with the class.

#### ANSWERS

- England / the UK
- 1992
- baseball
- Derek Jeter
- Old Trafford
- New York Yankees

### Exercise 3 YOUR CULTURE

Students answer the questions. They can use the internet to find the information if they have access in class. They can compare their answers in pairs. Discuss the answers with the class.

#### ANSWERS

Students' own answers.

### Exercise 4 USE IT!

As a class, brainstorm some famous sports stars that students could role-play interviews with, then elicit some questions they could ask. Put students into pairs to prepare and practise their interviews. Ask some pairs to act out their interviews for the class.

#### ANSWERS

Students' own answers.

### Optional activity: Speaking

For homework, ask students to choose another famous sports club. Tell them they can choose a football club, or they can choose a different sport such as basketball or tennis. Ask them to note down information about the club they have chosen, e.g. when it started, who its famous players are, etc.

In the next lesson, put students into small groups to present their clubs to each other. Ask some students to tell the class something interesting that they learned about a famous club.

### More Practice

Football vs. baseball, DVD, iTools

## 7 Culture • Amazing people

### Aim

Talk about amazing people.

### Warm-up

With books closed, ask: *What amazing people do you know? Why are they amazing?* Elicit a few answers, and prompt students with some suggestions if necessary, e.g. Nelson Mandela, Usain Bolt. Ask students if they know anything about Amelia Earhart. Elicit answers if students know anything about her and tell students they are going to learn about her now.

### Background

As well as being a pioneering female pilot, Amelia Earhart also wrote best-selling books about her flying experiences and campaigned for equal rights for women. Her disappearance and presumed death have remained an unsolved mystery.

### Exercise 1

Students work in pairs to match the words with the pictures. Check answers then refer students to the photo of Amelia Earhart. Students work in pairs to write sentences about her. Ask some pairs to read their sentences to the class. Do not confirm at this stage whether their sentences are accurate.

#### ANSWERS

1 war 2 nurse 3 pilot 4 president 5 crash

Students' own answers.

### Exercise 2

Students read the text and check their sentences in exercise 1. Ask whose sentences were accurate.

#### ANSWERS

Students' own answers.

### Exercise 3 3-31

Students read and listen to the text again and answer the questions. Check answers with the class.

#### ANSWERS

- 1 Kansas, the USA
- 2 There was a war.
- 3 twenty-three
- 4 in 1932
- 5 a medal
- 6 She tried to fly around the world. / Her plane probably crashed. / She disappeared. / She probably died.

## 7 Options CULTURE • Amazing people

I can talk about amazing people.

- 1 Match the words in the box with pictures 1–5. Then look at the photo of Amelia Earhart in the text and write a sentence about her with each word.

president crash war nurse pilot



- 2 Read the text and check your sentences in exercise 1.

### AMELIA EARHART

Amelia Earhart was the most famous female pilot of all time. She was born in 1897. She grew up in Kansas in the USA. She did well at school, but she didn't finish university. There was a war, so she became a nurse.

Her life changed when she was twenty-three. That's when she first flew in a plane. She wasn't the pilot, but after this she became very interested in flying. She learned to fly and in 1921 she flew solo\* for the first time. The next year she bought her own plane. She named it 'The Canary'.

Amelia Earhart was very brave. In 1932 she became the first woman to fly solo across the Atlantic – in a record time of fourteen hours and fifty-six minutes. She flew from Canada to Northern Ireland. The President gave her a medal. Amelia Earhart was suddenly famous!

She competed in many flying races and broke many records. She also wrote popular books about flying. In 1937 she tried to fly around the world. Sadly, she didn't return. Nobody knows what happened exactly. Her plane probably crashed, but they didn't find her or her plane. Amelia Earhart was only forty-one when she died.

\*alone



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- 3 3-31 Read and listen to the text again and answer the questions.

- 1 Where was Amelia Earhart from?
- 2 Why did she become a nurse?
- 3 How old was she when she first flew?
- 4 When did she fly solo across the Atlantic?
- 5 What did the president give her?
- 6 What happened in 1937?

- 4 YOUR CULTURE Write about an amazing person from your country. Complete the table. Use the internet to help you find the information you need.

Name	
From	
Born	
Job	
Amazing things about this person	

- 5 USE IT! Work in groups. Tell your group about your amazing person in exercise 4.

### Optional activity: Speaking

Tell students you are going to test their memories. Elicit key words and facts from the text and write them on the board, e.g. 1897, Kansas, university, war, nurse, twenty-three, flew, 1921, solo, The Canary, 1932, Atlantic, fourteen hours fifty-six minutes, Canada, Northern Ireland, medal, races, records, 1937, world, crashed, forty-one. Give students a minute or two to read the text again, then ask them to close their books. Students work in pairs and try to retell the story of Amelia Earhart using the prompts on the board. Elicit sentences in turn from pairs and see if, as a class, you can build up the whole story. Students can check in the text to see if they missed anything important.

### Exercise 4 YOUR CULTURE

Brainstorm some amazing people from the students' own country. Students then choose one person, find information about them online and complete the table. Students can do this in class if they have access to the internet, or for homework.

#### ANSWERS

Students' own answers.

### Exercise 5 USE IT!

Students work in groups to tell each other about their amazing people. Ask each group to choose one amazing person to tell the class about. Ask groups in turn to present their person to the class. Discuss as a class which people are the most amazing and why.

#### ANSWERS

Students' own answers.

- 1 Check the meaning of the words in the box. Then look at photos 1–4. What can you see in the photos?

family ride water ride  
thrill ride rollercoaster



- 2 What places can you find in a theme park? Read the text and check your answers.

- 3 3.32 Read and listen to the text again and answer the questions.

- How many theme parks are there in the USA?
- Which Disney theme park is in California?
- What theme park opened in 1971?
- How many people visited the Magic Kingdom in 2013?
- Are theme park rides dangerous?
- What kind of ride can be scary?

- 4 YOUR CULTURE Write about a theme park in your country. Use the internet to help you find the information you need.

Theme park name	
Where it is	
When it opened	
Best part	
Other things you can do	

- 5 USE IT! Work in pairs. Tell your partner about your theme park in exercise 4.

## Theme parks, USA

Theme parks are where you find rollercoasters and rides. They are very popular in the USA. There are more than 300 theme parks there, and they are all very friendly places with a lot of exciting things to do.

The first big American theme park was Disneyland. It opened in 1955 in California and people loved it, especially families with children.

Americans wanted more, and so the number of theme parks in the country grew.

Walt Disney World in Florida had its first visitors in 1971. It is still open today and it is very successful. In 2013, more than eighteen million people visited the Magic Kingdom there.

The rides at modern American theme parks are faster and more exciting than in the past – but they are very safe. The bravest people can go on the 'thrill rides' – these are scary rides that use a lot of expensive technology. There are also family rides and water rides. These rides are great for children.

Theme parks have got a lot to offer – more than just rides and rollercoasters. There are also shops, cafés, restaurants, shows and concerts. Families sometimes have a holiday at a theme park and stay in a hotel there.

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### Exercise 4 YOUR CULTURE

Brainstorm some theme parks in the students' own country. Students then choose a theme park, find information about it online and complete the table. Students can do this in class if they have access to the internet, or for homework.

#### ANSWERS

Students' own answers.

### Exercise 5 USE IT!

Students work in pairs to tell each other about their theme parks. Ask some pairs to tell the class about one of the theme parks they talked about. Discuss as a class which theme parks look the most exciting and why.

#### ANSWERS

Students' own answers.

### Optional activity: Speaking

Put students into small groups and ask them to design a new ride for a theme park. Tell them to decide first what type of ride it will be (thrill ride, family ride, etc.) and then work out the details. They should draw a picture if possible and prepare a description to present to the class. Monitor and help while they are working. Ask groups in turn to present their rides to the class. Encourage other students to ask questions to get more details. The class can vote for their favourite new ride.

### More Practice

The Grand Canyon, DVD, iTools

## 8 Culture • Theme parks in the USA

### Aim

Talk about theme parks and rides.

### Warm-up

With books closed, ask: *Do you like theme parks?* Check that students understand what a theme park is, then ask: *Do you sometimes go to theme parks? Which ones do you go to? What kinds of rides do you like going on?* Elicit a range of answers from individual students.

### Exercise 1

Students work in pairs to check the meaning of the words and decide what they can see in the photos. Check answers with the class and check that students understand all the words.

#### ANSWERS

- 1 thrill ride 2 family ride  
3 water ride 4 rollercoaster

### Exercise 2

Read out the question and elicit a few possible answers, e.g. *restaurants, shops*. Students then read and check their answers. Check answers with the class.

#### ANSWERS

You can find rollercoasters, rides (thrill rides, family rides, water rides), shops, cafés, restaurants, shows, concerts and hotels.

### Exercise 3 3.32

Students read and listen to the text again and answer the questions. Check answers with the class.

#### ANSWERS

- more than 300
- Disneyland
- Walt Disney World
- more than eighteen million people
- No, they are very safe.
- a thrill ride

## 2 Project • A class survey

### Aim

Do a class survey.

### Warm-up

With books closed, write the word *survey* on the board and elicit the meaning. Elicit or explain that when you do a survey, you ask a lot of people the same questions to find out what most people do or believe. Tell students they are going to do a class survey. You will need a large piece of paper and some glue to make the class poster.

### Exercise 1

Ask the question to the whole class. Allow students time to note down all the things they do before they go to school each day, then put them into pairs to compare. Ask some pairs to tell the class things they both do.

#### ANSWERS

Students' own answers.

### Exercise 2

Allow students time to read the information on *A class survey*, then focus on the bar chart. Elicit that there are thirty students in total in this class. Students work in pairs to look at the bar chart and answer the questions. Check answers with the class. Ask: *Which results do you find surprising?*

#### ANSWERS

1 two 2 twenty-five 3 four 4 three  
5 four 6 two 7 zero

### Exercise 3

Read through the project checklist with the class, and point to the example text and scores above the bar chart, showing how to collect the results. Tell students they should think of five or six possible answers to the question they choose in point 1.

Put students into groups to plan their surveys. When students are ready to ask their questions, pair groups up to ask each other their questions, then change the pairings to allow students to ask all their classmates their questions. Students then work in their groups to make a bar chart with their results. Monitor and help while they are working. Make sure students are producing bar charts of a suitable size, so they will all fit onto the class poster at the end. Make sure their writing is large enough to be read on a poster.

Before students present their findings, go through some tips for presenting with the class. Elicit or explain that they need to speak loudly and clearly, make eye contact with their audience, and use their hands

2 Options




### PROJECT • A class survey

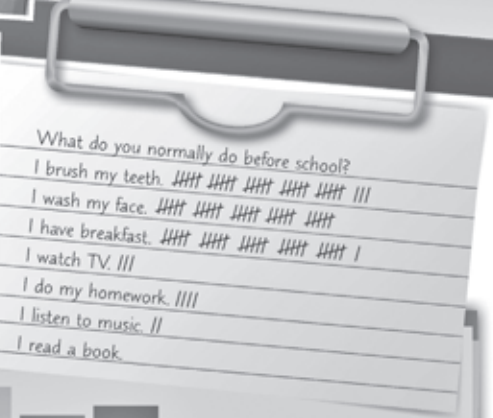
I can do a class survey.

- 1 What do you usually do before you go to school?
- 2 Look at the class survey and answer the questions. How many students ...
  - 1 don't brush their teeth?
  - 2 wash their face?
  - 3 don't have breakfast?
  - 4 watch TV?
  - 5 do their homework?
  - 6 listen to music?
  - 7 read a book?
- 3 Do a class survey. Make a bar chart. Follow the steps in the project checklist.

#### PROJECT CHECKLIST

- 1 Work in groups. Choose one of these questions or think of your own question.  
*How do you normally go to school?*  
*What do you usually do after school?*  
*What do you usually do at the weekend?*
- 2 Ask all the students in the room your question. Write the answers in your notebook.
- 3 Make a bar chart with your answers using paper and colouring pens or a computer.
- 4 Present the results of your survey to your class.
- 5 Make a class poster with the different bar charts. Put some photos or pictures on your poster.



What do you normally do before school?

I brush my teeth. **|||||** **|||||** **|||||** **|||||** **|||||** **|||**

I wash my face. **|||||** **|||||** **|||||** **|||||** **|||||** **|||||**

I have breakfast. **|||||** **|||||** **|||||** **|||||** **|||||** **|||**

I watch TV. **|||**

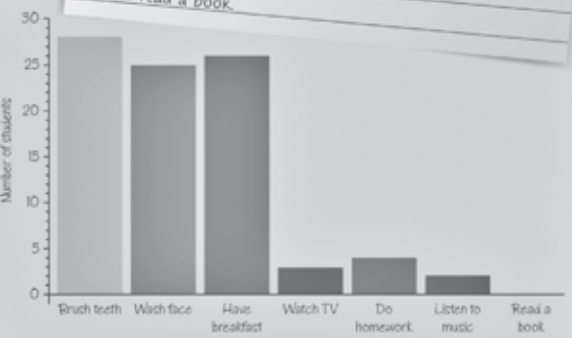
I do my homework. **|||||**

I listen to music. **||**

I read a book.

#### A class survey

A class survey is when you ask everyone the same question and write down all the answers. It's really interesting when you use all the information to make a bar chart – and it looks great. In this bar chart you can see what the students in my class usually do before school.



Activity	Number of Students
Brush teeth	25
Wash face	20
Have breakfast	25
Watch TV	3
Do homework	4
Listen to music	2
Read a book	0

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PROJECT

to show their audience which part of their bar chart they are referring to.

Write on the board some useful phrases for presenting and check that students understand them, e.g. *Our survey shows that ...*, *As you can see on the bar chart, ...*, *the majority of students ...*, *Only a small number of students ...*

Choose a confident group to present first, then ask other groups to present their findings in turn.

Put a large piece of paper on a desk and ask groups to bring their bar charts and stick them onto the class poster.

#### ANSWERS

Students' own answers.

### Exercise 4

Hold up the class poster so that everyone can see it, or put it on the wall. Allow students time to look at it in pairs and discuss which bar chart is the most interesting. Discuss briefly as a class which bar chart is the most interesting and why.

#### ANSWERS

Students' own answers.

**PROJECT • My dream school**

I can make a poster about my dream school.

**1** Work in pairs. Ask and answer the questions.

- 1 What do you like and dislike about your school?
- 2 What is your favourite school subject? Why?
- 3 What are the people doing in the photos?
- 4 What ideas have you got for your dream school?

**2** Read the text. How many of your ideas are the same?

## My dream school

**Surroundings**

My dream school is in a park. There are a lot of trees and a school garden.

**Building**

The school is in a big and modern building and it's very colourful. It has got big windows. It isn't dirty or ugly. There's also a really good sports centre.

**Classrooms**

Every classroom has the most modern technology such as laptops and interactive whiteboards.

In this photo the students are watching a video and finding information for a project. They're working hard, but they're also having fun.

**People**

The teachers and students are really friendly and like the school.

**Timetable**

We have classes five days a week from 10 a.m. to 2 p.m. The lessons are always interesting and students can study subjects that they like, for example, music, art, dance or sport.

In this photo, the students are painting in an art class.

**Canteen**

The canteen is amazing! The food is very healthy and tasty. Some of the vegetables come from the school garden.

**3** Make a poster about your dream school. Follow the steps in the project checklist.**PROJECT CHECKLIST**

- 1 Work in groups. Think about your dream school. Write short texts about each of these things:
  - the surroundings
  - the building
  - the classrooms
  - the canteen
  - the people
  - the timetable
- 2 Draw some pictures or find some photos for your poster.
- 3 Make a poster with your texts and photos / pictures.
- 4 Present your dream school to your class.
- 5 Put all the posters on the wall.

**4** Look at the other posters. Which dream school do you like the best? Why?

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**Exercise 3**

Read through the project checklist with the class, and point to the example texts on the page. Point out that students can use creative shapes or colours to present their texts.

Put students into groups to prepare their posters. Monitor and help while they are working. Make sure students' writing is large enough to be read on a poster.

Before students present their findings, go through some tips for presenting with the class. Elicit or explain that they need to speak loudly and clearly, make eye contact with their audience, and use their hands to show their audience which part of their poster they are referring to. Write some useful phrases on the board and check that students understand them, e.g. *In our dream school, ...*, *As you can see on the poster, ...*, *In this photo, you can see ...*, *This photo shows ...*, *These students are ...*.

Choose a confident group to present first, then ask other groups to present their findings in turn.

**ANSWERS**

Students' own answers.

**Exercise 4**

Pin the posters around the classroom and allow students time to look at them in pairs and discuss which dream school they like the best and why. Discuss briefly as a class which dream school students like the best and why.

**ANSWERS**

Students' own answers.

## 4 Project • My dream school

**Aim**

Make a poster about your dream school.

**Warm-up**

With books closed, write the heading *My dream school* on the board. Ask students to make a picture in their minds of their dream school. Ask questions to help them picture it, e.g. *What does the building look like? Is it modern or old? What do the classrooms look like? Are they big or small? What's on the walls? What are the desks like? How many students are there in the class? What are they doing?* Put students into pairs to compare their ideas. Tell students that in this lesson they are going to think about their dream school. You will need a large sheet of paper for each group's poster, and scissors and glue if students are using photographs.

**Exercise 1**

Students ask and answer the questions in pairs. Ask some pairs to tell the class about their answers.

**ANSWERS**

Students' own answers.

**Exercise 2**

Students read the text to see how many of their ideas are the same. Ask some students to tell the class which of their ideas were the same, and which were different.

**ANSWERS**

Students' own answers.

## 6 Project • A new sport

### Aim

Invent a new hybrid sport.

### Warm-up

With books closed, ask: *How do you play football?* Elicit a few ideas, then ask: *How do you play tennis?* Elicit a few ideas, then ask: *How do you think you play football tennis?* Elicit that you kick the ball over the net rather than hitting it with a racket. Explain that football tennis is a hybrid sport – a combination of two different sports. Tell students that in this lesson they are going to invent their own hybrid sport. You will need a large piece of paper and some glue to make the class poster.

### Exercise 1

Students read the text and answer the questions. They can compare their answers in pairs. Check answers with the class.

#### ANSWERS

- 1 footvolley 2 footgolf
- 3 Students' own answers.

### Exercise 2

Read through the project checklist with the class. Encourage students to use their imagination and have fun doing the project.

Put students into groups to prepare their ideas. Monitor and help while they are working. Make sure students are producing pictures of a suitable size, so they will all fit onto the class poster at the end. Make sure their writing is large enough to be read on a poster.

Before students present their findings, remind them of the tips for presenting. Remind them that they need to speak loudly and clearly, make eye contact with their audience, and use their hands to show their audience which part of their picture they are referring to. They could also use actions to demonstrate what you have to do in their hybrid sport. Write some useful phrases on the board and check that students understand them, e.g. *In this sport you ...*, *The players try to ...*, *This picture / photo shows ...*, *In this photo / picture you can see ...*, *Here you can see ...*

Choose a confident group to present first, then ask other groups to present their findings in turn.

Put a large piece of paper on a desk and ask groups to bring their pictures and stick them onto the class poster.

#### ANSWERS

Students' own answers.

## 6 <sup>Options</sup> PROJECT • A new sport

I can invent a new hybrid sport.

- 1 Read the text about the new sports and answer the questions.
  - 1 Which sport is a team game?
  - 2 Which sport do you play in a park or on a special course?
  - 3 Which sport do you think is the most interesting?

- 2 Invent a new hybrid sport. Follow the steps in the project checklist.

### PROJECT CHECKLIST

- 1 Choose two sports in the box.
 

cycling football basketball  
tennis swimming
  - 2 Think of a name for your new hybrid sport.
  - 3 Write about your sport. Include:
    - the name of the sport
    - which two sports it is a hybrid of
    - what you need
    - where you play it
    - rules: what you can and can't do
    - why you think it's a great sport
  - 4 Draw a picture of your sport or use a computer to make one.
  - 5 Present your new hybrid sport to your class.
  - 6 Collect all the ideas for the new hybrid sports and make a class poster.
- 3 Look at your class poster and answer the questions.
    - 1 Which hybrid sport looks the most fun?
    - 2 Which one looks the most dangerous?
    - 3 Which one looks the most difficult?
    - 4 Which one looks the most expensive?

## Hybrid sports

Take two sports and put them together. What have you got? A new sport! There are a lot of these new sports – or 'hybrid' sports – around the world. For example, if you're into football, why don't you try one of these?

### Footvolley

Octavio de Moraes invented footvolley in 1965. He wanted to play football with his friends on Copacabana beach, but in Brazil there was a rule: no football games on the beach. So Octavio and his friends invented a new game: footvolley.

It's similar to beach volleyball, but you play it with a football and you can't use your hands! There are normally two players on a team.



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### Footgolf

Footgolf is a hybrid of football and golf. You play it on a special golf course or a park. The rules are not very difficult. It's similar to golf, but you use a football. The players don't hit the ball; they kick it. Footgolfers say the best thing about their sport is that you don't need a lot of money to play – all you need is a football and a place to play.



### Exercise 3

Hold up the class poster so that everyone can see it, or put it on the wall. Allow students time to look at it in pairs and answer the questions. Discuss the answers to the questions with the class and see which hybrid sport is the most popular overall.

#### ANSWERS

Students' own answers.

**8** *Options* **PROJECT • A holiday**  
I can make a poster about a holiday in my country.

- Look at the posters about holidays and answer the questions.
  - Which holiday is best for people who like sport?
  - Which holiday is best for people who enjoy art?
  - Which holiday do you think is the most interesting?
- Last week Keiko went on one of the holidays in exercise 1. She wrote a review on the internet. Read her review and answer the questions.
  - Which holiday did Keiko go on?
  - What was the best thing?
  - What was the worst thing?

**A**



### Sightseeing in OXFORD

**Where you stay:**  
a modern hotel

**What you do:**  
walk the beautiful old streets of this historic city, visit museums and Oxford University colleges

**What you need:**  
a guidebook, walking shoes, money for shopping, a camera, waterproofs, sunglasses, sun cream

**In your free time:**  
take photographs of the colleges, visit the University Parks, go punting on the river, buy presents in the Covered Market and shops, eat ice cream at G&D's

**B**


### Climbing in the LAKE DISTRICT

**Where you stay:**  
at a campsite


**What you do:**  
walk in the hills, climb mountains

**What you need:**  
a tent, a sleeping bag, a rucksack, insect spray, sunglasses, sun cream, climbing shoes, waterproofs

**In your free time:**  
take photographs, go swimming and horse-riding, cook your own food on a campfire

Reviews



We stayed at the Old Bank Hotel in the city centre. There was a lot to see and I took hundreds of photographs of the colleges! In my free time I went to the Covered Market and bought some cool presents for my friends. The best thing was the ice cream at G&D's – it was delicious and the man in the café was very friendly. I didn't really enjoy going punting because it was quite difficult and I fell into the river!

Keiko, Japan

- Make a poster about a holiday in your country. Follow the steps in the project checklist.

**PROJECT CHECKLIST**

- Think of an idea for a holiday. You can use the internet to get ideas.
- Make a poster about a holiday in your country. Look at the examples in exercise 1 to help you.
- Write about:
  - where you stay
  - what you do
  - what you need
  - free-time activities
- Draw some pictures or find some photos.
- Present your holiday to the class.
- Put all the posters on the wall.

- Look at the other posters. Which holiday looks the most interesting?

**Exercise 3**

Read through the project checklist with the class. Encourage students to use their imagination and create a really fun holiday. Put students into groups to prepare their posters. Monitor and help while they are working. Make sure students' writing is large enough to be read on a poster. Before students present their findings, remind them of the tips for presenting. Remind them that they need to speak loudly and clearly, make eye contact with their audience, and use their hands to show their audience which part of their poster they are referring to. Write some useful phrases on the board and check that students understand them, e.g. *On this holiday, ...*, *As you can see on the poster, ...*, *In this photo / picture, you can see ...*, *This photo / picture shows ...*, *These people are ...*

Choose a confident group to present first, then ask other groups to present their findings in turn.

**ANSWERS**

Students' own answers.

**Exercise 4**

Pin the posters around the classroom and allow students time to look at them in pairs and discuss which holiday they think looks the most interesting and why. Discuss briefly as a class which holiday students like the best and why.

**ANSWERS**

Students' own answers.

**8 Project • A holiday**

**Aim**

Make a poster about a holiday in your country.

**Warm-up**

With books closed, ask: *What do you like doing when you're on holiday?* Elicit a few ideas, then brainstorm more ideas for things that people can do on holiday, e.g. *sightseeing, visiting museums, swimming in the sea, doing sport, camping*. Tell students that in this lesson they are going to think of an idea for a holiday in their country. You will need a large sheet of paper for each group's poster, and scissors and glue if students are using photographs.

**Exercise 1**

Students work in pairs to look at the posters and answer the questions. Check answers with the class and discuss which holiday students think is the most interesting. Check that students understand all the activities mentioned on the posters, e.g. *punting, rock climbing, cooking food on a campfire*.

**ANSWERS**

1 B 2 A 3 Students' own answers.

**Exercise 2**

Students read the review and answer the questions. They can compare their answers in pairs. Check answers with the class.

**ANSWERS**

1 A 2 the ice cream (at G & D's)  
3 punting (because it was difficult / she fell in the river)

# 1 Song • I'm the King

## Aim

Understand a song about places.

## Warm-up

With books closed, put students into pairs and give them two minutes to write as many words for places in cities as they can. Bring students' ideas together on the board and check that they understand all the words. Make sure the list on the board includes: *library, square, station, pool, cinema, park, castle, beach, zoo* and *factory*. See which pair wrote the most words. Tell students they are going to listen to a song about places.

## Exercise 1 3-33

Read through the glossary with the class and make sure students understand the words. Play the audio. Students listen and note down how many places are mentioned. They can compare their answers in pairs. Check answers with the class.

### ANSWERS

eighteen (street, library, square, school, station, shops, hotel, pool, cinema, park, market, café, restaurant, castle, zoo, beach, factories, house)

## Exercise 2 3-33

Play the audio. Students listen again and choose the correct words. Check answers with the class.

### ANSWERS

1 popular 2 city 3 clean 4 nice  
5 cheaper 6 zoo 7 station

## Exercise 3

Students match the sentence halves to make sentences about the song. They can compare their answers in pairs. Check answers with the class and elicit which sentence matches the picture.

### ANSWERS

1 c 2 b 3 e 4 a 5 d  
Sentence 1c matches the picture.

## Exercise 4

Students decide if the sentences are true or false and correct the false sentences. They can compare their answers in pairs. Check answers with the class.

### ANSWERS

1 true  
2 true  
3 false (His / My friends are very noisy.)  
4 false (Tea is cheaper in the café.)  
5 true

1

Options

## SONG • I'm the King

I can understand a song about places.

## song

### I'm the King

I walk down the street from the library to the square.  
I go past the school – I'm 'popular / welcome there.  
I take a bus at the station,  
And the shops are where I see my friends and all the people there.  
I'm the king, I'm the king,  
In my 'city / town I'm the king.  
Is there a hotel?  
A pool? Yes.  
A cinema? Yes.  
A school? Yes.  
My city is cool, and I'm no fool: I'm the king.  
In my city it's friendly and 'clean / green.  
There's a park and a market and I live in between.  
I walk or take the bus;  
I cycle while I sing  
In my city (here's the thing)  
I'm the king.  
There's a really 'nice / old park where we go and play.  
My friends are very noisy, so I don't stay.  
I go to the café for a cup of tea.  
It's 'cheaper / better than the restaurant, and that's great for me.  
I'm the king, I'm the king,  
In my city I'm the king.  
Is there a castle? Yes.  
A 'zoo / beach? Yes.  
Any factories? Yes.  
Things to do? Yes.  
My city is cool, and I'm no fool: I'm the king.  
Come to my city: come and look –  
From the 'station / café to my house, it's ten minutes on foot.  
Take the coach or take the train –  
There are a lot of good things,  
And in my city (now you sing)  
I'm the king.

### GLOSSARY

fool: a person who is not intelligent  
coach (in the UK): a bus that goes between cities.

- 1 Listen to the song. How many places are mentioned?
- 2 Listen again and choose the correct words in the song.
- 3 Match phrases 1–5 with phrases a–e to make sentences about the song. Which sentence matches the picture?



- 1 I'm popular
  - 2 The station is near
  - 3 There's a park
  - 4 The waitress
  - 5 I'm no
  - a is friendly.
  - b my house.
  - c at the school.
  - d fool.
  - e where we play.
- 4 Look at the song again. Are the sentences true or false? Correct the false sentences.  
I take a bus to the square.  
False. I walk to the square.  
1 I see my friends at the shops.  
2 I live between the market and the park.  
3 My friends are quiet.  
4 Tea is cheaper in the restaurant.  
5 I walk from the station to my house.
- 5 USE IT! Work in pairs. Ask your partner about his / her ideal town or city. How many of your ideas are the same? Use *Is there ... ?*, *Are there ... ?* and *How many ... ?*.

## Exercise 5 USE IT!

Allow students time to prepare their ideas on their ideal town or city individually. Encourage them to write sentences with *There is / There are* about their ideal place. Read out the sentence prompts and elicit some possible questions that students could ask, e.g. *Is there a zoo? Are there any parks? How many cafés are there?* Students work in pairs to ask and answer questions about their ideal towns and cities. Ask some pairs to tell the class which things were the same, and which were different.

### ANSWERS

Students' own answers.

song

I Can Tell You

I can tell you what I know.  
 Where is a good place to go?  
 I can tell you what's dangerous,  
 Like how big can a gorilla <sup>1</sup> \_\_\_\_\_?  
 Can a scorpion <sup>2</sup> \_\_\_\_\_ a man?  
 Which animals live on land?  
 How far can an eagle see?  
 You can find out if you listen to me.  
 The smallest scorpions can kill a man.  
 Gorillas can grow to 250 kilos.  
 An eagle is small, but it can <sup>3</sup> \_\_\_\_\_  
 About a kilometre further than me.  
 Ostriches are the tallest birds.  
 A whale is the biggest mammal in the world.  
 A lion is beautiful, but it isn't tame.  
 How many animals can you name?  
 Errrr, elephant, eagle, camel, panda.  
 I like butterflies, mmmm oh. And a  
 Spider, a snake: they can <sup>4</sup> \_\_\_\_\_ a frog,  
 A gorilla, an ostrich – how about a dog?  
 I can tell you what I know.  
 How far is the North from the South Pole?  
 I can tell you something interesting,  
 Like which animal can <sup>5</sup> \_\_\_\_\_ and swim.  
 What has got wings, legs and a tail?  
 What <sup>6</sup> \_\_\_\_\_ in a shell, but isn't a snail?  
 How heavy is a human baby?  
 You can find out if you listen to me.  
 From pole to pole is over twenty thousand  
 kilometres.  
 A frog can jump and <sup>7</sup> \_\_\_\_\_.  
 A tortoise has got a shell and feet as well,  
 And a parrot's got a tail, legs and wings.  
 A baby weighs up to four and a half kilos.  
 A mouse is smaller than an elephant's toes.  
 A camel can <sup>8</sup> \_\_\_\_\_ six months without a drink.  
 How many animals do you know – can you think?  
 Errrr penguin, starfish, a mouse and a bat,  
 Hedgehog, crocodile – and what about a cat?  
 Scorpion, dolphin, a monkey and a rat,  
 An octopus and a fish, how many is that?

GLOSSARY

mammal: an animal with fur / hair  
 tame: not wild

1 334 Match the animals in the box with photos 1–12. Listen to the song. Which animal is not in the song?

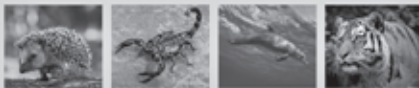
hedgehog dolphin scorpion eagle  
 lion tiger mouse starfish whale  
 tortoise parrot gorilla



1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_



5 \_\_\_\_\_ 6 \_\_\_\_\_ 7 \_\_\_\_\_ 8 \_\_\_\_\_



9 \_\_\_\_\_ 10 \_\_\_\_\_ 11 \_\_\_\_\_ 12 \_\_\_\_\_

2 334 Complete the song with the words in the box. Then listen again and check.

survive lives jump kill eat  
 swim grow see

3 Answer the questions with animals from the song.

- Which animal is the biggest mammal?
- Which animal is the tallest bird?
- Which animal has got a shell?
- Which animal can see very far?
- Which animal can survive with very little water?
- Which two animals eat frogs?

4 USE IT! Work in pairs. Follow the instructions.

- One student chooses an animal in exercise 1.
- The other student asks questions to find the name of the animal. He / She can only ask ten questions.
- The other student can only answer 'Yes' or 'No'.

Is this animal big?

Yes.

Can it swim?

No.

Exercise 2 3-34

Read through the words in the box with the class and check that students understand them all. Students work in pairs to complete the song with the correct words. Play the audio. Students listen again and check their answers. Check answers with the class.

ANSWERS

- 1 grow 2 kill 3 see 4 eat 5 jump  
 6 lives 7 swim 8 survive

Exercise 3

Check that students understand *shell*. Students answer the questions with animals from the song then compare their answers in pairs. Check answers with the class.

ANSWERS

- 1 whale 2 ostrich 3 tortoise  
 4 eagle 5 camel 6 spider and snake

Exercise 4 USE IT!

Read through the task with the class. Demonstrate by telling the class you have chosen an animal. They must ask you questions to guess it, but you can only answer 'Yes' or 'No'. Answer the questions as students ask them, and make a note on the board each time you answer one. See if students can guess the animal in ten questions. Students then work in pairs to think of animals and guess them. Stop the activity after a few minutes and see who managed to guess the most animals in that time.

ANSWERS

Students' own answers.

3 Song • I Can Tell You

Aim

Understand a song about animals.

Warm-up

With books closed, put students into pairs and give them two minutes to write as many words for animals as they can. Bring students' ideas together on the board and check that they understand all the words. Make sure the list on the board includes: *ostrich, elephant, camel, panda, butterfly, spider, snake, frog, dog, penguin, bat, cat, monkey, rat, octopus* and *fish*. See which pair wrote the most words. Tell students they are going to listen to a song about animals.

Exercise 1 3-34

Students work in pairs to match the animal words with the photos. Check answers with the class. Read through the glossary with the class and make sure students understand the words. Play the audio. Students listen and note down which animal is not in the song. Check the answer with the class.

ANSWERS

- 1 gorilla 2 eagle 3 whale 4 lion  
 5 tortoise 6 parrot 7 mouse  
 8 starfish 9 hedgehog 10 scorpion  
 11 dolphin 12 tiger  
 'Tiger' is not mentioned in the song.

## 5 Song • Delicious

### Aim

Understand a song about food and health.

### Warm-up

With books closed, put students into pairs and give them two minutes to write as many words for different kinds of food as they can. Bring students' ideas together on the board and check that they understand all the words. Make sure the list on the board includes: *eggs, bread, juice, pasta, chips, beans, meat and salad*. See which pair wrote the most words. Point to the words on the board and ask: *Which foods are healthy?* Elicit a few ideas. Tell students they are going to listen to a song about food and health.

### Exercise 1

Students work in pairs to identify the foods in the picture. Check answers with the class.

#### POSSIBLE ANSWERS

bread, sandwich, chips, juice, beans, meat, eggs, salad, pasta

### Exercise 2 3-35

Read out the title of the song and check that students understand *delicious*. Allow students time to read quickly through the song. Explain that the verses are in the wrong order. Play the audio. Students listen and put the verses in the correct order. Check answers with the class.

#### ANSWERS

1 e 2 c 3 a 4 f 5 b 6 d

### Exercise 3 3-35

Play the audio. Students listen again and decide which foods from exercise 1 are mentioned. They can compare their answers in pairs. Check answers with the class.

#### ANSWERS

sandwich, juice, meat, eggs, salad, pasta

### Exercise 4

Students decide if the sentences are true or false, and correct the false sentences. They can compare their answers in pairs. Check answers with the class.

#### ANSWERS

- 1 false (She's usually fit and healthy.)
- 2 true
- 3 true
- 4 false (She doesn't eat much meat.)
- 5 false (She loves running and swimming.)

## 5 Options

### SONG • Delicious

I can understand a song about food and health.

SONG

**Delicious**

a I like cooking lunch,  
But I'm sometimes very lazy.  
Would you like a sandwich?  
I can make something tasty.

b Do you prefer sitting on the sofa  
And playing video games?  
I love running and swimming,  
And I hope you like the same.

Mmm delicious – what's your favourite?  
Mmm delicious – what do you want to eat?  
Tell me what you really like,  
And you can have breakfast with me.

c First I have some eggs.  
I eat some every day.  
Next I drink a lot of juice,  
And after that I say:

d We can go to a restaurant  
And choose a healthy snack.  
I'll have a salad; you'll have pasta,  
And then we can walk back.

Mmm delicious – what's your favourite?  
Mmm delicious – what do you want to eat?  
Tell me what you really like,  
And you can have lunch with me.


e I'm usually fit and healthy:  
I exercise a lot.  
Then I enjoy my breakfast –  
I like it when it's hot.


f I love eating pasta,  
but I don't eat much meat.  
What are the things  
You usually eat?

Mmm delicious – what's your favourite?  
Mmm delicious – what do you want to eat?  
Tell me what you really like;  
You can have dinner with me.

1 Look at the picture. What different types of food can you see?



2  3:35 Listen to the song. Put the verses in the correct order.

3  3:35 Listen to the song again. Which foods in exercise 1 are mentioned in the song?

4 Are the sentences about the singer *true* or *false*? Correct the *false* sentences.

- 1 She's normally lazy and unhealthy.
- 2 She eats eggs every day.
- 3 She can cook.
- 4 She eats a lot of meat.
- 5 She doesn't like running and swimming.

5 Choose the correct words in the box for sentences 1–6.

tasty snack breakfast healthy  
pasta juice

- 1 You drink this. It's fruity.
- 2 A kind of food, for example, spaghetti and lasagne
- 3 The first meal of the day
- 4 A word that means the same as *delicious*
- 5 Something small to eat between meals
- 6 Food that is good for you is ...

6  USE IT! Work in pairs. Ask and answer the questions.

- 1 Which meal do you prefer: breakfast, lunch or dinner? Why?
- 2 Do you prefer eating healthy or unhealthy food? Why?
- 3 What snacks do you usually eat?
- 4 What food is popular in your country?

118 SONG

### Exercise 5

Students read the sentences and choose the correct words. They can compare their answers in pairs. Check answers with the class.

#### ANSWERS

1 juice 2 pasta 3 breakfast 4 tasty  
5 snack 6 healthy

### Exercise 6 USE IT!

Allow students time to prepare their answers individually. Students then work in pairs to ask and answer the questions. Ask some students to tell the class something they learned about their partner.

#### ANSWERS

Students' own answers.

song

The Story of Your Life

This is the story, the story of your life.  
Who, what, when, how and where.  
Where did you live, and when did you leave there?  
The story of your life.

Where did you live when you were young?  
When you were <sup>1</sup>at school did you have fun?  
I've got more questions – here's a difficult one:  
What did you look like when you were young?

I lived in a <sup>2</sup>town when I was young.  
We <sup>3</sup>walked to the beach for holiday fun.  
I had red hair and my eyes were blue.  
I was slim with glasses when I left school.  
When I grew up I was very <sup>4</sup>short.  
I had a <sup>5</sup>beard, but I wasn't bald.  
Ask another question, but don't take too long  
Because I don't think this is a very good song.  
A very good song.

This is the story, the story of your life.  
Who, what, when, how and where.  
Where did you live, and when did you leave there?  
The story of your life.

Did you go to university when you <sup>6</sup>finished school?  
Did you get a job? Was it fun?  
I've got more questions – here's another one:  
What did you want to <sup>7</sup>do when you were young?

When I left school, I <sup>8</sup>found a job.  
I didn't <sup>9</sup>work much, but I learned a lot.  
I <sup>10</sup>tried to be in a football team  
And be on TV playing a lot of sport.  
Ask another question,  
A more interesting one,  
Because I don't think this is a very good song.  
A very good song.



1 336 Look at the picture and listen to the song. Which boy is in the song?

2 336 Look at the song and correct the words in blue. Then listen again and check.

3 Match phrases 1–5 with phrases a–e to make questions.

- |                      |                                |
|----------------------|--------------------------------|
| 1 Where did you      | a friend when you were nine?   |
| 2 What did you look  | b come to school this morning? |
| 3 Who was your best  | c like when you were seven?    |
| 4 How did you        | d live when you were young?    |
| 5 When did you start | e learning English?            |

4 Answer the questions in exercise 3. Compare your answers with a partner.

5 USE IT! Work in pairs. Imagine you are sixty years old. Talk about *The Story of Your Life* with the ideas in the box or your own ideas. Who has got the most interesting life?

I was born in ... I grew up in ...  
When I was young, I ... When I left school, I ...  
I wanted to be a / an ... My first job was ...

Exercise 3

Students match the phrases to make questions. Check answers with the class.

ANSWERS

1 d 2 c 3 a 4 b 5 e

Exercise 4

Students ask and answer the questions in pairs. Ask some students to tell the class something they learned about their partner.

ANSWERS

Students' own answers.

Exercise 5 USE IT!

Allow students time to prepare their answers individually. Encourage them to use their imagination and imagine they have had an interesting and fun life. Elicit some of the questions students can ask, e.g. *Where were you born? Where did you grow up? What did you look like when you were young? What did you do when you left school? What did you want to be? What was your first job?* With **weaker classes**, you could write some questions on the board for them to refer to. Students then work in pairs to ask and answer questions about their lives. Ask some students to tell the class about their partner's life. See who in the class has the most interesting life.

ANSWERS

Students' own answers.

7 Song • The Story of Your Life

Aim

Understand a song about life events.

Warm-up

With books closed, ask students to work individually and write down five life events in order. Put students into pairs to compare their answers and add any new life events from their partner's list to their list. Put pairs together into groups of four to compare lists and add any new life events from their classmates to their list. Elicit words for life events from the class, and see which group has ended up with the longest list. Tell students they are going to listen to a song about life events.

Exercise 1 336

Focus on the three boys and elicit some sentences to describe each one, e.g. *Boy 1 is very tall and he has red hair.* Play the audio. Students listen and decide which boy is in the song. They can compare their answers in pairs. Check answers with the class.

ANSWER

Boy 1

Exercise 2 336

Students work in pairs to correct the words in blue in the song. Play the audio. Students listen again to check their answers.

ANSWERS

1 on holiday 2 city 3 went 4 tall  
5 moustache 6 left 7 be 8 got  
9 travel 10 wanted

# Workbook answer key

## Starter unit

### Vocabulary page 4

- 1 1 sport 2 skateboarding 3 animals 4 video games 5 music 6 cycling 7 photography  
The extra word is: reading
- 2 1 cycling 2 photography 3 reading 4 friends 5 games 6 internet
- 3 1 art 2 watching 3 films 4 shopping 5 chatting 6 meeting 7 sport 8 cooking
- 4 1 in 2 into 3 at 4 not 5 favourite 6 don't
- 5 Students' own answers.

### Language focus page 5

- 1 1 's 2 're 3 'm not 4 isn't 5 aren't
- 2 1 'm 2 's 3 're 4 's 5 's 6 're 7 'm 8 're
- 3 1 She isn't interested in reading.  
2 We aren't good at basketball.  
3 The book isn't very good.  
4 My brothers aren't into photography.  
5 I'm not fifteen.  
6 You aren't from Ankara.  
7 He isn't my friend.  
8 We aren't in our house.
- 4 1 is thirteen. She's from Izmir. 2 are eleven. They're from Liverpool. 3 Students' own answers.
- 5 1 I 2 He 3 They 4 We 5 It 6 You
- 6 1 her 2 my 3 our 4 their 5 his 6 your

### Vocabulary page 6

1	P	E	N	W	X	V	U	Z	L	G	N	H	N
	K	Q	Y	P	D	H	C	O	A	T	O	F	K
	S	U	D	E	S	K	L	M	P	K	T	K	W
	P	K	F	H	L	S	O	Q	T	Q	E	X	U
	E	P	S	Z	E	G	C	K	O	D	B	N	V
	A	K	H	C	F	J	K	W	P	R	O	J	E
	K	G	E	J	X	Y	P	Y	G	A	O	P	L
	E	I	L	H	T	A	B	L	E	W	K	M	N
	R	H	F	W	P	D	K	Q	C	E	H	N	B
	X	D	M	E	Z	B	I	U	X	R	V	R	H
	B	A	G	F	G	P	O	S	T	E	R	T	J
	M	O	B	I	L	E	P	H	O	N	E	F	K

- 2 1 It isn't a notebook. It's a pen. 2 It isn't a dictionary. It's a bag. 3 It isn't a coat. It's a book. 4 It isn't a pen. It's a laptop. 5 It isn't a bag. It's a coat.
- 3 1 on 2 under 3 in 4 opposite 5 between 6 next to

- 4 The notebook is between the dictionary / book and the speaker.  
The poster is on the wall. / The poster is above the table.  
The pen is near the laptop.  
The clock is in the drawer.  
The bag is under the table.  
The coat is on the table.  
The coat is next to the mobile phone.

### Language focus page 7

- 1 1 Tony's 2 teacher's 3 Ed and Dan's 4 Eva's 5 friends' 6 photos
- 2 1 the teachers' table / the teacher's table 2 Luke's pen 3 Betty's mobile phone 4 our friends' house / our friend's house 5 Sam's teacher 6 the student's bag
- 3 1 am 2 'm not 3 Is 4 is 5 isn't 6 Are 7 aren't 8 aren't
- 4 1 Are you fifteen? Yes, I am. / No, I'm not.  
2 Is your teacher from London? Yes, he / she is. / No, he / she isn't.  
3 Are your friends interested in video games? Yes, they are. / No, they aren't.  
4 Is your pen in your bag? Yes, it is. / No, it isn't.  
5 Are you good at music? Yes, I am. / No, I'm not.  
6 Is your home near the school? Yes, it is. / No, it isn't.
- 5 Students' own answers.

### Vocabulary page 8

- 1 1 old 2 small 3 expensive 4 interesting 5 popular 6 boring 7 horrible
- 2 1 nice 2 boring 3 cheap 4 slow 5 unpopular 6 bad 7 old 8 small
- 3 1 new 2 fast 3 big 4 small 5 good 6 popular
- 4 Students' own answers.

### Language focus page 9

- 1 1 Those 2 This 3 These 4 That 5 This
- 2 1 's 2 haven't 3 got 4 got 5 Has 6 have 7 has 8 haven't 9 hasn't
- 3 1 haven't got; 've got 2 hasn't got; 's got 3 've got; haven't got 4 's got; hasn't got 5 haven't got; 've got 6 has got; hasn't got
- 4 1 Have; got; Yes, they have. 2 Has; got; Yes, she has. 3 Have; got; No, they haven't. 4 Has; got; No, she hasn't.
- 5 Students' own answers.

### Vocabulary page 10

- 1 1 d the USA 2 a Turkey 3 c the UK 4 d Brazil 5 b Japan 6 a China 7 c Australia
- 2 1 American 2 Spanish 3 Brazil 4 Australian 5 Japan 6 British

- 3 1 Mexican 2 Egyptian 3 Turkish 4 Indian  
5 Chinese 6 Brazilian
- 4 Students' own answers.

### Language focus page 11

- 1 1 Who 2 Where 3 What 4 Who 5 Where 6 What  
2 1 b Beijing 2 a *Frozen* 3 c the USA 4 a tennis  
5 b dollar
- 3 Students' own answers.
- 4 1 and 2 or 3 but 4 or 5 but 6 and  
5 1 but 2 and 3 but 4 and 5 and 6 but 7 or  
8 or

## Unit 1 Towns and cities

### Vocabulary page 12

- 1 1 library 2 train station 3 market 4 bridge  
5 cinema 6 bus station 7 park
- 2 1 school 2 café 3 theatre 4 flats 5 street  
6 sports centre 7 shopping centre 8 office building
- 3 1 There's a bridge. 2 There's a market. 3 There's a shop.  
4 There's a square. / There's a park. 5 There's a hotel.
- 4 Students' own answers.

### Language focus page 13

- 1 1 a 2 are 3 some 4 isn't 5 an 6 aren't 7 any
- 2 1 There isn't a theatre near here.  
2 There's a nice sports centre in my area.  
3 There are some pretty trees in the park.  
4 There aren't any monuments in the square.  
5 There isn't a five-star hotel in the town.
- 3 1 Are 2 is 3 are 4 some 5 isn't 6 aren't  
7 are 8 There
- 4 1 Is there a cinema? Yes, there is.  
2 How many libraries are there? There are two.  
3 Is there a hotel? No, there isn't.  
4 How many cafés are there? There are three.  
5 Is there a theatre? Yes, there is.  
6 Are there any flats? No, there aren't.
- 5 Students' own answers.

### Vocabulary and listening page 14

1

Q	U	I	E	T	U	N	Z	L	P	L
K	A	S	C	V	Q	O	Y	P	F	F
Y	D	I	R	T	Y	I	E	R	R	Q
H	C	J	E	B	W	S	H	E	I	Q
U	G	L	Y	N	X	Y	O	T	E	F
B	F	A	Q	S	K	P	Z	T	N	T
W	C	L	E	A	N	T	C	Y	D	A
V	E	X	M	F	U	J	T	L	L	K
D	A	N	G	E	R	O	U	S	Y	Z

**Positive**  
clean  
friendly  
safe  
pretty  
quiet

**Negative**  
dangerous  
dirty  
noisy  
ugly

- 2 1 c 2 a 3 c 4 b 5 b
- 3 1 London 2 French 3 cinema 4 old 5 next to  
6 ugly
- 4 Students' own answers.

### Language focus page 15

- 1 **Short adjectives:** taller, bigger, dirtier, nicer, older, uglier  
**Long adjectives:** more comfortable, more exciting, more interesting  
**Irregular:** worse, further, better
- 2 1 Shops are more expensive than markets.  
2 The shopping centre is noisier than the library.  
3 That park is bigger than this square.  
4 The train station is further than the cinema.  
5 Those houses are worse than these flats.  
6 The sports centre is cleaner than the swimming pool.  
7 Turkey is hotter than Britain.
- 3 1 Darlton is quieter than Burley.  
2 Darlton is cleaner than Burley.  
3 Burley is more dangerous than Darlton.  
4 Darlton is safer than Burley.  
5 Burley is uglier than Darlton.  
6 Burley is cheaper than Darlton.  
7 Darlton is more expensive than Burley.  
8 Darlton is friendlier than Burley.
- 4 Students' own answers.

### Reading page 16

- 1 b near
- 2 1 D 2 B 3 E 4 A
- 3 1 true 2 false 3 true 4 false 5 true 6 false
- 4 1 The station is called Paddington.  
2 It's open from 10 a.m.  
3 There is St James's Park in Miniland.  
4 There are about 40 million bricks.  
5 Students' own answers.  
6 Students' own answers.
- 5 1 chefs 2 fantastic; horrible 3 passengers; cabins  
4 climbing wall; exciting 5 swimming pool

### Writing page 17

- 1 1 There are some pretty parks near here.  
2 The Shard is a modern building.  
3 Is there a friendly café in Station Street?  
4 This is a really clean shopping centre.  
5 That isn't a very safe swimming pool.  
6 My school has got a really fantastic library.

- 2 1 No, they aren't very big.  
 2 Yes, there are some pretty squares here.  
 3 Yes, it's got a really new shopping centre.  
 4 They're in a quiet street.  
 5 No, they're very safe.  
 6 It's in a really small town.
- 3 1 north of England 2 270 km 3 750,000  
 4 fantastic restaurants 5 with modern shops  
 6 shopping 7 football team 8 exciting 9 friendly  
 10 Manchester and Sheffield 11 far 12 more
- 4 Students' own answers.

### Progress Review page 18

- 1 1 restaurant 2 café 3 sports centre 4 park  
 5 hotel 6 cinema 7 theatre 8 school
- 2 1 b library 2 a chefs 3 c exciting 4 a cabins  
 5 c fantastic 6 a swimming pools
- 3 1 Is there a big cinema in your area? No, there isn't.  
 2 Are there any interesting monuments in this town?  
 Yes, there are.  
 3 Is there a quiet park near the station? Yes, there is.  
 4 Are there any small shops in that street? No, there  
 aren't.  
 5 How many cafés are there near here? There are three.  
 6 How many students are there in Anna's class? There  
 are thirty.
- 4 1 e noisy 2 a quiet 3 f modern 4 b pretty  
 5 c dangerous 6 d clean

### Progress Review page 19

- 5 1 than 2 better 3 friendlier 4 more 5 bigger  
 6 cleaner
- 6 a 5 b 4 c 1 d 6 e 3 f 2
- 7 1 Norwich is a very interesting city.  
 2 It's in the east of England.  
 3 It's got a population of about 200,000.  
 4 My favourite place is the castle.  
 5 There are some fantastic shops.  
 6 There's a good market too.  
 7 It's only thirty-five kilometres from the sea.  
 8 It's an exciting place.

## Unit 2 Days

### Vocabulary page 20

- 1 **In the morning:** have breakfast, go to school, have classes  
**In the evening:** do my homework, have dinner, relax on  
 the sofa, go to bed, sleep
- 2 1 go to school 2 have classes 3 chat with friends  
 4 get home 5 do my homework 6 help with the  
 housework
- 3 1 b wash 2 d have 3 a study 4 c play 5 d watch  
 6 b brush
- 4 1 teeth 2 face 3 breakfast 4 sister 5 housework  
 6 bed 7 minutes 8 foot 9 next 10 home

### Language focus page 21

- 1 1 Robert never plays football.  
 2 They are always friendly.  
 3 I normally do my homework.  
 4 Marina and Julia are often late.  
 5 We usually have dinner.  
 6 Is your class often quiet?
- 2 1 plays 2 play 3 don't 4 doesn't 5 don't
- 3 1 My sister watches TV a lot.  
 2 I don't get up late on Mondays.  
 3 My dad makes breakfast at the weekend.  
 4 My older brothers don't go to bed early.  
 5 You help with the housework.  
 6 My mum doesn't play video games.
- 4 1 get up; 8.00 2 plays football 3 play tennis  
 4 goes; train 5 go; bus 6 studies; French 7 study;  
 Spanish 8 finishes; 3.00 9 finish; 4.00
- 5 Students' own answers.

### Vocabulary and listening page 22

- 1 **Across**  
 2 give 5 visit 6 make 7 invite
- Down**  
 1 celebrate 2 go out 3 dance 4 sing
- 2 1 play 2 celebrate 3 invites 4 wears 5 visit  
 6 have
- 3 1 ✓ have a big meal  
 2 ✓ play music  
 3 ✓ dance  
 4 X wear a costume  
 5 ✓ sing a song  
 6 ✓ watch fireworks  
 7 ✓ visit friends  
 8 X give big presents
- 4 1 false 2 false 3 true 4 true 5 false 6 true
- 5 Students' own answers.

### Language focus page 23

- 1 1 do 2 don't 3 Does 4 does 5 doesn't 6 Do  
 7 do 8 don't
- 2 1 Do; sing; don't. 2 Do; wear; do 3 Does; play;  
 doesn't 4 Do; visit; do 5 Does; go; does 6 Do;  
 give; don't 7 Does; watch; doesn't
- 3 1 How do you go to school? 2 Do you play football?  
 3 do 4 What time do you start? 5 Does he like  
 football 6 does
- 4 1 Does Khalid get up late? No, he doesn't.  
 2 Do you get up late? Yes, I do. / No, I don't.  
 3 Do Sarah and Ann watch videos? No, they don't.  
 4 Does Khalid watch videos? Yes, he does.  
 5 Do you watch videos? Yes, I do. / No, I don't.  
 6 Do Sarah and Ann go out with friends? Yes, they do.  
 7 Does Khalid go out with friends? No, he doesn't.  
 8 Do you go out with friends? Yes, I do. / No, I don't.

## Reading page 24

- 1 1 on foot 2 difficult
- 2 1 false 2 true 3 true 4 false
- 3 1 breakfast 2 parents 3 quiet 4 behind  
5 forty-nine 6 chat
- 4 1 The journey is slow and dangerous because the path is old and small.  
2 It is one hour from the village.  
3 It is called Banpo School.  
4 They start their long journey again.  
5 Students' own answers.  
6 Students' own answers.
- 5 1 father 2 aunt; uncle 3 grandson; granddaughter  
4 brother; sister 5 daughter; son 6 grandmother; grandfather

## Writing page 25

- 1 1 incorrect 2 correct 3 incorrect 4 correct  
5 correct 6 incorrect
- 2 1 She also dances.  
2 They also give sweets.  
3 He's also very noisy.  
4 We also like music videos.  
5 There's also a theatre.  
6 But I'm also really friendly.
- 3 1 March 2 Thursday 3 books 4 famous people in books  
5 wear costumes 6 do quizzes  
7 interesting 8 fun
- 4 Students' own answers.

## Progress review page 26

- 1 1 get 2 have 3 brush; wash 4 go 5 chat  
6 help 7 study 8 relax; watch
- 2 1 brothers 2 mother 3 aunt 4 father  
5 grandmother 6 grandfather
- 3 1 I like cooking.  
2 We play football every afternoon.  
3 She washes the car.  
4 They don't help with the housework.  
5 My brother doesn't study in the evenings.  
6 You don't play video games.
- 4 1 Dad e 2 Emma c 3 Grace d 4 Holly b 5 Mum f  
6 Richard a

## Language focus page 27

- 5 1 What time do you get up?  
2 do you have a big breakfast?  
3 Does she help at home?  
4 does Anna study a lot?  
5 When do they get home from work?  
6 Do your parents watch TV in the evening?
- 6 1 What's on? 2 What do you want 3 I'm not really interested  
4 I like the sound 5 what about  
6 Let's go
- 7 1 day 2 streets 3 play 4 also 5 like
- 8 A special day in the USA

## Unit 3 Wild life

### Vocabulary page 28

- 1 1 gorilla 2 giraffe 3 fish 4 frog 5 rabbit  
6 ostrich
- 2 1 There are three elephants.  
2 There's one giraffe.  
3 There are four crocodiles.  
4 There are two eagles.  
5 There are five butterflies.  
6 There are two snakes.  
7 There are three frogs.  
8 There's one scorpion.
- 3 1 giraffe 2 octopus 3 camel 4 scorpion  
5 elephant 6 spider
- 4 **Big land animals:** bear, gorilla, students' own answers  
**Underwater creatures:** octopus, whale, students' own answers  
**Flying animals:** bat, students' own answers  
**Birds:** eagle, students' own answers

### Language focus page 29

- 1 **Short adjectives:** the strangest, the noisiest, the hottest  
**Long adjectives:** the most beautiful, the most common, the most exciting, the most famous  
**Irregular:** the worst, the furthest, the best
- 2 1 biggest; b blue whale 2 oldest; c 250  
3 common; a rabbit 4 longest; c Southeast Asia  
5 busiest; b Berlin
- 3 1 the most colourful 2 the best 3 the most expensive  
4 the hottest 5 the oldest 6 the friendliest  
7 the most interesting 8 the worst
- 4 Students' own answers.

### Vocabulary and listening page 30

- 1 1 fly 2 climb 3 drink 4 jump 5 hear 6 run  
7 kill
- 2 1 fly 2 communicate 3 move 4 grow 5 swim  
6 survive
- 3 1 a thousand 2 six 3 900 4 run; swim  
5 fish; birds
- 4 1 are 2 can't 3 isn't 4 are 5 aren't 6 can
- 5 Students' own answers.

### Language focus page 31

- 1 1 can't 2 Can 3 swim 4 can 5 can't
- 2 1 can make 2 can't swim 3 can dance 4 can't fly  
5 can play 6 can't speak 7 can run
- 3 1 Can your best friend run fast? Yes, he / she can. / No, he / she can't.  
2 Can your parents speak French? Yes, they can. / No, they can't.  
3 Can you communicate with animals? Yes, I can. / No, I can't.  
4 Can an octopus fly? No, it can't.

- 1 How fast can an elephant run? 40 km an hour  
2 How cold is the North Pole? -34°C  
3 How heavy is a panda? 100 kg  
4 How many people are there in the UK? 64 million  
5 How tall can an ostrich grow? 2.7 metres
- 5 Students' own answers.

## Reading Page 32

- 1 b go on a long journey
- 2 1 E 2 B 3 A 4 D
- 3 1 North 2 longest 3 day 4 cold 5 can
- 4 1 The butterflies are orange and black.  
2 Their journey is more than 4,500 kilometres.  
3 They usually start their journey in September or October.  
4 They sometimes fly at 1.6 kilometres in the sky.  
5 Students' own answers.
- 5 1 colourful 2 rare 3 dull 4 common

## Writing page 33

- 1 1 Are you interested in small creatures such as rabbits?  
2 You can help animals in different ways. For example, you can adopt a gorilla.  
3 I love TV programmes about big animals like camels or giraffes.  
4 At this zoo, you can see different bears such as black bears and pandas.  
5 They often visit hot places like Australia and India.
- 2 1 She loves exciting books like Harry Potter.  
2 Mary has got interests such as photography and music.  
3 Some modern cities are very big. For example, London and New York.  
4 My uncle goes to different countries such as Turkey and Italy.  
5 Some animals are in danger. For example, elephants and gorillas.
- 3 1 South Africa 2 Tanzania 3 one metre 4 tallest  
5 eighteen kilos 6 eighty kilometres an hour.  
7 frogs / snakes 8 snakes / frogs 9 can jump  
10 kill 11 smaller numbers 12 hunting
- 4 Students' own answers.

## Progress review page 34

- 1 1 rabbit 2 frog 3 octopus 4 camel 5 butterfly  
6 fish
- 2 1 a rarest 2 c beautiful 3 b ugly 4 c dull  
5 b colourful 6 a more common
- 3 1 the quietest 2 the biggest 3 the most interesting  
4 the worst 5 the ugliest 6 the most beautiful  
7 the most common 8 the best
- 4 1 false 2 true 3 true 4 false 5 true 6 false
- 5 1 Can Freddie swim? No, he can't.  
2 Can Anna and Kate swim? Yes, they can.  
3 Can Freddie speak French? Yes, he can.  
4 Can Anna and Kate speak French? No, they can't.  
5 Can Freddie play basketball? No, he can't.  
6 Can Anna and Kate play basketball? Yes, they can.

- 6 1 How far 2 How tall 3 How fast 4 How heavy  
5 How many 6 How rare
- 7 1 OK 2 afraid 3 but 4 I 5 can 6 Thanks
- 8 1 live in the mountains of China.  
2 can weigh up to 160 kilos.  
3 panda is now in danger.  
4 one of the rarest creatures in the world.  
5 worst problem is human activity like farming.  
6 can get information from websites such as *Save the Panda!*

## Unit 4 Learning world

### Vocabulary page 36

1	A	R	T	J	Y	H	X	R	B	U	C
	Z	E	K	S	W	M	O	U	V	F	F
	P	N	J	C	F	A	M	I	Q	R	A
	S	G	H	I	S	T	O	R	Y	H	E
	H	L	B	E	U	H	F	K	B	B	C
	E	I	Z	N	M	S	T	H	E	F	B
	K	S	A	C	X	B	I	C	T	D	H
	R	H	Q	E	C	E	N	K	W	A	P
	G	E	O	G	R	A	P	H	Y	O	S

- 2 1 ICT 2 art 3 maths 4 geography 5 English / Spanish 6 Spanish / English 7 history 8 PE
- 3 1 textbook 2 teacher 3 homework 4 genius  
5 notebook 6 class
- 4 Students' own answers.

### Language Focus page 37

- 1 1 is 2 are 3 am not 4 isn't 5 aren't 6 playing
- 2 1 is watching TV.  
2 are running in the park.  
3 is dancing.  
4 'm singing a song.  
5 are having lunch.  
6 is sitting on the bus.  
7 are making clothes.  
8 is doing homework.
- 3 1 Ahmed is asking a question. He isn't reading.  
2 I'm not listening. I'm playing a game with Richard.  
3 You're talking to the teacher. You aren't sitting down.  
4 Mary and Vicky aren't answering the questions. They're helping a new student.  
5 Harry is working on the computer. He isn't writing in his notebook.  
6 We aren't speaking English. We're looking in the dictionary.
- 4 Students' own answers.

## Vocabulary and listening page 38

- 1 makes notes 2 checks 3 repeat 4 knows  
5 learn 6 reads 7 understand 8 concentrate  
9 practises 10 listens
- 1 is writing 2 'm asking 3 is reading 4 aren't  
concentrating. 5 are listening. 6 is spelling
- 2 a listen to songs 3 d revise with friends 4 f learn  
at evening classes 5 b read books 6 e make notes
- 4 1 Alex 2 Sam 3 Sylvie 4 Rebecca and Kim  
5 Layla 6 Yusuf
- 5 Students' own answers.

## Language focus page 39

- 1 1 am 2 'm not 3 Is 4 is 5 isn't 6 Are 7 are  
8 aren't
- 2 1 Is Ethan talking to the teacher? Yes, he is.  
2 Is Matt listening to music? No, he isn't.  
3 Are James and Oliver playing tennis? No, they aren't.  
4 Is Eva sitting under the tree? Yes, she is.  
5 Are Molly and Mariam eating lunch? Yes, they are.  
6 Is Rupert walking? No, he isn't.
- 3 1 'm doing 2 gives 3 finish 4 don't usually  
have 5 Does your teacher often give 6 'm working  
7 helps 8 's playing 9 isn't answering 10 are you  
doing
- 4 Students' own answers.

## Reading page 40

- 1 c go out on boats in the school day.
- 2 1 true 2 false 3 false 4 true 5 false 6 true
- 3 1 B 2 C 3 F 4 A 5 D 6 E
- 4 1 They're wearing school uniform.  
2 It's special because it's one of the most beautiful lakes  
in England.  
3 Lessons finish at 4.00.  
4 They use the school's boats.  
5 Students' own answers.  
6 Students' own answers.
- 5 1 primary 2 boat 3 private 4 secondary

## Writing page 41

- 1 1 so 2 and 3 so 4 or 5 so 6 so 7 and 8 so
- 2 1 good at art, so I help my sister.  
2 elephant is old, so it can't run.  
3 into films, so I go to the cinema.  
4 hasn't got a pen, so he can't write.  
5 got an exam, so we're revising.  
6 flat is noisy, so I go to the library.
- 3 1 mountains 2 beautiful 3 quiet 4 medium  
5 200 students 6 7.00 7 breakfast 8 start lessons  
9 break 10 have lunch 11 photography, art  
and geography 12 are working 13 are taking  
14 climbing, swimming, fishing and running  
15 climbing
- 4 Students' own answers.

## Progress review page 42

- 1 1 science 2 notebook 3 geography 4 maths  
5 History 6 ICT
- 2 1 c boat 2 a boarding 3 b private 4 a primary  
5 c secondary
- 3 1 I'm studying two languages.  
2 The students aren't wearing school uniforms.  
3 He's chatting to his best friend.  
4 She isn't running for the school bus.  
5 We're having a break from the lesson.  
6 I'm not learning a musical instrument.
- 4 1 ✓ write vocabulary in a notebook  
2 ✓ repeat new words  
3 ✓ practise pronunciation  
4 X check words in a dictionary  
5 X ask questions in class  
6 ✓ read comics  
7 X listen to songs  
8 ✓ concentrate at home
- 5 1 Are those students having a break?  
2 Are we learning these new words?  
3 Is Eva making some notes?  
4 Why are you running to school?  
5 Where are those animals going?  
6 What is Robert doing now?
- 6 1 swims 2 're revising 3 Do; like 4 don't live  
5 Is; doing 6 goes 7 isn't listening
- 7 1 B What are you doing?  
2 C How do you say 'car' in French?  
3 D Can you say that again, please?  
4 A How do you spell that?
- 8 1 happy 2 big 3 so 4 finish 5 break  
6 compulsory 7 optional

## Unit 5 Food and health

### Vocabulary page 44

- 1 1 chicken 2 eggs 3 soup 4 crisps 5 fish  
6 burgers 7 juice 8 cheese
- 2 1 nuts 2 apple 3 sandwiches 4 meat 5 salad  
6 fizzy drinks 7 juice 8 water 9 pasta
- 3 2 water 3 beans 4 bread 5 sweets 6 chips  
7 rice 8 cheese  
The extra word is: sandwich
- 4 Students' own answers.

### Language focus page 45

- 1 1 U 2 C 3 U 4 C 5 U 6 C 7 C 8 U 9 C  
10 U
- 2 1 a lot of 2 some 3 some 4 many 5 much  
6 any 7 any
- 3 1 How many; s 2 How much  
3 How many; s 4 How much 5 How many; es  
6 How much 7 How much 8 How many; s

- 4 1 a lot of 2 many / a lot of 3 any 4 a lot of  
5 some 6 any 7 much / a lot of 8 some
- 5 Students' own answers.

## Vocabulary and listening page 46

- 1 1 active; lazy 2 unfit; fit 3 healthy; unhealthy  
4 well; ill 5 hungry; thirsty
- 2 1 tired 2 unfit 3 thirsty 4 ill 5 healthy 6 lazy  
7 hungry 8 fit
- 3 1 a P; b -; c B 2 a B; b -; c P 3 a P; b B; c -
- 4 1 true 2 true 3 false 4 true 5 false 6 false
- 5 Students' own answers.

## Language focus page 47

- 1 1 swimming 2 doing 3 sitting 4 helping  
5 revising 6 playing 7 cycling 8 eating
- 2 1 hate getting up 2 loves cycling 3 don't  
mind cycling 4 hates chatting 5 like chatting  
6 likes playing 7 love playing
- 3 Students' own answers.
- 4 1 wear 2 Don't be 3 don't chat 4 listen 5 Don't  
write 6 don't look 7 Don't eat 8 do

## Reading page 48

- 1 c a special meal.
- 2 1 C 2 E 3 B 4 F 5 A
- 3 1 false 2 false 3 true 4 true 5 true 6 false
- 4 1 The children are aged eight to twelve.  
2 Twenty-four children can go on *Junior Masterchef*  
every year.  
3 They are working very fast because they haven't got  
much time – only two hours.  
4 She makes vegetable soup.  
5 Students' own answers.  
6 Students' own answers.
- 5 1 dessert 2 enormous 3 dish 4 vitamins  
5 bowl

## Writing page 49

- 1 1 First 2 Next 3 After that 4 Finally
- 2 1 First 2 can 3 or 4 After 5 with 6 got  
7 Next 8 types 9 Finally 10 your
- 3 1 Italy 2 cold 3 salad 4 (Italian) cheese  
5 pizza 6 vegetables 7 (Italian) meat 8 famous  
9 ice cream 10 place
- 4 Students' own answers.

## Progress review page 50

- 1 1 egg 2 bacon 3 juice 4 fruit 5 apple 6 salad  
7 vegetables 8 cheese 9 burgers 10 chips
- 2 1 enormous 2 exercise 3 dish 4 bowls  
5 vitamins 6 desserts
- 3 1 c many 2 a any 3 b a lot of 4 b much 5 a any  
6 a some

- 4 1 a 2 e 3 c 4 g 5 b 6 f 7 d
- 5 1 loves playing 2 hates getting up 3 like helping  
4 don't mind living 5 don't like running 6 prefers  
eating 7 doesn't like swimming 8 don't mind doing
- 6 a 3 b 8 c 1 d 4 e 7 f 6 g 9 h 2 i 5
- 7 1 c First 2 b tasty 3 c After 4 a to make  
5 b great 6 c Finally 7 b many 8 a Enjoy

## Unit 6 Sport

### Vocabulary page 52

- 1 1 cycling 2 sailing 3 swimming 4 basketball  
5 tennis 6 golf
- 2 1 horse-riding 2 athletics 3 volleyball 4 wrestling  
5 football / basketball 6 basketball / football  
7 hockey 8 climbing 9 skiing
- 3 1 fan 2 match 3 ball 4 player 5 stadium  
6 champion 7 team 8 race 9 competition
- 4 Students' own answers.

### Language focus page 53

- 1 1 an 2 There were 3 some 4 There wasn't 5 a  
6 There weren't 7 any
- 2 1 There were a lot of buses with fans.  
2 There wasn't a train station near the stadium.  
3 There weren't any famous players in our team.  
4 There was a very good player on the other team.  
5 There wasn't a nice café in the stadium.  
6 There was a great sports shop next to the stadium.  
7 There were a lot of goals in the match.
- 3 1 weren't; were 2 was; wasn't 3 wasn't; was  
4 were; weren't 5 wasn't; was
- 4 Students' own answers.

### Vocabulary and listening page 54

- 1 1 became 2 decided 3 did 4 went 5 started  
6 travelled 7 watched 8 won
- 2 1 did 2 watched 3 learned 4 became 5 started  
6 travelled 7 competed 8 won
- 3 1 c youngest 2 a four 3 b parents 4 c unhappy  
5 a small 6 c bronze
- 4 1 USA 2 weekend 3 nine 4 three or four  
5 Canada 6 2 p.m.
- 5 1 Tom went to the theatre.  
2 Tom learned some French verbs.  
3 Tom competed in a football competition.  
4 Tom started tennis lessons.  
5 Tom won a medal.  
6 Tom watched a football match on TV.

## Language focus page 55

- 1 played 2 ago 3 watched 4 last 5 went  
6 July
- 1 Grace ran 100 metres.  
2 Tamer swam 200 metres.  
3 Emily won a medal.  
4 Anne and Vicky watched the competitions.  
5 Jake and Ben played volleyball.  
6 Kemal scored a goal.
- 1 when 2 ago 3 last 4 week 5 in 6 first
- 4 Students' own answers.

## Reading page 56

- 1 b different information about wheelchair basketball.
- 1 F 2 B 3 C 4 E 5 D
- 1 false 2 false 3 true 4 true 5 false 6 true
- 1 It was in the USA.  
2 The first Paralympic Games were in 1960.  
3 There were eight sports.  
4 The winners were the British team.  
5 They are forty minutes long.  
6 Students' own answers.
- 1 spectators 2 medallist 3 winner 4 competitors

## Writing page 57

- 1 A 3 B 1 C 2
- 1 He was born on  
2 first played football  
3 at the age of  
4 continued to play  
5 after that he won  
6 He is one of the  
2 Neymar first played football when he was a young boy ...  
3 Neymar first played for Brazil ...
- 1 British 2 was born 3 1997 4 United Kingdom  
5 sisters 6 was six 7 was eleven  
8 British gymnastics team 9 four gold medals  
10 2014 11 most successful 12 2014
- 4 Students' own answers.

## Progress review page 58

- 1 hockey 2 athletics 3 team 4 Olympic  
5 cycling 6 championship 7 Skiing 8 football
- 1 medallist 2 winner 3 spectator 4 competitor  
5 swimmer
- 1 There weren't 2 weren't 3 was 4 There were  
5 There was 6 were 7 There wasn't 8 wasn't
- 1 false 2 false 3 true 4 true 5 false 6 true
- 1 watched 2 swam 3 travelled 4 became  
5 scored 6 competed
- 1 How 2 was 3 went 4 good 5 were 6 news  
7 with 8 don't 9 when

- 1 Andy Murray's full name is Andrew Baron Murray.  
2 He's a tennis player from Scotland.  
3 He was born on 15th May 1987.  
4 Murray first competed in tennis matches when he was at school.  
5 At the age of 17 he won the Junior US Open.  
6 He won a gold medal at the Olympics.  
7 He's one of the most successful British tennis players.

## Unit 7 Growing up

### Vocabulary page 60

- 1 b square 2 d blue 3 a tall 4 f blonde  
5 g moustache 6 e slim 7 c straight
- 1 red 2 thin 3 bald 4 round 5 blonde  
6 sunglasses
- 1 slim 2 short 3 curly 4 square 5 average  
height 6 spiky 7 glasses 8 thin 9 short  
10 long 11 round 12 sunglasses
- 1 light 2 blue 3 round 4 short 5 bald  
6 moustache 7 slim 8 overweight 9 glasses  
10 spiky 11 tall
- 5 Students' own answers

### Language focus page 61

- 1 a it 2 c us 3 b him 4 b them 5 a you 6 c her
- 1 visited 2 took 3 didn't live 4 didn't visit  
5 didn't take
- 1 enjoyed 2 didn't study 3 saw 4 didn't phone  
5 ate 6 didn't visit 7 didn't teach 8 had
- 1 She revised for the maths exam.  
2 She didn't make notes about China.  
3 She took some photos for art.  
4 She didn't help with the housework.  
5 She played tennis with Samira.  
6 She didn't read more of that new book.

### Vocabulary and listening page 62

- 1 a 4 b 1 c 5 d 3 e 8 f 7 g 6 h 2
- 1 went to school 2 left school 3 didn't go  
4 didn't get a qualification 5 got a job 6 travelled
- 1 south 2 61 3 theatre 4 Pauline 5 the USA  
6 March
- 1 true 2 true 3 false 4 false 5 true 6 false
- 5 Students' own answers.

### Language focus page 63

- 1 win 2 did 3 didn't 4 What 5 did 6 win
- 1 Did you get up; Yes, I did. / No, I didn't.  
2 Did you get; Yes, I did. / No, I didn't.  
3 Did your teacher give; Yes, he/she did. / No, he/she didn't.  
4 Did you have; Yes, I did. / No, I didn't.  
5 Did you relax; Yes, I did. / No, I didn't.  
6 Did you watch; Yes, I did. / No, I didn't.

- 3 1 did you eat 2 did he get up 3 did you go  
4 (words) did you learn 5 did you finish 6 did you listen

4 Students' own answers.

## Reading page 64

- 1 1 camera 2 happy  
2 a 7 b 3 c 1 d 5 e 4 f 8 g 6 h 2  
3 1 true 2 false 3 true 4 false 5 false  
4 1 He was sad because his holiday photos were on it.  
2 It was ninety-seven km from Byron Bay.  
3 He was in front of a monument or in a famous place.  
4 He's home in the UK.  
5 He's a nice person.  
5 1 grew 2 made 3 gave 4 took 5 collected

## Writing page 65

- 1 1 life? 2 quiet! 3 Sasha's 4 *Paddington* 5 Do  
6 Turkish 7 actor. 8 book,  
2 1 He lives in the city of Los Angeles.  
2 He's interested in music, golf and football.  
3 He's got a daughter. Her name is Willow.  
4 I like Will Smith a lot.  
5 Do you like him too?  
3 1 Where exactly did she grow up  
2 Did she study writing at university  
3 When did she write her first book  
4 When did she make it big as a writer  
5 Were there any other important moments in her writing career  
6 Do we know anything about her favourite writers  
7 What is she writing now  
4 Students' own answers.

## Progress review page 66

- 1 1 height; tall 2 curly; fair 3 green; light 4 bald; black 5 overweight; slim 6 round; glasses  
2 1 had 2 took 3 grew; changed 4 collected; made 5 gave  
3 1 I saw a nice photo of you.  
2 We didn't enjoy that boring film.  
3 She taught her grandmother about computers.  
4 You ate a big pizza last night.  
5 He didn't read that old book.  
4 1 b south 2 c oldest 3 c chocolate 4 b an artist 5 c 1997  
5 1 did you eat 2 Did you revise 3 Did your friends watch 4 did your friends watch 5 did your sister go 6 Did you listen  
6 1 C I've got a few questions for you, if that's OK.  
2 G Sure. Go ahead.  
3 A Good question!  
4 D One more question.  
5 H That's a difficult one.  
6 F Thanks for your time.

- 7 1 life 2 tall 3 eyes 4 exactly 5 grow 6 grew  
7 become 8 singing 9 big 10 well 11 key  
12 won 13 anything 14 Apparently

## Unit 8 Going away

### Vocabulary page 68

- 1 Across  
3 tent 5 trunks 7 washbag  
Down  
2 suitcase 3 torch 4 towel 6 soap  
2 1 toothpaste 2 water bottle 3 penknife 4 soap 5 sleeping bag 6 towel  
3 1 phrasebook 2 shampoo 3 guidebook 4 swimming costume 5 toothbrush 6 insect spray 7 waterproofs 8 sun cream  
4 Students' own answers.

### Language focus page 69

- 1 1 's 2 're 3 'm not 4 isn't 5 aren't 6 Am 7 Is 8 Are 9 am 10 'm not 11 is 12 isn't 13 are 14 aren't  
2 1 We're going to travel by train.  
2 My mum is going to take a suitcase.  
3 I'm going to carry a small rucksack.  
4 My parents aren't going to go to work.  
5 My brother isn't going to study.  
6 I'm not going to do any homework.  
7 My sister is going to take some photos.  
8 We aren't going to watch TV.  
3 1 is going to learn 2 are going to play 3 isn't going to help 4 is going to walk 5 aren't going to learn  
4 1 am I going to sleep  
2 Is Jo going to be  
3 are we going to do  
4 Are you going to help  
5 Are we going to visit  
5 Students' own answers.

### Vocabulary and listening page 70

- 1 1 stormy 2 foggy 3 snowy 4 cold 5 sunny 6 windy 7 icy 8 cloudy 9 hot  
2 1 snowy 2 sunny 3 foggy 4 hot 5 rainy 6 icy  
3 1 19 2 sunny 3 foggy 4 waterproofs 5 camping 6 hot; sunny  
4 1 a year 2 often changes / changes a lot 3 April 4 rainy 5 south 6 big  
5 Students' own answers.

## Language focus page 71

- 1 won't 2 Will 3 take 4 will 5 won't
- 1 I'll come to the cinema with you.  
2 Will you bring some crisps for the picnic?  
3 Daisy will do well in her exams.  
4 We won't go to the beach later.  
5 Will David help with the bags?  
6 We'll have nice weather on holiday.  
7 Esin won't be at school tomorrow.  
8 Your friends will like that TV programme.
- 1 'll be 2 won't rain 3 won't need 4 'll need  
5 'll give 6 'll love 7 'll enjoy 8 won't forget
- 4 Students' own answers.

## Reading page 72

- 1 big 2 bus 3 teachers
- 2 1 F 2 C 3 E 4 B 5 D
- 1 school 2 two 3 outdoor clothes 4 water bottles  
5 tree
- 1 Because they need time for all the children and teachers to get on the buses.  
2 Some special teachers at the centre are going to teach them about climbing.  
3 They're going to walk in the (huge) woods around the centre.  
4 They're going to be back at around 5.15.  
5 Students' own answers.
- 1 huge 2 expensive 3 new 4 boring 5 cold

## Writing page 73

- 1 because 2 so 3 and 4 because 5 so 6 or
- 1 because he's ill.  
2 because it's very expensive.  
3 because we're hungry.  
4 because I can't speak Italian.  
5 because he's very fit.  
6 because I'm really hot.  
7 because it's an interesting subject.  
8 because it was really exciting.
- 1 plans 2 Friday evening 3 6.30 4 going to drive  
5 an hour 6 going to stay 7 small house near the sea  
8 Saturday 9 going to spend time 10 trunks  
11 Sunday 12 my dad's small boat 13 waterproofs  
14 8.00
- 4 Students' own answers.

## Progress review page 74

- 1 phrasebook 2 waterproofs 3 torch 4 shampoo  
5 insect spray 6 toothbrush 7 soap
- 1 huge 2 boring 3 cold 4 new 5 cool  
6 expensive
- 1 'm going to visit 2 is going to meet 3 are going to travel  
4 aren't going to learn 5 isn't going to take  
6 'm not going to stay 7 Is your sister going to buy
- 4 1 c 2 e 3 d 4 b 5 a 6 f

- 1 won't play 2 'll need 3 'll be 4 won't swim  
5 Will ... get up 6 will ... eat
- 1 c can 2 b make 3 a 'll ask 4 b see 5 c drive  
6 b 'll be
- 1 because 2 going 3 to 4 won't / doesn't  
5 shopping 6 weather 7 can 8 wait

## Cumulative review

### Starter unit – Unit 2 page 76

- 1 Possible answers  
a clock on a bridge, shops, a street, people  
old, pretty, nice, interesting, clean
- 2 The clock on a bridge.
- 1 north 2 a big market 3 a clock on a bridge  
4 two parades 5 play music 6 dance in the streets
- 4 They want to visit the clock and the castle.
- 1 castle 2 map 3 ten 4 mum 5 clock
- 6 Students' own answers.

### Starter unit – Unit 4 page 77

- 1 They're at the zoo.  
They're looking at a giraffe.
- 1 It's about the giraffes at London Zoo.  
She's learning about some of the most important animals in danger.
- 1 How many; over a million people  
2 Who; a zookeeper  
3 What; hunting  
4 How many; around 80,000
- 4 Yes, she can take photos.
- 1 1,000 2 five 3 fifty-five 4 two 5 twenty
- 6 Students' own answers.

### Starter unit – Unit 6 page 78

- 1 They're playing beach volleyball.  
Students' own answers.
- 2 She's training because she's in a beach volleyball competition tomorrow.
- 1 really 2 doesn't mind 3 cycling 4 fast  
5 healthy 6 afternoon 7 is
- 4 The other team were the champions.
- 1 false 2 true 3 false 4 true 5 false
- 6 Students' own answers.

## Starter unit – Unit 8 page 79

- 1 They're in the Scouts.  
They're walking.
- 2 Adam is going to do a long / 25 km walk.
- 3 1 e at 8.00. 2 a six scouts. 3 b wet. 4 f in the afternoon. 5 c a water bottle. 6 d waterproofs.
- 4 He thinks it will be sunny.
- 5 **Adam:** crisps, chicken sandwiches  
**Michael:** nuts, sweets  
**Alex:** apples, grapes  
**Ollie:** juice
- 6 Students' own answers.

## Language focus practice

### Starter unit page 82

- 1 1 are 2 is; is; 're 3 'm; are 4 's; 's 5 're; 're
- 2 1 I'm not from the UK.  
2 William and Lewis aren't brothers.  
3 You aren't into video games.  
4 David isn't good at football.  
5 We aren't fourteen.
- 3 1 They 2 She 3 We 4 You 5 It 6 He
- 4 1 our 2 his 3 my 4 Its 5 her 6 Their
- 5 1 Where is Mary's notebook?  
2 This is the children's classroom.  
3 What are the teachers' names?  
4 I like Maria's photos.  
5 Ryan and Ann's house is next to my house.
- 6 1 Are; aren't 2 Is; isn't 3 Are; am 4 Are; are  
5 Is; is 6 Are; 'm not

### Starter unit page 83

- 1 1 Those 2 That 3 These 4 This 5 those 6 this
- 2 1 've got 2 've got 3 's got 4 've got 5 's got  
6 've got
- 3 1 She's got three sisters.  
2 You haven't got a notebook.  
3 We've got a friend in Spain.  
4 He hasn't got a big desk.  
5 Jasmine and Ava have got a nice teacher.  
6 I haven't got a good camera.
- 4 1 Have you got a sister?; have  
2 Has your friend got a pet?; hasn't  
3 Has Amira got two brothers?; has  
4 Have they got a nice house?; have  
5 Have we got a new teacher?; haven't
- 5 1 Who 2 Where 3 What 4 Where 5 What
- 6 1 but 2 or 3 and 4 but 5 or 6 and

## Unit 1 page 85

- 1 1 isn't 2 are 3 is 4 aren't 5 isn't 6 are
- 2 1 any 2 any 3 a 4 a 5 some 6 a 7 a 8 an  
9 a 10 some 11 an 12 a
- 3 1 Are; are 2 How; two 3 Is; is 4 there; there  
5 How; two 6 Is; isn't 7 many; There's
- 4 1 Are there any pens in your bag? Yes, there are. / No, there aren't.  
2 Is there a library in your school? Yes, there is. / No, there isn't.  
3 How many students are there in your class? There are ...  
4 Are there any interesting places near your school? Yes, there are. / No, there aren't.  
5 How many posters are there in your bedroom? There are ...
- 5 1 prettier 2 easier 3 faster 4 worse 5 hotter  
6 more comfortable 7 safer 8 further  
9 more expensive 10 newer
- 6 1 more popular than 2 nicer than 3 bigger than  
4 friendlier than 5 better than 6 more interesting than 7 younger

## Unit 2 page 87

- 1 1 chat 2 studies 3 play 4 goes 5 love 6 eats
- 2 1 My grandfather doesn't get up early.  
2 I don't do my homework at school.  
3 They don't help with the housework.  
4 We don't go to school on foot.  
5 You don't like the new shopping centre.
- 3 1 do; get up 2 does; work 3 do; come 4 do; read  
5 does; go
- 4 1 Does your mum work; Yes, she does. / No, she doesn't.  
2 Do your friends play football; Yes, they do. / No, they don't.  
3 Does your best friend study; Yes he / she does. / No, he / she doesn't.  
4 Do you go; Yes, I do. / No, I don't.  
5 Do you live; Yes, I do. / No, I don't.  
6 Does your dad have; Yes, he does / No, he doesn't.
- 5 1 You normally / usually help at home.  
2 I sometimes play computer games.  
3 This street is always dirty.  
4 She often cleans the car.  
5 The people are sometimes friendly.  
6 Freddie never walks to school.

### Unit 3 page 89

- 1 1 the best 2 the oldest 3 the strangest  
4 the most beautiful 5 the most modern 6 the noisiest 7 the most boring 8 the heaviest
- 2 1 Bag C is the most expensive.  
2 Bag B is the smallest.  
3 Bag A is the biggest.  
4 Bag C is the best.  
5 Bag A is the worst.
- 3 1 Can Kemal play a musical instrument?  
2 My uncle can speak English.  
3 Our cat can't run very fast.  
4 My grandmother can make clothes.  
5 Elephants can't survive in a very cold place.  
6 Can frogs jump high?  
7 Your younger sister can dance.  
8 They can't understand the old film.
- 4 1 How high is this mountain?  
2 How fast can a whale swim?  
3 How long is a scorpion?  
4 How big is the national park?  
5 How far can a giraffe see?  
6 How cold is the North Pole?  
7 How fast can a spider move?  
8 How expensive is a cat?

### Unit 4 page 91

- 1 1 swimming 2 drinking 3 running 4 practising  
5 sitting 6 repeating 7 surviving 8 flying
- 2 1 's washing 2 'm not using 3 isn't studying  
4 'm chatting 5 isn't eating 6 're helping
- 3 1 are you cooking 2 is she teaching 3 is she singing  
4 are they going 5 are they flying 6 is he studying
- 4 1 Are you concentrating on this TV programme? No, I'm not.  
2 Are we practising our pronunciation? Yes, we are.  
3 Are you sitting in my chair? No, I'm not.  
4 Is your sister making some new clothes? Yes, she is.  
5 Are they revising for their history exam? Yes, they are.  
6 Is he reading that book about animals? No, he isn't.
- 5 1 watch 2 's playing 3 doesn't work 4 plays  
5 talks 6 isn't working 7 're watching 8 's talking

### Unit 5 page 93

- 1 **Countable:** boy, camera, cinema, lesson  
**Uncountable:** food, fruit, music, pollution, rain
- 2 1 an 2 some 3 some 4 an 5 some 6 a 7 an  
8 a 9 some 10 any 11 some 12 a 13 some  
14 any
- 3 1 How many 2 much 3 How much 4 a lot  
5 many 6 How many 7 a lot 8 How much

- 4 1 Osman likes going to the cinema.  
2 We prefer sitting on the sofa.  
3 I don't mind chatting in English.  
4 Do you like playing tennis?  
5 She hates swimming in the sea.  
6 Denisa doesn't like cooking at home.  
7 My brothers hate making notes in class.  
8 Does your dad prefer walking or running?
- 5 1 Drink 2 Get up 3 Don't kill 4 Listen 5 Don't talk  
6 Repeat 7 help 8 Don't sing

### Unit 6 page 95

- 1 1 There were 2 there was 3 there weren't 4 there was  
5 There wasn't; there was 6 There weren't
- 2 1 He was a famous skiing champion.  
2 All the players were very good.  
3 She wasn't in the gymnastics competition.  
4 This football book wasn't expensive.  
5 Were you excited about the match?  
6 Was he interested in that golf magazine?
- 3 1 You were very fast in the race.  
2 Our teacher was really happy this morning.  
3 Merve and Esra weren't in the park earlier.  
4 The journey wasn't very long.  
5 I was really tired this afternoon.  
6 Ryan wasn't at school today.
- 4 1 was 2 competed 3 travelled 4 went  
5 practised 6 had 7 were 8 won 9 wasn't  
10 were 11 became 12 weren't 13 came 14 was
- 5 1 ago 2 last 3 when 4 In 5 week 6 October

### Unit 7 page 97

- 1 1 her 2 it 3 them 4 me 5 him 6 you
- 2 1 We didn't take a photo of that film star.  
2 Ann saw the new James Cameron film.  
3 That actress didn't have blonde hair.  
4 He read the *Harry Potter* book.  
5 Those actors didn't become very famous.  
6 I knew the answer to his question.  
7 She didn't sing a song from the film.  
8 It rained last night.
- 3 1 didn't like; preferred 2 didn't do; studied; watched  
3 didn't have; went; swam 4 didn't see; got up; left;  
ran; didn't get
- 4 1 Did Burak score a goal in the match? Yes, he did.  
2 Did your friends go to London yesterday. Yes, they did.  
3 Did Helen start university last year? No, she didn't.  
4 Did you practise your English in the UK? Yes, I did.  
5 Did we go that café two weeks ago? No, we didn't.  
6 Did you spend time with your grandparents at the weekend? Yes, I / we did.

## Unit 8 page 99

- 1 1 I'm going to take a big torch.  
2 My parents are going to buy some new sleeping bags.  
3 My sister is going to carry her things in a rucksack.  
4 We're going to leave our expensive camera at home.  
5 I'm not going to use my laptop.  
6 My brother isn't going to take his skateboard.  
7 We aren't going to get up late every morning.  
8 It isn't going to rain on our holiday!
- 2 1 're going to visit  
2 isn't going to make  
3 'm not going to put  
4 're going to have  
5 is going to take  
6 's going to talk
- 3 1 Where are you going to stay?  
2 Are your parents going to swim in the river?  
3 What are you going to eat?  
4 Is your dad going to do a barbecue?  
5 Are you going to take your washbag?  
6 When are you going to come back?
- 4 1 I'll be 2 won't need 3 won't play 4 'll become  
5 won't enjoy
- 5 1 'll carry 2 won't be 3 'll text 4 won't forget  
5 Will ... help

# Student's Book audio scripts

## Starter unit

Page 11 Exercises 2 and 3 1•12

**M = Man, W = Woman**

- M** OK. Where's Neymar Junior from?  
**W** Erm, I think he's from Spain. And you?  
**M** I'm not sure. I think he's from Brazil.  
**W** Brazil. Yes, that's right. He's from Brazil.  
**M** Right then. What's a taco?  
**W** Ooh, I don't know. And you?  
**M** I think it's an animal from Africa.  
**W** An animal? From Africa? Mmm. I'm not sure. Is it food?  
**M** Food? Ah yes. It's Italian food.

## Unit 1

Page 12 Exercises 2 and 3 1•14

**I = Interviewer, Si = Simon, L = Lewis, So = Sophie, B = Ben**

### 1 Simon

- I** Is your town a good place to live?  
**Si** Yes, I think so. It's great that there are a lot of things to do in the evening. There are some cafés, cinemas, restaurants, things like that. It's an interesting place to live.  
**I** Have you got a favourite place in your town?  
**Si** Yes, my favourite place is a French restaurant. I really like French food. There isn't a theatre here but I like living in this town.

### 2 Lewis

- I** Tell me about your city. Do you like it here?  
**L** Yes, it's OK here. I like it. We've got a sports centre near our house, and it's great that there are some parks in the city too.

### 3 Sophie and Ben

- I** What do you think of your town?  
**So** Erm ... well, we've got a library near our house. There's an old bridge and a monument too ...  
**B** Yes, it isn't very exciting really.  
**So** Well, there's a café.  
**B** Yeah, but there's one café and it's at the bus station.  
**So** Yes, there aren't any good shops here.  
**B** Yeah, it isn't very good to be honest.  
**So** No, it isn't great really.

Page 16 Exercises 3 and 4 1•17

**I = Interviewer, E = Emma, L = Lukas, D = Dwayne, C = Chloe, H = Harriet**

### 1 Emma

- I** Hi. Can I ask you – what's your favourite place in town?  
**E** Erm, the shopping centre, I think.  
**I** The shopping centre? Why's that?  
**E** I don't know. My friends go there.  
**I** And you prefer this and not the park near your house, for example?  
**E** Yes, the park's dirty. This is cleaner and I like the shops.  
**I** OK. Thanks.

### 2 Lukas

- L** My favourite place? I don't know, but, maybe the bike shop.  
**I** The bike shop? Really? There are a lot of people with bikes in this town. When you go to school, do you prefer the bus or your bike?  
**L** My bike. The bus is more expensive AND it's slower.  
**I** But bikes are more dangerous?  
**L** Mmm ... yes, they are.

### 3 Dwayne

- I** What's your favourite place in town?  
**D** Oh, erm, I'm not sure. Well, I'm not from here. I'm from New York, in the USA.  
**I** Oh right.  
**D** Oxford is a nice city though, nicer than New York, I think.  
**I** Really, why?  
**D** New York is more modern – I like older places.

### 4 Chloe and Harriet

- I** Hi there. A quick question. What's your favourite place in town?  
**C** Gino's pizza restaurant!  
**I** Really?  
**C** Yes. I think Gino's is great. But my friend Harriet prefers Luigi's.  
**H** Yeah. Luigi's pizzas are bigger.  
**C** Maybe, but they're better in Gino's and the people are friendlier there.  
**H** OK, yes, that's true.

Page 18 Exercises 1 and 2 1•19

**W = Woman, C = Chris**

- W** Excuse me. Are we near the bus station here?  
**C** Erm ... have you got a map? Yes, look, we're here and the bus station is in North Street.  
**W** Oh, OK. How far is it from here?  
**C** It's about ten minutes on foot.  
**W** Right, thanks. And are there any shops around here?  
**C** No, but there are some shops in the High Street. That's five minutes by bus from here.  
**W** That's great. Thanks for your help.  
**C** You're welcome.

Page 20 Exercise 7 1•20

Good afternoon everyone and welcome to the city of York. York is on the River Ouse in the north-east of England. It's a beautiful city and there are a lot of very old buildings. The city centre is very quiet and there aren't a lot of cars here during the day, so it's a great city to visit on foot. We're in Saint Helen's Square and there's a lovely café called Betty's here. Try a cup of English tea! The Shambles is about two minutes from here - it's a very old street and there are a lot of nice shops. York's got a lot of interesting museums – the Castle Museum and the Railway Museum are great, but The Jorvik Viking Museum is my favourite! The train station here is very busy because it's an important station for people going to the north of England. It's less than two hours from London to York by train.

## Unit 2

Page 22 Exercises 3 and 4 1-22

**I = Interviewer, P = Paul, L = Lydia, M = Michelle, G = Georgia, S = Sophie**

### 1 Paul

**I** Tell me about your morning routine.

**P** Well I often get up at about 5 o'clock in the morning, and have breakfast at 5.30.

**I** Really? That's early.

**P** Yes, well I'm a doctor. My work sometimes starts very early.

**I** A doctor? That's interesting.

### 2 Lydia

**I** Can you describe your morning routine?

**L** Well, I get up early and I always have breakfast before I go to school. I normally go to school by bus but the buses aren't very good, so I'm often late for school.

### 3 Michelle

**I** What do you usually do in the evening?

**M** Well, the children normally go to bed at about 9 o'clock... then I sit on the sofa and relax... I often watch TV or a film. I usually go to bed at about 11.30. I never go to bed early!

### 4 Georgia and Sophie

**I** What do you normally do after school?

**G** I always do my homework after school.

**S** Yes, me too.

**G** No!

**S** OK, that isn't true. I usually watch TV or play video games. Then we have dinner at about 8 o'clock.

**I** Do you help with the housework?

**G** Erm, not really.

**S** Me neither. I sometimes chat online with friends after dinner. I'm usually in bed at about 10.

Page 26 Exercises 3 and 4 1-25

**Z = Zoe, W1 = Woman 1, W2 = Woman 2, M = Man**

**Z** The streets look really pretty.

**W1** Yes, I love the New Year. This is a New Year market.

**Z** Oh yes. ... These red envelopes are nice.

**W1** Yes, they're for presents.

**Z** For presents? Really? What presents do people give?

**W1** People usually give money, but they sometimes give sweets or food.

**Z** Ah, and what presents do you prefer?

**W1** I prefer money.

**Z** Ha ha! Yes.

**Z** What do you do before New Year?

**M** Well, people clean their houses.

**Z** They clean?

**M** Yes, and buy new things. It's important for Chinese people that things are new or clean for the New Year.

**Z** Ah, OK, and do you have a special meal?

**M** Yes, we do. We usually eat fish but there's a lot of different food.

**Z** Ah, OK. When's that?

**M** That's the day before the New Year.

**Z** Where do you eat?

**M** At my grandmother's house. It's a very big meal.

**Z** Who does she invite?

**M** Oh, she invites all the family!

**Z** Is that typical Chinese music?

**W2** Yes, that's the lion dance. Look – it's outside the restaurant.

**Z** Does the lion stop at all the restaurants?

**W2** Yes, it does.

**Z** That's amazing. What's that?

**W2** It's OK. Those are fireworks. Do you like fireworks?

**Z** Erm – No, I don't. I think they're dangerous.

**W2** No, they're not dangerous. But they're very noisy!

## Unit 3

Page 32 Exercises 1 and 2 1-28

**I = Interviewer, S = Simon, R = Ray, L = Liane, G = Georgia**

### 1 Simon

**I** Hi, Simon. Do you want to play our animal identification game?

**S** Sure.

**I** OK, look at the photo. What do you think it is?

**S** I've got no idea. It looks like a frog. Is it a frog?

**I** No, it isn't. In fact it's a kind of fish!

**S** Really? That's a very strange fish.

### 2 Ray

**I** Hi, Ray. Do you want to play an animal identification game?

**R** Yes. OK.

**I** OK, listen to this please. What animal do you think this is?

**R** I don't know. It sounds like a dog.

**I** Listen again.

**R** Oh I know, is it a wolf?

**I** Yes, it is.

### 3 Liane

**I** Hi, Liane. Would you like to play an animal ID game?

**L** Yes, why not?

**I** OK. Listen and tell us what animal you hear.

**L** Right... That's a strange sound. I've got no idea. Maybe it's an elephant.

**I** No, it's a camel.

Page 36 Exercises 3 and 4 1-34

**P1 = Presenter 1, P2 = Presenter 2**

**P1** Hello and welcome to *WildLife*. Today's programme is about animals and what they can do. OK, let's start with a big animal. Is it true that all elephants can hear long distances with their ears AND their feet?

**P2** Yes, it is. They can 'hear' other elephants by feeling sounds in the ground with their feet.

**P1** Wow, that's amazing! Here's another big animal. That's the sound of gorillas – animals which can grow to around 250 kilos. They're big, strong and intelligent, and that helps them survive.

**P2** Yes, but small animals can also survive. Look, I've got one here.

**P1** Eugh! I don't like scorpions! Tell me, can they kill people?

**P2** Some of them can. This one can.

**P1** But it's very small.

**P2** Yes, some of the smallest ones are the most dangerous.

**P1** Eugh! I prefer this animal.

**P2** What's that?

**P1** A camel. Camels have got very different skills. They don't drink a lot – they can survive six months without water.

**P2** OK. Now it's my turn: eagles can see small animals from a distance of one kilometre; ostriches can't fly, but they're the tallest, heaviest and fastest birds. They can run more than sixty kilometres an hour.

**P1** That IS amazing. So, what can humans do?

**P2** We can communicate.

**P1** But a lot of animals communicate. Listen ... whales, monkeys ...

**P2** Yes, but we can speak, and I think that is our most important skill.

**P1** Mmm. OK. Now let's speak to ...

Page 40 **Exercise 7** 1•37

**RP = Radio presenter, PW = Phil Watson**

**RP** The giant panda is one of the rarest animals in the world and it's now in danger. This week we've got animal expert, Dr Phil Watson, in the studio to answer your questions.

**RP** How many giant pandas are there in the wild?

**PW** It's difficult to know, but we think there are around 1,864 in the wild. They live in the forests and the mountains in the west of China.

**RP** Why is it difficult for giant pandas to survive in the wild?

**PW** Well, the biggest problem for giant pandas in the wild is people. They hunt giant pandas and they use parts of the forest to build roads for cars and railways for trains. The food giant pandas eat is in the forests.

**RP** Giant pandas eat bamboo plants. How many plants does an adult panda eat?

**PW** I'm not sure, but adult pandas can probably eat between eleven and thirty-eight kilos a day. That's a lot of bamboo!

**RP** What about baby pandas? What are they like?

**PW** They're very small. They weigh about 100 grams!

**RP** How heavy is an adult panda?

**PW** Adult pandas can weigh about 150 kilos.

**RP** Can giant pandas run fast?

**PW** Well, they are big and heavy animals and they can't run fast, but they can climb trees very well.

**RP** Phil, thank you very much. Now, next week ...

## Unit 4

Page 43 **Exercises 3 and 4** 1•39

**I = Interviewer, G = Georgia, S = Sophie, Le = Lewis, Ly = Lydia, B = Ben**

### 1 Georgia

**I** What's your favourite day at school?

**G** That's easy! Wednesday's my favourite day because I've got my two favourite subjects – maths and geography. I'm a maths genius!

**I** Have you got any maths or geography homework today?

**G** Yes, I've got a bit of maths homework but our geography teacher doesn't give us homework. Yay!

### 2 Sophie

**I** Tell me about your worst day at school.

**S** Well, my worst day ... yes, I've got a worst day. That's Tuesday, art class day! Our art teacher is very strict. In fact, that's today ...

### 3 Lewis

**I** What subjects aren't you good at?

**Le** I'm not great at science. We've got science on Thursdays, so I don't like Thursdays. Thursday is definitely my worst day because we have three hours of science. Yuk!

## 4 Lydia and Ben

**I** What subjects do you like?

**Ly** I love history. I'm really good at history because it's easy for me to remember dates. I also enjoy French because I think it's a beautiful language.

**B** Yeah, Lydia's great at French. I'm OK at French, but I prefer Spanish.

Page 46 **Exercises 3 and 4** 1•43

**I = Interviewer, M = Mario, Ma = Mark, P = Peter, H = Hannah**

### 1

**I** So, Mario, you're a football player. Are you learning English?

**M** Yes, I am, because I live here and I play football here.

**I** What are you doing now?

**M** I'm watching TV. It's good for my English!

**I** Is English difficult?

**M** It's OK. My listening is not so good.

### 2

**I** Mark, Peter, police officers in London are learning languages.

**Ma** That's right.

**I** Are you learning the same language?

**Ma** No, we aren't. I'm learning Russian and Peter's learning Arabic.

**I** Why are you studying those languages?

**P** Because a lot of people from different countries live in London or visit London.

**I** What are you doing now, Mark?

**Ma** I'm checking new vocabulary on the internet.

**I** Is Russian difficult?

**Ma** For me, yes. It's got different letters. Reading and writing are difficult.

### 3

**I** Hannah, what language are you studying?

**H** Mandarin.

**I** Really? At school?

**H** Yes. We've got a teacher from China.

**I** What are you doing now?

**H** I'm revising for my exams now.

**I** Is Mandarin a difficult language?

**H** Yes, it's very difficult. The pronunciation – the sounds are difficult, but I like it.

**I** Can you say goodbye in Mandarin?

**H** Yes – *zài jiàn*.

Page 50 **Exercise 7** 1•46

I'm learning Mandarin Chinese because I think it's very important to learn another language. It's a difficult language, but it's good fun and I've got a great teacher.

I go to school by bus and I always revise new vocabulary on the bus. Sometimes I listen to a podcast on my phone. Every day, I make a list of five English words and I ask my teacher the words in Mandarin. Then I learn them.

In class, we listen to a new word first, then we repeat it and we practise the pronunciation. It isn't easy! In Chinese, the same word can have a different pronunciation and it means different things. The grammar rules are more difficult than English grammar rules and they are very hard to understand. I don't know all the characters in the Chinese alphabet because there are more than 50,000! At the moment, I'm learning the most important characters. There are 214!

I write the Chinese characters again and again in my notebook and I try to remember one new character each day. It's hard, but it's good fun!

## Unit 5

Page 53 Exercises 4 and 5 2•04

I = Interviewer, L = Lydia, S = Sophie, B = Ben, G = Georgia

### 1 Lydia and Sophie

I What's your favourite school lunch?

L Well, I quite like chicken salad.

S Yuk! I hate chicken. My favourite school lunch is probably fish and chips. Mmm, I love fish and chips. It's SO good!

### 2 Ben

I Which school lunch do you like?

B Erm, I really don't like many school meals. I don't mind pasta, I suppose.

I Anything else?

B I like burgers, and I love burgers with cheese.

I Is that your favourite food?

B Yes, burgers are my favourite food.

### 3 Georgia

I What do you think of your school lunches?

G Well I live near my school, so I normally have lunch at home with my dad.

I What kind of food does he make for lunch?

G He usually makes simple things like sandwiches or soup.

I Is he a good cook?

G Yes, he's a great cook – I really like his vegetable soup.

Page 56 Exercises 5 and 6 2•07

I = Interviewer, Ch = Charlie, C = Conor, F = Fran

### 1

I So, Charlie are you fit and healthy?

Ch Yes, I think I'm quite fit and healthy.

I So do you think you're active or lazy?

Ch Erm... quite active.

I OK. How many hours do you usually sleep?

Ch Normally about eight or nine every day.

I OK. And are you lazy at the weekends?

Ch No, not really. I don't like staying in bed.

I Do you prefer sitting on the sofa or going out?

Ch I like playing video games, but I also like going out and doing sport. I'm not a couch potato!

I OK.

### 2

I Conor, are you fit and healthy?

C Healthy, yes, but not very fit at the moment.

I Why's that?

C I'm studying for exams and I'm really tired.

I How many hours do you usually sleep?

C Mmm. Maybe six or seven.

I And is that OK?

C No, my advice when you're studying is: don't go to bed late! You can't do exams if you're tired.

I OK. Thanks.

### 3

I Fran, are you fit and healthy?

F I'm quite healthy and very fit.

I Do you like doing sports then?

F Yes, I like running and swimming.

I How far can you run?

F Well, I run marathons, so I can run about forty-one kilometres.

I Wow! So what do you eat before a marathon?

F The night before a marathon I usually eat pasta and chicken.

I Do you normally eat healthy food?

F No, I don't. I love making desserts and eating chocolate.

I Aha!

Page 60 Exercise 7 2•11

N = Naomi, L = Leo

N Hi Leo. You look tired.

L I am tired.

N How many hours do you sleep every night?

L I usually sleep for about five hours a night.

N Five hours a night! Leo, that is SO bad. I'm not surprised you're tired every morning. What's the problem?

L Well, I'm a bit worried about the exams. I can't sleep because I can't relax.

N OK, first, don't worry! Do you do any exercise?

L No, I haven't got time! I'm revising and studying and revising ...

N It's a good idea to do sixty minutes of exercise a day. Not your brain, your body!

L When, where ... ?

N Leo, listen to me. Exercise makes you feel tired, but it's good. It's important to be fit and healthy to do well in your exams. What do you do in your free time?

L I play video games.

N That's not exercise! I know you go to school by bus, but why don't you walk? It takes thirty minutes to walk to school, so you can do sixty minutes of exercise every day. Easy! I can walk with you. Meet me tomorrow morning at eight outside the library.

L OK ...

N Now, what about your diet? Breakfast. What do you have for breakfast?

L Breakfast ... what's that? I never have breakfast. I'm not hungry in the morning.

N Right, that's another problem. Breakfast is the most important meal of the day. It's important to start the day well. Why don't you have some bread or an egg and some fruit juice?

L Anything else, Dr Naomi?

N I don't think so. See you tomorrow morning at eight!

L OK.

N Next please ...

## Unit 6

Page 63 Exercises 4 and 5 2•13

I = Interviewer, Li = Liane, Le = Lewis, R = Ray

### 1 Liane

I Do you do any sports?

Li Yes, I do. I like swimming. I'm really into it.

I And how often do you swim?

Li Every morning. I'm in a swimming club.

I So, what's the best thing about swimming?

Li Winning! I'm very competitive! My personal best for 100 metres is one minute twelve seconds.

I And the worst thing?

Li I don't enjoy getting up early every morning. I get up at half past five ...

## 2 Lewis

I What's your favourite sport?

Le Oh football – definitely. I'm in the school team, I love watching football on TV and playing it on my games console!

I Who's your favourite team?

Le I like Manchester United. They're the best team.

## 3 Ray

I What do you think about sport?

R I like most sports.

I What's your favourite?

R I'm a basketball fan. I play a lot at school and I love the Los Angeles Lakers.

I Are there any sports you want to try?

R Yes, I want to try skiing. I think it looks fun!

## Page 66 Exercises 2 and 3 2-16

### P1 = Presenter 1, P2 = Presenter 2

P1 Hi, and welcome to *Skateboard Superstars*.

P2 And today we're looking at some exciting X Games history, starting with the amazing Alana Smith.

P1 You're a big fan of Alana, right, Jayne?

P2 Yeah, she's a really fantastic skater. She says she watched the X Games when she was six and then asked her parents for a skateboard. She finally learned to skateboard when she was seven. Five years later she became a big, big star when she did a 540 McTwist in a competition.

P1 Yeah I remember. And her first X Games were in Barcelona in 2013.

P2 Correct, and there at the age of twelve she won a silver medal.

P1 What a star!

P2 So who is your skating superstar, Greg?

P1 Well Jayne, I'm a big fan of Tom Schaar, who was on this programme two years ago. He learned to skate when he was only four years old.

P2 That's young!

P1 Yeah, it is. And the same as Alana, Tom won his first X Games medal at the age of twelve.

P2 Cool! Where was that?

P1 That was at the X Games Asia in 2012 in Shanghai. And Tom became really famous for a trick called a 1080 – a very, very difficult trick. He did it in a competition, he was twelve years old, it was a special moment and we can watch a video of that now.

P2 OK... here it is... Tom Schaar and a 1080...

## Page 68 Exercise 3 2-19

### 1

Boy 1 Hi Peter. How was your weekend?

Boy 2 Erm. It wasn't great. I went to the cinema on Saturday. The film was really boring.

### 2

Girl 1 Hi Kathy. How was your weekend?

Girl 2 Oh it was brilliant, thanks. I went to a tennis match and the game was amazing.

### 1

Boy 1 Hi Rachel. How was your weekend?

Girl 1 It was OK thanks. I went to a restaurant with my parents and the food was nice.

## Page 70 Exercise 7 2-20

### L = Louisa, E = Ellie

L Hi Ellie. How are things?

E Hi Louisa. Good, thanks. How was your weekend?

L OK. Well, not great actually.

E Oh dear. Why?

L Well, I worked on my PE project on Saturday and Sunday.

E That sounds good.

L No, it wasn't.

E What was your PE project about?

L A famous sporting event.

E So, what was your famous event?

L Well, I wrote about a tennis match during Wimbledon 2010.

E Why was that famous?

L Well, it was the longest match in the history of tennis ...

E Really? Who played?

L The American John Isner played the French player Nicolas Mahut. The match started on Tuesday 22nd June and it finished on Thursday 24th June.

E So, the match was for three days ... ?

L No! They stopped because of rain and other problems, so in total the match was eleven hours and five minutes long.

E Wow, that's a long time!

L I know. John Isner won the match after 183 games!

E Really? What an amazing story! Let's go and play tennis!

## Unit 7

## Page 73 Exercises 5 and 6 2-23

### I = Interviewer, Ly = Lydia, Le = Lewis, B = Ben, Li = Liane, R = Ray

#### 1 Lydia

I Look at the photo. Who do you think this person is?

Ly Is it a famous person?

I Yes, it is. A famous person when they were a young child.

Le Well, it's a boy ... He's got big brown eyes ...

Ly Yes and a round face ...

Le I'm not sure. I don't think he's an actor I know.

Ly I think he's a footballer.

Le So, a footballer with curly brown hair.

Ly Yes, but maybe he hasn't got curly hair now.

Le I know. I think it's Cristiano Ronaldo.

#### 2 Ben

I Look at the photo. Who do you think this person is?

B I'm not sure. Is it a famous person?

I Yes, it is.

B OK, well I can see it's a girl ... and she's got short hair.

I I can give you a clue ... she hasn't got short hair now ...

B Is she a singer?

I No, she isn't. Try again. She's an American actor.

B In that case, it's Kristen Stewart.

#### 3 Liane

I Look at the photo. Who do you think this person is?

Li Hmm ... I'm not sure. Is it a famous person?

I Yes, she's a famous singer.

Li Is it Lorde? She's got dark brown hair.

I No, it isn't. These days, this singer often changes her hair colour and wears weird clothes.

R Well, in that case, I think it's Lady Gaga.

**M = Man, W = Woman**

**M** Robert Wadlow was born in February 1918 in the town of Alton, Illinois in the USA. He grew up and went to school there, and people in the town loved him. He grew very quickly. At the age of six he was taller than his father. That was a problem at school, so they made a special desk for him.

**W** Robert was the oldest of five children. He had two brothers and two sisters who were a normal height. When Robert left school at the age of seventeen, he was 2.48 metres tall. He went to university, but it was difficult for him, so he left.

**M** Robert became famous in the USA when he appeared in a famous circus. People called him the Alton giant, the giant of Illinois. People also called him the gentle giant because he spoke very quietly.

**W** Robert never stopped growing. Robert got a job with the shoe company that made his special shoes and travelled around the country with his father. They went to 800 different towns in the USA and Robert became more famous.

**M** Sadly, Robert died at the age of twenty-two because of a problem with one of his feet. People were very sad when Robert died.

**L = Liam, E = Ewan**

**L** So, come on then, Ewan. Talking about family, who do you look like with your red hair and green eyes?

**E** Well, I think it's my grandmother, my mum's mum. Her name was Mary MacKinnon.

**L** Really? Where does she live?

**E** Well, she died about ten years ago, but she had an interesting life ... and she had red hair and green eyes!

**L** Where did she grow up?

**E** Well, she was born in Dundee in Scotland and she went to primary school there. She didn't go to secondary school, so she didn't get any qualifications.

**L** So what did she do?

**E** Well, first she got a job in a small shop in Dundee. Then when she was sixteen she moved to New York to look for a job there.

**L** New York! That's a long way from Scotland. **E** Yes, it is. She travelled across the Atlantic in a boat with a lot of other people. When she arrived in New York she got a job in a telephone company. Later she met a man called John Chaplin. Guess where he came from?

**L** I don't know ... New York?

**E** No ... Dundee!

**L** So they both came from Dundee but met in New York? Weird ...

**E** Yes, they did! Anyway, they married and had three children. One of them was my mum.

**L** So your mum grew up in New York? I didn't know that.

**E** Yes, she did. When she finished school there, she decided to go to university in Scotland and the rest, as they say, is history ...

**L** ... including the colour of your hair!

**Unit 8****I = Interviewer, M = Michelle, P = Paul, S = Simon, L = Lydia, S = Sophie****1 Michelle**

**I** What three things do you always take on holiday with you?

**M** Erm ... my mobile, a washbag and my swimming costume – I love going on beach holidays!

**2 Paul**

**I** What three things do you usually take on holiday with you?

**P** Well I like walking holidays, so I usually take waterproofs, a rucksack ... oh and some insect spray for the mosquitoes.

**I** Are mosquitoes a big problem?

**P** It depends where you go, but yes. Some places have got a lot of mosquitoes, and they love me!

**3 Simon**

**I** What kind of holiday do you like?

**S** I like camping holidays.

**I** OK. When you go camping, what do you take with you?

**S** Well, a sleeping bag and a tent, obviously ... and a washbag and a change of clothes.

**I** Anything else?

**S** Erm, yes, a torch is important, and a penknife.

**4 Lydia and Sophie**

**I** So, what do people need when they go on holiday to Ireland?

**L** Mmm. Well, waterproofs are probably a good idea because it rains a lot.

**I** True. What else, do you think? Sun cream? Swimming costume?

**S** No, maybe not. But it's always good to have a camera, so you can take photos of all the beautiful places.

**I = Interviewer, S = Stephanie**

**I** Today I'm talking to explorer, Stephanie Lowe. She's going to go on a trip to Antarctica in November. What are you going to do there, Stephanie?

**S** I'm going to walk to the South Pole.

**I** Walk?! To the South Pole?! Why?

**S** Well, I'm an explorer and a photographer. I'm going to take photos of the ice in Antarctica.

**I** Of course, it's very icy there!

**S** Yes, 98% of Antarctica is ice.

**I** Wow! Why are you going to go in November?

**S** Because it's summer there. There are only two seasons in Antarctica, summer and winter.

**I** Really?

**S** Yes. It isn't sunny in winter. It's night for six months. And in summer, it never gets dark.

**I** What about animals? Will you see any polar bears?

**S** No, I won't. Polar bears live in the Arctic! But I hope I'll see some penguins and whales. They live in Antarctica.

**I** Oh, yeah! What equipment are you going to take?

**S** A lot, for example special clothes, waterproofs, sunglasses, water bottles, a penknife and some sun cream!

**I** Sun cream?

**S** Yes. It won't be hot, but it'll be sunny in November.

**I** What will the temperature be like?

**S** It'll be very cold, of course. It's very windy in Antarctica and the wind changes the temperature. In November, the temperature will be about -30°C! So a very good tent and sleeping bag will also be important.

**I** How will you talk to your friends and family at home?

**S** I'm going to take a special laptop. But at the research centre at the South Pole, there'll be telephones and computers, so communicating will be easier. There'll also be nice meals and hot water at the centre!

**I** Well, good luck, Stephanie! I hope we'll see you next year after the ...

Page 90 **Exercise 7** 🎧 2•37

**I = Imogen, R = Ruby**

**I** So, you're going to come on holiday with us to France this summer. That's great!

**R** I know. I'm really excited! I've got some questions: are we going to go by train?

**I** No, my dad's going to drive to Dover and then we're going to take the boat across the English Channel.

**R** Cool! So, are we going to drive to the south of France?

**I** Yes, but we're going to stop in a place called Lyon on the way. My parents have got some friends there.

**R** Are we going to stay in a hotel?

**I** No. We're going to stay at my parents' friends' house.

**R** OK ...

**I** Don't worry, Ruby! They're really friendly and they've got a huge swimming pool. Hopefully, we can go swimming and sleep in a tent in their garden.

**R** That sounds great! And after that?

**I** After that we're going to drive to the south. It'll be hot and sunny there!

**R** I can't wait!

**I** Me too... and don't forget your swimming costume or your sleeping bag or your washbag this time!

**R** Don't worry, I won't!

**Plus Options Unit 1**

Page 92 **Exercise 1** 🎧 3•02

**M = Man, G = Girl**

**M** What's your first name?

**G** Kate.

**M** What's your surname?

**G** Brown.

**M** Where are you from?

**G** England.

**M** When's your birthday?

**G** It's in January.

**M** How old are you?

**G** Eleven.

**M** Have you got any brothers or sisters?

**G** Yes, I've got four brothers.

Page 92 **Exercises 2 and 3** 🎧 3•03

**L = Luke, T = Tobias**

**L** Hello. Are you the new boy?

**T** Yes, I am.

**L** Hi, I'm Luke. Welcome to Brighton!

**T** Hello, Luke.

**L** What's your first name?

**T** It's Tobias.

**L** And how old are you, Tobias?

**T** I'm twelve.

**L** Cool! Me too! Where are you from?

**T** I'm from Munich in Germany. My dad's got a job here in Brighton. He's British but my mum's German.

**L** Wow! Munich. What's it like?

**T** It's quite big but it's a very friendly city.

**L** OK. Brighton's a great city.

**T** Yes, it is.

**L** What's your house like here in Brighton?

**T** It's a modern house near the city centre. It's quite small but it's very nice. My house in Munich is a lot bigger though.

**L** Have you got any brothers or sisters?

**T** Yes. I've got one brother. His name's Peter. He's only five though.

**L** I've got a sister. Her name's Becca and she's ten and she's really annoying!

**T** Oh dear!

**L** So, tell me a bit more about ...

**Plus Options Unit 2**

Page 93 **Exercises 3 and 4** 🎧 3•06

**M = Man, V = Vicky**

**M** Hello, Holloway Sports Centre. Can I help you?

**V** Yes. What time does the swimming pool open today?

**M** Let's see. What's the day today?

**V** It's Tuesday.

**M** Tuesday, of course! The swimming pool opens at half past ten today.

**V** And what time does it close?

**M** It usually closes at eight o'clock, but it closes at quarter to six today.

**V** I see.

**M** Can I help you with anything else?

**V** Er ... yes. When's judo? Is it today?

**M** No, it isn't. Judo is on Wednesday at half past four.

**V** What time does it finish?

**M** Well, the timetable says six o'clock, but it usually finishes at ten past six.

**V** And when's table tennis?

**M** Let's see ... table tennis. Table tennis is from quarter to five to quarter past six on Monday.

**V** That's great. Thanks for your help.

**M** You're very welcome. Bye bye.

**Plus Options Unit 4**

Page 95 **Exercises 2 and 3** 🎧 3•10

**J = Joe, E = Ellie**

**J** OK, Ellie. We're working together on this activity. It's a picture of a classroom. Is there a teacher in your picture?

**E** No, there isn't.

**J** How many students are there?

**E** There are only two students in the class.

**J** OK. Well, in my picture there's a teacher at the front of the class and there are three students.

**E** What are the students doing in your picture?

**J** One student is listening to music, one is working on a laptop and the other one is cutting some paper with some scissors.

**E** Interesting ... the students in my picture are chatting. Are the students in your picture wearing a school uniform?

**J** Yes, they are.

**E** The students in my picture aren't wearing a uniform. OK. Is there a whiteboard in your picture?  
**J** Yes, there is.  
**E** I can't see a whiteboard in my picture.  
**J** OK. So, what can you see on the wall?  
**E** Well, there's a poster of a giraffe and there are two windows.  
**J** OK. In my picture, there's a clock on the wall and there are two posters. One of a panda and one of an elephant.  
**E** How many windows are there in your picture?  
**J** There's one window in my picture.  
**E** There are two windows in mine.  
**J** Are there any more differences? Let's see ...

## Plus Options Unit 5

Page 96 Exercises 3 and 4 🎧 3-13

**M = Man, E = Emma**

**M** Good morning. What would you like?  
**E** Well, I want to make a fruit salad. How much is a kilo of grapes?  
**M** They're £7.00 a kilo.  
**E** OK. Can I have half a kilo, please?  
**M** That's a bit more. It's £3.65.  
**E** That's fine. How much are the strawberries?  
**M** They're £2.50 for a quarter of a kilo.  
**E** That's expensive!  
**M** Would you like some?  
**E** No, thanks. Can I have two pears, please?  
**M** Sure. The pears are fifty pence each.  
**E** That's fine.  
**M** Anything else?  
**E** Yes, I'd like a kilo of those red apples, please ... oh yes and three bananas.  
**M** OK ... is that everything?  
**E** Yes, thanks. How much is that?  
**M** That's £7.55 please.  
**E** Here you are.  
**M** Thanks, that's great. Enjoy your fruit salad! Bye!  
**E** Thanks, bye!

## Plus Options Unit 6

Page 97 Exercises 2 and 3 🎧 3-15

**I = Interviewer, E = Elsa, F = Finn, C = Chen**

**I** Elsa, which game did you play?  
**E** *My World*.  
**I** What type of game is that?  
**E** It's a simulation game.  
**I** What did you think of it?  
**E** It was fun. You design an avatar.  
**I** What's your score for it?  
**E** Umm, six out of ten because it was good, but after an hour it became boring.  
**I** Finn, what about you?  
**T** I played *World Rally*. You drive fast cars in different countries.  
**I** What did you think of it?  
**T** It was great. The graphics are fantastic. It's like real life.  
**I** And what's your score for it?  
**T** Eight out of ten because it's a really exciting game.  
**I** Now, Chen. You played an action and adventure game.  
**A** Yeah. That's right, I played *Hero*.

**I** What did you think of it?  
**A** It was terrible. The rules are complicated and it's very violent.  
**I** What's your score for it?  
**A** Four out of ten because it wasn't easy to play.

## Plus Options Unit 7

Page 98 Exercises 2 and 3 🎧 3-17

**S = Suzi, M = Mark**

**S** Hi Mark. How are you?  
**M** Oh hi Suzi. I'm good, thanks.  
**S** I didn't see you at the cookery club after school yesterday.  
**M** No. I went to see the doctor.  
**S** That's a shame.  
**M** Why?  
**S** We made some amazing chocolate cakes. They were delicious ... Look. Here's a photo.  
**M** Who's that in the middle?  
**S** That's Amy.  
**M** Really? I didn't recognize her.  
**S** Probably because she isn't wearing her glasses.  
**M** Who's the boy next to Amy?  
**S** That's Jack Dutton from Class 10.  
**M** Jack Dutton! No way ... at cookery club!  
**S** Yes. He's got short hair now and he likes cooking.  
**M** Cooking ... and eating. And who's that on the right?  
**S** That's Beth. Her cake was the best!  
**M** It's a great photo – who took it?  
**S** I did!  
**M** So, where are the cakes then?  
**S** Good question ...

## Plus Options Unit 8

Page 99 Exercises 2 and 3 🎧 3-19

**P = Presenter, W = Weatherwoman**

**P** And now it's time for the weather forecast. Jilly, it's lovely and sunny today, but what will the weather be like at the weekend?  
**W** Well, Brian, we'll see some different types of weather on Saturday. It'll be rainy on the north coast of Scotland and near Aberdeen, and it won't be very hot for this time of year, only seventeen degrees. It'll be cloudy in Edinburgh, but it'll also be hotter, twenty-one degrees. In the south of England, it'll be typical weather for August in London – cloudy, with some sun and it'll feel hot. Highest temperatures will be twenty-seven degrees. But it'll be very windy on the south coast near Brighton so temperatures will be a bit cooler there, twenty degrees. So, there'll be some rain, cloud and sun – the usual weather for summer in the UK!  
**P** And what about Sunday? Will it be ...?

# Workbook audio scripts

## Unit 1

Page 14 Exercises 2 and 3 02

**Je = Jessica, D = Dan, B = Bradley, L = Lily, Ja = Jane, C = Charlie, K = Karen**

1

**Je** Hello, I'm Jessica. Can I ask you a quick question for our school survey?

**D** Yes, sure.

**Je** What's your favourite building?

**D** Er ... mmm ... There's a modern office building in London – it's near my dad's office. It's called the Heron Tower. I like it a lot.

**Je** Oh ... why?

**D** It's more exciting and interesting than a lot of new buildings. And it's very tall!

**Je** Thank you.

2

**B** Hi! My name's Bradley. Can I ask you... what's your favourite building?

**L** Mmm ... I don't know. Maybe the nice French café here in town? Opposite the cinema.

**B** Yes, I know. Near the library?

**L** Yes. It's a very pretty building and it's cleaner and more comfortable than the modern coffee shops in town. It's a very friendly place, too.

**B** Yes, that's true.

3

**B** Hello there! I've got a quick question for you. What's your favourite building?

**Ja** My favourite building? Oh, I think it's the train station in York – my home town.

**B** Why's that?

**Ja** It's a fantastic old building – it's more than a hundred years old. It's noisier than some smaller stations, but it's great. And it's got an amazing café!

**B** Thanks.

4

**Je** Hi. We've got a question for you!

**C** Oh ... OK.

**Je** What's your favourite building?

**C** I don't know ... Maybe the sports centre next to my school? It's newer and more modern than the school!

**Je** Thanks very much.

5

**B** Hello there! Can I ask you a question?

**K** Yes.

**B** What's your favourite building?

**K** I'm not sure ... Oh, I know! It's the big library in the old part of town. It's very pretty and it's nicer than that ugly new cinema next to it!

**B** Ha ha! You're right.

Page 18 Exercise 4 03

**T = Teacher, L = Lucy**

**T** Hello, Lucy! How are you? Is the new school OK for you?

**L** Yes, it's great! But it's different to my school at home. There are more students here and it's noisier.

**T** Yes, it *is* quite noisy sometimes!

**L** The library at school is good. That's my favourite place. It's really quiet.

**T** Yes, it's a nice part of the school. And what about the town?

**L** Well, the town is smaller than my home town. I love the shops here – they're very modern, and I like the town square. Well, it's prettier than the big square at home – that's *really* dirty!

**T** Oh, right.

**L** My home town is better for sport. The sports centre is older here and I think the climbing wall isn't very safe – it's quite dangerous!

**T** Oh dear!

**L** But the swimming pool here is good. It's very clean – cleaner than the pool back home.

**T** Great. Well ... it's good to talk to you again, Lucy.

**L** Yes, thank you. Bye.

## Unit 2

Page 22 Exercises 3 and 4 04

**I = Interviewer, A = Andrew**

**I** Hi, Andrew. Thank you for being here today. What's an important day of the year for you?

**A** Well ... that's easy. It's Hogmanay – the 31<sup>st</sup> of December, the last day of the year. It's called New Year's Eve in other parts of the UK. Here in Scotland it's very important.

**I** And what do you do?

**A** A lot of different things really. We usually start early. We invite friends and family to our home and we all have a big meal at around 7 p.m. After that, we play music and dance – old Scottish dances. They're often very fast!

**I** And what do you wear? Special clothes?

**A** Oh no, no. We don't wear special costumes or anything. Not at my house!

**I** OK.

**A** Later, at 12 a.m., we sing an old song. It's called 'Auld Lang Syne'. Then we go out into the streets and watch the fireworks. There are always a lot of those!

**I** Do you go to bed after that?

**A** Oh no ... I visit my friend Dan, and his family. I usually give him one or two small presents – perhaps money or food. It's a special thing we do here in Scotland – it's called 'first footing'.

**I** Oh ... that's interesting.

**A** Then I go to bed at about two in the morning. And I get up very late the next day!

**I** Great. Thanks very much.

Page 26 Exercise 4 05

**I = Interviewer, G = Grace**

**I** What celebrations are there in your town, Grace?

**G** Well ... there's a big carnival every July. It's really great and lots of people go in it. My brother Richard is always in the big parade – he plays music ... he's very good.

I And what do you do, Grace?  
 G I dance in the parade. I'm usually near my two sisters.  
 I What do they do?  
 G Well, my older sister Emma sings – she's a fantastic singer. And my younger sister Holly gives small presents to all the children in the streets!  
 I Presents?  
 G Yes, just small things like sweets.  
 I And what about your parents? Do they go in the parade?  
 G Yes, my dad goes in it – he's got a lion costume and he usually wears that. My mum often makes costumes for the parade, but she doesn't go in it. She watches the parade in the street.  
 I And do you like the carnival?  
 G Oh yeah. It's my favourite day of the year! It's very noisy, but it's fun.

### Unit 3

#### Page 30 Exercises 3 and 4 06

Today, we're in the Everglades National Park in Florida – it's one of the biggest national parks in the south of the USA and it's the home of many interesting animals, like the famous American crocodile. There are about a thousand of these crocodiles in the USA and they all live here in Florida. They can't normally survive in cold places – they never go further north than Florida. The water here in the park is never very cold.

The crocodiles are big animals – they can grow up to six metres long and they can be heavy, too – sometimes about 900 kilograms. But they can move quite fast – they can run at about sixteen kilometres an hour. And they're fast in the water – they can swim at about thirty kilometres an hour. Of course, there's one question people always ask when they visit the National Park: are the crocodiles dangerous to humans? The answer is usually 'no'. They normally eat fish or sometimes they jump high out of the water and eat small birds. They're not really interested in people. If you're a visitor here, don't worry!

#### Page 34 Exercise 4 07

**P = Presenter, L = Lily**

P Part of our *Animals in Danger* programme today is about polar bears. We've got Lily Taylor with us from Manchester University. So, Lily, polar bears are in danger and are now very rare.

L Yes, we think there are only about 20,000 polar bears now in the world.

P That's not many for a species.

L Not at all.

P Tell us more about them.

L Well, polar bears are very interesting creatures and today, we know a lot more about them than before. They are very big animals and they can grow to about 240 or 250 kilos. They've also got good eyes. They can see things far away and in colour, too.

P Oh, that's interesting.

L They can jump more than two metres out of the water and they can also move fast.

P How fast can they run?

L They can sometimes run at forty kilometres an hour.

P Wow. That's fast for a big animal.

L Yes, they can run far, too, and also swim for a long time. Some polar bears swim for days to find food!

P Really?

L Yes, up to nine days, we think.

P Wow. That's a long time.

L They can live for months without any food. But they're big animals and of course, food is one of the most important things for them.

P Well, thank you very much for all the information about these amazing animals. For more facts about polar bears you can look at our website ...

### Unit 4

#### Page 38 Exercises 3 and 4 08

**I = Interviewer, S = Sam, Y = Yusuf, L = Layla, R = Rebecca, K = Kim, A = Alex, S = Sylvie**

1

I What language are you learning, Sam?

S I'm learning German. I've got a lot of family in Germany, aunts and uncles ... and some of them don't speak English. I'm practising German grammar on my phone at the moment. It's great – I can do it on the bus!

2

I Yusuf, are you learning any languages at the moment?

Y Well, I normally speak Arabic at home ... but I'm learning more English, too. I'm listening to some English songs in my car today – it's really great for my English.

3

I Are you studying a language, Layla?

L Yes, I'm doing French at school. I've got an important French exam on Friday and I'm revising a lot with my friends – it's the best thing for my French.

4 I So ... Rebecca and Kim, what language are you learning?

R We're studying Mandarin. It's quite difficult.

K But we're going to evening classes at the moment – they're really interesting.

R Yeah, we want to visit China next year.

I Great – well, good luck with the Mandarin.

5

I Are you learning any languages, Alex?

A I'm learning Turkish for my work. I'm reading some easy books in Turkish at the moment – I think I can improve my Turkish faster like this.

6

I Sylvie, are you learning a new language?

S I'm learning Italian, but I'm not very good at the grammar! I'm here in the library today and I'm making *a lot of* notes. Look at my notebook! It's not bad for one afternoon!

#### Page 42 Exercise 4 09

**I = Interviewer, J = Jack**

I What language are you studying, Jack?

J I'm learning French at school.

I Have a look at these learning strategies. Which ones do you use?

J Er ... well ... not all of them. Mmm ... I've always got a notebook in class and I write new vocabulary in there.

I OK.

**J** And when the teacher says a new word, I normally repeat it. It's good for my pronunciation. It's important to practise pronunciation, I think.

**I** Yes, that's true.

**J** Mmm ... check words in a dictionary? I haven't got a dictionary. But I often check new words on the internet at home.

**I** What about questions in class?

**J** I don't normally ask questions in class. But my friend Ben asks questions *all the time* – so I don't need to!

**I** And what about at home?

**J** Yes, I read easy French comics at home sometimes. I'm reading a good comic at the moment. But I don't really listen to French songs on the internet or the radio. And ... do I concentrate at home? Yes, I always concentrate when I'm doing my homework! Then I can finish it and go and play football.

**I** Good idea!

## Unit 5

### Page 46 Exercises 3 and 4 10

**I = Interviewer, P = Poppy, B = Ben**

**I** So, Poppy, let's start with your answers to the quiz.

Question 1: 'It's a hot day and you're thirsty. What do you drink?'

**P** Well, I drink a lot of water every day. I never have fizzy drinks and I don't drink much juice ... so, it's 'a'.

**I** What about you, Ben?

**B** Well, like Poppy, I don't have fizzy drinks, but I don't drink much water either. If it's a hot day, maybe some cold juice ... so it's the last answer.

**I** Now, question two: 'It's 11 a.m. and you're hungry. What do you eat?' What's your answer, Poppy?

**P** It's a small sandwich – I have my school dinner quite late and I don't want to be hungry. And I don't eat many unhealthy snacks, like crisps, and we have fruit with our school dinners, so it's the sandwich.

**I** And Ben?

**B** Perhaps a healthy snack, like some fruit. I love fruit! We can't eat crisps or chocolate at our school, and I usually have sandwiches for lunch ... so, it's answer 'a' for me.

**I** Question three, Poppy. 'It's 9.30 on Saturday morning. What are you doing?'

**P** Well I don't like getting up late, so it's not 'b'. I think I'm walking into town with friends. I'm usually a very active person – but I don't do much sport – I play basketball after school sometimes, that's all ... so I'm not very fit. It's the first answer for me.

**B** That's easy! I'm active and fit most of the time. But I love my bed on a Saturday morning. I get up at about 10 a.m. I *am lazy sometimes* ... so I don't think it's 'a' or 'c' – it's 'b'.

**I** And now the next question ...

### Page 50 Exercise 4 11

This is a nice picture of some of our family and friends on a walk. You can see my dad – he's very fit and he loves sport. He's in sports clothes. There's my Aunt Helen – she's my dad's older sister. She's very active and she loves walking. Near Aunt Helen, there's also my dad's friend Paul. He's in sports clothes, too, but he's really unfit! He's very lazy and he never does much exercise. You can also see my sister Sarah. It's a hot day and she's very thirsty. Then there's my brother

Tom – he's always hungry! And not far from Tom, there's my brother David. He's ill in this photo ... he isn't very well at all. And there's Sarah's friend Kate. She's very tired. I think Kate goes to bed late sometimes. And that's all the people in the photo.

## Unit 6

### Page 54 Exercises 3 and 4 12

**I = Interviewer, R = Ryan**

**I** Good afternoon and welcome to *Winter Olympics Special!* Today, we're talking to seventeen-year-old ski jumper Ryan Jones from the USA. Ryan is one of the youngest competitors here at the Winter Olympics.

**R** Hi there!

**I** So, tell us how it all started.

**R** Well, I first learned to ski at the age of four. Skiing is very popular in my area – I live near the Rocky Mountains in the USA. I went skiing every weekend with my parents.

**I** That sounds great.

**R** Yeah. Then, when I was nine, the Winter Olympics were on TV and I watched the ski jumping. And from that moment I started to talk about ski jumping lessons! I was very excited!

**I** And were your parents happy about that?

**R** No, not really. But in the end I started ski jumping lessons when I was fourteen. At first, I did very small jumps – three or four metres! But then I became better and better.

**I** Great!

**R** And last year, at the age of sixteen, I travelled to Canada for an important competition and I did a jump of 180 metres. I won the bronze medal!

**I** Wow! That's amazing. Well, thank you. And of course, you can see Ryan tomorrow in the ski jump on *Winter Olympics Special* – our programme starts at 2 p.m. every day.

### Page 58 Exercise 4 13

**J = John, K = Kate**

**J** Here we are at the end of the Winter X Games – the games for dangerous and exciting winter sports. So, Kate, who was your favourite competitor?

**K** I think it was Hannah Burton in the women's snowboarding. She won the gold medal in last night's competition. She won the silver last year.

**J** Yes, I watched the event. She did a lot of very difficult tricks last night. The spectators were really happy!

**K** Yes, she's an amazing competitor. She only started to snowboard when she was fifteen – and she's eighteen now. She went on a skiing holiday in the mountains with her family and she became very interested in snowboarding. She learned to snowboard in only two weeks!

**J** Really?

**K** I think at first some of the tricks were easier for her because she was good at gymnastics when she was younger.

**J** Well, that's interesting. Thanks, Kate.

## Unit 7

### Page 62 Exercises 3 and 4 14

Pauline Musters was born on 26<sup>th</sup> February 1876 in a small village in the south of the Netherlands and she grew up there, too. When she was a baby, she was only thirty centimetres long. And as an adult she was sixty-one

centimetres tall – that makes her the shortest woman who ever lived.

From an early age, Pauline appeared at the theatre. At first, people came to look at her because she was very small. But later she learned to dance and people came to watch her amazing dancing, too.

People loved Pauline and she had many different names. Perhaps her most famous name was 'Princess Pauline.' She often had very beautiful clothes, like a princess. Pauline became very famous at a young age. She was popular in the Netherlands and also in many other places. She travelled to a number of different countries. She went to Germany, France, the USA and the UK. A lot of people came to see her in all these places.

Her last visit was to the USA in 1894. She appeared at an important theatre in New York on New Year's Eve. But she became very ill on her visit, and she died on 1<sup>st</sup> March 1895, far from her home. She was only nineteen years old. People were very sad when she died.

#### Page 66 Exercise 4 15

Welcome to this week's *Amazing Lives*. To start with this week, we're looking at the life of a French woman called Jeanne Calment.

Jeanne Calment was born on 21<sup>st</sup> February 1875 in the town of Arles in the south of France, and she spent all her life there.

She lived a very quiet life in her hometown and she only became famous in her later years. And why did she become well known? Because she lived to a *very* old age. At the age of 113, in 1988, she became the world's oldest living person. And she continued to live for a long time after that.

She said that she lived for a long time because she ate very healthy food – but she also liked chocolate, and she ate a lot of chocolate every week!

She was also famous because she met the well-known artist Vincent van Gogh when she was thirteen years old. And at the age of 114, she appeared in a film called *Vincent and Me* – it was about the life of the famous artist.

Jeanne Calment died on 4<sup>th</sup> August 1997 at the age of 122. At that time, she was the oldest living person ever.

## Unit 8

#### Page 70 Exercises 3 and 4 16

**A = Andy, B = Ben AM = Andy's mum**

**A** Where are you going to go this summer, Ben?

**B** In July, we're going to visit my grandmother's sister. She lives in San Francisco, in the USA.

**AM** San Francisco! I worked there for a year when I was younger. It's a great city. You'll have a nice time.

**B** What will the weather be like?

**AM** Well, it won't be cold. I think it'll be about 19°C in July. But the weather will probably change a lot every day. You see, the weather often changes there.

**B** Oh, OK.

**AM** Yes, the summers are famous in San Francisco. Often the weather is better at other times of the year! For example, it's often sunnier in April than in July.

**B** Oh no! Will it be sunny some of the time?

**AM** Oh yes. It'll probably be sunny when you get up in the morning. But then in the afternoon, it'll sometimes be really foggy – it's very strange! You can't see the things near you!

**B** Oh ...

**AM** And it'll be rainy, too, from time to time – so you'll need to take your waterproofs with you. But I don't think you'll need them very often.

**B** OK. And where are you going to go this summer?

**A** We're going to go camping in the south of Italy – we've got a new tent. It's really big.

**B** And what will the weather be like there?

**A** It'll be hot and sunny all the time, I think.

**AM** Yes, that's right.

**B** Maybe I can go there next year.

#### Page 74 Exercise 4 17

We're going to look at the weather for next week – some of this will change, so listen again nearer the time for more information.

We'll start with Scotland ... and for most of next week, it'll be cold for this time of year, with temperatures around 1 or 2°C at night and 4 or 5°C in the day. And in the far north of Scotland, it'll probably be snowy early in the week.

The north of England will be very wet and it'll be rainy all day on Tuesday and Wednesday. So take your waterproofs with you when you go out.

Wales will be dry for most of next week, but it'll become more and more windy on Thursday and Friday.

Now, moving down to the west of England – again, it'll be dry here, and it will be nice and sunny, too, for most of the time. They've got the best of the weather there for next week.

And finally, London will be cloudy for a lot of the week. The good news is – it won't be rainy ... but you won't see much sun.

And that's all for the weather. Listen again at the same time tomorrow.

## Cumulative review, Starter unit to Unit 2

#### Page 76 Exercises 4 and 5 18

**H = Holly, S = Sarah**

**H** Hi, Sarah. Mr Swift says we've got an hour before lunch.

**S** Great. What do you want to do, Holly?

**H** Well, I'm not into shopping ... and I'm not very interested in the market or the shopping centre. What about you?

**S** I really like the sound of the castle.

**H** Yes, great.

**S** Is it far from here?

**H** I'm not sure. Have you got a map?

**S** Yes ... it's in my bag ... ah, look. It's not far from here. It's about ten minutes on foot, I think.

**H** Cool. And what about the famous clock? That clock on the bridge.

**S** Oh yeah. My mum wants a photo of it! I've got my new camera.

**H** Mmm ... now, where is it on this map? Ah ... it's in the street next to here. Yes, I think it's really near.

**S** Great. Let's go to the clock first and then visit the castle.

**H** That's a good idea.

## Cumulative review, Starter unit to Unit 4

Page 77 Exercises 4 and 5 19

### Z = Zoo Keeper, H = Hannah

Z Welcome to the 'Meet the Giraffes' experience. You can see our three giraffes over there at the moment – they're just drinking some water. Now, first ... have you got any questions about giraffes?

H Yes, I've got a question. Erm ... How heavy is a giraffe?

Z Good question! It's about 1,000 kilograms. That's heavier than five big gorillas!

H Really? And also, how fast can a giraffe run?

Z Well, a giraffe can run up to fifty-five kilometres an hour, but not for very long.

H That's quite fast.

Z Yes, it is. Now, about the 'Meet the Giraffes' experience. Remember – please be very careful with the giraffes here today at the zoo. Do you have any questions about what to do?

H Can we give them that special food over there?

Z Yes, of course. But only two students can give them food at a time.

H And is it OK to touch the giraffes?

Z No ... no, sorry. I'm afraid you can't. The giraffes don't like that.

H And can I take photos of the giraffes?

Z Yes, of course you can. That's OK.

H And how long have we got with the giraffes?

Z Well, you're starting your visit now ... and you've got until 11 a.m. – that's twenty minutes with the giraffes.

H OK, thank you.

## Cumulative review, Starter unit to Unit 6

Page 78 Exercises 4 and 5 20

### S = Sia, J = Jasmine

S Hello, Jasmine! How are things?

J Oh hi, Sia! Good, thanks.

S How was your weekend?

J It was great, thanks. You know I'm really into beach volleyball?

S Mm hm.

J Well, I was in a big competition in Brighton on Sunday.

S Really? Was it good?

J Yeah, it was a lot of fun. And it was *really* popular ... there were hundreds of players and fans there. My mum and dad came, too, of course, and my sister. We were there all day.

S Great! And what about your team? Were you the winners?

J Well, we won our first three matches in the morning, so we were in the final in the afternoon. But we were very tired, and the other team were better than us. So, in the end, they won. But it was a very exciting match.

S That's good news you were in the final.

J Thanks. Why don't you come with us next time? There's another competition soon. I think it's in the last week of July.

S Sure. Why not? Text me when you're going.

J OK. See you soon. Bye!

## Cumulative review, Starter unit to Unit 8

Page 79 Exercises 4 and 5 21

### M = Michael, A = Adam

M Hello.

A Hey, Michael. It's Adam.

M Hi, Adam. How are you?

A Fine, thanks. I'm excited about tomorrow!

M Me too! Let's make a plan!

A OK. Let's meet at 7.30. We're going to start at 8.00.

M Great idea. I think we need to take a lot of food on the walk. It's twenty-five kilometres!

A Yes, let's take a *really* big picnic! I think it'll be sunny at lunchtime tomorrow so we can sit down and eat it.

M Yes, a *huge* picnic is a great idea! But we won't have time to stop. We need to win the race!

A Oh yes, that's true. OK, I can bring some crisps, and sandwiches ... perhaps chicken? What do you think?

M Oh yes! I love chicken sandwiches ... and I can bring some nuts and sweets.

A Cool! And we need some fruit ... I'll ask Alex to bring some fruit.

M Yes. Apples and grapes are always good. Yes, ask him to bring those. And I'll text Ollie and see if he can bring some juice.

A Great idea. That's important, because I think it'll be quite hot. We'll have our water bottles, but juice will be good, too. Don't forget to text Ollie!

M I won't. I promise!

Great Clarendon Street, Oxford, ox2 6DP, United Kingdom

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First published in 2016

2020 2019 2018 2017 2016

10 9 8 7 6 5 4 3 2 1

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ISBN: 978 0 19 420218 3	Teacher's Pack
ISBN: 978 0 19 420197 1	Teacher's Resource Disk
ISBN: 978 0 19 420212 1	Access Card
ISBN: 978 0 19 420189 6	Practice Kit

Printed in China

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