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English Plus

2

**Teacher's
Book**

Second edition

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Contents

Introduction

Introducing <i>English Plus</i> second edition	3
Components of the course	4
Student's Book 2 at a glance	6
Workbook 2 at a glance	10
<i>English Plus</i> second edition methodology	12
Evaluation and testing	14
<i>English Plus</i> second edition Classroom Presentation Tool	15
Student's Book contents	16

Teaching notes

Starter unit	T18
Unit 1	T22
Unit 2	T32
Unit 3	T42
Unit 4	T52
Unit 5	T62
Unit 6	T72
Unit 7	T82
Unit 8	T92
<i>English Plus</i> Options	T102
Workbook answer key	134
Student's Book audio scripts	145
Workbook audio scripts	154



Use the card in the book to access the Practice Kit online practice

Introducing *English Plus* second edition

Description of the course

English Plus second edition is a five-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 work, 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 and at home.

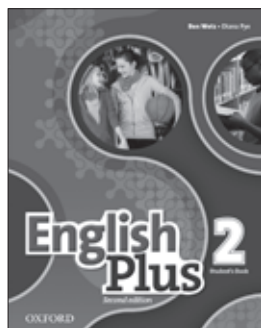
In the classroom

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.

At home

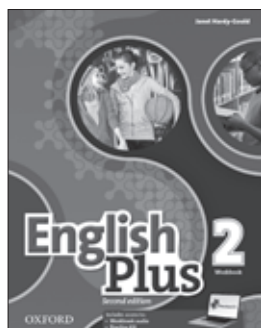
The **Practice Kit** offers students online self-study activities which teachers can monitor and track. Carefully aligned to CEFR levels, it is designed to consolidate and extend the four skills, grammar and vocabulary relevant to the level. The **Practice Kit** also provides access to the Workbook audio.

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.
- thirty-two pages of **English Plus Options** which include:
 - eight **Extra listening and speaking** pages to give further practice in these skills.
 - eight **Curriculum extra** pages which are linked to topics taught in other subject areas in secondary school.
 - eight **Culture** pages with topics that invite cultural comparisons.
 - four **Project** and four **Song** pages which provide a further opportunity for consolidation.



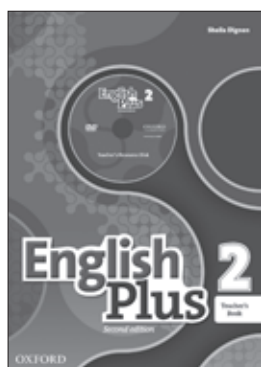
The **Workbook** contains:

- six pages of **additional practice** for each of the Student's Book units. The Starter unit has four 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 and access to the Workbook audio.



The three Class audio CDs contain:

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



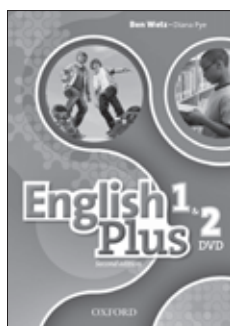
The **Teacher's Book** contains:

- 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 for the tests, which can be played on a CD or DVD player.
- **How to ... guides** offer practical advice on common classroom management issues such as teaching mixed ability classes and getting your students to talk.



The **DVD** contains:

- **vox pops videos** for the opening lessons in the Student's Book.
- **functional videos** for the Speaking lessons in the Student's Book.
- **grammar animations** for the language focus lessons in the Student's Book.
- **cross-curricular and culture documentaries** which explore and expand the Curriculum extra and culture topics 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 eight 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) 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:

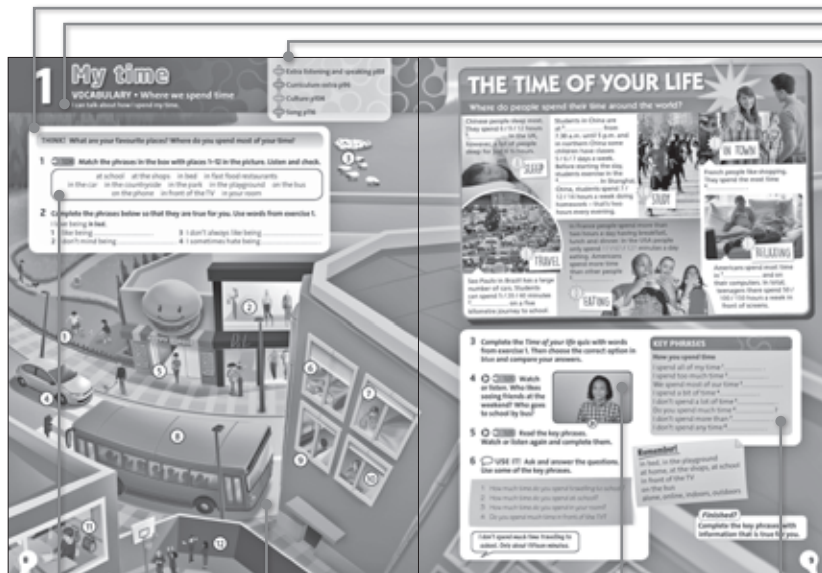
- content carefully aligned to CEFR levels and suitable for self-study.
- consolidation and extension activities that cover core grammar and vocabulary and further develop the four key skills.
- extra functional videos, vox pops and animations to engage students' interest.
- exercises that are automatically 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 2 at a glance

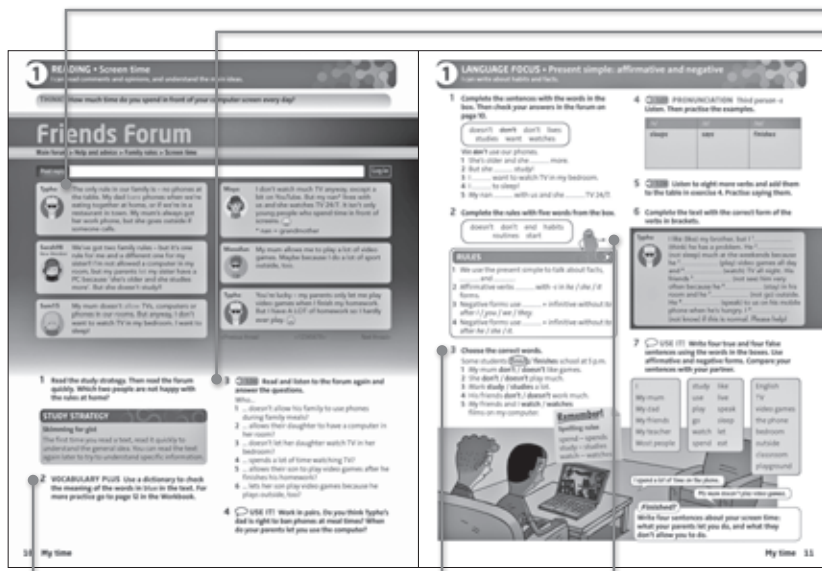
There are **eight units** and a *Starter unit* in the Student's Book. Each unit has **seven lessons**, a **Review** and a **Puzzles and games** section. Each lesson provides material for one classroom lesson of approximately 45 minutes.

Core teaching units



Lesson 1

- This lesson occupies two pages although it is still designed for one lesson in class.
- The **Think!** questions encourage students to start thinking about the unit topic.
- 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 **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 models 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 lesson.
- A **comprehension** exercise practises the vocabulary and develops reading **sub-skills**.
- The **Vocabulary plus** section highlights key new vocabulary from the reading text and encourages dictionary use. 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 often topic-based.

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**.

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

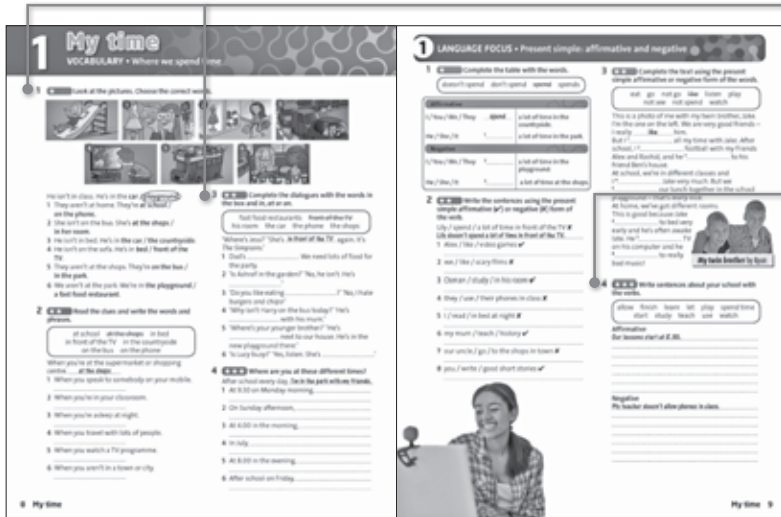
- There are eight **Curriculum extra** sections linked to the curriculum for other subjects studied in lower secondary schools.
- Subjects such as maths, language and literature, natural science and geography are addressed through motivating texts and activities.
- These pages allow you to introduce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

- There are eight **Culture** sections, which invite cultural comparisons and get students thinking about similarities and differences with their own culture.
- If there is a documentary video with the lesson, it is indicated by a video icon and title in the header.

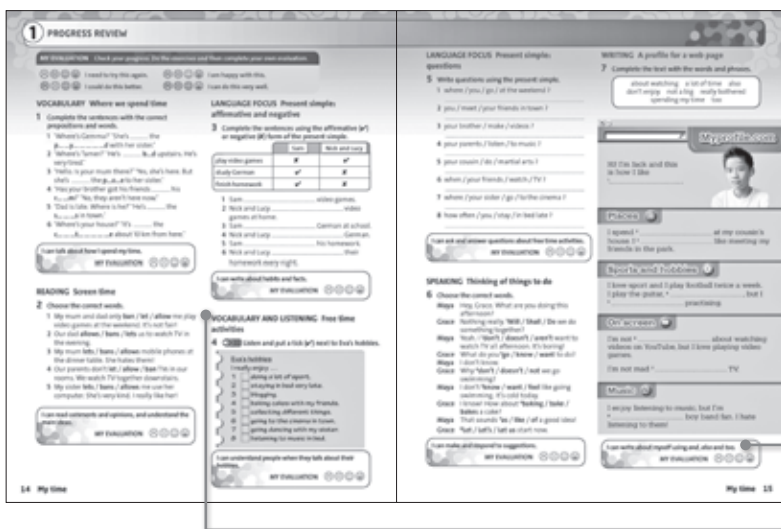
- There are four **Project** sections, which allow students to work collaboratively to explore and personalize topics in the Student's Book. Each project also serves as a cumulative review of the language the students have covered up to that point.

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

Workbook 2 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.

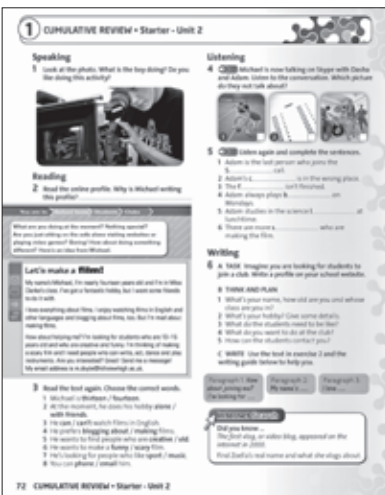
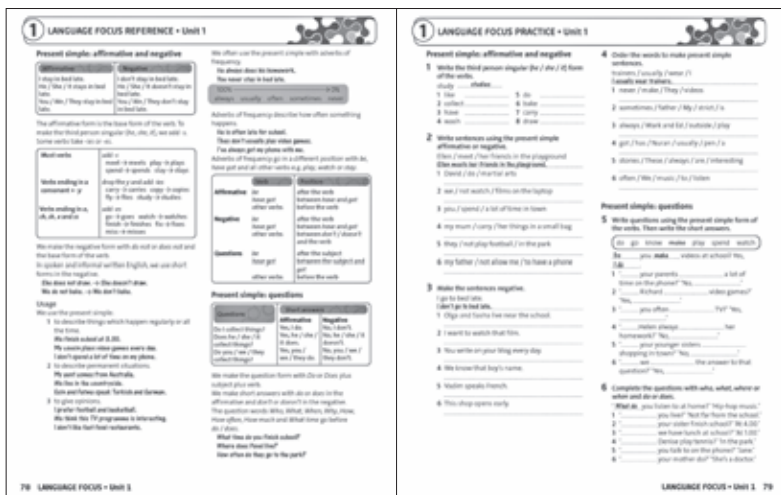


- There is a two-page **Progress review** at the end of each unit.
- The exercises check understanding of all the vocabulary, grammar and skills presented in the unit. They also provide a record of what has been learned in the unit.
- The **Self-evaluation** section encourages students to think about 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**.



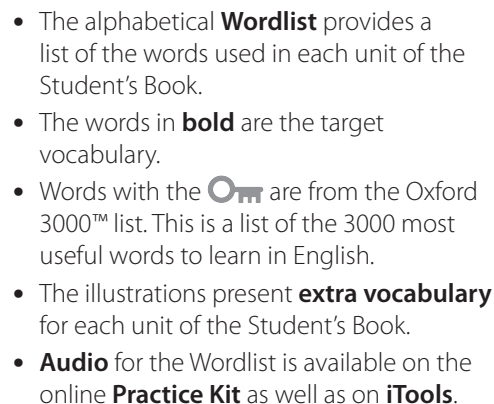
Workbook reference section

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.

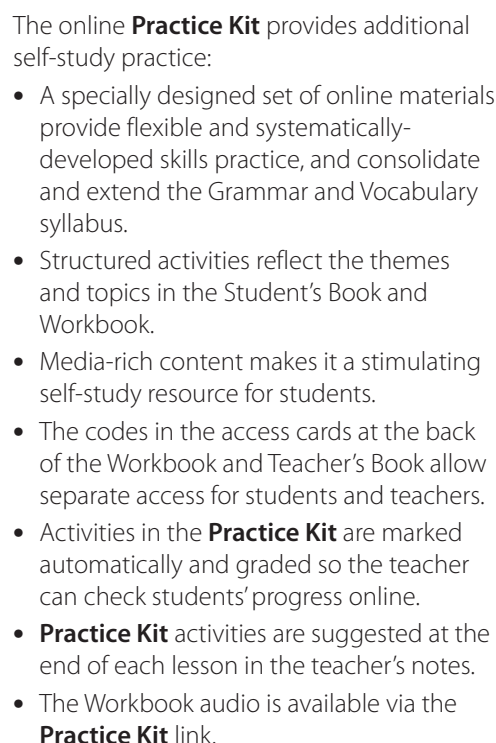


- The left-hand page provides full **grammar explanations**, covering both **form** and **usage**.
- The right-hand page provides corresponding exercises to **check** and **consolidate** understanding of each grammar structure.

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



- 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.



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

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.

Methodology support

Teaching methodology resources to support the teacher in the classroom are included in the **Teacher's Resource Disk**. These include general *teaching tips*, an *Introduction to CLIL*, and an *Introduction to project work*. There are also eight new **How to... guides** which focus on classroom management skills such as *How to teach students with SEN*, and *How to teach mixed ability classes*.

Key competences

A mapping grid of **Key competences*** is available on the **Teacher's Site**. These show how the competences that have been identified as suitable for development in the English classroom are developed in *English Plus* second edition.

* The European Framework for Key Competences for Lifelong Learning was introduced into education legislation at the end of 2006.

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 learned

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 learned 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 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 learned. 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.

Self-assessment and monitoring progress

The **Practice Kit** allows teachers to track students' progress as they study.

- Automatic marking means you can monitor your students' progress online.
- A tests function, which is only available with teacher's access, lets you create unique tests for your students.





Classroom Presentation Tool

Deliver heads-up lessons with the classroom presentation tool.

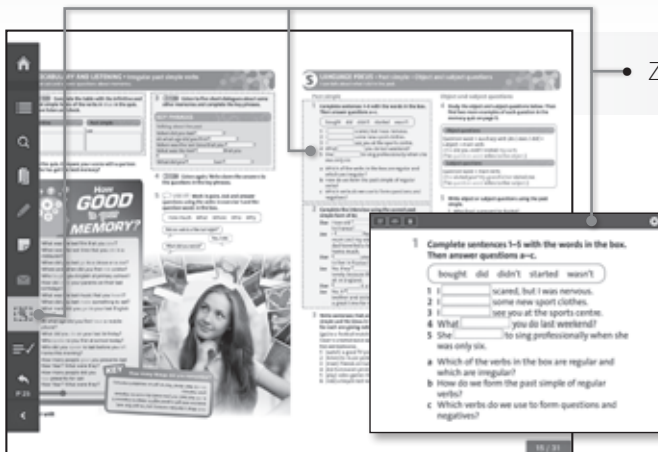
Engage your students in your blended learning classroom with digital features that can be used on your tablet or computer, and connected to an interactive whiteboard or projector.

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.

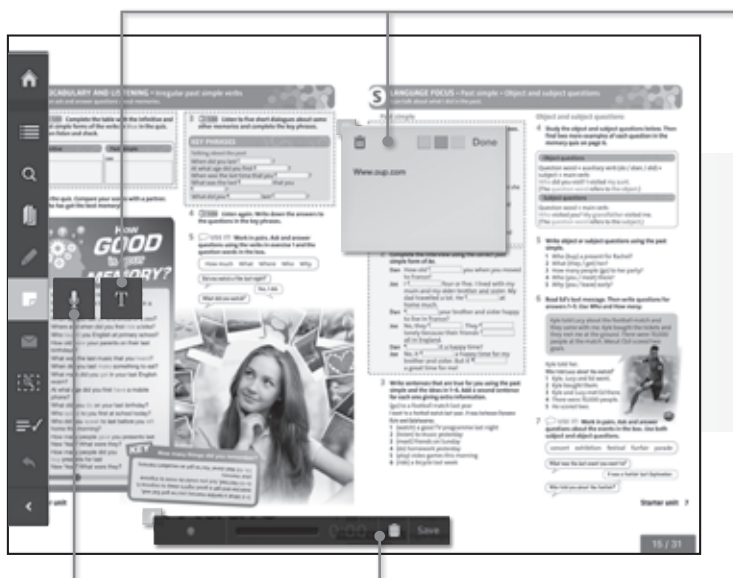
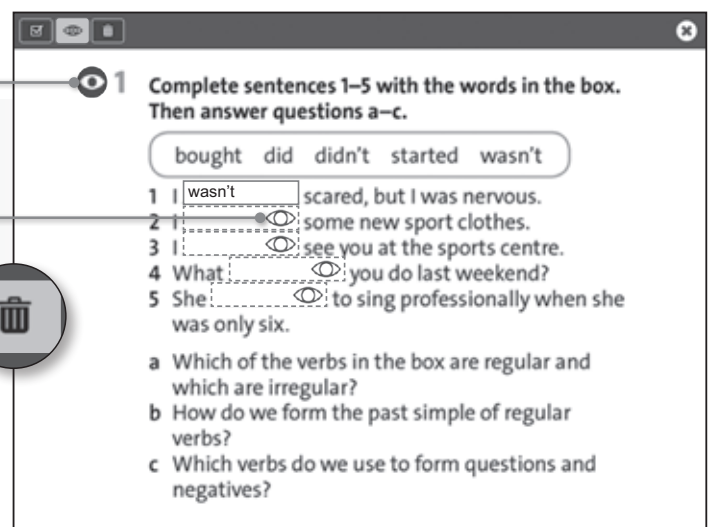


- Zoom in to focus your students' attention on a single activity.

- 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 Family <i>brother, father, husband, etc.</i> Key phrases: Asking about families	p5 <i>be</i> Possessive adjectives Question words	

UNIT	VOCABULARY	READING	LANGUAGE FOCUS	VOCABULARY AND LISTENING	
1 My time	p8 Where we spend time <i>at school, at the shops, awake, etc.</i> Key phrases: How you spend time	p10 Screen time Vocabulary plus: <i>allow, ban, let, etc.</i> Study strategy: Skimming for gist	p11 Present simple: affirmative and negative Pronunciation: Third person -s	p12 Free time activities <i>watch TV, listen to music, meet friends, etc.</i>	
Review Unit 1 p16 Puzzles and games p17					
2 Communication	p18 Communication <i>email, letter, card, etc.</i> Key phrases: Comparing answers	p20 Emojis Vocabulary plus: <i>colourful, funny, international, etc.</i>	p21 Present continuous: affirmative and negative Study strategy: Finding spelling rules	p22 On the phone <i>be engaged, call back, hang up, etc.</i>	
Review Unit 2 p26 Puzzles and games p27					
3 The past	p28 Adjectives to describe people and places <i>poor, popular, brilliant, brave, etc.</i> Key phrases: Likes and dislikes	p30 Museum exhibits Vocabulary plus: <i>museum, building, exhibition, etc.</i>	p31 <i>was, were</i> <i>there was, there were</i>	p32 Common verbs <i>stay, help, visit, see, etc.</i> Pronunciation: Regular past simple verbs	
Review Unit 3 p36 Puzzles and games p37					
4 In the picture	p38 Actions and movement <i>hold, stand in, jump up, sit on, etc.</i> Key phrases: Describing a photo	p40 A moment in time Vocabulary plus: <i>yell, team, close, etc.</i> Study strategy: Predicting content	p41 Past continuous: affirmative and negative	p42 Adjectives and adverbs <i>slow / slowly, brave / bravely, good / well, etc.</i>	
Review Unit 4 p46 Puzzles and games p47					
5 Achieve	p48 Units of measurement <i>billion, century, decade, etc.</i> Key phrases: Guessing and estimating	p50 The brain Vocabulary plus: <i>blood vessels, cells, score, etc.</i>	p51 Comparative and superlative adjectives	p52 Jobs and skills <i>programmer, professor, inventor, etc.</i> Pronunciation: /ə/ in jobs	
Review Unit 5 p56 Puzzles and games p57					
6 Survival	p58 Survival verbs <i>build, find, follow, climb, etc.</i> Key phrases: Ability	p60 Jungle challenge Vocabulary plus: <i>competitive, fit, bossy, etc.</i>	p61 <i>will</i> and <i>won't</i> in the first conditional Study strategy: Speaking clearly	p62 Survival equipment <i>compass, first-aid kit, map, etc.</i>	
Review Unit 6 p66 Puzzles and games p67					
7 Music	p68 Music and instruments <i>rap, samba, lyrics, etc.</i> Key phrases: Talking about music	p70 A song Vocabulary plus: <i>reality, hit, star, etc.</i>	p71 <i>be going to</i> and <i>be going to</i> Study strategy: Remembering grammar	p72 Star qualities: adjectives and nouns <i>ambition / ambitious, charm / charming, energy / energetic, etc.</i> Pronunciation: Syllables	
Review Unit 7 p76 Puzzles and games p77					
8 Scary	p78 Feelings <i>enthusiastic about, bad at, fond of, etc.</i> Key phrases: Talking about how things make you feel	p80 Scream machines Vocabulary plus: <i>ridiculous, fatal, excited, etc.</i>	p81 Present perfect: affirmative and negative Pronunciation: Recognising contractions	p82 Injury collocations <i>cut / cut / a cut, burn / burned / a burn, etc.</i> Study strategy: Learning words in groups	
Review Unit 8 p86 Puzzles and games p87					
English Plus Options: Extra listening and speaking p88; Curriculum Extra p96; Culture p104; Project p112; Song p116					

	VOCABULARY	LANGUAGE FOCUS		
	p6 School <i>book, class, exercise, etc.</i>	p7 <i>have got</i> <i>there's, there are</i>		
	LANGUAGE FOCUS	SPEAKING	WRITING	ENGLISH PLUS OPTIONS
	p13 Present simple: questions	p14 Thinking of things to do Key phrases: Making and responding to suggestions (1)	p15 A profile for a web page Key phrases: Expressing likes and preferences Language point: Linkers	p88 Extra listening and speaking: Directions p96 Curriculum Extra: Maths: Data and charts p104 Culture: The typical British teenager p116 Song: <i>A good idea</i>
	p23 Present continuous: questions Present simple and present continuous Pronunciation: Word stress in questions and answers	p24 Making plans over the phone Key phrases: Making plans	p25 A report on a survey Language point: <i>but</i> and <i>however</i> Key phrases: Numbers of people (<i>everybody, more than half, etc.</i>)	p89 Extra listening and speaking: Can I take a message? p97 Curriculum Extra: Languages: Sign language p105 Culture: TV in the USA p112 Project: A class blog
	p33 Past simple affirmative, negative and questions, Regular and irregular verbs Study strategy: Learning irregular verbs	p34 Your weekend Key phrases: Asking for and giving opinions	p35 A special event Key phrases: Describing an event Language point: Sequencing	p90 Extra listening and speaking: A wedding p98 Curriculum Extra: Language and literature: <i>Sherlock Holmes and the Duke's Son</i> p106 Culture: Thanksgiving p117 Song: <i>Before I met you</i>
	p43 Past continuous: questions Past simple and past continuous Pronunciation: Word stress in questions	p44 Expressing interest Key phrases: Expressing interest	p45 The story of a rescue Key phrases: Describing events in a photo Language point: Linking words	p91 Extra listening and speaking: Finding things p99 Curriculum Extra: Art: The history of animation p107 Culture: Selfie culture p113 Project: A photo album
	p53 Ability: <i>can</i> and <i>could</i> Questions with <i>How ... ?</i>	p54 Making and responding to suggestions Key phrases: Making and responding to suggestions (2) Language point: <i>Must</i> and <i>should</i>	p55 A biographical webpage Study strategy: Selecting information Key phrases: Staging information	p92 Extra listening and speaking: Making a complaint p100 Curriculum Extra: Science: Average speed p108 Culture: Amazing athletes p118 Song: <i>How long?</i>
	p63 <i>must</i> and <i>should</i> Pronunciation: /ʌ/ in <i>must</i> and silent /t/ in <i>mustn't</i>	p64 Giving instructions Key phrases: Giving instructions and safety information	p65 A blog Key phrases: Giving advice Language point: Imperatives	p93 Extra listening and speaking: Expressing opinions p101 Curriculum Extra: Technology: GPS and survival p109 Culture: Famous explorers p114 Project: An outdoor activity map
	p73 Ability: <i>be going to</i> : questions Present continuous for future arrangements	p74 Organizing an event Key phrases: Offering to help	p75 Song reviews Key phrases: Reviewing songs Language point: Pronouns	p94 Extra listening and speaking: Buying tickets p102 Curriculum Extra: Music: Sounds, pitch and rhythm p110 Culture: A young entrepreneur p119 Song: <i>When will you be famous?</i>
	p83 Present perfect: questions and short answers <i>ever</i> and <i>never</i>	p84 Responding to a problem Key phrases: Responding to an accident	p85 Emails Key phrases: Informal expressions Language point: Reason and result	p95 Extra listening and speaking: Phoning a medical helpline p103 Curriculum Extra: Biology: Fight or flight p111 Culture: Extreme sports p115 Project: A poster

Unit summary

Vocabulary

Family: aunt, brother, child, cousin, dad, daughter, granddaughter, grandfather, grandmother, grandson, husband, mum, nephew, niece, partner, sister, son, twin, uncle, wife

Language focus

be

Possessive adjectives

Question words

have got

there's, there are

Vocabulary • Family

Aim

Talk about your family.

Warm-up

With books closed, write the word *family* on the board. Ask: *How many people are there in your family? Who are they? How old are they?* Elicit answers from individual students and write vocabulary for family members on the board, e.g. *mother, father, brother*.

Exercise 1

Students work in pairs to match the names in the notes with the people in the photos. Check answers with the class and check that students understand all the blue words.

ANSWERS

1 Hannah 2 Tony 3 Joanne 4 Matt
5 Melanie 6 John 7 Michael
8 Luke 9 Sally 10 Nico

Exercise 2 1-02

Students read the text again and match the blue words with their opposites. Allow students time to compare their answers in pairs, then play the audio for students to listen and check. Check answers with the class and check that students understand all the words. Play the audio again, pausing after words with difficult pronunciation (e.g. *nephew, niece*) for students to repeat.

ANSWERS

sister – brother, uncle – aunt, husband – wife, son – daughter, nephew – niece, dad – mum, grandfather – grandmother, grandson – granddaughter

Exercise 3

Read the Remember! box on the possessive 's with the class. Point out the difference between *my brother's friends* (one brother) and *my brothers' friends* (more than one brother). Point out that when there are two names, we only use

Starter unit

VOCABULARY • Family

I can talk about my family.

FUNNY family PHOTOS

1 Hi. My name's Lucy and these are some of my favourite funny family photos ...

2 This is me with my sister Hannah. We're twins – I'm the one with the blue hair.

3 Uncle Matt, his wife Melanie and my cousins Joanne (the small one) and John in their new house in London. 😊

4 This is my dad Michael and my brother Luke. They aren't crazy. They're Star Wars fans.

5 And finally – my mum Sally – she's a real star!!

6 My grandfather Tony isn't very happy. His new grandson is a bit smelly sometimes.

7 My older sister is twenty-two and her husband is Italian. This is her cute baby son, my nephew Nico.

8

9

10

Remember!

Possessive 's

Michael's son

My grandparents' house

Lucy and Hannah's mum

1 Read the notes about Lucy's photos. Match the names in the notes with people 1–10 in the photos.

2 1-02 Read the text again and match the words in blue in the text with eight opposite words from the box. Then listen and check.

brother – sister

aunt brother child cousin daughter
granddaughter grandmother mum niece
partner twin wife

3 Write names for 1–6.

Hannah's dad **Michael**

1 Hannah's mum _____

2 Melanie's husband _____

3 Michael and Sally's son _____

4 John's sister _____

5 Nico's grandfather _____

6 Nico's aunts _____ and _____

4 Starter unit

KEY PHRASES

Asking about families

Have you got ...? – Yes, I have / No, I haven't.

What's ... name? – It's ...

How old is ...? – He's / She's ...

Where's ... from? – He's / She's from ...

4 USE IT! Ask and answer the questions. Use the key phrases to help you. Then change the words in blue to invent new questions.

1 Have you got any brothers and sisters?

2 What's your mum's name?

3 How old is your dad?

4 Where's your grandfather from?

5 Have you got a cousin?

How old is he / she?

one possessive 's: *Lucy and Hannah's mum* (NOT *Lucy's and Hannah's mum*.) Students write the names. Check answers with the class. With **stronger classes** or fast finishers, students could write one or two more clues for names, using possessive 's. Ask them to read their clues to the class. Other students race to say the names.

ANSWERS

1 Sally 2 Matt 3 Luke 4 Joanne
5 Tony 6 Lucy and Hannah

Exercise 4 USE IT!

Read through the key phrases with the class and make sure students understand them all. Allow students time to read the questions and prepare their answers individually, then put students into pairs to ask and answer the questions. Read out the first question and elicit how the blue words could be changed, e.g. *Have you got any cousins? Have you got any aunts and uncles?* Allow students time to write some more questions individually, then put them into pairs to ask and answer them.

Ask some students to tell the class about their partner's family.

ANSWERS

Students' own answers.

Optional activity: Vocabulary

If students have their phones with them, ask them to find one or two photos of their family to show their classmates. Put students into small groups to show their photos and explain who the people are. Encourage other students to ask questions to get more information, e.g. *How old is he / she?* Monitor while students are working, and make sure they are speaking in English. Ask who in each group has the funniest family photo.

ANSWERS

Students' own answers.

More practice

Workbook page 4

be

- 1 Look for examples of the verb *be* in the text on page 4. How many examples can you find? Compare with your partner.

Affirmative ✓

I'm the one ...

Negative X

Tony isn't very happy.

- 2 Write true sentences using affirmative and negative forms of *be*.

- I _____ from London.
- We _____ in Spain.
- It _____ Monday morning.
- Lucy's photos _____ funny.
- These sentences _____ difficult.
- I _____ good at photography.

- 3 Complete the questions and answers.

Are you a Star Wars fan?

Yes, I am. No, I'm not.

1 _____ blue your favourite colour?

Yes, _____ No, _____

2 Are your friends interested in football?

Yes, _____ No, _____

3 _____ your dad a teacher?

Yes, _____ No, _____

- 4 Make new questions. Change the words in blue in exercise 3. Ask your partner.

Possessive adjectives

- 5 Match the subject pronouns in A with the possessive adjectives in B.

A
I
you
he
she
we
they

B
your
his
their
our
her
my

- 6 Complete the dialogue with subject pronouns and possessive adjectives.



Mr Watts Hi. What's
Sophie I'm Sophie.

Mr Watts Sophie, I'm _____
teacher. _____
name's Mr Watts
and these are two
of _____ new
classmates. _____
names are Eva and
Rick.

Sophie Hi.



Eva Hi, Sophie. Come with us. _____ class is this way.

Rick This is _____ first day, right? Don't worry about Mr Watts. _____'s OK, but his wife is _____ geography teacher, and she's very strict.

Sophie Oh!

Question words

- 7 Match 1–6 with a–f to make questions.

- | | |
|-----------|--------------------|
| 1 What's | a your birthday? |
| 2 Who | b your mum's name? |
| 3 How old | c are you? |
| 4 How | d is next to you? |
| 5 When's | e your house? |
| 6 Where's | f are you today? |

- 8 USE IT! Ask and answer the questions in exercise 7. Then invent more questions with the question words.

What's your favourite food?

Pasta, definitely!

Starter unit 5

Exercise 3

Students complete the questions and answers with the correct words. Check answers with the class.

ANSWERS

- Is, it is, it isn't
- they are, they aren't
- Is, he is, he isn't

Exercise 4

Students change the blue words in exercise 3 and make new questions. Put students into pairs to ask and answer the questions. Ask some students to tell the class something about their partner.

ANSWERS

Students' own answers.

Possessive adjectives

Exercise 5

Demonstrate by holding up a book and saying: *I am a teacher – this is my book.* Students work in pairs to match the subject pronouns with the possessive adjectives. Check answers.

ANSWERS

I – my, you – your, he – his, she – her, we – our, they – their

Language note

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

Exercise 6

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

ANSWERS

- your
- your
- My
- your
- Their
- Our
- your
- He
- our

Question words

Exercise 7

Students match the two halves of the questions. Check answers. Check that students understand all the questions.

ANSWERS

- b
- d
- c
- f
- a
- e

Exercise 8 USE IT!

Students ask and answer the questions in exercise 7 and then invent more questions to ask and answer. Ask some students to tell the class something they learned about their partner.

ANSWERS

Students' own answers.

More practice

Workbook page 5

Language focus • *be* • Possessive adjectives • Question words

Aim

Ask and answer questions about places.

Warm-up

With books closed, write these sentences on the board: *I _____ the one with blue hair.* *My older sister _____ 22.* Elicit the missing words (*am, is*) and elicit that these are both forms of the verb *be*.

be

Exercise 1

Students copy the table and add examples of *be* from the text. You could set a time limit for this, to make it competitive. Bring students' ideas together on the board and see who found the most examples.

ANSWERS

Affirmative: My name's Lucy / these are / This is me / We're twins / I'm the one ... / My older sister is 22 / her husband is Italian / This is her cute baby son / His new grandson / Nico is a bit smelly ... / This is my dad / They're Star Wars fans / she's a real star!

Negative: Tony isn't very happy / They aren't crazy

Exercise 2

Students write sentences that are true for them. Check answers with the class. With **stronger classes** or fast finishers, students could write more true sentences using *be*. Ask them to read their sentences to the class, omitting the form of *be*. Other students can complete the sentences.

ANSWERS

- 'm / 'm not
- are / aren't
- is / isn't
- are / aren't
- are / aren't
- 'm / 'm not

Vocabulary and listening • School

Aim

Talk about timetables.

Warm-up

With books closed, ask students what their favourite subjects at school are. Elicit some words for school subjects and write them on the board. Ask: *What other words do you know to do with school?* Elicit a few ideas, e.g. *teacher, student* and write them on the board.

Exercise 1 1-03

Read out the definition of *lab* at the bottom of the dialogue, and refer students to the Remember! box about *thousand*. Play the audio. Students read and listen, then work in pairs to complete the table with the blue words and add more words. Check answers with the class and bring together all the words on the board. Check that students understand all the words. Make sure the list of subjects includes *biology, geography, art* and *chemistry* and all the subjects that students study.

ANSWERS

Subjects: science, maths, history

Other words: lab, timetable, homework, tests, teachers, students

Exercise 2

Students use their dictionaries to check the meaning of the blue words and choose the correct words to complete the sentences. With **weaker classes**, students can work in pairs for this. Point out that *exercise* and *class* have more than one meaning, so students should look for a meaning related to school in their dictionaries. Check answers with the class and check that students understand all the blue words. Students work in pairs to write sentences about their school. Ask pairs in turn to read their sentences to the class. Point out that in English nouns can be combined to make compound nouns such as *maths book, history exam, music teacher*. Discuss with students how they say these things in their language, and if their language uses compound nouns.

ANSWERS

1 room 2 teacher 3 exams
4 homework 5 book 6 notes



VOCABULARY AND LISTENING • School

I can talk about timetables.

- Mark** Excuse me, is this the science lab?
Jenny Erm, no, there aren't any science labs in this block. You're the new boy, right? We haven't got science this morning.
Mark Oh. What have we got now? I haven't got my timetable.
Susan Here, take this. I've got a spare copy.
Mark Thanks. Ah, OK. We've got maths now.
Jenny Yeah. Who have we got for maths this year?
Susan Mr Waldron. That means a lot of homework and tests. And there's a new history teacher, look.
Mark How many teachers are there here?
Jenny I don't know. A lot. There are a thousand students here.
Mark A thousand and one, including me. Mmm – double history on Friday afternoon. That's tough.
Susan Yes. Welcome to our world!

*lab (laboratory) = a special room in school where you learn science.



Remember!

a thousand = 1,000
a thousand and one = 1,001

- 1 **1-03** Read and listen to the dialogue. Then complete the table with the words in blue in the dialogue. Add more words to the table.

Subjects	Other words
science	lab

- 2 Check the meaning of the words in blue and choose the correct words. Then write sentences about your school.

- The music room / exercise is always cold.
- Miss Atkins is our new English notebook / teacher.
- Geography exams / rooms are always difficult.
- I haven't got French teacher / homework today.
- It's on page 36 of the maths book / class.
- Your history notes / timetables are very neat.

- 3 **USE IT!** Ask and answer questions about your timetable. Use the phrases in the box.

What have we got ... ?
 now / next
 this morning / this afternoon
 tomorrow morning / afternoon
 on Thursday morning / afternoon
 next week

What have we got next?

We've got history, then maths.

6 Starter unit

	MONDAY	TUESDAY	WEDNESDAY
0945	Maths	Biology	History
1030		Geography	
1100	Break	Break	Break
1145	Art	Chemistry	Languages

Exercise 3 USE IT!

Read through the phrases in the box with the class and make sure students understand them all. Allow students time to prepare their questions individually, then put them into pairs to ask and answer the questions. Ask: *What's your favourite day at school? Why?* Elicit answers from individual students.

ANSWERS

Students' own answers.

Optional activity: Vocabulary

Write the following words on the board in a jumbled order:

history, maths, art, music, science, geography, biology, chemistry, book, teacher, room, exercise, exam, class, notes, homework.

Point to the words on the board and elicit that they can be used to form compound nouns such as *maths teacher*. Divide the class into teams and give them three minutes to write as many sentences as they can with different compound nouns using the nouns on the board. Ask teams in turn to read their sentences to the class. Correct any mistakes and ask students to discount sentences with mistakes. See which team wrote the most correct sentences.

ANSWERS

Students' own answers.

More practice

Workbook page 6

have got

- 1 Look at the examples from the dialogue on page 6. What are the *he / she / it* forms of the words in bold?

Affirmative
1 We've got maths now.
Negative
2 I haven't got my timetable.
Questions
3 What have you got now?

- 2 Look at the photos. Complete the sentences with the correct forms of *have got*.

- May and Orla **have got** school ties. ✓
 1 Conor _____ a school tie. ✗
 2 He _____ a laptop. ✓
 3 May and Orla _____ backpacks. ✓
 4 They _____ laptops. ✗
 5 They _____ good marks. ✗
 6 Conor _____ a very good mark. ✓



- 3 Write six questions with the verb *have got* and the words in the boxes. Then work in pairs. Ask and answer your questions.

you your friends your teacher this class the school this book	interesting nice good difficult modern old	science lab marks furniture classrooms exercises teachers posters
--	---	---

there's, there are

- 4 Complete the sentences. Then check your answers in the dialogue on page 6. When do we use *any*?

- 1 There _____ a new history teacher.
 2 There _____ a thousand students here.
 3 How many teachers _____ there here?
 4 There _____ science labs in this block.

- 5 Complete the quiz with the correct forms of *there are, is there* or *are there*. Then answer the questions.

Subjects Quiz

1 How many states _____ in the USA?

2 _____ a president in your country?

3 _____ fifteen players in a rugby team. True or false?

4 _____ any numbers smaller than zero?

5 _____ oxygen in water?

- 6 Complete the text with the correct forms of *be* and *have got*.

Our school
 In our school there are about a thousand students. There ¹ _____ thirty classrooms and there ² _____ a big sports field next to the school. There ³ _____ only boys here. There ⁴ _____ any girls. The school ⁵ _____ a new science lab, but we ⁶ _____ a computer lab and there ⁷ _____ many computers in the classes. I like the school because there ⁸ _____ a good atmosphere.

- 7 USE IT! Write a short paragraph about your school. Use *there's, there are, has got* and *have got* in your paragraph.

Starter unit 7

and *got*: *Has your teacher got ...?* Students write six questions. Ask some students to read out their questions. Correct any errors and elicit some example short answers. Put students into pairs to ask and answer their questions.

there's, there are**Exercise 4**

Students work in pairs to complete the sentences then check their answers in the dialogue on page 6. Check answers with the class and make sure students understand the sentences.

ANSWERS

1 is 2 are 3 are 4 aren't any

Language note

We use *there is* with singular nouns and *there are* with plural nouns: *There are three maths teachers.* (NOT *There is three maths teachers.*) The word order in the question forms is: *Is there an exam?* (NOT *There is an exam?*)

Exercise 5

Students complete the quiz with the correct verb forms and answer the questions. Check answers with the class. With **stronger classes** or fast finishers, students could write one more quiz question with *is there?* / *are there?* Ask them to read their questions to the class and see if other students can answer them.

ANSWERS

- 1 are there (50 states)
 2 Is there (Students' own answers.)
 3 There are (true)
 4 Are there (Yes, there are.)
 5 Is there (Yes, there is.)

Exercise 6

Students complete the text with the correct verb forms. Check answers with the class.

ANSWERS

- 1 are 2 is 3 are 4 aren't 5 has got
 6 haven't got 7 aren't 8 is

Exercise 7 USE IT!

Students write a paragraph about their school. With **weaker classes**, read out the first line of the paragraph in exercise 6 and elicit how students can change it to make it true for their school. Encourage them to use this paragraph as a basis for their own. With **stronger classes**, encourage students to add their own ideas and interesting information about their school. Ask some students to read their paragraph to the class. Ask other students to note down examples of *there's, there are* and *have / has got*.

More practice
 Workbook page 7

Language focus • have got • there's, there are**Aim**

Talk about your school and school subjects.

Warm-up

With books closed, ask: *What classes have you got today?* Elicit answers and write on the board: *We've got (maths) today. (Ana) has got (music) today.* Underline the forms of *have got* and ask students to translate the sentences into their own language. Explain that we can use *have got* to talk about possessions and also school subjects.

have got**Exercise 1**

Read out the examples and elicit the *he / she / it* forms of the verbs.

ANSWERS

- 1 He / She / It has got
 2 He / She / It hasn't got
 3 What has he / she / it got?

Language note

In short answers, we use *have / has*, not *have got / has got*: *Have you got maths today?* Yes, I have. (NOT *Yes, I've got.*)

Exercise 2

Students complete the sentences with the correct verb forms. Allow students time to compare their answers in pairs, then check answers with the class.

ANSWERS

- 1 hasn't got 2 has got 3 have got
 4 haven't got 5 haven't got 6 has got

Exercise 3

Allow students time to read through the words in the boxes. Check they understand everything. Elicit one or two questions as examples and point out that we put the subject between *have / has*

Unit summary

Vocabulary

Where we spend time: *at school, at the shops, in bed, in fast food restaurants, in front of the TV, in your room, in the car, in the countryside, in the park, in the playground, on the bus, on the phone*

Free time activities: *bake cakes, blog, collect things, do sport, draw or paint pictures, go dancing, go online, go shopping, go to the cinema, make videos, meet friends, play an instrument, stay in bed*

Language focus

Present simple: affirmative and negative

Present simple: questions

Speaking

I can make and respond to suggestions.

Writing

I can write about myself using *and, also* and *too*.

Vocabulary • Where we spend time

Aim

Talk about how you spend your time.

THINK!

Read the questions with the class. Give some examples of possible favourite places, e.g. a shopping centre or park. Elicit from individual students what their favourite places are and where they spend time. Alternatively, students discuss the questions in pairs. Ask pairs to report back to the class.

ANSWERS

Students' own answers.

Exercise 1 1-04

Students match the words with the places in the picture. With **weaker classes**, students could work in pairs. With **stronger classes**, students could do this as a race. Play the audio for students to check their answers. Check that students understand all the words.

ANSWERS

- 1 in the park
- 2 at the shops
- 3 in the countryside
- 4 in the car
- 5 in fast food restaurants
- 6 in bed
- 7 in your room
- 8 on the bus



- 9 in front of the TV
- 10 on the phone
- 11 at school
- 12 in the playground

Exercise 2

Check that students understand *don't mind*. Read out the example answer and elicit one or two more. Students complete the phrases with their own ideas. Ask some students to tell the class their ideas.

ANSWERS

Students' own answers.

Exercise 3

Focus on the quiz and explain that *have the time of your life* is an expression meaning to have fun. Students read the quiz and complete it with the correct words. Read through the information in the Remember! box with the class. Point out that the use of prepositions in English may not be the same as in the students' own language. With **weaker classes**, ask students to read each section of the quiz in turn and complete it. Check the answers

and check that students understand everything before they move on to the next section.

Students read the quiz again and choose the correct options in blue. Students compare their answers in pairs. Check answers with the class.

ANSWERS

- 1 in bed
- 2 in the car
- 3 school
- 4 playground
- 5 in fast food restaurants
- 6 at the shops
- 7 front of the TV
- A 9 hours
- B 40 minutes
- C 7 days, 14 hours
- D 67 minutes
- F 50 hours

- Extra listening and speaking p88
- Curriculum extra p96
- Culture p104
- Song p116

THE TIME OF YOUR LIFE

Where do people spend their time around the world?

Chinese people sleep most. They spend 6 / 9 / 12 hours ¹ . In the UK, however, a lot of people sleep for just 6 ½ hours.

SLEEP

Students in China are at ² from 7.30 a.m. until 5 p.m. and in northern China some children have classes 5 / 6 / 7 days a week. Before starting the day, students exercise in the ³ . In Shanghai, China, students spend 7 / 12 / 14 hours a week doing homework – that's two hours every evening.

STUDY

French people like shopping. They spend the most time ⁴ .

IN TOWN



RELAXING

Americans spend most time in ⁵ and on their computers. In total, teenagers there spend 50 / 100 / 150 hours a week in front of screens.

In France people spend more than two hours a day having breakfast, lunch and dinner. In the USA people only spend 17 / 67 / 127 minutes a day eating. Americans spend more time than other people ⁶ .

EATING

Sao Paulo in Brazil has a large number of cars. Students can spend 5 / 20 / 40 minutes ⁷ on a five kilometre journey to school.

TRAVEL

3 Complete the *Time of your life* quiz with words from exercise 1. Then choose the correct option in blue and compare your answers.

4 105 Watch or listen. Who likes seeing friends at the weekend? Who goes to school by bus?



5 105 Read the key phrases. Watch or listen again and complete them.

6 **USE IT!** Ask and answer the questions. Use some of the key phrases.

- How much time do you spend travelling to school?
- How much time do you spend at school?
- How much time do you spend in your room?
- Do you spend much time in front of the TV?

I don't spend much time travelling to school. Only about fifteen minutes.

KEY PHRASES

How you spend time

- I spend all of my time ¹ .
- I spend too much time ² .
- We spend most of our time ³ .
- I spend a bit of time ⁴ .
- I don't spend a lot of time ⁵ .
- Do you spend much time ⁶ ?
- I don't spend more than ⁷ .
- I don't spend any time ⁸ .

Remember!

in bed, in the playground at home, at the shops, at school in front of the TV on the bus alone, online, indoors, outdoors

Finished?

Complete the key phrases with information that is true for you.

Optional activity: Vocabulary

With books closed, write the nouns from exercises 1 and 3 on the board, e.g. *school, room, phone*. Put students into teams. Teams take it in turns to choose a noun and say a sentence using it and the correct preposition, e.g. *I like being at school. I don't mind being in my room*. If the sentence is correct, the team gets a point and the noun is crossed off. Continue until all the words have been practised. See which team has the most points.

ANSWERS

Students' own answers.

Exercise 4 1-05 page 145

Read out the questions, then play the video or audio for students to watch or listen and answer the questions. Check answers with the class. (If you are using the audio-only version, please see the audio script on page 145 for names of speakers.)

ANSWERS

Renee likes seeing friends.
Darius goes to school by bus.

Exercise 5 1-05 page 145

Allow students time to read the key phrases. Check that they understand them all. Play the video or audio again for students to complete them. Check answers with the class.

ANSWERS

- on my phone
- in front of screens
- at the shops
- in my room
- in bed
- on my homework
- an hour
- in bed

Optional activity: Video / Listening

Write the following questions on the board:

Which person ...

- likes playing games on the computer?
- doesn't mind being alone?
- spends 30 minutes a day on homework?
- doesn't like staying in bed?

Students work in pairs to answer the questions from memory. Play the video or audio again for students to check their answers.

ANSWERS

- speaker 3
- speaker 1
- speaker 4
- speaker 2

Optional activity: Key phrases

Write the following gapped sentence on the board:

I spend about 40 minutes on the bus _____ to school.

Elicit the missing word *getting*. Point out that after the phrase *spend time* we can use a phrase such as *at home* (*I spend a lot of time at home*.) or we can use an -ing form of a verb (*I spend a lot of time doing my homework*.)

Point out to students that they will use this structure in the next exercise.

Exercise 6 USE IT!

Read through the questions with the class. Allow students time to prepare their answers individually. Put them into pairs to ask and answer the questions. Remind them to listen to their partner's answers. Ask some students to tell the class something about their partner.

ANSWERS

Students' own answers.

Finished?

Refer **fast finishers** to the **Finished?** activity. Students can complete the phrases individually and compare with another fast finisher. Alternatively, ask them to read some of their phrases to the class. Ask other students if the sentences are also true for them.

More practice

Workbook page 8

Assessment

Five-minute test, Teacher's Resource Disk

Reading • Screen time

Aim

Read comments and opinions, and understand the main ideas.

THINK!

Read the question with the class and explain that it also includes time spent on tablets and phones.

Allow students a little time to add up how much time they spend in front of screens, then ask individual students the question and elicit a range of answers. Ask more questions to encourage students to say more, e.g. *What do you do on your computer / phone? When do you spend time on it?*

ANSWERS

Students' own answers.

Exercise 1

Focus on the text and elicit that it is an online forum where people write comments and share ideas. Read through the study strategy with the class. Point out to students that when they are skimming a text, they shouldn't worry if there are words they don't understand. They should read quickly to the end and just focus on understanding the general idea of the text. Read out the question. Students then read the forum quickly to find the answers. You could set a time limit to encourage students to read quickly. Check answers with the class.

ANSWERS

Serzh98 and Typho

Exercise 2 VOCABULARY PLUS

Students use a dictionary to check the meaning of the blue words. Check that students understand the words and point out the different patterns: *let someone + infinitive without to (let my sister have a computer) / allow someone + infinitive with to (allow me to play).*

ANSWERS

Students' own answers.

Workbook page 12 exercise 5

Exercise 3 1-06

Allow students time to read through the questions, then play the audio. Students read and listen and answer the questions. Check answers with the class.

ANSWERS

- 1 Typho's dad
- 2 Serzh98's parents
- 3 Sam15's mum
- 4 Maya's nan
- 5 Typho's parents
- 6 Messifan's mum



READING • Screen time

I can read comments and opinions, and understand the main ideas.

THINK! How much time do you spend in front of your computer screen every day?

Friends Forum

Main forum > Help and advice > Family rules > Screen time

Post reply

Log in



Typho

The only rule in our family is – no phones at the table. My dad bans phones when we're eating together at home, or if we're in a restaurant in town. My mum's always got her work phone, but she goes outside if someone calls.



Serzh98
New Member

We've got two family rules – but it's one rule for me and a different one for my sister!! I'm not allowed a computer in my room, but my parents let my sister have a PC because 'she's older and she studies more'. But she doesn't study!!



Sam15

My mum doesn't allow TVs, computers or phones in our rooms. But anyway, I don't want to watch TV in my bedroom. I want to sleep!



Maya

I don't watch much TV anyway, except a bit on YouTube. But my nan* lives with us and she watches TV 24/7. It isn't only young people who spend time in front of screens. 😊

* nan = grandmother



Messifan

My mum allows me to play a lot of video games. Maybe because I do a lot of sport outside, too.



Typho

You're lucky – my parents only let me play video games when I finish my homework. But I have A LOT of homework so I hardly ever play. 😞

<Previous thread

<12345678>

Next thread>

- 1 Read the study strategy. Then read the forum quickly. Which two people are not happy with the rules at home?

STUDY STRATEGY

Skimming for gist

The first time you read a text, read it quickly to understand the general idea. You can read the text again later to try to understand specific information.

- 2 VOCABULARY PLUS Use a dictionary to check the meaning of the words in blue in the text. For more practice go to page 12 in the Workbook.

- 3 1-06 Read and listen to the forum again and answer the questions.

Who...

- 1 ... doesn't allow his family to use phones during family meals?
- 2 ... allows their daughter to have a computer in her room?
- 3 ... doesn't let her daughter watch TV in her bedroom?
- 4 ... spends a lot of time watching TV?
- 5 ... allows their son to play video games after he finishes his homework?
- 6 ... lets her son play video games because he plays outside, too?

- 4 USE IT! Work in pairs. Do you think Typho's dad is right to ban phones at meal times? When do you parents let you use the computer?

10 My time

Optional activity: Reading

Write the following sentences on the board:

- 1 Typho's mum sometimes uses her phone in restaurants.
- 2 Serzh98's sister doesn't spend much time doing homework.
- 3 Sam15 would like to watch TV in her bedroom.
- 4 Typho doesn't often play video games.

Students work in pairs to read the forum again and decide if the sentences are true or false. Check answers with the class.

ANSWERS

- 1 false (She goes outside to use it.)
- 2 true
- 3 false (She doesn't want to watch TV in her bedroom.)
- 4 true

Optional activity: Vocabulary

Focus on the expression 24/7 in Maya's post. Ask students if they can guess the meaning. Elicit or explain that it is said as *twenty-four seven* and means all the time (24 hours a day, seven days a week). Ask students if there is a similar expression in their language.

Exercise 4 USE IT!

Allow students time to prepare their answers to the questions individually. They then ask and answer them in pairs. Explain to students that they can include tablets and phones, as well as computers. Ask some students to report back on their partner's opinions.

ANSWERS

Students' own answers.

More practice

Workbook page 12

Practice Kit Reading 1

1 LANGUAGE FOCUS • Present simple: affirmative and negative

I can write about habits and facts.

- 1 Complete the sentences with the words in the box. Then check your answers in the forum on page 10.

doesn't don't don't lives
studies want watches

We **don't** use our phones.

- 1 She's older and she **wants** more.
- 2 But she **doesn't** study!
- 3 I **don't** want to watch TV in my bedroom.
- 4 I **don't** sleep!
- 5 My nan **lives** with us and she **watches** TV 24/7.

- 2 Complete the rules with five words from the box.

doesn't don't end habits
routines start

RULES

- 1 We use the present simple to talk about facts, _____ and _____.
- 2 Affirmative verbs _____ with -s in *he / she / it* forms.
- 3 Negative forms use _____ + infinitive without to after *I / you / we / they*.
- 4 Negative forms use _____ + infinitive without to after *he / she / it*.

- 3 Choose the correct words.

Some students **finish** / **finishes** school at 5 p.m.

- 1 My mum **don't** / **doesn't** like games.
- 2 She **don't** / **doesn't** play much.
- 3 Mark **study** / **studies** a lot.
- 4 His friends **don't** / **doesn't** work much.
- 5 My friends and I **watch** / **watches** films on my computer.

Remember!

Spelling rules
spend – spends
study – studies
watch – watches



I spend a lot of time on the phone.

My mum doesn't play video games.

Finished?

Write four sentences about your screen time: what your parents let you do, and what they don't allow you to do.

My time 11

- 4 1.07 PRONUNCIATION Third person -s
Listen. Then practise the examples.

/s/	/z/	/ɪz/
sleeps	says	finishes

- 5 1.08 Listen to eight more verbs and add them to the table in exercise 4. Practise saying them.

- 6 Complete the text with the correct form of the verbs in brackets.



I like (like) my brother, but I ¹ _____ (think) he has a problem. He ² _____ (not sleep) much at the weekends because he ³ _____ (play) video games all day and ⁴ _____ (watch) TV all night. His friends ⁵ _____ (not see) him very often because he ⁶ _____ (stay) in his room and he ⁷ _____ (not go) outside. He ⁸ _____ (speak) to us on his mobile phone when he's hungry. I ⁹ _____ (not know) if this is normal. Please help!

- 7 USE IT! Write four true and four false sentences using the words in the boxes. Use affirmative and negative forms. Compare your sentences with your partner.

I	study	like	English
My mum	use	live	TV
My dad	play	speak	video games
My friends	go	sleep	the phone
My teacher	watch	let	bedroom
Most people	spend	eat	outside
			classroom
			playground

Exercise 3

Students choose the correct words. Read through the information in the Remember! box with the class. With **weaker classes**, students could work in pairs for this. Check answers with the class.

ANSWERS

- 1 doesn't 2 doesn't 3 studies
4 don't 5 watch

Exercise 4 1.07 PRONUNCIATION Third person -s

Model pronunciation of the three sounds in isolation, then play the audio for students to listen. Play the audio again, pausing for students to repeat individually and chorally.

Exercise 5 1.08

Play the audio, pausing after each verb for students to add it to 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

- /s/: lets, works
/z/: spends, lives, plays, allows, studies
/ɪz/: watches

Exercise 6

Students read the text and complete it with the correct verb forms. Check answers with the class and ask students if they know anyone who plays video games too much.

ANSWERS

- 1 think 2 doesn't sleep 3 plays
4 watches 5 don't see 6 stays
7 doesn't go 8 speaks 9 don't know

Exercise 7 USE IT!

Read out the example sentences and elicit a few more examples. Students write their sentences individually then compare with a partner and guess which of their partner's sentences are false. Ask some students to read their sentences to 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. Ask other students if they have the same rules in their house.

More practice

Workbook page 9

Practice Kit Grammar 1

Assessment

Five-minute test, Teacher's Resource Disk

Language focus • Present simple: affirmative and negative

Aim

Write about habits and facts.

Warm-up

Write these gapped sentences on the board: *My dad _____ phones. My mum _____ TVs in our rooms.* Refer students back to the text on page 10 to complete the sentences. (*My dad **doesn't** use phones. My mum **doesn't** allow TVs in our rooms.*) Elicit that the verbs are in the present simple form.

Exercise 1

Students complete the sentences with the correct words then check their answers in the text on page 10. With **weaker classes**, students could work in pairs for this. Check answers with the class.

ANSWERS

- 1 studies 2 doesn't 3 don't 4 want
5 lives, watches

Exercise 2

Students complete the rules with the correct words then compare their answers in pairs. Check answers with the class then read the spelling rules with the class.

ANSWERS

- 1 habits / routines, routines / habits
2 end 3 don't 4 doesn't

Language note

In the present simple affirmative, we add -s to most verbs in the *he / she / it* form: *He **spends** phones.* (NOT *He **ban** phones.*)

Verbs that end in a consonant + -y change to -ies: *study – studies, carry – carries.* Verbs that end in a vowel + -y just add -s: *play – plays, stay – stays.*

Verbs that end in -sh or -tch add -es: *watch – watches, wash – washes.*

Vocabulary and listening • Free time activities

Aim

Understand people when they talk about their hobbies.

THINK!

Read the question with the class and elicit responses from individual students. Ask more questions to encourage longer answers, e.g. *Where do you do this? Who with? How much time do you spend doing this?*

ANSWERS

Students' own answers.

Exercise 1 1-09

Students complete the questionnaire with the correct verbs. With **weaker classes**, students could work in pairs. Play the audio for students to listen and check their answers. Check that students understand all the phrases.

ANSWERS

go, collect, make, draw, play, blog, bake, meet, go, go, do, go

Exercise 2

Read through the scoring system in the quiz and make sure students understand what they have to do. Students do the questionnaire then compare their answers with a partner. Ask some students what the quiz says about them, and ask if they agree.

ANSWERS

Students' own answers.

Optional activity: Vocabulary

Write the second part of the phrases from the quiz on the board, e.g. *TV, in bed late, online*, etc. and write the adverbs of frequency from the quiz on the board (*often, sometimes, never*). Ask students to close their books and put them into teams. Teams take turns to choose a phrase and say a sentence using the phrase and an adverb of frequency, e.g. *I sometimes watch TV*. If the sentence is correct, the team gets a point and the phrase is crossed off. Continue until all the phrases have been practised. See which team has the most points.

Exercise 3 1-10 page 145

Focus on the photos and elicit the two hobbies. Ask which hobby is relaxing and why. Play the audio. Students listen and check the answers.

ANSWERS

- 1 Abbie paints trainers.
 - 2 Niall makes videos.
- Abbie's hobby is relaxing.

1 VOCABULARY AND LISTENING • Free time activities

I can understand people when they talk about their hobbies.

THINK! How do you relax when you are not at school?

Free time questionnaire

Do you spend your time at home in front of a screen or in bed? Maybe you're creative and you like making things? Or maybe you like going out and doing things with friends?

Answer the questions and score: **3** = often **2** = sometimes **1** = never

Then add up your totals.

BEING ALONE

How often do you ... ?

- watch TV ☐
- stay in bed late ☐
- online ☐
- listen to music ☐
- things ☐

YOUR SCORE

BEING CREATIVE

How often do you ... ?

- videos ☐
- or paint a picture ☐
- an instrument ☐
- or write stories ☐
- cakes ☐

YOUR SCORE

GOING OUT

How often do you ... ?

- friends ☐
- shopping ☐
- dancing ☐
- sport ☐
- to the cinema ☐

YOUR SCORE

- 1 1-09 Complete the phrases in the questionnaire with the verbs in the box. Then listen and check.

bake blog collect do draw go (x4)
make meet play stay

- 2 Do the questionnaire. Do you like being alone, being creative, or going out? Compare your answers with your partner.

- 3 1-10 Look at the photos of Abbie and Niall. What are their hobbies? Which hobby is relaxing?



12 My time

- 4 1-10 Listen again and answer the questions.

- 1 Where does Abbie buy the trainers and paints?
- 2 Why does Abbie like painting?
- 3 What do Abbie's friends think of the trainers?
- 4 Does Niall write the stories for his videos?
- 5 How do his friends help with the videos?
- 6 How often does he make the videos?

- 5 USE IT! Work in pairs. Which hobby do you prefer: Abbie's or Niall's? Why?

Exercise 4 1-10 page 145

Allow students time to read the questions. Play the audio again. Students listen and answer the questions. Check answers with the class.

ANSWERS

- 1 She buys them online.
- 2 Because it's a very relaxing hobby.
- 3 They like them.
- 4 Yes, he does.
- 5 They act in the videos.
- 6 He makes the videos two to three times a year.

Optional activity: Listening

Write these sentences on the board:

- 1 The trainers and paints don't cost much money.
- 2 Abbie always gives the trainers to friends.
- 3 Niall hasn't got a good camera.
- 4 Niall makes videos for songs.

Students work in pairs and decide from memory if the sentences are true

or false. Ask them to correct the false sentences. Play the audio again for them to check their answers.

ANSWERS

- 1 true
- 2 false (She sometimes gives them to people.)
- 3 false (He has got a good camera.)
- 4 true

Exercise 5 USE IT!

Allow students time to prepare their answers individually then put them into pairs to discuss. Ask some pairs to tell the class what they agree about.

ANSWERS

Students' own answers.

More practice

Workbook page 10

Practice Kit Vocabulary 1, Listening 1

Assessment

Five-minute test, Teacher's Resource Disk

- 1 Complete the questions and answers with *do*, *don't*, *does* and *doesn't*. Then choose the correct words in rules 1–4.

Do her friends like the trainers? Yes, they ¹ / No, they ²

³ Niall write stories? Yes, he ⁴ / No, he ⁵



RULES

- 1 We use *is* / *do* to make questions with regular verbs with *I* / *you* / *we* / *they*.
- 2 We use *do* / *does* to make questions with regular verbs with *he* / *she* / *it*.
- 3 In short answers using regular verbs, we say Yes, *I am* / *do* and No, *I'm not* / *don't*.
- 4 In short answers using regular verbs, we say Yes, *he is* / *does* and No, *she isn't* / *doesn't*.

- 2 Complete the questions using the present simple form of the verbs in brackets.

- Do you **blog** about your life? (blog)
 1 you and your friends videos? (make)
 2 you your friends after school? (meet)
 3 your best friend near you? (live)
 4 you things? (collect)
 5 your dad in bed late? (stay)
 6 people in your class a lot? (talk)

- 3 Ask and answer the questions from exercise 2. Use *do*, *don't*, *does* and *doesn't* in your answers.

Do you blog about your life? No, I don't. I take photos and put them on Instagram.

- 4 Read the answers and complete the questions with the words in the box.

Do you ever go to the cinema? Yes, I do. I love watching films.

- 1 do you go? Not often – about once a month.
 2 do you go with? My best friend, and sometimes my sister.
 3 do you go? To the cinema in town.
 4 do you go? Usually on Saturday afternoons.
 5 do you watch? Scary films!
 6 do you watch scary films? Because my friend loves them.

- 5 Ask a partner the questions from exercise 4.

- 6 USE IT! Work in pairs. Ask questions using words from boxes A and B. Find out ten different things about your partner.

A
What
Where
How often
Do you ever
What time
Who
When

B
meet friends
phone
study
write stories
watch
do sport
bake
play an instrument
go dancing

What do you watch on TV?

Me, too!

I usually watch films.

Finished?

Write six questions about a hobby to ask someone in your class. Use the question words in exercise 6.



My time 13

ANSWERS

- 1 Do, make 2 Do, meet 3 Does, live
4 Do, collect 5 Does, stay 6 Do, talk

Exercise 3

Allow students time to prepare their answers to the questions. Students then ask and answer the questions in pairs. Ask some students to tell the class something they learned from their partner.

ANSWERS

Students' own answers.

Exercise 4

Read out the example and elicit another example from the class. Students complete the questions with the words in the box. Check answers with the class and check that students understand all the question words.

ANSWERS

- 1 How often 2 Who 3 Where
4 When 5 What 6 Why

Exercise 5

Allow students time to prepare their answers to the questions. Students then 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 6 USE IT!

Ask two confident students to read out the example. Point out that we can use *Me, too!* to agree with someone. Allow students time to prepare ten questions individually. Ask some students to read their questions to the class. Correct any errors. Students work in pairs to ask and answer their questions. Remind students to listen carefully to their partner's answers. Ask some students to tell the class something they found out about their partner.

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 them to read their questions to the class. Elicit answers from other students.

More practice

Workbook page 11

Practice Kit Grammar 2

Assessment

Five-minute test, Teacher's Resource Disk

Language focus • Present simple: questions

Aim

Ask and answer questions about free time activities.

Warm-up

Refer students back to the photos of Abbie and Niall on page 12. Ask: *What does Abbie do? Does Niall make videos?* Write the questions on the board and elicit the answers. Underline the verb forms and elicit that the questions are in the present simple.

Exercise 1

Students complete the questions and answers. Check answers with the class. Students then choose the correct words to complete the rules. Check answers with the class. With **weaker classes**, read

through the rules with the class and elicit the answers.

ANSWERS

- 1 do 2 don't 3 Does 4 does
5 doesn't

Rules: 1 do 2 does 3 do, don't
4 does, doesn't

Language note

In the question form, *do* / *does* comes before the subject: *Do they like trainers?* (NOT *They do like trainers?*)

We do not add *-s* to the main verb in the question form: *Does he write stories?* (NOT *Does he writes stories?*)

Exercise 2

Read out the example and elicit another example from the class. Students complete the questions, then compare their answers in pairs. Check answers with the class.

Speaking • Thinking of things to do

Aim

Make and respond to suggestions.

THINK!

Read the question with the class and elicit responses from individual students. Encourage students to talk about their own opinions and experiences of their own town.

ANSWERS

Students' own answers.

Exercise 1 1-11

Students read the gapped dialogue and complete it with the key phrases. With **weaker classes**, students could work in pairs for this. Play the video or audio for students to watch or listen and check their answers. Check answers with the class, then ask the question about Lisa and Jamie and elicit the answer.

ANSWERS

- 1 Shall we do something?
 - 2 Why don't we go for a bike ride?
 - 3 I don't feel like cycling
 - 4 How about going into town?
 - 5 That sounds like a good idea.
 - 6 Let's finish our homework now
- They decide to get the bus into town / go to a café in town.

Exercise 2

Students read the key phrases and categorize them. Check answers with the class and check that students understand all the key phrases. You could ask students to translate the key phrases into their own language to check understanding.

ANSWERS

1 S 2 R 3 S 4 S 5 S 6 R

Optional activity: Key phrases

Before students practise the dialogue, play the video or audio again, pausing after the key phrases. Ask students to repeat, copying the pronunciation and intonation that they hear.

Exercise 3

Students work in pairs to practise the dialogue.

Exercise 4 1-12

Students read the mini-dialogues and choose the correct answers. Play the audio for them to listen and check their answers. Play the audio again and tell students to listen carefully to the pronunciation and intonation. Students then practise the mini-dialogues in pairs.

1

SPEAKING • Thinking of things to do

I can make and respond to suggestions.

THINK! What can you do in your town at the weekend?

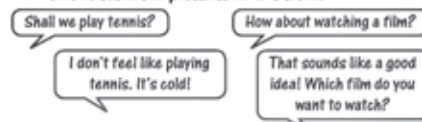
Jamie What are you doing today?
 Lisa Nothing much. ¹ _____
 Jamie I don't want to stay at home all day. It's boring.
 Lisa Well, what do you want to do?
 Jamie I don't know. I just want to go out.
 Lisa ² _____ We can take a sandwich.
 Jamie It's really cold. ³ _____ when it's cold.
 Lisa Mmm. Well, I don't want to play computer games all day.
 Jamie ⁴ _____ There's a new café on the High Street. They say it's very good.
 Lisa ⁵ _____ We can go to the shopping centre, too.
 Jamie I don't know about the shopping centre, but the café sounds good.
 Lisa ⁶ _____ and then get the bus into town.
 Lisa OK.



4 1-12 Choose the correct phrases in the mini-dialogues. Listen and check. Then practise them with your partner.

- 1 A Let's / Why do something different.
 B OK. What do you want / feel to do?
- 2 A Why don't we / We'll go to the cinema?
 There's a good film on this week.
 B That's like / sounds like a good idea.
- 3 A How about going / go for a walk?
 B No thanks. I don't really like / feel like going for a walk.
- 4 A What shall we doing / do?
 B Nothing. I'm happy here on the sofa.

5 USE IT! Work in pairs. Prepare and practise a new dialogue. Use the key phrases and at least two ideas from pictures A-D below.



1 1-11 Complete the dialogue with the key phrases. Then watch or listen and check. What do Lisa and Jamie decide to do?

KEY PHRASES

Making and responding to suggestions (1)

- 1 Shall we do something? ☒ S
- 2 That sounds like a good idea. ☐
- 3 Let's finish our homework now. ☐
- 4 How about going into town? ☐
- 5 Why don't we go for a bike ride? ☐
- 6 I don't feel like cycling. ☐

2 Which key phrases are for making suggestions and which are for responding to suggestions? Write S (suggestion) or R (response).

3 Work in pairs. Practise the dialogue.

14 My time

ANSWERS

- 1 Let's, want
- 2 Why don't we, sounds like
- 3 going, feel like
- 4 do

Optional activity: Key phrases

With books closed, write these suggestions on the board:

- 1 How about go for a pizza?
- 2 Why we don't stay at home?
- 3 Let's we watch a film.
- 4 We shall meet some friends?

Students work in pairs to correct the mistakes in the suggestions. Check answers with the class.

ANSWERS

- 1 How about going for a pizza?
- 2 Why don't we stay at home?
- 3 Let's watch a film.
- 4 Shall we meet some friends?

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.

More practice

Workbook page 15

Practice Kit Speaking 1

THINK! What do you do in and around your home town at the weekend?

This is me

Hi. My name's Rachel and I live near Glasgow in Scotland. This is how I like spending my time:



PLACES

I spend a lot of time at my friend's house and I also like meeting friends in town. We usually go to the shopping centre or the cinema.

ON SCREEN

I'm not really bothered about TV, but I enjoy watching music videos. Really, I prefer watching funny programmes on YouTube. I'm not a big video games fan.

SPORTS AND HOBBIES

I love horses and I go riding twice a week. I'm also into athletics. I play the piano, too, but I don't always enjoy practising.

MUSIC

I like listening to most music, but I'm not mad about Justin Bieber! I hate listening to him. Sorry – he annoys me!

BACK TO TOP

1 Read the profile and find three things which Rachel likes.

2 Complete the key phrases with words from Rachel's profile.

KEY PHRASES

Likes and preferences

- 1 I like _____.
- 2 I enjoy _____.
- 3 I prefer _____.
- 4 I hate _____.
- 5 I'm not really bothered about _____.
- 6 I'm (not) a big _____ fan.
- 7 I'm not mad about _____.
- 8 I'm into _____.

3 Write five true sentences about yourself using the key phrases in exercise 2.

Language point: Linkers

4 Find *and*, *also* and *too* in the profile. Are they in affirmative or negative sentences? Where is each word in the sentence?

5 Complete the sentences using *and*, *also* and *too*.

- 1 I like swimming _____ I like playing tennis.
- 2 I eat meat _____ I eat fish _____.
- 3 I play the piano. I _____ play the violin.
- 4 I love being in the countryside _____ I love being in the park _____.
- 5 I meet friends at the weekend _____ I _____ listen to music.

6 **USE IT!** Follow the steps in the writing guide. Ask and answer the questions for part B with your partner.

WRITING GUIDE

A TASK

Write a personal profile for a web page. Explain how you like spending your time.

B THINK AND PLAN

- 1 What's your name and where do you live?
- 2 Where do you like spending your time?
- 3 Who do you like spending your time with?
- 4 How do you spend your screen time?
- 5 What sports and hobbies do you like?
- 6 What music do and don't you like?

C WRITE

Copy the headings from Rachel's profile. Then write your profile in your notebook. Include some of the key phrases.

D CHECK

Can you join any sentences with linkers?

My time 15

and *enjoy*. Students can compare their sentences in pairs. Ask some students to read some of their sentences to the class.

Language point: Linkers

Exercise 4

Elicit or explain that we use linkers to join ideas together. Students work in pairs to find the words in the profile and answer the questions. Check answers with the class, and elicit or explain that these three linkers are all used to link similar ideas. Point out that we can use *and* and *also* together in the same sentence (... *and I also like* ...). We can also use *and* and *too* in the same sentence (... *and I play the piano, too*). We can't use *also* and *too* in the same sentence.

ANSWERS

They're in affirmative sentences. *and* and *also* are in the middle of a sentence. *and* comes between two full clauses. *also* comes before a main verb (*I also like* ...) or after the verb *be* (*I'm also into* ...). *too* comes at the end of a phrase, and is preceded by a comma.

Exercise 5

Elicit the first missing linker as an example. Students complete the sentences with the correct linkers. Check the answers.

ANSWERS

- 1 and 2 and, too 3 also 4 and, too 5 and, also

Optional activity: Writing

Ask students to write three sentences about themselves using *and*, *also* and *too*. Ask some students to read their sentences to the class.

Writing • A profile for a web page

Aim

Write about yourself using *and*, *also* and *too*.

THINK!

Ask the question to the class and elicit answers from individual students. Ask more questions to encourage students to say more, e.g. *How often do you do this? Who do you do it with? Why do you enjoy it?*

ANSWERS

Students' own answers.

Exercise 1

Students read the profile and find three things that Rachel likes, then compare their answers in pairs. Check the answers.

ANSWERS

meeting friends in town; horses; athletics; piano; watching music videos; funny programmes; listening to most music

Exercise 2

Students complete the key phrases with words from the profile. Check answers and check that students understand all the phrases. Remind them that we use the *-ing* form of verbs after verbs such as *like*, *enjoy* and *prefer*.

ANSWERS

- 1 meeting friends in town / listening to most music
- 2 watching music videos
- 3 watching funny programmes on YouTube
- 4 listening to him
- 5 TV
- 6 video games
- 7 Justin Bieber
- 8 athletics

Exercise 3

Students write five true sentences about themselves using the key phrases. Encourage them to use some of the less familiar phrases (e.g. *I'm not really bothered about* ...), as well as verbs such as *like*

Exercise 6 USE IT!

Read the task with the class. Students answer the questions and plan their text. Read through the headings in Rachel's profile with the class and explain to students that they should use the same headings in their profile. Students write their profile. This can be set for homework. Remind students to check their grammar and spelling carefully.

More practice

Workbook page 13

Practice Kit Writing 1

End-of-unit activities

Progress Review, Workbook page 14

* Vocabulary and grammar photocopyables,

Teacher's Resource Disk

** Vocabulary and grammar photocopyables,

Teacher's Resource Disk

*** Vocabulary and grammar photocopyables,

Teacher's Resource Disk

Speaking photocopyables, Teacher's

Resource Disk

Review

Vocabulary

Exercise 1

Students complete the lists with the correct words. With **weaker classes**, students can look back through the unit to help them. Check answers with the class.

ANSWERS

- 1 restaurant 2 collect 3 city
4 go online 5 write stories
6 in the park

Exercise 2

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

ANSWERS

- 1 room 2 internet 3 videos
4 blogs 5 café 6 sports 7 go
8 listen

Language focus

Exercise 3

Students complete the sentences with the correct form of the verbs. Check answers with the class.

ANSWERS

- 1 collects 2 don't go 3 don't meet
4 doesn't go 5 listen to 6 watch

Exercise 4

Students write the questions then write answers that are true for them. Put students into pairs to compare and then ask and answer the questions. Check answers with the class.

ANSWERS

- 1 Do you like the countryside?
2 Do your friends write blogs?
3 Does your teacher use videos in class?
4 Do you play an instrument?
5 Do your friends live in town?
6 Do you and your friends spend a lot of time at the shops?

Students' own answers.

Exercise 5

Students complete the questions with the correct question words. Check answers with the class.

ANSWERS

- 1 When 2 How often 3 Who
4 Where 5 Why 6 What time

Speaking

Exercise 6

Students complete the dialogue with the correct words and phrases. Check answers with the class. With **weaker classes**, students could practise the dialogue in pairs for extra practice.

1 REVIEW

Vocabulary

- 1 Complete the lists with the words and phrases in the box.

city collect go online in the park
restaurant write stories

- 1 café, shopping centre, shops, _____
2 make, do, draw, _____
3 town, countryside, village, _____
4 stay in bed, listen to music, watch TV, _____
5 play an instrument, bake cakes, make videos, _____
6 on the sofa, on the phone, at the shops, _____

- 2 Complete the text with the words in the box.

blogs café go internet listen
room sports videos

My brother Tom has got a computer in his
1 _____. He spends a lot of time on the
2 _____. He watches 3 _____ and he
4 _____ about video games. I prefer to be
with my friends. We meet in a 5 _____ after
school. On Saturdays we do 6 _____ and in
the evening we sometimes 7 _____ to the
cinema or 8 _____ to music.

Language focus

- 3 Complete the sentences using the present simple form of the verbs in brackets.

- 1 He _____ things. (collect)
2 I _____ swimming. (not go)
3 You _____ friends after school. (not meet)
4 She _____ online in the evening. (not go)
5 They _____ music online. (listen to)
6 We _____ videos in English. (watch)

- 4 Write present simple questions. Then write true short answers.

- 1 you / like / the countryside?
2 your friends / write blogs?
3 your teacher / use / videos in class?
4 you / play / an instrument?
5 your friends / live / in town?
6 you and your friends / spend a lot of time / at the shops?

- 5 Complete the questions with the words and phrases in the box.

How often What time When Where
Who Why

- 1 A _____ do you listen to music?
B In the evening, after dinner.
2 A _____ do you stay in bed late?
B I never stay in bed late.
3 A _____ do you make videos with?
B My two friends from school.
4 A _____ do you go after school?
B I go home to do my homework.
5 A _____ do you collect things?
B Because I like it.
6 A _____ does the film start?
B It starts at 7.45 p.m.

Speaking

- 6 Complete the dialogue with the words and phrases in the box.

don't we feel How Let's
Shall sounds

- Jo Hi, Leah. 1 _____ do something.
Leah OK. 2 _____ we go into town?
Jo That 3 _____ like a good idea.
4 _____ about going to the shopping
centre?
Leah I don't 5 _____ like shopping.
Jo All right. Why 6 _____ go to the
cinema, then?
Leah I haven't got any money.

Listening

- 7 1-13 Listen to the dialogue and write true or false. Correct the false sentences.

- 1 Natalie collects books.
2 She loves real books because they've got photos and pictures.
3 She's got about seventy books.
4 She doesn't read in bed because she can't sleep.
5 Natalie never buys her friends books as birthday presents.
6 She usually buys a book every two months.

16 REVIEW • My time

ANSWERS

- 1 Let's 2 Shall 3 sounds 4 How
5 feel 6 don't we

Listening

Exercise 7 1-13 page 145

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

ANSWERS

- 1 true
2 true
3 false (She's got 50 or 60.)
4 false (She reads in bed.)
5 false (She always buys her friends books.)
6 false (She buys a book every month.)

Optional activity: Consolidation

Put students into pairs and tell them they are going to interview two of their classmates about how they spend their time. Ask them to prepare six questions to ask their classmates. Tell them they must use vocabulary from pages 8 and 12, and their questions should be in the present simple. Monitor and help and ask some students to read their questions to the class. Correct any errors. Put pairs together into groups of four. They take turns to interview each other using their questions. Tell students that when they answer the questions they should give detailed answers and use some of the key phrases from page 15. You could write these on the board for students to refer to. Encourage them to use linkers, e.g. *(Ana) likes reading and she also enjoys watching films.*

Assessment

Tests, Teacher's Resource Disk

1 PUZZLES AND GAMES

1 FIND THE PREPOSITION. Work in three teams. Look at the pictures and say where the person is. Use *at*, *in* and *on*. Find the four pictures that use the same preposition.



2 GUESS THE FAMOUS PERSON. Work in pairs. Follow the instructions.

- In pairs, write five clues about a famous person using present simple affirmative and negative sentences.
- Read your sentences, one sentence at a time, to another pair.
- The first pair to guess the famous person wins.



3 Find nine more free time activities in the puzzle. Use two squares for each one.

go shopping

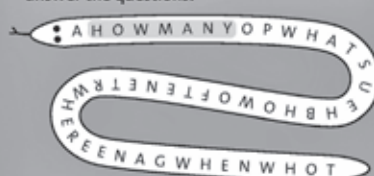
go	meet	dancing	online	watch
listen to	a picture	shopping	do	sport
go	TV	write	go	paint
cakes	friends	music	bake	stories

4 MAKE SENTENCES. Work in two teams. Follow the instructions.

- Make eight sentences using a word or phrase from the box and a free time activity from exercise 3.
- Take turns reading your sentences out.
- Decide if the other team's sentence is correct. Your teacher can help. Each correct sentence gets one point.
- The team with the most points wins.

never almost never sometimes often
usually always twice a week
every day once a month

5 WORDSNAKE. Work in pairs. Find the question words and complete the questions. Ask and answer the questions.



How many languages does your mother speak?

- 1 _____ time do you get up on Saturdays?
- 2 _____ do you go to the cinema?
- 3 _____ does your uncle live?
- 4 _____ do you do your homework?
- 5 _____ do you talk to on the phone the most often?

PUZZLES AND GAMES • My time 17

As an extension, mime one of the activities, e.g. baking a cake. Students race to guess the activity. Ask students in turn to mime one of the activities. Their classmates guess the activities.

ANSWERS

meet friends, go dancing, listen to music, do sport, bake cakes, write stories, paint a picture, go online, watch TV

Exercise 4

Divide the class into two teams (or more if you have a large class). Students work in their teams to write their sentences. Encourage them to look back at examples in the unit and notice the position in the sentence of the different frequency phrases.

Ask teams in turn to read out one of their sentences. The other team or teams decide if the sentence is correct, with you acting as the final judge. Award a point for each correct sentence. See which team has the most points at the end.

As an extension, discuss the rules for the position of the frequency expressions in a sentence. Elicit that we use the frequency adverbs such as *never* and *usually* before the main verb (*I never watch TV*.) and we use the expressions such as *every day* and *twice a week* at the end of a sentence (*I watch TV twice a week*.)

ANSWERS

Students' own answers.

Exercise 5

Students work in pairs to find the question words and complete the questions. You could do this as a race, to make it more fun.

Check answers with the class. Students then ask and answer the questions in pairs. Ask some students to tell the class something about their partner.

ANSWERS

AHOWMANYOPWHAT SUEH BHOW
OFTENETRWHEREENAGWHENWHOT

- 1 What
- 2 How often
- 3 Where
- 4 When
- 5 Who

Puzzles and games

Exercise 1

Divide the class into three teams. Students work in their teams to say where each person is, using *at*, *in* and *on*, and find the four pictures which use the same preposition. You could do it as a race to make it fun. Check answers with the class.

ANSWERS

- 1 at home
- 2 on the beach
- 3 on the bus
- 4 in the playground
- 5 at school
- 6 in bed
- 7 at the shops
- 8 in the car
- 9 on the sofa
- 10 in the park

The four pictures that use the same preposition are: 4, 6, 8, and 10.

Exercise 2

Read out the instructions. Put students into pairs to choose a famous person and write five clues.

Put pairs together into groups of four. Pairs take it in turns to read their clues to each other and guess the famous people. Tell students they can have one guess after each clue. The first pair to guess the famous person correctly in each group wins.

You could also do this as a whole class activity. Students write their clues in pairs then read them to the class. The first student to guess the famous person gets a point. See who has the most points at the end.

ANSWERS

Students' own answers.

Exercise 3

Students find nine more free time activities. They could work in pairs for this, and you could do it as a race. Check answers with the class.

Unit summary

Vocabulary

Communication: *card, letter, email, face-to-face conversations, emojis, emoticons, instant messaging, landline, mobile phone, social media, symbols, text message, video chat*

On the phone: *be engaged / busy, call back, dial a number, download a ringtone, hang up, leave a voicemail, put on speakerphone, send a text message*

Language focus

Present continuous: affirmative and negative

Present continuous: questions

Present simple and present continuous

Speaking

I can make plans with friends.

Writing

I can use *but* and *however* to contrast results.

Vocabulary • Communication

Aim

Talk about how you communicate today.

THINK!

Put students into pairs to name five different ways of communicating. Refer them to the photos for ideas, and allow them to use their dictionaries to help. You could set a time limit for this, to make it competitive. Bring students' ideas together on the board and check that students understand all the words. Alternatively, brainstorm five different ways of communicating with the whole class.

ANSWERS

Students' own answers.

Exercise 1 1-14

Students match the blue words with the photos. With **weaker classes**, students could work in pairs for this. With **stronger classes**, students could do it as a race. Play the audio for students to check their answers. Play the audio again, pausing after words with difficult pronunciations for students to repeat, e.g. *symbols, emojis, social media*.

ANSWERS

1 I 2 E 3 F 4 C 5 B 6 A
7 G 8 D 9 H 10 J

2 Communication

VOCABULARY • Communication
I can talk about how I communicate today.

Extra listening and speaking p89
Curriculum extra p97
Culture p105
Project p112

THINK! Name five different ways that you communicate with other people.

- 134 Match the words in blue in the communication survey with pictures A–J. Listen and check.
- 2 Do the survey and compare your answers with your partner.

COMMUNICATION SURVEY

The way we communicate is changing. That's a fact. But how? Please take our survey so we can find out.

How often do you ...

- 1 have face-to-face conversations with friends?
- 2 send a text message?
- 3 send an email?
- 4 send a letter or card?
- 5 call someone from a mobile phone?
- 6 call someone from a landline?
- 7 use instant messaging?
- 8 use video chat like Skype?
- 9 use symbols like emoticons and emojis in messages?
- 10 Post messages on social media?

Write your score

All the time 4 Often 3 Sometimes 2 Never 1

18

Exercise 2

Read through the survey with the class and check that students understand everything, including the frequency adverbs at the bottom. Students do the survey individually then compare their answers in pairs. Ask some pairs to tell the class which of their answers are the same and which are very different. Discuss as a class which are the most popular means of communication in the class and why. Encourage as many students as possible to join in, talk about their own experiences and express their opinions.

Background

Emoticons are symbols which are used in emails and text messages to represent emotions. The first emoticons used punctuation marks, but actual faces soon became more popular, e.g. ☺ and ☹. Emojis are more sophisticated emoticons that are used in text messaging to represent a range of different things, from facial expressions

to types of weather, etc. The first emojis were created in Japan in 1999. Students will learn more about emojis on page 20.

Exercise 3

Read through the fact file with the class and elicit what the figures mean (e.g. young people only spend 3% of their communication time using their voices, whereas adults spend 20% of their communication time speaking). Read out the first gapped sentence and elicit the correct words to complete it (*much more*). Students then complete the remaining sentences. With **weaker classes**, students could work in pairs for this. With **stronger classes**, students could write one more sentence based on the information in the fact file. Check answers with the class and check that students understand all the words in the box.

ANSWERS

1 much more 2 much less
3 hardly any 4 most

FACT FILE

COMMUNICATION MINUTES DEDICATED TO:

Medium	Young people	Adults
Voice	3%	20%
Email	2%	33%
Social media	94%	39%

3 Read the fact file. Complete the statements about communication habits with the words in the box.

hardly any most much
 less much more

- Adults spend _____ time using email to communicate than young people.
- Compared to adults, young people spend _____ communication time talking on the phone.
- Young people spend _____ communication time on emails.
- Young people spend _____ of their communication time on social media.

4 Watch or listen. Who meets their friends the most: Rebecca and Harry, or Steve?



5 Watch or listen again and put the key phrases in the order you hear them.

KEY PHRASES

Comparing answers

a What about you?	☐ e Not really.	☐
b Of course.	☐ f I'm surprised!	☐
c Of course not.	☐ g I'm not surprised.	☐
d Really?	☐ h Neither am I.	☐

6 USE IT! Work in pairs. Take turns to discuss the fact file. Use the key phrases and the questions below.

- In your family, do the adults speak on the phone more than you?
- Do you prefer to text or talk?
- Do you use emails very much?
- Do you spend most of your communication time on social media?

Finished?

Write a paragraph describing the time you and your family spend communicating.

Optional activity: Vocabulary

Put students into small groups and ask them to cover the communication survey on page 18. One student in each group can look at their copy of the survey and act as judge. The other students take it in turns to point to one of the photos and say the correct word. If they are correct, the judge awards them a point and this photo is now out of the game. If they are not correct, the judge tells them they are incorrect, but doesn't give away the correct word. Students continue until they have named all the forms of communication. The student with the most points in each group is the winner.

ANSWERS

Students' own answers.

Exercise 4 1-15 page 145

Read out the question, then play the video or audio for students to watch or listen and answer the question. Check the answer with the class. (If you're using the

audio-only version, please see the audio script on page 145 for names of speakers.)

ANSWER

Rebecca and Harry meet their friends the most.

Optional activity: Video / Listening

Write the following questions on the board:

Who ...

- usually uses instant messaging?
- spends a lot of time on the phone?
- is not surprised at the facts about emails?
- doesn't often have face-to-face conversations with friends?

Students work in pairs to answer the questions from memory. Play the video or audio again for students to check their answers.

ANSWERS

- Rebecca and Harry
- Steve
- Rebecca and Harry
- Steve

Exercise 5 1-15 page 145

Allow students time to read the key phrases. Check that they understand them all. You could ask them to translate the phrases into their own language, to check understanding. Play the video or audio again for students to write the key phrases in the order they hear them. Point out that not all the key phrases are used, but they should note down the ones they hear. Check answers with the class.

ANSWERS

- b
- a, g
- f
- d, f

Optional activity: Key phrases

Play the video or audio again, pausing after each question. See if students can remember the responses, then play it for them to check their answers. Point out the additional phrases *Me neither* and *Absolutely*.

Exercise 6 USE IT!

Read through the questions with the class. Allow students time to prepare their answers individually. Put them into pairs to ask and answer the questions. Remind them to listen to their partner's answers. Ask some students to tell the class something about their partner.

ANSWERS

Students' own answers.

Finished?

Refer **fast finishers** to the **Finished?** activity. Students can write their paragraph individually and compare with another fast finisher. Alternatively, ask some fast finishers to read their paragraphs to the class. Ask other students which parts of the paragraph are true for their families.

More practice

Workbook page 16

Assessment

Five-minute test, Teacher's Resource Disk

Reading • Emojis

Aim

Identify the main topics in an article.

THINK!

Read the question with the class and discuss with the students why people use emoticons and when they are used.

ANSWERS

Students' own answers.

Exercise 1

Read out the title of the text, then read through the list of topics with the class and check that students understand them all. Ask: *Which topics do you think are included in the article?* Elicit a few ideas, but don't confirm them at this stage. Ask students to read the article quickly to identify the main topics and write them in order. Point out to students that they don't need to understand all the details of the article at this stage, but they just need to identify the main topics. Check answers with the class.

ANSWERS

1 A 2 C 3 E 4 D

Exercise 2 1-16

Allow students time to read through the sentences, then play the audio. Students read and 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 false (She is reading a message made of emojis.)
- 2 true
- 3 false (They show ideas from many cultures.)
- 4 true
- 5 false (They can show people's feelings.)

Exercise 3 VOCABULARY PLUS

Students use a dictionary to check the meaning of the blue words. With **stronger classes**, you could encourage students to try to guess the meaning from the context first, then check in a dictionary. Check that students understand all the words.

ANSWERS

Students' own answers.

Workbook page 20 exercise 5

2

READING • Emojis

I can identify the main topics in an article.

THINK! Why do people use emoticons?

Look! I'm speaking emoji

- 1 Anna is sitting on the sofa and she's sending Lucy an instant message. They're having a long conversation, but Anna isn't only using real words and they aren't writing real sentences. Like most other young people, they're messaging with small, colourful pictures. They're communicating with emojis.
- 2 Look around and you can find creative emoji T-shirts, posters, videos, and emoji stories and songs. Emojis are everywhere, but where are they from and why are they so popular?
- 3 The inventor of the first emojis, Shigetaka Kurita, is from Japan, and 'emoji' comes from the Japanese for *picture (e)* and *letter (moji)*. There are now more than a thousand, showing people and ideas from many cultures, not only Japan. They now have many different skin colours, and they are becoming a truly international language.
- 4 Emojis and emoticons are popular because they can show our feelings. When we aren't speaking face-to-face, it's important to see if a message is sad, silly, funny or happy. So emojis are useful, but most of all they add a bit of colour to our lives, and a bit of fun. And that's why we really love them.



Emoji fact file

First used: 1999, Japan

Why: easy to send in phone messages

Original number of emojis: 176

Number of emojis now: more than 1,200

Most popular emoji:



1 Read the article. Which of topics A–E are in the text? Put the topics in order.

- A Emojis to communicate
- B Fashion in Japan
- C Emojis in everyday life
- D Emojis and emotions
- E Where emojis are from

2 1-16 Read and listen to the article again. Write true or false.

- 1 Lucy is reading a message made of emoticons.
- 2 There are emojis on clothes.
- 3 Emojis show only Japanese culture.
- 4 The people and faces in the new emojis use a lot more colours.
- 5 Emojis don't help with communication.



3 VOCABULARY PLUS Use a dictionary to check the meaning of the words in blue in the text. For more practice go to page 20 in the Workbook.

4 USE IT! Work in pairs. Do you like emojis? Why / Why not?

20 Communication

Optional activity: Reading

Write the following questions on the board:

- 1 Who made the first emojis?
- 2 Where can you find emojis?
- 3 In what way are emojis more international now?
- 4 Why do we love emojis?

Students work in pairs to read the article again and answer the questions. Check answers with the class.

ANSWERS

- 1 Shigetaka Kurita
- 2 on T-shirts, posters, videos, in stories and songs
- 3 They show different skin colours.
- 4 We love them because they are fun.

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 on their partner's opinions. If you have time at the end of the lesson, you could put students into pairs and ask them to design their own emoji. Students could then present their emojis to each other in small groups and explain when they would use it. Each group could choose one emoji to present to the class. The class could vote for their favourite overall.

ANSWERS

Students' own answers.

More practice

Workbook page 20

Practice Kit Reading 2

2 LANGUAGE FOCUS • Present continuous: affirmative and negative

I can describe what's happening in a picture.

- 1 Complete the sentences with the words in the box. Check your answers in the text on page 20. Then choose the correct words in the rules.

are becoming aren't speaking
is sending isn't using

- 1 Anna _____ Lucy an instant message.
- 2 Anna _____ real words.
- 3 They _____ a truly international language.
- 4 We _____ face-to-face.

- 2 Read the study strategy. Then write the *-ing* form of the verbs. Check your answers in the text on page 20.

- 1 become _____
- 2 have _____
- 3 send _____
- 4 speak _____
- 5 sit _____
- 6 write _____

STUDY STRATEGY

Finding spelling rules

Sometimes the final letter of a verb can show you how to spell the continuous form.

- Look at verbs that end in *-e*. Do you keep or delete the *-e* before you add *-ing*?
- Look at verbs that end in a short vowel and then a consonant. What letter is added before *-ing*?

- 3 Look at picture A. Complete sentences 1–6 using affirmative and negative forms of the present continuous.

- 1 A man, a woman and a dog _____ (sit) in a boat.
- 2 The man _____ (have) a conversation.
- 3 He _____ (say), 'We're having a fantastic holiday!'
- 4 The woman _____ (listen).
- 5 She _____ (sleep).
- 6 The dog _____ (point) to a sign.

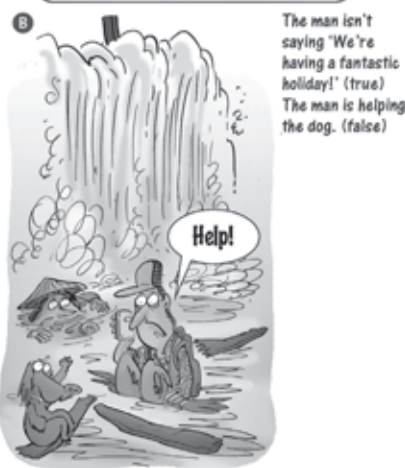


RULES

- 1 We use the present continuous to talk about things happening now / habits.
- 2 We make the present continuous with the verb *do / be* and the *-ing / base* form of a verb.
- 3 We don't usually use some verbs in the present continuous. Two of these are *be / live* and *make / have* (possession).

- 4 Write *true* and *false* sentences about picture B using affirmative and negative forms of the present continuous. Use the verbs in the box.

have help look say sit sleep
speak swim



- 5 USE IT! Read your sentences from exercise 4 to your partner. Say if your partner's sentences are true or false.

Finished?

Find another picture in this book and describe it to your partner.

Communication 21

Language focus • Present continuous: affirmative and negative

Aim

Describe what's happening in a picture.

Warm-up

Write on the board: Anna _____ on the sofa. Refer students back to the text on page 20 to find the missing verb (*is sitting*). Complete the sentence on the board and underline the verb. Ask: *Is the verb in the present simple?* (no) Elicit that it is in the present continuous.

Exercise 1

Students complete the sentences with the correct words, then check their answers in the text on page 20. With **weaker classes**, students could work in pairs for this. Check answers, then ask students to read the

rules and choose the correct words to complete them. Check answers with the class. With **weaker classes**, read out the rules and elicit the correct answers from the class.

ANSWERS

- 1 is sending
- 2 isn't using
- 3 are becoming
- 4 aren't speaking

Rules:

- 1 things happening now
- 2 *be, -ing*
- 3 *be, have* (possession)

Language note

In the present continuous affirmative, we use the *-ing* form of the verb: *He's eating*. (NOT *He's eat* or *He's eats*)

We also need to use the correct form of *be*: *I'm eating*. (NOT *teating*.)

In the negative form, we use *'m not, isn't, aren't + -ing*: *He isn't eating*. (NOT *He doesn't eating*.)

Exercise 2

Read through the study strategy with the class. Give an example of a verb ending in *-e* (*write*), and one ending in a short vowel and a consonant (*sit*). Refer students back to the text on page 20 to find how they are spelled in the *-ing* form. Elicit the answers to the questions.

Elicit other verbs that end in *-e* and elicit the *-ing* form (e.g. *give – giving, have – having*) and elicit other verbs that end in a short vowel and a consonant (e.g. *run – running, chat – chatting*).

Students write the *-ing* form of the verbs and check their answers in the text. Check answers with the class.

ANSWERS

Study strategy: You delete the *-e* before you add *-ing*.

We repeat the final consonant before we add *-ing*.

- 1 becoming
- 2 having
- 3 sending
- 4 speaking
- 5 sitting
- 6 writing

Exercise 3

Read out the first gapped sentence and elicit the missing verb. Students complete the sentences with the correct verb forms. Check answers with the class.

ANSWERS

- 1 are sitting
- 2 is having
- 3 is saying
- 4 isn't listening
- 5 is sleeping
- 6 is pointing

Exercise 4

Read out the example sentences and elicit one or two more examples. Students work individually to write sentences. Ask some students to read their sentences to the class. Don't confirm if they are true or false, but correct any errors.

Exercise 5 USE IT!

Students work in pairs to read their sentences to each other and decide if they are true or false. As feedback, ask who guessed correctly if all their partner's sentences were true or false.

ANSWERS

Students' own answers.

Finished?

Refer **fast finishers** to the **Finished?** activity. Students can prepare their descriptions individually then work in pairs to describe the pictures to each other. Alternatively, ask them to read their descriptions to the class, saying which unit the picture is in, but not which page it is on. Other students try to identify the pictures.

More practice

Workbook page 17

Practice Kit Grammar 3

Assessment

Five-minute test, Teacher's Resource Disk

Vocabulary and listening • On the phone

Aim

Understand and use telephone messages.

THINK!

Put students into pairs to ask and answer the questions. Encourage them to ask more questions to find out more information, e.g. *How often do you phone / text? What do you talk about?* Ask some students to tell the class what they learned about their partner.

ANSWERS

Students' own answers.

Exercise 1 1•17 page 146

Allow students time to read through the phrases. Play the first extract and elicit which phrase it matches (C). Play the rest of the audio. Students listen and match the extracts with the phrases. Allow students to compare their answers in pairs, then play the audio again for them to check their answers. Check answers with the class and check that students understand all the phrases.

ANSWERS

1 C 2 E 3 B 4 G 5 H 6 D
7 F 8 A

Exercise 2 1•18

Students match the sentence halves. Allow them to compare their answers in pairs then play the audio. Students listen and check their answers. Check answers with the class.

ANSWERS

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

Exercise 3 1•19 page 146

Play the audio. Students listen and match the pictures with the conversations. Check answers with the class.

ANSWERS

1 B 2 C 3 A

Exercise 4 1•19 page 146

Allow students time to read the questions. Play the audio again. Students listen and answer the questions. Check answers with the class. With **stronger classes**, students could answer the questions from memory then listen again to check.

ANSWERS

1 In the park (with friends)
2 She want shim to do his homework.
3 Because Janet is using Susan's phone.
4 He doesn't have much credit.
5 Anthony Frizzell
6 In a bank

2 VOCABULARY AND LISTENING • On the phone

I can understand and use telephone language.

THINK! Which person do you phone most often? Who do you text most often?

1 1•17 Listen and match phrases A–H with what you hear (1–8). Listen again and check.

- | | | | |
|-----------------------|-------------------------------------|-----------------------|--------------------------|
| A be engaged / busy | ☐ | E hang up | ☐ |
| B call back | ☐ | F leave a voicemail | ☐ |
| C dial a number | ☒ | G put on speakerphone | ☐ |
| D download a ringtone | ☐ | H send a text message | ☐ |

2 1•18 Match 1–6 with a–f. Listen and check.

- | | |
|----------------------------------|------------------------------------|
| 1 I'm afraid ... | a I haven't got any credit. |
| 2 His phone's ringing, ... | b ... but he's not answering. |
| 3 Wait! Wait! Please, ... | c Can you speak up? |
| 4 Sorry, I can't hear you. | d ... you've got the wrong number. |
| 5 Oh, I need to top up my phone. | e ... don't hang up. |
| 6 Hello, is that Susan? | f No, it's Janet. |

3 1•19 Listen to three conversations. Match pictures A–C with conversations 1–3.

4 1•19 Listen again and answer the questions.

- Where is David?
- What does David's mum want him to do?
- Why is Ollie surprised when Janet answers the phone?
- Why can't Ollie call Susan back?
- Who is Andrew's grandmother speaking to?
- Where does Anthony work?

5 1•19 Listen again. Write who says phrases 1–6 in exercise 2.

6 USE IT! Work in pairs. Imagine you are in the following situations. Think of your answers and then explain your reasons to your partner.

- You are in town with friends. Your mum calls you. Do you ...
a answer your phone?
b pretend you can't hear it?
c answer, but say that the line is bad and hang up?
- You are talking to a friend on the phone in a public place. Your friend can't hear you. Do you ...
a explain that the line is bad, hang up and call later?
b continue the call and speak up?
c hang up and send a message?
- You send an instant message to a friend with important news. Your friend doesn't answer. Do you ...
a forget about it and wait for your friend's response?
b think your friend is ignoring you and feel angry?
c call to tell your friend to look at the message?



22 Communication

Exercise 5 1•19 page 146

Play the audio again. Students listen and note down who says each phrase from exercise 2. Check answers with the class.

ANSWERS

1 Anthony 2 Andrew's grandmother
3 David's mum 4 David 5 Janet
6 Keith

Optional activity: Listening

Write these gapped sentences on the board:

- Mum, this ____ is bad.
- You're ____ up. Lovely speaking to you.
- I haven't got any credit ____ my mobile.
- Hello Andrew, ____ your grandmother speaking.

Students work in pairs to complete the sentences. Play the audio again for them to check their answers. Check answers with the class and check that students understand the sentences.

Point out the use of the preposition *on* in number 3, and point out that we use *it's* ... to introduce ourselves on the phone.

ANSWERS

1 line 2 breaking 3 on 4 it's

Exercise 6 USE IT!

Allow students time to read the situations and think about their answers. Put them into pairs to explain their answers and give reasons.

ANSWERS

Students' own answers.

More practice

Workbook page 18

Practice Kit Listening 2

Assessment

Five-minute test, Teacher's Resource Disk

Present continuous: questions

1 Match questions 1–4 with answers a–d. Then choose the correct words in rules 1–2.

- 1 Are the boys watching TV?
- 2 What are they chatting about?
- 3 Is Becky answering questions?
- 4 What's she doing with her mum?

- a She's cooking.
- b Yes, she is.
- c They're chatting about sport.
- d No, they aren't.

RULES

- 1 In the present continuous we make questions using the verb **be / do / have**.
- 2 We make short answers with a pronoun, like *I*, *we*, etc., and the verb **be / do / have**.

2 1-20 PRONUNCIATION Word stress in questions and answers. Listen to the questions and answers. Which words are stressed in each phrase? Listen again and repeat. Then ask and answer the questions with your partner.

- 1 A Are they listening to the radio?
B No, they aren't.
- 2 A Is your phone ringing?
B Yes, it is.
- 3 A Where's she calling from?
B She's calling from Ireland.
- 4 A Why are you standing at the window?
B I'm trying to get reception on my phone.

3 Order the words to make questions. Then ask and answer the questions with your partner.

- 1 you / are / listening to / your teacher / ?
- 2 your teacher / what / doing / is / ?
- 3 speaking / the person next to you / is / ?
- 4 are / you / near a window / sitting / ?
- 5 are / talking a lot / the people in your class / ?
- 6 what / thinking / are / you / ?

4 Read the examples and then complete the rules.

I often listen to music on my phone.
I'm listening to a great song at the moment.

RULES

- 1 We use the present _____ for actions in progress.
- 2 We use the present _____ for routines or repeated actions.

Present simple and present continuous

5 Complete the interview with the present simple or present continuous form of the verbs.

ANIMAL COMMUNICATION



Dolphin chat

Dr Wenger, what's your job exactly? What do you do?
I study animal communication.

And what ¹ _____ (you / study) at the moment?
At the moment I ² _____ (work) with scientists in Miami. We ³ _____ (study) dolphins.

Yes, these photos are interesting. What ⁴ _____ (you / do) in this photo?
We ⁵ _____ (listen) to the sounds of the dolphins. They usually ⁶ _____ (make) different sounds when they are happy and when they're sad.

The second photo is great.
⁷ _____ (they play)?
Yes, they often ⁸ _____ (play).
It's another type of communication.

Very interesting. Thanks, Dr Wenger.

6 USE IT! Write present simple and present continuous questions using the words in the box and your own ideas. Then ask and answer the questions with your partner.

are does phone what you
your sister call get bad reception
hang up how often talk to
the wrong number when where who
why your brother your parents

Finished?

Write questions about people in your class.

Communication 23

Language focus • Present continuous: questions • Present simple and present continuous

Aim

Write about what's happening now and what happens regularly.

Warm-up

Refer students back to the pictures in exercise 3 on page 22. Ask one or two questions, e.g. *Who is Anthony talking to? What is David doing?* Elicit the answers, then write the questions on the board. Elicit that they are in the present continuous and we use this to talk about things that are happening now.

Present continuous: questions

Exercise 1

Students match the questions with the answers and choose the correct words to complete the rules. Check answers with the class. With **weaker classes**, ask students to do the matching task, then read out the rules and elicit the answers.

ANSWERS

1 d 2 c 3 b 4 a

Rules: 1 *be* 2 *be*

Exercise 1 1-20 PRONUNCIATION Word stress in questions and answers

Play the audio for students to listen to which words are stressed. Play the audio again, pausing for students to repeat individually and chorally. Put students into pairs to ask and answer the questions. Remind them to think about the word stress as they practise.

Exercise 3

Students order the words to make questions. Check answers with the class, then put students into pairs to ask and answer the questions. Ask some questions to the class and elicit answers.

ANSWERS

- 1 Are you listening to your teacher?
 - 2 What is your teacher doing?
 - 3 Is the person next to you speaking?
 - 4 Are you sitting near a window?
 - 5 Are the people in your class talking a lot?
 - 6 What are you thinking?
- Students' own answers.

Exercise 4

Read out the examples, then ask students to complete the rules with the correct words. Check answers with the class.

ANSWERS

1 continuous 2 simple

Language note

We often use adverbs of frequency with the present simple: *I often send emails*. We use phrases such as *at the moment* and *right now* with the present continuous.

Present simple and present continuous

Exercise 5

Students complete the interview with the correct verb forms. Point out to students that they can use clues in the text to help them choose the correct verb form. Check answers with the class.

ANSWERS

- 1 are you studying 2 am working
- 3 are studying 4 are you doing
- 5 are listening 6 make
- 7 Are they playing 8 play

Exercise 6 USE IT!

Elicit or give one or two examples, e.g. *How often do you call your parents? What is your brother doing at the moment?* Allow students time to write their questions individually. Students work in pairs to ask and answer their questions. Remind students to listen carefully to their partner.

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 them to read their questions to the class. Elicit answers from other students.

More practice

Workbook page 19

Practice Kit Grammar 4

Assessment

Five-minute test, Teacher's Resource Disk

Speaking • Making plans over the phone

Aim

Make plans with friends.

THINK!

Read the question with the class and elicit responses from individual students. Encourage students to talk about their own opinions and experiences.

ANSWERS

Students' own answers.

Exercise 1 1-21

Students read the gapped dialogue and complete it with the phrases in the box. With **weaker classes**, students could work in pairs for this. Play the video or audio for students to watch or listen and check their answers. Check answers with the class, then ask the questions about Anna and Mike and elicit the answers.

ANSWERS

1 at home 2 having coffee 3 cinema
4 are you doing 5 cousin 6 film
7 bus

Mike wants to go to the cinema.

Anna is waiting to Skype her cousin in Canada.

Exercise 2 1-21

Put students into pairs and ask them to cover the dialogue in exercise 1. Students read the key phrases and try to remember who said them, and which phrases aren't used. Play the video or audio again for students to check their answers. Check answers with the class and check that students understand all the key phrases. You could ask students to translate the key phrases into their own language to check understanding.

ANSWERS

Mike: We're thinking of going to the cinema. / Are you interested? / Text me when you're on the bus.

Anna: I can't right now. / I can make it at four.

Not used: I can't make it. / I'm not sure. / Nothing special.

Optional activity: Key phrases

Before students practise the dialogue, play the video or audio again, pausing after the key phrases. Ask students to repeat, copying the pronunciation and intonation that they hear.

Exercise 3

Students work in pairs to practise the dialogue.

2

SPEAKING • Making plans over the phone

I can make plans with friends.

THINK! When you want to tell friends something important, do you phone or text?

Anna Hello?
Mike Hi, Anna. It's Mike.
Anna Hi there. How are things?
Mike Good. Are you ¹ _____?
Anna Yes. Why?
Mike Well, I'm ² _____ with Sally in town. We're thinking of going to the ³ _____. Are you interested?
Anna I'd like to come, but I can't right now.
Mike What ⁴ _____?
Anna I'm waiting to Skype my ⁵ _____ in Canada. What time's the ⁶ _____?
Mike It's at four o'clock.
Anna Oh, that's OK. I can make it at four. That's lots of time to Skype and then get the ⁷ _____ into town.
Mike Cool! Text me when you're on the bus.
Anna OK. See you later.



1 1-21 Complete the dialogue with the phrases in the box. Then watch or listen and check. What does Mike want to do? Why can't Anna meet Mike now?

are you doing? at home bus
cinema cousin film having coffee

2 1-21 Read the key phrases. Cover the dialogue and try to remember who says the phrases, Anna or Mike. Which key phrases are not used? Watch or listen again and check.

KEY PHRASES

Making plans

- 1 We're thinking of going to the cinema. ☐
- 2 Are you interested? ☐
- 3 I can't right now. ☐
- 4 I can't make it. ☐
- 5 I'm not sure. ☐
- 6 Nothing special. ☐
- 7 I can make it at four. ☐
- 8 Text me when you're on the bus. ☐

3 Work in pairs. Practise the dialogue.

4 1-22 Put the dialogue in the correct order. Listen and check. Then practise it with your partner.

- ☐ A Oh, right. Text me later when you're free, OK?
- ☐ A Bye.
- ☐ 1 A We're thinking of playing football. Are you interested?
- ☐ A Why? What are you doing?
- ☐ B I can't right now. Maybe later.
- ☐ B OK then. Bye.
- ☐ B Nothing special. I'm doing my homework.

5 USE IT! Work in pairs. Read the situation and prepare and practise a new dialogue. Use the key phrases and the dialogue in exercise 1 to help you.

Student A: Phone student B and ask if he / she's interested in going shopping.

Student B: Ask student A for details and say that you aren't sure: you're playing video games at the moment, and you're winning. Ask if you can go another time.

24 Communication

Exercise 4 1-22

Students read the dialogue and put it in the correct order. Play the audio for them to listen and check their answers. Play the audio again and tell students to listen carefully to the pronunciation and intonation. Students then practise the dialogue in pairs.

ANSWERS

- 1 A We're thinking of playing football. Are you interested?
- 2 B I can't right now. Maybe later.
- 3 A Why? What are you doing?
- 4 B Nothing special. I'm doing my homework.
- 5 A Oh, right. Text me later when you're free, OK?
- 6 B OK then. Bye.
- 7 A Bye.

Optional activity: Key phrases

Write these phrases on the board:

- 1 We're thinking to go for a pizza.
- 2 I not sure.
- 3 I can make at six o'clock.
- 4 Text to me when you're on the bus.

Students work in pairs to correct the mistakes. Check answers with the class.

ANSWERS

- 1 We're thinking of going for a pizza.
- 2 I'm not sure.
- 3 I can make it at six o'clock.
- 4 Text me when you're on the bus.

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.

More practice

Workbook page 23

Practice Kit Speaking 2

THINK! What is your favourite song in English? Do you listen to many songs in English?

Language survey: Report

These are the results of our survey on using foreign languages. The results are from interviews with eight people in our class of thirteen, so more than half of the class.

Learning and speaking

Everybody in the group is learning a second language and a few people speak more than two languages. One or two people are thinking of studying languages in the future, but nobody in the group speaks English outside of class.

Internet and social media

Half of the people in the group visit websites which are in other languages. However, less than half of the survey group post comments or messages online in another language.

Communication survey: questions

- Are you learning a second language at the moment?
- Do you speak more than two languages?
- Do you ever speak English outside class?
- Do you ever visit websites that are in another language?
- Do you ever post comments or messages in another language?
- Do you ever listen to English songs?
- Do you watch films or TV programmes in another language?

1 Read the language survey report. How many people are there in the class? How many people watch TV programmes in another language?

2 Complete the key phrases from the text. Which key phrases are followed by a verb in the singular form?

KEY PHRASES

Numbers of people

Everybody ¹ _____ group 

More than half ² _____ 

Half ³ _____ in the group 

⁴ _____ than half 

A ⁵ _____ people 

⁶ _____ in the group speaks English.

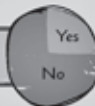
Language point: Contrasting ideas

3 Find the words *but* and *however* in the survey. Do they come at the beginning, middle or end of a sentence?

Other media

Everybody in the group listens to English songs, but only a few people watch TV programmes or films in other languages.

'Do you post comments online in another language?'



4 Match 1–4 with a–d.

- | | |
|---|--|
| 1 Everybody speaks English in class, but ... | a only a few people read in a second language. |
| 2 Everybody reads in their own language. However, ... | b songs in English are more difficult to understand. |
| 3 Everybody listens to songs in English. However, ... | c everybody is learning English. |
| 4 A few people know three languages, but ... | d nobody speaks English outside class. |

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

WRITING GUIDE

A TASK

Do another survey with the questions in the communication survey and write a report about the results.

B THINK AND PLAN

- 1 Ask the questions in your survey and make a note of the results.
- 2 Decide which of the phrases in the language point you need to use.

C WRITE

- Paragraph 1: Introduction
Paragraph 2: Question topics
- Learning and speaking
 - Internet and social media
 - Other media

D CHECK

- expressions of quantity
- *but* and *however*
- the layout and neatness of your report

Communication 25

contrasting ideas. Point out that *but* is preceded by a comma (e.g. *Everybody listens to English songs, but only a few people watch TV programmes*). *However* is followed by a comma (e.g. *However, less than half post comments*).

ANSWERS

However comes at the beginning of a sentence; *but* comes in the middle of a sentence.

Exercise 4

Students match the sentence halves. Check answers with the class. With **stronger classes**, students could write their own alternative endings for the sentences.

ANSWERS

1 d 2 a 3 b 4 c

Exercise 5 USE IT!

Read the task with the class, then copy the following table onto the board:

	yes	no
learning second language?		
speak more than two languages?		
speak English outside class?		
visit websites in another language?		
listen to English songs?		
watch films / TV programmes in another language?		

Ask each of the survey questions in turn and complete the numbers of students in the yes / no columns. Ask students to copy the table and results. Students write their report. This can be set for homework. Remind students to use some of the key phrases, and *but* and *however*. Remind them to check their grammar and spelling carefully.

ANSWERS

Students' own answers.

More practice

Workbook page 21

Practice Kit Writing 2

End-of-unit activities

Progress Review, Workbook page 22

Cumulative Review, Workbook page 72

* Vocabulary and grammar photocopyables,

Teacher's Resource Disk

** Vocabulary and grammar photocopyables,

Teacher's Resource Disk

*** Vocabulary and grammar photocopyables,

Teacher's Resource Disk

Speaking photocopyable, Teacher's

Resource Disk

Writing • A report on a survey

Aim

Use *but* and *however* to contrast results.

THINK!

Ask the questions to the class and elicit answers from individual students. Ask more questions to encourage students to say more, e.g. *Who are your favourite singers? Which songs do you find easy to understand in English?*

ANSWERS

Students' own answers.

Exercise 1

Read out the Communication survey questions and explain that when you do a survey you often write a report with the results. Students read the report and answer the questions, then compare their answers in pairs. Check answers with the class.

ANSWERS

There are 13 people in the class. Only a few people watch TV programmes in another language.

Exercise 2

Point out the person icons next to the key phrases, are to indicate how many people each phrase refers to. Students complete the key phrases with words from the report. Check answers and check that students understand all the phrases.

ANSWERS

- 1 in the 2 of the class
3 of the people 4 Less 5 few
6 Nobody

Language point: Contrasting ideas

Exercise 3

Students find the examples of the two words and answer the question. Check answers with the class and elicit or explain that these linkers are used to link

Review

Vocabulary

Exercise 1

Students choose the odd word out in each group. With **weaker classes**, students can look back through the unit to help them. Check answers with the class and discuss why each word is the odd one out.

ANSWERS

- conversation (the others are written)
- letter (the others relate to text messages)
- wrong number (it's a noun, the others are verbs)
- landline (the others relate to mobile phones)
- call back (it's a verb, the others are nouns)
- video chat (the others are things you can send)

Exercise 2

Students choose the correct verbs in the sentences. Check the answers and check that students understand all the verbs.

ANSWERS

- hang
- top
- call
- speak
- downloading

Language focus

Exercise 3

Students complete the sentences with the correct form of the verbs. Check answers with the class.

ANSWERS

- is writing
- isn't making
- is sending
- is downloading
- aren't having
- is ringing; aren't answering

Exercise 4

Students write the questions, then write short answers based on the picture in exercise 3. Put students into pairs to compare their answers. Check the answers.

ANSWERS

- Is Mum writing a letter? – No, she isn't.
- Are the children having dinner? – No, they aren't.
- Is the daughter making dinner? – Yes, she is.
- Are Mum and Dad watching TV? – No, they aren't.
- Is the dog answering the phone? – No, it isn't.

Exercise 5

Students complete the sentences with the correct form of the verbs. Check answers.

ANSWERS

- downloads, doesn't listen to
- Are ... watching, 'm not enjoying
- get, 'm standing
- is calling, phones

2 REVIEW

Vocabulary

1 Choose the odd word out in each group.

- text message email conversation instant message
- letter emoji text message emoticon
- send a message download a ringtone dial a number wrong number
- credit landline emoji text message
- call back ringtone voicemail speakerphone
- letter card instant messaging video chat

2 Choose the correct verbs.

- Please don't dial / hang / answer up!
- I need to credit / download / top up my phone.
- He isn't here at the moment. Please call / speak / dial back later.
- I can't hear you. Can you speak / talk / top up?
- I'm dialling / downloading / calling some new ringtones. They sound great.

Language Focus

3 Look at the picture. Complete the sentences with the affirmative (✓) or negative (X) present continuous form of the verbs in the box.

not answer download not have
not make ring send write

- Mum _____ a card. ✓
- The son _____ dinner. X
- Dad _____ an email. ✓
- The son _____ ringtones on his new phone. ✓
- The son and daughter _____ a conversation with Mum and Dad. X
- The landline phone _____, but Mum and Dad _____. ✓ / X



26 REVIEW • Communication

4 Write questions using the present continuous. Then look at the picture in exercise 3 and write short answers.

- Mum / write / a letter ?
- the children / have / dinner ?
- the daughter / make / dinner ?
- Mum and Dad / watch TV ?
- the dog / answer / the phone ?

5 Complete the sentences. Use the present simple or present continuous form of the verbs in brackets.

- Carl always _____ (download) music, and he _____ (not listen to) the radio.
- _____ you _____ (watch) this film? I _____ (not enjoy) it.
- I never _____ (get) reception here. At the moment, I _____ (stand) at the window, but it isn't any better.
- My friend _____ (call) me from America now. He always _____ (phone) on this day every month.

Speaking

6 Complete the dialogue.

- Susan Hi, Jane. It's Susan.
Jane Hi, Susan. How are things?
Susan Fine. Listen, I'm 't _____ of going shopping. Are you interested?
Jane I can't 'm _____, I'm afraid. Not right now.
Susan 'W _____ are 'g?
Jane 'N _____ I. Just my homework. I've got a test tomorrow.
Susan Oh. Well, 't _____ me later when you're free.
Jane OK.

Listening

7 Listen to Ellen and Daisy. Write true or false. Correct the false sentences.

- Ellen is speaking on her landline.
- Ellen's brother is talking to his cousin.
- Ellen can get reception on her phone at home.
- Ellen wants Daisy to call her back because there's bad reception.
- Ellen can't top up her phone because she hasn't got any money.
- Ellen wants to call Daisy back later.

Speaking

Exercise 6

Students complete the dialogue with the correct words and phrases. Check answers with the class. With **weaker classes**, students could practise the dialogue in pairs for extra practice.

ANSWERS

- thinking
- make it
- What
- you doing
- Nothing special
- text

Listening

Exercise 7 1-23 page 146

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

ANSWERS

- false. (She's speaking on her mobile.)
- false. (He's talking to his best friend.)
- true

- false. (She wants Daisy to phone her back because she's running out of credit.)
- true
- false. (Ellen wants Daisy to call her back now.)

Optional activity: Consolidation

Refer students back to the picture in exercise 3. Ask them to imagine a similar picture with them and their family members, but they are the person writing an email to an uncle or aunt. Ask students to write the email. Tell them they should describe what the members of their family are doing and say which forms of communication they and their family use.

Tell students they should use vocabulary from page 18 and verbs in the present simple and present continuous. Tell them they should link sentences using *but* and *however*.

Assessment

Tests, Teacher's Resource Disk

2 PUZZLES AND GAMES

- 1 Complete the puzzle with words about communication. Then use the letters in the blue boxes to make a mystery word.



- 2 SENTENCE RACE. Work in three teams. Order the words to make present continuous sentences. Score three points for finishing first. Score one point for each correct sentence.

still / for / She's / bus / waiting / the / school
She's still waiting for the school bus.

- 1 isn't / very / maths / Our / teacher / well / feeling / today
- 2 his / playing / Jake / and / park / brother / in / the / are / football
- 3 phone's / His / answering / ringing / he / but / isn't
- 4 living / My / aren't / us / now / grandparents / with
- 5 my / working / I'm / landline / afraid / moment / the / isn't / at

- 3 Look at the mobile phone key pad. Use the code to write phone language verbs.



(c) = consonant
(v) = vowel

3(c) 4(v) 2(v) 5(c) = dial

- 1 7(c) 3(v) 6(c) 3(c)
- 2 8(c) 6(v) 7(c) 8(v) 7(c)
- 3 3(c) 6(v) 9(c) 6(c) 5(c) 6(v) 2(v) 3(c)
- 4 4(c) 2(v) 6(c) 4(c) 8(v) 7(c)
- 5 7(c) 8(v) 8(c)
- 6 7(c) 7(c) 3(v) 2(v) 5(c) 8(v) 7(c)
- 7 5(c) 3(v) 2(v) 8(c) 3(v)

- 4 WHO'S WHO? Work in pairs. Follow the instructions.

- Student A: Cover Picture B. Ask present continuous questions to find out where the people in the list are and what they're doing. Write their names on Picture A.
- Student B: Answer Student A's questions. Don't give extra information!

What's Dan doing?

Where's he sitting?

Is he wearing a ... ?

Julie
Dan
Thomas
Lena
Ben
Katherine



- 5 Talk about each other. Work in groups of four. Follow the instructions.

- Take it in turns to toss a coin.
- If the coin lands on 'heads', say a present simple sentence about someone in your class.
- If the coin lands on 'tails', say a present continuous sentence about someone in your class.

Maria speaks three languages.

Lucas is speaking to the teacher.

ANSWERS

- 1 send 2 top up 3 download
4 hang up 5 put 6 speak up
7 leave

Exercise 4

Students work in pairs and follow the instructions. Tell them the aim is to name all the people in the picture as quickly as possible by asking questions to identify them.

As an extension, students could write three true / false questions about the picture. They then close their books and work in pairs. They take turns to read their sentences to their partner and guess whether their partner's sentences are true or false.

ANSWERS

Students' own answers.

Exercise 5

Students work in groups of four to say sentences about each other, using the present simple and present continuous. With **stronger classes**, to make it more challenging, you could specify that once a verb has been used by someone in the group, it cannot be reused, so students need to think of a different verb to use each time.

Monitor while students are working and correct any typical errors in a feedback session at the end.

ANSWERS

Students' own answers.

Puzzles and games

Exercise 1

Students complete the puzzle then find the mystery word. With **weaker classes**, you could allow students to look back through the unit to help them. With **stronger classes**, you could do it as a race.

ANSWERS

- 1 emoticons 2 video chat 3 letter
4 social media 5 text message
6 mobile phone 7 symbols
Mystery word: conversations

Exercise 2

Divide the class into three teams (or more if you have a large class). Teams race to order the words to make present continuous sentences. Award three points to the team that finishes first, and one point for each correct sentence. See which team has the most points overall.

As an extension, students could work in pairs and write another sentence using the present continuous. Monitor and

help while they are working, and make sure their sentence is correct. They can then rewrite the sentence as a jumbled sentence and swap with another pair. The two pairs race to unscramble each other's sentences.

ANSWERS

- 1 Our maths teacher isn't feeling very well today.
- 2 Jake and his brother are playing football in the park.
- 3 His phone's ringing, but he isn't answering.
- 4 My grandparents aren't living with us now.
- 5 I'm afraid my landline isn't working at the moment.

Exercise 3

Students use the code to write the verbs. They could work in pairs for this, and you could do it as a race. Check answers with the class.

As an extension, students could write a sentence using each of the verbs.

Unit summary

Vocabulary

People and places: *alive, awful, boring, brave, brilliant, cruel, dead, enormous, exciting, horrible, kind, poor, popular, relaxing, rich, scary, tiny, unpopular, useful, useless*

Common verbs: *come, eat, explore, feel, find, get, give, go, have, help, leave, look, meet, see, stay, take, travel, visit, watch*

Language focus

was, were

there was, there were

Past simple affirmative, negative and questions, regular and irregular verbs

Speaking

I can give my opinion on past events.

Writing

I can order events in the past using sequencing words.

Vocabulary • People and places

Aim

Express what you like and don't like.

THINK!

Read the questions with the class and elicit the answers. Briefly review how to say years from different centuries by writing a selection of dates on the board, e.g. 1865, 1288, 1601, 1912. Elicit how to say them in English and discuss whether this is the same or different in the students' own language.

ANSWERS

There are 100 years in a century and 1,000 years in a millennium.

Exercise 1

Focus on the text and elicit that it is a timeline (a way of showing historical events in order). Pre-teach *slave, astronomer, human sacrifice* and *VIP* (very important person). Also teach the verbs *die, invent* and *invade*. Students work in pairs to read the text and complete it. Check answers with class. Ask which of the people in the text students know about.

ANSWERS

A 17th century B 20th century
C 18th century D 15th century
E 14th century

Exercise 2 1-24

Students choose the correct adjectives to complete the text. They can use their

3 The past

VOCABULARY • People and places
I can express what I like and don't like.

✚ Extra listening and speaking p90
 ✚ Curriculum extra p97
 ✚ Culture p106
 ✚ Song p117

THINK! How many years are there in a century?
How many centuries are there in a millennium?

1 Read *A short history of the Millennium* and complete the timeline with paragraphs A–E.

A Writers William Shakespeare and Miguel de Cervantes die on the same day in England and Spain.

B In the 1920s, astronomer Edwin Hubble discovers that there are many galaxies beyond the Milky Way.

C Traders transport 6 million slaves from Africa between 1701 and 1800. William Wilberforce fights against slavery.

2 Complete the short history with the correct blue adjectives. Listen and check.

3 Think of people, places and events that you know. Complete the table with adjectives from the short history.

person	place	event

D During the Hundred Years War between France and England, Joan of Arc (1412–1430) leads the French army to great victories.

E 1325: The Aztecs build Tenochtitlan, which later becomes Mexico City. Human sacrifices are part of Aztec culture.

A SHORT HISTORY OF THE MILLENNIUM

11th CENTURIES
12th
13th
14th
15th

About 1000 Viking Leif Erikson visits America five hundred years before Columbus. He calls it Vinland.

This is so boring / exciting!

Between 1206 and 1227, Genghis Khan invades countries in Asia and Europe and leaves almost 40 million people dead / alive.

This is scary / relaxing!

28

About 1134 The first European universities are in Bologna, Oxford, Paris and Salamanca. Only VIPs and poor / rich people can study at university.

She's awful / brave!

dictionaries to help them. Allow students time to compare their answers in pairs, then play the audio for them to listen and check their answers. Check answers with the class and check that students understand all the adjectives.

ANSWERS

1 exciting 2 rich 3 dead 4 scary
5 brave 6 useless 7 brilliant
8 cruel 9 popular 10 enormous

Exercise 3

Brainstorm some ideas of people, places and events that students know, e.g. Christopher Columbus arriving in America, Hitler being defeated in the Second World War, Nelson Mandela becoming the President of South Africa. Put students into pairs to copy the table and make notes using adjectives from the text. Put pairs together into groups of four to compare their notes and choose one event to tell the class about. Invite groups in turn to tell the class about an event. Ask other groups to listen for adjectives from the timeline.

ANSWERS

Students' own answers.

Exercise 4

Focus on the *People from the past* text and check students understand that these are based on fictional interviews with people from the past. Read out the first quote and elicit the adjective from the timeline (*cruel*). Students read the rest of the text and find four more adjectives. Check answers with the class.

ANSWERS

1 cruel 2 enormous 3 exciting
4 terrible 5 useful

PEOPLE FROM THE PAST

Tell me about ...



1 Where do you live?
I live in Tenochtitlan. It's OK here. I don't mind it, but the sacrifices are a bit cruel. (Aztec)



2 Who do you admire?
I really admire Joan of Arc. She's just a young girl, but she controls an enormous army. (French soldier)



3 What game or activity do you like?
I'm really into writing plays. It's very exciting to see actors performing one of my plays. (Shakespeare)



4 What don't you like?
I really don't like losing battles. It's terrible. (Joan of Arc)



5 What's your favourite invention?
I really love the telescope. It's a very useful invention. (Edwin Hubble)

4 Read *People from the past*. Find five adjectives from *A short history of the Millennium*.

5 Watch or listen to the people. Which question from the interview does each person answer?



6 Watch or listen again and complete the key phrases.

KEY PHRASES

Likes and dislikes

I really love ¹ _____
I really (don't) like ² _____
I quite like ³ _____
I really admire ⁴ _____
I'm really into ⁵ _____
It's OK / exciting / terrible!
I don't mind it.

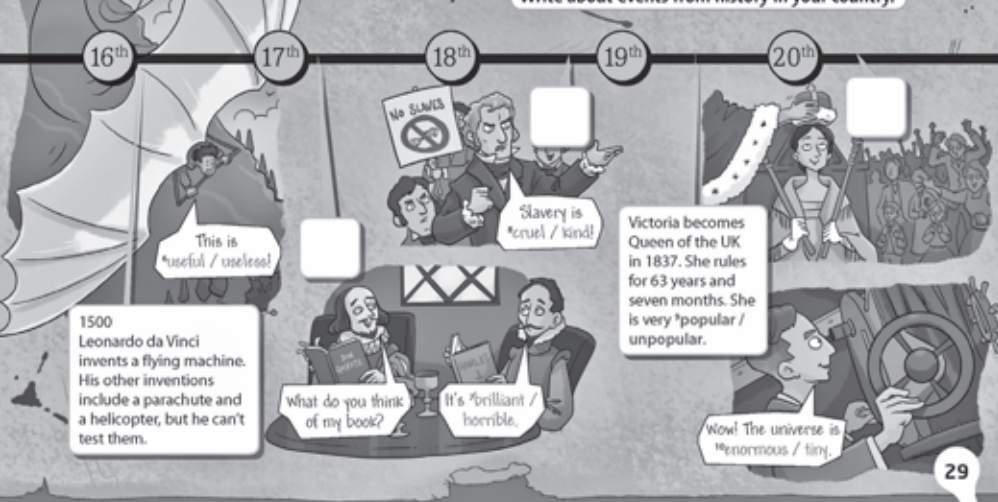
7 USE IT! Read the interview questions again and think of your answers. Then ask your partner. Use some of the key phrases. Remember to ask 'Why?'

Who do you admire?

I really like Taylor Swift. Her songs are great, and she does good things with her money.

Finished?

Write about events from history in your country.



Optional activity: Key phrases

Ask students to read the *People from the past* text again and find more examples of the key phrases. Check answers and check that students understand *I don't mind it*.

ANSWERS

- 1 I don't mind it.
- 2 I really admire Joan of Arc.
- 3 I'm really into writing plays.
- 4 I really don't like losing battles.
- 5 I really love the telescope.

Exercise 7 USE IT!

Allow students time to prepare their answers individually. Remind them to use some of the key phrases. Put them into pairs to ask and answer the interview questions. Remind them to ask 'Why?' to learn more information. 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 do the writing individually and compare with another fast finisher. Alternatively, ask some fast finishers to read what they have written to the class. Ask other students what else they know about the events.

More practice

Workbook page 24

Practice Kit Vocabulary 3

Assessment

Five-minute test, Teacher's Resource Disk

Optional activity: Vocabulary

Say: *I don't like England. The English are horrible! I want to defeat their army.* Elicit which person from the text is speaking (Joan of Arc). Put students into pairs and ask them to write another quote from the past, said by someone in the text (including the parts A–E). Tell them their quote must include one of the adjectives from the text. Ask pairs in turn to read their quotes to the class. Other students can guess who is speaking.

Exercise 5 1-25 page 146

Point out the five questions in the *People from the past* text. Play the video or audio for students to watch or listen and decide which question each person is answering. Check answers with the class. (If you're using the audio-only version, please see the audio script on page 146 for names of speakers.)

ANSWERS

- 1 a person who you admire
- 2 the place where you live
- 3 your favourite invention
- 4 a game or activity you like
- 5 something you really don't like

Exercise 6 1-25 page 146

Allow students time to read the key phrases. Play the video or audio again for them to complete the phrases. Check answers with the class and check that students understand all the phrases. Ask which of the completed phrases are true for them.

ANSWERS

- 1 my bike
- 2 getting up early in the mornings
- 3 living here
- 4 Lewis Hamilton
- 5 tennis

Reading • Museum exhibits

Aim

Use photos to help you understand a text.

THINK!

Read the sentence with the class and elicit some ideas for exciting and boring places for a school visit. Encourage as many students as possible to join in and encourage them to give reasons for their answers. Alternatively, put students into pairs to brainstorm ideas, then ask pairs to report back to the class, giving reasons for their answers.

ANSWERS

Students' own answers.

Exercise 1

Focus on the photos and elicit what they show (shoes, dinosaur bones, a car). Explain to students that taking time to look at photos before they read a text can help them to predict what they will read and can help them understand the text better. Put students into pairs to look at the photos and answer the questions. Elicit some possible answers from the class, then ask students to read the reports and check their answers. Check answers with the class.

ANSWERS

- 1 shoes, dinosaur bones, cars
- 2 Shoes from 1920 and the 19th century, dinosaur bones from 150 million years ago, a car from 1964
- 3 Students' own answers.

Background

The Victoria and Albert Museum in London was opened in 1852 and named after Queen Victoria and her husband, Prince Albert. It houses one of the largest collections in the world of decorative arts, including clothing, jewellery, ceramics, glass and furniture. The Natural History Museum of London, opened in 1881, contains over 80 million specimens from the natural world, including stuffed animals, rock samples and dinosaur skeletons. The National Motor Museum is in the village of Beaulieu in the south of England. It has over 250 vehicles and has regular exhibitions, including an exhibition of James Bond cars in 2012.

Exercise 2 1-26

Allow students time to read the gapped sentences, then play the audio. Students read and listen and complete the sentences. Check answers with the class.

3

READING • Museum exhibits

I can use photos to help me understand a text.

THINK! Think of an exciting place for a school trip and a boring place for a school trip.

Seeing History

What was the last museum you were at? Was it good? What was your favourite exhibit? Send us your reports of the best things to see on holiday this year.



May

I was in London with my family last summer. We were in the Victoria and Albert Museum. There was an exhibition of shoes from different countries and periods in history. It was really interesting. There were some very tall, strange shoes from Japan from the 1920s. There were also some tiny shoes from China from the 19th century. For people in those days, the 'perfect' size for women's feet was 7.6 centimetres. I'm sure the shoes weren't very comfortable. A lot of girls weren't allowed to wear normal shoes. I think that was very cruel.



1 Look at the photos on this page. Answer the questions. Then read the reports and check your answers.

- 1 What are the objects in the photos?
- 2 How old do you think the objects are?
- 3 Can you think of five words to describe the objects in the photos?

2 1-26 Read and listen to the reports again. Complete the sentences with information from the text.

- 1 The _____ from Japan were about _____ years old.
- 2 May thinks the shoes were uncomfortable because they were so _____.
- 3 Tim was happy with the food in the _____ at the _____.
- 4 _____ and _____ are both types of dinosaur.
- 5 The _____ wasn't a very interesting place.
- 6 _____ was a very fast car in the _____ Museum.

30 The past

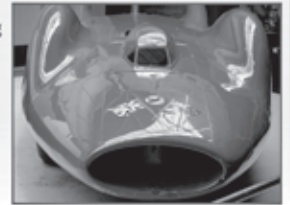


Tim

Our last school trip was to the Natural History Museum. Was it another boring school trip? No, it wasn't – that was a surprise. The building was beautiful, the food in the café was brilliant and the exhibits were all really interesting. The most popular were the dinosaurs. The diplodocus was enormous – it was 26 metres long. And there was a model of a Tyrannosaurus Rex with 15-centimetre-long teeth. Ouch! They were very scary animals.



Hey, you were lucky, Tim. We were on a school trip to a farm and it was terrible. There weren't any exciting animals, and the café wasn't very good. But last week I was at the National Motor Museum with my family and that was great fun. There were a lot of cars and motorbikes in the museum collection. My favourite was the fastest car in the world in 1964. It was strange – very big and long. It was called Bluebird. Here – I've got a photo of it.



3 VOCABULARY PLUS Use a dictionary to check the meaning of the words in blue in the text. For more practice go to page 28 in the Workbook.

4 USE IT! Work in pairs. Which of the museums on the website do you think is the most interesting? Do you know any good museums? Where are they? What is in them?

ANSWERS

- 1 shoes, 90
- 2 small
- 3 café, Natural History Museum
- 4 Diplodocus, Tyrannosaurus Rex
- 5 farm
- 6 Bluebird, Motor

Exercise 3 VOCABULARY PLUS

Students use a dictionary to check the meaning of the blue words. With **stronger classes**, you could encourage students to try to guess the meaning from the context first then check in a dictionary. Check that students understand all the words.

ANSWERS

Students' own answers.

Workbook page 28 exercise 5

Optional activity: Reading

Write these sentences on the board:

- 1 May thinks the shoes from China were fun to wear.
- 2 The Tyrannosaurus Rex was 15 metres long.

3 The food at the farm wasn't very nice.

4 Bluebird was quite a small car.

Students work in pairs to read the reports again and decide if the sentences are true or false.

ANSWERS

- 1 false (She thinks they were uncomfortable.)
- 2 false (Its teeth were 15 cm long.)
- 3 true
- 4 false (It was very big.)

Exercise 4 USE IT!

Allow students time to prepare their answers individually. They then discuss the question in pairs. Ask some students to tell the class about museums that they and their partner think are interesting.

ANSWERS

Students' own answers.

More practice

Workbook page 28

Practice Kit Reading 3

was, were

- 1 Complete the sentences with *was, were, wasn't* and *weren't*. Then check your answers in the text on page 30.

- I _____ in London with my family last summer.
- They _____ very scary animals.
- The café _____ very good.
- The shoes _____ very comfortable.
- _____ it another boring trip? No, it _____.

- 2 Look at the sentences in exercise 1. Then complete the rules using the correct form of *was* and *were*.

RULES

- In affirmative sentences, we use *was* or _____.
- In negative sentences, we use _____ or *weren't*.
- In *yes / no* questions, we use _____ / *were* + subject + phrase.
- In short answers, we use *yes / no* + pronoun + _____ / *wasn't* or *were / weren't*.

- 3 Complete the sentences with *was, were, wasn't* and *weren't*.

My family and I *were* in England last year. ✓

- The shoe exhibition _____ boring. ✗
- Bluebird _____ a motorbike. ✗
- The shoes in China _____ very small. ✓
- _____ the Natural History Museum interesting? Yes, it _____. ✓
- _____ May and her family in Paris last year? No, they _____. ✗

- 4 Write questions and short answers for the sentences in exercise 3.

Were May and her family in England last year? Yes, they were.

there was, there were

- 5 Choose the correct words.

- There *was / were* a car from 1964.
- There *was / were* lots and lots of cars.
- There *wasn't / weren't* a good café.
- There *wasn't / weren't* any exciting animals.

- 6 Write sentences about an event in your town last year. Use *There was* and *There were*. Think about:

the place the date the number of people
music famous people

It was in the town centre. It was in May last year ...



- 7 USE IT! Write questions with *was* and *were* and the words in the box. Then ask and answer the questions with your partner.

When Where Who What

- _____ you at 8 o'clock this morning?
- _____ your last meal?
- _____ your first teacher?
- _____ William Shakespeare?
- _____ your last English test?
- _____ your first visit to a museum?
- _____ the last Olympic Games?

Where were you at 8 o'clock this morning?

I was on the bus.

Finished?

Write five quiz questions about the museums on page 30.

The past 31

Language focus • *was, were • there was, there were*

Aim

Write about significant events in the past.

Warm-up

Ask what students can remember about the museum reports on page 30. Elicit a few ideas, then ask: *When was May in London? How old were the Chinese shoes? Elicit answers and write on the board: May was in London last summer. The Chinese shoes were from the 19th century. Underline was and were and elicit that they are the past forms of is and are.*

was, were**Exercise 1**

Students complete the sentences from the text on page 30. Check the answers.

ANSWERS

- 1 was 2 were 3 wasn't 4 weren't
5 Was, wasn't

Exercise 2

Students work in pairs to look at the sentences and complete the rules. With **weaker classes**, read through the rules with the class and elicit the answers.

ANSWERS

- 1 were 2 wasn't 3 was 4 was

Language note

We use *was* for *I, he, she* and *it*, and *were* for *we, you* and *they*. They were interesting. (NOT *They was interesting*.)

Exercise 3

Students complete the sentences with the correct verb forms. Check answers with the class.

ANSWERS

- 1 wasn't 2 wasn't 3 were
4 Was, was 5 Were, weren't

Exercise 4

Read out the example and elicit another example. Students then write the remaining questions and answers. Check answers with the class.

ANSWERS

- Was the shoe exhibition boring? No, it wasn't.
- Was Bluebird a motorbike? No, it wasn't.
- Were the shoes in China very small? Yes, they were.
- Was the Natural History Museum interesting? Yes, it was.
- Were May and her family in Paris last year? No, they weren't.

there was, there were**Exercise 5**

Students choose the correct words to complete the sentences. Check answers with the class and elicit that we use *there was* to talk about one person or thing in the past, and we use *there were* to talk about more than one person or thing.

ANSWERS

- 1 was 2 were 3 wasn't 4 weren't

Exercise 6

Elicit some ideas for events that students could write about. Students write their sentences. With **weaker classes**, students could work in pairs. Ask some students to read their sentences to the class. Discuss as a class which events were fun, and which were boring.

ANSWERS

Students' own answers.

Exercise 7 USE IT!

Read out the first gapped question and elicit the full question form. Students write the remaining questions. Ask some students to read the questions to the class. Correct any errors. Allow students time to prepare their answers to the questions individually, then put them into pairs to ask and answer them.

ANSWERS

- Where were
 - When / What was
 - Who was
 - Who was
 - When was
 - When / Where was
 - When was
- Students' own answers.

Finished?

Refer **fast finishers** to the **Finished?** activity. Students can prepare their questions individually then work in pairs to ask and answer them. Alternatively, ask them to read their questions to the class.

More practice

Workbook page 25

Practice Kit Grammar 5

Assessment

Five-minute test, Teacher's Resource Disk

Vocabulary and listening • Common verbs

Aim

Describe a journey.

THINK!

Read out the questions and elicit a few possible answers. Put students into pairs to discuss the questions. Ask some pairs to tell the class their ideas and reasons. Discuss as a class where it would be interesting to go and why.

ANSWERS

Students' own answers.

Exercise 1 1-27

Read out the first diary extract and elicit the correct verbs. Students read the rest of the text and choose the correct verbs. Play the audio for students to listen and check their answers. Check answers with the class and check that students understand all the verbs.

ANSWERS

1 met 2 helped 3 explored 4 saw
5 travelled 6 visited 7 stayed
8 watched 9 went 10 found
11 looked 12 took 13 came 14 had
15 gave 16 felt 17 left

Exercise 2 1-28

Students find the past forms of the verbs and decide which are regular and irregular. Play the audio for students to listen and check their answers. Check the answers.

ANSWERS

come – came, eat – ate, explore – explored, feel – felt, find – found, get – got, give – gave, go – went, have – had, help – helped, leave – left, look – looked, meet – met, see – saw, stay – stayed, take – took, travel – travelled, visit – visited, watch – watched
The irregular verbs are: see, go, leave, meet, feel, have, find, come, give, take, get, eat

Exercise 3 1-29 PRONUNCIATION: Regular past simple verbs

Play the audio and point out the different ways of pronouncing the past simple ending. Play the audio again, pausing after each verb for students to repeat.

Exercise 4 1-30

Play the audio. Students listen and add the verbs to the table. Allow students time to compare their answers in pairs, then play the audio again for them to check. Check answers with the class. Play the audio again, pausing after each verb for students to repeat.

3

VOCABULARY AND LISTENING • Common verbs

I can describe a journey.

THINK! You're a time traveller. Where in a past time do you want to go? Why?

My Time Travels

I ⁹stayed / met a boy and ²helped / visited him with his homework.

I ³explored / came my town and ⁶gave / saw my school.

I ⁵travelled / saw to Egypt and ⁴visited / met the Pyramids.

I ¹met / stayed for three hours in Brazil and ⁸gave / watched a football match.



I ⁹went / saw to the year 2000 and I ¹⁰found / ate my parents.

The dinosaurs ¹¹met / looked unfriendly, so I ¹²saw / took a photo and ¹³came / felt home quickly.

I ¹⁴had / got lunch with Queen Victoria in London and I ¹⁵met / gave her a photo.

I ¹⁶felt / had sick on the journey to the moon, so I ¹⁷visited / left after an hour.



1 1-27 Read Jade's time travel diary. Choose the correct verbs. Then listen and check.

2 1-28 Find the past forms of these verbs in the diary. Which verbs are irregular? Listen and check.

come eat explore feel find get give
go have help leave look meet
see stay take travel visit watch

come – came

3 1-29 PRONUNCIATION Regular past simple verbs Listen and repeat the verbs.

/t/	/d/	/ɪd/
helped	stayed	visited

32 The past

4 1-30 Listen to eight more verbs and add them to the table in exercise 3. Practise saying them.

5 1-31 Listen to Jade's time travel diary. Put pictures A–H in the correct order.

6 1-31 Listen again and answer the questions.

- Where did Jade go after Egypt?
- Did she stay long in the age of the dinosaurs? Why / Why not?
- In what year did she see her parents?
- Who did she meet in Switzerland?
- What did she watch in Brazil?
- Why did she come home early from the moon?

7 USE IT! Work in pairs. Describe a journey using five of the verbs in exercise 2.

I travelled to Italy with my parents last summer. We stayed ...

ANSWERS

/t/ watched, looked
/d/ talked, explored, travelled, listened
/ɪd/ started, wanted

Optional activity: Vocabulary

Put students into teams. Read out the sentences from the time travel diary using the incorrect verbs, e.g. *I stayed a boy and visited him with his homework*. Teams race to provide the correct sentences.

Exercise 5 1-31 page 147

Play the audio. Students listen and put the pictures in the correct order. Check answers with the class.

ANSWERS

C, F, E, B, A, D, G, H

Exercise 6 1-31 page 147

Play the audio again. Students listen and answer the questions. With **stronger classes**, students could answer the questions from memory then listen to check. Check answers with the class.

ANSWERS

- She went to Rome.
- No, she didn't because they looked very unfriendly.
- She saw her parents in the year 2000.
- She met Albert Einstein.
- She watched the Football World Cup Final.
- Because she felt sick.

Exercise 7 USE IT!

Put students into pairs to describe a journey. Point out that the journey doesn't have to be a real one, and they can use their imagination. Ask pairs in turn to tell the class about their journey. Ask whose journey sounds exciting.

ANSWERS

Students' own answers.

More practice

Workbook page 26

Practice Kit Listening 3

Assessment

Five-minute test, Teacher's Resource Disk

3 LANGUAGE FOCUS • Past simple affirmative, negative and questions, regular and irregular verbs

I can describe recent past events in my personal life.

Past simple

1 Choose the correct options, a or b. Then check your answers in the text on page 32.

- Where did Jade see the Pyramids?
a in Egypt b in Rome
- The dinosaurs looked ...
a friendly. b unfriendly.
- She ... dinner with Queen Victoria in London.
a had b didn't have
- Did Jade watch a football match in Brazil?
a Yes, she did. b No, she didn't.

2 Study the sentences in exercise 1. Then choose the correct words in the rules.

RULES

- The past simple form of a verb is the same / different for all persons.
- In negative sentences, we use *didn't* + the base / past simple form of the verb.
- In questions, we use (question word) *did* + subject + the base / past simple form of the verb.

3 Order the words to make sentences and questions.

- her parents / talk / Jade / did / to / ?
- you / lunch / what / for / did / eat / ?
- visited / Jim / summer / Italy / last
- meet / your / where / parents / did / ?
- we / yesterday / play / didn't / football
- watched / last / they / a DVD / night

4 Read the study strategy. Follow instructions 1–3.

STUDY STRATEGY

Learning irregular verbs

- Find ten past tense verbs in exercise 1 on page 32.
- When you find a new verb, check the irregular verbs list in your Workbook (page 100). Then add the verb to your list.
- Memorize five irregular verbs every week.

Regular and irregular verbs

5 Complete the text with the past simple form of the verbs in brackets.

A disappointing day

Last Saturday I **went** (go) to a football match with friends. We **travelled** (travel) by bus and the journey **took** (take) two hours. We **arrived** (arrive) late, so we **didn't have** (not have) time for lunch. After half an hour it **started** (start) to rain. I **didn't have** (not have) a coat so I **got** (get) very wet. Our team **lost** (lose) 5–0. It **wasn't** (not be) a very good day.

6 Write complete questions.

- You / have / pizza / last night ?
Did you have pizza last night?
- What / you / do / last Sunday ?
 - your family / watch / TV at the weekend ?
 - When / you / meet / your best friend ?
 - How / you / get / home yesterday ?
 - a friend / come / to your house last night ?
 - you / go / to a party last week ?
 - What time / your dad / get up / this morning ?

7 USE IT! Work in pairs. Ask and answer the questions in exercise 6.

Did you have pizza last night?

No, I didn't. I had spaghetti.

Finished?

Imagine you went back in time. Write a description of where you went, what you did, and who and what you saw.

The past 33

Exercise 4

Read the study strategy with the class and point out the irregular verbs list in the Workbook. Put students into pairs to find ten verbs on page 32 that they think they should learn. Discuss their ideas as a class. You could ask students to learn the verbs they have chosen, then test each other in pairs in the next lesson.

Regular and irregular verbs

Exercise 5

Students complete the text with the correct past simple forms. Check answers with the class and elicit which verbs are regular and irregular.

ANSWERS

- travelled
- took
- arrived
- didn't have
- started
- didn't have
- got
- didn't play
- lost
- wasn't

Exercise 6

Students write the questions. Ask some students to read out the completed questions. Correct any errors and check that students understand all the questions. Check answers with the class.

ANSWERS

- What did you do last Sunday?
- Did your family watch TV at the weekend?
- When did you meet your best friend?
- How did you get home yesterday?
- Did a friend come to your house last night?
- Did you go to a party last week?
- What time did your dad get up this morning?

Exercise 7 USE IT!

Read out the example and point out to students that when they answer the questions, they will need to use the correct past simple forms. With **weaker classes**, you could read out each sentence in turn and elicit the past simple form of the verb. Put students into pairs to ask and answer the questions. Encourage them to ask more questions, to find out more details.

ANSWERS

Students' own answers.

Finished?

Refer **fast finishers** to the **Finished?** activity. Students can write their descriptions individually then compare them with another fast finisher. Alternatively, ask them to read their descriptions to the class. Ask other students which place they would most like to visit and why.

More practice

Workbook page 27

Practice Kit Grammar 6

Assessment

Five-minute test, Teacher's Resource Disk

Language focus • Past simple affirmative, negative and questions, regular and irregular verbs

Aim

Describe recent past events in your personal life.

Warm-up

With books closed, write on the board some of the past verb forms from page 32. Put students into pairs and ask them to write the infinitive forms of the verbs. Check the answers and elicit that the forms on the board are in the past simple form.

Past simple

Exercise 1

Students work in pairs to choose the correct options then check their answers

in the text on page 32. Check answers with the class.

ANSWERS

- a
- b
- b
- a

Exercise 2

Students work in pairs to study the sentences and choose the correct words in the rules. With **weaker classes**, read out the rules and elicit the correct answers from the class.

ANSWERS

- the same
- base
- base

Exercise 3

Students order the words to make sentences and questions. Check answers with the class.

ANSWERS

- Did Jade talk to her parents?
- What did you eat for lunch?
- Jim visited Italy last summer.
- Where did your parents meet?
- We didn't play football yesterday.
- They watched a DVD last night.

Speaking • Your weekend

Aim

Give your opinion on past events.

THINK!

Read the question with the class and elicit responses from individual students. Ask more questions, e.g. *Who did you do this with? Where did it happen?* Encourage students to talk about their own opinions and experiences.

ANSWERS

Students' own answers.

Exercise 1 1-32

Students read the dialogue and choose the correct words to complete it. With **weaker classes**, students could work in pairs for this. Play the video or audio for students to watch or listen and check their answers. Check answers with the class, then ask the questions about Mark and Sarah and elicit the answers.

ANSWERS

1 How 2 ago 3 do 4 brilliant
5 friends 6 was
Mark played football and got a haircut. He met some friends for a picnic on Sunday.
Sarah's weekend wasn't brilliant. She stayed at her friend Jenny's house, but Jenny was sick so she didn't sleep much and was too tired to do anything on Sunday.

Exercise 2 1-32

Put students into pairs and ask them to cover the dialogue in exercise 1. Students read the key phrases and try to complete them from memory. Play the video or audio again for students to check their answers. Check answers with the class and check that students understand all the key phrases. You could ask students to translate the key phrases into their own language to check understanding.

ANSWERS

1 your weekend 2 bad 3 do you
4 great 5 cool 6 was 7 brilliant
8 like 9 fun

Optional activity: Key phrases

Before students practise the dialogue, play the video or audio again, pausing after the key phrases. Ask students to repeat, copying the pronunciation and intonation that they hear.

ANSWERS

Students' own answers.

Exercise 3

Students work in pairs to practise the dialogue.

3 SPEAKING • Your weekend

I can give my opinion on past events.

THINK! Say three things you did last weekend. Did you have fun?

Sarah Hey, Mark. 'How / What was your weekend?
Mark Not bad, thanks. I played football and I got a haircut. What do you think?
Sarah It looks great. Very cool. I got a haircut, too.
Mark When?
Sarah Two weeks 'before / ago. But nobody noticed.
Mark Oh dear. So, what about you? What did you 'go / do?
Sarah Well, I stayed at my friend Jenny's house on Saturday night.
Mark Oh, right. How was that?
Sarah It wasn't 'bad / brilliant. Jenny was sick so I didn't sleep much and I was too tired to go out on Sunday.
Mark Bad luck! I met some 'family / friends for a picnic on Sunday.
Sarah Really? What 'was / were it like?
Mark It was fun.
Sarah Oh, you had a much better weekend. Can I come out with you next time?



4 133 Cover the dialogue and the key phrases. Complete the mini-dialogues. Listen and check. Practise them with your partner.

- 1 A How '_____ weekend?
B Not '_____. I went shopping on Saturday. I bought these headphones. '_____ think?
A '_____ cool.
2 A What '_____ at the weekend?
B Well, I went to the cinema on Saturday evening. I saw *The Fast and the Furious*.
A '_____ like?
B '_____ brilliant, to be honest.

5 USE IT! Work in pairs. Read the situation. Prepare and practise a new dialogue about your weekend. Use the key phrases and the suggestions below.

Student A: Tell student B about your weekend. You did something different each day and enjoyed your weekend.

Student B: You only did one thing at the weekend. It wasn't great. Tell student A why.

go to the cinema watch a DVD
go shopping go to a restaurant
go to a football / tennis match
go swimming eat pizza

How was your weekend? Not bad, thanks.
What did you do? I went to a football match on Saturday.
What was it like? Great!

KEY PHRASES

Asking for and giving opinions

How was '_____?
Not '_____, thanks.
What '_____ think?
It looks '_____ Very '_____.
How '_____ that?
It wasn't '_____.
What was it '_____?
It was '_____.

3 Practise the dialogue with your partner.

34 The past

Exercise 4 1-33

Put students into pairs and ask them to cover the dialogue in exercise 1 and the key phrases. Students complete the mini-dialogues with the correct words. Play the audio for them to listen and check their answers. Play the audio again and tell students to listen carefully to the pronunciation and intonation. Students then practise the mini-dialogue in pairs.

ANSWERS

1 was your 2 bad 3 What do you
4 Very 5 did you do 6 What was it
7 It wasn't

Optional activity: Speaking

With books closed, put students into pairs and ask them to decide who is Student A and who is Student B. Explain that you are going to dictate a dialogue, starting with a line for Student A. Students should write down their lines of the dialogue only. Dictate the following dialogue to the class, without pausing to show where the speaker changes:

How was your weekend?

Not bad, thanks. I went for a pizza with some friends.

How was it?

It wasn't brilliant! What about you? What did you do?

Some friends came round and we watched a film.

Really? What was it like?

It was really cool!

Students work in their pairs to practise the dialogue, using the lines they have written down. Ask some students to perform their dialogue for the class.

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.

More practice

Workbook page 31

Practice Kit Speaking 3

WRITING • A special event

I can order events in the past using sequencing words.

THINK! What special days or events do you celebrate with your friends and family?

'Tell us about a memorable event in your life and you can win a new smartphone.'

My family's party

I'll never forget last July. That's when my big sister and her boyfriend decided to get married, and my parents had a fantastic party at our house to celebrate.

First, my mum and I went shopping for food and drink. At six o'clock, my sister's friends arrived for the party. At seven o'clock, my dad started the barbecue in the garden and after that we cooked potatoes and burgers. It was a very warm night. We ate the food and then Dad started the firework display – that was a great surprise. Finally, at about eleven o'clock, everyone went home. There were about twenty people and we all had a good time. Only our dog didn't enjoy the party. He stayed in the house – he didn't like the noise of the fireworks! It was a great evening and I was really happy.

Jack

1 Read the text. Why did Jack's parents have a party? Who did not enjoy the party?

2 Complete the key phrases with words from the text.

KEY PHRASES

Describing an event

I will never forget ¹ _____.

There were about ² _____ people.

³ _____ had a good time.

It was a great ⁴ _____.

Language point: Sequencing

3 Read the text again and find the sequencing words.

first after that then finally

4 Look at the sequencing words in bold and put sentences A–E in the correct order. Which word describes the beginning of an event, and which word describes the end?

Best party ever!!

- A At 8 o'clock my friends arrived.
- B Finally all my friends went home.
- C First my mum and I prepared food and drink for the party.
- D I opened my presents and then we had something to eat.
- E After that everybody danced.

5 **USE IT!** Follow the steps in the writing guide. Ask and answer the questions for part B with your partner.

WRITING GUIDE

A TASK

Write three paragraphs about one of these events:

- A wedding • New Year • A party

B THINK AND PLAN

- 1 What and when was the event?
- 2 What happened first?
- 3 What happened after that?
- 4 How many people were there?
- 5 How did you feel after the event?

C WRITE

Paragraph 1: Introduction

I'll never forget ...

Paragraph 2: Event

First ... After that ... Then ... Finally ...

Paragraph 3: Conclusion

It was a great evening.

D CHECK

- Past simple forms
- Sequencing words: *first, after that, then, finally*

The past 35

ANSWERS

First, my mum ..., after that we cooked ..., then Dad started ..., Finally, at about ...

Exercise 4

Students put the sentences in the correct order. With **weaker classes**, students could work in pairs for this. Check answers with the class. Elicit which word describes the beginning of an event, and which describes the end.

ANSWERS

1 C 2 A 3 D 4 E 5 B

first is used at the beginning of an event and *finally* is used at the end.

Optional activity: Writing

Write on the board:

First, ...

Then ...

After that ...

Finally, ...

Put students into pairs. Ask them to complete the sentences to describe a party or other special event, without saying what the event is for. Put pairs together into groups of four. They take turns to read their sentences to each other and try to guess what the special event was. Ask who guessed correctly.

ANSWERS

Students' own answers.

Exercise 5 USE IT!

Read the task with the class. Students answer the questions and plan their text.

Read through the paragraph structure with the class. Students write their paragraphs. This can be set for homework. Remind students to check their grammar and spelling carefully.

ANSWERS

Students' own answers.

More practice

Workbook page 29

Practice Kit Writing 3

End of unit activities

Progress Review, Workbook page 30

* Vocabulary and grammar photocopyables,

Teacher's Resource Disk

** Vocabulary and grammar photocopyables,

Teacher's Resource Disk

*** Vocabulary and grammar photocopyables,

Teacher's Resource Disk

Speaking photocopyable, Teacher's

Resource Disk

Writing • A special event

Aim

Order events in the past using sequencing words.

THINK!

Ask the question to the class and elicit answers from individual students. Ask more questions to encourage students to say more, e.g. *What do you usually do to celebrate? Do you eat a special meal? Do you take photos to help you remember the event?*

ANSWERS

Students' own answers.

Exercise 1

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

ANSWERS

They had a party because Jack's sister and her boyfriend decided to get married. The dog didn't enjoy the party.

Exercise 2

Students complete the key phrases with words from the text. Check answers and check that students understand all the phrases.

ANSWERS

1 last July 2 twenty 3 We all

4 evening

Language point: Sequencing

Exercise 3

Students find the sequencing words in the text. Check answers with the class and check that students understand all the words. Elicit or explain that we use these sequencing words to make it clear in what order things happened.

Review

Vocabulary

Exercise 1

Students complete the lists with the words in the box. With **weaker classes**, students can look back through the unit to help them. Check answers with the class and check that students understand all the words.

ANSWERS

1 scary 2 brave 3 visited 4 felt
5 find

Exercise 2

Students read the sentences and choose the correct words. Check answers with the class and check that students understand all the words.

ANSWERS

1 awful 2 boring 3 brilliant 4 cruel
5 boring

Language focus

Exercise 3

Students complete the dialogue with the correct verb forms. Check answers with the class.

ANSWERS

1 was 2 wasn't 3 was 4 were
5 wasn't 6 Were 7 were 8 were

Exercise 4

Students complete the sentences with the correct past simple forms. Put students into pairs to compare their answers. Check answers with the class. Discuss which verbs are regular and which are irregular.

ANSWERS

1 went 2 didn't buy 3 Did you watch
4 Was 5 Did he have 6 weren't
7 left 8 met

Exercise 5

Students complete the questions to match the answers. Check answers with the class.

ANSWERS

1 did he move 3 did you meet
2 Did you go 4 did they leave

Speaking

Exercise 6

Students complete the dialogue with the correct words and phrases. Check answers with the class. With **weaker classes**, students could practise the dialogue in pairs for extra practice.

ANSWERS

1 How was 5 Was the film
2 It was 6 it was
3 What about 7 When did
4 I went 8 a year ago

3 REVIEW

Vocabulary

1 Complete the lists with the words in the box.

brave felt find scary visited

- 1 awful, cruel, horrible, _____
- 2 popular, brilliant, exciting, _____
- 3 explored, travelled, saw, _____
- 4 meet, met, feel, _____
- 5 took, take, found, _____

2 Choose the correct words.

- 1 The two World Wars in the 20th century were awful / boring / brave.
- 2 We watched a really boring / kind / rich film.
- 3 I met Einstein. He was boring / brilliant / useless.
- 4 In the 19th century, a lot of people worked very long hours. It was brilliant / cruel / relaxing.
- 5 I spent two hours doing homework yesterday. It was enormous / boring / kind.

Language focus

3 Complete the dialogue using the affirmative or negative form of was and were.

- Rob What do you remember about the first time you travelled away from home?
Sally I ¹ _____ in a hotel and I ² _____ happy.
Rob Why not?
Sally The hotel room ³ _____ tiny.
Rob How old ⁴ _____ you?
Sally I ⁵ _____ very old – maybe four or five.
Rob ⁶ _____ your parents there?
Sally Yes, they ⁷ _____. It was a family holiday so my mum, dad and sister ⁸ _____ there, too.

4 Complete the sentences with the past simple form of the verbs.

- 1 We _____ (go) into town on Saturday.
- 2 I _____ (not buy) anything at the shops.
- 3 _____ (you / watch) the tennis match yesterday? It was brilliant!
- 4 _____ (be) there a good film on TV?
- 5 _____ (he / have) lunch at school?
- 6 There _____ (not be) a lot of people at the café this afternoon.
- 7 My sister _____ (leave) school last year.
- 8 I _____ (meet) Peter after school yesterday.

5 Write questions for the answers using the past simple.

- 1 A When _____ to Istanbul?
B He moved to Istanbul two years ago.
- 2 A _____ to the cinema last week?
B Yes, I did. I went to the cinema last Friday.
- 3 A Who _____ at the restaurant?
B I met Thomas and his family.
- 4 A Why _____ the restaurant?
B They left the restaurant because they were tired.

Speaking

6 Complete the dialogue with the words in the box.

a year ago How was I went It was it was
Was the film What about When did

- Sam ¹ _____ your weekend?
Ruby ² _____ great.
Sam What did you do?
Ruby I stayed at home and watched TV.
Sam ³ _____ you?
Sam ⁴ _____ to the cinema with my brother.
Ruby ⁵ _____ good?
Sam Yes, ⁶ _____. It was funny.
Ruby Cool. I like watching films.
Sam Really? ⁷ _____ you last go to the cinema?
Ruby About ⁸ _____. I like watching films. I don't like going to the cinema.

Listening

7 134 Listen to Kim and her mum talking about Kim's dream. Then complete the text.

In Kim's dream, she was in the ¹ _____ century. She was in an ² _____ house in France. She was poor, but everybody in the house was ³ _____: they played the ⁴ _____ and talked. They also ate a lot of food, like ⁵ _____. Kim didn't ⁶ _____ to the people because she wasn't very ⁷ _____ and she can't speak French.

Listening

Exercise 7 134 page 147

Allow students time to read the text. Play the audio for students to listen and complete the text. Check answers with the class.

ANSWERS

1 eighteenth 2 enormous 3 rich
4 piano 5 cake 6 talk 7 brave

Optional activity: Consolidation

Refer students back to the text in exercise 5 on page 33. Tell them they are going to tell their classmates about a day out that they had. They can either talk about a real day out that they had, or they can invent one and try to persuade their classmates that it really happened. Their classmates will guess whether they are telling the truth about their day out, or lying! Brainstorm some ideas for days out, e.g. a day at the beach, a visit to a theme park, a trip to a sports event.

Write the following questions on the board as a guide:

When was it? Where did you go? Who did you go with? What did you do first? What happened after that? What was it like? How did you feel?

Allow students time to prepare their ideas. Encourage them to make notes, but not to write everything out in full. Tell students they must include adjectives from page 28, *there was / there were* and common verbs in the past simple.

Put students into small groups to tell each other about their experiences. Other members of the group can ask questions to get more information and try to find out if the person is telling the truth or not. Monitor while students are working, and see who managed to fool their classmates. Correct any typical errors in a feedback session at the end.

Assessment

Tests, Teacher's Resource Disk

3 PUZZLES AND GAMES

- 1 Use the code to find the first and last letters of adjectives about people and places. Write the adjectives, then match them with their opposites.

	A	E	I	O	U
#	a	g	m	s	y
&	b	h	n	t	z
?	c	i	o	u	
*	d	j	p	v	
%	e	k	q	w	
@	f	l	r	x	

- 1* I@ P ____ R = poor
 1 A& E# ____ = ____ cruel
 2 O& U# ____ = ____ dead
 3 E% A* ____ = ____ enormous
 4 O? E@ ____ = ____ exciting
 5 A# A% ____ = ____ rich
 ____ = ____ useless

- 2 MEMORY GAME. Work in groups of three. Follow the instructions.

- Look at the pictures for 20 seconds. Close your books.
- Take it in turns to say what objects there were, using *there was / there were*. There was an umbrella. There were two cars.
- The winner is the last player who can remember something.



- 3 Complete the crossword with the past tense of the verbs in the 'Across' and 'Down' spaces.



Across
 explore feel give meet travel
 Down
 find leave take stay visit

- 4 TELLING A STORY. Work in teams. Follow the instructions.

- Each person chooses a verb from the box and writes it down.
 come explore find feel get give
 go have help leave meet see
 stay look take travel visit watch
- One person in each team reads the sentence below out loud, and adds another part to the sentence, using his / her verb from the box.
 Yesterday I found a time machine and I travelled back in time.
 Yesterday I found a time machine, I travelled back in time, and I saw a dinosaur.
- The next person in the team repeats the sentences and adds another part, using his / her verb from the box.
 Yesterday I found a time machine, I travelled back in time, I saw a dinosaur, and I visited Galileo in Italy.
- The story continues until everyone uses their verbs, or until it becomes impossible to remember the story.
- In pairs, now try to remember the complete sentence and write down as much as possible.

PUZZLES AND GAMES • The past 37

Exercise 3

Students complete the crossword. They could work in pairs for this, and you could do it as a race. Check answers with the class.

As an extension, students could write a sentence using each of the verbs in the past simple form.

ANSWERS

Across: 1 travelled 5 felt 6 gave
 7 met 9 explored
 Down: 1 took 2 visited 3 left
 4 stayed 8 found

Exercise 4

Read out the instructions and check that students understand what they have to do.

Divide the class into teams of seven or eight students. Students follow the instructions and build up their story. Ask each team to tell their complete story to the class.

Alternatively, you could do this activity with the whole class. Write the verbs on the board and go around the class, with students each adding a sentence in turn until the story becomes too long to remember.

ANSWERS

Students' own answers.

Puzzles and games

Exercise 1

Point to the example and explain that students have to use the code to find the first and last letters of the adjectives, then complete them and match them to their opposites. With **weaker classes**, students could work in pairs for this. With **stronger classes**, you could do it as a race.

ANSWERS

- 1 boring – exciting
 2 tiny – enormous
 3 kind – cruel
 4 useful – useless
 5 alive – dead

Exercise 2

Focus on the pictures with the class and check that students know the words for all the things.

Read out the instructions, then divide the class into groups of three. Explain that two people will play the game, and the third person will be the referee.

Allow students 20 seconds to look at the pictures, then ask the students who will be playing the game to close their books. They take it in turns to say what objects there were. The referee confirms whether their memory is right. Players continue until one of them can't remember any more objects.

Students can swap roles and play again.

ANSWERS

Students' own answers.

Unit summary

Vocabulary

Actions and movement: *climb up, hang from, hold, jump up, kick, lie on, sit on, stand in, pick up, walk on*

Adjectives and adverbs: *bad, badly, brave, bravely, careful, carefully, comfortable, comfortably, creative, creatively, easy, easily, fast, good, happy, happily, patient, patiently, polite, politely, quiet, quietly, rude, rudely, slow, slowly, well*

Language focus

Past continuous: affirmative and negative

Past continuous: questions

Past simple and past continuous

Speaking

I can show that I'm interested in a topic.

Writing

I can write a description of an event using linking words.

Vocabulary • Actions and movement

Aim

Describe a photograph.

THINK!

Ask: *Do you take photos on your phone? What do you usually take photos of?* Elicit answers from individual students. Ask: *Do you have a favourite photo on your phone? Why is it your favourite? What does it show?* Elicit answers from individual students. Alternatively, students could discuss the questions in pairs. Ask some students to tell the class about their partner's favourite photo. If students have their phones with them, you could allow them to show their partner their favourite photo.

ANSWERS

Students' own answers.

Exercise 1 1-35

Students match the pictures with the verbs in the box. With **weaker classes**, students could work in pairs for this. Play the audio for students to check their answers. Check answers with the class and make sure students understand all the verbs. Play the audio again, pausing after words with difficult pronunciation for students to repeat, e.g. *climb*.

4 In the picture

VOCABULARY • Actions and movement

I can describe a photograph.

- Extra listening and speaking p91
- Curriculum extra p99
- Culture p107
- Project p113

THINK! Do you have a favourite photo on your phone? Why is it your favourite?

1 135 Match pictures 1-10 with the verbs in the box. Then listen and check.

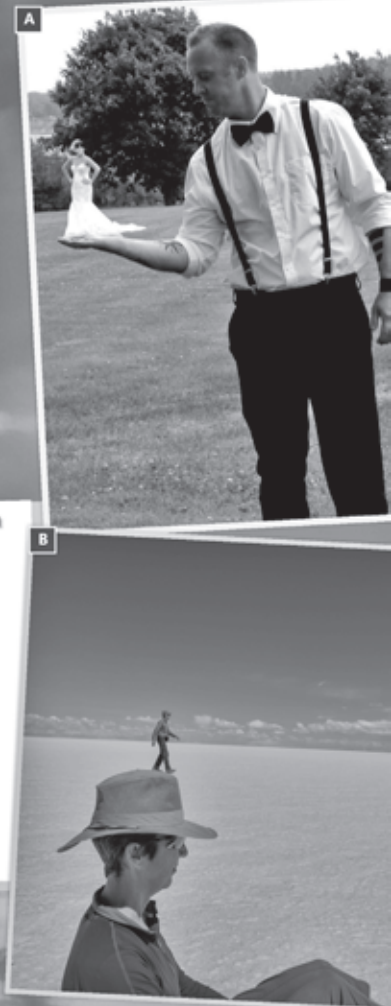
climb up hang from hold jump up
kick lie on sit on stand in pick up walk on



2 Read the descriptions of four photos in the observation test and match descriptions 1-4 with four photos from A-F. Then choose the correct verbs in blue.

OBSERVATION TEST

- This is brilliant. The boy is on the beach and he's picking up / sitting on his head, which is hanging from / lying on the sand.
- They're in the desert, or somewhere very hot. The woman is wearing a hat and there's a tiny man on it. He's standing in / walking on the hat.
- The man is climbing up / kicking the dinosaur. He's very brave because he's really small and the dinosaur is enormous and very angry!
- The man is in a park and he's climbing up / holding a really small woman in his hand. She's wearing a white dress. Are they getting married?



38

ANSWERS

- 1 climb up 2 jump up 3 lie on
4 kick 5 pick up 6 stand in 7 sit on
8 walk on 9 hold 10 hang from

Exercise 2

Focus on the photos and use them to teach *desert*. Students read the descriptions and match them with four of the photos (A-F). Check answers, then ask students to read the descriptions again and choose the correct words to complete them. Check answers with the class and ask: *Which photo do you like best? Why?*

ANSWERS

- 1 D 2 B 3 C 4 A
1 picking up, lying on
2 walking on
3 kicking
4 holding

Optional activity: Vocabulary

Put students into pairs and ask them to cover the descriptions in the Observation test. Ask them to choose one of the photos and describe it using verbs from exercise 1. Remind them that we use the present continuous to talk about things that are happening now. Students can check their answers by looking at the descriptions again.

ANSWERS

Students' own answers.

Optional activity: Vocabulary

Play a miming game to practise the vocabulary. Sit on the edge of your desk and ask: *What am I doing?* Elicit the answer (*You're sitting on the desk*). Ask students in turn to choose one of the verbs and mime it. Their classmates guess the verbs.

ANSWERS

Students' own answers.

C 

D 

E 

F 

3  **1-36** Watch or listen. Which photos are the speakers describing?

4  **1-36** Watch or listen again. Which of the key phrases do you hear? Who says them?

KEY PHRASES

Describing a photo

In the middle 

In front of 

Behind 

On the left / On the right  

At the top / At the bottom  

In the foreground / In the background  

Remember!

Affirmative imperatives

Stand there.
Sit here.
Move behind it.

5  **USE IT!** Work in a group. Use the key phrases to create your own photograph.

Maria, stand here in the foreground. Hold this cup.
David and Juan, sit on the chairs at the back, so it looks like you're standing in the cup.

Finished?

Think of your favourite photo on your phone. Describe it to your group.

39

Exercise 3 1-36 page 147

Read out the question, then play the video or audio. Students watch or listen and identify the photos the speakers are describing. Check answers with the class. (If you're using the audio-only version, please see the audio script on page 147 for names of speakers.)

ANSWERS

1 F 2 E 3 F 4 E

Exercise 4 1-36 page 147

Read through the key phrases with the class and use the graphics to elicit or teach the meaning. Play the video or audio again for students to watch or listen and note down the phrases they hear. Check answers with the class.

ANSWERS

In the middle (Lilly)
In front of (Elijah)
Behind (Rebecca)
On the left / right (Lilly)
In the foreground / In the background (Rebecca)

Optional activity: Key phrases

Write the following gapped sentences on the board:

- I ____ see people in an open space.
- It looks ____ there are two people hanging from his arms.
- ____ a woman holding a really small man.
- He ____ small because he's behind her.

Put students into pairs and ask them to complete the sentences from memory. Play the video or audio again for them to check. Point out that these are also useful phrases for describing photos.

ANSWERS

1 can 2 like 3 There's 4 looks

Optional activity: Key phrases

Put students into pairs and ask them to prepare a description of one of the other photos, using some of the key phrases. Ask some pairs to read their descriptions to the class. Other students can identify the photo and note down key phrases that they hear.

ANSWERS

Students' own answers.

Exercise 5 USE IT!

Read out the task, then read through the information in the Remember! box with the class. With **stronger classes**, you could elicit or teach some more useful imperatives, e.g. *Hold your arms out. Bend over. Lean forwards / back. Smile! Look worried.*

Put students into small groups. Allow them time to plan their photograph, then allow them to position themselves ready to take it. Monitor to make sure they are giving instructions in English. If students have their phones with them, they could take their photo and show it to the class.

ANSWERS

Students' own answers.

Finished?

Refer **fast finishers** to the **Finished?** activity. Students can work in their groups to describe their favourite photos. They could then show the photo to the group, to check if the description was accurate.

More practice

Workbook page 32

Assessment

Five-minute test, Teacher's Resource Disk

Reading • A moment in time

Aim

Predict what an article is about using the title and photos.

THINK!

Read the question with the class and elicit some ideas. Ask more questions to encourage students to say more, e.g. *Why do you like these animals? Where do the animals live?*

ANSWERS

Students' own answers.

Exercise 1

Read the study strategy with the class. Point out to students that they will find it easier to understand a text if they take time to look at photos and the title and try to predict what it is about before they read it.

Exercise 2

Read out the title of the article and ask: *How can a photo change someone's life?* Elicit a few ideas, then ask students to look at the photo. Elicit what the man is doing, and ask students to guess which country the man is in. Elicit what kind of animal the photo shows (a koala bear). Ask: *How do you think this photo changed the man's life?* Students read the article quickly to check their ideas.

ANSWERS

Students' own answers.

Background

The climate in many parts of Australia is hot and dry, so bushfires are common during the hotter months of the year. They are a natural phenomenon. However, they can be dangerous to people and their homes, and it is predicted that the fires will become more frequent and more severe as a result of climate change.

Exercise 3 1-37

Allow students time to read through the sentences, then play the audio. Students read and 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 false (People's homes were in danger, but they weren't burning.)
- 2 true
- 3 true
- 4 false (Mr Tree's friend took the koala to a wildlife centre.)
- 5 false (Mr Pardew emailed the photo to some friends.)

4 READING • A moment in time

I can predict what an article is about using the title and photos.

THINK! What animals do you like most?

HOW A PHOTO CHANGED MY LIFE

"Koala Man" David Tree woke up one morning to find his photograph on the front page of newspapers around the world.

It was one of the hottest summers in memory in the state of Victoria, Australia. Bush fires* were burning very close to people's homes and they were in danger. In every town, volunteers were fighting the fires. David Tree was one of these volunteer firefighters.

On 9 February, Mr Tree was working with his team near his home town of Mirboo. They were fighting a bush fire. They were driving up Samson Road when Mr Tree saw a koala. It was walking across the burned ground, and it didn't look happy. "There's a koala, stop the truck," he shouted and jumped out. "I videoed the koala for my daughter Cheyenne, and yelled for a bottle of water." Firefighter Mark Pardew took the photo while the koala was drinking from a bottle. "Koalas are usually unfriendly but this one took David's hand," said



David Tree shares his water with an injured koala. Photograph: Mark Pardew/AP

Mr Pardew. "She was extremely tired and thirsty." A friend took the injured animal to a wildlife centre. At the centre, they named her Sam after Samson Road.

Later Mr Pardew emailed the photo to friends and someone sent it to the local newspaper. From there, it went around the world and David Tree became a celebrity.

*Bush fires = fast and dangerous fires that happen in the countryside in Australia.

Adapted from the Guardian newspaper

- 1 Read the study strategy. Then use the strategy to do exercise 2.

STUDY STRATEGY

Predicting content

Before you read a text:

- 1 Prepare. Look at the title. What does it tell you about the topic of the text? Think about what the photo shows and what words you can use to describe what's happening in it.
- 2 Read the text to see if your ideas are right.

- 2 Look at the photo. What is the man doing? Why is he doing it? Which country is the man in? Read the article and check.

- 3 1-37 Read and listen to the text again. Write true or false. Explain your answers.

- 1 Houses were burning in the town of Mirboo, Australia.
- 2 The firefighters weren't walking when Mr Tree saw the koala.
- 3 The koala wasn't happy.
- 4 Mr Tree took the koala to a wildlife centre.
- 5 Mr Pardew sent the photo to a local newspaper.

- 4 VOCABULARY PLUS Use a dictionary to check the meaning of the words in blue in the text. For more practice go to page 36 in the Workbook.

- 5 USE IT! Work in pairs. Why do you think that newspapers worldwide used this photograph?

40 In the picture

Exercise 4 VOCABULARY PLUS

Students use a dictionary to check the meaning of the blue words. With **stronger classes**, you could encourage students to try to guess the meaning from the context first then check in a dictionary. Check that students understand all the words.

ANSWERS

Students' own answers.

Workbook page 36 exercise 5

Optional activity: Reading

Write the following questions on the board:

- 1 What was the weather like in Australia that year?
- 2 Why did David want to stop when he saw the koala?
- 3 Why was it surprising that the koala took David's hand?
- 4 Why did they name the koala Sam?

Students work in pairs to read the article again and answer the questions. Check answers with the class.

ANSWERS

- 1 It was very hot (one of the hottest summers in memory).
- 2 He wanted to stop because the koala didn't look happy. / He wanted to stop to video the koala for his daughter.
- 3 Because koalas aren't usually friendly.
- 4 Because David found her on Samson Road.

Exercise 5 USE IT!

Allow students time to prepare their answers to the question individually. They then discuss the question in pairs. Ask some students to tell the class their ideas. Discuss as a class why some photos or videos become very popular and go viral online.

ANSWERS

Students' own answers.

More practice

Workbook page 36

Practice Kit Reading 4

4 LANGUAGE FOCUS • Past continuous: affirmative and negative

I can describe what was happening when a photograph was taken.

- Complete the sentences with the words in the box. Then check your answers in the text and exercise 3 sentences on page 40.

was wasn't were weren't

- Bush fires _____ burning everywhere.
- The koala _____ walking across the burned ground.
- The koala _____ happy.
- The firefighters _____ walking when Mr Tree saw the koala.

- Look at the sentences in exercise 1. Then choose the correct options in the rules, a or b.

RULES

- The past continuous describes:
 - a finished action in the past.
 - an action in progress in the past.
- We form the negative of the past continuous with:
 - wasn't / weren't.
 - didn't.

- Complete the text using the past continuous form of the verbs in brackets.

Photographer David Slater ¹ _____ (visit) Sulawesi, an island in Indonesia. He ² _____ (photograph) the monkeys there and they ³ _____ (jump) all over his camera and camera bag. One of the bravest monkeys ⁴ _____ (play) with the camera, and it took a photo. The monkey took over 100 photos that day, but the one that became a classic was this photo: the monkey ⁵ _____ (smile) when he took the selfie.



- What were you doing when you saw this?
- What were the people / animals doing?
- Who was watching?
- What was the crowd doing?

We were in a car behind the one with the monkey. My dad was driving and my sister and I were taking photos.

Finished?

Finish the monkey's story: 'I was sitting in a tree in Indonesia one day ...'

In the picture 41

- USE IT! Work in pairs. Look at the photos and imagine you saw the event. Describe what was happening. Use the questions to help you.

Exercise 3

Focus on the photo of the monkey on the phone and ask: *Who do you think took this photo?* Elicit a few ideas, then ask students to read the text quickly, ignoring the gaps, to find out. (The monkey took it as a selfie.) Students complete the text with the correct verb forms in brackets. Check answers with the class.

ANSWERS

- was visiting
- was photographing
- were jumping
- was playing
- was smiling

Exercise 4

Read out the example sentence and elicit another example. Students then write the remaining sentences. Allow students time to compare their answers in pairs, then check answers with the class. With **stronger classes**, students or fast finishers could write one more sentence about what they were / weren't doing earlier.

ANSWERS

- My dad was / wasn't working at 9 a.m.
- My friends were / weren't walking to school at 8 a.m.
- We were / weren't doing maths ten minutes ago.
- It was / wasn't raining early this morning.
- I was / wasn't riding my bike at 8.15 a.m.
- My family was / wasn't sleeping at 5 a.m.

Exercise 5 USE IT!

Focus on the photos and check that students know the words *bear* and *statue*. Read out the example answer and elicit some more information about the first photo, e.g. by asking: *What was the monkey doing? What was the bear doing? What were the people in the first car doing?* Allow students time to prepare their answers to the questions individually, then put them into pairs to discuss what was happening in the photos. Ask some students to tell the class their ideas.

ANSWERS

Students' own answers.

Finished?

Refer **fast finishers** to the **Finished?** activity. Students can prepare their story individually then work in pairs. Alternatively, ask them to read their stories to the class. Ask other students which stories they enjoyed listening to and why.

More practice

Workbook page 33

Practice Kit Grammar 7

Assessment

Five-minute test, Teacher's Resource Disk

Language focus • Past continuous: affirmative and negative

Aim

Describe what was happening when a photograph was taken.

Warm-up

Ask what students can remember about the story of David Tree and the koala on page 40. Elicit a few ideas, then ask: *Was David working when he saw the koala?* Elicit answers and write on the board: *David was working. He was driving along Samson Road.* Underline the verbs and elicit or explain that they are in the past continuous form.

Exercise 1

Students complete the sentences with the correct words then check their answers in the text on page 40. Check answers with the class.

ANSWERS

- were
- was
- wasn't
- weren't

Exercise 2

Students work in pairs to look at the sentences and complete the rules. With **weaker classes**, read through the rules with the class and elicit the answers.

ANSWERS

- b
- a

Language note

In the past continuous, we use *was* / *wasn't* for *I* / *he* / *she* / *it* forms, and we use *were* / *weren't* for *we* / *you* / *they* forms: *They were working.* (NOT *They was working.*)

Vocabulary and listening • Adjectives and adverbs

Aim

Listen to someone describing photos, and understand the main ideas.

THINK!

Ask students what photographs they prefer: people, places or sport. Elicit answers, and encourage students to give reasons for their answers.

ANSWERS

Students' own answers.

Exercise 1 1-38

Students read the texts and choose the correct words. Play the audio for students to check their answers. Check answers with the class and check that students understand all the words.

ANSWERS

- 1 easy 2 fast 3 patient
4 comfortable 5 quietly 6 rude
7 happily 8 politely 9 slowly
10 carefully 11 creative 12 bad
13 good 14 creatively

Exercise 2

Students complete the table with the adjectives and adverbs. Check answers with the class. Elicit which adverbs are regular and irregular, and elicit the spelling rules for regular adverbs.

ANSWERS

Adjectives: easy, brave, slow, fast, happy, patient, comfortable, careful, polite, rude, creative, slow, bad, good, quiet
Adverbs: badly, quietly, happily, rudely, politely, well, slowly, patiently, carefully, bravely, creatively, comfortably

Optional activity: Vocabulary

Write these sentences on the board:

- a** You have to be *patient* / *patiently* to get good photos.
b You have to wait *patient* / *patiently* to get good photos.

Students choose the correct words to complete the sentences. Check answers with the class and elicit that we use adjectives to describe nouns, and we use adverbs to say how we do something.

ANSWERS

- a** patient **b** patiently

Exercise 3 1-39 page 147

Point out that students don't need to understand every word, just the main idea. Play the audio. Students listen and put the photos in the order they are mentioned. Check answers with the class.

4

VOCABULARY AND LISTENING • Adjectives and adverbs

I can listen to someone describing photos, and understand the main ideas.

THINK! What photographs do you prefer: people, places or sport? Why?

Expert tips

How to take better photos



A It isn't *easy* / *brave* to photograph wild animals because they are *slow* / *fast*. You need to be very *happy* / *patient*. Find a *comfortable* / *careful* place and sit *badly* / *quietly*.

Remember, it's *polite* / *rude* to take photos of people you don't know. Most people will *happily* / *rudely* say yes if you ask *politely* / *well* for permission.



Holiday photos are often *bad* / *slow*, so if you want to take a *good* / *quiet* photo, think *creatively* / *comfortably* and choose unusual angles.



When people are doing sports, they don't move *slowly* / *patiently*, so choose *carefully* / *bravely* where you stand. For dangerous sports, the photographer needs to be *creative* / *slow* and good at the sport, too.



1 1:38 Read the texts and choose the correct words. Listen and check.

2 Complete the table with the adjectives and adverbs in exercise 1.

Adjectives	Adverbs
easy	easily

3 1:39 Listen to a photographer explaining how he took these photos. Put photos A-D in the order they are mentioned.

42 In the picture

4 1:39 Listen again and answer the questions.

- What was the squirrel doing in photo A?
- In photo B, why was the photographer in Asia?
- In photo C, was the photographer skiing?
- Where was the photographer in photo C?
- In photo D, was the photographer standing in the boat?

Remember!

Adjectives	Adverbs
fast	fast
good	well

5 USE IT! Work in pairs. Say how you can do the activities in the box. Use adverbs from exercise 2.

learn vocabulary read sing
speak to your teacher swim

I can swim fast.

ANSWERS

- 1 A 2 C 3 B 4 D

Exercise 4 1-39 page 147

Play the audio again. Students listen and answer the questions. With **stronger classes**, students could answer the questions from memory then listen to check. Check answers with the class.

ANSWERS

- It was running up and down the tree and eating nuts.
- He was travelling.
- Yes, he was.
- He was on the person's left.
- No, he was sitting in the boat.

Optional activity: Listening

Write these questions on the board:

- How long did the photographer wait to get photo A?
- What sports does he take photos of?
- What were the people in photo C wearing?

4 Where were the people in photo D? Students work in pairs to answer the questions from memory. Play the audio again for them to check their answers.

ANSWERS

- an hour
- sports that he can do
- they were wearing traditional clothes
- they were at one end of a boat

Exercise 5 USE IT!

Focus on the Remember! box and remind students that these two adverbs are irregular. Students work in pairs to say how they do the activities. With **stronger classes**, students can use their own ideas to make more sentences.

More practice

Workbook page 34

Practice Kit Vocabulary 4, Listening 4

Assessment

Five-minute test, Teacher's Resource Disk

Past continuous: questions

1 Match questions 1–4 with answers a–d. Then complete the rule.

- 1 Was the squirrel eating flowers?
2 Were the two men posing?
3 What were the men doing?
4 Who was skiing?
- a No, it wasn't.
b Steve's friend.
c Yes, they were.
d They were using a computer.

RULES

We form past continuous questions with:
(question word) + ¹ _____ or ² _____
+ subject + -ing form

2 Write past continuous questions and answers.

- the men / ride / horses? *X*
Were the men riding horses? No, they weren't.
1 the squirrel / eat / nuts? *✓*
2 where / your friends / travel? (in Canada)
3 what / you / do / last night? (watch TV)
4 Maria / swim / in a river? *X*
5 who / you / talk to / after class yesterday? (Mary)

3 1.40 PRONUNCIATION Word stress in questions Listen. Which words are stressed in each phrase? Listen again and repeat.

- 1 Were you sleeping at 7 a.m. yesterday?
2 Was your mum listening to music at 8 p.m. last night?
3 What were you doing on Sunday morning?
4 Who were you talking to before class this morning?

4 Work in pairs. Ask and answer the questions from exercise 3. Make true answers.

Were you sleeping at 7 a.m. yesterday?

Yes, I was.



Finished?

Imagine you travelled around the USA. Write a diary about what you did.

In the picture 43

Past simple and past continuous

5 Study the sentences. Then complete the rules with past simple and past continuous.

I saw this squirrel while I was photographing flowers in a park.
I was photographing flowers when I saw this squirrel.

RULES

- 1 We use the ¹ _____ for longer actions in progress and the ² _____ for shorter actions.
2 We often use *when* before the ³ _____ and *while* before the ⁴ _____.
3 Complete the sentences using the past simple and past continuous form of the verbs in brackets.
We saw (see) the Pyramids while we were visiting (visit) Egypt.
1 I _____ (take) photos of my friend while we _____ (ski).
2 She _____ (climb) when she _____ (have) an accident.
3 We _____ (meet) an Inuit while we _____ (travel) across Canada.
4 My friend _____ (speak) English while she _____ (stay) in London.
5 My parents _____ (not sleep) when I _____ (get) home late.

7 USE IT! Work in pairs. Imagine you travelled around the world. Talk about things you did using the past simple and past continuous. Use the ideas in the table and your own ideas.

I saw a tiger while I was visiting India.

buy		
climb		
eat		
meet		
see		
speak		
take		
	while	stay
		visit
		work

Finished?

Imagine you travelled around the USA. Write a diary about what you did.

Exercise 3 1.40 PRONUNCIATION: Word stress in questions

Play the audio once for students to listen to the questions. Elicit that the main verb is stressed, and *Wh-* words are also stressed, but *was / were* are not stressed. Play the audio again, pausing after each question for students to repeat.

ANSWERS

- 1 Were you sleeping at 7 a.m. yesterday?
2 Was your mum listening to music at 8 p.m. last night?
3 What were you doing on Sunday morning?
4 Who were you talking to before class this morning?

Exercise 4

Read out the example. Point out that *was / were* are stressed in short answers. Allow students time to prepare their answers to the questions, then put them into pairs to ask and answer them.

Past simple and past continuous

Exercise 5

Students work in pairs to read the sentences and complete the rules. Check answers with the class.

ANSWERS

- 1 past continuous 2 past simple
3 past simple 4 past continuous

Exercise 6

Read out the example. Students complete the sentences with the correct verb forms. Check answers with the class.

ANSWERS

- 1 took, were skiing
2 was climbing, had
3 met, were travelling
4 spoke, was staying
5 weren't sleeping, got

Exercise 7 USE IT!

Read out the example. Encourage students to use their imaginations. Encourage them to make notes, but not to write full sentences. Put students into pairs to talk about their imagined experiences. Ask some students to tell the class about their partner's imagined experiences.

Finished?

Refer **fast finishers** to the **Finished?** activity. Students can write their diaries individually then compare them with another fast finisher. Alternatively, ask some fast finishers to read their diaries to the class.

More practice

Workbook page 35

Practice Kit Grammar 8

Assessment

Five-minute test, Teacher's Resource Disk

Language focus • Past continuous: questions • Past simple and past continuous

Aim

Talk about travel.

Warm-up

Refer students back to the photos on page 42 and ask: *What was the squirrel doing when the photographer saw it?* Elicit the answer (it was running up and down the tree and eating nuts), then write the question on the board. Underline the verb and elicit that it is the question form of the past continuous.

Past continuous: questions

Exercise 1

Students work in pairs to match the questions with the answers. Check

answers, then ask students to read the rule and complete it. With **weaker classes**, read out the rule and elicit the answers.

ANSWERS

- 1 a 2 c 3 d 4 b

Rules: 1 *was* 2 *were*

Exercise 2

Read out the example. Students write the questions and answers. Check answers with the class.

ANSWERS

- 1 Was the squirrel eating nuts?
Yes, it was.
2 Where were your friends travelling?
They were travelling in Canada.
3 What were you doing last night?
I was watching TV.
4 Was Maria swimming in a river?
No, she wasn't.
5 Who were you talking to after class yesterday? I was talking to Mary.

Speaking • Expressing interest

Aim

Show that you're interested in a topic.

THINK!

Read the sentence with the class and elicit responses from individual students. Ask more questions, e.g. *When did you take it? Where was it? Do you think it's a good photo? Why?* Encourage students to talk about their own opinions and experiences.

ANSWERS

Students' own answers.

Exercise 1 1-41

Students read the gapped dialogue and complete it with the correct phrases. With **weaker classes**, students could work in pairs for this. Play the video or audio for students to watch or listen and check their answers. Check answers with the class, then ask the questions about Julie to the class and elicit the answers.

ANSWERS

- 1 do you think
- 2 were you
- 3 was sitting
- 4 fell off
- 5 was cycling

A man fell off his bike. Julie was watching a cycling race when she took the photo.

Exercise 2 1-41

Put students into pairs and ask them to cover the dialogue in exercise 1. Students read the key phrases and try to remember who said them. Play the video or audio again for students to check their answers. Check answers with the class and check that students understand all the key phrases. You could ask students to translate the key phrases into their own language to check understanding.

ANSWERS

Amelia: That one's brilliant. It's an amazing photo. Really? I'm impressed!
Julie: You're kidding! That's really kind of you.

Optional activity: Key phrases

Before students practise the dialogue, play the video or audio again, pausing after the key phrases. Ask students to repeat, copying the pronunciation and intonation that they hear.

Exercise 3

Students work in pairs to practise the dialogue.

4 SPEAKING • Expressing interest

I can show that I'm interested in a topic.

THINK! Describe the last photo you took on your phone.

Amelia: Hey, these are good photos, Julie. Did you take them?
Julie: Yes. My new phone takes really good photos. What ¹ of this one?
Amelia: I like it. That one's brilliant.
Julie: Yeah, I'm pleased with it. I was very lucky.
Amelia: But the poor guy wasn't lucky! Where ² when you took it?
Julie: I ³ on a wall by the road. He ⁴ while he ⁵ past me.
Amelia: Well, it's an amazing photo. Was it near here?
Julie: No, it was a cycling race near Bristol. I went with my brother.
Amelia: Really? Did he take part in the race?
Julie: You're kidding! He doesn't even ride a bike.
Amelia: Well, it's an amazing photo. I'm impressed!
Julie: That's really kind of you. Thanks.



4 Imagine that you took this photo. Think about your answers to these questions.

- 1 Where were you?
- 2 Why were you there?
- 3 What were the people doing?
- 4 What happened then?

1 1-41 Complete the dialogue with the phrases in the box. Then watch or listen and check. What happened in Julie's photo? Where was Julie when she took the photo?

do you think fell off was cycling
was sitting were you

2 1-41 Look at the key phrases. Cover the dialogue and try to remember who says the phrases, Amelia or Julie. Watch or listen again and check.

KEY PHRASES

Expressing interest

That one's brilliant. You're kidding!
It's an amazing photo. I'm impressed.
Really? That's really kind of you.

3 Work in pairs. Practise the dialogue.



5 USE IT! Work in pairs. Prepare a new dialogue. Use the key phrases and your ideas from exercise 4. Then practise your dialogue.

Did you take this photo?

Yes. What do you think of it?

44 In the picture

Exercise 4

Focus on the photo and ask questions to elicit what it shows, e.g. *What can you see? What are the people doing? Where do you think they are? Why do you think they are doing this?* Students work individually to think about their answers to the questions. Elicit a few possible answers from individual students.

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

Ask students to find an interesting photo on their phone to show to a classmate. Put students into pairs to show their photographs and discuss them, using the key phrases. With **weaker classes**, students could prepare a dialogue first, before they practise it. With **stronger classes**, students could improvise a dialogue based on their photos.

Ask some students to tell the class about their partner's photo.

More practice

Workbook page 39

Practice Kit Speaking 4

4 WRITING • The story of a rescue

I can write a description of an event using linking words.

THINK! When do animals need humans to help them?

An exciting rescue

I took this photo while we were on a safari holiday in Kenya last February. It was an amazing rescue and I was lucky to see it.

It happened while we were taking photos of wild animals. We were driving slowly when we saw a bulldozer. There was a group of people and they were looking at something. There was an elephant. It was in a mud hole and it couldn't get out. The elephant wasn't moving, but it was alive. A bulldozer was breaking the sides of the hole. As soon as it was possible, the elephant climbed out. After a few minutes, it walked away.

The elephant was very lucky to be alive after twelve hours in the hole. The rescuers were very pleased and one of them posted a video of the rescue online.

1 Read the story. Where was the rescue? What was the writer doing?

2 Complete the key phrases from the text in your notebook. Then read the text and check your answers.

KEY PHRASES

Describing events in a photo

I took this photo while ¹...
It was an amazing ²...
There was a group of people and ³...
I was lucky to ⁴...
It happened while ⁵...



Language point: Linking words

3 Read the text again and find the linking words: *after, as soon as, when, while.*

4 Choose the correct linking words.

- 1 I saw a bear *when / while* I was walking in the forest.
- 2 *As soon as / while* I saw it, I climbed a tree.
- 3 It ran away *while / when* my friends arrived.
- 4 *After a few minutes / As soon as*, I climbed down.

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

WRITING GUIDE

A TASK

Imagine that you took the photo of a ski lift rescue. Write a story with the title *An exciting rescue*.

B THINK AND PLAN

- 1 When and where did the rescue happen?
- 2 What happened to the person on the ski lift?
- 3 Why was the rescue difficult?
- 4 How did the rescue end?

C WRITE

Paragraph 1: Introduction

I took this photo ...

Paragraph 2: The people and the rescue

There was / There were ...

Paragraph 3: The end and your opinion

The rescuers ...

D CHECK

- *when, while, as soon as, after*
- *There was / There were*
- Past simple and past continuous verbs

In the picture 45

sentence of the story and elicit that *while* is a linking word. Point out that some linking words may be expressions made up of more than one word. Students work in pairs to find the linking words in the text. Check answers with the class and check that students understand all the words.

ANSWERS

while (lines 1 and 4), when (line 5), as soon as (line 10), after a few minutes (line 11)

Exercise 4

Students choose the correct linking words. With **weaker classes**, students could work in pairs for this. Check answers with the class.

ANSWERS

- 1 while
- 2 As soon as
- 3 when
- 4 After a few minutes

Optional activity: Writing

Write on the board:

- 1 As soon as I saw the lion, ...
- 2 I fell off my bike while ...
- 3 I was travelling around Australia when ...
- 4 I pulled the dog out of the water. After a few minutes, ...

Put students into pairs. Ask them to complete the sentences with their own ideas. Ask some pairs to read their sentences to the class.

ANSWERS

Students' own answers.

Writing • The story of a rescue

Aim

Write a description of an event using linking words.

THINK!

Focus on the photo and elicit what is happening. Ask: *When do animals need humans to help them?* Elicit answers from individual students. Prompt students if they are struggling for ideas, e.g. *What about when there is a natural disaster? What about young animals whose mothers have died?*

ANSWERS

Students' own answers.

Exercise 1

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

ANSWERS

The rescue was in Kenya. The writer was taking photos of wild animals.

Exercise 2

Students complete the key phrases with words from the text. Students read the text and check answers. Check that students understand all the phrases.

ANSWERS

- 1 we were on a safari holiday in Kenya last February.
- 2 rescue
- 3 they were looking at something
- 4 see it.
- 5 we were taking photos of wild animals.

Language point: Linking words

Exercise 3

Elicit or explain that linking words join ideas together and tell us when different actions happened. Read out the first

Exercise 5 USE IT!

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

ANSWERS

Students' own answers.

More practice

Workbook page 37

Practice Kit Writing 4

End of unit activities

Progress Review, Workbook page 38

Cumulative Review, Workbook page 73

* Vocabulary and grammar photocopyables,

Teacher's Resource Disk

** Vocabulary and grammar photocopyables,

Teacher's Resource Disk

*** Vocabulary and grammar photocopyables,

Teacher's Resource Disk

Speaking photocopyable, Teacher's

Resource Disk

Review

Vocabulary

Exercise 1

Students choose the correct words to complete the sentences. With **weaker classes**, students can look back through the unit to help them. Check answers with the class.

ANSWERS

1 on 2 in 3 up 4 on 5 up

Exercise 2

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

ANSWERS

1 quiet 2 rudely 3 sit on 4 fast
5 well 6 patiently

Language focus

Exercise 3

Focus on the first picture and elicit an affirmative and negative sentence to describe it, using the past continuous. Students write sentences for the remaining pictures. Check the answers.

ANSWERS

- 1 He was holding a map. He wasn't picking it up.
- 2 She was reading a book. She wasn't listening to music.
- 3 They weren't sending a text message. They were playing a game.
- 4 The cat was climbing up a tree. It wasn't hanging from a tree.
- 5 The boy wasn't standing in his bed. He was lying on his bed.
- 6 She was kicking the ball. She wasn't holding it.

Exercise 4

Focus on the first set of prompts and elicit the question and short answer as an example. Students write the remaining questions and short answers. Put students into pairs to compare their answers.

ANSWERS

- 1 Was he holding a map? Yes, he was.
- 2 Was she reading a magazine? No, she wasn't.
- 3 Were they making dinner? No, they weren't.
- 4 Was the cat hanging from a tree? No, it wasn't.
- 5 Was he listening to music? Yes, he was.
- 6 Was she playing in a team? Yes, she was.

Exercise 5

Students complete the sentences with the correct verb forms. Allow students time to compare their answers in pairs, then check answers with the class.

4 REVIEW

Vocabulary

1 Choose the correct words.

- 1 I was lying **from** / on / up my bed when I heard the phone.
- 2 I was standing **in** / up / on the supermarket when I saw him.
- 3 I'm climbing **up** / on / into a mountain.
- 4 We were lying **up** / on / from the wall when we saw the accident.
- 5 Lucy's dog jumped **up** / against / over when her dad came into the room.

2 Complete the sentences with the words in the box.

fast patiently quiet rudely sit on well

- 1 Shh! Please be **quiet**.
- 2 You shouldn't speak **rudely** to your teacher.
- 3 Don't **sit on** that wall. It isn't safe.
- 4 Wild animals are very **fast** so it's difficult to take a photo of them.
- 5 Antonio's mother is Scottish, so he speaks English very **well**.
- 6 The teacher explained the lesson very **patiently**.

Language focus

3 Write an affirmative and negative sentence for each picture using the past continuous form of the verbs.



- 1 hold / pick up map
- 2 read a book / listen to music
- 3 send a text message / play a game



- 4 hang from / climb up
- 5 stand in / lie on
- 6 kick / hold

46 REVIEW • In the picture

ANSWERS

- 1 found, was walking
- 2 was doing, felt
- 3 saw, was sitting
- 4 weren't listening, called

Speaking

Exercise 6

Students complete the mini-dialogues with the correct words. Check answers with the class. With **weaker classes**, students could practise the mini-dialogues in pairs for extra practice.

ANSWERS

- 1 kind 2 kidding 3 impressed
- 4 standing

Listening

Exercise 7 1.42 page 148

Allow students time to read the gapped sentences. Play the audio for students to listen and complete the sentences. Check answers with the class.

4 Look at the pictures in exercise 3. Write questions and short answers using the past continuous.

- 1 he / hold / a map
- 2 she / read / a magazine
- 3 they / make / dinner
- 4 the cat / hang from / a tree
- 5 he / listen to / music
- 6 she / play / in a team

5 Complete the sentences using the verbs in brackets. Use the past simple and the past continuous in each sentence.

- 1 She **was** (find) a watch while she **was** (walk) in the park.
- 2 He **was** (do) an exam when he **felt** (feel) sick.
- 3 I **was** (see) Katy while I **was** (sit) on the bus.
- 4 You **weren't** (not listen) when the teacher **called** (call) your name.

Speaking

6 Complete the mini-dialogues.

- 1 A That's a really great photo.
B Really? That's very **kind** of you.
- 2 A I took a great photo of my dad on my phone – he was dancing.
B You're **kind**!
- 3 A What do you think of this photo?
B It's really good. I'm **impressed**.
- 4 A Where were you when you took this photo of the car?
B I was **standing** in the street when the car went past.

Listening

7 1.42 Listen to Jane and Tom. Complete the sentences with one, two or three words.

- 1 Jane **really likes** Tom's photo.
- 2 There's a man and a **dog** in the photo.
- 3 The dog was helping the man **swimming** water.
- 4 The man was having problems **sending a text**.
- 5 Tom **wasn't listening** when he saw the man.
- 6 He used his **phone** to take the photo.

ANSWERS

- 1 really likes 2 dog 3 out of the
- 4 swimming 5 sending a text
- 6 phone

Optional activity: Consolidation

Write the verbs from page 38 on one side of the board and the adjectives / adverbs from page 42 on the other side. Also write the linking words from page 45. Put students into pairs and tell them they are going to write a story. Dictate the first line: *One day, John was walking quietly down the road ...* Ask students in their pairs to continue the story. Tell them to use as many words from the board as they can, and they should try to use the linking words as often as possible. Allow students ten minutes to write their stories. Ask pairs in turn to read their stories to the class. Ask other students to listen and count the number of words from the board that are included.

Assessment

Tests, Teacher's Resource Disk

4 PUZZLES AND GAMES

1 ONE-MINUTE RACE. Work in groups of three. Follow the instructions.

- **Student A:** Describe as many verbs in the list as you can in one minute. You must not speak but you can draw or act.
- **Student B:** Close your book and guess the verbs and prepositions. Say the answers.
- The student who guesses the most in one minute is the winner.

climb up hang from hold jump up
kick lie on pick up sit on
stand in walk on

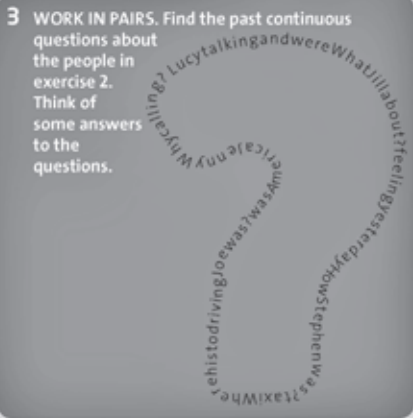
2 WHO DID IT? Someone took a famous painting from the National Gallery in London yesterday. Work in pairs and read the notes. Which person is not in the pictures? This is the person who took the painting.



- Sally was meeting her son after school.
- Brian was taking photos outside in Trafalgar Square.
- Lucy and Jill were having lunch in the gallery café.
- Stephen wasn't working yesterday - he was at home. He wasn't well.
- Joe was in his taxi, driving two customers to Victoria train station.
- Mr Jacobs and Mrs Shaw weren't teaching in school yesterday - they were taking the children to the museum.
- Jenny was working in her office.



3 WORK IN PAIRS. Find the past continuous questions about the people in exercise 2. Think of some answers to the questions.



4 Find nine more adverbs.

fa	eas	polit	bly	tly
ely	fully	quie	ll	care
hap	we	avely	st	pily
bad	ily	ly	comforta	br

fast

5 Find five verbs in the grid. Each verb is in a different colour. Change them to past simple and past continuous to complete the sentences.

t	w	h	r	a	p
s	a	h	a	v	a
v	p	t	e	e	c
h	e	e	n	e	i

- As soon as the accident _____, we called the police.
- We met a lot of interesting people while we _____.
- The two men were fishing when they _____ the shark.
- My brother stole my MP3 player while I _____ a shower.
- Tom was playing computer games and his sister _____ TV.

PUZZLES AND GAMES • In the picture 47

ANSWERS

What were Lucy and Jill talking about?
How was Stephen feeling yesterday?
Where was Joe driving to in his taxi?
Why was Jenny calling America?
Students' own answers.

Exercise 4

Point out that the example answer *fast* is formed by putting together two sets of letters from the grid.

Students work individually or in pairs to find nine more adverbs. With **stronger classes**, students could do this as a race.

Check answers with the class and check that students understand all the adverbs.

As an extension, put students into pairs and ask them to write example sentences for three of the adverbs. Put pairs together into groups of four. Students take turns to read their sentences to each other, omitting the adverbs. The pair listening try to guess the adverbs.

ANSWERS

easily, politely, quietly, carefully, happily, well, badly, comfortably, bravely

Exercise 5

Students work individually or in pairs. They find the five verbs, then use them in the past simple or past continuous to complete the sentences. Check answers with the class.

ANSWERS

- happened
- were travelling
- saw
- was having
- was watching

Puzzles and games

Exercise 1

Put students into groups of three and get them to decide which of them is Student A, B and C. Explain that two students will play the game and the third student will time them and keep the scores. Students can use a stopwatch on their phones to time the game.

Students A and B follow the instructions and play the game while Student C times one minute for each and keeps the scores. Students can swap roles and play again. This could also be done as a team game with the whole class. Divide the class into two teams and invite one student from each team to come to the front of the class. They can bring their book with them, to see the list of verbs, but ask other students to close their books. When you say *Go*, the student from each team who is at the front of the class mimes or draws the verbs for their team mates to guess.

Stop the activity after a minute and see which team has guessed the most verbs.

As an extension, students could choose another group of verbs to play the game with.

ANSWERS

Students' own answers.

Exercise 2

Read out the task with the class then put students into pairs. They read the descriptions and match them with the pictures, to find out who took the famous painting. With **stronger classes**, students could do this as a race.

ANSWERS

Mr Jacobs isn't in the pictures.

Exercise 3

Students work in pairs to find the questions and think of answers. Check answers with the class and discuss some possible answers to the questions.

Unit summary

Vocabulary

Periods of time, numbers and measurements: *billion, century, day, decade, fraction, half, hour, hundred, kilo, kilometre, metre, millennium, million, minute, moment, month, quarter, second, thousand, ton, year*

Jobs and skills: *artist, champion, composer, expert, genius, inventor, mathematician, musician, player, professor, programmer, scientist, winner, writer*

Language focus

Comparative and superlative adjectives

Ability: *can* and *could*

Questions with *How ... ?*

Speaking

I can give advice to help people.

Writing

I can order information in a biography using paragraphs and topic sentences.

Vocabulary • Units of measurement

Aim

Make guesses and indicate when you're not sure.

THINK!

Ask the question to the class and elicit a range of answers. Ask: *What world records do you know?* Elicit a range of answers.

ANSWERS

Students' own answers.

Exercise 1 1-43

Put students into pairs to check the meaning of the words in the box and complete the lists. Point out that the lists for time and numbers should be in order from the biggest to the smallest.

Play the audio for students to check their answers. Check answers with the class and check that students understand all the words. Point out that *moment* refers generally to a small amount of time, but not a specific amount. Play the audio again, pausing after words with difficult pronunciation for students to repeat, e.g. *century, thousand*.

ANSWERS

1 Time: *millennium* (longest), *century*, *decade*, *year*, *month*, *day*, *hour*, *moment*, *minute*, *second*

5

Achieve

VOCABULARY • Units of measurement
I can make guesses and indicate when I'm not sure.

✚ Extra listening and speaking p92
✚ Curriculum extra p100
✚ Culture p108
✚ Song p118

THINK! Where can you find information about world records?

1 1-43 Complete lists 1–3 with the words in the box. Put the time and number words in order. Then listen and check.

billion century day decade fraction
 half hour hundred kilo kilometre
 metre millennium million minute
 moment month quarter second
 thousand ton year

1 Time: *millennium* (longest), ...
 2 Numbers: *billion* (biggest), ...
 3 Measurements: *kilo*, ...

2 1-44 Complete the *Amazing Achievements* text with words from exercise 1. Then listen and check.

3 1-45 Listen and repeat numbers 1–5.

1 1.6	3 1,005	5 1,253,871
2 235	4 23,608	

4 1-46 Say numbers 6–10. Listen and check.

6 9.25	9 82,359	
7 555	10 9,999,999	
8 9,001		

AMAZING ACHIEVEMENTS

AGE
Jeanne Calment (1875–1997) lived 122 years and 164 ¹_____.

HEIGHT
Thirteen-year-old Mahavath Poorna from India climbed Mount Everest (8,848 ²_____) in 2014.

DISTANCE
In 1970 three American astronauts travelled more than four hundred ³_____ kilometres from Earth, around the moon, and back to Earth again.

RAP
Chicago rapper Twista can rap an incredible 280 words a ⁴_____. That's almost five words every ⁵_____.

FOOD
Takeru Kobayashi once ate 110 hot dogs in ten ⁶_____.

BOOKS
Agatha Christie was one of the most popular writers in history, selling more than two ⁷_____ books.

- 2 Numbers: *billion* (biggest), *million*, *thousand*, *hundred*, *half*, *quarter*, *fraction*
- 3 Measurements: *kilo*, *ton*, *kilometre*, *metre*

Exercise 2 1-44

Focus on the headings in the text and check that students understand *endurance*. Students read the text and complete it with the correct words. Play the audio for students to listen and check their answers. Put students into pairs to discuss which achievements they think are the most amazing. Ask pairs to report back, and ask students if they know any more amazing achievements.

ANSWERS

1 days 2 metres 3 thousand
 4 minute 5 second 6 minutes
 7 billion 8 decade 9 million
 10 kilometre 11 seconds 12 billion
 13 metres 14 ton 15 hour

Exercise 3 1-45

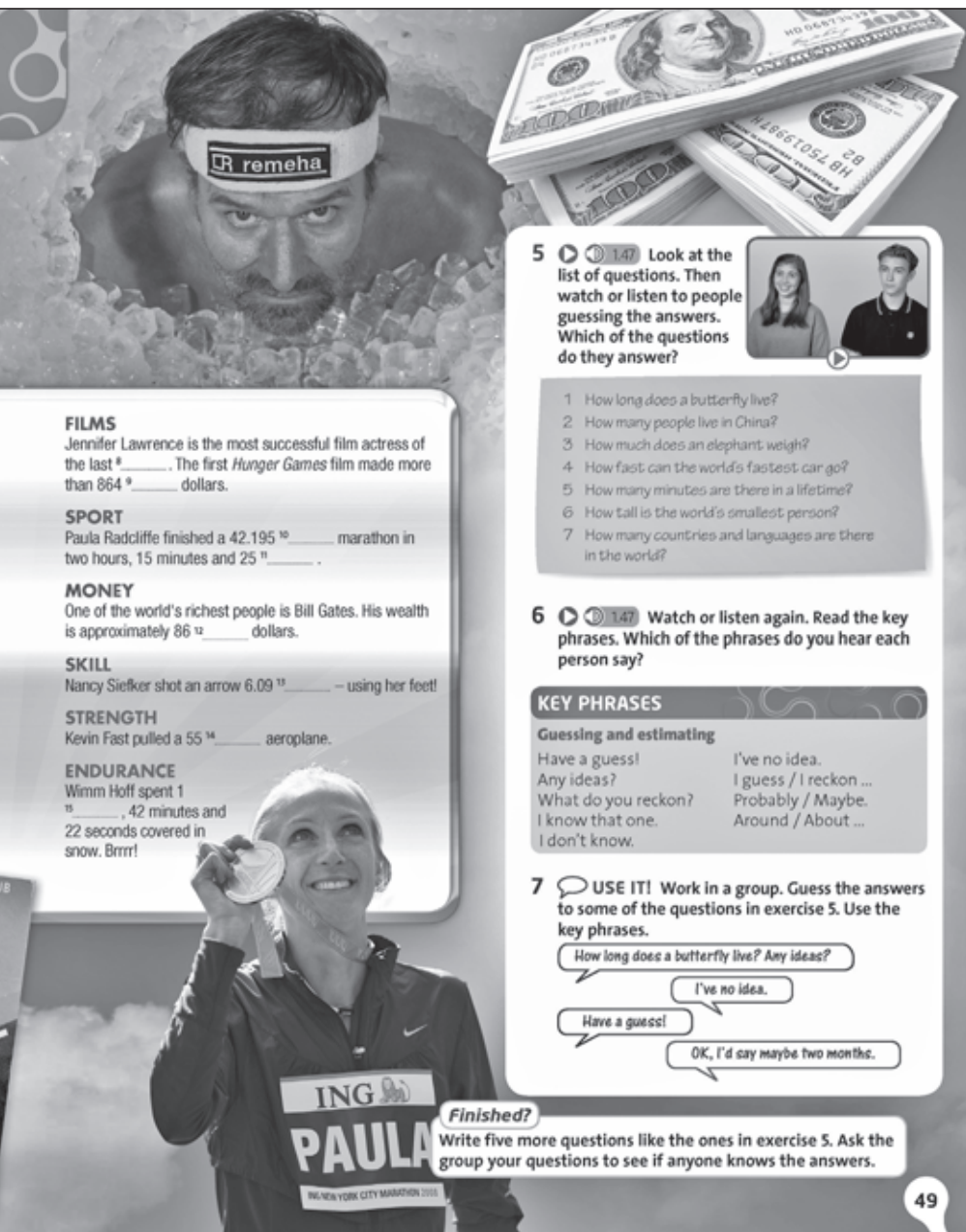
Allow students time to read through the numbers. Play the audio for them to listen, then play it again, pausing after each number for them to repeat. Discuss with the class any differences between English and the students' own language in how the numbers are said or written.

Exercise 4 1-46

Put students into pairs to say the numbers. Elicit some possible answers, then play the audio for students to listen and check.

ANSWERS

- 6 nine point two five
 7 five hundred and fifty-five
 8 nine thousand and one
 9 eighty-two thousand, three hundred and fifty-nine
 10 nine million, nine hundred and ninety-nine thousand, nine hundred and ninety-nine



FILMS
Jennifer Lawrence is the most successful film actress of the last ⁸_____. The first *Hunger Games* film made more than 864 ⁹_____ dollars.

SPORT
Paula Radcliffe finished a 42.195 ¹⁰_____ marathon in two hours, 15 minutes and 25 ¹¹_____.

MONEY
One of the world's richest people is Bill Gates. His wealth is approximately 86 ¹²_____ dollars.

SKILL
Nancy Siefker shot an arrow 6.09 ¹³_____ – using her feet!

STRENGTH
Kevin Fast pulled a 55 ¹⁴_____ aeroplane.

ENDURANCE
Wim Hof spent 1 ¹⁵_____, 42 minutes and 22 seconds covered in snow. Brrrr!

Finished?
Write five more questions like the ones in exercise 5. Ask the group your questions to see if anyone knows the answers.

49

Optional activity: Key phrases

Play the video or audio again, pausing after some of the key phrases. Ask students to repeat, copying the pronunciation and intonation that they hear.

Exercise 7 USE IT!

Ask two confident students to read out the example answer. Put students into pairs to guess the answers to some of the questions in exercise 5. Encourage them to use a range of key phrases.

Ask some pairs to tell the class their guesses. Students could search online to find answers to the questions for homework. In the next class, discuss the answers that students found, and see who guessed correctly.

ANSWERS

Students' own answers.

Optional activity: Vocabulary

Play a memory game to practise the vocabulary from exercise 1. Say a number from the *Amazing achievements* text, e.g. 86 billion. Ask students to find what it refers to (86 billion dollars is Bill Gates' wealth).

Put students into pairs and ask them to study the text and choose four numbers to test their classmates. Ask them to close their books, then put pairs together into groups of four to test each other on their numbers. See which pair got the most correct answers.

ANSWERS

Students' own answers.

Optional activity: Vocabulary

If students need more practice of saying numbers, put them into teams and write a selection of numbers on the board. Teams take turns to choose a number and say it. If they say it correctly, they get a point and the number is crossed off. Continue until all the numbers are crossed off. See which team has the most points.

ANSWERS

Students' own answers.

Exercise 5 1-47 page 148

Allow students time to read through the questions, and check they understand everything. Play the video or audio. Students watch or listen and note down which of the questions the people answer. Check answers with the class. (If you're using the audio-only version, please see the audio script on page 148 for names of speakers.)

ANSWERS

- 1 How long does a butterfly live?
- 3 How much does an elephant weigh?
- 4 How fast can the world's fastest car go?
- 6 How tall is the world's smallest person?

Exercise 6 1-47 page 148

Read through the key phrases with the class and check that students understand them all. Play the video or audio again for students to watch or listen and note down the phrases they hear. Check answers with the class.

ANSWERS

- 1 I don't know. Any ideas? Maybe
- 2 What do you reckon? I reckon ... I've no idea. I guess ... Probably
- 3 I know that one. Have a guess! Around ...
- 4 I guess ... I reckon ...

Finished?

Refer **fast finishers** to the **Finished?** activity. Students write five more questions individually. Ask them in turn to ask their questions to the class. Encourage other students to guess the answers using the key phrases.

More practice

Workbook page 40

Assessment

Five-minute test, Teacher's Resource Disk

Reading • The brain

Aim

Guess words in a text you don't know by looking at the context.

THINK!

Read the questions with the class and elicit some ideas. If students are struggling for ideas, ask more questions to help them, e.g. *How big is your brain? What foods are good for your brain? What things are bad for your brain? What problems can people have with their brains?* Discuss the questions with the class and encourage students to join in and share their knowledge. Ask if they recognize the person in the photo, but don't confirm their answers.

ANSWERS

Students' own answers.

Exercise 1

Point out to students that when they read a text, it is often possible to guess the meaning of words they don't know by looking at the context. Students find the words in the text and try to guess their meaning, then compare their ideas in pairs. Discuss the meanings with the class and ask who guessed the meanings correctly.

ANSWERS

Students' own answers.

Exercise 2 1-48

Allow students time to read through the questions, then play the audio. Students read and listen and answer the questions. Check answers with the class.

ANSWERS

- 0.45 kilos
- Because our brains are bigger.
- The 'maths and space' part was 35% larger than normal.
- They are 'brain food'.
- A glass of water before a test can help people do better. Sleep, exercise, water and 'brain food' can also help.

Background

Albert Einstein (1879–1955) was a German scientist who developed the theory of relativity, one of the key ideas of modern physics. He moved to the USA in 1933 when Hitler came to power in Germany, and eventually became an American citizen. In 1939, he wrote to the American President warning him that Germany was trying to develop a nuclear bomb and encouraging the USA to begin research into such a weapon. He later described this as the 'one great mistake' he had made in his life.

5 READING • The brain

I can guess words in a text I don't know by looking at the context.

THINK! What do you know about the brain? Who is the person in the photo?

THE HUMAN BRAIN

A user's guide

What's in a brain?
The average brain weighs 1.35 kilos, 75% of which is water. It contains about 100 billion cells and approximately 160,000 kilometres of blood vessels.

What's IQ?
Intelligence quotient, which we can measure in tests. The average IQ is between 90 and 110 out of a maximum of 175. The most intelligent people have IQs of about 160. Albert Einstein's IQ was around 162.

Do people who are more intelligent have bigger brains?
Sometimes. The 'maths and space' part of Einstein's brain was 35% wider than normal.

What's good for your brain?
The best things for your brain are sleep, exercise, water and 'brain food', like fish, fruit, vegetables and nuts. And a glass of water before a test can also improve your score.

What's bad for your brain?
Sugar, alcohol and some food additives are some of the worst things for your brain. In a study of one million students, those who had healthier lunches without artificial ingredients did 14% better on IQ tests.

Are human brains the biggest?
No. Large whales, elephants and dolphins all have larger brains.

Are our brains changing?
They're three times bigger than they were seven million years ago, and IQ scores are higher now than they were even a few decades ago.

And exercise? Can you train your brain?
Yes, it's a bit like a muscle. If you use it more, it works better. The lazier you are about using your brain, the less well it works. Are you using your brain today?

1

Read the text quickly. Find the words in the box in the text. What do you think they mean? Compare with your partner.

average brain food contains train weighs

2

1-48 Read and listen to the text again and answer the questions.

- Approximately how much did human brains weigh seven million years ago?
- Why are we more intelligent now?
- How was Einstein's brain different from normal brains?
- Why are fruit, nuts and vegetables good?
- How can people do better in tests?

3

VOCABULARY PLUS Use a dictionary to check the meaning of the words in blue in the text. For more practice go to page 44 in the Workbook.

4

USE IT! Close your book and work in pairs. How many facts from the text can you remember? Which of the facts are the most interesting?

BRAIN FACT FILE

50 Achieve

Exercise 3 VOCABULARY PLUS

Students use a dictionary to check the meaning of the blue words. With **stronger classes**, you could encourage students to try to guess the meaning from the context first then check in a dictionary. Check that students understand all the words.

ANSWERS

Students' own answers.

Workbook page 44 exercise 5

Optional activity: Reading

Write the following sentences on the board:

- The average IQ is around 90.
- Sugar helps your brain to work well.
- You can improve your IQ score by eating more natural foods.
- Humans have bigger brains than dolphins.

Students work in pairs to read the text again and decide if the sentences are true or false. Check answers with the class.

ANSWERS

- false (It's between 90 and 110.)
- false (Sugar is bad for your brain.)
- true
- false (Dolphins have bigger brains.)

Exercise 4 USE IT!

Allow students time to read through the text again, then ask them to close their books. Put them into pairs to remember as many facts as they can. Elicit the facts that students can remember and build up a list on the board. Keep a note of any differences in what different students remember. Students can then open their books and check the facts. See which pair remembered the most facts correctly.

ANSWERS

Students' own answers.

More practice

Workbook page 44

Practice Kit Reading 5

- 1 Complete the table with words from the reading text on page 50.

	Adjective	Comparative	Superlative
Short adjectives	high large big lazy	higher ¹ bigger ² 3	the highest the largest ² the laziest
Long adjectives	intelligent healthy	+ more intelligent – less healthy	+ 4 – 5
Irregular	good bad far	6 worse further	the best 7 the furthest

- 2 Look at the examples and complete the rules with **than** and **the**.

Are human brains **the** biggest?
They're three times bigger **than** they were seven million years ago.



RULES

- 1 We often use _____ after comparative adjectives.
2 We use _____ before superlative adjectives.

- 3 Look at the information about the athletes. Then complete sentences 1–5 using comparative forms of the adjectives.

Florence / Archie (fast)

Florence was faster than Archie.

- 1 Archie / Carl (fast)
2 Florence / Carl (heavy)
3 Carl / Archie (good)
4 Archie / Florence (tall)
5 Archie / Carl (short)

- 4 Look again at the information in exercise 3. Write true and false sentences using comparative and superlative forms of the adjectives.

fast good heavy light short
slow tall

- 5 USE IT! Work in pairs. Compare opinions about the things in box B using comparative and superlative forms of the adjectives in box A.

I think that Manchester United is a better team than Manchester City.

Really? I think Arsenal is the best team.

A bad boring dangerous exciting
good healthy horrible intelligent
interesting scary tasty unhealthy

B animal city food game month
person on TV programme subject team

Finished?

Write six quiz questions with comparative and superlative adjectives.

SPORTING ACHIEVEMENTS OLYMPIC GREATS

ARCHIE HAHN (1.67 m, 64 kg)

GOLD MEDALS ●●●●

EVENTS 60m, 100m, 200m

100 METRE RECORD 11.0 seconds (1904)

FLORENCE GRIFFITH (1.70 m, 57 kg)

GOLD MEDALS ●●●●●●

EVENTS 100m, 200m, relays

100 METRE RECORD 10.54 seconds (1988)

CARL LEWIS (1.88 m, 80 kg)

GOLD MEDALS ●●●●●●●●

EVENTS 100m, 200m, relays, long jump

100 METRE RECORD 9.86 seconds (1991)

Achieve 51

Language focus • Comparative and superlative adjectives

Aim

Compare sporting achievements.

Warm-up

Ask what facts students can remember about the human brain. Elicit a few ideas, then ask: *What about the size of the brain now and in the past? What about IQ scores now and in the past?* Write on the board: *Our brains are bigger now than in the past. IQ scores are higher now than in the past.* Underline the comparative forms and ask students to translate the sentences into their own language. Elicit that we use comparative forms to compare things.

Exercise 1

Students complete the table with the correct words from the text on page 50. Check answers with the class and elicit or

explain that we use comparative forms to compare two things, and we use superlative forms to compare more than two things.

ANSWERS

- larger
- the biggest
- lazier
- the most intelligent
- the least healthy
- better
- the worst

Exercise 2

Students work in pairs to look at the examples and complete the rules. With **weaker classes**, read through the examples and rules with the class and elicit the answers.

ANSWERS

- than
- the

Language note

Short adjectives double the final consonant in the comparative and superlative form: *big, bigger, biggest*. For adjectives ending in a consonant + y, the y changes to –ier / –iest: *lazy, lazier, laziest*.

Exercise 3

Read out the first set of prompts and the example answer. Students complete the sentences using the comparative form. Point out that in some sentences students will need to use a negative verb. With **weaker classes**, students could work in pairs for this. Check answers with the class.

ANSWERS

- Archie wasn't faster than Carl.
- Florence wasn't heavier than Carl.
- Carl was better than Archie.
- Archie wasn't taller than Florence.
- Archie was shorter than Carl.

Exercise 4

Read through the adjectives in the box and check that students understand them all. Say: *Florence was the fastest: true or false?* (*false*) Elicit one or two more true / false sentences about the people in exercise 3, then ask students to write their sentences individually. Ask some students to read some of their sentences to the class. Correct any errors. Put students into pairs to read their sentences to each other and decide whether their partner's sentences are true or false.

ANSWERS

Students' own answers.

Exercise 5 USE IT!

Read through the words in the two boxes and check that students understand everything. With **weaker classes**, elicit which are long adjectives and which are short. Read out the example and elicit one or two more examples. Allow students time to prepare their ideas individually, then put them into pairs to compare their ideas. With **stronger classes**, students can use their own ideas as well as the ones in the boxes. Ask some students to tell the class their ideas and their partner's ideas.

Finished?

Refer **fast finishers** to the **Finished?** activity. Students can write their quiz questions individually, then ask and answer them with another fast finisher. Alternatively, ask students to read their quiz questions to the class. See if other students can answer the questions.

More practice

Workbook page 41

Practice Kit Grammar 9

Assessment

Five-minute test, Teacher's Resource Disk

Vocabulary and listening • Jobs and skills

Aim

Understand people talking about skills.

THINK!

Ask: *At what age could you walk? At what age could you talk?* Elicit a range of answers from individual students. Put students into pairs to discuss the questions. Discuss the answers as a class.

ANSWERS

Students' own answers.

Exercise 1 1-49

Students read the texts and choose the correct bold words. Play the audio for students to check their answers. Check answers with the class and check that students understand all the words. Ask students if they know any more about any of the people in the photos.

ANSWERS

- | | |
|--------------|------------------|
| 1 expert | 7 champion |
| 2 programmer | 8 musician |
| 3 professor | 9 composer |
| 4 scientist | 10 writers |
| 5 winner | 11 mathematician |
| 6 player | 12 genius |

Exercise 2 1-50 PRONUNCIATION: /ə/ in jobs

Play the audio once for students to listen to the jobs. Elicit or point out that in British English we don't usually pronounce the /r/ at the end of jobs. Play the audio again, pausing after each word for students to repeat.

Exercise 3 1-51

Play the audio and ask students to find the words in the text in exercise 1. Play the audio again, pausing after each word for students to repeat.

Optional activity: Vocabulary

To practise the vocabulary set in a fun way, play *Twenty Questions*. Tell students you are thinking about a famous person who has one of the skills in exercise 1. Students must ask *yes / no* questions to guess who it is, e.g. *Is it a man? Is he a writer? Is he a scientist?* The student who guesses the correct answer thinks of another famous person who has one of the skills.

ANSWERS

Students' own answers.

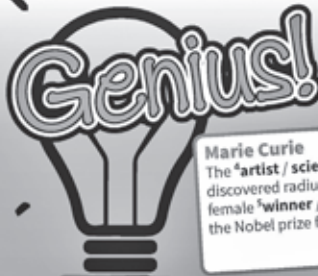
Exercise 4 1-52 page 148

Allow students time to read the information, then read out the questions

5 VOCABULARY AND LISTENING • Jobs and skills

I can understand people talking about skills.

THINK! At what ages can most people talk, walk, count, spell their name, read, write? When could you first speak English?



Grace Hopper
A mathematics 'expert' / artist and computer 'programmer' / winner. She was also a university 'inventor' / professor.



Marie Curie
The 'artist' / scientist who discovered radium. First female 'winner' / writer of the Nobel prize for physics.



Judit Polgár
Number one female 'genius' / player in the world from the age of twelve, and the best female chess player in history. She beat the world 'champion' / winner, Garry Kasparov, in 2002.



Wolfgang Amadeus Mozart
A talented 'musician' / scientist and 'composer' / programmer.



Charles Dickens
One of the greatest 'champions' / writers in the English language.



Leonardo da Vinci
A 'mathematician' / champion, scientist, inventor and artist. Leonardo was a 'genius' / player with many different talents.



1 1-49 Choose the correct bold words in the texts. Listen and check.

2 1-50 PRONUNCIATION /ə/ in jobs Listen to the jobs. Then listen again and repeat.

- | | |
|--------------|------------|
| 1 programmer | 5 writer |
| 2 professor | 6 player |
| 3 inventor | 7 composer |
| 4 winner | |

3 1-51 Listen to more jobs and skills. Find the words you hear in the text in exercise 1. Listen again and repeat the words.

4 1-52 Look at the information and listen to part of the programme. What is a prodigy? Which skills and jobs do the presenters mention?



5 1-52 Listen again and write true or false.

- 1 Clare isn't very good at maths.
- 2 Mozart couldn't compose music when he was eight.
- 3 Most children can read when they're six.
- 4 Leonardo da Vinci wasn't very good at spelling.
- 5 Kieron Williamson had £22,000 from his art when he was ten.

6 USE IT! Work in pairs. Compare the skills and occupations in exercise 1. Use comparative and superlative forms of the adjectives in the box.

boring difficult easy exciting
good interesting useful

I think it's probably interesting to be a writer.

I agree with Dani, but I think it's probably more useful to be a scientist.

and play the audio. Students listen and answer the questions. Check the answers.

ANSWERS

A child prodigy is a child who is very talented at something at a very young age. Skills and jobs mentioned: musician, mathematician, writer, composer, artist

Exercise 5 1-52 page 148

Allow students time to read the sentences. Play the audio again. Students listen and decide if the sentences are true or false. You could ask them to correct the false sentences. With **stronger classes**, students could decide from memory, then listen to check. Check answers with the class.

ANSWERS

- 1 true
- 2 false (He wrote a piece of music when he was eight.)
- 3 true
- 4 true
- 5 false (He had £1.5 million from his art when he was ten.)

Exercise 6 USE IT!

Read out the example sentences and elicit one or two more examples. Allow students time to prepare their ideas individually, then put them into pairs to compare the skills and occupations using comparative and superlative forms. With **stronger classes**, students or fast finishers can make more sentences about different jobs and skills, using their own ideas. Ask some students to tell the class their opinions.

ANSWERS

Students' own answers.

More practice

Workbook page 42

Practice Kit Vocabulary 5, Listening 5

Assessment

Five-minute test, Teacher's Resource Disk

5 LANGUAGE FOCUS • Ability: *can* and *could* • Questions with *How ... ?*

I can talk about prodigies.

Ability: *can* and *could*

- Change the words in bold from affirmative to negative, or negative to affirmative, to make sentences.
 - Most children **can** read until they're six.
 - Mozart **couldn't** compose music when he was five.
- Look at the sentences in exercise 1 again and choose the correct words in the rules.

RULES

- We use *can* to talk about the present / past and *could* to talk about the present / past.
- We use a base form with / without to after *can* and *could*.
- The *he / she / it* form of *can* is *can* / *cans*.
- The negative forms are *don't can* and *didn't can* / *can't* and *couldn't*.
- We use / don't use *do* and *did* to make questions with *can* and *could*. For example: At what age can most people talk? When could you first speak English?

- Complete the text with affirmative and negative forms of *can* and *could*.

William Sidis Supergenius

Most people can't read until they're six and they usually speak one, two or maybe three languages as children. William Sidis was born in 1898, and when he was eighteen months old, he ¹ read. Before he was eight he wrote four books and ² speak eight languages. William was a genius with a very high IQ, but in the end he lived a lonely life. He went to university at eleven, but he ³ make friends and was very unhappy. William died in 1944. Prodigies ⁴ do special or amazing things, but they ⁵ always find a place in society. Life is sometimes difficult when you're different.

- Write about your abilities now and in the past using affirmative and negative forms of *can* and *could*.
When I was three I couldn't speak English. Now I can ...

Questions with *How ... ?*

- Match 1–6 with a–f to make questions. Can you remember the answers? Ask and answer the questions with your partner.

- | | |
|------------|--|
| 1 How much | a is it to the moon and back? |
| 2 How fast | b does the average brain weigh? |
| 3 How high | c words can Twista rap in a minute? |
| 4 How far | d was William Sidis when he started reading? |
| 5 How many | e is Mount Everest? |
| 6 How old | f could Carl Lewis run? |



- USE IT! Make questions with *How ... ?* and the words in the table. Then ask and answer the questions with your partner.

	high far many strict tall often cold / hot much long	words can you say in ten seconds? can you keep your eyes open? is your teacher? are you? is your town in winter? does a burger cost? are you late for school? can you run and swim? can you jump?
How ...		

How high can you jump?

Just over a metre, I think.

Finished?

Write sentences about things you couldn't do in the past, but that you can do now.

Achieve 53

Language focus • Ability: *can* and *could* • Questions with *How ... ?*

Aim

Talk about prodigies.

Warm-up

Ask: *What can child prodigies do?* Elicit some answers and write on the board: *Child prodigies can do amazing things.* Ask: *What could Mozart do when he was eight?* Elicit the answer and write on the board: *Mozart could write music when he was eight.* Underline *can* and *could* and ask: *Which refers to the present? (can) Which refers to the past? (could).* Ask students to translate the sentences into their own language.

Ability: *can* and *could*

Exercise 1

Read out the task and point out that students should change sentence 1 to

a negative sentence and sentence 2 to an affirmative one. Students write the sentences. Check answers with the class and check that students understand the sentences.

ANSWERS

- Most children **can't** read until they are six.
- Mozart **could** compose music when he was five.

Exercise 2

Students work in pairs to look at the sentences in exercise 1 again and choose the correct words in the rules. Check answers with the class.

ANSWERS

- present, past
- without
- can
- can't and couldn't
- don't use

Language note

can and *could* come before the subject in questions: *Can he compose music?* (NOT *He can compose music?*)

Exercise 3

Students read the text and complete it with the correct forms of *can* and *could*. Allow students time to compare their answers in pairs, then check answers with the class.

ANSWERS

- can't
- could
- could
- couldn't
- can
- can't

Exercise 4

Read out the example sentence and elicit one or two more examples. Students then write about their abilities in the present and past. Put students into pairs to compare their answers. Ask some students to tell the class about their partner's abilities.

ANSWERS

Students' own answers.

Questions with *How ... ?*

Exercise 5

Students work in pairs to make the questions and try to remember the answers. Ask some students to read out the completed questions. Correct any errors. Elicit some possible answers to the questions, then tell students to look back through the unit to check their answers. See who remembered the answers correctly.

ANSWERS

- b
- f
- e
- a
- c
- d

Language note

We use *How* + adjective / adverb + verb + subject: *How far is it to the moon?* (NOT *How far it is to the moon?*)

Exercise 6 USE IT!

Read out the example and elicit one or two more examples from the class. Allow students time to prepare their questions individually. With **stronger classes**, students could use their own ideas as well as the ones in the table. Put students into pairs to ask and answer their questions. Ask some students to tell the class something they learned from their partner.

ANSWERS

Students' own answers.

Finished?

Refer **fast finishers** to the **Finished?** activity. Students can write their sentences individually then compare them with another fast finisher. Alternatively, ask some fast finishers to read their sentences to the class. Ask other students if the sentences are also true for them.

More practice

Workbook page 43

Practice Kit Grammar 10

Assessment

Five-minute test, Teacher's Resource Disk

Speaking • Making and responding to suggestions

Aim

Give advice to help people.

THINK!

Read the questions with the class and put students into pairs to discuss them. Ask individual students to tell the class about their abilities and their partner's. Encourage students to talk about their own opinions and experiences.

ANSWERS

Students' own answers.

Exercise 1 1-53

Students read the dialogue and choose the correct words to complete it. With **weaker classes**, students could work in pairs for this. Play the video or audio for students to watch or listen and check their answers. Check answers with the class, then ask the question about Kim to the class and elicit the answer.

ANSWERS

1 amazing 2 salsa 3 have

4 money 5 friend 6 fun

Kim wants to learn to dance salsa.

Exercise 2 1-53

Put students into pairs and ask them to cover the dialogue in exercise 1. Students read the key phrases and try to complete them from memory. Play the video or audio again for students to check their answers. Check answers with the class and check that students understand all the key phrases. You could ask students to translate the key phrases into their own language to check understanding.

ANSWERS

1 to learn

2 have lessons

3 watch videos on YouTube

4 I haven't got any money for lessons

5 so

6 good idea

Optional activity: Key phrases

Before students practise the dialogue, play the video or audio again, pausing after the key phrases. Ask students to repeat, copying the pronunciation and intonation that they hear.

Exercise 3

Students work in pairs to practise the dialogue.

5

SPEAKING • Making and responding to suggestions

I can give advice to help people.

THINK! What can you do best: sing, dance, or play an instrument? How can you get better?

Kim That's ¹awful / amazing, Joe. When did you learn how to dance like that?
Joe I had lessons at my old school. Do you like dancing?
Kim I love it, but I'm no good. I really want to learn to dance ²salsa / guitar.
Joe Yeah?
Kim What's the best way to learn?
Joe It's probably best to ³leave / have lessons. I'm sure there are lots of salsa classes.
Kim Yeah, but I haven't got any ⁴money / time for lessons.
Joe Well, you can watch videos on YouTube.
Kim I suppose so. But I need people to dance with. You can't dance salsa alone!
Joe Well, you can find a ⁵teacher / friend to learn with you.
Kim That's a good idea ...
Joe I'd like to learn salsa.
Kim Really?
Joe Yeah. It looks ⁶fun / weird.
Kim Great!



4 Work in pairs. Look at ideas 1–5. Take turns to give and respond to advice for each situation.

Things to do this year ...

- 1 cook really well
- 2 get really fit
- 3 meet new friends
- 4 make my teacher happy
- 5 train my brain

What's the best way to cook really well?

Well, the best thing to do is get some cooking lessons.

Yes, I suppose so.

Or you can learn from books and cook a lot.

That's a good idea.

5 USE IT! Work in pairs. Read the situation and prepare and practise a new dialogue. Use the key phrases and the dialogue in exercise 1 to help you.

Student A: You want to make some money so that you can buy something cool. Ask student B for advice – he / she recently saved money and bought a new tennis racket.

Student B: You saved money and bought a new tennis racket. Student A wants to know the best way to save money. Give student A some advice and ask him / her what he / she wants to buy.

1 Choose the correct words in the dialogue. Then watch or listen and check. What does Kim want to learn?

2 Cover the dialogue and complete the key phrases. Watch or listen again and check.

KEY PHRASES

Making and responding to suggestions (2)

What's the best way ¹_____?

It's probably best to ²_____.

You can ³_____.

Yeah, but ⁴_____.

I suppose ⁵_____.

That's a ⁶_____.

Great!

3 Work in pairs. Practise the dialogue.

54 Achieve

Exercise 4

Read through the list of things to do and make sure students understand everything. Ask two confident students to read out the example. Allow students time individually to think about some advice for each situation. Students then work in pairs to give and respond to advice for each situation. Elicit what advice students gave for each situation and discuss which is the best advice for each one.

ANSWERS

Students' own answers.

Exercise 5 USE IT!

Read through the situation with the class and make sure students understand everything. 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

Ask students to work individually and think about a situation they need advice about. Tell them they can use a real situation from their life, or use their imagination to invent one. Put students into small groups. Ask them to take turns to tell their classmates about their situation. Their classmates listen and give advice. Ask some students who gave them the best advice.

More practice

Workbook page 47

Practice Kit Speaking 5

THINK! What famous people from the past do you admire?

Achievements

Agatha Christie

¹Agatha Christie was a British writer. She was born in England in 1890 and died there in 1976.

²She first started writing when she was sixteen. Later, when she was a nurse, she had the idea for a detective story and she published her first novel in 1920. She was a very shy person, so she was happier to stay in and write than to meet people.

³Agatha Christie eventually became one of the most popular writers in history. She wrote more than sixty novels, as well as plays and poetry, and sold more than two billion books. There are translations of her books in more than 100 languages. People love her work because the characters and the mysteries are so interesting.



- 1 Read the biography. How old was Agatha Christie when she published her first novel? Why are her books popular?

Language point: Paragraphs and topic sentences

- 2 Match the blue first line of each paragraph, (1–3), with the subject of the paragraph (a–c).
- a Early career c Life
b Achievements

- 3 Read the study strategy. Then read the list of questions. Read the biography again and add more questions to the list.

STUDY STRATEGY

Selecting information

There's a lot of information about people on the internet. You need to decide what information to use for your biography:

Tip: Make a list of questions about the person you're writing about.

Life	Achievements
What did Agatha Christie do?	
Where was she born?	
Where did she die?	
Early career	
When did she first start writing?	

- 4 Think of a famous or successful person from the past. Make a list of questions about them. Use the questions in exercise 3 to help you.

- 5 In your notebook, complete the key phrases with words from the text.

KEY PHRASES

Staging Information

She first started ¹....

²... eventually ³....

People love her work because ⁴....

- 6 USE IT! Follow the steps in the writing guide.

WRITING GUIDE

A TASK

Think about your person from exercise 4. Find information about the person and write a short biography for an 'Achievements' web page.

B THINK AND PLAN

Find answers to your list of questions from exercise 4.

C WRITE

Look at your notes and the sections in the model text and decide what information you want to include in each section:

- Life
- Early career
- Achievements

Then write your biography in your notebook. Include the key phrases.

D CHECK

- Comparative and superlative adjectives

Achieve 55

Achievements: How many novels did she write? How many books did she sell? Were her books popular in other countries? / How many different translations of her books are there in the world? Why were her books popular? / Why do people love her work?

Exercise 4

As a class, brainstorm some famous people that students could write about. Students choose a famous person and write questions about them. With **weaker classes**, students could do this in pairs. Check answers with the class.

ANSWERS

Students' own answers.

Exercise 5

Students complete the key phrases with words from the text. Check answers with the class and check that students understand all the phrases.

ANSWERS

- 1 writing when she was sixteen.
- 2 Agatha Christie
- 3 became one of the most popular writers in history.
- 4 the characters and the mysteries are so interesting.

Optional activity: Writing

Write these words and sentences on the board: *eventually later when*

- 1 She started writing ____ she was 16.
- 2 ____, she had the idea for a novel.
- 3 She ____ became a popular writer.

Students work in pairs and complete the sentences with the correct words. Check answers. Point out that we use these time words to order the events in a biography.

ANSWERS

- 1 when
- 2 Later
- 3 eventually

Exercise 6 USE IT!

Read the task. Students answer the questions and plan their text. Students could do the research and writing for homework. Remind students to check their grammar and spelling carefully.

More practice

Workbook page 45

Practice Kit Writing 5

End of unit activities

Progress Review, Workbook page 46

* Vocabulary and grammar photocopyables,

Teacher's Resource Disk

** Vocabulary and grammar photocopyables,

Teacher's Resource Disk

*** Vocabulary and grammar photocopyables,

Teacher's Resource Disk

Speaking photocopyable, Teacher's

Resource Disk

Writing • A biographical web page

Aim

Order information in a biography using paragraphs and topic sentences.

THINK!

Ask the question and elicit answers from students. Ask more questions to encourage students to say more, e.g. *Why do you admire this person? What did they do?*

Exercise 1

Ask students what they know about Agatha Christie. Students read the biography and answer the questions. Check answers with the class.

ANSWERS

She was 30 when she published her first novel. Her books are popular because the characters and mysteries are so interesting.

Language point: Paragraphs and topic sentences

Exercise 2

Explain that we use different paragraphs to order a piece of writing and the first sentence of each paragraph (the topic sentence), gives the topic for that paragraph. Put students into pairs to match the blue topic sentences with the subjects. Check answers with the class.

ANSWERS

- 1 c
- 2 a
- 3 b

Exercise 3

Read out the study strategy then read through the list of questions. Students work in pairs to read the biography again and add more questions based on the information in the biography. Check answers with the class.

ANSWERS

Early career: When did she publish her first novel? What was she like? / Was she shy or confident?

Review

Vocabulary

Exercise 1

Students complete the lists with the words in the box. With **weaker classes**, students can look back through the unit to help them. Check answers with the class.

ANSWERS

- | | |
|-----------|-------------|
| 1 kilo | 4 scientist |
| 2 month | 5 musician |
| 3 hundred | 6 second |

Exercise 2

Students complete the sentences. Explain that they should use two different forms of one word in each sentence. With **weaker classes**, students could work in pairs. Check answers with the class.

ANSWERS

- | | |
|-------------------|----------------------|
| 1 writer, wrote | 2 composer, composed |
| 3 player, plays | 4 inventor, invents |
| 5 paints, painter | |

Language focus

Exercise 3

Focus on the table and read out the first set of prompts. Elicit the correct sentence (*Bill is heavier than Sam*). Students write the remaining sentences. Allow students time to compare their answers in pairs, then check answers with the class.

ANSWERS

- 1 Bill is heavier than Sam.
- 2 Sam is the shortest.
- 3 Jack is faster than Bill.
- 4 Jack is slower than Sam.
- 5 Sam is lighter than Bill.
- 6 Bill is the tallest.

Exercise 4

Students complete the mini-dialogues. Allow students time to compare their answers in pairs, then check with the class.

ANSWERS

- 1 Could
- 2 couldn't
- 3 How many
- 4 can
- 5 can't

Exercise 5

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

ANSWERS

- 1 the laziest
- 2 heavier
- 3 the highest
- 4 could
- 5 couldn't

Speaking

Exercise 6

Students complete the dialogue. Check answers with the class. With **weaker classes**, students could practise the dialogue in pairs for extra practice.

5 REVIEW

Vocabulary

1 Complete the lists with the words in the box.

hundred kilo month musician
scientist second

- 1 ton, metre, kilometre, _____
- 2 hour, second, day, _____
- 3 billion, million, thousand, _____
- 4 inventor, programmer, mathematician, _____
- 5 artist, writer, composer, _____
- 6 hour, moment, minute, _____

2 Complete the sentences with the correct form of the words in the box.

compose invent paint play write

- 1 Agatha Christie became a _____ in 1906. In total she _____ more than sixty novels.
- 2 Ludwig van Beethoven was a _____. He _____ some of the most famous classical music in the world.
- 3 My sister is a great chess _____. She _____ every day and wants to be a champion.
- 4 My dad's an _____. He _____ things to help in the kitchen.
- 5 Tom _____ pictures of animals. He's a great _____.

Language focus

3 Write comparative and superlative sentences about the athletes.

	Sam	Jack	Bill
Weight	***	****	*****
Height	**	***	****
Top speed	*****	***	**

- 1 Bill / heavy / Sam
- 2 Sam / short
- 3 Jack / fast / Bill
- 4 Jack / slow / Sam
- 5 Sam / light / Bill
- 6 Bill / tall

56 REVIEW • Achieve

ANSWERS

- 1 did you learn
- 2 ago
- 3 guitar
- 4 best way
- 5 best
- 6 watching videos
- 7 good idea

Listening

Exercise 7 1-54 page 148

Allow students time to read the sentences. Play the audio for students 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 false (He was one of the worst students.)
- 2 false (He couldn't remember names.)
- 3 true
- 4 true
- 5 false (He could play the violin.)
- 6 false (He often went sailing.)

4 Complete the mini-dialogues with the words and phrases in the box.

can can't could couldn't how many

- 1 A ¹ _____ you swim when you were four?
B No, I ² _____. I learned when I was six.
- 2 A ³ _____ languages ⁴ _____ your parents speak?
B Only English. They ⁵ _____ speak any other languages.

5 Choose the correct answer.

- 1 She's **laziest** / the laziest person I know.
- 2 Human brains are **heavier** / more heavier than monkey's brains.
- 3 Mont Blanc is **the highest** / the most high mountain in Europe.
- 4 He's very clever. He **can** / could read when he was three.
- 5 I **can't** / couldn't ride a bike until I was eight.

Speaking

6 Complete the dialogue with the words and phrases in the box.

ago best best way did you learn
good idea guitar watching videos

- Rachel Hey, Sue. That's beautiful music. When ¹ _____ to play the piano like that?
- Sue I had lessons four years ² _____.
- Rachel I'd love to play the ³ _____. What's the ⁴ _____ to learn?
- Sue It's probably ⁵ _____ to have lessons, like I did.
- Rachel But I haven't got any money for lessons.
- Sue What about ⁶ _____ on YouTube?
- Rachel That's a ⁷ _____. Thanks.

Listening

7 1-54 Listen to the dialogue. Write true or false. Correct the false sentences.

- 1 Einstein was one of the best students in his class.
- 2 He could remember the names of people he met.
- 3 He spoke very slowly when he was younger.
- 4 Einstein's mother was a musician.
- 5 He couldn't play the violin.
- 6 Einstein often went swimming.

Optional activity: Consolidation

For the next lesson, ask students to prepare a short presentation on someone they admire now. Brainstorm some ideas for categories of people that students could choose, e.g. musicians, sports stars, writers, actors, etc. Ask students to do some research on the person's childhood and early career. Tell students they must include vocabulary from pages 48 and 52, *can* and *could* and comparative and superlative adjectives.

In the next lesson, put students into small groups to give their presentations to each other. Encourage other students to ask questions using *How ... ?* to find out more information.

Assessment

Tests, Teacher's Resource Disk

5 PUZZLES AND GAMES

1 Order the letters to find times, numbers and measurements.

nyrtuce century

2 SENTENCE RACES. Work in two teams. Follow the instructions.

- For each sentence, the teacher chooses *comparative* or *superlative* and picks an adjective from the box.
- In your team, make a sentence with the comparative or superlative adjective that your teacher chooses.
- Send someone from your team to write your sentence on the board.
- The first team to write their sentence on the board wins a point. The winning team is the first to score four points.

comparative superlative

big dangerous tiny exciting good
scary far intelligent horrible slow

3 Join the puzzle pieces to find the jobs and skills.

programmer

4 TALK ABOUT ... Work in groups of four. You need a die. Take turns rolling the die and answering the question with the same number. If you get the same number twice, roll again.

What can you do now that you couldn't do three years ago?



Who in your family can play a musical instrument?

Could you ride a bike or swim when you were five years old? What (else) could you do when you were five?

Name something people couldn't do a hundred years ago.

Can you count backwards from 30 to 1 in 30 seconds? (Try it!)

Can you stand on one leg for sixty seconds? (Try it!)

5 TEAM QUIZ. Work in two teams. Follow the instructions.

- Write five quiz questions for the other team, starting with *How*. Use the ideas in the box. Make sure you can answer your own questions!
- Take turns asking and answering the questions. Score a point for each correct answer.

How many ... ? How much ... ? How fast ... ?
How big ... ? How often ... ? How high ... ?
How far ... ? How small ... ? How hot ... ?

How many students are there in our school?

How often is there a full moon?

As an extension, tell students that they learned four more words for jobs and skills on page 52. Put them into pairs and give them one minute to try to remember the extra words. Check answers with the class (*winner, writer, player, artist*) and see who remembered the most words.

ANSWERS

scientist, champion, genius, professor, musician, composer, inventor, mathematician

Exercise 4

Put students into groups of four and explain the rules of the game. Tell them that once an idea has been used once in the game, it cannot be used again.

If students don't have a dice, they could write the numbers 1–6 on six small pieces of paper, then shuffle these and choose one for their turn. Students play the game in their groups.

Allow play to continue for a few minutes, then stop the game. Ask some students to tell the class something they learned about their classmates.

ANSWERS

Students' own answers.

Exercise 5

Divide the class into two teams. With **smaller classes**, students could work in their teams to write their quiz questions. With **larger classes**, put students into pairs within their teams and ask them to write their questions.

Ask students from each team in turn to read out one of their questions. If students wrote their questions in pairs, ask a different pair from a team each time it is their team's turn. Teams get a point for each question they answer correctly.

Students could also play this game in groups of four. They write their questions in pairs, then work in groups of four to ask and answer their questions. Students can ask you if they are unsure of any answers.

ANSWERS

Students' own answers.

Puzzles and games

Exercise 1

Students work individually or in pairs to order the letters to find the times, numbers and measurements. With **stronger classes**, you could do this as a race. Check answers with the class. You could elicit an example sentence using each word.

As an extension, students could work individually and make two more jumbled words from page 48. They could swap with a partner and race to order the letters and write the words.

ANSWERS

- | | |
|------------|-----------|
| 1 quarter | 5 billion |
| 2 decade | 6 metre |
| 3 kilo | 7 second |
| 4 thousand | |

Exercise 2

Divide the class into teams and read out the instructions. Ask each team to decide on one of their members who will come to the board to write their sentences.

Call out either 'comparative' or 'superlative' and then an adjective. The first team to write a correct sentence on the board using the adjective gets a point. Continue until all the adjectives have been used. See which team has the most points.

ANSWERS

Students' own answers.

Exercise 3

Students work in pairs to find the jobs and skills. Check answers with the class and check that students understand all the words.

Unit summary

Vocabulary

Survival verbs: *avoid plants, build a shelter, climb a tree, find drinking water, follow the river, keep cool, light a fire, make a noise, move at night, pick fruit, run away, stand still, stay where you are, use the sun*

Survival equipment: *compass, first-aid kit, knife, lighter, map, mirror, rope, sleeping bag, tent, torch, water bottle*

Language focus

will and *won't* in the first conditional
must and *should*

Speaking

I can give instructions and safety information.

Writing

I can write an advice blog using imperatives.

Vocabulary • Survival verbs

Aim

Talk about what you can do in a challenging situation.

THINK!

Read out the title of the unit and check that students understand *survival*. Read out the task and put students into pairs to name three problems. Bring students' ideas together on the board and ask: *Which are the most serious problems? Why?* Elicit a range of answers.

ANSWERS

Students' own answers.

Exercise 1 2-02

Students read the survival game and complete the phrases. Allow them time to compare their answers in pairs, then play the audio for them to check their answers. Check answers with the class and check that students understand all the phrases.

ANSWERS

1 avoid 2 stand 3 build 4 climb
5 use 6 follow 7 keep 8 light
9 make 10 move 11 pick 12 run
13 stay 14 find

6 Survival

VOCABULARY • Survival verbs
I can talk about what I can do in a challenging situation.

✚ Extra listening and speaking p93

✚ Curriculum extra p101

✚ Culture p109

✚ Project p114

THINK! You are lost in the jungle. Name three problems you face.

1 2-02 Read the *Survival Game* and complete phrases 1–14. Then listen and check.

1 _____ all plants	8 _____ a fire
2 _____ still	9 _____ a noise
3 _____ a shelter	10 _____ at night
4 _____ a tree	11 _____ fruit
5 _____ the sun	12 _____ away
6 _____ the river	13 _____ where you are
7 _____ cool	14 _____ drinking water

2 2-03 Read the rules. Then play the *Survival Game* in teams. Listen and check after each question.

SURVIVAL GAME

YOU'RE LOST IN THE JUNGLE WITH FRIENDS.
HOW LONG WILL YOU SURVIVE?

START

1 What do you do first?

A Find drinking water.
B Build a shelter for the night.
C Charge your phone batteries.

Tip: Think about what your body needs most.

2 What is the safest type of water to drink?

A River water
B Sea water
C Rainwater

Tip: Think about where the water comes from.

3 You're hungry. What's safe to eat in the jungle?

A You can pick fruit and eat it.
B Watch what the monkeys eat and copy them.
C Avoid all plants in the jungle.

Tip: Think about what the animals in the jungle eat.

Exercise 2 2-03

Put students into teams and read out the rules. Ask students to read question 1 and decide on their answer in their teams. Set a time limit of around a minute for this. Play the correct answer for that question and ask students to note their scores. Continue in this way, with students choosing their answers and then listening to check. See which team has the most lives left at the end. Ask: *Which answers do you find most surprising? Why?*

ANSWERS

1 A 2 C 3 B 4 A 5 B 6 C
7 A 8 B

Optional activity: Vocabulary

Write on the board *m_k_ a n__se*. Elicit the completed phrase (*make a noise*). Put students into pairs and ask them to write three more gapped phrases from exercise 1. Tell them they can gap up to half the letters. Put pairs together into groups of four and ask them to close their books. Pairs swap gapped phrases and try to complete them. When they have completed them all, they should work in their groups to write an example sentence for each one. Ask some groups to read their example sentences to the class.

ANSWERS

Students' own answers.

7 It's very hot in the jungle. What is the best way to keep cool?

A Only travel in the early morning and late afternoon.
B Drink some water from the river until you feel cooler.
C Take your shirt off and wear sandals.

Tip: Think about the animals and insects that live in the jungle.

8 How will you get out of the jungle?

A Stay where you are and hope that someone finds you.
B Follow the river if you can find one.
C Use an app on your phone for directions.

Tip: Think about where people often live.

6 You think there is a village to the west. How do you find your way to the village?

A Look at the birds. They always fly from east to west.
B Look for the moon. It's always in the north at midnight.
C Use the sun. Its position will help you to decide.

Tip: Think about where the sun is in the morning and evening.

5 There's a snake on your backpack. What do you do?

A Make a noise and throw your boot at it.
B Be quiet and stand still. It'll get bored and go away.
C Leave your backpack and run away.

Tip: Some snakes can move very fast.

4 It's getting dark. What do you do?

A Light a fire and sleep next to it.
B Climb a tree and sleep on a branch.
C Move at night because it's cooler.

Tip: Some dangerous animals sleep in the daytime and hunt for food at night.

3 Watch or listen. Which survival skills in the game are the people discussing?

4 Watch or listen again and complete the key phrases.

KEY PHRASES

Ability

Are you good at ¹ _____?
I'm (no) good at ² _____.
Can you ³ _____?
How do you ⁴ _____?
Definitely not! / I've no idea!
I can (probably / definitely) ⁵ _____.
I (don't) think so. / I doubt it.

5 USE IT! Study the key phrases. Then ask and answer the questions about your survival skills with your partner. Use the phrases in exercise 1 and your own ideas.

Can you make a fire?
No, I don't think so. How about you?
I doubt it.

Finished?
Write a five-question survival quiz to ask the class.

59

Exercise 3 2-04 page 149

Read out the question. Play the video or audio. Students watch or listen and note down the survival skills the people discuss. Check answers with the class. (If you're using the audio-only version, please see the audio script on page 149 for names of speakers.)

ANSWERS

Shri: lighting fires
May: picking fruit
Simon: picking fruit
Rebecca: finding your way
Harry: finding your way

Exercise 4 2-04 page 149

Allow students time to read through the key phrases. Play the video or audio again for students to watch or listen and complete the phrases. Check answers with the class and check that students understand all the phrases.

ANSWERS

- lighting fires outdoors
- survival skills
- light a fire outdoors / tell what fruit is safe to eat / find your way without a phone or a map
- find your way if you're lost
- light a fire outdoors / find my way with a map / use the sun

Optional activity: Key phrases

Play the video or audio again, pausing after some of the key phrases. Ask students to repeat, copying the pronunciation and intonation that they hear.

Exercise 5 USE IT!

Ask two confident students to read out the example. Elicit some other questions that students could ask, e.g. *Can you build a shelter? How do you light a fire with no matches? Are you good at climbing trees?* With **weaker classes**, write a few questions on the board for students to refer to. Put students into pairs to ask and answer questions about their survival skills. Encourage them to use a range of key phrases.

Ask some pairs to tell the class how well their partner would survive and why.

ANSWERS

Students' own answers.

Optional activity: Vocabulary

Put students into pairs and ask them to imagine they are lost in the jungle and have decided to keep an audio diary. Give an example of an audio diary entry, e.g. *It's day two in the jungle. We're very hungry, but we don't want to pick any fruit because it might be dangerous. We need to find a river so that we can follow it. ...*

Students work in their pairs to prepare an audio diary entry, using some of the vocabulary from exercise 1. Students can either read their diary entries to the class, or, if they have their phones, they could record or video themselves and then work in small groups to compare.

ANSWERS

Students' own answers.

Finished?

Refer **fast finishers** to the **Finished?** activity. Students write a five-question survival quiz individually. Ask them in turn to ask their quiz questions to the class. Discuss the answers as a class.

More practice

Workbook page 48

Practice Kit Vocabulary 6

Assessment

Five-minute test, Teacher's Resource Disk

Reading • Jungle challenge

Aim

Identify text types and predict the content.

THINK!

Read the question with the class and elicit a few ideas. If students are struggling for ideas, ask more questions to help them, e.g. *Do you think you need to be physically strong? Do you need to be intelligent / determined / creative?* Put students into pairs to discuss the questions. Ask pairs to report back on their discussions. Discuss as a class which personal qualities are the most important and why.

ANSWERS

Students' own answers.

Exercise 1

Focus on the text and ask students to look at it, but not read it. Read out the three text types and check that students understand them. Point out that to identify the text type they can look at the title and headings, the layout of the text, the photos, etc. Allow students time to look at the text, then allow them time to compare their ideas in pairs. They then read the text quickly to check their answers.

Discuss the answer with the class and discuss what clues helped them to guess, e.g. the headings, the Survival rating scores, the photos, etc. Ask students if they have watched programmes like this one on TV.

ANSWER

b

Exercise 2 2-05

Allow students time to read through the sentences, then play the audio. Students read and listen and complete the sentences with the names. Check answers with the class.

ANSWERS

1 Jenny 2 Tom, Peter 3 Ted
4 Sophie 5 Tina 6 Steve Grant

Exercise 3 VOCABULARY PLUS

Students use a dictionary to check the meaning of the blue words. With **stronger classes**, you could encourage students to try to guess the meaning from the context first then check in a dictionary. Check that students understand all the words.

ANSWERS

Students' own answers.

Workbook page 52 exercise 5

6 READING • Jungle challenge

I can identify text types and predict the content.

THINK! What personal qualities do you need to survive in the wild? Why?

STAY ALIVE

6 people, 16 days, NO LIMITS

Two teams of three people will face a sixteen-day jungle adventure in Steve Grant's new survival show. They'll live without comforts, and they won't have contact with the outside world. Which team will win the £1m prize? At the end of the challenge, Steve will decide!

Meet the teams

Team 1: The Reds

Tom Woods is fit and learns fast. He's a good swimmer.
Weak points: He always thinks he's right. He isn't practical. If he works with the others, he'll do OK.



Survival rating: *

Jenny Frome is brave – she once hunted crocodiles.
Weak points: She is reserved and likes to be alone. If she doesn't do anything stupid, she'll do very well.



Survival rating: ****

Peter Quinn is competitive and likes a challenge.
Weak points: He acts before he thinks. He isn't good in water. He will need to work hard if he wants to survive.



Survival rating: *

1 Look at the text. What type of text is it? What type of information do you think will be in the text? Then read and check.

- a a personal blog
- b an advertisement for a TV programme
- c a newspaper article

Team 2: The Blues

Tina Brent is a leader, and she can make decisions.
Weak points: She has no experience in the wild. She's a bit bossy and doesn't listen to others. She will need luck to get to the end.



Survival rating: **

Ted Wilson is clever, and he thinks before he acts.
Weak points: He doesn't like snakes. He's very shy. He won't go far if he doesn't take any risks.



Survival rating: **

Sophie Jenkins sailed solo around Britain. She's very friendly.
Weak points: Her physical fitness. She doesn't eat meat. If she changes her eating habits, she'll go a long way.



Survival rating: ***

2 2-05 Read and listen to the text again and complete the sentences with the name of a team member.

- 1 _____ has the best survival rating.
- 2 _____ and _____ are the weakest contestants.
- 3 _____ needs to face his fear of snakes.
- 4 _____ probably won't hunt animals for food.
- 5 _____ needs to listen to other people.
- 6 _____ will decide which team wins.

3 VOCABULARY PLUS Use a dictionary to check the meaning of the words in blue in the text. For more practice go to page 52 in the Workbook.

4 USE IT! Work in pairs. Which team do you think will win the challenge?

60 Survival

Optional activity: Reading

Write the following questions on the board: Who ...

- 1 has experience of boats?
- 2 isn't good at making things with his hands?
- 3 doesn't enjoy swimming?
- 4 lacks experience of the natural world?
- 5 enjoys spending time without other people?
- 6 doesn't make decisions quickly?

Students work in pairs to read the text again and write the correct names. Check answers with the class.

ANSWERS

- 1 Sophie
- 2 Tom
- 3 Peter
- 4 Tina
- 5 Jenny
- 6 Ted

Exercise 4 USE IT!

Put students into pairs to discuss which team they think will win the challenge. Encourage them to note down reasons for their answers.

Put pairs together into groups of four to compare their ideas and agree which team they think will win and why. Ask groups in turn to report back to the class. Encourage other groups to agree or disagree, giving reasons for their opinions.

ANSWERS

Students' own answers.

More practice

Workbook page 52

Practice Kit Reading 6

- 1 Match 1–5 with a–e to make sentences. Then match the sentences with the people in the text on page 60.

- | | |
|--------------------------------------|-----------------------------------|
| 1 If she changes her eating habits, | a if he doesn't take any risks. |
| 2 He won't go far | b if he wants to survive. |
| 3 If she doesn't do anything stupid, | c she'll go a long way. |
| 4 He will need to work hard | d if she wants to get to the end? |
| 5 Who will need luck | e she'll do very well. |

- 2 Complete the rules with **action** or **result**.

RULES

- We use the first conditional to talk about an action and the result of this action in the future.
- We describe the _____ with *if* + the present simple.
- We describe the _____ with *will* + base form.
- The sentence can start with the _____ or the result.

- 3 Choose the correct words.

- I **use** / **'ll use** my phone to get directions if I get lost.
- If you **take** / **'ll take** warm clothes, you won't get cold.
- If we find mushrooms on our walk, we **don't pick** / **won't pick** them.
- Will you pick apples if you **find** / **will find** any on your walk?
- What **will** / **does** the team leader say if we **get** / **will get** lost?
- If he **drinks** / **'ll drink** that dirty water, he is / **'ll be** ill.

- 4 Order the words to make questions.

- if / is / you / Will / on Saturday / go out / sunny / it / ?
- you / stay / rains / at home / it / tonight / Will / if / ?
- will / early / if / your homework / you / What / do / finish / you / ?
- get / your parents / a bad school report / if / be / you / Will / angry / ?
- will / you / money / get / What / buy / for your birthday / if / you / ?

- 5 Look at the picture and match 1–5 with a–e to make sentences.



- | | |
|---------------------------------------|------------------------------|
| 1 If she brings her phone, | a insects will eat her feet. |
| 2 If she brings water, | b she'll be sick. |
| 3 If she brings sandals, | c it won't work. |
| 4 If she brings warm clothes, | d she'll be too hot. |
| 5 If she eats fruit she doesn't know, | e she won't be thirsty. |

- 6 USE IT! Read the study strategy. Work in pairs. Ask and answer the questions in exercise 4. Give some details.

STUDY STRATEGY

Speaking clearly

- Read the question before you speak.
- Practise saying the question quietly. Memorize it.
- Look at your partner when you speak.

Will you go out if it's sunny on Saturday?

Yes, I will. I'll go to the skate park. What about you?

If it's sunny, I'll go to the beach.

Finished?

Invent a new team member for the *Stay Alive* programme.

Survival 61

Language focus • *will* and *won't* in the first conditional

Aim

Talk about actions and their results using the first conditional.

Warm-up

Ask students what they can remember about the six people in the survival show. Elicit a few ideas, then ask: *Which person is a vegetarian? (Sophie) What does she have to do if she wants to win? (change her eating habits).* Ask students to find the sentence in the text on page 60 which says this (*If she changes her eating habits, she'll go a long way*). Point out the two clauses in the sentence, and point out that the first clause is an action, and the second clause is a result. Elicit or explain that this is a first conditional sentence, and we use the first conditional to talk about actions and results in the future.

Exercise 1

Students match the sentence halves and match the sentences with the people in the text. Check answers with the class and check that students understand the sentences. Elicit what the action and result are in each sentence.

ANSWERS

- 1 c Sophie 2 a Ted 3 e Jenny
4 b Peter 5 d Tina

Exercise 2

Students work in pairs to look at the examples and complete the rules. With **weaker classes**, read through the rules with the class and elicit the answers. Reinforce the point that we use the present simple in the *if* clause, not *will*.

ANSWERS

- 2 action 3 result 4 action

Language note

The negative form of *will* is *won't*. The verb *will* is usually contracted to *'ll* in first conditional sentences where there is a pronoun: *she'll do very well*.

If the action clause comes first, we put a comma between the two clauses. We don't use a comma if the result clause comes first.

Exercise 3

Read out the first set of prompts and elicit the answer as an example. Students complete the sentences. With **weaker classes**, students could work in pairs for this. Check answers with the class.

ANSWERS

- 1 'll use 2 take 3 won't pick 4 find
5 will, get 6 drinks, 'll be

Exercise 4

Students order the words and write the questions. Check the answers with the class.

ANSWERS

- Will you go out on Saturday if it is sunny?
- Will you stay at home tonight if it rains?
- What will you do if you finish your homework early?
- Will your parents be angry if you get a bad school report?
- What will you buy if you get money for your birthday?

Exercise 5

Students look at the picture and match the sentence halves. Check answers with the class. With **stronger classes**, fast finishers could write one more first conditional sentence about the picture.

ANSWERS

- 1 c 2 e 3 a 4 d 5 b

Exercise 6 USE IT!

Read the study strategy with the class. Allow students time to prepare their answers to the questions and practise asking them. Put them into pairs to ask and answer the questions. Remind them to listen to their partner's answers. Ask some students to tell the class something about their partner.

Finished?

Refer **fast finishers** to the **Finished?** activity. Students can invent a new team member individually then compare with another fast finisher. Alternatively, ask some fast finishers to read their sentences to the class.

More practice

Workbook page 49

Practice Kit Grammar 11

Assessment

Five-minute test, Teacher's Resource Disk

Vocabulary and listening • Survival equipment

Aim

Predict some of the things you'll hear.

THINK!

Read out the question and check that students understand *priority*. Elicit a few possible answers. Put students into pairs to discuss the question. Elicit answers from individual students and encourage them to give reasons for their answers. Discuss the answers as a class.

Exercise 1 2-06

Students match the pictures with the words in the box. Play the audio for students to check their answers. Check answers with the class and check that students understand all the words. Play the audio again and point out any difficult pronunciations, e.g. *torch*, *knife*.

ANSWERS

1 tent 2 sleeping bag 3 rope
4 map 5 water bottle 6 mirror
7 lighter 8 mirror 9 first-aid kit
10 torch 11 knife

Exercise 2

Read out the question and check that students understand *trek*. Students read the introduction and discuss in pairs which objects people are most likely to need. Discuss the answers as a class.

ANSWERS

Students' own answers.

Optional activity: Vocabulary

Say: *You use this to know which direction you are going in.* Ask students to guess the word (*compass*). Put students into pairs to write three more clues for words in exercise 1. Put pairs together into groups of four and ask them to take turns to read their clues to each other. See which pairs guessed all the words correctly.

ANSWERS

Students' own answers.

Exercise 3 2-07 page 149

Read out the question. Point out that students have already tried to predict which objects will be useful (in exercise 2). Point out that predicting words or ideas that you might hear can help you to understand more when you listen. Play the audio. Students listen and answer the question.

ANSWERS

water bottles, tent, sleeping bag, knife, mirror, torch

6 VOCABULARY AND LISTENING • Survival equipment

I can predict some of the things I'll hear.

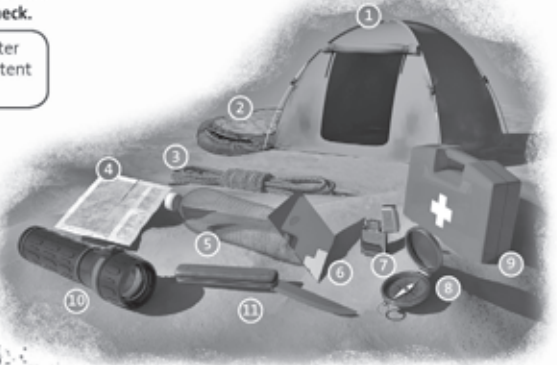
THINK! You're lost in the desert. What is your first priority?

- 1 2-06 Match objects 1–11 in the picture with the words in the box. Then listen and check.

compass first-aid kit knife lighter
map mirror rope sleeping bag tent
torch water bottle

- 2 Read the introduction to *Desert Challenge*. Which objects in exercise 1 will people probably need on a desert trek?

- 3 2-07 Listen to Kay Freeman talking about the survival course she went on. Which equipment from exercise 1 does she say is useful?



- 4 2-07 Read the questions. Then listen again and choose the correct answers.

- To go on the Desert Challenge course, ...
 - a you must be under thirteen.
 - b you must see a doctor.
 - c you should come with a friend.
- You must take a lot of water because ...
 - a you'll need it for cooking.
 - b you'll get very thirsty.
 - c you won't find any in the desert.
- When it gets hot, ...
 - a you mustn't take your clothes off.
 - b you should wear shorts and a T-shirt.
 - c you should drink a lot of water.
- If you get lost, ...
 - a you should wait for help to arrive.
 - b you should use your mirror to signal for help.
 - c you should use your map to get out of the desert.

- 5 USE IT! Work in pairs. Say which objects from exercise 1 are the most useful for survival in this situation and why. Agree on five objects.

You are planning a five-day trek in the Arctic. You are going to camp in the mountains.

Our first priority is a water bottle.

Yes, I agree. And we'll also need a tent.

Exercise 4 2-07 page 149

Allow students time to read the questions and possible answers. Play the audio again. Students listen and choose the correct answers. With **stronger classes**, students could choose the correct answers from memory, then listen to check. Check answers with the class.

ANSWERS

1 b 2 c 3 a 4 b

Optional activity: Listening

Write these questions on the board:

- What does Kay say about you and your group?
- Why aren't maps useful in the desert?
- What does Kay say you can use a torch for?

Put students into pairs to discuss the answers from memory, then play the audio again for them to listen and check. Check answers with the class.

ANSWERS

- You mustn't leave your group.
- Because there are no roads or villages.
- You can use it to signal at night.

Exercise 5 USE IT!

Read out the situation and check that students understand *Arctic*. Put them into pairs to discuss which objects are the most useful for survival in this situation. Encourage them to give reasons for their answers. Ask pairs to report back to the class, giving reasons for their answers. Discuss as a class which objects would be the most useful and why.

ANSWERS

Students' own answers.

More practice

Workbook page 50

Practice Kit Listening 6

Assessment

Five-minute test, Teacher's Resource Disk

1 Look at these sentences about Kay Freeman's Desert Challenge on page 62. Write *true* or *false*.

- 1 You must be fit to go on the Desert Challenge.
- 2 You mustn't leave the group.
- 3 You should take a map.
- 4 You shouldn't wear shorts and a T-shirt.

2 Study the sentences in exercise 1 and complete the rules with *must*, *mustn't*, *should* and *shouldn't*.

RULES

- 1 We use _____ and _____ to give advice.
- 2 We use _____ and _____ to talk about a strong obligation.

3 Correct the mistakes in the sentences.

- 1 You must to have a medical certificate. *X*
- 2 He should works harder. *X*
- 3 We should not to camp near a river. *X*
- 4 They don't must take their dog. *X*

4 Choose the correct words.

- 1 You should / must watch this film. It's very good.
- 2 We should / must wear a uniform at our school.
- 3 You shouldn't / mustn't take dogs into the park. It isn't allowed.
- 4 You shouldn't / mustn't buy that T-shirt. It's expensive.
- 5 You should / must wear a hat. It's very sunny.
- 6 You shouldn't / mustn't pick flowers here. That's the rule.

5 Look at the signs. Write sentences with *should*, *shouldn't*, *must* and *mustn't* and the prompts.

- wear / hat
You should wear a hat.
- 1 bring / water
 - 2 make / fire
 - 3 use / sunscreen
 - 4 come / between 11 a.m. and 3 p.m.
 - 5 swim / red flag
 - 6 touch / jellyfish
 - 7 bring / your dog

6 **2-08 PRONUNCIATION** /ɪ/ in *must*, and silent *t* in *mustn't*. Listen to the sentences. Then listen again and repeat.

- 1 You mustn't make a fire.
- 2 You must stay here.
- 3 You mustn't wear shorts.
- 4 You must be quiet.

7 **USE IT!** Work in pairs. Give advice and make rules for your school. Use the ideas in the box and your own ideas. Then compare your ideas with another pair.

arrive on time be polite to teachers
bring a pet do your homework eat in class
run in the corridors shout in the library
wear jewellery work hard

You shouldn't wear jewellery.

You mustn't bring your pet!

Finished?

Write some advice for a friend who is going on an arctic challenge. Use the objects in exercise 1 on page 62, and what you remember from the listening in exercise 3.

SAFETY ON THE BEACH



Survival 63

Language focus • *must* and *should*

Aim

Make rules and give advice.

Warm-up

Ask: *What can you remember about Kay's desert challenge? What rules did she mention? What advice did she give?* Elicit some answers and write one or two sentences with *must* and *should* on the board, e.g. *You must take lots of water with you. You should take a mirror.* Underline the modal verbs and explain that we use these verbs to give advice.

Exercise 1

Students read the sentences and decide if they are true or false. Check answers with the class and check that students understand the sentences.

ANSWERS

- 1 true 2 true 3 false 4 true

Exercise 2

Students work in pairs to look at the sentences in exercise 1 again and complete the rules with the correct words. Check answers with the class.

ANSWERS

- 1 *should, shouldn't* 2 *must, mustn't*

Language note

must and *should* are followed by an infinitive without *to*: *You must be fit.* (NOT *You must to be fit.*) The negative form *mustn't* means 'it isn't allowed': *You mustn't talk in class.*

Exercise 3

Put students into pairs to correct the sentences. Check answers with the class.

ANSWERS

- 1 You must have a medical certificate.
- 2 He should work harder.
- 3 We should not camp near a river.
- 4 They mustn't take their dog.

Exercise 4

Remind students that we use *must* and *mustn't* for rules, and *should* and *shouldn't* for advice. Students choose the correct words to complete the sentences. Allow students time to compare their answers in pairs, then check answers with the class.

ANSWERS

- 1 *should* 2 *must* 3 *mustn't*
4 *shouldn't* 5 *should* 6 *mustn't*

Exercise 5

Focus on the signs and use the pictures to teach *sunscreen* and *jellyfish*. Focus on the first sign and read out the example answer. Students then write sentences for the other signs. Allow students time to compare their answers in pairs then check answers with the class.

ANSWERS

- 1 You should bring water.
- 2 You mustn't make a fire.
- 3 You should use sunscreen.
- 4 You shouldn't come between 11 a.m. and 3 p.m.
- 5 You mustn't swim when there's a red flag.
- 6 You shouldn't touch jellyfish.
- 7 You mustn't bring your dog.

Exercise 6 **2-08 PRONUNCIATION:** /ɪ/ in *must*, and silent *t* in *mustn't*

Play the audio once for students to listen to the sentences. Point out that we don't pronounce the *t* in *mustn't*. Play the audio again, pausing after each sentence for students to repeat.

Exercise 7 USE IT!

Read through the ideas in the box with the class and check that students understand everything. Read out the example answers and elicit one or two more examples. Put students into pairs to write their advice and rules. With **stronger classes**, encourage students to use their own ideas as well as the ideas in the box. Put pairs together into groups of four to compare their ideas. Ask some groups to tell the class some of their ideas.

ANSWERS

Students' own answers.

Finished?

Refer **fast finishers** to the **Finished?** activity. Students can write their advice individually then compare with another fast finisher. Alternatively, ask some fast finishers to read their advice to the class. Ask other students if they agree with the advice, and what other advice they could add.

More practice

Workbook page 51

Practice Kit Grammar 12

Assessment

Five-minute test, Teacher's Resource Disk

Speaking • Giving instructions

Aim

Give instructions and safety information.

THINK!

Read the questions with the class and put students into pairs to discuss them. Discuss as a class what activities you can do at school and outside school. Ask students what activities they do. Encourage students to talk about their own opinions and experiences.

ANSWERS

Students' own answers.

Exercise 1 2-09

Students read the dialogue and complete it with the correct phrases. With **weaker classes**, students could work in pairs for this. Play the video or audio for students to watch or listen and check their answers. Check answers with the class, then ask the question about Mark to the class and elicit the answer.

ANSWERS

1 wear 2 small 3 head 4 fast
5 slowly 6 Follow
Mark needs a safety vest and a helmet.

Exercise 2 2-09

Put students into pairs and ask them to cover the dialogue in exercise 1. Students read the key phrases and try to remember who says them. Play the video or audio again for students to check their answers. Check answers with the class and check that students understand all the key phrases. You could ask students to translate the key phrases into their own language to check understanding.

ANSWERS

1 important 2 to 3 sure 4 worry
5 to 6 to 7 if
Amy says all the key phrases.

Optional activity: Key phrases

Before students practise the dialogue, play the video or audio again, pausing after the key phrases. Ask students to repeat, copying the pronunciation and intonation that they hear.

Exercise 3

Students work in pairs to practise the dialogue.

Exercise 4 2-10 page 149

Students put the dialogue in the correct order. Allow students time to compare their answers in pairs, then play the audio for them to check. Ask a confident pair to perform the dialogue for the class.

6 SPEAKING • Giving instructions

I can give instructions and safety information.

THINK! What types of sport and activities can you do at school? What about places outside school?

Mark So, is this my bike?
Amy Yes, it is. And here's your safety vest.
Mark A safety vest? Really?
Amy Yes! And make sure that you ¹ _____ it when you're on your bike. Every time.
Mark OK. Can you check my helmet? It feels too ² _____.
Amy Let's see. Yes, it's fine. It needs to be secure. It's important to protect your ³ _____.
Mark You won't go too ⁴ _____?
Amy Don't worry. We'll go ⁵ _____. Try not to be nervous or you won't enjoy it.
Mark OK.
Amy Just remember to stay with the group. You'll be fine if you follow my instructions. Are we ready?
Mark Yes.
Amy Let's go, then. ⁶ _____ me.



- 1 2-09 Complete the dialogue with the words in the box. Then watch or listen and check. Which two items of safety equipment does Mark need?

fast follow head slowly
small wear

- 2 2-09 Read the key phrases. Cover the dialogue and complete them with one word. Watch or listen again and check.

KEY PHRASES

Giving instructions and safety information

It's ¹ _____ to ...
I / You / It need(s) ² _____
Make ³ _____ that ...
Don't ⁴ _____
Try (not) ⁵ _____
Remember ⁶ _____
You'll be fine ⁷ _____

- 3 Work in pairs. Practise the dialogue.



- 4 2-10 Put the dialogue in the correct order. Listen and check. Then practise it with your partner.

A You'll be fine if you follow me. ☐
A Let's see. It's fine. Your helmet needs to be secure. OK, are you ready? ☐
A It's important to check your equipment first, Becky. Is your helmet OK? ☒
A Don't worry. Just go slowly and remember to relax and use your legs. ☐
B Erm, yes, I think so. I'm nervous. ☐
B That's a very big rock! What if I fall? ☐
B It isn't very comfortable. It feels very small. ☐

- 5 USE IT! Work in pairs. Prepare and practise a new dialogue for the situation. Use the key phrases and the dialogue in exercise 1 to help you.

Student A: You are going to go on a mountain bike trip in the countryside. Ask the instructor to check your equipment. Tell him / her that you are a little scared of cycling in the countryside and ask for instructions.

Student B: You are an instructor at an activity centre and you are taking a group of students on a mountain bike trip in the countryside. Check student A's equipment. Ask if he / she is OK and if he / she has any questions or doubts.

64 Survival

Students then practise the dialogue in pairs.

ANSWERS

- A It's important to check your equipment first, Becky. Is your helmet OK?
B It isn't very comfortable. It feels very small.
A Let's see. It's fine. Your helmet needs to be secure. OK, are you ready?
B Erm, yes, I think so. I'm nervous.
A Don't worry. Just go slowly and remember to relax and use your legs.
B That's a big rock. What if I fall?
A You'll be fine if you follow me.

Exercise 5 USE IT!

Read through the situation with the class and make sure students understand everything. 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

Put students into pairs and ask them to imagine that one of them is going to do a bungee jump. Elicit the safety equipment that they need (*a harness and a helmet*). Ask them to prepare another dialogue in which the instructor checks the equipment and the student then does the jump. Tell them they should use their imagination to make the dialogue as realistic as possible, and they should use some of the key phrases from this page. Ask some students to perform their dialogues for the class. Ask: *Would you like to do a bungee jump? Why? / Why not?*

More practice

Workbook page 55

Practice Kit Speaking 6

THINK! Which part of the school day do you like the most? Why?

How to survive at school



MAYA MILLS



1 Read Maya's blog. Who is the information in this blog for? What advice does Maya give about school work?

2 Complete the key phrases from the blog.

KEY PHRASES

Giving advice

It's a good idea to ¹ _____.
You should ² _____.
It's important to ³ _____.
If you need help, ⁴ _____.

Language point: Imperatives

3 Cover the text. Can you remember the advice? Complete the sentences. Then read the text and check your answers.

Affirmative ✓

1 _____ confident.
2 _____ well.

Negative X

3 Don't _____ behind with work.
4 Don't _____!

School is a big part of life, so why not enjoy it? Here are my tips for surviving school.

- Friends are important, but keep away from 'problem people'. If you're friendly and positive, people will like you.
- It's a good idea to join clubs. You'll have more fun.
- Stay confident, and only do what is right for you.
- Dress well. You can look cool in your uniform!
- Don't get behind with your work. You should pay attention in class and do your homework.
- It's important to arrive on time for lessons.
- Don't panic! If you need help, ask your teachers.

4 Complete the imperative sentences with the verbs in the box.

arrive be organize worry

- 1 Don't _____ afraid to say what you think.
- 2 Don't _____ about 'problem people'.
- 3 _____ your study time.
- 4 Don't _____ late for lessons.

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

WRITING GUIDE

A TASK

Write a blog for students with the title *How to survive homework*.

B THINK AND PLAN

- 1 What problems do students have with homework?
- 2 When should you do it?
- 3 What can you do if it is very difficult?
- 4 Where can you get help?
- 5 What about weekends?

C WRITE

Practical advice

It's a good idea to ...

Problems

You should ... if ...

D CHECK

- Your use of imperatives
- *should* and *shouldn't*
- First conditional

Survival 65

ANSWERS

1 Stay 2 Dress 3 get 4 panic

Exercise 4

Students complete the imperative sentences with the verbs in the box. Check answers with the class. With **stronger classes**, students could add one more imperative sentence with their own ideas.

ANSWERS

1 be 2 worry 3 Organize 4 arrive

Optional activity: Writing

Write the following sentence beginnings on the board:

- 1 If you're friendly and positive, ...
- 2 If you join clubs, ...
- 3 If you need help, ...

Ask students to complete the sentences with information from the blog. Check answers with the class, and point out that we can use first conditional sentences to give advice, by mentioning actions and their results.

POSSIBLE ANSWERS

- 1 people will like you.
- 2 you'll have more fun.
- 3 ask your teachers.

Exercise 5 USE IT!

Read the task with the class. Discuss the questions and elicit some useful advice for students. Students then plan their text.

Read through the notes on writing and checking with the class. 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 53

Practice Kit Writing 6

End of unit activities

Progress Review, Workbook page 54

Cumulative Review, Workbook page 74

* Vocabulary and grammar photocopies,

Teacher's Resource Disk

** Vocabulary and grammar photocopies,

Teacher's Resource Disk

*** Vocabulary and grammar photocopies,

Teacher's Resource Disk

Speaking photocopyable, Teacher's

Resource Disk

Writing • A blog

Aim

Write an advice blog using imperatives.

THINK!

Ask the question to the class and elicit answers from individual students. Ask more questions to encourage students to say more, e.g. *Which parts of the school day do you dislike? Why? How could the school improve the school day?*

ANSWERS

Students' own answers.

Exercise 1

Focus on the blog and ask students if they write a blog or read blogs online. Students read the blog and answer the questions, then compare their answers in pairs. Check answers with the class.

ANSWERS

The information is for other students. Maya advises not to get behind with your work, to pay attention in class and do your homework.

Exercise 2

Students complete the key phrases from the blog. Check answers with the class and check that students understand all the phrases.

ANSWERS

- 1 join clubs
- 2 pay attention in class
- 3 arrive on time for lessons
- 4 ask your teachers

Language point: Imperatives

Exercise 3

Put students into pairs and ask them to cover the text and try to remember the advice. Check answers with the class and check that students understand all the imperatives. Point out that imperatives are another way of giving advice.

Review

Vocabulary

Exercise 1

Students complete the phrases with the words in the box. With **weaker classes**, students can look back through the unit to help them. Check answers with the class and check that students understand all the words. As an extension, students could write an example sentence for each phrase.

ANSWERS

1 make 2 light 3 pick 4 keep
5 run 6 stand

Exercise 2

Students complete the sentences with the correct words. With **weaker classes**, students could work in pairs for this. Check answers with the class and check that students understand all the words.

ANSWERS

1 map 2 mirror 3 torch
4 water bottle 5 first-aid kit

Language focus

Exercise 3

Students complete the sentences with the correct form of the verbs. Allow students time to compare their answers in pairs, then check answers with the class.

ANSWERS

1 don't find 4 plays
2 won't be 5 doesn't rain
3 will do 6 light

Exercise 4

Students match the sentences or sentence halves. Allow students time to compare their answers in pairs, then check with the class.

ANSWERS

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

Exercise 5

Students choose the correct words to complete the sentences. Allow students time to compare their answers in pairs, then check answers with the class.

ANSWERS

1 won't 4 should
2 will go 5 can't
3 win

Speaking

Exercise 6

Students complete the dialogue with the correct words and phrases. Check answers with the class. With **weaker classes**, students could practise the dialogue in pairs for extra practice.

6 REVIEW

Vocabulary

1 Complete the phrases with the words in the box.

keep light make pick run stand

1 _____ a noise 4 _____ cool
2 _____ a fire 5 _____ away
3 _____ fruit 6 _____ still

2 Complete the sentences with the words in the box.

first-aid kit map mirror torch
water bottle

1 If you go somewhere you don't know, you'll need a _____ to find your way.
2 You can use a _____ during the day to signal that you're lost.
3 If it's dark, you can use a _____ to tell people you're lost.
4 Take a _____ so that you'll have something to drink.
5 Take a _____. Hopefully you won't need it, but you never know.

Language focus

3 Complete the sentences with the correct form of the verbs.

1 They won't survive if they _____ (not find) drinking water.
2 I did badly in the test. My parents _____ (not be) happy when I tell them.
3 She _____ (do) well if she works hard.
4 If he _____ (play) well, he'll win.
5 I'll play tennis tomorrow if it _____ (not rain).
6 You won't be cold if you _____ (light) a fire.

4 Match 1–6 with a–f.

1 Peter's always tired. a They can be dangerous.
2 Sarah should follow the river. b The teacher doesn't allow them.
3 You mustn't touch snakes. c if you're going on a trek.
4 If you like music, d you should learn to play the piano.
5 You must bring drinking water. e He shouldn't go to bed so late.
6 You mustn't use a mobile phone in class. f if she wants to get out of the jungle.

66 REVIEW • Survival

ANSWERS

1 make sure
2 needs to
3 Try not
4 Remember to
5 be fine

Listening

Exercise 7 2.11 page 149

Allow students time to read the sentences and the options. Play the audio for students to listen and choose the correct options. Check answers with the class.

ANSWERS

1 c 2 b 3 a 4 b

Optional activity: Consolidation

Write the following notice on the board:
Island Survival Challenge

Fifteen people who don't know each other, on a desert island for two weeks. Can they survive?

5 Choose the correct answer.

1 The snake won't / didn't / doesn't attack if you stand still.
2 Where do you think you go / goes / will go in the holidays?
3 If you win / will win / are winning, we'll all be really happy.
4 You must / should / could watch the survival show. I think it's brilliant!
5 This food is horrible! I mustn't / can't / shouldn't eat it!

Speaking

6 Complete the dialogue with the words and phrases in the box.

be fine make sure needs to
remember to try not

Rosie Here's your safety vest, Jamie. And 1 _____ that you wear it when you're on your bike.
Jamie OK. My helmet feels too small.
Rosie It 2 _____ be secure, to protect your head.
Jamie Cycling in the city is scary.
Rosie 3 _____ to be nervous or you won't enjoy it. 4 _____ cycle on the right side of the road. You'll 5 _____ if you follow me. Are we ready to go?
Jamie Yes.
Rosie Let's go, then. Follow me.

Listening

7 2.11 Listen to Zoe and her dad. Then choose the correct answers.

1 This evening, Zoe didn't ...
a watch TV. b do her homework.
c go on a desert trek.
2 You should take ... bottles of water when you go into the desert.
a two b four c six
3 In the desert, you mustn't ...
a wear a T-shirt. b wear a hat.
c cover your body.
4 Zoe doesn't know why you should take a ... with you in the desert.
a hat b knife c mirror

Put students into pairs. Tell them that one of their friends is going on this challenge and needs some advice. Ask them to prepare a checklist of tips and advice for their friend. Tell them they should include:

- vocabulary from pages 58 and 62
- *must* and *should*
- first conditional sentences
- imperatives to give advice
- key phrases from page 64 to give instructions and safety information

Put pairs together into groups of four to compare their ideas and write a checklist using the best ideas. Ask groups in turn to present their checklist to the class. Discuss as a class which tips and advice are the best and most useful.

ANSWERS

Students' own answers.

Assessment

Tests, Teacher's Resource Disk

6 PUZZLES AND GAMES

- 1 Find seven verbs in the grid. Each verb is in a different colour. Then use the verbs to complete the phrases about survival.

R	B	P	K	F	U
O	E	F	L	S	I
C	U	T	N	I	L
I	A	L	G	E	I
L	P	K	N	N	H
D	O	T	D	D	W

run away

- _____ drinking water
- _____ cool
- _____ a shelter
- _____ a fire
- _____ fruit
- _____ still
- _____ the river

- 2 WHAT'S IN THE TENT? Work in groups. Add vowels (a, e, i, o and u) to find the survival equipment. The first group to find all the equipment wins.



- 3 WHAT'S IN YOUR BAG? Work in pairs. Follow the instructions.

Object 1. You use it to see in the dark.

A torch!

- You are planning a trip to the jungle. You can take a tent and five objects from exercise 2. You can also choose one extra object that isn't in exercise 2.
- Work with another pair. Give clues to guess what's in your bag.
- Explain why you chose your extra object.

- 4 CONDITIONAL CHAIN. Work in two teams and follow the instructions.

If I go to the jungle, I'll take ...

- One person in each team writes down the sentence above on a clean piece of paper, and completes it. He / She passes the paper with the sentence to the next person in the team.
If I go to the jungle, I'll take my backpack.
- The next person in your team writes another sentence, using the last part of the first sentence. He / She passes the paper to the next person.
If I take my backpack, I'll pack some water.
- The third person writes another sentence, using the last part of the previous sentence. He / She passes the paper to the next person.
If I pack some water, I won't be thirsty.
- The game continues until you can't think how to finish the sentence and the chain is broken. The winner is the team who can make the most sentences.
- Start another chain and continue the game. This time, don't write the sentences, but say them.

If I go to the desert, I'll take ...

- 5 GUESS THE PLACE. Work in small groups. Follow the instructions.

- Choose a place from the box. Write four sentences to give advice about the place. Use *must*, *mustn't*, *should* and *shouldn't*.

park school beach library zoo
swimming pool cinema museum

- Read your sentences to the class, but don't tell them the place. The class guesses the place.

Sentence 1. When you go to this place, you must be quiet.

Is it a library?

No! Sentence 2. You mustn't use your mobile phone or take photos.

A museum?

No! Sentence 3 ...

PUZZLES AND GAMES • Survival 67

Exercise 3

Read out the instructions and check that students understand everything. With **weaker classes**, allow students a minute or two to look back at page 62 to remind themselves of other words for survival equipment. Students work in pairs to give clues and guess the objects.

ANSWERS

Students' own answers.

Exercise 4

Divide the class into two teams. With **larger classes**, you could divide students into groups of six or eight students. Read out the instructions and make sure students understand that the aim is to make the chain as long as possible. Students work in their groups or teams to make chains. See which group manages to produce the longest chain and ask them to read it to the class.

Alternatively, you could do this activity with the whole class. Ask one student to say the first sentence. The next student repeats this sentence and adds the next one. Continue around the room, with each student repeating all the previous sentences and adding one more. Other students can help out with ideas if one student is stuck. See if you can make a chain right around the class!

ANSWERS

Students' own answers.

Exercise 5

Put students into small groups and read out the instructions. Students work in their groups to write their sentences. Ask groups in turn to read their sentences to the class. Ask other students to guess the places.

Students could also play this game in groups of four. They write their sentences in pairs, then work in groups of four to read out their sentences and guess the places.

ANSWERS

Students' own answers.

Puzzles and games

Exercise 1

Students work individually or in pairs to find the verbs and complete the phrases. With **stronger classes**, you could do this as a race. Check answers with the class.

As an extension, tell students that they learned 14 survival verbs in this unit, and seven of them are in this grid. Give them two minutes to try to remember the remaining verbs, without looking back through the unit. When time is up, elicit answers and write the verbs on the board. Check that students understand all the verbs, and see who remembered the most verbs.

ANSWERS

- find
- keep
- build
- light
- pick
- stand
- follow

Exercise 2

Divide the class into small groups and read out the instructions. Say Go and ask students to write the correct words. When one group has finished, stop the activity. Ask one member of the group to come and write all the completed words on the board. If the words are correct, this group wins. If there are mistakes, don't tell students what the mistakes are, but continue the activity until another group can write all the words correctly.

ANSWERS

map, torch, lighter, first-aid kit, water bottle, compass, knife, rope, mirror, sleeping bag

Unit summary

Vocabulary

Music and instruments: *band, bass, classical, concert, DJ, downloads, drums, electronic, fans, folk, guitar, hard rock, heavy metal, keyboards, hip-hop, hit, lyrics, music video, piano, pop, rap, reggae, rock, salsa, samba, song, traditional, views, violin, vocals*

Star qualities: adjectives and nouns: *ambition, ambitious, charm, charming, confidence, confident, energetic, energy, fame, famous, kind, kindness, strength, strong, success, successful, talent, talented, weak, weakness*

Language focus

be going to; will and be going to

be going to: questions

Present continuous for future arrangements

Speaking

I can offer to help other people.

Writing

I can write a review of a song using pronouns.

Vocabulary • Music and instruments

Aim

Talk about what music you like and don't like.

THINK!

Put students into pairs and give them 60 seconds to write as many musical instruments in English as they can. They can use their dictionaries to help. Bring students' ideas together on the board and check that students understand all the words. See which pair wrote the most instruments correctly.

ANSWERS

Students' own answers.

Exercise 1 2-12

Allow students time to read the music quiz, then put them into pairs to add the blue words to the categories in the table. Check answers with the class and check that students understand all the words. As a class, brainstorm more words to add to each category.

7

Music

VOCABULARY • Music and instruments
I can talk about what music I like and don't like.

✚ Extra listening and speaking p94

✚ Curriculum extra p102

✚ Culture p110

✚ Song p119

THINK! How many musical instruments can you write down in 60 seconds?

1 **2-12** Read the music quiz. Then add the blue words to the categories in the table. Listen and check. Can you add more words?

Types of music	Musical instruments	Other words
classical		

2 Do the music quiz and compare your answers with your partner.

MUSIC QUIZ

Traditional music is played with traditional instruments like these drums. Salsa and samba are two types of traditional music. They're from ...

a The Caribbean and Brazil.
b Australia.
c Europe.

2

Rock is harder, louder music than pop. Some 1970s bands were famous for their crazy clothes and angry lyrics. Their music was called ...

a punk rock. **b** soft rock.
c rebel rock.

4

Pop became big in the 1960s. These are fans at a Beatles concert in the 1960s. The Beatles had more number one hits than any other pop band. The word 'pop' is from ...

a popcorn. **b** population.
c popular.

3

The invention of the piano and violin changed the sounds of classical music. Violins become popular in the ...

a 6th century. **b** 16th century. **c** 20th century.

1

ANSWERS

Types of music: classical, traditional, salsa, samba, pop, rock, hard rock, heavy metal, hip-hop, rap, electronic, reggae, folk

Musical instruments: piano, violin, drums, guitar, bass, keyboards

Other words: fans, concert, hits, band, lyrics, vocals, DJ, song, downloads, music video, views

Optional activity: Vocabulary

Say: *This word begins with 'l' and it means the words to a song.* Elicit the word (*lyrics*). Put students into pairs and ask them to write three more clues for words from exercise 1, giving the first letter of the word.

Put pairs together into groups of four and ask them to close their books. Pairs swap clues and try to guess the words. See which pairs guessed all the words correctly.

ANSWERS

Students' own answers.

Exercise 2

Students read the music quiz again and choose the correct answers. Encourage them to use their general knowledge and guess if they aren't sure. Put students into pairs to compare their answers then check with the class. See who got the most correct answers.

ANSWERS

1 b 2 a 3 c 4 a 5 a 6 c 7 a
8 b 9 a

Exercise 3 2-13 page 150

Read through the task with the class. Play the first part of the video or audio and elicit the answers. Play the rest of the video or audio. Students watch or listen and write the types of music and draw the correct symbols. Check answers with the class. (If you're using the audio-only version, please see the audio script on page 150 for names of speakers.)

5 Hard rock and heavy metal have very loud vocals, guitars and bass. There's a type of heavy metal called ...
a black metal.
b hot metal.
c chilli metal.

6 The first hip-hop and rap came from DJs in ...
a London. **b** Rio de Janeiro. **c** New York.

7 Electronic keyboards and computers made new sounds and fast rhythms possible. Some types of electronic music are called ...
a techno and trance.
b home and garden.
c waltz and rumba.

8 'Fusions' are mixtures of different musical styles. Reggaeton, for example, is a mixture of Jamaican reggae, salsa, Latin American hip-hop and electronic music. Folktronica is ...
a Canadian folk. **b** electronic folk.
c nice folk.

9 The song with the most downloads ever (more than eight million) is *Blurred Lines* by Robin Thicke. The music video with most views (more than two billion) is *Gangnam Style* by the Korean rapper ...
a Psy. **b** Psycho. **c** Psychologist.

3 **213** Watch or listen. What type of music does each person listen to, and what do they think of the music they hear? Complete the 'Type of music' column and draw a symbol for each name in the 'Opinion' column.

Name	Type of music	Opinion	Words and phrases
Elijah			
Rebecca			
Lily			
Darius			
Renee			

love

dislike

like

not sure

4 **213** Watch or listen again. Which of the key phrases do you hear?

KEY PHRASES

Talking about music

What do you think of it?
 It sounds (like) ...
 It's / It isn't very catchy.
 I'm (not) into heavy metal.
 It's got a good beat / rhythm.
 It's / It isn't a good one for dancing to.
 It's a bit too heavy / slow / weird for me.
 I like / don't like the vocals / lyrics / guitar.
 There's a really cool video for this / that.

5 **214** **USE IT!** Listen to three pieces of music. Answer questions 1–3 for each piece.

- What type of music is it?
- What instruments do you hear?
- What do you think of the music?

Finished?
 Write about your favourite piece of music. What type of music is it? How does it sound? Why do you like it?

ANSWERS AND SUGGESTED ANSWERS

Elijah: reggaeton, ☹
 Rebecca: classical music, ☹
 Lily: samba, ☹
 Darius: heavy metal, ☹
 Renee: folk music, ☹

Exercise 4 2-13 page 150

Read through the key phrases with the class and make sure students understand them all. Play the video or audio again for students to watch or listen and note down the key phrases that each person uses. Check answers with the class.

ANSWERS

Interviewer: What do you think of it?
 Elijah: It's a good one for dancing to. / It sounds like ...
 Rebecca: I'm not into ... / It's a bit too slow for me.
 Lily: It sound like ... / It's very catchy. / It's got a good beat. / It's a good one for dancing to.
 Darius: It's too heavy for me. / It's weird. / I'm not into heavy metal.
 Renee: I don't like the beat. / It isn't a good one for dancing to. / I don't like it.

Optional activity: Key phrases

Play the video or audio again, pausing after some of the key phrases. Ask students to repeat, copying the pronunciation and intonation that they hear.

Exercise 5 2-14 USE IT!

Play the audio, pausing after each piece of music for students to note down their answers to the questions. Put students into pairs to compare their answers. Discuss the answers with the class and encourage students to use some of the key phrases.

ANSWERS

Students' own answers.

Optional activity: Vocabulary

Brainstorm the names of five or six songs that are currently popular and well known. Put students into pairs and ask them to discuss three of the songs, using some of the key phrases. Ask some pairs to tell the class if they and their partner have similar or different tastes.

ANSWERS

Students' own answers.

Finished?

Refer **fast finishers** to the **Finished?** activity. Students write about their favourite piece of music individually. Ask them in turn to tell the class about their chosen piece of music. Ask other students if they agree or disagree, and why.

More practice

Workbook page 56

Practice Kit Vocabulary 7

Assessment

Five-minute test, Teacher's Resource Disk

Reading • A song

Aim

Understand the writer's point of view.

THINK!

Read out the questions with the class and put students into pairs to discuss them. Ask some students to tell the class what song lyrics they like and why.

ANSWERS

Students' own answers.

Exercise 1

Ask students to focus on the Remember! box and explain that abbreviations such as *gonna* are often used in songs or to represent speech in informal writing. Ask students to read the lyrics quickly and answer the questions. Point out that for this activity students need to read for the general meaning, so they don't need to understand every word. Discuss the answers with the class and ask: *Do you agree with Sam or Laila about Laila's future?*

ANSWERS

1 Laila 2 Sam

Exercise 2 2•15

Allow students time to read through the sentences. Point out that in this activity, students need to work out the writer's opinion or point of view, so the wording in the text may not be exactly the same as it is in the sentences.

Play the audio. Students read and listen and decide if the sentences are true or false. Allow students time to find lines in the song and comments to explain their answers. Check answers with the class.

ANSWERS

- 1 true (I'm going to be famous – that's all I want to do.)
- 2 false (I've got the look, the voice; I've got the face.)
- 3 true (Wake up a second now and take a look at reality.)
- 4 true (Jan says: You had dreams once Sam!)
- 5 false (we're going to have cool keyboard and bass)

Exercise 3 VOCABULARY PLUS

Students use a dictionary to check the meaning of the blue words. With **stronger classes**, you could encourage students to try to guess the meaning from the context first then check in a dictionary. Check that students understand all the words.

ANSWERS

Students' own answers.

Workbook page 60 exercise 5



READING • A song

I can understand the writer's point of view.

THINK! Do you ever sing or learn song lyrics? What song lyrics do you like?



Sam
Hey – I'm working on a new song. No title yet ...

Laila [Chorus] *This is my dream now and dreams can come true*

Laila *I'm going to be famous – that's all I want to do*
This is my dream, I'm going to make it one day
I don't care what it costs, no I don't care how I pay
I'm not gonna think about the wrongs and rights
Just wanna see my name up there in the bright lights
Give me the drums, guitar, keyboard and bass
Cos I've got the look, the voice; I've got the face
[Chorus] *This is my dream now ...*

Sam Well you say that's your dream, but I say that it's insanity
Wake up a second now and take a look at the reality
You'll pay the price, you say, but just what price will you pay?
Listen, I can tell you things in real life ain't so easy
Sing a song a thousand times until it's a hit
At first the words mean somethin' but in the end you won't believe it
Feel like a million dollars while you're singin' that song
But you'll only be a star until the next fool comes along
[Chorus] *This is my dream now ...*



RR
Cool! Good message.

TankZ
Erm ... what message?

Lil'Tina
I think it's about all those kids who only want fame.

Sam
Yeah. They think they'll be happy, but the music business is TOUGH.

Jan
Why be negative? You had dreams once Sam!

Sam
True!

Lil'Tina
It'll be a big hit, Sam. Love it.

Sam
Thanks! No music yet but we're going to have cool keyboard and bass.

1 Read the song lyrics and answer the questions with Laila or Sam.

- 1 Who has a positive view about Laila's future in music?
- 2 Who thinks that Laila won't do well?

2 2•15 Read and listen to the song and the comments again. Write true or false. Explain your answers with lines from the song.

I think it's true / false because ... says ...

- 1 Laila thinks that fame is more important than other things.
- 2 She doesn't think that she's got much talent.
- 3 Sam thinks that Laila doesn't understand the music business.
- 4 The story in the song is the same as Sam's life.
- 5 Sam isn't going to write music for the song because it's a rap.

Remember!

gonna = going to
wanna = want to
cos = because
ain't = isn't

3 VOCABULARY PLUS Use a dictionary to check the meaning of the words in blue in the text. For more practice go to page 60 in the Workbook.

4 USE IT! What lines from the song do you like or dislike? Why? Can you think of a title for the song?

70 Music

Optional activity: Vocabulary

Write the following definitions on the board:

- 1 become famous and successful
- 2 suffer in some way as a result of being successful
- 3 feel very happy and successful

Students work in pairs to find expressions in the text to match the definitions. Check answers with the class and ask students if they have similar phrases in their language.

ANSWERS

- 1 make it
- 2 pay the price
- 3 feel like a million dollars

Exercise 4 USE IT!

Allow students time to prepare their ideas individually, then put them into pairs to compare their ideas and decide on a suitable title for the song.

Discuss as a class which lines students like and dislike, and discuss possible titles for the song.

ANSWERS

Students' own answers.

More practice

Workbook page 60

Practice Kit Reading 7

be going to

- 1 Complete the sentences and check your answers on page 70. Then choose the correct words in the rule.

- 1 _____ going to be famous.
2 I'm _____ going _____ think about the wrongs and the rights.
3 _____ going to _____ cool keyboard and bass.

RULES

We use *be going to* when we 'make predictions / talk about plans and intentions.

- 2 Study the information and complete the sentences.

The Plan!

	Laila	Sam
Change the lyrics	X	✓
Write the music	✓	X
Go on TV	X	✓
Make a video	✓	✓
Do a heavy metal version	X	X

Laila *isn't going to* change the lyrics.

Sam *is going to* change the lyrics.

- 1 Sam _____ the music.
2 Laila _____ the music.
3 She _____ on TV.
4 Sam and Laila _____ a video.
5 They _____ a heavy metal version.

- 3 Write sentences about your plans and your friends' plans. Use affirmative and negative forms of *going to* and the ideas in the table.

I'm not going to sing in class today.

I	sing in class today
My friends and I	become a DJ
One of my friends	go to music class this week
	be in a band one day
	become rich and famous
	listen to some music this evening
	learn to play the drums.

will and *be going to*

- 4 Look at the examples. Which sentence is a plan and which is a prediction?

We're going to have cool keyboard and bass.
It'll be a big hit!

- 5 Write sentences with *be going to* (for plans and intentions) or *will* (for predictions) and the verbs in brackets.



Laila - 8:16 PM

So, here's the good news. The concert is on Saturday, so we ¹ _____ (practise) on Monday and Tuesday. I think it ² _____ (be) fun. People ³ _____ (like) the show because we ⁴ _____ (spend) a lot of money on lights and musicians. The band is from New York. I'm sure that they ⁵ _____ (enjoy) England. I ⁶ _____ (take) them to London. We ⁷ _____ (stay) in a nice hotel.

- 6 Read the study strategy. Then write examples of two plans and two predictions. Memorize them. Then tell your plans to your partner without looking at your work.

STUDY STRATEGY

Remembering grammar

- 1 When you learn a new grammar rule, write example sentences in your notebook.
2 Memorize your sentences and test yourself every week.

- 7 USE IT! Imagine that you are forming a band with some friends. Make notes about your plans and predictions for the band. Then tell the class. Use ideas from exercise 3 and your own ideas.

Miguel *is going to* play the drums.

We *aren't going to* practise every day, but we'll definitely have a lot of fans.

Finished?

Write three predictions and three plans or intentions for next year.

Music 71

Exercise 3

Read out the example answer. Students write sentences about their plans and their friends' plans. Allow students time to compare their answers in pairs, then ask some students to read some of their sentences to the class.

ANSWERS

Students' own answers.

will and *be going to*

Exercise 4

Students work in pairs to look at the examples and decide which is a plan and which is a prediction. Discuss the answers with the class.

ANSWERS

The first sentence is a plan. The second sentence is a prediction.

Exercise 5

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

ANSWERS

- 1 are going to practise
2 will be
3 will like
4 are going to spend
5 will enjoy
6 'm going to take
7 are going to stay

Exercise 6

Read the study strategy with the class. Tell students that they will find it easier to remember their sentences if they make them relevant to themselves. Point out that the sentences don't have to be serious. Elicit one or two examples of sentences about plans and predictions. Students write their sentences individually and memorize them. They then tell their plans and predictions to their partner from memory.

Exercise 7 USE IT!

Read the task with the class and ask students to read the example dialogue. Students work in small groups to plan their band and write sentences about their plans and predictions. Ask groups in turn to tell the class their plans and predictions.

Finished?

Refer **fast finishers** to the **Finished?** activity. Students can write their sentences and then compare them with another fast finisher. Alternatively, ask them to read their sentences to the class.

More practice

Workbook page 57

Practice Kit Grammar 13

Assessment

Five-minute test, Teacher's Resource Disk

Language focus • *be going to* • *will* and *be going to*

Aim

Talk about plans and predictions for the future using *will* and *be going to*.

Warm-up

Ask students what they can remember about Laila and Sam. Write on the board: *I'm going to make it one day. You'll pay the price.* Ask: *Who says each sentence? (Laila says the first and Sam says the second.)* Elicit that the sentences refer to the future. Underline *be going to* and *will*. Tell students they are going to study the two ways of talking about the future.

be going to

Exercise 1

Students complete the sentences then check their answers on page 70. Check

answers with the class and check students understand the sentences. Read through the rule with the class and check students understand *prediction*, *plan* and *intention*. Students choose the correct words to complete the rule. Check the answers.

ANSWERS

- 1 I'm
2 not, to
3 We're, have
4 talk about plans and intentions

Exercise 2

Point to the first line of the table and read out the examples. Students complete the sentences with the correct form of *be going to*. With **weaker classes**, students could work in pairs. Check the answers.

ANSWERS

- 1 isn't going to write
2 is going to write
3 isn't going to go
4 are going to make
5 aren't going to make

Vocabulary and listening • Star qualities: adjectives and nouns

Aim

Take notes to help you understand important facts.

THINK!

Read out the questions and check that students understand *talent show*. Students discuss the questions in pairs. Elicit answers from individual students and encourage them to give reasons for their answers.

ANSWERS

Students' own answers.

Exercise 1 2-16

Students use their dictionaries to check the meaning of the adjectives and choose the correct words in the sentences. Play the audio for students to check their answers. Check answers with the class and check that students understand all the adjectives. Play the audio again and point out any difficult pronunciations.

ANSWERS

- 1 Ambitious 2 talented 3 kind
4 Energetic Confident

Exercise 2 2-17 PRONUNCIATION: Syllables

Focus on the example and point out that *amazing* has three syllables. Play the audio once for students to listen, then play it again, pausing after each adjective for students to repeat. Students add the adjectives to the correct column. Check answers with the class.

ANSWERS

- 1 syllable: kind, strong, weak
2 syllables: char-ming, fa-mous
3 syllables: a-ma-zing, am-bi-tious, con-fi-dent, suc-cess-ful, ta-len-ted
4 syllables: e-ner-ge-tic

Exercise 3 2-18

Students copy the table and complete it with the adjectives from exercise 1. Play the audio for students to check the answers in pairs.

ANSWERS

Noun	Adjective
ambition	ambitious
charm	charming
confidence	confident
energy	energetic
fame	famous
kindness	kind
strength	strong
success	successful
talent	talented
weakness	weak

7

VOCABULARY AND LISTENING • Star qualities: adjectives and nouns

I can take notes to help me understand important facts.

THINK! What talent shows are there on TV in your country? Do you watch them?



- 1 2-16 Check the meaning of the adjectives in blue. Then choose the correct word in each sentence. Listen and check.
- 1 Ambitious / Strong people want to do well.
 - 2 If you're good at something, you're talented / famous.
 - 3 When you're nice to people, you're kind / successful.
 - 4 Energetic / Charming people aren't usually tired.
 - 5 Confident / Weak people feel positive about their skills.

- 2 2-17 PRONUNCIATION Syllables Listen to the adjectives and repeat. How many syllables are there in each word? Mark the syllables.

a|ma|zing ambitious charming
con|fi|dent energetic famous kind
strong suc|cess|ful talen|ted weak

- 3 2-18 Match the adjectives in blue from exercise 1 with the nouns in the table. Listen and check.

Noun	Adjective
ambition	ambitious
charm	
confidence	
energy	
fame	
kindness	
strength	
success	
talent	
weakness	

72 Music

- 4 2-19 Listen to an extract from *The You Factor*. Which contestant gets the highest score, Jason or Kiera?

- 5 2-19 Listen again. Complete the judges' notes.

	😊	😞
1 Jason	He's got talent He's very 1	He needs 2 If he's 3 he'll be 4
2 Kiera	5 is her biggest 6 She's got a lot of 7	Her voice is 8

- 6 USE IT! Work in pairs. What qualities do you need to do different jobs?

doctor drummer farmer judge
teacher TV presenter

I think you need to be kind to be a doctor.

I don't think that's important. I think a doctor needs confidence.

Optional activity: Vocabulary

Write the gapped sentences on the board:

- 1 Her ____ is to become a famous singer.
- 2 You will only achieve ____ at school if you work hard.
- 3 He has a real ____ for dancing.

Students complete the sentences with nouns from exercise 3. Check answers. With **stronger classes**, students could work in pairs and write example sentences for the remaining nouns.

ANSWERS

- 1 ambition 2 success 3 talent

Exercise 4 2-19 page 150

Play the audio. Students listen and answer the question. Check the answer.

ANSWER

Keira

Exercise 5 2-19 page 150

Play the audio again. Students listen and complete the notes.

ANSWERS

- 1 charming 5 Energy
2 confidence 6 strength
3 ambitious 7 confidence
4 successful 8 a little weak

Optional activity: Listening

Write the gapped sentences on the board:

- 1 Jason sang his song ____.
- 2 If you're ____, you'll be successful.
- 3 Keira's ____ was fantastic.

Students complete the sentences from memory then listen again to check.

ANSWERS

- 1 beautifully 2 ambitious 3 dancing

Exercise 6 USE IT!

Students work in pairs to discuss the qualities needed for the jobs.

More practice

Workbook page 58

Practice Kit Listening 7

Assessment

Five-minute test, Teacher's Resource Disk

7 LANGUAGE FOCUS • *be going to*: questions • Present continuous for future arrangements

I can talk about future arrangements.

be going to: questions

1 Order the words to make questions. Then match questions 1–4 with four answers from a–f.

- 1 are / what / we / do / going / to / ?
 - 2 you / are / work / with me / to / going / ?
 - 3 to / give her / we / are / what score / going / ?
 - 4 to the final / go / she / is / to / going / ?
- a Nine. d Yes, I'm going.
b We're going to work. e No, we aren't.
c Yes, she is. f Yes, I am.

2 Imagine you and a friend are organizing a trip to the final of *The You Factor*. Write questions for 1–6. Then ask your partner.

- 1 How / we / travel ?
- 2 Where / we / stay ?
- 3 we / be / on TV ?
- 4 How much money / you / take ?
- 5 your parents / go ?
- 6 the final / be / on TV ?

Present continuous for future arrangements

3 Match sentences 1–5 with rules a–c.

- 1 We're on the train and we're travelling to Dublin.
- 2 You're coming to the final next week.
- 3 What are you doing?
- 4 What are you going to do when you leave school?
- 5 What are you doing after school?

RULES

- a We use the present continuous when we talk about actions in progress. (See page 21.)
- b We also use the present continuous when we talk about arrangements in the future. We often use a time expression, e.g. *tomorrow*, *at the weekend*, etc.
- c We use *be going to* when we talk about future plans and intentions.

4 Complete the dialogue with the present continuous form of the verbs in the box. Which sentence is an action in progress and which is an arrangement for the future?

1 Action in progress

ask do feel go revise sing think

Son You sound happy, Mum. Why are you singing?

Mum I'm very happy.

Son That's nice. We're anything on Saturday?

Mum Yes! You're for your exams, remember? Why are you?

Son Because Rob's to a concert on Saturday and he invited me. Is that OK? Mum? You're very quiet.

Mum Mmm. I'm.

Son Oh no – don't think! Just say yes – please!

5 USE IT! Work in pairs. Ask and answer questions using phrases from the boxes. Use the present continuous.

Are you doing anything ...
What's happening ...
Are you busy ...

... tomorrow?
... in the holidays?
... after this lesson?
... next weekend?
... this evening?

Are you doing anything this evening?

No, not much. I'm doing my homework and then just watching TV. What about you?

Finished?

Imagine you're in a band and you're going on *The You Factor* in two weeks. Write six sentences about your future arrangements to prepare.



Music 73

Language focus • *be going to*: questions • Present continuous for future arrangements

Aim

Talk about future arrangements.

Warm-up

Ask: *What can you remember about Jason and Keira?* Elicit some answers and ask: *Is Jason going to work on his confidence?* *Is Keira coming to the final?* Write the questions on the board and elicit the answers. Underline the verb forms in the questions and elicit that they both refer to the future.

be going to: questions

Exercise 1

Students write the questions in the correct order and match them with the correct

answers. Check answers with the class and check that students understand the questions.

ANSWERS

- 1 What are we going to do? b
- 2 Are you going to work with me? f
- 3 What score are we going to give her? a
- 4 Is she going to go to the final? c

Language note

The forms *am / is / are* come before the subject in questions with *be going to*: *Is she going to win?* (NOT *She is going to win?*)

Exercise 2

Elicit the first question as an example. Students write the remaining questions. With **weaker classes**, students could work in pairs for this. Ask some students to read their questions to the class. Correct any errors, then put students into pairs to ask and answer the questions. Encourage them to use their imagination in their answers. Ask some students to tell the class about their partner's plans.

ANSWERS

- 1 How are we going to travel?
 - 2 Where are we going to stay?
 - 3 Are we going to be on TV?
 - 4 How much money are you going to take?
 - 5 Are your parents going to go?
 - 6 Is the final going to be on TV?
- Students' own answers.

Present continuous for future arrangements

Exercise 3

Students read the sentences and match them with the rules. Check answers with the class. With **weaker classes**, read through the sentences, then read through the rules and elicit which sentences match each rule.

ANSWERS

- 1 a 2 b 3 a 4 c 5 b

Language note

We use the present continuous for definite arrangements that are planned and agreed for the future: *I'm meeting my friends at seven o'clock.* (NOT *I will meet my friends at seven o'clock.*)

Exercise 4

Students complete the dialogue with the correct verb forms. Check answers with the class then read out each verb form and elicit whether it is an action in progress or a future arrangement.

ANSWERS

- 1 'm feeling (action in progress)
- 2 Are / doing (arrangement for the future)
- 3 're revising (arrangement for the future)
- 4 are / asking (action in progress)
- 5 going (arrangement for the future)
- 6 'm thinking (action in progress)

Exercise 5 USE IT!

Ask two confident students to read out the example. Elicit a few more example questions and answers, then put students into pairs to ask and answer questions using the present continuous. Ask some students to tell the class about their partner's future arrangements.

Finished?

Refer **fast finishers** to the **Finished?** activity. Students can write their sentences individually then compare them with another fast finisher. Alternatively, ask some fast finishers to read their sentences to the class. Elicit more ideas from other students.

More practice

Workbook page 59

Practice Kit Grammar 14

Assessment

Five-minute test, Teacher's Resource Disk

Speaking • Organizing an event

Aim

Offer help to other people.

THINK!

Read out the situation with the class and elicit some ideas for events that students might be helping to organize, e.g. a concert, a sports event, a charity event, etc. Put students into pairs to discuss the best way to tell everyone about the event. Bring students' ideas together on the board and discuss as a class the best way to tell people about the event.

ANSWERS

Students' own answers.

Exercise 1 2-20

Students read the gapped dialogue and complete it with the correct words and phrases. With **weaker classes**, students could work in pairs for this. Play the video or audio for students to watch or listen and check their answers.

Check answers with the class, then ask the question about Dan to the class and elicit the answer.

ANSWERS

- 1 are you doing
- 2 is it
- 3 musicians
- 4 It'll be fun
- 5 thanks
- 6 things
- 7 supermarket

Dan offers to put up posters and get some things from the supermarket.

Exercise 2 2-20

Allow students time to read the key phrases, then put them into pairs and ask them to cover the dialogue in exercise 1. Students try to remember who says the key phrases. Play the video or audio again for students to check their answers. Check answers with the class and check that students understand all the key phrases. You could ask students to translate the key phrases into their own language to check understanding.

ANSWERS

Amelia: We need help with (the food and drink). That would be great.

Dan: Do you want me to do that? I can do that. Can I do anything else to help? Sure, no problem.

Optional activity: Key phrases

Before students practise the dialogue, play the video or audio again, pausing after the key phrases. Ask students to repeat, copying the pronunciation and intonation that they hear.

7

SPEAKING • Organizing an event

I can offer to help other people.

THINK! Imagine you are helping to organize an event at your school. What can you do to tell everyone that it is happening?

Amelia: Hey, Dan.
Dan: Hi, Amelia. You look busy. What _____?
Amelia: There's going to be a talent competition in school and I'm helping to organize it.
Dan: Really? When _____?
Amelia: At the end of the month. We've got lots of singers and _____.
Dan: Oh, great!
Amelia: _____, but it's hard work – I've got all these posters to put up, and ...
Dan: Hold on! Do you want me to do that? I can do it after school tomorrow.
Amelia: That would be great, _____.
Dan: Can I do anything else to help?
Amelia: Well, we still need help with the food and drink. If I give you a list, can you get some _____ from the _____?
Dan: Sure, no problem. I can do that.
Amelia: Great. We're meeting tomorrow after school to check everything, if you want to come along.
Dan: OK. See you then.



4 Work in pairs. Look at situations 1–5. Take turns to offer to help in each situation. Use the key phrases.

- 1 You must sell fifty music concert tickets.
- 2 You're having problems with your homework.
- 3 You can't play chess.
- 4 Sophie didn't invite me to her party.
- 5 It's really hot in here.

Look – I've got all of these tickets to sell.

I'll sell some tickets if you want.

That would be great, thanks.

5 USE IT! Work in pairs. Read the situation and prepare and practise a new dialogue. Use the key phrases and the dialogue in exercise 1 to help you.

Student A: You're helping to organize a barbecue and cooking competition at your school and you have a lot to do: music, food and posters.

Student B: Ask what you can do to help. Offer to do something else, too.

Student A: You're helping to organize a mini sports tournament at your school and you have a lot to do: tickets, posters and snacks.

Student B: Ask what you can do to help. Offer to do something else, too.

KEY PHRASES

Offering to help

We need help with (the food and drink).
 Do you want me to do that?
 I can do that.
 Can I do anything else to help?
 Sure, no problem.
 That would be great.

3 Work in pairs. Practise the dialogue.

74 Music

Exercise 3

Students work in pairs to practise the dialogue.

Exercise 4

Read through the situations with the class and check that students understand everything. Ask two confident students to read out the example dialogue. Students then work in pairs and take turns to offer help. Ask some pairs to perform one of their dialogues for the class.

ANSWERS

Students' own answers.

Exercise 5 USE IT!

Read through the situation with the class and make sure students understand everything. Students work in pairs to prepare two new dialogues. Ask some students to perform their dialogues for the class.

ANSWERS

Students' own answers.

Optional activity: Speaking

Put students into pairs and ask them to think of an event they would like to organize at their school. Encourage them to use their imagination and think of an event they and their classmates would enjoy. Tell them to think about all the things they need to organize. Put pairs together into groups of four. Pairs take it in turns to present their ideas to each other and offer to help using some of the key phrases.

Ask some students to perform one of their dialogues for the class. The class could vote for the best event idea.

More practice

Workbook page 63

Practice Kit Speaking 7

7 WRITING • Song reviews

I can write a review of a song using pronouns.

START THINKING What's your favourite song? Why do you like it?

▶ THE REVIEW SITE

Title / Band: *Where do broken hearts go?*
by One Direction

Reviewer: Mia ★★

One Direction's songs have usually got a good guitar and energetic chorus. The lyrics are all about love, as usual, but the words aren't really very interesting. In fact, they're boring. One Direction fans will obviously love this. For me, however, it sounds the same as all of their other songs.

Title / Band: *Blame* by Calvin Harris
(feat. John Newman)

Reviewer: Paul ★★★★★

If you like dancing, you'll love this. Like most dance songs, the drum beat is more important than the lyrics. The song starts off with Newman's fantastic voice and some great keyboards, and it gets better and better. This song rocks!

Title / Band: *On sight* by Kanye West

Reviewer: Nico ★

If you're into Kanye West then maybe this is for you, but it's not easy to listen to. The keyboard and chorus sound weird, and it doesn't work for me. This is Kanye at his strangest.

4 Replace the blue phrases with five pronouns from the box.

he her his it my she their them they

- The song is OK, but the song isn't fantastic.
- One Direction? I really can't listen to One Direction.
- Kanye West is an interesting young man and Kanye West's fans are cool.
- John Newman sings on Calvin Harris's song. John Newman and Calvin Harris are brilliant.
- My brother is really into Calvin Harris. My brother is a big fan.

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

WRITING GUIDE

A TASK

Think of two songs (which you like or dislike) and write short reviews of them.

B THINK AND PLAN

- Who wrote the song?
- What kind of music is it?
- What do you like or dislike about the artist, music and lyrics?
- What will fans and other people think about the song?
- Will it be a hit, in your opinion?

C WRITE

Read the model text again and look at your notes. Then write your review and include some of the key phrases. Exchange your reviews with other people.

D CHECK

- References
- Capital letters
- will for prediction
- Pronouns

1 Read the reviews. Which song has a great singer? Which song is difficult to listen to?

2 Complete the key phrases with words from the text.

KEY PHRASES

Reviewing songs

The lyrics are all about ¹ _____.
It sounds the same ² _____.
If you like dancing, ³ _____.
This song ⁴ _____!
If you're into ⁵ _____.
It doesn't work ⁶ _____.

Language point: Pronouns

3 Find the blue words in the reviews and say what they refer to.

they the lyrics

- me _____
- it _____
- their _____
- this _____
- his _____

Writing • Song reviews

Aim

Write a review of a song using pronouns.

THINK!

Read out the questions then put students into pairs to discuss their answers. Ask some students to tell the class about their favourite song. See which songs are the most popular in the class.

ANSWERS

Students' own answers.

Exercise 1

Focus on the three reviews and ask students if they read reviews online or ever write reviews. Students read the reviews and answer the questions, then compare their answers in pairs. Check answers with the class.

ANSWERS

Blame by Calvin Harris
On Sight by Kanye West

Exercise 2

Students complete the key phrases from the reviews. Check answers with the class and check that students understand all the key phrases.

ANSWERS

- love
- as all of their other songs
- you'll love this
- rocks
- Kanye West
- for me

Language point: Pronouns

Exercise 3

Ask students to find the example pronoun *they* in the reviews and point out that it refers to the lyrics. Students work in pairs to find the blue words and say what they refer to. Check answers with the class.

ANSWERS

- Mia
- the song
- One Direction
- Blame* by Calvin Harris
- Kanye West

Exercise 4

Write the first sentence on the board and elicit which pronoun can be used to replace the blue words. Students do the remaining sentences using the correct pronouns. Check answers with the class.

ANSWERS

- it
- them
- his
- They
- He

Optional activity: Writing

Write the following sentences on the board:

- Taylor Swift is a singer.
- Bruno Mars is very well known.
- Circa Waves are a band from Liverpool.

Ask students to write a sentence to follow each of the sentences on the board, using pronouns to talk about the singers / band or their music. Ask some students to read their sentences to the class. Ask other students to listen and the spot the pronouns.

ANSWERS

Students' own answers.

Exercise 5 USE IT!

Read the task with the class and elicit one or two example songs that students could write about. Read through the questions with the class and check that they understand everything. Students then plan their reviews.

Read through the notes on writing and checking with the class. Students write their reviews. This can be set for homework.

Remind students to check their grammar and spelling carefully.

ANSWERS

Students' own answers.

More practice

Workbook page 61

Practice Kit Writing 7

End of unit activities

Progress Review, Workbook page 62

* Vocabulary and grammar photocopyables,

Teacher's Resource Disk

** Vocabulary and grammar photocopyables,

Teacher's Resource Disk

*** Vocabulary and grammar photocopyables,

Teacher's Resource Disk

Speaking photocopyable, Teacher's

Resource Disk

Review

Vocabulary

Exercise 1

Students find the odd one out in each group of words. With **weaker classes**, students can look back through the unit to help them. Check answers with the class and check that students understand all the words. As an extension, students could add one more word to each group.

ANSWERS

- 1 electronic 2 vocals 3 bass
4 weak 5 kind 6 success

Exercise 2

Students complete the sentences with the correct words. With **weaker classes**, students could work in pairs for this. Check answers with the class and check that students understand all the words.

ANSWERS

- 1 bass 2 DJ 3 Fans 4 strength
5 ambitious 6 talented

Language focus

Exercise 3

Students write the sentences with the correct verb forms. Allow students time to compare their answers in pairs, then check answers with the class.

ANSWERS

- I think Happy Faces will win *The You Factor* this year.
- Who will be number one this week?
- We are going to see Janet's brother's band later.
- They aren't going to make a video tomorrow.
- Sarah is going to learn guitar because she wants to join a band.

Exercise 4

Students complete the sentences using the correct present continuous forms. Allow students time to compare their answers in pairs, then check with the class.

ANSWERS

- 1 aren't meeting 4 aren't practising
2 are coming 5 is / singing
3 are / doing 6 'm writing

Exercise 5

Students order the words to make sentences or questions. Allow students time to compare their answers in pairs, then check answers with the class.

ANSWERS

- What are we going to do?
- We're going to make you stronger.
- Are you going to work with me?
- I'm going to give you eight points.
- You're going to the final.
- What are you doing next Saturday?

7 REVIEW

Vocabulary

1 Find the odd one out in each group.

- drums electronic keyboard piano
- folk classical hard rock vocals
- bass concert fans hits
- kind strong talented weak
- energy kind talent weakness
- famous strong success weak

2 Complete the text with the words in the box.

ambitious bass DJ fans
strength talented

- Did you know that Tina plays the _____ in a hard rock band?
- My brother's a _____. He uses his computer to play all the music.
- _____ of Taylor Swift are called 'Swifties'. They buy every song she sings.
- Sam's biggest _____ is his amazing voice.
- Jon is really _____. He wants to have an international hit before he's twenty.
- She's the most _____ musician in the band.

Language focus

3 Write sentences using *be going to* or *will*.

- I think / Happy Faces / win / *The You Factor* this year
- Who / be / number one / this week?
- We / see / Janet's brother's band / later
- They / not make / a video tomorrow
- Sarah / learn / guitar because she wants to join a band

4 Complete the sentences using the present continuous for future arrangements form of the verbs in brackets.

- We _____ tomorrow. (not meet)
- You _____ with us to the final on Saturday. (come)
- What _____ you _____ this weekend? (do)
- They _____ on Friday. They're doing homework. (not practise)
- _____ your friend _____ in the competition next month? (sing)
- I _____ some new songs for the band at the weekend. (write)

5 Order the words to make sentences or questions.

- are / do / going / to / we / What / ?
- going / make / stronger / to / We're / you
- Are / going / me / to / with / work / you / ?
- eight / give / going / I'm / points / to / you
- final / going / the / to / You're
- are / doing / next / Saturday / What / you / ?

Speaking

6 Complete the dialogue with the phrases in the box.

Can I do Do you want me to
Sure, no problem That would be great
What's happening

- Lisa Hey, George.
George Hi, Lisa. ' _____ ?
Lisa I'm helping to organize this music festival at school.
George Really?
Lisa Yes, it'll be great. Look – I've got all of these tickets.
George ' _____ sell some of them?
Lisa ' _____, thanks.
George ' _____ anything else to help?
Lisa We need help with the lights.
George ' _____ I can do that.
Lisa Great, we're meeting on Saturday at 5 p.m.
George OK. See you there.

Listening

7 Listen to the telephone conversation. Then complete the sentences with one, two or three words.

- When Ben calls, Mel isn't _____.
- Ben _____ with his band this afternoon.
- Sally _____ with Harry's band.
- Mel thinks Harry's band will _____.
- Ben thinks Mel is _____.
- Mel is _____ the band this afternoon.

Speaking

Exercise 6

Students complete the dialogue. Check answers with the class. With **weaker classes**, students could practise the dialogue in pairs for extra practice.

ANSWERS

- What's happening?
- Do you want me to
- That would be great
- Can I do
- Sure, no problem

Listening

Exercise 7 2.21 page 150

Put students into pairs to predict the missing words. Play the audio for students to listen and complete the sentences. Check answers with the class.

POSSIBLE ANSWERS

- doing much
- is practising
- left to sing

- be very successful
- a good singer
- coming to meet

Optional activity: Consolidation

Tell students they are going to plan a music festival for their town or city next summer. Write the following list on the board and ask students to think about these things for their festival:

- the kinds of music (rock, pop, etc.)
- the bands and singers, and why they will be popular (they're talented, energetic, etc.)
- the price of tickets
- the name of the festival

Students work in their groups to plan their festival and make notes. Tell them they should include vocabulary from pages 68 and 72 and *will* and *be going to*. Ask groups to present their festival ideas to the class.

Assessment

Tests, Teacher's Resource Disk

7 PUZZLES AND GAMES

1 Find nine more music words. Then put them in the correct list.



Musical instruments	Types of music
piano	

2 ALI'S WEEK. Look at the pictures in Ali's diary for next week. Follow the instructions.

- Tell your partner what Ali is and isn't going to do.
- Cover the diary and change partners. Test your new partner: ask what Ali is going to do at certain times and days next week.

What's Ali going to do on Tuesday morning?

- Make a diary for Ali for the week after next. Draw different activities for each day.
- Show your pictures to a new partner for them to guess what he's going to do that week.



3 Use the code to write nouns and adjectives in the correct column.

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
☆	*	▼	◆	●	◆	◇	→	!	★	■	†	‡

	Nouns	Adjectives
◆▶★●	charm	
1 ☆★●◆◇→▲		
2 ▲★◇→▼*★▲		
3 →★▼*★▲		
4 ★★*		
5 ★*★→		
6 ★★◆◇→*→◆		

4 SCHOOL TRIP ARRANGEMENTS. Work in pairs. Work out the right order for the school trip and then ask and answer questions about the trip.

What time is the coach leaving?

What are we doing at 2 o'clock?

- 7.30 Go to see a musical.
- 9.30 Coach picks up students from the theatre.
- 12.30 Arrive back at school.
- 14.00 Visit the Natural History Museum.
- 17.30 Coach leaves school.
- 19.30 Have lunch in a rooftop restaurant.

My plans for next week

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning					
Afternoon					
Evening					

PUZZLES AND GAMES • Music 77

As an extension, you could ask students to complete the table with the related adjectives and nouns.

ANSWERS

	Nouns	Adjectives
1		energetic
2	confidence	
3	kindness	
4	fame	
5		weak
6		ambitious

Exercise 4

Students work in pairs to work out the right order for the school trip. Check answers with the class. Read out the example question and answer and point out that they use the present continuous for arrangements. Students work in pairs to ask and answer questions about the trip using the present continuous.

You could do the second part of the activity as a game. Students work individually to write four questions about the trip. They then close their books and work in pairs to test their partner's memory.

ANSWERS

- 7.30: Coach leaves school.
- 9.30: Visit the Natural History Museum.
- 12.30: Have lunch in a rooftop restaurant.
- 14.00: Go to see a musical.
- 17.30: Coach picks up students from the theatre.
- 19.30: Arrive back at school.

Puzzles and games

Exercise 1

Students find the music words and add them to the correct list. With **stronger classes**, you could do this as a race. Check answers with the class.

As an extension, ask students to close their books. Put them into pairs and give them two minutes to remember other words for musical instruments and types of music that they have learned in this unit. When time is up, elicit answers and write the words on the board. Check that students understand all the words, and see who remembered the most words.

ANSWERS

Musical instruments: piano, bass, violin, keyboards, vocals

Types of music: hard rock, pop, rap, classical, reggae

Exercise 2

Focus on the diary and elicit a few sentences about things Ali is going to do. Students then work in pairs and take turns to say sentences about what Ali is and isn't going to do. Students change partners and cover the diary. They take turns to ask questions to test their partner about what Ali is going to do.

Students work individually to make a new diary. They then work in new pairs and take turns to guess what Ali is going to do according to their partner's diary.

ANSWERS

Students' own answers.

Exercise 3

Read out the instructions and point out the example answer. With **weaker classes**, allow students a minute or two to look back at page 72 to remind themselves of the adjectives and nouns they learned. Students use the code to write the words. With **stronger students**, you could do this as a race.

Unit summary

Vocabulary

Feelings: *bad at, fond of, good at, happy about, interested in, keen on, nervous about, scared of, worried about*

Injury collocations: *burn, burned, cut, break, broken, bruise, bruised, injure, injured, injury, sprain, sprained*

Language focus

Present perfect: affirmative and negative

Present perfect: questions and short answers

ever and never

Speaking

I can offer to help someone with an injury.

Writing

I can write a narrative email using *because* and *so*.

Vocabulary • Feelings

Aim

Say how you feel about things.

THINK!

Read the questions with the class. Give some examples of phobias, e.g. *a fear of spiders / snakes, a fear of heights*. Ask students: *What phobias do you know about? If you have any phobias, what are they?* Tell students that if they prefer not to talk about a serious phobia, they can invent one. Ask some students to tell the class about their experiences. Ask if other students have similar phobias.

ANSWERS

Students' own answers.

Exercise 1

Read out the title of the quiz and elicit or teach the meaning of *risk* (*danger*). Check that students understand *heights, caving, injections* and *thrills*. Teach the word *phobia*. Allow students time to read the quiz and choose their answers. They can then work in pairs to read the key and discuss whether they agree. Ask some students to tell the class about their results and their partner's results.

ANSWERS

risk = a dangerous situation where something bad will possibly happen.
Students' own answers.

✚ Extra listening and speaking p95
✚ Curriculum extra p103
✚ Culture p111
✚ Project p115

8 Scary

VOCABULARY • Feelings

I can say how I feel about things.

THINK! What is a phobia? Do you have one?

1 Look at the title of the questionnaire. What does *risk* mean? Do the *Risk Factor* questionnaire. Then look at the key. Do you agree?

THE RISK FACTOR

Choose the option that's true for you.

1 SNAKES

A I'm really interested in snakes. I had a snake around my neck when I was at the zoo. It felt warm and dry.

B I touched a snake once, but I wasn't happy about it!

C I have a phobia of snakes and I keep away from them.

2 HEIGHTS

A I climbed to the top of the Eiffel Tower last year. It was cool!

B I'm not scared of heights if I know I can't fall.

C I don't like high places. I am nervous about going into a tall building!

3 HORROR FILMS AND STORIES

A I read lots of horror stories, and I'm really fond of horror films. They're scary, but it feels good!

B I watch horror films sometimes, but only with friends.

C I have bad dreams after a scary film. I never watch them.

4 THRILLS

A I love roller coasters. I'll try anything once.

B I'll try things if they aren't dangerous, but I'm scared of things that are really fast.

C I hate roller coasters! I prefer to have my feet on the ground.

KEY

Mostly A: You love danger and risk. You are a real adventurer, but you need to be careful – you don't want to go to hospital!

Mostly B: You aren't scared of danger and you like adventure, but you're not keen on anything that is too dangerous. You think a bit of fear with your fun is OK.

Mostly C: Your life is a bit boring because you're nervous about risks and adventure. Try an action sport or go on a roller coaster. Maybe it'll be fun!

Background

The Eiffel Tower in Paris was built in 1889 and is 324 metres high, roughly the same height as an eighty-storey building. It is the tallest building in Paris. Between two and five per cent of people suffer from acrophobia, or fear of heights.

Although there are many dangers associated with climbing and caving, there are not very many serious accidents associated with the sports each year. Horse riding, which is a much more popular sport, often appears high up on lists of dangerous sports because of the large number of accidents which occur.

It is estimated that as many as ten per cent of people have a fear of needles and injections. For people with severe symptoms their fear can lead to them avoiding medical treatments, with obvious health consequences.

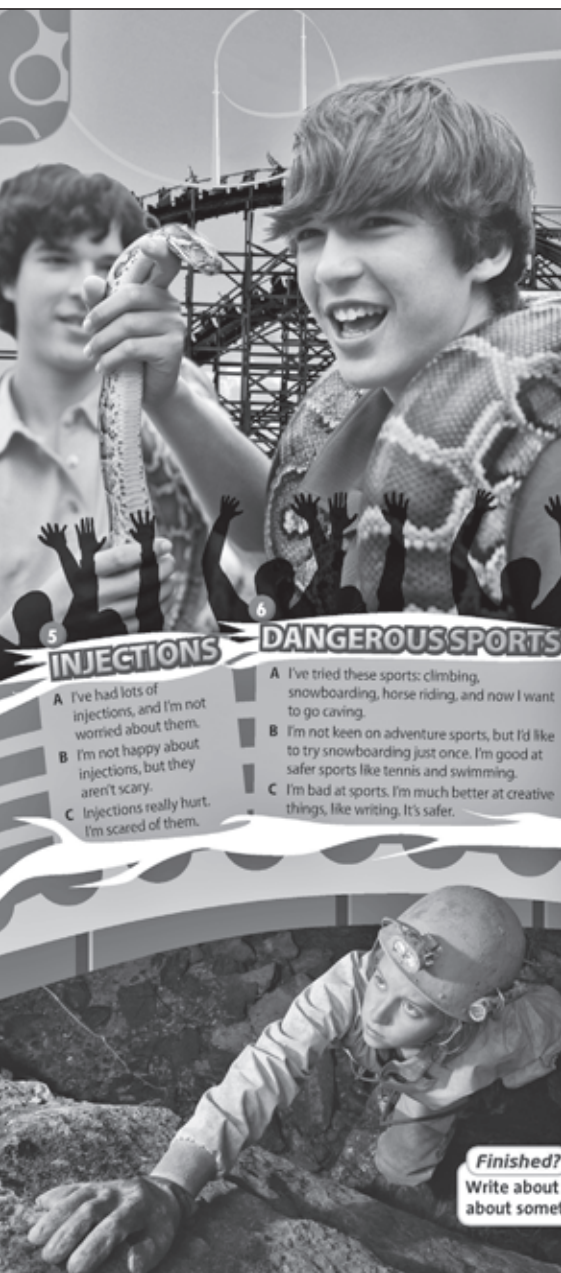
The tallest roller coaster in the world is called Kingda Ka and is based at the Six Flags Great Adventure park in New Jersey, in the USA. It is 139 metres high and reaches speeds of over 200 kilometres per hour. The world's fastest roller coaster is Formula Rossa at Ferrari World in Abu Dhabi. It reaches speeds of 240 kilometres per hour.

Exercise 2 ④ 2•22

Students find the adjectives in the text and match them with the prepositions. Play the audio for students to listen and check. Check answers with the class and check that students understand all the adjectives. Point out to students that when they learn a new adjective, verb or noun, they should always try to learn any prepositions that are typically used with it.

ANSWERS

1 of 2 at 3 about 4 in 5 on
6 about 7 of 8 about



INJECTIONS

- A** I've had lots of injections, and I'm not worried about them.
B I'm not happy about injections, but they aren't scary.
C Injections really hurt. I'm scared of them.

DAANGEROUS SPORTS

- A** I've tried these sports: climbing, snowboarding, horse riding, and now I want to go caving.
B I'm not keen on adventure sports, but I'd like to try snowboarding just once. I'm good at safer sports like tennis and swimming.
C I'm bad at sports. I'm much better at creative things, like writing. It's safer.

Finished?

Write about a time you were scared of, or nervous about something. What happened?

- 2 2.22 Find adjectives 1–8 in the questionnaire and match them with the prepositions in the box. Listen and check.

about at in of on

bad	at		
1 fond		5 keen	
2 good		6 nervous	
3 happy		7 scared	
4 interested		8 worried	

- 3 2.23 Watch or listen. Who does not like being in small places? Who is happy about being in high places?



- 4 2.23 Watch or listen again. Choose the correct words.

- 1 Amelia is scared of snakes / spiders.
 2 Harry gets nervous about hospitals / the dentist.
 3 Shri finds high places / small spaces scary.
 4 Swimming / Dancing makes Lilly happy.

- 5 Look at the sentences in exercise 4 and complete the key phrases.

KEY PHRASES

Talking about how things make you feel

What are you ¹ _____ of?
 What do you ² _____ scary?
 Do you ever get ³ _____ ?
 I get nervous ⁴ _____ hospitals.
 What makes you ⁵ _____ ?

- 6 USE IT! Work in pairs. Ask and answer questions about how you feel in certain situations. Use the key phrases.

What are you scared of?

I'm scared of flying in a plane.

79

Optional activity: Vocabulary

Write the adjectives from exercise 2 on the board and ask students to close their books. Divide the class into teams. Teams take turns to choose an adjective from the board and say a sentence using the adjective and the correct preposition. If their sentence is correct, they get a point and the word is crossed off the board. Continue until all the adjectives have been practised and see which team has the most points.

ANSWERS

Students' own answers.

Exercise 3 2.23 page 150

Read through the questions with the class and read out the names of the people students will hear (Amelia, Harry, Shri, Lilly). With **weaker classes**, you could write the names on the board. Play the video or audio. Students watch or listen and answer the questions. Check answers with the class. (If you're using the audio-only

version, please see the audio script on page 150 for names of speakers.)

ANSWERS

Shri doesn't like being in small places.
 Amelia doesn't have a problem with heights.

Exercise 4 2.23 page 150

Allow students time to read through the sentences. Play the video or audio again for students to watch or listen and choose the correct words. With **stronger classes**, students could choose the correct words from memory, then listen again to check. Check answers with the class.

ANSWERS

- 1 spiders
 2 hospitals
 3 small spaces
 4 Dancing

Exercise 5

Read out the first gapped key phrase and refer students to the sentences in exercise 4 to find the word to complete it (*scared*). Students complete the remaining phrases. Check answers with the class and check that students understand all the key phrases.

ANSWERS

- 1 scared
 2 find
 3 nervous
 4 about
 5 happy

Optional activity: Key phrases

Play the video or audio again, pausing after each of the key phrases. Ask students to repeat, copying the pronunciation and intonation that they hear.

Exercise 6 USE IT!

Read out the task and the example dialogue. Point out to students that they can ask the questions in the key phrases, or they can ask more specific questions, e.g. *Are you scared of snakes? Do you get nervous about injections?* Allow students time to prepare some questions, then put them into pairs to ask and answer them. Encourage them to use some of the other adjectives from exercise 2 in their answers, e.g. *No, I'm not scared of snakes. I'm quite keen on them!* 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 about their experiences and then compare with another fast finisher. Alternatively, ask some fast finishers to tell the class about their experiences. Ask other students if they would feel nervous or scared in that situation.

More practice

Workbook page 64

Assessment

Five-minute test, Teacher's Resource Disk

Reading • Scream machines

Aim

Identify the main idea in an article.

THINK!

Read out the question and the clue to help students. Elicit the answer.

ANSWER

A roller coaster.

Exercise 1

Read out the question and ask students what they think Jane's problem might be. Elicit a few possible ideas, but don't confirm them at this stage. Point out that for this activity students need to read for the main idea in the article, not the details, so they don't need to understand every word. Allow students time to read the article. You could set a time limit of two minutes, to encourage students to read quickly. Check the answer with the class.

ANSWER

She's frightened of heights and speed.

Exercise 2 2-24

Allow students time to read through the sentences, then play the audio. Students read and listen and complete the sentences with the correct words. Allow students time to compare their answers in pairs, then check answers with the class.

ANSWERS

- 1 heights, speed
- 2 brave
- 3 friends
- 4 happy
- 5 danger
- 6 Driving

Exercise 3 VOCABULARY PLUS

Students use a dictionary to check the meaning of the blue words. With **stronger classes**, you could encourage students to try to guess the meaning from the context first then check in a dictionary. Check that students understand all the words.

ANSWERS

Students' own answers.

Workbook page 68 exercise 5

8

READING • Scream machines

I can identify the main idea in an article.

THINK! What is a 'scream machine'? (If you can't guess, look at the photo to help you.)

SCREAM MACHINES

Scary or fun?

Why do millions of people love roller coasters? The answer is that people love feeling afraid when they know they're in no real danger. But Jane Clark has never been on a roller coaster. She is frightened of heights and speed. 'It's ridiculous. All my friends have ridden on roller coasters, and they love it,' says Jane. 'I've always wanted to try, but I've never been brave enough.' Well, Jane has decided that today this is going to change. She has bought a ticket for *Oblivion* and her friends are here to support her. Her heart is beating and she can't speak as she gets in. Then they're off. People are screaming because they're scared, or is it because they're excited? She screams, too. Three minutes later, it's all over. Jane is happy. She's done it! She's been on her first roller coaster. 'Words can't describe it!' she says.

But for some people, roller coaster phobia never goes away. Psychologist Frank Farley believes that there are two types of people when it comes to fear and risk. Some people prefer the quiet life. For others, danger and excitement make them feel alive. Their brains produce 'feel-good' chemicals in risky situations, and they love extreme sports like climbing or paragliding. Roller coasters are great for these people because they can get the excitement without the danger. The chance of a fatal accident is one in 50 billion. Driving to the amusement park is more dangerous than riding on a 'scream machine'!

1 Read the article. What is Jane Clark's problem?

2 2-24 Read and listen to the article again and complete the sentences.

- 1 Jane Clark is scared of _____ and _____.
- 2 Jane is going on *Oblivion* because she wants to be _____.
- 3 Jane's _____ have come with her on the ride.
- 4 Jane feels _____ after the ride.
- 5 Some people love extreme sports because they love _____ and excitement.
- 6 _____ in your car is more dangerous than riding on a roller coaster.

3 VOCABULARY PLUS Use a dictionary to check the meaning of the words in blue in the text. For more practice go to page 68 in the Workbook.

4 USE IT! Work in pairs. Ask and answer the questions. Do you like going on roller coasters? Why / Why not?

80 Scary

Optional activity: Vocabulary

Write the following sentences on the board:

- 1 Roller coasters are popular because people love being in danger and feeling afraid.
- 2 Jane has never wanted to go on a roller coaster.
- 3 Jane screams during the ride.
- 4 There is a high risk of accidents on a roller coaster.

Students work in pairs to decide if the sentences are true or false and correct the false sentences. Check answers with the class.

ANSWERS

- 1 false (People love feeling afraid when they are not really in danger.)
- 2 false (She has always wanted to try a roller coaster ride.)
- 3 true
- 4 false (The chance of a serious accident is one in 50 billion.)

Exercise 4 USE IT!

Allow students time to prepare their answers individually, then put them into pairs to ask and answer the questions.

Ask some students to tell the class why their partner likes or doesn't like roller coasters.

ANSWERS

Students' own answers.

More practice

Workbook page 68

Practice Kit Reading 8

- 1 Choose the correct options for 1–3 and check your answers on page 80. What do you think is the correct option in 4?

- 1 Jane Clark _____ bought a ticket for Oblivion.
a has b have
- 2 Jane's friends _____ come to support her.
a has b have
- 3 Jane _____ ridden on roller coasters before.
a hasn't b haven't
- 4 Her friends _____ been on Oblivion before.
a hasn't b haven't

- 2 Look at the sentences in exercise 1 and choose the correct words in the rules.

RULES

- 1 We use the present perfect to talk about experiences in the **past / present** which are important now.
- 2 We **say / don't say** exactly when a present perfect action happened.
- 3 We form the present perfect with **have (not) / be (not) + past participle**.

- 3 Complete the table with the past simple and past participle forms of the verbs in the box. Which verbs are irregular? Check your answers in the list in the Workbook (page 100).

be buy climb decide do have meet
read ride touch try want watch

Regular	Irregular
climb – climbed – climbed	be – was/were – been

- 4 Work in pairs. Cover the table in exercise 3 and test your partner.

Ride?
Ride, rode, ridden.

- 5 Complete the text using the present perfect form of the verbs.

Clare Watson ¹ _____ (be) outside her home only three times in two months.
² _____ (stop) going out because it's scary, says Clare. Clare has agoraphobia – a fear of open places. She ³ _____ (see) three different doctors, but they ⁴ _____ (not find) a solution to her problem. She ⁵ _____ (take) medicine and she ⁶ _____ (go) to therapy groups, but they ⁷ _____ (not help) her. Clare is very unhappy. But now she ⁸ _____ (start) a new virtual reality treatment and she's enthusiastic. 'I can visit beaches, shopping centres and streets with my headset and computer,' she says. 'I'm getting better, and I hope to visit real places soon.'



- 6 **2.25 PRONUNCIATION** Recognizing contractions. Listen and choose the form you hear. Then practise saying the sentences.

- 1 a I've touched a snake. b I touched a snake.
 2 a She's arrived. b She arrived
 3 a He's finished. b He finished.
 4 a You've met him. b You met him.

- 7 **USE IT!** Work in pairs. Talk about experiences 1–8 using the phrases in the box. Use affirmative and negative forms of the present perfect.

All my friends Everyone I My parents
One / None of my friends

- 1 ride a motorbike 5 live in another country
 2 paint a picture 6 win a competition
 3 visit Italy 7 eat Indian food
 4 write a blog post 8 go sailing

I haven't ridden a motorbike. How about you?

Yes, I've ridden a motorbike. / I haven't ridden a motorbike, but I'd like to.

Finished?

Think of five things you've done in the last five years.

Scary 81

the past simple form, but others, e.g. *come*, are different.

Students work in pairs to complete the table with the correct verb forms. Refer them to page 100 in the Workbook to check their answers. With **weaker classes**, students can refer to the verb list to help them with the task. Check answers and remind students that they need to learn irregular verb forms.

ANSWERS

Regular: decide – decided – decided, touch – touched – touched, try – tried – tried, want – wanted – wanted, watch – watched – watched
Irregular: buy – bought – bought, do – did – done, have – had – had, meet – met – met, read – read – read, ride – rode – ridden

Exercise 4

Students work in pairs to test each other on the past simple and past participle forms of the verbs in the box. Ask who remembered all the forms correctly.

ANSWERS

Students' own answers.

Exercise 5

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

ANSWERS

- 1 's been 5 's taken
 2 've stopped 6 's been
 3 's seen 7 haven't helped
 4 haven't found 8 's started

Exercise 6 **2.25 PRONUNCIATION:** Recognizing contractions

Play the audio. Students listen and choose the form they hear. Check answers with the class, and point out that it is important to recognize contractions because they can change the meaning of the sentence.

ANSWERS

- 1 a 2 b 3 b 4 a

Exercise 7 USE IT!

Check that students understand experiences 1–8, and read out the example answers. Allow students time to prepare their ideas individually, then put them into pairs to talk about their experiences.

Finished?

Refer **fast finishers** to the **Finished?** activity. Students can write their sentences and then compare them with another fast finisher. Alternatively, ask them to read their sentences to the class.

More practice

Workbook page 65

Practice Kit Grammar 15

Assessment

Five-minute test, Teacher's Resource Disk

Language focus • Present perfect: affirmative and negative

Aim

Talk about experiences.

Warm-up

Ask what students can remember about Jane Clark. Ask: *How does she feel after the roller coaster ride? Why?* Ask students to find the answer on page 80. Write on the board: *She's happy. She's done it!* Underline the present perfect verb and ask: *Does it refer to the past? (yes) Is the experience important to her in the present? (yes, because she feels happy now).* Tell students this is the present perfect form of the verb.

Exercise 1

Students choose the correct options then check their answers on page 80. Check

answers with the class and check students understand the sentences.

ANSWERS

- 1 a 2 b 3 a 4 b

Exercise 2

Students work in pairs to look at the sentences in exercise 1 and choose the correct words in the rules. Check answers with the class. With **weaker classes**, do this exercise with the whole class.

ANSWERS

- 1 past 2 don't say 3 have (not)

Language note

go has two forms in the present perfect: *She's gone to London.* (= she's there now) and *She's been to London.* (= she went there at some time in the past).

Exercise 3

Elicit the past participles of the verbs in exercise 1. Point out that some past participles, e.g. *bought*, are the same as

Vocabulary and listening • Injury collocations

Aim

Listen for specific information.

THINK!

Read out the questions then put students into pairs to discuss them. Tell students that if they prefer not to talk about something serious, they can talk about a minor accident they have had. Ask some students to tell the class about their experiences. Ask if other students have had similar accidents.

ANSWERS

Students' own answers.

Exercise 1 2.26

Students use their dictionaries to check the meaning of the blue verbs and choose the correct words in the sentences. Play the audio for students to check their answers. Check answers with the class and check that students understand all the verbs. Play the audio again and point out any difficult pronunciations, e.g. *burn*, *bruise*.

ANSWERS

- | | |
|------------|------------|
| 1 cut | 4 sprained |
| 2 broken | 5 burned |
| 3 a bruise | 6 injured |

Exercise 2 2.27

Refer students back to the examples in exercise 1. Elicit or explain that *cut* in sentence 1 is a verb, *broken* in sentence 2 is a past participle used as an adjective and *a bruise* in sentence 3 is a noun.

Students copy the table and work in pairs to complete it with the related words. Play the audio for students to listen and check their answers. Check the answers.

ANSWERS

- | | |
|----------|-------------|
| 1 cut | 5 bruised |
| 2 broken | 6 injured |
| 3 burn | 7 an injury |
| 4 bruise | 8 sprained |

Optional activity: Vocabulary

Write these sentences on the board:

- He's got a bad injury on his arm.
- I can't do sport because I've got a sprain ankle.
- She's got a bruised on her face.
- How did you get that cut on your leg?
- She's break her arm.

Students work in pairs to correct the mistakes in the sentences. Tell them that one sentence is correct. Check answers.

ANSWERS

- injury
- sprained
- bruise
- correct
- broken

8

VOCABULARY AND LISTENING • Injury collocations

I can listen for specific information.

START THINKING Have you ever had a bad accident? What happened?

1 2.26 Check the meaning of the blue words and choose the correct options. Listen and check.



1 How did you cut / burn your finger?



2 I'm afraid your ankle is broken / bruised.



3 I fell off my bike. I've got a bruise / an injury on my knee.



4 I've burned / sprained my wrist again.



5 She's been in the sun and her nose is burned / sprained.



6 Their best player has cut / injured his shoulder.

STUDY STRATEGY

Learning words in groups

Writing groups of related words is a useful way of expanding your vocabulary.

2 2.27 Read the study strategy. Complete the table with words from exercise 1. Then listen and check.

Verb	Past participle / adjective	Noun
1 _____	cut	a cut
break	2 _____	a break
3 _____	burned	a burn
4 _____	5 _____	a bruise
injure	6 _____	7 _____
sprain	8 _____	a sprain

3 2.28 Listen to interviews with three young people and answer the questions.

- Who has never broken any bones?
- Who has been to hospital?
- Who has had an operation?

DANGEROUS SPORTS

Simon Hunter has travelled around the country, finding out what dangerous sports young people are into these days.

82 Scary

4 2.28 Listen again and complete the sentences.

- Laura's favourite sport is _____.
- She broke _____ when she was learning.
- Owen goes mountain biking with _____.
- Owen's record speed for downhill biking is _____.
- Rachel plays goalie in _____.
- She broke _____ when she fell off her bike.

5 USE IT! Work in pairs. Talk about injuries you or your family have had.

I broke my finger yesterday.

Playing basketball.

How did you do that?



Exercise 3 2.28 page 151

Read out the questions and check that students understand *have an operation*. Play the audio. Students listen and answer the questions. Check answers with the class.

ANSWERS

- Owen and Tim
- Laura and Rachel
- Rachel

Exercise 4 2.28 page 151

Allow students time to read the sentences. Point out that they must listen carefully for specific details to complete the sentences. Play the audio again. Students listen and complete the sentences. Check answers with the class.

ANSWERS

- snowboarding
- her wrist
- his friend, Tim
- 32 km / hour
- a team
- her ankle

Optional activity: Listening

Write the gapped sentences on the board:

- Laura also likes running and _____.
- She spent _____ in hospital.
- Owen has only had cuts and _____.
- Tim has had a _____ ankle.
- Rachel's team has won _____ games.

Students complete the sentences from memory then listen again to check. Check answers with the class.

ANSWERS

- swimming
- one night
- bruises
- sprained
- a few

Exercise 5 USE IT!

Students work in pairs to discuss injuries they have had. Ask some students to tell the class about their partner's injuries.

More practice

Workbook page 66

Practice Kit Vocabulary 8, Listening 8

Assessment

Five-minute test, Teacher's Resource Disk

8 LANGUAGE FOCUS • Present perfect: questions and short answers • ever and never

I can ask and answer questions about experiences.

Present perfect: questions and short answers

1 Read the questions about people on page 82. Choose the correct answers.

- 1 Has Laura ever had an injury?
a Yes, she has. b No, she hasn't.
- 2 Have Tim and Owen tried downhill biking?
a Yes, they have. b No, they haven't.
- 3 Have they broken any bones?
a Yes, they have. b No, they haven't.
- 4 Has Rachel ever had a serious ice hockey accident?
a Yes, she has. b No, she hasn't.

2 Look at questions 1–4 in exercise 1 and choose the correct answers in the rules, a or b.

RULES

- 1 We form present perfect questions with:
a *Have / Has* + subject + past participle
b *Have / Has* + subject + base form
- 2 We can use *ever* in present perfect questions. It goes:
a after the past participle.
b between the subject and the past participle.

3 The Sim family are very unlucky. Look at the pictures and write questions and short answers.

Dad / break / his arm ?

Has Dad broken his arm? Yes, he has.

- 1 Jim and Dan / bruise / their arms and faces ?
- 2 Mum / injure / her head ?
- 3 Ella and Ann / sprain / their wrists ?
- 4 Dad / cut / his leg ?
- 5 Mum / break / her ankle ?
- 6 the dog / hurt / its head ?



ever and never

4 Choose the correct words and write true short answers.

- 1 Have / Has you ever been climbing?
- 2 Has your mum break / broken her arm?
- 3 Have / Has your dad ever played basketball?
- 4 Has your parents / your friend visited the USA?
- 5 Have you ever / never been to hospital?

5 Write questions using the present perfect with ever.

- speak / in public ? Have you ever spoken in public?
- 1 touch / a snake ?
 - 2 go / paragliding ?
 - 3 break / a bone ?
 - 4 swim / across a river ?
 - 5 see / a famous person ?
 - 6 fly / in a plane ?
 - 7 visit / Italy ?

6 USE IT! Work in pairs. Ask and answer the questions in exercise 5. If the answer is Yes, I have, say what happened.

- Have you ever broken a bone? Yes, I have. I fell off my bike.
- Really? What happened? I was cycling along my street when ...

Finished?

Think of three more questions about experiences. Use *Have you ...* ?

classes, students could work in pairs for this. Check answers with the class.

ANSWERS

- 1 Have Jim and Dan bruised their arms and faces? Yes, they have.
- 2 Has Mum injured her head? No, she hasn't.
- 3 Have Ella and Ann sprained their wrists? No, they haven't.
- 4 Has Dad cut his leg? No, he hasn't.
- 5 Has Mum broken her ankle? Yes, she has.
- 6 Has the dog hurt its head? No, it hasn't.

ever and never

Exercise 4

Students choose the correct words to complete the questions then write true short answers. Ask some students to read their questions to the class. Correct any errors. Put students into pairs to ask and answer the questions.

ANSWERS

- 1 Have 2 broken 3 Has 4 your friend 5 ever

Students' own answers.

Exercise 5

Students write the questions using the present perfect and *ever*. Ask some students to read their questions to the class. Correct any errors. With **stronger classes**, students can add one more question to ask a partner.

ANSWERS

- 1 Have you ever touched a snake?
- 2 Have you ever been paragliding?
- 3 Have you ever broken a bone?
- 4 Have you ever swum across a river?
- 5 Have you ever seen a famous person?
- 6 Have you ever flown in a plane?
- 7 Have you ever visited Italy?

Exercise 6 USE IT!

Ask two confident students to read out the example questions and answers. Point out that we often ask a question about an experience using the present perfect, then ask for more details using the past simple. Students work in pairs to ask and answer the questions. Encourage them to ask more questions using the past simple to find out more details.

Finished?

Refer **fast finishers** to the **Finished?** activity. Students can write their questions and then compare them with another fast finisher. Alternatively, ask them to read their questions to the class. Ask other students to answer them.

More practice

Workbook page 67

Practice Kit Grammar 16

Assessment

Five-minute test, Teacher's Resource Disk

Language focus • Present perfect: questions and short answers • ever and never

Aim

Ask and answer questions about experiences using *ever* and *never*.

Present perfect: questions and short answers

Exercise 1

Students read the questions and choose the correct answers. Check answers with the class and point out the form of the short answers using *has / have* and *hasn't / haven't*.

ANSWERS

- 1 a 2 a 3 b 4 b

Exercise 2

Students read the rules and choose the correct words to complete them. Check answers with the class. With **weaker classes**, read through the rules with the class and elicit the answers.

ANSWERS

- 1 a 2 b

Language note

In present perfect questions, *have / has* comes before the subject: *Have you broken your leg?* (NOT *You have broken your leg?*)

We use *never* with an affirmative verb. It comes between *have / has* and the past participle: *I have never broken any bones.* (NOT *Haven't never broken any bones.*)

Exercise 3

Point to the first picture and read out the example question and answer. Students look at the remaining pictures and write questions and short answers. With **weaker**

Scary 83

Speaking • Responding to a problem

Aim

Offer to help someone with an injury.

THINK!

Read out the situation and the question to the class and elicit some possible answers. Ask more questions to encourage students to say more, e.g. *How do you know if it's broken? What should you do?*

ANSWERS

Students' own answers.

Exercise 1 2-29

Students read the gapped dialogue and complete it with the correct words. With **weaker classes**, students could work in pairs. Play the video or audio for students to watch or listen and check their answers. Check answers with the class, then ask the questions about Chloe and Joe to the class and elicit the answers.

ANSWERS

- 1 while
- 2 couldn't
- 3 bruise
- 4 broken
- 5 doesn't
- 6 Let's

Chloe fell while she was skateboarding. Joe thinks she should go to the doctor.

Exercise 2 2-29

Put students into pairs and ask them to cover the dialogue in exercise 1. Students choose the correct words in the key phrases and decide whether they are used for describing an accident or responding. Play the video or audio again for students to check their answers. Check answers with the class and check that students understand all the key phrases. You could ask students to translate the key phrases into their own language to check understanding.

ANSWERS

- 1 wrong; R
- 2 OK; R
- 3 my; A
- 4 really; A
- 5 Let; R
- 6 hurts; A
- 7 R
- 8 can't; A
- 9 should; R

Optional activity: Key phrases

Before students practise the dialogue, play the video or audio again, pausing after the key phrases. Ask students to repeat, copying the pronunciation and intonation that they hear.

8 SPEAKING • Responding to a problem

I can offer to help someone with an injury.

THINK! A friend has hurt his ankle. How do you know if it is serious or not?

Joe Hey, Chloe! What's wrong? Are you OK?
Chloe No. I've hurt my arm.
Joe How did you do it?
Chloe I fell ¹_____ I was skateboarding. I was going too fast and I ²_____ stop. It's really painful.
Joe Let me see. Oh dear! You've got a ³_____ on your arm.
Chloe Ouch! Don't touch. It really hurts.
Joe And your elbow's very red.
Chloe Really?
Joe Can you move it?
Chloe No, I can't move it at all. It's too painful. Do you think I've ⁴_____ it?
Joe I don't know, but it ⁵_____ look good. I think you should see a doctor.
Chloe I'll call Mum and she can take me.
Joe Come on. ⁶_____ go over there and wait for her.
Chloe Thanks, Joe.



1 2-29 Complete the dialogue with the correct words. Then watch or listen and check. What happened to Chloe? What advice does Joe give her?

2 2-29 Cover the dialogue and choose the correct words in the key phrases. Watch or listen again and check. Which phrases are for describing an accident and which are for responding? Write A (accident) or R (response).

KEY PHRASES

Responding to an accident

- | | |
|---|---------------------------------------|
| 1 What's wrong / the problem? | ☒ R |
| 2 Are you OK / fine? | ☐ |
| 3 I've hurt the / my arm. | ☐ |
| 4 It's really / amazing painful. | ☐ |
| 5 Let / Let's me see. | ☐ |
| 6 It really hurts / painful. | ☐ |
| 7 Can you move it? | ☐ |
| 8 I can / can't move it at all. | ☐ |
| 9 I think you should / will see a doctor. | ☐ |

3 Work in pairs. Practise the dialogue.

84 Scary

4 Work in pairs. Ask and answer questions using the key phrases.

- 1 hurt / knee
- 2 cut / finger
- 3 burn / shoulder
- 4 break / nose
- 5 injure / elbow
- 6 sprain / ankle

What's wrong?

I've hurt my knee.

Can you move it?

Yes, but it hurts a bit.

5 USE IT! Work in pairs. Prepare a dialogue for the following situation. Use the key phrases and the dialogue in exercise 1 to help you. Then change roles.

Student A: You've hurt a finger playing basketball. You can't move it, and it's painful.

Student B: Offer to help to Student A. Find out what the problem is and suggest what he / she should do.

Exercise 3

Students work in pairs to practise the dialogue.

Exercise 4

Read out the first prompts and ask two confident students to read out the example answer. Read out the next prompts and elicit a possible dialogue from the class. Students then work in pairs and take turns to ask what's wrong and describe their problem. Ask some pairs to perform one of their dialogues for the class.

ANSWERS

Students' own answers.

Exercise 5 USE IT!

Read through the situation with the class and make sure students understand everything. Students work in pairs to prepare a new dialogue. They swap roles and practise again. Ask some students to perform their dialogue for the class.

ANSWERS

Students' own answers.

Optional activity: Speaking

Ask students to imagine individually that they have an injury. Ask them to think about what has happened and how it happened. Put students into pairs to ask each other about their injury and suggest what they should do. Encourage students this time not to prepare their dialogue in advance, but to act it out spontaneously, using some of the key phrases. Ask some students to perform one of their dialogues for the class.

More practice

Workbook page 71

Practice Kit Speaking 8

THINK! What kinds of accidents can happen to skiers?



1 Read the email. When did Clare have an accident? Find four examples of the present perfect in the email.

2 Study the key phrases. Which phrases go at the beginning and which go at the end of an email?

KEY PHRASES

Informal expressions

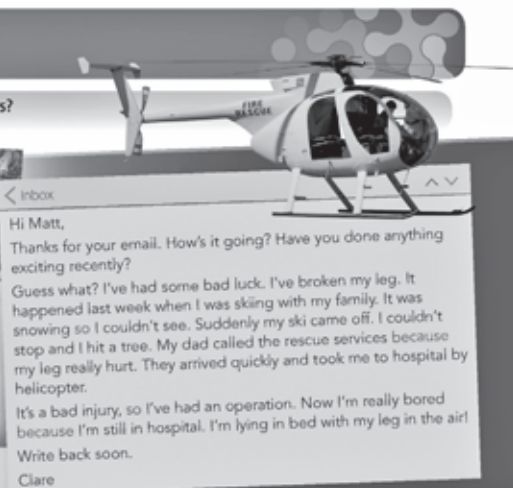
- 1 How's it going?
- 2 Write back soon.
- 3 Have you done anything (exciting)?
- 4 Thanks for your email.
- 5 Bye.

Language point: Reason and result

3 Look at the blue words in the text. Which word introduces a reason? Which one introduces a result?

4 Complete the sentences with *because* or *so*.

- 1 I can't play football today _____
I've sprained my ankle.
- 2 I cut my hand badly today _____
my mum took me to hospital.
- 3 I fell off my bike _____ now I have
a big bruise on my arm.
- 4 I couldn't see _____ I wasn't
wearing my glasses.
- 5 I'm bored _____ my computer isn't
working.



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

WRITING GUIDE

A TASK

Imagine that you had an accident while you were camping by the sea. Write an email to a friend.

B THINK AND PLAN

- 1 What has happened and where are you now?
- 2 Where were you and who were you with?
- 3 What were you doing when you had the accident?
- 4 What is the result of the accident?
- 5 How do you feel now?

C WRITE

Paragraph 1: Introduction
Greetings and a polite question
Paragraph 2: Description of the accident
Paragraph 3: Conclusion
End your email politely.

D CHECK

- Informal expressions
- *because* and *so*
- Tenses

Scary 85

everything. You could ask students to translate some of the sentences into their own language, to check understanding.

ANSWERS

because introduces a reason.
so introduces a result.

Exercise 4

Read out the first sentence and elicit the correct word to complete it. Students complete the remaining sentences with the correct words. Check answers with the class.

ANSWERS

- 1 because 2 so 3 so
4 because 5 because

Optional activity: Writing

Write the following sentence beginnings on the board:

- 1 I'm fed up ...
- 2 It's raining today ...
- 3 My mum's angry ...
- 4 The TV programme was boring ...

Students work in pairs to complete each sentence with *because* or *so* and their own ideas. Ask students in turn to read out one of their sentences, omitting *because* or *so*. They can cough to indicate the gap. Other students guess the missing word.

ANSWERS

Students' own answers.

Exercise 5 USE IT!

Read the task with the class and elicit one or two ideas of accidents that people might have while camping by the sea, e.g. slipping on rocks and cutting their leg or burning their hand on a camp fire. Read through the questions with the class and check that students understand everything. Students then plan their emails. Read through the paragraph plan with the class. Students write their emails. This can be set for homework. Remind students to check their grammar and spelling carefully.

ANSWERS

Students' own answers.

Writing • Emails

Aim

Write a narrative email using *because* and *so*.

THINK!

Read out the question and elicit some possible answers from individual students. Ask more questions to encourage students to say more, e.g. *Have you ever been skiing? Did you have an accident? Do you know anyone who has had a skiing accident?*

ANSWERS

Students' own answers.

Exercise 1

Students read the email and answer the question. Then ask them to find four examples of the present perfect. Students compare their answers in pairs. Check answers with the class.

ANSWERS

It happened last week.

Have you done anything exciting?; I've had some bad luck.; I've broken my leg.; I've had an operation.

Exercise 2

Students read the key phrases and decide which go at the beginning and which go at the end of an email. Check answers with the class and check that students understand all the phrases.

ANSWERS

Beginning: How's it going? Have you done anything (exciting)? Thanks for your email.

End: Write back soon. Bye.

Language point: Reason and result

Exercise 3

Ask students to find the blue words in the email. Read out each example in turn and ask: *Does this introduce a reason or a result?* Discuss the answers with the class and make sure students understand

Review

Vocabulary

Exercise 1

Students complete the sentences with the correct words. With **weaker classes**, students can look back through the unit to help them. Check answers with the class.

ANSWERS

- 1 at 2 on 3 in 4 of
5 about 6 at

Exercise 2

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

ANSWERS

- 1 bruise 2 sprained 3 injured
4 burned 5 break 6 cut

Language focus

Exercise 3

Students complete the sentences with the correct verb forms. Allow students time to compare their answers in pairs, then check answers with the class.

ANSWERS

- 1 haven't met 4 has had
2 has bought 5 haven't decided
3 haven't done 6 've sprained

Exercise 4

Students look at the picture and write questions and short answers using the present perfect. Allow students time to compare their answers in pairs, then check with the class.

ANSWERS

- 1 Has the man broken his ankle?
Yes, he has.
2 Has the mother cut her leg?
No, she hasn't.
3 Have her children sprained their wrists? No, they haven't.
4 Has the mother hurt her elbow?
Yes, she has.
5 Have the boys burned their arms?
Yes, they have.
6 Have they bruised their knees?
No, they haven't.

Exercise 5

Students complete the dialogues with the correct verb forms. Allow students time to compare their answers in pairs, then check answers with the class.

ANSWERS

- 1 've never met
2 Have they ever visited; have
3 Have you ever broken; haven't
4 Has your brother ever driven; he hasn't
5 Have you ever touched; 've never seen

8 REVIEW

Vocabulary

1 Complete the sentences with the words in the box.

about at at in of on

- 1 What are you good _____?
2 Tim's very keen _____ making videos with his phone.
3 My sister's not interested _____ scary films.
4 A Are you scared _____ animals?
B Only dogs.
5 Are you worried _____ your exams?
6 I'm really bad _____ science subjects.

2 Complete the words.

- 1 Is that a br _____ on your arm?
2 Has Joe sp _____ his wrist?
3 She fell and in _____ her leg.
4 I've bu _____ my hand.
5 When did you br _____ your ankle?
6 Bill has c _____ his knee badly.

Language focus

3 Complete the sentences using the present perfect form of the verbs in brackets.

- 1 You don't know Harry. You _____ him. (not meet)
2 Jamie loves roller coasters. He _____ a ticket for the fastest one in the world. (buy)
3 I'm worried about school today. I _____ my homework. (not do)
4 Jane _____ an accident. The doctor is seeing her now. (have)
5 We _____ where we're going on holiday this year. (not decide)
6 I think I _____ my ankle. It really hurts. (sprain)

4 Look at the picture. Write questions and short answers using the present perfect form of the verbs.

- 1 the man / break / his ankle?
2 the mother / cut / her leg?
3 her children / sprain / their wrists?
4 the mother / hurt / her elbow?
5 the boys / burn / their arms?
6 they / bruise / their knees?

5 Complete the mini-dialogues with the correct form of the verbs.

- 1 A What is Tim's girlfriend like?
B I don't know. I _____ her. (never / meet)
2 A _____ Italy? (they / ever / visit)
B Yes, they _____.
3 A _____ your leg? (ever / break)
B No, I _____.
4 A _____ a car? (your brother / ever / drive)
B No, _____ He's too young.
5 A _____ a snake? (you / ever / touch)
B No, I _____ one! (never / see)

Speaking

6 Complete the dialogue.

- Amy What's 'w _____?
Lisa I think I've 'b _____ n my 'f _____ r.
Amy 'L _____ me see.
Lisa It really 'h _____.
Amy Can you 'm _____ it?
Lisa No, I can't. Not at all.
Amy I think you 's _____ see a doctor.

Listening

7 Listen to Luke talking to Dr Jones about his injury. Write true or false. Correct the false sentences.

- 1 Luke has hurt his wrist.
2 He was mountain biking this morning.
3 Luke broke his wrist two years ago while he was mountain biking.
4 Luke has never fallen off his bike before.
5 He has badly sprained his wrist.
6 Dr Jones says he shouldn't go mountain biking for two weeks.



86 REVIEW • Scary

Speaking

Exercise 6

Students complete the dialogue. Check answers with the class. With **weaker classes**, students could practise the dialogue in pairs for extra practice.

ANSWERS

- 1 wrong 2 broken 3 finger 4 Let
5 hurts 6 move 7 should

Listening

Exercise 7 2-30 page 151

Play the audio for students to listen and decide if the sentences are true or false and correct the false sentences. Check answers with the class.

ANSWERS

- 1 true
2 false (He was mountain biking at the weekend.)
3 false (He's never broken his wrist.)
4 false (He's had a lot of cuts and bruises.)
5 true

- 6 false (Luke shouldn't go mountain biking for at least three weeks.)

Optional activity: Consolidation

Ask students to think about exciting, unusual or scary things that they have done. Elicit some ideas from the class, e.g. *I've visited New York. I've scored three goals in a football match.* Ask students to think of two things they have really done, and invent a third. In small groups, students take it in turns to tell their group about their experiences. The other students should ask questions to find out more information and decide which experience is invented. Tell them to use adjectives from page 78. The person answering questions should try to persuade their classmates that all their experiences are true. When each person has finished, the other members of their group should decide which one of the experiences is invented.

Assessment

Tests, Teacher's Resource Disk

8 PUZZLES AND GAMES

1 A BOARD GAME. Work in groups of three. Follow the instructions.



- Each player chooses a different colour to start on.
- Take turns tossing a coin. If the coin lands on 'heads', move one square clockwise. If the coin lands on 'tails', move two squares.
- Match your adjective with a preposition, then make a true sentence, positive or negative, about yourself or someone in your family.
- The winner is the first player to reach their start colour.

good	nervous	fond	interested
happy	of in on at	worried	
bad	scared	keen	enthusiastic

2 Order the blocks of letters to complete the present perfect sentences.

- (My c) (bee) (ousi) (hous) (n has n) (n to) (e.) (my) (ever)
My cousin has n...
- (inge) (My s) (ut h) (er f) (iste) (r has c) (ain.) (r ag)
My sister's cut her finger again.
- (aven) (aren) ('t tr) (My p) (ied) (Indi) (ts h) (ood.) (an f)
My parents haven't tried Indian food.

3 Jon has had an accident. Look at the clues and complete the puzzle.

- He's ¹ his ⁸.
- He's covered in ² and ⁶.
- He's got a ³ ⁷.
- He's ⁴ his ankle.
- He's ⁵ to be alive!



4 FIND SOMEONE WHO ... Walk around the classroom and ask questions. Write a different name for each question.

Find someone who ...

has won a prize.



has broken a bone.



has stayed up all night.



has tried horse riding.



has eaten an unusual food.



has been on a roller coaster.



5 GUESS WHO? Work in two groups. Follow the instructions.

- On a piece of paper, each student completes the sentence below and folds it in two.
- Mix up the group's pieces of paper and each student takes one.
- Takes turns reading out the sentences and guessing who wrote them.

I've never ... , but I'd like to.

Exercise 4

Explain the game to students, and tell them the idea is to find a name for each experience as quickly as possible. Allow students time to work in pairs and form the questions they will need to ask, e.g. *Have you ever won a prize?* With **weaker classes**, you could do this with the whole class and write the questions on the board for students to refer to.

Allow students to move around the classroom asking and answering questions. Continue until one student has found a name for each experience. Alternatively, stop the activity after five minutes and see who has got the most names for the different experiences.

ANSWERS

Students' own answers.

Exercise 5

Divide the class into two groups, and read through the instructions with the class. Students play the game in their groups. Alternatively, each group could complete its sentences then swap sentences with the other group for the guessing stage. You could also play this game with the whole class. Ask students to complete their sentences, then collect them in, mix them up and hand them out again, giving a sentence to each student in the class. Students take turns to read out the sentence they have been given. The class tries to guess who wrote each one.

ANSWERS

Students' own answers.

Puzzles and games

Exercise 1

Divide students into groups of three and read through the rules with the class. Students can use counters or small coins to move around the board. Students play the game. Monitor and help while students are playing, and be prepared to act as judge if students are not sure if a particular preposition or sentence is correct.

ANSWERS

Students' own answers.

Exercise 2

Read out the instructions, then read out the example answer and elicit the rest of the sentence. Students work in pairs to order the blocks of letters and write the sentences. With **stronger classes**, you could do this as a race. Check answers with the class.

ANSWERS

- My cousin's never been to my house.
- My sister's cut her finger again.
- My parents haven't tried Indian food.

Exercise 3

Students read the clues and complete the puzzle. With **stronger classes**, you could do this as a race. Check answers with the class.

As an extension, you could get students to cover the clues and work in pairs to write example sentences for the words in the puzzle.

ANSWERS

- sprained
- cuts
- lucky
- bruises
- shoulder
- broken
- injury
- wrist

1 Extra listening and speaking • Directions

Aim

Ask for and give directions.

Warm-up

With books closed, think of a place that is quite close to the students' school and ask: *Is there a swimming pool / cinema near this school? How do I get there?* Elicit directions and write useful expressions on the board. Tell students they are going to practise asking for and giving directions in English.

Exercise 1 3-02

Read out the example and elicit another example from the class. Students work in pairs to write the remaining compound nouns. Play the audio. Students listen and check their answers. Check answers with the class and check that students understand all the compound nouns.

ANSWERS

2 bus stop 3 car park 4 pedestrian crossing 5 police station 6 post office 7 secondary school 8 shopping centre 9 skate park 10 sports centre 11 traffic lights 12 swimming pool

Exercise 2 3-03

Students match the places on the map with the compound nouns. With **weaker classes**, students could work in pairs. Play the audio for students to listen and check their answers.

ANSWERS

A art gallery B secondary school C pedestrian crossing D post office E swimming pool F sports centre G traffic lights H shopping centre I bus stop J skate park K police station L car park

Exercise 3 3-04 page 151

Refer students to the red X on the map. Play the two conversations. Students listen and decide where the people want to go. Allow students time to compare their answers in pairs, then play the audio for them to check and complete their answers. Check answers with the class.

ANSWERS

1 skate park 2 art gallery

Exercise 4 3-04 page 151

Students complete the key phrases with the correct words. Play the audio again for students to check their answers. Check answers with the class and check that students understand the key phrases.

ANSWERS

1 where 2 at 3 on 4 straight

1

Options

EXTRA LISTENING AND SPEAKING • Directions

I can ask for and give directions.

- 1 3-02 Match words 1–12 with the words in the box to form compound nouns. Then listen and check.

centre centre crossing gallery lights
office park park pool school
station stop

- 1 art gallery 7 secondary
2 bus 8 shopping
3 car 9 skate
4 pedestrian 10 sports
5 police 11 traffic
6 post 12 swimming

- 2 3-03 Look at the map and match places A–L with the words in exercise 1. Then listen and check.

- A art gallery G t. l.
B s. s. H s. c.
C p. c. I b. s.
D p. o. J s. p.
E s. p. K p. s.
F s. c. L c. p.

- 3 3-04 Look at the map and listen. Where do the people want to go? Start at X.

- 4 3-04 Complete the key phrases with the words in the box. Then listen to the dialogues again and check.

at on straight where

KEY PHRASES

Giving directions

Do you know ¹ the ... is?
Turn left / right ² the traffic lights.
It's ³ the left / right.
How do I get there?
Go ⁴ on.

- 5 3-05 Listen and choose the correct words in the dialogue. Then practise the dialogue.

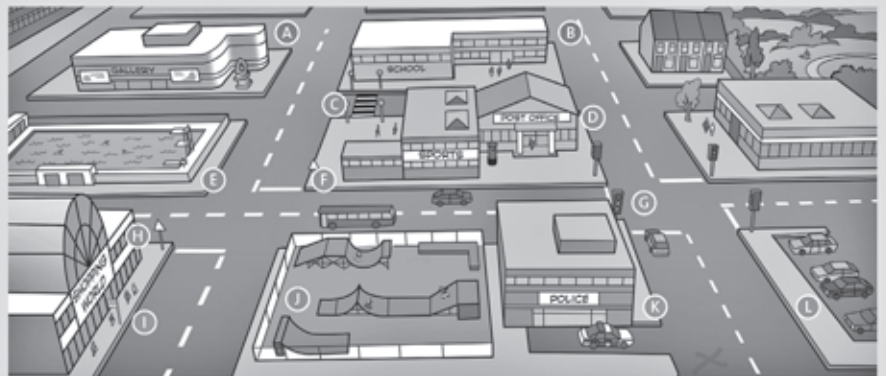
Alex Excuse me. Do you know where the 'swimming pool / car park is?
Police officer Yes, it isn't far.
Alex How do I get there?
Police officer Turn 'right / left at the traffic lights. Then go straight on. Cross the road. The swimming pool is on the 'right / left.
Alex Great! Thanks for your help.
Police officer You're welcome.

- 6 USE IT! Work in pairs. Imagine that you are at X on the map and you want to go to one of the places in the box. Ask for and give directions using the key phrases.

art gallery secondary school
shopping centre

Excuse me. Do you know where the ... is?

How do I get there?



88 EXTRA LISTENING AND SPEAKING

Optional activity: Listening

Write the gapped sentences on the board:

- 1 Yes, it isn't ____.
2 Go ____ the police station.
3 I'm ____. I'm looking for ...
4 Walk ____ the pedestrian crossing.
Students work in pairs and complete the sentences from memory. Play the audio again for them to listen and check.

ANSWERS

1 far 2 past 3 lost 4 across

Exercise 5 3-05

Allow students time to read through the dialogue. Play the audio for them to listen and choose the correct words. Check answers with the class and check that students understand everything in the dialogue. Play the audio again, pausing after some of the key questions and phrases for students to repeat. Students then practise the dialogue in pairs.

ANSWERS

1 swimming pool 2 left 3 right

Exercise 6 USE IT!

Choose one of the places and elicit a model dialogue from the class. Students work in pairs and take turns to ask for and give directions. With **weaker classes**, students may need time to prepare their dialogue before they practise. With **stronger classes**, students can go straight into the practice. Ask some pairs to perform one of their dialogues for the class.

Optional activity: Speaking

Put students into new pairs. Ask them to think of places that are quite close to the school. They take turns to ask for and give directions to the places. Encourage them not to prepare their dialogue, but to improvise, referring to the key phrases, if necessary.

ANSWERS

Students' own answers.

2 Options EXTRA LISTENING AND SPEAKING • Can I take a message?

I can leave a phone message for someone.

1 Match types of information 1–5 with details a–e.

- | | |
|----------------|---------------------|
| 1 phone number | a 34 Eastfield Road |
| 2 time | b 0791324058 |
| 3 date | c 1.40 p.m. |
| 4 price | d 23 March |
| 5 address | e £46.50 |

2 3.06 Listen and write what you hear. Then listen again and repeat.

3 3.07 Listen to a telephone conversation and message. Which numbers from exercise 1 do you hear?



4 3.07 Listen to the telephone conversation and message again and answer the questions.

- Where is Sophie's dad when Dave phones?
- What message does Sophie take?
- Where are Dave and Alex going this afternoon?
- What time does Alex need to be at Oliver's house?

5 3.07 Listen again and choose the correct words in the key phrases.

KEY PHRASES

Leaving a message

- Can I ¹ speak / talk to your dad, please?
 He's ² away / out at the moment.
 Can I ³ leave / take a message?
 Can you ask him to ⁴ call / phone me?

6 3.08 Read the message and listen to the dialogue. Then practise the dialogue with a partner.

Luke, Daniel called.
 He's meeting the
 girls at 8.00 p.m.
 at the cinema.

- Luke's mum Hello.
 Daniel Hi, it's Daniel here. Can I speak to Luke, please?
 Luke's mum Sorry, he's out at the moment. Can I take a message?
 Daniel Yes, please. Can you tell him that I'm meeting the girls at eight o'clock at the cinema?
 Luke's mum OK, meeting the girls ... eight o'clock ... cinema.
 Daniel That's right.
 Luke's mum OK, I'll give him the message.
 Daniel Thanks. Bye.
 Luke's mum Bye.

7 USE IT! Work in pairs. Prepare telephone conversations using the information in the messages below and the key phrases. Then practise your conversations with your partner.

Luke, Emily called.
 She's having a
 party on Saturday
 11 October – 86
 Camden Road.

Luke, Jack called.
 The tickets for
 the concert cost
 £90.75.

EXTRA LISTENING AND SPEAKING 89

2 Extra listening and speaking • Can I take a message?

Aim

Leave a phone message for someone.

Warm-up

Ask students if they ever leave phone messages. Ask when they leave messages, and who for. Ask if they know any phrases they can use to leave a phone message in English.

Exercise 1

Students work in pairs to match the types of information with the details. Check answers. Tell students that in English phone numbers are said as individual numbers, and we say 'oh' for zero. Point out that there are two ways of saying dates: *March the twenty-third* or *the twenty-third of March*. Point out that for prices we can say *forty-six pounds fifty* or just *forty-six fifty*.

ANSWERS

1 b 2 c 3 d 4 e 5 a

Exercise 2 3.06

Play the audio for students to listen and write what they hear. Play the audio again for them to check their answers. Check answers with the class, then play the audio again, pausing after each piece of information for students to repeat.

ANSWERS

- a quarter past nine
- four pounds seventy-five
- 183, West Bridge Street
- ninety-nine pence
- the twentieth of June
- 0909 870413

Exercise 3 3.07 page 151

Play the audio. Students listen and decide which numbers from exercise 1 they hear. Check the answer with the class.

ANSWER

07913 24058

Exercise 4 3.07 page 152

Play the audio again. Students listen and answer the questions. Check the answers.

ANSWERS

- He's at the supermarket.
- Can her dad call Dave on his mobile.
- They're going to a football match.
- He needs to be at Oliver's house at two.

Exercise 5 3.07 page 152

Play the audio again. Students listen and choose the correct words in the key phrases. Check answers with the class and check that students understand all the key phrases.

ANSWERS

1 speak 2 out 3 take 4 call

Optional activity: Listening

Write these gapped sentences on the board:

- Hello. _____ Dave Mitchell.
- Alex, _____ Dave.

Play the audio again for students to complete the sentences. Check answers and point out that in English we use *This is ...* or *It's ... (here)* to introduce ourselves on the phone.

ANSWERS

1 This is 2 it's

Exercise 6 3.08

Allow students time to read the message, then play the audio. Students listen and read the dialogue. Students then practise the dialogue in pairs. With **weaker classes**, before students practise in pairs you could play the audio again, pausing after each line for students to repeat.

Exercise 7 USE IT!

Students work in pairs to prepare their dialogues. Students practise their dialogues in pairs, then swap roles and practise again.

Optional activity: Speaking

Ask students individually to think of a reason for phoning a friend, e.g. to meet later, to invite them somewhere, etc. Put students into pairs. Tell them their partner will be their friend's brother or sister. Ask them to practise phoning their friend's house. Their friend's brother or sister answers the phone and tells them their friend is out, so they leave a message. Their partner takes the message and writes it down. Students swap roles and have another conversation. They can then swap the written messages and see how accurately they took their partner's message.

ANSWERS

Students' own answers.

3 Extra listening and speaking • A special event

Aim

Talk about an event in the past.

Warm-up

Point to the photos and elicit that they show a wedding. Ask: *When did you last go to a wedding? Whose wedding was it? How many people were there? How did people celebrate?* Elicit a range of answers. Encourage as many students as possible to join in and talk about their own experiences.

Exercise 1 3-09 page 152

Play the audio. Students listen and match the speakers with the photos. Check answers with the class.

ANSWER

1 D 2 B 3 C 4 A

Exercise 2 3-10 page 152

Allow students time to read the words in the box. Play the audio again. Students listen and decide which things Megan talks about. Check answers with the class.

ANSWERS

clothes, people, place, food, music, presents

Exercise 3 3-10 page 152

Allow students time to read the sentences. Play the audio again. Students listen to decide if the sentences are true or false and correct the false sentences. Allow students time to compare their answers in pairs, then check answers with the class.

ANSWERS

- 1 true
- 2 false (There were about 150 people there.)
- 3 false (She sat next to Dan's brother.)
- 4 false (It was in the garden of a big hotel.)
- 5 false (Megan's parents gave Lily and Dan some money.)

Exercise 4 3-11 page 152

Students complete the 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. Check answers with the class and check that students understand all the key phrases. Put students into pairs to practise the dialogue. Encourage them to copy the intonation they heard on the audio.

3 + Options

EXTRA LISTENING AND SPEAKING • A special event

I can talk about an event in the past.



- 1 3-09 Listen to people talking about a wedding. Match speakers 1–4 with the things in photos A–D.
1 Liam 3 Harry
2 Emma 4 Ruby
- 2 3-10 Listen to Megan talking about a wedding. Which of the things in the box does she talk about?
clothes place Lily's parents music
presents food people drinks
- 3 3-10 Listen to the conversation again and write true or false. Correct the false sentences.
1 The wedding was last Saturday.
2 There were a hundred people at the wedding.
3 Megan sat next to Dan at dinner.
4 The wedding was in a room in a big hotel.
5 Megan gave Lily and Dan some money as a wedding present.

KEY PHRASES

Asking about an event

Did you have a good time?
Were there many people?
What did you give them for a present?
What was (the food) like?
Why didn't you go to ... ?

- 4 3-11 Complete the dialogue with the key phrases. Listen and check. Then listen again and repeat the dialogue.
Pete Hi, Sam. I ... Jack's party?
Sam I couldn't come. It was my brother's wedding.
Pete Oh, I forgot about that.
Sam Yeah, I had a great time!
Pete ...
Sam Yes, there were about 100 people. I met Jack's sister, Ruby. She's cool.
Pete I don't know her.
Sam Really good. There were lots of different types of food.
Pete ...
Sam My mum and dad gave them a coffee machine. They really liked it!
- 5 USE IT! Work in pairs. Look at the diary extract. Prepare and practise a new dialogue using the information in the diary, and the dialogue in exercise 4. Use the key phrases.

Jan went to Sophie's birthday party on Saturday. I couldn't go. It was my cousin Lucy's wedding! She married Steve.

The wedding was amazing. About 200 people were there. I met Steve's brother, Mark. He was really friendly. The food was amazing and the music was good. I gave Lucy and Steve a camera and they loved it!

90 EXTRA LISTENING AND SPEAKING

ANSWERS

- 1 Why didn't you go to ... ?
- 2 Did you have a good time?
- 3 Were there many people?
- 4 What was the food like?
- 5 What did you give them for a present?

Optional activity: Speaking

Ask students to cover the dialogue in exercise 4 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 a suitable response. They can check their answers in the dialogue.

ANSWERS

Students' own answers.

Exercise 5 USE IT!

Allow students time to read the diary extract. Also focus on the dialogue in exercise 4 and the key phrases. Check they understand everything. Students practise their own dialogue in pairs. With **weaker**

classes, students may need 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.

Optional activity: Speaking

Students could work in pairs and have conversations about real events they have been to. Allow them time to prepare their ideas individually first, then put them into pairs. Encourage students to ask questions using the key phrases, to find out as much as possible about their partner's event. Ask some students to tell the class what they learned from their partner.

ANSWERS

Students' own answers.



- 1 3.12 Look at the picture of Malaya and Anya's bedroom. Match objects A–I in the picture with the words in the box. Listen and check.

basket cuddly toy drawer laptop
pillow poster rug sheets shelves

- 2 3.13 Listen to eight false statements about the picture. Correct the sentences.

1 'The pillows are under the beds.'
No, the pillows are on the beds.

- 3 3.14 Listen to Malaya and Anya and number key phrases a–d in the order you hear them.

KEY PHRASES

Finding things

- a That's the wrong one. ☐
b Look, here's ...! ☐
c Here it is! ☐
d Is this what you're looking for? ☐

- 4 3.14 Listen to the conversation again and answer the questions.

- What are the girls looking for?
- Why does Anya need the book today?
- Where does Anya usually put her book?
- Where does she do her homework?
- Where does Anya find the book?

- 5 3.15 Look at the photo of Adam's bedroom and listen. Then practise the dialogue with a partner.



Mum What's wrong?
Adam I can't find my phone.
Mum Is it under those magazines on your table?
Adam No, it isn't.
Mum Look, here's a mobile phone! Is this what you're looking for?
Adam No, that's the wrong one. That's my old one.
Mum What about your school bag? Is it in there?
Adam No, it isn't. Oh, here it is! It's on the bed.

- 6 USE IT! Work in pairs and look at Adam's bedroom again. Imagine you can't find one of the objects in the box. Prepare and practise a new dialogue using the key phrases and the dialogue in exercise 5.

football homework notebook
laptop shirt

4 Extra listening and speaking • Finding things

Aim

Talk about where things are in a room.

Warm-up

With books closed, ask: *Do you ever put something in a place and then can't find it when you need it?* Elicit answers from individual students and ask more questions to encourage students to say more, e.g. *What things do you lose in this way? Where do you usually find them? Who helps you find them?*

Exercise 1 3.12

Students match the objects in the picture with the words. Play the audio for students to listen and check their answers. Check answers with the class and check that students understand all the words. Point out the pronunciation of *drawer*.

ANSWERS

A poster B shelves C laptop
D pillow E cuddly toy F drawer
G sheets H basket I rug

Exercise 2 3.13 page 152

Play the first sentence and point out the corrected example sentence. Play the remaining sentences, pausing for students to write them down. Students look at the picture and correct the sentences. Check answers with the class. With **stronger classes**, students could write one or two more false sentences about the picture. Ask them to read their sentences to the class, and ask other students to correct them.

ANSWERS

- The sheets are in the basket.
- The laptop is on the table.
- The chair is in front of the table.
- The tidy bed is on the right.
- The posters are on the wall.
- The plant is beside the bed on the right.
- The basket is next to the bed.

Exercise 3 3.14 page 152

Allow students time to read through the key phrases. Play the audio. Students listen and number the key phrases in the order they hear them. Check answers with the class, and check that students understand all the phrases.

ANSWERS

1 b 2 d 3 a 4 c

Exercise 4 3.14 page 152

Allow students time to read the questions. Play the audio again for them to listen and answer the questions. Check answers with the class.

ANSWERS

- They're looking for Anya's history book.
- She's got a test.
- She usually puts it on the shelves with her other books.
- She does her homework at the table.
- In the clothes basket.

Optional activity: Listening

Write these phrases on the board:

- Oh, no!
- What's wrong?
- What about the table?
- Maybe it's ...

Students discuss in pairs who says each phrase, Malaya or Anya. Play the audio again for them to listen and check. Check answers with the class and check that students understand the phrases. Point out that we use *What about ...?* and *Maybe ...* to make suggestions.

ANSWERS

- Anya
- Malaya
- Malaya
- Anya

Exercise 5 3.15

Focus on the photo of Adam's bedroom and play the audio. Students read and listen to the dialogue. Students then practise the dialogue in pairs. With **weaker classes**, play the audio again before students practise, pausing after some of the key phrases and sentences for them to repeat.

Exercise 6 USE IT!

Read through the objects in the box and ask students to find them in the photo. Students then prepare and practise a new dialogue using the key phrases and the dialogue in exercise 5. Ask some students to perform their dialogue for the class.

ANSWERS

Students' own answers.

5 Extra listening and speaking • Making a complaint

Aim

Complain about a problem.

Warm-up

With books closed, ask: *Do you ever buy something and then find there's a problem with it?* Elicit a few answers from individual students and ask more questions to encourage them to say more, e.g. *What kinds of things do you have problems with? What do you do when you have a problem? What do you think the shop should do?* Use the discussion to teach the phrase *make a complaint*. Tell students they are going to practise this now.

Exercise 1

Students match the words with the pictures. They can use their dictionaries to help, if necessary. Check answers with the class and check that students understand all the words.

ANSWERS

- | | |
|-------------------|--------------|
| A ebook | E MP3 player |
| B radio | F camera |
| C battery charger | G laptop |
| D headphones | H smartphone |

Exercise 2 3•16 page 152

Play the audio. Students listen and note down the device that Tim is complaining about. Check the answer with the class.

ANSWER

a laptop

Exercise 3 3•16 page 152

Allow students time to read the sentences. Play the audio again. Students listen and decide if the sentences are true or false, then correct the false sentences.

Allow students time to compare their answers in pairs, and play the audio again, if necessary, for them to check and complete their answers. Check answers with the class.

ANSWERS

- 1 true
- 2 false (It is slower than his old laptop.)
- 3 true
- 4 false (He wants to change the laptop.)
- 5 true
- 6 false (She gives Tim a new battery.)

Exercise 4 3•17

Students work in pairs to read the gapped dialogue and complete it with the key phrases. Play the audio for students to listen and check their answers. Check answers with the class and check that students understand all the key phrases. Play the dialogue again, pausing after each

5 + Options

EXTRA LISTENING AND SPEAKING • Making a complaint

I can complain about a problem.



- 1 Match the words in the box with devices A–H in the pictures.

battery charger camera ebook
headphones laptop MP3 player
smartphone radio

- 2 3•16 Listen to a conversation in a shop. What device is Tim complaining about?

- 3 3•16 Listen to the conversation again and write true or false. Correct the false sentences.

- 1 Tim isn't happy with his new laptop.
- 2 It's faster than his old laptop.
- 3 He can't watch videos on it.
- 4 He wants to change the battery.
- 5 The manager can't change the laptop.
- 6 She sells Tim a new battery.

KEY PHRASES

Complaining and apologizing

How can I help you?
I'd like to make a complaint.
I'm afraid we can't change it.
It doesn't work.
I'm terribly sorry about that.
There's something wrong with it.

- 4 3•17 Complete the dialogue with the key phrases. Listen and check. Then listen again and repeat the dialogue.

Manager Good afternoon. 1 _____?
Molly 2 _____ I bought this mobile phone here last week and 3 _____ I can't make phone calls.

Manager I see. 4 _____
Molly I would like to change it for a different one.

Manager 5 _____
Molly But 6 _____ I
Manager OK, I'll see what we can do.

- 5 USE IT! Work in pairs. You have a problem with a device and you are making a complaint. Prepare and practise a new dialogue using the ideas below or your own ideas. Use the model dialogue and the key phrases.

Your new camera is broken.

You bought the wrong battery charger for your mobile phone.

Your new radio makes a funny noise.

You can't go on the internet with your new mobile phone.

You can't download many books on your new e-book reader.

92 EXTRA LISTENING AND SPEAKING

line for students to repeat. Encourage students to copy the pronunciation and intonation on the audio.

ANSWERS

- 1 How can I help you?
- 2 I'd like to make a complaint.
- 3 there's something wrong with it.
- 4 I'm terribly sorry about that.
- 5 I'm afraid we can't change it.
- 6 it doesn't work.

Optional activity: Speaking

Before students move on to the freer practice, ask them to close their books. Write the following prompts on the board:

how / help?

make / complaint / MP3 player / something wrong

sorry

change

can't

doesn't work

OK

Put students into pairs and ask them to use the prompts to recreate the dialogue in exercise 4. Elicit each line of the dialogue from the class and write it on the board. Students can open their books to see how well they remembered.

ANSWERS

Students' own answers.

Exercise 5 USE IT!

Students work in pairs to prepare and practise a new dialogue. 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. Ask some pairs to perform their dialogue for the class.

ANSWERS

Students' own answers.

6 Options EXTRA LISTENING AND SPEAKING • Expressing opinions

I can give an opinion about school.



1 Check the meaning of the topics in the box. Then match four of the topics with photos A–D.

school uniform school lunches
skipping classes exam pressure bullying
homework class size sports cheating
school trips school clubs

2 3.18 Listen to an interview with two students, Will and Olivia. Which four topics about school life from exercise 1 do they mention?

3 3.18 Listen to the interview again and write Will or Olivia next to the opinions.

- 1 Cheating is not a big problem. _____
- 2 Students shouldn't take mobile phones into exams. _____
- 3 Cyber bullying is a serious problem. _____
- 4 There should be more school trips to help with studies. _____
- 5 Classes should be smaller. _____

4 3.18 Complete the key phrases, then listen again and check.

KEY PHRASES

Opinions

Do you think there's a problem with ¹ _____ at school?
Not ² _____
I disagree ³ _____
Yes, ⁴ _____
How can ⁵ _____ improve?
We should definitely have ⁶ _____

5 3.19 Complete the dialogue with the key phrases. Listen and check. Then practise the dialogue with a partner.

Sally ¹ _____ skipping classes at school?
Dan ² _____. A few students go into town, but not many. What about school uniforms? Do you think we should have one?
Sally Yes, ³ _____ a uniform.
Dan I agree with that. If everyone wears the same thing it makes us all the same.
Sally Yes, ⁴ _____. And our uniform is easy to wear.
Dan I think sport is a problem. We should have more classes.
Sally ⁵ _____ with that. I don't want any more! ⁶ _____ improve?
Dan School lunches aren't very good. I think there should be more choice.

6 USE IT! Work in pairs. Prepare and practise a new dialogue using ideas about your school. Use the topics in exercise 1, the dialogue in exercise 5 and the key phrases.

EXTRA LISTENING AND SPEAKING 93

6 Extra listening and speaking • Expressing opinions

Aim

Give an opinion about school.

Warm-up

With books closed, ask: *What's good about your school? What things don't you like?* Elicit answers from individual students. If students are struggling for ideas, ask more questions to help them, e.g. *What about homework? What about sports? What about school clubs and trips?* Encourage as many students as possible to join in and express their opinions about their school.

Exercise 1

Students work in pairs to check the meaning of the topics in the box and match four of the topics to the photos. Check answers with the class and check that students understand all the topics.

ANSWERS

A sports B school lunches
C school uniform D class size

Exercise 2 3.18 page 153

Play the audio. Students listen and note down the topics that the people mention. Check answers with the class.

ANSWERS

cheating, bullying, school trips, class size

Exercise 3 3.18 page 153

Check that students understand *cyber bullying*. Play the audio again. Students listen and write the correct names. Check answers with the class.

ANSWERS

1 Will 2 Olivia 3 Will 4 Olivia
5 Will

Exercise 4 3.18 page 153

Students complete the key phrases from memory. Play the audio again for them to check their answers.

ANSWERS

- 1 cheating 2 really 3 with that
- 4 that's right 5 the school
- 6 smaller classes

Optional activity: Listening

Write these questions on the board:

- 1 What will happen to the two students who cheated in an exam?
- 2 Why is it difficult to stop cyber bullying?
- 3 What does the school do about cyber bullying?

Students can discuss the answers in pairs. Play the audio again for them to listen and check their answers.

ANSWERS

- 1 They will be in serious trouble if they do it again.
- 2 Because you don't know who is doing it.
- 3 It tries to find the bullies and takes away their mobile phones.

Exercise 5 3.19

Students work in pairs to the dialogue with the key phrases. Play the audio for them to listen and check their answers. Students then practise the dialogue in pairs. With **weaker classes**, play the audio again first, pausing after some of the key phrases and sentences for students to repeat. Encourage students to copy the pronunciation and intonation on the audio.

ANSWERS

- 1 Do you think there is a problem with
- 2 Not really
- 3 we should definitely have
- 4 that's right
- 5 I disagree
- 6 How can our school

Exercise 6 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.

Optional activity: Speaking

Choose a topic from exercise 1 and have a debate about it. Think of a motion to debate, e.g. *Our school lunches aren't healthy enough. / Our school doesn't do enough to stop bullying.* Put students into pairs to think of arguments for and against the motion. Put pairs together into small groups to compare their opinions and use the key phrases to agree and disagree with each other. End with a vote to see if the class agrees or disagrees with the motion.

7 Extra listening and speaking • Buying tickets

Aim

Buy tickets for a play, concert or a musical.

Warm-up

With books closed, ask students: *When do you buy tickets?* Elicit a few answers. Ask: *When you buy tickets for a concert, what information do you give?* Elicit ideas such as which day you want to go, where you want to sit, how much you want to pay, etc. Tell students they are going to practise buying tickets.

Exercise 1

Students work in pairs to match the posters with the types of show. Check answers with the class.

ANSWERS

1 play 2 musical 3 concert

Exercise 2 3.20 page 153

Play the audio. Students listen and note down the type of show that Will decides to buy tickets for. Check the answer with the class.

ANSWER

The Lion King – a musical

Exercise 3 3.20 page 153

Allow students time to read the key phrases. Play the audio again. Students listen and correct the words in the key phrases. Check answers with the class.

ANSWERS

1 tickets 2 middle 3 row
4 pounds

Exercise 4 3.20 page 153

Allow students time to read the information on the ticket. Play the audio again. Students listen and complete the information on the ticket. Allow students time to compare their answers in pairs, then play the audio again, if necessary, for them to check and complete their answers. Check answers with the class.

ANSWERS

1 *The Lion King* 2 18 3 11 4 12
5 V 6 £76

Exercise 5 3.21

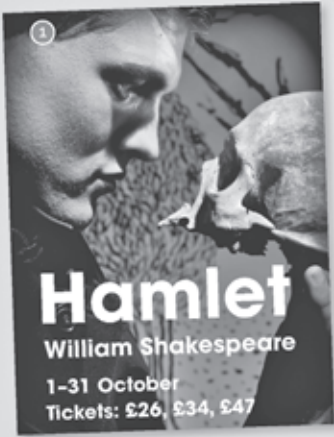
Tell students they are going to listen to some more seat and row numbers. Play the audio. Students listen and write the letters and numbers. Check answers with the class, then play the audio again for students to repeat.

7 *Options*

EXTRA LISTENING AND SPEAKING • Buying tickets
 I can buy tickets for a play, a concert or a musical.

1 Match posters 1–3 with the types of show in the box.

musical
concert
play



1



2



3

2 3.20 Look at the posters and listen to the conversation. Which type of show does Will decide to buy tickets for?

3 3.20 Listen to the conversation again. Correct the words in bold in the key phrases.

KEY PHRASES

Buying tickets

Can I have two ¹ seats for ..., please?

Where would you like to sit: front, ² centre or back?

That's seats ... and ... in ³ line ...

That's ⁴ \$... altogether, please.

4 3.20 Listen again, and complete the ticket with the correct information.

THEATRE TICKET

Show: ¹ _____

Date: ² _____ November

Seats: ³ _____ ⁴ _____

Row: ⁵ _____

Total price: ⁶ _____

5 3.21 Listen and write the numbers and letters you hear. Then listen and repeat.

1 9, 10, R

6 3.22 Complete the dialogue with words from the key phrases. Listen and check. Then practise the dialogue.

Anna ¹ _____ three tickets for

Hamlet, please?

Clerk Certainly. Which date?

Anna 22 October.

Clerk ² _____ to sit: front, middle or

back?

Anna Middle, please.

Clerk Certainly. ³ _____ 31, 32 and 33

in row M. They're £34 each.

Anna Great!

Clerk That's £102 ⁴ _____, please.

Anna Here you are.

Clerk Thanks. Enjoy the show.

7 **USE IT!** Work in pairs. Look at the posters and choose a show. Prepare and practise a new dialogue using the key phrases and the dialogue in exercise 6.

ANSWERS

- 1 seats 9 and 10 in row E
- 2 seats 24, 25 and 26 in row H
- 3 seats 16–19 in row J
- 4 seats 30–32 in row E

Exercise 6 3.22

Students work in pairs to read the dialogue and complete it with the correct words. Play the audio for students to listen and check their answers. Check answers with the class and make sure students understand everything in the dialogue. Students then practise the dialogue in pairs. With **weaker classes**, play the audio again first, pausing after some of the key phrases and sentences for students to repeat. Encourage students to copy the pronunciation and intonation on the audio.

ANSWERS

- 1 Can I have
- 2 Where would you like
- 3 That's seats
- 4 altogether

Exercise 7 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

Put students into pairs and ask them to prepare a poster for a concert, musical or play. Tell them their poster should include the name of the show, the dates, and prices. Students can then use this information to practise another dialogue, or they could swap with another pair and use the poster they are given to practise another dialogue.

ANSWERS

Students' own answers.

8 Options EXTRA LISTENING AND SPEAKING • Phoning a medical helpline

I can get help for a medical problem over the phone.



1 Match instructions 1–6 with pictures A–F.

- 1 Put some ice on it.
- 2 Put it under cold water.
- 3 Clean it.
- 4 Put a bandage on it.
- 5 Put a plaster on it.
- 6 Take an aspirin.

2 3.23 Listen to two telephone calls to a medical helpline. Which instruction from exercise 1 do you hear?

3 3.23 Listen to the telephone calls again and answer the questions.

- 1 What has Ellie done?
- 2 How did she do it?
- 3 How does her hand feel now?
- 4 What has Harry's mum done?
- 5 What arrangements has she made for this evening?
- 6 What mustn't she do?

4 3.24 Listen and write the sentences. Then listen and repeat.

- 1 I've bruised it.

KEY PHRASES

Phoning a medical helpline

Can I take your name, please?
How can I help you?
I've burned / bruised / cut my ...
You need to ...
You mustn't ...
Thanks for your help.

5 3.25 Study the key phrases. Then put the dialogue in the correct order. Listen and check. Listen again and repeat the dialogue.

- a ☐ Operator First, put your finger under cold water.
- b ☐ Operator You're welcome. Bye.
- c ☐ Operator OK, Sally, how can I help you?
- d ☐ Sally OK, I'll do that. Thanks for your help.
- e ☐ Sally Well, I've cut my finger and I'm not sure what to do.
- f ☐ Sally Yes, it's Sally Brent.
- g ☐ Operator Then put a plaster on your finger.
- h ☐ Operator Medical Direct. Can I take your name, please?
- i ☐ Sally OK, and then what?

6 USE IT! Imagine you have had an accident. Answer the questions below about your accident. Then prepare a dialogue using your answers to the questions and the instructions in exercise 1. Use the key phrases. Practise the dialogue with your partner.

- 1 What have you done?
- 2 How did you do it?
- 3 What do you need to do?

EXTRA LISTENING AND SPEAKING 95

- 3 It really hurts.
- 4 She has fallen over.
- 5 She's playing tennis tonight.
- 6 She mustn't move her leg very much.

Exercise 4 3.24

Play the audio once for students to listen to the sentences and write them down. Point out that the difference between the present perfect and past simple forms can be quite slight in spoken English. Check answers with the class. Play the audio again, pausing after each sentence for students to repeat.

ANSWERS

- 1 I've bruised it. 4 She burned it.
- 2 I bruised it. 5 You cut it.
- 3 She's burned it. 6 You've cut it.

Exercise 5 3.25

Read through the key phrases with the class and check that students understand them all. Students work in pairs to read the dialogue and put it in the correct order. 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

- 1 h 2 f 3 c 4 e 5 a 6 i 7 g
8 d 9 b

Exercise 6 USE IT!

Students prepare their ideas individually, then practise their dialogue in pairs. Students can swap roles and practise again.

ANSWERS

Students' own answers.

8 Extra listening and speaking • Phoning a medical helpline

Aim

Get help for a medical problem over the phone.

Warm-up

With books closed, ask: *Have you ever had an accident? What happened?* Elicit a few answers, then ask: *What do you do when someone has an accident?* Elicit some answers, then write *Medical helpline* on the board. Elicit that it is a helpline you can phone when someone has an accident or you need medical advice.

Exercise 1

Students work in pairs to match the instructions with the pictures. Check answers with the class and check that students understand all the instructions.

ANSWERS

- 1 B 2 E 3 A 4 F 5 D 6 C

Exercise 2 3.23 page 153

Play the audio. Students listen and say which instructions they hear. Check answers with the class.

ANSWERS

Put your hand under cold water.
Put some ice on it.
(She can) take an aspirin.

Exercise 3 3.23 page 153

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, if necessary, to check and complete their answers. Check answers with the class.

ANSWERS

- 1 She's burned her hand.
- 2 She was taking some hot soup out of the microwave when it went on her hand.

Optional activity: Speaking

Play a miming game to practise the key phrases. Demonstrate by miming an injury and asking: *What have I done?* Elicit the answer, e.g. *You've cut your finger.* Only accept the answer if the student uses the correct present perfect form. Say: *I'm not sure what to do.* Elicit advice from students, making sure they use the correct phrases *You need to ...* or *You mustn't ...*

Ask students to close their books, then ask them in turn to mime an injury. Award a point to the first students to identify the injury, using the present perfect form. Award another point to the first students to give good advice, using a suitable phrase. Repeat the activity with five or six students, then see which student has the most points.

ANSWERS

Students' own answers.

1 Curriculum extra • Maths: Data and charts

Aim

Understand and interpret graphical information.

Warm-up

With books closed, ask students how many of them watch a popular TV programme, e.g. *Who watches 'X Factor'?* Ask students to put their hands up, and write the numbers of those who watch and those who don't watch on the board. Explain to students that you have just carried out a survey to see which TV programmes they watch. Ask how you can show the numbers you have collected.

Exercise 1

Students work in pairs to check the meaning of the words and match them with A–E in the charts. Check the answers.

ANSWERS

A data chart B y axis C bar chart
D x-axis E pie chart

Exercise 2 ① 3•26

Play the audio. Students read and listen to the text and decide what information the pie chart doesn't give. Check the answer.

ANSWER

It doesn't give information about the numbers of students in each group.

Exercise 3

Students work in pairs to study the charts and choose the correct words in the reports. Check answers with the class.

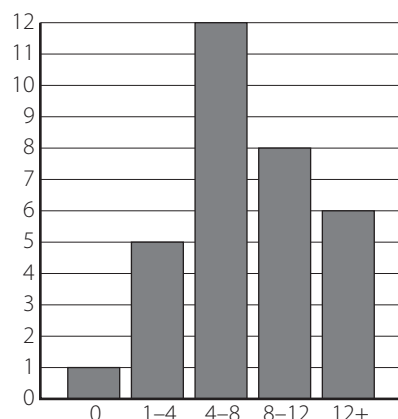
ANSWERS

1 A small number 2 a quarter
3 three 4 Over 5 four 6 two hundred

Exercise 4

Students work in pairs and draw a bar chart for the data in the table. Tell them to refer to the bar chart on the page to help them. Check the answers.

ANSWER



1 Options

CURRICULUM EXTRA • Maths: Data and charts

I can understand and interpret graphical information.

1 Check the meaning of the words in the box and match them with A–E in the charts.

bar chart pie chart data chart
y-axis x-axis

2 ③ 3•26 Read and listen to the text. What information does the pie chart NOT give?

3 Study the charts. Then choose the correct words in the reports.

Homework time

'Most / A small number of students do no homework at all. Nearly 'a quarter / half of the students do between two and three hours of homework. More than half of the students do more than 'three / four hours of homework a week.

Video games time

'Under / Over 30 students never play video games. More than half of the students spend over 'three / four hours playing video games. Nearly 'one hundred / two hundred students spend between two and three hours playing video games every week.

4 Draw a bar chart for the data in the chart below.

Watching TV (hours / week)	Number of students
0	1
1-4	5
4-8	12
8-12	8
12 and over	6

5 USE IT! Write a report about your chart from exercise 4.

96 CURRICULUM EXTRA

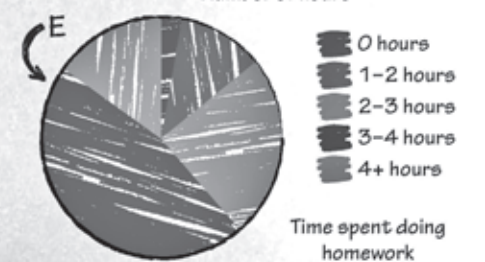
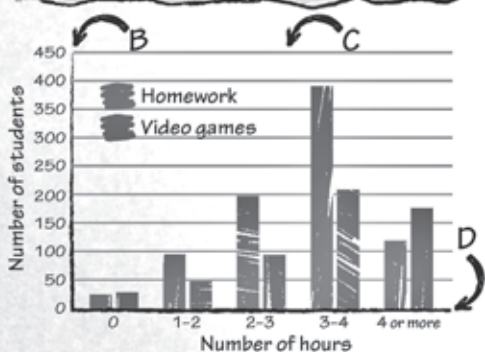
Study and free time survey

Do you spend more time doing homework or playing video games? A lot of students think that they spend more time doing homework. But is this true? My class did a survey to check. In the survey, we asked students the number of hours they spend doing homework and playing video games every week. There are 800 students in our school. We asked all the students two questions:

How many hours do you spend doing homework every week?
How many hours do you spend playing video games every week?

We presented the data in three different charts. Here are the results.

Homework (hours / week)	Number of students
0	21
1-2	93
2-3	196
3-4	370
4 or more	120



Exercise 5 USE IT!

Focus on the data in exercise 4 and ask: How many students were in the survey altogether? (32) Elicit some statements that are true based on the data in exercise 4, e.g. About a quarter of the students watch between 8 and 12 hours per week. A small number watch more than 12 hours.

Put students into pairs to write their reports. Put pairs together into groups of four to read their reports to each other. Ask some pairs to read their report to the class.

ANSWERS

Students' own answers.

Optional activity: Writing

Tell students they are going to conduct a class survey on the topics on page 96. Brainstorm some questions to ask in the survey, e.g.

1 How many hours do you spend watching TV per week? 0 / 1-2 / 3-4 / 5-6 / 7 or more

2 How many hours do you spend doing homework each week? 0 / 1-2 / 3-4 / 5-6 / 7 or more

3 How many hours do you spend playing video games each week? 0 / 1-2 / 3-4 / 5-6 / 7 or more

Ask the questions to the class and ask students to note down the number for each answer.

Put students into pairs to draw charts to represent the data and write a brief report to describe the survey results. You could pin students' reports and charts on the classroom wall.

ANSWERS

Students' own answers.

More practice

CLIL extension photocopiable, Teacher's Resource Disk

1 Check the meaning of the words in the box and match them with pictures 1–6.

chest ear face finger hand head



2 3.27 Read and listen to the first part of the text. Why do some people use sign language? What is the name for people who can't hear?

Speaking with your hands

British Sign Language (BSL) is the sign language used by many deaf people in the United Kingdom. BSL is an officially recognised language and is the first or preferred language of 125,000 deaf adults in the UK and about 20,000 children. It is a non-written language for people who can't hear other people speak. People who can hear and who communicate with deaf people also use it.

3 3.28 Read the second part of the text and match headings a–d with sections 1–4. Listen and check.

a Movement b Hand shapes
c Non-manual features d Placement

BSL is only one of about 300 sign languages in use in the world today. There isn't a sign for every word in the equivalent spoken language. Instead, one sign made with the hands can sometimes mean a single word, and at other times can communicate a complete phrase.

Sign languages haven't got the same grammatical structures as the other word-based languages we learn in school. Often, the order of signs that make a phrase or question is different from the order of the spoken-word language. For example, 'Where are you from?' in English is signed as 'From where you?'

Everyone who uses and understands sign language, however, uses the same basic principles of communication:

1. _____ – how the hands are used. The hands are the most important parts of the body when using sign language.
2. _____ – how and where people put their hands on the head, face or body.
3. _____ – moving your hands up or down, from right to left, or in a circle.
4. _____ – the head, face and body can show the difference, for example, between a statement and a question, or between a positive and a negative.

4 Read both parts of the text again and write true or false. Correct the false sentences.

- 1 Only deaf people use sign language.
- 2 There are about 300 different versions of sign language all over the world.
- 3 Every word in a spoken language has an equivalent sign.
- 4 Sign language uses the same grammar as its equivalent spoken language.

5 Match the descriptions of signs 1–5 with pictures A–E.

- 1 The primary index finger touches the chest.
- 2 The closed primary hand makes a circle on the chest.
- 3 The index and middle fingers of the primary hand touch the ear.
- 4 The primary hand is on the secondary hand, with short shaking up and down.
- 5 Both hands are flat, with the primary hand on the secondary hand. The hands make a single movement downwards in front of the body.



6 USE IT! Work in pairs. Cover the pictures in exercise 5. Use BSL to communicate the words to your partner. Then research online how to communicate these words with BSL:

quiet
love
where?
good
sandwich

CURRICULUM EXTRA 97

Play the audio for students to check their answers.

ANSWERS

1 b 2 d 3 a 4 c

Exercise 4

Students read the texts again to decide if the sentences are true or false, and correct the false sentences. Check answers with the class.

ANSWERS

- 1 false (It is also used by people who want to communicate with deaf people.)
- 2 true
- 3 false (There isn't a sign for every word in the spoken language.)
- 4 false (Sign languages don't have the same grammatical structures as spoken languages.)

Exercise 5

Students work in pairs to match the descriptions of signs with the pictures. Check answers with the class.

ANSWERS

1 D 2 A 3 C 4 B 5 E

Exercise 6 USE IT!

Write the words from exercise 6 on the board and ask students to cover the pictures. Students work in pairs and try to remember how to communicate the words. Elicit the answers from students, then ask them to research online how to say the words. They can do this in class if they have access to the internet, or they can do it for homework. Elicit the answers from the class.

ANSWERS

Please see website
www.british-sign.co.uk/
bsl-british-sign-language/

Optional activity: Speaking

For homework, ask students to find information on British Sign Language Finger spelling (a kind of sign language in which each letter of a word is spelled out using a different hand movement). Ask students to learn how to spell a word using finger spelling. In the next lesson, students can work in small groups to show each other their finger spelling words and try to guess the words their classmates are spelling. Discuss as a class the advantages and disadvantages of finger spelling.

ANSWERS

Students' own answers.

More practice

CLIL extension photocopiable, Teacher's Resource Disk
Regional language in the UK, DVD, iTols

2 Curriculum extra •
Languages: Sign
language

Aim

Understand and use non-verbal language.

Warm-up

With books closed, ask: *Is it difficult to communicate in another language? Why? How can people communicate if they can't hear or speak?* Elicit the idea of using gestures or sign language.

Background

In the past, sign language was passed on unofficially between deaf people, especially those who grew up in institutions. Since the 1970s, it has been taught to children more formally, and in 2003, British Sign Language was officially recognized as a language by the British government.

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 make sure that students understand all the words.

ANSWERS

- 1 finger
- 2 face
- 3 chest
- 4 head
- 5 ear
- 6 hand

Exercise 2 3.27

Play the audio. Students read and listen to the text and answer the questions. Check answers with the class.

ANSWERS

They use sign language because they can't hear. People who can't hear are deaf.

Exercise 3 3.28

Read through the headings with the class and make sure students understand them. Students read the second part of the text and match the headings with the section.

3 Curriculum extra • Language and literature: *Sherlock Holmes and the Duke's son*

Aim

Read and understand an extract from a classic work of literature.

Warm-up

With books closed, ask students if they enjoy reading stories. Ask what kinds of stories they enjoy. Elicit a few answers, then ask: *Do you like stories about detectives? Do you know who Sherlock Holmes is?* Elicit a range of answers.

Background

Sir Arthur Conan Doyle (1859–1930) was a British writer known especially for his stories about Sherlock Holmes. The first Sherlock Holmes story was published in 1887, and the character appeared in four novels and 56 short stories. .

Exercise 1

Check that students understand *duke* (a hereditary title). Students work in pairs to check the meaning of the words, then read the text and complete it with the correct words. Check answers with the class and check that students understand all the words.

ANSWERS

1 missing 2 ran away 3 climbed

Exercise 2 3-29

Play the audio. Students listen and read and decide who is telling the story. Check answers with the class and discuss how students know that Watson is telling the story (*in the dialogues, Holmes uses the name Watson for the person he is talking to, and the writer answers using the pronoun 'I'.*)

ANSWER

b Watson

Exercise 3

Students read the text again to decide if the sentences are true or false and correct the false sentences. Check answers with the class.

ANSWERS

- 1 false (Holmes was in the boy's room for a while, then he went out.)
- 2 false (Holmes came back into the house with the map.)
- 3 true
- 4 false (The doctor visited in the morning.)
- 5 true

3 Options

CURRICULUM EXTRA • Language and literature:

Sherlock Holmes and the Duke's son

I can read and understand an extract from a classic work of literature.

Two famous writers

- 1 Check the meaning of the words in the box. Then read *About the story* and complete the text with the words.

climbed missing ran away

About the story

The Duke of Holderness's son is ¹_____ from his boarding school. The teachers at the school think the boy ²_____ because he was unhappy. Strangely, a German teacher at the school, Heidegger, is also missing. The other teachers think Heidegger ³_____ out of his bedroom window. The boy and the German teacher didn't know each other and Heidegger took his bicycle with him. Sherlock Holmes and Dr Watson are trying to find the boy.

- 2 3-29 Read and listen to *Sherlock Holmes and the Duke's son*. Who is telling the story?

- a Holmes
- b Watson
- c an unnamed narrator

- 3 Read the text again and write *true* or *false*. Correct the false sentences.

- 1 Holmes was in the boy's bedroom all morning.
- 2 Holmes and Watson find a map in the room.
- 3 There was a policeman on the road near the school until early morning.
- 4 A doctor visited the White Horse Inn during the night.
- 5 The trees called Ragged Shaw are to the north of the school.

- 4 Match the blue words in the text with their definitions a–f.

- a marks that your feet or shoes make on the ground
- b from one side of something to the other
- c wild land on hills that has grass but no trees
- d a crime, like a murder, that the police must find an answer to
- e from one end of something to the other
- f a plant that climbs up walls or trees

- 5 USE IT! Work in pairs. Ask and answer the questions.

- 1 How is life different in a boarding school? Think about the rules, the lessons, the evenings and the meals.
- 2 Why do you think the Duke sent his son to a boarding school?
- 3 Would you like to go to a boarding school? Why / Why not?

Sherlock Holmes and the Duke's son

Holmes began at once to work on the case. We looked carefully all through the boy's bedroom, and the German teacher's room. We looked at the ivy on the wall, and we saw the footprints under the German teacher's window. But we learnt nothing new. Holmes then left the house, and only came back after eleven o'clock. He had with him a large map.

'This case is beginning to get interesting, Watson,' he said. 'Look at this map. Here is the school, you see, and here is the road. So, did the boy and the teacher go along the road when they left? No, Watson, they did not!'

'How do you know that, Holmes?' I asked.

'Because there was a policeman here from midnight to six in the morning, and he saw nobody on the road. And here at the other end, you see, is the White Horse Inn. A woman there was ill, and the family watched the road all night, waiting for the doctor. The doctor didn't come until

the morning, and the family saw nobody on the road. So the boy and the teacher did not go by road.'

'But, Holmes, what about the bicycle?' I asked.

'Yes, Watson, but first, let's look to the south and the north. To the south we have a big river – no bicycles there. And to the north we have the trees, called Ragged Shaw, and then a great moor.'

'But the bicycle?' I asked again.

'Yes, yes, Watson!' Holmes said. 'It is possible to ride a bicycle across the moor – difficult, but possible.'

98 CURRICULUM EXTRA

Edited extract from *Sherlock Holmes and the Duke's son* Oxford Bookworms Library. Retold by Jennifer Bassett.

Exercise 4

Students match the blue words in the text with the definitions. Check answers with the text, and check that students understand all the words.

ANSWERS

- a footprints
- b across
- c moor
- d case
- e along
- f ivy

Exercise 5 USE IT!

Students work in pairs to ask and answer the questions. Ask some pairs to share their answers with the class.

ANSWERS

Students' own answers.

Optional activity: Writing

Write on the board: *'So, what shall we do now?' I asked Holmes.* Elicit that this could be the next line of the story. Brainstorm some ideas for what Holmes replied, and what he and Watson did next. Put students into pairs to write the next paragraph of the story. Ask pairs in

turn to read their paragraphs to the class. The class could discuss which is the most likely and the most imaginative.

Alternatively, for homework ask students to find information about Sir Arthur Conan Doyle and write a short paragraph about his life and work. Students can share their paragraphs in small groups. Bring together what students have learned in a class discussion.

ANSWERS

Students' own answers.

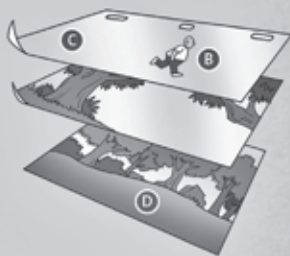
More practice

CLIL extension photocopyable, Teacher's Resource Disk

Two famous writers, DVD, iTools

- 1 Check the meaning of the words in the box. Then match them with the pictures.

cel character backgrounds stick figure



- 2 3:30 Read and listen to the text. Match headings a–d with paragraphs 1–4.

- a Stop-motion animation
b Computer animation
c Early animation
d Hand-drawn animation

- 3 Read the text again and answer the questions.

- 1 What did the zoopraxiscope do?
- 2 When did the Lumière brothers make the cinematograph?
- 3 Why didn't stop-motion animation become popular?
- 4 What studio made the first cartoon with sound?
- 5 When did film-makers start using computers for special effects?
- 6 What is the name of the first CGI feature film?

- 4 USE IT! Research the making of your favourite animated film. Prepare a short presentation on the film. Include this information:

- Which film-makers and studios worked on the film?
- What animation techniques did they use?
- Was it a blockbuster?
- What do you like about it?

Give your presentation to the class.

The history of animation

1

In the 1880s, British photographer Eadweard Muybridge, invented the zoopraxiscope. This machine took photographs of moving things. He put them onto discs and as the discs turned, the photographs seemed to move. This was a very early form of animation.

2

In 1895, the Lumière brothers invented the world's first film camera, the cinematograph. Early film-makers used it to make stop-motion animation. They filmed objects, one picture at a time, moved the object, then filmed again. Film-makers used this technique to make *King Kong* in 1933. Stop-motion animation never became very popular, because it's an extremely slow process. However, some film-makers, for example Nick Park, still make films like *Shaun the Sheep* in this way.

3

In the 1920s, famous animator Walt Disney started to make animated films with drawings, not photos. Artists drew the pictures onto a transparent piece of plastic, or cel. The film-makers put the cels on top of painted backgrounds and photographed them one at a time. This technique is called 'hand-drawn animation'. In 1928, Disney studios introduced the character of Mickey Mouse in the first cartoon with sound, *Steamboat Willie*.

4

People started using computer animation in the 1960s. At first, computers could only make simple stick figures move on film, but by the 1990s, studios were using realistic computer-generated imagery (CGI) for special effects. Soon, they were producing completely computer-animated films: *Toy Story* (1995) was the first fully computer-animated film.



CURRICULUM EXTRA 99

Exercise 3

Students read the text again and answer the questions. Allow students time to compare the answers in pairs before you check with the class.

ANSWERS

- 1 The zoopraxiscope took photographs of moving things.
- 2 The Lumière brothers invented the cinematograph in 1895.
- 3 Stop-motion animation didn't become popular because it was an extremely slow process.
- 4 Disney studios made the first cartoon with sound.
- 5 Film-makers started using computers for special effects in the 1960s.
- 6 The first CGI feature film was *Toy Story*.

Optional activity: Vocabulary

Write the following definitions on the board:

- 1 thought of something new (paragraph 1)
- 2 a way of doing something (paragraph 2)
- 3 thin and clear, so you can see through it (paragraph 3)
- 4 pictures (paragraph 4)

Students work in pairs and find words in the text to match the definitions. With **weaker classes**, write the answers on the board in a jumbled order and ask students to find the words in the text and match them with the definitions. Check answers with the class and check that students understand the words.

ANSWERS

- 1 invented
- 2 technique
- 3 transparent
- 4 imagery

4 Curriculum extra • Art: The history of animation

Aim

Talk about animation techniques.

Warm-up

With books closed, ask: *What kinds of films do you like watching?* Elicit a few ideas. If students mention any animated films, ask questions about them to elicit the fact that they are animated, e.g. *How did they make that film? Are there actors in it?* If students don't mention any animated films, mention one, e.g. *Toy Story*, and elicit that it is animated. Write *animation* on the board and elicit or teach the meaning. Tell students they are going to learn about animation.

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.

ANSWERS

- a stick figure
- b character
- c cel
- d backgrounds

Exercise 2 3:30

Read through the headings with the class and check that students understand *motion* (= movement). Play the audio. Students listen and read and match the headings with the paragraphs. Check answers with the class.

ANSWERS

- 1 c
- 2 a
- 3 d
- 4 b

Exercise 4 USE IT!

Read through the task and questions with the class. Check that students understand everything. Students work individually to do their research and prepare their presentation. Students could do this for homework. Put students into small groups to give their presentations to each other. Ask some students to tell the class which films they enjoyed learning about and why.

ANSWERS

Students' own answers.

More practice

CLIL extension photocopyable, Teacher's Resource Disk
Street art, DVD, iTools

5 Curriculum extra • Science: Average speed

Aim

Calculate speed using distance and time.

Warm-up

Focus on the photos of Louis Hamilton and Sarah Storey and ask students if they recognize the people. Ask: *How long does it take Sarah Storey to cycle 45 kilometres? (60 minutes).* Ask: *How fast does she cycle one lap? (19.3 seconds)* How can you calculate her speed? Elicit a few answers, and tell students they are going to learn how to calculate speed.

Exercise 1

Focus on the text and pre-teach *freestyle* and *length (of the pool)*. Students work in pairs to read the text and look at the table, then answer the questions. Check answers with the class.

ANSWERS

- 1 Gomez (36 seconds)
- 2 Jones (42 seconds)
- 3 O'Hara
- 4 Fields

Exercise 2

Students work in pairs to check the meaning of the words in the box. Check that students understand the words correctly, then ask them to work in their pairs to read the equation and answer the questions. Check answers with the class.

ANSWERS

- 1 Gomez = 1.31 m/s
Jones = 1.25 m/s
O'Hara = 1.32 m/s
- 2 Fields = 4.46 km/h
Gomez = 4.71 km/h
Jones = 4.05 km/h
O'Hara = 4.75 km/h

Exercise 3 USE IT!

Students work in pairs to read the sentences and calculate the average speed for each one. Put pairs together into groups of four to compare their answers, then check answers with the class.

ANSWERS

- 1 20.59 km/h
- 2 0.85 km/h
- 3 37.548 km/h
- 4 7.38 km/h

5 Options

CURRICULUM EXTRA • Science: Average speed

I can calculate speed using distance and time.

- 1 Read the text and answer questions 1–4.



In the 200 m freestyle, swimmers must swim four lengths of the pool. The pool is 50 m long. The table below shows the time that it took four swimmers to complete each length.

Length number	1	2	3	4	Total number of seconds
Name					
Fields	40	41	39	41	161
Gomez	40	37	36	39	152
Jones	39	42	40	38	159
O'Hara	38	37	39	37	151

- 1 Who had the fastest length?
- 2 Who had the slowest length?
- 3 Who finished first?
- 4 Who finished last?



100 CURRICULUM EXTRA

- 2 Check the meaning of the words in the box. Then read the equations and answer questions 1–2.

distance time average speed
calculate equation

The winner of the race is the person who has the fastest **average speed**.

To calculate average speed, you need the following equation:

$$\frac{\text{distance}}{\text{time}} = \text{average speed}$$

distance: the race was 200 m.

time: Fields completed the 200 m in 161 seconds.

So, **average speed**:

$$\frac{200}{161} = 1.24 \text{ metres per second (m/s)}$$

To calculate average speed in kilometres per hour (km/h), use this equation:
average speed in m/s $\times 3.6$ = average speed in km/h.

- 1 Look again at the table in exercise 1. Calculate the average speed of Gomez, Jones and O'Hara in m/s.
- 2 Now calculate the average speed of all the swimmers in km/h.
- 3 **USE IT!** Read the sentences and find each average speed in km/h.

- 1 In 2014 Dennis Kimetto completed the Berlin Marathon in 2 hours, 2 minutes and 57 seconds (2.05 hours). The marathon was 42.19 kilometres.
- 2 In 2014 Dame Sarah Storey completed the 3 kilometre para-cycling track race in 3 hours, 32 minutes and 5 seconds (3.54 hours).
- 3 In 2009 Usain Bolt ran 100 metres in 9.58 seconds.
- 4 In 2014 Sarah Sjöström swam the 50 m butterfly in 24.43 seconds.

Optional activity: Speaking

Use the equations in exercise 2 to teach the words *divided by* and *times*.

Ask students to close their books, then say: *I can run 400 metres in 52 seconds.*

How do you calculate my average speed?

Put students into pairs to see how well they can describe the method. Elicit a description from the class, encouraging students to explain the calculation in words rather than writing an equation. Prompt them, if necessary, with key words such as *distance* and *metres per second*. Ask a confident student to come and write the equation on the board. Students can then calculate the speed.

ANSWERS

Students' own answers.

More practice

CLIL extension photocopyable, Teacher's Resource Disk

- 1 **3.31** Check the meaning of the words in the box. Then read the text and complete it with the words. Listen and check.

applications beacon offline receiver speed track

- 2 Read the text again and match 1–6 with a–f.

- 1 The USA developed GPS
 - 2 Millions of people
 - 3 The system needs to be
 - 4 You must know which way
 - 5 To track your movement, you should
 - 6 Smartphones now have
- a can now use GPS.
 - b you are moving to survive.
 - c lots of ways to help people survive.
 - d find your position at different points in time.
 - e for soldiers to use in war.
 - f in contact with satellites in space.

- 3 Read the text again and answer the questions.

- 1 How do satellites help GPS to work?
- 2 Why do you need to know more than your position when you're lost in the desert?
- 3 What four things must explorers carry to survive?
- 4 What two things does a beacon do?

- 4 **USE IT!** Invent a new smartphone application. Say what it does, and write instructions for how to use it. Tell your class about your application. Vote for the most interesting one.

If you use my application, you'll ...

To use it, you must ... and ...

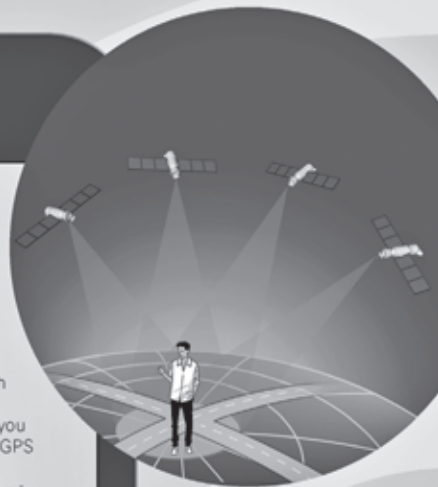
You should / shouldn't ...

The USA invented the Global Positioning System (GPS) in the 1970s. At first, it was a military project, but now anyone with a smartphone can use the system to find out exactly where they are, and ¹_____ their movements. For GPS to work, your ²_____ (or smartphone) must be in contact with four or more satellites in space. They send signals with their exact time and location. Your smartphone uses this data to calculate its position on Earth.

In a survival situation, however, it's not enough to know your position. Survival experts know that if you move freely through the jungle or desert, you will always walk in a giant circle. To escape safely, you must also know your direction (which way you are moving) and your ³_____ (how fast you are moving). GPS provides this information, by tracking your position over time.

For modern explorers, a smartphone and GPS are as important for survival as a compass, torch and map. If you download the right ⁴_____, your smartphone will save your life in a survival situation. You should make sure your smartphone has these things:

- 📍 A personal locator ⁵_____. This receives GPS signals, and it can also tell rescue services your location.
- 📍 _____ maps. With GPS, you can use these to track your location when you haven't got an internet connection.
- 📍 First aid and survival advice. You should download these and store them on your phone, so if you need them, they'll be there for you.



CURRICULUM EXTRA 101

6 Curriculum extra • Technology: GPS and survival

Aim

Understand how GPS works.

Warm-up

With books closed, ask: *If you want to go to a new place, how do you find your way?* Elicit the idea of using GPS, for example, on your phone. Write *GPS* on the board and ask: *What does GPS mean?* Elicit or explain that it stands for 'Global Positioning System', a system for finding your position anywhere in the world. Ask: *Do you know how GPS works?* Elicit a few ideas, then tell students they are going to learn about GPS now.

Exercise 1 **3.31**

Students work in pairs to check the meaning of the words, then read the text and complete it with the correct words. Play the audio for students to listen and read and check their answers. Check answers with the class and check that students understand all the words in the box.

ANSWERS

- 1 track
- 2 receiver
- 3 speed
- 4 applications
- 5 beacon
- 6 Offline

Exercise 2

Students read the text again and match the sentence halves. Check answers with the class.

ANSWERS

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

Exercise 3

Students work in pairs to read the text again and answer the questions. Encourage them to use their own words where possible in their answers. Check answers with the class.

ANSWERS

- 1 They send signals with their exact time and location to your smartphone.
- 2 Because if you don't know your direction and your speed you will always walk in a circle.
- 3 A smartphone, GPS, a compass, torch and map.
- 4 A beacon can receive GPS signals and tell rescue services your location.

Optional activity: Vocabulary

Write the following definitions on the board:

- 1 used by soldiers and the army (paragraph 1)
- 2 very big (paragraph 2)
- 3 gives (paragraph 2)
- 4 people who travel in new places, to learn about them (paragraph 3)

Students work in pairs and find words in the text to match the definitions. With **weaker classes**, write the answers on the board in a jumbled order and ask students to find the words in the text and match them with the definitions. Check answers with the class and check that students understand the words.

ANSWERS

- 1 military
- 2 giant
- 3 provides
- 4 explorers

Exercise 4 USE IT!

Ask students what their favourite applications are on their phones. Ask them to tell the class what the applications do and how they work. Brainstorm a few ideas for new applications with the class. Put students into pairs or small groups to invent a new application. They discuss their application and make notes on what it does and how it works. Monitor and help while students are working. Ask pairs or groups in turn to tell the class about their application. Encourage other students to ask questions to get more information. Hold a class vote to choose the most interesting application.

ANSWERS

Students' own answers.

More practice

CLIL extension photocopyable, Teacher's Resource Disk

The RRS Discovery, DVD and DVD worksheet

7 Curriculum extra • Music: Sounds, pitch and rhythm

Aim

Talk about different musical instruments and how they produce sounds.

Warm-up

With books closed, ask: *Do you like listening to music? What kinds of music do you like?* Elicit a few ideas, then ask: *What instruments do you like listening to? Do you know how they produce sounds?* Elicit a few answers and tell students they are going to learn about this now.

Exercise 1

Students work in pairs to read the introduction and label the parts of the orchestra. Check answers with the class and check that students understand all the words in the box.

ANSWERS

- A percussion
B woodwind
C strings
D brass

Optional activity: Vocabulary

Write the headings *Strings*, *Percussion*, *Wind* and *Brass* on the board. Put students into pairs and give them two minutes to brainstorm as many musical instruments as they can and add them to the correct categories. They can use their dictionaries to help. Add students' ideas to the board and check that they understand all the instruments. Make sure the lists include *xylophone*. See which pair wrote the most instruments.

POSSIBLE ANSWERS

Strings: violin, viola, cello, double bass, guitar

Percussion: drums, xylophone

Wind: flute, clarinet, oboe, saxophone

Brass: trumpet, trombone, French horn

Exercise 2 3-32

Play the audio. Students read and listen to the text, then work in pairs to match the sentence halves. Check answers with the class.

ANSWERS

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

7 Options

CURRICULUM EXTRA • Music: Sounds, pitch and rhythm

I can talk about different musical instruments and how they produce sounds.

- 1 Read the introduction to the text. Label the parts of the orchestra A–D with the words in the box.

brass percussion strings woodwind

- 2 3-32 Now read and listen to the whole text. Match 1–6 with a–f.

- 1 Air vibrates
 - 2 A violin uses
 - 3 There are keys
 - 4 The player blows
 - 5 Small instruments make
 - 6 We move to the rhythm
- a into brass and wind instruments.
b strings to make music.
c high-pitched notes.
d when we dance.
e on the piano, brass and wind instruments.
f to make sound.

- 3 Complete the instructions for playing the musical instruments with the words in the boxes. Which musical instruments do you think A–C describe?

A
keys notes strings

This instrument is very large, and the player sits down to play it. It has 88 ¹_____, 52 white ones and 36 black. There are ²_____ inside the instrument, but we can't see them. When you play the instrument, these vibrate to make music. You can play high and low-pitched ³_____.

B
hits loud percussion rhythm

In a pop group, a player usually uses these ⁴_____ instruments to keep the ⁵_____ of the song. There are usually around five of these, and the player ⁶_____ them. Often they make a very ⁷_____ sound.

C
blows keys pitched

This is a small brass instrument. The player ⁸_____ into it and moves the ⁹_____ to make a sound. It makes mostly high-¹⁰_____ sounds.

102 CURRICULUM EXTRA

Pitch Perfect

Imagine you're going to listen to a piece of music. What sounds will you hear? When we play musical instruments, they make sounds by vibrating the air. We can easily recognize the different groups of instruments: strings, percussion, wind and brass.



When a composer is going to write a piece of music, he or she must organize the sounds, using pitch and rhythm.

Pitch and rhythm

Pitch is the level of the note, and it can be high or low.

Most pieces of music have groups of repeated sounds, with a regular time interval between them. These are called the rhythm, and when we dance, we move to the rhythm of the song.

As an orchestra plays, we hear many instruments together.

String instruments

In an orchestra, these include the violin, cello and double bass. Musicians produce sounds by making the strings vibrate. Short, tight strings make the pitch higher in the violin, and long, loose strings make it lower in the double bass. The piano also has strings which vibrate, but we press keys to make the pitch higher or lower.

Percussion instruments

Percussion players hit instruments like the drums and cymbals, and this often marks the rhythm of a piece of music. A xylophone is also a percussion instrument.

Brass and woodwind instruments

Musicians blow into brass instruments like the trumpet or trombone, or woodwind instruments like the flute or clarinet. They play them by putting their fingers on holes or keys, which makes the pitch higher or lower. This changes how much vibrating air is inside the instrument.

- 4 USE IT! Choose two different musical instruments, and write descriptions of how a player creates sounds with them. Read your descriptions to a partner. Can you guess the instruments?

Exercise 3

Students complete the instructions with the correct words and guess the instruments. Allow students time to compare their answers in pairs, then check answers with the class.

ANSWERS

- 1 keys
 - 2 strings
 - 3 notes
 - 4 percussion
 - 5 rhythm
 - 6 hits
 - 7 loud
 - 8 blows
 - 9 keys
 - 10 pitched
- A piano
B drums (or cymbals)
C trumpet

Exercise 4 USE IT!

Students work individually to write their descriptions. Monitor and help while they are working. Put them into pairs to read their descriptions to their partner and guess their partner's instruments. With **weaker classes**, students could work in pairs to write the descriptions, then in groups of four to read their descriptions and guess the instruments.

ANSWERS

Students' own answers.

More practice

CLIL extension photocopiable, Teacher's Resource Disk

- 1 Check the meaning of the words in the box. Then look at the diagram and complete 1–6.

blood brain breathing
pupils heart sweat

- 2 333 Read and listen to the text. What is the 'fight or flight' reaction?

ADRENALINE: FIGHT OR FLIGHT?

What scary experiences have you had? Maybe you get nervous about heights, and you have wanted to cry when you were at the top of a rollercoaster. Or maybe you're afraid of spiders, and you feel panic when you see one. At that moment, your body has an automatic reaction. This physical reaction to fear is called 'fight or flight'. It's important because it helps protect us from danger.

The 'fight or flight' reaction prepares the body to face a danger: to fight it or run away fast.

When we see a danger, the brain produces a hormone called adrenaline. This causes physical reactions in different parts of your body. Your breathing becomes faster. Your heart beats faster, moving the blood in the body to your muscles, so that you are ready to move. Your pupils become larger, so you can see better, and sweat cools your skin.

Some people enjoy this physical reaction to fear. They love going on rollercoasters, watching horror films or doing extreme sports. But others don't like the sensation of fight or flight. They keep away from scary situations. Which are you?

- 3 Read the text again and answer the questions.

- 1 Why is the fight or flight reaction important?
- 2 What does the brain do when you're in a dangerous situation?
- 3 Why does the blood move to your muscles?
- 4 What happens to your eyes?
- 5 Why do some people enjoy roller coasters and extreme sports?
- 6 Do all people enjoy the fight or flight reaction?

- 4 USE IT! Work in pairs. Think of a situation when you were afraid. What did you do? Describe the situation and your reactions.

Once, I felt really afraid when I was on an aeroplane. My heartbeat was really fast ...

CURRICULUM EXTRA 103

- 4 Your pupils become larger / your vision is clearer.
- 5 Because they enjoy the physical reaction to fear.
- 6 No

Optional activity: Vocabulary

Write the following definitions on the board:

- 1 a very strong feeling of fear (paragraph 1)
- 2 keep someone safe (paragraph 1)
- 3 a chemical such as adrenaline that our body produces (paragraph 3)
- 4 a feeling you experience in your body (paragraph 4)

Students work in pairs and find words in the text to match the definitions. With **weaker classes**, write the answers on the board in a jumbled order and ask students to find the words in the text and match them with the definitions. Check answers with the class and check that students understand the words.

ANSWERS

- 1 panic
- 2 protect
- 3 hormone
- 4 sensation

Exercise 4 USE IT!

Read out the example answer. Allow students time to think about their experiences individually and prepare their ideas. Put them into pairs to describe their experiences. Ask some students to tell the class about their partner's experience.

Discuss with the class who enjoys feeling fear and who doesn't. Ask the students who enjoy the feeling to tell the class what things they do to feel the 'adrenaline rush', and why they enjoy it.

ANSWERS

Students' own answers.

Optional activity: Speaking

Ask students to close their books. Put them into pairs and ask them to prepare a description of the fight or flight reaction from memory and make notes. With **weaker classes**, you could write some key words on the board to help them, e.g. *brain, heart, breathing, pupils, muscles, sweat, hormone*.

Ask one pair to begin the description and ask other pairs to continue it. Build up a full description of the reaction as a class, encouraging as many students as possible to join in and add more details where appropriate.

More practice

CLIL extension photocopyable, Teacher's Resource Disk

8 Curriculum extra • Biology: Fight or flight

Aim

Read and understand a scientific text.

Warm-up

With books closed, ask: *What things make you feel scared?* Elicit a few ideas, e.g. being up high, seeing a spider, watching a horror film. Ask: *What happens to you when you feel scared? Can you describe what happens to your body, and how you feel?* Elicit a few ideas, then tell students they are going to learn about this now.

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 diagram with the correct words. Check answers with the class.

ANSWERS

- | | |
|-------------|----------|
| 1 brain | 4 Blood |
| 2 Breathing | 5 Pupils |
| 3 heart | 6 Sweat |

Exercise 2 3-33

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

ANSWER

The physical reaction to fear.

Exercise 3

Students read the text again and answer the questions. Allow students time to compare their answers in pairs, then check answers with the class.

ANSWERS

- 1 It's important because it helps protect us from danger.
- 2 It produces a hormone called adrenaline.
- 3 So that you are ready to move.

1 Culture • The typical British teenager

Aim

Talk about how you spend your free time in your country.

Warm-up

With books closed, ask: *What do you like doing in your free time?* Elicit a few ideas, then ask: *Do you think teenagers in Britain are the same or different? Do you think they do the same things as you or different things?* Elicit a few ideas, then tell students they are going to learn about British teenagers now.

Exercise 1

Students work in pairs to check the meaning of the expressions and match them with the definitions. Check answers with the class. With **weaker classes**, read through the expressions with the class. Elicit or teach the meanings, and do the matching exercise with the class.

ANSWERS

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

Exercise 2 3-34

Read out the question and ask students to guess the answer, using one of the expressions from exercise 1. Play the audio. Students read and listen and find the answer to the question. Check the answer with the class.

ANSWER

only 40 %

Exercise 3

Students read the text again to decide if the sentences are true or false and correct the false sentences. Allow students time to compare their answers in pairs, then check answers with the class.

ANSWERS

- 1 false (Most British teenagers are not very active.)
- 2 true
- 3 true
- 4 true
- 5 false (Schools sometimes have clubs during the lunch hour.)

Exercise 4 YOUR CULTURE

Allow students time to prepare their ideas individually, then put them into pairs to discuss the questions. Alternatively, students can prepare written answers. Discuss the answers with the class.

ANSWERS

Students' own answers.

1 Options

CULTURE • The typical British teenager

I can talk about how we spend our free time in my country.

A typical American teenager

- 1 Check the meaning of expressions 1-5. Match them with their definitions, a-e.

- | | |
|---------------------------|-------------------------------|
| 1 most (teenagers) | a less than expected |
| 2 only (5%) | b more than |
| 3 a few (people) | c over a period of time |
| 4 around / about (half) | d not many, 2 or 3 |
| 5 over (70%) | e approximately, more or less |
| 6 during (the lunch hour) | f the majority of |

- 2 3-34 Read and listen to the text about British teenagers. How many British girls practise a sport regularly?

- 3 Read the text again and write true or false. Correct the false sentences.

- 1 British teenagers are quite active.
- 2 Boys play computer games for about 20 hours a week.
- 3 About half of teenagers do sport for three hours a week.
- 4 Students don't usually have lessons on Saturdays.
- 5 Students only go to clubs after school.

- 4 YOUR CULTURE Ask and answer the questions with a partner.

- 1 Do teenagers in your country watch a lot of TV / videos? How do they watch it / them?
- 2 How many teenagers have got their own tablets?
- 3 What are your favourite possessions?
- 4 What sports do boys / girls generally do?
- 5 What clubs can you do during lunch or after school?

- 5 USE IT! Think about how you spend your time and what is important to you. Copy and complete the table with information about you and your classmates. Then write a short report about how teenagers spend their time in your country.

Free time	Sports	Possessions	School clubs

About 75% of my class do sports in their free time. Our favourite sport is football, but over half the class also go swimming.

104 CULTURE

Leisure time activities

Most teenagers are not very active. Their favourite pastime is watching TV or videos. Over 60% of British children and teenagers watch these in their bedroom – on TV or on other devices. Boys watch TV or videos for about 20 hours a week. They also like computer games. Sixty-five per cent play computer games and use a games console. A few teenagers have got their own tablets, and they spend a lot of time chatting to friends using these or their mobile phone. Another favourite pastime is listening to music. Seventy-eight per cent of teenagers like listening to music, on various devices.

Sport

Around 50% of teenagers do sports for three hours a week or more. Seventy-five per cent of British boys play a team sport or game. But only 40% of girls do any sport. Favourite sports for boys are football, cricket, swimming and cycling. Favourite sports for girls are hockey, swimming, dancing and aerobics.

Possessions

We live in a consumer world and today's young people have got many things. These are the favourite possessions of British teenagers: their mobile phone (or tablet if they have one), their video games and their trainers.

School

British students usually go to school from Monday to Friday. Sometimes they go to school on Saturday when they're in a school sports team. The school day is usually from 9.00 a.m. to 3.30 p.m. Students often have lunch at school in the canteen. They usually wear a uniform. Schools sometimes have 'clubs' after school or during the lunch hour. These are usually music clubs (singing in a choir or playing an instrument in an orchestra), sports clubs or drama clubs. Ninety per cent of British children go to state schools. Only 9% go to private schools.

Exercise 5 USE IT!

Read out the task and ask students to copy the table into their notebooks. Copy the table onto the board.

As a class, brainstorm the questions students need to ask to complete the table, e.g. *Do you do sports in your free time? Do you spend more than three hours a week doing sports? What are your favourite possessions? (your phone? tablet? clothes?)*

Ask the questions to the whole class and complete the table on the board with the information. Students copy the information into their table and write a short report on the findings. With **weaker classes**, students could work in pairs for this.

Put students into small groups to compare their reports. Discuss as a class in what ways they are similar to British teenagers, and in what ways they are different.

ANSWERS

Students' own answers.

Optional activity: Speaking

Write the following discussion questions on the board:

- 1 Do you think that teenagers now spend too much time alone, watching films, playing computer games, etc.? Why? / Why not?
- 2 How could schools encourage teenagers to do more sports?
- 3 Should schools provide more clubs at lunch time and after school? Why? / Why not?

Allow students time to prepare their ideas individually, then put them into small groups to discuss the questions. Ask groups to report back to the class on their ideas. Discuss as a class what clubs students would like to see at their school.

ANSWERS

Students' own answers.

More practice

A typical American teenager, DVD, iTools

A national obsession?

Americans watch a lot of television. About ¹ _____ homes in the USA have at least one television. The average American watches TV for about ² _____ hours a day, and ³ _____ of people regularly watch TV at dinner time. In fact, on average, Americans spend about ⁴ _____ of their entire lives watching TV!

Maybe this isn't surprising. The USA was one of the first countries to sell TVs, and the first regular programmes started in ⁵ _____. Classic programmes from the past that people all over the world still love today – drama series like *Star Trek* and comedies like *Friends* – are American.

Today, the most popular types of TV programme in the USA are drama series like *Game of Thrones* and talent shows like *Dancing with the Stars*. People say that American TV is in a 'golden age' – there is a big choice of quality drama series that people can watch and enjoy. However, for the number of people watching a single event on TV, nothing beats the Super Bowl, the most important American Football game of the year. Every January, millions of people watch the game, and in 2015 ⁶ _____ people watched it on TV, the biggest audience ever for a US TV show.

However, there are signs that TVs – if not TV programmes – are becoming less important in American life. Young people who use laptops and tablets in school don't buy TVs when they get a job and buy a house. They prefer watching programmes and films online, which they stream from companies like Netflix and YouTube. About ⁷ _____ homes in the USA are now 'broadband only' – they don't have a TV but instead stream or download programmes. By doing this, they are free to choose when and where, and what, they want to watch from this golden age of American TV programmes.



- 1 3-35 Read the text about television in the USA and complete it with the numbers in the box. Then read and listen, and check your answers.

2.6 million 9% 4% 114.4 million
116.3 million 66% 1928

- 2 Read the text again and answer the questions.

- Do less than half or more than half of Americans watch TV while they have dinner?
- Why is it not surprising that TV is so important in the USA?
- Why is American TV in a 'golden age'?
- Which programme has the biggest TV audience?
- Why are TVs becoming less important in American life?

- 3 YOUR CULTURE Ask and answer the questions with a partner.

- How many TVs have you got in your home? Have you got a TV or computer in your bedroom?
- What TV programmes do you watch? How many hours a day do you watch TV?
- Which types of TV programme are popular in your country?
- Which American TV programmes do you watch?
- Do you think that you'll have a TV when you get older, or will you watch programmes on your computer?

- 4 USE IT! Use your answers from exercise 3 to write a text (150–200 words) describing your TV habits and giving your opinions.

CULTURE 105

2 Culture • TV in the USA

Aim

Write about your TV habits.

Warm-up

With books closed, ask: *What TV programmes do you enjoy? Which programmes do you watch regularly? How much TV do you watch each week?* Elicit answers from individual students and encourage as many students as possible to join in and express their opinions. Ask: *What do you know about TV in the USA?* Elicit a few ideas, and tell students they are going to learn about this now.

Exercise 1 3-35

Read through the numbers in the box with the class and elicit how to say them. Students read the text and complete it with the numbers in the box. Encourage students to guess the most likely number for each gap. Allow students time to compare their answers in pairs, then play the audio. Students read and listen and check their answers. Ask students which numbers they find most surprising and why.

ANSWERS

- 116.3 million
- 4½
- 66%
- 9%
- 1928
- 114.4 million
- 2.6 million

Exercise 2

Students read the text again and answer the questions. Check answers with the class.

ANSWERS

- more than half
- because the USA was one of the first countries to sell TVs
- because there is a big choice of good quality drama series that people can watch
- the Super Bowl
- because young people prefer to watch programmes and films online

Optional activity: Vocabulary

Ask: *What types of TV programme are mentioned in the text?* (drama series, talent shows, comedies and sports events).

Put students into pairs and give them two minutes to brainstorm more types of TV programmes. Bring students' ideas together on the board and check that they understand all the words. Tell them they can use this vocabulary in the next exercise.

POSSIBLE ANSWERS

sports programmes, game shows, documentaries, news programmes, reality TV shows, chat shows, music programmes

Exercise 3 YOUR CULTURE

Allow students time to prepare their ideas individually. Put them into pairs to ask and answer the questions. Ask some students to tell the class something they learned about their partner.

ANSWERS

Students' own answers.

Exercise 4 USE IT!

Students write their texts individually. Put them into small groups to compare their answers. Discuss as a class in what ways TV is similar in their country to the USA, and in what ways it is different.

ANSWERS

Students' own answers.

3 Culture • Thanksgiving

Aim

Talk about a festival in your country.

Warm-up

With books closed, ask: *What festivals are there in your country? Which are the most important festivals each year? Why?* Elicit a few ideas, e.g. *Christmas* and ask: *How do you usually celebrate these festivals?* Elicit a range of answers.

Background

As Thanksgiving takes place on a Thursday, many American families take the Friday as a holiday and enjoy a long weekend together. After eating their Thanksgiving dinner, many people watch professional American football games either on TV or live, or they watch the traditional Macy's Thanksgiving Day parade. This huge parade with lots of colourful floats takes place in New York, organized by the department store chain Macy's. Millions of people watch it, either on the streets of New York or on TV.

Exercise 1

Students work in pairs to check the meaning of the words. Check their answers and check that they understand that *corn* refers to sweetcorn, rather than to the grain. Students then work in their pairs to look at the pictures and answer the questions. Elicit a few possible answers, but don't confirm them at this stage.

ANSWERS

- 1 People are eating a traditional Thanksgiving meal together.
- 2 1621

Exercise 2 3-36

Play the audio. Students read and listen to the text and check their answers to exercise 1.

Exercise 3

Students read the text again and answer the questions. Check answers with the class.

ANSWERS

- 1 Turkey, corn and potatoes
- 2 America
- 3 They were very cold and they didn't have enough food.
- 4 The Native Americans showed them.
- 5 The Pilgrims and the Native Americans

3 *Options*

CULTURE • Thanksgiving
 I can talk about a festival in my country.

1 Check the meaning of the words in the box. Then look at the pictures and answer the questions.

turkey pumpkin corn
 harvest hunt settler

- 1 What is happening in picture A? What are people eating?
- 2 When did the event in picture B take place?
 a 1500 b 1621 c 1756

2 **3-36** Read and listen to the text and check your answers to exercise 1.

Thanksgiving Day

Americans celebrate the Thanksgiving holiday on the fourth Thursday of November. Families meet for a special Thanksgiving meal. Traditional foods are an important part of the festival, and include turkey, corn and potatoes. Pumpkin pie is a popular dessert. After the meal, families do activities together or watch TV.

The Thanksgiving festival celebrates the first harvest of the Pilgrims. The Pilgrims were a group of religious settlers. They left England in September 1620 and travelled to America on a ship called the Mayflower. When they arrived two months later, life was very hard. They were very cold and they didn't have enough food. That winter, half of the settlers died. A Native American leader called Squanto visited the settlers, and he decided to help them. His people showed the settlers how to grow corn and vegetables and how to hunt animals for food.

In autumn 1621, the Pilgrims had a good harvest. They decided to have a thanksgiving festival to thank God for their lives and good health. They invited the Native Americans. Some of the Pilgrims hunted turkey for the meal. The Native Americans also took food for the meal, including fish, fruit, and cornbread. For three days, the English and native men, women and children ate together. They played games, sang songs and danced. It was the start of a long tradition.




3 Read the text again and answer the questions.

- 1 What do people eat on Thanksgiving Day?
- 2 Where did the Pilgrims arrive in 1620?
- 3 Why did many settlers die in the first winter?
- 4 How did they learn to grow food?
- 5 Who went to the first Thanksgiving meal?

4 **YOUR CULTURE** Choose a festival in your country and ask and answer the questions with your partner.

- 1 When is the festival?
- 2 Where is it?
- 3 How do people celebrate it?
- 4 What is the reason for it?
- 5 Do people have special food?
- 6 Do they do special activities?

5 **USE IT!** Write a short description (35-50 words) of a festival in your country. Use your answers in exercise 4 to help you.

106
CULTURE

Exercise 4 YOUR CULTURE

Allow students time to read the questions and prepare their ideas individually. Put them into pairs to ask and answer the questions. Discuss the answers with the class.

ANSWERS

Students' own answers.

Exercise 5 USE IT!

Students write their descriptions individually. Put them into small groups to compare their answers. Discuss as a class what students enjoy and don't enjoy about festivals in their country.

ANSWERS

Students' own answers.

Optional activity: Speaking

For homework, ask students to find out about a festival in another part of the world. Brainstorm some ideas with the class or suggest a few ideas, e.g. Saint Patrick's Day in Ireland, Diwali in India, Carnival in Brazil. Ask students to find information online and prepare a short presentation on the festival.

In the next lesson, put students into small groups to present their festivals to each other and choose their favourite to present to the class. Ask groups in turn to present their favourite festival to the class. Discuss as a class which festivals students would like to take part in and why.

ANSWERS

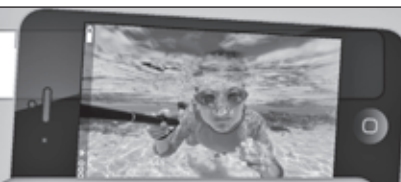
Students' own answers.

Selfies: The new art form?

In 2013 the *Oxford English Dictionary* made *selfie* the word of the year. The word has also entered many other languages, for example as *das Selfie* in German and *le selfie* in French. So, what is a selfie and where does the word come from?

The *Oxford Advanced Learners Dictionary* defines it as 'a photo of yourself that you take, typically with a smartphone or a webcam, and usually put on a social networking site'. The word originates from the term 'self-portrait' – an art form that is hundreds of years old. The artist Van Gogh painted many of these; in this painting he is holding a palette and an easel, but in today's world, swap this for a smartphone.

But is it art? Van Gogh was a very talented artist, but today anyone can take a photo of themselves. Most people have cameras on their phones and many selfies are of poor quality. However, some people argue that it is a form of art. The National Selfie Portrait Gallery in London exists to explore the value of selfies as an art form. These teenagers certainly think selfies are an art form.



I took this selfie when I was swimming in the Red Sea. We were on holiday in Egypt. I posted it on my Facebook page and it got over 5,000 likes!

Mikey



The background is a bit blurry in this selfie but I think that adds to the quality. It looks as though we are moving but actually we were standing on the steps outside our school.

Alissa

I love taking selfies and being creative. Is it art? Definitely!

Laura

- 1 3:37 Check the meanings of the words in the box. Read and listen to the text and complete 1–5 with the words.

blurred easel effect
quality self-portrait

- 2 Read the text again and answer the questions.

- 1 What did the *Oxford English Dictionary* do in 2013?
- 2 Where does the word *selfie* originate from?
- 3 Who is the man in the painting?
- 4 Did many people like Mikey's selfie?
- 5 What is blurred in Alissa's selfie?
- 6 Does Laura think selfies are an art form?

- 3 YOUR CULTURE Ask and answer the questions with a partner.

- 1 What is a 'selfie' in your language?
- 2 Do you and your friends take selfies? Do you post them on social networking sites?
- 3 Why do you think taking selfies is popular?
- 4 What do you think about the selfies in the text above? Which one do you like best? Why?

- 4 USE IT! Prepare a class debate on the statement: *Selfies are an important new art form.* Follow instructions 1–3.

- 1 Group A: You agree with the statement.
Group B: you disagree with the statement.
In pairs, write a list of reasons to support your opinion.
- 2 Take turns to present your reasons.
- 3 Decide which group presented the best argument.

CULTURE 107

4 Culture • Selfie culture

Aim

Talk about 'selfies' as an art form.

Warm-up

With books closed, ask: *Do you ever take photos with your phone? What do you take photos of?* Elicit a few ideas, then teach the word *selfie*. Ask: *Do you take many selfies? Why?* Elicit a range of answers.

Background

The most popular places in the world for taking selfies include the Eiffel Tower in Paris, Big Ben in London and the Empire State Building in New York. While selfies themselves are permitted anywhere, a lot of places have banned the use of selfie sticks. These are no longer allowed at many sports venues, museums and galleries, some theme parks and some popular tourist attractions.

Exercise 1 3:37

Students work in pairs to check the meaning of the words. Check that students understand all the words correctly. Play the audio. Students read and listen to the text and complete it with the correct words. Check answers with the class.

ANSWERS

- 1 self-portrait 2 easel 3 quality
4 blurred 5 effect

Exercise 2

Students read the text again and answer the questions. Check answers with the class.

ANSWERS

- 1 They made *selfie* the word of the year.
- 2 The word originates from the term 'self-portrait'.
- 3 Vincent Van Gogh
- 4 Yes, they did. Over 5,000 people 'liked' it.
- 5 The background
- 6 Yes, she does.

Optional activity: Vocabulary

Write the following gapped sentences on the board:

- 1 It's a photo that you take ____ a smartphone or a webcam.
- 2 Anyone can take a photo ____ themselves.
- 3 Most people have cameras ____ their phones.
- 4 I posted it ____ my Facebook page.

Students work in pairs and complete the sentences with the correct prepositions, then check their answers in the text. Check answers with the class and remind students that they should try to learn which prepositions go with different words and expressions.

ANSWERS

- 1 with 2 of 3 on 4 on

Exercise 3 YOUR CULTURE

Allow students time to prepare their ideas individually. Put them into pairs to ask and answer the questions. Discuss the answers with the class.

ANSWERS

Students' own answers.

Exercise 4 USE IT!

Divide the class into two groups, then put students into pairs within their groups to prepare their reasons for or against the statement. Ask pairs in turn to present their reasons to the class, with those agreeing with the statement first, then those disagreeing. Discuss the reasons as a class and end with a class vote to decide on the class opinion.

ANSWERS

Students' own answers.

Optional activity: Speaking

Refer students back to the speech bubbles on the right of the page.

Ask students to find an interesting selfie on their phone to show and describe to their classmates. Allow them a little time to prepare their ideas, then put them into small groups to present their selfies to each other.

Ask some students which selfies they enjoyed looking at and why.

5 Culture • Amazing athletes

Aim

Talk about an athlete from your country.

Warm-up

With books closed, ask: *What famous sports people are there in your country?* Elicit a few ideas and ask about each one: *What are his / her talents? What has he / she achieved?* Elicit a range of answers.

Background

Dennis Kimetto was born in 1984. He has won marathons in Nairobi (Kenya), Berlin, Chicago and Tokyo. Kimetto came from a poor rural background and, according to him, it is his humble background that motivates him, as he wants to do as much as he can to help his family.

Wilson Kipsang was born in 1977. Among others, he has won marathons in Amsterdam, Beirut and Seoul.

Barefoot running has become more popular in recent years because of its perceived benefits. Some footwear manufacturers also now produce running shoes that have very thin soles, to give runners the feeling that they are running barefoot while giving a certain amount of protection to their feet.

Exercise 1 3-38

Students work in pairs to look at the pictures and answer the questions. Play the audio for students to read and listen to the text and check their answers. Check answers with the class.

ANSWERS

- 1 Wilson Kipsang and Dennis Kimetto
- 2 (top photo) running to and from school in Kenya, (bottom picture) Dennis Kimetto celebrating running a marathon
- 3 Kenya

Exercise 2

Students read the text again and answer the questions. Check answers with the class.

ANSWERS

- 1 The world record for the fastest time at the Berlin marathon.
- 2 In one of the poorest regions of Kenya
- 3 Up to 10 kilometres
- 4 They work on farms.
- 5 They can run better and they have fewer injuries.

5

Options
 I can talk about an athlete from my country.

CULTURE • Amazing athletes
 Musical prodigies

1 **3.38** Look at the photos and answer the questions. Then read and listen to the text and check your answers.

- 1 Who are these people?
- 2 What are they doing?
- 3 Where do you think they are from?

RUNNING FOR LIFE

In 2014, Kenyan runner Dennis Kimetto made a new world record. He finished the Berlin marathon in just 2 hours, 2 minutes and 57 seconds. He ran 26 seconds faster than the previous world champion, Wilson Kipsang. Kipsang also came from Kenya. Many great Olympic runners are Kenyan. Why are Kenyan athletes the world's greatest runners? What is their secret? Is it the altitude? Is it the food? Nobody knows for sure, but there are a few theories.

Kimetto, Kipsang, and most of the great Kenyan Olympic champions grew up in one of the poorest regions of Kenya. They lived far away from their schools. In these areas, children get up early and run up to ten kilometres to and from school each day. Then, after school, they work on farms. This active lifestyle develops their muscles and long-distance running ability.

But maybe there is another reason for their success. Like other Kenyan runners, Kimetto's parents couldn't afford trainers, so he ran barefoot. It is possible that running without shoes is better for our feet. Athletes first started wearing modern trainers in 1972. In the following decades, the number of leg injuries increased. Now more people are running barefoot or wearing thin shoes. They say that they can run better and they have fewer injuries.

But the Kenyans have another lesson to teach us: the human body is made for running, not sitting. Studies show that running is good for us. It's better to go running than spend our free time in front of TV and computer screens.



Glossary
 barefoot – not wearing anything on your feet
 injury – harm done to a person's body, e.g. in an accident

2 Read the text again and answer the questions.

- 1 What world record does Dennis Kimetto hold?
- 2 Where did many Kenyan athletes grow up?
- 3 How far do many children live from school?
- 4 What do the children do in the evenings?
- 5 Why are more people running without shoes these days?

3 **YOUR CULTURE** Write about an amazing athlete from your country. Complete the table and use the internet to help you.

Name:	
From:	
Born:	
Talent:	
Important events or competitions, prizes etc.:	

4 **USE IT!** Work in groups. Tell your group about your amazing athlete in exercise 3.



108
CULTURE

Exercise 3 YOUR CULTURE

Allow students time to prepare their ideas individually. Point out that their amazing athlete does not need to be a runner, but can be a sportsperson of any kind. Students can do their research online in class if they have access to the internet, or they can do it for homework and do exercise 4 in the next lesson.

ANSWERS

Students' own answers.

Exercise 4 USE IT!

Put students into small groups to tell their classmates about the athlete they researched. Ask each group to discuss the athletes presented and choose the most amazing one to present to the class. Ask groups in turn to tell the class about the athlete they have chosen. Discuss as a class which athlete is the most amazing overall.

ANSWERS

Students' own answers.

Optional activity: Speaking

Put students into pairs. Ask them to imagine that they are interviewing one of the amazing athletes they have learned about. Ask them to prepare three or four questions to ask them.

Students can then work in their pairs and role-play their interviews. Ask some pairs to perform their interviews for the class, without saying the name of the athlete. See if other students can guess the athletes being interviewed.

ANSWERS

Students' own answers.

More practice

Musical prodigies, DVD, iTools

One small step

On 20 July 1969, Commander Neil Armstrong and Edwin 'Buzz' Aldrin landed on the moon, four days after taking off from Kennedy Space Center in their ¹_____, Apollo 11. About 600 million people around the world were watching on TV when they landed near the Sea of Tranquility. People who were alive at the time remember the event very well.

Neil Armstrong was born on 5 August 1930 in Ohio in the USA. When he was five, he went on his first ²_____ with his father in an old Ford Trimotor, and his fascination with flying began. On his sixteenth birthday, Armstrong got a student's ³_____, and in the same year he went on his first solo flight. This was before he even got his driving licence. At university, he studied aeronautical engineering and he graduated in 1955.

In September 1962, Armstrong joined the NASA Astronaut Corps and began training in Houston, Texas. In January 1969 he became commander of the Apollo 11 ⁴_____ to the moon. Six hours after he landed on 20 July, Armstrong became the first person to walk on the moon, saying 'That's one small step for (a) man, one giant leap for ⁵_____'. Armstrong and Aldrin were wearing space suits with 21 layers that protected their bodies from extreme temperatures; during the day it can be 120°C on the moon, and at night it can be -150°C. The two astronauts spent two and a half hours walking on the moon, exploring and collecting rocks and other material, before they returned to Earth. They landed back in the Pacific Ocean four days later. Neil Armstrong died on 7 August 2012. President Obama said he was 'among the greatest of American heroes – not just of his time, but of all time.' He said that Armstrong's walk on the moon was 'a moment of human ⁶_____ that will never be forgotten'.



The desire to explore continues to this day: there is talk of a journey to Mars in our lifetimes. Will you remember where you were when they land on Mars?

- 1 3.39 Check the meaning of the words in the box and complete the text. Read and listen to the text and check your answers.

achievement flight mankind
mission pilot licence space craft

- 2 Read the text again and answer the questions.

- When did Apollo 11 take off from Kennedy Space Center?
- When did Neil Armstrong become interested in flying?
- What did Neil Armstrong get first: his driving licence or his pilot licence?
- How hot during the day and how cold at night can it be on the moon?
- How many hours in total did Armstrong and Aldrin spend on the moon?
- How old was Neil Armstrong when he died?

- 3 YOUR CULTURE Research and write a report about a famous explorer. Your report should answer the questions:

- What country are they from?
- Where did they go and how did they travel?
- What did they do?
- Why was their adventure special?

- 4 USE IT! Work in groups. Tell your group about your amazing explorer in exercise 3.

CULTURE 109

6 Culture • Famous explorers

Aim

Understand a text about a famous explorer.

Warm-up

With books closed, ask: *What do you know about space travel? When did people first go into space? When did people land on the moon?* Elicit a range of answers and encourage as many students as possible to join in and share their general knowledge.

Background

Space exploration began in earnest in the twentieth century, with a race between the USA and USSR to be the first to land a man on the moon. The first successful orbit of the Earth by a space craft was the unmanned Russian space craft *Sputnik 1* in 1957. This was followed by the first human space

flight in 1961, in which the Russian Yuri Gagarin completed a single orbit of the globe in one hour and 48 minutes. The first woman in space was also a Russian, Valentina Tereshkova, who orbited the Earth 48 times in June 1963. However, it was the Americans who succeeded in being the first to send a manned space craft to the moon in 1969.

Exercise 1 3.39

Students work in pairs to check the meaning of the words in the box. Check their answers, and check that they understand all the words correctly. Students then read the text and complete it with the correct words. Play the audio for them to read and listen to the text and check their answers. Check answers with the class.

ANSWERS

- 1 space craft 2 flight 3 pilot licence
4 mission 5 mankind 6 achievement

Exercise 2

Students read the text again and answer the questions. Check answers with the class.

ANSWERS

- 16 July 1969
- When he was five years old
- His pilot licence
- It can be 120 degrees during the day and -150 degrees at night.
- Two and a half hours
- 82

Optional activity: Reading

Write the following numbers and dates on the board:

16 2012 600 million 1930 21 1955

Ask students to find the numbers in the text and note down what they refer to. Point out that some of the numbers may be written as words, not numbers. Encourage students to scan the text for the numbers, rather than reading the whole text again. You could set a time limit, to encourage students to scan quickly. Check answers with the class.

ANSWERS

16: Armstrong got a pilot's licence on his sixteenth birthday. / Space craft took off from Kennedy Space Center
2012: the year when Armstrong died
600 million: the number of people around the world who watched the moon landing
1930: the year when Armstrong was born
21: the number of layers in the space suits that Armstrong and the others wore
1955: the year when Armstrong graduated

Exercise 3 YOUR CULTURE

Allow students time to prepare their ideas individually. You could brainstorm some names of famous explorers with the class first, to give students ideas, e.g. Christopher Columbus, Amerigo Vespucci, Vasco Da Gama. Students can do their research online in class if they have access to the internet, or they can do it for homework and do exercise 4 in the next lesson.

Exercise 4 USE IT!

Put students into small groups to tell their classmates about the explorer they researched. Ask each group to discuss the explorers presented and choose one to tell the class about. Ask groups in turn to tell the class about the explorer they chose. Discuss as a class which explorer achieved the most.

7 Culture • A young entrepreneur

Aim

Talk about a young entrepreneur.

Warm-up

With books closed, ask: *What's an entrepreneur?* Elicit that it is someone who sets up their own business and becomes successful. Ask: *Do you know any famous entrepreneurs?* Elicit a few ideas, e.g. Bill Gates, Richard Branson, Steve Jobs. Ask: *Do you know any young entrepreneurs?* Elicit a few ideas, then tell students they are going to learn about a young entrepreneur now.

Exercise 1 3-40

Ask students to read the text quickly to find the answer to the questions. Elicit a few possible answers then play the audio. Students read and listen to the text and check their answers. Check answers with the class.

ANSWERS

Jamal Edwards is a young entrepreneur who has started his own TV station, SBTv.

Exercise 2

Students match the blue words with the definitions. Check answers with the class and check that students understand all the blue words.

ANSWERS

- 1 viewers
- 2 performing
- 3 foxes
- 4 strategy
- 5 award

Exercise 3

Students read the text again and answer the questions. Check answers with the class.

- 1 He received an award for his services to music.
- 2 Jamal's hobbies were making videos and grime music.
- 3 Because he added live concerts and interviews with musicians.
- 4 Because he wanted to combine his love of filming with his passion for grime music.
- 5 He started including different types of music.

Exercise 4 YOUR CULTURE

Brainstorm some young entrepreneurs from the students' own country. If students cannot think of any, encourage them to search online to find one. Discuss some possible searches they could do, e.g. 'young entrepreneur (Ukraine)', 'young business person (Turkey)'. Students then choose a young entrepreneur and find information about them online to

7

Options

CULTURE • A young entrepreneur

I can talk about a young entrepreneur.

Eliza Rebeiro

1 3.40 Read the text. Who is Jamal Edwards and why is he famous today? Read and listen to the text and check your answers

A SUCCESS STORY

When Jamal Edwards was sixteen years old he was just a normal teenager from London. Just a few years later, he became a multimillionaire. He is now the boss of one of the most successful music channels on YouTube, and he even received an award from the Queen for his services to music. So, what's his story?

Jamal was born in 1990. When he was sixteen, he received a video camera for Christmas. At first, Jamal filmed things near his home. One day, he made a video of foxes in his garden. Jamal uploaded the video to the internet and received 1,000 visits! He had an idea: he could combine his love of filming with his other passion: grime music.

Grime is a type of hip hop music that started in London. There weren't any grime artists on TV at the time, so Jamal started filming them when they were performing in the street and at concerts. Then he uploaded the videos to the internet. Thousands of people watched and downloaded them.

Jamal was ambitious, and in 2007 he started his own online TV station, SBTv. At first, he just showed grime music videos, but he soon added live concerts and interviews with musicians. Then he started including different types of music to attract more viewers. The strategy worked, and today, SBTv is one of the largest music channels for young people.

Now, at the age of twenty-four, Jamal is famous in Britain for his business achievements. He runs several different companies in the music business, as well as other areas. He also wrote a very popular e-book, and designed clothes for the popular fashion shop *Topman*. Not bad for a hobby that started with a Christmas present!



2 Match the blue words in the text with definitions 1-5.

- 1 people who watch videos or TV
- 2 playing music and/or singing for people
- 3 wild animals that are similar to dogs
- 4 a plan
- 5 a prize or medal for an important achievement

3 Read the text again and answer the questions.

- 1 Why did Jamal receive an award?
- 2 What were Jamal's two hobbies when he was sixteen?
- 3 Why were Jamal's grime videos successful?
- 4 Why did Jamal decide to create his own TV station?
- 5 What did Jamal do to increase the number of SBTv viewers?

4 YOUR CULTURE Write about a young entrepreneur in your country. Complete the table and use the internet to help you.

Name:	
From:	
Born:	
Business:	
How he / she became successful:	

5 USE IT! Work in pairs. Tell your partner about your young entrepreneur in exercise 4.

110
CULTURE

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 the young entrepreneur they chose and choose one to tell the class about. Ask pairs in turn to tell the class about the young entrepreneur they chose. Discuss as a class which young entrepreneurs are the most inspiring.

ANSWERS

Students' own answers.

Optional activity: Speaking

Put students into small groups and tell them they are young entrepreneurs. Ask them to come up with a business idea to turn themselves into millionaires! Tell them they must think about what they are going to make or sell, how they will sell it and who they will sell it to, etc. Monitor and help while students are working, then ask groups in turn to present their ideas to the class. Encourage other students to ask questions to find out more information about each idea. The class can vote for the business idea that is most likely to succeed.

ANSWERS

Students' own answers.

More practice

Eliza Rebeiro, DVD, iTools



- 1 3.41 Read and listen to the text. Find the names of the extreme sports in the photos.

- 2 Read the text again and answer the questions.

- What is the population of New Zealand?
- Where is Queenstown?
- What did the first visitors to Queenstown do?
- Why did daredevils start going to Queenstown?
- What activities can you do there in the summer?
- Why do people go there in the winter?

- 3 YOUR CULTURE Ask and answer the questions with a partner.

- What is the climate like in your country?
- Which parts of your country are like Queenstown?
- Which extreme sports are popular in your country?
- Would you like to try an extreme sport one day? Which one?

- 4 USE IT! Make an advert for an extreme sport. Follow instructions 1–4.

- Think about a place where you can do one or more extreme sports, and make notes.
 - Where is the place? (It can be anywhere in the world).
 - What is the climate and scenery like?
 - What is the extreme sport?
 - Why is it fun?
- Make a poster. Write a few sentences about the sport. Add photos and a map of the area.
- Put your poster on the wall. Tell the class about your extreme sport.
- Vote. Whose poster is the most popular?

Queenstown: Extreme sports capital of the world

New Zealand is a small country – south-east of Australia – with about 4 million inhabitants. There are two main islands: the South Island with its high mountains and the North Island with its beautiful beaches and volcanoes. Fourteen per cent of New Zealanders are Maori, but most people have British origins. Their ancestors came from Britain in the 19th and 20th centuries.

New Zealand is famous for its beautiful scenery and outdoor activities. It attracts lovers of nature and fans of dangerous sports. Many of them combine these interests when they visit Queenstown – ‘the extreme sports capital of the world’ – on the South Island.

The first Europeans came to the area in the 1860s to farm and look for gold. Queenstown was very quiet for 100 years. Slowly, it became a popular fishing and hiking centre. Today, people from around the world come to do extreme sports. How did this happen?

It started in 1988 with the world's first bungee-jumping centre. This attracted people from around the world who were looking for fear without danger. Bungee-jumping is great because it's scary but safe! Today, there are lots more frightening activities in and around Queenstown. In the summer, you can choose from bungee-jumping, hang-gliding, jet-boating, mountain biking, paragliding, skydiving and white-water rafting. In the winter, thousands of people go skiing or snowboarding in the Remarkables, the mountains around Queenstown.

But Queenstown is not only for daredevils. It's a quiet town with a dry climate and the region around it has lovely rivers, mountains and lakes. You can go walking, cycling, or just relax. It's a beautiful place to visit.



CULTURE 111

8 Culture • Extreme sports

Aim

Talk about extreme sports in your country.

Warm-up

With books closed, ask: *What are extreme sports?* Elicit some examples of extreme sports and ask: *Have you ever tried any extreme sports? Which ones would you like to try? Why? Which ones would you never like to try? Why?* Elicit answers from students.

Exercise 1 3.41

Play the audio. Students read and listen to the text and find the names of the extreme sports in the photos. Check answers with the class and discuss what is involved in the other sports mentioned. Ask: *Would you like to try any of these sports? Why? / Why not?*

ANSWERS

bungee-jumping and jet-boating

Background

Bungee-jumping involves jumping from a height while attached to an elastic cord. The world's highest bungee-jump is at the Royal Gorge Bridge in Colorado, USA and is 321 metres high.

Hang-gliding is an extreme sport in which a person flies through the air, suspended beneath a large, flat rigid sail.

Jet-boating involves riding in small, fast motor boats.

Mountain biking is biking over rough ground, typically mountain paths with steep ups and downs.

Paragliding is similar to hang-gliding, but involves flying using a large cloth sail, like a huge parachute.

Skydiving involves jumping from a plane from a great height and usually free-falling for a period of time before opening a parachute.

White-water rafting is sailing over rough water in a river in an inflatable raft.

Exercise 2

Students read the text again and answer the questions. Check answers with the class.

ANSWERS

- About 4 million
- On South Island
- The first visitors to Queenstown looked for gold.
- Because it had the world's first bungee-jumping centre
- In summer you can choose from bungee-jumping, hang-gliding, jet-boating, mountain biking, paragliding, skydiving and white-water rafting.
- People go there in the winter to go skiing or snowboarding in the Remarkables.

Exercise 3 YOUR CULTURE

Allow students time to prepare their ideas individually. Put them into pairs to ask and answer the questions. Ask some students to tell the class something they learned about their partner.

ANSWERS

Students' own answers.

Exercise 4 USE IT!

Read through all the information with the class. Put students into pairs or small groups to make their advert. Monitor and help while they are working.

Put the posters on the classroom walls and allow students time to look at them. Hold a class vote for the best poster.

ANSWERS

Students' own answers.

Optional activity: Writing

Ask students to imagine they are on holiday in New Zealand and have just tried one of the sports mentioned in the text. Ask them to write an email to a friend describing their experience. Tell them they should describe what they did and also how they felt. Students can compare their emails in small groups.

ANSWERS

Students' own answers.

More practice

Queenstown, DVD, iTolst

2 Project • A class blog

Aim

Write a class blog.

Warm-up

With books closed, ask: *What's a blog?* Elicit that it is a short text that someone writes online. Ask: *Do you ever write blogs? Do you read other people's blogs? What do people write blogs about?* Elicit that people write blogs about all kinds of topics, but usually about their own lives or interests. Tell students they are going to write a class blog.

Exercise 1

Read through the text types in the box with the class and make sure students understand them. Students read the blog and match the sections with three of the text types. Check answers with the class, and elicit which text types aren't in the blog.

ANSWERS

A article

B interview

C jokes

Games and news are not in the blog.

Exercise 2

Students read the blog again and answer the questions. Allow students time to compare their answers in pairs then check answers with the class. Discuss the jokes with the class and make sure students understand them all. Ask which they like best.

ANSWERS

- 1 Knitting things to decorate trees, gardens and parks.
- 2 They're yarnstorming the school playground.
- 3 Everyone
- 4 Students' own answer.

Exercise 3

Read through the project checklist with the class and make sure they understand everything.

Put students into groups to plan and write their blogs. Monitor and help while they are working. Students can plan their blogs on paper, then write them up on a computer. They can do this for homework if they don't have access to computers in class. Encourage students to use a range of font sizes and colours to make their blog look interesting.

Collect in all the blogs and pin them around the classroom.

ANSWERS

Students' own answers.

2 + Options PROJECT • A class blog

I can write a class blog.

- 1 Read the blog and match sections A–C with text types from the box. Which text types are not in the blog?

article games interview jokes news

- 2 Read the blog and answer the questions.

- 1 What is 'yarnstorming'?
- 2 What are the Knitter Kids doing now?
- 3 Who can go to Trampoline Club?
- 4 Which joke do you like best?



- 3 Design and write a class blog. Follow the steps in the project checklist.

PROJECT CHECKLIST

- 1 Work in small groups. Choose a club for the article and a person for the interview. Look online for jokes, or translate from your language.
 - 2 Decide who writes each section. Then write the texts.
 - 3 In groups, check, correct and write the final texts on a computer. Find or take photos.
 - 4 Print the blog and show it to your class.
 - 5 Put all the blogs on the wall.
- 4 Read the other blogs. Choose the blog you like best. Why do you like it?

WELCOME TO OUR CLASSROOM BLOG

Home About Year 9 Students Contact us

A **Trampolining – fly high! by Max**
You're flying 3 metres in the air. It feels amazing. This is the trampoline experience. You feel like a bird. It's great because everyone can do it. You don't need to be sporty. At Trampoline Club, all ages enjoy trampolining. Some students come on Friday evenings just for fun. I'm in the advanced group. We train twice a week and again on Saturdays. We're training for the inter-school competition at the moment.
There are sections for different levels from beginners to competition level. We're having our open evening on 16 October. Come and try. Everyone can do it!

B **Clare answers questions about her unusual hobby by Annie**
Us: What's your hobby?
Clare: Yarnstorming.
Us: What's that?
Clare: I knit things to decorate trees, gardens and parks.
Us: Do you knit alone?
Clare: No. I knit with a group called the Knitter Kids.
Us: What are you doing at the moment?
Clare: We're yarnstorming the school playground. Here's a photo.
Us: That's cool!

Remember!
We don't say the *k* in *knit*
knit = /nit/

C **Fun for all by Pete**

Why are the computers cold?
Because their Windows are open!

What goes up, but never comes down?
Your age!

Mary's mum has four daughters: April, May, June and ... ? What is the name of the fourth daughter?
Mary!

112 PROJECT

Exercise 4

Allow students to walk around the classroom and read all the blogs. Discuss with the class which blogs they like best and why.

ANSWERS

Students' own answers.

My photo album

by Sophie Anderson



My family at our house last summer. Copper (our dog) looks pleased, but granddad doesn't. Granddad was doing the barbecue. When he wasn't looking, Copper ate the chicken. It was very funny!



Me!

I was five in this photo with my cousin Clara (right) in Scotland. It's a great memory because it was my first experience of snow. We made this snowman in the garden and called him Winston.

Wales



I went fishing there with my friend John and his family. John caught half a fish! He is smiling in the photo, but he wasn't very happy. I didn't catch any fish!



I was visiting Sydney with my family and Mum took this photo in front of the famous Opera House. We had an amazing time. We travelled around Australia for three weeks.

Me with classmates on a school trip last February. We were staying in a centre in the French Alps and we had skiing lessons every day. This is the last day. It was a fantastic trip.



1 Look at the photo album. Where were the people in the photos, do you think? What were they doing there?

2 Answer the questions.

- 1 How old was Sophie when she first played in the snow?
- 2 What is Sophie's dog called?
- 3 How long did Sophie spend in Australia?
- 4 When did Sophie go on a school skiing trip?
- 5 How many fish did Sophie catch on the fishing trip to Wales?

3 Make a photo album. Follow the steps in the project checklist.

PROJECT CHECKLIST

- 1 Choose between three and five photos of you, your family and friends.
- 2 For each photo, answer the questions and make notes:
 - When and where was it?
 - Who were you with?
 - What were you doing?
 - Why is the photo special?
- 3 Write a short text for each photo.
- 4 Put your photos and text on a piece of paper.

4 Present your photo album to the class. Describe each photo and explain why the photo is important to you. Answer other students' questions.

PROJECT 113

4 Project • A photo album

Aim

Make a photo album.

Warm-up

With books closed, ask: *How often do you take photos? What do you usually take photos of?* Elicit a few answers, then ask: *Where do you keep your photos? Do you ever make photo albums?* Elicit or explain that a photo album is a collection of photos with text giving details about what the photos show. Tell students they are going to make a photo album.

Exercise 1

Students look at the photos and discuss the questions in pairs. They then read the texts to check their ideas. Check answers with the class.

ANSWERS

- A Scotland; making a snowman
- B Sophie's house; having a barbecue
- C Wales; fishing
- D Sydney, Australia; on holiday
- E French Alps; skiing

Exercise 2

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

ANSWERS

- 1 Five years old
- 2 Copper
- 3 Three weeks
- 4 Last February
- 5 No fish

Exercise 3

Read through the project checklist with the class and make sure they understand everything. Point out that in the texts, Sophie has used present tenses to describe the photos (*Copper looks pleased / He is smiling in the photo*) and past tenses to give details of what was happening when the photo was taken (*Grandad was doing the barbecue / John caught half a fish*).

Students work individually to choose their photos, write the texts and make their photo album. Students could complete this for homework. Encourage them to use creative shapes and colours to present their photos and texts, and point out that the text should be big enough for other students to read while they are presenting their album.

ANSWERS

Students' own answers.

Exercise 4

With **smaller classes**, students can take turns to present their photo album to the class. With **larger classes**, put students into small groups to present their albums to each other and choose one or two to present to the class.

Before students do their presentations, 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 photo album they are referring to. Write some useful phrases on the board and check that students understand them, e.g. *As you can see on the photo album, ... In this photo, you can see ... This photo shows ... I took this photo when ...* Discuss briefly as a class which photo albums students enjoyed looking at and why.

ANSWERS

Students' own answers.

6 Project • An outdoor activity map

Aim

Make an outdoor activity map.

Warm-up

With books closed, ask: *What outdoor activities can you do in this area? Where can you do them?* Elicit a few ideas. If students are struggling for ideas, prompt them with more questions, e.g. *What about cycling / walking / horse riding? Can you do this activity in this area?* Ask students what outdoor activities they enjoy and why.

Exercise 1

Students look at the map and discuss the question in pairs. Ask individual students which places they would like to visit and why.

ANSWERS

Students' own answers.

Exercise 2

Read through the activities in the box with the class and check that students understand them all. Students read the texts and decide where you can do each of the activities. Check answers with the class and ask students which activities they would like to try and why.

ANSWERS

- 1 walking, surfing, swimming at West Sands, St. Andrews
- 2 kayaking, cycling at Loch Lomond near Glasgow
- 3 walking at The Falls of Foyers
- 4 ice climbing in the Cairngorm Mountains

Exercise 3

Read through the project checklist with the class and make sure they understand everything. As a class, brainstorm some places in the students' country where people can do outdoor activities. Discuss what activities you can do at the different places.

Students work individually to prepare their outdoor activity map. They can work in class or complete the map for homework. Encourage them to choose interesting photos of the activities to make their maps look attractive.

Collect in all the activity maps and pin them around the classroom.

ANSWERS

Students' own answers.

6

Options

PROJECT • An outdoor activity map

I can make an outdoor activity map.

- 1 Look at the outdoor activity map. Which places would you like to visit? Why?
- 2 Read the texts. Where can you do these activities?

cycling ice climbing kayaking
surfing swimming walking



- 3 Make an outdoor activity map. Follow the steps in the project checklist.

PROJECT CHECKLIST

- 1 Think of four places in your country where people can do outdoor activities.
- 2 Find information about each place on the internet or in a book. Where is the place? How big / high / long is it? What activities can you do there? Write information about each place.
- 3 Find one or two photos of each activity on the internet or in a magazine.
- 4 Find a map of your country on the internet, or draw one. Label it with the places.
- 5 Add your photos and information to the map.
- 6 Put all the activity maps on the wall.

- 4 Exchange your activity map with a partner. Which place has got interesting activities on your partner's map?

- 2 Loch Lomond is a large lake near Glasgow. It's great for sports, especially in the summer. You can kayak and canoe across Loch Lomond, and you can cycle along the side of it.



- 1 West Sands is a very long beach near St. Andrews, in the east of Scotland. You can walk or run up and down the beach, and you can surf and swim in the sea. Wear a wetsuit if you want to go in the water, because it's the North Sea – freezing cold!



- 3 The Falls of Foyers is a spectacular waterfall on the River Foyers in the north of Scotland. The Falls are about fifty metres high. It's a great place for walking and photography.

- 4 Cairngorm Mountain is in the north of Scotland. It usually snows a lot here in the winter, and you can do winter sports, like skiing, snowboarding or ice climbing!



114 PROJECT

Exercise 4

Students work in pairs and exchange their activity maps. Students discuss which places have got interesting activities to do. Discuss with the class which places they would like to visit and why.

ANSWERS

Students' own answers.

Five scary things to do around the world

Here is our choice of the five scariest things to do in the world. If you enjoy feeling scared, you'll love these activities! What do you think?

1 Cage of Death – Crocosaurus Cove, Australia



For fifteen minutes, you can be face-to-face with some really big (and dangerous!) crocodiles. Two people can get in the glass cage, so you won't be alone. Pure terror!

Only for the very brave! Takabisha is the steepest roller coaster in the world with a free fall of 121° (arghhh!!) and a drop of 43 metres. Each ride takes 112 seconds, which seems like a very long time!

Takabisha roller coaster – Fujiyoshida, Japan

3 The Edge Walk – Toronto, Canada



You walk around the edge of Toronto's tallest building, the CN Tower. You can have amazing views of the whole city as you walk hands free 356 metres above the ground. Wow!

You see the jungle from the tops of the trees as you fly along the zipline, 80 metres above the ground, with a Tarzan jump in the middle! What's more, you may meet some monkeys. Amazing!

Zip line – Monteverde Cloud Forest, Costa Rica



5 Cable car – Tianmen Mountain, China



The 7,455-metre-long cable car ride at Tianmen Mountain in China is the world's longest. It climbs 1279 metres and is as steep as 38° in places. The ride takes 28 minutes from start to finish. Not for people who are nervous of heights.

1 Read the webpage. Which activity would you like to try? Which activity would you definitely not try? Why / Why not?

2 Answer the questions.

- 1 What can you meet on the zip line?
- 2 Which attraction is in water?
- 3 How steep is the roller coaster?
- 4 How long does the cable car ride take?
- 5 Which attraction is in a city?
- 6 Are any of these attractions dangerous?

3 Make a poster for scary activities in your country. Follow the steps in the project checklist.

PROJECT CHECKLIST

- 1 Work in pairs. Make a list of scary things to do in your country (or other countries). Think about: Where is it? What happens? Why is it scary? Is it dangerous?
- 2 Choose five activities from your list. Find out about these activities on the internet.
- 3 Write a short introduction and a text for each activity.
- 4 Find a photo of each activity on the internet.
- 5 Design and make a poster with your texts and photos.

4 Display the posters on the wall. How many ideas are similar? Find out which five places students prefer.

PROJECT 115

Exercise 3

Read through the project checklist with the class and make sure students understand everything.

Students work in pairs to make a list of scary things to do in their country. You could brainstorm some ideas with the whole class first. Students then research the activities they have chosen and make a poster. Students can work in class, or they can complete their poster for homework. Encourage them to find scary photos of the activities and to use interesting fonts and colours to make their posters look attractive. They can produce their poster on the computer, or print out photos and make a poster by hand.

ANSWERS

Students' own answers.

Exercise 4

Collect in the posters and pin them around the classroom. Allow students to move around the classroom and look at all the posters. Discuss with the class which ideas are similar, and find out which five places students would most like to visit and why.

ANSWERS

Students' own answers.

8 Project • A poster

Aim

Make a poster.

Warm-up

With books closed, ask: *Do you like doing scary things?* Elicit a few answers and brainstorm some ideas of scary things you can do, e.g. go on a high roller coaster or a zip wire, or get close to wild animals. Ask: *What scary things would you like to try?* *Why?* Tell students they are going to make a poster about scary activities.

Exercise 1

Students work in pairs to look at the webpage and discuss the questions. Discuss the answers with the class and see which activities most students would like to try.

ANSWERS

Students' own answers.

Exercise 2

Students read the webpage again and answer the questions. Allow students time to compare their answers in pairs, then check answers with the class.

ANSWERS

- 1 monkeys
- 2 Cage of Death
- 3 121°
- 4 28 minutes
- 5 The Edge Walk
- 6 Students' own answers.

1 Song • A good idea

Aim

Understand a song about activities.

Warm-up

With books closed, ask: *What do you like doing in your free time?* Elicit a few ideas, then put students into pairs and give them two minutes to write as many words for free time activities as they can. Bring students' ideas together on the board and check that they understand all the words and phrases. Tell students they are going to listen to a song about activities.

Exercise 1 ① 3-42

Allow students time to look at the pictures, then play the audio. Students listen and note down which activity is not mentioned in the song. They can compare their answers in pairs. Check answers with the class.

ANSWERS

going shopping

Exercise 2 ① 3-42

Students work in pairs to read the song lyrics and choose the correct words. Play the audio again for students to listen and check their answers. Check answers with the class.

ANSWERS

- 1 asleep
- 2 TV
- 3 café
- 4 week
- 5 early
- 6 afternoon
- 7 car
- 8 night

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.

ANSWERS

- 1 b 2 d 3 a 4 e 5 c

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 (He sits at the back in class.)
- 2 true
- 3 false (The holidays start next week.)
- 4 true
- 5 false (He gets up early on holiday.)

1 + Options SONG • A good idea

song

A good idea

You're ¹ asleep / awake in bed, and your mum says
 'Why don't you get up and go to school?'
 You go on the bus – your friends talk a lot
 So you listen to music on your phone.
 In class, at the back you're talking to your friends
 And your teacher tells you off again

You think:
 'I often just want to go home
 I always want to stay in bed
 And be alone.
 Sitting on the sofa,
 In front of the ² TV / computer
 Is a good idea for me
 Sounds like a great idea to me.'

You see your dad in town, and he says to you
 'How about going for a walk?'
 Then you go out to a ³ restaurant / café and eat fast food
 And he says 'Let's finish your homework'
 But you don't really feel like studying now –
 You prefer playing video games.

Then next ⁴ month / week you're on holiday.
 You always love being on holiday.
 What will you do on holiday?
 You feel like doing everything!

You get up ⁵ late / early and your mum says,
 'Why don't you go out to the park?'
 So you get your things, and you call your friends
 And you play sports all ⁶ afternoon / morning
 Your dad wants to go out to the cinema
 So you run home from the park, and you go in
 the ⁷ car / bus.

And you think:
 'I always want to stay awake!
 I love to be with friends
 And my family!
 I want to play all ⁸ night / day
 I never want to sleep.
 Sounds like a good idea to me
 Yeah, that's a great idea for me'



- 1 ① 3.42 Look at the activities in the pictures. Listen to the song. Which activity is not in the song?
- 2 ① 3.42 Look at the song lyrics and choose the correct words. Then listen again and check.
- 3 Match 1–5 with a–e to make sentences about the person in the song.

1 He listens to music	a stay awake all night.
2 He eats fast food	b on the bus.
3 On holiday, he wants to	c to stay in bed.
4 He plays sports in the park	d in a café.
5 On school days, he wants	e with his friends.
- 4 Look at the sentences from the song. Write true or false. Correct the false sentences.
 I go to school by car.
 False. He goes to school by bus.
 1 I sit at the front in class.
 2 My mum wakes me up on school days.
 3 The holidays start tomorrow.
 4 I like playing video games.
 5 I get up late on holiday.
- 5 USE IT! Work in pairs. Find out which sentences in exercise 4 are true for your partner. Use the question words in the box. How many things about your partner are the same as the singer?

How do you ... ? Where do ... ?
 Does your mum / dad ... ? Do you ... ?
 How often do ... ? When do ... ?

116 SONG

Exercise 5 USE IT!

Allow students time to prepare questions to ask their partner. Elicit a few example questions from the class first, e.g. *How do you get to school? Where do you sit in class?* With **weaker classes**, elicit all the questions students will need and write them on the board.

Students work in pairs to ask and answer questions about their own habits. Ask some students to tell the class which things about their partner are the same as the singer and which things are different.

ANSWERS

Students' own answers.



song

Before I met you

Here is my history in a song
Where I ¹ _____, what I found
What went right and what went wrong
It's my story in a song, before I met you.

A When I was young it was exciting
We ² _____ round the world
We found amazing places
And I ³ _____ brave when we explored.
Some were small, some were big
Some were lonely, a few ⁴ _____ horrible
But when my dad said 'Let's go!'
I was never bored.

Here is my history in a song
Where I went, what I ⁵ _____
What went right and what went wrong
It's my story in a song, before I met you.

B In the year 2010,
We ⁶ _____ some friends
We ⁷ _____ in an ancient castle
Built by a rich and cruel queen
We ⁸ _____ some scary rooms
We learned some awful secrets
But I wasn't scared, I was happy
We ⁹ _____ some exciting things.

C But the best day of my life
Was last summer when I ¹⁰ _____ you.
There are lots of brilliant places
I want to take you to.
It was the best day, the best day
The best day I ever knew.
The story of my life, when I met you.

1 3.43 Look at the picture and listen to the song. Which verse – A, B, or C – does the picture match?

2 3.43 Complete the song with the words in the box. Then listen again and check.

explored felt found met saw
stayed travelled visited went were

3 Complete the sentences with words from the song.

- When I was _____, I travelled around the world.
- We visited amazing places and I was never _____.
- In 2010, I stayed in a _____ with some friends.
- A rich and cruel _____ built the castle.
- We explored some scary _____.
- The _____ day of my life was when I met you.

4 Find words in the song with opposite meanings to these words.

- kind _____
- boring _____
- unhappy _____
- poor _____
- wrong _____
- old _____

5 USE IT! Work in pairs. Ask and answer the questions.

- What amazing places did you visit when you were younger?
- What exciting thing did you do or see last summer?
- What was the best day of your life? Why?

SONG 117

Exercise 3

Students work in pairs to complete the sentences with words from the song. Check answers with the class.

ANSWERS

- young
- bored
- castle
- queen
- rooms
- best

Exercise 4

Students work in pairs to find the words in the song. Point out that the words they are looking for are not in the same order in the song as they are in 1–6.

Check answers with the class, and check that students understand all the words.

ANSWERS

- cruel
- exciting
- happy
- rich
- right
- young

Exercise 5 USE IT!

Allow students time to prepare their answers individually. Put them into pairs to ask and answer the questions. Ask some students to tell the class something they learned about their partner.

ANSWERS

Students' own answers.

3 Song • Before I met you

Aim

Understand a song about amazing places.

Warm-up

With books closed, ask: *What amazing places do you know about in the world? What amazing places would you like to visit?* Elicit answers from individual students. If students are struggling for ideas, prompt them with more questions, e.g. *What about ancient buildings like the Pyramids in Egypt? What about exciting cities like New York? What about amazing natural places like the Amazon rainforest?* Elicit a range of answers from individual students, then tell them they are going to listen to a song about amazing places.

Exercise 1 3-43

Play the audio. Students listen and decide which verse the picture matches. Check the answer with the class.

ANSWER

Verse B

Exercise 2 3-43

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 went | 6 visited |
| 2 travelled | 7 stayed |
| 3 felt | 8 explored |
| 4 were | 9 saw |
| 5 found | 10 met |

5 Song • How long?

Aim

Understand a song about becoming the best.

Warm-up

With books closed, put students into pairs and give them two minutes to write as many words for jobs 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: *scientist, professor, composer, artist, police officer, programmer, writer, rapper and dancer*. See which pair wrote the most words. Tell students they are going to listen to a song about becoming the best at something.

Exercise 1

Students work in pairs to identify the professions in the picture. Check answers with the class.

ANSWERS

- 2 a writer
- 3 a composer
- 4 a dancer
- 5 a scientist
- 6 an artist
- 7 a rapper
- 8 a police officer

Exercise 2 ① 3-44

Allow students time to read quickly through the song. Explain that the verses are in the wrong order. Play the audio. Students listen and number the verses in the correct order. Check answers with the class.

ANSWERS

- 1 C 2 E 3 B 4 F 5 A 6 D

Exercise 3 ① 3-44

Play the audio. Students listen again and decide which profession from exercise 1 is not in the song. Check the answer with the class.

ANSWER

A police officer

Exercise 4

Students work in pairs to complete the sentences with words from the song. Check answers with the class.

ANSWERS

- 1 expert
- 2 Intelligent
- 3 decade
- 4 programmer
- 5 inventor
- 6 Chess

5 + options SONG • How long?

song

How long?

☐ A I could climb the highest mountain
Be the best in the world at chess
Who's the most intelligent scientist?
Come on – I'll give you one guess.

☐ B Yeah, it's me, it's me
I'm a winner.
I can do anything I want
Be a professor, a composer, or an artist
I'm better than the best
I'm the number one.

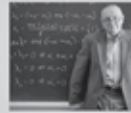
☐ C How long does it take to be an expert?
What do you reckon?
I've no idea
Could I become a genius in a month
Or never in a million years?

☐ D Yeah, it's me, it's me
I'm a winner
I can do anything I want
An inventor, a programmer, a writer
I'm better than the rest
I'm the number one

☐ E Could I run 100 metres
In ten seconds or less?
Who's the best rapper
and an ever better dancer?
Come on – have a guess.

☐ F How long does it take to be a champion?
What do you reckon?
Have you any idea?
Could I become a winner in a decade
Or can I do it in half a year?

1 Look at the people in the pictures. What are their professions?



1 a professor



2



3



4



5



6



7



8

2 ① 3.44 Listen to the song. Put the verses in the correct order.

3 ① 3.44 Listen to the song again. Which profession from exercise 1 is not in the song?

4 Complete the sentences with words from the song.

- 1 An _____ is someone who knows a lot about a subject.
- 2 _____ means 'clever'.
- 3 A _____ is ten years.
- 4 A _____ writes computer programmes.
- 5 An _____ creates new things.
- 6 _____ is a game for two people with black and white pieces.

5 USE IT! Work in pairs. Ask and answer the questions.

- 1 Can you play chess / compose music / dance?
- 2 What could you do when you were six?
- 3 How fast can you run 100 metres?

118 SONG

Exercise 5 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

When will you be famous?

I need a band with ¹ piano, bass and drums
Vocals and guitar
I need confidence and ambition
Before I can go far.

I need to ² work every day
And write some lyrics for a song
Find a place we can perform
And some ³ friends to sing along.

When are you going to be ⁴ successful?
When will you be a success?
When you have 10,000 fans
And you're better than the rest
Everybody will really love you
Your videos will have a ⁵ thousand views
When the DJs are playing your music
And everything you do is in the news.

If you like rock and pop,
You'll love the music we play
It's energetic and ⁶ fast.
We're going to a concert on ⁷ Sunday
To hand out leaflets to the crowd.
It'll be hard work but we can do that
We've got the talent and the ⁸ ambition.
We'll be going to the top
We're confident – we will.

Yes, you're going to be famous
Yes, you'll be a success
You'll have 10,000 fans
And be better than the rest
Everybody will really love you
And your videos will have a million views
The DJs are playing your music
And you're always in the news.

- 1 Look at the pictures of three bands. What type of music do they play? What instruments can you see?



- 2 3.45 Listen to the song. Which band in the pictures is the song about?
- 3 3.45 Look at the song and correct the words in blue. Then listen again and check.
- 4 Look at the sentences about the song. Write true or false. Correct the false sentences.
- 1 She needs talent and ambition to succeed.
 - 2 She should write the music for a song.
 - 3 They'll have 10,000 fans when they're famous.
 - 4 The fans are playing their music.
 - 5 They're confident they'll be famous.
- 5 USE IT! Work in pairs. Answer the questions.
- 1 Have you got confidence and ambition?
 - 2 What does a band need to get to the top?
 - 3 Would you like to be famous? Why / Why not?

SONG 119

Exercise 3 3•45

Students work in pairs to read the song lyrics and correct the words in blue. Play the audio for them to check their answers. Check answers with the class.

ANSWERS

- 1 keyboards
- 2 practise
- 3 fans
- 4 famous
- 5 million
- 6 loud
- 7 Saturday
- 8 skill

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 (I need confidence and ambition before I can go far.)
- 2 false (I should write the lyrics for a song.)
- 3 true
- 4 false (The DJs are playing our music.)
- 5 true

Exercise 5 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. Discuss as a class the advantages and disadvantages of being famous.

ANSWERS

Students' own answers.

7 Song • When will you be famous?

Aim

Understand a song about becoming a famous musician.

Warm-up

With books closed, mime playing a guitar and ask: *What musical instrument is this?* Elicit the answer and write it on the board. Invite other students in turn to mime playing an instrument. Other students name the instruments. Add the words to the board and gradually build up a list of instruments. Ask: *What are the best instruments for a band? Why?* Elicit a range of ideas.

Exercise 1

Students work in pairs to look at the pictures and answer the questions. Discuss the answers with the class.

ANSWERS

- A jazz
B pop or rock
C folk
guitars, saxophone, drums, violins,
clarinet, accordion

Exercise 2 3•45

Play the audio. Students listen and identify the band in the song. Check the answer with the class.

ANSWER

Band B

Workbook answer key

Starter Unit

Vocabulary page 4

1	M	U	M	H	B	R	O	T	H	E	R
	K	N	Q	U	T	A	Z	E	V	U	S
	D	X	T	S	A	U	F	S	N	N	O
	A	W	B	B	J	N	C	I	B	C	N
	D	F	C	A	D	T	Y	S	W	L	A
	G	R	A	N	D	F	A	T	H	E	R
	W	T	O	D	Y	Q	Z	E	K	D	N
	I	V	N	I	E	C	E	R	X	U	T
	F	U	D	Z	S	N	E	P	H	E	W
	E	D	A	U	G	H	T	E	R	O	J
	G	R	A	N	D	M	O	T	H	E	R

sister, brother
grandfather, grandmother
niece, nephew
daughter, son
aunt, uncle
wife, husband

- 2 1 dad 2 twin 3 brother 4 uncles 5 aunt
6 wife 7 daughter 8 son 9 cousins
10 grandmother 11 husband 12 grandfather
- 3 1 granddaughter 2 niece 3 cousin 4 child
5 nephew 6 grandson
- 4 Students' own answers.

Language focus page 5

- 1 1 's 2 're 3 'm not 4 isn't 5 aren't 6 Am 7 Is
8 Are 9 am 10 are 11 isn't 12 aren't
- 2 1 'm 2 'm 3 is 4 's 5 's 6 'm 7 'm not 8 are
9 're 10 're 11 is 12 isn't 13 're 14 aren't
- 3 1 Are; Yes / No; am / 'm not
2 Is; Yes / No; is / isn't
3 Is; Yes / No; is / isn't
4 Are; Yes / No; are / aren't
5 Is; Yes / No; is / isn't
6 Are; Yes / No; am / 'm not
- 4 1 Their 2 Her 3 your 4 our 5 His 6 my
- 5 Students' own answers.

Vocabulary page 6

- 1 1 maths 2 timetable 3 notebook 4 student
5 teacher 6 science 7 book
- 2 1 homework 2 exercise 3 maths 4 room
5 notes 6 history 7 exam 8 teacher
- 3 1 room; science 2 students; class 3 notes 4 test
5 timetable 6 book

- 4 subjects: geography, history
people: student, teacher
books: notebook
places: music room; science lab
Possible answers – students add 8 more words
subjects: English, French, German, art, ICT, biology,
chemistry, physics, PE, PSHE, science, maths, languages
people: headteacher, deputy head, caretaker, lab
assistant, secretary
books: dictionary, atlas, text book, novel, science book
places: hall, canteen, field, corridor, gym, sports hall,
playground

Language focus page 7

- 1 1 's got 2 haven't got 3 hasn't got 4 got 5 Has
6 have 7 has 8 haven't 9 hasn't
- 2 1 Freya hasn't got a new bag.
2 Nur and Mariam have got good marks.
3 Anna has got a camera.
4 James and Ali haven't got a new teacher.
5 I've got a lot of books.
- 3 1 I've got two hours of history
2 have you got on Monday morning
3 I've got music
4 Have you got Mr Wills
5 I've got a new teacher
6 He's got an Italian name
7 Has he got brown hair
8 has
- 4 1 There are 2 Is there 3 There's 4 There aren't
5 Are there 6 There isn't
- 5 Students' own answers.

Unit 1 My time

Vocabulary page 8

- 1 1 at school 2 at the shops 3 in the car 4 front of
the TV 5 on the bus 6 a fast food restaurant
- 2 1 on the phone 2 st school 3 in bed 4 on the bus
5 in front of the TV 6 in the countryside
- 3 1 at the shops 2 in his room 3 in fast food
restaurants 4 in the car 5 in the park 6 on the
phone
- 4 Students' own answers.

Language focus page 9

- 1 1 spends 2 don't spend 3 doesn't spend
- 2 1 Alex likes video games.
2 We don't like scary films.
3 Osman studies in his room.
4 They don't use their phones in class.
5 I don't read in bed at night.
6 My mum teaches history.

- 7 Our uncle doesn't go to the shops in town.
8 You write good short stories.
- 3 1 don't spend 2 play 3 goes 4 don't see 5 eat
6 doesn't go 7 watches 8 listens
- 4 Students' own answers.

Vocabulary and listening page 10

1 2 a 3 d 4 b 5 g 6 e 7 f

2 Across

5 paints 7 goes 8 makes

Down

1 meet 3 collect 4 bake 6 stay 7 go

3 1 a 2 c 3 a 4 b 5 c

4 1 posters 2 twenty 3 bag 4 Fridays 5 friends
6 new 7 often 8 school

5 Students' own answers.

Language focus page 11

1 1 Does 2 stay 3 do 4 'does 5 don't 6 doesn't

2 1 Does. Yes, she does. / No, she doesn't.

2 Do. Yes, I do. / No, I don't.

3 Does. Yes, he / she does. / No, he / she doesn't.

4 Do. Yes, I do. / No, I don't.

5 Do. Yes, I do. / No, I don't.

6 Do. Yes, I do. / No, I don't.

3 1 Do you want

2 What do you do

3 Do Kate and Alisha go?

4 they do

5 Where do you meet?

6 Does the club start

7 it doesn't

8 what time does it finish?

4 Students' own answers.

Reading page 12

1 1 a

2 1 false 2 true 3 true 4 false 5 true 6 false

3 1 home 2 studies 3 phone 4 hobbies 5 camera
6 ideas

4 1 He visits his grandfather after school.

2 They talk about sport, cars, films and Ollie's day at school.

3 He's good at maths.

4 He runs.

5 Own answers.

6 Own answers.

5 1 let 2 don't allow 3 bans 4 doesn't allow

Writing page 13

1 1 too 2 and 3 also 4 too 5 also 6 and

2 1 I paint pictures and I play the piano.

2 They like baking cakes. They write stories, too.

3 Kate goes online. She also makes videos.

4 He's interested in sport and he likes football.

5 My sister goes horse-riding. She plays basketball, too.

6 I collect things. I also meet my friends in town.

3 1 'm a student from Turkey

2 English

3 want to practise my English

4 live in a village near the city of Izmir

5 is in the centre of Izmir

6 spend a lot of time on the school bus

7 I spend most of my time in my room

8 've got two younger brothers

9 I've got an older sister, too

10 is a teacher

11 works in a shop

12 'm mad about sport

13 love playing football

14 also enjoy playing a musical instrument

4 Students' own answers.

Progress review page 14

1 1 in, playground 2 in bed, 3 on, phone 4 in, room
5 at, shops 6 in, countryside

2 1 let 2 allows 3 bans 4 allow 5 lets

3 1 doesn't play 2 play 3 studies 4 don't study
5 finishes 6 don't finish

4 1 ✓ 2 ✗ 3 ✓ 4 ✓ 5 ✗ 6 ✓ 7 ✗ 8 ✓

5 1 Where do you go at the weekend?

2 Do you meet your friends in town?

3 Does your brother make videos?

4 Do your parents listen to music?

5 Does your cousin do martial arts?

6 When do your friends watch TV?

7 Where does your sister go to the cinema?

8 How often do you stay in bed late?

6 1 Shall 2 don't 3 want 4 don't 5 feel

6 baking 7 like 8 Let's

7 1 spending my time 2 a lot of time 3 also 4 too

5 don't enjoy 6 really bothered 7 about watching

8 not a big

Unit 2 Communication

Vocabulary page 16

1 1 mobile phone 2 card 3 landline 4 letter
5 emoji

2 1 text 2 conversations 2 video 3 symbols
4 emoticons 5 instant 6 social

3 1 cards 2 message 3 emoticon 4 landline
5 phone 6 letter 7 chat 8 messaging

4 Students' own answers.

Language focus page 17

1 1 're 2 's 3 'm 4 are 5 is 6 talking 7 sitting
8 taking 9 playing 10 running 11 eating

2 1 is sending a text message

2 are playing volleyball

3 is reading a book

4 is listening to music

5 are having a conversation

- 6 is running
- 7 are watching a video
- 8 'm drawing a picture
- 3 2 c aren't helping
- 3 f 'm not singing
- 4 a aren't listening
- 5 g aren't enjoying
- 6 e isn't eating
- 7 d 'm not writing
- 4 Students' own answers.

Vocabulary and listening page 18

- 1 1 send a text message
- 2 put on speaker phone
- 3 download a ring tone
- 4 dial a number
- 5 hang up
- 2 1 speak up 2 hang up 3 engaged 4 credit
- 5 call back 6 wrong number
- 3 1 false 2 true 3 true 4 false 5 false 6 true
- 4 1 voicemail 2 call 3 credit 4 kitchen table
- 5 two 6 station
- 5 1 I need to top up.
- 2 I need to call back.
- 3 I send a text message.
- 4 I hang up.
- 5 I download a new ringtone.
- 6 I say 'I'm sorry, I've got the wrong number.'

Language focus page 19

- 1 1 Is 2 Are 3 listening 4 am 5 is 6 are 7 'm not 8 isn't 9 aren't
- 2 1 Is Mum painting a picture? Yes, she is.
- 2 Is Eva reading a magazine? No, she isn't.
- 3 Are Freddie and Ellen baking cakes? Yes, they are.
- 4 Are Ricky and Will sitting on the sofa? No, they aren't.
- 5 Is Will making a video of Ricky? Yes, he is.
- 6 Are Eva and Mum having a conversation? No, they aren't.
- 3 1 are playing 2 get up 3 do; have' 4 don't go'
- 5 isn't doing 6 Is; baking
- 4 Questions:
- 1 What are you doing now?
- 2 What does your mum often do at the weekend?
- 3 Where do you usually do your homework?
- 4 What is your best friend doing at the moment?
- 5 Where do your friends go after school every day?
- 6 Where are you sitting right now?
- Students' own answers.

Reading page 20

- 1 1 green 2 students
- 2 1 E 2 B 3 C 4 D
- 3 1 true 2 false 3 false 4 true 5 false
- 4 1 They can charge their phones.
- 2 It needs three hours.
- 3 Because they've got mobile phones.

- 4 He thinks it's a good idea.
- 5 Students' own answer.
- 6 Students' own answer.

- 5 1 useful 2 funny 3 colourful 4 creative

Writing page 21

- 1 1 but 2 However, 3 but 4 However, 5 but
- 6 However,
- 2 1 She isn't a big fan of French, but she's interested in Spanish.
- 2 The English exam was difficult. However, I think I passed.
- 3 They started learning Japanese. However, the classes were very expensive.
- 4 We're studying French, but we can't say very much.
- 5 Toby's in the classroom, but he wants to be in the sports hall with his friends.
- 3 1 Everybody 2 to music 3 a few 4 play an instrument
- 5 more than half 6 Nobody 7 in the classroom
- 8 Half of 9 less than half 10 use
- 11 to the library
- 4 Students' own answers.

Progress review page 22

- 1 1 conversation 2 card 3 landline 4 emoticon
- 5 letter 6 text message 7 video chat 8 symbol
- 2 1 creative 2 funny 3 international 4 colourful
- 5 useful
- 3 1 My cousin is studying English and German.
- 2 I'm having my lunch.
- 3 You aren't reading your book.
- 4 Zeynep and Merve are using video chat.
- 5 My friend isn't doing that difficult homework.
- 6 We aren't swimming in the sea.
- 4 a 6 b 4 c 5 d 3 e 1 f 2
- 5 1 don't have 2 are doing 3 Is; listening 4 go
- 5 isn't helping 6 do; start
- 6 1 It's 2 things 3 home 4 thinking 5 interested
- 6 right 7 doing 8 special 9 time 10 That's
- 11 Text
- 7 1 a 2 b 3 a 4 c 5 b 6 c

Unit 3 The past

Vocabulary page 24

- 1 Positive and negative pairs:
- exciting, boring
- popular, unpopular
- rich, poor
- useful, useless
- kind, cruel
- alive, dead
- relaxing, scary
- 2 1 horrible 2 useful 3 scary 4 brave 5 awful
- 6 poor 7 relaxing 8 brilliant

- 3 1 exciting 2 popular 3 enormous 4 tiny 5 rich
6 cruel

4 Students' own answers.

Language focus page 25

- 1 1 were 2 wasn't 3 weren't 4 Was 5 Were
6 'was 7 were 8 was 9 'were 10 wasn't
11 weren't
- 2 1 Where were; c 2 What was; a 3 Who was; b
4 Where was; c
- 3 1 wasn't, was 2 weren't, wasn't 3 was
4 weren't, was 5 was 6 Were, weren't
- 4 1 There were 2 there was 3 there weren't 4 there
were 5 there weren't 6 There wasn't
- 5 Students' own answers.

Vocabulary and listening page 26

- 1 2 h 3 a 4 g 5 c 6 e 7 d 8 f
- 2 1 felt 2 found 3 watched 4 travelled 5 met
6 looked 7 helped 8 left 9 came
- 3 1 dad 2 brilliant 3 Egyptian 4 listened to
5 dinosaurs
- 4 1 150 2 three 3 2,000 4 twenty 5 two
- 5 Students' own answers.

Language focus page 27

- 1 1 didn't 2 Did 3 Did 4 enjoy 5 'did 6 didn't
- 2 1 helped 2 didn't go 3 didn't eat 4 saw 5 didn't
watch 6 stayed
- 3 1 met 2 Did; have 3 did 4 went 5 got
6 Did; go 7 didn't 8 came 9 left 10 didn't take
11 didn't see 12 did; do 13 took 14 found
15 gave
- 4 Students' own answers.

Reading page 28

- 1 1 French 2 large 3 cave
- 2 1 C 2 E 3 B 4 D
- 3 a 5 b 1 c 4 d 7 e 2 f 6 g 8 h 3
- 4 1 There were stories about an old tunnel with treasure
in it.
2 The pictures were red, brown and black.
3 There were about 1,500 pictures. They were over
17,000 years old,
4 They were important because they were very old and
the boys were the first modern people to see them.
5 Students' own answers.
- 5 1 wet 2 early 3 ancient 4 scary

Writing page 29

- 1 1 First 2 that 3 At 4 then 5 after 6 finally
- 2 1 that 2 At 3 After 4 Then 5 Finally
6 midnight
- 3 1 Japan

- 2 First
- 3 Japanese story
- 4 The Peach Boy
- 5 10.00
- 6 studied music from
- 7 played an instrument
- 8 After that
- 9 learned about Japanese sport
- 10 sumo wrestling
- 11 Then
- 12 prepared Japanese food
- 13 sushi
- 14 had a good time
- 15 felt very happy

4 Students' answers.

Progress review page 30

- 1 1 relaxing 2 kind 3 boring 4 horrible 5 scary
6 awful 7 brave 8 rich
- 2 1 early 2 wet 3 enormous 4 weird 5 ancient
- 3 1 The tour was very interesting.
2 The tunnels were really old.
3 What was the name of the tour?
4 The visit to the old town wasn't very long.
5 Was the tour guide good?
6 Our teacher was with us on the trip.
7 The tourists weren't scared of the dark.
8 Were your friends at the museum too?
- 4 1 b 2 c 3 f 4 e 5 a 6 d
- 5 1 went, didn't enjoy 2 Did; take 3 played, didn't
win 4 travelled, didn't visit 5 did; get up 6 came,
didn't see 7 Did; find 8 did; leave
- 6 1 b 2 c 3 b 4 a 5 b 6 c 7 a 8 c
- 7 1 forget 2 First, 3 At 4 Then 5 that 6 was
7 weren't 8 Finally 9 were 10 time

Unit 4 In the picture

Vocabulary page 32

- 1 1 jumping up 2 hanging from 3 walking on
4 picking up 5 kicking
- 2 1 hanging from 2 walking on 3 kicking
4 standing in 5 holding
- 3 1 're sitting on 2 aren't standing 3 're climbing up
4 're hanging from 5 's holding
- 4 Students' own answers.

Language focus page 33

- 1 1 were 2 watching 3 playing 4 wasn't
5 weren't 6 having 7 listening
- 2 1 was travelling 2 wasn't cycling 3 were sitting
4 wasn't studying 5 were climbing 6 weren't
looking
- 3 1 was playing 2 was helping 3 was baking
4 were having 5 was walking 6 were watching
- 4 Students' own answers.

Vocabulary and listening page 34

- 1 1 careful 2 happily 3 creatively 4 rude 5 easily
6 bad 7 patient 8 well 9 quietly 10 fast
- 2 1 fast 2 polite 3 rudely 4 brave 5 slowly
6 comfortable
- 3 1 c 2 e 3 a 4 g 5 d 6 b 7 f
- 4 1 careful 2 happily 3 creatively 4 easy
5 patiently 6 good
- 5 Students' own answers.

Language focus page 35

- 1 1 Was 2 Were 3 reading 4 was 5 was 6 were
7 wasn't 8 wasn't 9 weren't
- 2 1 Were you studying yesterday? No, I wasn't.
2 Was it raining at 3.30? Yes, it was.
3 Were we having dinner at 7.00? No, we weren't.
4 Were they playing a game earlier? Yes, they were.
5 Was Jim travelling in India last year? No, he wasn't.
- 3 1 was travelling 2 were looking 3 were walking
4 heard 5 went 6 said 7 were waiting
8 jumped 9 took 10 was standing 11 wasn't
raining 12 was 13 ran 14 didn't see
- 4 Possible answers:
1 I was visiting the Eiffel Tower.
2 he saw an accident.
3 they were coming home.
4 I heard a strange noise.
5 I was doing the exam.
6 my mum walked in the room.

Reading page 36

- 1 c
- 2 1 false 2 false 3 true 4 true 5 false
- 3 1 local guide 2 stood 3 was carrying 4 scared
5 hundreds
- 4 1 He spent three days with the monkeys.
2 It was holding on to the camera and playing with it.
3 They were seeing their faces for the first time.
4 Because the monkeys are very rare and it is an
important record of them.
5 Students' own answer.
6 Students' own answer.
- 5 1 team 2 yelled 3 home town 4 volunteer

Writing page 37

- 1 1 as soon as 2 after 3 While 4 when 5 as soon
as 6 after a few minutes
- 2 1 After 2 when 3 a few minutes 4 soon as
5 While 6 when
- 3 1 It happened while our team was playing
2 my best friend Max was the team captain
3 I was standing
4 I took the photo
5 while he was kicking the ball
5 He was really pleased with it.
- 4 Students' own answers.

Progress Review page 38

- 1 1 sitting on 2 picking up 3 jumping up 4 kicking
5 hanging from 6 walking on 7 climbing up
8 holding
- 2 1 team 2 yelled 3 close 4 volunteer 5 home
- 3 1 We were playing volleyball at 10.30.
2 It wasn't raining yesterday morning.
3 You weren't listening in class today.
4 The monkeys were hanging from a tree.
5 I wasn't watching that film earlier.
6 Osman was writing a letter at 5.00.
- 4 1 carefully 2 slowly 3 patient 4 politely, quietly
5 creative 6 happily
- 5 1 Was your dad smiling 2 were they going 3 Was
it raining 4 Were we visiting 5 were you sitting
6 was she saying
- 6 1 were eating, saw 2 lost, was travelling 3 was
snowing, arrived 4 stopped, were driving 5 was
walking, met 6 took, were staying
- 7 1 think 2 fantastic 3 doing 4 were 5 Really
6 standing 7 kidding 8 photo 9 impressed
10 kind
- 8 1 a 2 b 3 c 4 a 5 c 6 b 7 a

Unit 5 Achieve

Vocabulary page 40

- 1 1 fraction 2 metre 3 decade 4 half 5 month
- 2 See Student's Book
- 3 1 a century 2 seconds 3 a ton 4 an hour 5 a
millennium 6 days 7 a year 8 a kilometre
- 4 1 moment 2 decades 3 years 4 Thousands
5 months 6 hours 7 seconds 8 century

Language focus page 41

- 1 1 slowest 2 braver 3 bravest 4 thinner
5 thinnest 6 easier 7 easiest 8 more important
9 most important 10 better 11 best 12 worse
13 worst
- 2 1 slower 2 bigger 3 more expensive 4 better
5 more modern 6 dirtier
- 3 1 the tallest 2 the most beautiful 3 the latest
4 the worst 5 the easiest 6 the best
- 4 1 the smallest, smaller than
2 the oldest, older than
3 the youngest, younger than
4 the best, better than
5 the most exciting, more exciting than
- 5 Students' own answers.

Vocabulary and listening page 42

- 1 1 mathematician 2 artist 3 scientist 4 chess
player 5 musician 6 composer 7 writer

- 2 1 winner 2 genius 3 artist 4 expert
5 mathematician 6 professor 7 programmer
8 inventor
- 3 1 computer programmers 2 a prodigy
3 mathematician 4 twelve 5 professor 6 an expert
- 4 1 school 2 father 3 difficult 4 best 5 youngest
6 American
- 5 -er farmer, fashion designer, miner, teacher
-or conductor, sailor, translator
-ist archaeologist, economist, pharmacist, pianist
-ian electrician, magician, optician, politician

Language focus page 43

- 1 1 can't 2 Can 3 can 4 can't 5 could 6 play
7 Could 8 could 9 couldn't
- 2 1 Can Esin speak five languages?
2 I couldn't read when I was three years old.
3 Tim and Steve can cook well.
4 My dad could swim very fast last year.
5 We can't understand Italian.
6 Could Kim read when she was five?
- 3 1 Can you make, Yes, I can. No, I can't.
2 Could you swim, Yes, I could. No, I couldn't.
3 Could you play, Yes, I could. No, I couldn't.
- 4 Students' own answers.
- 5 2 f fast 3 d old 4 c many 5 a much 6 e often

Reading page 44

- 1 b
- 2 1 American 2 body and brain 3 grandparents
4 all 5 buy
- 3 1 true 2 true 3 false 4 false 5 false
- 4 1 He can remember 248 numbers.
2 Training is a very important part of Dellis's work.
3 He trains his brain every day.
4 He first became interested because his grandmother had memory problems.
5 The best way is to change the word or number into a picture.
- 5 1 vessels 2 food additives 3 cells 4 score

Writing page 45

- 1 1 D 2 C 3 A
- 2 1 exciting 2 born 3 died 4 eventually 5 history
6 sold 7 first 8 buy
- 3 1 writer, doctor, journalist and politician
2 born in Scotland in 1859
3 When did he first start writing?
4 the age of 17
5 called A Study in Scarlet
6 What were his achievements?
7 one of the most popular detective writers
8 inventor of the modern detective story
9 Why is he still popular today?
10 mysteries are so exciting
- 4 Students' own answers.

Progress review page 46

- 1 1 half, million 2 month 3 fraction, quarter
4 kilometre 5 millennium 6 kilo 7 metres, seconds 8 century
- 2 1 Blood vessels 2 Muscles 3 Brain cells 4 food additives 5 score
- 3 1 the most expensive
2 faster than
3 more comfortable than
4 the laziest
5 bigger than
6 easier than
7 the worst
- 4 1, 3, 4, 6, 8
- 5 1 Could 2 can 3 can't 4 couldn't 5 could
6 can
- 6 1 How many 2 How far 3 How tall 4 How much
5 How old 6 How rich
- 7 1 ago 2 best 3 to learn 4 but 5 suppose
6 can 7 idea 8 Even
- 8 1 Enid Blyton was a British writer.
2 She was born in England in 1897.
3 She first started writing when she was 16.
5 Enid Blyton eventually became the most famous writer of children's stories.
6 People loved her work because her mysteries were so exciting.
A 1 B 4 C 2 D 5 E 3

Unit 6 Survival

Vocabulary page 48

- 1 2 g 3 a 4 f 5 c 6 h 7 d 8 e
- 2 1 make 2 build 3 move 4 follow 5 Stay 6 use
- 3 1 avoided 2 found 3 climbed 4 followed
5 kept (stayed) 6 moved
- 4 Students' own answers.

Language focus page 49

- 1 1 'll 2 If 3 won't 4 will 5 survive 6 if 7 drink
8 Will
- 2 1 won't hear 2 find 3 gets up 4 sees 5 won't light
6 will they eat
- 3 1 If it's hot, I'll wear a T-shirt.
2 We'll catch the train if we run.
3 They won't play football if it rains.
4 If you don't eat, you'll feel hungry.
5 What will they do if it's very cold?
- 4 1 'll bake 2 will we do 3 rains 4 ask 5 'll say
6 doesn't feel 7 won't come
- 5 Students' own answers.

Vocabulary and listening page 50

- 1 2 lighter 3 torch 4 water bottle 5 compass
6 rope

The secret word: is mirror.

- 2 1 mirror 2 compass 3 water bottle 4 tent
5 torch 6 knife 7 sleeping bag 8 first-aid kit

3 Correct items:

- 3 torch 4 water bottle 6 first-aid kit 8 rope

4 1 False. Josh can't hear the noise.

2 True

3 True

4 False. Matt's finger hurts.

5 True

6 False. The boys have got a really early start in the morning.

5 Students' own answers.

Language focus page 51

- 1 1 listen 2 mustn't 3 eat 4 should 5 shouldn't
6 sit

- 2 1 must 2 shouldn't 3 must 4 mustn't 5 should
6 mustn't 7 should 8 must

3 1 You should bring a first-aid kit.

2 You mustn't eat the fruit on the trees.

3 You must bring a sleeping bag.

4 You shouldn't wear new clothes.

5 You mustn't swim in the river.

6 You should carry a water bottle.

7 You should be quiet at night.

8 You shouldn't bring a mobile phone.

4 Students' own answers.

Reading page 52

1 b

- 2 a 2 b 4 c 1 d 5 e 8 f 3 g 6 h 7

- 3 1 March 2 car park 3 bad 4 river 5 9.00
6 useful

4 1 He phoned the emergency services.

2 He got his ideas from TV survival programmes.

3 He tried to light a fire by quickly moving two branches together.

4 He was alone on the mountain for two nights.

5 Students' own answers.

- 5 1 clever 2 reserved 3 bossy 4 fit

Writing page 53

1 2 Don't arrive late for lessons.

3 Speak English to people outside class.

4 Don't chat to friends in lessons.

4 Revise for your exams.

2 1 Don't watch 2 remember 3 Don't eat 4 be

5 Walk 6 Don't sing 7 wear 8 Don't go

3 1 important to have the right equipment

2 forget your trainers

3 you should arrive early

4 a good idea to chat to the other people

5 you talk to them, they'll think you're friendly

6 you need help, speak to the club organizer

4 Students' own answers.

Progress review page 54

- 1 1 build 2 stand 3 climb 4 find 5 run 6 pick
7 use 8 avoid

- 2 1 competitive 2 fit 3 clever 4 bossy 5 reserved
6 friendly

3 1 eats, 'll feel

2 'll stay, rains

3 don't work, won't win

4 won't get, take

5 sees, 'll be

6 will get, drinks

7 finish, will you watch

8 will we do, lose

- 4 1 water bottles 2 sleeping bag 3 knife 4 compass
5 first-aid kit 6 torch

- 5 1 mustn't 2 should 3 mustn't 4 must
5 shouldn't 6 should 7 shouldn't

- 6 1 important 2 need 3 sure 4 Try 5 worry
6 fine

- 7 1 a 2 b 3 c 4 b 5 a 6 b 7 c 8 a

Unit 7 Music

Vocabulary page 56

- 1 1 concert 2 drums 3 fan 4 piano 5 classical
6 DJ

- 2 1 drums 2 traditional 3 folk 4 keyboard
5 views 6 samba 7 reggae 8 hit 9 downloads
10 rock 11 song 12 bass

- 3 1 band 2 rock 3 heavy 4 fan 5 hip-hop
6 violin 7 concerts 8 classical 9 vocals 10 lyrics

4 Students' own answers.

Language focus page 57

- 1 1 's 2 're 3 be 4 'm not 5 isn't 6 aren't
7 going 8 get

2 1 are going to cost

2 isn't going to open

3 isn't going to start

4 is going to finish

5 aren't going to play

6 are going to sing

3 1 'll feel

2 's going to buy

3 will win

4 won't like

5 're going to play

6 'm not going to watch

4 Students' own answers.

Vocabulary and listening page 58

- 1 1 successful 2 confidence 3 strength 4 talent
5 famous
- 2 1 ambition 2 success 3 energetic 4 talented
5 fame 6 charming
- 3 2 d 3 e 4 b 5 a 6 c
- 4 1 ten 2 won't 3 rock 4 home 5 guitar
6 sixteen 7 older 8 will
- 5 Students' own answers.

Language focus page 59

- 1 1 Is 2 going 3 Are 4 am 5 'm not 6 is 7 isn't
8 are 9 aren't
- 2 1 Is he going to play the guitar?
2 Are you going to buy the tickets?
3 Are we going to take photos?
4 Is Sarah going to be at the concert?
5 Where are they going to sit?
6 What is the singer going to sing?
- 3 1 Are you going to listen to, Yes, I am. / No, I'm not.
2 Is your best friend going to come, Yes, he / she is. /
No, he / she isn't.
3 Are you going to get up, Yes, I am. / No, I'm not.
4 Are your school friends going to meet, Yes, they are. /
No, they aren't.
5 Is your teacher going to give, Yes, he / she is. / No, he /
she isn't.
- 4 Students' own answers.
- 5 1 Are you playing
2 'm practising
3 are you doing
4 'm singing
5 is playing
6 'm not coming
7 are arriving
8 aren't staying

Reading page 60

- 1 1 c
- 2 1 tune 2 can 3 after 4 chorus 5 lyrics
- 3 1 the future 2 catchy 3 laugh 4 chorus
- 4 1 You can choose three notes and play them again and
again.
2 The title of the song.
3 It can say something new about the topic and it can
have a different rhythm.
4 Students' own answers.
- 5 1 voice 2 bright 3 star 4 hit

Writing page 61

- 1 1 She' 2 this 3 us 4 Their 5 it 6 me 7 his
8 They
- 2 1 it 2 I 3 him 4 your 5 He 6 her 7 them
8 my
- 3 1 synthpop
2 you like catchy electronic music, you'll love this song

- 3 vocals by Australian singer Conrad Sewell
4 want to listen to this song again
5 How long will I love you?
6 Ellie Goulding
7 pop
8 you're into gentle pop songs, then this is for you
9 Ellie Goulding's amazing vocals and piano playing
10 is Ellie Goulding at her best
- 4 Students' own answers.

Progress Review page 62

- 1 1 violin 2 band 3 fans 4 lyrics 5 drums
6 views
- 2 hit bright reality voice, star
- 3 1 I'm going to write a new song.
2 We're going to learn a musical instrument.
3 Lana Del Rey isn't going to sing her big hits.
4 They're going to watch a One Direction video.
- 4 1 We're going to 2 you'll 3 is going to 4 there'll
5 won't 6 she's going to
- 5 1 False 2 True 3 True 4 False 5 True 6 True
7 False 8 True
- 6 1 Are you going to play
2 Is your brother going to get
3 Are we going to listen to
4 Is Emily going to sell
5 are you going to read
6 is Anya going to stay
- 7 1 are you doing
2 I'm not doing
3 I'm travelling
4 My mum is coming
5 are you meeting
6 We're spending
7 we're having
8 they're driving
- 8 1 look 2 helping 3 want 4 would 5 else
6 with 7 no 8 do
- 9 1 into 2 if 3 it 4 about 5 song 6 sound
7 work 8 This

Unit 8 Scary

Vocabulary page 64

- 1 2 d 3 a 4 f 5 c 6 e
- 2 1 about 2 of 3 at 4 about 5 in 6 on
- 3 1 happy about 2 scared of 3 good at 4 interested
in 5 nervous about 6 fond of
- 4 1 fond 2 interested 3 good 4 scared 5 nervous
/ worried
- 5 1 at 2 on 3 about 4 of 5 about
- Students' own answers.

Language focus page 65

- 1 1 's 2 touched 3 've 4 tried 5 haven't 6 met
7 hasn't 8 flown 9 haven't 10 won

- 2 1 driven 2 ridden 3 eaten 4 forgotten 5 given
6 worn
The secret past participle is written.
The base form is write.
- 3 1 have visited, Spain 2 have been, Italy 3 has
learned, guitar 4 have baked, cakes
- 4 1 has eaten, hasn't tried
2 've travelled, haven't flown
3 have learned, haven't spoken
4 hasn't driven, 's ridden
5 've read, haven't touched
6 haven't climbed, have walked
- 5 Students' own answers.

Vocabulary and listening page 66

- 1 2 b bruise 3 f burn 4 a cut 5 e break 6 d sprain
- 2 1 b 2 c 3 a 4 b 5 c 6 d
- 3 1 f 2 d 3 b 4 e 5 c 6 a
- 4 2 burn, sun 3 sprain, bus 4 break, mountains
5 cut, mountain bike 6 break, door
- 5 Students' own answers.

Language focus page 67

- 1 1 won 2 Has 3 Have 4 have 5 has 6 have
7 haven't 8 hasn't 9 haven't
- 2 1 Have, seen. Yes, I have. / No, I haven't.
2 Has, given. Yes, he / she has. No, he / she hasn't.
3 Have, had. Yes, I have. / No, I haven't.
4 Has, played. Yes, he / she has. / No, he / she hasn't.
5 Have, lost. Yes, I have. / No, I haven't.
- 3 1 Has Robbie ever done martial arts?
2 We've never been snowboarding.
3 She's never stayed in hospital.
4 Have you ever read this story before?
- 4 1 have you won
2 Has your team been
3 Have you ever fallen
4 Has your bike ever broken
- 5 Students' own answers.

Reading page 68

- 1 1 Charlie 2 Brittany 3 Elise
- 2 1 D 2 C 3 F 4 B 5 E
- 3 a 4 b 1 c 6 d 5 e 8 f 2 g 7 h 3
- 4 1 They learned what to do when a person is badly
injured.
2 He fell off his bike.
3 He had serious cuts, he was unconscious and there
was a lot of blood in his mouth.
4 They got special awards.
5 Students' own answers.
- 5 1 ridiculous 2 excited, frightened 3 alive, fatal

Writing page 69

- 1 1 so 2 so 3 because 4 because 5 so
6 because

- 2 2 I can't write because my hand is injured.
3 We're fond of animals so we visited the zoo.
4 I fell asleep on the sofa because I was very tired.
5 We were late so we ran for the bus.
6 He can't walk because he's broken his leg.
- 3 1 Thanks for your email 2 done 3 Guess what
4 broken 5 because 6 playing 7 fell 8 so 9 so
10 because 11 visit 12 Write soon
- 4 Students' own answers.

Progress Review page 70

- 1 1 happy about 2 interested in 3 good at 4 scared
of 5 worried about 6 fond of
- 2 1 fatal 2 risky 3 ridiculous 4 alive 5 frightened
- 3 1 We haven't tried Chinese food.
2 Ezgi has visited Egypt and Tunisia.
3 They've been on a roller coaster.
4 You've flown to a lot of different countries.
5 I haven't broken any bones.
6 My teacher hasn't read that book.
- 4 1 burned 2 cut 3 broken 4 injured 5 bruise
6 sprained 7 injured 8 cut
- 5 1 Has, touched, No, he hasn't.
2 Have, visited, Yes, we have.
3 Has, met, Yes, she has.
4 Have, lived, No, they haven't.
5 Have, travelled, No, I/we haven't.
- 6 1 Has she ever played
2 You've never heard
3 Have we ever eaten
4 They've never driven
5 Has the computer ever stopped
- 7 1 b 2 c 3 a 4 c 5 a 6 b 7 c 8 a
- 8 1 Hi Maria
2 Thanks for your email.
3 Have you done anything interesting?
4 I've had some bad luck.
5 I've sprained my ankle.
6 so
7 because
8 so
9 because
10 Write back soon.

Cumulative Review

Starter – Unit 2 page 72

- 1 1 Making a film.
- 2 Because he wants to find some friends to make films
with.
- 3 1 fourteen 2 alone 3 can 4 making 5 creative
6 scary 7 music 8 email
- 4 Picture 3
- 5 1 Skype 2 camera 3 film 4 basketball 5 lab
6 students
- 6 Students' own answers.

Starter – Unit 4 page 73

- 1 Statues; The Great Wall of China; China
- 2 Emperor Qin
- 3 1 The tour guide was called Jing Mei.
2 The emperor died in 210 BC.
3 The warriors all look different.
4 Some soldiers are lying broken on the floor.
5 They were found in the countryside.
6 The writer was taking photos quietly in the museum.
- 4 B1, C2; D3, Photo A not mentioned
- 5 1 False 2 False 3 False 4 False 5 False 6 True
- 6 Students' own answers.

Starter – Unit 6 page 74

- 1 She's cooking on a fire. In the forest.
- 2 Anna
- 3 1 Grace 2 Tom 3 Anna 4 Tom 5 Charlie
6 Charlie
- 4 champion, compass, mirror
- 5 A4 B2 C5 D1 E3
- 6 Students' own answers.

Starter – Unit 8 page 75

- 1 There's a music festival.
- 2 They are all his favourite bands.
- 3 1 True 2 True 3 False 4 False 5 False 6 True
- 4 1c; 2a
- 5 1 silly 2 forgets 3 isn't 4 legs 5 difficult 6 is
- 6 Students' own answers.

Language focus practice

Starter unit page 76

- 1 1 I'm not a Star Wars fan.
2 Are you interested in photography?
3 Murat isn't in this photo.
4 It isn't Friday afternoon.
5 Is your brother fifteen?
6 Ann and Ella are twins.
- 2 1 Her 2 Our 3 his 4 my 5 your 6 Their
- 3 1 Who 2 How 3 Where 4 When 5 What
6 How old
- 4 1 She's got a new teacher.
2 I haven't got a notebook.
3 They've got a history class now.
4 Have we got maths this morning?
5 Jake hasn't got a new uniform.
6 What have you got next?
- 5 1 There aren't, girls 2 Are there, class 3 music, there isn't 4 There's, exam 5 There are, fields 6 Is there, a lab

Unit 1 page 78

- 1 1 likes 2 collects 3 has 4 washes 5 does
6 bakes 7 carries 8 draws
- 2 1 David does martial arts.
2 We don't watch films on the laptop.
3 You spend a lot of time in town.
4 My mum carries her things in a small bag.
5 They don't play football in the park.
6 My father doesn't allow me to have a phone.
- 3 1 Olga and Sasha don't live near the school.
2 I don't want to watch that film.
3 You don't write on your blog every day.
4 We don't know that boy's name.
5 Vadim doesn't speak French.
6 This shop doesn't open early.
- 4 1 The never make videos.
2 My father is sometimes strict.
3 Mark and Ed always play outside.
4 Nuran has usually got a pen.
5 These stories are always interesting.
6 We often listen to music.
- 5 1 Do, spend, they don't 2 Does, play, he does 3 Do, watch, I do 4 Does, do, she doesn't 5 Do, go, they don't 6 Do, we know, we do
- 1 1 Where do 2 When does 3 When do 4 Where does 5 Who do 6 What does

Unit 2 page 80

- 1 1 making 2 stopping 3 collecting 4 living
5 swimming 6 spending 7 staying 8 leaving
9 painting 10 working
- 2 1 's baking 2 're playing 3 'm watching 4 's meeting 5 's eating 6 're running
- 3 1 They aren't making lunch. They're chatting on social media.
2 Tamer isn't sitting in his chair. He's running outside.
3 I'm not making a phone call. I'm sending an email.
4 We aren't listening to Tom. We're speaking to Andy.
5 Holly isn't reading her book. She's sending a text message.
6 You aren't writing in your notebook. You're talking.
- 4 1 What are you watching on TV?
2 Is Henry playing tennis with Sam?
3 Why are your friends running fast?
4 Where is Angela staying on holiday?
5 Are we looking at this exercise now?
6 Who is your brother speaking to?
- 5 1 'm going 2 is enjoying 3 aren't staying 4 're visiting 5 live 6 teaches 7 walks 8 doesn't go 9 walks 10 uses 11 are you doing 12 are you working

Unit 3 page 82

- 1 1 Was the tour expensive?
2 My answers were right.
3 I wasn't cold in the tunnel.
4 Were the tourists interested in the old town?
5 The visit to the museum was exciting.

- 6 You weren't on the school trip last week.
 7 Was Liam at school yesterday?
 8 We were happy with our guide.
- 2 1 There wasn't 2 There was 3 there weren't
 4 There were 5 There was 6 There weren't
- 3 1 met 2 stayed 3 felt 4 gave 5 explored
 6 went 7 took
- 4 1 didn't play 2 didn't lose 3 didn't meet 4 didn't help
- 5 1 Did David find, he didn't 2 Did they go, they did
 3 Did Katy leave, she did 4 Did we have, we didn't

Unit 4 page 84

- 1 1 wasn't, was 2 were, weren't 3 wasn't, was
 4 were, weren't 5 was, wasn't 6 wasn't, was
- 2 1 Olga was having her dinner.
 2 I wasn't studying for that important exam.
 3 Ed and Tom were waiting outside the cinema.
 4 Mustafa was writing an email.
 5 My parents weren't watching that new TV series.
 6 You weren't answering your mobile phone.
 7 I was chatting on social media.
 8 They weren't baking a cake.
- 3 1 Were, standing 2 Was, dancing 3 Were, running
 4 Was, wearing 5 was, eating 6 were, sitting
 7 were, saying 8 was, talking
- 4 1 walked 2 wasn't looking 3 were standing
 4 were talking 5 was going 6 stopped 7 didn't fall
 8 said 9 thanked
- 5 1 fast 2 angrily 3 badly 4 hard 5 well

Unit 5 page 86

- 1 1 richer, the richest
 2 luckier, the luckiest
 3 more difficult, the most difficult
 4 worse, the worst
 5 more exciting, the most exciting
 6 wetter, the wettest
 7 more boring, the most boring
 8 kinder, kindest
- 2 1 the biggest 2 better than 3 the fastest 4 more creative
 5 the worst 6 easier
- 3 1 She's the fastest player in the team.
 2 Cars are slower than planes.
 3 You're the friendliest person at this school.
 4 I'm more polite than my brother.
 5 He's the best runner in the class.
 6 Jane is more serious than her friend Karen.
- 4 1 can speak English and French 2 could play football well
 3 can't run very fast 4 couldn't cook 5 can bake cakes
- 5 1 How strict 2 How many 3 How much 4 How often
 5 How tall 6 How fast

Unit 6 page 88

- 1 1 will be 2 'll build 3 won't climb 4 'll win
 5 won't enjoy 6 will, do

- 2 1 'll look, find 2 won't watch, feels 3 is, 'll buy
 4 Will, light 5 're, 'll win 6 buy, will 7 Will, find
 8 doesn't bring, 'll be
- 3 1 sees 2 don't find 3 'll listen to 4 feel 5 won't swim
 6 'll eat
- 4 1 must 2 should 3 must 4 should 5 should
 6 must 7 should 8 must
- 5 1 mustn't 2 must 3 should 4 mustn't
 5 shouldn't 6 should

Unit 7 page 90

- 1 1 'm going to listen 2 isn't going to walk 3 're going to watch
 4 'm not going to buy 5 is going to do 6 aren't going to sing
- 2 1 I'm going to learn these cool lyrics.
 2 We aren't going to download the reggae song.
 3 Harry and Niall are going to talk to the fans.
 4 That video isn't going to be on TV tonight.
 5 You're going to write the music for the album.
 6 They aren't going to change the title of the song.
- 3 1 're going to study 2 'll have 3 'm going to visit
 4 'll enjoy 5 'll love 6 's going to start
- 4 1 Is Fatma going to learn
 2 Are you going to do
 3 Is Archie going to become
 4 Are they going to sing
 5 is Paul going to play
- 5 1 isn't practising, 's going
 2 is doing, isn't meeting
 3 aren't playing, 're watching
 4 are practising, aren't going
 6 are meeting, aren't doing

Unit 8 page 92

- 1 1 climbed 2 spoken 3 injured 4 taken 5 drunk
 6 sung 7 fallen 8 begun 9 walked 10 known
- 2 1 's broken 2 haven't seen 3 hasn't ridden 4 've read
 5 haven't baked 6 've visited
- 3 1 has run 2 haven't seen 3 hasn't written 4 've won
 5 haven't swum 6 've lived
- 4 1 Has, ever touched, No, he hasn't.
 2 Has, ever made, Yes, he has.
 3 Has, ever eaten, No, he hasn't.
 4 Have, ever met, No, they haven't.
 5 Have, ever touched, Yes, they have.
 6 Have, ever made, Yes, they have.
 7 Have, ever eaten, No, they haven't.
- 5 1 They've never eaten Brazilian food.
 2 Have you ever tried judo?
 3 I've never lost my mobile phone.
 4 Has Matt ever watched a horror film?
 5 My sister has never read this book.
 6 Have they ever sung this song?

Student's Book audio scripts

Unit 1

Page 9 Exercises 4 and 5 1.05

I = Interviewer, A = Amelia, E = Elijah, R = Renee, H = Harry, L = Lilly, D = Darius.

1 Amelia

I What are your favourite places in town?

A When I'm with my friends in town we spend most of our time at the shops. Sometimes we go to fast food restaurants.

2 Elijah

I What about when you're at home? Do you stay in your room a lot?

E Yes, I quite like being alone sometimes, so I spend a bit of time in my room. Usually when I come home from school.

3 Renee

I Do you stay in bed later at the weekends?

R No, I don't spend a lot of time in bed. I go to school on Saturday morning. And on Sunday I don't spend any time in bed: I prefer to get up and do something. See friends, do sport, watch TV. That kind of thing.

4 Harry

I Are you online a lot?

H Quite a lot, I suppose, yes. My parents say I spend too much time in front of screens. I use my phone a lot, and then there's my computer. That's for homework but I play games on it, too.

5 Lilly

I Do you spend much time on your homework?

L No, not much. Maybe thirty minutes a day.

I And at the weekend?

L I spend more time on my homework at the weekend. Maybe an hour? But I don't spend more than an hour ...

6 Darius

I How long does it take to get to school in the morning?

D When there's a lot of traffic, I spend about forty minutes on the bus getting to school. It's a long time!

I What do you do on the bus?

D I spend all of my time on my phone.

Page 12 Exercises 3 and 4 1.10

I = Interviewer, A = Abbie, N = Niall

1

I Abbie, those trainers are great – I really love the colours.

A Thanks.

I Where do you buy the trainers and the paints? Are they expensive?

A They're not too expensive, no. I buy them online.

I You're obviously very good at it.

A Well, I love drawing and painting. It's a very relaxing hobby.

I And what do you do with the trainers after you paint them?

A Well, I often wear them, but I sometimes give them to people. If a friend has a birthday then I give them trainers as a present.

I Oh, that's nice. What a great idea for a present.

A Yes, my friends really like them.

2

I Hi, Niall.

N Hi.

I You've got a good camera there, I see. And you use that to make videos, right?

N That's right. I make videos for songs.

I Pop songs?

N Pop, rock, rap. If I like a song, then I make my own video for it.

I OK. That's a nice idea. Do you write stories for the videos, then?

N Yeah, I always write the stories and then afterwards my friends help. They act in the videos.

I Your friends are the actors. Cool!

N Yes, it's usually a lot of fun.

I And how often do you make a new video?

N I don't often make them. Maybe two or three times a year. It's a lot of work.

I Yes, that is a lot of work. What do you do with the videos when they're finished?

N I upload them. I put them on YouTube.

I Great!

Page 16 Exercise 7 1.13

I = Interviewer, N = Natalie

I Hi, Natalie.

N Hi.

I You collect things, don't you?

N Yes.

I Tell us what you collect.

N I collect books.

I Real books?

N Yes, real books, with real pages.

I Why don't you just go online and buy a book to read on your phone?

N Because real books are fantastic. I love books with beautiful photographs and pictures. It isn't the same if you buy an electronic book because that's just text on your phone.

I How many books have you got?

N I've got about fifty or sixty.

I Where do you read the books?

N I usually read in my room, in bed, before I go to sleep. It's very relaxing. Better than watching TV or playing video games. And people love them as presents – if my friends have a birthday, I always buy them a book.

I Are they expensive?

N They're usually more expensive than electronic books, but they're not very expensive. I usually buy one every month.

I Great! Thanks Natalie.

Unit 2

Page 19 Exercises 4 and 5 1.15

I = Interviewer, S = Steve, R = Rebecca, H = Harry

1

I Do you spend a lot of time talking to friends on the phone?

S Of course, all the time.

I Do you spend a lot of time talking to friends on the phone?
R Not much. What about you?
H Me neither. We use instant messaging most of the time.

2

I Did you know that young people only spend 3% of their communication time making phone calls?

S Really?

I Did you know that?

H I'm not surprised.

R Neither am I.

3

I Do you use email?

S Absolutely.

I Did you know that teenagers only spend 2% of their communication time writing emails?

S Wow, no. I'm surprised.

I Are you surprised by that?

R Of course, email is for adults.

H That's right.

4

I How often do you have face to face conversations with friends?

R All the time.

H Me, too.

S Hmm, sometimes. About once a week, probably.

H Really?

R I'm surprised.

Page 22 **Exercises 3, 4 and 5** 🎧 1.17

1 [*keyboard tones as someone dials a number*]

2 Yeah, OK, speak soon, yeah, OK, bye. [hangs up]

3 [*ringing*] Hi, I'm calling back because you were busy earlier ...

4

[*ringing*]

A Hello? Oh wow! Hey everyone! It's Zoe – she's calling from Ireland. Hang on a minute, Zoe.

[*button tones*]

B Hello?

A OK, can everyone hear her now? Go ahead, Zoe, we're all listening ...

B Hi guys!

5 [*keyboard tones, sound of message being sent*] OK, sorry, finished. Carry on ...

6 [*different ringtones*] Which tone do you like best? I think I like this one. [*ringtone*]

7 This is the voicemail service of 085 757 0585. Please leave a message after the tone.

8 [*engaged tone*] ... oh, she's still on the phone!

Page 22 **Exercises 3, 4 and 5** 🎧 1.19

M = Mum, D = David, O = Ollie, J = Janet, GF = Grandfather, GM = Grandmother, Ma = Man

1

M Hello, David? This is your mum. Where are you?

D Oh ... Hi, Mum! I'm in the park ... with friends.

M What about your homework?

D Sorry, I can't hear you. Can you speak up? Mum, this line is bad. No, sorry, I can't hear you. I'm hanging up now.

M Wait, wait! Please don't hang up.

D You're breaking up. Lovely speaking to you, Mum. Bye.

M David? David?

2

O Hello, is that Susan?

J No, it's Janet.

O Janet?

J Yeah, I'm using Susan's phone because I haven't got any credit on my mobile.

O Oh, OK.

J I need to top up my phone. But I need to talk to you. Can you call me back on Susan's phone?

O Sorry, I haven't got much credit. Send me a text message.

J All right.

3

GF Who are you calling?

GM I'm calling Andrew. His phone's ringing, but he's not answering.

Ma Hello?

GM Oh, hello, Andrew, it's your grandmother speaking.

Ma Erm, this isn't Andrew. Sorry, I'm afraid you've got the wrong number.

GM Oh! Sorry about that. Well, who are you then? I've got your number in my phone.

Ma I'm Anthony. Anthony Frizzell.

GM Anthony Frizzell? Oh yes! Anthony. The man from the bank.

Ma That's right.

GM Oh dear, sorry to bother you.

Ma No problem.

GM Bye, now.

Ma Goodbye.

Page 26 **Exercise 7** 🎧 1.23

D = Daisy, E = Ellen

D Hello?

E Hi, Daisy. It's Ellen.

D Hi, Ellen. Where are you phoning from?

E I'm at home.

D Why are you using your mobile phone?

E My brother's using the landline. He's always on the phone in the evening. He phones his best friend for hours. He says he can't get reception on his mobile phone, but that's not true. I can get reception on my phone.

D What do they talk about?

E I don't know. Girls, probably. Listen, Daisy, can you call me back on my mobile? I'm running out of credit.

D Why don't you just top up your phone?

E I haven't got any money this month.

D Ellen, you've never got any money!

E Please call me back. I've got something very important to tell you. It's about a boy you like ...

D Oh, Ellen.

E I'm hanging up now. Call me back!

Unit 3

Page 29 **Exercises 5 and 6** 🎧 1.25

I = Interviewer, D = Darius, R = Renee, S = Shri, E = Elijah, A = Amelia

1 Darius

I Tell me about where you live.

D I live in a town called Bandon. It's a small town in the south of Ireland. It's not exactly beautiful, but I quite like living here.

2 Renee

I Tell me about a person who you admire.

R I really admire Lewis Hamilton. He's a British Formula One driver and I think he's brilliant.

3 Shri

I Tell me about something which you really don't like.

S I really don't like getting up early in the mornings. I get up at 7 o'clock during the week, and it's terrible!

4 Elijah

I Tell me about your favourite invention.

E Mountain bikes are probably my favourite invention. I really love my bike. I cycle a lot and I go most places on it.

5 Amelia

I Tell me about something you like.

A I'm really into tennis. I'm in a club and I play in a team.

Page 32 Exercises 5 and 6 1.31

Saturday the fourth – today I travelled to Egypt in 2000 BCE and visited the pyramids. They were new then! After that, I went to Rome and watched games in the Coliseum. They were violent and cruel. I really didn't like them.

Sunday the fifth – I travelled thirty-five million years into the past to see the dinosaurs. I didn't stay there long, but I saw some scary animals. They looked very unfriendly. I wasn't crazy about them and I was happy to get home!

Tuesday the seventh – I didn't use the time machine yesterday. But this morning I went to the year 2000 and I found my parents. They were at a celebration for the new millennium. I didn't talk to them but it was a bit strange to see them when they were young.

Wednesday the eighth – I explored my town this afternoon and I saw my old school. There were a lot of people and I didn't find my friends, or me! I came home early because I had basketball practice.

Thursday the ninth – today I met a boy in Switzerland. He wanted to be a scientist, but he wasn't brilliant at maths. I helped him with his homework. He gave me a book with his name on it. It was Albert Einstein!

Saturday the eleventh – I didn't use the time machine yesterday because we had a History test. But this morning I visited Brazil in 2014 and watched the Football World Cup final. It was fantastic!

Sunday the twelfth – I visited England a hundred and fifty years ago and I had lunch with Queen Victoria. We ate a strange pudding and I didn't like it. I gave her a photo of my family. She was a big fan of their clothes.

Monday the thirteenth – today I went into the future! I travelled in a spaceship to the moon. It was a very long journey and I felt sick, so I came home early.

Page 36 Exercise 7 1.34

K = Kim, M = Mum

K I had a really strange dream last night.

M Really? Tell me about it.

K Well, I was a girl in the eighteenth century.

M Which century?

K The eighteenth century – the seventeen hundreds, you know?

M OK. Why were you in the eighteenth century?

K I don't know. Maybe because we're studying it at school.

M Oh, right.

K Anyway, I was a girl in an enormous house in France. Everybody was very rich. But I wasn't, I was poor.

M Why were you in the enormous house, then?

K I don't know, it was a dream!

M OK, OK. What did you do in the house?

K I watched the rich people. They talked, they played the piano. And they ate a lot.

M Did they eat cake?

K They ate cake, and a lot more.

M Did you talk to them?

K No, I wasn't very brave. Also, I can't speak French.

M Not even in your dreams?

K No. I just watched and listened. Look, I took a photo ...

M Did you really?

K Yes, I did. Oh, no I didn't. It was a dream, I forgot.

Unit 4

Page 39 Exercises 3 and 4 1.36

I = Interviewer, L = Lilly, H = Harry, R = Rebecca, E = Elijah

1 Lilly

I What can you see in this photo?

L I can see people in an open space. A man is standing in the middle and two people are hanging from his arms. There's one person on the left and one person on the right. He's a superman!

2 Harry

I Look at this photo and tell me what you can see.

H Hey, that's a good one. There's a woman and she's sitting somewhere, like a rock. She's holding a tiny man, who's jumping up and down on her hand. That's funny!

3 Rebecca

I What can you see in this photo?

R Mmm. Oh, it's an illusion. It looks like there are two people hanging from the man's arms, but they aren't really. The man is actually standing in the foreground and the two people are standing behind him in the background. It's a clever picture.

4 Elijah

I What can you see in this photo?

E There's a woman holding a really small jumping man ... What? Ah, not really. Of course! The man is jumping up in the background and he looks small because he's behind the woman. She's in front of him in the foreground, so she looks bigger than him. So it looks like she's holding him, but she isn't really, she isn't holding anything. I like that.

Page 42 Exercises 3 and 4 1.39

I = Interviewer, S = Steve

I How did you take this one, Steve?

S Well, taking photos of animals isn't easy because they're fast and never stay in one place. For this photo I waited patiently for about an hour. I saw this squirrel while I was photographing flowers in a park. It was running up and down the tree and eating nuts. I was lying down when I took this photo.

I I can see you were very close to it.

S Yes. I was very quiet and it came quite close. It's often difficult to get close to animals because they're scared. So I often use a special camera and take photos from a distance.

I Were you skiing when you took this photo?

S Yes, I was. I was skiing with the guy in the photo. I was on his left when I took it.

I That's very brave of you!

S Not really. I can ski well. Some photographers do dangerous things. But I only take photos of sports I can do. If you follow simple rules, it isn't difficult to take good sports photos. The most important thing is to be in the right place at the right time.

I This is a great photo!

S Yes, it is. I was travelling in Asia when my friend and I saw this street parade. The women were wearing traditional clothes. We talked for a few minutes and then I asked if I could take their photograph with my friend. They said OK.

I Do you always ask people for permission?

S Yes. It's rude to take photos of people you don't know. Most people are happy for you to take their photo if you're friendly. If they say no, then you don't take the photo.

I Where were you sitting when you took this photo?

S I was sitting at the end of the boat and my three friends were at the other end. We were on holiday last summer. Holiday photos are often boring so I was trying new ideas. I took a lot of photos of my friends on the boat and in the sea that day. It was good fun!

I Well, thanks Steve.

Page 46 **Exercise 7** 🎧 1.42

J = Jane, T = Tom

J I really like this photo. Did you take it?

T Yes, I did.

J It's amazing.

T That's really kind of you, thanks.

J Is that a dog in the photo? And a man?

T Yes, the dog was helping the man out of the water.

J You're kidding! Where were you when you took it?

T I was walking beside the river when I saw the dog. It was swimming in the river, and it was helping the man – he was having problems swimming. So the dog saved the man.

J No kidding! You were very fast to take the photo.

T I was sending a text at the time and I was holding my phone. So I used my phone to take the photo.

J I'm impressed.

T Thanks.

Unit 5

Page 49 **Exercises 5 and 6** 🎧 1.47

I = Interviewer, R = Rebecca, H = Harry, D = Darius, Ren = Renee, S = Shri, M = May, E = Elijah, A = Amelia

1 Rebecca, Harry

I How long does a butterfly live?

R I don't know. Any ideas?

H My guess is about a month. Maybe.

I Most butterflies live for no more than two weeks.

2 Darius, Renee

I How much does an elephant weigh?

D What do you reckon?

Ren I reckon ... umm ... I've no idea. I guess 10,000 kilos. What do you think?

D Probably.

I One elephant weighs between 4,000 and 7,000 kilos – that's the same as 80 people.

3 Shri, May

I How fast can the world's fastest car go?

S I know that one.

M Really?

S Have a guess.

M Around 200 kilometres per hour?

S It's 435 kilometres per hour. The Hennessey Venom GT.

M That's fast.

I That's right. The world's fastest car can go up to 435.31 kilometres per hour.

4 Elijah, Amelia

I How tall was the world's shortest person in history?

E I reckon about 60 centimetres.

A Really? I reckon about 70 centimetres.

I The shortest man in history was Chandra Bahadur Dangi, who was 54.6 centimetres tall.

Page 52 **Exercises 4 and 5** 🎧 1.52

J = John, C = Clare

J ... and the topic of today's show is prodigies. OK, Clare – so what could you do when you were five years old? Were you a genius musician?

C A genius musician? Erm ... no.

J Ah, well maybe when you were ten you were an expert mathematician or a great writer perhaps?

C When I was ten? Definitely not – I still can't do maths now.

J Right, well don't worry – that means you were probably a normal child.

C Yes!

J But we're not talking about normal children today. Prodigies are children who can do amazing things when they're very young, like this, for example ...

C Mmmm let me guess – Mozart?

J Correct. The composer Mozart could compose and play piano and violin when he was five. Most kids can't read until they're six. Mozart wrote this piece of music when he was eight.

C Wow. What about the pictures, then? Any ideas?

J Yes, this one's by Leonardo da Vinci.

C Yes, that's right, and we all know that Leonardo was a genius, but did you know he couldn't spell very well?

J Ah, that's interesting – so geniuses have problems, too. What about the other painting – is that boy the artist?

C Yes, his name is Kieron Williamson and he painted this when he was ten.

J It's beautiful. How much are his paintings?

C That one is 22 thousand pounds.

J Really?

C Yes, and when Kieron was ten years old he already had £1.5 million from his art.

J Ten years old and he had £1.5 million? He can't spend all that money!

C Mmm. Maybe you can help him, John.

J Good idea!

Page 56 **Exercise 7** 🎧 1.54

M = Martha, T = Tom

M I don't usually like doing homework, as you know ...

T Yes, I know.

M ... but this article about Albert Einstein is really interesting.

T Really? Why?

M Well, we usually think that geniuses like him were child prodigies. That they could do things really well when they were years younger than other people.

T Yes, like, Mozart or ... well ... Mozart.

M Exactly. But listen to this. Einstein was the most famous scientist of the twentieth century, but he couldn't even do maths at school.

T You're kidding.

M No, it's true. He was one of the worst students in his maths class. Probably even worse than you are.

T Thanks.

M And he couldn't remember names or phone numbers. Just like you.

T Obviously I'm a genius.

M He talked slowly, too, when he was a child.

T That's not a bad thing.

M No, it isn't. But I thought that all geniuses spoke really quickly.

T Not true, then.

M No. But there are things he could do that are surprising.

T For example?

M He could play the violin very well. His mum was a musician and she wanted him to play. He played the violin all his life. And he could sail. He often went sailing. Apparently it was relaxing. But he couldn't swim.

T He was brave! What's the best way to learn how to sail?

Unit 6

Page 59 Exercises 3 and 4 2.04

I = Interviewer, S = Shri, M = May, Si = Simon, R = Rebecca, H = Harry

1 Shri

I Are you good at lighting fires outdoors?

S No problem. I can definitely light a fire outdoors. You use dry wood.

I But can you light a fire outdoors without a lighter or matches?

S Definitely not! I'm no good at survival skills.

2 May, Simon

I Do you know what fruit is safe to eat in the countryside?

M I don't think so. I don't know a lot about trees and plants.

I Can you tell what fruit is safe to eat in the countryside?

Si I've no idea! It's best not to eat any fruit if you don't know what it is.

3 Rebecca, Harry

I How do you find your way if you're lost in the countryside?

R I can probably find my way with a map.

I And if you haven't got a map, or a phone?

R Then I doubt it!

I Can you find your way without a phone or a map?

H I think so. I can probably use the sun. But only on a sunny day.

Page 62 Exercises 3 and 4 2.07

Hi. I'm Kay Freeman and I went on the five-day Desert Challenge survival course. It was great fun but it was tough. You must be fit because the desert is extreme. That's why you must see a doctor first and you mustn't have health problems.

But it isn't dangerous if you follow the rules. For example, you mustn't leave the group, not for any reason, and it's important to prepare carefully. You need to carry everything in your backpack, so you shouldn't take things that aren't useful. Water is the most important thing because it's hard to find, so you must have four bottles of water. The sun is very hot, but you mustn't wear shorts or T-shirts because you'll burn. You should cover your body completely and wear a hat. It's cold at night so you should take a tent and a sleeping bag. A knife is useful, too. It's difficult to find your way in the desert and maps aren't useful because there aren't any roads or villages. The biggest danger is getting lost. That's why you should take a mirror and a torch. You can use a mirror and the sun to signal for help if you get lost. You can use the torch to signal at night. If you get lost, you can't stay where you are because you won't survive. Instead, you should try to walk out of the desert. You can use the position of the sun for directions. You shouldn't travel in the middle of the day when it's hot. Maybe you'll be lucky and arrive somewhere or meet someone. But don't worry! You won't get lost on the Challenge because there are excellent guides to help. Have a fantastic time!

Page 64 Exercise 4 2.10

I = Instructor, B = Becky

I It's important to check your equipment first, Becky. Is your helmet OK?

B It isn't very comfortable. It feels very small.

I Let's see. It's fine. Your helmet needs to be secure. OK, are you ready?

B Erm, yes, I think so. I'm nervous.

I Don't worry. Just go slowly and remember to relax and use your legs.

B That's a very big rock! What if I fall?

I You'll be fine if you follow me.

Page 66 Exercise 7 2.11

Z = Zoe, D = Dad

Z Dad, I was watching TV earlier ...

D I thought you were doing your homework.

Z I was doing my homework. Then I finished and I started watching TV.

D OK.

Z Anyway, as I was saying, there was this TV programme about trekking in the desert. It was called *Desert Challenge*.

D Oh yes?

Z It was really interesting. When you're in the desert, you need to have all these things with you.

D Like ...?

Z Like drinking water, obviously.

D Of course.

Z You must have four bottles of water. And it's very hot in the desert, but you mustn't wear a T-shirt or anything like that because the sun is very strong and you'll burn. So you should cover your body completely and wear a hat.

D Good advice.

Z But then it gets cold at night, so you need a warm sleeping bag. And you should take a mirror, a torch, and a knife. Do you know why?

D Umm. Well, you need a torch when it's dark.

Z Correct.

D But a mirror? And a knife?

- Z** The mirror is to help you if you can't find the right direction. You use the sun and the mirror to tell people that you don't know where you are.
- D** Very clever. And the knife?
- Z** I've got no idea about the knife. They didn't say why you should bring a knife.
- D** I'm sure it's useful.
- Z** Dad ... can I go on a desert challenge?
- D** No, you can't.

Unit 7

Page 69 Exercises 3 and 4 🎧 2.13

I = Interviewer, E = Elijah, R = Rebecca, L = Lilly, H = Harry, Re = Renee.

1 Elijah

- I** Listen to this song. What do you think of it?
- E** It's OK. It sounds like reggaeton to me.
- I** What about the rhythm? Do you like it?
- E** Yeah! It's a good one for dancing. It's cool!

2 Rebecca

- I** Listen to this. Do you like it?
- R** Not really. I'm not into classical music. It's OK. It's a bit too slow for me.

3 Lilly

- I** Listen to this. What do you think?
- L** It sounds like samba to me. It's very catchy. It's got a good beat. It's a good one for dancing to.

4 Harry

- I** Do you like this music?
- H** It's too heavy for me.
- I** What do you think of the guitar?
- H** It's weird. I'm not into heavy metal.

5 Renee

- I** What do you think of this song?
- Re** I don't like the beat. It isn't very catchy. And the lyrics are weird. I don't like it.

Page 72 Exercises 4 and 5 🎧 2.19

Ka = Katy, J = Jason, L = Lewis, Ki = Kiera

1

- Ka** Jason, you are amazing. Really, that song is you and you sang it beautifully. So, for me you've definitely got the look, you've definitely got the talent.
- J** Thanks, Katy.
- Ka** You're also very charming. BUT ... but ... you've got a problem. You don't believe that you're good. I think you need confidence. No, really. The music business is tough and you'll need more than a voice. If you're ambitious, you'll be successful, OK? So what are we going to do?
- J** I don't know, Katy.
- Ka** We're going to make you stronger. Are you going to work with me?
- J** Yes, I am.
- Ka** Good. You've got a big heart, Jason, and if you think you can win, then maybe you will win. Anyway, I think you can do better but I'm still going to give you eight points – so ... you're going through to the final.
- J** That's great, thanks Katy.

2

- L** Kiera, congratulations! What a performance! You're my number one! Do you know what I like about you, Kiera?
- Ki** Um no ...
- L** Everything. Well, almost everything. The thing that I like most – your biggest strength – is your energy. The dancing in particular was fantastic. You've got a lot of confidence.
- Ki** Thanks, Lewis.
- L** Now, I am not a hundred per cent happy with the voice. It's a little weak, but only a little. You are dancing so much that maybe it's difficult to sing.
- Ka** Come on Lewis, what score are you going to give her? Is she going to be in the final or not?
- L** Be patient! Kiera, what are you doing next Saturday?
- Ki** I don't know yet, Lewis.
- L** OK, well don't make any plans, because I'm going to give you nine points, so you're also coming with us to the final next week. Congratulations!

Page 76 Exercise 7 🎧 2.21

M = Mel, B = Ben

- M** Hello?
- B** Hi, Mel? It's Ben. What are you doing?
- M** Hi, Ben! Not much. I was watching TV, but to be honest there isn't much on. What are you up to?
- B** Nothing, really. Are you doing anything this afternoon?
- M** Nothing special. What are you doing?
- B** I'm practising with the band.
- M** Oh. Are you still doing that?
- B** Yes, we are. It's good fun. We're getting quite good.
- M** Really?
- B** Yeah. I was thinking ... we haven't got a singer at the moment.
- M** Why? What happened to Sally?
- B** She left to sing with Harry's band.
- M** Oh dear. People think his band will be very successful.
- B** I don't know. They're not that good.
- M** Harry's very ambitious.
- B** Yes, he's confident, but he isn't very talented.
- M** We'll see.
- B** Yeah. Anyway, I know you're a good singer. What do you think about joining the band?
- M** I don't know. I'm very busy at the moment.
- B** It won't take much of your time. Just two or three hours a week. Go on, you've got a strong voice.
- M** I'll think about it.
- B** Why don't you come to our practice this afternoon and meet the band?
- M** Yes, that's a good idea. Let's do that.
- B** Great!

Unit 8

Page 79 Exercises 3 and 4 🎧 2.23

I = Interviewer, A = Amelia, H = Harry, S = Shri, L = Lilly

1 Amelia

- I** What are you scared of?
- A** Spiders. I can't even look at a picture of a spider. They're horrible.
- I** What about heights? Are you nervous about high places?
- A** No, not at all. I don't have a problem with heights.

2 Harry

I What do you find scary?

H Hospitals are really scary. I get really nervous about visiting someone in hospital.

I What makes you happy?

H Happy? Mmm ... Music makes me happy. Listening to music.

3 Shri

I Do you ever get nervous about things or situations?

S Oh, yes. I get really nervous when I'm in a small place.

I So caving isn't a sport that you want to try then?

S No way! I like being outside.

4 Lilly

I What makes you happy?

L Lots of things. But my favourite is dancing. It makes me really happy.

I Are you scared of anything?

L I find roller coasters scary. All my friends love them, but I don't.

Page 82 Exercises 3 and 4 2.28

I = Interviewer, L = Laura, O = Owen, R = Rachel

1

I Laura, are you into sports?

L Yes. I love sport.

I And what sports do you do?

L Running and swimming, but my favourite is snowboarding.

I What do you like about it?

L I love going fast on the snow. It makes me feel free. It's awesome.

I It looks dangerous. Have you ever had an injury?

L Yes, I broke my wrist when I was a beginner. It wasn't very serious so I only spent one night in hospital.

2

I What sports do you do, Owen?

O I go mountain biking with Tim, my friend. It's really exciting.

I Have you tried downhill biking?

O Yeah. It's awesome. My record for downhill is 32 kilometres per hour. Tim's is 37 kilometres per hour. He's crazy!

I Have you had any injuries?

O Nothing serious. Only cuts and bruises. I've been lucky.

I What about Tim? Has he broken any bones?

O No. He's only had a sprained ankle. He's been incredibly lucky.

3

I What sports do you like, Rachel?

R Ice hockey. I play goalie in a team here in Edinburgh.

I Has your team ever won a game?

R Sure. We've won a few games.

I It looks dangerous. Have you ever broken any bones?

R No, you see, I wear all this protective gear. But I broke my ankle on the way to hockey training once. I fell off my bike!

I Was it serious?

R Yes. I had an operation and I was in hospital for ten days.

Page 86 Exercise 7 2.30

L = Luke, Dr = Doctor Jones

L Hello, Doctor Jones.

Dr Hello, Luke. How can I help you today?

L I've hurt my wrist.

Dr What happened?

L I was mountain biking at the weekend and I fell off my bike. I can't move my wrist at all now.

Dr Let me see. Hmm.

L Ow!

Dr It's quite bruised.

L It's really painful.

Dr Have you ever had any injuries to your wrist?

L Yes, I sprained it about two years ago.

Dr What were you doing?

L I was mountain biking.

Dr Again? That's a dangerous sport. Have you ever thought about doing something less dangerous?

L Not really. It's very exciting, and I'm pretty good at it.

Dr When you're not falling off your bike, you mean.

L Well, yes. That doesn't always happen. I mean, I've had a lot of cuts and bruises, but I've never broken my wrist.

Dr Well, you're lucky. You haven't broken it this time.

L That's good. I was worried.

Dr But you have sprained it quite badly. I'll give you something for the pain. You should protect your wrist. And you shouldn't go mountain biking for at least three weeks.

L Three weeks? That's a long time.

Dr Have you ever thought about taking up chess?

Plus Options Unit 1

Page 88 Exercises 3 and 4 3.04

N = Noel, W = Woman, S = Sarah, M = Man

1

N Excuse me, do you know where the ... is?

W Yes, it isn't far. Turn left at these traffic lights and go past the police station. It's on the left.

N So, I turn left at these traffic lights. Then I go past the police station and ... it's on the left.

W Yes, that's it.

N Thanks!

2

S Excuse me.

M Yes?

S I'm lost. I'm looking for the ... How do I get there?

M Go straight on at these traffic lights. Turn left at the post office. Go past the sports centre and walk across the pedestrian crossing to the secondary school. The ... is on the left.

S So, I go straight on at these traffic lights. I turn left at the post office. Then I go past the sports centre, I walk across the pedestrian crossing to the school, and the ... is on the left.

M Yes, that's it.

S Lovely! Thanks for your help.

M You're welcome.

Plus Options Unit 2

Page 89 Exercises 3, 4 and 5 3.07

S = Sophie, D = Dave, A = Alex

S Hello?

D Oh hello. This is Dave Mitchell. I work with Alex - sorry, I work with your dad. Can I speak to him, please?

S Sorry, he's out at the moment. He's at the supermarket with Mum, I think. Can I take a message?

D Yes, please. Can you ask him to call me on my mobile?
S Yes, sure. Has he got your number?
D I think so, but can you give it to him again? It's 07913 24058.
S Hang on a minute. 07913 ... 24058.
D That's right.
S OK, I'll give him the message when he comes home.
D Thanks very much! Bye.
S Bye.

...
A Hi, this is Alex. Sorry I can't take your call right now. Please leave a message.

D Alex, it's Dave. Why aren't you answering your phone? Listen, the football match starts at three o'clock. We're meeting at Oliver's house, and he'll drive us to the stadium. You need to be at Oliver's house at two! His address is 34 Eastfield Road. Oh, and the tickets cost £46.50. It's twenty to two now, so you need to hurry.

Plus Options Unit 3

Page 90 Exercise 1 3.09

L = Liam, E = Emma, H = Harry, R = Ruby

L His mum made the wedding cake. It was amazing!
E They got lots of presents. They were on the table and I wanted to open them.
H The wedding party was in the garden of a big hotel.
R There were fireworks and great music at the party.

Page 90 Exercises 2 and 3 3.10

E = Ella, M = Megan

E Hi, Megan. Hey, I didn't see you at tennis on Saturday. What happened?
M Hi, Ella. My cousin got married on Saturday and I went to her wedding.
E Wow! Did you have a good time?
M I had a great time. I've got some photos. Look. Here's one of Lily in her wedding dress.
E She's really beautiful! And look at Dan! He looks really smart.
M I know. He usually wears jeans!
E Were there many people?
M Yes, there were about a hundred and fifty people. Lots of my cousins were there. I met Dan's brother, Jamie. He's really cool. I sat next to him at dinner.
E Where was the wedding?
M It was in the garden of a big hotel in the country.
E What was the food like?
M Fantastic. Really amazing – there was so much! After the meal, everyone danced. There was a DJ and he played a lot of good music.
E What did you give them for a wedding present?
M My mum and dad just gave them some money, so that they can have a really good holiday.
E Good idea!

Page 90 Exercise 4 3.11

P = Pete, S = Sam

P Hi, Sam. Why didn't you go to Jack's party?
S I couldn't come. It was my brother's wedding.
P Oh, I forgot about that. Did you have a good time?
S Yeah. I had a great time!

P Were there many people?
S Yes, there were about a hundred people. I met Jack's sister, Ruby. She's cool.
P I don't know her. What was the food like?
S Really good. There were lots of different types of food.
P What did you give them for a present?
S My mum and dad gave them a coffee machine. They really liked it!

Plus Options Unit 4

Page 91 Exercise 2 3.13

- 1 The pillows are under the beds.
- 2 The sheets are behind the chair.
- 3 The laptop is on the bed.
- 4 The chair is in front of the door.
- 5 The tidy bed is on the left.
- 6 The posters are on the shelves.
- 7 The plant is between the beds.
- 8 The basket is next to the table.

Page 91 Exercises 3 and 4 3.14

A = Anya, M = Malaya

A Oh, no! Where is it?
M Come on. It's time for breakfast. It's ten to eight.
A You go, Malaya. I'll come in a minute.
M Anya! What's wrong?
A I can't find my history book and I really need it today. We've got a test.
M Are you sure it's in the bedroom?
A I think so. I usually put it on the shelves with the other books, but it isn't there.
M What about the table? Is it behind your computer?
A No, it isn't. I think it's in here.
M What? In the drawer?
A Yes! I always do my homework at the table here. No, it isn't here.
M Look, here's a history book under the bed. Is this what you're looking for?
A No, that's the wrong one. Maybe it's in your bag ...
M My bag? I'm sure it isn't in there.
A Here it is! It's in the clothes basket.
M The clothes basket? That's a crazy place to put it!

Plus Options Unit 5

Page 92 Exercises 2 and 3 3.16

T = Tim, SP = Salesperson, M = Manager

T Excuse me. I bought this laptop here on Saturday, and there's a problem with it.
SP What exactly is the problem?
T Well, your computer expert said that it was very fast, but it isn't. In fact, it isn't as fast as my old laptop.
SP I'm surprised about that. It's one of our most popular models.
T I can't watch videos because I can't download them. But the worst problem is the battery. I recharge it and it only lasts an hour.
SP Mmm. That isn't very long. Perhaps you need to buy a new battery.
T But it IS a new battery! I want to change it for another laptop.

SP I'm afraid I can't do that.
T Could I speak to the manager, please?
SP Yes, of course. I'll call her.
M Hello. How can I help you?
T I'd like to make a complaint. I bought this laptop on Saturday and I'm not happy with it. The salesperson said it was fast, but it isn't. And the battery only lasts an hour.
M I see. I'm terribly sorry about that.
T I would like to change it for a better one.
M I'm afraid we can't do that.
T But what about the battery? There's something wrong with it.
M OK, we can replace the battery for you.

Plus Options Unit 6

Page 93 Exercises 2, 3 and 4 3.18

I = Interviewer, W = Will, O = Olivia

I I'm with Will and Olivia. They're students at Stafford High School and I'm going to ask them some questions about their school. Will, do you think there's a problem with cheating at school?
W Not really. Two students in my class used notes in an exam, but the teacher saw them. If they do it again, they'll be in serious trouble.
O I don't agree. Some students use mobile phones in exams. The school should do something about it. I don't think students should take phones into exam rooms. Teachers should stop them.
I What about bullying? Is that a problem?
O I don't know. Some girls can say cruel things sometimes, but it isn't really bullying.
W I disagree with that. There's definitely a problem with cyber bullying.
I You mean on social media?
W Yes, that's right. Posting messages and videos about people. It's difficult to stop because you don't know who's doing it.
I So what does the school do about cyber bullying?
W We must report it to a teacher. They try to find the bullies, and they can take away their mobile phones.
I So that's good. How can the school improve?
O We should have more school trips. I mean educational trips to help with our studies. They're really motivating because they're fun.
I What about you, Will?
W I think that class size is a problem. Some classes are very big. In my class there are nearly 40 students! We should definitely have smaller classes. In small classes, we can learn more.

Plus Options Unit 7

Page 94 Exercises 2, 3 and 4 3.20

C = Clerk, W = Will

C Hello. Can I help you?
W Yes, can I just check something? Is *The Lion King* the Disney musical?
C Yes, that's right.
W Great, could you hang on a minute? I want to check which show my friend wants to see. Hello, Sally? I'm at the box office. We can see *The Lion King*, Little Mix, or *Hamlet*. Little Mix? They're an all-girl pop band. Yes, I'd prefer to see a

musical, too. *The Lion King* looks good! OK, great. Shall I book tickets then? OK, speak to you later Sally, bye!
W Sorry about that. Can I have two tickets for *The Lion King*, please?
C Certainly. Which date?
W Er, the eighteenth of November.
C OK, where would you like to sit? Front, middle or back?
W Er, how expensive are the seats in the middle?
C They're £47 each.
W Right. Are they more expensive than the seats at the back?
C Yes, they are. The ones at the back are £38 each.
W OK, can I have two seats at the back, please?
C Certainly. That's seats 11 and 12 in row V.
W Great!
C That's £76 altogether, please.
W Here you are.
C Thanks. Enjoy the show.

Plus Options Unit 8

Page 95 Exercises 2 and 3 3.23

O = Operator, E = Ellie, H = Harry

1
O *Medical Direct*. Can I take your name, please?
E Yes, it's Ellie. Ellie Smith.
O OK, Ellie, how can I help you?
E Well, I've burned my hand and I'm not sure what to do.
O I see. What were you doing when you burned it?
E I was making lunch.
O Lunch? What happened?
E I was taking some hot soup out of the microwave when it went on my hand.
O Oh, dear!
E It's very red and it really hurts.
O OK. You need to put your hand under cold water.
E Right.
O It's important to put it under cold water for ten minutes.
E OK, and then what?
O Well, I think it will be fine after that. But if it still hurts tomorrow, go and see your doctor.
E OK, I'll do that. Thanks for your help.
O You're welcome. Bye.

2
O *Medical Direct*. Can I take your name, please?
H Harry Roberts.
O OK, Harry, how can I help you?
H It's my mum. She's got a problem with her knee.
O Oh, what happened?
H Well, she was walking along the street when she fell over.
O Can she walk?
H Yes, she can, but her knee is purple and it hurts a lot!
O It sounds like she's bruised it badly.
H OK. What's the best thing to do?
O First, put some ice on it. Ice is very good for bruises.
H OK.
O If it still hurts, she can take an aspirin. And she needs to sit down or lie down and rest it.
H But she's playing tennis tonight.
O I don't think that's a good idea. She mustn't move her leg very much.
H OK. Thanks very much for your help.
O That's no problem. Bye.

Workbook audio scripts

Unit 1

Page 10 Exercises 3 and 4 01

I = Interviewer, A = Alfie

I Hi, Alfie. Those pictures are great.

A Thanks. I've always got my notebook with me and I often draw pictures.

I You're obviously good at it.

A I like drawing. It's a great hobby and it isn't expensive. I usually draw small pictures of people. But sometimes I make posters – that's a lot of work!

I Yeah.

A And I collect pop posters. I've got about twenty posters in my room. Now that *is* an expensive hobby! I buy them online.

I Cool.

I Hello, Megan. That's a big bag.

Megan It's got my sports things in it.

I Do you do a lot of sport?

Megan Yeah ... I'm in the girls' football team at school.

I How often do you play?

Megan Two or three times a week after school. But we never play on Fridays because I always meet my friends in town after school and we sometimes go to the cinema.

I Great.

I Hi Luke. Nice music!

Luke Thanks! Wait a minute. Yes, I love music and I listen to it all the time. I like listening to new things.

I Good.

Luke I often go online and find new music on YouTube.

I Do you play an instrument?

Luke Yeah – I play the piano. I have a piano lesson every Monday. My teacher's good – I go to his house. I don't play at home because we haven't got a piano. But I sometimes play at school.

I Thanks.

Page 14 Exercise 4 02

I = Interviewer, E = Eva

I So, what do you like doing in your spare time?

E Well ... a lot of different things. I love going out and doing sport. I hate staying in bed late in the morning. I always get up early!

I Oh yes. I'm the same.

E I love being creative. I write a blog online every day and I really like that. I'm also a big fan of cooking. When my friends are at my house, we sometimes bake cakes.

I And what about your family?

E Well, my dad doesn't do sport and he doesn't like baking ... but he's mad about collecting things! He collects very expensive old books! But I'm not interested in collecting things – I think it's boring!

I Yes.

E And ... my mum likes films and we sometimes see films together. I enjoy going to the cinema in town with her to watch a family film. And my sister is very good at dancing and she goes to a salsa dance club near our house. But I'm *really* bad at dancing.

I Oh dear.

E But I love music. I always listen to some beautiful music in bed before I go to sleep. It's very relaxing.

I That sounds nice!

Unit 2

Page 18 Exercises 3 and 4 03

D = Dad, S = Sam

D Hi, Sam! It's Dad here.

S Oh, hi Dad ... I'm on the bus with Uncle Steve. We're going to that music concert in town. It's at the theatre.

D Listen, Sam ... there's a problem ...

S I'm sorry. I can't hear you. There are a lot of people on the bus. Can you speak up?

D OK ... OK It's important. I need to speak to you. Your phone was busy just now and there's a voicemail message on your phone from me.

S I'm afraid I really can't hear. I think I need to call you back.

D Listen ... don't hang up.

S Don't worry. I can call you back in a minute.

D All right. Bye.

S Bye, Dad.

S Hi, Dad. It's me. Uncle Steve and I are in town now. I'm using his mobile because I haven't got any credit on my phone.

D Not again! You need to top up more often.

S I know ...

D Listen ... the thing is ... the tickets for your concert are on the kitchen table.

S What? Are you sure?

D There are two tickets on the kitchen table – they've got the name of a band on them.

S Oh, no. The concert starts in fifteen minutes. Can you drive into town with the tickets? Please?

D OK.

S Meet you outside the station. It's next to the theatre.

D OK. I can send you a text message when I arrive.

S Thanks, Dad! You're the best!

Page 22 Exercise 4 04

A = Anna, W = Woman, S = Sue, M = Mary

1

A Hi. Is that Sue? It's Anna here.

W Sue? ... Eh?

A I'm *really* sorry. I'm afraid I haven't got the right number.

W That's all right. Bye.

2

S This is Sue here. Sorry I can't answer the phone right now. Please leave me a message after the tone.

A Hi, Sue. I'm calling about the trip to the cinema. Perhaps we can speak later. Bye!

3

A I know! I can try Sue's landline. Sue? Are you there? Oh no, her phone's busy.

4

A Hi Sue. It's Anna speaking! How are you?

Mary It isn't Sue. It's her sister, Mary. Sue's having a shower. Can you call back in fifteen minutes?

A OK.

5

A Hi Sue. It's Anna here.

S Sorry, I can't hear you! Mum is doing the housework! Can you speak up?

A It's me! Anna! Anna!

S Sorry? Hannah? I don't know any Hannahs!

6

A Hi. Sue? It's Anna. That was me just now.

S Was that you? I'm so sorry!

A Listen. I'm calling about the cinema tomorrow.

S Yes, great. What time do you want to meet? 7.15?

A Sue? Are you there? ... Oh no! I haven't got any credit! ... I need to top up ... again!

Unit 3

Page 26 Exercises 3 and 4 05

P = Paul, J = Jack

P What did you do in the holidays?

J Well ... I did a lot of different things. But my favourite thing was when I went to a museum in Liverpool with my dad. It's called the World Museum. It's one of five big museums in the city. I think it's over 150 years old.

P But wasn't it ... a bit boring?

J Well, at first, I didn't want to go there! But the World Museum *is* brilliant! It's a bit like time travelling when you go from room to room and you see things from different countries in the past.

P Cool! Just like that film.

J Yeah, that's right. First we visited the Egyptian part of the museum and we explored the different rooms for a long time. We were in there for nearly three hours! The Egyptian mummies are brilliant – some of them are more than 2,000 years old.

P Sounds really good. I think perhaps I'd like it there.

J Yes, yes ... I'm sure you would ... Then after that we went to the Roman part of the museum and we listened to a talk by an important guide. He talked for about twenty minutes ... but he wasn't boring – he was *really* funny! Then we had lunch – there are two cafes and we went to the one called *The Coffee Shop*.

P Great. And what did you do in the afternoon?

J Well ... we went to the shop and I found a cool DVD about dinosaurs. But by five, my dad and I were *really* tired so we left and went home!

P Sounds like a great day!

J Yeah, it was!

Page 30 Exercise 4 06

A = Ann, L = Lily

A What did you do last night?

L I watched the first part of a travel programme. It was with my favourite TV presenter Dan Smith ... I'm a big fan!

A Me, too!

L Well, in this programme, he explored part of South America by train. He went from Argentina across to the Andes Mountains.

A Wow – that sounds like a great journey.

L Yes, he started in Argentina, in the city of Buenos Aires. He visited an old school friend there first – they were friends years ago in London. He's a famous actor now in Argentina.

A Cool!

L Then he began his train journey. On his first train, he met two other travellers – two really funny Americans and he travelled with them for a long time.

After a few days, he stopped high in the Andes Mountains and he stayed there for the night. He always has his camera with him and he took photos of some cool animals there. They're called alpacas. One of the alpacas was a baby and it ate his sandwiches! Here ... look at his website on my phone – there's a photo of it!

A Oh, yeah. It's really lovely! But a bit weird, too!

L Yeah! The next day he took the train again and he helped an older man on to the train. This man had about *twenty* bags with him! And Dan helped to put them *all* on the train. He's really kind! And that was the end of the first programme.

A It sounds really good. What time is it on?

L Oh ... it's at seven o'clock on Tuesdays.

A I think I'll watch it next week.

Unit 4

Page 34 Exercises 3 and 4 07

I'm studying photography – it's one of my favourite school subjects, but it isn't easy.

I'm really into taking photos and I always carry my dad's old camera with me. He gave it to me last year and I take photos with it all the time. But I'm really careful with that camera and I always carry it in a small bag.

Last week, I was walking near the river with my friend, Anna, and I took this photo here. It's one of my favourites. Anna was very excited because it was her birthday.

In this photo, she was jumping happily into the air and she was smiling, too. I think I took this photo from a good angle. You always need to work creatively and choose the most interesting angle for any photo.

This second photo is more of a sports action photo. It isn't easy to take photos of sports like skateboarding. To be honest, I'm not very interested in sport and I don't really like photos of sport. But I love this photo!

I took this photo while I was watching my brother in the park one day. He loves skateboarding and I was there in the park for about two hours. If you wait patiently, you can take an exciting photo like this! I often have a notebook with me and I write down information about the photos – that's really important when you take a lot of photos! I lost my notebook that day ... but I found it in the park the next morning. Phew!

I think it's really good to show your photos to other people. And my photography teacher asks us to bring in our photos from home. So yesterday, I took these two photos to school and I talked about them in front of the class.

Page 38 Exercise 4 08

Good morning everybody and welcome to your first photography class. First of all, we'll look at the cameras and then start to talk about some photos.

Now, you've all got a camera in front of you. Remember, they are expensive! So don't forget you need to hold the camera carefully at all times. And ... please don't run around in this

class. Always move slowly with the camera. We'll talk more about the cameras a bit later in the lesson.

Now, this week, we're looking at taking photos of groups of people. When you take photos of people, you need to be very patient. It's important to speak to people politely and wait quietly until they're ready.

Remember to be creative when you take photos of groups of people. Look at these two photos. I took them from interesting angles. The people weren't smiling happily and they weren't standing in one group. They were all wearing unusual clothes and they were looking serious. That made the photos really interesting ... and very different, too. But it took me about half an hour to take these two photos. Sometimes it takes a long time!

People often think photography is easy. But that isn't always true. Don't forget it's often hard work!

Unit 5

Page 42 Exercises 3 and 4 109

S = Sira, M = Mia

- S** Hi Mia. How's that homework? You know ... about child prodigies.
- M** Well, it's quite interesting learning about prodigies! I'm writing about Ruth Lawrence ... that woman who was really amazing at maths when she was a girl.
- S** Oh yeah ... Mmm ... maths. I can't really do all those difficult maths exercises at school.
- M** Oh, I can ... sometimes! That's why I wanted to write about this girl.
- S** So, what did you learn about her?
- M** Well ... she's British, she's from the UK and she was born in Brighton. Her parents were both computer programmers. But she didn't go to school, her father stopped working when she was five so he could teach her at home.
- S** Really?
- M** Yeah ... her father taught her maths. She could do more difficult maths work than other children at an early age. You know ... *really* difficult maths.
- S** Wow!
- M** And she was soon a bit of a child prodigy.
- S** Amazing!
- M** I think from a young age she wanted to be a mathematician. And when she was twelve she passed the entrance exam to study maths at Oxford University.
- S** You're kidding!
- M** No. She was the best student in the entrance exam. Can you imagine that?
- S** Wow!
- M** So she started university at the age of twelve. And she was the youngest student to get a degree from Oxford University in modern times. She was only thirteen.
- S** So what happened after that?
- M** Well, she did work at universities. And she became a professor at an American university at the age of twenty-two. And she's now an expert in a particular type of maths ...
- S** Well that's good!
- M** So which child prodigy are you writing about?
- S** The artist Picasso ...

Page 46 Exercise 4 110

This week in *Great Lives*, we're looking at the life of one of the most famous Frenchmen of the twentieth century – Jacques Cousteau. As many people know, Cousteau was an expert in the underwater world. But he did many other things in his life too.

He was born in 1910 and he learned to swim when he was four. As a child he could swim very well and he always loved the sea. When he was a teenager, he went to a special school to learn about boats and sailing, and he later travelled a lot by sea.

He was a very creative person, and in 1943, he became an inventor. He invented the 'aqua lung' with a friend – this is a special thing to help people swim under the water for a long time.

In 1950, he bought a boat called *The Calypso* and he began to work as a scientist studying the life of underwater animals and plants.

And in 1953, he wrote his first book called *The Silent World*. Cousteau was not only the writer of this book, but he took many of the photographs for it too. He was an excellent underwater photographer and he took many wonderful pictures over the years.

Between 1966 and 1976 people in different countries could watch his famous TV series *The Underwater World of Jacques Cousteau* and he became one of the most famous TV personalities in the world.

After a long and interesting life, he died in Paris in 1997.

Unit 6

Page 50 Exercises 3 and 4 111

M = Matt, J = Josh

- Matt** Are you awake, Josh? ... Josh!
- J** Not really, Matt ... What's the problem?
- M** There's a noise outside the tent.
- J** Don't worry. You should just go back to sleep.
- M** There it is again.
- J** I can't hear any noise, Matt. Really, there's nothing there.
- M** If you listen carefully, you'll hear it.
- J** OK ... No, I still can't hear anything. Nothing at all.
- M** Perhaps it's an animal and it's eating our food. ... It sounds like a fox, or maybe a rabbit ... Where's that torch? I think I'll look outside.
- J** All right ... the torch is next to the water bottle. It's over there. But be quiet. You mustn't wake the others up. They're asleep. We're all really tired!
- M** Oh, thanks Josh ... I've got the torch now. See you in a minute.
- M** Ow!
- J** What's the matter?
- M** It's my finger ... ow! I hurt it when I was closing the tent. It really, really hurts.
- J** You should get the first-aid kit. It's between my sleeping bag and the rope. If you look over there, you'll see it ... look, near the rope. Not there ... there! That's it.
- M** Thanks. Great. I'll put something from the first-aid kit on my finger. Ouch, ouch, ouch!
- J** Don't be silly, Matt! It isn't that bad. So what was there outside?
- M** Oh, it was just the noise of the fire ... I was a bit worried it was an animal ... that's all.

J Well ... you must go back to sleep now. We've got a really early start tomorrow.

M Sorry, ... I won't wake you up again. I promise. Good night.

J Night, Matt.

Page 54 **Exercise 4** 12

D = Dad, A = Alex

D Are you excited about the school camp, Alex?

A Yeah, I am actually ... all my friends are going.

D Great. Have you got everything?

A Well ... I've got lots of clothes, but I'm not sure what other things to take. My bag is nearly full.

D Well, I think the weather will be good ... quite hot really. So you should take a water bottle.

A Yeah, I've got two water bottles. They're always useful.

D And what will you sleep in at night?

A I've got a sleeping bag. Mum bought me a new one last week.

D Good. What about things to eat with?

A I've got a camping fork and spoon, but I haven't got a knife. I can't find one.

D Don't worry. If I look in the kitchen, I'll find a knife, I'm sure.

A OK, thanks.

D And have you got a compass? I saw it on the list from school.

A No, I need to buy one. We can go to the outdoors shop on the way to school tomorrow morning. We mustn't forget.

D And you should take a first-aid kit. I've got one.

A No ... I don't want to take a first-aid kit! The teachers will have one. Nobody else is taking a first-aid kit.

D OK ... and what about this torch here?

A It's too big for my bag. I can't get it in.

D But you must take one. If it's very dark at night, you'll need a good torch. I think I've got a nice one – it's smaller.

A Cool.

D Well, I think that's everything now.

A Thanks for helping me, Dad.

Unit 7

Page 58 **Exercises 3 and 4** 13

F = Freddie, L = Lucy

F Come on Lucy! Are you going to watch *You've Got Talent*? It's going to start soon.

L I'm coming! It was very exciting last week.

F Yeah ... who did you like?

L Well ... of the dance groups, I quite liked *Samba Rocks*! You know that samba dance band – they had ten dancers with them. They were charming, but ... I think they won't win. They've got one big weakness – one or two of the dancers were a bit slow.

F I know what you mean. I liked *Dance Heroes*. It was cool when they danced to that famous rock song. They were so energetic.

L And extremely strong, too. Yeah ... *Dance Heroes* will do well again this week.

F What about *Salsa Nation*?

L They were very ambitious. The dance was hard. But to be honest, I think they were weak ... and not that talented.

F Yeah ... the other dance groups were more talented. I think they'll go home this week.

L What about the singers?

F Ashraf Osman was great. He's really confident – he's very relaxed when he plays his guitar and sings.

L And I think he has ambition ... I can see it in his eyes!

F He won't go home this week, I'm sure. ... And Kim Kelly – her voice is amazing. She's really talented!

L Yeah ... she's only sixteen. And she's really nice and kind. But the problem is she hasn't got much confidence.

F Yeah, she needs to be more confident.

L And what about that woman? Grace Morgan? She's older than the others.

F Her amazing voice is her strength – she's always successful with her songs and she's got a lot of talent. She *will* be in the final, I know it.

L Oh ... it's starting now.

Page 62 **Exercise 5** 14

P = Presenter, H = Henry

P Good evening and welcome to the final of *Young Musician of the Year*. Tonight we welcome back three of our contestants Ibrahim, Hannah and Nathan. And for those of you new to *Young Musician*, Ibrahim is going to play the classical guitar, Hannah the violin and Nathan the piano. And of course we'd like to welcome our judges. And we're going to start by talking to our judge Henry Thompson ... So, Henry who do you think will win this year's *Young Musician of the Year*?

H Well ... that's difficult to say. They were all so good last week. Ibrahim is a very confident musician, so he doesn't need to improve his confidence. He played beautifully last week. He always plays with a lot of energy, and he's exciting to watch. His only weakness is rhythm ... he lost the rhythm a little last week. But that's his only weakness.

And Hannah, she played two difficult violin pieces last week. I think she was very ambitious ... perhaps too ambitious.

The first piece was OK but it wasn't great, but the second piece ... it was wonderful! Just amazing! It was good to see Hannah finish with real success last week. Well done, Hannah!

And Nathan, he's got charm when he plays ... he always smiles, yes, he's really charming. He's a fantastic musician – he's got a lot of different strengths. I think out of all three of the contestants tonight ... he'll be famous – that's what I think! But ... who will win the competition? Well ... who knows?

P Thank you Henry. Of course, our three musicians are going to play again now. And we're going to learn the name of the winner at the end of the programme.

Unit 8

Page 66 **Exercises 3 and 4** 15

R = Receptionist, Mi = Michael, T = Tony, Ma = May, J = Jill, P = Peter, S = Sally

1

R Hello. Can I have your name please?

M Yes, it's Michael. Michael Baldini.

R And what happened to you?

M I was playing hockey earlier. I'm the goalie, and the ball hit me in the face. I wasn't wearing protective gear, and I've got this bruise on my eye.

R OK. The nurse will look at that.

M Thanks.

2

R Good afternoon. What's your name, please?

T Tony. Tony Davis.

R How can we help you?

T I've been outside today ... I was sitting in the sun for a long time.

R Oh dear. Are you burned?

T Yes. I burn easily. It's here ... on my shoulders.

R OK. I'll tell the nurse.

T Great.

3

R Hello. Can you give me your name?

M It's May. May Silva.

R And what can we do for you?

M It's my arm.

R OK.

M Well, actually, it's my wrist. I sprained my wrist yesterday. I was running for the bus when I fell over. It's a bad sprain.

R Perhaps the doctor should look at it.

M Thanks.

4

R Good afternoon. What's your name, please?

J Jill. Jill Riley.

R And how can I help you?

J I've broken my leg. I broke it last week. I was climbing in the mountains near here. It was quite a serious break and I was in hospital.

R OK.

J Well, it's hurting a lot again today.

R I'll ask the doctor to look at it.

J OK, thank you.

5

R Hello. What's your name?

P It's Peter. Peter Chan.

R What can I do to help you?

P Oh ... I've come about my leg. Well, it's my knees. I've cut my knees. I fell off my mountain bike.

R Right. I'll ask the nurse to look at them as soon as possible.

P Thanks.

6

R Hello there. Can you tell me your name, please?

S It's Sally. Sally Newman.

R And why are you here today?

S I've injured my finger badly. I closed my finger in a door and I think I've broken it. It could be a bad break.

R Mmm ... The doctor should look at that.

S Thanks.

Page 70 Exercise 4 16

T = Teacher, G = Girls, E = Emma, C = Cara

T OK, girls. Thanks for coming to the meeting. There's a bit of a problem this week. We've got a lot of injuries. There are enough players for a team on Thursday ... just! So ... am I right? Emma, Cara, Rachel, Ava, Yasmin and Louisa – are you OK to play?

G Yes, miss.

T OK, so that's six players. Now, I've had messages from some of the other girls and they can't play. Poor Hannah has burned her hand on a barbecue. The burn isn't too bad. I think she'll be better next week.

Then, Safira, well ... I think she won't play volleyball for a few weeks. She's cut her finger badly on a knife.

E Oh dear. That sounds bad, miss.

T Yes, and Caitlin fell off a horse at the weekend ... onto her leg. The good news is that she hasn't broken her leg, but she *is* injured, and she can't play.

C Oh no ... she's our best player!

T Well, you're all good players! Now, poor Jennie – she's got a big bruise on her left shoulder from training. It's very painful, so she can't play. And Ella, you know she plays basketball, too, well she's sprained her ankle badly and she's injured her knee. So she's out of the team.

And last of all, Aisha, she fell over in that match last Friday and she's got a bad cut on her right arm.

E Yeah, that was terrible ...

T So ... let's hope that there aren't *any* more injuries before the match on Thursday!

G Yes miss!

Cumulative review, Starter unit to Unit 2

Page 72 Exercises 4 and 5 17

D = Dasha, M = Michael, A = Adam

D Hi, Michael. It's Dasha. Can you hear me?

M Oh, hello, Dasha. Yes, I can hear you. Thanks for calling. We're just waiting for Adam.

A I'm here! Hi, guys!

M Ooooooh, Adam. I'm afraid we can't see you very well.

A Wait a minute. I'm just moving the camera now. There. Is that better?

M Yes. Perfect! Right. The film needs to be ready in two weeks, but there's still a lot to do. I think we need to meet at lunchtime every day this week.

D Really? Um, well, I'm really busy today. What about you, Adam?

A I'm busy, too. I can't make it today, either.

M Why? What are you doing, Adam?

A I've got basketball club. I always play basketball in the playground on Mondays.

M Of course. Well, how about tomorrow?

A I can't, sorry. I need to spend all of Tuesday lunchtime studying in the science lab. We usually have a science test on Tuesdays.

M I'm not really bothered about science at the moment. I'm worried about the film!

A Don't worry, Michael. Relax! Let's meet on Wednesday in Miss Clarke's classroom.

D That sounds like a good idea. Nobody uses her classroom on Wednesday lunchtimes. Shall we meet at one p.m.?

M Great! I'm sending the students in Mr Hall's class a message now. Dear Bill, Paul and Sally ...

Cumulative review, Starter unit to Unit 4

Page 73 Exercises 4 and 5 18

E = Emrah, L = Lucie

Emrah Hey Lucie! You're back! How was your summer holiday?

L Brilliant, thanks Emrah. Did you hear I went to China?

E No, really? What was it like?

L It was amazing. I've got some photos on my phone. Do you want to see?

E Yes, please. Ooooooh, that's amazing! Where's that?

L That's Beijing, the capital city. It's very busy. We stayed in a hotel, um, just there, I think. You can't see it very well. There were lots of cars and buildings!

E Ah, look! I really love these animals. They're my favourite!

L Yes, they're black and white pandas.

E All pandas are black and white, aren't they?

L No. We saw some red pandas, too. I didn't take any photos though. They were climbing up the trees quickly. They were too fast! I took this photo while I was waiting for our tour guide. There are two pandas. They're walking very slowly. ... And this one here is my favourite photo. What do you think?

E That's cool. Where is that?

L It's near Beijing. In the foreground is my sister, Anna. She's sitting on the Great Wall of China posing for the photo. It was a nice day but really cold. Can you see behind her? The wall is very long, and you can see trees and the countryside.

E I'm very impressed. It's a great photo!

Cumulative review, Starter unit to Unit 6

Page 74 Exercises 4 and 5  19

J = Jack, G = Grace

Jack Hi, Grace. I read your blog post yesterday. It sounds like you had a great time!

G Yes, it was good. I don't think my mum was very happy though!

J I'm not surprised! I couldn't eat a rat.

G Oh, you could, Jack. If you're really hungry, you'll eat anything.

J I suppose so. So, why did your family choose to do a survival course?

G Well, you know Bear Grylls, the TV survival expert? We all love his programmes because he does challenging things, like climbing up Mount Everest. Anyway, he eventually started survival courses for families. So the four of us spent the weekend together learning how to survive in an emergency.

J But why? If there's an emergency, you'll call the police, won't you?

G Yeah, but what if you're in the middle of nowhere and your phone doesn't work?

J I've no idea! I'm no good at survival skills. What should I do?

G First, it's important to find shelter, water and food. Are you good at lighting fires outdoors?

J I've no idea!

G Well, on the course, you'll learn how to make a shelter, light a fire and use a knife safely. You'll also look for food – small animals, insects, mushrooms, things like that. Can you find your way at night without a map or phone?

J I doubt it! So, um, is it important to be fit?

G You should be quite fit. And if you can't swim, you won't be able to take part.

J I can swim quite well. If you give me the website address, I'll have a look.

G OK. It's www. ...

Cumulative review, Starter unit to Unit 8

Page 75 Exercises 4 and 5  20

B = Ben, MJ = Mrs James, K = Kim, A = Anna

1

B Hi, is that Mrs James?

MJ Yes, speaking.

B Oh hi, it's Ben Green from the festival. Don't worry, but I've got your daughter, Kim, here with me.

MJ Oh no. Is she OK? What's happened?

B She's fallen over and she's got a really small bruise on her ankle.

MJ Um, that doesn't sound too bad.

B No, it isn't. It definitely isn't broken. She can walk on it, but she wants you to come and pick her up.

MJ That's ridiculous! Can I speak to her, please?

B Sure, no problem.

K But Mum it hurts ... Yes, it's reeeeeeeeeeeeee painful ... Well no ... Don't hang up! I haven't been having a good time ... It's been raining since I got here ... No, that's not all, there's something worse ... Oh wait, this song rocks! I've had an argument with Grace ... No, Mary hasn't spoken to me since this morning either ... Pleeeeease, Mum, I'm having an awful time. Please take me home! ... OK. She wants to talk to you.

B Mrs James?

MJ I've told her to stop being negative. I'll pick her up on Sunday. Bye!

2

B Hi. How can I help you?

A Oh, I feel silly. I've spent all my time sitting in the sun and ...

B Let me see. Ouch! That looks painful! Can you move your arm?

A Well, you see, my arms aren't that bad. If you look at my leg ...

B Wow! That looks worse. What's your name?

A Anna.

B Well, Anna, it looks really serious. I think you should see a doctor at the hospital.

A No. I get nervous about hospitals. Look ... I can stand up, well, if I stand up slowly, it won't be too bad.

B Careful! Anna, you've been very brave, but I'm calling your parents now. That's the end of the festival for you this year, I'm afraid.

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